A THESIS

TEACHERS' PERCEPTION IN USING DIRECT METHOD TO THE EFL CLASSROOM AT THE SMPN 1 SUPPA DURING COVID-19

BY

CICA RISNAWATI
REG. NUM. 14.1300.016

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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ENDORSEMENT OF CONSULTANT COMMISSIONS

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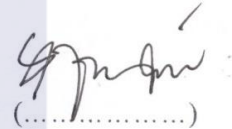
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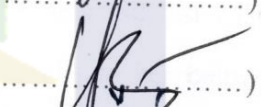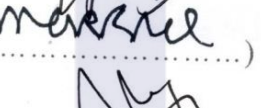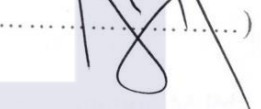
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بِسْمِ اللّهِ الرَّحْمنِ الرَّحِيْمِ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillahi Rabbil Alamin. First of all, the writer would like to expressher gratefully to the lord Allah swt. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy so she can finish this skripsi. Salam and Salawat always be sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

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Parepare, May 17th 2021
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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted this skripsi, if it can be proved that it is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, May 17th 2021

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ABSTRACT

Cica Risnawati. *Teachers' Perception in Using Direct Method to the EFL Classroom at The SMPN 1 Suppa During Covid-19*. (Supervised by . Saepudin and Abdul Haris Sunubi).

Direct method is a method which target language is used in teaching learning process without translating in the students' native language, if there is a word that is difficult to understand by students, the teacher can be interpreted by using real media, picture, and others.While Online learning is an open and scattered learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful action and interaction. The purpose of this research is find out about Teachers' perception in using direct method to the EFL classroom at the SMPN 1 Suppa during covid-19, The result of this study are beneficial for lecturers and students because they will get proper information about teachers' perception in using direct method to the EFL classroom.
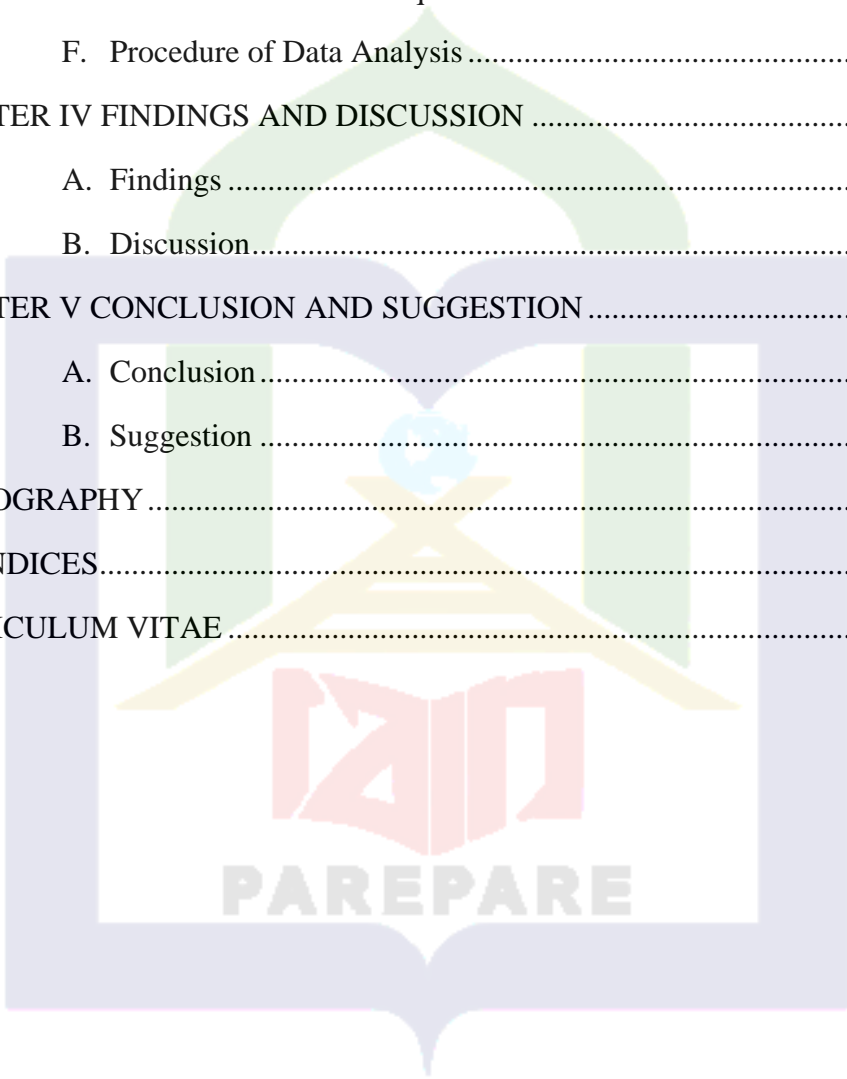
The informant of this study were 3 English teachers. The researcher conducted the research by Qualitative descriptive design. The data collecting technique used by interview and observation.The result of the study was about Teachers' perception in using direct method to the EFL that teacher showed in negative perception for the using of direct method which also called for less effective, this prove that, teacher and students have very bad in learning communication, it may cause of missing teaching materials among the students and teachers. The researcher concludes that online direct method learning in the Covid-19 situation is still less effective, but it can be covered by advantages in using online-based technology

Keyword: Teacher Perception, Direct method, EFL Classroom.

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CHAPTER I

INTRODUCTION

A. Background

Talking about covid-19 or commonly referred to as the corona virus has indeed become the talk of the world at the end of 2019 until the year 2021, this corona virus initially appeared in China, precisely in the city of Wuhan, Hubei Province. The corona virus (covid-19) is an outbreak originating from living animals and is then transmitted from other human beings to humans, according to the world health organization (WHO).

The spread of the covid-19 virus is the highest cause of death in various countries of the world today. Many victims have died. This is a problem that must be faced by the world today, to carry out a variety of policies including in the country of Indonesia itself. The Indonesian state also feels the effects of the spread of this virus. More and more quickly spread to a number of regions in Indonesia.

As a result of the covid-19 pandemic, a number of policies have been implemented to break the chain of the spread of the covid-19 virus in Indonesia. One of the efforts made by the government in Indonesia is to implement an appeal to the community to carry out physical distancing, namely an appeal to keep a distance between the people, avoid activities in all forms of crowds, gatherings, and avoid meetings that involve many people. These efforts are aimed at the community so that

it can be done to break the chain of the spread of the Covid-19 pandemic that is happening right now.

The government implemented a policy that is Work From Home (WFH). This policy is an effort that is applied to the community in order to complete allwork at home. Education in Indonesia has also become one of the areas affected by the covid-19.[1]

The pandemic corona virus 2019 (COVID-19) has become an international concern and poses challenges to psychological resilience in all fields, one of which is education. So, because the corona virus has hit the entire world, including Indonesia, the obstacles experienced in the teaching and learning process are hampered, especially in the application of direct methods.[2]

However education in Indonesia has now established online learning both in schools and at universities. Online learning aims to meet educational standards by utilizing Information Technology using computer devices or gadgets that are interconnected between students and teachers and between students and lecturers so that through the use of these technologies the teaching and learning process can still be carried out properly. Utilization of information technology is expected to be able

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[1]Agung Rahmat and Iwan Krisnadi, *Analisis Efektifitas Pembelajaran Daring (Online) Untuk Siswa SMK Negeri 8 Kota Tangerang Pada Saat Pandemi Covid 19* (Journal : Megister Teknik Elektro, Pasca Sarjana), p. 1.

[2]Asnul Dahar Minghat, Pupung Purnawarman, Saripudin, SMuktiarni, M. Vina Dwiyanti, and Siti Salina Mustakimand, *Students' Perceptions of the Twists and Turns of E-learning in the Midst of the Covid 19 Outbreak*(Journal : Multidimensional Education), p.15.

to overcome the teaching and learning process that can continue to run well even though it is in the middle of the Corona Covid-19 Virus epidemic.[3]

Various distance learning media were tried and used. The tools that can be used as online learning media include; google classroom, Google Form, whatsapp group, telegram, zoom and other media. These suggestions are the tools used at SMPN 1 Suppa in the learning process during Covid-19.

The positive impact of Corona in the education sector, namely teachers or lecturers, can develop the desired innovation and educational model, so that educational innovation is well established. However, the bad impact is that difficult students do not necessarily have the means of communication to carry out the learning process, so that students find it difficult to get the learning material delivered by the teacher.

Among the direct learning processes carried out via Smartphone or telecommunication devices include:

1. Through instructional videos: instructional videos are also included in a gradual process, because the presenters are either teachers or motivators delivering material through videos and given to students. This video is not much different from meeting face to face, but this video makes it easier for students because students can repeat the video playback, they still don't understand the material.

