TEACHERS' PERCEPTION ON THE USE OF DIRECT METHOD IN TEACHING VOCABULARY AT MADRASAH TSANAWIYAH AL AZHAR JEMBER
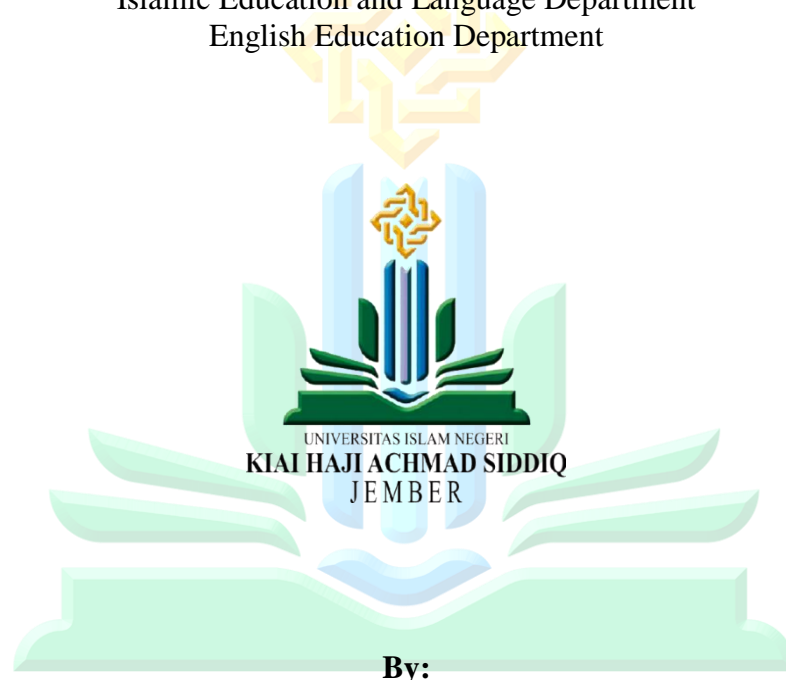
THESIS

Submitted to State Islamic University KH. Achmad Siddiq Jember in Partial
Fulfillment of the requirements of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Education and Language Department
English Education Department

By:

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ENGLISH EDUCATION PROGRAM
ISLAMIC EDUCATION AND LANGUAGE DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
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MOTTO

كن حديثا حسنا لمن وعى

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

(al Hukama)[*]

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

DEDICATION

I dedicate this thesis to my beloved parents, Mr. Moh. Hafid Winarno and Mrs. Titin Sumarni who have supported me, prayed for me in all day and night. I am so glad to have you all in my life. Thank you mom, thank you dad, thank you for a countless things, I love you all.

ACKNOWLEDGEMENT

All the thanksgiving of the writer was conveyed to Allah, because of His mercies and graces, the planning, process and completion this thesis can be carried out well. The writer also can get this success because of the support of many parties. Therefore, the writer realizes and expresses his deepest gratitude to:

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Finally, hopefully all the good deeds that you have given to the author received a good reply from God.

Jember, October 21st, 2022

PRAYOGA SENDY K.H

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ABSTRACT

Prayoga Sendy Kurniawan Hafidh, 2022: *"Teachers' Perception on the use of Direct Method in Teaching Vocabulary at Madrasah Tsanawiyah Al azhar Jember"*

In learning English it should used appropriate learning method that relevant with the student capability. In determining the learning method is closely related to the selection of the most effective and efficient teaching and learning strategies. This research would focused on the discussion of Direct Method and how is the teachers perception who applied this method in the learning activities. Mts Al Azhar Jember as an institution that implement direct method as a learning method that support English teaching process because the students condition and capability is related with the Principles of direct method.

The aims of this research was to investigate: 1) how is teachers perception on the use of direct method in teaching English vocabulary, 2) how is teachers perception about advantages and disadvantages of direct method, 3) how is teachers perception on the use of direct method in evaluating students outcomes

This study used qualitative approach and the research design was field research. The research subject were teachers of Mts Al azhar. Data collecting technique in this study were interview, observation, and documentation. The data analysis in this research was interactive analysis according Miles, Huberman , and saldana. While, for the validity data the researcher used source tringulation and technical tringulation
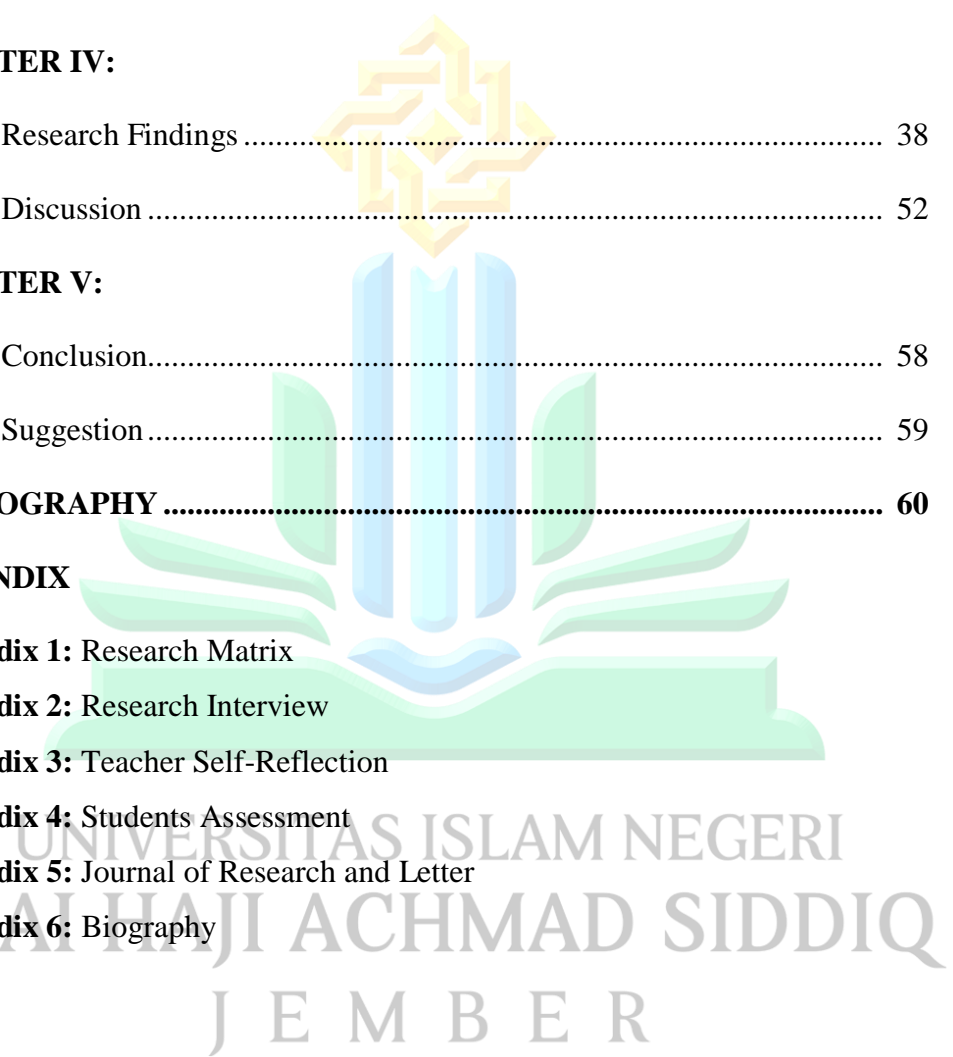
This research findings showed that: 1) Through direct method the students more easily to understand what the material that delivered by the teachers, 2) the teachers mention that is very difficult use a target language (English language) in the learning activities because most of the student is beginner is study English, and through direct method the teachers more concerned their students vocabulary skill than grammatical skill, 3) the teachers evaluate student outcomes through direct method, then gave an assessment his criteria itself and the evaluation aim ensure that the learning method is appropriate

Keyword: Perception, Direct method, Teaching vocabulary

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CHAPTER I

INTRODUCTION

This chapter discusses some aspect dealing the topic of the research. They are background of study, research questions, research objectives, research significant, scope of the research, and definition of the terms.

A. Background of Study

The emergence of 2013 English Language Learning curriculum in Indonesia is a response to the reality that English learning in the previous curriculum failed to reach communicative goals set by the government goals.[1] This curriculum aimed at developing students' communication competencies in oral and written forms to achieve certain levels of informational literacy, having an awareness of the nature and the importance of English to improve the nation's competitiveness in a global society, and developing students' understanding of the interrelationship between language and culture.[2] On the other hand, Teacher as a curriculum developer has to be able to translate, explain and transform the values involved in the curriculum to his/her students. To develop the curriculum, a teacher can do the following activities: planning, implementing, and evaluating the curriculum. Through planning the curriculum, the teacher can predict what he/she wants to achieve in the learning process. After   planning, he/she should implement it. There are some steps the teacher can do in teaching such as choose the best learning method who relates with existing curriculum, then explain the material using the

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[1] Tantra, 2015; Ahmad, 2014; Nur& Madkur, 2014; Wachidah, 2013
[2] Former Regulation of Ministry of National Education Number 22 Year 2006

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selected learning method, and the last assessing students to know the successful of teaching.

Allah state in Qur'an surah An-Nahl, no 125:

ٱدۡعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلۡحِكۡمَةِ وَٱلۡمَوۡعِظَةِ ٱلۡحَسَنَةِ ۖ وَجَٰدِلۡهُم بِٱلَّتِى هِىَ أَحۡسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعۡلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦ ۖ وَهُوَ أَعۡلَمُ بِٱلۡمُهۡتَدِينَ ﴿١٢٥﴾

Meaning: Invite all to the Way of your Lord with wisdom and kind advice, and only debate with them in the best manner. Surely your Lord alone knows best who has strayed from His Way and who is ˹rightly˺ guided.[3]

The word لۡحِكۡمَةِ means a wisdom and correct description. In other hand *al-hikmah* means that always consider various factors in the teaching learning process, those are: subject and object factors, facilities, media, teaching environment and a suitable learning method.

