

## ABSTRACT

Sinta, Dharu Krisma Dwi. (2017). *The Use of Direct Method to Teach Integrated Skills for Super Kids 5 in Purikids Yogyakarta*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

The fact that language skills cannot be separated in the real life makes people tend to use all language skills in language learning. Thus, the teachers want to integrate language skills to make the implementation of the language become natural using the proper method. This study analyzed the use of Direct Method by Purikids English Course to teach integrated skills. Purikids has applied Direct Method as the main method in teaching English for more than 10 years. Direct Method is one of the teaching methods which stresses the dominant use of the target language in the learning process.

Therefore, the researcher wanted to find out how Direct Method is implemented in the learning process and how Direct Method facilitated Super Kids 5 students to learn integrated skills in Purikids. In this study, there are two research questions to be answered: (1) How is Direct Method to teach integrated skills for Super Kids 5 students implemented? (2) How does Direct Method facilitate the students of Purikids in learning integrated skills?

In order to find out how Direct Method is implemented in Purikids and its function, the researcher used qualitative research as the methodology of this study. The researcher employed observation and interview as data gathering technique in order to answer the research questions. Hence, the data gathered were analyzed using the five-phase cycle data analysis to answer both research questions by Yin (2011). Besides, in order to answer the first research question, the data were analyzed using the theory of Direct Method by Richards and Rodgers (2001), Freeman (2008), and Norland & Terry (2006). Then, the researcher referred to the principle of integrated skills by Oxford (2001) and Harmer (2007). The observation, interview, and validation were conducted from March 2017 to July 2017.

The findings of this study answered the first research question that the teachers and students mostly used English as the main language in the classroom. Through games and learning media, the students learned to produce sentences in English. The integration of the language skills helped the students to learn English more deeply. The second finding is that Direct Method facilitated the students in learning integrated skills. First, games and conversational activities in the classroom could improve students' speaking ability. Second, the use of target language helped the students to increase their vocabulary and pronunciation through listening activity. The last, writing and reading skills were presented as the task.

**Keywords:** Direct Method, Integrated Skills, Purikids Students

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Fakta bahwa kemampuan bahasa tidak dapat dipisahkan di kehidupan nyata menyebabkan orang cenderung menggunakan semua kemampuan dalam mempelajari bahasa. Sehingga dalam pembelajaran, guru ingin menggabungkan semua keterampilan bahasa dengan penggunaan metode yang tepat supaya penerapannya menjadi natural. Penelitian ini menganalisis penggunaan *Direct Method* untuk mengajarkan *integrated skills* oleh lembaga kursus Purikids. Purikids sudah menerapkan *Direct Method* sebagai metode pembelajaran utama selama lebih dari 10 tahun. *Direct Method* adalah salah satu metode yang menekankan penggunaan bahasa sasaran.

Oleh karena itu, peneliti ingin mengetahui seperti apa penggunaan *Direct Method* dalam proses pembelajaran dan bagaimana *Direct Method* memfasilitasi siswa *Super Kids 5* dalam mempelajari *integrated skills* di Purikids. Dalam penelitian ini, terdapat dua rumusan masalah yang akan dijawab: (1) Bagaimana *Direct Method* digunakan untuk mengajarkan *integrated skills* kepada murid *Super Kids 5*? dan (2) Bagaimana *Direct Method* memfasilitasi para siswa di Purikids dalam mempelajari *integrated skills*?

Dengan tujuan meneliti penggunaan *Direct Method* di Purikids, peneliti menggunakan penelitian kualitatif yang berfokus pada penelitian kualitatif deskriptif. Peneliti melakukan observasi dan wawancara sebagai teknik pengumpulan data. Peneliti menggunakan teori *Direct Method* menurut Richards & Rodgers (2001), Freeman (2008), dan Norland & Terry (2006). Kemudian peneliti merujuk pada prinsip *integrated skills* menurut Oxford (2001) dan Harmer (2007). Untuk menjawab kedua rumusan masalah, peneliti menggunakan metode penelitian Yin (2011). Observasi, wawancara, dan validasi dilaksanakan dari bulan Maret 2017 hingga Juli 2017.

Hasil penelitian pertama menunjukkan bahwa guru dan siswa lebih sering menggunakan bahasa Inggris sebagai bahasa utama di kelas. Melalui penggunaan *games* dan media pembelajaran, para siswa belajar untuk membuat kalimat dalam bahasa Inggris. Penyatuan kemampuan bahasa juga membantu siswa dalam mempelajari bahasa Inggris secara lebih dalam. Hasil penelitian kedua menunjukkan bahwa penggunaan *Direct Method* dapat memfasilitasi siswa dalam mempelajari *integrated skills*. Pertama, segala bentuk permainan dan aktivitas berbicara di kelas mampu meningkatkan kemampuan berbicara siswa. Kedua, penggunaan bahasa sasaran membantu siswa untuk meningkatkan kosakata dan pelafalan bahasa Inggris melalui kegiatan mendengarkan. Ketiga, kemampuan menulis dan berbicara ditampilkan sebagai bentuk tugas.

**Kata Kunci:** *Direct Method, Integrated Skills, Purikids Students*