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[3]Roida Pakpahanand Yuni Fitriani, *Analisa Pemanfaatan Teknologi Informasi Dalam Pembelajaran Jarak Jauh Di Tengah Pandemi Virus Corona Covid-19* (Journal : System Information, Applied, Management, Accounting and Research, 4 num. 2, 2020), p. 31.

2. Google Classroom :Google Classroom is a free online blended learning application platform. Educators can create their own class and share the class code or invite students. Google Classroom is intended to help all spheres of education that helps students to find or solve learning difficulties, teach lessons and create assignments without having to attend class. Google Classroom's main goal is to streamline the process of sharing files between teachers and students. Google Classroom combines Google Drive for assignment creation and distribution, Google Docs, Sheets, Slides for communication, Gmail for communication, and Google Calendar for scheduling. Students can be invited to join classes via private code, or automatically from the school domain.

3. Google Form : The use of google form is to make it easier for to make collect data at the same time. So, don't need to spend a lot of energy asking questions one by one to those concerned, let alone printing the questions on paper after the questionnaire. Now, technology has made everything easier. only need to share a link from the google form that has been made, then let students fill out the questionnaire online.

4. WhatsApp :In simple terms WhatsApp is a messaging application and others for smart phones. And others here mean that the WhatsApp application is able to send images, sounds and even videos. Which will be used in online learning for students of SMPN 1 Suppa.

B. Research Question

Based on the statement in the background, there is problem that will be investigated through this study. The problem is: How are the Teachers' perception in using direct method to the EFL classroom at the SMPN 1 Suppa during covid-19?

C. Objective of Research

Based on the problem statement above, the objective of the research is: to find out about Teachers' perception in using direct method to the EFL classroom at the SMPN 1 Suppa during covid-19.

D. Significances of the Research

1. For the teacher

The teacher can know about perception in using direct method in the EFL so, the teacher can make this as they reference about how to make creative on learning process through of direct method.

2. For the student

The student can express their perception about what they are think about on learning through of direct method.

3. For the researcher

This research is also expected to give benefit as referenced for the researchers who want to run research related to this one.

CHAPTER II

REVIEW OF RELATED OF LITERATURE

A. Previous Related Researh Findings

Perception is a process of receiving a stimulus by an individual through the senses or also called a sensory process. That is, accuracy in perceiving sensory stimuli leads to successful communication. On the other hand, failure to perceive a stimulus leads to miscommunication. The goal of perception is the internal representation of the external world. With the perception of the individual will be aware of the circumstances around him and also his own situation

In this part the researcher presents some research had conclude to this study in the following:

Nurhayati Sitorus, Harpen Silitonga, Stated in their research "The implementation of Direct Method to Iimprove Students' Ability in Speaking" In this research investigated students' ability in speaking before and after using Direct Method in learning English. The method in this research was experimental quantitative method by using experimental design with one group pretest-posttest design.

The design only saw students' achievement in speaking before and after using Direct Method. The object of the research was English Department students. They were randomly selected. The technique of collecting the data was done through oral test. The result of this study shown that the use of Direct Method could improve

students' ability in speaking. It was proved from the students' average was higher after using Direct Method.[4]

Faris Al Hazmi, Nenden Sri Lengkanawati, Stated in their research "Student's and Lecturer's Perception of The Implementation of Direct Method in EFL Classroom : A case Study in a Tertiary Level". In this research investigated students' ability in speaking before and after using Direct Method in learningEnglish. Teaching English using Direct Method (DM), which only uses the target language and refrains from using the learners' native one, does not always seem understandable for some students, especially those who are in the first year of study in a tertiary level context.

Responding to such an issue, this study was aimed at investigating students' understanding and perceptions of the implementation of DM in an EFL classroom. This study applied a case study of qualitative research design, where the researcher took one experienced-English lecturer who is an expert in using DM and thirty students of English major in the first year of study.

The data of the study were gained through interviewing the lecturer, and questionnaires with open-ended questions distributed to forty-one students. The result of this study showed that the causes of difficulty are lack of vocabularies, infrequent practice, and inability to understand the explanation in a fast tempo, and unfamiliar pronunciation. Moreover, there are three proposed suggestions to effectively

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[4]Nurhayati Sitorus, Harpen Silitonga, "The ImplementationofDirect Method to Improve Students' Ability in Speaking", (ELTIN Journal, 2018). p. 80.

implement the DM, namely a lot of exposure, reading the materials before the class is begun, and working in a group consisting of high and low achievers.[5]

Nila Andriyani, in this research showed that the use of the Direct Method was able to improve students' speaking skills. Based on the qualitative data, the students could develop their ideas to produce a short sentence with better vocabulary, sentence structure and pronunciation. They also enthusiastically joined the teaching and learning activities. Based on the quantitative data, the research showed that the total mean score of the class was higher after the posttest. From the data, it showed that students' mean score for the speaking skill was improved.[6]

Based on the explanation above the researcher can concludes that the goal of Direct Method is to make their students learn how to communicate by using the target language, think the target language and the teacher avoids native language emerged during the teaching learning activities.

B. Some Pertinent Ideas

1. Definition of Direct Method

The direct method is the right method to use for speaking skills. A teacher who uses this method presents material directly using the target language or language as the language of instruction and without using the first language of his students. If there are words that cannot be applied by students, the teacher can interpret them by

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[5]Nurhayati Sitorus, Harpen Silitonga, "The ImplementationofDirect Method to Improve Students' Ability in Speaking", (ELTIN Journal, 2018). p. 79.

[6]Faris Al Hazmi, Nenden Sri Lengkanawati, "Students' and Lecturer's Perception of theImplementation of Direct Method in EFL Classroom:A Case Study in a Tertiary Level", (CONAPLIN 2019). p. 73.

using props or demonstrating them. Through this method, students can immediately practice their proficiency in speaking English and communicating with friends and teachers.[7]

In the western world back in the 17th, 18th and 19th centuries, foreign language learning was associated with the learning of Latin and Greek, both supposed to promote their speakers' intellectuality. At the time, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorization of vocabulary and translation of literary text. There was no provision for the oral use of the languages under study; after all, both Latin and Greek were not being taught for oral communication but for the sake of their speakers' becoming "scholarly?" or creating an illusion of "erudition." Late in the nineteenth century, the classical Method came to be known as Grammar Translation Method, which offered very little beyond an insight into the grammatical rules attending the process of translating from the second to the native language.

It is widely recognized that the Grammar Translation Method is still one of the most popular and favorite models of language teaching, which has been rather stalwart and impervious to educational reforms, remaining standard and sine qua non methodology. With hindsight, we could say that its contribution to language learning has been lamentably limited, since it has shifted the focus from the real language to a

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[7]*SriRahmadhaniSiregar* ,http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ/article/view/1294. *(*Vol 4, No 02 (2016)*).*

"dissected body" of nouns, adjectives and prepositions, doing nothing to enhance a student's communicative ability in the foreign language.

The last two decades of the nineteenth century ushered in a new age.

In his the Art of Learning and Studying Foreign Languages (1880), Francouis Gouin described his "harrowing" experiences of learning German, which helped him gain insights into the intricacies of language teaching and learning. Living in Hamburg for one year, he attempted to master the German language by dint of memorizing a German grammar book and a list of the 248 irregular German verbs, instead of conversing with the natives. Exulting in the security that the grounding in German grammar offered him, he hastened to go to the university to test his knowledge but he could not understand a word. After his failure, he decided to memorize the German roots, but with no success. He went so far as to memorize books, translate Goethe and Schiller, and learn by heart 30.000 words in a dictionary, only to meet with failure. Upon returning to France, gouin discovered that his three-year-old nephew had managed to become chatterbox of French-a fact that made him think that the child held the secret to learning a language.

Thus, he began observing his nephew and came to the conclusion that language learning is a matter of transforming perceptions into conceptions and then using language to represent these conceptions. Equipped with this knowledge, he devised a teaching method premised upon these insights. It was against this background that the series method was created, which taught learners directly a

"series" of connected sentences that are easy to understand. For instance, I stretch out my arm. I take hold of the handle.

I turn the handle. I open the door. I pull the door. Nevertheless, this approach to language learning was short-lived and, only a generation later, gave place to the Direct Method, posited by Charles Berlitz. The basic tenet of Berlitz's method was that second language learning is similar to first language learning. In this light, there should be lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammatical and syntactic structures.

From some of the methods originated by Richards, researchers chose the direct method because this method is very appropriate to use for language education is easily understood like learning the mother tongue or the so-called method natural because naturally like mother tongue. So, through the application of this method in improving sure to improve students' interests and abilities in

speak English.[8]

2. Characteristics of the direct method, (Patel 2008)

In the direct method, first to the child starting with the mother tongue and after that with a second language. In this method, there is a direct bond target language. The child thinks in language target and his expression in ward target language. The subject matter is first given word for word, then sentence structure. The unit of setting up is a sentence.

