

**THE USE OF YANBU'A METHOD TO HELP
THE STUDENTS TO PRODUCE CORRECT
PRONOUNCIATION**

THESIS

Submitted in Partial Fulfillment of the Requirement for
Gaining the Degree of Bachelor of Education
in English Education



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MOTTO

لا تحتقر من دونك فكل شيء مزيه

Don't insult other people, because everyone has superiority

DEDICATION

My thesis is honorably dedicated to:

1. My beloved Father and Mother (Puji Asmungin and Sri Rahayuningsih) who always support me emotionally and materially with pray, guide, and patience. Thanks for the effort and contribution in making my education success and run well.
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Finally, I would like to thank everybody important to the successful realization on this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher but also for the readers. For this reason, constructive thought-full suggestions and critics are welcomed.

Semarang, 2nd January 2021

Writer

A stylized handwritten signature in black ink, featuring a large loop and a cross-like structure in the center.

Indah Mutya Lestari

PREFACE

In the name of Allah the beneficent and the merciful. Thanks and saying *Alhamdulillah* to Allah for His blessing and loves. He gave me the best power to finish my thesis.

My thesis focuses on the way to produce correct pronunciation in English alphabet. This thesis is written to help the students to produce correct pronunciation. Teaching pronunciation is a preplanned, goal-directed educational process to facilitate the learning process. Teaching named also the process of transfer knowledge from the teachers to the students. The teacher hopes the students can get understanding. Therefore, the teachers should be more creative to deliver their knowledge to the students. In this case, the researcher conducted this research to find out the best way to teach pronunciation for the students, to describe the methods used in learning pronunciation and to explain how the researcher assesses the student's pronunciation competence.

ABSTRACT

Indah Mutya Lestari, The Use of Yanbu'a Method to Help the Students to Produce Correct Pronunciation. *Thesis*. English Department Program, Teacher and Training Education Faculty, Walisongo State Islamic University of Semarang (UIN). Advisor: Dr.H.Muhammad.Nafi Annury, M.Pd.

This thesis discusses the way to help the students to produce correct pronunciation easily. In teaching English as a foreign language in Indonesia, there was a quite a number of problems faced by the students which was a barrier to development of their English pronunciation skill. Actually, it was be familiar problem. Pronunciation mistake can not be separated from the students in the process of learning English. This case, the researcher found out the new way to teach pronunciation, it is to describe the new way to teach pronunciation and to explain the new way to teach pronunciation. Actually, Islamic religion was a majority in Indonesia. They were learning about *hijaiyah* leter. The participats were English Conversation Class in Fadhlul Fadhlul Islamic Boarding. From that case, the researcher tought more about the similarities letter between alphabet in English and *hijayah* letter in Arabic. There was three letters in this thesis: ش same with /sh/, ذ same with /dh/ and ث same with /th/. This research was a Descriptive Qualitative approach through field reaserch. The object of this research was the Islamic students that has known the *hijaiyah* leter. This research showed the result of the new way in teaching pronunciation use Yanbu'a Method. Based of the result, the benefit was for the teacher, the students, the readers, and the other researchers.

Keyword: *Teaching, pronunciation, yanbu'a method, alphabet, hijaiyah leter, same.*

TABLE OF CONTENT

PAGE OF TITLE.....	i
THESIS STATEMENT	ii
ADVISOR APPROVAL.....	iii
RATIFICATION	iv
MOTTO.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	viii
PREFACE	x
ABSTRACT	xi
TABLE OF CONTENT	xii
LIST OF APPENDIXES.....	xv

CHAPTER I INTRODUCTION 1

A. Background of the study.....	1
B. Reason choose the topic.....	4
C. Research question.....	5
D. Objective of research	6
E. Significances of the study	6

CHAPTER II REVIEW OF RELATED LITERATURE..... 9

A. Previous research.....	9
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B. Theoretical review	13
1. English language teaching.....	13
2. English pronunciation teaching	15
3. Yanbu'a method teaching.....	15
4. English alphabet letter.....	16
5. Arabic hijaiyah letter.....	17
6. Same pronunciation between alphabet and <i>hijaiyah</i> letter.....	18
7. English for Islamic students	19
CHAPTER III RESEARCH METHOD	23
A. Research Design.....	23
1. Research method	23
2. Data sources	24
B. The setting of Research	24
C. The technique of Data Collection	25
1. Observation	29
2. Interview	33
3. Documentation	38
4. Data analysis	40
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	44
A. Description of teacher, students, location, the building of Fadhlul Fadhlul Islamic Boarding. 44	

1. Teacher	44
2. Students.....	45
3. Facilities.....	46
4. Building	47
B. Data Description and Discussion	48
1. Analysis of the Material used on Islamic Boarding of Fadhlul Fadhlun Semarang	48
2. The method used in learning English pronunciation	51
3. The applying of Yanbu'a Method used in PPFF	52
4. The teacher assessment the students Pronunciation competence	53
5. Students perceive on the applying of Yanbu'a Method used in pronunciation Learning	54
C. Limitation of Study	54
CHAPTER V CONCLUSION AND SUGGESTION	56
A. Conclusion	56
B. Suggestion.....	57
BIBLIOGRAPHY	59
APPENDIXES.....	61
CURRICULUM VITAE	90

LIST OF APPENDIXES

Appendix 1 The Observation Guideline	61
Appendix 2 The Interview Guideline for Teacher.....	63
Appendix 3 The Interview Guideline for Students.....	64
Appendix 4 The Principle of The Conversation Class in PPFF.....	65
Appendix 5 Result of Reduction Interview of the Principle of The Conversation Class	67
Appendix 6 Result of The Observation	72
Appendix 7 Field Note 1 Observation	73
Appendix 8 Panduan Wawancara Participant 1	74
Appendix 9 Panduan Wawancara Participant 2	77
Appendix 10 Vision and Mission of PPFF.....	80
Appendix 11 Surat Mohon Izin Riset	81
Appendix 12 List of Participants	
Appendix 13 Documentation.....	82
Appendix 14 The Yanbu'a Method	88

CHAPTER I

INTRODUCTION

In this chapter discusses the background of the study, the reason for choosing the topic, question of the research, the objective of the study, the significance of the research.

A. Background of The Study

The students should be able to speak English with correct pronunciation to create the understandably speaking. The understandably speaking is does not sounding like a native speaker. Actually, sounding like a native speaker have a couple of problems. First, it needs hard effort to define “what is a native speaker” sound like. Second, there are so many varieties of English pronunciation style that it is almost hard to define the ideal pronunciation commonly. In this case, the English learners might use their preffered pronunciation style depends on their language background. The English learners came from any variation English background that it is found so many dialects style that should be understood by the teacher or other English learners. In fact, it is might not easily understood by the teacher or

other English learners. But a few of English learners have thought that it is not important thing that should be the one of the material list in the class. So, those are so many things that should be prepared by the teacher to teach pronunciation in the limit time class for the English learner as a foreign language.¹

Due to local dialects and accents of the English learners in Indonesia, the teacher should create the easy way to help the English learners to produce correct pronunciation. In fact, there is no any choice to be Indonesian, mostly Indonesian know well about the Arabic letter articulation. There are several Arabic letter named *hijaiyyah* letter have same articulation with alphabet letter in English. The *hijaiyyah* letter learned by the Indonesian with some method like *yanbu'a* method.

Pronunciation is the way in which a language or a particular word or sound is spoken. ² Actually, a word can be spoken in a different ways depends on the various backgrounds and factors such as the area of grew up, the

¹ Jarrah, Mufleh. Arabic Fricative Consonants. International Journal of Humanities and Social Science. Al-Balqa' Applied University. Vol.3 No.21.2013

² Oxford Learning's Pocket Dictionary. Oxford New York. Oxford University Press. p.352 ed.4

area of now live, the environment of learning English, the social class, education background, etc. sometimes, from that case, the listener can not understood generally swell what the speakers speak.

