DIRECT AND INDIRECT INSTRUCTION IN TEACHING CONVERSATION: A STUDY IN AN OUT-OF-CLASS ENGLISH LANGUAGE LEARNING PROGRAM

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining
The Degree of Bachelor of English Language Education

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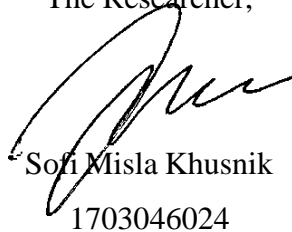
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I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

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had been ratified by the board of examiners of Education of Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang and can be received as one of the requirements for gaining the Bachelor Degree in English Education Department.

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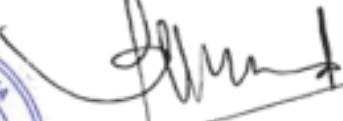NIP. 19781103 200701 2016

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MOTTO

If there is one success that I have achieved, it means that one of my parents' prayers has been granted by Allah SWT.

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10. My seniors Muhammad Nur Falah & Hubbi Addini who never got bored giving directions to me
11. My classmate PBI 8A.
12. My travelling friends, Leli Mukaromah, Kak Ros, Regina Amanatin, Ukhti Jamal.

Finally, the writer realizes that this thesis is still not perfect; therefore, the writer will happily accept constructive criticisms and suggestions to make this thesis better. The writer hopes this thesis would be beneficial to everyone, Amen.

Semarang, 26th April 2021

The writer

Sofi Misla Khusnik

LIST OF CONTENT

ABSTRACK

This study intends to explain the application of how direct and indirect instruction were implemented in the learning process of conversations that are carried out out-of-class at a learning institute in Batang. A descriptive qualitative research was used in this research. In data collection, researchers made observations of all learning activities including preparation for learning, learning activities until the end of the learning activities to determine the application of the direct and indirect instruction. The direct instruction is applied during the learning process through pre-prepared learning activities including learning material about daily vocabulary about fruits, animals, means of transportation, expressions about greeting, vocabularies about things in the home, part of the body, family members, and also the name of the day and several expressions, also on the learning media used by tutors in the form of pictures and props. Indirect instruction is applied in the form of assignments by tutors such as matching names with pictures which are intended as a deepening of the material as well as to learn new material that students will learn. Furthermore, interviews were conducted with the tutor in order to obtain more in-depth information on the two students to find out their feelings after attending the conversation class. The findings show that both students have high conversational learning motivation which leads them to the learning achievement they want where their conversational skills are better. So that it can be an additional reference for teachers and tutors in speaking or conversation learning.

Keywords: Teaching conversation, direct instruction, indirect instruction, out-of-class.

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, research questions related objective to serve the goal of the study, and the significance of the study

1. Background

Speech is the one of main tool of someone to communicate with their society and it will be failed if they do not have good speaking skill[1]. The learners' speaking skill in the learning both second and foreign language can be measured for its success when language learners have a conversation using the language being learned. Speaking skills are important for language learners to have in communicating both to express points of view and respond to them. Speaking was also agreed as the student's ability to process the information obtained[2].Speaking skills are the main aspects of someone to be able to carry out the conversations fluently.

The following are some of the characteristics of the conversation including: First, conversations take place between two or more people with pay attention the opportunity for turn taking in explaining the topic. Second, a speaker that is too structured will cause the conversation to be unbalanced, such as the difference in length and length of time speaking in contributing to the conversation. Third, the selection of topics of interest in the conversation can be of particular interest to the participants involved. Finally, a conversation that is structured and relevant to the topic of conversation will make the conversation run in an orderly manner[3].

Students in a bilingual living environment are required to communicate in two languages that have been predetermined by the relevant

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[1] Nadeem Khan, & Arshad Ali, "Improving The Speaking Ability in English: The Students' Perspective", *Procedia Social and Behavioral Sciences*, (Vol. 2, 2010).

[2] Konder Manurung, "Improving The Speaking Skill Using Reading Contextual Internet-Based Instructional Materials in an EFL Class in Indonesia", *Procedia Socal and Behavioral Sciences.* (Vol. 176, 2014).

[3] Jack Damico dkk, "Facilitating Authentic Conversation: an Intervention employing principles of constructivism and conversation analysis", *Aphasiology*, (2014).

parties, for example Arabic and English. However, here the researcher focuses on the use of English rather than Arabic because English is the language most often used by students in daily conversation.

In daily conversation students cannot rely on the learning they get from the classroom to be able to improve their speaking skills considering that not all students come from the English department so they did not get intense English teaching. On the other hand, the conversational learning method in the classroom is still conventional so that it makes students less interested in following the lessons that take place as a result, the students' speaking ability does not show a significant improvement. The lack of time and space in providing opportunities for students to practice conversations is also an obstacle for students to practice their speaking skills.

As an important part of complementing the EFL program, learning out-of-classroom through informal learning is highly recommended for language learners to follow because it is considered a supporter of effective learning. The various activities carried out by language learning in language learning outside the classroom can provide optimal results as part of efforts to realize successful language development. Differences in language learning activities outside generally determine success in language learning. The ability of students to learn English out-of classroom can be said to be a determinant of success in language learning.

Several studies are acknowledged to support the current research. One of the studies is a research conducted by Klaas J. Westerhof aimed to compare the effectiveness between direct and indirect teaching instructions.[4]The Researchers focused on the different applications of different learning instructions in learning process. Result of that study determined that student learning outcomes in a world-orientation, do not show a significant correlation. This is in contrast to student learning outcomes in 4th grade mathematics in particular, which shows a predictable

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[4]Klass J. Westerhof, "On the Effectiveness of Teaching: Direct Versus Indirect Instruction", *School Effectiveness and School Improvement,* (Vol. 3, 1992).

correlation of learning through the categories' giving instruction', 'asking for feedback', corrective feedback', 'managing learning situations' and' monitoring 'where this describes direct instructions. However, The use of direct and indirect instruction is not only applied in formal classroom learning, but can also be applied to informal learning activities out-of-class, besides that direct and indirect instruction can also be applied to English speaking learning activities. Therefore, the application of direct and indirect instruction will be applied to speaking learning out-of-class to find out the students' perceive of the activity.

