

**ENGLISH LEARNING ACTIVITIES IN NATURAL-BASED  
APPROACH AT MTs PP DARUL QURRO KAWUNGANTEN**



**IAIN PURWOKERTO**

**THESIS**

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**MOTTO**

خير الناس أنفعهم للناس

*"The best man among you is the one who contributes the most to the mankind."  
(Al Hadits)*



## **DEDICATION**

*My beloved parents, Suwito and Tuiminah,*

*My beloved brothers and sisters,*

*My beloved friends, and readers who have taken the time to read this Thesis.*



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Purwokerto, 14 May 2020

Writer,



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# ENGLISH LEARNING ACTIVITIES IN NATURAL-BASED APPROACH AT MTs PP DARUL QURRO KAWUNGANTEN

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## ABSTRACT

This research was aimed at describing the English learning activities. Natural approach was chosen to be the method implemented in this MTs PP Darul Qurro Lawunganten because it is known as one method that can facilitate learners to improve language skill, in this case, English. It is interesting to study the English learning activities in natural-based approach in MTs PP Darul Qurro Kawunganten because this institution has been able to improve student language skills with the proof that students used the language in daily activities. For that reason, this research is expected to be useful for language learning community.

Descriptive qualitative is the method used for this research. The subject research in this study are headmaster and English language teacher of MTs PP Darul Qurro. The data collection techniques used in this study are triangulation by observation, interviews and documentation. While the data analysis techniques used in this study use data reduction, data presentation and verification analyzed by descriptive qualitative.

From this research, there are some English learning activities, namely: vocabulary mastery, English habitual practice, and public speaking. These activities should be allowed by all of students. These activities are very useful for students to improve their language skills. It can be proven by running all the activities that have been determined and students can speak English inn daily activities.

Keyword: *English learning activities and natural-based approach*

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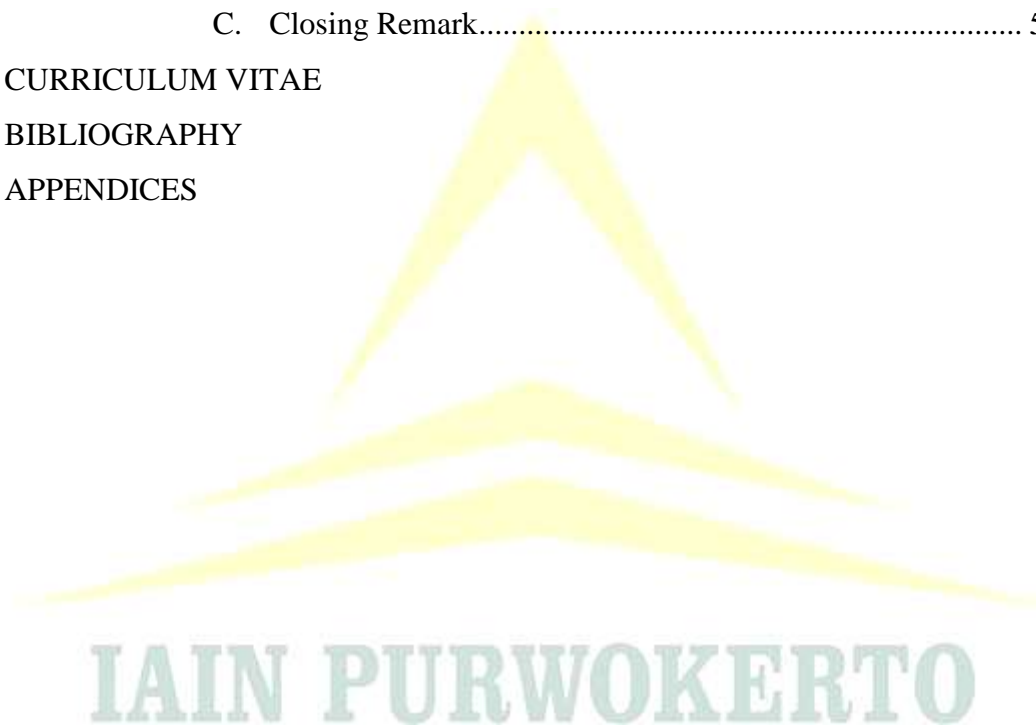
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## **CHAPTER I**

### **INTRODUCTION**

This chapter contains the background of the problem, research question, objective, and significances of the research, operational definitions and structure of the study.

#### **A. Background of the Problem**

Language is a very important media for global communication. In this global era people are not limited by nation or state for communication. For that reason, language mastery is a must for people in this global era.

One of the international language is English, which is the most broadly used language in this world. Almost all countries in this world make English as a foreign or second language to be taught in school. Even many of them use it as a compulsory subject in primary and high school.

In Indonesia, English is important to learn. Many educational institutions apply English as an introduction to learning. In addition, English is also used as the language of daily communication between students and teachers in the school environment. Therefore, habitual action is needed to make students able to speak English without fear or anxiety.

To achieve a good quality education certainly cannot be separated from teaching and learning activities as the main activity in the school. In addition, the selection of learning models is also very important for teachers, so students can receive understanding well. Learning English is different from the other subjects, such as learning Indonesian language or Javanese language. Learning English must involve the four skills. There are: listening, speaking, reading, and writing. The evidences can be encountered in daily English learning, which gives much attention to completing an English language skill.

One of the skills in English is speaking. According to Sekarini, speaking is an expression of someone's thoughts, ideas and feeling in the



form of sounds of language.<sup>1</sup> In speaking there is an art that can be used to express an idea, i.e public speaking. Public speaking is an activity of speaking to convey something in public. According to Stephen, public speaking, as its name implies, is a way of making your ideas public of sharing them with other people and influencing other people.<sup>2</sup>

To speak well requires vocabulary so that it can be understood by the person we are talking to. Therefore, vocabulary is a collection of words a person knows and uses in speaking and writing.<sup>3</sup> Vocabulary is central of language teaching and learning. So vocabulary has complicated meaning, not only memorizing but also understanding the meaning.

In the late 1970s and early 1980s emerged a method of language teaching developed by Terrell as a language teacher in California and Krashen namely “The Natural Approach”. Natural approach suggest that language is a tool for communication without hearing the language from native speaker. It also emphasized vocabulary than grammar. The goal of natural approach is the ability to communicative with native speakers of the target language and also provide language mastery.<sup>4</sup>

Based on preliminary research, it was found that MTs PP Darul Qurro is a language-based school. For this reason, MTs PP Darul Qurro Kawunganten used the language in daily activities. It means all of the students and teachers communicate using English language even with a lack of language order. Therefore, natural approach is very suitable for English learning, because natural approach prioritizes language practice or speaking practice than grammar.

Environment is used to support students’ ability in mastering English, for examples English habitual activities. This program is very helpful for students in language acquisition. This program shapes the language

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<sup>1</sup> Dian Amelia Sekarini and Ari Fauzia Rozani Syafei. “Teaching Speaking Through Hopscotch Game”. (Journal of English Language Teaching. 2006, Vol. 5, No. 1), p. 10.

<sup>2</sup> Stephen E. Lukas. *The Art of Public Speaking*. (New York: Mc Graw Hill, 2008), p. 4.

<sup>3</sup> “Vocabulary.” Def. 1e. *Oxford Dictionary*. 2008. Print.

<sup>4</sup> Stephen D. Krashen and Tracy D. Terrell. *The Natural Approach Language Acquisition in the Classroom*. (New York: Phoenix, 2008), p. 58

environment, so students inevitably have to speak every day. Traditional behaviorists hypothesized that when children imitated the language produced by those around them, their efforts to reproduce what they heard received positive reinforcement.<sup>5</sup> This theory reveals that the environment is very important to students to learn English.

Then the researcher met and interviewed Mr. Tulus Hidayat as head master of MTs PP Darul Qurro Kawunganten on 19<sup>th</sup> October 2019. In this school, students get an English learning activities that should be allowed by all of them. There are three activities, namely vocabulary mastery, English habitual practice and public speaking. In addition, researcher has observed that all of students should be allowed all of the English learning activities. Students also used a language in daily activities. By all the data, natural-based approach is suitable for English learning activities because this approach prioritizes language practice or communication practice. From this observation, the researcher was interested in searching more information in this school about English learning activities in natural-based approach.

## **B. Operational Definition**

In this part the researcher will explain the operational definition, as follows:

### **1. English learning activities**

In this thesis, what is meant by English language learning is the process of increasing students' knowledge and skill on English through interaction between teacher and students using certain methods and media, and also environment setting that affect the process. The scope of this English learning activities are in the classroom and school environment. The indicator of this English learning activities focused on all activities in natural-based approach. Those activities should be allowed by all of students whether it's students who live in the dormitory or not.

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<sup>5</sup> Pasty M. Lightbown and Nina Spada. *How Language are Learned*. (United Kingdom: Oxford University Press, 2013), p. 15.

## 2. Natural-based approach

Natural-based approach is a learning method that focuses on speaking skills. This method teaches students how to speak fluently without worrying the grammar. It means, students can speak English better without grammar rule that burden the students. This approach used the Total Physical Response (TPR) and direct method. In this research, researcher found that there are strategies in English learning activities, namely: vocabulary mastery, English habitual practice and public speaking.

### C. Research Questions

Based on the background of the problem that has been explained above, so the problem can be formulated in the form of the research questions:

1. What are the English learning activities in natural-based approach applied at MTs PP Darul Qurro Kawunganten?
2. How are the English learning activities in natural-based approach carried out?

### D. Objective and Significances of the Research

#### 1. The Objectives of the Research

The objectives of the research are:

- a. To find out the English learning activities in natural-based approach
- b. To describe the implementation of the English learning activities in natural-based approach

#### 2. Significances of the Research

This research was expected to give the following significances:

##### a. Theoretically Significances

This research was expected to be a new reference about natural approach in English language learning at MTs PP Darul Qurro Kawunganten.

##### b. Practical Significances

- 1) For lecture

This research was expected to give a contribution that used by the teacher in teaching English.

2) For researcher

This research extends knowledge to the researcher about natural approach in English language learning.

3) For students

The result of this study was expected to facilitate students in learning English.

### **E. Review of Relevant Studies**

In this part are presented some relevant studies. Below are the relevant studies to this research:

1. A research written by Muhammad Fadli, entitled *Natural Approach Based Activities for Raising Students' Writing Achievement*, published in FKIP University Lampung 2019. The research was aimed to finding out that natural approach facilitates students to improve their writing achievement. The similarity between the research above and the researcher did is together discusses about natural approach in English language learning. The difference between the research above and this research is discussing the natural approach on writing achievement, while the researcher discusses about natural approach in English language learning.
2. A research written by D. Praveen Sam, entitled *Natural Approach of Teaching English Language on a Flipped Classroom Platform Level Engineering Learners*, published in Chennai 603 110, Tamil Nadu, India SSN collage of Engineering, in the year 2016. The research was aimed of this research is to enhance the English language teaching learning process by incorporating natural approach and mapping it with the flipped classroom model. The similarity between the research above and the researcher did is together discussing about natural approach as the method in learning or teaching English. The difference between the research above and this research is discussing about the use the natural approach in teaching English on flipped classroom platform lever engineering

learners, while the researcher discusses the natural approach in English language learning.

