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

By:
NIA RAHMAWATI
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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES (IAIN)
PURWOKERTO
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STATEMENT OF ORIGINALITY

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Thesis Title : The Implementation of Direct Method to

Teach Integrated skills at 7th grade of MTs

Darul Qurro Kawunganten

Declare that this Thesis script is entirely my own research outcome or work, except in given parts which are cited the sources.

Purwokerto, 20th of June 2020

I am who certify

Nia Rahmawati
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i

APPROVAL

Thesis Entitled

The Implementation of Direct Method to Teach Integrated Skills at 7th Grade Students of MTs Darul Qurro

Written by **Nia Rahmawati**, Student Number 1617404032, English Education Study Program, Faculty of Tarbiya and Teacher Training, State Institute on Islamic Studies of Purwokerto, has been examined on Thursday, July 16th, 2020 and declared qualified for achieving *the degree of Sarjana Pendidikan* (S.Pd.) in English Education.

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In Purwokerto

Assalamu'alaikum Wr. Wb

After conducting consultation, analyzing, correcting, and guiding so with this official note we state that thesis has been written by Nia Rahmawati Student Number 1617404032, entitled:

The Implementation of Direct Method to Teach Integrated Skills at 7th Grade Students of MTs Darul Qurro Kawunganten

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Wassalamu'alaikum Wr. Wb

Purwokerto, 20th of June 2020
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MOTTO

كن حديثا حسنا لمن وعى

Be a good story (example) for people who are still alive.

(al Hukama)[1]

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[1]Adab and Mahfudzot, *alhukmu wal amtsal assairah*, (Ponorogo:DarussalamPress, 2005)

DEDICATION

I dedicate this thesis to:

My beloved parents, bapak Milam and ibu Yusiyah

My beloved brother and sister,

Nur Lailatul Hidayah and Khoerul Syamsul Umam

My beloved friends, and readers who have taken the time to read

this thesis.

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There is no string of pearls that can be conveyed by the researcher, except thanks and prayer for all parties who have helped the researcher in completing the preparation of a thesis for the researcher, hopefully, accepted all good deeds by Allah SWT. And hopefully, this paper can provide benefits for the researcher particularly, and readers in general. Amiin yaa rabbal 'Alamein.

Purwokerto, 20th of June 2020
The researcher

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THE IMPLEMENTATION OF DIRECT METHOD TO TEACH INTEGRATED SKILLS AT 7TH GRADE OF MTs DARUL QURRO KAWUNGANTEN.

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 tressed 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 7th 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 7th 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.[2]

As stated in Larsen-Freeman, method can aid teachers in bringing conscious awareness of the thinking that underlies their action.[3]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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[2]Jack C. Richard & Theodore S. Rogers. *Approaches and Methods in Language Teaching, a Description and Analysis*. (New York: Cambridge University Press, 2001), p. 14

[3]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.[4]Using Direct Method, the teachersused 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.[5] 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.[6]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.[7] 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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[4] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching…*, p. 23

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

[6] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching…*, p. 28

[7]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 7th 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.[8]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.[9]

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.[10] 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 7th grade of MTs Darul Qurro Kawunganten?

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[8] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching…*, p. 23

[9]Jack C. Richard & Theodore S. Rogers.*Approaches and Methods in Language Teaching, a Description and Analysis…*, p. 12

[10] 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 7th 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 the oretical 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 II
LITERATURE REVIEW

In this chapter, researcher is going to explain all the theories, which used in conducting this research.

A. Implementation

1. The Meaning of Implementation

Implementation is an activity planned and carried out seriously and refers to certain norms in order to achieve the objectives of the activity. This process is produce an impact or effect on the actors.[11] Implementation in the Oxford Advance Learner's Dictionary cited by Oemar Hamalik, that implementation is "Put something into effect" means the application of something that has an effect. It means the application of a program, which is expected to have a good influence on the object.[12]

According to Solichin Abdul Wahab implementation is a variety of actions, that's taken by individuals, officials, government groups, or the private sector aimed at achieving the objectives that have been incorporated in policy decisions.[13]Implementation is an interaction between people who make programs and who run programs according to specific objectives. Implementation can be seen as series of activities that have been arranged neatly and is an effort aimed at changing the knowledge, actions and attitudes of individuals.[14] In other words, implementation in the educational process is an attempt to attach the educational goals of two or more materials to students in accordance

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[11]Https://alihamdan.id/implementasi/, accessed on 30 January 2020 at 10.40.

[12]Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*, (Bandung: Remaja Rosdakarya, 2007) p. 237.

[13]https://www.zonareferensi.com/pengertian-implementasi/, accessed on 30 January 2020 at 10.40.

[14] Abdul Majid, *Bukudan Pembelajaran Pendidikan Agama Islam* (Bandung: Rosdakarya, 2012), p. 70.

with the educational foundation. Educational goals are achieved and produce knowledgeable.

2. The Stages of Implementation

The stages of implementation include the planning, implementation and evaluation stages.[15]

a. The planning Stage

At this planning stage, it aims to outline the vision and mission or develop the implementation objectives (operational) to be achieved. In this endeavor, considering the method (technique) of achievement facilities and infrastructure that will be used, the time required, the amount of budget, the personnel involved and the evaluation system, by considering the objectives to be achieved along with the situation, conditions, and internal and external factors.

b. Implementations Process

At this stage, it is intended to implement plans that have been prepared at the planning stage, using existing techniques and resources that were determined in the previous stage. The form of activities can vary according to circumstances.

c. Evaluation Stage

At this stage aims to see two things. First, look at the ongoing implementation process as a function of control. Second, the final results are achieved. Final results refer to time criteria and the results achieved are proportional to the planning stage.

B. Direct Method

1. Understanding of Direct Method

Richards and Rogers described that a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected

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[15]Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*, (Bandung: Remaja Rosdakarya, 2007) p. 249-251.

approach.[16]Method is systematic and scientific way of teaching any subject. The teachers will be guided "How to teach" and "How his teaching may be effective by the method that is used". It is very necessary for teacher to know various types of methods and techniques of teaching English. There are several methods to teach English language such as Grammar Translation Method, Direct Method, Audio-Lingual method, etc. 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.[17]

Direct Method is a method of teaching a foreign language, through conversation, discussion and reading in the language itself, without the use of the students' language, and without translation. Direct Method is a method of teaching language directly establishing a direct or immediate association between experience and expression between the English word, phrase or idiom and its meaning through demonstration, dramatization without the use of the mother tongue. The Direct Method is a method teaching foreign languages, especially languages modern conversation, discussion and reading in the language itself, without using student language, without translation, and without learning formal grammar. The first words are taught by pointing to object or image or by doing action.[18]

Richards and Rodgers stated that several of Direct Method's principal are class room instruction was conducted exclusively in the target language, concrete vocabularies were taught through demonstration, objects and pictures; abstract vocabularies were taught

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[16]Jack C. Richard & Theodore S. Rogers. *Approaches and Methods in Language Teaching, a Description and Analysis*…, p. 14

[17] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*…, p. 23

[18] M.F. Patel and Praveen M. Jain, *English Language Teaching,* (Jaipur: Sunrise Publishers & Distributors), p. 78

by association of ideas, both listening and speaking comprehension were taught.[19]

2. The Principles of Direct Method

Freeman gives some principles of teaching English by using the Direct Method, they are:[20]

1. Reading in the target language should be taught from the beginning of language instruction; however, the reading skill will be developed through practice with speaking.

2. Objects (e.g., pictures) presented in the immediate classroom environment should be used to help students understand the meaning. Objects are very important, because the teacher will not translate the word in to the native speaker.

3. The native language should not be used in the classroom. The teacher will use the target language during learning process.

4. The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language and meaning.

5. Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists.

6. The purpose of language learning is communication (therefore students need to learn how to ask questions as well as answer them).

7. Pronunciation should be worked on right from the beginning of language instruction.

8. Self-correction facilitates language learning.

9. Lesson should contain some conversational activity – some opportunity for students to use language in real contexts. Students should been courage to speak as much as possible.

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[19]Jack C. Richard & Theodore S. Rogers.*Approaches and Methods in Language Teaching, a Description and Analysis*…, p. 12

[20] Freeman, Techniques and Principles…, p. 22

10. Grammar should be taught inductively. There may never be an explicit grammar rule given.

11. Writing is an important skill, that to be developed from the beginning of language instruction.

Patel and Praveen argued that one of the characteristics of the Direct Method in the learning process is the target language directly. The teachers only ever use the language they are teaching. The teacher never translates for students or lets them use a language other than English in the classroom. Teaching and learning process is done with all English.[21]The Direct Method is full of activities. The teacher shows the object or does action to clarify the concept. Because Direct Method doesn't allow anyone in the classroom to fall back on their first language, it demands that teachers and students are active acting, moving, drawing, pointing and touching as they explore and learn English. This is also part of, what makes it a natural process think of how much listening and acting small children engage in, before they begin speaking and using language. The teacher shows the meaning of the sentence with bodybuilding help, posture and action. This allows students to build direct relationships with words and expressions.

