

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter will discuss about the result of research. The data has been collected from observation, interview and documentation, which are discussed based on the theory of the second chapter. This chapter is presented based on the research focus stated in the first chapter.

A. The Result of Research

In this result, the researcher explained about the result of the *takrir* method used by tutor in vocabulary mastery for student of Radiant English course (REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan and the researcher observed the situation when the english teaching process done by a tutor.

There are two points that will be explained by the researcher. They are How the *takrir* method is implemented by tutor in vocabulary mastery for student of Radiant English course (REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan and what the advantages and disadvantages of using the *takrir* method by tutor in vocabulary mastery for student of Radiant English course (REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan.

There are three ways to obtain the data such as interview, observation and documentation. To obtain the data related to how the

tutor uses the *takrir* method in vocabulary mastery for student of Radiant English course (REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan, the researcher does the observation. The observation is conducted three meetings, they are first meeting on 6th December 2020, the second meeting on 9th December 2020, and the third meeting on 16th December 2020.

In addition, the researcher also gets the data by conducting interview with tutor and students. The data relates to how the tutor uses the *takrir* method in vocabulary mastery for student of Radiant English course (REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan and the advantages and disadvantages of *takrir* method. The interview is conducted one time exactly in the last observation in 16th Desember 2020.

The last way that the researcher uses to get the data is documentation. This way helps the researcher to make the data that gotten from observation and interview more reliable.

In this case, the researcher delivered the research finding gotten from observation, interview and documentation. The finding of research included how does the tutor implement of *takrir* method in vocabulary mastery for student of Radiant English course (REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan

1. How is the *Takrir* Method Implemented by Tutor in Vocabulary Mastery for Students of Radiant English Course (REC) at Boarding House of Al-Tsarwiyah (BHA) Waru Pamekasan?

To answer the first research focus stated in the chapter I, the researcher discuss about observation, interview and documentation gotten

a. Observation

The researcher collecting the data from the observation in the process of English teaching learning of elementary Class of Radiant English course (REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan.

1) First Meeting

It was first meeting and the first observation on this research. It was conducted by the researcher on 6th December 2020.¹ It was started at 08.30 until 10.00. In this case, the researcher came to the course to meet with headmaster that the researcher want to conduct a research in the course. And the researcher gave letter from the researcher collage. It was proved as legal letter from collage to conduct the research. The headmaster gave permission to conduct the research in this course. Then, the researcher asked permission to the headmaster to meet with the tutor of the elementary class.

The researcher met with the tutor of the elementary class whose name is “Abdul Gani”. When meeting, the researcher asked to the tutor about the implementation of *takrir* method

¹ The researcher observed on Sunday, 6th December 2020 at 08.30 AM in elementary class of Radiant English Course

in vocabulary mastery. The tutor allowed the researcher to joining in the class to know the situation in the classroom. After getting permission to join in his class, the researcher asked permission to go home.



Picture 1. Asking permission to the tutor in the class.

2) Second Meeting

In second meeting, it was conducted on 9th Desember 2020. It was started at 09.00-19.00. There were three parts in conducting the learning process such as *takrir* together, delivering the material and submitting the memorization. The tutor and the researcher come in together at elementary class. The class consists 16 male students. The researcher sit down between students and tutor. while the tutor prepares the activities by Salam greeting.²

² The researcher observed on Wednesday, 9th December 2020, at 09.00 AM in elementary class of Radiant English Course

a) The first Part of Teaching

In the second meeting, the class is begun by *takrir* together by singing a song in certain vocabulary such as verb, adjective, noun or adverb. It is monitored by the tutor before enter the class at 09.00-09.30 morning.



Picture 2. The students conduct the *takrir* method by singing a song.

b) The Second Part of Teaching

In this part, the tutor divides the class into three part such pre-teaching, whilst teaching and post teaching.

1. Pre Teaching

After *takrir* together, the class is breaking.

And the class is continued at 14.00-14.30 afternoon. The tutor begin the class by giving greeting and praying together which is directly led by the tutor by saying basmalah.

Tutor : “Assalamualaikum, wr,wb”.
 Students : “Walaikumsalam, sir.”
 Tutor : “Good afternoon, students!”

Students : “Good afternoon sir”.
 Tutor : “How are you today”.
 Students : “I’m good sir. How about you.?”
 Tutor : “I’m great, thanks you. Let’s open
 our meeting by reciting Al-fatihah
 together
 (All of the participant in the class are
 praying)

2. Whilst Teaching

After praying, the tutor continues to the next material by giving vocabulary. The tutor leads the students how to spell the pronunciation of the vocabulary. The tutor says first, while the students listens to the tutor and repeat what the tutor say.

Tutor : “Attention please! I would read the
 vocabulary then you repeat after me.
 Get it!”
 Students : “ Get it, sir!”

After the students can say the vocabulary fluently, the tutor ask students to practice the vocabulary in pairing such as making conversation in front of the class. The conversation must be related with the vocabulary given.