3. A research written by Rina Husnaini and Hanna Sundari, entitled *The Use of Total Physical Response Method and Natural Approach in English Language learning*, published in University Indraprastra PGRI 2016. The research was aimed of this research is explain about some methods in English language learning. The similarity between the research above and the researcher that did is together discussing about natural approach. The difference between the research above and this research do is discussing the use of total physical response and natural approach in English language learning, while the researcher discusses the natural approach in English language learning Structure of the research.

#### **F. Structure of The Research**

The report of this research will be presented in the following structure:

Chapter I is an introduction, which consist of background of the problem, operational definition, research questions, object of the research, significances of the research, literature review, research method, and structure of the research.

Chapter II is the literature review, which contains about English language learning through natural approach at MTs PP Darul Qurro Kawunganten. The first part is the English language learning and the second is natural approach.

Chapter III is the research method, which contains the, type of research, subject and object of the research, methods of collecting data and technique of data analysis.

Chapter IV is the research result, which contains general description of MTs PP Darul Qurro as follow : location of MTs PP Darul Qurro, story of the school, vision and mission, organization structure. English language learning through natural approach at MTs PP Darul Qurro Kawunganten.

Chapter V is the conclusion and suggestion.

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses the theories that supports the analysis in this thesis.

The theories discusses here includes:

#### **A. English Learning in Indonesian Context**

##### **1. The place of English in Indonesia**

English is language that used by most of people because English is an International language. People have to learn English because English very important, i.e to communicate with the people in other country, to socialize in business, job, etc. In addition, according to Mujumdar, English language learning as it is a language of international communication of business, commerce, science, technology and higher education.<sup>6</sup> According to Muller, English is becoming a term related to various types of dialects based on the origin of using English as a communication tool of communities in different forms.<sup>7</sup>

Based on those definitions it can conclude that English is an international language that used by over one billion people in this world. English also used for tool communication. According to Ahmet, as an international language, English is used both in global sense for international communication between countries and it a local sense a language of widercommunication within multilingual societies.<sup>8</sup>

In Indonesia, English has a role in various fields. According to Allan, these fields are economic and business, popular culture, and

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<sup>6</sup> Smita A. Mujumdar, "Teaching English Language and Literature in Non-Native Context". (Language in India. 2010, Vol. 10), p. 210.

<sup>7</sup> Muller . *An Introduction to English Teaching*. (A Textbook fo English Educators, ISBN: 987-3-639-227314), p.

<sup>8</sup> Ahmet Acar. "The English International Language Journal". (English an International Journal. 2009, Vol. 5), p. 15

education.<sup>9</sup> These fields have a role for society in Indonesia which will be explained as follows: Economic and business, in the business, communication is very important. As we know that businessmen/women in Indonesia do not only business within the country but abroad. With English as an international language, the staff working in a business must master English. With this, English is very important to run the business. Popular culture, English has a great influence in this field. English films dominate in this country, in addition to music films are also very popular and widely spread using English. That way, English is very important to learn to follow the development of popular culture. Education, English is widely taught in Indonesian society. In some schools, English is used as a teaching medium. In addition to schools, several universities also use English as a learning medium. In addition to English language schools, it is also taught outside in the area of work that requires workers to speak English.

Petra also mentioned the role of English in Indonesia that is technological.<sup>10</sup> Technological progress from time to time is very fast. Many technologies that uses English as the main language such as computers or laptops that are set using English. In addition, English is also used as an internet language. Almost all websites use English, so mastering English is very important.

## **2. English language teaching as a foreign language in Indonesia**

In Indonesia English is taught and studied only for foreign languages. Unlike Malaysia, Hong Kong, and Singapore which make English as a second language. This indicates that in Indonesia English is taught only in the classroom and not used for daily communication.

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<sup>9</sup> Allan Lauder. "The Status and Function of English in Indonesia: A Review of Key Factor". (Makara Sosial Humaniora. 2008. Vol. 12, No. 1), p. 12.

<sup>10</sup> Petra Christian. "The Position of English in Indonesia". (Beyond Word. 2014. Vol. 2, No. 2), p. 22.

Therefore, the input and use of language in the classroom is very important. According to Urip, there are three factors that may influence the success of EFL teaching in Indonesia namely: class size, student motivation and teaching focus.<sup>11</sup> In Indonesia, teaching and learning activities include large class sizes including up to 50 class students. This makes it difficult for teachers to control all students and students also find it difficult to participate in learning. Student motivation is also very important in learning. English is different from Indonesian, and therefore student motivation is needed to increase enthusiasm in learning foreign languages. To improve the focus of teaching, Urip states that teachers are expected to play two things: teaching English and making learning in the classroom very interesting. These two things are expected to increase students' enthusiasm in learning foreign languages.

According to Marcellino, there are professional factors and practical factors in English language teaching.<sup>12</sup> Professional factors cover teacher preparation for teaching, mastery of the material, and strategies used by teachers in teaching. While practice factors include the number of students in class, class size, and the time needed for students to learn.

From the above explanation it can be concluded that English is a foreign language for Indonesia and is only taught in class. There are several factors that can affect English as a foreigner. Among them are the factors contained by the teacher and the factors contained by the students.

## **B. Natural Approach**

### **1. The definition of natural approach**

The natural approach is a method of teaching expressed by Stephan Krashen. This method is based on a view that language mastery

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<sup>11</sup> Urip Sulistio. "English Language Teaching and EFL Teacher Competence in Indonesia". (ISELT. 2016. ISBN: 978-602-74437-0-9), p. 397.

<sup>12</sup> M. Marcellino. "English Language Teaching in Indonesia: A Continuous Challenge in Education and Cultural Diversity". (TEFLIN Journal. 2008, Vol 19, NO. 1), p. 58.



is much gained from acquiring in a natural context and does not rely on the learning of the rules to be learned one by one.

The natural approach has a learning model that focuses the teacher's efforts in teaching learners to learn a foreign language. The natural approach is used for natural approach learning models, so students seem to be unaware of the learning conditions that students are feeling.<sup>13</sup> It makes students learn with nature without compulsion.

In 1977 a teacher of California named Tracy Terrell created an approach called natural approach. However, in introducing this approach Terrell collaborated with Stephen Krashen who was eventually popularized through a book entitled "The Natural Approach" in 1983. This approach first appeared on Terrell's experience in teaching. The term natural approach is based on the view that many language mastery rests on the acquisition of language. This method focuses on communication, compared to the accuracy of speech form or the form of language order.

The natural learning model is a model and language teaching method that emphasizes the understanding and aspects of students' communication. This method is based on a theory that sees language as a means of communication to convey the intent and meaning of and messages

Natural approach is also called the traditional approach. The traditional approach is an approach that prioritizes communication without hearing directly from the native speaker. In addition, the traditional approach does not prioritize grammar in communication.

From the explanation of the theory above, it can be concluded that the natural approach focuses on speaking skills or communicative skills. This is in accordance with what the researcher researched, namely English language learning through natural approach which

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<sup>13</sup> Jack C. Richards & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. (Cambridge: Cambridge University Press, 1986), p. 138.

focus on programs that support English language learning that also focus on speaking skills.

## 2. Design of natural approach

There some designs of natural approach. This purpose of this design is to clarify the flow and learning. According to Uinise there are some designs in the natural approach as follow: Communication skills, Comprehension precedes production, Production emerges, Acquisition activities are central and Lower the affective filter.<sup>14</sup>

Communication skills, its mean that students should have a communication skill because students will use the target language with more grammatical accuracy if the emphasis is placed on communication rather on grammar. Comprehension precedes production is the ability to use the target language. It can be seen from the input that obtained through listening. Production emerges is when students make a mistake then it is not corrected directly. It aims that students can develop their knowledge together with grammar. Acquisition activities are central, the intention is that students can use the target language in the classroom and use the ither language outside classroom. Lower the affective filter it means that teacher can include other activities to reduce affective because with high filters can not make an acquisition.

From the explanations above it can conclude that design of natural approach prioritize the communication. In addition, students used the target language in the classroom to input their acquisition. The language order can be learned inductively.

## 3. Advantages and disadvantages of Natural Approach

Each approach or method has its own role as well as disadvantages and disadvantages. Natural approach has the following advantages and disadvantage:

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<sup>14</sup> Uinise T. Langi “Natural Approach Design and Procedure”. [https://www.academia.edu/16688094/The Natural Approach Approach Design and Procedure](https://www.academia.edu/16688094/The_Natural_Approach_Approach_Design_and_Procedure), accessed on March, 14, 2020 at 12.30.

1. The advantages of natural approach, according to Hafiz there are some advantages of Natural approach:
  - a. At the advanced level this method is very effective, because each individual student is brought into the real environment to actively listen and use conversations in a foreign language.
  - b. Teaching reading and converensing in foreign languages is preferred, while grammar lessons are taught at any time.
  - c. Teaching beomes meaningful and easily absorbed by students, because every word and sentesce taught has a context (relationship) with the world (daily life) of students.<sup>15</sup>
2. The disadvantage of natural approach, according to Cut the advantage of natural approach as follows: cannot focus on one material because this method is carried out through many activities and takes a long time so that there is often a shortage of time.<sup>16</sup>

#### 4. Language acquisition in natural approach

Natural approach has a theory that is used for learning, namely:

- a. Acquisition learning hypothesis

According to Ahmad Badran The acquisition learning hypothesis states that adults have two distinct and independent ways of developing competence in second language : acquisition and learning.<sup>17</sup> Acquisition is how children get their first language learning and in a subconscious state. This also develops an implicit of correct and incorrect in using language. Learning is by learning formally through formal classroom teaching and in a conscious state. Acquisition for children is relatively easy to be obtained

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<sup>15</sup> Hafiz Muthoharoh “Natural Approach”, [https://alhafizh84-wordpress-com.cdn.ampproject.org/v/s/alhafizh84.wordpress.com/2010/02/0/metode-alami-natural-method/amp/?amp\\_js\\_v=a2&amp\\_gsa=1&usqp=mp331AQFKAGwASA%3D#80aoh=15923576687237&referrer=gttps%3A%2F%2F](https://alhafizh84-wordpress-com.cdn.ampproject.org/v/s/alhafizh84.wordpress.com/2010/02/0/metode-alami-natural-method/amp/?amp_js_v=a2&amp_gsa=1&usqp=mp331AQFKAGwASA%3D#80aoh=15923576687237&referrer=gttps%3A%2F%2F), accessed on June, 18, 2020 at 22:06.

<sup>16</sup> Cut Sri Wahyuni “Natural Approach”, <http://emanurisma.blogspot.com/2014/05/natural-approach.html?m=1>, accessed on June. 17, 2020 at 20:41.