Language is a system of communication in speech and writing used by people of a particular country.³ Language is the most beautiful thing given by Allah SWT to every person. It exactly helps to the human to communicate with other people or communities. In other hand, it can help to solve some problem and reach a lot of achievements in the journey life. People could not do anything if there was no language gift from Allah SWT. There would have no educational activity in people life. From this way, this is the reason why it is important thing for human life to learn and use language.⁴

Yanbu'a method is The yanbu 'a method is a method or thoriqoh for learning to read and write and memorize the Koran quickly, easily, and correctly for children and adults alike, which is designed with Utsmany's rosm and use punctuation signs and waqof that

⁴ Enamul Hoque, *“English Language Teaching and Learning at the Alim Level in the Madrasahs in Bangladesh: Problem Are Possible Solutions,”* (Bangladesh: University Savar Dhaka), 2008, 21.

are in the al-Qur‘an rosm Utsmany, which is used in Arab and Islamic countries.⁵

The emergence of the *Yanbu’a* was the suggestions and the encouragement from the alumnus of Tahfidhul Quran Islamic Boarding. From that way, they have a relationship with this Islamic Boarding. Besides from the suggestion of the society and Lembaga Pendidikan Ma’arif also Muslimat especially from Kudus and Jepara substantions.⁶

B. Reason for Choosing the Topic

The researcher has some goals to complete this research. Pronunciation is essential thing in learning English. It is one of skill needed by the students to get the perfect English skill even it does not everything in learning English. It always used by human to understand the communication purpose in their interaction with the other. It is needed the best way to pronounce some word to help to get perfect pronunciation. From this case, the reseacher explained the easy way to help the student to

⁵ M. Ulin Nuha Arwani, *Thoriqoh Baca Tulis dan Menghafal al-Qur‘an Yanbu’a Jilid1*,(Kudus: Pondok Tahfidh Yanbu‘ul Qur‘an, 2004),hlm 1.

produce correct pronopunciation easily. The researcher explained how to use the *Yanbu'a* Method to the students in the English class.

The researcher used one of the Class for observation, interview, and collection data to accomplishing this research.

The reaseacher choosen the topic in respect of 'English Teachig with Yanbu'a Method and determines a descriptive qualitative method to find out the data.

C. Research Question

Based on the problems on the background on study, the researcher is interested in finding out the materials, methods, and assessment used in learning English:

1. What are the methods used in learning pronounciation in Conversation Class in Fadhlul Fadhlun Islamic Boarding, Semarang ?
2. How is the possibility of using the *Yanbu'a* Method in learning pronounciation in Conversation Class in Fadhlul Fadhlun Islamic Boarding, Semarang ?
3. How to apply the *Yanbu'a* method to help the Conversation Class in Fadhlul Fadhlun Islamic Boarding, Semarang?

D. The objective of the Study

In line with the question of the study, this study has purposed to find out:

1. To find the methods used in learning pronunciation in Conversation Class in Fadhlul Fadhlul Islamic Boarding, Semarang
2. To describe the possibility of using the *Yanbu'a* Method in learning pronunciation in Conversation Class in Fadhlul Fadhlul Islamic Boarding, Semarang
3. To explain the applying of the *Yanbu'a* method to help the Conversation Class in Fadhlul Fadhlul Islamic Boarding, Semarang

E. Significance of the Study

1. Practically

a. For the researcher

The researcher got the new experiences and knowledge about the dialect of the students in various background. The researcher got new knowledge about the research theme, how to conduct the research. The researcher hope the research will be useful and *barakah* in the future.

b. For the students

The result on the study may be able to help the students to produce correct pronunciation in every word. The students can correct what's wrong and perfect pronunciation, what's right in pronunciation. The students can improve their ability with this method in English theme especially.

c. For the teacher

The result of the study may be able to inspire the English teachers to apply obtain a new technique to teach pronunciation as an alternative method for teaching correct pronunciation. It can be reference to create new interesting method to teach pronunciation until the students can master pronounce some word easily. The students will enjoy to learn English especially English pronunciation.

d. For the readers

For the readers, the method which is applied in this study may able to avoid misunderstanding and show the public about how important it's to pronounce some word.

e. For the other reasearchers

The finding of the study may be able to use as a reference for other reasearchers who are intended in conducting any futher similar research on the application of the *Yanbu'a* Method to teach the correct pronunciation.

2. Theoretically

The result of this study could give more extensive knowledge, and positive contribution of English Language Teaching in the conversation class in PPFF

3. Pedagogically

The result of this study would provide the new method of teaching English pronunciation in conducting an assessment process to follow the times progress.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents previous research and Theoretical Review.

A. Previous research

Considering the topic discussed in this thesis, there are some studies that have been done related to this topic.

They are:

1. Similarities and dissimilarities of English and Arabic Alphabets in Phonetic and Phonology: A comparative Study. By MD Yeaqub (2017).⁷

This paper was focused on a comparative study about similarities and dissimilarities of the pronunciation between the syllable of English and Arabic with the help of phonetic and phonology tools i.e. manner of articulation, point of articulation and their distribution at different position in English and Arabic alphabets. A phonetic and phonological analysis of the alphabets of English and Arabic can be useful in overcoming the hindrances for those want to

⁷ MD Yeaqub . Similarities and dissimilarities of English and Arabic Alphabets in Phonetic and Phonology: A comparative Study. 2017

improve the pronunciation of both English and Arabic languages. We all have known that Arabic is a Semitic language from Afro-Asiatic Language Family. On the other hand, English is West Germanic language from the Indo-European Language Family. Both languages show many linguistic differences at all levels of linguistic analysis, i.e. phonology, morphology, syntax, semantics, etc. For this case, we has taken into the consideration, the segmental features only, i.e. the consonant and vowel system of the two languages. So, this was better and larger to bring about pedagogical changes that can go a long way in improving pronunciation and ensuring the occurrence of desirable learners' outcomes.

2. The Use of Arabic Consonant Sounds to Arrive at English Pronunciation: A Case Study on Indonesian EFL Students in Tertiary Level. By Rosalyn Ismayoeng Gusdian and Rizki Lestiono (2018).

The intention of this study was to reveal Arabic consonant sounds are employed in teaching English pronunciation to Indonesian EFL students in university level. This study was conducted qualitatively as it constituted describing and analyzing the data

without influencing them in any way. The research subjects were second-semester freshmen students who took basic speaking in English language Education Department, University of Muhammadiyah Malang. Furthermore, participant observation in two consecutive meetings was conducted to gather the data. The findings have revealed 1) there are three Hijaiyah letters used to assist the students to produce correct pronunciation, namely ذ, ث, and ش which correspond /θ/, /ð/, and /ʃ/.respectively. 2) The technique comprise reading a short passage, tongue twister game, the use phonetic transcription, sound imitation, and pronunciation drill. And 3) the implementation of the aforementioned techniques was conducted consecutively, both before and after the introduction of Hijaiyah letters.

3. Tracing Language Transfer: Patterning English Pronouciation through Arabic Sounds in Indonesia. By: Lestian, R and Gusdian, R (2017).⁸

⁸ Lestian, R and Gusdian, R . Tracing Language Transfer: Patterning English Pronouciation through Arabichkj Sounds in Indonesia. 2017

This aims to reveal how certain consonants exiting in Arabic and English accommodate English for Foreign Language (EFL) students in Indonesia to pronounce English words. The data employed in this research were the sound transcriptions of two groups of English Language Education Department (ELED) freshmen of university of Muhammadiyah Malang (UMM) when they pronounced several targeted consonants that were embedded into several chosen words. Based on the speech sound transcriptions of the first group of the students who graduated from Islamic-based schools, the students were able to pronounce the targeted English sounds correctly. However, the second group showed that many of the students graduating from non-Islamic based schools made numerous errors; they replaced the targeted sounds with the nearest speech sound.