Regarding to the research above, there is a gap to fulfill. Since the direct and indirect instruction is wide enough to be effective instruction in classroom learning, it needs something more complete that has closer correlation with teaching conversation out-of-class. To complete the context, this researcher will focus on the combination of direct and indirect instruction which is a strategy of teaching conversation out-of-classroom.

This research is aimed to know the application of two combinations of direct and indirect instruction in teaching conversations out-of-classroom. In this context, teaching conversation out-of classroom provides more feature of learning activities that makes students more interested in taking part in learning.

2. Questions of the research

Due to focus on the research objectives, the writer has formulated some research questions regarding to the research focus. Here are the research questions of the research:

1. How is the implementation of the direct instruction in teaching conversation in out-of class English language learning program?
2. How is the implementation of the indirect instruction in teaching conversation in an out -of-class English language learning program?
3. How is student perceive on the implementation of direct and indirect instruction in teaching conversation?

3. Objectives of the research

       According to the formulated research questions which become the focus or benchmark of the research, here are some objectives that the researcher will reach from conducting the research:

1. To explain the implementation of the direct instruction in teaching conversation in an out -of-class English language learning program.
2. To explain the implementation of the indirect instruction in teaching conversation in an out -of-class English language learning program.
3. To describe the students perceive on the implementation of direct and indirect instruction in teaching conversation.

4. Pedagogical significance

       The significance of the study may theoretically give some information and sight to the reader about the research result and practically can be used in either inside or outside classroom then become a contribution to English language learning. Here are the implications of the pedagogical significance of the research:

1. For English teacher, direct and indirect instruction can be used as an alternative strategies in out-of-class English language learning setting which is currently needed by students to support learning activities in the classroom.
2. For students, direct and indirect instruction can facilitate students in learning speaking process so that students can improve their speaking skill.
3. For researcher, by doing this research, the researcher can explore more research about direct and indirect approach in teaching conversation in an out- of-class language learning setting furthermore the research may provide some information about the implementation of direct and indirect instruction.

This study is important for some reasons:

1. The implementation of direct and in direct instruction in out-of-class teaching conversation is very needed to support students learning in classroom.

2. Combining direct and indirect instruction makes it more effective and making easier for students to learn conversation.

3. Teacher may know well the students perceive in the implementation of direct and indirect instruction in learning process.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter present previous research and theory which are related to the research.

A. Previous Research

The first previous research is written by Klaas J. Westerhof aimed to compare the effectiveness between direct and indirect teaching instructions.[5] The researchers focus on the different applications of different learning instructions in learning process. Result of that study determined that student learning outcomes in a world-orientation, do not show a significant correlation. This is in contrast to student learning outcomes in 4th grade mathematics in particular, which shows a predictable correlation of learning through the categories' giving instruction', 'asking for feedback', corrective feedback', 'managing learning situations' and' monitoring 'where this describes direct instructions.

Since the direct and indirect instruction is wide enough to be effective instruction in classroom learning, it needs something more complete that has closer correlation with teaching conversation out-of-class. To complete the context, this researcher will focus on the combination of direct and indirect instruction which is a strategy of teaching conversation out-of-classroom.

The second previous research is a journal written by Jyothi Masuram and Pushpa Nagini Sripada, aimed to find out the effectiveness of task based teaching to develop student spoken fluency[6]. The writer focused only on task based teaching in teaching speaking method in the classroom. Result of this study determined that task-based instructions given in the class gave significant results where students experienced an increase in speaking fluency.

However, teaching speaking requires not only in the classroom but also in the out-of-classroom. In addition, a combination of both direct and indirect instruction will be more effective as a language teaching method than applying one instruction

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[5]Klass J. Westerhof, "On the Effectiveness of Teaching: Direct Versus Indirect Instruction", *School Effectiveness and School Improvement,* (Vol. 3, 1992).

[6] Jyothi Masuram & Puspa Nagini Sripada, "Developing Spoken Fluency Through Task-Based Teaching", Procedia Computer Science, (Vol. 172, 2019).

alone. To fill this gap, out-of-classroom, direct and indirect instruction are what the researcher will explain all about in the research.

Another research which investigated out-of-class English learning with vocational collage English major in Taiwan, research by Ching-Mei Cheng, which employed EFL Learners' perception of and experiences on out-of-class English learning activities. The activities they can follow are reading, listening, speaking, writing and translation. In this study, he found that students who join in the out-of-class activities more aggressively in English language learning. Different from that research, this research only focus on speaking skill[7].

The last previous research is research by Fiona Hyland. Students independently use various activities and strategies for learning English out-of-classroom according to their personal domain so that they will also more easily control their learning process. Examples of activities such as reading, listening, writing, and speaking. Different from that research, this research focuses on conversation which is used the direct and indirect instruction in language learning[8].

B. Literature Review

1. **Direct and Indirect Instruction**

   Direct Instruction

   Direct instruction is teacher-centered learning instruction. From that understanding, there are actually some similarities between direct instruction and direct method which can be used as a reference as in the following case, here are the principles of direct method[9]: first, the target language is applied extensively in the class. Second, Teaching emphasizes vocabulary and sentences. Then, Oral communication skills are developed between teachers and students in intensive classes. Later on, grammar is taught indifferently.

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[7] Ching-Mei Cheng, "Perception Of and Experiences with Vocational Collage English Major' Out-of-Class English Learning in Taiwan", Journal of Language Teaching and Research, (Vol. 6, 2015).

[8] Fiona Hyland, "Learning Autonomously: Contextualising Out-of-class English Language Learning", Journal of Language Awareness, (Vol. 13, 2004).

