

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

**Internalisasi Nilai-nilai Entrepreneurship Dalam Rangka
Membentuk Perilaku Kewirausahaan Melalui Pendidikan
Terintegrasi**

Kepemimpinan Dan Kecerdasan Emosional

**Peranan Layanan Bimbingan Dan Konseling Untuk
Meningkatkan Kedisiplinan Siswa Di Sekolah**

**Meningkatkan Peran Kelompok Penekan Dalam Percaturan
Politik**

**Fenomena Perilaku Sosial Komunitas Public United Not
Kingdom (PUNK)**

The Influence Of Gender In Language Usage

Using Sorogan Method In Learning English For Beginners

**Teaching Simple Present Tense Using Short Answers Game For
The First-year Of University Students**

**Analisis Faktor Eksploratori Komponen Utama Penyebab Inflasi
Di Kota Malang**

**Analisis Model Antrian Peserta Pada Loker F Di Badan
Penyelenggara Jaminan Sosial Kesehatan**

**Membangun Karakter (Sikap) Partisipasi Peduli Lingkungan
Pada Siswa Melalui Program BSM (Bank Sampah Malang)**

**Using Picture Book As Media To Improve Reading Motivation
On Junior High School Student**

**Escalating Ideas Using Creative Visualization Technique In
Writing Ability**

**The Effectiveness Of Kwl (Know, Want To Know, Learned)
Technique In Teaching Reading For English Department
Students**

**The Problem Of Translating English Phrases Into Indonesian
For Islamic Scholar Of**

CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
terbit pertama kali April 1999

Ketua Penyunting

Kadeni

Wakil Ketua Penyunting

Saiful Rifa'i

Penyunting Pelaksana

R. Hendro Prasetyanto

Udin Erawanto

Riki Suliana

Ekbal Santoso

Penyunting Ahli

Miranu Triantoro

Masruri

Karyati

Nurhadi

Pelaksana Tata Usaha

Yunus

Nandir

Sunardi

Alamat Penerbit/Redaksi : STKIP PGRI Blitar, Jl. Kalimantan No. 111 Blitar, Telp. (0342) 801493.
Langganan 2 nomor setahun Rp. 50.000,00 ditambah ongkos kirim Rp. 5.000,00.
Uang langganan dapat dikirim dengan wesel ke alamat Tata Usaha.

CAKRAWALA PENDIDIKAN diterbitkan oleh Sekolah Tinggi Keguruan dan Ilmu Pendidikan PGRI Blitar. **Ketua :** Dra. Hj. Karyati, M.Si, **Pembantu Ketua :** M. Khafid Irsyadi, ST, M.Pd

Penyunting menerima sumbangan tulisan yang belum pernah diterbitkan dalam media cetak lain. Syarat-syarat, format, dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang-dalam jurnal ini. Naskah yang masuk ditelaah oleh Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Penyunting melakukan penyuntingan atau perubahan pada tulisan yang dimuat tanpa mengubah maksud isinya.

CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Volume 19, Nomor 2, Oktober 2016