<sup>17</sup> Ahmad Badran “The Natural Approach”, <https://www.academia.edu//74062200/Naturalapproach>, accessed on March 14, 2020, at 12.00

subconsciously. Children's ability to acquire a language will not be lost until they become adults. But conversely, adults will be more difficult to receive language because they focus more on structure and form. This means that the acquisition focuses more on meaning whereas learning focuses more on structure and form.

b. The natural order hypothesis

According to Uinise this hypothesis states that the structures of a language can be arranged on a hierarchy of difficulty.<sup>18</sup> Grammatical structures of the language can be estimated or can be obtained at the beginning. In the natural order hypothesis, the elements of language match the language acquired in a natural way in the process of language acquisition.

c. The monitor hypothesis

According to Uinise This hypothesis posits that when acquired language is produced, it is monitored or edited by one's knowledge, conditions permitting.<sup>19</sup> That is, when students speak are expected to use the language order. Usually the language order is used when in written work or when giving a speech. Besides these activities, students usually do not apply the rules in the form of verbal communicative activities in class. The function of the rules or language rules are used to edit and correct what has been produced. In essence, the monitor hypothesis is a hypothesis that is used to monitor precisely and optimally.

d. The input hypothesis

According to Richard the input hypothesis claims to explain the relationship between what the learner is exposed to the language

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<sup>18</sup> Uinise T. Langi “Natural Approach Design and Procedure”. [https://www.academia.edu/16688094/The\\_Natural\\_Approach\\_Approach\\_Design\\_and\\_Procedure](https://www.academia.edu/16688094/The_Natural_Approach_Approach_Design_and_Procedure), accessed on March 14, 2020, at 12.15

<sup>19</sup> Uinise T. Langi “Natural Approach Design and Procedure”. [https://www.academia.edu/16688094/The\\_Natural\\_Approach\\_Approach\\_Design\\_and\\_Procedure](https://www.academia.edu/16688094/The_Natural_Approach_Approach_Design_and_Procedure), accessed on March, 14, 2020 at 12.30.

(the input) and language acquisition.<sup>20</sup> There are three main issues; first, the hypothesis relates to acquisition, and not to learning; Second, people acquire the best language by understanding input that is slightly beyond their current level of competence; Third, the ability to speak fluently cannot be taught directly.

First, the hypothesis relates to acquisition, and not to learning means that acquisition of language by acquisition in which the child gets his first language from the cognitive and social development of the child, not from learning that is obtained after a child's cognitive or social development. Second, people acquire the best language by understanding input that is slightly beyond their current level of competence, for example, when a student has an understanding coupled with a stage of understanding along some natural order by understanding the language contained previously. Third, the ability to speak fluently cannot be taught directly, the fluency of speaking can emerge independently of time and also by linguistic competence by understanding input.

e. The effective filter hypothesis

The effective filter hypothesis is a theory that explains a child's attitude or emotions can affect language acquisition. Therefore, a teacher must be able to make the classroom atmosphere more enjoyable so that children can comfortably capture the material presented. From this case, there are three variables related to the acquisition of a second language, namely:

- (a) Motivation. With high motivation students can learn better.
- (b) Confidence. With high confidence students have higher ideals and success.
- (c) Anxiety. The low level of student anxiety indicates that acquisition of a second language is much easier.

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<sup>20</sup> Jack C. Richards & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. (Cambridge: Cambridge University Press, 1986), p. 132.

From the explanation of the theory above it can be concluded that the theory of natural approach has a certain role. The focus of researcher in this theory is on learning where students can receive new things through learning. In addition, the process is also very important for learning so that students can evaluate themselves what has been obtained. Motivation, confidence and reducing anxiety are the initial capital students can learn well so they can receive the material well too.

### 5. Strategies/method used in natural approach

In learning not far from the activities that will be carried out. Those activities running well using many methods. Based on natural-based approach there several methods used in English learning activities, including Total Physical Response (TPR) and direct method. Those methods above will be explained as follows:

a. Total Physical Response (TPR)<sup>21</sup>

Total Physical Response (TPR) was found by James J Aser. James practiced this method on his son. According to Inti, TPR is that learners physically respond to oral commands which are given.<sup>22</sup> Yuli and Fika states that TPR it is a method of learning style that is structured in the coordination of command, speech, and movement and attempts to teach the language through physical movement.<sup>23</sup> Tingting states that Total Physical Response is a language teaching method which is built around the coordination of speech and action.<sup>24</sup>

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<sup>21</sup> Jack C. Richards & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. (Cambridge: Cambridge University Press, 1986), p. 136.

<sup>22</sup> Inti Englishlina. "The Use of Total Physical Response (TPR) Activities for Teaching Listening to Young Learners". (JELTII. 2019, Vol. 2, No. 1), p. 15.

<sup>23</sup> Yuli Astutik & Fika Megawati. "Total Physical Response (TPR): How is it used to Teach EFL Young Learners". (International Journal of Learning Teaching and Educational Research. 2019, Vol. 18, No. 1), p. 93.

<sup>24</sup> Tingting She. "A Study of The TPR Method in The Teaching of English to Primary School Students". (Theory and Practice in Language Studies. 2018, Vol. 8, No. 8), p. 1088.

based on the definitions above it can conclude that TPR is a method of teaching by way of commanding students and students will carry out the role or it can be said with stimulus and respond. In addition, the existence of commands and students can carry out these commands it can be indicated that student already understand what is teacher command. According to Aprilia, this method is really good for teaching young learner because they will not feel under pressure but feeling happy to learn new English vocabularies that they never heard before or listened to the English Language which they do not use for communication in daily life with their families, relatives, and also people around them.<sup>25</sup>

The objective of TPR is to teach oral proficiency with the beginning level. This focus on students' basic speaking skills. According to Richards, a TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker.<sup>26</sup>

b. Direct Method

Direct method is a method of language teaching associated with Francois Gouin and Charles Berlitz. According to Freeman, The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.<sup>27</sup> Nadia et, al states that The Direct Method is also called the Natural Method that is very popular which enables the students to do a particular thing which give the opportunity to the students to communicate with someone

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<sup>25</sup> Apiliya Riyana Putri. "Teaching English for Young Learners Using a Total Physical Response (TPR) Method". (jurnal Edulingua. 2016, Vol. 3, No. 2), p. 15.

<sup>26</sup> Jack C. Richards & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. (Cambridge: Cambridge University Press, 1986), p. 136.

<sup>27</sup> Freeman Diane Larsen. *Techniques & Principles in Language Teaching*. (London: Oxford University Press, 2002), p. 23.

you share or exchange information with them in foreign language which consist of a set of sounds or written symbols.<sup>28</sup>

Based on explanation above it can be conclude that direct method is a method of teaching by applying the target language as the main language without translation. This aims that learners able to communicate using English. According to Richards, Sauvcur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner's native tongue if meaning was conveyed directly through demonstration and action.<sup>29</sup>

According to Richard there are principles of direct method, as follows:

- a. Classroom instruction was conducted exclusively in the target language.
- b. Only everyday vocabulary and sentence were taught.
- c. Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges.
- d. Grammar was taught inductively.
- e. New teaching point were introduced orally.

According to Freeman there many techniques teaching in direct method, as follows:

- a. Question and answer exercise
- b. Conversation practice
- c. Paragraph writing<sup>30</sup>

Natural-based approach also applies the learner role and teacher role. This is shown that learning can be more organized.

The explanation as follows: Learner Role, students are asked to

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<sup>28</sup> Nadia, et.al. "The Direct Method: A Good Start to Teach Oral Language". (Internasional Journal of English language Teaching. 2017, vol. 5, No. 1), p. 37.

<sup>29</sup> Jack C. Richards & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. (Cambridge: Cambridge University Press, 1986), p. 136.

<sup>30</sup> Jack C. Richards, p. 6



respond and delivery of the teacher.<sup>31</sup> In addition, students can also to communicate with each other. There are several stages that should be done by students, there are:

- 1) In the pre-production stage students, in this stage students only participate in learning without having to respond.
- 2) In the early-production stage, in this stage students can respond to one of the question such as, “how are you?”, “what is your name?”
- 3) In the speech-emergent phase, in this stage students involve themselves to play the role, contribute and problem solving.

Teacher role has an important role in learning. According to Rambe that Burwell III indicates that the natural approach teacher has three primary roles as follows:

- 1) provide comprehensible input in the target language.
- 2) create a classroom environment where the anxiety level is as low as possible.
- 3) based on experience and the learners needs, create a mélange of mixed context and content activities for varying group sizes.

As mentioned earlier, the teacher must communicate reasonable classroom objectives and expectations early on in the course and subsequent tasks.<sup>32</sup>

## 6. Classroom/learning activities in natural approach

According to Krashen there are some activities in the classroom.

There are three activities namely: listening comprehension, early production and extending production.<sup>33</sup> The explanation of those activities as follows:

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<sup>31</sup> Uinise T. Langi “Natural Approach Design and Procedure”. [https://www.academia.edu/16688094/The\\_Natural\\_Approach\\_Approach\\_Design\\_and\\_Procedure](https://www.academia.edu/16688094/The_Natural_Approach_Approach_Design_and_Procedure), accessed on March 14, 2020, at 12.15

<sup>32</sup> Sojuangon Rambe, “The Natural Approach: Theoty and Guidance for Classroom Practices”, (English Education. 2014, Vol. 2, No. 1), p. 57

<sup>33</sup> Sthephan D. Krashen and Tracy D. Terrel. *The Natural Approach Language Acquisition in The Classroom*. (London: Prentice Hall Europe, 1988), p. 75

In this listening comprehension, there are two steps for the students. The first step to students are left to follow all activities in the classroom. The second step are using TPR method and visual to teach students. The TPR method for teaching like teacher gives stimulus and respond to the students. For example, open the book, close the door, read the book, etc. teacher gives the instruction and students do all of the instruction that given by the teacher. Visual or picture used for students to make easier in understanding the material.

Early production used to make students conversation and learning vocabulary. With the conversation students will talk more with others. Begin with simple speak until complex speak. Besides that, adding vocabulary every day is required to expand the students' vocabulary.

One of the earliest models that used to encourage the development early production are open-ended sentence and open dialog. This models like a filling the blank questions and some dialog questions. Another technique that used in this part is association. It means that students will give meaningful vocabularies. In addition, students illustrate the meaningful vocabularies like something that students like.

According to Rambe, there are some activities for developing language acquisition in the classroom, namely:

- 1) Start with TPR commands
- 2) Use TPR to teach names of body parts and numbers
- 3) Introduce classroom terms in terms of commands. (Stand up, come to the board and clean it)
- 4) Use names of physical characteristics and clothing to identify the members of the classroom.
- 5) Use visuals to introduce new vocabulary.
- 6) Combine use of pictures with TPR Combine observations about the pictures with commands.

- 7) Evaluation<sup>34</sup> (focus on speaking (conversation), reading comprehension, not on grammar).



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<sup>34</sup> Sojuangon Rambe, "The Natural Approach: Theoty and Guidance for Classroom Practices", (English Education. 2014, Vol. 2, No. 1), p. 57

## **CHAPTER III**

### **METHODOLOGY**

#### **A. Type of the research**

This type of research is the use of field research with descriptive qualitative methods. According to Raco, field research is the researcher involved with the participants or the community means to feel what they feel and also get a more comprehensive picture of the local situation.<sup>35</sup> By using this method, researcher comes directly to the school to collect information. This means that researcher gathers all information about English language learning through a natural approach at MTs PP Darul Qurro Kawunganten.