[9] Susi Susanti, "The Effectiveness of Using Direct Method in teaching Conversation for Students of Seven Grade at MTs Ar-Risalah Slahung Ponorogo in Academic Year 2015/2016", Thesis (IAIN Ponorogo)

Moreover, new material is taught orally. Furthermore, vocabulary teaching methods are adapted to the type of vocabulary itself either through pictures, demonstrations, objects, or idea associations. Then, teaching is also done in speaking and listening. Finally, emphasis is placed on pronunciation and grammar.

The following are the advantages and disadvantages of the direct method: firstly, students have high motivation to learn. Secondly, students master of vocabulary. Then, students have fluent pronunciation. Finally, students doing conversation more frequently in teaching activities[10].

Indirect Approach

An indirect instruction is a teaching instruction that emphasizes problem-centered learning in a strategic context[11].

Indirect instruction is an approach where the teacher acts as a facilitator in finding solutions to various ideas and problems. Borich and Hussen pinpoints that there is some function of indirect instruction such as: initially, provides opportunities to organize learning activities prior to assignment. This functions in the psychology (motivation), and cognitive (knowledge) of students in the implementation of learning. Secondly, use contextually inductive and deductive methods. Then, samples and non-samples are used to provide general information accurately. Moreover, questions are used in the question and answer process. Furthermore, encourage students to use their own experiences to find ideas to help their understanding seek clarification of learning. Then, students are allowed to evaluate and comment on their own views. Finally, discussions are used to encourage students to think critically.

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[10] Susi Susanti, "The Effectiveness of Using Direct Method in teaching Conversation for Students of Seven Grade at MTs Ar-Risalah Slahung Ponorogo in Academic Year 2015/2016", Thesis (IAIN Ponorogo)

[11] Tiiaa Ruutman & Hants Kipper, "Teaching Strategies for Direct and Indirect Instruction in Teaching Engineering", Journal of iJEP, (VOl.1, 2011).

Research shows that to develop students' critical thinking we can use an indirect approach as an appropriate strategy in managing learning interactions out-of-classroom.

Comparison of direct and indirect instruction

Direct Instruction	Indirect Instruction
Goals	
- Teaching Facts, regulation, sequence of action.	- Teaching draft, design, abstraction.
- Determined by teacher	- Determined by learners
- Emphasizes upon intellectual changes.	- Emphasizes upon affective and attitudinal changes.
- The group is passive	- The group is active
Classroom activities	
- Teacher begins the lesson with a review of the previous lesson	- Teacher begins the lesson with advance organizers that provide an overall pictures that allow concept expansion
- Classroom teacher-centered	- Classroom student-centered
- Teacher-student interaction	- Student-instructor-student
- Teacher provides input on irrelevant student contributions.	- Teacher accepts student contributions that are not relevant.
- Teacher determines activities.	- Group decides upon own activities.
- The teacher guides students by sticking to the learning material.	- Teacher guides students in group discussions about their personal experiences.

- Teacher assessment	- Evaluations are carried out in pairs
- Tests and scores are still done conventionally.	- Emphasizes of tests and score.
- Teacher does not put feelings first. -	- Interpretation of feelings is only done when needed.
- No result report	- There is result report
- Fixed seating and tables.	- Variable table and chairs
- Instructions are whole.	- Activity instruction is individual and group.
- Limited student motion.	- Students are free to move
- Active teacher role.	- Active student role.
Teaching methods and techniques used	
- Presentation	- Discussion
- Recitation	- Inquiry Learning
- Lecture	- Discovery learning
- Question and answer	- Problem solving
- Drill	- Project method
-	- Role playing[12]

2. Conversation

    Conversation is the right of two or more people to speak or listen without being bound by time. The main point of conversation is exchanged. Exchanges can occur because of the initial movement and response. Turns can be done not only with words but also with a nod of the head[13].

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[12] Ashenafi Assefa Demoze, "The Practice of Direct and Indirect Instructional Strategies: the Case of Lecture and Discussion Methods in Addis Ababa University", Thesis (Addis Ababa University).
[13] Rob Nolasco & Lois Arthur, *Conversation* (New York: Oxford University Press, 1987), Hal.5-6.

Conversation is conveying idea which means that the conversation does not have to be tied to a particular topic. Speakers are free to convey conversation topics such as jokes, sadness, and so on[14].

Conversation is a very organized activity that requires certain skills from the speaker. Conversation is a structured activity so it requires certain competences from the speaker. The following are conversational rules and structure: Opening, starting a conversation can be started by saying greetings and introductions or with a question to start a conversation. Turn-taking, it is necessary to have awareness in the conversation turn-taking mechanism so as not to speak at the same time. Interrupting, when giving instructions, should be delivered politely and naturally. Adjacency pairs, in giving a reaction that is liked or disliked, give a wise and indirect answer so it doesn't look harsh. Closing, avoid ending the conversation violently or immediately on the phone without notification first[15].

There are two types of conversational interactions. The first is a conversation whose main focus is on the transactional function or information exchange. Second, conversation as conversational interaction or maintaining social relationships[16].

3. Out-of-Class

Out-of-Class learning is a learning activity that is carried out outside the classroom which has 3 categories as follows. First, independent learning where students learn their own sources and methods. Second, naturalistic language learning where students have conversations naturally or accidentally. Third, naturalistic language learning itself namely students who organize their own learning activities[17]. Pickard pinpoint that students are

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[14] Susi Susanti, "The Effectiveness of Using Direct Method in teaching Conversation for Students of Seven Grade at MTs Ar-Risalah Slahung Ponorogo in Academic Year 2015/2016", Thesis (IAIN Ponorogo)

[15] Zoltan Dornyei & Sarah Turrell, "Teaching Conversational skill Intensively: Course Content and Rationale", ELT Journal, (Vol. 48, 1994).

[16] Jack. C & Richards, *The Language Teaching Matrix* (United States: Cambridge University Press, 1999), Hal. 68.