Daftar Isi

Internalisasi Nilai-nilai Entrepreneurship Dalam Rangka Membentuk Perilaku Kewirausahaan Melalui Pendidikan Terintegrasi	159
<i>Ekbal Santoso</i>	
Kepemimpinan Dan Kecerdasan Emosional	168
<i>Kadeni</i>	
Peranan Layanan Bimbingan Dan Konseling Untuk Meningkatkan Kedisiplinan Siswa Di Sekolah	176
<i>Risaniatin Ningsih</i>	
Meningkatkan Peran Kelompok Penekan Dalam Percaturan Politik	192
<i>Miranu Triantoro</i>	
Fenomena Perilaku Sosial Komunitas Public United Not Kingdom (PUNK)	201
<i>Udin Erawanto</i>	
The Influence Of Gender In Language Usage	209
<i>Muchamad Arif</i>	
Using Sorogan Method In Learning English For Beginners	213
<i>M. Alimul Huda</i>	
Teaching Simple Present Tense Using Short Answers Game For The First-Year Of University Students	218
<i>Annisa Rahmasari</i>	
Analisis Faktor Eksploratori Komponen Utama Penyebab Inflasi Di Kota Malang	224
<i>Annisa Larasati, Swasono Rahardjo</i>	
Analisis Model Antrian Peserta Pada Loker F Di Badan Penyelenggara Jaminan Sosial Kesehatan	231
<i>Laily Kurniawati, Swasono Rahardjo</i>	
Membangun Karakter (Sikap) Partisipasi Peduli Lingkungan Pada Siswa Melalui Program BSM (Bank Sampah Malang)	237
<i>M. Syahri</i>	
Using Picture Book As Media To Improve Reading Motivation On Junior High School Student	250
<i>Farid Helmi Setyawan</i>	
Escalating Ideas Using Creative Visualization Technique In Writing Ability	256
<i>Wiratno</i>	
The Effectiveness Of KWL (Know, Want To Know, Learned) Technique In Teaching Reading For English Department Students	262
<i>Feri Huda</i>	
The Problem Of Translating English Phrases Into Indonesian For Islamic Scholar Of	269
<i>Pramudana Ihsan Maghfur</i>	

USING SOROGAN METHOD IN LEARNING ENGLISH FOR BEGINNERS

M. Alimul Huda
hokky_com@yahoo.com
STKIP PGRI BLITAR

Abstrak: Salah satu masalah pembelajaran bahasa Inggris adalah ketidaktahuan dalam penggunaan tenses dan part of speech. Jadi, tujuan penulisan artikel ini adalah penjelasan terhadap implementasi metode Sorogan dalam pembelajaran bahasa Inggris bagi pemula. Desain descriptive dipakai untuk memberikan penjelasan penggunaan metode Sorogan. Populasi dan sampel diambil dari mahasiswa jurusan bahasa Inggris STKIP Blitar. Hasil questionnaire menunjukkan adanya ketertarikan siswa terhadap penggunaan metode Sorogan.

Kata Kunci: Pembelajaran, sorogan, pemula, *tenses*.

Abstract: One of the students' matters in learning English was low understanding toward the use of tenses and parts of speech. Thus, the aim of this study was to provide clear implementation of using Sorogan method in learning English for beginners. This research applied descriptive to provide vivid procedures of Sorogan. The populations were taken from the students of STKIP PGRI Blitar. The result of questionnaire showed that there was students' interest toward the use of the method.

Key Words: Learning, sorogan, beginners, tenses.

INTRODUCTION

English is one of foreign languages that popularly learned in Indonesia besides Arabic, Chinese or others. To learn this language is not easy because it has many different things from Bahasa that learners need to understand. Ways to pronounce the alphabets and words, word order and grammar are few different examples. Students have to learn them gradually for better comprehension. In fact, although students have learned English for long time but the result is not quite satisfying. One of main weaknesses is that they do not have good foundation to basic components of the language itself. The one that is needed to be well comprehended is tenses. *Kroeger (2005:147)* states that *Tense marking indicates, to varying degrees of precision, the time when an event occurred or a situation*

existed. In other words, it specifies the situation's "location" in time. This indicates that when a student wants to express his ideas whether orally or in written form precisely, he has to learn tenses. The understanding toward the use of tenses will enable him to differentiate every ideas based on the sequence of events appropriately. This is very important for beginners to avoid misunderstanding when communicating. The incapability in using tenses, though in particular cases seems unimportant but this is dangerous that can create misinterpretation orally or in written forms.

Moreover *Kroeger (2005:148)* argues that some linguists use the term tense only when the time reference is indicated by verbal morphology or morphological tense. The morpheme "study-

studied-will study” for instance, they involve three semantic distinction, but only have two morphological tenses: non past (study) and past (studies). English has sixteen tenses in which each of them has different ways to use. Although not all of them are used in daily communication, but students have to minimally comprehend some. Simple present tense, simple past tense and future tense are the most used ones when communicating. In fact, during the process in learning tenses, students also need to understand the use of some basic components in learning. English sentences type such as simple and compound sentences, including the ability to differentiate and to use them. Students with good accuracy will be able to differentiate whether they will create nominal or verbal sentence.