There are some techniques that can be used in teaching English by using the direct method, they are:[22]

a. Reading aloud

The students take turns reading sections of passage. At the end of each student's turn, the teacher uses gestures, pictures, examples, or other means to make the meaning of the section clear.

b. Question and answer exercise

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[21] M.F. Patel and Praveen M. Jain, *English Language Teaching…*,p. 78

[22] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching…*, p. 30-32

This exercise conducted only in target language. Students asked questions and answer in full sentences so that they practice with new words and grammatical structure. They have the opportunity to ask questions as well as answer them.

c. Getting students to self-correct

The teacher conducted the students self-correct by asking them to make a choice, between what they said and an alternate answer, he supplied. For example, a teacher might simply repeat what a student has just said; using a questioning voice to signal to the student that something was wrong, so the student knows that the next word was wrong.

d. Conversation practice

The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly.

e. Fill-in-the-blank exercise

The students would have induces the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

f. Dictation

The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.

g. Map Drawing

That is the class included one example of a technique used to give students listening comprehension practice. The students were given a map with the geographical features unnamed. Then the teacher gave the students directions such as the

following, "Find the mountain range in the West. Write the words "Rocky Mountains" across the mountain range. He gave instruction for all the geographical features of the United States so that students would have a completely labeled map if they followed his instruction correctly. The students then instructed the teacher to do the same thing with a map he had drawn on the blackboard. Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature.

h. Paragraph writing

That is the teacher in this class asked the students to write a paragraph in their own words on the major geographical features of the United States. They could have done this from memory, or they could have used the reading passage in the lesson as a model.

Norland and Terry describe how to apply the Direct Method in teaching as follow: First, the teacher shows a set of pictures. Second, the teacher describes the picture in the target language. Third, the teacher asks questions in the target language. Fourth, students answer the questions in the target language about the picture. Students may also read a passage in the target language about the reading. Fifth, the teacher asks questions in the target language about the reading. Sixth, students answer questions as best they can use the target language.[23]

3. Advantages and Disadvantages of Direct Method

a. The advantages of the Direct Method are as follows:[24]

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[23]Norland, L.D. &Terry, Pruet, *Akaleidoecape of models and strategies for teaching English to speaker of other language,* (Sard Westport: CT. Libbraries Unlimited/ Teacher Ideas Press 2006)

[24]MayidaWae-Useng, *The effect of direct method in the students' ability in learning vocabulary at MAS PAB1 Sampali.,*Thesis.Sampali: University North Sumatra (2017).

1) It makes the learning of English interesting and lively by establishing direct bond between a word and its meaning.

2) It is an activity method facilitating alertness and participation of the pupils.

3) According to Macnee, "It is the quickest way of getting started". In a few months over 500 of the commonest English words can be learn and used in sentences. This serves as a strong foundation of further learning.

4) Due to application of the Direct Method, students are able to understand what they learn, think about it and then express their own ideas in correct English about what they have read and learnt.

5) Psychologically it is a sound method as it proceeds from the concrete to the abstract.

6) This method can be usefully employed from the lowest to the highest class.

7) Through this method, fluency of speech, good pronunciation and power of expression are properly developed.

b. The Disadvantages of the Direct Method are as Follows:[25]

1) There are many abstract words, which cannot be interpreted directly in English and much time and energy are wasted in making attempts for the purpose.

2) This method is based on the principles that auditory appeal is stronger that visual, but there are children who learn more with visual than with their oral- aural sense like ears and tongue.

3) The method ignores systematic written work and reading activities and sufficient attention is not paid to reading and writing.

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[25] Richard and Rodgers, *Approaches and Methods*….., p. 10

4) Since in this method, grammar is closely bound up with the reader, difficulty is experienced in providing readers of such kind.

5) There is dearth of teachers trained and interested in teaching English in this method.

6) This method may not hold well in higher classes where the Translation Method is found suitable.

From the explanation above there are some benefits in using Direct Method. First, students more pay attention to the teacher in order to get a deeper understanding, because the teacher uses the target language directly. Second, students get a lot of new vocabulary from teacher explanation while teaching. Third, students get the correct pronunciation, because they are accustomed to hearing and imitating the language that the teacher used and it helped the learner in having good fluency. Fourth, students often try on the conversation, especially topics that have been studied in class because this method creates the suitable environment for learning English language. Fifth, this method has principles and characteristics that can be applied in classroom learning. According the explanation above we also found weaknesses in the Direct Method.

C. **Integrated skills**

1. Understanding of Integrated Skills

According to Oxford (2001), integrated skills can be defined as the combination of two or more skills that appear in course.[26]Integration of skills in the language classroom is simply a series of activities or tasks, which use any combination of the four skills in a continuous and related sequence.

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[26] R. Oxford, *integrated skills in the ESLD/ EFL classroom, ….*, p.7

Integrated skills is a language lesson which combines work on reading, writing, listening and speaking and that seeks to make links among different skills.[27]It means we involve several skills when we communicate with someone using language. The example when we are conversing with someone we will involve listening skill to capture the information and speaking skill to respond. In written language, when we communicate with writing, we will use reading skills to capture the messages and also writing skills or speaking skills to respond. By means of listening and reading, a person gets information as the input of language, and by employing speaking and writing he makes language output based on the language inputs.

In learning English, integrated skills are around listening, reading, writing and speaking skills. The term integrated skills mean that in language learning, where all four skills are taught at the same time. It means teachers have to choose appropriate method to teach more than one skills in every meeting.

Brook Harpers, Shelton, Schwarzer, Flores, Eldesky and Altwerger, they argue that is quoted in the thesis that language (both oral and written) functions to serve origin purposes by facilitating meaningful communication.[28]It is means learning four English skills (listening, speaking, reading, writing) should be incorporated in every learning meeting. The four skills seem inseparable, because they are related to each other.

Byrne stated that one important thing which should be kept in mind is that these four skills are normally integrated in real life.[29]Based on that statement, by practicing language in everyday

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[27]Jack C. Richards & R. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics (4rd Ed).* (British Library Cataloging in Publication Data, 2010)p. 288

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

[29] Dharu Krisma Dwi Sinta, *The use of direct method to teach integrated skills….*, p. 13

activities the learner will get used to using the language and get the courage to express the language and not be afraid to make mistakes

In addition, Richards and Schmidt stated that "integrated skills is the teaching of four language skills. These four skills are related to one another, as when a lesson involves activities that relate listening and speaking to reading and writing"[30] Thus, in the integrated skills the learning of skill leads to the learning of one or more other skills. The example, speaking may be pursued by related writing or reading in language teaching process. Rivers show which was sampled in journal that students always understand to communicate language by listening and also the speaking a good way that depend speech with best action[31]

According to Richards and Rodgers, "a language could be best taught by using it actively in the classroom."[32] It means the students need to create a communicative classroom environment to improve their language abilities. In teaching integrated English skills, the teacher must able to connect the material closer with the real life, which involves more than one skill.

2. TheBenefits of Teaching Integrated Skills

The benefits of teaching integrated skills according to Oxford (2001):[33]

a. First, the integrated-skill, exposing language learners to authentic language and challenges them to interact naturalistically in the language.

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[30]Jack C. Richards & R. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics (4rd Ed)…….,* p. 288

[31] Nadia Batool et al. "*The Direct Method: A Good Start to Teach Oral Language*". International Journal of English Language Teaching, 2017, Vol. 5, No. 1.

[32]Jack C. Richard & Theodore S. Rogers. *Approaches and Methods in Language Teaching, a Description and Analysis…*, p.170

[33]R. Oxford, *integrated skills in the ESLD/ EFL classroom, ….,* p.11

b. Second, if the teacher able to teach the integrated-skills, learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication.

c. Third, the approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. Fourth, teaching integrated skills allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms.

d. Finally, teaching integrated-skill can be highly motivating to students of all ages and backgrounds.

Hence, it can be concluded, that the essential point of teaching integrated English skills is teacher should give direct and spontaneous encouragement of the use of target language in the classroom rather than use the first language. It is obvious that the philosophical basis of teaching integrated skills is the concept based on the fact, that in everyday life communication the four language skills are used together. Using a single skill is very rare because anytime people engage in a conversation, to interact with the person they are talking to. They are listening as well as speaking.

