

**TEACHING LEARNING OF ENGLISH CONVERSATION
USING DIRECT METHOD (A STUDY AT AL KHAWARIZMI
MUHAMMADIYAH STATISTIC DORMITORY)
THESIS**

**Submitted to the Faculty of Tarbiyah and Teachers' Training in a Partial
Fulfillment of the Requirements for the Degree of Strata S1**



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ABSTRACT

Title : TEACHING LEARNING OF ENGLISH
CONVERSATION USING DIRECT METHOD
(A STUDY AT AL KHAWARIZMI MUHAMMADIYAH
STATISTIC DORMITORY)

Writer : Arif Sidiq Efendi

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Communication has an important role in human life because communication is also to convey messages that can express and interpret somethings. They use language to communicate with others, to tell someone about something, to show their intention or feelings, and to deliver information. English is an international language used as the language of communication between all countries around the world. This research describes analyzing how the implementation of direct method in learning english conversation at Al Khawarizmi Muhammadiyah Statistic Dormitory.

The method of this research is qualitative research. The subjects studied are preferred by those who are very understanding and involved in the implementation of language programs in the dormitory. They are supervisor, teacher, daily manager and participants of this research are male or boy students of Al Khawarizmi Muhammadiyah Statistic Dormitory generation 2016, 2017, 2018.

Based on the results of the research that has been carried out on the implementation of the direct method in learning conversations in the Al Khawarizmi Muhammadiyah Statistic dormitory is way or tool to achieve a goal. Before learning activities begin the instructor explains about the learning objectives that will be achieved to students. After the teacher explains the learning objectives, other things including the application of methods are the stages in English learning activities, especially English conversations. The stages of learning activities are divided into three, namely Initial Activity, Core Activity and End Activity. Some of the advantages of implementing direct methods in conversation learning, including: With discipline to listen and use patterns of dialogue regularly. The learning process will take place well, if the individual each student who learns has a high interest in learning and practicing English in daily activities in the hostel. In fact all students in Al Khawarizmi Muhammadiyah Statistic Dormitory are not all able to speak fluently in English using the form of learning manifestations in the English conversation.

Key words: *Teaching learning, Conversation, Direct Method.*

MOTTO AND DEDICATION

MOTTO

- Everything needs a process, cause with that process we know what we exactly do.
- Never stop to try

DEDICATION

This thesis is dedicated to all of people who always pray and give me support in finishing this thesis, they are:

1. My beloved parents Mom Sri Wati and Dad Nawi Riyanto who always pray and support me in everything I do.
2. My beloved brother and sister Teguh Ainul Khaqi and Intan Fitriyani who always give me guidance and support for raising my dream.
3. My beloved future wife Lala Inggriani who always support and spirit me.
4. My beloved friends Adi Kamal, Ahmad Nafi, Ahmad Khusen, Pradita Ali Hanafi, Sofwatun Nihayah, Beny Wardana, who always help me.

Thank you for always advising me to do the right thing.

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Bismillahirrahmanirrahim

Alhamdulillahirabbil alamin

Praise and great gratitude has been submitted to almighty God Allah SWT, who has given the mercies and blessings, so that the writer finished this research completely. Peace be upon to prophet Muhammad Saw, his families, his relatives and his faithful followers.

The writer of this research was so thankful because she finished the research entitled: Teaching Learning of English Conversation Using Direct Method (a Study at Dormitory Muhammadiyah Statistic Academy in the Academic Year 2018 – 2019). This research was a partial requirement in accomplishing for the degree of Bachelor of Education at English Education of Education and Teacher training Faculty in Walisongo State Islamic University, Semarang.

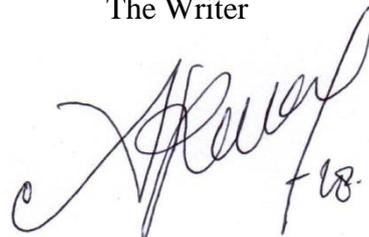
The writer would like to thank to all of the components, who had given their contributions in finishing her research. The writer would like to deliver this thanks to:

1. Dr. H. Raharjo, M. Ed. St., as the Dean of Education and Teacher Training Faculty
2. Dr. Ikhrom, M. Ag., as the Head Master of English Education Department.
3. Dr. H. Raharjo, M. Ed. St., and Nadiah Ma'mun, M. Pd., as the supervisor for doing this research, who always give the writer great motivation and suggestions to improve this research. There were no words can be described to thankful to her, and the writer just can say: "Thank you very much for guiding and consulting as good as possible and as patient as possible"
4. All the lecturers in English Education Department, thank you for valuable knowledge, and for always guiding the writer during the years she studied at his Department.

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6. All of members at English Education Department 2012, Especially PBI A we had done our effort to get success.
7. Last but not least, for those who cannot be mentioned one by one, and had supported the writer to get this things, thank you very much for the support.

Semarang, 18 Juli 2019

The Writer

A handwritten signature in black ink, appearing to read 'Arif Sidiq Efendi', with the date '18' written below it.

Arif Sidiq Efendi

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CURRICULUN VITAE

CHAPTER I

INTRODUCTION

A. Research Background

Every human has language to communicate with others. Allah states about the variety of communication in surah An-Nisa' verse 63:

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنفُسِهِمْ قَوْلًا بَلِيغًا ۝ ٦٣

They are people whom God knows what is in their hearts. Therefore turn away from them, and give them a lesson, and say to them words that have etched on their souls. (An-Nisa' : 63)¹

In the surah above, Allah shows us the signs of His authority through the contents of the heart. Heart means how to communicate. Wherever we are, we have to be able to adjust the words and style of our language in communication according to the circumstances and situations and our interlocutors. So, there will be no misunderstanding in the communication that convey and they can accept and understand.

English is an international language used as the language of communication between all countries around the world. English proficiency is one of the essential skills for students because English has become the universal language used in the world of technology, education, politics, trade, and is a communication tool that Most frequently used by the world.

Communication has an important role in human life because communication is also to convey messages that can express and interpret somethings. In daily conversation, people can show their expressions through language, including expression of anger, happiness, humor, dejection and others. Language its function, to tell someone about something, to show their intention or feelings, and to deliver information. Someone who cannot communicate well will not be able to build good communications with others.

¹ M.A.S. Abdel Haleem, *The Qur'an : A New Translation* (New York : Oxford University Press, 2004), pg.50

In this modern world, that full of challenges and rigorous competition, everyone is advised not only to have a high level of education but also to be required for particular skills that are a skill. One of the most necessary skills today is English. Following the explanation above, English is a global language, so for those who want a step ahead of people in general, it is necessary even to have to speak English.

The ability to speak English is one of the most important skills for students. English lessons themselves are taught starting elementary school and become one of the important things to continue the level of education to the college. Therefore, early learning should be done to facilitate complete access to English language learning.

English language is a compulsory language at Muhammadiyah Statistic Academy Semarang (AIS) especially for language obliged in the Al Khawarizmi dormitory or in a student environment with weekly language program. Most of teacher there think that learning English especially in english conversation taught best as a habit. They believe that learning English through habit can be better to succeeded, it's a misunderstand because the success of foreign language learning is not merely determined by the habit.

There are many factors to make sure that learning English especially in English conversation will be effective for learners, such as listening, speaking, reading, and writing skills. In addition, the methods also have a role. Teaching methods are ways of engineering of the presentation of the teaching materials that will be used by teachers at present teaching materials, both individually or in groups. In other words, method is a way to present learning materials in order to achieve the goal of learning quickly and accurately.²

Actually, there are some teaching methods can be used such as the grammar-translation method, the audio-lingual method, the silent way and the direct method. One of them is direct method. It is a method of creating a

² Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), pg.2

statement of cash flows during a given reporting period. The method uses actual cash flow information from the company's operations segment, instead of using actual accounting values. Direct method is a way of presenting materials Foreign Language Lessons where the teachers directly using a foreign language as the language of instruction, and without using the student's language in the least in teaching. If there is a word - the word that is difficult to understand their students, teachers can interpret using teaching aids, demonstrations, portrays and others.³

In principle, direct method is very important in teaching foreign languages, because through this method the students can directly to train the skills of the tongue without using the mother language.⁴ Although at the beginning it was difficult for students to imitate, but this method is very interesting for the students.

Therefore, the researcher is interested in analyzing how the implementation of direct method in learning english conversation at Al Khawarizmi Muhammadiyah Statistic Dormitory.

B. Research Question

The research question of the study:

1. How is the implementation of direct method in learning English conversation at Al Khawarizmi Dormitory?
2. What are the Advantages and Disadvantages using Direct Methods in Learning English Conversation at Al Khawarizmi Dormitory?

C. Objective Study

The objective of the study will be about:

1. To describe the implementation of direct method in learning English conversation.

³ Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), pg.23

⁴ Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), pg.3

2. The advantages and disadvantages using direct method in learning English conversation.

D. Significance of The Study

This research is expected to be able to give information for the researcher himself and people in educational field dealing with teaching materials, teaching methods and learning assessment for all learners especially student at Al Khawarizmi Dormitory. The researcher expects that this research can be useful as:

1. A reference in education for conversation at Al Khawarizmi Muhammadiyah Statistic Dormitory.
2. A method used by teachers in the implementation of education direct method in learning English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Researches

Many researchers conducted research about hedges; these following researches are related to hedges:

1. A journal written by Cagri Tugrul Mart (2013) entitle “*The Direct-Method: A Good Start to Teach Oral Language*”.

Cagri Tugrul Mart in this research stated that Oral language development has always played a big role in foreign language learning process. Oral proficiency is considered as the major goal of foreign language learning. The use of communication strategies highly contributes to oral proficiency in the target language. This study focuses on developing students' communicative abilities through using the target language constantly in the classroom. And this study emphasizes the benefits of the Direct Method to teach how to communicate in the target language.⁹

The research is differed from this previous research in having research focus and research object. My research regards Implementation the Direct method in Learning English Conversation as the research focus while the previous ones The Direct Method: A Good Start to Teach Oral Language as the research focus. And the current research considers college student in learning at dormitory as the research object while the previous ones teaching oral language for students in classroom as the research object. There is the point of similarity between my current research and the previous ones in having the research subject.

2. A final project by Ambar Wahyuni (2013) a research entitled “*The Effectiveness of Using Direct Method to Improve Students’ Speaking Ability (A classroom Action Research of the Tenth Grade Students of SMA N 1 Suruh in Academic Year of 2012/2013)*”.

⁹ Cagri Tugrul Mart , “*The Direct-Method: A Good Start to Teach Oral Language*”, Department of Languages, Ishik University, Erbil, Iraq 2013.

She analyzed the use direct method to improve the students' mastery of speaking ability. From her research, the use of direct method as an aid is effective in improving students' speaking ability, since besides method is interesting, it can show that students involved activity in teaching learning process, they were more encourage and confident to speak in English than before. So, she can conclude that using direct method can be considered and implemented as the medium in improving students' aid to mastery in speaking ability. This can be seen from the result of action research is the majority of mean scores of pre test and post test are 67,67 to 69,71 in cycle 1, the mean scores of pre test and post test are 68,76 to 72,67 in cycle 2 and the mean scores of pre test and post test are 72,57 to 74,19 in cycle 3.¹⁰

Based on this research above, there are similarity and differences from a study of the researcher. The similarity is using direct method as an aid in research. Besides that, the differences are based on research above, she used direct method as an aid to improve students' speaking ability, while researcher using implementation direct method in learning conversation. Moreover, researcher use qualitative to do the research, while the previous researcher used classroom action research as the method of research.

3. A journal written by Yan Wu (2013) entitle "*Conversation Analysis - A Discourse Approach to Teaching Oral English Skills*".

Yan Wu in this research stated that a pedagogical approach to teaching oral English - Conversation Analysis. First, a feature of spoken language is described in comparison to written language. Second, Conversation Analysis theory is elaborated in terms of adjacency pairs, turn-taking, repairs, sequences, openings and closings, and feedback. Third, under the theoretical framework of Conversation Analysis, a syllabus for improving learners' oral English skills is designed in

¹⁰ Ambar Wahyuni, "*The Effectiveness of Using Direct Method to Improve Students' Speaking Ability (A classroom Action Research of the Tenth Grade Students of SMA N 1 Suruh in Academic Year of 2012/0213)*".

consideration to learner profile, needs analysis and communicative events and materials employed in teaching. And a teaching model is explored with reference to Riggensbach (1999). Finally, two types of assessment are discussed to provide insights for teachers on the effect of teaching and learning. All the issues discussed above will provide teachers and scholars with a clear instruction on how to apply conversation analysis to teaching oral English skills and the discussion will lead to the feasibility of applying a conversation analysis approach to teaching learners' oral English skills.¹¹

The research is differed from this previous research in having research focus and research object. My study regards Implementation the Direct method in Learning English Conversation as the research focus while the previous ones Conversation Analysis - A Discourse Approach to Teaching Oral English Skills as the research focus. And my research object considers college student in learning at dormitory while the previous ones a pedagogical approach to teaching oral English - Conversation Analysis as the research object. There is the point of similarity between my current research and the previous ones in having the research subject.

4. A final project by Nila Andriyani (2015) a research entitled "*Using the Direct Method in Teaching to Improve Student's Speaking Skill at Purikids Language Course*".

The objectives of her research were to know the profile of students' speaking skill after the implementation the direct method then the second is to describe the effectiveness using direct method in teaching. Her thesis explained how the using direct method can improve students' speaking skill, about the procedure, the results, the advantages and the disadvantages of teaching using direct method. She carried out a

¹¹ Yan Wu, "*Conversation Analysis - A Discourse Approach to Teaching Oral English Skills*", College of Foreign Language, Hebei United University, Tangshan City, Hebei Province, China 2013.

classroom action research. To find out the result of the research, she gave pre test before the treatment and gave the post test after that.

She used a class which consists of 30 students. In the pre test, students' achievement is 64.76 % less than criterion provided by Depdikbud where learning process can be said to be successful if students' achievement is 65 % above. It means that the students had not mastered the material well. On the other hand, in the post test, the students' achievement is 84, 57 %, which it means that the students' achievement in learning speaking through direct method had a significant improvement.¹²

As we know that there is similarity and some differences from the research. The similarity is using direct method in research. Besides that, the differences are based on research above, she used direct method an aid to improve students' mastery in speaking skill, while researcher using implementation direct method in learning English conversation. Moreover, researcher use qualitative to do the research, while the previous researcher used classroom action research as the method of research.

B. Theoretical Framework

1. Teaching Learning Process

a. Teaching

There are some definitions about teaching. It can be organized especially by the person who masters the teaching methodology and generally by the people who can teach and create learning activity, even though teaching does not always occur in classes or departments which hold teaching and learning process.