Removing Class

- 1) Distribute : Membagikan
- 2) School raport card : Rapot
- 3) Achievement : Prestasi
- 4) Grade : Angka
- 5) Result : Nilai

6) Diligence	: Kerajinan
7) Cleanliness	: Kebersihan
8) Neatness	: Kerapian
9) Excellent	: Baik sekali
10) Good	: Baik
11) Average	: Biasa
12) Minimum	: Paling rendah
13) Removing class	: Kenaikan kelas
14) Go up	: Naik kelas
15) Droup out	: Keluar
16) Farewel party	: Pesta Perpisahan
17) Diploma	: Ijazah
18) Certificate	: Sertifikat
19) Signature	: Tandatangan
20) Sign	: Menandatangani
21) Ransom	: Tebusan
22) I.D Number	: Nomor induk
23) Copy	: Mengkopi
24) Duplex	: Rangkai dua
25) Finger print	: Cap jari
26) Official stamp	: Setempel
27) Ledger	: Bukuinduk
28) Date	: Tanggal
29) Back to back	: Bolak-balik



Picture 3. The tutor deliver the material then doing repetition.



Picture 4. The students practice the vocabulary in front of class by doing conversation.

3. Post Teaching

The tutor gives the memorization based on the vocabulary given. The students should submit in the next section of teaching. The tutor closes the class with praying together and saying “Salam”.

c) The third Part of Teaching

From the vocabulary given, the students should memorize and submit some vocabulary which has been memorized after having a maghrib prayer. One by one of them, should come to the tutor to submit the vocabulary.



Picture 5. The students submit the vocabulary to the tutor.

3) Third Meeting

The researcher did the third observation in the third meeting on 16th December 2020.³ The researcher entered to the classroom directly when the tutor also entered to the classroom. It was started in the morning. The time was running on 09.00-19.00. The member is all of students at elementary class of Radiant English course (REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan.

³ The researcher observed on Wednesday, 16th December 2020 at 09.00 AM in elementary class of Radiant English Course

In the third observation, the researcher directly do the research of the activity of teaching learning process of vocabulary mastery by using *takrir* method. The learning process is the same as like the previous meeting. There are three parts of teaching learning process of *takrir* method in learning of vocabulary mastery. Each parts will be explained by the researcher as follow:

a) The First Part of Teaching

In the third meeting, the class is begun by *takrir* together by singing a song in certain vocabulary such as verb, adjective, noun or adverb. It is monitored by the tutor before enter the class at 09.00-09.30 morning.



Picture 6. The students reading vocabulary by singing a song using *takrir* method by musical instrument.

b) The Second Part of Teaching

After *takrir* together, the class is breaking. And the class is continued at 14.00-14.30 afternoon. The tutor

begin the class by giving greeting and praying together which is directly led by the tutor by saying basmalah

In this part, the tutor conduct the learning as like in the previous meeting started from pre teaching, whilst teaching until post teaching. But the material of vocabulary delivering are different.

Studying at school

- | | |
|----------------------------|--------------------|
| 1. Schedule | : Jadwal |
| 2. Period Class | : Jadwal Pelajaran |
| 3. Lesson | : Pelajaran |
| 4. Duty | : Tugas |
| 5. Auxiliary Teacher | : Guru Tugas |
| 6. Student Teacher | : Guru Piket |
| 7. Guard S. T | : mempiketi |
| 8. Auxiliary Teacher Guard | : PJGT |
| 9. Theology | : Ilmu Agama |
| 10. Ethics | : Ilmu Adab |
| 11. Dogma tics | : ilmu Akaid |
| 12. Eschatology | : Ilmu Akhirat |
| 13. Cannon Law | : Ilmu Piqih |
| 14. Inheritance law | : Ilmu Faraid |
| 15. Mysticism | : Ilmu Tasawuf |
| 16. Logic | : Ilmu Mantek |
| 17. Occultism | : Ilmu Sihir |

18. Magic	: Ilmu Gaib
19. Occult	: Gaib
20. Syntax	: Ilmu Nahwu
21. Religion Study	: Pelajaran Agama
22. Arithmetic	: Aritmatika
23. Algebra	: Aljabar
24. Chemistry	: Kimia
25. Politic	: Ilmu Politik
26. Physic	: Fisika
27. Foreign Language	: Bahasa Asing
28. Moral	: PMP
29. Etiquette	: Etika
30. Sport	: Olahraga
31. Art	: Seni
32. Accounting	: Akuntansi
33. Handicraft	: Kerajinan
34. School Year	: Tahun Pelajaran
35. As long as	: mumpung
36. Whereas	: Padahal
37. Essentially	: Pokoknya
38. Specially	: Khususnya
39. Recently	: Baru-baru ini



Picture 7. The tutor gives the material.

c) The Third Part of Teaching

From the vocabulary given, the students should memorize and submit some vocabulary which has been memorized after having a maghrib prayer. One by one of them, should come to the tutor to submit the vocabulary.

In the last meeting, the researcher asked permission to the tutor that he has already done the research. And he also got the permission from the headmaster as the owner of Radiant English Course.



