

ARTICLE

***THE IMPLEMENTATION OF DIRECT METHOD
IN TEACHING SPEAKING OF THE TENTH GRADE
AT SMK NEGERI 1 NGASEM ACADEMIC YEAR 2015/ 2016***



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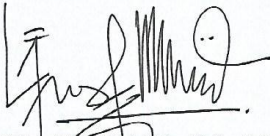

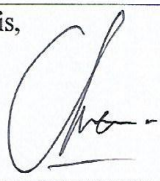
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ABSTRACT

Speaking is one of the skills that has to be mastered by students in learning English. Fortunately, the most students in tenth grade of vocational high school state one Ngasem has fluency to speak in English, because the teacher uses direct method in teaching speaking. This research aimed to know how the implementation of teaching speaking using direct method, and the strength and weakness by using direct method in teaching speaking. The research used qualitative research design of case study. The subjects of this research are the teacher and the students of X grade at SMK Negeri 1 Ngasem. The instruments used to collect the data were observation, interview and documentation. By analyzing the data, it can be conclude that direct method could help the teacher to make the students more enthusiasm to speak in English. By doing direct method the students have more opportunity to use English and they had confidence because they often speak in English. From six techniques how implemented direct method in teaching speaking, was only five techniques that the teacher implemented in that class. Nevertheless, it was not gave the serious effect to this successfully method at this class. The second data is about the strength and weakness, based on the observation result the strengths of direct method are direct method could enrich the students' vocabulary, and the students often try to make conversation. Then, the weakness of direct method is the class was too large there are 34 students, and this method need intensive class. It made the teacher could not handle the class successfully. The result was some of the students' passive in the class. Based on the conclusion result of the research, the writer suggest to the teacher that all the techniques of implemented direct method should be delivered by the teacher, in order the students could learn of both listening and speaking directly.

Keyword: Speaking, Teaching Speaking, Direct Method

I. INTRODUCTION

Speaking is one of the four language skills (listening, reading, speaking and writing). According to Brown and Yule (1989: 45) Speaking is one of the skills that has to be mastered by young learners in learning English. Thus, speaking is necessary for students to have a good ability in communication with others.

Speaking is an essential tool for communicating, and it has important role in making social interaction with another people in order to gain the information. According to Nunan (1991: 23) speaking is the activity as the ability to express oneself in the situation, or the activity to report act, or situation in precise words or the ability to converse or to express a sequence of

ideas fluently. It means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and view points by speaking.

The process of teaching speaking itself can be done in several stages. (Thornbury, 2005: 66) mentions three stages to complete the teaching of speaking. The first stage is stating objectives, second stage is presentation, and the last stage is practice and production. Those parts include in implementing of teaching learning process. Moreover, as the teacher should know about preparing in teaching there are three activities: planning, implementing and evaluating.

Mastering speaking is not easy, yet other aspects of the speaking are considered such as; grammar, vocabulary, pronunciation, and fluency. The main problem faced by students of vocational high school is the students have been feeling unconfident in practicing their English. By feeling confident, students will not fear of making mistakes when speaking English. Moreover, student's problems are faced when they are speaking; they have found the difficulty in composing the words or sentences that relate with the context and meaning.

After the researcher knows the difficulties faced by students and teacher hence, the writer will conduct to observe teaching speaking using direct method. Then the writer will find the strength and weakness by using this method. Moreover, there are some methods in teaching, and some strengths and weaknesses in each method. According to Freeman (1986: 138) kinds of method there are Grammar Translation Method, Direct Method, Audio Lingual Method, Silent Way, Suggestopedia, Communicative Language Learning, Total Physical Response Method, and Communicative Approach.

In this case, the writer decides direct method as the method for implementing to describe teaching learning in speaking. The reason is the direct method needs associate the meaning, the spelling and the target language directly. To do those, the teacher introduces new target language words or phrases by demonstrating their meaning (Richard and Rodgers, 1986: 10). Moreover, direct method through focusing on everyday language. The primary objective of this method is associate meaning and the target language directly through the use of realia, pictures, or pantomime (Larsen- Freeman, 1986: 29).

