

CHAPTER I

INTRODUCTION

A. Background of Study

English has gained recognition as an international language that plays a very important role in the flow of knowledge at this time. It is very important to have the ability to speak English, both receptive skills, namely listening and reading, and productive skills, namely speaking and writing. The ability to speak English is the key to success in various activities because this ability allows for communication and the transfer of the latest information. In EFL learning, speaking is one of the most important skills that students should be mastered in EFL. As stated by Nunan (1995), learning the speaking skill is the most crucial component of learning a second or foreign language, and success is determined by this ability. Speaking skill is measured in terms of the ability to converse in the language. The evidence is that when someone speaks, people will easily assess his or her language ability. This is what makes speaking skill becomes the main focus of this research.

Based on the teaching practicum that was conducted at SMP Al-Amanah Bandung in October 2021, it was found that most of the eighth-grade students still cannot speak English properly. They were having problems speaking the language. These concerns could be related to the students' experiences because their teacher did not use full English as a teaching medium. Instead of using full English as the language of instruction, the teachers in SMP Al-Amanah Bandung mainly chose to mix the native language and English, which is the target language as the language instruction in teaching EFL. The phenomenon of mixing the native language (mother tongue) and English in teaching EFL affects the performance and achievement of the students' in speaking English. According to the phenomenon above, it is crucial to use the direct method to improve EFL students' speaking skill, as stated by Nababan (1993) that using the direct method could make learners have pronunciation like native speakers; learners know much about words. The direct

method is a method in which the target language is used in the teaching-learning process without translating into the student's native language. If a word is difficult to understand by students, the teacher can interpret it using real media, pictures, and others (Muthoharoh, 2010).

According to Freeman Larsen (1986:24), the direct method is governed by a single basic rule. The fundamental rule is "No Translation Allowed," which indicates that the teacher cannot translate the content directly during the learning process. In addition, Larsen-Freeman (1986) also stated that, since translation is prohibited in the direct method, things (such as photographs, photos, etc.) provided in the immediate classroom environment should be used to help students comprehend the content. This phrase suggests that the instructor can utilize any or all of the tools in the classroom to assist students in understanding the meaning of the sentences.

The study was conducted by Sitorus & Silitonga (2018) with the aim of the study to find whether or not using the direct method affected the students' speaking skills. The findings of this study show that Direct Method is proven can improve students' speaking skills. At the same time, this study aimed to investigate the use of the direct method to improve EFL students' speaking skill.

B. Research Questions

1. What is the EFL students' speaking skills before being taught through the direct method?
2. What is the EFL students' speaking skills after being taught through the direct method?
3. How significant is the difference of EFL students' speaking skills before and after being taught through the direct method?

C. Research Purposes

This research aimed to determine whether or not the application of the direct method in teaching EFL can improve students' speaking skills in EFL learning. This research intends to discover the effectiveness of using the direct method in teaching EFL to improve students' speaking skills.

According to the research questions above, this research aimed to:

1. To Find out EFL students' speaking skills before being taught through the direct method.
2. To Find out EFL students' speaking skills after being taught through the direct method.
3. To Find out the significant difference in EFL students' speaking skill before and after being taught through Direct Method

D. Research Significance

The significance of this research was expected to be beneficial for the teachers, students, and other researchers. Below are the following significances :

1. For the teachers, this research is crucial to encourage English teachers to use the Direct method in teaching EFL, which has the potential to increase students' speaking skills.
2. For the students, hopefully, this research can add to students' interest in learning English, especially speaking.
3. For other researchers, hopefully, the study's findings can provide alternative sources and references for other researchers who want to study the Direct Method, particularly to improve speaking skill.

E. .Research Scope

The research scope has been applied to limit this research so that this research can be done effectively. This research will only discuss the use and effectiveness of the direct method in teaching EFL to improve students' speaking skills.

The scope of the study is limited to recruiting 26 students volunteer of one class in the 8th grade of SMP Al-Amanah Bandung still had lack of self-confidence, which led them by cannot speak English fluently in front of the class or talk to other students.