[17] Abdullah Coskun, "Benefits of Out-Of-Class Speaking Activities For EFL Students", Ulusrarasi Turcke Edebiyat Kultur Egitim Dergisi Sayi, (Vol. 3, 2016).

more interested in learning activities outside the classroom such as reading, listening, rather than speaking[18].

Out-of-class language learning activities are activities that are carried out consciously and unconsciously to improve their English skills. The Out-of-classroom activities that students do such as watching TV, going to the cinema, listening to music, and interacting with native speakers are activities that are useful for improving students' English skills. The following are the reasons for the need for students to learn English out-of-classroom: (1) the lack of teaching staff who are experts in English so that they cannot answer the demands of field requests. (2) Treatment of the same learning method on differences in student academic achievement. (3) The number of students who are proficient in English after participating in learning outside the classroom. (4) The opportunity to learn English outside the classroom is greater because students spend more time outside school hours. (5) Students cannot learn all the material in the classroom. They need activities outside the classroom to develop their abilities. (6) The learning achievements obtained by students on their academic achievements during learning outside the classroom have an impact on the support of teachers in providing optimal learning opportunities[19].

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[18] Fiona Hyland, "Learning Autonomously: Contextualising Out-of-class English Language Learning", Journal of Language Awareness, (Vol. 13, 2004).
[19] Candrawati Sutiono dkk, "Out-of-Class Activities Employed by Successful and Unsuccessful English Department Students", Journal of Pendidikan Humaniora, (Vol. 3, 2017).

CHAPTER III
RESEARCH METHOD

This research contains research design, data collection technique, technique of data analysis, and thesis organization.

A. Research Design

1. Place and time of the study

   a. Research setting and context

   Omah Sinau Batang is a tutoring institute for students for out-of-class learning setting which offers various learning activities. The program offers various activities such as Arabic tutoring class, English conversation tutoring class, music class, Calistung class (reading, writing, calculate), and dance class.

   Omah Sinau Batang offers students to freely choose the suitable tutoring learning program. One of them is English conversation class program. Students who join this class are believed to be suitable as research participants since they meet criteria such as taking conversation program, and experiencing different teaching approaches in the conversation program. That is why Omah Sinau Batang was chosen as the place where the research was conducted.

   b. Setting of Time

   The research will be carried out until the data is collected. The research was conducted for the application of the conversation class program activities. During the research, students will be given different learning materials and approaches for each meeting.

   This research is a qualitative descriptive study. The purpose of this research design is to describe the implementation of direct and indirect instructions to teach conversations in an English learning environment outside the classroom. All data from observations and interview questions will be interpreted into the results of in-depth descriptive research.

2. Participants

   Participants in this study were students of Omah Sinau Batang. The total number of students is 50 consisting of grade 1-6 elementary school students. The study will conduct population sampling in one class of the conversation class program using purposive sample based on specific classes which the following conversation class intensive and they are willing to be researched. They are 3th grade students of elementary school. The participants stated their willingness through the formed consent sign stated.

B. **Data Collection Techniques**

   The data collection techniques used in this study is observation and interview.

   1. Observation

      Sugiono argues that observation is the basis of science. Valid data will only be obtained through observation and data collection methods are usually done with the help of certain tools[20].

      Observation aims to obtain data on how to apply direct and indirect approaches in teaching conversations in an English learning environment outside the classroom using an observation guide. Here the observation will be carried out in four components. The main focus is on approach types (direct/indirect), materials, activities, and actors. The data findings will be useful to answer the research question. The observation guideline is as stated in the appendix.

   2. Interview

      Esterberg argues that interview is an interaction between two people to discuss a certain topic through question and answer[21]. In a qualitative interview, the researcher conducted face to face interview participants, telephone interviews, or engage in group interviews.

      Interview is aimed to collect the data on students perceive on the implementation of direct and indirect approach in teaching. This interview will be done by teacher and students using Indonesian. It will be semi-structured

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   [20] Sugiyono, "Metode Penelitian Pendidikan", (Bandung: Alfabeta Bandung, 2016), Hal. 310.
   [21] Sugiyono, "Metode Penelitian Pendidikan", (Bandung: Alfabeta Bandung, 2016), Hal. 317.

interview due to obtaining depth data regarding the research topic. The interview guideline is as stated in the appendix.

C. Technique of Data Analysis

Nasution pinpoint that data analysis was carried out since formulating and explaining the problem, before going to the field until the research was completed. It will continue to be a foothold for researchers for the next steps[22]. The following are activities in performing data analysis:

1. Data Reduction

    Reducing data means summarizing to focus data on things that are considered important and eliminating things that are considered unimportant. In this way the data obtained in this way will become clearer and easier to study at a later stage.

    Initially, Researcher will focus on one conversation class only by categorizing the aspects of student learning motivation, the learning approach method used and the impact of attending the class on students' conversation skills.

    In reducing data, researchers need to discuss with people who are considered experts because there will be many new patterns found during research so that it requires a sensitive and in-depth thinking process so that the researchers' insights can develop.

2. Data Display

    Data display can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and so on. However, here the researcher will do it in the form of a narrative text. It is done to make it easier for researchers to present data so that it is easily understood as a determinant of the next step.

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[22] Sugiyono, "Metode Penelitian Pendidikan", (Bandung: Alfabeta Bandung, 2016), Hal. 336-345.

3. Conclusion Drawing

   Conclusion drawing is the final stage of the research to describe the results of the research that has been done supported by valid data[23].

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[23] Mathew B. Miles & A. Michael Huberman, "Qualitative Data Analysis" (United States: Sage Publication, 1994). Hal. 10-11.

CHAPTER IV
RESEARCH FINDINGS

This chapter contains research findings which is including observation results and interviews on the implementation of direct and indirect Instruction in teaching conversation in the out-of-class programs, and the research discussion.