D. Review of The Relevant Studies

This literature study intended to put forward theories that are relevant to the problem under study. In the literature review, the researcher reviewed the relevant studies, then the researcher found the difference and similarities from previous research. Some studies that have relevance to the research conducted by the author include:

First, a research entitled "*The Effectiveness of Direct Method to Improve Students' Speaking Skill*" was written by Fasaaro Hulu and Ambalegin from Universitas Putera Batam .[34] The purpose of this research was to find out the ability of students to speak English before and after the experiment of the Direct Method, and whether the students' speaking ability improve by approaching the Direct Method directly through mastering grammar, vocabulary and pronunciation, while this research discussed about the implementation of Direct Method to teach integrated skills. The equality with this research is a discussion about Direct Method to teach English skills.

The second are search written by Dharu Krisma Dwi Sinta, which discussed about "*The use of Direct Method to Teach Integrated Skills for Super Kids 5 Students in Purikids Yogyakata*".[35]This research answered the question how does Direct Method facilitate the students of Purikids in learning integrated skills, while the researcher discussed what are the proponent factors and inhibiting factors in implementing Direct Method to teach integrated skills at the 7th grade of MTs Darul Qurro Kawunganten. This research was carried out in the English course, while the researcher conducted his research in formal school. The similarity of this research is both of them are discussing about Direct Method to teach integrated skills.

The third, a research written by Nila Andriyani, which discussed about *"Using The Direct Method In Teaching To Improve Students' Speaking Skill At Purikids Language Course".*[36]This research focused on the using of Direct Method in teaching to improve speaking skill, also analyzed the effectiveness of using Direct Method in teaching to improve

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[34]FasaaroHulu and Ambalegin, *The Effectiveness of Direct Method to Improve Students' Speaking Skill, journal ,*Universitas Putera Batam (2018).

[35]Dharu Krisma Dwi Sinta, *The use of direct method to teach integrated skills for super kids 5 students in purikidsYogyakata.*Thesis, faculty of Teachers Training and Education, Sanata Dharma University Yogyakarta (2017).

[36]Nila Andriyani, *Using The Direct Method In Teaching To Improve Students' Speaking Skill At Purikids Language Course.* Thesis, faculty of Teachers Training and Education, Sanata Dharma University Yogyakarta (2015).

students' speaking skill. In this research is found that the use of Direct Method was able to improve students speaking skill by directing the student to produce a short sentence with better vocabulary, sentence structure and pronunciation. The researcher found the result of the research showed that students' mean score for speaking skill is improved. This research is different from the previous research that conducted by Nila indriyani (2015). The method of this research is qualitative descriptive, and the implementation is for teaching integrated skills, and this research is aimed to find out how Direct Method can be implemented for integrating English skills. The similarity of this research is both of them are discussing about Direct Method.
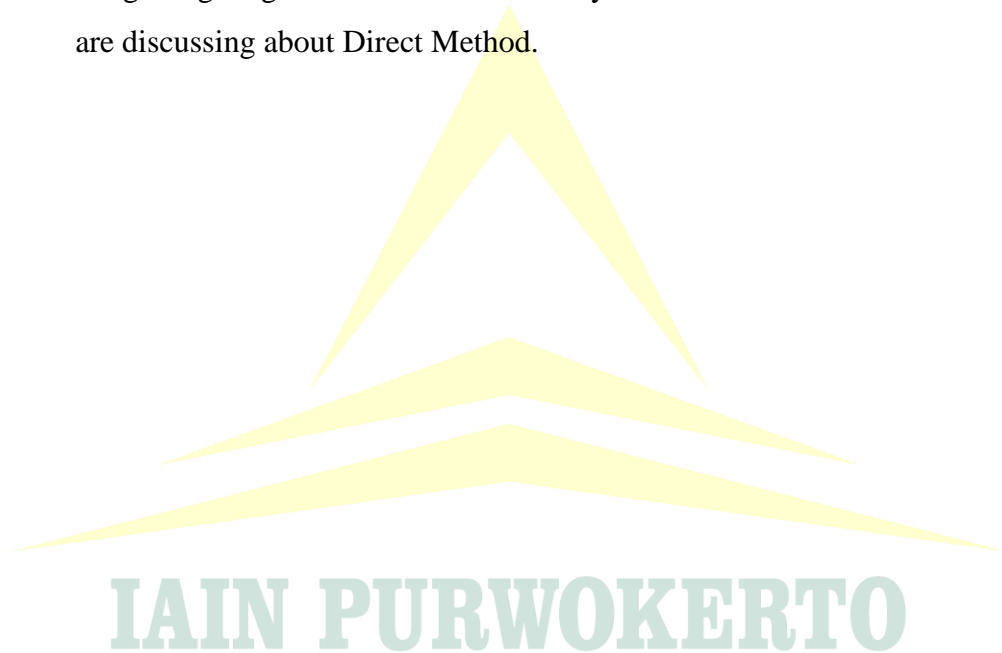
CHAPTER III
RESEARCH METHOD

In this chapter, the researcher described about research method. This chapter consists of six parts. They are type of the research, location of the research, object of the research, subject of the research, technique of collecting data, technique of analyzing data.

A. Type of the Research

This type of research is qualitative research that is a research procedure that produces descriptive data, in the form of written or oral data from people and behaviors that can be observed as research objects.[37]Qualitative research, according to Sugiono is a research method based on the philosophy of post positism, used to examine the condition of natural objects, (as opposed to experiments). Where the researcher as a key instrument, data source sampling is done purposively and snowball, data collection techniques with triangulation (combined) data analysis is inductive / qualitative, and qualitative research results emphasize more meaning than generalization.[38]

The researcher used descriptive qualitative method. Qualitative descriptive research means collecting information about the status of existing symptoms.[39]Qualitative research is an approach in research oriented to natural phenomena or symptoms. When viewed from the nature of the data, the research conducted by the researcher classified as qualitative research by using the data presented in the form of sentences or a collection of several words. The core of this writer's activity is research that aims to obtain

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[37]Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2010), p.3.

[38]Sugiono, *Metode PenelitianPendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, Cet. 14, 2012), p.15

[39]Sugiyono, *Metode*…, P. 15

information / data to describe how the implementation of the Direct Method in learning English in MTs PP Darul Qurro Kawunganten Cilacap. It means the researcher collected the information from the direct sources. The researcher collected all of the information about the implementation of Direct Method at MTs Darul Qurro Kawunganten.

B. **Place of the Research**

1. Research Sites

   This research is located at MTs PP Darul Qurro Kawunganten Cilacap, which is a formal educational institution under the auspices of the Darul Qurro Islamic Boarding School KawungantenCilacap and the Darul Qurro Kawunganten Cilacap Foundation. MTs Darul Qurro located in Jl. TegalsariKawungantenLor, Kawunganten, Cilacap.

2. Research Time

   This research conducted from 10 February-20 April

C. **Research Participants**

1. Object of the research

   The object of the research in this research isthe process of learning in MTs Darul Qurro Kawunganten. In this research, the process of learning was analyzed with the implementation of Direct Method to teach integrated skills at 7th grade of MTs Darul Qurro.

2. Subjects of the research

   Research subjects are people who are used as sources of information to explore data in a study. The sampling technique used in selecting data sources is a sampling technique in the form of data with a certain balance.[40]The subject that is used as a property, the person who knows the information related to the research conducted by the researcher.

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[40]Sugiyono, *Metode…*, p.219

The subjects of the research is a person who participated in human subject research by being the target of observation by researcher. The main subjects that become the information source in this research are:

a. The head of MTs PP Darul Qurro, Tulus Hidayat S.Pd.

b. English teacher Muhamad MuslihS.Sy

c. The students at 7th grade of MTs Darul Qurro.

D. Techniques of Data Collection

Data collection methods are procedures or ways that used by researchers to collect data needed in a study that he did.[41]Furthermore, to obtain data in accordance with what is needed, the authors used several data collection methods, including:

1. Interview

Interview is the researcher conducts face-to-face interviews with participants.[42]Interview is a dialogue conducted by the interviewer to get information from the interviewee.[43] Interviews can be conducted in a structured, semi-structured or unstructured manner, and can be done through face to face stage or by telephone.[44] The researcher did the interview through face to face and also using telephone.

Interview is a meeting of two or more persons to exchange information and idea through questions and responses about particular topic.[45]The researcher did the interview to gain deeper understanding about the situation or phenomenon. The researcher used the interview guide and prepared some questions that focus on the topic. The researcher selected three sources.They are Tulus Hidayat, S.Pd., as the head master of MTs Darul Qurro, Muhammad Muslih S.Sy as the

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[41]Suharsimi Arikunto, *ProsedurPenelitian Suatu Pendekatan Prakte k*(Jakarta: PT. Rineka Cipta, 2006), p.100

[42] Creswell, John W., Qualitative, Quantitative, and mixed approach 4rd edition, (library of Congress Cataloging in publication Data, 2014)

[43]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan….,* p.127

[44]Sugiyono, *Metode…*, p.203

[45]Sugiyono, *Metode…*, p.37

teacher of English lesson and the students at7[th] grade C of MTs Darul Qurro.

