

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review teaching method, english week program, and LAC (language advisory council).

2.1 Teaching Methods

Teaching method is an organized system or way of working to facilitate the implementation of teaching and learning to achieve the teaching objectives that have been established (Armadi, 2016) . According to *Iskandarwassid and Sunendar (2011: 56)*, n.d. , the learning method is a systematic way of working to facilitate the implementation of activities in an activity in order to achieve the specified goals. From expert's statement before, it can be concluded that the learning method is a way that used to implement plans that have been prepared optimally to facilitate the implementation of activities in an activity in order to achieve the specified goals. In the learning process, the success of teaching methods is also determined by several aspects such as teachers and students who are the center of the learning process and are assisted or supported by parents and other school staff.

2.1.1 Types of Teaching Methods

According to M. Ilyas and Abd. Syahid (2018) The purpose of the learning method is a way or procedure regularly in carrying out the learning process to achieve goals. Purpose what is meant here is a number of competencies that must be possessed by participants students after participating in learning so that these goals (competencies) can be achieved well achievable. In English education there are various teaching methods that can be applied in delivering the material to be taught, there are some types of learning methods that can be used:

1. Grammar Translation Method

The first thing that you have to know in learning a language is to understand a new words, phrases and sentences. This method used to improve student's speaking, reading and writing skill. With the characteristics of Grammar Translation Method that focusing on translation and memorizing verb forms, as well as sentence structure according to the rules of word formation (subject, predicate, object & adverb of time/place). The purpose is students are able to read literature written in foreign languages and translate a text with their own thoughts, so students have to do reading and writing exercises using foreign languages.

2. Direct Method

Direct method is a method of teaching directly and naturally. This method is taught through demonstrations of objects and pictures and another visual. In this method teacher directly using the second language as the language of instruction, without using the mother language in teaching at all. If there are words that are difficult for students to understand, the teacher can interpret them by using props, demonstrating, describing and others. This method is based on understanding, so students are trained to practice directly saying certain words or sentences. The basic goal is that students learn to communicate using language spontaneously and orally.

3. Audio Lingual Method

The audiolingual method is a learning method that imitating and remembering exercises, which are based on the results of the analysis of the language structure between the mother language and the foreign language. In this learning method, students are required to imitate and remember or memorize the teaching materials that have been obtained. This method can be used as a basis for students to practice listening skills and train students to pronounce sentences properly and correctly, and can help students improve memory and memorize the material conveyed through this method.

4. Silent Way

In this method students are required to learn independently, in this case students will learn better if given a personal responsibility for their own learning. When a person learns "consciously", the power of his awareness and capacity to learn becomes greater. With this method the mindset of students will also experience development, by having new thoughts and knowledge that makes them curious. So that the awareness to learn independently to satisfy their curiosity becomes more developed.

5. Community Language Learning

Community Language Learning is also called "Counseling Learning", this method started from the inspiration of a psychological counseling technique in a lesson. This method is used to teach foreign languages, which the teacher acts as a counselor and students as clients with an emphasis on community learning or group learning. By using this method students can develop confidence in speaking to their community

and others in the open (public places), because community is very important for learning and maintaining a language.

6. Total Physical Response

The principle of this method is fun learning so that students are interested in learning foreign languages. This method uses body movements that are intended to reduce the stress felt by learning. The language that will be taught starts from verbs and nouns so that students will find it easier to practice with a movement.

TPR is a set of grammar rules and language classifications that can be the basis for organizing grammar for new vocabulary. The students first learn the meaning of a word and continue to use a sentence then the students test the results by giving orders to their friends.

7. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) engages students in authentic communication to develop their communicative skills competence. Learners are more engaged and learning is more effective, if the teacher provides the most appropriate opportunities learner needs (Littlewood, 2010).

8. Task-based Language Teaching (TBLT)

Task-based language teaching have function and the value in establishing learner-centered classrooms and language learning contexts, providing learners with opportunities to do so communicate and interact and improve the ability of students to spread the target language and sort out communicative problem is highly valued and recognized by researchers in the field of language teaching (Hismanoglu & Hismanoglu, 2011).

9. Suggestopedia

Jane & Bancroft believe that there are psychological obstacles in the learning process. suggestopedia is the application of suggestion in pedagogy where the feeling of the learner experiencing failure can be eliminated. In suggestopedia learning model, student psychology constraints can be overcome.

2.2 English Week Program

The English Week Program is a language education program for modern Darussalam Islamic boarding school students, which lasts for 2 weeks and is replaced with an Arabic week program after completion. This program runs for almost 24 hours per day, all agendas or events held during the English week program must be in English. In two weeks, students have different agenda and events, such as vocabulary training, grammar, public speaking, outbound or scouts, etc.

Most of the events in English Week Program is a combination of two different learning objectives. For example, public speaking practice aims to train students' fundamentals and English-speaking skills, scout aims to train students' behavior and manners to fellow humans and other creatures, teaching survival in nature, also teaching English related to scouting, and even went their doing afternoon sport must use English language.

English week program has been around since the beginning of Modern Islamic Boarding school Darussalam Gontor and get a lot of reform and innovation until now. The results of reforms and innovation to English week program that have taken place several decades can be seen from the graduates of all Modern Islamic Boarding Schools Darussalam Gontor who can speak Arabic and English Well.

2.3 LAC (Language Advisory Council)

Language Advisory Council is teacher section who enforce language and who is responsible for language lessons and activities. LAC has the main task of keeping the quality of the language of all students from new students to old students. They are teachers who are the creator, executors, and supervisors of the development of the English and Arabic week program. In the process of the English week program, LAC will cooperate with other teaching staff, student organizations, and dormitory keeper in running the English and Arabic week program.

The teacher Of LAC are Darussalam Gontor graduates who have Excellent grades and language skills, with the aim of creating student cadre afterward. This is based on Gontor's Motto which reads "broken grow, lost replaced", before it was broken it had grown, before it was gone it had changed. The teachers of LAC

directly under control of Modern Islamic Boarding school Darussalam leader because it has important task to supervising all student activities almost 24 hours a day.

2.4 Advantages of LAC

Since LAC was founded, many benefits have been given to Darussalam Gontor Modern Islamic Boarding School and its students. Among them are coordinating the language of the students, increasing language standardization, holding language events that are beneficial to the students, facilitating teachers in teaching language, teaching Arabic and English rules, being a training center for Arabic and English teachers etc.

2.5 Disadvantages of LAC

Just like other sections, LAC also has deficiencies in carrying out its duties. These deficiencies include the limited number of LAC teaching staff, LAC teaching staff who are too busy in other tasks, teaching staff who do not carry out their duties, assistant teachers from other sections who are less competent, events that are not well coordinated because the number of students is too large, uneven language standards for all students, etc.

2.6 The Implementation of LAC

LAC has activities that have been implemented for students for years and these activities are also carried out by other Islamic boarding schools because they have a very good impact on students. These activities are the English and Arabic week program, distribution of daily vocabulary, English and Arabic debate, English

and Arabic public speaking contest, English and Arabic drama contest, language and book seminars, poem contest, conversation training, language counselling to teachers, etc.