There are some techniques to implement direct method in speaking. Intosh and Celce-murcia see Brown (2003:

23) describe the following techniques how to implement direct method in teaching speaking:

“1) Lessons begin with a monologue or dialogue in the target language, and in modern conversational style; 2) The material is first presented orally with actions or pictures. 3) The mother tongue is never used. 4) The preferred type of exercise is a series of questions in the target language based on the anecdote or dialogue, and students answer in the target language. 5) Emphasize is put on correct pronunciation and grammar. 6) The culture associated with the target language is also taught inductively”.

Finally, based on the explanation above the writer decided to conduct this research entitled **“The Implementation of Direct Method in Teaching Speaking of the Tenth Grade at SMK Negeri 1 Ngasem in the Academic Year 2015/2016”**.

I. RESEARCH METHOD

This study employs qualitative research case study as the research method. As cited from Creswell (2012: 465), he explains that case study is a variation of an ethnography in that the researcher provides an in-depth exploration of a bounded system (e.g., an activity, an event, a process, or an individual) based on extensive data collection. Case study was chosen because the goal is to arrive at a detailed description and understanding of

the entity (the “case”). In addition, a case study can result in data from which generalizations to theory are possible (Ary, 2010: 29).

This study conducted for 3 meetings at SMK Negeri 1 Ngasem. The participants of this study were X TKJ 3 class consisting 34 students. As a complete observer, you record observations passively in as uninvolved and detached a manner as possible (Lodico et. al, 2010:115). To collect the data, the researcher used observation, interview, and documentation. Observation was conducted for three meetings in speaking class. As Creswell (2012:214) said that observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The researcher observed the activities by using fieldnotes and video recording. Then, the researcher interviewed some students who joined some activities of speaking class using direct method to get additional informations about their experience. In documentation, the researcher collected the students’ activities in speaking by taking the video was collected by the writer to strengthen the data.

After the data were got, then researcher analyzed by using stages taken from Miles & Huberman (1994: 4) the stages are:

1. Data Reduction

Reducing the data is the process of **selecting, focusing and arranging** the data from observation, document analysis, and interview which are got by the writer. This is a very important thing to know an arrangement of the report, so the conclusion of the research can be well accomplished. After getting all of the data, the writer chose and combined the appropriate and the most important data related to how the implementation direct method in speaking class, the strength and weakness of direct method from the three data collections (observation, document analysis, and interview) by throwing the unimportant ones.

a. Data display

Data display is the process in which the data from observation, document analysis, and interview were described, so that it enables the writer to take conclusion. Generally, the data was presented in the form of sentence arrangement systematically and logically. The data was grouped into three categories, how the implementation of direct method in speaking, the strength and weakness of direct method.

b. Conclusion drawing/verifying

After presenting and describing the data, the writer made a conclusion about

how the implementation direct method in teaching speaking, the strength and weakness of direct method in teaching speaking at the tenth grade students at SMK Negeri 1 Ngasem in academic year 2015/2016.

II. RESULT AND CONCLUSION

A. Results

1. Lessons Begin with a Monologue or Dialogue in the Target Language, and in Modern Conversation Style.

a) Lessons Begin with a Monologue or Dialogue in the Target Language.

The English teacher name is Ika Aliya Kusumawati, S. Pd. In the first observation the writer as the full observer, she sat on the behind of the class. In opening activities, she used opening session to focus on the students' attention. She used greeting before beginning the study. The teacher came to the class and greeted them at 07.00 am. She asked to the students pray before start the lesson. The teacher said, *"okay everybody, before we start our lesson today let's pray together"*. She conducted classroom interaction exclusively in English. She asked the students about their condition *"Good morning students?"*, some of the students answered *"morning mom"*, the teacher asked, *"How's your life?"*, then students answered, *"I am fine mom"*.