Teaching as creating environment system which makes it possible to have the learning process. It consists of some elements that affect

¹² Nila Andriyani, "Using the Direct Method in Teaching to Improve Student's Speaking Skill at Purikids Language Course 2015".

each other, for instance: instructional goal, learning material, teacher and student as subject who will take a role and will be in a certain social human relation, some activities and available learning facilities.

On the other hand, teaching is an activity to organize the environment as well as possible, and connect it with the children so there will a learning activity. From the definitions, it can be understood that teaching is an effort to create a process and activity to create learning atmosphere as effort to make the people learn from the activity.

Teaching English nowadays has become more challenging than ever. In order to help the learners' mastery (improve the proficiency) of language skills, language teachers have to provide quality teaching materials that will be engaging, interesting, up-to-date while simultaneously being a tool that will ensure that the students learn. Thus, using movie in teaching students' speaking skill is one of teaching media that provide interesting material and effective tool to conduct an enjoyable classroom.

b. Learning

Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow the direction, where the experience can be reached by using the five-senses.

Sometimes learning can occur without a teacher, but the result of the learning is different. Learning can be conducted not only in the class, but it can also happen everywhere, such as learning with the environment, the event and with other people around.

Learning is a process of drawing connections between what is already known or understood and new information. Thus, prior knowledge is important to the learning process. Students make connections and draw conclusions based on a sense of what they have already know and have experienced.

Cognitive and affective learning processes need to have moves, color, sounds stimulus, and interactions with other things. Related to this, learning processes, including the learning of speaking, need to use appropriate media, for example: movies and videos. This is because movies and videos can present moves, sounds, and interactions. Besides, the use of those media is suitable to students who always have curiosity to something new, attractive, and modern. Therefore, learning by using movies are able to minimize either a hesitation or a misunderstanding significantly.

c. Active Learning

Students' involvement in the learning process may be conceptualized as the activity for building their own ability, for thinking, conception, analyzing and applying the knowledge. For instance, students' engagement in the class can range from being passive to being active.

Active Learning is learning which involves the students to learn actively; when the students learn actively, it means that they dominate the learning activity; they are also actively using their brain like finding the topic, solving the problem and applying what they learn in real context. Next, the students are stimulated to be involved in the learning process either mental or physical in order to maximize the goal of learning.

The involvement between physical and mental is related to each other, the activity is designed to build the exposure to the students to create the active classroom atmosphere.

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activity provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students. The last, the more students have opportunities to activate the various

elements of language they have stored in their brains, the more automatic their use of these elements become.

To sum up the statement above, there are three main reasons to get the students to speak in the classroom, they are; the providing the real-life chances of speaking, the speaking's task as the feedback and the providing of opportunity to be active, and the more opportunities the students to practice, the more effective way they get to be mastered in english. Moreover, using movie as media in the classroom is really give the students a pleasure to learn english in the good way.

2. Implementation

a. Definition of Implementation

The implementation is the realization of measure from a plan that had been arranged with mature. According to the Indonesian Dictionary Language Implementation can be defined as the application of something that has been designed or made by mature, whit the result that can be done with conviction and objectives.¹³

Implementation is the realization activity because of the consequence that have been arranged, that includes the needed, whom the implementation executive, when the realization of implementation, and exactly when the target implementation completion, all of them has been planned in the beginning.

Implementation of the policy actions taken is a group of individuals to achieve their defined goals. There are some variables that could affect the implementation of the performance.¹⁴

The standard policies and policy goals, both of sub-variables must be clear and must be scalable so it can be speculation if implementation standards and policy targets become incompatible implementations.

¹³ Syafruddin Nurdin; Basyiruddin Usman, *Guru professional dan implementasi kurikulum*, Jakarta: Ciputat Press, 2003, pg.7

¹⁴ Solichin Abdul Wahab, *Pengantar analisis kebijakan public*, Malang: UMM Press, 2008, pg.65

Resource, implementation can't be proceeding without the resources, both natural resources, human resources and other resources.

The relationship between the organization, implementation can proceed smoothly if there is good coordination of planning implementation.

The agent executing implementations must have the characteristics which may include a bureaucratic structure and norms and patterns of a good relationship.

Political, social, and economic. These three sub-variables can also affect the implementation of a program that can affect natural resources, human resources, and other resources.

Disposition implementor of policies that could affect the practice of policy implementation. Associated with this Nurdin and Usman also said that prior to implementation, the first thing to be done is the dissemination of the curriculum, which contains an explanation of the purpose of a program, a new source which is used as the base, as well as an explanation of the learning methods used.

From the definition of implementation according to the experts above can be deduced that the implementation has a purpose and policy goals. Implementation consists of an activity that is carried out to obtain the achievement of a program that has been created.

b. The Theory of Implementation

There are two main questions, namely: (1) what factors that supports the successful implementation of the policy? And (2) what factors that hinder the successful implementation of the policy? Based on these two questions, formulated four factors is main requirement to the success of the implementation process, namely communication, resources, bureaucratic attitude or executive and organizational

structure, including work flow bureaucratic procedures. Four of these factors become important criteria in the implementation of a policy.¹⁵

That communication with respect to how the policy is communicated to the organization and / or the public, the availability of resources to implement the policies, attitudes, and responses of the parties involved and how the organizational structure of policy implementation.

Communication, the success of the policy requires that the implementer know what to do. What are the policy goals and targets (target group) that will reduce the distortion of implementation? If the goals and objectives of a policy are not clear or not known at all by the target group, then it is likely there will be resistance from the target group.

The resources, although the contents of the policy is communicated clearly and consistency, but if the implementer lack the resources to implement, implementation will not be effective. These resources can be tangible human resources, namely competition implementer, and financial resources. Resources are an important factor for the implementation of the policy to be effective. Without resources, the policies only stay at the paper into documents.

Disposition is the nature and the characteristics or attitude held by the implementer as commitment, honesty, and democratic nature. If the implementer has a good disposition, it will be able to run with good policies such as what is desired by policymakers. When the implementer has properties or a different perspective to policy makers, the policy implementation process also becomes ineffective.

The bureaucratic structure that is in charge of implementing the policy has a significant influence on policy implementation. One of the important aspects of the structure of any organization is the standard

¹⁵ Edward Juliartha, *Model Implementasi Kebijakan Publik*, Jakarta: Trio Rimba Persada, 2009, pg.15

operating procedures (standard operating procedures) or SOP. SOP as a guide for each implementer in the act. The organizational structure that is too long will tend to weaken oversight and lead to red tape; the bureaucratic procedures are cumbersome and complex. This in turn causes the activity of the organization is not flexible.¹⁶

Described by Edward III in brief that the guidelines are not accurate, clear or consistent implementers will give the opportunity to make discretionary. This discretion can be directly carried out or by making further instructions aimed at implementing the lower level. If communication is not good then this will bring discretionary disposition. But communication is too detail will affect the morale and the independence of the implementer, shifting goals and wastage of resources such as skills, creativity, and adaptability.¹⁷ Resources interrelated with communication and influencing the disposition of implementation. Likewise, the disposition of the implementer will affect how they are interpreting the policy communication both in receiving and in collaboration further down the chain of command.

3. Direct Method

The direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900 and contrasts with the grammar–translation method and other traditional approaches, as well as with C.J.Dodson's bilingual method. It was adopted by key international language schools such as Berlitz and Inlingua in the 1970s and many of the language departments of the Foreign Service Institute of the U.S. State Department in 2012.¹⁸

¹⁶ Edward Juliartha, *Model Implementasi Kebijakan Publik*, Jakarta: Trio Rimba Persada, 2009, pg.65

¹⁷ Edward Juliartha, *Model Implementasi Kebijakan Publik*, Jakarta: Trio Rimba Persada, 2009, pg.70

¹⁸ Hadumod Bussmann, *Routledge Dictionary of Language and Linguistics*, London/New York, s.v. 1996, pg.43

In general, teaching focuses on the development of oral skills.¹⁹ Characteristic features of the direct method are:

Teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials. Teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language). Centrality of spoken language (including a native-like pronunciation). Focus on question-answer patterns.

a. Definition

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.²⁰

b. Aims

The direct method aims to build a direct relation between experience and language, word and idea, thought and expression. This method intends for student to learn how to communicate and also based on the assumption that learner should experience the new language in the same ways as he/her mother tongue.

c. Essential

The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.²¹

¹⁹ Societe Internationale des Ecoles Inlingua, *Inlingua Teacher Manual (3rd Edition)*, Berne Switzerland, 1999, pg.18

²⁰ Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching (3rd Edition)*, Cambridge University Press, 2014, pg.11

²¹ Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), pg.23

d. Techniques

Techniques for use this method is question/answer exercise, dictation, reading aloud, student self-correction, conversation practice and paragraph writing.

The example: Question/answer exercise - is teacher asks question of any type and student answer. Dictation - the teacher chooses a grade-appropriate passage and read aloud. Reading aloud - the student take turn reading section of a passage, play or a dialogue aloud. Student self-correction - when students make a mistake the teacher offers him/her a second chance by giving a choice. Conversation practice - the student are giving an opportunity to ask their own questions to other students or to teacher, this enables both a teacher-learner interaction as well as a learner-learner interactions. Paragraph writing - the student are asked to write a passage in their own words.²²

e. Nature

The direct method is also known as natural method. It was developed as a reaction to the grammar translation method and is designed to take the learner into the domain of the target language in the most natural manner. The main objective is to impart a perfect command of a foreign language and focus being to make the learner think the targeted language in the same manner as learning of his/her mother tongue in the most natural way. In traditional language learning, pupil participation was found to be diminished as the teacher is perceived to be long and monotonous.²³

f. Advantages

Advantages direct method are facilitates understanding people first language, understanding of the target language becomes easier due to the inhibition of the linguistic interference's from the mother tongue, it establishes a direct bond between contexts and helps in

²² Babu Muthuja, *Teaching of English*, centrum press, 2009, pg.87

²³ Babu Muthuja, *Teaching of English*, APH publishing corporation, 2005, pg.66

understanding directly what is heard and read. Improves fluency of speech, fluency of speech result in easier writing, it tends to improve expression, expression in writing and it is a quick way of learning and expanding vocabulary.

Aids reading, reading becomes easier and more pleasant and it also promotes a habit of critical studying. Improves to develop language sense, this method is full of activities which makes it very interesting and exciting. It emphasizes the target language by helping the pupil express their thoughts and feelings directly in English without using their mother tongue.

Listening, speaking, reading and writing are developed, it helps in bringing the words from passive vocabulary into active vocabulary and also preceding the English language from particular to general, it bridges the gap between practice and theory. It makes use of audio visual aids and also facilitates reading and writing. This method facilitates alertness and participation of students.²⁴

g. Disadvantages

Disadvantages direct method ignores systematic written work and reading activities. This method may not hold well in higher level classes where the translation method is more suitable, limited vocabulary it restricts the scope of vocabulary as not all words can be directly associated with their meanings, lacked application the method aims at active command of a language only the clever child can profit by this method, lack of skilled teachers i.e., most of the teachers in India schools have poor command over English, this method does not suit or satisfy the needs of individual student in large classes, this method is inconvenient in a huge class, it ignores reading and writing aspects of language learning, grammar is not taught systematically, it

²⁴ Hemavathi Naik, .s. *content cum methodology of teaching English*, sapna book house in 2013. pg.68

is time consuming in creating real life situations, slow learners struggle with this method.²⁵

h. Principles

Principles direct method classroom instructions are conducted exclusively in the target language, only everyday vocabulary and sentences are taught during the initial phase, grammar, reading and writing are introduced in intermediate phase.

Oral communication skills are built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small intensive classes, grammar is taught inductively. New teaching points are introduced orally and concrete vocabulary is taught through demonstration, object and pictures. Abstract vocabulary is taught by association of ideas or both of speech and listening comprehensions are taught, correct pronunciation and grammar are emphasized. Student should be speaking approximately 80% of the time during the lesson, students are taught from inception to ask questions as well as answer them.

4. Conversation

Conversation is a form of interactive, spontaneous communication between two or more people. Typically, it occurs in spoken communication, as written exchanges are usually not referred to as conversations.

The development of conversational skills and etiquette is an important part of socialization. The development of conversational skills in a new language is a frequent focus of language teaching and learning.

Conversation analysis is a branch of sociology which studies the structure and organization of human interaction, with a more specific focus on conversational interaction.

²⁵ Hemavathi Naik, .s. *content cum methodology of teaching English*, sapna book house in 2013. pg.69

a. Definition and characterization

No generally accepted definition of conversation exists, beyond the fact that a conversation involves at least two people talking together²⁶. Consequently, the term is often defined by what it is not. A ritualized exchange such as a mutual greeting is not a conversation, and an interaction that includes a marked status differential (such as a boss giving orders) is also not a conversation. An interaction with a tightly focused topic or purpose is also generally not considered a conversation.²⁷ Summarizing these properties, one authority writes that "Conversation is the kind of speech that happens informally, symmetrically, and for the purposes of establishing and maintaining social ties."²⁸

From a less technical perspective, a writer on etiquette in the early 20th century defined conversation as the polite give and take of subjects thought of by people talking with each other for company.²⁹

Conversations follow rules of etiquette because conversations are social interactions, and therefore depend on social convention. Specific rules for conversation arise from the cooperative principle. Failure to adhere to these rules causes the conversation to deteriorate or eventually to end. Contributions to a conversation are responses to what has previously been said.

Conversations may be the optimal form of communication, depending on the participants' intended ends. Conversations may be ideal when, for example, each party desires a relatively equal exchange of information, or when the parties desire to build social

²⁶ Martin Warren, *Features of Naturalness in Conversation*, ISBN 9789027253958, 2006, pg.8

²⁷ Martin Warren, *Features of Naturalness in Conversation*, ISBN 9789027253958, 2006, pg.9

²⁸ Diana Slade, Scott Thornbury; *Conversation: From Description to Pedagogy*, ISBN 9780521814263, 2006, pg.25

²⁹ George Psathas, *Conversation analysis. The study of talk-in-interaction*. London: Sage , 1995, pg.21-23

ties. On the other hand, if permanency or the ability to review such information is important, written communication may be ideal. Or if time-efficient communication is most important, a speech may be preferable.

Conversation involves a lot more nuanced and implied context that lies beneath just the words.

b. Classification

1) Banter

Banter is short witty sentences that bounce back and forth between individuals. Often banter uses clever put-downs and witty insults, misunderstandings (often intentional), zippy wisecracks, zingers, flirtation, and puns. The idea is each line of banter should "top" the one before it and in short a verbal war of wit without any physical contact.