Picture 8. The students submit the memorization to the tutor.

b. Description of Interview

In this case, the researcher wanted to know the result of the method which is used by tutor based on the students and the tutor. It means the researcher did interview with the English tutor at elementary class of Radiant English course (REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan on 16th December 2020. The researcher did interview with the tutor and the researcher ask the tutor. The questions as follow:

1) Questions for tutor

1. What do you know about Vocabulary Mastery?
2. What do you know about *takrir* method?
3. How is the *takrir* method conducted?
4. Why do you use *takrir* method in this subject?

From the questions above, the tutor, Mr. Abdul Gani, gives explanation about the using of *takrir* method. Here the answer:⁴

- Researcher :“What do you know about Vocabulary Mastery?”
 Tutor :“Vocabulary is one of the ability for being able to master and comprehend some word.”
 Researcher :“What do you know about *takrir* method?”
 Tutor :“*Takrir* method is repeation of memorize.”
 Researcher :“How is the *takrir* method conducted?”
 Tutor :“By reading together as like singing a song.”
 Researcher :“Why do you use *takrir* method in this subject?”

⁴The researcher interviewed on Wednesday, 16th December 2020 at 09.00 AM in elementary class of Radiant English Course

Tutor :“Because I realize that by using this method some of the students can memorize fast.”⁵



Picture 9. Interview with the tutor

From those answers, vocabulary is one of the abilities in English that students have to master to know English better. To master vocabulary, the tutor has a method to make students easy to memorize, namely the *takrir* method. The *takrir* method is a method of repeating to memorize. The method is conducted by singing songs together. The tutor uses that method because he realized that by using this method some of the students can memorize fast.

To make sure that the tutor uses the *takrir* method in learning, the researcher will present the results of the interview with the students that the tutor uses the *takrir* method.

⁵Abdul Gani, Tutor, Direct Interview, December 16, 2020, 9.27 AM

Based on the first interviewer, namely Fahrur Rozi, he states that the tutor uses *takrir* method in learning vocabulary mastery and he likes *takrir* method used by tutor.

Researcher : “What kind of method usually used by tutor in your vocabulary mastery?”
 Student : “Tutor uses Takrir Method
 Researcher : “Do you like *takrir* method used by tutor?”
 Student : “Yes I do”⁶

Nabit Tauhedi as the second interviewer, he also gives the same statement like Fahrur Rozi

Researcher : “What kind of method usually used by tutor in your vocabulary mastery?”
 Student : “Use *takrir* method
 Researcher : “Do you like *takrir* method used by tutor?”
 Student : “Yes I like”⁷

As well as Hasyim answers that the tutor uses *takrir* method in learning.

Researcher : “What kind of method usually used by tutor in your vocabulary mastery?”
 Student : “Tutor uses *takrir* method”
 Researcher : “Do you like *takrir* method used by tutor?”
 Student : “of course”⁸

Ainun Naem also said like Hasyim’s answer that tutor uses *takrir* method in learning vocabulary mastery.

Researcher : “What kind of method usually used by tutor in your vocabulary mastery?”
 Student : “Use *takrir* method”
 Researcher : “Do you like *takrir* method used by tutor?”
 Student : “Yes of course”⁹

⁶Fahrur Rozi, Student, Direct Interview, December 16, 2020, 10:22 AM

^NNabit Tauhedi, Student, Direct Interview, December 16, 2020, 10:27 AM

⁸Hasyim Ashari, Student, Direct Interview, December 16, 2020, 10:53 AM

⁹Ainun Naem, Student, Direct Interview, December 16, 2020, 10:42 AM

Yusril also says that *takrir* method is used by the tutor in learning vocabulary mastery.

- Researcher : “What kind of method usually used by tutor in your vocabulary mastery?”
 Student : “Use *takrir* method”
 Researcher : “Do you like *takrir* method used by tutor?”
 Student : “Yes, I do”¹⁰

Then the next interviewer, Baidawi states that the tutor uses *takrir* method in learning vocabulary and he likes tutor using *takrir* method in learning like his friends say.

- Researcher : “What kind of method usually used by tutor in your vocabulary mastery?”
 Student : “*takrir* method”
 Researcher : “Do you like *takrir* method used by tutor?”
 Student : “Yes, I like”¹¹

And Mazid doifur Rahman also answers the same answer like Baidawi state.

- Researcher : “What kind of method usually used by tutor in your vocabulary mastery?”
 Student : “Use *takrir* method”
 Researcher : “Do you like *takrir* method used by tutor?”
 Student : “Yes, I like”¹²

Besides it, Firman Heriyanto also answers the same statement like Mazid.

- Researcher : “What kind of method usually used by tutor in your vocabulary mastery?”
 Student : “Use *takrir* method”
 Researcher : “Do you like *takrir* method used by tutor?”
 Student : “Yes, I like”¹³

¹⁰Yusril Ikhwal, Student, Direct Interview, December 16, 2020, 11:00 AM

¹¹Baidawi, Student, Direct Interview, December 16, 2020, 10:33 AM

¹²Mazid doifur Rahman, Student, Direct Interview, December 16, 2020, 10:39 AM

¹³Firman Heriyanto, Student, Direct Interview, December 16, 2020, 10:14 AM

In addition, Wasik gives answer like the others that the tutor uses *takrir* method in learning.