F. Conceptual Framework

Regarding language acquisition, a variety of theories for speaking have been given by diverse experts. Speaking is one of the most essential language skills for effective communication that students must develop. According to Harmer (2007), Speaking is the ability to talk fluently, which requires not just an understanding of the language but also the ability to process information and language in unexpected situations. Speaking is the verbal language to communicate with others (Fulcher, 2003). Its function is to transmit a message embedded in the structure and meaning of all languages, whether written or spoken. Speaking is one way that people can communicate their thoughts and help others understand one another. Additionally, speaking is equally important for young language learners (Linse, 2005) O'Malley and Pierce (1990) stated that speaking skill has 4 components (pronunciation and intonation, fluency, accuracy, and vocabulary)

The direct method, according to Freeman Larsen (1986), is regulated by a single basic rule. The main rule is "No Translation Allowed," which means that the teacher cannot directly translate the subject during the learning process. Furthermore, Freeman Larsen (1986) suggested that, while translation is banned in the Direct Method, objects (such as images, photos, and so on) available in the local classroom environment should be used to help students grasp the text. This term

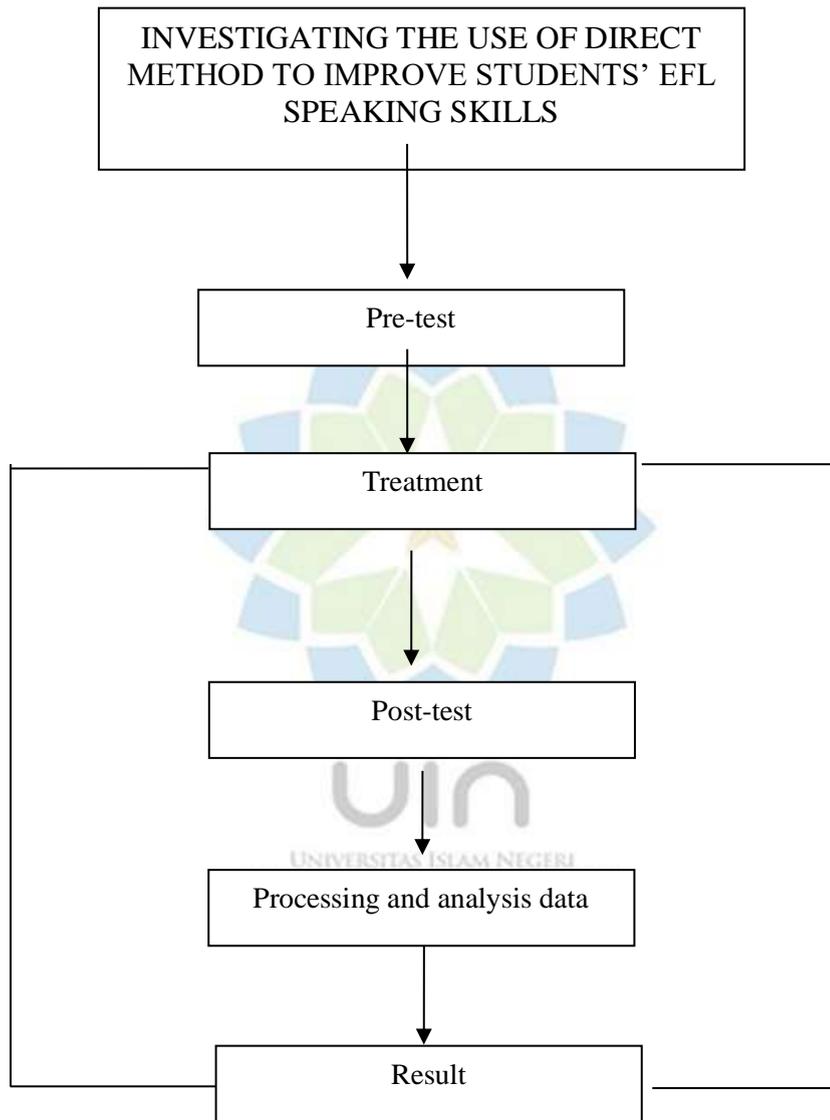
implies that the instructor can use any or all of the classroom resources to help students comprehend the meaning of the phrases.

According to Rivers (1968), the direct method has been beneficial because it "offered an engaging and interesting approach to learning the foreign language through activity. It proved effective in liberating the students from inhibitions that are often related to speaking a foreign language, especially in early stage." Nababan (1993, in Cece, 2017) also stated that using the direct method can make learners have pronunciation like native speakers, and learners know much about words. According to that statements, we can say that the direct method can be used in teaching EFL to improve students' speaking skills.