4. English Pronunciation Errors Made by Saudi Students. By Islam Ababneh, PhD (2018).⁹

This research identified the pronunciation errors made by Saudia students in problematic nature

⁹Islam Ababneh, PhD. English Pronunciation Errors Made by Saudi Students. 2018

of pronouncing of some word. This research made by two groups of native Saudi Arab speakers. The first group were the students of English major while the second group were the students of Arabic major. Generally, Arabic speakers use direct transfer and interference from Arabic in addition to stress shifts in their pronunciation that are not recognized stress patterns in English. Also, there are some sounds in English that have no equivalence in Arabic, which leads to vowel and consonant errors.

B. Theoretical Rivew

1. Teaching

According to oxford dictionary, teach is giving lessons to; knowledge, skill,etc.¹⁰ Edmund Amidon defined teaching as “an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities”. Teaching is a scientific process, and its maor components are content, communication and feedback. Teaching is a form interpersonal influence

¹⁰ Oxford Learning's Pocket Dictionary.Oxford New York.Oxford University Press.p.455

aimed at changing the behaviour potential another person. Teaching can be conceptualized and systematic systems include problem-solving and decision. The decision is in particular information about the students that teachers use to make decisions and the way they tailor instruction to individual the students need.¹¹ From that foregoing discussion, we can conclude that the major purpose of teaching is to make sure that the students understand what they learn and to have a good behavior in the society. To achieve this major purpose, the teacher should have both practical and liberal knowledge of his/her subject, with the latter making it possible for students to have an intelligent comprehend of the significant features of world matters.

In this time, language teaching is a causes of reflection of the alltered circumstance of English as an international language. Which has accelerated the request for more affective oncoming to language teaching. Language teaching has gone through many alteration in terms of methodologies used. First, the

¹¹ Rajacopalan,Isola. Concept of teaching.Sanlax.International Journal of Education.2019

traditional approach, which focus on the grammar mastering. Second, Communicative Language Teaching CTL, which focus on how important the language used.¹²

2. Conversation Class

Conversation class is a class the element is the community of a program institution. This class purpose to reach up the understanding about any language.

3. Teaching Pronunciation

Teaching pronunciation has been extremely important for the students. The teacher thinks pronunciation teaching can help the students to achieve accurate pronunciation in some word. The production of sound, stress, rhythm, and intonation has been an ideal pattern in this case. But accuracy was only part to measure the students have good pronunciation capability also fluency. But, it is difficult way to use the accurately and fluently at the same time. Because, when the students practicing pronunciation, the students should include some

¹² Approaches and methods in language teaching.p.ix

activities that emphasize in pronunciation like fluency (speaking smoothly and easily), even if not all the sounds are perfect belong to the activities that emphasize accuracy in producing sounds correctly.¹³ Both accuracy and fluency are important in English pronunciation.

Students' pronunciation has to do with how much they hear in their daily English. The students who live in an English-speaking country where they are constantly surrounded by the language will be more close to the sounds they're trying to imitate during English classes for a several hours every week.

There is one problem in learning pronunciation, called hypercorrection. It means too much correction in English pronunciation. It can happen when a student has learned a rule and tried to apply it, but they apply it in too many cases.¹⁴

4. Arabic Pronunciation (*Makhraj*)

Tajweed is study about how to read Al-qur'an and teach about how to pronounce a word, sentence

¹³ Trisch, Marla Yoshida. Marla Understanding and Teaching Pronunciation. P.8

¹⁴ Ibid p.14

and refers to study of speech sound.¹⁵ It refers to how to recite correct each letter in Al-Qur'an. It is obligation term that should moeslim learn before reciting Al-Qur'an. There are 28 letters in Arabic. each letter have different way to produce correct sound. The researcher tries to make conclusion that Tajweed is one of branches how to pronounce the Arabic words correctly.

5. English Pronunciation

Pronunciation is way in which a language or particular word or sound is spoken.¹⁶ Based on Richards that pronunciation is an important as an aspect of discourse oriented language teaching and that three areas or components, should be addressed : segmental features or phoneme-based, voice-setting features prosodic (intonation) features.¹⁷ And become problem if we speak in English but we can speak like the native speaker. Study about pronunciation is two fields, namely phonetic and phonology. Phonetic

¹⁵ M. Dahlan Yaqub Al Barry. Kamus Ilmiah Populer(Cet:1 Surabaya :1994),p.773

¹⁶ Oxford University Press, "Oxford Learner's Pocket Dictionary" New Edition, (New York, 2004), p.343.

¹⁷ Michael McCarthy. Discourse Analysis For Language Teacher, (Camridge University Press : 1991), p.90.

refers to the study of speech sound. Phonetics is a wide-ranging field, and does not necessarily have a direct connection with the study of language itself.¹⁸

6. English Consonant

From the following table we can see English consonant.

Classification of NAE Consonant Phonemes							
Manner of Articulation	Place of Articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Stop							
Voiceless	p			t		k	
Voiced	b			d		g	
Fricative							
Voiceless		f	θ	s	ʃ		
Voiced		v	ð	z	ʒ		h
Affricate							
Voiceless					tʃ		
Voiced					dʒ		
Nasal							
Voiced	m			n		ŋ	
Liquid							
Voiced				l	r		
Glide							
Voiced	w				y		

This research focuses on 3 kinds of place of articulating

1. Dental (Tongue tip or blade and upper front teeth.) say the words “thigh, thy.” Some people have the tip of the tongue below the upper front teeth ; other have it close behind the upper front teeth.

¹⁸ Gerald Kelly. In Jeremy Harmer(Ed), How to teach Pronunciation, (fourth Impression:Longman,2003),p.9

2. Palato-Alveolar (Tongue blade and the back of the alveolar ridge.) say words such as “shy, she, show.” During the consonants the tip of your tongue may be down behind the lower front teeth, or it may up near the alveolar ridge, but the blade of tongue is always close to the back part of the alveolar ridge.
3. Fricatives (Close approximation of two articulators so that the airstream is partially obstructed and turbulent airflow is produced). The mechanism involved in makin these slightly hissing sounds be likened to that involved when the wind whistles around a corner. The consonants in “fie, vie” (labiodentals) “thigh, thy” (dental), “sigh, zoo” (alveolar), and “shy” (palatealveolar) are examples of fricative sounds.

7. Arabic Consonant

From the following table we can see Arabic consonant.

The soft palate is raised so that all the breath is forced to go through the mouth with a narrowing between the tip of the tongue and the back of the alveolar ridge. The lips are very slightly rounded . So the Arabic / / is a voiceless palato-alveolar fricative consonant .

Examples:

- shaab / shaab / young
 - shai / shai / tea
 - shahid / shhid / witness
- / th /.

The Arabic / th / is a friction sound. It is produced as the first sound of the English word (them). When it is produced, the soft palate is raised so that all the breath is forced to go through the mouth. The tip of the tongue is close to the upper front teeth: this is the narrowing where the friction is made. So the Arabic / th / is a voiceless interdental fricative consonant.

Examples:

- thahab / thahab / went
- thaki / thakii / clever
- thaqin / thaqin / chin¹⁹

¹⁹ Mufleh Jarrah. Arabic Fricative Consonants. *International Journal of Humanities and Social Science* Vol. 3 No. 21 [Special Issue – December 2013]

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method applied in this research. There are research design, Research Setting, and Technique of Data Collection.

A. Research Design

1. Research Method

This part discusses the method applied in conducting this research, which consists of research design, data sources, the techniques of data collection, and data analysis. The research method is a scientific way to get data with a unique purpose and use.²⁰ It includes all of techniques and methods which brought to conduct the research.²¹ It is a way of studying to make the research is conducted systematically. The purpose of this research method is to inform ; Why a research study has been undertaken, how the research problem has been

²⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta CV, 2014), p. 2.

²¹ MacDonald, Stuart. *Book Research Methodology*. Express Network. 1986

defined, what data have been collected and what particular method has been adopted.

2. Data Sources

According to Oxford Dictionary, data is information or facts, eg to be analyzed by a computer. This data used primary and secondary data based on document source while the secondary research is directly obtained from first-hand sources by means in-depth interviews.

