

**THE IMPLEMENTATION OF DIRECT METHOD TO TEACH  
INTEGRATED SKILLS AT 7th GRADE STUDENTS OF MTs  
DARUL QURRO KAWUNGANTEN**



**THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of IAIN  
Purwokerto as a Partial Fulfillment of the Requirements for Achieving  
the Degree of Sarjana Pendidikan (S.Pd.) in English Education**

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**NIA RAHMAWATI ( 1617404032)**

## **ABSTRACT**

English has four skills namely listening, reading, writing, and speaking skills. These four skills cannot be separated from each other, so teacher has to choose suitable method to teach integrated English. Direct Method is one of the teaching methods, which stressed the dominant use of the target language during the learning process. Therefore, the researcher want to investigate how the implementation of Direct Method to teach integrated skills and what are the proponent and inhibiting factors in implementing Direct Method at the 7<sup>th</sup> grade of MTs Darul Qurro Kawunganten.

In order to investigate how Direct Method is implemented in MTs Darul Qurro Kawunganten, the researcher used qualitative as the methodology in this research. The researcher used in-depth interviews, documentation and questionnaire (with open-ended questions) to collect the data, in order to answer the research questions. The participants of this research consisted of 30 students at the 7<sup>th</sup> grade of MTs Darul Qurro. Data reduction, data display, and verification were the techniques of analyzing data in this research.

The findings of this research showed that the teacher used most of the principles of the Direct method even though there were some principles were not appropriate, such as grammar was not be taught inductively. The proponent factors were a good media, teacher's techniques, teacher's motivation in learning, and self development component in MTs Darul Qurro. The inhibiting factors were the students' lack of interest in learning English or lack motivations, students' origins, and the students' lack of vocabularies.

**Keywords: *Direct Method and Integrated Skills***

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## CHAPTER I INTRODUCTION

This chapter contains six parts, the first part is background of the study which discussed about the research concern or rational and the description of the topic. The second part is operational definition, which explains several key words related to the research. The third part is research questions, which are about the formulation of the problems that answered through this research in a form of questions. The fourth part is objectives, and significances of the research, which identified about the benefit of this research for several related parties. The last is the structure of the study, which consisted of the systematic of the study.

### **A. Background of The Research**

English has four skills. They are listening, speaking, writing and reading. Not only students but also teachers have to master all of these skills. Teachers' method in teaching process is one of several factors that influence students' understanding in learning. A method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which based upon the selected approach.<sup>2</sup>

As stated in Larsen-Freeman, method can aid teachers in bringing conscious awareness of the thinking that underlies their action.<sup>3</sup> Choosing appropriate method is very important for teachers to make the students enthusiastic in learning process. Teachers should choose appropriate teaching method to teach integrated skills. There are several methods to teach English language skills, such as Grammar-Translation Method, Direct Method, Audio-Lingual Method, etc. Each method has its own weaknesses and strengths, therefore teachers must be able to determine the most appropriate method to be applied in teaching.

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<sup>2</sup>Jack C. Richard & Theodore S. Rogers. *Approaches and Methods in Language Teaching, a Description and Analysis*. (New York: Cambridge University Press, 2001), p. 14

<sup>3</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*. (Oxford: Oxford University Press, 2000).

Today, the teachers have been trying some methods in teaching English, to make the students easy to understand the language and applied it in their life. Teachers' teaching method gives many influences to improve the students' English skills, because teachers' teaching method helps students' English skills mastery.

Direct Method is one of methods that is used in teaching language. The Direct Method is the method that use in teaching language with conveying the target language through, the use of demonstration and visual aids, with no translation is allowed.<sup>4</sup>Using Direct Method, the teachers used target language directly without translation into native language. Students will be more pay attention to the teachers through Direct Method, they will listen what the teachers say carefully.

Byrne stated that one important thing, which should be kept in mind is that these four skills are normally integrated in real life.<sup>5</sup> It means the students need to create a communicative classroom environment to improve their language abilities. Practice English in classroom environment is needed for the students to mastering integrated skills. Direct Method affects the students to use more than one skill in their production.<sup>6</sup>So that Direct Method is good to teach integrated skills. Direct Method also called as natural method.