Researcher : “What kind of method usually used by tutor in your vocabulary mastery?”
 Student : “Use *takrir* method”
 Researcher : “Do you like *takrir* method used by tutor?”
 Student : “Yes, I do”¹⁴

For the last interviewer, Abd Syukur also like *takrir* method which is used by the tutor in learning.

Researcher : “What kind of method usually used by tutor in your vocabulary mastery?”
 Student : “Use *takrir* method”
 Researcher : “Do you like *takrir* method used by tutor?”
 Student : “Yes, I do”¹⁵

By those answers from students, it can be assumed that the tutor uses *takrir* method in learning vocabulary. The students also like that method. However, the tutor takes the way to make students interesting in learning, so that they easy to get knowledge and understand the material.

2. What are the Advantage and Disadvantage of Using the *Takrir* Method by Tutor in Vocabulary Mastery for student of Radiant English course (REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan?

Based on the data gotten by the researcher when doing observation and interview, he found some advantages and also some disadvantages in implementation of *takrir* method used by tutor in vocabulary mastery at elementary class of Radiant English course

¹⁴Abd Wasik, Student, Direct Interview, December 16, 2020, 10:44 AM

¹⁵Abd Syukur, Student, Direct Interview, December 16, 2020, 10:47 AM

(REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan, as students the basically in vocabulary mastery, it is not easy to memorize the new word, so the tutor applies the *takrir* method to make student easy memorize vocabulary and enjoy in learning. In conducting *takrir* method, there are advantages and disadvantage gotten from interview.

a. Advantages of *Takrir* Method

The researcher gotten the data about the advantages of *takrir* method used by tutor, as the last question of interview. Then, the tutor “Abdul Gani” answers the question

Researcher : “What are the advantages and disadvantages in conducting the method?”

Tutor : “The advantages of *takrir* method, it makes memorize faster and faster”.¹⁶

From the answer, the tutor uses the *takrir* method in vocabulary mastery because he believes that *takrir* method makes students easy to memorize so the students can memorize faster.

While from the students, they have the nearly same answer that the advantage of *takrir* method, easy to memorize, easy to remember, memorize faster and support of memorizing vocabulary. The researcher will present the result of interview with the students dealing with advantages of *takrir* method. The questions are:

- a) What kind of method usually used by tutor in your vocabulary mastery?

¹⁶Abdul Gani, Tutor, Direct Interview, December 16, 2020, 9.27 AM

- b) Do you like *takrir* method used by tutor?
- c) What do you feel in learning when the tutor uses *takrir* method?

1. Enjoy
2. Fun
3. Helpful
4. Bored
5. Stressed
6. Others

(state your reasons)

- d) Do you believe that *takrir* method able to make your vocabulary develop? (state your reasons)

From the questions above, there are some answers gotten from the students. Some of them have the same answer and some of them are different answer.

Based on the first interviewer, namely Fahrur Rozi believes that he can develop the vocabulary by using *takrir* method because he is very fast to remember and memorize vocabulary.

Researcher : “Do you believe that *takrir* method able to make your vocabulary develop? And state your reasons.”

Student : “Yes , because very fast remember”

Researcher : “What are the advantages and disadvantages in conducting the method?”

Student : “easy to remember and faster in memorize”¹⁷

¹⁷Fahrur Rozi, Student, Direct Interview, December 16, 2020, 10:22 AM



Picture 10. Interview with Fahrur Rozi

While based on Nabit Tauhedi as the second interviewer, he really enjoy in repeating. It means that he enjoys the learning when the tutor teach using *takrir* method because he and friends can memorize vocabulary by singing a song. By using that method, he can be easy and fast memorize.

Researcher : “What do you feel in learning when the tutor uses *takrir* method? Enjoy, Fun, Helpful, Bored, Stressed, others and state your reasons.”

Student : “Enjoy, because all study can sing together.”

Researcher : “Do you believe that *takrir* method able to make your vocabulary develop? And state your reasons.”

Student : “Yes, because I can fast to memorize”

Researcher : “What are the advantages and disadvantages in conducting the method?”

Students : “The advantage : it can be easy to remember or memorize fast because of always repeating”¹⁸

¹⁸Nabid Tauhedi, Student, Direct Interview, December 16, 2020, 10:27 AM



Picture 11. Interview with Nabit Tauhedi

Nabit's statement is almost same with Hasyim's answer that he enjoys the learning because he feels happy in learning. And he believes that he can develop vocabulary mastery using *takrir* method because he can memorize faster.

Researcher : "What do you feel in learning when the tutor uses *takrir* method? Enjoy, Fun, Helpful, Bored, Stressed, others and state your reasons."

Student : "Enjoy, because i am happy."

Researcher : "Do you believe that *takrir* method able to make your vocabulary develop? And state your reasons."

Student : "Of course because I can memorize faster"

Researcher : "What are the advantages and disadvantages in conducting the method?"