The primary data sources are from:

- 1) The principle of conversation class, 2) Some pronunciation method used in conversation class, 3) The course files and documents

B. Research Setting

The research was conducted at English Class (Conversation Class) in Fadhlul Fadhlul Islamic Boarding, Semarang. Ngrobyong Street, Wonorejo Village, Mijen Sub-District, West Semarang District, Center Java 50212.

The participant is from the new students in this Islamic Boarding.

Time

The research was conducted on May 2021

Participants

Students of English Conversation Class at Fadhlul Fadhlul Islamic Boarding

C. Data Collecting Technique**The Technique of Collecting Data**

This research was a descriptive qualitative research which is a systematic subjective approach used to examine an in-depth state regarding misunderstanding events technic in pronunciation learning. Observation and interview has been used in this research. Observation has been used to get some necessary data in order to give a description.

The research place was in Conversation Class in Fadhlul Fadhlul Islamic Boarding, Mijen Semarang. This study described the applying of Yanbu'a Method used in this english class to be the new method in teaching English pronunciation.

Qualitative research is highly subjective research, designed to look beyond the proportion to gain understanding of feelings, impressions, and point of view.

Qualitative research is related with qualitative phenomenon, i.e., relating to quality or variety. Such type of research is typically descriptive and harder to analyze than quantitative data. Qualitative research involves looking in-depth at non-numerical data. It is more naturalistic or anthropological.²² The qualitative is descriptive term tends to use analysis. Process and meaning (subject perspective) are emphasized more in qualitative research. The theoretical basis is used as a guide so that the research focus is in accordance with the facts in the field. In addition, this theoretical basis is also useful for providing an overview of the research background and as material for discussion of research results. There is a fundamental difference between the role of theoretical basis in quantitative research and quantitative research. In quantitative research, research departs from theory to data, and ends in acceptance or rejection of the theory used; Meanwhile, in qualitative research the researcher departs from the data, makes use of existing theories as explanatory material, and ends with a "theory". Objects in this research are generally limited.

²² Mishran, Bhusan Santhi and Alok Sashi. Book research methodology.Educreation Publishing.New Dehli.2017.p.3

In this study, researcher was participated in the events / conditions that were being studied. For that the results of this study require a depth of analysis from the researcher. In addition, the results of this study are subjective so that they cannot be generalized. This research have been a descriptive qualitative research which is a systematic subjective approach used to examine an in-depth state regarding misunderstanding events technic in pronunciation learning.

Observation and interview has been used in this research. Observation has been used to get some necessary data in order to give a description. The research place has been in Islamic Boarding Fadhlul Fadhlun Semarang. This study described the applying of Yanbu'a Method used in this place to be the new method in teaching pronunciation.

The data collection methods could be applied by participant observation, in-depth interview, documentation, and combination among them or triangulation.

The collectiing data can be collected using various techniques. The type of choosing the technique depends on the research question. There are some method to collect

the data ; Interview, Focus Groups, Field Observation, Case Study, Ethnography, Oral History, Projective Techniques.²³ Tn this research, the researcher carried out the observation, interview, and questionnaire to receive data of this research

Qualitative research is highly subjective research, designed to look beyond the proportion to gain understanding of feelings, impressions, and point of view. Qualitative research is related with qualitative phenomenon, i.e., relating to quality or variety. Such type of research is typically descriptive and harder to analyze than quantitative data. Qualitative research involves looking in-depth at non-numerical data. It is more naturalistic or anthropological.²⁴ The qualitative is descriptive term tends to use analysis. Process and meaning (subject perspective) are emphasized more in qualitative research. The theoretical basis is used as a guide so that the research focus is in accordance with the facts in the field. In addition, this theoretical basis is also useful for providing an overview of the research

²³ Huma parveen and nayeem shawkat.Data Collection.Aligarh Muslim University.2017.Chap 3 P.4

²⁴ MacDonald, Stuart.Book Research Methodology.Express Network.1986

background and as material for discussion of research results. There is a fundamental difference between the role of theoretical basis in quantitative research and quantitative research. In quantitative research, research departs from theory to data, and ends in acceptance or rejection of the theory used; Meanwhile, in qualitative research the researcher departs from the data, makes use of existing theories as explanatory material, and ends with a "theory". Objects in this research are generally limited. In this study, researchers participated in the events / conditions that were being studied. For that the results of this study require a depth of analysis from the researcher. In addition, the results of this study are subjective so that they cannot be generalized.

In this research, the researcher used data collection methods as follows:

1. Observation

Observation is defined as “the systematic description of events, behaviours, and artefacts in the social setting chosen for study”. The mode of the observation is to get that description of the situation exist use five sense. Observation can be effective way in exploring or exposing the secrets or the underlying

the realities of the situations or the conditions. The method of collecting data had been done to know the first source about how pronunciation method used in the conversation class in PPFF and also to observe the students conditions to follow this method.

The researcher was conducted the high conversation class observation to observe the teacher teaching methods used. The researcher used a checklist table to observe the instruction of the teacher. The researcher found the condition of the classroom in term planning, learning process, and find out the output of the method.

The Observation Guideline

Date & Time :

Teacher :

Material :

No	Condition of the English Conversation Class	Scale	
		Have	Haven't
Planning			
1.	Teacher prepares Lesson Plan		

2.	Teacher prepares teaching aids		
Learning Process			
1.	All students attend the class		
2.	Teacher opens the class by greeting		
3.	Teacher explains the lesson by English		
4.	Teacher masters the material		
5.	Teacher uses visual teaching aids		
6.	Teacher uses audio teaching aids		
7.	Teacher uses whiteboard/LCD		
8.	Teacher gives icebreaking		
9.	Students pay attention to teacher's explanation		
10.	Students participate to teaching and learning process		

11.	Students ask what they have not understand		
Classroom Management			
1.	Teacher can control students well		
2.	There is good interaction among teacher and students		
3.	Teacher uses an appropriate teaching and learning method		
Assessment			
1.	Teacher assesses student's knowledge, attitude, skill		
2.	The teacher assesses student's comprehension orally		
3.	Implementation of evaluation		
4.	Conclusion and follow up		

2. Interview

Interviews are a qualitative method of research often used to obtain the interviewees'

perceptions and attitudes to the issues. It is most popular method to gather the information. The researcher must be very aware of the own behaviours and assumptions in the context in conducting interviews, because it is as an interpersonal process and as an investigator.

The interview question are including four aspects ; Behaviour aspect (BA), cognitive aspect(CA), social aspect(SA), and affective aspect(AA). The question was delivered after the researcher giving the yanbu'a method and reading passage;

This research was used 3 kinds of instruments ; Reading some passages (narrative text) which contain the similarities sounds between *hijaiyah* and alphabet. The second was recording students sound pronunciation. The last one is structured interview.

Instruments :

Read the passage and find the similarities sound between hijaiyah letter and alphabet depends on your previous knowledge !

The Legend of Malin Kundang

(Orientation)

A long time ago, in a *small* village near the *beach* in West Sumatra, a woman *and* her son lived. *They* were Malin Kundang *and* her *mother*. Her mother was a single parent because Malin Kundang's *father* had passed away when he was a baby. Malin Kundang had to live hard with his mother

(Events)

Malin Kundang was a *healthy*, dilligent, *and* strong boy. He usually went to sea to catch fish. After getting *fish* he would bring it to his *mother*, or sold the caught *fish* in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave *and* power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his *mother* alone. Many years later, Malin Kundang became wealthy. He had a huge

ship and was helped by many *ship* crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his *ship* landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is here”. An old woman ran to the beach to meet the new rich merchant. *She* was Malin Kundang’s *mother*.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the *mother* came, Malin Kundang who was in front of his well dressed wife *and* his *ship* crews denied meeting that old lonely woman. For *three* times her *mother* begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a *mother* like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old *mother* again but in that time she was full of both sadness and angriness. Finally, enraged, *she* cursed Malin Kundang *that* he would turn into a stone if he

didn't apologize. Malin Kundang just laughed and really set sail

(Resolution)

In the quiet sea, suddenly a *thunderstorm* came. His huge *ship* was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.²⁵

In the interview, the interview took only a guideline that outlines the things that were requested. The targets of this section are :

Interview question for teacher

Please answer the list of the questions !