The teacher began the lesson in the target language. The teacher also asked about the students' attendance *"Anybody absent today?"*, the students answered, *"nothing mom"*. But, not all the students responded the teacher's questions. However, in the first meeting only the students who have in a good capability have responded. Then, in the second meeting, all the students responded, for instance: The teacher asked, *"Anybody absent today?"* All the students answered together, *"no mom"*. Then, when the teacher closed those meeting, the teacher said, *"Well students, because the time was enough, thanks for your nice attention and see you"*. The students answered, *"See you mom, thank you"*.

The teachers' also gave the brainstorming for the students to invite them to speak up. For example, the teacher asked one of them about his experience in holiday. The teacher said to student "P", *"P", did you have experience for holiday last month?"*, the student "P" answered, *"Of course mom"*, the teacher asked again, *"well, please tell your experience to your friends"*. Then, the student "P" tried to speak, but he still had unconfident to express his idea. Then, the teacher helped him to arrange his words. The teacher said, *"Alright, when you want to expressing your idea, find your main idea then*

arrange the sentence. The first is subject of the sentence, predicate and complement. For example, I have a holiday in Sanur beach. ..." After that, the teacher asked the students to prepare all the learning instruments before the material was started.

To make sure the observation instrument the writer did the interview to the teacher, the writer asked, *"Do you always give the students question and answer section using target language based on the monolog or dialog?"*. Then, the teacher answered, *"Yes, I often asked the student one by one by using a dialogue in small or intensive class. Then, I explained the lesson with monolog"*.

b) The teacher used modern conversation style.

The teacher began the lesson in the target language and in modern conversation style. The teacher asked to the students about their condition with outgeneral vocabulary that used. For example: *"How's your life?"*, and when the teacher said farewell to ending the conversation, she said, *"It was nice talking to you "Mr. A". I was very happy meeting with you. Till later"*. From the interview result that the teacher said, *"the students could improve their knowledge based on the teachers' style and the new vocabulary that the teacher produced"*.

Based the explanation above the writer concluded that the teacher began the lessons with a dialogue in target language or exclusive spoke in English, and the teacher also used the modern style in conversation.

2. The Material is First Presented Orally with Actions or Pictures.

The teacher taught the material using the target language in her oral *presentation*. She used the simple language to make students understood the material easily. The teacher also taught concrete vocabulary through demonstration, objects or pictures. For examples: To show the meaning of “damage”, the teacher acted how to get damage (see appendix 7). The teacher also gave a little explanation about word class, such as; to explain about a noun, she used object around students in the class.

The teacher also taught *associating the idea to find a vocabulary*. The teacher sometimes made a description about something to find the meaning of vocabulary. For example, the teacher said, “*Please mention what is the thing that I mean. The thing is an electronic, it is used in a hot condition, and it is always in a room. This may direct the airflow or increase safet by preventing objects. What is the thing?*”. Then, the students answered together, “*Fan mam*”. The teacher said

“*yes, good*”. The teacher often taught a vocabulary by associating the idea.

The writer also assured to the teacher by doing interview. The writer question: “*do you present the material orally with action or picture?*” the teacher said “*yes, I used the picture and sometimes with action like a gesture*”.

3. Mother Tongue is Never Used.

The writer found in observation instrument that had shown; the target language was never used in the beginning activity up to closing of teaching and learning speaking process, she never used the mother tongue. The first fact that had happened in the documentation or short video in the middle of teaching learning process.

The writer also assured to the students by doing interview. There were three students were asked in the interview. The writer asked, “*Is your teacher always uses English in the class?*” They answered, “*Yes, Mrs. Ika always speaks in English*”.

To make sure from the interview result, the writer asked, “*Do you always use the target language in teaching speaking?*”. The teacher answered: “*Yes, but depend on the level of difficulties of the material, when they have good*

comprehension I used the English language”.