In determining the learning method is closely related to the selection of the most effective and efficient teaching and learning strategies. The selection of the right strategy is needed in order to prepare the teaching and learning process activities needed to achieve the teaching objectives. Based on the experience of the researcher teaching English at one of the first-level schools located in one of the Jember Islamic Boarding School foundations, namely MTs Al Azhar, the researchers found that applying methods that suit the needs of students is the best way to get competent students. Therefore, one of the teachers who has experience in teaching English at the school suggested a

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[3] Qur'an Kemenag. Online version. https://qur'an.kemenag.go.id (accessed on 19th September 2022, 12.01 pm)

learning method that suits the needs of students in English subject matter, the method is the direct method. In fact, students have not mastered English, this can be proven by the low level of students' vocabulary mastery. The low level of students' vocabulary can be seen from the teacher's experience while teaching at the school. Students always ask the teacher about the meaning of these words. On that basis the selection of the method is used, because only the method that suits the needs of students.

Actually direct method is not new. Its principles have been applied by language teachers for many years. Most recently it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Direct method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target language through the use of demonstration and visual aids, with no recourse to the students' native language[4]

Through direct method, the teacher does not have to translate every single unfamiliar word and the student will be more active in developing vocabulary, because they will not depend on their teacher. Based on the discussion above, the researcher wants to know whether there are some differences in student's vocabulary achievement if they learn vocabulary through direct method and their teacher;s perception abou it. So the researcher give entitle for this thesis is **"TEACHER'S PERCEPTION ON THE USE**

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[4] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching.*(Oxford: Oxford University Press, 2000), p. 23.

OF DIRECT METHOD IN TEACHING VOCABULARY at MTs AL AZHAR JEMBER"

B. Research Questions

Based on the background of the research, the research aim to answer the following questions

1. How is Teachers Perception on the use of direct method in teaching vocabulary?

2. How is the Teachers Perception about the advantages and disadvantages of direct method?

3. How is the Teachers perception on the use of direct method in evaluating students' outcomes?

C. Research Objective

Based on the research questions above. The research objective for this research are:

1. To figure out teachers' perception on the use of direct method in teaching vocabulary

2. To figure out teachers' perception about advantages and disadvantages of direct method

3. To figure out teachers' perception on the use of direct method in evaluating students'

D. Scope of the Research

This research focuses on the Teachers' perception on the use of direct method in teaching vocabulary. The research data was taken from one of the

schools that applied the direct method on teaching learning vocabulary, namely MTS Al Azhar Jember. This school is located within the college foundation. There are several learning institutions ranging from elementary to high school levels in this foundation

E. **Research Significant**

The result of this research is fully expected to give some theoretical and practical significance for the following parts :

1. Theoretically

In general, this research is expected to be able to contribute to the world of education in the English language learning program through the role of the teacher's perception of the use of direct methods in the ELT class. teachers are expected to be able to adapt good learning methods in the classroom.

2. Practically

In this research could be a comparison in conducting another research. The findings of this study may be useful to other researchers who are interested in doing similar studies. The findings of this study can be used as a guideline to develop new research design and methodology

F. **Definition of Key Term**

Definition of key terms is given by the researcher to the reader who cannot understand about some words in this thesis. The purpose of this part is to make the research clear to the readers and avoid misunderstanding on

certain terms. The definition of key terms usually more exist in this research. The most of the terms are defined as follows :

1. Teachers' perception

Teacher perception is the way teachers think about or understand student learning and their approach to learning to encourage brain-based learning. teachers also approach the opinions, and beliefs of instructors based on their personal experiences; the term usually refers to how teachers conceptualize their professional activities and behavior, as well as their learning practices and experiences. This statement is supported by Miller, she stated that perception is the way or method to see or observe various phenomena, condition, or situation in surroundings.[5]

2. Direct method

The direct method of learning, which is sometimes called the natural method, and is often (but not exclusively) used in learning foreign languages, refrains from using the learners' native language and uses only the target language. The Direct Method was the outcome of a reaction against the Grammar Translation Method. It was based on the assumption that the learner of a foreign language should think directly in the target language. According to this method, English is taught through English. The learner learns the target language through discussion, conversation and reading in the second language.[6]

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[5] Jessica Kennedy Miller, Student and Teacher Perceptions of Multiliterate Assignments Utilizing 21st Century Skills 2028

[6] Diane Larsen-Freeman, Techniques and Principles in Language Teaching, (Oxford: Oxford University Press, 1986), p. 16

3. Teaching vocabulary

   Teaching individual words explicitly should be done meaningfully and through a systematic approach so that students will establish routines for learning.[7] Vocabulary is very important for second language learners, only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. They should have a good ideas of how to explain their vocabulary so that they can improve attracted in learning the language. Language teacher, therefore, should prosses considerable knowledge on how to manage an attracting classroom so that the learners can gain a great success in their vocabulary learning.

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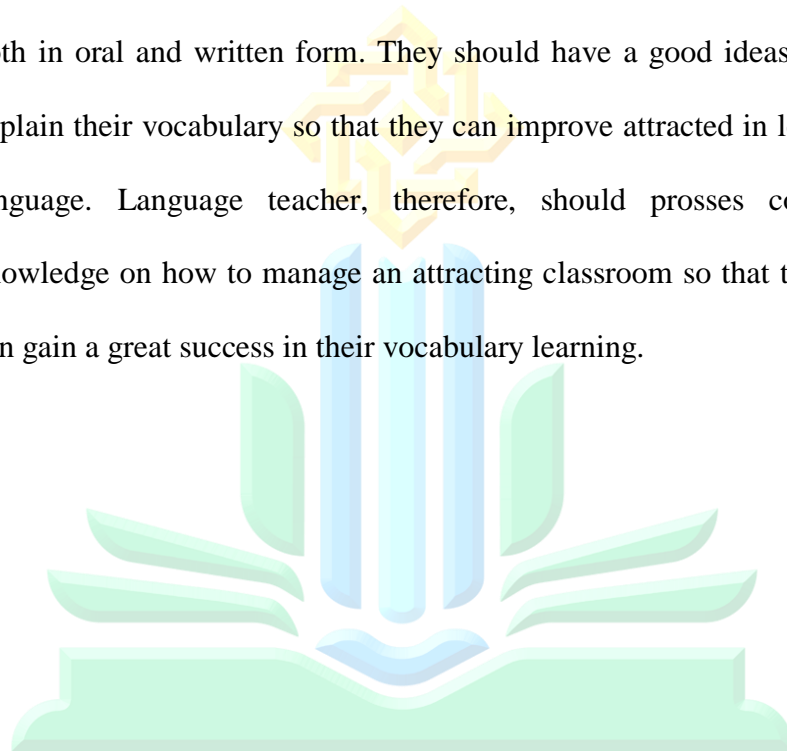
[7] Susan Hanson and Jennifer F.M Padua, Teaching Vocabulary Explicitly (U.S:Pacific Resources for Education and Learning 2011)

BAB II

LITERATURE REVIEW

A. **Previous Research**

1. In this previous study, the researcher included result of the study that had been carried out related to the study that will be conducted by researcher. There were previous studies that doing research about the use of Direct Method and Teacher's Perception. The first by Benjamin Towett Koross, Francis C. Indoshi and Tony Okwach from Maseno University, entitled **"Perception of Teachers and Students towards methods used in teaching and learning English writing skills in Secondary Schools".** The goal of the study was to evaluate teachers' and students' perceptions of the techniques used in learning and learning English writing skills in Kenya's West Pokot County secondary schools. First, the study's goals were to develop the perceptions of teachers and students of techniques used in learning and learning writing skills, and second, to compare the perceptions of teachers and students of techniques used in learning and learning writing skills. The research population consisted of 31 English teachers and 2580 out of four students. The sample size included 31 English teachers and 334 forms selected by a simple random sampling technique for four students. Data were obtained and analyzed through the mean and t-test using questionnaires. The research found that teachers and students alike had a negative view of the approaches used to teach and learn English writing skills.

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2. The second was by Primana Surya Kusuma from Muhammadiyah University of Purwokerto, entitled **"Teachers' Perception towards Learning Method in EFL Class"**. This research used a descriptive survey study. The subjects of this research were 13 English teachers from four different senior high schools in Purwokerto that had. A questionnaire was used as the main instrument to collect the data which consisted of 26 statements related to learning methods. Based on the analysis result, most teachershad a positive perception of the learning method in EFL classes.

3. The third was by Fandi ahmad from Syarif Hidayatullah State Islamic University of Jakarta, entitled **"The Effect of Using Direct Method on Students Vocabulary Mastery".** This research uses a quantitave research method. The subject of this research was students' member XA and XB class. The method of collecting data were two times, Namely used pre-test and post-test which 40 questions in each step. Based on the analysis result, teaching vocabulary by using direct methods has given a positive effect, shown from the mean from post-test. the mean of the experiment class which use direct method is bigger than the mean of the controlled class which use without direct method. the experiment class in XA atmosphere is also more active. So that, they enjoy the teaching-learning process and learned the materials easily. in control class XB, the students seem bored and less motivation. and these all can be seen from the result of the research which is held by the writer

4. The last was by Nila Andriyani from State Yogyakarta University, entitled **"Using the Direct Method in teaching to improve Students' speaking skill at Purikids Language Course"**. 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 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.