A. Finding

The data of the research is acquired from the observation and interview related to the implementation of direct and indirect instructions and the students perceive in out-of-class teaching conversation class program. The following below is the explanation of each data:

1. The Implementation of Direct Instruction

Researchers have conducted research on the conversation learning program in out-of-classroom at Omah Sinau Batang from March 2 to April 6, 2021. Out-of-class teaching conversation program is an out-of-class learning which facilitates students to learn conversation English intensively. According to [*Participant A, 31 March 2021*] *Out-of-class teaching conversation program is a class for learning to speak.* This agrees with [*Participant B, 31 March 201*] *Out-of-class teaching conversation program is a class for learning fluent language*. The tutor also confirmed that:

> *Out-of-class teaching conversation program is an English speaking learning program that is held outside the classroom to facilitate students in learning to speak English, as well as to support learning activities in the classroom. (Tutor, 31 March 2021)*

Researchers had encountered difficulties when looking for research sites considering all forms of restrictions on community activities carried out by the government including learning activities during the Covid-19 pandemic. Who then finally can conduct research at Omah Sinau Batang, of course, by still paying attention to health protocols such as wearing masks and washing

hands with soap and maintaining a safe distances. Given that this learning activity was carried out face-to-face during the Covid-19 pandemic.

Another unexpected thing when conducting research was the small number of students who took part in a conversation learning class, where there were only 2 students in one class. Most of the students prefer other class options such as dance classes because they are considered the most attractive to them. One classroom there is used for 2 learning activities at once. Like in dance class and English conversation class. Of course this makes students' concentration in learning disrupted.

Therefore, in this study, the researcher not only acts as a researcher but also acts as a participant observation where the researcher is involved in designing learning with the tutor and occasionally acts as a teacher so that the interpersonal relationship with students and tutors is close and they are not awkward to be researched.

The researcher began the research by observing all learning activities including the learning material, the application of the learning instruction, as well as the learning media used. The result of the observation described as follows:

Table 1
The Implementation of Direct and Indirect Instruction

Observation Types of Instruction	Note

Direct Instruction
 	
  1. What activities are used in the direct Instruction?
Indirect Instruction
 	
  2. What activities are used in the indirect instruction?
	Direct Instruction
	
	- The teacher reviews the previous learning material.
	- The teacher explains the learning material they will learn.
	- Students are asked to write material that has been given by the teacher.
	- The teacher gives an example to students how to pronounce correctly.
	- Students are asked to memorize the vocabulary

Observation Types of Instruction	Note
	that has been given. - The tutor starts drilling vocabulary for students with a few tricks so that students memorize easily. Indirect Instruction Teacher gives students assignment such as: - Match the name with the picture - Look up the meaning of the vocabulary.
Observation of Materials	**Note**
1. What material is taught during learning activities takes place using direct Instruction? 2. What material is taught during learning activities underway using indirect Instruction?	The material taught in these two methods is the same, namely in the form of vocabulary drilling and how to pronounce it. The learning materials taught include vocabulary about fruits, animals, means of transportation, expressions about greeting, vocabularies about things in the home, part of the body, family members, and also the name of the day.
Observation of Activities	**Note**
1. What needs to be prepared in learning activities? 2. How is the application of the direct / indirect instruction during the learning activity?	1. Learning material and also learning media. 2. The direct instruction is used during the learning process and the indirect instruction is applied as a form of assignment.
Observation of Actors	
1. How do students participate in the conversation class? 2. Can all students participate actively in learning? 3. How do students interact with other students in learning	1. Students attend the conversation class very actively and enthusiastically. 2. Yes, all students are actively involved in learning activities.

Observation Types of Instruction	Note
activities?	3. Students interact with each other. They give each other correction if there is a mistake in the pronunciation. They are also very passionate about memorizing vocabulary by giving guesses.

From the result of observation above, tutor used the same material in the learning activities used direct and indirect instruction. Meanwhile the students joined the class with great enthusiasm. Tutor again emphasized that:

There are 2 instruction used in learning, namely direct and indirect instruction. The direct instruction is a learning instruction that requires a planning and strategy in the learning process. Meanwhile, the indirect instruction is a learning instruction that focuses more on assignment activities to students. [Tutor, 31 March 2021]

Here are the implementation of direct instruction in out-of-teaching conversation class program:

a. The activities used in direct teaching instruction

There are differences in learning activities during the learning process in the application of the direct and indirect instruction. However, both have the same role, namely to complement each other.

There are several activities carried out during the learning process on the application of a direct instruction including providing material on vocabulary and some expressions, drilling vocabulary, games, and also how to pronounce English correctly. Whereas in the indirect instruction, students

emphasize more on giving independent tasks. [Tutor, 31 March 2021]

Activities carried out during the learning take place using a direct teaching instruction in the form of providing learning materials about vocabulary, expressions, and how to pronounce them. The vocabulary taught, for example, is about fruits, animals, means of transportation, expression about greeting, vocabularies about things in the home, part of the body, family members, and also the name of the day.

The material taught seems very basic and the main focus is only on vocabulary material. This is because students who are involved in learning are students who are still in grade 3 elementary school and they are still very unfamiliar with English, so the tutor deliberately designs their lessons with an emphasis on vocabulary. What's interesting here, tutors sometimes provide opportunities for students to determine the learning material they want to learn.

During the learning activity, the two students tried to answer the meaning of some vocabulary about the names of fruits and animals while the tutor was writing down the English vocabulary list on the blackboard. They more or less know the vocabulary from their learning activities with their parents at home.

Then in teaching expression. Students are given material about greeting expressions. The students were very happy to get the material because they felt they could practice these expressions very easily with their friends. They also feel more confident when practicing conversations in front of the class.

Finally, students are taught by the teacher about how to pronounce English vocabulary and some expression material. At first students felt strange with the pronunciation in English because what was written was different from what they had to say. But after the

tutor provides an explanation of how the pronunciation of the students understands and gets used to it.

b. The material taught during learning activities uses a direct instruction.