In Indonesia however, Arabic is also widely learned in society as a foreign language. Many people, more specifically those who study in Pondok (Islamic boarding school) can speak Arabic language very well. This can be assumed that the ways of learning this language is quite effective. Learning Arabic is far more difficult than learning English. There are some reasons : 1) the Arabic alphabets differ from English, while English alphabets are the same as Indonesian, 2) some word signs called harokat are read differently, 3) mahraj or ways of reciting words and sentence, whether they are read with short tone, medium, little bit longer or longer will affect the meaning, and there are still many other differences. With a method called Sorogan, a teacher called as Kyai or ustadz always uses this method to teach his students. This is actually an individual teaching model that is still commonly used in Islamic boarding school (classical pondok) in learning Arabic for years, mostly in Java. Often, a teacher finds students who have different level of understanding. Those who have better understanding sometimes will

feel bored easily if they have to wait for their friends who have lower one. Sorogan is one of traditional methods used in learning Arabic literature in many Islamic boarding schools to overcome those differences. So far, this method is still believed to able to give any solution toward the need on teaching Arabic literature that can accommodate students' need in learning the language. Herewith, the researcher used this method in teaching basic English for the early semester students in STKIP PGRI Blitar.

THEORETICAL BASES

What is Sorogan ? Sorogan derived from the word Sorog means come forward. This method is called Sorogan because the classroom learning activity is focused to individual development capability under teacher guidance. (Islamic Department, 2003, 74-75). This method can be hold anywhere in particular places usually at a room, where there has been prepared a seat for a teacher and a short bench to place book being learned for him who comes forward. Both teacher and students are not using chair for siting, however they have to take seat on the floor. Mastahu (1994:6) says that Sorogan is individual learning activity where a student comes to his teacher so that there will be interaction between both of them. Learning system done face to face with a teacher while a student waits for his turn to learn with him one by one. In general, this is individual learning model specifically designed for beginner. In other word, while a student come to his teacher others can have a sit little further while listening to what their teacher explains to their friends and waiting for the following turn. A student can repeat what he learns many times to make sure that he really understands what his teacher has explained. To prove students' comprehension, teacher

will ask him to re-explain what he already learns. To apply this method, a teacher really needs patience and discipline. In its application, a student will get more attention because the learning process is held intensively. If this can be done with right procedure, students will get better achievement because he can really get what they need in learning. They can read better and are able to re-explain the material well. The philosophical base of this learning is that every student will get different assistance from their teacher.

Learning Technique

Basically Sorogan is the form application of two interrelated method, i.e. Reading Method and Grammar Translation Method presented by mentorship or tutorship. Reading method. This is used in language learning. In general learning was done to improve reading skill. First teacher read the book and then students follow after him. Anyhow, teacher often asks them to read the material first while others pay more attention till finally their turn came. This method is also important because it will trains students' pronunciation, fluency and intonation. Grammar Translation Method. This method is combination of grammar and translation to understand a reading text in learning a language. Ba'alabai says that the core principle of GTM is memorizing, grammatical analysis toward text learned, and translating in the first language. These two models are basic important skill to transfer ideas of foreign texts. In general, teaching and learning process in Sorogan method is similar and as what has been explained, however technique, procedure and its stress are different from one student to others. To this need in learning Arabic, students are differentiated in some levels.

Ministry of Religious Affair technically explains that the Sorogan method generally has the following steps

(2003, 74-86) :

1. A students who gets turn to conduct Sorogan has to come forward taking seat in front of his teacher. A book being discussed is placed on a small table in the middle of them both.
2. A teacher reads the text in target language (L2). He can do this by reading or memorizing it, and translates its meaning by using simple language that student can understand him easily.
3. Student has to listen to his teacher explanation attentively while checking with the book he brings with. Ha can also make any notes needed for things he does not understand.
4. After the teacher finishes teaching, the student has to repeat to what his teacher explains, or the following meeting before continuing coming up material. In this phase, a teacher has to monitor and does needed correction to what the students explains.