From the explanation above, it concluded that the interview method or interview is a direct contact between the researcher and the headmaster and the teachers, namely the target object, in order to obtain valid and in-depth data or information in MTs PP Darul Qurro Kawunganten Cilacap. The type of interview used is a guided free interview that is giving questions in accordance with the wishes of researcher but still guided by the provisions that control the relevance of the content of the interview and in-depth interviews. While the implementation of using interview guidelines in the form of interview material outline, which is further developed by researcher among them are:

a. The interview with the head of Madrasa
b. The Interviews with teachers of English language
c. The Interview with the student at 7th grade of MTs Darul Qurro. The researcher did the interview with 10 students at 7th grade MTs Darul Qurro. The reason, why the researcher chose the population of class 7C, class 7C was less active in learning. The researcher did the interview using telephone because of the difficulty in face-to-face situations amid the outbreak of the covid 19 virus.

2. Documentation

Documentation is one of the manners, that is used by the researcher to gain the information about the subject through written media or other media.[46]In carrying out the documentation method, researcher investigates written objects such as books, magazines, documentation, rules of meeting minutes, diaries, and so on.[47]

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[46]HarisHerdiansyah, *MetodologiPenelitianKualitatif,......,*p. 143.
[47]SuharsiniArikunto, *prosedur*…., p 231

Using this method, the researcher collected the data from existing documents, so that the researcher obtains notes relating to research such as: general description of the school, the organizational structure of the school and personnel, the state of the teacher and students, notes, photographs and so on.

3. Questionnaire (with open-ended questios)

Open-ended Questionnaire is a question that must be answered by the participant himself. Open-ended questions give participants the freedom to answer and also give the opportunity to give in-depth information.[48] Open-ended questions ask respondents to answer in their own words.

The researcher prepared some open-ended questions that answered by students to get the data. The researcher prepared questions to 30 students. To answer research question about what are the proponent and inhibiting factors of students in learning English of the students of MTs Darul Qurro, the researcher analyzed the questionnaire.

Then in open questionnaire types the writer facilitated or gave opportunities to the respondents to answer the questions freely to their answer. The writer provided the answer sheet with the blank columns. The questionnaire was distributed to get the data about the proponent and inhibiting factors of the students in learning English. The questionnaire adapted from the Approaches and Methods in Language Learning by Richards and Rodgers.

E. **Techniques of Analysis Data**

Data analysis is the process of searching and arranging the interview transcripts, field notes and other materials that the researcher accumulated to increase his own understanding of them and to facilitate the researcher to present what he has discovered to others.[49]Technical data analysis is an effort made by working the data, organizing the data,

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[48]HarisHerdiansyah, *MetodologiPenelitianKualitatif,......,*p. 126

[49]Sugiyono, *Metode*…, p. 334

sorting it into manageable units, synthesizing it, searching and finding patterns, finding what is important and what works, and determining what can be told to others[50]

These are the steps to analyze the data that researcher used to analyze the data based on Miles and Huberman model:

a. Reduction of the data

Reduce the data means the researcher has to summarize, choose the main things, focus on the important things, look for the theme and pattern or system, then throws unimportant things.[51] After getting various of data, the researcher reduced these data in order to find different things, especially which is related to the implementation of Direct Method to teach integrated skills at 7th grade of MTs Darul Qurro Kawunganten.

b. Data Display

After the data is reduced, the next step is the research has to serve the data. Miles and Huberman said that the most frequent form of display for qualitative research data in the past has been narrative text. Display helps us to understand what is happening and to do something-further analysis or caution on that understanding. So the researcher served the data which have been reduced in the form of simple explanation, diagram, or narrative text which dealt with the implementation Direct Method to teach integrated language at MTs Darul Qurro Kawunganten.

c. Verification

The next step is verification. In this step the researcher concluded and verified after rechecking, reducing, and serving the data to answer research questions from the research about the implementation of Direct Method to teach integrated skills at MTs Darul Qurro Kawunganten.

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[50]Lexy J. Moleong, *Metodologi…* , p.248

[51]Sugiyono, *Metode…*, p. 338

F. Triangulation

The researcher also used triangulation as a technique of analysis data. Based on Sugiono, triangulation is the use of different technique in collecting data.[52] Triangulation is a way of arguing that if different methods of investigation produced the same result, then the data are likely to be valid. The researcher used interview, questionnaire (with open-ended questions) and documentation to find the valid data. Triangulation is a data validity checking technique that utilizes something else, outside the data for purposes checking or comparing data, the technique with checking other data sources.[53]

To achieve the standard of credibility of the research results, the researcher used two types of triangulation, namely source triangulation and method triangulation. This means that researcher validated the data by asking different sources.

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[52]Sugiyono, *Metode*…, p. 241

[53]Lexy J. Moleong, *Metodologi*… , p.178

CHAPTER IV
RESERCH FINDING AND DISCUSSION

A. Profile of MTs PP Darul Qurro Kawunganten Cilacap

1. History of MTs PP Darul Qurro

MTs PP Darul Qurro started from the founding of PP Darul Qurro Kawunganten in 1992 by providing Arabic and English education and religious studies by Mas'ani Taftazani in order to strengthen Islamic da'wah in Kawunganten sub-district with the curriculum model of Kuliyatul Mualimin Gontor. Over time, it turned out that people's interest was lacking because they didn't yet understand about KMI. According to the founder, the condition was consulted with Akrim Mariyat, the head of the IKPM (Pondok Modern Family Association) center and was advised to establish formal education to answer the needs of the community at that time, so in 1994 MTs PP Darul Qurro Kawunganten Cilacap was established. Darul Qurro Kawunganten Foundation established led by Muhasim, continued by Chadiro with the founding Council consisting of Suryatma, Juwarno Sumarja, Zakariya Abdullah, Drs. Mas'ani Taftazani and trustees of the Foundation consisting of Sumedi, S.Ag. and Rameja.[54]

2. School Identity

a. Shcool's Name   : MTs PP Darul Qurro Kawunganten Cilacap

b. Addres   : Jalan Raya TegalSari RT 03/05, Kawunganten lor Cilacap Central Java Privince.

c. Postal Code   : 53253

d. Statistical Number : 121233010035

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[54] Secretariat of PP DarulQurro, Profile of Darul Qurro Islamic Boarding School Kawunganten Cilacap in 2015-2016, (Cilacap, t.p, 2016), p. 3-4,

e.	NPSN	: 20363372
f.	Telephon	: (0282) 611816
g.	Certificate of permission	: SK DEPAG
		Number: Wk/5.c/PP.00.6/3606/1997
h.	NPWP	: 73.840.851.7-522.000

3. Vision, Mission and Educational Objectives

MTs PP Darul Qurro Kawunganten is an institution under the auspices of the Darul Qurro Kawunganten Foundation. The vision of the foundation is: Delivering Islamic society begins with the pesantren education process by establishing a motto of high-minded, healthy body, broad knowledge and free thinking, with five souls: sincerity, simplicity, self-reliance, ukhuwah Islamiyah and freedom.[55]

In order to achieve the expected vision the Darul Qurro Kawunganten foundation formulated its mission as follows:

a. As a religious social institution that helps the head of Darul Qurro boarding school is responsible for the survival of Darul Qurro boarding school.

b. Together with the head of the Darul Qurro boarding school, making maximum efforts in improving the quality of education, teaching, and completing the infrastructure needed.

c. Delivering Darul Qurro Islamic boarding school as a cadre institution and bringing the grace of the people.[56]

Then from the vision and mission of the Darul Qurro Kawunganten foundation set the goals of the institution as follows:

a. To form a faithful person, having noble character, having a healthy body, having wide knowledge, having a free mind and serving the religion, society, nation and state.[57]

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[55] Secretariat of PP DarulQurro, *Profile ...,* p.4
[56] Secretariat of PP DarulQurro, *Profile ...,* p.5
[57] Deed of establishment of Darul Qurro Kawunganten Cilacap Foundation in 1993, article 3 concerning principles, purposes.

b. Provide appropriate information to the public that the institution of Darul Qurro boarding school education is a waqf belonging to the people, a charity land that needs to be defended and fought together.

c. Together with the head of the Darul Qurro boarding school participate in maintaining, receiving funds, developing waqf assets in the Darul Qurro boarding school.

d. Participate in improving the quality of human resources and educational facilities for the achievement of efforts to improve the quality of education and teaching.

e. Assist the government in distributing compensation to eligible children of the nation who are in the shelter of the Darul Qurro boarding school.