Table 2.1
Similarities and Differences of Previous Research

No	Research Title	Similarities	Differences
1	Perception Of Teachers And Students Towards Methods Used In Learning And Learning Of English Writing Skills In Secondary Schools	Both researchers analyze perception of teacher.	Previous research analyze the study's goals were to develop the perceptions of teachers and students of techniques used in learning and learning writing skills
2	Teachers' Perception towards Learning Method in EFL Class	Both researchers analyze perception of teacher.	Previous research analyze the positive perception of the learning method in EFL classes and the research used a descriptive survey study
3	The Effect of Using Direct Method on Students Vocabulary Mastery	Both researches have same topic about The use of Direct Method	The previous research quantitave method, the previous research focus on the effect of using direct method on their learning process, but this research focus on the teacher

			perception in that method
4	Using The Direct Method In Teaching To Improve Students' Speaking Skill At Purikids Language Course	Both researches have same topic about The use of Direct Method	The previous research focus on the implementation of direct method to improve student speaking skill.

In this study, the researcher will continue this research with different subjects. This study focuses on finding out English teacher's perception in implementation of learning methods on the teaching learning process uses qualitative research. Based on previous research, the similarity between this research and previous research is that this study both aims to determine the teacher's perception of the learning method in learning English. While the difference is that the research that the researcher investigated focused more on the teacher's conversation about the questions used by the English teacher and feedback by the English teacher. Where the first thesis focuses on teaching methods and classroom management, the second thesis focuses on teaching skills in an English teaching practice program, and the third and fourth thesis focuses on the implementing of direct method.

B. Theoretical Frame Work

1. Perception

According to Desiderato (as quoted by Huda) state perception is an experience about an object, an event that has already happened and even what is happening, or it can be a relationship that is obtained to be able to deduce information or interpret a message contained therein. Perception

can also be interpreted as a process about various things that are highly relevant senses or past experiences that aim to provide a structured picture and also have meaning in certain situations.[8]. Following it, Michotte expands perception as a phase of the total process of action that allows people to adapt their activities to the world we live in.[9] Perception is thinking about what has been done, and that can be done with behavior. Teachers' perceptions form a prominent component to describe the environment of the learning process.[10] Here, the teachers' perception can be described as the developed opinion after a certain experience needs adjustment. Therefore, in this research, the teachers' perception is focused on the use of direct method.

Hamachek defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experience auditority, visually or tactically. People's perception is affected by the way in which they view the world around them. Therefore individual's interpretation of sensory stimuli will be affected by their own view.[11] All of this is an individual sense organ that is used to receive a stimulus from outside the individual, for example, such as the surrounding environment. Furthermore, the stimulus obtained from the individual's sensing is then

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[8] Miftahul Huda, Model-Model Pengajaran Dan Pembelajaran. (Yogyakarta: PustakaBelajar, 2017), 23.

[9] Michotte, A. (2017). The perception of causality (Vol. 21). Routledge

[10] Lee, T. S., & Tsai, H. J. (2005). The effects of business operation mode on market orientation, learning orientation and innovativeness. Industrial Management and Data Systems, 105(3), 325–348. https: //doi.org/10.1108/02635570510590147.

[11] Hamacheck.Psychology in teaching and growth, (Boston: Allyn& Bacon, 1995),

organized and interpreted so that the individual can realize and understand what he gets from his senses and that is what is called the perceptual process sensing. Because perception is a integrated activity in an individual, than what ispresent in an individual can contribute to active perception. Based on the argue, perception can be expressed because individual feelings, thinking ability, individual experience are not same, in conception of a certain stimulus, perception results may differ from individual to individual. Perception in individual (Davidoff in Bimo Walgito).[12]

a. **Characteristics of Perception**

In order for a perceptual process to be produced by a meaningful sensing, the following are general features that exist in the perception process among other:

1) Modality: a stimulus received must be in accordance with the modality of each individual sensing such as basic sensory properties. Including light for sight, smell of smelling, temperature for feelers, sound to the ear, the nature of the surface as a touch and so forth.

2) Spatial dimensions: perceptual processes have spatial dimensions that can provide a place or space such as high and low, foreground and background, up and down, broad and narrow or others

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[12] Walgito Bimo, Intruction to General Psychology, (Yogyakarta: C.V Andi, 2010),

3) Time dimension: perceptual process also has a time dimension where perhaps this will be very important because it can give certain circumstances such as slow, fast, young, old or others.

4) The structure of context or it can also be called the whole that is united in perception: all objects and also symptoms in the world of observation must have a structure that is very integrated with their connections, therefore in this case structure and context are a unified whole.

5) A meaningful world: in the process of perception, we tend to or are more dominant in making observations on various symptoms that are very meaningful to our lives and also those that have to do with our own lives. Therefore perception is a world that is full of meaning.[13]

b. Factors Affecting Perception

David Krechand Richard S. Krutch (quoted by Rahmat) state perception is influenced by two factors, namely; functional and structural factors. The first is the functional factor, which is a factor that comes from a need, experience from the past and also other things that are personal in nature such as a learning process, horizons and knowledge, the cultural background of the individual, and also education, all of which are colored. Also with the value of the individual personality their have. This functional factor deserves to be

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[13] Abdul Rahman Saleh, A Psychological Introduction in ThePerspecticve of Islam, (Jakarta: KencanaPrenada Media Group, 2010), 111.

called a frame of reference which functions to influence the way a person gives a meaning to a message he receives. While structural factors are factors that come from outside the individual, namely a stimulus received and also the environment from the individual. The best way so that a stimulus can be recognized or well received by the individual is by making a stimulus much stronger because at the same time an individual will receive a variety of different stimuli every time, even at the same time.[14]

According to Robbins and Judge states that perception is formed by three factors such as: Perceiver is a person who gives a perception, the object which is the person or target to receive thisperception, and finally he situation its mean that a situation where the process of a perception occurs or the reason for that perception to be carried out[15]. Of each of the factors previously mentioned, each has a different component in the perceptual process such as the perceiver factor containing attitude components, motives for carrying out the perceptual process, interest in the perceptual process, experiences from the past, and expectations in carrying out the process perception. Furthermore, the components in the object factor are something new or novel, the movements are carried out, the sound received, the measure of the perceptual process, the background of the perceptual process, closeness, and similarity. The last one is the components that are in the

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[14] Jalaludin Rakhmat, Comunication Psychology, (Bandung: PT.RemajaRosdakarya, 2010), 51.
[15] Robins Judge, Organization Behavior Edition, (New Jersey: Pearson Education Limited, 2013), 60

situation factor, namely the time needed during the perception process, work arrangements during the perception process and social arrangements. Moreover Salmeto states that perception had two main aspect which is influence such as[16] :

1) Internal factors

    Internal factors in perception comes from the individual inside, which is depends on psychological condition factors such asthoughts, feeling, need, gender, motivation and interest, learning process and attention.

2) External factors

    External factors in perception comes from the individual outside such as information obtained, knowledge and environment. Different with the internal factors, the external factors influence someone's perception while stimulus as internal factors in monitoring process.

c. **The Important of Teacher Perception**

    Teachers have a primary role in deciding what is needed or what will work best for their students, according to Anderson & Roth. Findings from research on the expectations and beliefs of teachers suggest that these perceptions and beliefs not only have a direct effect on their learning practices and classroom behavior but are also related to the success of their students.[14]

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[16] 8 Slameto, *Belajar dan Faktor-Faktor yang mempengaruhinya*, (Jakarta: Reineka Cipta, 2010), 54.

Besides, Moloi mentions that the expectations of teachers result in how teachers in their learning circumstances cope with shortcomings.[17] In her report, Jia notes that some writers believed that as Action is driven by thinking, analyzing the attitudes and values of teachers helps to gain a deeper understanding of the actions of teachers in classrooms and offers guidance Improving practices for teachers.[18]

Therefore, knowing the expectations of teachers also helps one to make predictions about learning and evaluation activities in classrooms.

2. Direct Method

a. Understanding of 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.[19]

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.

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[17] Moloi L, *Exploring the Perceptions of English Second Language Teachers about Learner Self-Assessment in the Secondary School* (University of Pretoria, 2009).

[18] Jia Y, 'ESL Teachers' Perceptions and Factors Influencing Their Use of Classroom Based Reading Assessment', *Bilingual Research Journal*, 28 (2) (2021), 459–82

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

The Direct Method is a method teaching foreign languages, especially languages modern conversation, discussion and reading in the language itself, without learning formal grammar. The first words are taught by pointing to object or image or by doing action.[20]

b. **Principles of Direct Method**

The Direct Method is not new. Its principle has been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.[21]

The Direct Method has one very basic rule. No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be connected directly with the target language, without going through the process of translating into the students" native language.[22]

The basic principles of the Direct Method is that students will learn to communicate in the target language, partly by learning how to think in that language and by not involving the first language in the language learning process whatsoever. Objectives include learning the students how to use the language spontaneously and orally, linking

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

[21] Diane Larsen-Freeman, Techniques and Principles in Language Teaching, (Oxford: Oxford University Press, 1986), p. 18

[22] The Direct Method, Principles and Methodology," the article is accessed on April 16th, 2007.

meaning with the target language through the use of realia, pictures, pantomime, action, and gestures. There is to be a direct connection between concepts and the language to be learned.[23]

The term Direct Method refers to the learning of languages without resorting to translation and without using the native language. The basic premise of the Direct Method was that second language learning should be more like first language learning. The method would include lots of oral interaction, spontaneous use of language, no translation between first and second languages, and little or no analysis of grammar rules.[24]

So, Direct Method is the method that is used in learning a language by using the target language without going through the translation to the native language. The teacher must use pictures, gestures, pantomimes or the target language that is familiar to the students to explain a word. Direct Method has two basic there is theory is language and theory is learning.