Films that have used banter as a way of structure in conversations are: *The Big Sleep* (1946), *His Girl Friday* (1940), *Bringing up Baby* (1938)

Important factors in delivering a banter is the subtext, situation and the rapport with the person. Every line in a banter should be able to evoke both an emotional response and ownership without hurting one's feelings. Following a structure that the involved parties understand is important, even if the subject and structure is absurd, a certain level of progression should be kept in a manner that it connects with the involved parties.

Different methods of storytelling could be used in delivering banter, like making an unexpected turn in the flow of structure (interrupting a comfortable structure), taking the conversation towards an expected crude form with evoking questions, doubts, self-consciousness (creating intentional misunderstandings) or layering the existing pattern with multiple

anchors...etc. It is important to quit the bantering with the sensibility of playground rules, both parties shouldn't obsess on topping each other, continuously after a certain point of interest. It is as Shakespeare said "Brevity is the soul of wit."

2) Discussion

One element of conversation is discussion: sharing opinions on subjects that are thought of during the conversation. In polite society the subject changes before discussion becomes dispute or controversial. For example, if theology is being *discussed*, no one is insisting a particular view be accepted.³⁰

3) Subject

Many conversations can be divided into four categories according to their major subject content:

Subjective ideas, which often serve to extend understanding and awareness. Objective facts, which may serve to consolidate a widely held view. Other people (usually absent), which may be either critical, competitive, or supportive. This includes gossip. Oneself, which sometimes indicate attention-seeking behavior or can provide relevant information about oneself to participants in the conversation.

Practically, few conversations fall exclusively into one category. Nevertheless, the proportional distribution of any given conversation between the categories can offer useful psychological insights into the mindset of the participants. This is the reason that the majority of conversations are difficult to categorize.

³⁰ George Psathas, *Conversation analysis. The study of talk-in-interaction*. London: Sage , 1995, pg.35-60

4) Function

Most conversations may be classified by their goal. Conversational ends may, however, shift over the life of the conversation.

Functional conversation is designed to convey information in order to help achieve an individual or group goal.

Small talk is a type of conversation where the topic is less important than the social purpose of achieving bonding between people or managing personal distance, such as 'how is the weather' might be portrayed as an example, which conveys no practicality whatsoever.

c. Aspects

1) Differences between men and women

A study completed in July 2007 by Matthias Mehl of the University of Arizona shows that contrary to popular belief, there is little difference in the number of words used by men and women in conversation.³¹ The study showed that on average each of the sexes uses about 16,000 words per day.

2) Between strangers

There are certain situations, typically encountered while traveling, which result in strangers sharing what would ordinarily be an intimate social space such as sitting together on a bus or airplane. In such situations strangers are likely to share intimate personal information they would not ordinarily share with strangers. A special case emerges when one of the travelers is a mental health professional and the other party shares details of their personal life in the apparent hope of receiving help or advice.

³¹ M. R.; Vazire, S.; Ramirez-Esparza, N.; Slatcher, R. B.; Mehl Pennebaker, J. W. (2007). "Are Women Really More Talkative Than Men?", *New Scientist* 2007, pg.82

3) Narcissism

Conversational narcissism is a term used by sociologist Charles Derber in his book, *The Pursuit of Attention: Power and Ego in Everyday Life*.

Derber observed that the social support system in America is relatively weak, and this leads people to compete mightily for attention. In social situations, they tend to steer the conversation away from others and toward themselves. "Conversational narcissism is the key manifestation of the dominant attention-getting psychology in America," he wrote. "It occurs in informal conversations among friends, family and coworkers. The profusion of popular literature about listening and the etiquette of managing those who talk constantly about themselves suggest its pervasiveness in everyday life."³²

What Derber describes as "conversational narcissism" often occurs subtly rather than overtly because it is prudent to avoid being judged an egotist.

Derber distinguishes the "shift-response" from the "support-response". A shift response takes the focus of attention away from the last speaker and refocuses on the new speaker, as in: "John: I'm feeling really starved. Mary: Oh, I just ate. Whereas a support response maintains the focus on the last speaker, as in: John: I'm feeling really starved. Mary: When was the last time you ate?"

4) Artificial intelligence

The ability to generate conversation that cannot be distinguished from a human participant has been one test of a successful artificial intelligence (The Turing Test). A human judge engages in a natural language conversation with one

³² Charles Derber, *The Pursuit of Attention: Power and Ego in Everyday Life* (2nd ed.). Oxford University Press, 2000, pg.19

human and one machine, each of which tries to appear human. If the judge cannot tell the machine from the human, the machine is said to have passed the test. One limitation is that the conversation is limited to a text, not allowing tone to be shown

5) One's self

Also called intrapersonal communication, the act of conversing with oneself can help solve problems or serve therapeutic purposes like avoiding silence.

d. Media

As a prominent and useful figure in most human lives, conversation is often used in the media, e.g. talk shows such as William F. Buckley's *Firing Line* or the Dick Cavett Show.

e. Literature

Authors who have written extensively on conversation and attempted to analyze its nature include:

Kerry Patterson, Joseph Grenny, Al Switzler, and Ron McMillan have written two New York Times bestselling books on conversation. The first one, *Crucial Conversations: Tools for Talking When Stakes are High*, McGraw-Hill, 2002, teaches skills for handling disagreement and high-stakes issues at work and at home. The second book, *Crucial Accountability: Tools for Resolving Violated Expectations, Broken Commitments, and Bad Behavior*, McGraw-Hill, 2013, teaches important skills for dealing with accountability issues.

Charles Blattberg has written two books defending an approach to politics that emphasizes conversation, in contrast to negotiation, as the preferred means of resolving conflict. His *From Pluralist to Patriotic Politics: Putting Practice First*, Oxford and New York: Oxford University Press, 2000, ISBN 0-19-829688-6, is a work of political philosophy; and his *Shall We Dance? A Patriotic Politics for Canada*, Montreal and Kingston: McGill-Queen's University

Press, 2003, ISBN 0-7735-2596-3, applies that philosophy to the Canadian case.

Paul Drew & John Heritage - *Talk at Work*, a study of how conversation changes in social and workplace situations.

Neil Postman - *Amusing Ourselves to Death* (Conversation is not the book's specific focus, but discourse in general gets good treatment here).

Daniel Menaker - *A Good Talk: The Story and Skill of Conversation* (published 2010)

Stephen Miller - *Conversation: A History of a Declining Art*: provides an extensive history of conversation which dates back to the ancient Greeks with Socrates and moving forward, to coffeehouses around the world, as well as the modern forces of the electronic age, talk shows, etc.

f. Benefits

The benefits are being better understood, better understanding, better self-confidence, Workplace value, Better self-care and better relationships.³³

³³ Diana Slade, Scott Thornbury; *Conversation: From Description to Pedagogy*, ISBN 9780521814263, 2006, pg.35

CHAPTER III RESEARCH METHOD

A. Research Design

The method of this research is qualitative research. The meaning of qualitative research is a type of research that generates inventions that cannot be obtained using statistical procedures or other means of measurement. Qualitative research generally is used for research on people's lives, history, behaviour, organisational functionalization, social activities, etc. One of the reasons for using a qualitative approach is the experience of researchers where this method can be used to find and understand what is hidden behind a phenomenon that is sometimes difficult to comprehend Satisfying. It is based on the research focus, to analyze the implementation using direct method in learning english conversation at Al Khawarizmi Muhammadiyah Statistic Dormitory. Qualitative research is an approach to the study of social phenomena; its various genres are naturalistic and interpretative, and they draw on multiple methods of inquiry. Some characteristics of qualitative research are: take places in the natural world, uses multiple methods that are interactive and humanistic, it is emergent rather than prefigured and fundamentally interpretative.⁵⁹ Qualitative research has some purposes, are; describing, and reporting the creation of key concepts, theory generation and testing.⁶⁰

Kind of this research is descriptive study. Descriptive study hasn't purpose to test the certain hypothesis, but just describes some variable and condition naturally.⁶¹ Relating to this, Bogdan and Taylor defines qualitative research as a research procedure resulting descriptive data in the form of written or spoken words from the people and object being observed. Thus, descriptive qualitative method in this research has purpose to describe about

⁵⁹ Catherine Marshall, et. al. *Designing Qualitative Research, Third ed*, (United States of America: Sage, 1999), pg.2-3

⁶⁰ Louis Cohen, et. al. *Research Methods in Education. Sixth ed*. (USA and Canada: Routledge, 2007), pg.168

⁶¹ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT. Rineka Cipta, 2007), pg.234

the implementation of using direct method in learning english conversation systematically and accurately based on the reality.⁶⁵

B. Research Setting

1. Research Subject

Determination of the subject in this study by purposive sampling technique which is one of the sampling technique of probability sampling. Purposive sampling is a sampling technique by selecting specific people who are considered will provide the necessary data. Thus, the subjects studied are preferred by those who are very understanding and involved in the implementation of language programs in the dormitory. That is teacher conversation and daily manager of dormitory. In addition, the other informant involved in this study is supervisor of Al Khawarizmi Dormitory and student representatives at the first until third level. The participants of this research are male or boy students of Al Khawarizmi Muhammadiyah Statistic Dormitory generation 2016, 2017, 2018.

2. Time and Place

The researcher conducted the research at Al Khawarizmi Muhammadiyah Statistic Dormitory located on Margoyoso RT 05 RW 04, Tambakaji, Ngaliyan, Semarang City, Central Java, Indonesia. This location was chosen as a research location because the Language program was one of the excellence of this dormitory. This research was conducted of December 2018.

3. Source of Data/Participants and Setting

The source of the data in this study are objects, things, or places the researchers observe, read, or ask about the data. The data obtained are words and images well it comes from primary sources or secondary sources.

⁶⁵ Lexy J. Moloeng, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Roskadarya, 2009), pg.4

a. Primary Sources

Primary sources are data sources that directly provide data to researchers. The primary source is words and descriptions through interviews and observations of source behavior.

b. Secondary Sources

Secondary sources are data sources that not directly provide data to researchers, for example through another person or specific documents.

The source of data used in this study is a combination of primary and secondary sources. Secondary sources used include those who are not directly involved with the program, such as learning syllabus documents, learning materials, and photos relating to the Language program in the dormitory. The primary sources referred to include students of Al Khawarizmi Muhammadiyah Statistic Dormitory generation 2016, 2017, 2018, Teacher of english conversation, Daily manager and Supervisor of Al Khawarizmi Dormitory.

4. Focus of the Research

My research has focused on the analyzing of using method in learning english conversation at Al Khawarizmi Dormitory, principally on the implementation of direct method. The research strategy employed has been to identify the Advantages and Disadvantages using Direct Methods in Learning English Conversation. The research is conducted in the field to illustrate how the mechanism of learning processes.

C. Technique of Collecting Data

The methods will be used by the researcher to get the data in this research is as follows:

1. Observation

Observation is a data collection carried out by observing and systematically recording the symptoms investigated. Data collection

techniques with observations are used when research concerning human behavior, work processes, natural symptoms and respondents observed are not too large.

In practice, data collection techniques are carried out through structured and participatory observation where researcher involved with student activities in the dormitory by analyzing and making a conclusion. Observation activities are carried out based on observation guidelines. Observation guidelines were made before making observations as a reference for the observation process to stay focused of the context on research objectives to find out implementation of the direct method in learning english conversation at Al Khawarizmi Muhammadiyah Statistic Dormitory.

From observations in the field, the stages of the learning activities are divided into three, first is Initial activity “Teacher opened the conversation with a greeting to the students, continued to ask some vocabulary learned in the previous meeting”. Second is Core activities “Teachers give a brief explanation regarding the material to be delivered, and then provide a new vocabulary and examples in simple sentences”. Third is End activities “Teachers provide evaluation and motivation to students to always improve and use English in daily activities, followed by a greeting and closing the learning activities”.

2. Interview

In this thesis, the writer choses a semi-structured interview because it is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says. The interviewer in a semi-structured interview generally has a framework of themes to be explored. However, the specific topic or topics that the interviewer wants to explore during the interview should usually be thought about well in advance (especially during interviews to have an interview guide prepared, which is an informal grouping of topics and questions that the interviewer can ask in different ways for different participants. Since this

research uses a semi-structured interview, it is necessary for the researcher to use an interview guideline. Interview guides help researchers to control the interview process so that the important data relating to the topic can be obtained. Besides that, it make be focus to do an interview on the topics at hand without constraining them to a particular format.

However the questions may be developed in the process of interview depending on the answers of the questions. This freedom can help interviewers to tailor their questions to the interview context/situation, and to the people they are interviewing. Interview is conducted to supervisor, teacher, daily manager and students. Interviewing teacher is done to obtain further data about the difficulty and objection in teaching speaking especially in grammatical aspect. On the other hand, interviewing students are done to get further information about their difficulty in learning especially which is related to their native language interference.

3. Documentation

In collecting data, the researcher uses documentation study. Document study may refer to technique of collecting data by gathering and analyzing documents. While document is any communicable material (such as text, image, audio, etc) used to explain some attributes of an object, systems or procedure.⁶⁶

This documents which are obtained through this technique are teacher's lesson plan, students' name list and syllabus of English language material.

D. Research Instruments

Research definitely requires instruments to collect the desired data. Data collection instruments are chosen and used by researchers in their activities to collect data so that activities become systematic and easy. In qualitative

⁶⁶ Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek...*pg.158

research, the main instrument is the researcher itself. Therefore, researchers as research instruments also serves as planners, implementers, data collectors, data analyzers, and report on the results of research.

Research data collection using observation guidelines, interview guidelines, and documentation. The preparation of indicators of observation and interview reference is based on theoretical studies that have been compiled, which generally include planning, implementing, assessment and evaluating the program. The instruments in data collection are as follows:

1. Participatory Observation Guidelines

Observation guidelines are used to assist researchers in reviewing the implementation of the direct method in learning English conversation at Al Khawarizmi Muhammadiyah Statistic Dormitory. Observations are made to obtain data about the language program in the dormitory and include planning, implementing, and evaluating the program. The preparation of observation guidelines in this study is a development of theory in theoretical studies. The observations used are notes and check lists and both have the same grid.

The observation guideline are divided into 3 parts, there are guidelines for language learning observation, guidelines for observing conversation activities and the English Week observation guideline. Each grid of existing observation guidelines has their own aspects and indicators, which contain of components. These aspects and indicators will be used by researchers as guidelines for exploring and collecting research data.

Table 1. Guidelines for Language Leraning

Aspect	Indicators
Planning	Syllabus
Implementation	Components of english learning
	English Language Skill
	Learning Stages

Assessment and Evaluation	Attitude Assessment
	Knowledge Assessment
	Skill Assessment

Based on the table above, the guidelines for observing Language learning include planning, implementing, assessment and evaluating the program. Planning a language learning program includes aspects of the syllabus. The implementation of language learning programs includes aspects of the components of learning, skills, and stages of language learning. Assessment of language learning are divided into 3 important parts, there are attitude assessment, knowledge assessment, and skills assessment.