Based theories above, the conceptual framework of this research can be visualized in the following scheme the use of a direct method in teaching EFL to improve students' speaking skill:



Figure 1.1 Research Scheme



Based on the aforementioned conceptual framework, the researcher would teach English using direct method, but first would administer a pre-test to determine the students' prior knowledge, and then would execute the treatment using direct Method. The direct method would be investigated in terms of how it would improve students to participate more actively in class, as well as students' capacity to answer to instructor questions. After the therapy, the researcher would administer a post-test to determine whether the direct Method effectively improve students' speaking skill.

G. Hypotesis

The hypothesis is a tentative statement about the outcome of the result (Hatch&Farhady,1982). There are two variables in this research: “X” and “Y” variables. The “X” variable uses the Direct Method, and the “Y” variable is the students' EFL speaking skills.

The hypothesis test is also needed because this research is a kind of quantitative research. According to Creswell (2012), in quantitative research, a hypothesis is a statement in which the author predicts the conclusion of the relationship between features. It predicts whether the research affects the outcome or not in the context of the hypothesis.

Based on the explanation, the hypothesis of this research are as follow:

H1: The use direct method has significantly improved students' EFL speaking skills.

H0: The use of the direct method has not significantly improved students' EFL speaking skills.

H1 Alternative hypothesis explains an effect between two or more variables anticipated by the researcher. The observed pattern of the data is not due to a chance acutance.

H0 The Null Hypothesis is a statistical hypothesis that explains why there is no statistical association and substantial effect in a set of specified single observable variables between two sets of observed data and measurable phenomena.

H. Previous studies

In a study conducted by Haliwanda (2019) entitled: "The Effect of Using Direct Method in Teaching Speaking Skill At the Second Year of SMK Negeri 1 Bener Meriah-Aceh," The main focus of this study is to know the effect of using the Direct Method before and after being taught by using Direct Method. Moreover, it emphasizes the benefits of the Direct Method of teaching how to communicate in the target language. This study shows that using the direct method in teaching affects students' speaking skills. This research was conducted at one of the Senior High schools in Aceh. The research participant was second-year students of SMK Negeri 1 Bener Meriah. The researcher of this research applied a quantitative method in the form of a Pre-Experimental research method and design. This research also required a pre-test and post-test as the research instrument. This study shows that using the direct method in teaching affects students' speaking skills, especially accuracy and smoothness.

The second study that is related to this research is a study conducted by Cece & Israwati (2017), entitled "The Use of Direct Method to Improve Speaking Skill at the Second Grade of SMP PGRI 1 Tamalate (A Pre-Experimental Research)" this study aimed to find whether or not the use of the direct method can improve students' speaking skills which accuracy and smoothness became the main focused of this study. The research participants were second-grade students of SMP PGRI 1 Tamale. The researcher of this research applied a quantitative method in the form of a Pre-Experimental research method and design. This research also required a pre-test and post-test as the research instrument.

The third study related to this research is conducted by Mahmud, Ulya, Darussalam, & Banyuwangi (2021), entitled "The Effect of Direct Method in Teaching Speaking Skills." This study compares students' speaking abilities before and after being taught utilizing the direct technique. The researcher of this research applied a quantitative method in the form of a Pre-Experimental research method and design. This research also required a pre-test and post-test as the research

instrument. The participants of this study were the students of IPA 2 SMA Darussalam Blok Agung. This study shows significant differences in students' speaking skills before and after being taught by using the direct method in the eleventh-grade students IPA 2 of SMA Darussalam Blok agung in the academic year 2019/2020.

The last study that is related to this research is a study conducted by Sitorus & Silitonga (2018), entitled: "The Implementation of Direct Method to Improve Students' Ability in Speaking" this study was conducted at one a university in Indonesia, the participant of this research the English department students. This study investigates students' ability to speak before and after using the Direct Method of learning English.

The gap between this study and the previous studies is the area and the research participants. The previous studies were conducted in Aceh, Tamalate and Banyuwangi with senior high school students as the research participants, while this current study takes Bandung as the research area and junior high school students as the participants of the research.