MTs PP Darul Qurro Kawunganten set its vision based on the foundation's vision and mission that is "High Ethical Virtue, Healthy Body, Knowledgeable, Free Thinking", with indicators including:

a. The realization of the younger generation who are able to read the Qur'an with well and tartil properly.

b. The realization of the young generation who diligently carry out compulsory worship and sunna and play an active role in the community.

c. The realization of polite young generation in speech and behavior.

d. The realization of young people who excel in academic and non-academic achievements as provision to continue to higher education and / or live independently.[58]

The mission of holding MTs PP Darul Qurro Kawunganten educational institutions, are:

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[58]MTs PP Darul Qurro Kawunganten, *Education Unit Level Curriculum MTs Darul Qurro Kawunganten*, (Cilacap, t.p, 2013)

a. Fostering young people who have Indonesian personality and Islamic character; able-bodied and likes to exercise; As well as love of knowledge and love to read; productive, creative and innovative.

b. Organizing quality education in a conducive, effective and enjoyable learning atmosphere that leads to "student learning center" learning centered on students.

c. Cultivating the Islamic atmosphere in both thinking and acting.

d. Provide guidance to students who excel in sports and arts

e. Developing awareness about personal hygiene and the school environment to students.

f. Cultivating the spirit of students so that they are always disciplined.

g. Provide guidance to students so that they play a role in the STQ level of students.

4. **Purpose**

The objectives to be achieved from the holding of MTs PP Darul Qurro Kawunganten education based on the vision and mission are:

a. Implement learning and guidance effectively so that each student develops optimally according to his potential.

b. Foster a spirit of excellence intensively for all madrasa residents

c. Encourage and help each student to recognize their potential so they can develop optimally.

d. Foster and encourage the application of scientific, technological and artistic excellence.

5. **School Facilities and Infrastructure**

Infrastructure facilities are part of the National Education Standards that must be provided by each educational institution according to its ability to support the success of the institution's education and also to improve teacher performance in other aspects.

Table 4.1 School facilities

No	Name	Volume	Amount
1	Classroom VII	7x9	3
2	Classroom VIII	7x9	3
3	Classroom IX	7x9	2
4	Computer Lab	7x9	1
5	Teacher's room	7x8	1
6	The Mosque	10x20	1
7	Toilet	6x12	15
8	Computer	4	4
9	Laptop	20	20
10	Bookshelf	5	5
11	Teachers' table	8	8
12	Students' table	110	110
13	Teachers' chair	8	8
14	Students' chair	220	220
15	Black board	8	8
16	Projector	2	2

6. Organizational Structure

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

Picture 1.Organization Structure of MTs PP Darul Qurro

Kawunganten

ORGANIZATION STRUCTURE OF
MTs PP DARUL QURRO
KAWUNGANTEN

H. Chadiro
KetuaYayasan

TulusHidayat, S.Pd.I		Radiyana, B.A
Kepala Madrasah		Komite

HusniMa`arif		Suma Romadiyanti,
Kepala TU		S.E

Muh.Arwani	Maskur,	M. Muslih,	Sutriyono
Wk. Sarpras	S.Pd.I	S.Sy	Wk. Humas

Dewan Guru

Keterangan
⟶ : GarisIntruksi
- - - - : GarisKoordinasi
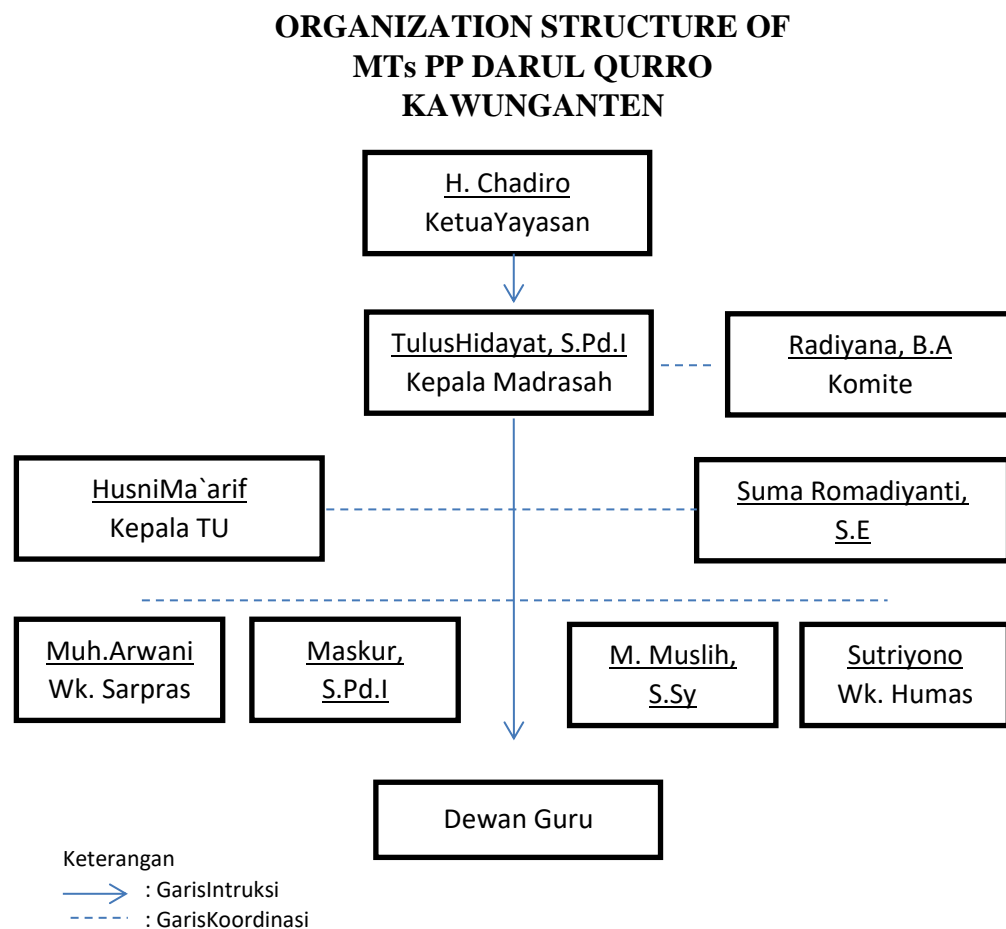
7. The State of Teachers, Employees and Students

Educators (Teachers) who become one of the supporting factors in the success of education are required to have competence, which includes pedagogical, professional, social and personality competencies. There are several factors that determine the level of competence including the level of education of the teaching staff. Educators in MTs PP Darul Qurro Kawunganten Cilacap, amounted to 15 teachers for 15 subjects. These, 40% have S1 qualifications and 60% or 9 of them do not yet have S1 / undergraduate qualifications because they only have D3 or MA qualifications.

If seen from the level of linearity with the subjects he taught, then only 40% or only 6 people. Only 3 peoples have participated in the certification of educators. The interpersonal relationships of educators are created like family relations. Harmony and a sense of belonging to the educational institution are prioritized by carrying out the process of education, training, mentoring so that students can excel, rather than demands to carry out the tasks for which they are responsible. Expertise, simplicity, independence, freedom and ukhuwah Islamiyah are deeply embedded in every individual of the teaching staff, and education staff in MTs PP Darul Qurro Kawunganten. MTs students are all in the Darul Qurro Boarding School dormitory, they attend education, and training in a series of self-development in the cottage after they attend education at MTs PP Darul Qurro.

8. **List of Teachers and Official**

Table 4.2 List of Teachers and Official of MTs Darul Qurro Kawunganten 2019-2020

No	Name	Position
01	Tulus Hidayat, S.Pd.I	Head Master
02	Radiyana, B.A	Vice Principal
03	Suma Romadiyanti	Teacher
04	Muhammad Muslih S.Sy	Teacher
05	Lukman Said, S.Ud	Teacher
06	Eva Nisa Arifah, S.Pd	Teacher
07	Siam Fery Purnomo, S.Pd	Teacher
08	M. Syafiqurrohman, S.Pd	Teacher
09	M. Toifur Al Mubaroq, S.Pd	Teacher
10	Rois Udin	Teacher
11	Sutriyono	Teacher
12	Wayun Nauwary	Teacher

13	Siti Nuryati	Teacher
14	Kodiran	Teacher
15	Athesa Aryaningsih	Teacher
16	Husni Ma'arif S.Pd.I	Leader of Staff Administration
17	Indra Kurniawan	Staff Administration

9. **Curriculum**

Curriculum structure is a pattern and arrangement of lessons that must be taken by students in learning activities. Basic Competency Standards are developed based on Graduate Competency Standards (SKL). MTs PP Darul Qurro Kawunganten Cilacap curriculum is compiled based on Government Regulation Number 19 of 2005 concerning National Education Standards article 6 paragraph (1) in accordance with the curriculum for general, vocational, and special types of education for local levels and personal development components:

a. Subject Components:

1) Groups of religious subjects and noble morals, invite students to become human beings who believe and fear God Almighty and have good character. Noble character fulfills ethics, character, or morals as an embodiment of religious education.