Table 2. Guidelines for Observing Conversation Activities

Aspect	Indicator
Planning	Topic Conversation Material
	Concept of Activities
Implementation	Components of Conversation Learning
	English Language Skill
	Learning stages
Assessment and Evaluation	Assessment of Pronunciation and Fluency
	Assessment of Grammar and Vocabulary
	Understanding

Based on the table above, the observation guidelines for English conversation activities include planning, implementing, assessment and evaluating the program. Planning the English conversation program includes aspects of the theme of teaching materials and the concept of activities. The implementation of the English conversation program

includes aspects of the components of learning, skills, and stages of learning English. Assessment of English conversation are divided into 3 important parts, there are pronunciation / fluency, grammar / vocabulary and understanding.

Table 3. English Week Observation Guidelines

Aspect	Indicator
Planning	English Week program rules
	English Week program SOP
Implementation	Activities performed
	Student role
	The role of the board administrator
Assessment and Evaluation	Attitude Assessment
	Knowledge Assessment
	Skill Assessment

Based on the table above, the English Week program observation includes planning, implementing, assessment and evaluating the program. Planning for the English Week program has an English Week program regulation indicator and an English Week program. The implementation of the English Week program has an indication form the activities, role of students, and role of daily manager. The English week program evaluation are divided into 3 important parts, there are attitude assessment, knowledge assessment, and skills assessment.

2. Interview Guidelines

Interviews aim to obtain data through a direct question and answer process. The interview subjects in this study were the teacher of Language material in the dormitory, Boarding Board Managers, Dormitory Caregivers, and Student Representatives.

- a. Interview Guide to Language material instructors in the dormitory
 Be able to get information about learning conversations, interviews were conducted with the language program teachers in the dormitory.

Table 4. Interview Guidelines for teacher of the Language program in the dormitory

Aspect	Indicator
Planning	Syllabus
Implementation	Components of conversation learning
	Speaking and language skills
	Learning stages
Assessment and Evaluation	Assessment of pronunciation and fluency
	Assessment of grammar and vocabulary
	Understanding

Based on the table above, the interview guidelines for the teacher of the Language program in the dormitory include planning, implementing, and evaluating and evaluating the program. Planning a conversation learning program includes aspects of the syllabus. The implementation of conversation learning programs includes aspects of learning components, skills, and stages of conversation learning. The assessment of conversation learning is divided into 3 important parts, namely pronunciation / fluency, grammar / vocabulary and understanding.

- b. Interview Guidelines for Daily Managers

Interviews with daily manager are conducted to collect data about the English Week program. The board administrator is directly involved in the activity, so the information is needed. The

administrators of each class / room are sampled as resource persons so that the data is more valid.

Table 5. Interview Guidelines for Daily Manager

Aspect	Indicator
<i>English Week</i>	
Planning	<i>English Week program rules</i>
	<i>English Week program</i>
Implementation	Activities performed
	Student role
	The role of the board administrator
Assessment and Evaluation	Attitude Assessment
	Knowledge Assessment
	Skill Assessment

Based on the table above, the interview guidelines for the daily manager, namely the English Week Program, have stages divided into planning, implementing, and evaluating and evaluating programs. Planning of the English Week program has a regulation indicator. The implementation of the English Week program has an indication of the form of activities carried out, the role of students, and the role of the boarding house officer. The assessments of the English Week program are divided into attitude assessment, knowledge assessment, and skill assessment.

c. Interview Guidelines for boarding house tutor

The interview was conducted to the boarding house tutors to find out the overall language program information in the dormitory. This is because the boarding house tutors is responsible for the programs. The interview guidelines for the boarding house tutors include a language learning program, english conversation activities, an English Week program which is divided into

planning, implementing and evaluating. Every aspects of that has indicators that can be seen from the table below.

Table 6. Interview Guidelines for Boarding House Tutors

Aspect	Indicator
Language Learning in Dormitory	
Planning	Syllabus
Implementation	Description of program implementation
	Program control and monitoring
Assessment and Evaluation	Program achievement
Conversation Practice Activities	
Planning	Conversation Material
Implementation	Practice of Conversation activities
Assessment and Evaluation	The achievement of the Program / Language Ability
<i>English Week</i>	
Planning	<i>English Week program rules</i>
	<i>English Week program</i>
Implementation	Program implementation time
	Form of program implementation
	Program control and monitoring
Assessment and Evaluation	Program achievement

Based on the table above, planning learning programs Discuss in Dormitory has aspects and indicators, namely planning, implementing, and evaluating. Language Learning in Dormitory planning indicators are syllabi, while english conversation activities are more on the theme of activity material and the concept of activities. The English Week program has aspects and indicators that emphasize program rules, because it is a habituation program.

d. Interview Guidelines for Students

Students as the subject of implementing the Language program in the Dormitory are very important as interviewees.

Table 7. Interview Guidelines for Students

Aspect	Indicator
Language Learning in Dormitory	
Planning	Syllabus
Implementation	Components of language learning in Dormitory
	English language skill
	Learning stages
Assessment and Evaluation	Form of assessment and evaluation
Conversation Practice Activities	
Planning	Conversation activity material
Implementation	Conversation Activity Practices
Assessment and Evaluation	Form of assessment and evaluation
<i>English Week</i>	
Planning	English Week program rules
Implementation	Activities performed
	Student Role
	Management role
Assessment and Evaluation	Form of assessment and evaluation

Based on the table above, planning learning programs Discuss in Dormitory has aspects and indicators, namely planning, implementing, and evaluating. Language Learning in Dormitory planning indicators are syllabi, while english conversation activities are more on the theme of activity material and the concept of activities. The English Week program has aspects and indicators that emphasize program rules, because it is a habituation program.

3. Documentation

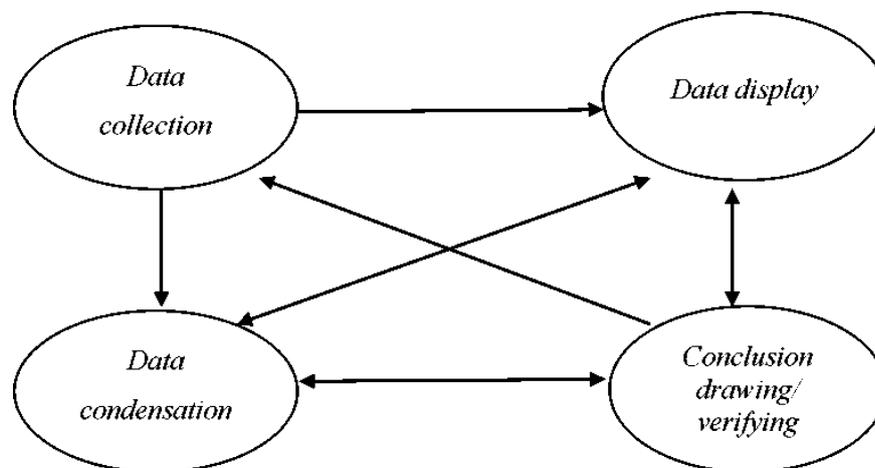
Documentation is carried out by collecting all documents related to the implementation of the Language program in the Dormitory. Documents collected in the form of :

- a. Written data regarding the implementation of the Language program in the Dormitory in the form of :
 - 1) Document of the syllabus
 - 2) Material documents and learning media
- b. Print, photo, recording or video data in the form of :
 - 1) The process of implementing language learning in dormitories
 - 2) The process of implementing the Conversation Practice Activity
 - 3) Process of English / bilingual habituation activities
 - 4) Facilities and infrastructure

E. Data Analysis Technique

Data analysis in qualitative research was carried out before entering the field, during the field, and after completion in the field. The aims of analysis before entering the field is to determine focus of the research. The analysis in the field is carried out when collecting data. Meanwhile, the analysis after the field is carried out after all data has been collected.

This study uses interactive analysis model data analysis techniques, consisting of: 1) data condensation, 2) data display, and 3) conclusion drawing / verification. In analyzing the data, 3 activities were carried out namely data condensation, data presentation, and conclusion.



Picture 1. Components in table analysis (interactive model)
(Miles & Huberman, 2014)

The explanation of the picture above is as follows :

1. Data Condensation

Data condensation refers to the process of selecting, focussing, simplifying, abstracting, and transforming the data that appear in the full corpuse (body) of transcripts, documents, and other empirical materials⁶⁷. In other words, data condensation is the process of selecting, simplifying, summarizing, and / or changing data that appears from a collection of field notes, interview notes, documents, and other data obtained in the field. During data collection, the data condensation process occurs such as writing summaries, giving codes, developing themes, grouping, and writing a short analysis. The condensation process takes place until the data collection in the field ends and the final report is reached.

2. Data Display

Generally, display data or data presenting merupakan organizing, summarize the collection of information that leads to drawing conclusions and actions. Data display are designed to assemble

⁶⁷ Miles, Huberman, & Saldana, *Qualitative Data Analysis: A Methods Sourcebook 3rd Edition*, (SAGE Publications, Inc : 2014), pg.13

organized information into an immediately accessible, compact form so that the analyst can see what is happening⁶⁸. And the most frequent form of display data for qualitative research data in the past has been extended text. The most commonly used form to present data in qualitative research is the developing narrative text.

3. Conclusions Drawing/ Verifying

Conclusions are also verified as the analyst proceeds. Conclusion must be proven by process analysis⁶⁹. A credible conclusion is a conclusion taken from the connectedness of data obtained in the field that is supported by valid and consistent evidence.

F. Validity of Data

The validity of the data in qualitative research includes testing credibility (internal validity), transferability (external validity), dependability (reliability), and conformability (objectivity). The validity of the data selected in this study is through data credibility testing⁷⁰.

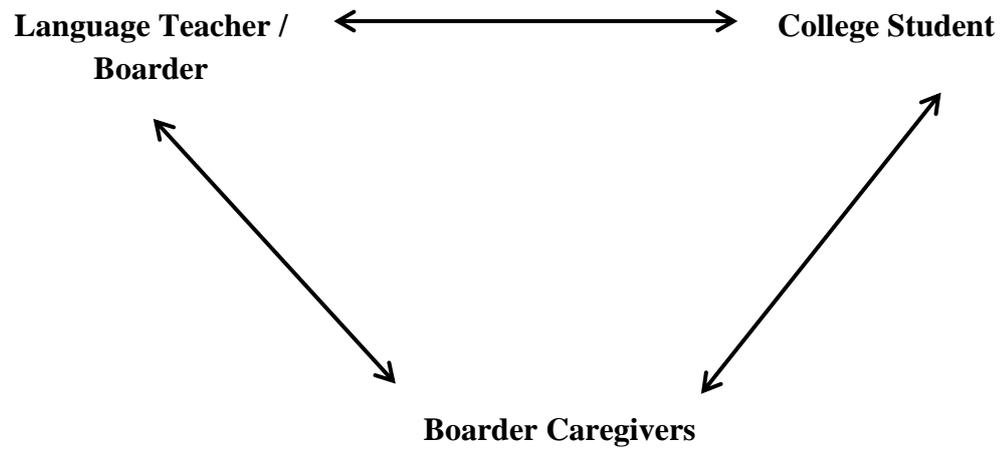
The credibility test of qualitative research data is done by extending the observation, increasing perseverance in research, triangulation, and discussions with peers, negative case analysis, and member check. This study will at least use triangulation to test the validity of the data. Triangulation can be interpreted as checking data from various sources in various ways and times⁷¹. The type of triangulation used in this research is source triangulation and technical triangulation.

⁶⁸ Miles, Huberman, & Saldana, *Qualitative Data Analysis: A Methods Sourcebook 3rd Edition*, (SAGE Publications, Inc : 2014), pg.13-14

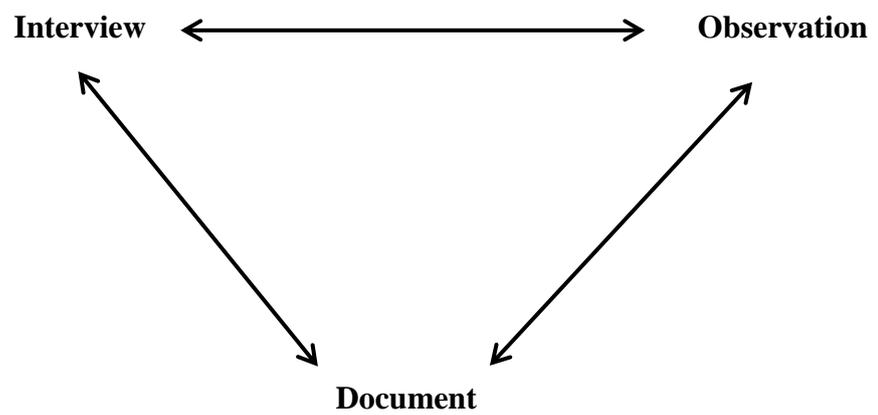
⁶⁹ Miles, Huberman, & Saldana, *Qualitative Data Analysis: A Methods Sourcebook 3rd Edition*, (SAGE Publications, Inc : 2014), pg.14

⁷⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung : Alfabeta, 2015), pg.366

⁷¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung : Alfabeta, 2015), pg.372



Picture 2. Triangulation with three data sources



Picture 3. Triangulation with three data collection techniques

CHAPTER IV

RESEACH FINDING AND DISCUSSION

A. Implementation of Direct Methods in Learning English Conversation at Al Khawarizmi Muhammadiyah Statistic Dormitory.

Learning is carried out three times a week. Start from Tuesday to Thursday at 05.10-05:30 WIB. The observation results of the Conversation learning process are as follows:

1. Tuesday, November 8, 2018

Learning starts at 05.10 WIB, the method used is the direct method. The media used are markers, handbooks, erasers and whiteboards. The material is "MORE EXCHANGE OF OPINIONS", as for the steps taken by the teacher are as follows:

First the teacher gathers students in the hall. Then the instructor opens learning by giving vocabulary along with examples in sentences related to predetermined themes. Teacher always use English during learning in every meeting with students. This aimed to instill and familiarize students to use English. After that the teacher tells students to write the vocabulary that has been given along with the example in the sentence, and the teacher appointed several students to read the example sentence from the vocabulary that has been given.

After the vocabulary session the teacher directed students to line up in the dormitory yard in pairs, and students immediately practiced speaking according to a predetermined theme. In the practice processes' speaking with partner the teacher went around to check the use of grammar or student pronunciation. Teacher not only checked, occasionally the teacher joined students to practice. After the learning time is up, the teacher motivated students to always use English and do not be shy both in lectures and in the dormitory, then the teacher closes the learning.