Student : "Advantage : faster in memorizing"¹⁹

¹⁹Hasyim Ashari, Student, Direct Interview, December 16, 2020, 10:53 AM



Picture 12. Interview with Hasyim Ashari

Ainun Naem also said like Hasyim's answer that Tutor use *takrir* method in learning vocabulary mastery. And he believes that he can memorize fast in developing vocabulary mastery. Ainun naem said,

Researcher : "What do you feel in learning when the tutor uses *takrir* method? Enjoy, Fun, Helpful, Bored, Stressed, others and state your reasons."

Student : "Fun, because always same with my friend."

Researcher : "Do you believe that *takrir* method able to make your vocabulary develop? And state your reasons."

Student : "of course, because very fast to memorize."

Researcher : "What are the advantages and disadvantages in conducting the method?"

Student : "Advantage : easier to memorize"²⁰

²⁰Ainun Naem, Student, Direct Interview, December 16, 2020, 10:42 AM



Picture 13. Interview with Ainun Naem.

As Naem feels, Yusril also enjoys the learning using *takrir* method, because he and friends can sing a song in the morning related with the vocabulary. And he states that he can develop vocabulary mastery because he gathers with his friend. He feels comfort to memorize by singing a song together, so that he can be fast memorize. So that he feels enthusiastic in memorizing vocabulary.

Researcher : “What do you feel in learning when the tutor uses *takrir* method? Enjoy, Fun, Helpful, Bored, Stressed, others and state your reasons.”

Student : “Enjoy, because we always sing song in the morning.”

Researcher : “Do you believe that *takrir* method able to make your vocabulary develop? And state your reasons.”

Student : “Yes I believe, because I can gather with my friends and sing song together then I can fast memorize.”

Researcher : “What are the advantages and disadvantages in conducting the method?”

Student : “I can fast memorize”²¹

²¹Yusril Ikhwal, Student, Direct Interview, December 16, 2020, 11:00 AM



Picture 14. Interview with Yusril Ikhwal

While the next interviewer, Baidawi said that he feels fun when the tutor teaches using *takrir* method because it makes him happy in learning. And he believes that he can develop vocabulary mastery because he can memorize memorize fast. Besides that, *takrir* method supports his vocabulary.

Researcher : “What do you feel in learning when the tutor uses *takrir* method? Enjoy, Fun, Helpful, Bored, Stressed, others and state your reasons.”

Student : “Fun, because make me happy.”

Researcher : “Do you believe that *takrir* method able to make your vocabulary develop? And state your reasons.”

Student : “Of course, To use *takrir* Method is faster for memorizing.”

Researcher : “What are the advantages and disadvantages in conducting the method?”

Student : “Support my vocabulary”²²

²²Baidawi, Student, Direct Interview, December 16, 2020, 10:33 AM



Picture 15. Interview with Baidawi

But, based on Mazid doifur Rahman states that he enjoys in learning when the tutor teaches using *takrir* method. by using that method, he can remember easier. Because he can memorize faster, he believes that he can develop vocabulary mastery.

Researcher : “What do you feel in learning when the tutor uses *takrir* method? Enjoy, Fun, Helpful, Bored, Stressed, others and state your reasons.”

Student : “Enjoy, Because we can remember easy.”

Researcher : “Do you believe that *takrir* method able to make your vocabulary develop? And state your reasons.”

Student : “Yes I believe, because we can easy to memorize.”

Researcher : “What are the advantages and disadvantages in conducting the method?”

Student : “Support to memorizing vocabulary very much”²³

²³Mazid Dhoifur Rohman, Student, Direct Interview, December 16, 2020, 10:39 AM



Picture. 16 Interview with Mazid doifur Rahman

Firman Heriyanto is one of the students of Radiant English Course, also enjoys in learning when the tutor teaches using *takrir* method. Because the tutor has good way in teaching the students. It means that the *takrir* method is suitable with his learning.

- Researcher : “What do you feel in learning when the tutor uses *takrir* method? Enjoy, Fun, Helpful, Bored, Stressed, others and state your reasons.”
- Student : “Enjoy, the tutor is good in way to teach the students.”
- Researcher : “Do you believe that *takrir* method able to make your vocabulary develop? And state your reasons.”
- Student : “In Shaa allah, because I can fast remember.”
- Researcher : “What are the advantages and disadvantages in conducting the method?”
- Student : “easy to memorize vocabulary”²⁴

²⁴Firman Heriyanto, Student, Direct Interview, December 16, 2020, 10:14 AM



Picture. 17 Interview with Firman Heriyanto

While based on Wasik's statement, he feels fun in learning using *takrir* method. He can sing a song together with friends in memorizing vocabulary. And he believes that he can develop vocabulary mastery because the *takrir* method makes him fluent in memorizing vocabulary.

Researcher : "What do you feel in learning when the tutor uses *takrir* method? Enjoy, Fun, Helpful, Bored, Stressed, others and state your reasons."

Student : "Fun, because I can sing together."

Researcher : "Do you believe that *takrir* method able to make your vocabulary develop? And state your reasons."

Student : "Yes I believe because it can be fluent."

Researcher : "What are the advantages and disadvantages in conducting the method?"