One of principles of Direct Method is both speech and listening comprehension were taught.<sup>7</sup> Based on the principle above Direct Method is able to teach integrated skills, they are listening and speaking skills. Direct Method helped the students to understand the target language. It cause the students are accustomed to hearing the target language and also to practice it. The teachers have to motivate the students to use the

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<sup>4</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*..., p. 23

<sup>5</sup> Dharu Krisma Dwi Sinta, *The use of direct method to teach integrated skills for super kids 5 students in purikids Yogyakarta*. Thesis, faculty of Teachers Training and Education, Sanata Dharma University Yogyakarta (2017). P. 13

<sup>6</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*..., p. 28

<sup>7</sup> Jack C. Richard & Theodore S. Rogers. *Approaches and Methods in Language Teaching, a Description and Analysis*....p. 12

language bravely. That is helps the students to practice the language without hesitation.

Based on the preliminary research, the researcher found that teachers in MTs Darul Qurro Kawunganten have been using the Direct Method in learning English. During this time they always use the Direct Method for language program, the teachers used the target language directly in learning English. Even in daily life, the teachers required students to practice English and Arabic language with their teachers and peers. It helped the students to practice the language directly in their daily activities. For the first semester of the 7<sup>th</sup> grade of junior high school, the students gave relief to use Indonesian language, but if they enter in the second semester, they will be required to practice full English and Arabic language in their daily activities.

The program is running with the aim of getting students to practice the language they are learning directly, so that they are easy to master the language skills. The main purpose of Direct Method is mastery of foreign language orally so students are able to communicate English language. Even to improve language mastery, MTs Darul Qurro Kawunganten has several programs outside of class hours. All of that used Direct Method. So with a description of the activities that researcher described, the researcher is very interested in analyzing learning methods that have been long applied in MTs Darul Qurro Kawunganten.

## **B. Operational Definition**

To simplify and avoid misunderstandings in definition of the terms in this study, the researcher would like to explain these terms, as follows:

### **1. Direct Method**

The Direct Method is the method, that use in teaching language with conveying the target language through the use of demonstration

and visual aids, with no translation is allowed.<sup>8</sup> Some principles of Direct Method according to Richards and Rogers, classroom instruction was conducted exclusively in the target language, concrete vocabularies were taught through demonstration, objects and pictures; abstract vocabularies were taught by association of ideas, and oral communication are built up using question and answer between students and teacher.<sup>9</sup>

Based on the statements above, explained that the Direct Method has a very basic characteristic of using the target language during learning and does not allow translating into the so urce language. The teachers are required to be active and energetic in teaching using the Direct Method. The teachers must use reality such as pictures, objects and body movements in explaining new vocabulary, or to explain all materials that students are not understood.

## 2. Integrated Skills

According to Oxford (2001), integrated skills defined as the combination of two or more skills that appear in course.<sup>10</sup> In learning English, integrated skills are around listening, reading, writing and speaking skills. Teachers have to choose appropriate method to teach more than one skills in every meeting. Teachers teach more than one skills in each meeting.

## C. Research Questions

Based on the background that explained above, so the problem formulated as follows:

1. How is the implementation of Direct Method to teach integrated skills at the 7<sup>th</sup> grade of MTs Darul Qurro Kawunganten?

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<sup>8</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching...*, p. 23

<sup>9</sup> Jack C. Richard & Theodore S. Rogers. *Approaches and Methods in Language Teaching, a Description and Analysis...*, p. 12

<sup>10</sup> R. Oxford, *integrated skills in the ESL/ EFL classroom* ( Washington DC: ERIC Clearinghouse on language and linguistics 2001)

2. What are the proponent factors and inhibiting factors in implementing Direct Method to teach integrated skills at the 7<sup>th</sup> grade of MTs Darul Qurro Kawunganten?

#### **D. Objectives and Significances of The Research**

1. Objectives of the research

The objectives of this research are:

- a. To analyze the implementation of Direct Method in teaching integrated skills at MTs Darul Qurro Kawunganten.
- b. To describe the proponent factors and inhibiting factors in implementing Direct Method at MTs Darul Qurro Kawunganten.