1. What are the vision, mission and purpose of Conversation Class in Islamic Boarding Fadhlul Fadhlul Mijen, Semarang?
2. What are the facilities provided by the principle for students of English for students English Conversation Class?

²⁵ <https://www.jagoanbahasainggris.com/2017/02/materi-narrative-text-beserta-dialog-dan-soal-latihan.html>. 5 January 2021. 06.54 AM

3. How are the input and output of students of English used previous method of teaching conversation?
4. What do you do to make students feel comfortable in studying English at Conversation Class in Islamic Boarding Fadhlul Fadhlul Mijen, Semarang?
5. What are the differences of material between in Conversation Class in Islamic Boarding Fadhlul Fadhlul Mijen, Semarang and other English courses?

Interview question for students

Applying Yanbu'a Method :

1. Do you come in the class ontime everyday?
(BA)
2. Do you follow up well in every learning activities? (BA)
3. What do you thing about pronounciation? (CA)
4. What do you know about Yanbu'a Method?
(CA)

5. How many word that have same sound pronunciation between *hijaiyyah* letter and alphabet? (CA)
6. Have your teaches tell about yanbu'a ,ethod? (SA)
7. What do you feel after learning *Yanbu'a* method? (AA)
8. Is there effect after learning *Yanbu'a* method in your English pronunciation? (AA)
9. Is *Yanbu'a* method help you to produce correct English pronunciation? (AA)
10. Is Yanbu'a Method easy way to help you to produce correct pronunciation?²⁶ (AA)

3. Documentation

Documentation is a technique of data collection by gathering and analyzing documents, whether written documents, pictures and electronic.²⁷ In this research, the researcher used all of those tool to get the comprehensive and valid deta.

²⁷ Nana Syauid Sukma Dinata, *Metodologi Penelitian Pendidikan*, (Bandung: PT Remaja Rosda Karya, 2004) , p.221.

Data Collecting Procedure

The 34 students who has been the research subjects are a sample representing the entire population that is selected purposively based on the student demography.

The steps for conducting this research are:

a. Choose the subject research

First, the researcher was determined class, namely, the observation class. The researcher chose one class in English Conversation Class in PPFF. This class is a research focus to find the required data. The participant will be selected purposively by the researcher.

b. Asking permission

Then the researcher was ask permission from the homeroom teacher and the English teacher who teaches the class. The researcher also asking students' willingness to be a participant.

c. Research setting

The researcher has been an observer to investigate the method used in learning pronunciation. The researcher will observe without teaching in the class. The researcher will only observe participants to collect data.

d. Research

Researchers was taught the Yanbu'a Method to make sure that this is a new method in teaching pronunciation. The researcher gives drill to the students to produce correct pronunciation in several words and passages.

4. Data Analysis

The major task of analyze the qualitative data is to interpret the narratives. The researcher should make a rule of participants' narrative depends on the description of the participant's situations and to find out the participant's relevance of the theory.²⁸ This research will use structured interview and in-depth interviews. The questions are depend on the theory in the area, research finding from institutions of the researcher. It purposes to

²⁸ Cropley, Arthur. Introduction to Qualitative Research Methods. University of Hamburg. 2019. Chap.5.P.55

find out the participants characteristic to identify the feelings and emotions of participants experiences.

This method is used to analyze content from various sources, such as interviews of the participants, observations from the field, or survey. It focuses on using the real condition on the field and object experiences answer from the interview questions.²⁹ This study focuses on the principle of conversation class, some pronunciation method used in conversation class, and the course files and documents used in conversation class.

1. Data reduction.

Data reduction means the process of searching for patterns and themes through summarizing, selecting, and focusing on important data from the data that is appeared in the observational guide/ field note and transcriptions. In this case, the researcher will reduce the data by doing two steps:

- a. Observing data: the researcher observe the English conversation class twice. The

²⁹ Louis Cohen, Lawrence Manion and Keith Morrison. Research method in education. Taylor & Francis e-Library .Canada.2007.p.480

observation is about the method used in class, the media, etc

- b. Identifying and classifying data: From the interview, the data obtained will be matched with the observation to select the most objective findings.

2. The data display.

Data display includes findings that have been reduced to help the researcher in understanding the data. in the form of a description after collected and identified. A data display can be done in the form of narration, flowchart, chart, etc. The researcher will present and describe the data after select and took it based on some criteria. In this case, the data is about the method used in learning pronunciation. The data will be supported by the problems encountered during learning.

3. The conclusion

The conclusion drawing or verification is the last step from data that have been analyzed.

The conclusion is in the form of a description of student engagement and their reaction toward e-learning-driven language learning activities.

BAB IV

FINDING AND DISCUSSION

In this chapter, the researcher describes the Conversation Class in Islamic Boarding of Fadhlul Fadhlán and the result of the research and Limitation of the Study.

A. Description of Teachers, Students, Facilities, Building of Fadhlul Fadhlán Islamic Boarding

1. Teacher

According to national education regulation UU number 20 year 2003, Educators are educational staff who are qualified as teachers, lecturers, counselor, tutor, lecturer, tutor, instructor, facilitator, and other names according to their specialty, and participate in organizing education. In this case, teacher is the main elements in the education. The teacher in Islamic Boarding of Fadhlul Fadhlán called mr/miss. Teacher at this Islamic Boarding has 16 people. They are having a qualification in English teaching. They have been chosen as a musyrif/musyriefah. They should get the class

automatically. They do anything for this Islamic Boarding sincerely.

The teacher in the object of this research is Miss Desi Susanti, S.Pd. She is from Kediri East Java. She has graduated from UIN Walisongo Semarang. She was studying mathematic education. She is 23 years old. She likes English start from childhood. She is teaching the conversation class every morning. She is friendly teacher, so the students can enjoy in this class. She have sincere to teach this class. Although she has studied in mathematic, she has good ability in English. Like the principe of this Islamic Boarding, the foreign language is the way to catch the world.

2. Students

According to national education regulation UU number 20 year 2003, Students are members of society who try to develop their potential themselves through the learning process available at paths, levels, and types certain education.

The students at Islamic Boarding of Fadhlul Fadhlam Semarang are from every distrivt in Indonesia. They are from Semarang and the around

area like Kudus, Purwodadi, Demak, Pekalongan, and the out of java like Sulawesi, Lampung, Papua. The background of the students are varieties. The are from Islamic background, and non Islamicackground. The English education background is from low level until high level. However, over here there is no different from the other students. The have same opportunity to learn English here. So they can enjoy in daily the conversation in the conversation class.

In general program, the class has devided into 3 types, low for junior /new student, medium and high class. But the material almost same with each class. The main purpose of this devision is the students can learn english well without feeling left out.

3. Facilities

The effective facilities is the main effect to reach the good education. In other hand, the facilities should not effective but efficient also. The minimum facilities is the comfortable environment and calm condition. The facilities consist not only physical side but also the motivation and spiritual

side. The facilities also include about the material. The material should systematically to get the students understanding.

In this Islamic Boarding has a modul for the conversation class. The other are LCD and table.

4. Building

The building is the important place in the daily life to avoid the rain and sunshine. The building of Islamic Boarding of Fadhlul Fadhlan designed like Prancis or London Building. This reason was to avoid dirty environment in Islamic Boarding. The building has built at 2016 with the do'a from Alm.KH Maemoen Zubair. This Islamic Boarding have 3 building. The center building have 3 floors, the second building have 2 floors and the last building has one floor. The building is just for sleep and individual learning. The conversation class usually in front of building or in the mosque.

This Islamic Boarding has build in the center of jungle in BSB City. So, the area is so calm and conducive without vehicle smoke or emission. The place of Islamic Boarding is not like another Islamic Boarding, this place more comfortable to learn.