Student : "easier to memorize"²⁵

²⁵Abd Wasik, Student, Direct Interview, December 16, 2020, 10:44 AM



Picture. 18 Interview with Wasik

For the last interviewer, Abd Syukur also like *takrir* method. He feels enjoy in learning when the tutor teaches using *takrir* method. Because memorizing vocabulary by singing a song, it makes good memorization for him.

Researcher : “What do you feel in learning when the tutor uses *takrir* method? Enjoy, Fun, Helpful, Bored, Stressed, others and state your reasons.”

Student : “Enjoy, as sing song can makes us good memorize.”

Researcher : “Do you believe that *takrir* method able to make your vocabulary develop? And state your reasons.”

Student : “Yes I believe, it is so good for develop my ability to memorize.”

Researcher : “What are the advantages and disadvantages in conducting the method?”

Student : “more fastly memorize”²⁶

²⁶Abd Syukur, Student, Direct Interview, December 16, 2020, 10:47 AM



Picture. 19 Interview with Abd Syukur

b. Disadvantages of *Takrir* Method

Besides the advantage of *takrir* method, the researcher got the data about the disadvantages of implementation *takrir* method used by tutor. As the last question of interview, the tutor answers:

Researcher : “What are the advantages and disadvantages in conducting the method?”

Tutor : “The disadvantages of *takrir* method, it needs long time for making the students know pronunciation”.²⁷

It supports by students’ statement of disadvantage of *takrir* method. By using *takrir* method, it can not correct the students’ pronunciation in memorizing vocabulary. The Researcher will present the result of interview with the students dealing with disadvantages of *takrir*.

²⁷Abdul Gani, Teacher, Direct Interview, December 16, 2020, 09:27 AM

Fahrur rozi as the first interviewer states that he feels bored in learning because the activity makes he should always study. And he states that *takrir* method can not correct students' pronunciation.

Researcher : "What do you feel in learning when the tutor uses *takrir* method? Enjoy, Fun, Helpful, Bored, Stressed, others and state your reasons."

Student : "Bored, because always study"

Researcher : "What are the advantages and disadvantages in conducting the method?"

Student : "It can not correct the pronunciation"²⁸

From the second interviewer, Nabid Tauhedi says *takrir* method can not correct the pronunciation because he should adjust how to pronounce and the song and it also is conducted together with his friends.

Researcher : "What are the advantages and disadvantages in conducting the method?"

Student : "less pronunciation because it can't be correct caused singing together and many sounds which can't be researched".²⁹

Hasyim Ashari also states that *takrir* method is weak in increasing the pronunciation like the previous answers.

Researcher : "What are the advantages and disadvantages in conducting the method?"

Student : "weak of pronunciation"³⁰

Ainun naem also says that *takrir* method is less in increasing the pronunciation.

Researcher : "What are the advantages and disadvantages in conducting the method?"

²⁸Fahrur Rozi, Student, Direct Interview, December 16, 2020, 10:22 AM

²⁹Nabid Tauhedi, Student, Direct Interview, December 16, 2020, 10:27 AM

³⁰Hasyim Ashari, Student, Direct Interview, December 16, 2020, 10:53 AM

Student : “less pronunciation”³¹

Yusril Ikhwal also says that *takrir* method is less in how to pronounce the vocabulary.

Researcher : “What are the advantages and disadvantages in conducting the method?”

Student : “Less pronunciation”³²

Baidawi also states that *takrir* method needs long time to memorize because it is always repeating.

Researcher : “What are the advantages and disadvantages in conducting the method?”

Student : “Need long time to memorize because always repeating.”³³

Mazid doifur Rahman also says that *takrir* method is less in how to pronounce the vocabulary.

Researcher : “What are the advantages and disadvantages in conducting the method?”

Student : “Less pronunciation”³⁴

Firman Heryanto also answers that *takrir* method is less fluent in how to pronounce the vocabulary.

Researcher : “What are the advantages and disadvantages in conducting the method?”

Student : “less fluent of pronunciation”³⁵

Abd Wasik also states that *takrir* method is less in how to pronounce the vocabulary.

³¹Ainun Naem, Student, Direct Interview, December 16, 2020, 10:42 AM

³²Yusril Ikhwal, Student, Direct Interview, December 16, 2020, 11:00 AM

³³Baidawi, Student, Direct Interview, December 16, 2020, 10:33 AM

³⁴Mazid Dhoifur Rohman, Student, Direct Interview, December 16, 2020, 10:39 AM

³⁵Firman Heriyanto, Student, Direct Interview, December 16, 2020, 10:14 AM

Researcher : “What are the advantages and disadvantages in conducting the method?”
 Student : “less in pronunciation”³⁶

For the last interviewer, Abd Syukur also states that *takrir* method is less in how to pronounce the vocabulary.

Researcher : “What are the advantages and disadvantages in conducting the method?”
 Student : “less in pronunciation”³⁷

And the other students also said that *takrir* method is less pronunciation. Because they have to follow the instrument of the song so that memorization is comfortable to hear. One of them feels bored in learning using *takrir* method and one of them needs long time to memorize.

B. Discussion

This section, the researcher will discuss about the implementation of *takrir* method used by tutor in vocabulary mastery of Radiant English course (REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan and also the researcher will present the advantages and disadvantages of *takrir* Method used by tutor in vocabulary mastery of Radiant English course (REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan.