#### **B. Place of the research**

In this study, this research took a place at MTs PP Darul Qurro located on Jalan Raya Tegalsari, Kawunganten Lor, Cilacap, Central Java. Researcher choose to conduct research in place for the following reasons:

1. MTs PP Darul Qurro is a private school that focuses on foreign languages such as Arabic and English.
2. In realizing the language-based school MTs PP Darul Qurro has implemented weekly language as a form of support to realize language-based schools
3. MTs PP Darul Qurro prioritizes quality and education excellence and goes well. This happens because MTs PP Darul Qurro implements two educational systems. First is the education of KMI (Kuliyatul mu'aliminal Al Islamiyah) which refers to the modern cottage of the Darussalam Gontor Ponorogo and the second is academic education. With the explanation above researcher interested to research there because the school has a language-based school system.

#### **C. Data Source**

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<sup>35</sup> J. R Raco. *Metode Penelitian Kualitatif Jenis Karakteristik dan Keunggulannya*. (Jakarta: Grasindo, 2010), p. 9.

In this study, the data were taken with the most important consideration with the people or object data that are expected to provide comprehensive information during the study. In this study, --the determination of sources includes the subject and the object data sources.

### **1. Research Subject**

The source of data in the subject of research data is a person who are in the area of research that has a relationship with the agency and also the person who provides valid information about the study being learned. The sources of information in this study are:

- a) Tulus Hidayat as Headmaster of MTs PP Darul Qurro as a ruler in determining all policies of school education.
- b) Lukman Said as an English teacher who implements English language learning through Natural Approach method.
- c) Students of MTs PP Darul Qurro who runs English learning activities.

These three informant are those who have been and are running the task of managing and following the institutions that researchers have learned.

### **2. Research objects**

The research objects are:

- a. The English learning activities in natural-based approach
- b. Implementation of the English learning activities in natural-based approach

### **D. Data Collection Techniques**

In this study, the technique used for collecting data were as follows. According to Sugiono, triangulation is interpreted as combining data collection techniques from various data collection techniques and existing data sources.<sup>36</sup> With this technique, researcher gather all different information

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<sup>36</sup> Sugiono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2016), p, 241.

through participatory observation, interviews and documentation. With the following explanation :

**a. Observation**

Observation is a technique for examining a case by observing a particular object. In the psychological sense, observation or also called observation, includes the activity of loading attention to an object by using all the sense.<sup>37</sup>

In this research, researcher observe the conditions of English language learning. The observation used by the researcher is a participatory observation in which the researcher participates in carrying out observations.

The first observation on Monday, April 6, 2020 about the school environment. This school is a religion and language-based school. Researcher found the uniqueness of this school. Such as, KMI education, written English and Arabic in every building, and the students communicate with language.

The second observation on Tuesday, April 7, 2020 about the process of implementing language support programs at this school is going well. As has been seen by researcher that every morning is a vocabulary mastery program and morning conversation. Every day students communicate using language whenever, wherever and with anyone. At night on Sunday and Wednesday the public speaking program was held very lively and enthusiastic.

**b. Interview**

In this research, researcher used in depth interviews in which the researcher had a series of questions to be asked to the informants.

Interviews were used to get information that researcher need. There two people interviewed, namely Tulus Hidayat as a Headmaster of MTs PP Darul Qurro Kawunganten who has explained about the history of the school, the vision and mission of the school, the structure of the school,

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<sup>37</sup> Winarno. *Buku Metodologi Penelitian*. (Semarang: UM Press, 2018), page, 106.

school facilities, school curriculum, and the state of students and teachers. Lukman Said as the English teacher who has explained how English language learning, the program that support English language learning, the advantage and disadvantage of that program, and also the problems that occur during the learning.

### c. Documentation

Documentation is a data collection technique aimed at the object to be considered. In carrying out the method of documentation, researchers provide written objects such as books, magazines, documents, regulations, minutes of meetings, diaries, and so on.<sup>38</sup>

In this research, researcher needed the documents such as syllabus, curriculum, lesson plan and others. In addition, researchers also need documents in the form of photos, videos and others to support documentation.

## E. Data Analysis Technique

In this research, the data analysis technique used for analysis the data were as follows. According to Sugiono, data analysis in qualitative research, carried out at the time of data collection takes place, and after the completion of data collection within a certain period.<sup>39</sup> In this data analysis using three activities namely: data reduction, presentation of data or data display, and verification or conclusion.

### 1. Data Reduction

In field research, data collection can be obtained from data reduction to get a variety of data and enough. Therefore, according to Sugiono, reducing data means summarizing, choosing the underlying things, focusing on the important things, the themes and patterns are sought.<sup>40</sup> In this study, data reduction was conducted and researched as a

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<sup>38</sup> Winarno. *Buku Metodologi Penelitian*. (Semarang: UM Press, 2018), p, 107.

<sup>39</sup> Sugiono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2016), p, 246.

<sup>40</sup> Sugiono. *Metode Penelitian*. p.248.

stage of observation, interview and documentation. These three techniques are called triangulation. Researcher did not always include existing data with large capacities. However, researcher can sort and select valid and relevant data and match the research that is being researched by researcher. Researcher take this data-reduction technique out of all actions. From the school environment of MTs PP Darul Qurro or conditions in the event of teaching and learning activities that are important by researcher to complete the data.

## **2. Data Presentation**

The presentation of this data is used to understand what is happening and what plans will be done after understanding what is happening. It is done to facilitate researchers in this research. According to Sugiono, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, etc.<sup>41</sup> Researcher describe the cases and events that have been researched in the field to present this data. In other words, the technique taken by researcher is a qualitatively descriptive technique. This Data is taken when researcher research based on events or activities that occur in the field.

## **3. Verification or Conclusion**

According to Sugiono, the withdrawal of The conclusion was, preliminary conclusions expressed are still temporary, and does not change if not found strong evidence that supports at The stage of data collection. But if the conclusions put forward in the early stages, is supported by the evidence of valid and consistent when researchers returned to the field-collected data, then the conclusions put forward a credible conclusion.<sup>42</sup> This verification is done to check the truth of the data being studied with the results of data already obtained by researcher.

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<sup>41</sup> Sugiono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2016), hlm, 249.

<sup>42</sup> Sugiono. *Metode Penelitian*. p.252.



In verifying the data, researchers took from the initial data of research until the end of research to examine the truthfulness of data already acquired. The techniques used are data triangulation techniques.

## **F. MTs PP Darul Qurro Kawunganten**

### **1. Historical Overview**

MTs PP Darul Qurro was initiated from establishing the PP Darul Qurro Kawunganten in 1992 by providing Arabic and English language education and religious sciences by Mas'ani Taftazani in order to strengthen Islamic Da'wah in Kawunganten subdistrict with the curriculum model Kuliyyatul Muallimin Gontor. Over time, the interest of the public is very lacking because it has not understood about "what is KMI?" also because it is an informal school. According to the founders, the condition was consulted to head of IKPM (Ikatan Keluarga Pondok Modern) and advised to establish a formal education to answer the needs of the community at the time 1994 was established MTs PP Darul Qurro Kawunganten Cilacap. An adjustment step to follow government policy in order to be accepted into the formal education system, both under the construction of the Ministry of Religious Affairs and the Education and Culture.<sup>43</sup>

MTs PP Darul Qurro is located in one area or the complex of Pondok Pesantren Darul Qurro which is located on Jl. Raya Tegalsari, Kawunganten Lor, Kawunganten, Cilacap regency. MTs PP Darul Qurro stood with the operational license of SK Department of religion Number: Wk/5. C/PP. 00.6/3601/1997 with Radiana, BA. As headmaster then followed by Sutriyono and Tulus Hidayat, S. Pd. I until now.

### **2. Vision, mission and educational objectives**

The vision and mission of the establishment of an institution is necessary to determine the direction of the institution activities. MTs PP Darul Qurro Kawunganten is an institution under the auspices of

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<sup>43</sup> Documentation on Tuesday, 7 April 2020

Yayasan Darul Qurro Kawunganten. The vision of the foundation is to deliver the Islamic community started from the education process of boarding school by the motto of noble character, sound body, board knowledgeable and independent mind, with five souls: sincerity, simplicity, self sufficiency, Islamic brotherhood and Freedom.

To go to the expected vision then Yayasan Darul Qurro Kawunganten formulate its mission as follows:

- a. As a religious social institution that helps the caregiver of Darul Qurro boarding school participate responsibly participate for the survival of the Darul Qurro boarding school.
- b. Together with the caregiver of Darul Qurro boarding school, doing maximum efforts in improving the quality of education, teaching, and completing the necessary infrastructure.
- c. To deliver the Darul Qurro boarding school as a regeneration institution and bring the mercy of the people adhesive.

Then from the mission and vision, Yayasan Darul Qurro Kawunganten Set the purpose of the institution as follows :

- a. Forming a man's personal faith perfectly faithful, sound body, board knowledgeable, independent mind and devoted to religion, society, nation and country.<sup>44</sup>
- b. Giving the right information to the public that the educational institution of Pesantren Darul Qurro boarding school is Waqf belongs to the people, become a land of charity that needs to be defended and fought together.
- c. Together with the caregiver of Darul Qurro boarding school to take care, receive funds, develop the assets of Waqf in the boarding school Darul Qurro.
- d. To improve the quality of human resources and educational facilities in order to achieve efforts to increase the quality of

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<sup>44</sup> Interview with headmaster of MTs PP Darul Qurro Kawunganten on Monday, 23 March 2020

education and teaching.

- e. Assisting the Government in distributing compensation to the children of the people who are in the auspices of the Darul Qurro boarding schools.

As substitution, MTs PP Darul Qurro Kawunganten from Yayasan Darul Qurro Kawunganten, then has established its vision based on Vision mission are "noble character, sound body, independent mind, freedom", with Indicators include :

- a. Realization of the young generation who are able to read the holy Qur'an.
- b. The realization of a young generation who diligently perform compulsory and sunna worship and play an active role in society.
- c. The well-mannered young generation in speech and behave.
- d. The highly educated young generation who excels in academic and nonacademic achievement as a provision to continue to higher education and or to live independently.

The mission of the education institution of MTs PP Darul Qurro Kawunganten namely:

- a. Cultivating a young generation of Indonesian personality and Islamic morality; Healthy body and keen to exercise; As well as love of science and fond reading; Productive, creative and innovative.
- b. To conduct a quality education in a conducive, effective and enjoyable learning environment that leads to students ' learning Center teaching centers.
- c. To cultivate Islamic and in both thinking and acting.
- d. Provide guidance to students who excel in the field of sports and arts.
- e. Cultivate awareness about self-hygiene and school environment to learners.
- f. Foster the spirit of learners to always be disciplined.

- g. Provide guidance to learners to play a role in student level STQ.

The goal that will be achieved from the education of MTs PP Darul Qurro Kawunganten based on the vision of the mission are:-

- a. Implement learning and guidance effectively so that each student develops optimally according to the potential owned.
- b. Foster an intensive spirit of excellence to all residents of Madrasah.
- c. Encourage and help each student to recognize his or her potential so that they can evolve optimally.
- d. Cultivate and encourage the application of science, technology and art excellence.

### 3. Educators/Teachers with program activities:

- 1) The increase of teacher's insight and professionalism through training activities/trainings and MGMP (discussion of teacher's subjects)
- 2) Intensive development of teachers/employees on MADRASAH policy in the quality improvement efforts of Madrasah.
- 3) The elimination of government policies such as: K13, teacher and lecturer law and others.
- 4) Improved ability to operate active computers for Microsoft Word, Excel, and graphic design programs.
- 5) Teacher assignments to follow in a variety of training activities, workshops, seminars and workshops.