2) Citizenship and personality subject groups support to increase awareness and understanding of students about their status, rights, and obligations in social, national and state life, as well as improving their quality as human beings.

3) Group of science and technology subjects, intended to recognize, respond to, and appreciate science and technology, and instill the habit of thinking and behaving in a critical, creative and independent manner.

4) Group of aesthetic subjects, intended to increase sensitivity, ability to express and ability to appreciate beauty and harmony.

5) Group of physical, sports and health subjects, intended to increase physical potential and healthy life awareness.[59]

Table 4.3 Lessons Structure in MTs PP Darul Qurro Kawunganten Cilacap Curriculum 2019-2020

Lessons Stucture			Class and Time Allocation		
			VII	VIII	IX
A	**Lessons**				
	1	Pendidikan Agama Islam			
		a. Qur'anHadits	2	2	2
		b. Aqidah dan Akhlaq	2	2	2
		c. Fiqh	2	2	2
		d. Sejarah Kebudayaan Islam	2	2	2
	2	Pendidikan Kewarganegaraan (PKn)	2	2	2
	3	Bahasa Indonesia	4	4	4
	4	Bahasa Arab	4	4	4
	5	Bahasa Inggris	4	4	4
	6	Matematika	5	5	5
	7	Ilmu Pengetahuan Alam	4	4	4
	8	Ilmu Pengetahuan Sosial	4	4	4
	9	Seni Budaya	2	2	2
	10	Pendidikan Jasmani, Olahraga dan kesehatan	2	2	2
	11	Teknologi Informasi dan Komunikasi	2	2	2
B	**Muatan Lokal**				
	1	Bahasa Jawa	2	2	2
	2	Insya'	2	2	2
C	Pengembangan Diri		4	4	4
	Jumlah		49	49	49

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[59]MTs PP Darul Qurro Kawunganten, Curriculum

Local Content Components, local content is intended to develop competencies that are tailored to the characteristics of madrasa and regional potentials, including regional excellence, the material of which cannot be grouped into existing subjects.

10. **Self Development Component**

Self-development is intended to provide opportunities for students to develop and express themselves according to the needs, talents, and interests of each student in accordance with the conditions of Madrasa. The personal development includes:

a. Islamic Music Art (Hadroh)

b. Coaching Three languages (Muhadorah / Speech: Indonesian, Arabic and English

c. Fostering the art of reading the Qur'an and Calligraphy

d. Theater and Mading Arts

e. Karate and Martial Arts

f. Scouts

g. Full day English and Arabic conversion training

h. Study of the book (Qiro'atul Kutub)

11. **Components of Life Skills Education**

Life Skills Education aims to provide students with provisions so that after completing education at MTs PP Darul Qurro Kawunganten can have the skills to continue to the next level of education, among these life skills education, namely: scouting, ta'limul muta'alim, full day English and Arabic conversation, Muhadoroh (speech) in 3 languages, theater art, Qur'an reading, Islamic art, and achievement sports.

12. **Student Achievement**

a. Academic Achievement

Academic achievements achieved by MTs PP Darul Qurro Kawunganten in 2014/2015 to 2015/2016 are included in the

excellent category. This is indicated by the acquisition of UN MTs District Graduation ranks in the third rank in 2014/2015 and second rank in 2015/2016 from the number of MTs in Cilacap district, both public and private as well as getting the highest score for UAMBN subjects in all districts Cilacap. In general, academic achievement when combined between public and private SMP and MTs, MTs PP Darul Qurro Kawunganten in UN SMP / MTs graduation ranks 28th 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 are the result of teacher performance in MTs PP Darul Qurro through guidance and training efforts with various extracurricular activities and the development of students' potential through enrichment activities carried out after the learning activities are completed have shown achievements as shown in the table 1 of the following.

Table 4.4 Non Academic Achievements of MTs PP Darul Qurro Kawunganten

No.	Jenis Kegiatan	Peringkat	Tingkat	Tahun
1	Tenis Meja Ganda Putri	2 Putri	Kabupeten	2014
2	Olimpiade Biologi	3 Putra	Kabupaten	2014
	English Story Telling	2 Putra	Kecamatan	2014
4	English Story Telling	2 Putri	Kecamatan	2014
5	Pidato Bahasa Arab	2 Putra	Kabupeten	2015
6	Pidato Bahasa Arab	2 Putri	Kabupaten	2015
7	LT 2 Kwarran Kawunganten	2 Putra	Kecamatan	2016
8	LT 2 Kwarran Kawunganten	3 Putri	Kecamatan	2016
9	Pidato bahasa Indonesia	3	KKM	2017
10	Pidato Bahasa Arab	2	KKM	2017
11	Pidato bahasa Inggris	2	KKM	2017

12	Tenis Meja Ganda Putri	1	KKM	2017
13	Bulutangkis Ganda Putri	2	KKM	2017
14	Kaligrafi	1	KKM	2017
15	Kompetisi Sains Madrasah Mapel Biologi	1	Kabupaten	2017

13. List of Students Class VII C

Table 4.5 List of Students at 7th grade of MTs Darul Qurro Kawunganten 2019-2020

No	Name	Gender
01	Ahmad Saosan Nurohman	L
02	Aji Mega Saputro	L
03	Arif Fernanda Dien	L
04	Arjani Raditya Ihsan Fadhilah	L
05	Atha Panji Wicaksana	L
06	Chelsy Kurnia Sari	P
07	Dennisa Febri Utami	P
08	Dinar Faida Nur Kalisa	P
09	Fachri Firliansyah	L
10	Farhan Dwi Saputra	L
11	Fauzan Masykuro	L
12	Galung Sony Darmawan	L
13	Iqbal Pratama Putra	L
14	Jennie Ayu Talitha	P
15	Kharunia Setyawati	P
16	Khoirul Samsul Umam	L
17	Mezzaluna Syafa Un Najwa	P
18	Muhamad Tajudin Hafif	L
19	Muhammad Faishal	L
20	Nasifa Yanuar Khoerunisa	P

21	Nazal Ramidha Awakhir	L
22	Putri Yuningsih	P
23	Rasya Malikazzahra	P
24	Ridho Firdaus Pratama	L
25	Rizki Pratama	L
26	Salsa Agustina	P
27	Wahyu Adhitama	L
28	Wifa Anggraini Lathifah	P
29	Yulianita	P
30	Zidna Tabayyun Mujtahidah	P

B. Presentation of Data research

1. The Subjects Selection

The data of this research were collected by using interview, questionnaire (questionnaire with open-ended questions)and documentation. The researcher examined what students feel when learning takes place. The subjects of this research were the 7th grade C of MTs Darul Qurro with a total of 30 students. The reason, why the researcher chosed the population of class 7C, because class 7C was less active in learning. Then, the English teacher nominated 10 students at the 7th grade C of MTs Darul Qurro to be inteviewed. They are four students from male and six students from female. All of them are a member at 7th grade C of MTs Darul Qurro.

2. The Descriptions of the Subjects

Before the researcher presents the data in this research, firstly, the researcher presented the subjects' profile. The subjects of this research were; all of students at 7th grade C of MTs Darul Qurro, Tulus Hidayat S.Pd.I., he is the head master of MTs Darul Qurro, and Muhammad Muslih Tz. S.Sy he is the English teacher.

3. The Implementation of Direct Method to Teach Integrated Skills

In order to answer the first research question, the researcher did deep interview with the English teacher and gave quitionnaire (with open-ended questions) to all of students. Muhammad Muslih is English teacher of MTs Darul Qurro Kawunganten. He is a teacher who has been teaching English lesson in Darul Qurro since 1997 until now. During teaching he used the Direct Method because it refers to his experience while in Gontor. According to him Direct Method is the most practical way to learn languages, because the language is to speak. We learn how to speak, how to read and how to write correctly, as the teacher said in interview:

> *"I have been teaching English from 1997 until now, and I always use the Direct Method in learning, because based on my experience in gontor, Direct Method is the most effective method for teaching languages."*

He believed that the teacher or method is more important than the subject. Any subject or material will be interesting, if the teacher or the method is interesting. He applied the Direct Method which he thinks that method is suitable for teaching languages with four skills, as the teacher said:

> *"Any subject will be interesting depend on the teacher or with the method used."*

Renspondent 1, 3, 7, 12, 14 and 15 said that:

> *"The lesson was fun because the teacher who taught is preoccupied" (respondent 12)*

According to him teaching integrated skills is the goal of applying the Direct Method in the learning process, he said that:

> *"Basically, we have a purpose in teaching English. Our goals is teaching four skills in English namely listening skills, reading skills, speaking skills, writing skills. That the reason why we have been using Direct Method."*

There are several steps that the teacher took before and during learning so that the learning objectives are achieved.

a. Teacher Planning

The teacher prepared a lesson plan before teaching. He arranged the lesson plan according to government guidelines. However the teacher had a companion book in learning, in addition to provided the government book namely the English lessons book.