1. How is the *Takrir* Method Implemented by Tutor in Vocabulary Mastery for Students of Radiant English Course (REC) at Boarding House of Al-Tsarwiyah (BHA) Waru Pamekasan?

³⁶Abd Wasik, Student, Direct Interview, December 16, 2020, 10:44 AM

³⁷Abd Syukur, Student, Direct Interview, December 16, 2020, 10:47 AM

From the observations above, the tutor has applied the *takrir* method located at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan. As a tutor of Radiant English Course who should guide, facilitate and teaches the students to make them easy to memorize, the tutor needs a method. According to Mel Silberman, method is a way which must be done to present the material to get the learning purpose. To make interesting learning, the teacher should use the various and proportional method.³⁸

Based on the theory which is discussed in the second chapter, Sa'dullah defines *takrir* method is one way of ordering informations going into short-term coming into memory long term by repetition (rehearsal).³⁹ Sometimes the vocabulary do not always stay in the brain. So that, the students need repetition in memorizing to keep the memorization. So, the *takrir* method is a way to memorize by repeating memorization which is used by the tutor. While the definition of *takrir* method which is stated by the tutor is *takrir* method is repetition of memorizing.⁴⁰ When the students repeat the vocabulary, it is called *takrir*. The students can be conducted *takrir* method by singing a song or repeating what the tutor says.

The tutor uses *takrir* method in this learning. Because he believes that this method make students memorize faster. *Takrir* method is a method to make students memorize faster. As stated by the students,

³⁸ Mel Silberman, *Ways to Make Training Active* (San Francisco: Pfeiffer, 2005) page 19

³⁹ Syaiful Azhar Siregar, "Penerapan Metode Takrir dan Muraja'ah dalam Pembelajaran Al-Qur'an di SD Yayasan Pendidikan Shafiyatul Amaliyyah Medan," *Edu Riligia* 3, no. 2 (April-Juni, 2019), 249

⁴⁰ Abdul Gani, Tutor, Direct Interview, December 16, 2020, 9.27 AM

takrir method makes them memorize fast. To get successful in applying *takrir* method, there are steps which must be conducted based on Sa'dullah, as follow:

a. Determining the limitation of material

The tutor determines the vocabulary that the students should memorize in every meeting. The material given by tutor, it should be memorized by the students. The material depends on the pocket book of vocabulary. sometimes it consist 30-40 vocabulary. The students should memorize it in every meeting.

b. Reading in many times

After getting the material of vocabulary that the students should memorize, the students should read the vocabulary in many times either in learning or out learning. Based on the theory of kinds of *takrir* method, the students can read the vocabulary by self, together, and to the tutor. When the students read the vocabulary by self, the students can read the vocabulary.

c. Memorizing one by one the vocabulary

The students memorize the vocabulary one by one. It is proved when the students *takrir* together. *Takrir* together can be conducted with the tutor, the other students, or pairing.

d. Repeating until really memorize.

The students repeat the vocabulary until they really memorize. The students will not continue to the next material until they really memorize and submit the vocabulary to the tutor.

e. *Tasmi'*

In this part, the students submit the vocabulary to the tutor to get representative memorization. It means that the memorization of students is proven. Because the tutor will give a reward like good score for students having good memorization. Then, the students memorize together. Because in this part, the one of students will read the memorization and the other students will hear the students reading.

By those steps, the students will prove that *takrir* method is a method for memorizing the vocabulary. because the students can memorize using *takrir* method.

In the theory of the second chapter, there are three kinds of *takrir* method implementation such as *takrir* by self, *takrir* together and *takrir* to the tutor. But the tutor only does not use *takrir* by self in learning. Because *takrir* by self is conducted by students each other out of the learning. While *takrir* together and *takrir* to the tutor is used by the tutor in learning like in the first part of teaching which discusses *takrir* together and the last part of teaching which discusses about *takrir* to the tutor.

There are some parts in conducting the learning of vocabulary mastery by *takrir* method.

1) *Takrir* together

Takrir together is conducted before delivering the material. The students read the vocabulary by singing a song that has been

delivered. They repeats in many times about thirty minutes. Besides the students read the vocabulary by singing a song, the students can enjoy because they can memorize it by musical instrument. They look sing their favorite song in different lyric.

2) Delivering the material.

After the students read the vocabulary by singing a song together, the class is breaking. Then continuing to the next class, the tutor continues to the next material by giving vocabulary. The tutor leads the students how to spell the pronunciation of the vocabulary. The tutor says first, while the students listens to the tutor and repeat what the tutor say. After the students can say the vocabulary fluently, the tutor ask students to practice the vocabulary in pairing such as making conversation in front of the class. The conversation must be related with the vocabulary given.