After observed the learning process in the dormitory, the researcher found the following:

The lack of teaching staff in the dorm is only one teacher. The lack of preparation of the learning facilities and infrastructure; this is evidenced by the instructor himself, who directly directed students to gather and make the hall for Daily Manager (chosen students). Related to the direct method, the instructor is tried to implement it, but not all students could follow. Because of the lack of student knowledge about vocabulary, grammar, and correct pronunciation, so the teacher always accompanies students and accustoms to using English.

Learning conversations in the dormitory run relaxed but are still serious; this is because the teacher in learning is directly involved in practice and often provides correction to students. This causes the learning atmosphere to be very active, and students feel enthusiastic in participating in learning.

2. Wednesday, December 26, 2018

Learning starts at 05.10 WIB. The method used is the direct method. The learning place is in the Al-Khawarizmi Dormitory. The media used is the Daily Conversation handbook. The steps taken by the teacher are as follows:

First of all, the teacher gathered students on the boarding yard. The teacher opened the lesson and gave an introduction related to the material that will be given. The teacher appointed several students to practice conversations in pairs in front.

Went students' line up for conversation practice, and the teacher went around accompanying, occasionally the teacher joined the student pairs. Before closing the learning activity, teacher motivated students always to learn the rules of grammar and pronunciation of English that are good in the campus and dorm.

After observing participant at Al Khawarizmi Dormitory, the researcher found the following:

After the researcher coordinates with the teacher in the dormitory, the discipline of students has not good enough. This evidenced by the number of students who were still using Indonesian or regional languages in a Bilingual dormitory environment. However, students who still used Indonesian do not get punishment. This indicates that there has no special attention and concern from the boarding officer.

Learning was in relaxed condition, fun but still serious. Especially when the teacher appointed students to practice the material in front, the atmosphere was very crowded because the teacher in practicing the material with the students was very enthusiastic and interspersed with spontaneous humor.

Learning was appropriate, which a lot of practice in listening and imitating quickly with a variety of interaction patterns with the aim that language mastery can be achieved automatically. Teacher and students were both active, but the teacher had the role of providing a stimulus in the form of correct speech patterns and the use of grammar rules, while students only respond in the form of imitating and repeating.

Because the learning process only carried out 3 days in a week and the lack of firmness from the daily manager for those was still violate using Indonesian language, so that, they were lack in practice in daily and students' abilities were stagnant.

The implementation is the realization of measure from a plan that had been arranged a learning process in the classroom, so the teacher can create a scenario that will be used in the implementation of learning process as well as possible. Thus, in learning English conversation using direct method. The result of interview that is the researcher done in learning conversation through direct method at Al Khawarizmi Dormitory, namely:

“The implementation of learning English conversation using the direct method begins with the giving of learning themes, then I give a new vocabulary about the theme along with examples in simple sentences, then students pair up with friends to practice according

to a predetermined theme, after that I go around accompanying students directly and give correction when there are students who are wrong in the pronunciation or arrangement of sentences. In fact, I have a conversation with students to find out the students' ability in English. In addition, I always speak English in learning from opening until the end, with the intention of setting an example for students to imitate what I do.”⁷²

“I think this learning begins with the teacher providing motivation and questions and answers about the vocabulary that we have gotten at the previous meeting. Then the teacher gives vocabulary and sets examples, and we are told to write and make examples in sentences. Then 10 minutes before time is over we are given the opportunity to practice direct conversation. And at the end of the lesson, the teacher always motivates us not to be ashamed to speak English to our fellow friends both at the dormitory and campus.”⁷³

“The implementation is teacher gives some vocabularies and examples in the sentence, and then we practice conversation directly.”⁷⁴

The students' success in language learning is influenced by several factors including method of learning. One of them is Direct Method. This method can be effectively used in learning vocabulary through exercises and how they pronounce well that is guided by the teacher. There is the result of interview about the implementation of Direct Method in learning English conversation.

“The pace of learning begins with listening to the teachers' say related to the material included introducing simple words (vocabulary) that have been known or not, then make a conversation or develop of simple words becomes a sentence. In this learning process reading fluency and speaking are preferred.”⁷⁵

“The steps of conversation learning using direct methods are: first, teacher provides the material of learning, and then teacher give vocabulary and examples in the form of a simple sentence. After

⁷² Results Interview with Ulil Firdaus, M.Pd. As Teacher at Al Khawarizmi Dormitory, On Date January 7, 2019.

⁷³ Results Interview with Fahmi Yoga Priadi As Student at Al Khawarizmi Dormitory, On Date January 10, 2019.

⁷⁴ Results Interview with Muhammad Yusril As Student at Al Khawarizmi Dormitory, On Date January 8, 2019.

⁷⁵ Results Interview with Ulil Firdaus, M.Pd. As Teacher at Al Khawarizmi Dormitory, On Date January 7, 2019.

that, the students in pairs practice it. Teacher accompanies them and gives corrections.”⁷⁶

One of the methods that is used in conversation learning is a direct method. This method emphasizes the interactive, communicative practice in speaking English. This method is not only focused on academic achievement, but also on their psychomotor development in speaking English directly. Beside, teachers also use the other methods in order to support the achievement of effective conversation learning. As the following results of interview.

“The method used in learning English conversation is direct method. But also using another method such as question and answer, discussion, memorizing, and demonstration.”⁷⁷

“The supporting method in learning English conversation such as memorization and discussion method.”⁷⁸

B. Advantages and Disadvantages Using Direct Methods in Learning English Conversation at Al Khawarizmi Muhammadiyah Statistic Dormitory.

1. Advantages using direct method in learning English conversation at Al Khawarizmi Muhammadiyah Statistic Dormitory.

Direct method is a way of presenting the subject matter in which the teaching of English directly using the English language as the language of instruction, and without the use of language students at all learning. If there is a word that is difficult to understand, the teacher can interpret to demonstrate or give an example in the sentence that is easily understood by students.

⁷⁶ Results Interview with Ulil Firdaus, M.Pd. As Teacher at Al Khawarizmi Dormitory, On Date January 7, 2019.

⁷⁷ Results Interview with Ulil Firdaus, M.Pd. As Teacher at Al Khawarizmi Dormitory, On Date January 7, 2019.

⁷⁸ Results Interview with Hasfi Ghulam Zikron As Student at Al Khawarizmi Dormitory, On Date January 10, 2019.

Advantages of direct methods have motivated students to be able to mention and understand the words of a sentence in English and teach simple sentences that can be understood and known to students in everyday language, and in addition, students gain firsthand experience and practical, though first spoken sentence was yet to be understood fully. As the interview related to the excess of the implementation of the direct method in learning conversations at Al Khawarizmi Dormitory, namely:

“The advantages of the direct method of learning English conversation in the dormitory the students get a lot of practice in conversation, especially on topics that have been studied, and students can develop patterns of conversation in daily activities, whether it is in lectures or dormitories.”⁷⁹

“The advantages this method is easy to understand, because we can practice it directly regardless of arrangement the grammatical.”⁸⁰

“In my opinion, this method can improve our mentality in speaking English because it often practices directly in learning.”⁸¹

2. Disadvantages using direct method in learning English conversation at Al Khawarizmi Muhammadiyah Statistic Dormitory.

That is the difficulty that arises from the language itself as it's known among English and Indonesian difference is in stark contrast the vocabulary, syntax, grammar and writing. With so many differences that are owned, so it becomes a problem for students learning English.

Vocabulary is the set of words that are known by students who are part of a particular language. Vocabulary student is defined as the set of all words that are understood by the student or all of the words that are

⁷⁹ Results Interview with Ulil Firdaus, M.Pd. As Teacher at Al Khawarizmi Dormitory, On Date January 7, 2019.

⁸⁰ Results Interview with Hasfi Ghulam Zikron As Student at Al Khawarizmi Dormitory, On Date January 10, 2019.

⁸¹ Results Interview with Fahmi Yoga Priadi As Student at Al Khawarizmi Dormitory, On Date January 10, 2019.

likely to be used by the student to develop a new sentence. The addition of student vocabulary is generally considered an important part, both of the learning process of English conversation or the development of students' ability in a language that is already mastered. As the results from interviews about disadvantages of using direct method in learning english conversation at Al Khawarizmi Muhammadiyah Statistic Dormitory.

“The students’ ability in understanding English is different. So, students who less ability be able to understand English will feel embarrassed to speak English”.⁸²

“Disadvantages of the direct method in learning English conversations learning are: (1) less of vocabularies; (2) the different motivation of students and the difficulty of distinguishing of noun, pronoun, verb and adjective that makes them difficult to construct good sentences (3) less of confidence.”⁸³

While the problems are rising from the outside is habituation in learning English. It can be seen from the low motivation of students Al Khawarizmi dormitory in learning English. Activeness of students in English learning among students from one another is varying. Most students want to be able to speak English well. The success of English learning, especially in the conversation is not only determined by motivation, but also must be supported with training and practice. The following are results from interviews with some of students at Al Khawarizmi dormitory.

“The difficulty that I concerned was habituate to speak English. So, the utterance and pronunciation was not good enough.”⁸⁴

“There is no difficulty in conversation learning using the direct method, because the method is very simple and easy

⁸² Results Interview with Ulil Firdaus, M.Pd. As Teacher at Al Khawarizmi Dormitory, On Date January 7, 2019.

⁸³ Results Interview with Ulil Firdaus, M.Pd. As Teacher at Al Khawarizmi Dormitory, On Date January 7, 2019.

⁸⁴ Results Interview with Fahmi Yoga Priadi As Student at Al Khawarizmi Dormitory, On Date January 10, 2019.

understood by students. The difficulty for me was my self-awareness to practice speaks English well.”⁸⁵

“I didn’t practice the vocabularies in conversation. Moreover, I was less active in communicated using English.”⁸⁶

C. Discussion

In this chapter the researcher will conduct an analysis according to the theory presented in Chapter II and the data obtained from the results of interviews, documentation, first and second observations at Al Khwarizmi Dormitory. In the first and second observations the researcher did not find a significant difference. Therefore the researcher did not analyze the first and second observations separately. The data analyzed relates to the implementation of the Direct Method in learning English conversations at Al Khawarizmi Dormitory with the advantages and disadvantages of the Direct Method. In analyzing data the researcher use qualitative descriptive analysis method, then analyzed and drawn conclusions with deductive analysis.

1. Implementation of Direct Methods in Learning English Conversation at Al Khawarizmi Dormitory.

Direct Method is one of method used in learning foreign languages. The theory that mean is a method by using language directly and intensively in communication⁸⁷. The application of the direct method on learning is a way or means to achieve a goal. It’s in accordance with previous research conducted by Cagri Tugrul Mart in his research stated that Oral language development has always played a big role in foreign language learning process. Oral proficiency is considered as the major goal of foreign language learning. And his research emphasizes the benefits of the Direct Method to teach how to communicate in the target language⁸⁸.

⁸⁵ Results Interview with Hasfi Ghulam Zikron As Student at Al Khawarizmi Dormitory, On Date January 10, 2019.

⁸⁶ Results Interview with Muhammad Yusril As Student at Al Khawarizmi Dormitory, On Date January 8, 2019.

⁸⁷ As in the theory at chapter II, pg. 14-15

⁸⁸ As in the previous research at chapter II, pg. 5

The results of research conducted in the field through the documentation, first and second observations and interview results before activity begins learning. The teacher has explained about the learning objectives to be achieved to the students. This is very influential, because it will help them in understanding the importance of the material to be learned.

After a teacher explains the learning objectives, other things including the application of the method is related to the stages of English language learning activities especially conversation. From observations in the field and interviews, the stages of the learning activities are divided into three⁸⁹, namely:

a. Initial activity

Teacher opened the conversation with a greeting to the students, provide motivation and encouragement, continued to ask some vocabulary learned in the previous meeting.

b. Core activities

Teachers give a brief explanation regarding the material to be delivered, and then provide a new vocabulary and examples in simple sentences. After that, students write the material presented, students stood in pairs to practice conversation in person accompanied by teacher and administrator with the themes that have been studied.

c. End activities

At the end of learning, teacher provide evaluation and motivation to students to always improve and use English in daily activities, followed by a greeting and closing the learning activities.

It's in accordance with previous research conducted by Yan Wu in his research stated that a pedagogical approach to teaching oral English. First, a feature of spoken language is described in comparison to written language. Second, Conversation Analysis theory is elaborated in terms of adjacency pairs, turn-taking, repairs, sequences, openings and closings,

⁸⁹ As in the interview result at chapter IV, pg. 50

and feedback. Third, a syllabus for improving learners' oral English skills is designed in consideration to learner profile, needs analysis, communicative events and materials employed in teaching⁹⁰.

The learning process of English conversation using direct method at Al Khawarizmi dormitory emphasis on active oral interaction, spontaneous use of the language, without translation language and without analysis of grammatical rules. Teacher teaches grammar inductively to the student whose language skill are still lacking⁹¹. Therefore, during the learning is not allowed to use the native language. Grammar only through a situation (contextual) and done orally rather than memorizing the rules.

Direct method has characteristics, as follows⁹²: (1) learning is done inductively. Students learn the rules through the presentation of the linguistic form that is adequate in the target language, (2) the original language is not allowed to be used, (3) there is a direct association between words, sentences with the meaning intended by demonstration, movement, image and etc., (4) to hone the skill of students in mastering the English language, teachers provide practice repeatedly with examples and memorization. (5) focus on spoken language, including pronunciation, (6) the error immediately corrected when learning activities or practice.

Ways or steps in the implementation of the direct method in teaching English conversation can be effectively utilized by administering vocabulary through exercises pronunciation guided with teacher⁹³. In this way, students can pronounce the vocabulary or utterance simple sentence with correct pronunciation.

Results of research on the condition and response of the students in learning and outside the learning that each student has diverse motivations, there are students who are active and vice versa. To overcome, the teacher or daily manager differentiates the way of handling and approach. The

⁹⁰ As in the previous research at chapter II, pg. 6

⁹¹ As in the theory at chapter II, pg. 18

⁹² As in the theory at chapter II, pg. 15

⁹³ As in the theory at chapter II, pg. 18

point is how to keep the learning atmosphere and outside learning students can follow a system that has been made, so that students can still attend and take pleasure in learning English and practicing for reach objectives promoted by the boarding party.

The opinion of researcher from the all results findings in the field regarding the implementation of the direct method in learning English conversations in the Al Khawarizmi dormitory has covered aspects of learning, namely cognitive, affective and psychomotor even though the learning in dormitory is only around 20-30 minutes and teacher carry out the learning process well.