B. Data Description

1. The materials used in English Conversation Class in Islamic Boarding of Fadhlul Fadhlun Semarang

The material of Conversation Class is from Dr. KH Fadlolan Musyaffa' and team teaching of this boarding. In this the materials depend on the curriculum of this Islamic Boarding. The curriculum created by the main purpose of this Islamic Boarding. That is 'having international knowledge and local wisdom' the musrif and musyrifah always consultate with Yai Fadlolan before using the material in the class.

The teacher used primary, advance English material in the class. It depends on the ability of each students. The material consist of four skills in English; Listening, Speaking, Reading, and Writing. The teacher enter into the class at 6 o'clock. The class will be end at 7 o'clock. Every skills teacher in different day like the first day and the second day of the week are vocabulary, Wednesday is writing, Tuesday is speaking, Friday is listening. The material almost about the

condition in the boarding like daily activities in the bathroom, kitchen, hall, mosque, shop, etc.

a. Analysis of the Materials used on Islamic Boarding of Fadhlul Fadhlun Semarang

According to the data found from the English teacher in this Islamic boarding. The skill in the materials be formed of four skills there are listening, speaking, reading, and writing. The material in every meeting has prepared and evaluated good enough , because before the teaching enter the class, the teacher should consulate with Yai Fadlolan as a guardian of this Islamic boarding. The teache have a lesson plan also. We can devide the material into several chapter. Like about conversation in the Kitchen, in the shop, in the mosque, in the hall, in the bathroom, in the musyrif/musyrifah room, in the ndalem/Yai house. The day one and second of the week, the teacher gives some vocabulary depends on the topic. The vocabulary consists of the noun, verb, and sentences. The Students should

memorize all of the vocabularies at that moment on. The teacher drills (repeated) the Students to memorize the vocabularies to get the easy memorizing. The next day, the teacher gives dictation, the theme is about environment in the Islamic boarding also. Every students should write the dictation after that every students should correct the others. The next day, the teacher give the material about grammar. Start from low until high grammar. The Students learn TOEFL also. The next day the Students should give some speech to check their speaking ability. The last day the Students learn about listening. They learn with english song. It can create the enjoy environment in the class.

The teacher always prepare anything before entering the class, the good preparation will create the good environment in the learning english.

2. The method used in learning English pronunciation

The method taught by the teacher in English Conversation Class is drilling. Drilling is most method used in every material in English Conversation Class. This method is effective in English learning activities especially learning pronunciation. The students can drill their ability in every word one by one. Each word repeated 3 times. The students can also memorize all of the words that time. The students do not need more thinking. The student have to reflex to do this method. The othe method was founding by the researcher depend on the observation and interview result :

- Direct Method

The teacher used direct method for the English conversation class. The main purpose is to take the focusing of the students. The teacher used “daily activities” material. The teachers’

conversation loudly with the student to transfer understanding to the students.

This method is suitable in the English conversation class because it is required by the method.

- **Audio Lingual Method (ALM)**

In the English conversation class in PPFF has used Audio-Lingual Method (ALM) to support the pronunciation teaching. The teacher use several video , the students should listen carefully of all the conversation video. The listening activities was to know how to pronounce several word or sentence on that video. After that, the teacher should write the transcription. In the last the students practice the conversation in front of class;

3. The applying of Yanbu'a Method used in PPFF

Yanbu'a Method is common way to learn hijaiyah leter, but this method is the new way in applying pronunciation learning. This method aims to help the students to produce correct pronunciation depend on the letter

place or Makhraj. The reaseacher teach the yanbu'a Method focus on 3 leters that have similarities pronounciation between hijaiyyah leter and alphabet leter. Thus are ذ, ث, and ش which correspond /θ/, /ð/, and /ʃ/.

The teacher teach the rule of the Yanbu'a Method to the students. After this, the students try to pronounce some word. The students fell easily to pronounce alphabet word or sentence. This method has effectiveness in this activities. The students has found the best way to answer their ambiquity in some pronounciation.

4. The teacher assessment the students pronounciation competence

The teacher assesses the pronounciation students' competence based on students understanding each other when they have dialogue or conversation. It is not used formal assessment for the students because the main point is about communicative well with each other, so, the can avoid misunderstanding translation in several sentence.

The teacher assesses the student activities out of the class also. The teacher observe the students communication with other in everywhere and everytime. The students get sertificate every last year. On the sertificate, the students can mirror from their score and ability.

5. Students perception on the applying of Yanbu'a Method used in pronunciation learning.

The students enjoy with the Yanbu'a method in teaching pronunciation. The students has know about this method, but they have not know about how to apply in English material. The students have more understanding each other, they not ask again about the word meaning fluently.

C. Limitation of the Study

1. The focus of this research is in English pronunciation ability of the students in terms of the previous method used, the assessment and the material.

2. The researcher limited by time. Qualitative research studies is requiring in long time to get the complete deta. When the other researcher was conducted, it possible to get the different result.
3. Considering of all the limitations of this study, the researcher hope there will be more perfect and optimal for the result.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter presents the conclusion drawn from the research. It offers suggestion for teachers, students, and future researcher as best. This part is divided into two parts; conclusion and suggestion.

A. Conclusions

In this chapter, the researcher concluded the conclusion based on the research problem.

1. The materials of the English conversation class at this Islamic Boarding of Fadhlul Fadhlun Semarang used basic until the high material. Start from vocabularies about daily activities until TOEFL. The curriculum is static curriculum like another Islamic Boarding. But, in this Islamic Boarding is mixed between *salaf* and modern/bilingual side. So, this Islamic Boarding is in the middle of those sides.
2. The English conversation class has used drilling method in a whole activities. It is common method but it take the main effect. And the reseacher come to give the new method in this class. That is Yanbu'a Method. This method is suitable in pronunciation

learning depends on the similarities Makhraj or phonetic between hijaiyah and alphabet letter. This method can be used continuously in this English conversation class.

3. The assessment used at the English conversation class. The teacher assesses the students based on their daily conversation. How much the students create the understanding with each other. It is not formal assessment, but it takes point to know the student progress in every time.

B. Suggestions

Based on those conclusions, the researcher wants to give suggestion. They are ;

1. For the teacher

The teacher have to up-grade their learning activities every meeting. More creative to give new method for the students. The teacher have to understand the students' progress in every material and everytime. The teacher have to motivate the students to keep practice and practice their language ability.

2. For the students

The student have to focus with the material given by the teacher. Keep their motivation to learn about language and the other side.

3. For principle

The principle have to give more facilities for the students to explore their language ability. Hopefully, the principle can prove evaluation every condition.

4. For the reader

After reading this reseach, hopefully, the readers can motivate to develop their intension to learn any language, especially English language. Because, there are so many method to make simple in learning language.

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Appendix I

The Observation Guideline

Date & Time :

Teacher :

Material :

No	Condition of the English Conversation Class	Scale	
		Have	Haven't
Planning			
1.	Teacher prepares Lesson Plan		
2.	Teacher prepares teaching aids		
Learning Process			
1.	All students attend the class		
2.	Teacher opens the class by greeting		
3.	Teacher explains the lesson by English		
4.	Teacher masters the material		
5.	Teacher uses visual teaching aids		
6.	Teacher uses audio teaching aids		
7.	Teacher uses whiteboard/LCD		

8.	Teacher gives icebreaking		
9.	Students pay attention to teacher's explanation		
10.	Students participate to teaching and learning process		
11.	Students ask what they have not understand		
Classroom Management			
1.	Teacher can control students well		
2.	There is good interaction among teacher and students		
3.	Teacher uses an appropriate teaching and learning method		
Assessment			
1.	Teacher assesses student's knowledge, attitude, skill		
2.	The teacher assesses student's comprehension orally		
3.	Implementation of evaluation		
4.	Conclusion and follow up		

Appendix 2

Interview Guideline for the Teacher

Principle of Conversation Class in Islamic Boarding Fadhlul

Fadhlan Mijen, Semarang

Interview :

Please answer the list of the questions !