The implementation of *takrir* in the class with the tutor and the other students is *takrir* together. it is suitable with the statement of Syaiful Azhar siregar that *takrir* together is the method which is conducted together with friends or others. It can be said together or alternately, such as singing a song.⁴¹

3) Submitting the vocabulary

Then, in the next section, the students should submit the vocabulary that has been memorized to the tutor. It is suitable

⁴¹Syaiful Azhar Siregar, *Penerapan Metode Takrir dan Muraja'ah dalam Pembelajaran Al-Qur'an di SD Yayasan Pendidikan Shafiyatul Amaliyah Medan*, Qualitative, Medan, UIN Sumatera Utara Medan, 2019), page 28

with the statement on the thesis of Syaiful Azhar Siregar to get the representative memorization. It means that the tutor can give the score for every students.

2. What are the Advantage and Disadvantage of Using the *Takrir* Method By Tutor in Vocabulary Mastery for student of Radiant English course (REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan?

- a. The Advantages of Using the *Takrir* Method By Tutor in Vocabulary Mastery for student of Radiant English course (REC) at boarding house of al-Tsarwiyah (BHA) Waru Pamekasan

Based on the theory which is stated on the thesis of Inafi Lailatis Surur, there are four advantages of *takrir* method as follow:⁴²

- 1) Make strong a memorization which is memorized.
- 2) Correct the error in memorizing to make memorization well.
- 3) Increasing the memory. When the students always repeat the memorization, at that time the percentage of memory will increase.
- 4) Repeating becomes memorization process of memorization faster. The vocabulary memorized is easy to memorize because the vocabulary has not been strange.

While based on the research, there are three advantages of *takrir* method as follow:

⁴²Inafi Lailatis Surur, *Pengaruh Metode Takrir dalam Meningkatkan Kemampuan Menghafal Al-Qur'an Surat-Surat Pendek Kleas VI MIT Hidayatul Qur'an Gerning Pesawaran*, Quantitative, Lampung, Universitas Islam Negeri Raden Intan Lampung, 2019, page 23

1) Easy to remember.

In this statement is suitable with the theory the number one that stated making strong a memorization which is memorized. Many students feel easy to remember because the method use is interesting and do not makes students bored. When the students feel easy to remember, the memorization stays strong in the brain. It looks from the interview of Mazid, Fahrur Rozi and nabid which says that *takrir* method makes easy to remember. By remembering the memorization, the vocabulary stay strong in brain.

Before using *takrir* method in memorizing vocabulary, the students always forget the vocabulary that they ever read. Because they seldom do the repetition. So that, *takrir* method help them in memorizing to get easy to remember.

2) Increasing the memory.

Using *takrir* method, it will make students increas the memory. Because the students always do the repetition. This statement is suitable with the theory number three that stated when the students always repeat the memorization, at that time the percentage of memory will increase. Before memorizing by *takrir* method, the students always forget the memorization which has been memorized. For example, when the students focus on memorizing in the chapter five,

they are easy to forget the memorization of chapter one. But when using *takrir* method, the previous memorization always stays in the memory.

3) Making memorize faster and easy to memorize.

Making memorize faster and easy to memorize is suitable with the theory of number 4 that stated repeating become memorization process of memorization faster. Usually the students can memorize 5-10 vocabulary every day. While using *takrir* method they can memorize one material that consist of 30-40 vocabulary.

4) *Takrir* method supports the students to memorize vocabulary.

Takrir method supports the students to memorize vocabulary because *takrir* method makes students enjoy and fun in learning, so that *takrir* method supports students to memorize vocabulary. many students feel bored and lazy to memorize because the learning is less interesting and no supporting in memorizing.

From the theory and interview, there several different advantages like above. There are three advantages which are suitable with the theory of advantage of *takrir* method such as easy to remember, increasing the memory and making memorize faster and easy to memorize.

But, the students also can not achieve the advantage of *takrir* method that *takrir* method can correct the error in memorizing to make memorization well like the theory. Because the students read follow the song, so that the students can not correct the wrong pronunciation.

- b. The Disadvantages of Using the *Takrir* Method by Tutor in Vocabulary Mastery for student of Radiant English Course (REC) at Boarding House of al-Tsarwiyah (BHA) Waru Pamekasan

Based on the theory of the second chapter which is stated on the thesis of Inafi Lailatis Surur, there are disadvantages of *takrir* method as follow:⁴³

- 1) No correction when the people memorize by self.

In *takrir* method, there is no correction when the people memorize by self. They can correct it when they are aware that have happened the error in memorizing. And they can correct the mistake when they memorize with the other.

- 2) It needs long time.

The people must memorize continuously, because the memorization cannot memorize one up to three times in memorizing. The students should repeats until they memorize fluently.

While based on the interview of students and tutor, there are advantages of *takrir* method as follow:

⁴³Ibid, page 23

- 1) No correction how to pronounce the vocabulary.

Many students state that *takrir* method can not correct the pronunciation of vocabulary. because they should make suitable with the song. When the students make suitable between vocabulary and song, it's very difficult for students to it is proven by the interview of most students and tutor.

- 2) *Takrir* method need long time to memorize.

For Baidawi, *takrir* method makes him long time to memorize because he should repeat until he memorize fluently. Memorizing will not only need one until three times to repeat the memorization. The students should repeat as much as possible the vocabulary.

Comparing the result of research and the theory, it is same statement like the theory. So, the result of research is suitable with the theory.

