

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher conducted deep observation in the class. There are two classes conducted in this research. The observations were on March 30th, April 1st, 2nd, 4th, 5th, 2019. MEC English Syariah Banjarmasin located at Brig. Gen. Hasan Basri Street No. 15C, Banjarmasin. It was well designed with cafe concept. It consists of three floors with 4 classes.

In the first floor is for regular class and there are many chairs and also the cafe. So, the students of MEC English Syariah or the teachers can enjoy the food there after they study. The cafe in this course is not same with other cafe. Because there was no music here. So, the students in regular class could study calmly. Everyone who buy food or drink in this cafe has to speak in English. The second floor is for the office teachers, silver and gold class.

There are four classes in this course, they are Regular, Silver, Gold, and Platinum. In regular class, every student will put in this class for the first time when they join with MEC English Syariah Banjarmasin. They will learn English basic, such as vocabulary, expression, simple and short conversation. After three months later, they have to do a test. The test is a test measure how

well the students' English skills. After they passed the test, they will be divided into Silver, Gold, or Platinum class based on the test result.

In silver class, the students learn how to speak in English. They will practice the conversation, role play, storytelling, and so on. In gold class, the students already can speak in English better than silver class. They can speak in English each other and with the teacher naturally. And the last class is platinum, because they already can speak in English correctly, they will practice for public speaking, MC, debate, speech, announcer, reporter, and so on.

In the classroom which the researcher observed, there was a big carpet, a whiteboard, some pillows, AC, and there was not chair in this room. So the students can study casually. The teacher and the students sat on the carpet to make the situation more comfortable and the students could feel like they were studying at home. The room temperature was cold because the air circulation was quite good.

The environment in the room was beautiful because there was some calligraphies about idiom in English. The light was bright to study because the wall was white so it made the class was very bright. Thus, the classroom's environment was conducive for teaching and learning process because the classroom was equipped with complete facilities and the students would enjoy

the environment while studying. There were two classes in MEC English Syariah that the researcher observed.

1. First Observation

The first observation was conducted by the researcher on Saturday, March 30th, 2019 in Gold class at 7.30 p.m. until 8.30 p.m. In that time there was only one student come to the class because of heavy rain and actually it was not like the researcher's expectation, the researcher conducted the research in the rain season which always rained in the afternoon and evening. The topic at that time was relative clause. When starting the lesson the teacher spoke in English with the student.

First, they talked about holiday. The teacher asked the student about her holiday. The student told about her holiday to the teacher in English too. They did long conversation about holiday, after that the teacher asked the student to review about the last topic in the last meeting. Then, the teacher explained about the topic for that day was about relative clause in English and write the example on the white board.

After that the teacher gave an article. She asked the student to read and find out the relative clause sentence in the article. The article was about climate in Indonesia. Apparently, the student did not take long time to find out the relative clause sentence in the article. Then, the teacher asked her

to explain about the article and mention how many sentences that she had found. The student told the teacher about what she had found in the article in English. But, when she could not say it in English she gave a signal to the teacher to help her say it in English. The teacher helped the student for explaining it in English with picture, expression, and practice it.

2. Second Observation

The second observation was conducted by the researcher on Monday, April 1st, 2019 in Gold class at 5 p.m. until 6 p.m. In that time there were 4 students come to the class because of the rainy day. The day was not heavy rain but cloudy. So, not all the students could come to the class. The teacher started the lesson by praying first and greet the students. She asked them about why they did not come at the last meeting. They said that they didn't come because of the rainy day.

It made them lazy to leave the house and more comfortable to stay at home. Then, the teacher talked about their final project. Before explain the lesson the teacher asked the students to read and tell about the idiom in English on the wall. They discussed it together. After that she talked about topic for that day. The topic was about diet and healthy.

While talking about diet and healthy, the teacher asked the students to relax for a moment. They massaged each other. The teacher explained the

grammar that used in this topic is present perfect tense and gave question like “Have you ever eaten...?”. She explained the grammar indirectly. She invited the students to make conversation about the topic used present perfect tense. They played the game related to the topic.