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[8]Fasaaro Hulu**1** dan Ambalegin2, Efektivitas Direct Method Dalam Peningkatan Kemampuan Berbicara Bahasa Inggris Mahasiswa (Jurnal Basis Vol. 5 No2 Oktober 2018), h 23

The teacher takes related actions with sentences that show meaning sentence. The teacher shows objects or performs action to clarify the concept, and grammar that is taught is only casual and students are not required to memorize grammar formulas but the main thing is that students are able to pronounce the language well and the teacher shows the meaning of the sentence with assistance with gestures, postures and actions. This allows students to Build a direct relationship with words and expressions.[9]

3. The Concept of Direct Method

a. The Definition of Direct Method

Direct method is a method which target language is used in teaching learning process without translating in the students' native language, if there is a word that is difficult to understand by students, the teacher can be interpreted by using real media, picture, and others". According to Larsen-Freeman "The direct method has one basic rule: No translation is allowed". It means that the teacher should not translate when she teaches about the material.[10]

according to the opinion of Subana and Sunarti State that the direct method is a method that introduces students directly to the sounds of the language where the

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[9]Fasaaro Hulu**1** dan Ambalegin2, Efektivitas Direct Method Dalam Peningkatan Kemampuan Berbicara Bahasa Inggris Mahasiswa (Jurnal Basis Vol. 5 No2 Oktober 2018), h 23

[10]M. Dini Handoko, https://iqrometro.co.id/concept-of-direct-method.html, November 6, 2017

explanation of new words is not through translation, but by descriptions of the original language, by demonstration or with visual tools. .[11]

Similarly, Stern pointsout that the Direct Method is characterized by the use of the target language as ameans of instruction and communication in the language classroom, and by theavoidance of the use of the first language and of translation as a technique. Theseprinciples are seen in the following guidelines for teaching oral language.[12]

b. The Principles of the Direct Method

In short, the principles of the Direct Method are as follows:

1) Classroom instruction is conducted in the target language.

2) There is an inductive approach to grammar.

3) Only everyday vocabulary is taught.

4) Concrete vocabulary is taught through pictures and objects, while abstract is taught by association of ideas.

5) Students are encouraged to think in the target language and speaking is taught first before reading or writing.

6) This method states that the printed word should be kept away from the second language learner for as long as possible.

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[11] Naf Siehul Kuta, Jurnal Pendidikan Khusus : Metode Langsung (Direct Method) Terahadap Pembelajaran Makna Kata Pada Anak Autis (Universitas Negeri Surabaya 2015), p. 5

[12] Nila Andriyani, Using The Direct Method in Teaching to Improv students' Speaking Skillat Purikids Language Course (Universitas Negeri Yogyakarta 2015), p. 35

7) Use of chain activities accompanied by verbal comments like: I go to the door. I open the door. I close the door. I return to my place. I sit down. (called the Gouin series).

8) Grammar is taught inductively (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language).

9) Emphasis is put on correct pronunciation and grammar. [13]

4. The key Aspects of this method are:

Introduction of new word, number, alphabet character, sentence or concept (referred to as an element):

Show, Point to visual aid or gestures (for verbs), to ensure student clearly understands what is being taught.Say, Teacher verbally introduces element, with care and enunciation. After that try Student makes various attempts to pronounce new element. Teacher corrects student if necessary, pointing to mouth to show proper shaping of lips, tongue and relationship to teeth and student repeats each element 5-20 times.Syntax, the correct location of new element in sentence and then teacher states a phrase or sentence to student; student repeats such 5-20 times. And then Ask and reply in negativeteacher uses element in negative situations (e.g. "Are you the President of the United States?" or "Are you the teacher?"); students says "No".

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[13]Dr. Muna Alkhateeb "The Direct Method".Comparison of first and second-language learning processes (Language Teaching and the Bilingual Method, CJ Dodson, Pitman Publishing 1967, ISBN 0 273 31665 6).Accessed 25 August) 00.18

If more advanced, may use the negative with "Not". teacher provides intuitive examples using 5 Ws (Who, What, Where, Why, When) or How". Use random variations to practice. Pronouns with verb using visuals (such as photos or illustrations) or gestures teacher covers all pronouns. Use many random variations such as "Is Ana a woman?" or "Are they from France?" to practice. Student must choose and utilize the correct element, as well as posing appropriate questions as Teacher did.[14]

5. Progress, from Lesson to Lesson:

Lesson reviewthe first few minutes of each lesson are to review prior lessons.Global review transition from Lesson Review to a comprehensive review, which should always include items from the Special Attention List.

6. Advanced Concepts

Intermediate and Advanced Students may skip some Element introduction as appropriate; become aware of student's language abilities, so they are not frustrated by too much review. If Student immediately shows recognition and knowledge, move to next Element.

a). Non-Standard Alphabets: Teaching Student to recognize letters/characters and reading words should employ same steps as in above Aspect. and alphabet variations

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[14]Dr. Muna Alkhateeb"The Direct Method".Comparison of first and second-language learning processes (Language Teaching and the Bilingual Method, CJ Dodson, Pitman Publishing 1967, ISBN 0 273 31665 6).Accessed 25 August) 00.18

may be taught using Aspect III. Writing characters and words should initially be done manually, either on paper or whiteboard.

b). Country Accents: Any student at intermediate stages or higher should be made aware of subtle variations in pronunciation, which depend on geography within a country or from country to country.

7. The Advantages

Clearly the Direct Method is a shift away from the Grammar Translation Method. One of its positive points is that it promises to teach the language and Not about the language. More advantages can be listed as follows:

a. It is a natural method. It teaches the second/foreign language in the same way as one learns one's mother tongue. The language is taught through demonstration and conversation in context. Pupils, therefore, acquire fluency in speech. They are quick at understanding spoken English. They can converse in English with felicity and ease.

b. There is no gap between active and passive vocabulary. This method does not differentiate between active and passive vocabularies. According to this method whatever is required for understanding through English is also required for expressing through it. If English is taught through the mother tongue, the gulf between the active and passive vocabularies is widened. The learner acquires more of passive vocabulary because he concentrates on understanding English rather than expressing through it.

c.This method is based on sound principles of education. It believes in introducing the particular before general, concrete before abstract and practice before theory. Its

emphasis on speech made it more attractive for those who have needs of real communication in the target language.It was one of the first methods to introduce the teaching of vocabulary through realia.[15]

8. The Disadvantages

Major fallacy of Direct Method was belief that second language should be learned in way in which first language was acquired – by total immersion technique. But obviously far less time and opportunity in schools, compared with small child learning his mother tongue. Is first language learning process really applicable to second foreign language learning at later stage. First language learning is essential part of child's total growth of awareness of world around him. He starts off with blank sheet, then starts collecting/selecting organizing the experience of a totally new world, perceived through his senses, by formulating a variety of pre-verbal concepts.

Subsequently part of the process of learning how to live is the acquisition of skills to verbalize his desires and aversions and to label his concepts, so as to make living more sufficient and secure.Child / on type of environment on intelligence. Language is part of an intrinsic process through which child learns to recognize/ deal with new situations. Compare learning of second language

At 11 years of age, child is not interested in recognition of new living situations; child has normally learned the basic concepts and can handle situations for

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[15]Dr. Muna Alkhateeb"The Direct Method".Comparison of first and second-language learning processes (Language Teaching and the Bilingual Method, CJ Dodson, Pitman Publishing 1967, ISBN 0 273 31665 6).Accessed 25 August) 00.18

ordinary living purposes. So as far as 'learning to live' is concerned, no similarities between two processes of learning (not the case for immigrant children – they need to learn English for survival purposes – therefore motivating force is totally different).Older child has already at his disposal a first language, which is securely fixed to the universe of things; (s) he is equipped with this advantage; first language learner does not have this.

Older child is more mature and it would seem nonsensical to imitate first language learning processes totally for learning additional language (think of contact hours needed) this is argument for using MT (anti Direct Method). What does foreign language learner wish to know first?

To know the FL equivalent of MT sentences/ words used in hitherto familiar situations.To learn how to handle certain known/ recurring situations through the medium of the FL. He doesn't wish to handle completely new situations in FL terms. The Direct Method rejects use of the printed word – but this objection is illogical since second language learner has already mastered his reading skills. Does printed word interfere with FL pronunciation? -In fact experiments show that the printed word is of real help to consolidate the FL and actually reinforces retention- leaves mental imprint, image of shape of word.

Also Direct Methodists failed to grade and structure their materials adequately – no selection, grading or controlled presentation of vocabulary and structures. Plunged pupils into flood of living language – quite bewildering for pupils.

However, many teachers did modify the Direct Method to meet practical requirements of own schools, implemented main principles, i.e. teaching through oral practice and banning all translation into target language. Obviously compromise was needed.

