CHAPTER 1

INTRODUCTION

This chapter contains the research foundation. It includes background of the study, research questions of the study, the scope of the study, aims of the study, significance of the study, research methodology, and organization of the paper. The keys of this research are provided in this chapter.

1.1 Background of the Study

English is the most important language in the world. It has been known as the international language. In the process of formal teaching of four basic language skills (listening, speaking, reading and writing) in school, speaking is considered as the most important skill to master. As what Pinter (2006) states that speaking fluently and accurately is the hardest thing to do by the students because they should think and speak at the same time. This skill is important as a sender of message to other people orally. Conversation which occurs among two people (the speaker and interlocutor) will occur if they have the capability in speaking skill.

For some students, they have difficulties in speaking because they do not know what to say. There are many students who think that speaking is the most difficult skill to master. According to Brown (2001), there are 8 things which make speaking difficult such as clustering, redundancy, reduced forms, performance variables, colloquial variables, rate of delivery, stress, rhythm, intonation, and interaction. He also said that there are six of oral productions in which students are expected to carry out in the classroom, such as imitative, intensive, responsive, transactional, interpersonal, and extensive.

Those types of oral production in which students are expected to carry out in the classroom is used indirectly when a teacher uses the direct method in the classroom. By looking at the problems which are faced by students, variations in

teaching speaking are needed. The teacher needs more methods and media in explaining the meaning to students in order to improve students' speaking skills and also to encourage students to speak.

Brown (2001) states that the essence of direct method is meaning. According to Richard and Rodgers (1986), Direct Method was conducted exclusively in classroom instruction using the target language. Only everyday vocabulary which is used in conducting direct method. Direct method happens when grammar was taught inductively, pronunciation was corrected, grammar were emphasize, and oral vocabulary skills were built up. The Direct Method class focuses on meaning, not form or structure of the language.

Not only those techniques, but also according to Lake (2013), there are five parts of the direct method such as Show (for example: the using of gesture), Say (teacher says it correctly), Try (students try to repeat the teacher), Mold (correcting the students), and Repeat (students' repetition).

Based on Zainuddin (2011), the teachers employ the objects, visual, and realia to make comprehensible and the instructions should be in the specific topic. So, the teacher should 'bring' the realia to the class such as flash card of pictures, gestures to explain verbs.

According to Nunan (as cited in Brown, 2001), direct method can be called as the natural approach in which this method focuses on meaning not form and this method is designed to give beginners and intermediate learners basic communicative skills.

The aims of the direct method are also stated by Sharma (2011), in which the direct method aims to make pupil think in English, to enable the pupil express his thoughts and feelings directly by means of English with the intervention of his mother tongue and to enable the pupil that instinctive unerring language sense which we all possess in varying degrees in the mother tongue.

Based on the history, the direct method came up as a response to Grammar Translation Method (GTM) which teaches grammar and vocabulary from the native language of students' native language. The direct method differs from grammar translation method. According to Purwarno (2006), direct method avoids the use of mother tounge while GTM maintains the use of mother tongue and direct method teaches the language by 'use' and not by 'rule' while GTM teaches by 'rule' and or by 'use'.

According to Lubis (1988), directing conversation between students and the teacher will help the students move from pseudo-communication. But, before the teacher conducts the conversation, the teacher should make sure that the students are familiar with some grammar patterns and vocabulary words.

Some teachers do not use English in a classroom. It can be the reason why students are not able to speak even though they are good in other skills. Some teachers say that they are too afraid if students do not understand what the teacher says considering the students are low achiever students.

Considering the explanation above, the researcher is interested in conducting a research dealing with the use of the Direct Method in impoving students' speaking ability. The use of The Direct Method is expected to help students acquire the language easily. It is hoped that this study can be one of references for an English teacher to teach English using The Direct Method.

1.2 The Aim of the Research

This research is aimed to find out these matters:

a. A significant difference in term of speaking scores between experimental group in which the treatment is given (direct method) and the control group in which the treatment is not given in delivering materials.

b. Students' responses toward the application of direct method in their classroom.

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1.3 Scope of Study

This study focuses on the effectiveness of the usage of direct method in English students. Beside the effectiveness of the usage, this research focuses on the development of students' progress

This research takes place in a vocational high school in Bandung. The participants who are involved in this study are two classes of tenth in which the experimental group consists of 30 students and the control group consists of 30 students.

1.4 Research Questions

This study is conducted to figure out these following questions:

a. Is there a significant difference in term of speaking scores between experimental group in which the treatment (direct method) is given and the control group in which the treatment is not given in delivering the materials?

b. What are students' responses toward the application of direct method in their classroom?

1.5 Hypothesis

Sugiyono (2012) states that there are two hypotheses in a research such as research hypothesis and statistic hyothesis. This research started from null hypothesis in which there is no different result in the mean of speaking scores in the experimental group (a group which receives the treatment of direct method) and control group (a group which does not receive the treatment at all). It can be symbolized as follow:

$$H_o : \mu_1 - \mu_2 = 0$$

Or

$$H_o : \mu_1 = \mu_2$$

1.6 Research Method

There are two classes which are involved in which they are divided into experimental group and control group. Experimental group is treated and control group is not given any treatment (in this case is direct method). There are some instruments that are used to collect the data related to the research: pre-test and post-test of speaking skill. Pre-test of speaking skill is given to measure the students' current quality and the percentage of questionnaire is spreaded in order to make it more reliable. The data are analyzed quantitatively by using dependent T-test and percentage of questionnaire.

1.7 Significance of study

This study is expected to give contribution to teachers, students, and further researchers. For the teachers, this hopefully can make them aware of the importance of using English in the classroom. Whereas, for the students, the technique and the method used hopefully can make them feel confidence speaking in English. For the other researchers, this study is expected to be used as an additional source especially for those who conduct a research on increasing low achiever students' speaking ability.

1.8 Clarification of Terms

In this research, there some terms which need to be clarified in order to avoid misunderstanding and misinterpretation of terms used in this research. There are several terms as follows:

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a. Harvey (as cited in Kusuma, 2004), effectiveness is "an output of specific review or analyses that determines the accomplishment of specific educational objective, or the degree to which higher education is expected to accomplish specific reqirements".

b. According to Brown (2001), direct method is a method of second language learning like first language learning—lots of oral interaction, spontaneous use of the language, no translation and no analysis of grammatical rules.

1.9 Organization of the Paper

There are five chapters in this paper as follows:

Chapter I - Introduction

Chapter one contains introduction to this study, this chapter provides the background of the study, limitation of the study, research questions, the aims of the study, significance of the study, research methodology, and organization of paper.

Chapter II – Literature Review

Chapter 2 covers theoretical foundation, which provides the theories of teaching speaking skill especially English as Foreign Language in Indonesia, and history and definition of the Direct Method.

Chapter III – Research Methodology

Chapter three is be dealt with research methodology which describes the research methodology that has been briefly introduced in chapter 1. In this chapter, there would be research design, samples, data collection, data instrument, and data analysis.

Chapter IV – Findings and Discussion

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This chapter describes the result of analysis. The research question meets the answers in this chapter. To make it clearer for the readers, the researcher conveys the discussion of the findings.

Chapter V – Conclusion and Suggestion

The last chapter is conclusion which describes the result of the study and suggestion for further better study