1) **Theory of Language**

Language is primarily spoken, not written. Therefore, students study common, everyday speech in the target language. They also study culture consisting of the history of the people who speak the target language, the geography of the country or countries where the language is spoken and information about the daily lives of the

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[23] Douglas H Brown, "Teaching by Principles" the article is accessed on April 16th, 2007
[24] Krashen and Terrel, The natural Approach, p. 11.

speakers of the language. Although work on all four skills (reading, writing, speaking and listening) occurs from the start, oral communication is seen as basic. Thus the reading and writing exercises are based upon what the students practice orally first. Pronunciation also receives attention right from the beginning of a course.[25]

2) **Theory of Learning**

Teachers who use the Direct Method believe that students need to associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime. He never translates it into the students" native language. Students speak in the target language a great deal and communicate as if they were in real situation.[26]

c. **Design of Direct Method**

The design of the Direct Method consists of the objectives, the syllabus, learner roles, teacher roles, the role of instructional materials and the procedures. The objective of the Direct Method is that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language.[27]

The syllabus used in the Direct Method is based upon situations (for example, one unit would consist of language that people would

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[25] Ibid,
[26] Ibid, p. 24
[27] Ibid.

use at a bank, another of the language that they use when going shopping) or topics (such as geography, money, or the weather). Grammar is taught inductively; that is the students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be given. Students practice vocabulary by using new words in complete sentences.[28]

The learner roles in the Direct Method are that students are asked to use the language, not to demonstrate their knowledge about the language. They are asked to do so using both oral and written skills. For example, the students might be interviewed orally by the teacher or might be asked to write a paragraph about something they have studied.[29]

The students should not try to learn a language in the usual sense. The extent to which they can lose themselves in activities involving meaningful communication will determine the amount and kind of acquisition they will experience and the fluency they will ultimately demonstrate. The student is seen as processor of comprehensible input. The students is challenged by input that is slightly beyond his or her current level of competence and is able to assign meaning to this input through active use of context and extra linguistic information.[30]

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[28] Ibid.
[29] Ibid.
[30] Jack C. Richard & Theodore S. Rodgers.Approaches and Methods in Language Teaching, a Description and Analysis. (New York: Cambridge University Press, 1986), p. 137

The role of instructional material in the Direct Method is that the primary goal of material is to make classroom activities as meaningful as possible by supplying "the extra linguistic context that helps the students to understand and thereby to acquire by relating classroom activities to the real word, and by fostering real communication among the learners. Materials come from the world of realia rather than from textbooks. The primary aim of materials is to promote comprehension and communication. Pictures and other visual aids are essential, because they supply the content for communication. They facilitate the acquisition of a large vocabulary within the classroom. Other recommends materials include schedules, brochures, advertisements, maps and books at levels appropriate to the students, if a reading component is included in the course.[31]

d. Technique of Teaching Using Direct Method

The are some techniques that can be used in teaching english vocabulary by using direct method.[32]

1) Reading aloud

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

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[31] Richard & Rodgers, p. 138
[32] Diane Larsen-Freeman, Techniques and Principles in Language Teaching…, p. 30-32

2) Question and Answes exercise

This exercise is conducted only in target language. Students are 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

3) 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. In the class observed, the teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure.

4) 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.

5) Getting Students to Self-correct

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternate answer he supplied. There are, however, other ways of getting students to self-correct. 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 with it. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong.

6) Dictation

The teacher reads the passage three times. 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.

7) Map Drawing

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.

8) Paragraph Writing

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.

e. **Advantages and Disadvantages of Direct Method**

1) The advantages of the Direct Method are as follows:[33]

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

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

c) 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.

d) 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.

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

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

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

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

2) The Disadvantages of the Direct Method are as Follows:[34]

a) 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

b) 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.

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

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

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

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

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

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 . Fifth, this method has principles and characteristics that can be applied in classroom learning. According the explanation above we also found disadvantages in the Direct Method.

3. **Vocabulary**

   a. **Definition of vocabulary**

   There are some definitions of vocabulary according some expert. Linse (2005:121) stated that vocabulary that vocabulary is the collection of words that an individual knows. Other expert, Neuman and Drawyer as cited in Bintz (2011:44) said that vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). While Hornby (2006:1645) defined vocabulary as all the words that a person knows or uses when they are

talking about particular subject in particular language.

From some definitions about vocabulary above, it can be said that vocabulary is the basis element of language which someone needs in learning a language especilly to communicate effectively with others. Morover, base on all of definition about vocabulary above, the reasearher concludes that vocabulary is all the words in a particular language that an individual knows or uses to cummunicate effectively.

b. **Technique for Teaching Vocabulary**

Teaching vocabulary is really essential in language learning. The teacher should be able to use appropriate way for teaching vocabulary so that the students can learn vocabulary effectively. There are some technique for teaching vocabulary as follows:[35]

1) **Using Realia**

Realia can be defined as the real object that can be seen by the students. To convey the meaning of a word, the teacher can directly show the real thing to the students so that the students can easily understand the meaning of the word. For example, if the teacher wants to convey the meaning of the word "pen", it can be easily conveyed by showing the pen to the students. This method is really effective to make the students understand well the meaning of a word. However, this technique has limitation, because the teacher

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[35] Harmer as cited in Yulianto (2010:19-20)

cannot show all the things in real object. It is limited just for certain single thing or a word that can be easily taken to the classroom or easy to be found by the students.

2) **Showing Pictures**

When the teacher wants to teach vocabulary by showing pictures, the teacher can use some media such as wall pictures, blackboard drawing, charts, flashcards, table or statistic, etc. Those medias can be used as visual representation of the real thing that cannot be shown directly by the teacher. The using of this technique, for example can be seen when the teacher wants to teach about profession, the teacher can use flashcards which show the kinds of professions such as the picture of doctor, police, teacher etc.

3) **Mime, Action, and Gesture**

Sometimes it is almost impossible to explain about the meaning of a word by using realia or showing pictures. In this case, the teacher can use mime, action and gesture to easily explain the meaning of a word to the students. Commonly, a teacher uses this technique when a teacher needs to convey the meaning of verb, such as walk, run, jump, cry etc.

Actually all the explanation about technique in teaching english vocabulary above is similar with the principles of direct method that stated by *Douglas H brown*. So we can conclude that

technique in teaching vocabulary is the implementation of direct method in teaching learning process.

CHAPTER III

METHODOLOGY

This chapter presents the method used in this research. Research methodology plays an important role in order to solve the problem for answering the research questions. In this chapter, researcher discussed a brief description of research approach and design, data collecting method, research participants, data analysis, and data validity.

A. Research Approach and Design

The approach that will be used in this research is qualitative research. Qualitative research is studying that purpose to understand the phenomena about what is experienced by subjects such as behavior, perception, motivation, action, etc. Holistically and by mean of description in the form of words and language, in particular natural context and by utilizing various natural method.[36]

This research used qualitative research focused on the field research design. Field research is research carried out in a place or a location chosen to research or something that happens in that place.[37] Therefore, this study has a qualitative purpose of discovering the teacher and students' perception on the use of direct method in teaching vocabulary

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[36] John W. Creswell, Educational Research (Boston: Pearson, 2015), 3

[37] Abdurahman Fathoni, Metodologi Penelitian Dan Teknik Penyusun Skripsi, (Jakarta: PT Rineka Cipta, 2006), 96

B. Location of The Research

In this research, researcher choose MTs Al Azhar Jember as research location because this school is an junior school that have been implementing direct method for teaching and learning activities toward young learners. The school applies a various innovative ways in teaching and learning process including the use of direct method in English learning class. And this uniqueness is relevant to be investigated in educational research.

C. Research Subject

In this section, the researcher will observed two english teacher at Mts Al Azhar Jember. In this part, the researcher interviewed one English teachers, then the researcher doing observation in the class around of three times.

D. Data Collecting Method

Data collection technique is ways to accumulate the proper information or data by researcher. Data collection technique in qualitative research carries out interview, observation, documentation. Therefore, the researcher uses some data collection technique, for more detail as following below:

1. Interview

According to cresswell the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group.[38] Interview is activity that involves interviewer and informant where the interviewer will give some questions to be answered by informant. The researcher used this

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[38] John W. Creswell, Research Design(California: SAGE Publications, 2014) 239

interview to find out data about the use of direct method in teaching vocabulary.

In this interview, the researcher use semi-structure interview. The researcher prepares some points of questions that related with the use of method in teaching vocabulary. The researcher divides into one times. The researcher interview English teacher.

2. Observation

Observation means collecting data from the field directly. The type of observation in this research is using descriptive observation qualitative research. This descriptive observation is observation deals with exploration stage the research makes observation possibly get an overview from many elements of the situation Research participan.[39]

Therefore, this observation must be implemented by going directly to the location, so that the researcher will understand about the situation such as activity and the object being research

The process of observation data is divided in two parts; there are participant observation and non-participant observation. Participant observation means the researcher are actively in daily activities with the participant to be studied. Nonparticipant observation means the researcher not actively in daily activities but just an independent observer

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[39] Farida Nugrahani, Metode Penelitian Kualitatif (Surakarta, 2014), 123

Based on the explanation, this research will use non-participant observation technique, so that the researcher become an observer only. It means the researcher is not involved directly with the activities.

3. Documentation

Document study is a complement to the use of the observation method and interviews in qualitative research.[40] Documentation is the way to collect data that produces important notes related to the problem of research, so that complete, correct, and not based on estimates such data will obtained as achievement index, number of children, population, etc. in social research the function of data derived from document is mostly used as supporting and complementary data for primary data obtained through in-depth observation and interview[41]

E. **Data Analysis**

The researcher uses three components of data analysis based on Miles, Huberman and Saldana.[42] First is using data condensation. Second, data display. Third is drawing and verifying conclution. in this analysis, the researcher makes a conclusion data and information.

1. Data condensation

Miles, Huberman, and Johnny Saldana "Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up

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[40] Hardani et al., Metode Penelitian Kualitatif&kuantitatif (Yogyakarta : CV. Pustaka Ilmu Group, 2020) 120

[41] Basrowi Suwandi, Memahami Penelitian kualitatif (Jakarta: Rineka Cipta, 2008), 158.