Direct method did pave the way for more communicative, oral based approach, and as such represented an important step forward in the history of language teaching.

9. The Teachers' Role

In direct method, teachers introduce a new target language word or phrase to the students and there is no mother tounge. Therefore, the role of the teacher is as demonstrator because the teacher demonstrates the meaning of words through the use of realia, pictures, or pantomime; they never translate it into the students' native language. The teacher is also a facilitator because he facilitates the students with the target language.

The teacher is the source for the students to know the words in target language. The teachers provide information of the target language including the culture consisting of the history of the people who speak the target language. The teacher is the partner of the students. Teachers interact with the students a lot, asking them questions about relevant topics and trying to use the grammatical structure of the day in the conversation.

The teacher can be the monitor of the students. He watches the students' progress in using the target language. The teacher has the students self-correct by

asking them to make a choice between what they said and an alternative answer supplied. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong. The teacher is also the initiator.

He finds various techniques to get the students to self-correct whenever possible. The teacher uses map drawing as a technique to give listening comprehension. The teacher can use paragraph writing as a technique for writing activity. He asks the teacher to write paragraph with their own words about the lesson studied. The students can use their memory or use the passage in the lesson as the model.

10. The Students' Role

The teacher and the students are more like partners in the teaching/learning process. Teacher/student interaction became fuller, guessing of context or content, completing fill-ins, and doing "cloze" exercises were the order of the day. The students' role in direct method is the active learner. They are active in exploring new words, expression, etc. in target language. The students are also the observer and practitioner. In direct method, the students observe the target language used by the teacher in teaching and they try to get the meaning based on the demonstration given and then they will practice the target language they observed and they use it to communicate with their friends and teacher in classroom.

C. Online Learning

According to Dabbagh and Ritland (in Arnesi and Hamid) online learning is an open and scattered learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful action and interaction .

Online learning media can be interpreted as a medium that is equipped with a controller that can be operated by the user (user), so that the user (user) can control and access what the user needs, for example downloading sources for Tenses material in English lessons. Furthermore Dabbagh and Ritland said there are three components to online learning, namely: (a) learning models, (b) instructional and learning strategies, (c) online learning media. These three components form an interactive linkage, in which there is a learning model that is structured as a social process that informs the design of an online learning environment, which leads to the specifications of instructional and learning strategies that specifically make it possible to facilitate learning through the use of learning technology.[16]

There are some of learning through online media those are :

1. Google Classroom

Google Classroom is considered as one of the best platforms out there for enhancing teachers' workflow. It provides a set of powerful features that make it an

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[16]Agung Rahmat and Iwan Krisnadi, *Analisis efektifitas pembelajaran daring (online) untuk siswa SMK Negeri 8 Kota Tangerang pada saat pandemi covid 19* (Jurnal : Megister Teknik Elektro, Pasca Sarjana), p. 3.

ideal tool to use with students. Classroom helps teachers save time, keep classes organized, and improve communication with students. Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment. Google classroom allows teachers to spend more time with their students and less time on the paperwork, and it is now even better. Google's latest announcement brings new functionality to Google Classroom. Included in the new functionality is the ability to add more than one teacher, as well as to preparing for classes in advance as well.[17]

2. Whats app

The mobile learning must be accommodated by one particular application that is suitable with the device's operating system. One of the most popular is WhatsApp instant messaging. Based on WhatsApp (2010), this application is a cross-platform smartphone messenger that requires internet data. In terms of its use in educational field, WhatsApp enables students to send text messages, images, video, audio, documents, and even location. It provides students and instructors with the ability to create group that supports interactions of each members. Cheung et al (2008) in Amry (2014) state that students' engagement through mobile technologies influences their motivations for social interactions.[18]

3. Zoom

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[17]Shampa Iftakhar,*Google Classroom: What Works and How?*(Journal : Education and Social Sciences, 3, 2020), p. 12.

[18]Armeria Wijaya, *Students' Responses Toward The Use Of Whatsapp In Learning*, (Journal :Teaching & Learning English in Multicultural Contexts, 2 num.1), p. 47.

Zoom is a cloud computing based video conferencing service. This application allows users to meet virtually others, founded in 2011 by Eric Yuan. Zoom is on the rise due to the covid-19 virus outbreak. The latest report shows the daily zoom users have reached 300 million in the past few weeks. Zoom is now number one. In the midst of a viral pandemic that has weakened the world economy[19].
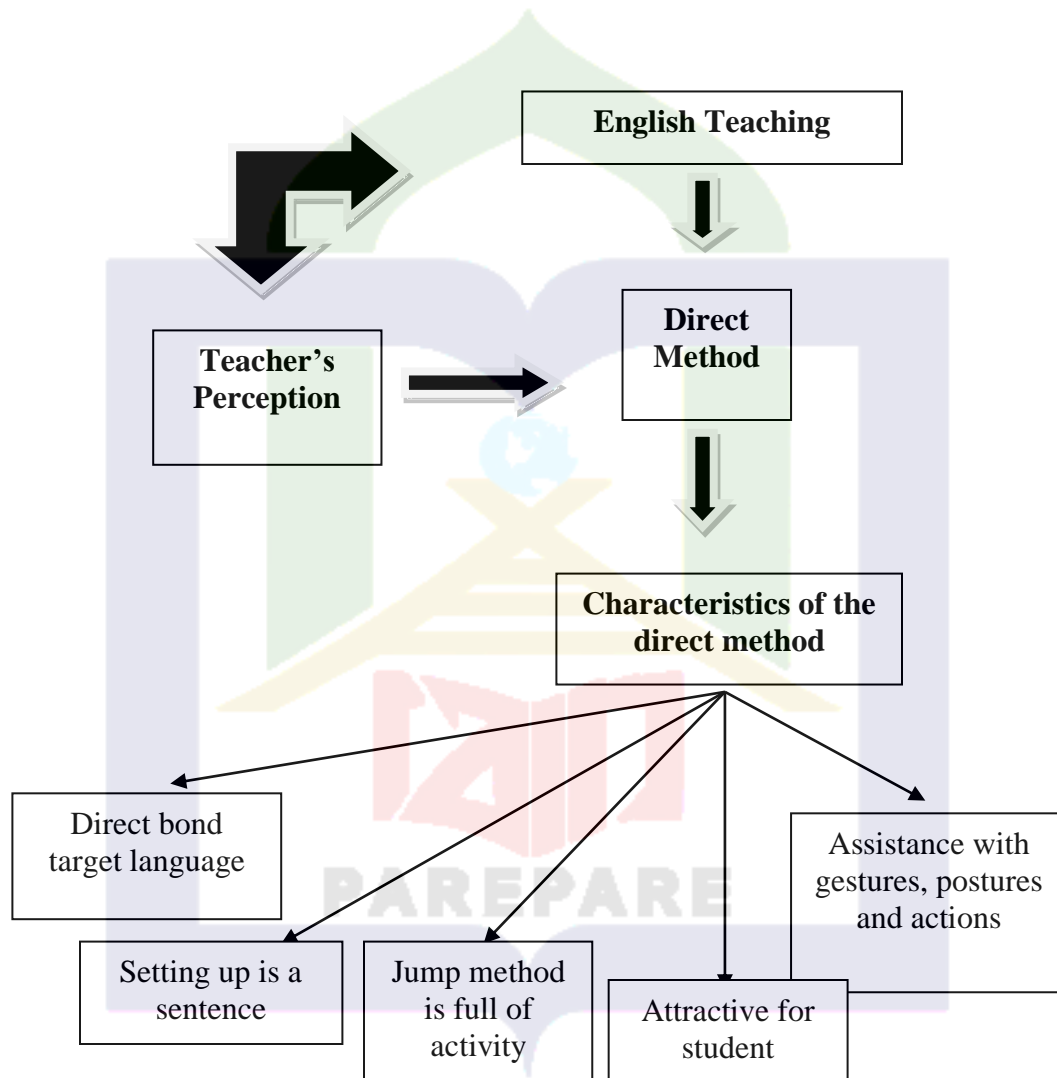
4. Telegram

Telegram is a social network through which many online users chat and have social interactions. Telegram, as one of the most favoured social networking sites, has millions of users from primary schools to universities. On Telegram, people from all ages can create their own profiles, chat with each other and share their favourite photos and videos. It also has applications useful for teaching and learning. It is also a technological tool which can nurture the student-teacher relationship by creating positive learning experiences.[20]

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[19]Ananda Nurul Ikhwan**, *Penggunaan Software dalam Pembelajaran Kampus di Masa Pandemi Covid-19: Studi Literatur*, (Journal : Pendidikan Matematika, Fakultas Ilmu Tarbiyah dan Keguruan, UINSU Medan), p. 7.

[20]Mojtaba Aghajani and Mahsa Adloo, *The Effect of Online Cooperative Learning on Students' Writing Skills and Attitudes through Telegram Application*(Journal : International Journal of Instruction, 11, num.3, 2018), p. 434.