From the explanation above the writer concluded that the teacher never used the mother tongue when teaching. She never translated and she used demonstrate with picture or action.

4. Preferred Type of Exercise is a series of Question in the Target Language Based on Monologue or Dialogue, and Students Answered in the Target Language.

The teacher taught in monologue with the target language. Then, she explained *everyday vocabularies and sentences*. She produced the new vocabularies and sentences to make the students could *rich on vocabularies and sentences*, she also never used the book, she asked the students to speak much. Like the teacher said in the data interview result. *“I never used the text book, but I only try to make the students speak up”.*

Adding the data when the writer did the observation:

The teacher : *the second, when direct speech use simple continuous tense, so what should the tenses moved?*

The student 1 : *the tenses move to past continuous tense mom.*

The Teacher : *Direct : she said, “I am buying a candy.” How is indirect speech?*

Student 2 : *“Indirect: she said that she was buying a candy.”*

The teacher : *Alright, very good. Now who can answer, Please rise your hand. Direct : she said, “I have bought a candy.”*

Student 3 : *indirect : “she said that she had bought a candy”.*

5. Emphasize is Put Correct Pronunciation and Grammar

In direct method teacher built up oral communication skill in a carefully graded progression organized in small conversation. The purpose is the teacher gave the attention more to the pronunciation and grammar was emphasized because in speaking those are very influential on comprehend the listener. For instance; the word of “life” and “live”. The teacher explained clearly about those words. Moreover, the teacher also drilled the pronunciation accurately.

To assured the interview result from the teacher “since the students found a new vocabulary and they still confused how to pronounce, I always lead them to repeat after me”.

The script of drilling pronunciation:

Teacher : *Repeat please: “Good morning, Maria.”*

Students : *“Good morning, Maria.”*

Teacher : *“Where are you going?”*

Students : *“Where are you going?”*

Teacher : *Good. “I’m going to the library.”*

Students : *“I going to library. ”*

Teacher : *Listen: “I’m going to THE library.”*

Students : *"I going to THE library. "*
Teacher : *Listen again. "Li-BRA-ry." Rrr. "Librrrrary."*

6. The Culture Associated with the Target Language is also Taught Inductively.

In here, the teacher did not teach the culture associated inductively, she left one of the techniques in implementing direct method in teaching speaking. She only focused on the speaking class activities in direct indirect speech, so the students did not teach both of listening and speaking comprehension in this part.

2. The Strength and weakness of Teaching Speaking Using Direct Method.

- a. The Strength of Direct Method

1. Direct method made the students gave attention.

Based on the teacher interviewed result, the writer asked the teacher, *"Do the students give attention to you?"* the teacher answered, *"Most of them yes, sometimes there are some students have crowded. Since I can see their speaking and their attitude good in the class, such as active in the class, they keep asking me every difficult situation, I let them"*. It means that most of the students gave attention to her class.

2. Direct Method made the students to know much of words

Direct method can makes the students known much of words, because the teacher in teaching speaking only used in foreign language. Then, in direct method has one rule, no translation in teaching and learning process. Hence, the students should be actively involved in using the target language in real life. As the students said in the interview:

"Student 1 : *" iya, yang sebelumnya tidak tau vocab menjadi tau"* (Yes, it can improve my knowledge in vocabulary).

Student2 : *"iya, karena dengan selalu berbahasa inggris kita juga bisa inovasi-inovasi kosa kata baru dan lebih baik"* (yes, because when we always use English, we can know much of word and better)."

3. Direct Method made the students have pronunciation like native speaker.

Direct method can makes students had correct pronunciation and fluency in speaking ability. It means the teacher as the models of the students, the students gave attention to the teachers' speech and the teacher often gave the time to practice dialogue or presentation to the students. As the teachers' interview result, *"The pronunciation was almost like a native speaker. Because the teacher as the model for the students so absolutely the students followed how the teacher said a word"*.