The teacher prepared some cards that contain a question in present perfect tense and gave it to the students one by one. After that, every student had to ask a question from the card to a friend beside her. They talked each other about the topic used present perfect tense. Asking them to make a short conversation made them understand about the topic easily and the grammar also. After the game was end, the teacher wrote the formula of present perfect tense on the white board and explained it in English.

3. Third Observation

The third observation was conducted by the researcher on Tuesday, April 2nd, 2019 in Silver class at 7.30 p.m. until 8.30 p.m. In that time there were 2 students come to the class because of heavy rain. The topic discussed at that time was story telling. Before starting the lesson, the teacher asked the students about their favorite story. They talked about kinds of stories.

After that, the teacher asked the students to read the text and present the story of the text through story telling. The topic of the lesson for that time was so simple. So, the students had to present the story telling one by one and the teacher asked about the content of the text. Then, at the end of the lesson the teacher explained a little about relative clause and wrote the examples on the white board. Even though only two students attended, but the teaching and learning process was more conducive and enjoyable. The lesson went very well.

4. Fourth Observation

The fourth observation was conducted by the researcher on Thursday, April 4th, 2019 in Gold class at 5 p.m. until 6 p.m. In that time there were 3 students came to the class because of the rainy day and very cloudy. The teacher started the lesson by praying and greeting the students. First, they reviewed about the last topic and then the teacher told them about the topic for that day. The topic was interviewing.

The teacher explained about how to do the interview section or step in English. The teacher showed the example of the interview through power point. Then, the teacher gave a dialogue about interview and asked the students to read it. After reading the dialogue, the teacher asked the students to practice it like a conversation each other. After practicing the

dialogue, the teacher gave the students some interview questions to make them understand easily.

After practicing several times, the teacher asked the students to make the interview dialogue in pair spontaneously without text. They seemed like they already understood about how to do the interview. It seemed when they made a conversation spontaneously and they did it very well. Even though there were some vocabulary they didn't know but the teacher understood it and told it in English.

5. Fifth Observation

The last observation was conducted by the researcher on Friday, April 5th, 2019 in Silver class at 7.30 p.m. until 8.30 p.m. In that time there were 10 students came to the class because the weather at that time was good. The topic discussed at that time was story telling. The teacher gave a text to the students and asked them to read it first. After that, they told about the story to a friend beside her. So, they worked in pair. The teacher asked the students to retell what they got from the story that their friend said.

Then, the teacher asked the students to review the text that they had read such as the title, genre, what's the text about, author, and favorite part. They presented the review in front of their friends one by one. They seemed enjoyable during learning process. At the end of the lesson,

because there was time left so the teacher explained a little about reported speech.

From five times observation in Silver and Gold class, the researcher found that the learning process was divided into five main steps: 1) review, 2) introduction, 3) drill, 4) production, and 5) closing. To begin the teaching and learning process, the teacher started the class by greeting and praying. After that, the teacher gave the students review about the last topic by conducting question and answer activities or asked the students to explain with their own words in English.

Here, the review was given to check the students' memorization whether the last topic had been understood or not. The teacher also gave the students new vocabulary in the beginning of the lesson every meeting. The teacher gave the students an idiom sentence in English and wrote it on the white board. The teacher asked the students to mention what the meaning of the sentence.

After giving the review, the teacher started the new topic by introducing new topic or lesson. It happened in both class that the teacher used flash card as media, power point, book, paper, and so on. The teacher explained the lesson in English, conducted question and answer activities

related to the topic, while telling a little so students did not feel bored and felt comfortable while studying.

In teaching integrated skills using direct method, the teacher did not explain the grammar directly and used the real content as the media. Deductive means that grammar is not taught in the beginning of the lesson (Richards, 2001, p. 113). By integrating skills, the teachers were able to connect the material closer with the real life which involves more than one skill. The use of real content means that the teacher uses real sentences as the example without giving the dissection of language forms (Oxford, 2001, p. 49).