2. Advantages and Disadvantages using Direct Method in Learning English Conversation at Al Khawarizmi Dormitory.

a. Advantages using direct method in learning English conversations at Al Khawarizmi Dormitory.

There some advantages using direct method in learning English conversation, among them:

- 1) With the discipline to listen and use patterns of regular dialogue students can be competent in listening and speaking, because the main priority is to listen and speak.
- 2) With the large demonstration or demonstrations and the use of images, and even learn in the real world the students can learn a lot of vocabulary.
- 3) With practice pronunciation strictly within the guidance of a teacher and administrator, the students have a relatively good pronunciation.
- 4) The students got a lot of practice in conversing, and hold particular topics and practice in activity in the dorm.

b. Disadvantages using direct method in learning English conversations at Al Khawarizmi Dormitory.

In learning activities, teachers are faced with the condition that the level of readiness of students is not the same in the following study English conversation. Readiness is meant to be the mastery of the subject matter which is a prerequisite that must be mastered before students learn new vocabulary and more difficult. Thus, because of the conditions the students have difficulty in following the classroom learning and practicing the acquired vocabulary in everyday activities in dormitory. Learning difficulties is a problem or deficiency concerning the student in learning process and the development of conversational English.

The learning process will take place properly, if an individual every student learning has a high interest to learn and practice English in daily activities at the dormitory. In fact all the students in the Al Khawarizmi dormitory not everything was able to speak fluently use English forms of manifestation learn English conversation. There were some constraints, namely the lack of vocabulary that has been memorized, the ability of different students in understanding the English language and the spirit and motivation of the students themselves.

The morale and motivation of student learning can arise from within the students themselves, students discover new things are still very difficult they receive, resulting in a lack of motivation to learn English. Therefore, if in this case the teacher is not able to rise the students' learning motivation, then used of the direct method in learning will not be effective. In addition, teacher also demanded creativity, skills and mastery to the target language.

- c. The solution of disadvantages using direct method in learning English conversations at Al Khawarizmi Dormitory.

The researcher found some deficiencies in learning English conversations at Al Khawarizmi Dormitory. These deficiencies can hinder the learning process in the dormitory and had to find a solution.

After the researcher consulted with teacher and administrator, the researcher found some solutions are as follows:

- 1) Due to limited vocabulary knowledge of students, should they always add and memorize new vocabulary every day either vocabulary provided in the teacher during lessons and new vocabulary that they find themselves out of dictionaries, books, friends and administrator of the dormitory.
- 2) Students should record foreign terms that they do not understand then ask a friend, administrator or teacher who know.
- 3) Teacher should convey the subject matter in a clear voice, intonation relaxed and always pay attention to the level of student understanding of the material that was submitted.
- 4) Related motivation of different students, teacher should always provide motivation in learning and learning outside so that students are motivated to continue to learn and develop skills, especially English.
- 5) Provisioning language community or language clubs and facilities that support the improvement of language skills, such as language laboratories.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Implementation of Direct Method in Learning English Conversation at Al Khawarizmi Dormitory.

Based on the results of the research that has been carried out on the implementation of the direct method in learning English conversation at Al Khawarizmi Dormitory, the researcher gives the following conclusions:

The application of methods to learning is a way or tool to achieve a goal. Before the learning activities begin the teacher explains about the learning objectives that will be achieved to students. After the teacher explains the learning objectives, other things including the application of methods are the stages in English learning activities, especially English conversations. The stages of learning activities are divided into three, namely:

- a. Initial Activity
- b. Core Activity
- c. End Activity

The basic principle of the direct method, that learning English must emphasize more on active oral interaction, spontaneous use, without language translation or without grammatical rules analysis. Teachers teach grammar inductively, students understand the examples given. Teacher interacts with students a lot, asking them to ask questions about relevant topics and trying to use grammatical structural every day in the conversation.

In learning English conversation using the direct method, the preferred ability is the ability to communicate using the language learned. Therefore, it is not permissible to use native language during learning.

Grammar is only given through situations (contextual) and carried out verbally not by memorizing rules.

The steps using the direct method in learning English conversation can be effectively used by giving vocabulary through pronunciation exercises guided by the teacher. In this way, students can pronounce vocabulary or say simple sentences with correct pronunciation.

The results of the research about the conditions and responses of students in learning and outside learning that each student has a diverse motivation, there are active students and vice versa. To overcome this, teacher and administrator distinguish ways of handling and approach. With the intention that the learning atmosphere and outside learning, students can follow the system that has been created, so that students can still follow and feel happy in learning English and practice it to achieve the goals carried by the dormitory.

2. Advantages and Disadvantages of Direct Methods

a. The advantages of using the direct method in learning English conversations at Al Khawarizmi the Dormitory.

Some of the advantages using direct methods in learning english conversation, including:

- 1) With discipline to listen and use patterns of dialogue regularly students can be skilled in listening and speaking, because the top priority is indeed listening and speaking.
- 2) With the number of demonstrations to use of images, even learning in the real world students can know a lot of vocabulary.
- 3) With a lot of rigorous pronunciation exercises in the guidance of teacher and administrator, students have relatively good pronunciation.
- 4) The students got a lot of training in conversation, especially dealing with topics and practices in the dormitory activities.

- b. Disadvantages of using the direct method in learning English conversations at Al Khawarizmi the Dormitory.

In classroom learning activities, the teacher is faced with the condition of students whose level of readiness is not the same in learning English conversation. Readiness in question is mastery of subject matter which is a prerequisite that must be mastered by students before learning new and more difficult vocabulary. So, because of these conditions students experience difficulties in following classroom learning as well as practicing the vocabulary obtained in daily activities in Dormitory. Learning difficulties are problems or shortcomings that involve students in the learning process and the development of conversation with English.

The learning process will take place well, if the individual each student who learns has a high interest in learning and practicing English in daily activities in the dormitory. In fact all students at Al Khawarizmi Dormitory are not all able to speak fluently in English using the form of learning manifestations in the English conversation. Due to several obstacles, namely the lack of mastery vocabulary that has been memorized, the ability of students who are different in understanding English the enthusiasm and motivation of the students themselves.

The enthusiasm and motivation of student learning can arise from within the student itself; students discover new things that are still very difficult for them to accept, resulting in a lack of motivation to learn English. Therefore, if in this case the teacher is not able to arouse student learning motivation, then the use of direct methods in learning will not work effectively. In addition, teacher was also required in their creativity, skills and mastery of the target language.

B. Suggestion

Looking at the results of this study, the researcher provides several suggestions as follows:

1. Dormitory Caregivers

Al Khawarizmi Dormitory is supposed to provide learning support media for students such as Language laboratories and libraries in the dormitory where the media is very helpful in providing a variety of learning activities for which students themselves search and develop rather than from the instructor. This is so that students not only receive material but more than that they can develop and learn from the material they are looking for.

2. Student College

Students must realize that English is very important in the world of work in the future. English is one of the plus points that can support a career after graduating from college, as students must prepare themselves to face a better future.

3. Teacher & Administrator

Teacher and administrator at Al Khawarizmi Dormitory are expected to improve the quality of the language and are willing to take part in the training or training sessions held by language institutions such as in the English village of Pare Kediri, LBPP LIA and others, in order to improve the quality of language and good cooperation between teacher and administrator, so they can realize the dormitory program well.

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APPENDIXES

Appendix 1

Profil of Dormitory Al Khawarizmi Muhammadiyah Statistic Academy Semarang

1. History of the Establishment Dormitory Al Khawarizmi

Statistics or statistical science much be used as one of the decision (decision maker) but it has not been handled by experts who have higher education competencies in accordance with statistical disciplines. For this reason Muhammadiyah Statistics Academy Semarang was founded with concentration of courses Statistics. Muhammadiyah Statistics Academy Semarang is more popularly known as AIS Muhammadiyah. Established in 1992 by the Leader of Muhammadiyah Regional Central Java.

AIS Muhammadiyah Semarang is "the only academic field of statistics in Indonesia". Until now there are 1320 (one thousand three hundred twenty) graduate with a composition of this type of work is 42% worked as a civil servant (PNS) are scattered in several government agencies, such as the Central Statistics Agency (BPS), the National Land Agency (BPN), National Atomic Agency (BATAN), Ministry of Home Affairs, Ministry of Religion, Ministry of Health, Ministry of Transportation, Ministry of PAN & RB, Ministry of Law and Human Rights, Republic of Indonesia Attorney General's Office, Indonesian Police, Ministry of National Education, while the rest of graduate working in various state-owned companies, among others; PT. Pos Indonesia, PT. Taspen, PT. Garuda Indonesia Airways.

The amount and distribution of data AIS Muhammadiyah graduates in employment in the government sector showed that AIS Muhammadiyah get appreciation from the government. With the development and increasing competition in the world of work, AIS Muhammadiyah Semarang constantly improve the quality of graduates so it's created the Statistics Associate Expert who has global perspective both in terms of knowledge and communication. As a vocational education institution, the composition of the learning is more focused on practice (60%) and theory (40%).

2. Vision and Mission

Based on the Vision and Mission of the Muhammadiyah Statistics Academy (AIS-M) Semarang "became the Statistics Academy superior to Islamic and prepare his students became associate expert statistical faithful and noble towards the realization of a just society and a prosperous blessed by Allah", then the basic strategy realization of Vision and Mission AIS Muhammadiyah Semarang is to develop and manage studies by creating a conducive academic atmosphere through a system of boarding or students dormitory for new students during one academic year.

Dormitory Al-Khwarizmi Muhammadiyah Semarang is an education program that seeks to establish an Islamic personality of individuals, both in terms of thoughts, feelings and behavior. An issue of morality among students is one of the educational issues that must get attention by all parties. So it is considered necessary to provide guidance to new students Muhammadiyah Statistics Academy Semarang through the activities at the dormitory. While it is taught Islamic values, where college students discipline taught to live independently in the English language environment, socialize with fellow mutual appreciate and respect, and they were taught to preach the good and prohibiting evil charity which seeks to do good and leave the bad, College students learning was observed by a college student dormitory companion course in a conducive environment in the form of learning individually and in groups.

3. Education Programs and Schedule of activities

a. Education Programs

To support the achievement of the quality of graduates, college students Dormitory Al-Khwarizmi Muhammadiyah Statistics Academy Semarang nurtured and students in an integrated manner by Daily Manager in the dormitory that is ready to help develop the talent, enthusiasm and creativity of college students. The education program of Dormitory Al-Khwarizmi Muhammadiyah Statistics Academy Semarang

can be classified into three academic competence improvement, improvement of linguistic competence, and increasing the quantity and quality worship.

- 1) Activities undertaken to increase academic competence includes learn in the Morning (*Ta'lim As-Shobah*), read through Al-Qur'an, Speech (*Khitobah*), Night Study (*Muwajjah*), Trusteeship.
- 2) Activities undertaken to increase linguistic competence program includes Fullday Class, memorizing of Vocabulary, Practicing of English Conversation, Language Morning, and English Contest.
- 3) Activities undertaken to increase the quantity and quality of the program that is prayer in congregation 5 times a day, praying sunnah muakaddah, tahajjud and Duha prayers and fasts sunnah.

b. Schedule of activities

To support the ability of college student, Dormitory Al-Khwarizmi Muhammadiyah Statistics Academy Semarang also held activities carried out weekly, monthly and yearly. For weekly activities carried out if there are events / event that requires all student Al-Khwarizmi dormitories should follow, it will be announced directly by companion of dormitory. The monthly activity filled with activities that run from read through Al-Qur'an together after every dawn prayer on Friday the end of the month. This activity is carried out in a small masjid at dormitory. As for the annual event, dormitory Al-Khwarizmi held practice speaking English with a Tourist (face to face) and the Closing Meeting.

Practice speaking English with Tourist (face to face) must be carried out by all students of dormitory Al-Khwarizmi Muhammadiyah at borobudur temple. The practice aims to:

- 1) Knowing how far the English language skills that have been achieved college students both in terms of speaking, pronunciation, mastery of vocabulary and also the confidence of college students.

- 2) Train college students the importance of responsibility and leadership.
- 3) Foster familiarity and togetherness student first generation.

Furthermore, the event closing meeting, this is the last activity of some activities at the dormitory Al-Khwarizmi as a form of gratitude that is applied through performances or dormitory activities.

Appendix 2

Dormitory Activity Schedule

No	Waktu	Kegiatan
1	03.30 – 04.20	Sholat Tahajud/Persiapan shalat shubuh berjamaah
2	04.20 – 05.10	Jama'ah Shalat Shubuh dan Membaca Al-Qur'an Bersama
3	05.10 – 05.30	Language Morning (Muhadasah (<i>Conversation</i>)/ hafalan kosa kata dan <i>other game of English</i>).
4	05.30 – 06.30	Selasa : Ta'lim Al-Qur'an
		Rabu : Ta'lim Al- Akhlak Lil Banin dan Al-Akhlak lil Banat
		Kamis : Ta'lim Al-Akhlak Lil Banin dan Al-Akhlak lil Banat
		Jum'at : Pembacaan Ma'surat + Khitobah (pidato)
5	06.30 – 08.00	Persiapan Kuliah Reguler
6	13.00 – 14.00	Selasa, Rabu, Kamis,; Pembelajaran klasikal Bahasa Inggris (fullday)
7	17.30 – 18.30	Jama'ah Shalat Maghrib + Membaca Al-Qur'an sesuai Kelompok
8	19.00 – 19.30	Jama'ah Shalat Isya' berjama'ah
9	20.00 – 21.30	muwajjah (belajar malam
10	21.30 – 22.00	Pengabsenan Malam
11	22.00 – 03.30	Istirahat

Appendix 3

Language Assessment

No	Aspek Penilaian	Skor
A. Fluency (kelancaran)		
	1. Sangat lancar	4
	2. Lancar	3
	3. Lancar tapi masih ada hesitasi (ragu-ragu)	2
	4. Bila terjadi hesitasi (ragu-ragu)	1
B. Pronunciation (pengucapan)		
	1. Sebagian besar ucapan benar	4
	2. Sebagian kecil ucapan sudah benar	3
	3. Hampir semua ucapan tidak benar	2
	4. Semua ucapan tidak dapat dipahami	1
C. Vocabulary (kosa kata)		
	1. Semua kalimat diucapkan dengan kosa kata yang tepat	4
	2. Sebagian besar kalimat diucapkan dengan kosa kata yang tepat	3
	3. Sebagian kecil kalimat diucapkan dengan kosa kata yang tepat	2
	4. Hanya ada satu atau dua kalimat diucapkan dengan kosa kata yang tepat	1
D. Grammar (Tata bahasa)		
	1. Hampir tidak ada kekeliruan	4
	2. Terjadi beberapa kekeliruan tata Bahasa namun tidak berpengaruh terhadap arti	3
	3. Banyak terjadi kekeliruan tata Bahasa yang mempengaruhi arti	2
	4. Tata bahasa sangat buruk sehingga percakapan sulit dipahami	1
E. Performance (penampilan)		
	1. Berbicara dengan suara yang jelas dan keras, ekspresi wajah sangat baik, dan komunikatif	4
	2. Berbicara dengan suara lembut, namun bisa dipahami, ekspresi wajah lumayan baik, dan cukup komunikatif	3
	3. Komat-kamit, ekspresi wajah datar, dan kurang komunikatif	2
	4. Berbicara dengan volume yang hampir tidak terdengar, tidak ada ekspresi wajah dan tidak komunikatif	1
Skor Maksimal		