[42] Miles, Huberman, and Saldana, *Qualitative Data Analysis*, (United States of America, 2014)

field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger. (We stay away from data reduction as a term because that implies we're weakening or losing something in the process.)"

2. Data display

Data display means an organized, compressed assembly of information that allows conclusion drawing. Data display helps us to comprehend what is happening and to do something. So In this part, the researcher will describe and analyze the data obtained from the interview and observation section.

3. Drawing and Verifying conclution

Drawing and verifying conclution is the last component of analyzing data that. The researcher give a meaning toward data that has been analyzed.

F. Data Validity

Validity is an important key to effective research. If a piece of research is invalid then it is worthless.[43] Triangulation or seeing things from different view, means that verification of the invention by using various data sources and various data collection methods.[44] The researcher use source and technique to test the validity of data.

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[43] Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, (New York: routledge, 2018)

[44] Hardani et al., Metode Penelitian Kualitatif&kuantitatif (Yogyakarta : CV. Pustaka Ilmu Group, 2020) 120

1. Source triangulation

   Source triangulation to test the credibility of data is done by checking the data that has been obtained through several source. The researcher use interview or observation to get data with the different informants.

2. Technique triangulation

   Triangulation of technique to test the credibility of the data is done by checking the data to the same source with different technique. The researcher obtained data and do the test with interview and observation. If the credibility of the data is different, the data is no valid.

G. **Research Procedure**

   Researcher divided the process of conducting a research into three stages The steps of this research are as follow:

1. Pre field research stage

   a. Arrange research design.

   b. Choose the research location.

   c. Finishing Agreement.

   d. Deciding the informant.

   e. Prepare the research instruments

2. Field research stage

   a. Apprehend background and objective of research.

   b. Enter the research location

   c. Participate actively in teaching learning activity and collect data

   d. Complete the data.

3. Post field researh

    a. Analyze data based on the research procedure

    b. Finishing Agreement of research complete

    c. Revise the report

BAB IV

FINDINGS AND DISCUSSION

A. Research Findings

The result of this research are focused on teachers perception on the use of direct method in teaching english vocabulary and the comparison with another learning method that have same goals of teaching.

1. Teachers Perception on the use of direct method in Teaching vocabulary

The implementation of direct method is a form teachers respones to student needed in learning english vocabulary. The principles of direct method is appropriate with the student needed. On the other hand one of shcool that have been applyed direct method is Mts Al azhar Jember cause most of the student very weak in a terms vocabulary.

Based on the result of analysis above, this chapter will present the step of implementation direct method and the perception of the teachers who applyed this method, the teachers perception about this method can be seen in the following answers during interviews below:

Mr. Assyarif said,

"there are seven technique in direct method that can help me to teach english material , that are: reading aloud, question and answer exercise, conversation practice, fill in the blank exercise, etc. However, I only use some of direct method technique, because not all technique appropriate with the student's condition. In addition, teaching english vocabulary has own technique that are: using relia, using picture, use mime,action, or pantomines, etc.

Both of technique it has correlation each other, So on the teaching learning procces usually I combine both of technique"[45]

The result of interview above it is strengthened by another teachers

perception, Mu. Muhammad Gufron said that:

"In teaching english vocabulary I only use some of technique that possible to make student vocabulary increase. I mean that, use an effective way to achieved that's goals. On the other hand the combination between direct method technique and technique of teaching vocabulary is perfect formulation. In example, when I explained about 'things around us material' by using realia and using pictures, then in the end of class we order the student to make a simple dialog for conversation practice in front of class"[46]

Based on the teachers' respones, it found that teachers at Mts Al

azhar Jember has own perception in the implementation of direct method.

In addition, each teachers perception has correlation each other. So it's

makes researchers believed that direct method is one of the best learning

method in teaching english especially in a terms of vocabulary.

On the other hand this data also supported by class observation

which conducted by researcher at 23 September 2022 in VII Class of Mts

Al azhar Jember, the class was consist 33 student. In the first meeting of

english lesson the teacher mention that the material for this meeting is

about "things around us". The teachers explained it by using English, then

sometimes translate it into Indonesian language if the student felt

confused. In the first explanation, the teachers explained definition,

function, and example of 'things around us material'. In the next

explanation, the teacher provides an example of things around us by using

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[45] Assyarif, S. Pd. Interviewed by Prayoga Sendy Kurniawan Hafidh 21st September 2022
[46] M. Gurfron. M. Pd Interviewed by Prayoga Sendy Kurniawan Hafidh 21st September 2022

realia and using pictures technique. The teacher mention that the example is: desk, chair, whiteboard, pen, dictionary, window, etc. In teaching learning activities, the teacher gave an assignment which related with 'Things Around Us' material, the teacher ordered the students to make a simple dialog with the seatmate then present it in front of class, the teacher mention that gave 10 minutes for make the dialog, and after 10 minutes each group came forward for present a simple dialog that had been done. In the end of class, The teacher inform that material for next meeting is about "Job and Profession", then the teacher mention on that material would use another technique of teaching vocabulary.[47]

Picture 4.1.1
The teachers explained the material using realia and picture

Based on the result of first observation which conducted by the researcher at 23rd September 2022, it found that on the material of "things around us" the teacher use realia and picture in then supported by learning media to make students interest and comfortable during learning activities.

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[47] Observation at Mts Al Azhar Jember , 23rd September 2022

In the next meeting about "Job and Profession" the teacher said

that:

Mr. Asyarif stated.

"In last meeting i have inform that material today it will be use another technique of teaching vocabulary, in the material of 'things around us' I have been use realia and picture cause the example of vocabulary it's only noun. So in material of 'Job and Profession' I'll use mime, actions, and gestures cause I think this technique is appropriate with this material, and in the end of class I'll combine with direct method technique that is reading aloud"[48]

Then Mr. Muhammad Gufron support that statement with his own

perception

"In the material of 'Job and Profession' there are many different types of vocabulary that are kind of verb, adjective, adverb, and etc, from this statement is clearly that most appropriate technique is mime, actions, and gestures. On the other hand learning media that use on this material are the same as with 'things around us' material, the media is laptop and lcd proyector, but the usage is different, the differences is on last meeting I only show some of picture but in this meeting I'll show some of video that related with the material"[49]

Based on the statement of teachers above, Researcher assumed that

every material has own technique that appropriate to be applyed. In the

material of 'things around us' the teachers use realia and pictures but in the

material of 'Job and Profession' the teachers has different technique that is

use mime, action, and gestures.

This data also supported by class observation which conducted by

the researcher at 28 September 2022 in Mts Al azhar Jember, the class

was consist 33 student. In this meeting teacher about 'Job and Profession'

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[48] Assyarif, S. Pd. Interviewed by Prayoga Sendy Kurniawan Hafidh 21st September 2022
[49] M.Gurfron. M. Pd Interviewed by Prayoga Sendy Kurniawan Hafidh 21st September 2022

material. He mentioned for 'Job and Profession' material deviding into threestep. In the first step, the teachers explain the definition of 'Job and Profession'. Then, teacher invited the student to play games about this material. The games mechanism was demonstrated in front of the class by using gesture like fisherman, coach, news reader/ anchor, and driver. then student ordered to guessed what a Proffesion or Job that demonstrate by the teacher. In the next step , the teachers utilized lcd proyector in learning process. In this meeting, the teacher showed video documentaion related with 'Job and Profession' material, the kind of video that showed by the teacher were: company emplyoee doing work in his office, bus driver taking passengers, footballer that playing football, and the last is news anchor who read some of news on a television station. In the last step, the teachers applied one of techique of direct method that was reading aloud. This step teacher only focused in student assignment to measure student understanding in this material. The assignment that was given by teacher about video documentation that was showed before. The profession which related with reading aloud is only News Reader/Anchor profession. So the teacher would prepared some news text then provide each text to all student then gave 10 minutes to student for prepare it, then performed in front of the class.[50]

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[50] Observation at Mts Al Azhar Jember at 28th September 2022

Picture 4.1.2
The teachers ordered the student to come forward (reading news)

In the implentation of direct method there are many things to be prepared, such as a subject matter who appropriate with the abilities of Students, then the way of teaching who appropriate with the Teacher abilities and relevated with the learning method that adopted, and the last when give an assignment must be appropriate with the teaching objectives. On the other hand, all the things that have been said are contained in Teachers Self-reflection which make to identify and evaluate what the teacher has done in the delivery of material and classroom mastery and knowing the students needed.[51]

Based on result the interview, observation, and document review above the researcher were conclude that there are three point perception of the teachers when applied direct method, those are: a) the combination between technique of teaching vocabulary and direct method technique is best formulation to make students vocabulary skill improve (in the explanation of material the teachers use technique of teaching vocabulary

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[51] Document review of Teacahers Self-reflection

and when the teachers provided an assignment use direct method technique), b) the use of teaching technique must be relevant with the material (in the explanation of material 'things around us' the teachers use realia and picture because the example of vocabulary is noun, then the teachers gave an assignment through technique of direct method that is conversation practice, and in the explanation of material 'job and profession' the teachers use mime, action, and gestures because the example of vocabulary are verb, adjective, adverb, then the teachers gave an assignment through technique of direct method that is reading aloud) , c) by using direct method the students more easily to understand what the material that delivered by the teachers because teachers use a simple technique of teaching (both of technique is easy to be applied)

2. **Teachers perception about advantages and disadvantages in the implementation of Direct Method at Mts Al Azhar Jember**

Each learning method has its own advantages and disavantages. In addition, a learning method must have more value and is meaningful, when it is suitable and acceptable to the majority of students. However, this is not only to the level of being suitable or acceptable, but must be effective, namely through this method, the planned learning and teaching objectives can be achieved optimally. In addition, a learning method can provide optimal results, if its application considers various factors, including students, learning methods, teaching materials, and the level of difficulty of the teaching materials used. Therefore, the direct method is

very suitable for the conditions and abilities the students of Mts Al Azhar Jember.