The materials taught by the tutor to the students are entirely in the form of material about everyday vocabulary such as about fruits, animals, means of transportation, expression about greeting, vocabularies about things in the home, part of the body, family members, and also the name of the day. This was deliberately designed by the tutor because at the beginning of this class meeting the students were still very unfamiliar with English, so the tutor deliberately designed learning materials that emphasized the material more on vocabulary.

Students seemed very enthusiastic about the material given. They know the names of fruits, animals and objects around them in English. Students are given approximately 5-10 new vocabulary words per meeting depending on the material to be taught. On the sidelines of the lesson, the tutor also invited students to do ice breaking. What's interesting is that ice breaking is taught in the form of a song accompanied by a clapping called "Heaven Hell game". Students not only sing and clap their hands but also memorize the vocabulary that has been taught. So that with this method, the delivery of material is more acceptable to students, it makes it easier for students to memorize the vocabulary that has been given.

c. Application of direct instruction during the learning process

The tutor usually uses a direct instruction during the learning process, where this learning process has been previously designed by the tutor. And for Participation of students in taking conversation classes.

2. **The implementation of Indirect Teaching Instruction.**

According to the observation data above. Here is explanation about the implementation of indirect teaching Instruction.

a. The activities used in indirect teaching Instruction

When the tutor first made observations at Omah Sinau Batang, the researcher found that learning activities there were still very conventional, namely by only applying the direct instruction during learning. Then the researcher conducted a discussion with the tutor to be involved in learning activities by including the indirect learning approach method in learning activities. This was intentionally carried out by researchers in order to fulfill the requirements of the research carried out by using direct and indirect approaches. In addition, the researcher also hopes to provide a reference in using the English conversation teaching approach method so that it is not monotonous in the conventional teaching approach method alone.

In this activity the tutor has prepared activities that must be carried out by students. The tutor provides illustrated paper, for example, about the means of transportation along with the names of each means of transportation randomly, which then the students are asked to match the name with the picture. Students are very enthusiastic about this activity because it is shown with interesting pictures. With this activity students seem to find it easier to memorize existing vocabulary.

Another activity is an activity that is very familiar to us, namely by providing a list of English vocabulary to students which are then asked to find each meaning of the vocabulary through the dictionary. After students have finished with the above activities, students will be asked by the tutor to come to the front of the class to read their results. Students will present the results in their own pronunciation which they know and then the tutor will make corrections.

b. The material taught during learning activities uses on indirect instruction.

In the implementation of indirect teaching instruction, tutor still uses the same material that implemented in direct teaching instruction. That is vocabulary and some expression.

c. The application of indirect instruction during the learning process.

The application of the indirect instruction, tutors usually apply it as a form of assignment to deepen the material for students to better master the material that has been taught. But the tutor also uses this instruction in the form of assignments for new material about the meaning of vocabulary against the vocabulary lists that have been given previously. So that at the next meeting, students have mastered the new material to be taught.

In addition, there are some data that researcher should know to know the implementation of direct and indirect teaching instruction well:

a. Things that need to be prepared in learning activities.

There are several things that need to be prepared in learning activities, namely the learning material to be delivered and the learning media that is in accordance with the material to be delivered.

The learning material that will be delivered by the tutor is very flexible. Which is not all the material is the will of the tutor, but occasionally in the tutor meeting will offer students what vocabulary they want to learn in the next meeting. So, students also have a share in the learning material they will learn.

After knowing what material will be taught to students for the next meeting, the tutor will begin to determine which learning media is considered the most suitable for use in learning. The learning media used are for example in the form of pictures or props.

b. Student activeness during learning.

   Even though the number of students in this conversation class is very small where only two students are there, this does not affect the activeness of students to be able to take part in learning well. The two students exchange information about the learning material during the learning activities. They are also not ashamed to ask the tutor when something is not understood. Often they both asked about how to pronounce the vocabulary given. Because what is written is not always the same as what should be said.

   The activeness they express during the learning process is the result of a high motivation to learn so that their desire to be proficient in speaking English is achieved. They clearly stated "*I want to be able to speak English." [Participant A, 31 March 2021]. "I want to speak English fluently". [Participant B, 31 March 2021].*

   Students are very active and enthusiastic in participating in every learning activity. This is evidenced by the existence of assignments that they always complete properly and correctly, then students also actively participate to participate in asking questions about material that has not been understood. It is not uncommon for students to practice some of the expressions or vocabulary that have been taught when interacting either with the tutor or with their friends.

c. Interaction of students in learning activities.

   During the activity, students do not hesitate to interact with each other. When one student tries to give a guess to another student about the meaning of a vocabulary, the other student will respond with the knowledge he already has. They are also sometimes indirectly able to have conversations in English through the expressions they have learned. Even though they are

still grammatically wrong, they have dared to speak in English. Students perceive on implementation direct and indirect instruction in teaching conversation

3. **Students Perceive on The Implementation of Direct and Indirect Instruction.**

Researchers have conducted interviews with 2 students who took a conversation class outside the classroom to obtain the required information regarding students' perceptions of the application of direct and indirect approaches. And at the end of the interview, the students expressed their perceive after attending the conversation class program. Student stated that "*My English skills are getting better." [Participant A, March 31, 2021].* In a line with other student *"My ability to speak English with friends is getting better." [Partcipant B, March 31, 2021]*

The data above shows students' answers to interview questions between students and researchers about students perceived on the implementation of direct and indirect instruction in out-of-class conversation programs, which can be concluded that the two students have high motivation to learn English conversation. This leads them to the desired learning achievement where their English skills become better after taking conversation classes.

B. **Discussion**

Out-of-class teaching conversation program is a conversation English learning activity held outside of class to support learning in the classroom. It is because not all students can perceive all the learning material clearly in the classroom learning. Therefore students need to join in the out-of-classroom program.