**Table 1. The List of Teacher and Official of MTs PP Darul Qurro 2019/2020<sup>45</sup>**

No	Name	Position
1	Tulus Hidayat	Headmaster
2	Alimun Tadni	Religion Field
3	Husni Ma'arif	Administration
4	M. Muslih Taftazani	Teacher

<sup>45</sup> Documentation on Tuesday, 7 April 2020

5	Sutriyono	Teacher
6	Siti Nuryati	Teacher
7	Suma Romadiyanti	Teacher
8	Maskur	Teacher
9	Eva Nisa Arifah	Teacher
10	Lukman Sa'id	Teacher
11	Muhammad Arwani	Teacher
12	M. Syafiqurrohman	Teacher
13	M. Toifur Al-Mubarak	Teacher
14	Siam Feri Purnomo	Teacher
15	Kodiran	Teacher
16	Rois Udin	Teacher
17	Athesa Ariyaningsih	Teacher
18	Wa'yun Nauwary	Teacher
19	Ibnu Fadil Hidayat	Teacher

**Table 2. The List of Teacher and Academic Subject of MTs PP Darul Qurro 2019/2020**

No	Name	Subject
1	Tulus Hidayat	Dinul Islam
2	Alimun Tadni	Religion Field
3	Husni Ma'arif	Administration
4	M. Muslih Taftazani	English
5	Sutriyono	Faroid & Mahfudhot
6	Siti Nuryati	Bahasa Indonesia
7	Suma Romadiyanti	Matematika
8	Maskur	Tafsir
9	Eva Nisa Arifah	IPA
10	Lukman Sa'id	English
11	Muhammad Arwani	IPS
12	M. Syafiqurrohman	TIK & Shorof
13	M. Toifur Al-Mubarak	T Lughoh & Mutholaah

14	Siam Feri Purnomo	Nahwu & Shorof
15	Kodiran	IPS & PKN
16	Rois Udin	IPS, Fiqih & Imla
17	Athesa Ariyaningsih	T Lughoh & IPA
18	Wa'yun Nauwary	T Islam, Tarjamah&PKN
19	Ibnu Fadil Hidayat	Insya, Tamrinat B arab, Fiqih

**Table 3. The Total of Teachers and Officials of MTs PP Darul Qurro 2019/2020**

No	Position	Total
1	Headmaster	1
2	Teachers	19
3	Head of Administrative	1
4	Librarian	1

#### 4. Students' Organization

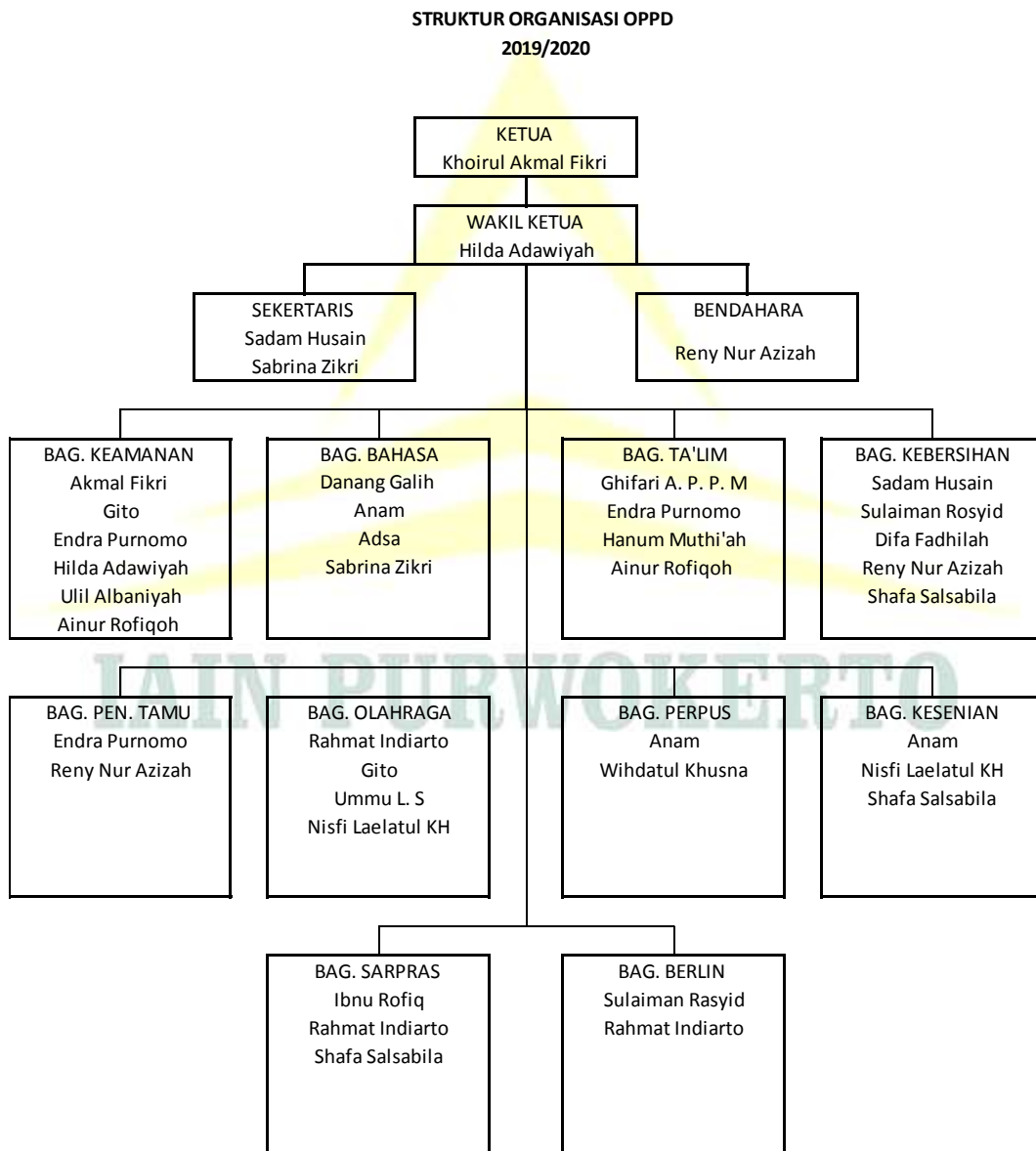
Student organization is aimed at training students to have a leader spirit and great responsibilities. To form the organization MTs PP Darul Qurro collaborating with MA PP Darul Qurro. Where MA PP Darul Qurro positions itself as the administrator of the organization and MTs PP Darul Qurro to be managed. The teacher collaborated with this organization to help to monitor the work of language support program. These organizations namely:

a. OPPD (Organisasi Pondok Pesantren Darul Qurro)<sup>46</sup>

OPPM is an organization like student council in other school. OPPM is consist of junior members and senior member. Junior member consists of 11<sup>st</sup> grade of MA PP Darul Qurro who are trained to organize. Junior members have the task of helping senior members. Senior members consist of 12<sup>th</sup> grade of MA PP Darul Qurro who leant the organization. OPPM have several sections, namely:

<sup>46</sup> Documentation on Tuesday, 7 April 2020

- 1) English language section
- 2) Education section
- 3) Security section
- 4) Health section
- 5) Art section
- 6) Sport section
- 7) Facilities and infrastructure section
- 8) Guest section

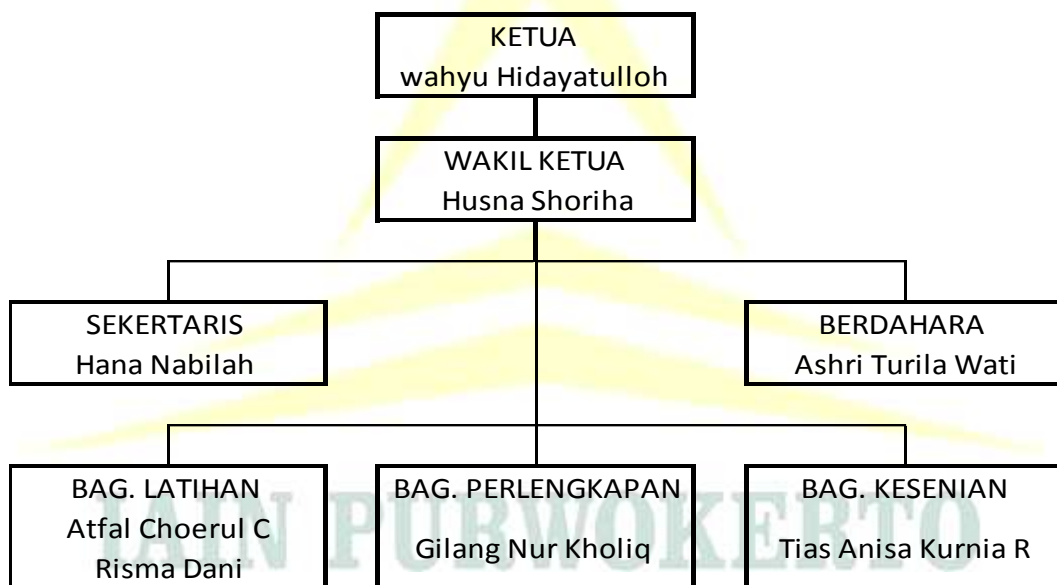


**Picture 1, the structure organization of OPPD**

b. Scout Movement

Scout movement is a place for students to develop themselves. This scout movement is managed by 11th grade MA PP Darul Qurro students. Events after events are mostly carried out by scout movements such as reception (PTA) for 7th grade MTs PP Darul Qurro students, enforcement guest reception (PTP) for 8th grade MTs PP Darul Qurro, Persami (Saturday Sunday Camp), Perkajum (Thursday-Friday Camp), and inauguration ceremony for MA PP Darul Qurro students.