Based on the result of analysis, the researcher found that the implementation of direct method in Mts Al Azhar Jember has advantages and disadvantages. So that, the researcher want to know how is the perception of the teachers about it. The teachers Perception it will be seen in their respones during interview below.

Mr assyarif stated that:

"By using this method, students are more motivated to improve their vocabulary skills because I use interesting learning techniques and media in the teaching and learning process. In addition, the examples of vocabulary which provided by me are vocabulary that we often encounter in daily life, for example, pencil, chair, desk, walking, crying, eating, etc. So, students can more easily understand what I teach. In addition, direct method is suitable learning method to be applied on the all level of education because the principles and technique the offered on direct method is relevant with the students' capability"[52]

Then Mr. Muhammad Gufron support that statement with his own perception

"Media and learning techniques are a facilities to support the success of a teaching and learning process. As in the first and second meetings last week, I have applied several direct method teaching techniques supported by interested learning media like showing some picture about thing around us material, show some video documentation about job and profession material. In addition, direct method give new experince in practice of english vocabulary prounciation. It is proven by the assignment that I provide on the second meeting of learning activities (reading news). Some of students has give best perfomance for it"[53]

[52] Assyarif, S. Pd. Interviewed by Prayoga Sendy Kurniawan Hafidh 21st September 2022
[53] M. Gurfron. M. Pd Interviewed by Prayoga Sendy Kurniawan Hafidh 21st September 2022

Based on the teachers respones, its found that teachers at Mts Al azhar Jember has supportive perception about the advantages of direct method. In broader context, direct method has needed learning media on the implementation in order the class atmosphere comfortable for learning activities. So the researcher were conclude in implementation of direct method there are four point supportive perception about the advantages of this method, those are a) appropriate technique and media of learning for the students needed, b) a simple example of vocabulary that provide by teachers in learning activities, c) direct method is suitable learning method for the all level of education, d) Gave new experiences in study pronunciation of vocabulary

This data also suppport by the observation class which conducted by the researcher at 23 and 28 September 2022 in Mts Al azhar Jember. In the first and second meeting of english lesson the reseracher conduct the obeservation about the implementation of direct method, and besides is the researchers also conduct the observation about advantages of direct method. On the other hand all the advantages of direct method that mention on the interview section is relevant with the real condition in learning activities. In the first meeting on 'things around us' material the teachers use an examples of things that there on the environment of class. In that explanation the teachers use realia technique and use lcd proyector to show some of examples 'things around us' by used picture. In the next meeting the teacher showed some of video documentation about 'job and

profession' material, then the teacher gave an assignment that related with the video.[54]

On other hand the teachers has unsuportive perception about the disadvantages of direct method, the perception can be seen on his respones during interview below:

Mr. Assyarif stated that,

"Although basically this method, I am not allowed to use everyday language in delivering English lesson materials, but sometimes I interprets it if the student is already confused. I did this because most of the students were beginners in learning English. How can I explain in full English if the student's vocabulary ability is very low. In fact, this is very different from the basic concept of the direct method. However, I don't focus on the basic concept of this method being applied, but rather on the teaching techniques offered in this direct method. Some of these techniques really helped me to improve my students vocabulary skills. I have mentioned some of these teaching techniques in the previous interview"[55]

Then Mr. Muhammad Gufron has own perception about it, He said that:

"In the implementation of the direct method only focuses on speaking and reading skills and tends to ignore students' grammatical abilities. However, this is not an important issue to worried, because for english beginner, mastering vocabulary is the most important thing."[56]

Mr. Akhmad Mujtaba Rodhi add,

"English is one of the subjects that is considered difficult by most students at all levels of education. Therefore, most students do not like this lesson because they think that learning other language than Indonesian is not a must. So that applying any English teaching method will not run easily because the teacher is obliged to increase students' willingness and motivation in learned. Because

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[54] Observation at Mts Al Azhar Jember at 23rd and 28th September 2022
[55] Assyarif, S. Pd. Interviewed by Prayoga Sendy Kurniawan Hafidh 21st September 2022
[56] M. Gurfron. M. Pd Interviewed by Prayoga Sendy Kurniawan Hafidh 21st September 2022

basically the main problem in implementing all English learning methods is the lack of student motivation"[57]

From these result of interview, the researcher were conlude three point, those are: a) inappropriate use of target language for students english beginners, b) ignoring grammar skills, c) lack of students motivation.

This data also suppport by the observation class which conducted by the researcher at 23 and 28 September 2022 in Mts Al azhar Jember, the class was consist 33 students. In first and second meeting the teachers explained in english language but sometimes translate into indonesian languange if the students already confused. In the teaching learning activities the student would be bored if the teachers always used English in every explanation. Then the teachers applied several technique of direct method.Then in every English activities the teachers do not gave an explanation about English grammar.[58]

Researcher also found the srength and weakness of direct method that mentioned in the Teachers Self-reflection was aranged by teacher to take more advantage of the direct method advantages, and provide best solution regarding the weakness of this method.[59]

Based on the result of interview, observation, and document review. The researcher were conclude that there are some supportive and

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[57] Akhmad Mujtaba Rodhi, S.H I Interviewed by Prayoga Sendy Kurniawan H 22nd September 2022

[58] Observation at Mts Al Azhar Jember at 23rd and 28th September 2022

[59] Document review of Teacahers Self-reflection

unsupportive perception. In the supportive perception the teacher mentions a lot of things, those are: a) direct method has appropriate technique to be applied on the all level of education, b) through direct method the teachers gave a new experience in study English pronunciation. In addition, the teachers has some unsupportive perception about the disadvantages of direct method, those are: a) the teachers mention that is very difficult use a target language (English language) in the learning activities because most of the student is beginner is study English, b) through direct method the teachers more concerned their students vocabulary than grammatical skill because the first step in learning English is improving vocabulary skill itself.

3. **Teachers' perception on the use of direct method in evaluating students' outcomes**

In the learning actitivies, after the teachers implementing one of the learning method. The things that must be do by the theachers is give an evaluation for the student to know the ability have been improve or stuck on the first condition when before applyed it learning method.

Based on analysis above , the researchers want to know the way of teachers to evaluate of student ability, the way can be seen on the response during interview below :

Mr. Assyarif said that:

"Usually there are two type of english evaluation that do by me, first in oral test i will give a conversation in it will be practicing by my student in front of the class, is there any assessment criteria which appropriate with my standart rating, The assessment criteria

include 20% Performance, 50% Pronounciation, 30% fluency, then the second is writing test, i will give 30 minutes to answers 20 question, the question model is fill in the blank some sentences or paragraph."[60]

Then Mr. Muhammad Gufron has own perception, He said that

"the aims of evaluation is to measure students understanding about the material that has been explained. So, the types of evaluation that will be carried out is several direct method techniques, those are: conversation practice and Fill in the blank exercise. This is done because to find out whether the direct method is the most suitable learning method used in teaching vocabulary".[61]

From these interview we know that there are two types of english evaluation. First is practicing of a conversation and the second fill in the blank exercise.

It was supported by the result of observation that conduct by the researcher at 29 September in Mts Al azhar Jember, the class was consist 33 students. In this meeting the teachers do is an evaluation. The evaluation would do on two step and two kind of test. In the first step of test the tachers would gave a conversation practice. The teachers would make a small group which consist four student. Then teachers mention that the topic of the dialog for conversation practice is about the material on first meeting that is 'things around us'. In the next the teachers would gave 20 minutes to make a dialog and prepared for perform in front the class. In addition, the teachers mentioned about the assessment criteria, those are: a) 20% perfomance, b) 30% fluency, c) 50% pronounciation, the teacher also mentioned that assessment criteria is for individual assessment, so

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[60] Assyarif, S. Pd. Interviewed by Prayoga Sendy Kurniawan Hafidh 22 September 2022

[61] Muhammad Gurfron. M. Pd Interviewed by Prayoga Sendy Kurniawan Hafidh 22 September 2022

every member would be get a different score. In the next step, after each group show all perfomance the teachers continue to the next evaluation that it fill in the blank. In this test the teachers only give 30 minutes for doing the assesment. Then the teachers share all the question sheet to each student and order them to start the test, there are 20 questions in the question sheet. In the end of evaluation the teachers announce who get the best score it will be get reward from his teachers.[62]

Picture 4.3
The students do the assignment

On the other hand, this data also support by the document review of student assessment sheet that made by the teachers.[63]

Based on the result of interview, observation, and document review the researcher were conclude two point perception of the teachers on the use of direct method in evaluating students outcomes, those are: a) the teachers was evaluate student outcomes through technique of direct method then gave an assessment his criteria itself, b) the evaluation aim is

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[62] Observation at Mts Al Azhar Jember at 29 September 2022
[63] Document review of Students assessment sheet

to measure students understanding and ensure that the learning method

used is appropriate

Table 4.1
Research findings

No	Focus	Findings
1	**Teachers' Perception about Direct Method**	Teachers' perception on the use of Direct Method in teaching vocabulary has supportive and unsupportive perception which consist three point section: First is teachers perception on the implementation of direct method, Second is Teachers' perception about the strength and weakness of direct method and the last is about the teachers perception on the use of direct method in evaluating student outcomes.

B. Discussion

1. Teachers perception on the use direct method in teaching vocabulary

Teachers perception on the use of direct method in teaching

vocabulary is the way of teachers to tell his an experience that had been

experienced in the teaching and learning process through interview. It was

accordance based on theory of desiderato as quoted by Huda, He Stated

that perception is an experience about an object, an event that has already

happened and even what is happening, or it can be a relationship that is

obtained to be able to deduce information or interpret a message contained

therein. Perception can also be interpreted as a process about various

things that are highly relevant senses or past experiences that aim to provide a structured picture and also have meaning in certain situations. [64]

Based on the finding of Teachers' perception on the use of direct method in teaching vocabulary, the teachers make a good formulation to make their students vocabulary skill improve. The formulation means that a combination between technique of teaching vocabulary and direct method technique because both of technique has correlation each other. In addition, the technique use must be appropriate with the material that delivered, then through direct method the students more easily to understand.