This is in line with the theory which explains that there are several things that cause students to learn English outside the classroom. (1) Lack of teachers who are proficient in English. (2) The use of the same learning method for students' abilities. (3) The number of students who master English

after participating in learning outside the classroom. (4) The opportunity to learn English is greater than learning in class. (5) The learning material that students learn in the classroom needs to be developed. (6) Student achievement is obtained from teacher support in providing optimal learning opportunities[24].

Teaching conversation at Omah Sinau Batang will not run smoothly without the proper teaching instruction designed before. Therefore, tutor tried to look for the teaching instruction properly by considering students' need before finally tutor decided to use the direct and indirect instruction. This is in accordance with what was expressed by Richards that there are two features of the conversational teaching approach. A direct approach where there is specific program planning and strategy in the conversational process and an indirect approach where students acquire conversational competence by performing meaningful tasks[25].

Through the teaching approach that has been determined above, it makes it easier for the tutor to determine the instruction of teaching activities, materials and media that will be used in learning activities.

In previous studies, the learning activities implemented in the conversation class were of more types than the learning activities that were being carried out by the researcher. Even though in previous studies the application of learning activities was mostly used, the learning instruction used still only focused on applying the indirect instruction in formal class[26]. Following are examples of learning activities in previous research such as only on world-orientation and mathematics. Whereas in research that is being conducted by researchers, researchers apply a combination of instruction in the form of direct and indirect instruction whose learning activities only focus

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[24] Candrawati Sutiono dkk, "Out-of-Class Activities Employed by Successful and Unsuccessful English Department Students", Journal of Pendidikan Humaniora, (Vol. 3, 2017)
[25] H. Douglah Brown, Teaching by Principles An Interactive Approach to Language Pedagogy (USA: Pearson Education), hlm. 276.

[26] Klass J. Westerhof, "On the Effectiveness of Teaching: Direct Versus Indirect Instruction", *School Effectiveness and School Improvement,* (Vol. 3, 1992).

on drilling everyday vocabulary and some expressions. This is very much different from previous studies, considering that researchers in designing learning instruction and learning activities are tailored to the needs of students. Apart from this, both previous research and current research show the same learning outcomes, where students experience increased in their achievement learning.

It can be concluded that in this study, the researcher provides a clear picture and reference on how the direct and indirect instruction is applied in the conversation class. Starting from the design of learning activities that are made as attractive as possible so that students are enthusiastic and not bored in participating in learning activities to learning materials that are tailored to the needs of students so that learning can be followed optimally by students. So that it can be an additional reference for teachers and tutors in speaking or conversation learning.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion and suggestion. The conclusion is based on the implementation of direct and indirect teaching instruction in out-of-class teaching class program. Meanwhile the suggestion display some information that are useful for students, tutor, and researcher.

A. Conclusion

This research explain implementation of direct and indirect teaching instruction in out-of-class program and also describe student perceive on the implementation of direct and indirect teaching instruction in out-of-class program. From the data above, it could be conclude that:

First, the implementation of the direct teaching instruction in an out-of-class teaching program is applied during the learning process through the learning activities prepared before. It such as learning material and also learning media. The material taught is about everyday vocabulary about fruits, animals, means of transportation, expression about greeting, vocabularies about things in the home, part of the body, family members, and also the name of the day and some expression tailored to the needs of students. And the learning media such as picture and props used to support learning activities so that students will be easier to memorize vocabulary.

Second, the implementation of indirect teaching instruction in an out-of-class teaching program applied as a form of assignment. This is intended as an effort to deepen the material for students as well as to learn new material that they will learn.

Third, after students join the conversation class using direct and indirect instruction, students expressed their perceive that with high motivation to learn conversations can lead them to the desired learning achievement where their English speaking skills are better.

B. Suggestion

Here are some suggestion of this research:

1. For the tutor

   a. Tutors must know the types of teaching instruction.

   b. Tutor should give more varied learning material which is not only on vocabulary material but also

   c. Tutors must provide more learning media such as video and audio so that students can learn pronunciation directly from the native speaker.

   d. The tutor should provide the separate class with another class program so students can study with a focus.

   e. Tutors must be able to understand the ability level of each student. So that the tutor can act according to what the students need.

2. For the students

   a. Students should be pay attention on the teacher explanation.

   b. Students should be do more on exercise conversation to reach speaking fluently.

   c. Students should be more confident in answer the quiz given by teacher.

   d. Students must review the material that has been provided by the tutor. So that the vocabulary that has been given is not forgotten.

   e. Students should come to class on time so that learning activities do not delay.

3. For next researcher

   This research is expected to provide an overview for future researchers in conducting research so that they can conduct more in-depth research on the application of the direct and indirect instruction in out-of-class teaching conversation. In addition, further research is also expected to be able to conduct research that does not only focus on teaching conversation but also on other abilities using direct and indirect instruction.

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Appendix I
Observation Guide

Observation Guide	
Observation Types of Approach	**Note**
Direct Instruction 3. What activities are used in the direct Instruction? Indirect Instruction 4. What activities are used in the indirect Instruction?	
Observation of Materials	**Note**
1. What material is taught during learning activities takes place using direct instruction? 2. What material is taught during learning activities underway using indirect instruction?	
Observation of Activities	**Note**
1. What needs to be prepared in learning activities? 2. How is the application of the direct and indirect instruction during the learning activity?	
Observation of Actors	
1. How do students participate in the conversation class? 2. Can all students participate actively in learning? 3. How do students interact with other students in learning activities?	

Interview guidelines for teachers

Name: ………………..

No.	QUESTION
1.	What is an out-of-class conversation teaching program?
2.	What are the goals of an outside classroom conversation teaching program?
3.	What instruction is used in learning activities?
4.	What activities are applied in learning activities?

Interview Guidelines for Students

Name: ………………..

No.	QUESTION
1.	What do you know about conversation class programs?
2.	What is your motivation for joining the conversation class?
3.	Did the conversation class program have an impact on your conversational skills?
4.	How did you feel after joining the conversation class program?