**STRUKTUR ORGANISASI KEPRAMUKAAN  
2019/2020**



**Picture 2, the structure organization of scout movement**



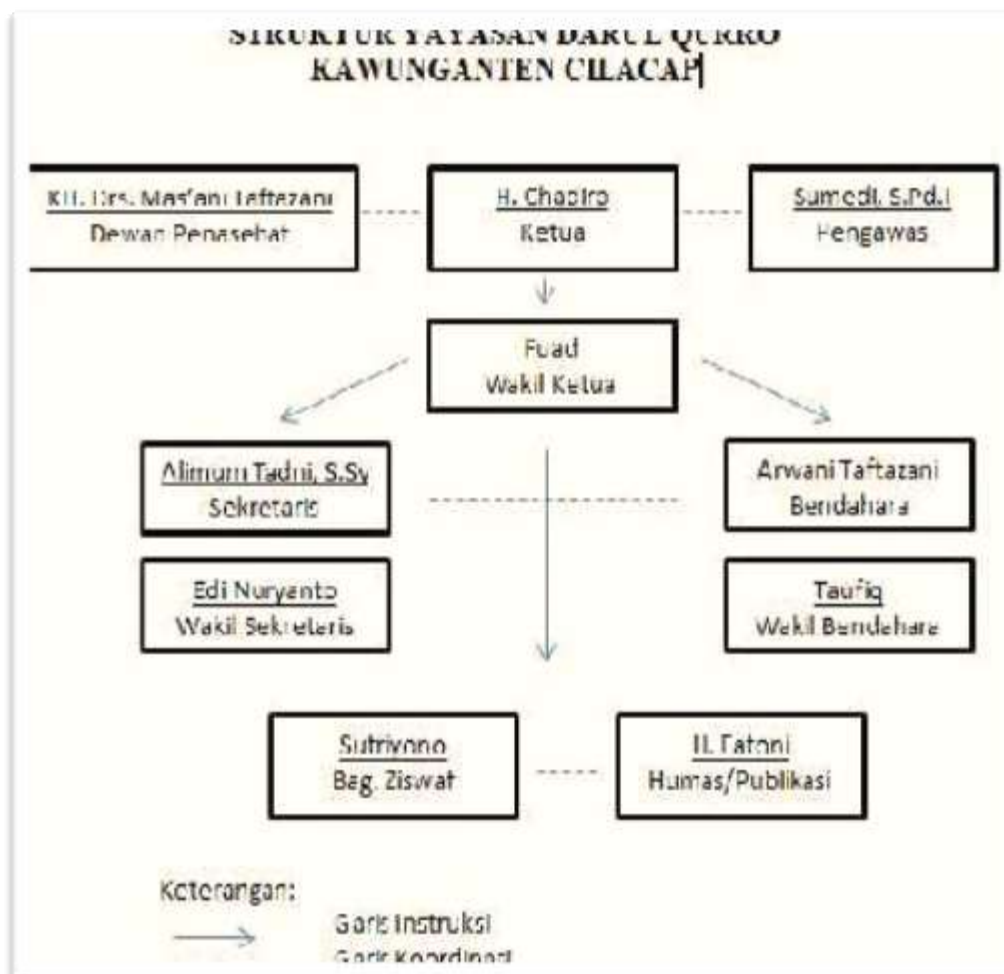
**Table 4. The List of Classes at MTs PP Darul Qurro 2019/2020**

No	Class	Total
1	1A	30
2	1B	30
3	1C	31
4	2A	27
5	2B	23
6	2C	25
7	3A	15
8	3B	20

### 5. Organizational Structure and governance

MTs PP Darul Qurro Kawunganten Cilacap is a private Islamic junior high school which is under the auspices of Yayasan Darul Qurro Kawunganten whose organizational structure depicts an instructive form of communication from the Foundation board to the deputy Chairman, Secretary, treasurer and the affairs of each field in coordination organization and communication with the founding Board/advisory and supervisor of the foundation as partners in organizing activities in the institution, as in the following figure.

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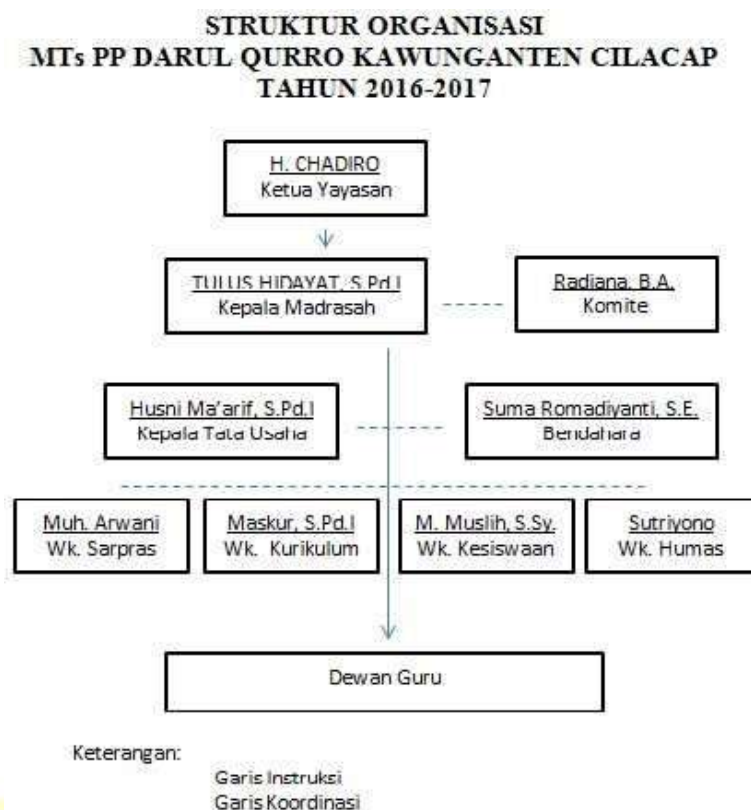


**Picture 3, structure organization of foundation MTs PP Darul Qurro**

In a hierarchical leadership, then the Foundation establishes the organizational structure of MTs PP Darul Qurro Kawunganten to carry out responsibility according to its field to achieve the objectives that have been determined by the foundation and by the Madrasah. The Chairman of the Yayasan instructive to convey the duties and responsibilities to the head of MTs PP Darul Qurro Kawunganten. Headmaster cooperate collaboratively with the Madrasah Committee in Education and in establishing communication with students' parents. Headmaster is assisted by four representatives of affairs,

namely curriculum, student, public relation and infrastructure and administrative personnel of Madrasah.

Based on documents owned by MTs PP Darul Qurro Kawunganten, the structure of the organization is like the following figure :



**Picture 4, the structure organization of MTs PP darul Qurro**

After reading the structure, it can be understood that the foundation is responsible for all the activities of MTs PP Darul Qurro Kawunganten while the Madrasah Committee is a partner of Madrasah in supporting the development of the education.<sup>47</sup>

The instruction line for the head of the Madrasah is to the deputy head who assists in the affairs of the curriculum, infrastructure, sincerity, public relations, teacher councils and school administration

<sup>47</sup> Documentation on Tuesday, 7 April 2020

personnel. Furthermore, between the deputy principal in each affair is only coordinated in the performance of the task.

The adoption of educators and educations is all the authority of the Foundation, the head of the Madrasah only proposes to the foundation and based on the foundation deliberation with the head of the Madrasah set the recruitment result. Development, especially infrastructure facilities in the form of buildings are also authority and responsibility of the foundation, the head of Madrasah only convey the plan of facilities and infrastructure needs. As for the management of education management in MTs PP Darul Qurro is the task and responsibility of the head of Madrasah.

## **6. Educational Calendar**

Education calendar is a calendar or schedule of activities associated with educational activities at school for 1 year. It starts with the beginning of school activities and ends with a grade increase or graduation from the final exam results. Therefore, in the education calendar there is an arrangement of time for learning activities and the activities of students and schools for one school year which includes the beginning of teaching, effective weeks, effective learning time, and holidays. Some things related to the educational calendar that are applied include:

- 1) The beginning of the school year is the time the learning activities begin at the beginning of the school year for each educational unit. The beginning of the school year has been set by the Government in July each year and ends in June the following year.
- 2) Effective learning week is the number of weeks of learning activities for each school year. Schools can allocate effective learning weeks according to their circumstances and needs.
- 3) Effective learning time is the number of learning hours each week, including the number of learning hours for all subjects

including local content, plus the number of hours for personal development activities.<sup>48</sup>

- 4) Vacation time is the time determined not to hold scheduled learning activities. The holidays follow the stipulations of the Decree of the Minister of National Education, and / or the Minister of Religion in matters related to religious holidays, the Regional Head of Regency / City level, and / or educational organizations for special holidays.
- 5) Vacation time can be in the form of mid-semester time breaks, inter-semester time breaks, end of school year holidays, religious holidays, public holidays including national holidays, and special holidays. Mid-semester breaks, inter-semester breaks, end of year holiday is used to prepare activities and end of year administration
- 6) The school allocate longer religious holidays by organizing their own religious holidays without reducing the number of effective weeks of study and effective learning time.
- 7) The school when needing special activities allocate special social time without reducing the number of effective weeks of learning and effective learning time
- 8) The school attend national public holidays or the determination of scent days for each level and the type of education is adjusted to Provincial / District / City Central Government Regulations. However, MT's PP Darul Quro Kawunganten applies a learning holiday that is every Friday, and instead is Sunday.

## **7. Student Achievements**

### **a. Academic Achievements**

Academic achievements achieved by MTs PP Darul Qurro Kawunganten are included in the excellent category. This is

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<sup>48</sup> Documentation on Tuesday, 7 April 2020

indicated by the acquisition of MTs PP Darul Qurro Kawunganten in the third rank in 2014/2015 and second in 2015/2016 from the number of MTs in Cilacap district, both public and private, and received the highest score for UAMBM subjects in all districts Cilacap.

In general, academic achievement when combined between public and private SMP and MTs, MTs PP Darul Qurro Kawunganten in the UN SMP/MTs graduation ranks 28<sup>th</sup> out of 270 total SMP and MTs both public and private in Cilacap district.

b. Non-Academic

Achievement Non-academic achievements derived from the development of students' talents and interests which is the result of teacher performance in MTs PP Darul Qurro through mentoring and training efforts with various extracurricular activities and developing the potential of students through enrichment activities carried out after the learning activities are completed has gained achievements. Including winning the race of storytelling, speech, Arabic speech, table tennis, calligraphy, etc.<sup>49</sup>

## 8. Facility of School

Infrastructure is one part of the SNP (national education standard that must be provided by each institution in accordance with its ability to support education success in the institution and also to improve the performance of teachers in other aspects.

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<sup>49</sup> Documentation on Tuesday, 7 April 2020

**Table 5, School Facilities and Infrastructure of MTs PP Darul Qurro  
Kawunganten 2019/2020<sup>50</sup>** 39

No	Facilities and Infrastructure Building/Space/Room	Total
1	Teaching Room (Class)	8
2	Science Laboratory Room	1
3	Office	1
4	Mosque	1
5	Canteen	1
6	Teacher's girls room	2
7	Teacher boy room	3
8	Girls dormitory	4
9	Boys dormitory	4
10	Kitchen space	1
11	Master girls Bathroom	3
12	Master boys room	2
13	Students girls bathroom	19
14	Students boys bathroom	15
Supporting Teaching Feedback		
15	Computer	30
16	LCD projector	2
17	Sport field	2

## 9. Curriculum

The curriculum structure is the pattern and the arrangement of the subjects that the learners must have in the learning activities. The curriculum content depth is outlined in the form of competency

<sup>50</sup> Documentation on Tuesday, 7 April 2020

(competency Standard and basic competence), which is developed based on competency standards of graduates (SKL).

The curriculum of MTs PP Darul Qurro Kawunganten Cilacap based on government Regulation No. 19 of 2005 on national Standards of Education Article 6 paragraph (1) states that the curriculum for the type of general, vocational, and special education in primary and secondary education consists of subject components, local content components and self-development components.

The curriculum of KMI (Kuliyatul Al Mu'alimin Al-Islamiyah) is an internal policy of the institution and applies specifically to the characteristic of the institution under the auspices of PP Darul Qurro Kawunganten Cilacap. In the implementation of the KMI curriculum along with the education activities in the Madrasah and for the schedule of learning KMI as in the appendix.<sup>51</sup>



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<sup>51</sup> Observation on Monday, 6 April 2020



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Presentation

One of the superiority of this school is language-based education. There are two languages developed, Arabic and English. Both of these languages are used for students' daily communication. Not surprisingly, there are many English learning activities. The practical method used to realize language-based education is the natural approach. This method is considered the most effective method in increasing students' ability in language.