D. Conceptual Framework

The main focus of this reseach is the students' perception of learning speaking through online. The researcher design the conceptual framework of this research by showing diagram below:

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The researcher used descriptive qualitative method. Qualitative researchis often called the method of naturalistic because the research is done on the natural condition (natural setting), also known as ethnography, because this method initially is more widely used for widelu used for the research in the field of cultural anthropology, also called qualitative methods the data collected ad and analysis is more qualitative.[21]

Descriptive research is a research method that seeks to provide a systematic and careful with the actual facts and the nature of certain population which in aim to solve the actual problems faced now and collect data or information to be arranged decribe, and analyzed.[22]

The selection of the research this research is aim to know the teachers' perception about learning process on direct method through online, the researcher will use observation and interview in this research to answer the questions about it at SMPN 1 Suppa.

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[21] Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2017), p. 14

[22] Margono, *Metodologu Penelitian Pendidikan* (Jakarta: Rineka Cipta , 2003), 2nd ed. p.. 158-159.

B. Location and Duration of the Research

This research held at SMPN 1 Suppa and this research plans 1 month research including of analysis data.

C. Focus of the Research

The researcher make focus on teachers' perception in using direct method to the EFL classroom at the SMPN 1 Suppa during covid-19. This research concern to teachers and students roles in teaching-learning process. The researcher focus to identified the teacher perception on that..

D. Types and Data Sources

This research, the researcher use several components that become data sources, as for what is mean by the data source in this research is the subject from which the data is obtain. To reach a conclusion, the research to be carried out requires a source of information called data. Data are facts or images that will be collected by researchers to be processed so as to produce useful information for the research. This information will be used for decision making. The souces of data in this research are devided into primary and secondaary data. They are as follows:

1. Primary Data

In accordance with the term, primary data is the main data or basic data used in research. The basic data can be described as the type of data obtained directly from

the first party of the research subject or respondents or informants. Exceptions to research or quantitative research.

Primary data is data obtained directly by researchers in the field through respondents by means of observation, interviews and questionnaires. The target data on primary data is data found directly by researchers in the field. So, the data sources used in this study were obtained from direct interviews and interviews with 3 teachers.

2. Secondary Data

The type of data in this study is based on how to obtain it, which means that the source of research data is obtained and collected by researchers indirectly but with other parties and supporting data that can improve the quality of a study. The supporting data in this research are the result of interview, which the researcher take 3teacher who answer the question.

E. Data Collection Technique

The researcher collect the data by using observation and interview as the instruments of data collection.

1. Observation

Observation is carried out to obtain authentic data on how teachers perception direct method to the EFL classroom during covid-19. Merriam explains that an observation helps an observer to notice things that have become routine and that lend to understanding in context.[23]

In this study, The researcher decided to see how the teacher used the direct method in the covid-19 situation. In the current case, there are many obstacles that are felt by both teachers and students. Due to limited networks quota cell phones, the observation protocol is used as a guide in viewing and recording events effectively.

2. Interview

Interview is data collecting technique which uses open form questions and it can be used to get more information about teachers' perception in using direct method to the EFL classroom during covid-19. The researcher interview teachers. The teachers will answer the questions with their own words and there is no alternative answer from the researcher. The researcher interview teachers' perception in using direct method to the EFL classroom during covid-19.

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[23] Saran B. Merriam, *Qualitative Research; A Guide to Design and Implementation (3rded)(San Francisco, 2009), p. 21-38.*

E. Procedure of Data Analysis

1. The Analysis of Interview

Interview method, covers the method used by a person for the purpose of particular task, trying to do obtain information or establishment verbally from a respondent, by conversing face to face with that person.[24]

This interview applied to identify the student's aspect in their teachers' perception in using direct method to the EFL classroom during covid-19. The researcher present the data after all interviews conducted and follow this step below:

a. Categorizing the Interview Transcription

Categorizing the data help researcher to read and understand the data, categorizing here based on the participants questions and responses, in this categorizing, the researcher also will use the audio recorder for measure the transcription data based on teacher response via media sosial (recording/note)

b. Coding the participants responses

Researcher code the participants responses based on the teachers' perception in using direct method to the EFL classroom during covid-19.

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[24] Koetjarningrat , *Metode-Metode Penelitian Masyarakat* (Jakarta: P Gramedia Pustaka Utama 1997), p. 129

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

As the last stage of the research, findings becomes the most awaited and crucial part. Before this section, the researches first of all reduced the data from the interview. The following are the findings of this research.

Data from interviews claimed to be able to answer the first problem of this research, namely teachers' perception in using direct method to the EFL classroom.

This is a more detailed explanation of the role of using direct methods in the covid-19.

1. Teachers Perception in Using Direct Method to EFL Classroom

Researchers met teachers at schools to ask one by one about how teachers' perception using direct method to EFL classroom during the Covid-19. In conducting interviews, the researcher explained to the teacher about the interview process and asked about the question items. Then the researcher wrote down and recorded the teacher's answers and reasons.

1) Informant 1

Several question asked by the researcher for the informant which referred to the teacher role and students' role, the researcher showed the result of the interview data as followed below:

Question:

How is your perception of the using Direct Method in Online Learning?

"Baik dan menyenangkan, jadi penggunaannya sebenarnya kurang efektif tentu dikarenakan fungsi dan tujuan materi biasanya tidak tercapai karna namanya juga dimasa covid sekarang ini".

Question:

How is the implementation of Direct Method??

"Melalui aplikasi google meet, Zoom, jadi kadang kadang saja digunakan metode direct method karna tentunya itu kurang difahami oleh siswa, terutama via online tidak memberikan hasil yang maksimal tentunya, disisi lain juga kalau direct method itu metode yang lebih menonjol pada skill vocabnya siswa".

Question:

What is the teaching aid used?

"Laptop dan Handphone, walaupun ini juga sangat tidak efektif bagi peserta
Banyak mengalami kesulitan, bahkan saya merasa bahwa apapun teknik yang digunakan oleh guru tentunya akan sangat sulit bagi peserta didik untuk memahami materi secara online, karna ini kita dipaksa untuk berfikir inovatif".

Question:

How is the teacher role of the using Direct Method in Online Learning?

"Peran guru sesuai dengan bagaimna stage dalam pengajaran, diawali dengan pembukaan kelas dengan mengisi absesnis peserta didik kemudian sembari menjelaskan materi sebelumnya. Pada saat pemaparan materi yang agak mulai mi sulit".

Question:

How is Students role of the using Direct Method in Online Learning?

"Siswa selama itu sangat tidak aktif, hanya ada beberapa yang aktif ituoun hanya menjawab jika disebut namanya saja, terkadang pula beberapa siswa mematikan camera zoomnya dikarenakan mungkin beberapa hal, jadi peran siswa yang seharusnya aktif learner malah menjadi pasif learner".

Question:

Is the using Direct Method in Online Learning can improve students ability?

"Bisa, tapi tidak maksimal, susah pula untuk digunakan dalam pembelajarn online seperti itu".[25]

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[25]Haeruddin, *English Teacher*, Suppa, Pinrang, Sulsel, wawancara di Suppa, 02 Juni 2021

2) Informant 2

Several question asked by the researcher for the informant which referred to the teacher role and students' role, the researcher showed the result of the interview data as followed below:

Question:

How is your perception of the using Direct Method in Online Learning?

"Metode ini tentunya agak susah diaplikasikan dipembelajarn online, walaupun beberapa guru bahkan saya juga beberapaa kali harus mengubah design materi ajar selama pandemic ini karna begitu, siswa sangat susah dilakukan assessment pribadi disetiap pertemuan".

Question:

How is the implementation of Direct Method??

"kalau saya sejujurnya hanya membagikan beberapa text berbahasa inggris kemudian peserta didik akan menggunakan beberapa kamus dan kemudian menjawab soal yang telah saya berikan".

Question:

What is the teaching aid used?

"alat media yang digunakan oleh peserta didik itu ada beberapa salah satunya yah hp dengan menggunakan teaching aid yakni kadang Zoom dan Aplikasi WA paling umumnya".

Question:

How is the teacher role of the using Direct Method in Online Learning?

"pada pembelajaran online ini saya menggunakan beberapa metode yah memang salah satunya direct method tppi tidak terlalu menonjol karna saya menggunakan beberapa teknik sekaligus dalam pembelajaran menghindari adanya kejenuhan dari siswa pastinya, karna ini kan terdapat beberapa perubahan psikologi dari siswa pastinya, makanya saya menggunakan lebih dari satu strategi".

Question:

How is Students role of the using Direct Method in Online Learning?

