

**ENGLISH LEARNING IN *PONDOK PESANTREN*:  
EXPLORING THE USE OF DEMONSTRATION TECHNIQUE  
IN WRITING PROCEDURE TEXT**

**THESIS**

Submitted as Partial Fulfill of Requirement to Get Undergraduate (S1) Degree of  
English Education Study Program Faculty of Teacher Training and Education.

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## STATEMENT OF ORIGINALITY

I certify that this thesis is original and that the examiners have also verified this. I will face consequences in accordance with the rules and regulations if it is later determined that this thesis contains plagiarism.

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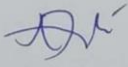
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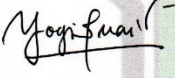
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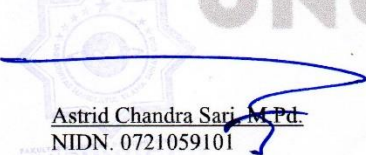
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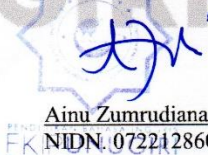
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## MOTTO

وَإِذَا سَأَلَكَ عِبَادِي عَنِّي فَإِنِّي قَرِيبٌ أُجِيبُ دَعْوَةَ الدَّاعِ إِذَا دَعَانِ ۗ

“Dan apabila hamba-hamba-Ku bertanya kepadamu tentang Aku, maka (jawablah), bahwasanya Aku adalah dekat. Aku mengabulkan permohonan orang yang berdoa apabila ia memohon kepada-Ku.” (QS. Al-Baqarah: 186)

“Barangsiapa ingin mutiara, harus berani terjun di lautan yang dalam.”  
(Ir. Soekarno)

“Jika saat kecil dulu aku mampu jatuh dan bangkit berkali-kali untuk lancar bersepeda, saat dewasa aku juga harus mampu melaluinya”  
(Anasia Rusyda)

## DEDICATION

First of all, the researcher gives praise and thankfulness to Allah SWT because his blessing and the merciful with deeply this thesis can be finished. I dedicated this thesis especially for: My beloved parents, there are my mother (Zulfah) and my father (Mubaid) thank you for your love, material, best support ,and prayers for me. Both of you always give me best motivation when I am down. Your love gives a power for me to finish this thesis.

For my beloved brother (Abdullah Ni'mal Muqtafa) thank you for your support, kindness and prayers for me. You are so patiently with my characteristics, I love you so much.

For all my beloved family, my beloved lecturers, my first advisor (Moh. Fatoni, M.Pd.) and my second advisor (Ainu Zumrudiana, M.Pd.) thank you for your times, helps, and advice, teaching me until I finished my thesis.

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The researcher is fully aware that this thesis cannot be completed properly without guidance and assistance from various parties. On this occasion, the researcher would like to express his deepest gratitude to all parties who have helped both morally and materially, both directly and indirectly, in the preparation and work of this thesis. I especially want to thank:

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2. Astrid Chandra Sari, M.Pd as a Dean of Faculty of Teacher Training and Science Education
3. AINU ZUMRUDIANA, M.Pd as the Head of the English Teacher Education Departement
4. Moh. Fatoni, M.Pd and AINU ZUMRUDIANA, M.Pd, as my thesis advisor. These special thanks go to your kindness and patience in guiding and encouraging me to do my thesis.
5. All my lectures from English Teacher Education Department who have guided me in my study.
6. My parents and my family. My deepest gratefulness goes to them who continuously encourage and accompany me in completing this thesis with their love and prayer.
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8. All those who provided prayers, and hugs for helping me to accomplish this thesis. I am very grateful.

Finally, the researcher hopes that this script will be useful for all readers. The writer does realize that this script hasn't been perfect.

Therefore, the researcher wishes for correctness, criticism, and suggestion for this script.



## ABSTRACT

**Rusyda, Anasia (2023). *English Learning in Pondok Pesantren: Exploring the use of demonstration technique in writing procedure text*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, University of Nahdlatul Ulama Sunan Giri. Advisor I: Moh. Fatoni, M. Pd. Advisor II: Ainu Zumrudiana, M. Pd.**

**Keywords:** *Demonstration technique, writing, procedure text, English learning, Pondok Pesantren*

Students still have difficulties in writing procedure text as lack of vocabulary, grammar structure, and the language features of procedure text. This research aims to find out the advantages, disadvantages, challenges, and the solution of learning writing procedure text using demonstration technique employed in *Pondok Pesantren*. This research is classified into qualitative research. The instrument to collect the data were observation and interview. The result shows that the advantages of this study were energizing the spirit of learning, the learning becomes interesting and fun, good focus and concentration from students in learning, the students understand the material easily, and the last the students got new vocabularies. The disadvantages of this learning were the teacher couldn't pay attention to all of students continuously, some students couldn't see the demonstration, and the need more efforts and energies from the teacher. The challenges of this learning were time management, looking for interesting media, lack of confidence, and the teacher's voice not aloud. This research also had the solution of the challenge faced by teachers and students.