The teachers role in direct method is direct in the class activities. The teacher, employing various techniques, tries to get students to selfcorrect whenever possible. The teacher and the students are more like partners in the teaching learning process. According Douglas H Brown The basic principles of the Direct Method is that students will learn to communicate in the target language, partly by learning how to think in that language and by not involving the first language in the language learning process whatsoever. Objectives include learning the students how to use the language spontaneously and orally, linking meaning with the target language through the use of realia, pictures, pantomime, action, and gestures. There is to be a direct connection between concepts and the

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[64] Miftahul Huda, Model-Model Pengajaran Dan Pembelajaran, Yogyakarta: Pustakabelajar, 2017, 23

language to be learned.[65] It theory matched with the real condition of learning activities.

Based on finding research and the theory above, the researcher coclude that direct method has a simple technique of teaching that can make student more easily understand what a teachers explained and each technique is very interested for the students

2. Teachers' perception about the advantages and disadvantages of direct method

Every learning method certainly has advantages and disavantages in learning actitivities as well as the direct method. Based on the finding research the reseacher found the advantages of direct method that, the teachers gave a common example of vocabulary that often encounter in daily life by use appropriate technique and interested media. In addition the teachers also ordered the student to read a news text by good and correct pronounciation

According to Mayida wae usang that Through this method, fluency of speech, good pronunciation and power of expression are properly developed[66] It theory is match to the assignment that gave by the teachers in learning activities, the assignment aims to improve their students pronunciation skills. In addition, Mayida wae usang also said that direct method can be usefully employed from the lowest to the highest class.[67] It

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[65] Douglas H Brown, "Teaching by Principles" the article is accessed on April 16th, 2007

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

[67] Ibid,

theory also match with teachers perceptions on the research finding that the all level of education can be applied direct method in teaching vocabulary because direct method offer attractive technique of teaching that suits with all the students capabilty.

In addition the researcher found disadvantages of direct method. In the teaching learning process by using direct method the teachers should use full in english on their explanation. According Diane Larsen-Freeman that 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.[68]

It theory doesn't macth with the real condition in teaching learning process at Mts al azhar because sometimes the teachers when delivered an explanation about the material use English then translate into indonesian language when the student felt confused. It happen because most students is beginners in study English, but the teachers doesn't focused on the basic concept of direct method because the teachers only need the technique of teaching direct method.

On the other hand the researcher also found another disadvantages in applying direct method. In the teaching learning process the teachers only gave a little explanation about grammar. According the Direct Method is a method teaching foreign languages, especially languages

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

modern conversation, discussion and reading in the language itself without learning formal grammar.[69]

It theory is match on the real condition of teaching learning proccess at Mts Al aazhar because the teachers think that for students who beginners in study English, improving their vocabulary skill is the most important thing.

Based on the finding research and theory above the researchers assumed that every teachers has supportive perception about the advantages of direct method and unsupportive perception about the advantages of direct method.

3. **Teachers' perception on the use of direct method in evaluating students' outcomes**

Every learning activities should have an evaluation to measure students understanding about the material that have been explained, and ensure that the learning method used are appropriate. In addition, The teachers of Mts Al azhaar Jember had done an evaluation of teaching through technique of direct method. The evaluation had been applied on two sections of the test (oral and written), in every section has different technique that used. In the oral test the teachers used a conversation technique, and in the written test the teachers fill in the blank exercise.

According to Diane Larsen-Freeman there are some technique of direct method that can be used in evaluating students outcome, those are:

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

reading aloud, conversation practice, fill in the blank exercise, getting students to self-correct, dictation, map drawing, and paragraph writing.[70] It theory is match with the real condition in teaching learning process.

Based on the research finding and the theory above, the researcher were conclude that the teachers doesn't used all the technique of direct method in an evalution, but only use two technique (conversation practice and fill in the blank exercise) that appropriate with the material that had been explained on previous meeting.

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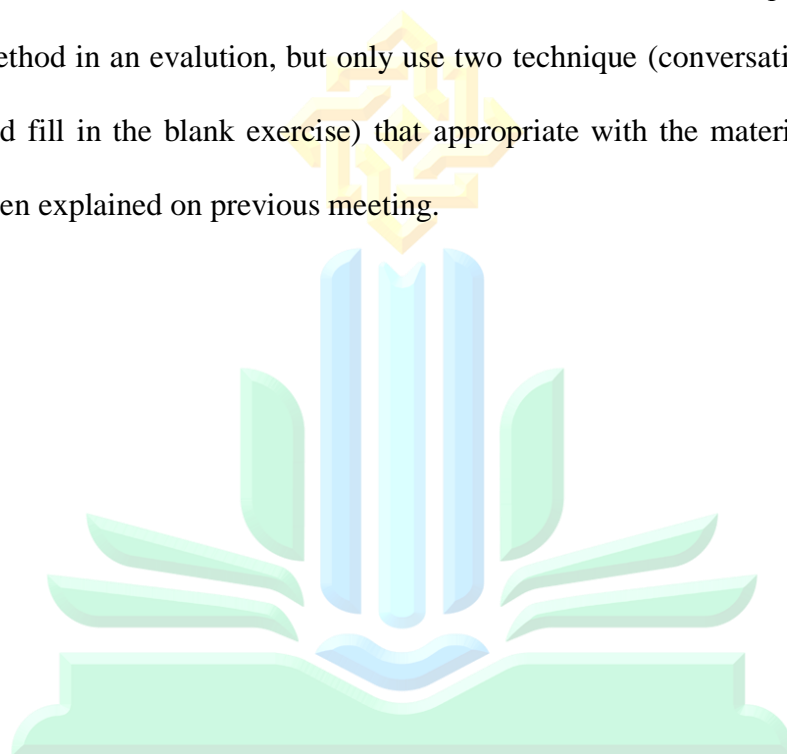
[70] Diane Larsen-Freeman, Techniques and Principles in Language Teaching…, p. 30-32

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the study that have done at seventh grade of Madrasah Tsanawiyah Al Azhar Jember about teachers perception on the use of direct method in teaching vocabulary using a qualitative approach with observation, interview, and document as a data collecting method, researcher took the conclusion into some point, those are:

1. **Teachers' Perception on the use of direct method in teaching vocabulary**

   The researcher found that the English teacher of MTs Al Azhar used the Direct Method as the main method in teaching English vocabulary skills. He used most of the principles of Direct Method. Such as use picture or real object and sometimes used mime, action gestures on their explanation. In the of class the teachers also applied direct method technique when provide an assignment to the students, the technique are conversation practice and reading aloud. The implementation of direct method has made students more easliy understand what a material delivered.

2. **Teachers perception about advantages and disadvantages in the implementation of Direct Method at Mts Al Azhar Jember**

   Every learning method has advantages that made learning activities run well, but also has disadvantages that made learning activities

hampered. The advantages in the implementation of direct method are: a) direct method it has appropriate technique of teaching that can made students more interested in improving their vocabulary skills, b) direct method can be applied on the all level of education (lowest and highest class), and disadvantages are: a) in inappropriate use of target language for students english beginners, b) ignoring grammar learning.

3. **Teachers Perception on the use of direct method in evaluating students outcomes**

Every learning activities should have an evaluation to measure students understanding about the material that have been explained, and ensure that the learning method is appropriate. The evaluation it will be done on two kind test, those are: oral test and written test. The evaluation of teaching are used some of direct method technique that related with the test, the technque used are: conversation practice and fill in the blank exercise.

B. **Suggestions**

In the of study, researcher needed to give some suggestions for other Researher. Researcher suggested other researcher to conduct a further researh that contains teachers' perception on the another learning method.

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DECLARATION OF AUTHENTICITY

The undersigned below, I am:

Name : Prayoga Sendy Kurniawan Hafidh

Nim   : T2018142

Major : Tadris Bahasa Inggris

Faculty: Tarbiyah dan Ilmu Keguruan

State that the thesis untitled "Teachers' Perception on The Use of Direct Method in Teaching Vocabulary" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and bibliography. Do the fact, I am the only one who is responsible for thesis is there is any objection or claim from other.

Jember, 19 October 2022

Prayoga Sendy Kurniawan.H
NIM. T2018142

Appendix 1: Research matrix

Title	variable	Indicator variabels	Research method	Focus of problrms

Teachers' Perception on the use of direct method in Teaching Vocabulary at Madrasah Tsanawiyah Al azhar Jember	1. Perception
	2. Direct method
	3. Teaching vocabulary
		1. Teachers' perception on the use of Direct method
		2. Direct method for teaching vocabulary
			- Research approach and design
			  ➢ Qualitative research
			- Data collecting method:
			  ➢ Interview
			  ➢ Observation
			  ➢ Documentation
			- Research participan
			  ➢ English teachers
			  ➢ Students of Madrasah Tsanawiyah Al azhar Jember
			- Data analysis:
			  ➢ Data condensation
			  ➢ Data display
			  ➢ Drawing and verifying conclution
			- Data validity:
			  ➢ Source and technique triangulation
				1. How is Teachers' Perception on the use of direct method in Teaching vocabulary?

Appendix 2: Research Interview

A. Interview Guide

Teacher Interview

1. Apa yang ada fahami tentang direct method?

2. Apa alasan utama anda menggunakan metode ini?

3. tujuan apa yang ingin anda capai dalam penerapan metode ini?