"kalau siswanya hanya menggunakan aplikasi dan memperhatikan apa saja yang diberikan pada group itu, kemudian akan melakukan segala yang diperintahkan, walaupun terkadang kita mendapatkan adanya tugas yang hanya diganti saja namanya tpi itu semua harus kita maklumi di masa sulit pembelajaran ini, walaupun sulit juga tentunya tetap ada yang namanya assessment pribadi yang membantu nanti untuk memberikan nilai akhir pada siswa.".

Question:

Is the using Direct Method in Online Learning can improve students ability?

"tidak dapat meningkatkan menurut saya, karna siswa ini kita merasa lebih tidak berminat serta motivasi belajarnya sangat kurang selama pembelajaran online ini".[26]

3) Informant 3

Several question asked by the researcher for the informant which referred to the teacher role and students' role, the researcher showed the result of the interview data as followed below:

Question:

How is your perception of the using Direct Method in Online Learning?

"Menurut saya metode ini metode yang sulit untuk digunakan dipembelajaran covid sekarng ini karena memang sekarang menggunakan beberapa aplikasssi yang sangat sulit untuk difahami baik itu siswa maupun gurunya".

Question:

How is the implementation of Direct Method??

"Direct method itukan berfokus pada target bahasa, jadi pengajaran vocabulary kan, jadi kalau saya di kelas itu hanya membagikan tugas kepada siswa via grup kelasnya, jadi nantii mereka saaya arahkan untuk berkomunikasi sesame temannya untuk berdiskusi menjawab soal terseebut seebagai salah satu focus pembelajaran yakni diskusi pembelajaran. Direct method yang saya ambil aspeknya yakni hanya di bagian target bahasa saja".

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[26]Matahari Umar, *English Teacher*, Suppa, Pinrang, Sulsel, wawancara di Suppa, 02 Juni 2021

Question:

What is the teaching aid used?

"Media yang digunakan itu ada PPT, sama beberapa LKS yang saya bagikan kepada siswa via word.".

Question:

How is the teacher role of the using Direct Method in Online Learning?

"Peran guru secara umum sih dipembelajaran online ini tentu menjadi fassilitator yah sama pemandu tentunya karna memang siswa hanya akan memperhatikan apa apa saja yang kita krimkan didalam group kelasnya".

Question:

How is Students role of the using Direct Method in Online Learning?

"Kalau peran siswa yah seperti tadi saya bilang, hanya memperhatikan saja peajran di kelas, tidak ada mi peran lainnya jadi focus saja memperhatikna materi yang dibagikan dan kemudian akan mengerjakan tugas yang dikasi.".

Question:

Is the using Direct Method in Online Learning can improve students ability?

"kurang efektif dan susah untuk meningkatkan kemampuan berbahassa inggris EFL pada pembelajaran online ini".[27]

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[27]Hariani Anwar, *English Teacher*, Suppa, Pinrang, Sulsel, wawancara di Suppa, 02 Juni 2021

B. Discussion

After drawing some information from the previous section of this chapter, the researcher provides more about this study in this section. This study was conducted based on descriptive qualitative method. The researcher analizes then describes the result.

This section described the data from the above findings. The first part describes the procedure of collecting data which is showed for interview. Then register for an interview for the teacher. From these domains, the teachers' perception regarding these domains be known and whether direct learning in the covid-19 situation can run effectively during the covid-19 pandemic.

As can be seen, teacher intensity was rated high when it came to classroom use through pre-planned applications. Their low dependence is seen as a natural thing considering the main goal of learning is limited because of the current situation. It is analyzed that the teacher's need for the existence of material resources is very much needed. In during Covid-19, some teachers argued that the material presented online or the direct method had not been fully effective and relevant.

1. Teachers Perception of Teachers Role in Using Direct method to EFL Classroom.

Direct Method was belief that second language should be learned in way in which first language was acquired – by total immersion technique. But obviously far less time and opportunity in schools, compared with small child learning his mother tongue. First language learning is essential part of child's total growth of awareness of world around him. He starts off with blank sheet, then starts collecting/selecting

organizing the experience of a totally new world, perceived through his senses, by formulating a variety of pre-verbal concepts.

Direct method in this teaching, if there is a word that is difficult to understand by students, the teacher can be interpreted by using real media, picture, and others. The teacher applied that the direct method has one basic rule. No translation is allowed. It means that the teacher should not translate when she teaches about the material.

The teacher in this school showed characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. These principles are seen in the following guidelines for teaching oral language.

But several students just shock in the class when researcher observing the process, Intermediate and Advanced Students may skip some Element introduction as appropriate in direct method become aware of student's language abilities, so they are not frustrated by too much review. If Student immediately shows recognition and knowledge.

Move to next element teachers introduce a new target language word or phrase to the students and there is no mother tounge. Therefore, the role of the teacher is as demonstrator because the teacher demonstrates the meaning of words through the use of realia, pictures, or pantomime; they never translate it into the students' native language. The teacher is also a facilitator because he facilitates the students with the target language.

The teacher is the source for the students to know the words in target language. The teachers provide information of the target language including the culture

consisting of the history of the people who speak the target language. The teacher is the partner of the students. Teachers interact with the students a lot, asking them questions about relevant topics and trying to use the grammatical structure of the day in the conversation.

The teacher can be the monitor of the students. He watches the students' progress in using the target language. The teacher has the students self-correct by asking them to make a choice between what they said and an alternative answer supplied. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong. The teacher is also the initiator.

Teacher finds various techniques to get the students to self-correct whenever possible. The teacher uses map drawing as a technique to give listening comprehension. The teacher can use paragraph writing as a technique for writing activity. He asks the teacher to write paragraph with their own words about the lesson studied. The students can use their memory or use the passage in the lesson as the model.

These all statement representative of teacher perception toward the using of direct method in this research, the teacher showed negative perception on using direct method for the online English class specially for the EFL classroom, which indicated difficulties in many aspect even in teacher role or students role, the learning objective did not support any learning goals.

2. Teachers Perception of students Role in Using Direct method in EFL Classroom.

The teacher and the students are more like partners in the teaching/learning process. Teacher/student interaction became fuller, guessing of context or content, completing fill-ins, and doing "cloze" exercises were the order of the day. The students' role in direct method is the active learner. They are active in exploring new words, expression, etc. in target language. The students are also the observer and practitioner. In direct method, the students observe the target language used by the teacher in teaching and they try to get the meaning based on the demonstration given and then they will practice the target language they observed and they use it to communicate with their friends and teacher in classroom.
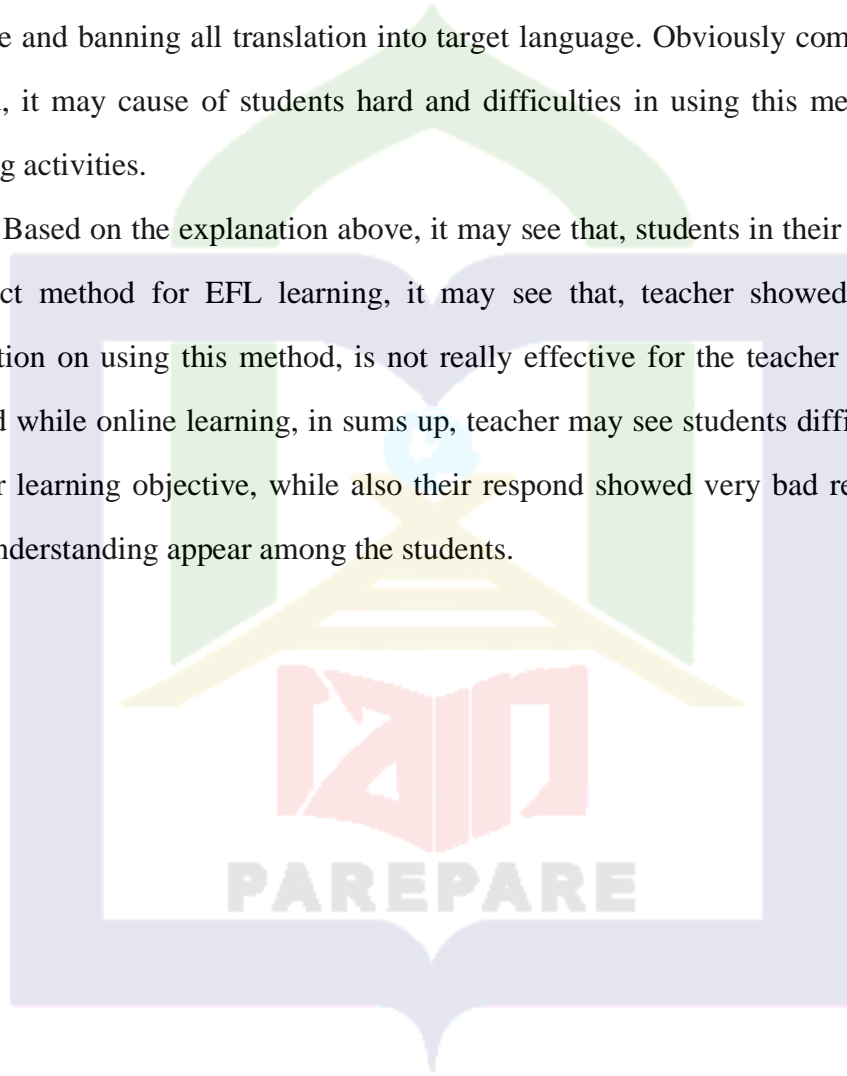
If the teacher integrates the method with the technology, students faced very hard in learning access. Online learning media can be interpreted as a medium that is equipped with a controller that can be operated by the user (user), so that the user (user) can control and access what the user needs, for example downloading sources for vocabulary material in English lessons.

