

## DIRECT METHOD OF TEACHING ENGLISH LANGUAGE

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### ABSTRACT

*The goal of this study is to compare students' speaking abilities before and after utilizing the Direct Method to learn English. The experimental quantitative method used in this study was an experimental design with one group pretest-posttest design. The study solely looked at how well students spoke before and after adopting the Direct Method. The study's focus was on English Department students. They were chosen at random. The data was collected using an oral test procedure. The findings of this study revealed that using the Direct Method can increase students' speaking abilities. The pupils' average was greater after they used the Direct Method. This study's data exhibited a normal distribution.*

**KEYWORDS:** *Direct Method, Approach, Teaching English*

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### INTRODUCTION

English, being an international language, is seen as a valuable tool in economics, politics, commerce, dealing with the Middle East, and job hunting. It is very vital to be learnt. It has been taught at all levels of education, including elementary school, junior high school, senior high school, and university. English is no longer just a subject to be learned; it is also a tool for self-development for everyone, particularly English Department students. Students, on the other hand, find it challenging to communicate in English. The teaching-learning process exemplifies this. When the lecturer invited the pupils to speak in English, they found it difficult to respond. When they gave a presentation in front of the class, the same thing happened. If the speakers were asked a question, they tended to write the response first on their paper before responding to the listeners. It signifies that they are unable to communicate orally (talk) in English. They had just finished reading the response. Furthermore, based on the correct punctuation, pupils found it difficult to enunciate the words.

The Direct Style is a teaching method in which the target language (English) is used in the classroom. If some pupils don't understand what the educator is saying, the educator may not translate, but instead uses visual aids or demonstrations to demonstrate the meaning of the words (Titone in Richards and Rodgers, 2001:12). The use of visual aids in the Direct Method will make learning English more enjoyable for students. Every meeting in the Direct Method teaches vocabulary. As a result, it can help them expand their vocabulary. They will be able to communicate if they have a sufficient vocabulary. Grammar is then taught inductively. Students will be inspired to enhance their speaking skills using this strategy.

Richards and Rodgers in Brown (2001) stated the principles of Direct Method as follow:

1. Classroom was conducted exclusively in the target language;
2. Only everyday vocabulary and sentences were taught;
3. Oral communication skills has build in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class;
4. Grammar was taught inductively;
5. New teaching points were introduced orally;
6. Concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught by association of ideas;
7. Both speech and listening comprehension were taught;
8. Correct pronunciation and grammar were emphasizes.

In addition, there are several stages in implementing Direct Method as proposed by Norland and Terry (2006) as follow:

1. The teacher shows a set of pictures that often portray life in the country of the target language.
2. The teacher describes the picture in the target language.
3. The teacher asks questions in the target language about the picture.
4. Students answer the questions as best they can using the target language. Pronunciation is corrected, but grammatical structure is not.
5. Students may also read a passage in the target language.
6. The teacher asks questions in the target language about the reading.
7. Students answer questions as best they can using the target language.

The experimental quantitative research method was applied in this study. The study's participants were English Department students. They were divided into three groups (A, B, and C). Each class has 40 pupils in it. And the sample was chosen at random by the writer. The sample was made up of 40 students in group A. The oral test was the instrument employed in this study. Oral communication (speaking) in front of the class was required of the students. Based on the findings, the Direct Method is a teaching method that can increase students' speaking abilities by using English as an introduction language. When explaining the lesson, the educator does it in English. In addition, pupils are not permitted to utilize Indonesian in the classroom when asking questions or communicating with the educator or their peers. In this instance, the instructor must be able to use visual aids to depict or clarify the terms that the kids do not understand. There isn't a translation available here. As a result, the kids try and try to talk in English until they are finally able to do so. The direct technique emphasizes complete immersion in the classroom, with no mention of the pupils' native language. The emphasis is on learning through listening and speaking rather than grammar. We don't focus on the rules when we use the natural approach; instead, we allow for mistakes and strive for outstanding oral communication with our target words and language.

**CONCLUSION:** As a response to the Grammar-Translation technique, the direct approach of teaching was established. It aimed to immerse the learner in the same way as learning a first language does. All instruction takes place in the target language, with inductive grammar, a focus on speaking and listening, and only practical 'everyday' language. The Direct Method's flaw is that it assumes that a second language can be learned in the same way as a first, despite the fact that the conditions in which a second language is learned are vastly different. In the classroom, aspects of the Direct Method, such as the emphasis on listening and speaking, the use of the target language for all class instructions, and the use of visuals and realia to convey meaning, may still be found in many ELT classes.

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