4. Mengapa anda lebih memilih menggunakan metode ini untuk mengajar kosa kata daripada metode lainnya?

5. Apakah Teknik Teknik tersebut anda terapkan di setiap pertemuan?

6. Apakah setiap materi pembelajaran Teknik yang digunakan sama?

7. Bagaimana mekanisme penerapan Teknik metode langsung tersebut?

8. Bagaimana respon siswa Ketika anda menerapkan Teknik-teknik tersebut?

9. Apakah anda memerlukan media pembelajaran di setiap pertemuan?

10. Apa kekurangan dan kelebihan metode pembelajaran ini di terapkan?

11. Bagaimana anda cara anda mengevaluasi kemampuan kosakata siswa setelah di terapkannya metode tersebut?

12. Kendala apa yang sering anda hadapi dalam menerapkan metode ini?

13. Secara umum apa persepsi anda terkait penerapan metode pembelajaran ini?

Appendix 3: My Self Reflection

No		
1	What did I do for teaching vocabulary?	I use direct method
2	What did I do to engage the students or get them excited in this class by using direct method?	I'll use the basic principles of direct method (use realia, picture, mime, action, and gestures)
3	In every material did I use same principles of direct method?	No, in "things around us" material I'll use realia and picture but in "Job and profession" material I'll use mime, action, and gestures
4	Did I use a target language (English language) in every meeting?	No, sometimes I translate into Indonesian language because my students very beginner in study English
5	How I evaluate students understanding material?	I'll use some technique of direct method
6	How did I do the test by use technique of direct method?	The test it will be done in the two kind of test, oral and written test, in oral test I'll use conversation practice technique, and in written test I'll use fill in the blank exercise technique

Appendix 4: Students Assessment Sheet

Assessment criteria

1. Oral test (conversation practice)
   - Performance 20%
   - Fluency 30%
   - Pronunciation 50%

   Result: 20% x …. =…

          30% x …. =…

          50% x …. =…

   Example: 20% x 80 = 16

          30% x 70 = 21

          50% x 60 = 30

   Total: 16 + 21 + 30 = 67

2. Written Test (Fill in the blank exercise)

   The are 20 questions of the test. So, every question has 5 score

   Result: 5 x …. =

   Example: 5 x 15 = 75

   The minimum score for all test is 60.

The score of conversation practice

Group 1

No	Name	Criteria			Total
		Performance (20%)	Fluency (30%)	Pronunciation (50%)	
1	Abdurrohman	80	70	78	**76**
2	Aditiya Pratama	70	70	84	**77**
3	Adittia Wardana	70	60	82	**73**
4	Ahmad Alvin	70	70	74	**72**
5	Ahmad Muyiddin	80	80	78	**79**

Group 2

No	Name	Criteria			Total
		Performance (20%)	Fluency (30%)	Pronunciation (50%)	
1	Ahmad Reza	80	60	86	**77**
2	Alviansyah Putra	70	70	84	**77**
3	Angkasa Rizkqi	60	60	72	**66**
4	Bachtiar Abdullah	60	70	74	**70**

Group 3

No	Name	Criteria			Total
		Performance (20%)	Fluency (30%)	Pronunciation (50%)	
1	M. Farel F	80	60	80	**74**
2	M. Randy A	70	70	80	**77**
3	Rionaldo	60	60	84	**72**
4	Syaid Nasrullah	70	70	82	**76**

Group 4

No	Name	Criteria			Total
		Performance (20%)	Fluency (30%)	Pronunciation (50%)	
1	Fahri Bintang	80	80	80	**80**
2	Fawaidur	70	70	80	**75**
3	Fazel Izza	60	70	84	**75**
4	Khoiril Anwar	70	70	82	**76**

Group 5

No	Name	Criteria			Total
		Performance (20%)	Fluency (30%)	Pronunciation (50%)	
1	M Farhan Habibi	80	70	80	**77**
2	M. Iqbal Baikuni	70	70	80	**75**
3	M. Rafi Ahsanul	60	70	84	**75**
4	M. Rifki Febri	90	80	80	**82**

Group 6

No	Name	Criteria			Total
		Performance (20%)	Fluency (30%)	Pronunciation (50%)	
1	Moch Ridwan	80	80	80	**80**
2	Moch Wafir	80	80	80	**80**
3	Moh. Naufal	90	90	94	**92**
4	Moh. Ramadani	80	80	88	**84**

Group 7

No	Name	Criteria			Total
		Performance (20%)	Fluency (30%)	Pronunciation (50%)	
1	Muh. Alfin	80	70	80	**77**
2	M. Kevin A	80	80	90	**85**
3	Muhammad Luffi	60	70	84	**75**
4	M. Rais Daniel	70	70	82	**76**

Group 8

No	Name	Criteria			Total
		Performance (20%)	Fluency (30%)	Pronunciation (50%)	
1	M. Randy A.	80	70	80	**77**
2	M.Roki Al Abrori	70	70	80	**75**
3	Narandra	80	90	92	**84**
4	Nur Halim	70	70	82	**76**

The score of Fill in the blank exercise

No	Name	True	False	Total score
1	Abdurrohman Zaki Adif Faadihillah	14	6	**70**
2	Aditiya Pratama	14	6	**70**
3	Adittia Wardana	15	5	**75**
4	Ahmad Alvin Firdaus	16	4	**80**
5	Ahmad Muyiddin	17	3	**85**
6	Ahmad Reza Mahdavi	13	7	**65**
7	Alviansyah Putra Bramasta	12	8	**60**
8	Angkasa Rizqi Choliq Ramadhani	15	5	**75**
9	Bachtiar Abdullah Ardinata Mazio	17	3	**85**
10	Fahri Bintang Rubiantara	18	2	**90**
11	Fawaidur Romadoni	14	6	**70**
12	Fazel Izza Maulana Irsyad	15	5	**75**
13	Khoiril Anwar	13	7	**65**
14	M Farhan Habibi Al-Hakim	13	7	**65**

15	M. Iqbal Baikuni	15	5	75
16	M. Rafi Ahsanul Kholo	17	3	85
17	M. Rifki Febriansyah	18	2	90
18	Moch Ridwan Firmansyah	12	8	60
19	Moch Wafir Nabilurrohman	17	3	85
20	Moh. Naufal	19	1	90
21	Moh. Ramadani	14	6	70
22	Muh. Alfin Hidayat	15	5	75
23	M. Farel F	17	3	85
24	M. Kevin Ardiansah	19	1	95
25	Muhammad Luffi	18	2	90
26	M.Rais Daniel Alwi	14	6	70
27	M.Randy A.	15	5	75
28	M.Roki Al Abrori	16	4	80
29	M.Yusril Aufa R.	16	4	80
30	Nur Halim	13	7	65
31	Narandra Roemy Sabillah Fauzi	13	7	65
32	Rionaldo Harist Az-Zahra	15	5	75
33	Syaid Nasrullah	14	6	70

Appendix 5
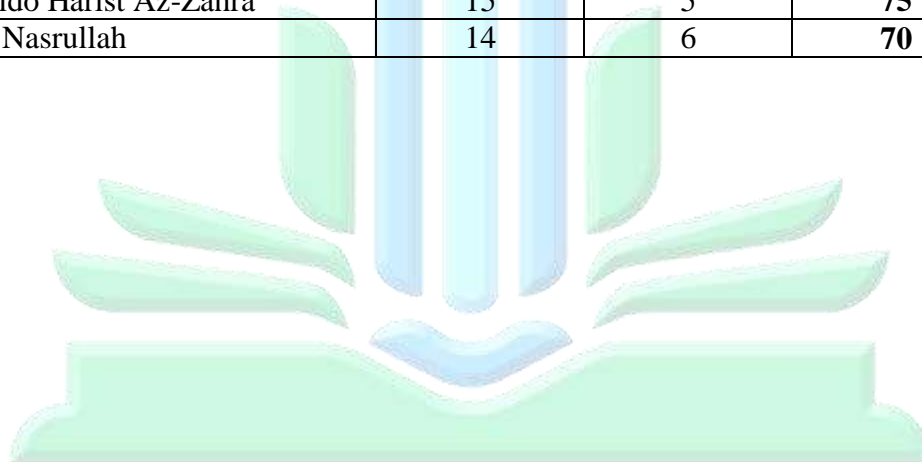
JOURNAL OF THE RESEARCH

AT MTS AL AZHAR JEMBER

No	Date	Activity	Research Subject	Paraf
1	10 August 2022	Doing Preliminary Study	English Teachers of Mts Al Azhar	
2	11 August 2022	Doing Preliminary Study	English Teachers of Mts Al Azhar	
3	13 September 2022	Sending a letter for doing a research to the school	Head Master of Mts Al Azhar	
4	21 September 2022	Teachers Interview	Assyarif, S. Pd	
			Muhammad Gufron, M. Pd	
5	22 September 2022	Students and Headmaster Interview	Akhmad Mujtaba Rodhi, S.H I	
			M. Naufal	
			Narendra	
6	13-30 September 2022	Observation	Mts Al zhar Jember especially VII class	

Jember, 30 September 2022

English Teacher of Mts Al Azhar Jember

Assyarif, S.Pd.

Nomor : B-4272/In.20/3.a/PP.009/08/2022   Jawa Timur 68126
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTS AL Azhar Jember
Jl. Wolter Monginsidi, Kauman No.94, Muktisari, Tegal Besar, Kec. Kaliwates,
Kabupaten Jember,

    Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20186142
Nama   : PRAYOGA SENDY KURNIAWAN HAFIDH
Semester   : Semester sembilan
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Teacher`s Perception On the
use of Direct Method; selama 1 (Satu) Bulan di lingkungan lembaga wewenang
Bapak/Ibu Muhammad Gufron M. Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

                                        Jember, 22 Agustus 2022
                                        an. Dekan,
                                        Wakil Dekan Bidang Akademik,

                                        MASHUDI

SURAT PERNYATAAN KESEDIAAN
Nomor : 035/A.2/MTs.Al-Azhar/09/2022

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Demikian surat pernyataan ini kami buat untuk dipergunakan sebagaimana mestinya.

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