Furthermore Dabbagh and Ritland said there are three components to online learning, namely: (a) learning models, (b) instructional and learning strategies, (c) online learning media. These three components form an interactive linkage, in which there is a learning model that is structured as a social process that informs the design of an online learning environment, which leads to the specifications of instructional and learning strategies that specifically make it possible to facilitate learning through the use of learning technology. Those all thing may indicated students difficult in learning.

Also Direct Methodfailed to grade and structure their materials adequately – no selection, grading or controlled presentation of vocabulary and structures. Plunged pupils into flood of living language – quite bewildering for pupils.

However, many teachers did modify the Direct Method to meet practical requirements of own schools, implemented main principles, i.e. teaching through oral practice and banning all translation into target language. Obviously compromise was needed, it may cause of students hard and difficulties in using this method in their learning activities.

Based on the explanation above, it may see that, students in their learning role at direct method for EFL learning, it may see that, teacher showed in negative perception on using this method, is not really effective for the teacher in using this method while online learning, in sums up, teacher may see students difficulties faced in their learning objective, while also their respond showed very bad respond while miss understanding appear among the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

In the first chapter of this research, it is known that there is a main purpose of this research. That is teachers' perception in using direct method to the EFL classroom during covid-19. The conclusions are presented below:

Teachers' perception in using direct method to the EFL classroom during covid-19. This has been answered by interview data. Based on the data, the English teacher at SMPN 1 Suppa who answered their interview considered that online learning in during Covid-19 was less effective. Due to the many obstacles experienced by both teachers and students. Researcher sums that, teacher showed in negative perception for the using of direct method which also called for less effective, this prove that, teacher and students have very bad in learning communication, it may cause of miss teaching materials among the students and teachers.

So, from the explanation above, the researcher concludes that online direct method learning in during Covid-19 is not enough effective and efficient, but it can be covered by excess in using online-based technology.

B. Suggestions

The researcher believes that this research may contain some mistake in technically the methodology or data analysis, the researcher to give more attention to this very crucial matter. As researcher realize that this work still far from the perfection, further comments or advice is very welcome.

Therefore, there are several suggestions for further researchers who conduct research on the same topic, it is better to limit research to online learning in during

Covid-19. Because hopefully offline learning be implemented soon. We hope and hope that the COVID-19 pandemic soon pass so that learning in schools can meet the needs of teachers and students by paying attention to some of the important data above.

For teachers, he or she can take advantage and benefit from direct online learning in during COVID-19. And think of alternative ways to improve teaching and learning practices. That is, in this situation teachers are at least less dependent on online applications alone. So that students are not difficult to control, do not depend on online applications.

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APPENDICES

Appendix 1. Interview 1

<u>**TEACHERS' PERCEPTION IN USING DIRECT METHOD TO THE EFL**</u>

<u>**CLASSROOM AT THE SMPN 1 SUPPA DURING COVID-19**</u>

Daftar pertanyaan wawancara untuk guru

Nama Sekolah   : SMPN 1 Suppa

Alamat Sekolah   : Majennang, Kec.Suppa

Nama Guru kelas   : Haeruddin

Hari/Tanggal Wawancara   : Rabu, 02 Juni 2021

A. Identitas responden

    1. Nama   : Haeruddin

    2. Jenis kelamin   : laki-laki

    3. Kelas   : 9 (Sembilan)

A. Daftar pertanyaan

	Pertanyaan
1	Bagaimana pendapat anda tentang penggunaan direct method secara online selama pandemi covid-19? Respon: Baik dan menyenangkan, jadi penggunaannya sebenarnya kurang efektif tentu dikarenakan fungsi dan tujuan materi biasanya tidak tercapai karna namanya juga dimasa covid sekarang ini.
2	Bagaimana cara menerapkan direct method pada pembelajaran secara online selama pandemi covid-19? Respon: Melalui aplikasi google meet, Zoom, jadi kadang-kadang saja digunakan metode direct method karna tentunya itu kurang dipahami oleh siswa, terutama via online tidak memberikan hasil yang maksimal tentunya, disisi lain juga kalau direct method itu metode yang lebih menonjol pada skill vocabnya siswa.
3	Alat media apa yang digunakan siswa untuk direct method dalam pembelajaran secara online selama pandemi covid-19? Respon : Laptop dan Handphone, walaupun ini juga sangat tidak

	efektif bagi peserta didik
4	Bagaimana respon siswa terhadap penggunaan direct method dalam pembelajaran secara online selama pandemi covid-19? Respon: Banyak mengalami kesulitan, bahkan saya merasa bahwa apapun teknik yang digunakan oleh guru tentunya akan sangat sulit bagi peserta didik untuk memahami materi secara online, karena ini kita dipaksa untuk berfikir inovatif.
5	Bagaimana peran Guru dalam pengelolaan pembelajaran direct method? Respon: jadi tentunya peran guru sesuai dengan bagaimna stage dalam pengajaran, diawali dengan pembukaan kelas dengan mengisi absensi peserta didik kemudian sembari menjelaskan materi sebelumnya. Pada saat pemaparan materi mi itu yang agak mulai mi sulit.
6	Bagaimana peran Siswa dalam pengelolaan pembelajaran direct method? Respon: Siswa selama itu sangat tidak aktif, hanya ada beberapa yang aktif itu pun hanya menjawab jika disebut namanya saja, terkadang pula beberapa siswa mematikan camera zoomnya dikarenakan mungkin beberapa hal, jadi peran siswa yang seharusnya aktif learner malah menjadi pasif learner.
7	Apakah dengan menerapkan direct method dalam pembelajaran online selama pandemi covid-19 bisa meningkatkan kemampuan bahasa inggris siswa? Respon: Bisa, tapi tidak maksimal, susah pula untuk digunakan dalam pembelajaran online seperti itu.

Interview 2

<u>**TEACHERS' PERCEPTION IN USING DIRECT METHOD TO THE EFL**</u>

<u>**CLASSROOM AT THE SMPN 1 SUPPA DURING COVID-19**</u>

Daftar pertanyaan wawancara untuk guru

Nama Sekolah : UPT SMPN 1 Suppa

Alamat Sekolah : Jl. Ambo Siraje no.1

Nama Guru Bhs Inggris : Matahari Umar

Hari/Tanggal Wawancara : Rabu, 2 Juni 2021

A. Identitas responden

1. Nama : Matahari Umar
2. Jenis kelamin : perempuan
3. Kelas : 8 (Delapan)

B. Daftar pertanyaan

	Pertanyaan
1	Bagaimana pendapat anda tentang penggunaan direct method secara online selama pandemi covid-19? Respon: Metode ini tentunya agak susah diaplikasikan dipembelajaran online, walaupun beberapa guru bahkan saya juga beberapa kali harus mengubah design materi ajar selama pandemic ini karena begitu, siswa sangat susah dilakukan assessment pribadi disetiap pertemuan.
2	Bagaimana cara menerapkan direct method pada pembelajaran secara online selama pandemi covid-19? Respon: kalau saya sejujurnya hanya membagikan beberapa text berbahasa inggris kemudian peserta didik akan menggunakan beberapa kamus dan kemudian menjawab soal yang telah saya berikan.
3	Alat media apa yang digunakan siswa untuk direct method dalam pembelajaran secara online selama pandemi covid-19? Respon: alat media yang digunakan oleh peserta didik itu ada beberapa salah satunya yah hp dengan menggunakan teaching aid yakni kadang Zoom dan Aplikasi WA paling umumnya.