This part presented how English learning activities in natural-based approach was implemented in MTs PP Darul Qurro during the research was conducted. The presentation will be divided into three parts, namely:

1. Implementation of English learning activities in Natural-based approach at MTs PP Darul Qurro Kawunganten
  - a. Implementation of English Learning Activities in Natural-based Approach

Learning is an activity where a person can understand or explore any lesson whether it is knowledge in cultural, school, social or other issues. Good learning is learning that has a certain attraction. The teacher's effort the lesson interesting requires methods or models of media learning or other tips. Such as media, in that school, researcher found a board that written English.<sup>52</sup> The function of these boards is to familiarize students with English by reading something that is English.<sup>53</sup> In addition, the board serves to remand students to always speak English. This has an effect on students to always speak English.

Effective learning can be seen from the way the teacher teaches. MTs PP Darul Qurro is a school that applies learning

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<sup>52</sup> Documentation on Tuesday, 7 April 2020

<sup>53</sup> Interview with English teacher on Monday, 23 March 2020

methods in teaching foreign languages, one of which is English. In applying this method, students can be more interested in learning. Because in this method students are trained to talk more. That statement was related with Runtut revealed that active learning is a learning process where students get more opportunities to carry out learning activities than just accepting the lessons given. In this case, a method that can be used as an attraction for students in the learning process of English.<sup>54</sup> The teacher's preparation in perceiving this method is based on the Natural Approach method.<sup>55</sup> As for the implementation of the teacher makes the English learning activities that can support learning include<sup>56</sup> :

1) Vocabulary Mastery

Vocabulary mastery aims to increase the vocabulary students have as much as possible. Every day students will get new vocabulary according to their class level. Class VII will get vocabulary about part of speech such as nouns, verbs, adjectives and others. After mastering various vocabulary words, at the next class level namely class VIII students will be taught about grammar. While the grade IX level is believed to have gained a lot of students' vocabulary and understanding grammar, at those level students will be taught how to compile a simple sentence to a story.<sup>57</sup> This activities is carried out every morning after praying dawn with duration of approximately 30 minutes. This vocabulary teaching system uses a weekly system, which is Saturday to Wednesday for learning and Thursday is devoted to memorizing the vocabs. The technique in memorizing, students are asked to come

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<sup>54</sup> Runtut Prih Utari, "Active Learning Untuk Mewujudkan Pembelajaran Efektif", (Al Bidayah. 2009, Vol 1, No 2) p. 154.

<sup>55</sup> Interview Headmaster on Monday, 23 March 2020.

<sup>56</sup> Interview with Mr. Lukman Said on 23 March 2020

<sup>57</sup> Interview with Mr. Lukman Said on 23 March 2020

forward one by one then student will memorize the vocabularies and the teacher listens then gives a signature on student book this shows that student have memorized. Moreover, there is also weekly test conducted every two weeks before the change of language weekly begins. The test is required for a written test and then immediately will be collected to the teacher and this become a reference for evaluation afterwards. The method used to teach it is the drilling method. The drilling method is when the teacher will deliver the vocabulary and be followed by all his st 44 This is believed to make it easier for students to say English words and are to remember as well.

## 2) English Habitual Practice

The habitual English is a superior activity because students and teachers are required to always speak 24 hours using Arabic and English. This activity system is a weekly system, which is two weeks using Arabic and two weeks later using English. This system continuously for every two weeks. The other system is the class level system such as for new students, class VII, they will be given one semester to be able to at least understand vocabulary. In one semester all grade VII students will use Indonesian in interacting with one another and may not use local languages. In the following semester VII grade students will be trained little by little to speak in both English and Arabic. The next level is grade VIII and class IX, but at these student level in grades VIII and IX are required to use both English and Arabic.<sup>58</sup> In addition, there is also daily penalties for students who break. Punishment is carried out every morning. There is also the peer correction system to find out how students make a mistakes. Every student will monitor

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<sup>58</sup> Interview with English teacher on Monday, 23 March 2020

each other. Penalties received by students will be more severe if it has exceeded more than 8 times in a month.

The application of this program is peer conversation. Peer conversation is a conversation conducted by fellow students. This peer conversation is done every morning. Each student will be paired up and have a free theme conversation. Starting for daily activities till telling each other's experience. Occasional, special themes are also applied. All students will converse on the special theme given and may not leave the given theme.



**Picture 5, Student conversation (boys) of Mts PP Darul Qurro**



**Picture 6, Student conversation (girls) of Mts PP Darul Qurro<sup>59</sup>**

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<sup>59</sup> Documentation of student conversation on Tuesday, 7 April 2020

Note : the pictures above explains that before entering class students required to conversation.

### 3) Public Speaking

Public speaking is an activity that aims to deepen students 'insights by giving speeches, besides this program aims to train students' mentality. The system used also uses a weekly system. In one week it is divided into two times namely Sunday and Wednesday with the time after evening prayers up to a maximum of 21.00 hours. each student will be divided into groups and each month a minimum of one appearance. The procedure for making speech texts as follows:

#### (a) Required to Create Their Own Text<sup>60</sup>

In making texts, students are required to make simple texts that they make themselves or help from classmates or seniors. With the knowledge vocabulary owned by students, it makes it easier for students to be able to make their own speech texts.

#### (b) Correcting Text

After the text is finished, students will submit it to the board and the committee will submit the text to the teacher in charge. Submission of the text of the speech is submitted three days before students appear to give a speech. After correction is complete the teacher will share the text with the board and the administrator will share it with the students concerned.

This public speaking was attended by all students of MTs PP Darul Qurro. the group in charge of the speech had a special place to be occupied while the other students would sit in a line in front of the stage to watch the speakers. Each student who advances to deliver a text to the

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<sup>60</sup> Interview with English teacher on Monday, 23 march 2020

board and the board will correct the speakers' appearance. To liven up the mood, the audience will sing chants and such. In addition, this can also neutralize the nervousness of the speaker when going forward speeches.



**Picture 7, Public speaking program for women**



**Picture 8, Public speaking program for male**

Note : those pictures explain that the public speaking activity is ongoing. Between groups of men and women are separated in this activity.

The public speaking activity also has an advanced program namely speaking contest. The speaking contest is held once a month. Each group will send one student who represents the group. The group leader is responsible for selecting and training group representatives. The speaking

contest will be joined by a group of male students as well. So in this event a strong mental is needed. From all participants of the race two best participants will be chosen to win this race. In addition, the procedure for making texts is also the same as public speaking, the difference being the theme. For the speaking contest will be given its own theme.

#### 4) Reward and Punishment

In the course of supporting English learning activities there is a reward and punishment for students of MTs PP Darul Qurro. It aims to motivate students to be active in running these programs, and also to give warnings to students who violate the rules of these programs.

##### (a) Reward

A reward is an appreciation for someone who has succeeded in carrying out a particular mission. Reward is very important for the running of existing programs. Besides motivating, the reward also triggers positive competitiveness for students. MTs PP Darul Qurro usually distributes rewards at the end of each semester which will be announced in front of all students before they go on their home. In giving rewards, it is usually in the form of stationery, clothing (in the form of a cap, veil or sarong), toiletries, and also the needs that students need.<sup>61</sup> That statement was related with Amin revealed that reward is a gift for good behavior from students in the learning process.<sup>62</sup>

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<sup>61</sup> Interview with English teacher on Monday, 23 march 2020.

<sup>62</sup> Amin Arif. *Pengantar Ilmu dan Metodologi Pendidikan Islam*. (Jakarta: Ciputat Press, 2002) p, 127.

(b) Punishment

Punishment is a reward that must be received because someone has made a mistake or indiscipline. In addition to the important punishment is also important to facilitate the running of existing activities. It aims to discourage students who break the rules. In giving the punishment will be adjusted to how severe the mistakes committed by students. When the mistakes made are still minor, they will be given punishment such as sweeping rooms or memorizing some vocabulary. When mistakes are made a little heavy will be added to the punishment that will be received by students by cleaning the toilet or by making stories in Arabic or English. When the mistakes made by the students are very heavy, the female students will use a quadrilateral patterned four-color veil and for male students will be put on a paper necklace that says about the violations or mistakes that he has made and when the school breaks will be dried in the sun for a few minutes.<sup>63</sup> As for the kinds of errors believed, when students do not use the language that was scheduled for the week, when students do not memorize vocabulary assignments given by the teacher, and the last is when students do not follow the power of public speaking. The explanation above was related with Ngalimin revealed that punishment is an effort of educators to improve the behavior and character of students.<sup>64</sup>

b. English Language Activities in Natural-based Approach

Learning activities in natural-based approach is one method that focuses on practice for example is speaking. Natural approach

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<sup>63</sup> Interview with English teacher on Monday, 23 March 2020

<sup>64</sup> M. Ngalimin Purwanto. *Ilmu pendidikan Teoritis dan Praktis*. (Bandung: Remaja Rosdakarya), p, 176.



is more focused on how students can speak without worrying about the language order used. This explanation same with Dhority revealed that the aim of the natural approach is to develop communicative skills.<sup>65</sup>

In this study, researchers have made observations at MTs PP Darul Qurro who apply English learning through a natural approach. In learning English, teachers prioritize speaking rather than grammar. The priority in this learning students can speak in foreign languages, especially English naturally without any fear or doubt in the language setting. Nevertheless, grammar is still studied.

According to Mr. Lukman said, basically the use of the natural approach method cannot work without supporting activities.<sup>66</sup> The natural approach method is a method that focuses on speaking. Most students will be reluctant to speak English because it does not have a lot of vocabulary and it is also difficult to pronounce or think if you speak English must also pay attention to the language order that is in it. So in learning English here, students can speak English without worrying about the grammar. Although grammar is also studied at this school.

#### c. Teaching Method

Teaching methods are needed by teachers and students. Teachers and students can work together to be able to understand the materials that have been determined by the government. In the learning process MTs PP Darul Qurro uses the natural-based approach. The natural-based approach can make students learn the target language faster without worrying about the language order.<sup>67</sup>

Can students speak English shows that this learning method can be

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<sup>65</sup> Lynn Dhonty, "The Act Approach: The Use of Suggestion for Integrative Learning (Philadelphia Pa: Gardon and Breach Science Publishers), ISBN: 978-2881245565.

<sup>66</sup> Interview with Mr. Lukman on 23 march 2020

<sup>67</sup> Interview with Mr. Lukman on 23 march 2020

well received by students so that there is no rejection in learning or no failure for students not to speak English.

A teaching method comprises the principles and methods used by teachers to enable student learning. In teaching choosing the right method is very necessary. It is intended that teaching and learning activities can run with fun and not boring so students can catch the material well. MTs PP Darul Qurro has applied the English learning activities in Natural-based Approach by emphasizing student speaking rather than grammar. This is highly valued by students because every day students can already speak using English. The method that used in this school are Total Physical Response (TPR) and direct method.