As reported by Mr. Muhammad Muslih in the interview as follows:

> *"Before teaching I prepared lesson plans, because with lesson plans the lesson will be directed. Besides, I used the teacher's handbook from the government, and I also have a companions' book, it is the English lesson book."*

Picture 2. English Lesson Book
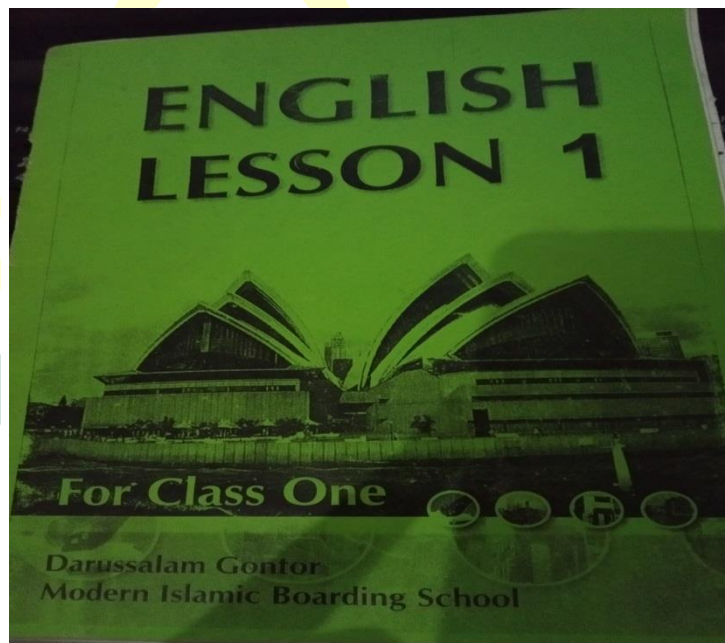
b. Learning Media

The teacher used the media in learning. Media that are often used are images and objects related to the material. Sometimes the teacher also prepares speakers to support the listening process, laptop, projector to display videos that support

learning. Here are according to English teacher through interview, he said:

> *"I always use pictures and objects related to the material to make it easier for children to understand the material. For example when I will teach about how to play badminton, then I will bring pictures related to the material, even I will bring a racket, ball or some kind of equipment for playing badminton."*

Respondet4, and 8 said that:

> *"In teaching ustadz often bring example of objects to interpret English."*

c. Learning Process

Picture 3. Learning Process

Direct Method is a method of teaching a foreign language, through conversation, discussion and reading in the language itself, without the use of the students' language, and without translations.

1) The teacher started the teaching and learning process by greeting and praying,

2) After that the teacher asked some questions about the last topic, to check the students understanding. The teacher used the target language to makes the language habit. The teacher gave encouragement to students in various ways, so that students compete to answer questions. For example by getting extra points for children who dare to answer. This is done to warm up before starting new material.

3) After giving the questions about the last topic, the teacher started to teach the new topic. Usually the teacher asked the students to read the book related to the topic, or asked the students to watch the video related the topic and so on.

4) After that the teacher asked to the student about the vocabularies that the students do not know its meaning. Then the teacher explained the material using gesture, real content, or pictures to makes the students easy to get the teacher explanation. To get the correct pronunciation, then in learning process the teacher said the vocabularies repeatedly and students imitated it, so they are getting correct in pronunciation.

5) Then the teacher asked the students to practice the new vocabularies. The teacher told to the students to make short sentences from the vocabularies and asked students to read it aloud. The teacher gave the opportunity for students to ask some questions and answer the questions using the target language, or the teacher created a discussion group in the class to practice conversation with his friend. Sometimes the teacher hold an ice breaking or game in the middle of learning that aims to eliminate the boredom of students in the learning process. As reported by Mr. Muhammad Muslih in the interview as follow:

> *"In the middle of learning sometimes I did ice breaking or games to get rid of students' boredom. Ice breaking that I gave sometimes only for interludes, but sometimes also each related to the material."*

Respondents 8, 12, 13, 21, 27, 28, and 29 said that the teacher used game, and sang English song together to overcome the boredom of students.

> *" The teacher used game (using English language) and there were still many other activities"* (Respondent 8)

6) The last is evaluation, the teacher asked the students to do the exercise in the book related to the topic. All the learning process done using target language directly.

4. The Proponent and Inhibiting Factors in Implementing Direct Method to Teach Integrated Skills.

In order to answer the second research question, the researcher did the interview with the teacher and 10 students at 7th grade of MTs Darul Qurro and gave the questionnaire (open-ended questions) to all of students. After conducting the interview, the researcher found some proponent and inhibiting factors in implementing Direct Method to teach integrated skills.

a. The preceptions of 10 students and English Teacher about the inhibiting and proponent factors.Here are the scripts of interview:

The first respondent is Jennie Ayu (S1). She said in interview using WatsApp as follow:

> *"I like the English language lesson. I like practice English directly in learning process. I felt as if I were in England. I found it difficult, when I did not understand what my teacher was explaining."*

This happens because students lack a lot of vocabulary. She is happy with learning English because sometimes teachers invite to sing together, and watch video.

The second respondent is Farhan (S2). He said that:

> *"I did not really like English lesson because I felt difficult in saying English."*

Although he felt difficult in saying English, he still likes to follow the learning process, because the teacher covered the lessons tobe interesting. For example by giving games, or inviting students to learn outside the classroom.

The third respondent is Chelsy Kurnia (S3). She reported in the interview as follows:

> *"I like Learning English. But I felt confused if the teacher always uses the target language directly during the learning process, because I lack lot of vocabularies."*

The fourth respondent is Wifa Anggraini Lathifah (S4). She said that:

> *"I did not like English lessons. I think English lesson is difficult, especially if the teacher always explains in English. I found difficult to read English, and also felt insecure about saying an English word."*

The fifth respondent is Fina Rohmatul Ummah(S5). She said in the interview that:

> *"I did not really like English lesson. I felt many difficulties in learning English, especially in writing."*

The sixth respondent is Arjani Raditya Ihsan(S6). He said in the interview that:

> *"I like learning English. I also pleased with the method that the teacher applied, even though I felt some difficulties. I think the difficulty I got because of I lack of independent study."*

The seventh respondent is Khoirunia Setiawati(S7). According to her in the interview the English lesson is as follows:

> *"I like learning English because English is international language. I felt difficulty in writing and reading in learning English."*

The eighth respondent is Rizky Pratama(S8). He said that:

> *"I like learning English, because the teacher often played games in learning that makes learning fun. I felt happy when I had to practice English directly in class."*

The ninth respondent is Mezzaluna Syafa(S9). She said that:

> *"I like learning English. I got difficulty in learning process because I lack a lot of vocabulares."*

The tenth respondent is Khoerul Samsul Umam(S10). He said that:

> *"I do not like learning English. Learning English is difficult. I felt difficult in writing and reading. The teacher who explains using English directly it makes the learning is difficult to understand."*

According to the results of the interview there were some inhibiting factors happened in learning process. Like the difficulty of English pronunciation, the difficulty of writing English, the lack of vocabulary in English, the lack of confidence of students in speaking English in class, the lack of student understanding of teacher explanations that absolutely use English, even to the lack of interest in students to learn English.

The next respondent is Mr. Muhammad Muslih. He is the English teacher at 7th grade of MTs Darul Qurro. According to him the Direct Method is the most practical way to teach English, because basically the nature of language is to speak. He said that the core of the Direct Method is how to speak, how to read and how to write correctly. As he said in interview as follow:

> *"I always use the Direct Method in learning, because based on my experience in Gontor. Direct Method is the most effective method for teaching languages."*

He believed that the material will be interesting depend on the teacher or the method used. The lesson will be fun and interesting if the teacher can package it well. According to him in the interview:

> *"Teaching integrated skills is the goal of applying the Direct Method in the learning process, but everything needs a process. Students of class 7 are still basic process in applying the Direct Method, so there are still many obstacles encountered. It viewed from different students' origins, for example there may be some of them 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. As we know one of the Direct Method principles is using the*

target language during the learning process. So that there are many obstacles in applying this method in 7th grade of MTs, but the results of implementing Direct Method will be seen when they go up to 8th grade."

Sometimes students also lack enthusiasm in learning, especially in the last hour. Students are also bored, so sometimes he invited students to play games, or sing English together. It is done only to build the spirit of the students again.

b. Students' perceptions through questionnaire with open-ended questions about the proponent and inhibiting factors.

Respondent 1,4, 5, 6, 7, 8, 12, 16, and 21 said that the the biggest factor that inhibited learning was lack of vocabularies.