1. What are the vision, mission and purpose of Conversation Class in Islamic Boarding Fadhlul Fadhlul Mijen, Semarang?
2. What are the facilities provided by the principle for students of English for students English Conversation Class?
3. How are the input and output of students of English used previous method of teaching conversation?
4. What do you do to make students feel comfortable in studying English at Conversation Class in Islamic Boarding Fadhlul Fadhlul Mijen, Semarang?
5. What are the differences of material between in Conversation Class in Islamic Boarding Fadhlul Fadhlul Mijen, Semarang and other English courses?

Appendix 3

Interview Guideline for the Students

Applying Yanbu'a Method

Interview :

1. Do you come in the class ontime everyday? (BA)
2. Do you follow up well in every learning activities? (BA)
3. What do you thing about pronunciation? (CA)
4. What do you know about Yanbu'a Method? (CA)
5. How many word that have same sound pronunciation between *hijaiyyah* letter and alphabet? (CA)
6. Have your teache tell about yanbu'a ,ethod? (SA)
7. What do you feel after learning *Yanbu'a* method? (AA)
8. Is there effect after learning *Yanbu'a* method in your English pronunciation? (AA)
9. Is *Yanbu'a* method help you to produce correct English pronunciation? (AA)
10. Is Yanbu'a Method easy way to help you to produce correct pronunciation?³⁰ (AA)

Appendix 4

Principle of Conversation Class in Islamic Boarding

Fadhlul Fadhlul Mijen, Semarang Interview

Transcript 1

Interview : Miss Desi Susanti,S.Pd

Interviewer

1. What are the vision, mission and purpose of Conversation Class in Islamic Boarding Fadhlul Fadhlul Mijen, Semarang?

Miss Desi : Look at the vision and mission (Appendix)

Interviewer

2. What are the facilities provided by the principle for students of English for students English Conversation Class?

Miss Desi : *Fasilitas yang selama ini telah kami sediakan adalah modul Bahasa yang berisi kumpulan vocabulary and expression. Kami tidak menyediakan ruang kelas khusus, karena segala kegiatan disini dilakukan di halaman pondok.*

Interviewer

3. How are the input and output of students of English used previous method of teaching conversation?

Miss Desi : *Perkembangan kebahasaan santri jadi semakin meningkat, mulai dari pengucapan beberapa kata sudah mulai terlihat layaknya native speaker. Santri tidak lagi kesulitan untuk mentranslate maksud apa yang akan disampaikan santri lain.*

Interviewer

4. What do you do to make students feel comfortable in studying English at Conversation Class in Islamic Boarding Fadhlul Fadhlun Mijen, Semarang?

Miss Desi : *Kami selalu menyediakan hal baru agar santri tetap semangat belajar Bahasa, disini pesantren bilingual berbasis karakter salaf. Selain karakter salafnya, kami mengembangkan bilingualnya berupa Bahasa Arab dan Bahasa Inggris dalam aktivitas kesehariannya. Kami bagi beberapa waktu dalam satu minggu. Senin- selasa berupa pemberian vocabulary. Rabu praktek conversation dan dictation. Kamis, listening. Jum'at dibuat game. Jadi dengan jadwal yang runtut ini, santri tidak akan bosan dengan adanya kelas ini.*

Appendix 5

Result of Reduction Interview

English Conversation Class Principle Interview

Interviewee ; Miss Desi

No	Interviewer	Interviewee	Reduction
1.	What are the vision, mission and purpose of Conversation Class in Islamic Boarding Fadhlul Fadhlun Mijen, Semarang?	look at the vision and mission (Appendix)	<i>Dalam pelaksanaan suatu institusi harus ada visi dan misi yang jelas</i>
2.	What are the facilities provided by the principle for students of English for students English	The facilities that we have provided so far are the Language module which contains a collection of vocabulary and expressions. We do not provide special classrooms, because all activities here are	<i>Principle memfasilitasi murid atau santrinya dengan cukup baik</i>

	Conversation Class?	carried out in the cottage yard.	
3.	How are the input and output of students of English used previous method of teaching conversation?	The students' linguistic development is increasing, starting from the pronunciation of a few words that have started to look like native speakers. Santri no longer have difficulty translating the meaning of what other students will convey.	<i>Lihat perkembangan kemampuan speaking disegala aktivitas mereka. Sudah cukup baik, kesalahan pengucapan kata terminimalisir. Pemahaman satu sama lain cukup terlihat</i>
4.	What do you do to make students feel comfortable in studying	We always provide new things so that students are still enthusiastic about learning the	<i>Mereka sangat antusias dengan kelas Bahasa, kelas Bahasa</i>

	English at Conversation Class in Islamic Boarding Fadhlul Fadhlul Mijen, Semarang?	language, here the bilingual boarding school is based on salaf characters. In addition to the salaf character, we develop bilingualism in the form of Arabic and English in their daily activities. We split several times a week. Monday- Tuesday in the form of giving vocabulary. Wednesday practice conversation and dictation. Thursday, listening. Friday made games. So with this coherent	<i>merupakan makanan rutin bagi mereka.</i>
--	--	---	---

		schedule, students will not be bored with this class	
--	--	--	--

Appendix 6

Result of the observation

Date and time : 29th July 2021

Teacher : Miss Desi

Material : In the kitchen

No	Condition of the English Conversation Class	Scale	
		Have	Haven't
Planning			
1.	Teacher prepares Lesson Plan		V
2.	Teacher prepares teaching aids	V	
Learning Process			
1.	All students attend the class	V	
2.	Teacher opens the class by greeting	V	
3.	Teacher explains the lesson by English		V
4.	Teacher masters the material	V	
5.	Teacher uses visual teaching aids		V
6.	Teacher uses audio teaching aids	V	
7.	Teacher uses whiteboard/LCD	V	
8.	Teacher gives icebreaking	V	

9.	Students pay attention to teacher's explanation	V	
10.	Students participate to teaching and learning process	V	
11.	Students ask what they have not understand	V	
Classroom Management			
1.	Teacher can control students well	V	
2.	There is good interaction among teacher and students	V	
3.	Teacher uses an appropriate teaching and learning method	V	
Assessment			
1.	Teacher assesses student's knowledge, attitude, skill	V	
2.	The teacher assesses student's comprehension orally	V	
3.	Implementation of evaluation		V
4.	Conclusion and follow up	V	

Appendix 7

Field Note

Date and time : 29th July 2021

Teacher : Miss Desi

Material : In the kitchen

No	Aspect of Observation	Result
1.	Material used in teaching	In the kitchen
2.	Method used in teaching	Direct method
3.	Media used in teaching	Paper
4.	Teaching learning process	1. The teacher opens the class 2. The teacher asks about the material before and continue the material 3. The teacher gives the vocabulary, before the students write the vocabulary, they have to drill and memorize it. 4. The teacher closes the class
5.	Kind of assessment	Practice cooking presentation

Appendix 8

Panduan Wawancara Siswa

Participant 1

Interviewer

1. Do you come in the class ontime everyday? (BA)

Ulfa Sofiatul : Yes, of course.

Interviewer

2. Do you follow up well in every learning activities?
(BA)

Ulfa Sofiatul : I always pay attention with the teacher's explanation, but sometimes I feel sleepy

Interviewer

3. What do you think about pronunciation? (CA)

Ulfa Sofiatul : Menurut saya pronunciation adalah cara pengucapan suatu kata .

Interviewer

4. What do you know about Yanbu'a Method? (CA)

Ulfa Sofiatul : Setahu saya metode Yanbu'a adalah tata car abaca tulis dalam mempelajari huruf hijaiyah. Metode ini dari Mba Arwani Kudus.

Interviewer :

5. How many word that have same sound pronunciation between *hijaiyyah* letter analphabet? (CA)

Ulfa Sofiatul : *Saya kurang tahu, mungkin 2 yaitu tsa dan dh*

Interviewer

6. Have your teacher tell about Yanbu'a Method? (SA)

Ulfa Sofiatul : *Sudah pernah tapi di tahfidz, bukan dikelas Bahasa*

Interviewer

7. What do you feel after learning *Yanbu'a* method? (AA)

Ulfa Sofiatul : *Saya merasa lebih percaya diri dalam mengucapkan huruf arab maupun Inggris.*

Interviewer

8. Is there effect after learning *Yanbu'a* method in your English pronunciation? (AA)

Ulfa Sofiatul : *Saya baru tahu ternyata metode Yanbu'a dapat diaplikasikan ke dalam Inggris pronunciation. Menurut saya ini sangat memberi efek, jadi kami mampu mengucapkan setiap huruf dengan jelas sesuai tempat keluarnya setiap huruf.*

Interviewer :

9. Is *Yanbu'a* method help you to produce correct English pronunciation? (AA)

Ulfa Sofiatul : Yes, it is.