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## ABSTRAK

**Rusyda, Anasia (2023). *Pembelajaran Bahasa Inggris di Pondok Pesantren: Menyelidiki penggunaan teknik demonstrasi dalam menulis teks prosedur*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nahdlatul Ulama Sunan Giri. Advisor I: Moh. Fatoni, M. Pd. Advisor II: AINU ZUMRUDIANA, M. Pd**

**Kata Kunci: *Teknik demonstrasi, menulis, teks prosedur, pembelajaran Bahasa Inggris, Pondok Pesantren***

Siswa masih mengalami kesulitan dalam menulis teks prosedur karena kurangnya kosakata, struktur tata bahasa dan ciri-ciri bahasa teks prosedur. Penelitian ini bertujuan untuk mengetahui kelebihan, kekurangan, tantangan dan solusi dari pembelajaran menulis teks prosedur dengan menggunakan teknik demonstrasi yang digunakan di *Pondok Pesantren*. Penelitian ini diklasifikasikan ke dalam penelitian kualitatif. Instrumen yang digunakan untuk mengumpulkan data adalah observasi dan wawancara. Hasil penelitian menunjukkan bahwa kelebihan dari pembelajaran ini adalah membangkitkan semangat belajar, pembelajaran menjadi menarik dan menyenangkan, fokus dan konsentrasi siswa dalam belajar menjadi lebih baik, siswa lebih mudah memahami materi, dan yang terakhir adalah siswa mendapatkan kosakata baru. Kekurangan dari pembelajaran ini adalah guru tidak dapat memperhatikan seluruh siswa secara terus menerus, beberapa siswa tidak dapat melihat demonstrasi, dan membutuhkan usaha dan energi yang lebih dari guru. Tantangan dalam pembelajaran ini adalah manajemen waktu, mencari media yang menarik, kurang percaya diri dan suara guru yang kurang lantang. Penelitian ini juga memiliki solusi untuk mengatasi tantangan yang dihadapi oleh guru dan siswa.

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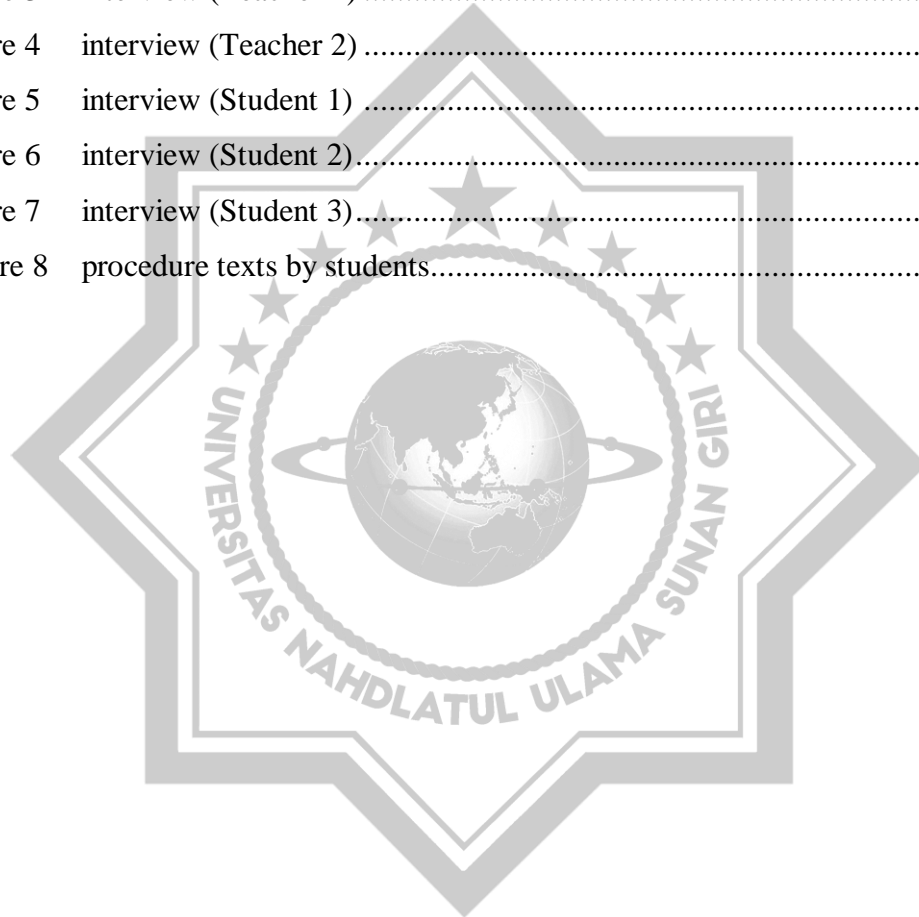
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