As the students' said in the interview:

“Student 1 : *“iya, karena saya dapat mencontoh ucapannya.”*(yes, because I can follow the teacher speech”.

Student2 : *“iya, karena kita menjadi lebih tau dan secara langsung tau pengucapannya”.* (yes, because we directly know how to speech the word).”

4. Direct Method made the students often try on the conversation

Direct method is technique communication in orally, it made the teacher often asked to the students to practice their speaking ability by practice conversation. The teacher said that *“Yes, I always give the students exercise and I ask them to make a conversation in the class, and sometimes I ask them to present in front of class”*. From that statement, it could be identified that the students often practice and try to make a conversation in the class. The teacher answered interviews that *“The students often made conversation in the class, and they have extra English class, there are conversation club and debate club”*.

b. The Weakness of Direct Method

Based on the students interviewed result, the writer asked to the student, *“Do the teacher uses English in speaking class make you easy to understand?”*, some students answered, *“sometimes no”*. It means because in direct method the teacher conducted classroom interaction

exclusively in English, so some students difficult to understand what the teacher taught, because they have low capability than the other students. Then, the effect is the material did not receive well by the student. It happened because the class was too large there are 34 students. It made the teacher could not handle all the students who have low capability. Additionally, some of the students have limited knowledge in vocabularies, grammar/structure. It can make the student passive in the class, and the student did not respond during the teaching learning process.

Moreover, the teacher left one technique of direct method in teaching speaking. so it made the students left both of listening and speaking lesson in this step.

B. Conclusion

Based on the discussion stated in the previous chapter, the implementation of Direct Method in teaching speaking class. The writer concluded in teaching learning process that the implementation of direct method could help the teacher to make students more enthusiasm to speak in English. By doing direct method the students have more opportunity to use English and they had confidence because they often speak in English. From six

techniques how implemented direct method in teaching speaking, was only five techniques that the teacher implemented in that class. Nevertheless, it was not gave the serious effect to this successfully method at this class. The one point of techniques from the theory of intosh and Celce-murcia see brown (1979: 64) was taught by the teacher, but she left one of the techniques of direct method in teaching speaking, which is the culture associated with the target language was not taught inductively.

Moreover, about the principles direct method, the theories from Richard and Rodger (1986: 194), the teacher taught left some points of principles direct method. Those are the grammar was taught deductively by the teacher, the class conducted not intensive class. So, the class was too large for this method. The students are consist 34 students.

The second is the strength and weakness of direct method in teaching speaking. The writer concluded that the strength of direct method related to the theory of Subakyo Nababan (1993: 16) the strengths of direct method are: "Learners are always give attention, Learners know much of words, learners can have pronunciation like native speaker, learners often try on the conversation, especially topics which have teaching in the class".

Additionally, this class has extra English class. The information came from the teacher when the writer interviewed her. The teacher said, "This class has extra English class, the activities are debate, and sometimes playing the drama. The purpose is absolutely to improve their speaking skill". Then, based on the writer observed, the teacher could speak fluently like a native speaker. Then the teacher could give the motivation and invited them to active participate discussion in the class activities.

Other findings, in the weakness the writer found the different situation from the theory from Subyako-Nababan (1993: 16). The writer found that students' response after she got the interview. That was the students' responded in written interview. Direct method is one of technique that makes the students interested in the speaking teaching-learning process. The students said, "*The teacher only used in foreign language made me interested and could enrich my vocabulary*". It means that by using direct method the students do not feel bored and surfeited.

Direct method also makes the students enthusiasm to pronounce words or sentences in foreign language that thought by the teacher, especially when the teacher pronounced new vocabulary. The students

got more experience in speaking foreign language even only simple sentences at first. The students were trained to speak in foreign language well.

Those findings are in line with the study was conducted by Ambar Wahyuni (2013) which found that implementation direct method positively effect in students' speaking skill.

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