4	Bagaimana respon siswa terhadap penggunaan direct method dalam pembelajaran secara online selama pandemi covid-19? Respon: Siswa itu hanya merespon semampunya saja, terkadang hanya membalas iye bu, atau juga hanya memberikan tanggapan mengerti, dll, jadi begitu sangat susah untuk memberikan satu strategi pembelajaran yang mudah dipahami siswa.
5	Bagaimana peran Guru dalam pengelolaan pembelajaran direct method? Respon: pada pembelajaran online ini saya menggunakan beberapa metode yah memang salah satunya direct method tapi tidak terlalu menonjol karena saya menggunakan beberapa teknik sekaligus dalam pembelajaran menghindari adanya kejenuhan dari siswa pastinya, karena ini kan terdapat beberapa perubahan psikologi dari siswa pastinya, makanya saya menggunakan lebih dari satu strategi.
6	Bagaimana peran Siswa dalam pengelolaan pembelajaran direct method? Respon: kalau siswanya hanya menggunakan aplikasi dan memperhatikan apa saja yang diberikan pada group itu, kemudian akan melakukan segala yang diperintahkan, walaupun terkadang kita mendapatkan adanya tugas yang hanya diganti saja namanya tapi itu semua harus kita maklumi di masa sulit pembelajaran ini, walaupun sulit juga tentunya tetap ada yang namanya assessment pribadi yang membantu nanti untuk memberikan nilai akhir pada siswa.
7	Apakah dengan menerapkan direct method dalam pembelajaran online selama pandemi covid-19 bisa meningkatkan kemampuan bahasa inggris siswa? Respon: tidak dapat meningkatkan menurut saya, karena siswa ini kita merasa lebih tidak berminat serta motivasi belajarnya sangat kurang selama pembelajaran online ini.

Interview 3

<u>**TEACHERS' PERCEPTION IN USING DIRECT METHOD TO THE EFL**</u>

<u>**CLASSROOM AT THE SMPN 1 SUPPA DURING COVID-19**</u>

Daftar pertanyaan wawancara untuk guru

Nama Sekolah   : UPT SMPN 1 Suppa

Alamat Sekolah   : Jl. Ambo Siraje no.1

Nama Guru kelas   : Hariani Anwar

Hari/Tanggal Wawancara   : Rabu, 2 Juni 2021

    A. Identitas responden

        1. Nama   : Hariani Anwar

        2. Jenis kelamin   : perempuan

        3. Kelas   : 7 (Tujuh)

    B. Daftar pertanyaan

	Pertanyaan
1	Bagaimana pendapat anda tentang penggunaan direct method secara online selama pandemi covid-19? Respon: menurut saya metode ini metode yang sulit untuk digunakan dipembelajaran covid sekarang ini karena memang sekarang menggunakan beberapa aplikasssi yang sangat sulit untuk dipahami baik itu siswa maupun gurunya.
2	Bagaimana cara menerapkan direct method pada pembelajaran secara online selama pandemi covid-19? Respon: direct method itukan berfokus pada target bahasa, jadi pengajaran vocabulary kan, jadi kalau saya di kelas itu hanya membagikan tugas kepada siswa via grup kelasnya, jadi nanti mereka saya arahkan untuk berkomunikasi sesama temannya untuk berdiskusi menjawab soal terseebut sebagai salah satu fokus pembelajaran yakni diskusi pembelajaran. Direct method yang saya ambil aspeknya yakni hanya dibagian target bahasa saja.

3	Alat media apa yang digunakan siswa untuk direct method dalam pembelajaran secara online selama pandemi covid-19?
	Respon: media yang digunakan itu ada PPT, sama beberapa LKS yang saya bagikan kepada siswa via word.
4	Bagaimana respon siswa terhadap penggunaan direct method dalam pembelajaran secara online selama pandemi covid-19?
	Respon: siswa merespon sangat biasa saja, tanpa adanya beberapa motivasi yah tentunya ini sangat kurang maksimal bagi kita sebagaai guru untuk mencapai yang namanya tujuan pembelajaran di kelas online yah.
5	Bagaimana peran Guru dalam pengelolaan pembelajaran direct method?
	Respon: peran guru secara umum sih dipembelajaran online ini tentu menjadi fassilitator yah sama pemandu tentunya karna memang siswa hanya akan memperhatikan apa-apa saja yang kita kirimkan didalam group kelasnya.
6	Bagaimana peran Siswa dalam pengelolaan pembelajaran direct method?
	Respon: kalau peran siswa yah seperti tadi saya bilang, hanya memperhatikan saja peajaran di kelas, tidak ada mi peran lainnya jadi fokus saja memperhatikna materi yang dibagikan dan kemudian akan mengerjakan tugas yang dikasi.
7	Apakah dengan menerapkan direct method dalam pembelajaran online selama pandemi covid-19 bisa meningkatkan kemampuan bahasa inggris siswa?
	Respon: kurang efektif dan susah untuk meningkatkan kemampuan berbahasa inggris EFL pada pembelajaran online ini.

Appendix 2 Administration Letter

JURUSAN TARBIYAH
SEKOLAH TINGGI AGAMA NEGERI
(STAIN) PAREPARE

Jalan Amal Bakti No.8 Soreang, Kota Parepare 91132 Telepon (0421) 21307 , Fax. (0421) 24404

Nomor : Sti.08/PP.00.9/2659/2017
Lamp : -
Hal. : **Penetapan Pembimbing Skripsi**

Kepada Yth.
1. Dr. H. Saepudin, S.Ag., M.Pd.
2. Dr. Abd. Haris Sunubi, M.Pd.
di-

　　　Tempat

Asslamu Alaikum Wr. Wb.

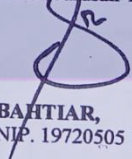Berdasarkan surat permohonan mahasiswa :

Nama : Cica Risnawati
NIM : 14.1300.016
Jurusan : Tarbiyah
Prodi : Pendidikan Bahasa Inggris

Pada tanggal 26 september 2017 tentang pengusulan judul penelitian *Teachers' Perception In Using Direct Method In The EFL Classroom At The SMPN 1 Suppa In Covid-19 Situation*, maka dengan ini kami menunjuk dan menetapkan Bapak/Ibu sebagai pembimbing mahasiswa yang bersangkutan dalam penulisan skripsi.

　　　Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Parepare, 29 September 2017

An. Ketua
Ketua Jurusan Tarbiyah,

BAHTIAR,
NIP. 19720505 199803 1 004

Appendix 3. Documentation

DOCUMENTATION

Interview Process

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.1285/In.39.5.1/PP.00.9/05/2021
Lampiran   : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
        Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	Cica Risnawati
Tempat/Tgl. Lahir	:	Bonging-Ponging, 26 Desember 1996
NIM	:	14.1300.016
Fakultas / Program Studi	:	Tarbiyah / Pendidikan Bahasa Inggris
Semester	:	XIV (Empat Belas)
Alamat	:	Bonging-Ponging, Kec. Suppa, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kabupaten Pinrang dalam rangka penyusunan skripsi yang berjudul :

"Teachers' Perception In Using Direct Method In The EFL Classroom At The SMPN 1 Suppa In Covid-19 Situation"

Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2021.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.

Parepare, 21 Mei 2021
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0221/PENELITIAN/DPMPTSP/05/2021

Tentang

REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 27-05-2021 atas nama CICA RISNAWATI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat :
1. Undang – Undang Nomor 29 Tahun 1959;
2. Undang – Undang Nomor 18 Tahun 2002;
3. Undang – Undang Nomor 25 Tahun 2007;
4. Undang – Undang Nomor 25 Tahun 2009;
5. Undang – Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 0411/R/T.Teknis/DPMPTSP/05/2021, Tanggal : 27-05-2021
2. Berita Acara Pemeriksaan (BAP) Nomor : 0218/BAP/PENELITIAN/DPMPTSP/05/2021, Tanggal : 27-05-2021

M E M U T U S K A N

Menetapkan :

KESATU : Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG
3. Nama Peneliti : CICA RISNAWATI
4. Judul Penelitian : TEACHERS' PERCEPTION IN USING DIRECT METHOD IN THE EFL CLASSROOM AT THE SMPN 1 SUPPA IN COVID-19 SITUATION
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : GURU SMPN 1 SUPPA
7. Lokasi Penelitian : Kecamatan Suppa

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 27-11-2021.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 31 Mei 2021

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

CERTIFIED QUALITY MANAGEMENT SYSTEM ISO 9001 — URS — UNITED REGISTRAR OF SYSTEMS

ZONA HIJAU

OMBUDSMAN REPUBLIK INDONESIA

Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**

CURRICULUM VITAE

Cica Risnawati was born on December 26, 1996 in Bonging Ponging. He is the fifth of five children, from the couple Mustamin and Hj.Hasnah. He has 3 brothers named Hedar, Sudar, Muhtar. And an older sister named Darma. She started his studies in 2002 at SDN 108 Bonging Ponging and graduated in 2008. In the same year, he enrolled at SMPN 2 Suppa and graduated in 2011. In the same year she continued his studies at SMAN 1 Suppa majoring in Social Studies and graduated. in 2014. She enrolled at the State Islamic Institute (IAIN) Parepare and completed his studies with a thesis entitled "Teachers' Perceptions in Using the Direct Method to the EFL Class at SMPN 1 Suppa during Covid-19." While studying at the State Islamic Institute (IAIN) Parepare, She became a member of the Mispala (Nature-loving Islamic Student).