

**THE IMPLEMENTATION OF DIRECT METHOD IN  
TEACHING SPEAKING SKILL FOR 8<sup>TH</sup> GRADE STUDENTS  
AT SMP NEGERI 2 JATILAWANG**



**UNDERGRADUATE THESIS**

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State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of the Requirements for Obtaining  
the Bachelor Degree in English Education (S.Pd).**

**By:**

**SHINTA NURUL INAYAH  
1817404086**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYA AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF PROF. K.H. SAIFUDDIN ZUHRI  
PURWOKERTO**

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## STATEMENT OF ORIGINALITY

The writer who gives signature bellow:

Name : Shinta Nurul Inayah  
Student Number : 1817404086  
Grade : Undergraduate  
Study Program : English Education  
Faculty : Tarbiya and Teacher Training

Declare that all statements, opinions, and analyses that I have written in this thesis are my originality work. I optimally conducted my own research with the help of references and suggestion. If any claim related to the analyses that I made persist in the future, I would be fully responsible for the clarification.

Purwokerto, 7 June 2022

I who declares,



**Shinta Nurul Inayah**  
**NS. 1817404086**

PROF. K.H. SAIFUDDIN ZUHRIF



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
 Telepon (0281) 635624 Faksimili (0281) 636553  
 www.uinsaizu.ac.id

**APPROVAL**

Thesis Entitle:

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Written by Shinta Nurul Inayah, Student Number 1817404086, Study Program of English Education, Faculty of Tarbiya' and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, has been examined on Friday, Juni 17<sup>th</sup> 2022 and declared qualified for achieving the Bachelor Degree in English Education (S.Pd).

Examiner I/Chairman of the  
 Session/Supervisor

**Irra Wahidiyati, M.Pd**  
 NIP. 198814302019082001

Examiner II/Secretary

**Khairunnisa Dwinalida, M.Pd**  
 NIP. 199211152019030234

Primary Examiner,

**Maulana Muallim, M.A**

Legalized by:  
 Dean



**Dr. H. Suyito, M.Ag**

NIP. 194241999031002

## OFFICIAL NOTE OF SUPERVISOR

To the Honorable  
Dean of Faculty of Tarbiya and Teacher Training  
State Islamic University of Prof. K.H. Saifuddin Zuhri  
In Purwokerto

*Assalamu 'alaikum Warahmatullahi Wabarakaatuh*

Having guided analyzed, directed, and corrected the thesis by Shinta Nurul Inayah, Student Number 1817404086, entitled:

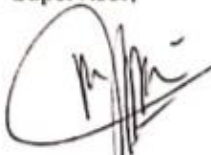
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I recommended the thesis to Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, to be examined and declared qualified for achieving the Undergraduate Degree (S.Pd) in English Education.