In drilling activity, the teacher drilled the language focus. The activities which were used for drilling were practice a lot and question-answer between teacher and students. Based on the observation in Silver and Gold class, the teacher presented all the language skills in the classroom activities and so that the students could join the activities well. As one of benefits in direct method, learners often try on the conversation, especially topics which have taught in the classroom (Pruett, 2006, p. 76). In Silver and Gold class, the teacher always explained the material in English orally and sometimes asked the students to repeat what the teacher said.

In order to answer the second research question, the researcher used data from interview the students. There are twenty students that the researcher interviewed in this research. There are 7 questions for the interview. From the interview, the researcher found that is in all students' opinion English is important because English is an International language and makes us easier to communicate with others if we go abroad or anywhere.

The students really like classroom learning, they said that classroom learning is really good, fun, and interesting. However, most students also said that they were quite understand and a little understand about the teacher's explanation in English. Sometimes they understand if the vocabulary is easy when the topic discussed using easy vocabulary. When the researcher asked the students what learning and teaching process they like most. They said that *"Practice and play the game. Because without practice we don't know about our English ability. Game makes us happy and fun. So we enjoy the lesson"*.

The students also have difficulties to understand the lesson because they don't have many vocabularies. They lack of vocabulary. So the teacher should explain the lesson with tools as media to make students easier to understand the lesson. In the students' opinion that the implementation the direct method is very helpful for them in improving their English skills ability but it depends on the teacher and students respectively. If the teacher teaches with direct method to bring the class atmosphere to be fun and interesting

students will enjoy it and enthusiasm in learning. As they said: *“I think success of a student in English ability is from the method applied by the teacher because teacher is someone who give new information for her students. If the method is good, so the students will understand easily and learning process will be fun and relax”*.

In MEC English Syariah, the skills taught include all skills, namely integrated skills. When the researcher asked the students whether they like all those skills such as reading, listening, speaking, and writing. Most of students answered that they like speaking and listening skills because they have more conversations in the class. They said that *“I like speaking skill because speaking is combination between listening and speaking, like brain and mouth.”* But some other students like reading and writing skills.

B. Discussion

This sub chapter will be discuss all of finding from this research and this section also will answer the research problem of this research that has been explain in chapter 2.

Based on the observation, the researcher found that in Gold and Silver class the teacher showed an article in power point using target language, teacher explained the lesson using the target language, teacher asked question in the target language, students asked and answered to the teacher in the target

language in Gold class but not in the Silver class, students' pronunciation is corrected, but grammatical structure is not in Gold class but not in Silver class, students presented their task in the target language, and students communicate each other in the target language in Gold class but not in Silver class. In accordance with the characteristics of direct method, the researcher found that the teacher and students communicate in the target language in the class (Pruett, 2006, p. 5).

Direct method is characterized by use of target language as a mean of giving instruction and communicating in the language classroom, and the avoidance of using the first language and the translation technique (Richards, 2001, p. 82). In teaching integrated skills, the classroom activities consisted of more than one skill. It was proven by the observation. In speaking and listening, teacher asked the students to do conversational and listening activity. In reading teacher asked the students to read the example from the book, in writing, ask the students to do writing exercise from the book or write the example of sentence on the white board or their paper.

The researcher concluded that by implementing integrated skills, the students were not simply learning from more than one skill at the same time. It also showed that the integration could build the students' motivation to learn English deeper. Furthermore, by building the students' motivation, the researcher considered that the students could gain more benefits from the

course that they were working on. In other words, the researcher would like to say that direct method was effective to be implemented in learning integrated skills even though the researcher still found minor mistakes in the teaching and learning process.