For teaching English, a lecturer can use Sorogan method by using some procedures adopted from Kyai Mahsum with some modification (Suchaimi, 2015) :

- a. Practice and Progress book by L.G, Alexander can be used for students' material because the passages involve graded materials. This contains simple sentences, English part of speech, and tenses which are important as students' basic knowledge in learning English. In fact, the materials given can vary based on the learning objective determined.
- b. Before using this method, it is very important for every student to prepare themselves with the book by minimally finding the meaning of unknown words.
- c. Students can write the meaning of difficult words directly below the words that they do not know. This can help them remember the whole meaning of the sentence they are reading.

- d. Lecturer gives a model on how to analyze the sentence. For instance, he can ask the students to learn English part of speeches, Noun, Verb, Adjective and adverb.
- e. Lecturer asks the students to learn to know whether the sentence they read is nominal or verbal sentence with its reasons. This can last for several meeting.
- f. Students have to come to a lecturer to read as well as to analyze based on what has been illustrated individually. He should read aloud so that others can listen.
- g. Lecturer may not change the level of difficulty till students really understand.
- h. Lecturer can point some students who have good understanding to do mentoring for their friends, this will reduce feeling of worry and to save the time of learning.
- i. While a student is doing an analysis, lecturer can do mentoring and or proposes several questions or corrects the mistakes, such as the pronunciation, meaning, grammar or contents. It is really a time for them to share each other.
- j. A lecturer can put his signature if he considers that a student has fulfilled particular criteria of success determined.

The Advantages of Sorogan

Teacher can guarantee students' improvement because every of them can finish their study based on their own capability so that the learning progress of clever students will not become the boundary for slow learners. This enables the different speed of learning process for every student so that there will be fair competition. Teacher can teach, supervise, and guide his students maximally. Textual and literal comprehension becomes characteristic from this learning method. This is very effective to applied for the beginners in learning English.

The Weaknesses

A teacher needs a lot of time to apply this method, so that this less effective.

Moreover, if there are many students, he has to spend long time and more energy for teaching. A teacher who uses this method should be him who has patience, diligence, persistence and individual discipline. Without those said above, the learning process cannot run maximally. And this is the most difficult phase for every teacher who uses Sorogan as method of teaching basic language.

RESEARCH METHOD

The qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics. Qualitative researchers focus on how people make sense or interpret their experience. (Ari, 2010;424). Herewith, the researcher intend to describe his experience by using word or sentences by explaining the definition of Sorogan method, short about its history and how this method is still widely used in traditional Islamic boarding school (Pondok Salafi) and is still seen as one of the most effective way to learn Arabic language. Also it was also described the procedures in using this method in learning English for the beginners.

CONCLUSION

This study obviously revealed that Sorogan could significantly prove that the class of the third semester grammar students of a collage teacher training and education Blitar was able to practice better and more appropriately after 10 meetings of instruction using Sorogan Learning Method. By using this, the students could learn basic English skills better. They would learn grammar, vocabulary, beside patience and discipline. In using Sorogan, teacher gave a model then students could do the same thing. After they practiced with their friends, they came forward doing the same thing as their teacher did face to face and one by one.

Teacher was just listening to what the students explained while he sometimes did correction whenever he found the mistakes.

REFERENCES

- Ari, Donald. (2010). *Introduction to Research in Education*; 8th Edition. Wadsworth: 10 Davis Drive. Belmont, CA 94002-3098. USA
- Kroeger. (2005). *Analyzing Grammar*. Cambridge University Press
- Mastahu, 1994. *Dinamika system pendidikan Pesantren*. Jakarta: INIS
- Maksum. (2003). *Pola Pembelajaran di Pesantren*. Jakarta: Dirjen Kelembagaan Agama RI
- Dzurwamuna (2011). *Sorogan Dan Bandongan, Metode Pendidikan Klasik*. Retrieved from <http://dzurwamuna.blogspot.co.id/2011/07/soroga-dan-bandongan-metode-pendidikan.html>
- Suchaimi, Achmad. (2015). *Metode Pengajaran Sistem Sorogan Ala KH Ali Maksum*. Retrieved from <http://alumnikrakyatberbagi.blogspot.co.id/2015/02/metod-e-pengajaran-sistem-sorogan-ala-kh.html>