2. Significances of the research

There are two kinds of significances of this research as follow

- a. Theoretical Significances

The researcher hopes to the readers and the teachers, who are reading this study, they will gain new knowledge and insight about the implementation of Direct Method to teach integrated skills.

- b. Practical significances

- 1) For the students

The researcher hopes that students will be more interested in learning English and give more chance to practice English.

- 2) For the teachers

The researcher hopes that the teachers are able to teach integrated skills using direct method, and solve the problems face.

- 3) For the other researchers

This research can be used for other researcher as an example or reference to make further research in relevant research.

- 4) For the school

The researcher hopes that the result of the study can help school in evaluating learning methods, to improve the effectiveness of the application of these methods.

#### **E. The Systematic of Writing**

In order to make the readers are understood easily, the researcher tries to describe the systematic of the research in this thesis as follows.

1. Chapter I is introduction, it includes background of the study, operational definition, research question, objectives and significances of the research, review of relevant studies, literature review, research method and structure of the research.
2. Chapter II contains the theoretical basic of understanding the definition of the implementation, the definitions of Direct Method, and the definitions of integrated skills.
3. Chapter III will present the research methods, which used in this research like subject of the study, object of the study, technique of collecting data, technique of analyzing data, and triangulation.
4. Chapter IV discusses the result of the research that includes the implementing of Direct Method and describing the proponent and inhibiting factors in implementing Direct Method in MTs Darul Qurro Kawunganten.
5. Chapter V includes. This chapter is the final part of the thesis, which includes conclusion, suggestions, list of heirlooms, appendices, curriculum vitae and closing.

## CHAPTER V

### CLOSING AND SUGGESTION

#### A. Conclusion

Based on the previous data presentation and discussion of the implementing teacher's method in teaching English at 7<sup>th</sup> grade of MTs Darul Qurro, the researcher concludes that:

1. The researcher found that the English teacher of MTs Darul Qurro used the Direct Method as the main method in teaching integrated English skills. He used most of the principles of Direct Method. Such as reading in the target language taught from the beginning of language instruction; however, the reading skill developed through practice with speaking, Objects (e.g., pictures) presented in the immediate classroom environment used to help students understand the meaning. Objects are very important, because the teacher did not translate the word in to the native speaker, the teacher used the target language during learning process, students learned to think in the target language as soon as possible. Vocabulary was more naturally if students use it in full sentences, rather than memorizing word lists, the purpose of language learning was communication, pronunciation worked on right from the beginning of language instruction, self-correction facilitates language learning, lesson contained some conversational activity ome opportunity for students to use language in real contexts.
2. There were some inhibiting and proponent factors in implementing Direct Method or in learning process at 7<sup>th</sup> grade of MTs Darul Qurro.
  - a. Inhibiting factors  
First, students' origins, for example there may be some of them have taken English course at elementary school routinely, so that easier for them to join the learning process, because they already have a lot of experience, but some are still very basic to know English. Second, the lack of vocabularies, students felt difficulty



understanding to the teacher's explanation because they do not have a lot of vocabularies. The last, the students lack of interest in learning English or lack motivations.

b. Proponent factors

First, a good media helped the students easy to get the point of the material. The teacher prepared real pictures or objects as a medium of learning. For example when in learning will discuss about how to play badminton, then he will bring rackets, balls and others for learning media. Second, the teacher or the method that the teacher used is more important than the material. The material will be fun if the teacher can package the material properly. Third, teacher's motivation. The last, self Development Component in MTs Darul Qurro, the personal development includes :Coaching three languages (Muhadorah / Speech: Indonesian, Arabic and English) and Full day English and Arabic conversion training. The program makes it easy for teachers to apply the direct method in class, because the students are used to using target language in their daily activities in the boarding school.

**B. Suggestion**

The implementation of Direct Method at 7<sup>th</sup> grade of MTs Darul Qurro Kawunganten was going very good. The teacher used most of the principles of Direct Method and used many techniques to improve students' enthusiastic. However, there were some suggestion first to the teacher, the teacher have to build the students enthusiasm in learning. Second to the students, they should have a strong motivation to learn English from themselves and students must be able to increase their vocabulary. The last to every reader, you can take the result finding to be your referent, to be instruction, and to build your motivation in learning integrated skills to improve your English ability.

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