In order to answer the second research question, the researcher used data from the interview which was about students' perceptions toward the implementation of direct method to teach integrated skills at MEC English Syariah Banjarmasin. There are 7 questions will be interviewed by the researcher as follow:

1. Do you think English is important? Why?
2. What do you think about classroom learning?
3. Do you understand about the lesson from the teacher's explanation?
4. What teaching and learning process do you like the most? Why?
5. Do you have some difficulties to understand the lesson? Why?
6. Do you think the success of a student in English language ability really depends on the teaching method applied by the teacher? Why?
7. There are four skills in English such as reading, listening, writing, and speaking. Which one do you like the most or all of them? Why?

For the first question, all students agree that English is important. The students answered *“Yes, English is important because English is an*

International language. We can communicate with people from other countries easily". This interview shows that all students of MEC English Syariah love to learn English because they thought that English is important.

The researcher also interviewed the students about the classroom learning. The students answered "*The classroom learning is so good, fun, and interesting*". There were 18 students who answered like this and 2 students had different opinion. This interview shows that the students like the classroom learning was given by the teacher. It means that the direct method used by the teacher in teaching English can be accepted by students. The students feel learning by using the direct method is fun.

For the third question, the researcher interviewed the students about their comprehension from the teacher's explanation. The students answered "*Yes, I do*". There were 15 students who answered that they understand about the teacher's explanation. But there were 5 students answered "*A little bit understand*". This interview shows that the teacher's explanation about the lesson to students cannot be understood by all students but there were still more students who understand than those who did not understand.

For the fourth question, the researcher interviewed the students about teaching and learning process that the students like the most. There were 19 students answered "*I like learning English with game and more practice,*

because without practice we don't know about our English ability. Game makes me happy, fun, and not boring during teaching and learning process".

This interview shows that the practice of speaking English can directly improve students' English skills. There was 1 student answered *"I like learning English about common expression and practice. Because I can try to speak in English with practice"*. This interview shows that 1 student wanted to learn common expression and also more practice in speaking English.

For the fifth question, the researcher interviewed the students about their difficulties to understand the lesson. The students answered *"Yes, I do. Because there are still many vocabulary words in English that I don't know but Miss Adel really helped us when we had difficulty understanding the lesson. Miss Adel explained slowly and then demonstrated and made an expression on her face to make us understand easily"*. This interview shows that the role of the teacher is very important in the learning process of students. However, the teacher must be patient and trying to make the students understand what is being taught. There were 18 students who had difficulty in understanding the lesson because of their lack of vocabulary mastery and 2 students who claimed that they had no difficulties.

Next, the six question, the researcher interviewed the students about the success of a student in English language ability really depends on the teaching method applied by the teacher. The students answered *"I think*

success of a student in English ability is from the method applied by the teacher because teacher is someone who give new information for her students. If the method is good, so the students will understand easily and learning process will be fun and relax". This interview shows that students think that the learning and teaching process will succeed depending on the teaching method applied by the teacher. So, the teacher must be able to choose what method is suitable for the students so that students can easily understand what is conveyed by the teacher. There were 17 students answered like that and 3 students answered "*It all depends on the students themselves*".

The last interview question, the researcher interviewed the students about their most preferred English language skills from four skills. There were 10 students answered "*Listening, because we only listen but by just listening we can get new vocabulary and how to pronounce it in English*". There were 2 students answered "*Writing, because I like to write in English. Eventhough my grammar is bad*". There were 3 students answered "*Reading, because it's easier to learn grammar by reading*". There were 5 students answered "*Speaking, because speaking is combination from listening and speaking, brain and mouth. When we speak we don't care about grammar*". From these interviews show that students have their most preferred English language skills as the answers from the interview above the students liked the direct

method taught by the teacher. The students enjoyed teaching and learning process.

Overall, the reseacher concluded that using the target language most of the time in the classroom, as one of the carracteristics of direct method, gave the students benefits in their language ability. Students could get much vocabulary and have correct pronunciation. Teacher introduces a new target language word or phrase, she/he never translates it into te students' native language (Freeman, 2008, p. 84). Students speak in the target language naturally as if they were in a real situation. The students could also learn how to communicate using the target language by doing question and answer between teachers and students.