Interviewer

10. Is Yanbu'a Method easy way to help you to produce correct pronunciation? (AA)

Ulfa Sofiatul : Yes, it is. *Menambah kepercayaan diri juga, agar tidak terlalu memalukan jika bercakap dengan Bahasa Inggris*

Appendix 9

Panduan Wawancara Siswa

Participant 2

Interviewer

1. Do you come in the class ontime everyday? (BA)

Ita : *Iya, tetapi kadang izin telat . lebih baik telat daripada tidak samasekali.*

Interviewer

2. Do you follow up well in every learning activities?
(BA)

Ita : *Saya selalu memperhatikan guru atau miss miss, karena itu wujud takdzim kami kepada beliau. Dan kebanyakan santri disini selalu diam ketika guru menjelaskan.*

Interviewer

3. What do you think about pronunciation? (CA)

Ita : *Menurut saya pronunciation adalah cara pengucapan suatu kata , naik turun suatu intonasi, dll;*

Interviewer

4. What do you know about Yanbu'a Method? (CA)

Ita : *Metode Yanbu'a adalah metode baca tulis Al-Qur'an.*

Interviewer :

5. How many word that have same sound pronunciation between hijaiyyah letter analphabet? (CA)

Ita : *Saya kurang tahu,*

Interviewer

6. Have your teacher tell about Yanbu'a Method? (SA)

Ita : *Belum pernah, namun saya hanya tau sekilas tentang metode Yanbu'a.*

Interviewer

7. What do you feel after learning Yanbu'a method? (AA)

Ita : *Merasa tidak blibet dan lebih mudah dalam mengucapkan suatu huruf.*

Interviewer

8. Is there effect after learning Yanbu'a method in your English pronunciation? (AA)

Ita : *Efeknya yaitu sangat membantu kami dalam belajar pronunciation karena kami di ajari untuk mengucapkan suatu kata dengan tepat, jadi tau ilmunya juga tidak sekedar ikut ikutan.*

Interviewer :

9. Is Yanbu'a method help you to produce correct English pronunciation? (AA)

Ita : *Iya sangat membatu, seperti yang sudah saya jelaskan tadi (diatas)*

Interviewer

10. Is Yanbu'a Method easy way to help you to produce correct pronunciation? (AA)

Ita : *Metodenya lumayan rumit, namun manfaatnya besar sekali ini sangat membantu kami dalam belajar berbahasa .*

Appendix 10

About Fadhlul Fadhlul Islamic Boarding

“Having International Knowledge and Local Wisdom”

Visi dan Misi Pondok Pesantren Fadhlul Fadhlul

Visi

Menciptakan sistem pendidikan karakter sebagai pranata sosial yang kuat dan berwibawa untuk menjawab problematika agama dan bangsa.

Misi

Dengan visi pondok pesantren tersebut, Pondok Pesantren Fadhlul Fadhlul mempunyai misi sebagai berikut:

- 1. Membantu dan memfasilitasi pengembangan potensi anak bangsa secara utuh sejak usia dini sampai akhir hayat dalam rangka mewujudkan masyarakat belajar.*
- 2. Menciptakan pendidikan sebagai pusat pembudayaan ilmu pengetahuan, keterampilan, pengalaman, sikap, dan nilai berdasarkan standar nasional dan global.*

Appendix 11

SURAT IZIN PENELITIAN

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B-898/Un.10.3/D.1/PG.00/3/2021 25 Juli 2021

Lamp : -
Hal : Mohon Izin Riset
a.n. : Indah Mutya Lestari
NIM : 1703046021

Yth.
Pengasuh Pondok Pesantren Fadhlul Fadhlun
di Tempat

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

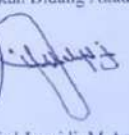
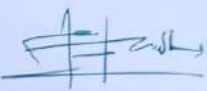
Nama : Indah Mutya Lestari
NIM/Program/Smt : 1703046021/Pendidikan Bahasa Inggris/9
Alamat : Ds. Tarub Dan. Trisik Kec. Tawangharjo Kab.Grobogan
Judulskripsi : The Use of Yanbu'a Method to Help the Students to Produce
CorrectPronunciation

Pembimbing :
1. Dr. H. M. Nafit Annury, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas pada tanggal 10 sampai dengan 20 Agustus.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Pengasuh Pesantren Fadhlul Fadhlun,



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NIP. 19690320 199803 1 004

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 12

List of Participants

1. Ulfa Sofiatul
2. Ita Puspitasari
3. Nur Rohmah
4. Devi Mulyani
5. Laili Fitriani
6. Fatha Rizkia
7. Kiki Nur Hayati
8. Hani Uliana
9. Qorri Aina
10. Anisa Fitri
11. Nabila
12. Aniyaturrohmaniyah
13. Eka Fitri
14. Nur Yana
15. Nancy
16. Hilda Putri
17. Sarirotul Asfia
18. Firda Ayu
19. Amalia Zakiya
20. Eva Kholis
21. Sinta Kholila
22. Rizka Amalia
23. Mutiara Salsabila
24. Faiqoh
25. Sofi Mislal
26. Pina
27. Arina Aghnia Ulma
28. Umi Mutmaidah
29. Fahmi Rosyidah

Documentations

The building of PPFF



The English Conversation Class



The Interview Condition 1



The Interview Condition 2



The English Conversation Class Condition



The Building of PPFF



Appendix 14

The rule of Yanbu'a Method

شَ شِ شُ شْتُ ۲۰

شُوشَا شَنِشْتُنَ مِنَ الْمُشَنِ مَشِيْشَا شَنِشَا
شَاشَا شَنِشَا شَشْنَا وَمِنَ الْمُشَنِ مُشَاشَا
شَاشَا شَنِشَا أَشْ أَشْ شِهْءَءَ أَشْ وَمِنَ الْمُشَنِ مُشَاشَا

ذِذْ ذُذْ ۲ x
ذُوذَا ذَيْذَذَنْ مِنْ الْمُدْنِ مَذِيذًا ذِنْذَا
ذَاذَا ذِنْذَا ذَذْنَا وَمِنْ الْمُدْنِ مُذَاذَا
ذَاذَا ذِنْذَا أَذِ أَذِ ذِهْ عَاذُ وَمِنْ الْمُدْنِ مُذَاذَا

ث ث ث ث ث ٢٠
ثُوثَا ثَنْشَثْنِ مِنَ الْمُتْنِ مَشِيثًا ثَنْثَا
ثَاثَا ثَنْثَا ثَنْثَا وَمِنَ الْمُتْنِ مُثَاثَا
ثَاثَا ثَنْثَا أَثْ أَثْ ثَهْ أَثْ وَمِنَ الْمُتْنِ مُثَاثَا

CURRICULUM VITAE

Personal Data :

Name : Indah Mutya Lestari
Place of Birth : Grobogan
Date of Birth : 21st March 1999
Religion : Islamic
Gender : Female
Civic : Indonesian
Address : Dsn. Trisik Ds. Tarub RT 12 RW 1
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Prov. Jawa Tengah

Formal Education:

TK DHARMA Wanita 1 Tarub
SDN 1 TARUB
MTs Nuril Huda Tawangharjo
MA Nuril Huda Tawangharjo
Islamic State University of Walisongo Semarang (English
Education)

Informal Education:

PP Nurul Burhan
Ma'had Al-Jami'ah Walisongo Semarang
PP Fadhlul Fadhlun Semarang

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN
Walisongo Semarang (sebagai laporan)