Appendix 4

Management Structure

1. Pelindung : Drs. H. Tafsir, M.Ag
Prof. Dr. H. Suparman Syukur, MA
Dra. Hj. Wellie Sulistijanti, M.Sc.
2. Dewan Pengasuh : Drs. Muh. Nasihin
3. Kepala Pondok : Ulil Firdaus, S.Pd.I.,M.Ag
4. Sekretaris : Nikmatul Khasanah, S.Pd
5. Bendahara : Nikmatul Khasanah, S.Pd

Bagian-bagian :

6. Bid. Keamanan dan Ta'lim : Gilang Muhammad Pahalawan
7. Bid. Kebahasaan : Esza Qoirul Nazula
8. Bid. Pembinaan Spiritualitas dan Ketakmiran : Ahmad Rhamadhan Yanuar
9. Kebersihan dan Kesehatan : Kartika Sari Sunarno

Appendix 5
Student Data

Angkatan 2016-2017 (A)			Angkatan 2016-2017 (B)			Angkatan 2017-2018			Angkatan 2018-2019		
No	Nama	No	Nama	No	Nama	No	Nama	No	Nama	No	Nama
1	Amanatullah Pandu Znklinov	1	Abru Mega Haulani	1	Faizul Akrom	1	Sidik	1	Sidik	1	Sidik
2	Arief Budi Cahyono	2	Andida Bagus Murdani	2	Achmad Ramadhani Yamar	2	Farhan Alfian Royyan	2	Farhan Alfian Royyan	2	Farhan Alfian Royyan
3	Ahmad Jaubarudin Najib	3	Ariska Fitriyani Ningrum	3	Alifia Rahma	3	Andi Kusbas Mantoro	3	Andi Kusbas Mantoro	3	Andi Kusbas Mantoro
4	Dewi Rahayu	4	Ayu Lestari	4	Am. Fadel Bermiano	4	Rega Mas Aji	4	Rega Mas Aji	4	Rega Mas Aji
5	Dinda Rosyada M	5	Ayutdi Purbo Sakti	5	Dewi Nurfaiziah	5	Hasfi Ghulam Zikron	5	Hasfi Ghulam Zikron	5	Hasfi Ghulam Zikron
6	Dyah Ayu Maulidany	6	Anisa Martha Tiama Irawan	6	Aprilia Dwi Anggara Wati	6	Sofian Panuntun	6	Sofian Panuntun	6	Sofian Panuntun
7	Elok Maria Zilfi	7	Dede Darissalam	7	Arizal Ibnu Harris	7	Aulia Fadhli Boer	7	Aulia Fadhli Boer	7	Aulia Fadhli Boer
8	Esza Qoirul Nazula	8	Dina Novitasari	8	Cika Awani Ayuwida	8	Muhammad Zaidani Albahij	8	Muhammad Zaidani Albahij	8	Muhammad Zaidani Albahij
9	Fakta Liza	9	Erlan Tata Prasetya	9	Dina Fristaniningtyas Williani	9	Narendra Kameswara S P	9	Narendra Kameswara S P	9	Narendra Kameswara S P
10	Firda Aulia	10	Erwin Imam Nugroho	10	Dinar Ade Kurniawan	10	Muhammad Hilmanudin	10	Muhammad Hilmanudin	10	Muhammad Hilmanudin
11	Hudawan Habibie	11	Fahmi Yoga Priadi	11	Dini Gartina	11	Muhammad Ashabul A S	11	Muhammad Ashabul A S	11	Muhammad Ashabul A S
12	Ilham Chaerul Iqbal	12	Fajar Ardy Nugroho	12	Egih Desikasari	12	Wahyu Anggara	12	Wahyu Anggara	12	Wahyu Anggara
13	Imam Mutohirin	13	Hermin Sika Raharjo	13	Erni Octavia Rahmawati	13	Bagas Fakhri Ramadan W	13	Bagas Fakhri Ramadan W	13	Bagas Fakhri Ramadan W
14	Irfan Prakoso	14	Intan Kurnia Dewi	14	Febrianis Choirunnisa	14	Ika Rachmadiyahanti	14	Ika Rachmadiyahanti	14	Ika Rachmadiyahanti
15	Malik Arif Arrahman	15	Mohammad Henry Anggoro	15	Ika Fatmala Sari	15	Ara Firasyan	15	Ara Firasyan	15	Ara Firasyan
16	Muhammad Hilmy Zaini	16	Nurhuda	16	Indri Fatma Ayuningstih	16	Wilma Farahma Puris	16	Wilma Farahma Puris	16	Wilma Farahma Puris
17	Monica Hellen Dwi Pramesti	17	Panji Akhmad Ushuludin	17	Kartika Sari Sunarno	17	Galuh Etha Pratiwi	17	Galuh Etha Pratiwi	17	Galuh Etha Pratiwi
18	Nugrahaning Fikasari	18	Ratna Kusuma Ps	18	Mohammad Arif Iskandar	18	Dwi Rizqina Damayanti	18	Dwi Rizqina Damayanti	18	Dwi Rizqina Damayanti
19	Pelangi Langit Biru	19	Rizki Latif Nur Hasifa	19	Muhammada David Afandi	19	Nadya Chania	19	Nadya Chania	19	Nadya Chania
20	Putri Bella Floranica	20	Saputra Nur Efendi	20	Muhammad Ulil Albab	20	Salwa Salsabila	20	Salwa Salsabila	20	Salwa Salsabila
21	Rahayu Ahadiati Putri	21	Sendi Nugraha Nurdiansah	21	Muhammad Yusril	21	Jihan Royhana Oktavia Afifah	21	Jihan Royhana Oktavia Afifah	21	Jihan Royhana Oktavia Afifah
22	Rjina Salwa Nirwana	22	Sella Dewi Widayawati	22	Meilina Kusumawati	22	Lita Citra Dewi Susasimy	22	Lita Citra Dewi Susasimy	22	Lita Citra Dewi Susasimy
23	Kirin Mustactimmah	23	Ulfa Tus Sholihah	23	Memik Shintia Kartika	23	Annisa Permatasari A	23	Annisa Permatasari A	23	Annisa Permatasari A
24	Chintya Devi Panglipuring Sri Aji	24	Ummi Habibah	24	Renaldi Sutisna	24	Nur Khoififah Bagus	24	Nur Khoififah Bagus	24	Nur Khoififah Bagus
25	Safira Puspangrum	25	Yulis Yunita	25	Saviratul Mahrusah	25	Fida Fariha Amatullah	25	Fida Fariha Amatullah	25	Fida Fariha Amatullah
26	Toyib Abdullah			26	Rizky Afianto	26	Tengku Asy-Syafa M	26	Tengku Asy-Syafa M	26	Tengku Asy-Syafa M
				27	Siti Nurwahdania	27	Bikriyah	27	Bikriyah	27	Bikriyah
				28	Umminun A. Zainun	28	Hafidhzotul Haqumisa	28	Hafidhzotul Haqumisa	28	Hafidhzotul Haqumisa
							Hamifah Putri Ayu Sattii	29	Hamifah Putri Ayu Sattii	29	Hamifah Putri Ayu Sattii

Appendix 6

Syllabus of Learning

SYLLABUS CONVERSATION MODULE DORMITORY AI KHAWARIZMI

AGUSTUS

Week 1:

- Theme : Introduction
Vocabulary : Formal and informal language Linking words, Compound adjectives.
Conversation : Describing the Dormitory

Week 2:

- Theme : Personal Identification
Vocabulary : ID card, Driver License, Passport, Credit Card, Insurance Card, etc
Conversation : kind of Personal Data

SEPTEMBER

Week 3:

- Theme : Vacation
Vocabulary : Adjectives to describe a place Expressions for giving advice Confusable words.
Conversation : Vacation (discussing advantages and disadvantages)

Week 4:

- Theme : Sports
Vocabulary : Adjectives describing physical appearance Metaphors describing Emotions Comparison and contrast Identifying and specifying position
Conversation : Describing similarities and differences

OKTOBER

Week 5:

- Theme : Presentation
Vocabulary : Opening, Message, Closing (Get Partner Attention, Introduce yourself, State the purpose of your presentation)
Converstaion : Business Partner

Week 6:

- Theme : The Learning Process
Vocabulary : working with dictionaries, looking up the words for the two texts Introductions/Levels of formality
Conversaion : Transforming Education in the Mobile Age

NOVEMBER

Week 7:

- Theme : Exchanging opinions
Vocabulary : Expressing your opinion
Conversation : Democracy In Indonesia

Week 8:

- Theme : Expressing your opinion
Vocabulary : Phrasal verbs, Highlighting your opinion, Intensifying your opinion Interrupting tactfully
Conversation : Presidential Election 2019

DESEMBERS

Week 9:

- Theme : Lifestyles
Vocabulary : Combining adjectives and adverbs, Linking contrasting ideas, Identifying and specifying position, Extended metaphors, Prefixes and suffixes
Conversation : Describing your own lifestyle

Week 10:

- Theme : Media (completing information)
Vocabulary : Confusable words, Intensifying adverbs and adverbs that introduce or specify information Expressing your opinion Expressing how you feel.
Conversation : The Latest Issue in Indonesia

JANUARY

Week 11:

- Theme : Final Meeting
Vocabulary : Reviewing all the material briefly
Conversation : Performance English Language

Appendix 7

Observation Guidelines

**OBSERVASI KEGIATAN PEMBELAJARAN ENGLISH
CONVERSATION DI ASRAMA AL KHAWARIZMI**

Pengajar : Ulil Firdaus, M.Pd.
Materi : More Exchange of Oponion
Hari/Tanggal : Selasa, 08 Nopember 2018
Tempat : Asrama al Khawarizmi

No	Kegiatan	Ya	Tidak	Keterangan
1	Implementasi pembelajaran english conversation menggunakan metode langsung di Asrama Al Khawarizmi	✓		<p>Pembelajaran english conversation dilakukan tiga kali pertemuan selama satu minggu, mulai hari selasa, rabu dan kamis. Pembelajaran dimulai dari jam 05.10 s/d 05.30 WIB.</p> <p>Pembelajaran ini menggunakan metode langsung, dan media yang digunakan adalah spidol, buku pegangan, penghapus dan papan tulis. Sedangkan tema pembahasan “More Exchange of Oponions”.</p> <p>Langkah-langkah pembelajarannya, yaitu guru mengumpulkan mahasiswa dalam satu ruangan, guru memulai pembelajaran dengan memberikan kosakata baru dan contoh dalam kalimat sederhana terkait dengan tema yang dibahas. Pada pembelajaran, guru menyuruh mahasiswa menulis kosakata yang diberikan dan memberi kesempatan pada setiap mahasiswa memberikan contoh dalam kalimat. Setelah itu guru menunjuk mahasiswa untuk membacakan contoh kalimat yang mereka susun.</p> <p>Setelah sesi pemberian kosakata, guru mengarahkan mahasiswa untuk berbaris berhadapan di halaman asrama dan mahasiswa praktek percakapan secara langsung</p>

				<p>sesuai dengan tema yang diberikan. Pada proses percakapan, guru berkeliling untuk mengecek grammar atau pelafalan mahasiswa. Guru tidak hanya mengecek saja melainkan ikut serta bercakap-cakap dengan mahasiswanya. Pada akhir pembelajaran, guru memberikan motivasi agar senantiasa berbahasa Inggris di kampus ataupun di asrama, dan pengajar menutup kegiatan pembelajaran</p>
2	Kelebihan dari pembelajaran english conversation menggunakan metode langsung di Asrama Al Khawarizmi	✓		Kelebihan pembelajaran english conversation dengan metode langsung, yaitu mahasiswa percaya diri berbahasa Inggris, keaktifan dan keantusiasan mahasiswa dalam belajar.
3	Kekurangan dari pembelajaran english conversation menggunakan metode langsung di Asrama Al Khawarizmi	✓		Kekurangan pembelajaran english conversation dengan metode langsung, yaitu kekurangan staf pengajar, fasilitas pembelajaran kurang mendukung, kurangnya pengetahuan kosakata mahasiswa, kurangnya kemampuan grammar dan pelafalan mahasiswa

**OBSERVASI KEGIATAN PEMBELAJARAN ENGLISH
CONVERSATION DI ASRAMA AL KHAWARIZMI**

Pengajar : Ulil Firdaus, M.Pd.
 Materi : Media (Completing Information)
 Hari/Tanggal : Rabu, 26 Desember 2018
 Tempat : Asrama al Khawarizmi

No	Kegiatan	Ya	Tidak	Keterangan
1	Implementasi pembelajaran english conversation menggunakan metode langsung di Asrama Al Khawarizmi	✓		<p>Pembelajaran english conversation dilakukan tiga kali pertemuan selama satu minggu, mulai hari selasa, rabu dan kamis. Pembelajaran dimulai dari jam 05.10 s/d 05.30 WIB.</p> <p>Pembelajaran ini menggunakan metode langsung, dan media yang digunakan adalah buku pegangan, papan tulis, spidol, dan penghapus. Sedangkan tema pembahasan “Media (Completing Information)”.</p> <p>Langkah-langkah pembelajarannya, yaitu guru mengumpulkan mahasiswa di halaman asrama, setelah itu guru membuka pelajaran dengan memperkenalkan dengan materi yang akan diberikan, dan guru menunjuk mahasiswa untuk praktek percakapan singkat di depan teman-temanya terkait kosakata yang dipelajari pada minggu sebelumnya. Kemudian guru mengarahkan mahasiswa untuk berbaris berhadapan di halaman asrama dan mahasiswa praktek percakapan secara langsung sesuai dengan tema yang diberikan. Pada akhir pembelajaran, guru memberikan motivasi agar senantiasa berbahasa Inggris di kampus ataupun di asrama, dan pengajar menutup kegiatan pembelajaran</p>

2	Kelebihan dari pembelajaran english conversation menggunakan metode langsung di Asrama Al Khawarizmi	✓		Kelebihan dari pembelajaran ini, adalah banyaknya praktek berbahasa Inggris secara langsung
3	Kekurangan dari pembelajaran english conversation menggunakan metode langsung di Asrama Al Khawarizmi	✓		Kekurangan dari pembelajaran ini, adalah kurang memperhatikan gramatikal dalam berbahasa Inggris

Appendix 8

Interview Guidelines

a. Teacher

PEDOMAN WAWANCARA PENGAJAR

1. Bagaimana implementasi pembelajaran english conversation menggunakan metode langsung di Asrama Al Khawarizmi ?
2. Apakah ada metode lain yang digunakan selain metode langsung dalam pembelajaran english conversation di Asrama Al Khawarizmi ?
3. Mengapa menggunakan metode lain selain metode langsung dalam pembelajaran english conversation di Asrama Al Khawarizmi ?
4. Apa kelebihan menggunakan metode langsung dalam implemntasi pembelajaran english conversation di Asrama Al Khawarizmi ?
5. Apa kekurangan menggunakan metode langsung dalam implemntasi pembelajaran english conversation di Asrama Al Khawarizmi?

b. Student

PEDOMAN WAWANCARA MAHASISWA

1. Bagaimana implementasi pembelajaran english conversation menggunakan metode langsung di Asrama Al Khawarizmi ?
2. Apakah ada metode lain yang digunakan selain metode langsung dalam pembelajaran english conversation di Asrama Al Khawarizmi ?
3. Apa kelebihan menggunakan metode langsung dalam impelemntasi pembelajaran english conversation di Asrama Al Khawarizmi?
4. Apa kekurangan menggunakan metode langsung dalam impelemntasi pembelajaran english conversation di Asrama Al Khawarizmi?