> *"I don't know much about vocab, it's hard to speak English, and I'm afraid of the wrong in pronunciation" (respondent 4)*

> *"Sometimes I get confused because my vocabulary is still minimal" (respondent 5)*

> *"Vocab that I don't know the meaning" (restondent 6)*

Respondent 16 said that students' origin was the inhibing factor.

> *"I understand with the teacher's explanation because I ever learned the material in elementary school"*

It means different students' origins was the one of several inhibiting factors. For example there may be some of students 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.

According to interviews and questionnaire (with open-ended questions) that carried out with the teacher and the students, researcher found several proponent and inhibiting factors in the implementation of the method to teach integrated skills at 7th grade of MTs Darul Qurro.

1) Inhibiting Factors

   a) 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.

   b) The lack of vocabularies

      Students had difficulty understanding to the teacher's explanation because they do not have a lot of vocabularies

   c) The students lack of interest in learning English.

2) Proponent Factors

   a) A good media

      A good media helped students to get the point of material. The teacher prepared real pictures or objects as a medium of learning. For example when in learning discussed about how to play badminton, then he brought rackets, balls and others for learning media. He believed that the media will make it easier for students to understand the material.

   b) Teacher's technique

      The teacher or the technique that the teacher used is more important than the material. The material will be fun if the teacher can package the material properly.

   c) Teacher's motivation

      To build or increase student enthusiasm, teacher often played games, sang English together, or invited students to study outdoor.

   d) Self Development Component in MTs Darul Qurro

      Self-development is intended to provide opportunities for students to develop and express themselves according to the needs, talents, and interests of each student in accordance with

the conditions of Madrasa. 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 teacher to apply the Direct Method in class, because the students are used to using target language in their daily activities in the boarding school.

C. Analysis of Data Research

Based on the research conducted by researcher at MTs Darul Qurro, the researcher analyzed the implementation of Direct Method to teach integrated skills at 7th grade of MTs Darul Qurro can be seen as below:

1. The Implementation of Direct Method

Based on the data that obtained from the result of the research, the teacher of English lesson at MTs Darul Qurro 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. In the learning process the teacher used the target language directly. The teacher used the target language to makes the language habit. Related to the theory of teaching and learning process is done with all English.[60]

Direct Method is a method of teaching a foreign language, through conversation, discussion and reading in the language itself, without the use of the students' language, and without translation. A language could be best taught by using it actively in the classroom.[61]

In the beginning learning process the teacher asked the students to read task. This is related with the second principle of Direct Method that is reading in the target language should be taught from the

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[60]M.F. Patel and Praveen M. Jain, *English Language Teaching…*,p. 78
[61]Jack C. Richard & Theodore S. Rogers.*Approaches and Methods in Language Teaching,* a…, p.170

beginning of language instruction; however, the reading skill will be developed through practice with speaking.[62]

The researcher found that the teacher used gesture, real content, or pictures to makes the students know what the meaning of the new vocabularies. Sometimes the teacher invited the students to learn outside the classroom to see real content, making it easier for teachers to explain the material or to show the real content about the material that they do not know the meaning, so the teacher did not need to interpret it in the original language. It is related with the theory of objects (e.g., pictures) presented in the immediate classroom environment should be used to help students understand the meaning. Objects are very important, because the teacher will not translate the word in to the native speaker.[63]

Self-correction means the students correct their mistakes by themselves and the teacher helped them to find the mistakes. For example the teacher asked the students to read the text. To get the correct pronunciation, then after the students read the text, the teacher repeated how to read some vocabularies that have been wrongly spoken by students when reading text.

The implementation of Direct Method at7th grade of MTs Darul Qurro can be seen at the table below:

Table 4.6 The Implementation of Direct Method at 7th grade of MTs Darul Qurro Kawunganten

No	The principles of Direct Method	Realized	
		Yes	No
01	Reading in the target language should be taught from the beginning of language instruction; however, the	√	

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	reading skill will be developed through practice with speaking.		
02	Objects (e.g., pictures) presented in the immediate classroom environment should be used to help students understand the meaning. Objects are very important, because the teacher will not translate the word in to the native speaker.	√	
03	The native language should not be used in the classroom	√	
04	The teacher should demonstrate, not explain or translate.	√	
05	Students should learn to think in the target language as soon as possible.	√	
06	The purpose of language learning is communication	√	
07	Pronunciation should be worked on right from the beginning of language instruction	√	
08	Self-correction facilitates language learning.	√	
09	Grammar should be taught		√

	inductively		
10	Writing is an important skill, that to be developed from the beginning of language instruction.		√

2. Direct Method to Teach Integrated Skills

In using Direct Method to teach integrated skills, the teacher used the target language directly to teach the material. It is related with theory of one important thing which should be kept in mind is that these four skills are normally integrated in real life.[64]

In the learning process, the teacher used the principles of the Direct Method that involved reading, speaking, listening, writing skills in every meeting. Teaching integrated skills is the teaching of four language skills. These four skills related to one another, as when a lesson involved activities that related listening and speaking to reading and writing.[65] The implementation of Direct Method to teach integrated skills at 7th grade of MTs Darul Qurro can be seen at the table below:

Table 4.7 The Implementation of Direct Method to teach Integrated

Skills at 7th grade of MTs Darul Qurro Kawunganten.

No	Criteria	How to implement
01	Reading skill	The teacher asked the students to read the task related to the topic in the beginning of learning process.
02	Speaking skill	By asking some questions, or

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		giving the opportunity for students to ask some questions or making group discussion.
03	Listening skill	By using the target language during the learning process, made students more pay attention to the teacher's explanation, and listen carefully to what the teacher said.
04	Writing skill	By answering the questions on the exercise in writing, developed the students writing skill.

3. Proponent and Inhibiting Factors

According to interview and questionnaire (with open-ended questions) that conducted with the teacher and the students, researcher found several proponent and inhibiting factors in the implementation of the method to teach integrated skills at 7th grade of MTs Darul Qurro.

a. Inhibiting Factors

Based on the data that obtained from the result of the research, the researcher found some inhibiting factors in implementingDirect Method at 7th grade of MTs Darul Qurro. They are:

1) 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

2) The lack of vocabularies

Students got difficulty understanding to the teacher's explanation because they do not have a lot of vocabularies. According Leong Lai Mei et al one of the factors that impact the EFL learners to have poor performance in English language learning is students have limitation of vocabulary.[66]

3) The students lack of interest in learning English or lack motivations. According to Alaadin & Ghanim in the previous research one of the inhibiting factors in learning English is the learners lack of Motivation.[67]

b. Proponent Factors

1) A good media

A good media helped to students easy to get the point of the material. The teacher prepared real pictures or objects as a medium of learning. For example when the learning discussed about how to play badminton, then the teacher brought rackets, balls and others for learning media. He believed that the media makes it easier for students to understand the material.

Richards and Rodgers stated that several of Direct Method's principal are 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, both listening and speaking comprehension were taught.[68]

2) Teacher's techniques.

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[66]Leong Lai Mei at al. "Factors Caused Students Low English Language". International Journal of English language education 2013.Vol. 1.No.1.

[67] Alaaddin & Ghanim, "Difficulties of Learning English as Foreign Language among Students at English Department College of Education." University of Kirkuk (Majalah adabi al-farahidzi), 2013, P. 17

[68]Jack C. Richard & Theodore S. Rogers.*Approaches and Methods in Language Teaching, a Description and Analysis…*, p. 12

Based on the result of the research, the teacher's techniques are more important than the material. The material will be fun if the teacher can package the material properly.

According to Nila Andriyani in the previous research, about the teacher's techniques, as follows:

Using several techniques in learning such as games, the teacher will make children more active and interested in the learning process.[69]

3) Teacher's motivation.

Based on the result of the research, teacher's motivation in learning is supported the success of learning process. It related with the previous research at the statement as follows:

Motivations play an important part in improving and developing learner's communicative ability or learners' enthusiastic.[70]

4) Self Development Component in MTs Darul Qurro

Self-development intended to provide opportunities for students to develop and express themselves according to the needs, talents, and interests of each student in accordance with the conditions of *Madrasa*. The personal development includes: Coaching three languages (*Muhadorah* / Speech: Indonesian, Arabic and English) and Full day English and Arabic conversion training. The program made 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.

Based on the results of comparative analysis with other research, the inhibiting and proponent factors of applying

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[69]Nila Andriyani, "*Using the Direct Method in Teaching to Improve Students' Speaking Skill at Purikids Language Course.*"Yogyakarta state university.

[70] Alaaddin & Ghanim, "Difficulties of Learning English….,P. 17

ofDirect Method at MTs Darul Qurro Kawunganten were almost the same with the general English learning

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 7th 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 7thgrade 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 7th 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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