2. The analysis of English learning activities in natural-based approach at MTs PP Darul Qurro Kawunganten

The learning process through the natural approach has a relationship with MTs PP Darul Qurro who has applied this method in learning English. This method was implemented well by the teacher at the Darul Qurro school. All learning activities require methods. This method aims to make students better in learning process both now and in the future. The process of learning English through the natural approach stages in its implementation is as follows:

- a. The formation of learning activities

The formation of learning support activities from the data above, researcher believe that the activities of dust are very deadlocked for students in learning the English language. As we know that learning English is very difficult for beginners. Basic skills are needed to support the learning of English, from the description of the program above, shows the basic English acoustics. For example, vocabulary mastery, this activity is very helpful for students in mastering a lot of vocabulary. With so many vocabularies that they have, land students arrange words so that

words can be used for communication. The second activity is English habitual practice, this activity can be linked to the previous activity. When students master many words, student can communicate each other. With the English program, habitual practice is as a tool for student to embrace the words students have with the same communication. The third activity is a public speaking, this activity can help students in practicing mental speaking in English in front of many people so the three programs have their respective roles in each other. Communication and can be tested by practicing in front of human mental training.

Vocabulary mastery was related to one of the theories revealed above, that is direct method with the principles of that method. In that theory revealed that According to Richard there are principles of direct method, as follows: first, classroom instruction was conducted exclusively in the target language. The target language is used in this vocabulary mastery. Teacher give the English language in learning, from the opening and closing activity and while the lesson on progress. Second, only everyday vocabulary and sentence were taught. In this school, vocabulary is taught every day. Third, Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges. In the end of learning vocabulary, all of students were asked about vocabulary that has been learned by memorizing.

According of part of students, vocabulary activities is very useful. This activity has a many benefit, such as know a lot of vocabulary that has not been known before, make it easier to speak English, and even make it easier for the students when the test takes place. The difficulties faced by students are: difficult to memorize, difficult to read the word because the how to write and how to speak are different, besides that this activity is carried out

in the morning so that many students are still sleepy. This is in accordance with Fatkhi's statement that difficulty in learning vocabulary is when the teacher asks students to make examples of sentences from that vocabulary with the correct grammar and it is also difficult to pronounce because the writing and way of reading are different.<sup>68</sup>

The implementation of English habitual practice was related to the TPR method. Which students will speak in English to each other its mean students will carry out commands and questions from others students, here in accordance with TPR purpose that apply the command system.

According to part of students, English habitual activity is very useful. There are many benefit from this activity such as, sharpen the brain, provide confidence in speaking and even very useful when lectured later. The difficulties faced by students are: lack of vocabularies, difficulty removing regional languages, difficult when wanting to say a word or sentence, there are even students who do not like English so it is very burdensome when saying English. This is in accordance with Shera's statement that the difficulty is the lack of vocabulary that owned.<sup>69</sup>

Public speaking program was related with the objective of TPR is to teach oral proficiency with the beginning level. This focus on students' basic speaking skills. As we know that public speaking has a goal that students are better at speaking.

According to part of students, public speaking is very useful. There are many benefit from this activity such as, train mentally, train self-confidence, train to speak well in formal language because everyday language is different from the language of speech. The difficulties faced by students are: difficulty in making the speech

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<sup>68</sup> Interview with student on Tuesday, 9 June 2020

<sup>69</sup> Interview with student on Tuesday, 9 June 2020

text because the students have to look up vocabularies that translate it into English, difficult in memorizing, difficult in saying the words, feeling nervous or insecure when standing on the stage so that makes forget what the words will be spoken. This is in accordance with Jilisa's statement that the difficult is create a themes and compose words.<sup>70</sup>

Teaching activities carried out at MTs PP Darul Qurro Kawunganten have been going well. This is based on the running of students who can speak foreign languages inside and outside the classroom. These programs have been designed to support the learning process so that it can run well. This shows that the implementation of the learning process was carried out in MTs PP Darul Qurro in natural-based approach.

Natural approach is an approach which focuses on meaningful communication which is said by Lynn Dhocity in previous discussion Programs implemented in MTS PP Darul QuIro Kawunganten are very suitable with natural approaches: that is prioritizes speaking. The main objective of the programs above is to help students in communicating using foreign language which in this paper focuses on English. As what the researcher found in observations on March 8, 2020, researcher could hear students speaking English without worrying about the language order they were using. For example, when students ask "where were you?" usually students pronounce in textual language "from where you?" in Indonesian is "*Dari mana kamu?*" "From the statement, shows that they can speak actively without worrying about the language order, this also has been explained in the natural approach that the natural approach prioritizes speaking without worrying about the language order.<sup>71</sup> However, grammar also studied in this school.

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<sup>70</sup> Interview with student on Tuesday, 9 June 2020

<sup>71</sup> Observation on Tuesday, 7 April 2020

b. Implementation of the system of reward and punishment

Reward and punishment system has been implemented since a long time ago or together with the formation of learning support programs. Reward and punishment system aims to term the existing programs. Reward system aims to motivate students to always implement the activities that already exist in their daily lives. Whereas the punishment system is used to give warnings to students who violate existing activities.

Reward and punishment is very common applied to a rule. According to the researcher, reward and punishment is very suitable to be applied to help the activities take place. This reward motivate student to always speak faithfully at any time and at any time. In addition, punishment is suitable to discipline students so that students do not violate by not speaking English, so that students always speak for fear of getting punished. So the reward and punishment system is very effective in helping the programs run smoothly.

According to part of students, punishment used as a warning not to repeat mistakes or in other words to discipline students so students feel deterrent. Reward used to motivate students in learning English. This is in accordance with Fauzan's statement that punishment can make a deterrent and a reward can make me excited.<sup>72</sup>

3. Advantages and disadvantages of English learning activities in natural-based approach

Each method used in teaching usually has its own advantages and disadvantages. Disadvantage is something that is not expected to occur excess is something that is not expected to happen or not go well. The disadvantage that occur can be seen from the way teachers are not able to provide a good atmosphere in the classroom. In addition, disadvantage

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<sup>72</sup> Interview with student on Tuesday, 9 June 2020

also can be seen from students who do not respond to what the teacher says or instructs. The teaching method applied at MTs PP Darul Qurro is inseparable from the weaknesses and strengths. According to Mr. Lukman Said the advantage and disadvantage that are seen from MTs PP Darul Qurro students are as follows :<sup>73</sup>

- 1) The advantages of the English learning in natural-based approach in MTs PP Darul Qurro Kawunganten :
  - a) Can master the target language in a fast time
  - b) When speaking the target language students are not burdened with the language order
  - c) Students can speak their own language
- 2) The disadvantage of English learning activities in natural-based approach in MTs PP Darul Qurro is students find it difficult to learn if students do not have basic English stock.
4. The analysis of advantages and disadvantages of English learning activities natural-based approach

In all learning processes there are certainly advantages and disadvantages to the process of developing English language learning through a natural approach at MTs PP Darul Qurro Kawunganten. These advantages and disadvantages occur very naturally because the subject that is doing is human namely a teacher. But that does not mean this method does not reap praise from teachers and students and even the community. This happens because it has a very high effectiveness:

- a. The advantage of English learning activities in natural-based approach in MTs PP Darul Qurro Kawunganten

The advantage of applying the natural approach can be seen from the effectiveness of the use of foreign languages, especially English in everyday conversation. In addition, this can also be maintained from year to year even increasing. Learning English

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<sup>73</sup> Interview with Mr. Lukman on 23 March 2020

through a natural approach also really helps students in speaking English in a fast span of time.

b. Disadvantages of English learning activities in natural-based approach in MTs PP Darul Qurro Kawunganten

The disadvantages in applying this method is when students do not have a large collection of vocabulary. Natural approach is a method that prioritizes speaking. For fluency, speaking certainly requires a lot of vocabulary. When students lack vocabulary, it affects speaking. This is a weakness factor that occurs in the response to learning English through a natural approach.

The advantages and disadvantages of a method are very reasonable. From the description above, the advantages of learning English in this school are in accordance with the principle approach which states that students will understand the speaker of the target language (perhaps with requests for clarification), and will be able to convey (in non-insulting manner) the requests and ideas. This statement is in accordance with the advantages listed above that students find it easier or faster to understand English.

5. The problem of English learning activities in natural-based approach

Problem is a statement or situation that is not in accordance with what is expected. According to Mr. Lukman Said, the problem that occurs when applying this method is that students find it difficult to learn due to lack of vocabulary they have.<sup>74</sup> This triggers the student's lagging in learning. In addition, students also have not been able to leave their respective regional languages or in the sense that they are not speaking English often speaking in their respective regional languages.

6. The analysis of problems English learning activities in natural-based approach

The problem is something that does not go according to will. When a problem arises, it must be accompanied by a solution that can solve it. In

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<sup>74</sup> Interview with Mr. Lukman on 23 March 2020



the process of learning English through a natural approach there must be problems that arise. The problems are:

- 1) Lack of vocabulary that students have
- 2) When students speak English they often mix with their respective regional languages.

Problems in learning in this school are still the same as weaknesses in learning through a natural approach. The problem is the lack of vocabulary mastered by students making it difficult to communicate.



## **CHAPTER V**

### **CLOSING**

#### **A. Conclusion**

The natural approach in this MTs PP Darul Qurro was implemented through the following activities namely, vocabulary mastery, English habitual practice, and public speaking.

Vocabulary mastery is the activity that focus in adding as much student vocabulary as possible. This activity is carried out in the morning after the praying dawn. This activity is divided into three levels. First lever for 7<sup>th</sup> grade that focuses on increasing vocabulary. The second level for 8<sup>th</sup> grad that focuses on grammar and the third for 9<sup>th</sup> grade that focuses on making stories or authorship.

English habitual practice is an acticity that focus on daily English practice. Students should speak English every time and every where. This activity is divided into two level. First level for new students or 7<sup>th</sup> grade which is still allowed to use the Indonesian language for adjustmet. Second level for 8<sup>th</sup> and 9<sup>th</sup> grade which are required to speak English in daily activities.

Public speaking is an activity that aimed to increase students mental. This activity held after praking isya and should be allowed by all of students.the system of this activity are students should make the text of speech by themselves. Every students make a speech at least once in month.

Those activities were chosen because it is very easy so that this learning can improve students' abilities and achievements. In using English learning activities in natural-based approach at MTs PP Darul Qurro, this method teaches us that learning English is more accepted by students in prioritizing practice.

#### **B. Suggestion**

The use of the English language learning through natural approach has gone very well. This can be seen based on the responses of students who can

apply this method in daily life properly and correctly. However, in the learning process there are some weaknesses that have been seen by the writer of the writer, students are still lacking in mastering vocabulary so that in the implementation a little constrained. From this reason, students should study hard and much to memorizing in vocabulary. As we know in learning activities, not all methods used by teachers can work well, this happens because every individual has a difference in accepting learning. The teacher must be extra in preparing, managing and applying in learning English so that this learning can be achieved as desired. Researcher really appreciate all these learning activities because it can increase knowledge and hopefully will be useful in the future.

### C. **Closing Remark**

Thankfulness of Allah SWT. Thanks for the grace and guidance so that the researcher can finish writing this thesis with the title "English Language Learning Natural Through Approach at MTs PP Darul Qurro Kawunganten". Hopes and prayers from the researcher, hopefully this paper can be useful for writers and can be useful for all educators in the implementation of learning and learning in general, critics are very aware that in writing this paper there are many deficiencies this is due to the intellectual limitations of researcher. criticisms and suggestions are useful for building improvements to future work.

Hopefully this thesis can be useful for all and as a good charity, aamiin ya robbal 'alamin.

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