Appendix 9

Transkrip Wawancara

TRANSKRIP WAWANCARA PENGAJAR

Nama Narasumber : Ulil Firdaus, M.Pd.
Tanggal : 02 Agustus 2019
Jam : 16.00-16.15 WIB
Disusun Jam : 21.00-21.20 WIB
Tempat Wawancara : Di Kamar Pengajar Asrama

Pewawancara : Assalamu'alaikum pak

Narasumber : Wa'alaikum salam mas

Pewawancara : Selamat sore, saya mahasiswa UIN Walisongo, kedatanganku kesini untuk tujuan mewawancarai bapak, tentang implementasi pembelajaran english conversation menggunakan metode langsung di asrama.

Narasumber : Ok mas, Sore juga silahkan mas, yang terkait pembelajaran conversation di asrama mas tanyakan, selama saya bisa menjawab saya akan jawab.

Pewawancara : Oh iya terima kasih pak.

Pewawancara : Untuk pertanyaan pertama, bagaimana implementasi pembelajaran english conversation dengan menggunakan metode langsung di asrama pak?

Narasumber : Prosesnya dalam pembelajaran english conversation tidak jauh dari proses pembelajaran pada umumnya, yang pertama yaitu dimulai dengan pemberian tema khusus, kemudian biasanya saya memberikan kosakata baru mengenai tema beserta contoh dalam

bentuk kalimat sederhana, setelah itu mahasiswa saya pasang-pasangkan untuk praktek berbicara sesuai tema yang telah ditentukan, kemudian selama proses percakapan saya berkeliling, jika ada kesalahan saya benarkan.

Pewawancara : Jadi seperti itu ya pak.

Narasumber : Iya mas.

Pewawancara : Untuk Metodenya, kenapa bapak menggunakan metode langsung dalam pembelajaran ini?

Narasumber : Karena metode langsung kita ketahui banyak sisi positifnya, diantaranya yaitu melatih interaktif mahasiswa agar supaya komunikatif dalam praktek berbicara, apalagi bahasa Inggris itu menekankan bagaimana agar mahasiswa lebih Talk Active.

Pewawancara : Adakah metode lain pak yang digunakan dalam pembelajaran ini?

Narasumber : Untuk metode pendukung selain metode langsung biasanya kita pakai tanya jawab, terus kemudian kadang juga diskusi agar supaya pembicaraan berlangsung lebih lama, sehingga seberapa banyak mahasiswa bisa merespon pertanyaan kita dan bisa jadi bahan yang bagus untuk dibicarakan. Selain itu kita juga mewajibkan mereka untuk menghafal.

Pewawancara : Untuk selanjutnya pak, kenapa bapak menggunakan metode-metode tersebut?

Narasumber : Kita ketahui bahwasanya latar belakang mahasiswa di asrama AIS ini kan berbeda-beda mas, apalagi ini kan jurusan statistic bukan Bahasa Inggris jadi wajar kalau mereka itu ada yang zero, medium, dan advance misalnya. Jadi mau gak mau ya kita praktekkan seperti itu.

- Pewawancara : Oh iya, jadi untuk mendukung ya pak.
- Narasumber : Iya untuk mendukung.
- Pewawancara : Terus, apa kelebihan menggunakan metode langsung pak dalam pembelajaran ini?
- Narasumber : Kelebihan ya mas, kalau kelebihan metode langsung agar mahasiswa bisa terbiasa mas, jadi misalkan kita kasih topik kemudian di aplikasikan atau di implementasikan secara langsung, menurut saya lebih mengena, mengena dalam artian mengena secara kosakatanya kemudian dia bisa mengaplikasikan secara langsung dengan teman, kemudian dia juga lebih percaya diri, sehingga secara tidak langsung tanpa mereka sadari mahasiswa itu bisa mempraktekkan.
- Pewawancara : Untuk kekurangannya metode ini bagaimana pak?
- Narasumber : Ya pasti ya mas, yang namanya setiap metode atau apapun itu kalau dilihat dari kekurangan pastinya ada.
Kalau metode langsung ini paling pembedaharaan kosakata, karena biasanya dalam percakapan itu tidak jauh dari namanya kosakata. Kemudian lemahnya kemampuan grammar, yaitu membedakan antara noun, pronoun, verb dan adjective, sehingga kesulitan dalam menyusun kalimat yang baik.
- Pewawancara : Jadi itu ya pak kekurangan dari metode langsung
- Narasumber : iya mas, kurang lebinya seperti itu
- Pewawancara : Saya rasa cukup ini saja pak, terima kasih atas waktu dan informasinya.
- Narasumber : Iya sama-sama mas.

TRANSKRIP WAWANCARA MAHASISWA

Nama Narasumber : Fahmi Yoga Priadi
Tanggal : 02 Agustus 2019
Jam : 16.20-16.35 WIB
Disusun Jam : 21.35-21.50 WIB
Tempat Wawancara : Di Depan Kamar Mahasiswa

Pewawancara : Assalamu'alaikum mas

Pewawancara : Selamat sore

Narasumber : Wa'alaikum salam

Narasumber : Iya sore juga mas, gimana mas?

Pewawancara : Ini saya mahasiswa UIN Walisongo, kesini mau wawancara sama mas.

Narasumber : Iya, mau nanya apa ini kira-kira?

Pewawancara : Ini mas, wawancara terkait bagaimana implementasi pembelajaran english conversation menggunakan metode langsung di asrama.

Narasumber : Oh iya, Menurutku pembelajaran ini sering dimulai dengan guru memberikan motivasi dan tanya jawab tentang kosakata yang sudah kita dapatkan pada pertemuan sebelumnya, biasanya seperti itu. selanjutnya guru memberikan kosakata dan memberikan contoh, dan kita disuruh untuk menulis dan membuat contoh dalam kalimat. Kemudian 10 menit sebelum waktu selesai kita diberi kesempatan untuk praktek percakapan langsung. Dan pada akhir pembelajaran, guru selalu memotivasi kita agar tidak malu untuk berbahasa Inggris sesama teman baik di asrama dan kampus.

- Pewawancara : Jadi seperti itu ya mas, ada penekanan untuk berbicara Bahasa Inggris di asrama maupun kampus.
- Narasumber : Iya betul mas, betul sekali.
- Pewawancara : Terus, Adakah metode lain yang digunakan mas?
- Narasumber : Biasanya metode lainnya yang sering digunakan, yaitu metode tanya jawab, dan praktek.
- Pewawancara : Untuk kelebihan mas, Apa kelebihan dari metode langsung mas?
- Narasumber : Metode langsung, karena kita langsung praktek jadi metode ini dapat meningkatkan mental kita dalam berbicara Inggris karena sering melakukan praktek secara langsung dalam pembelajaran.
- Pewawancara : Jadi bisa melatih mental ya mas
- Narasumber : Iya betul mas, karena sering praktek langsung
- Pewawancara : Kalau kekurangannya bagaimana mas?
- Narasumber : Kekurangannya cuma satu kalau saya, penggunaan Pronunciation yang baik dan benar dalam berbicara bahasa Inggris itu sangat kurang.
- Pewawancara : Jadi pelafalkan ya mas
- Narasumber : Iya pelafalan mas
- Pewawancara : Ok mas, mungkin cukup sekian, terima kasih atas waktu dan informasinya.
- Narasumber : Iya sama-sama mas.

TRANSKRIP WAWANCARA MAHASISWA

Nama Narasumber : Muhammad Yusril
Tanggal : 02 Agustus 2019
Jam : 16.35-16.50 WIB
Disusun Jam : 22.15-22.30 WIB
Tempat Wawancara : Di Depan Kamar Mahasiswa

Pewawancara : Assalamu'alaikum mas

Pewawancara : Selamat sore

Narasumber : Wa'alaikum salam Warahmatullahi Wabarakatuh

Narasumber : Iya ada apa mas?

Pewawancara : Saya kesini mau wawancara sama perwakilan mahasiswa, saya mahasiswa UIN Walisongo semarang.

Narasumber : Iya mas.

Pewawancara : Untuk wawancaranya itu terkait pembelajaran english conversation di asrama.

Narasumber : Iya, apa yang di tanyakan mas?

Pewawancara : Pertanyaan yang pertama, bagaimana implementasi pembelajaran english conversation menggunakan metode langsung di asrama mas?

Narasumber : Biasanya kalau disini, kita diberi vocab baru terus kita disuruh untuk conversation praktek percakapan dengan teman.

Pewawancara : Jadi di berikan kosa kata baru setelah itu di suruh langsung mempraktekkan ya mas.

- Narasumber : Iya betul mas.
- Pewawancara : Terus selanjunya mas, Apakah ada metode lain yang digunakan dalam pembelajaran ini?
- Narasumber : kita kan conversation ya mas, paling menggunakan metode tanya jawab, terus setiap hari itu di kasih kosa kata baru jadi kita harus menghafal kosakata baru, dan praktek secara langsung.
- Pewawancara : Jadi pendukungnya itu ya mas, tanya jawab dan menghafal kosa kata baru.
- Pewawancara : Untuk kelebihan dari metode langsung apa mas?
- Narasumber : Kalau menurut saya, praktek secara langsung itu kosakata yang diberikan guru tidak cuma angan-angan jadi bisa kita praktekkan secara langsung dengan conversation tadi. Habis di beri kosa kata baru trus kita rangkai dalam kalimat dan langsung berbicara dengan teman.
- Pewawancara : Berarti langsung praktek gitu ya mas
- Narasumber : Iya mas praktek langsung
- Pewawancara : Untuk selanjutnya, kira-kira kekurangannya apa mas, metode ini?
- Narasumber : Kalau kekurangannya, waktu kita praktek bicara itu dalam menyusun kalimat masih asal-asalan dan seucapnya saja. Jadi kekurangannya grammar mas.
- Pewawancara : Mungkin cukup sekian mas, terima kasih atas waktu dan informasinya.
- Narasumber : Okey sama-sama mas.

TRANSKRIP WAWANCARA MAHASISWA

Nama Narasumber : Hafi Ghulam Zikron
Tanggal : 02 Agustus 2019
Jam : 16.50-17.05 WIB
Disusun Jam : 22.30-22.45 WIB
Tempat Wawancara : Di Depan Kamar Mahasiswa

- Pewawancara : Assalamu'alaikum mas, selamat sore
- Narasumber : Wa'alaikum salam mas, iya selamat sore
- Narasumber : Bagaimana mas?
- Pewawancara : Gini mas, saya mahasiswa UIN Walisongo, boleh minta waktunya sebentar mas untuk wawancara?
- Narasumber : Iya boleh mas silahkan.
- Pewawancara : Pertama saya mau menanyakan bagaimana implementasi pembelajaran english conversation menggunakan metode langsung di asrama ini mas?
- Narasumber : Sepengetahuan saya untuk implementasi english conversation di asrama yaitu dengan pembelajaran dimulai setelah shalat shubuh, setelah itu kita dikumpulkan di dalam ruangan terkadang juga di halaman asrama, terus guru memberikan minimal 3 kosakata beserta contoh dalam kalimat, kemudian kita disuruh menulis bahkan menghafalnya. Setelah itu kita disuruh nyari pasangan buat praktek percakapan langsung sambil berdiri berhadapan, mungkin seperti itu mas.
- Pewawancara : Selanjutnya mas, apa ada metode lain yang digunakan untuk pembelajaran english conversation ini?

- Narasumber : Ada mas, untuk metode lainnya itu semisal metode menghafal terus metode langsung atau praktek.
- Pewawancara : Jadi ada metode lain atau metode pendukung ya mas
- Narasumber : Iya mas, ada pastinya
- Pewawancara : Untuk kelebihan dari metode langsung itu apa mas?
- Narasumber : Kalau kelebihan dari metode langsung sendiri, metode ini gampang dipahami mas, karena kita bisa praktek secara langsung tanpa menghiraukan susunan gramatikal bahasa atau susunan grammarnya tidak terlalu di perhatikan yang penting berani.
- Pewawancara : Untuk kekurangannya apa mas dari metode ini?
- Narasumber : kalau menurut saya, kekurangannya itu saya tidak menguasai grammar dengan baik, karena sudah terbiasa berbicara Inggris apa adanya. Jadi pertama di mentalnya mas.
- Pewawancara : Ok mas saya kira cukup wawancaranya, terima kasih atas waktu dan informasinya.
- Narasumber : Iya sama-sama mas.

Appendix 10

Picture of Dormitory & Conversation Activity





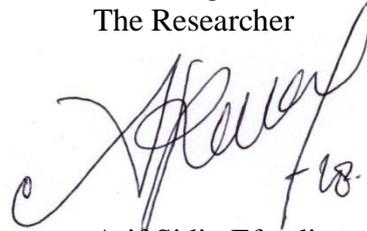
CURRICULUM VITAE

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2. MI MH Troso II : 2005
3. Ponpes Darussalam : 2011
4. UIN Walisongo : 2019

Semarang, 18 Juli 2019
The Researcher



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