Apendix II

Interview Transcription

<div align="center">

Wawancara untuk Guru

</div>

Tutor

A   : Apa itu program pengajaran percakapan?

B   : Program pengajaran percakapan di luar kelas merupakan program pembelajaran berbicara bahasa inggris yang diadakan di luar kelas untuk mengfasilitasi siswa dalam belajar berbicara bahasa inggris, serta untuk mendukung kegiatan pembelajaran di dalam kelas.

A   : Apakah tujuan dari program pengajaran percakapan di luar kelas?

B   : Untuk mengfasilitasi siswa dalam belajar berbicara bahasa inggris. Serta untuk mendukung kegiatan pembelajaran di dalam kelas.

A   : Instruksi Apa yang digunakan dalam kegiatan pembelajaran?

B : Instruksi langsung dan instruksi tidak langsung.

A   : Kegiatan Apa saja yang diterapkan dalam kegiatan pembelajaran?

B   : Ada beberapa kegiatan yang dilakukan selama proses pembelajaran tentang penerapan instruksi langsung antara lain pemberian materi tentang kosakata dan beberapa ekspresi, pengeboran kosakata, permainan, serta cara mengucapkan bahasa Inggris dengan benar. Sedangkan pada instruksi tidak langsung, siswa lebih menekankan pada pemberian tugas secara mandiri.

Panduan Wawancara Siswa

Participant 1

A : Apa yang kamu ketahui tentang program kelas percakapan?

B : Kelas percakapan adalah kelas untuk belajar percakapan supaya lancar.

A : Apa motivasi kamu untuk bergabung di kelas percakapan?

B : Saya ingin lancar berbahasa inggris

A : Apakah program Kelas percakapan memberikan pengaruh pada kemampuan percakapan kalian?

B : Iya, berpengaruh.

A : Bagaimana perasaan mu setelah mengikuti program kelas percakapan?

B : Kemampuan saya berbicara bahasa inggris dengan teman menjadi lebih baik.

Participant 2

A : Apa yang kamu ketahui tentang program kelas percakapan?

B : Kelas percakapan yaitu kelas untuk belajar berbicara

A : Apa motivasi kamu untuk bergabung di kelas percakapan?

B : Saya pingin bisa bahasa inggris

A : Apakah program Kelas percakapan memberikan pengaruh pada kemampuan percakapan kalian?

B : Ya, berpengaruh

A : Bagaimana perasaan mu setelah mengikuti program kelas percakapan?

B : Kemampuan bahasa inggris saya menjadi lebih baik.

CURRICULUM VITAE

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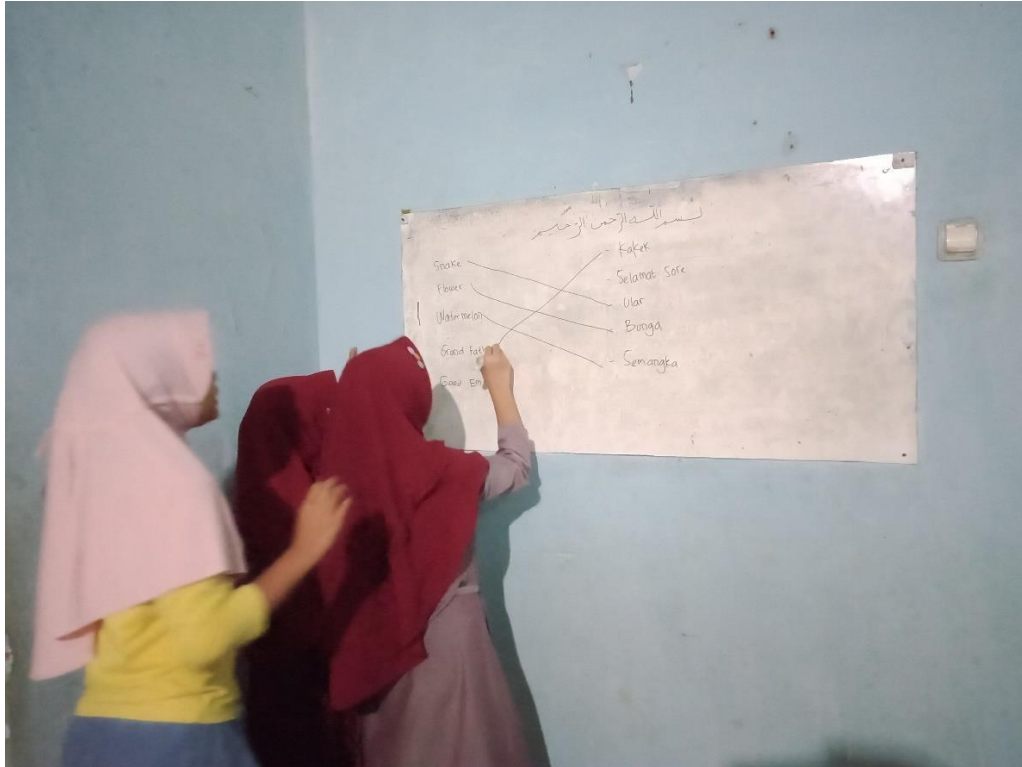
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Documentation

The activities of conversation class at Omah Sinau Batang

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Nomor : B-1120/Un.10.03/D.1/PG.00/03/2021   2 Maret 2021
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Hal   : Mohon Izin Riset
              a.n.   : Sofi Misla Khusnik
              NIM   : 1703046024

Yth.
Bapak/Ibu Kepala Komunitas
di Omah Sinau Batang

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

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Judul Skripsi   : Direct and Indirect Approach in Teaching Conversation: A
                   Study in
                   an Out-of-Class English Language Learning Program.

Pembimbing :
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       Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 34 hari, mulai tanggal 2 Maret 2021 sampai dengan tanggal 6 April 2021.

       Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr. Wb.

                                                      a.n. Dekan
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