*Wassalamu 'alaikum Warahmatullahi Wabarakaatuh*

Purwokerto, 7 June 2022

Supervisor,



**Irra Wahidiyati, M.Pd**

NIP. 198811302019082001

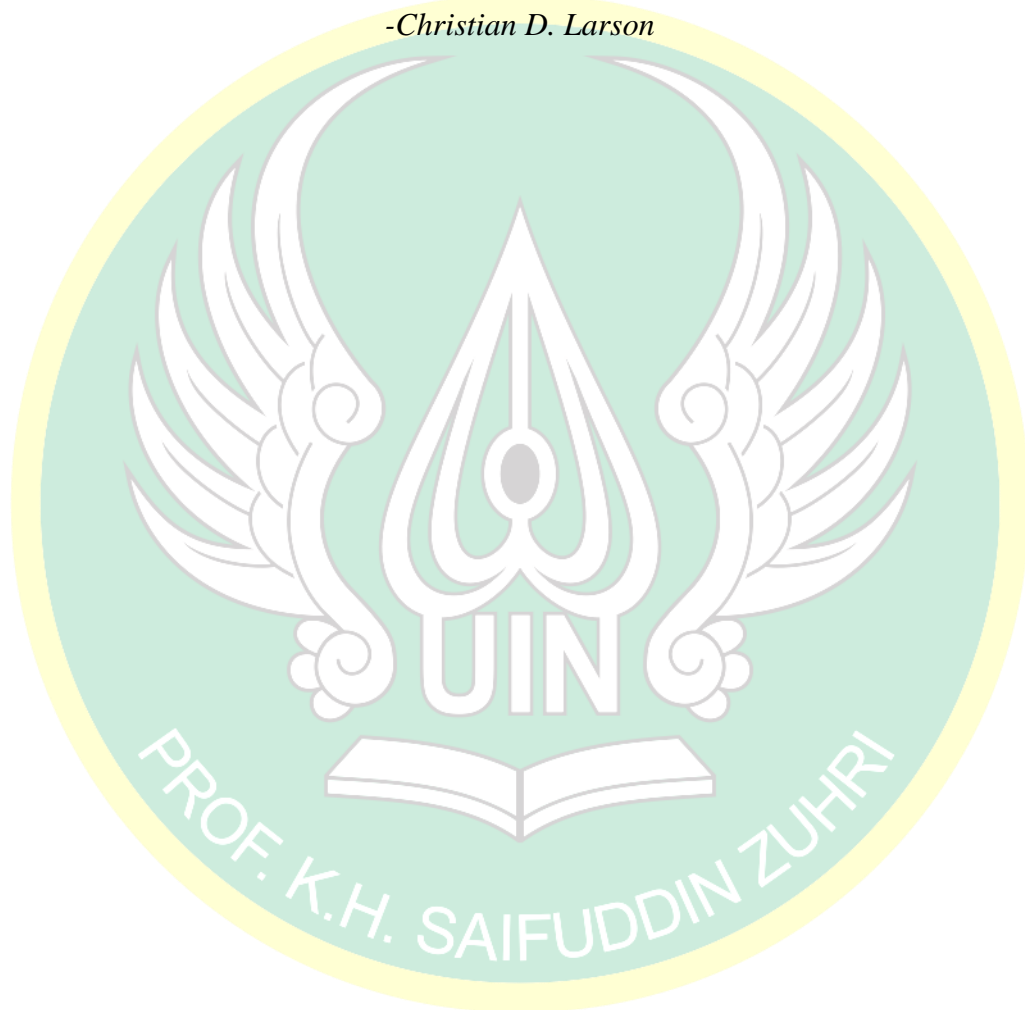
## MOTTO

***“Without dreams, we will achieve nothing. Without love, we would feel nothing.  
And without Allah, we would be nothing”***

*-Mesut Ozil*

***“Believe in yourself and all that you are. Know that there is something inside  
you that is greater than any obstacle”***

*-Christian D. Larson*



## DEDICATIONS

This thesis is dedicated to:

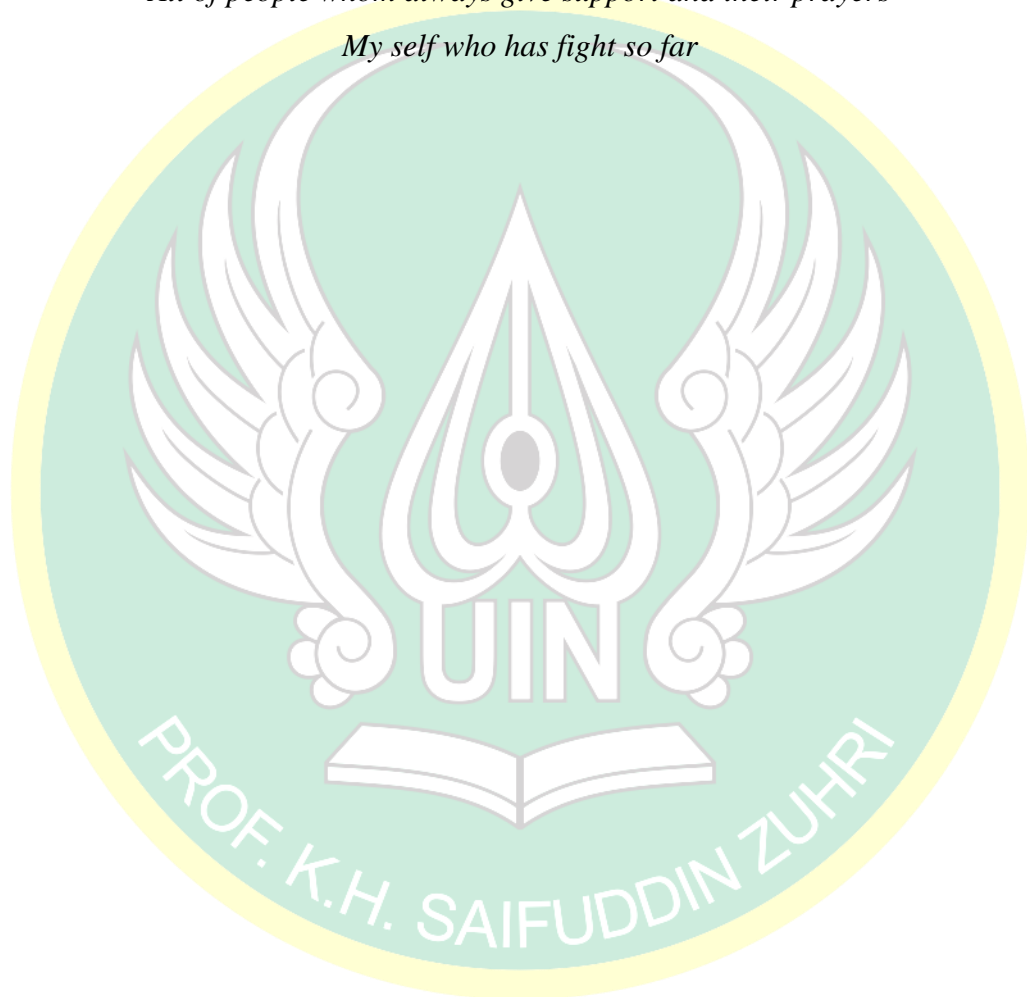
*My beloved father (Bapak Sumanto) and my beloved mother (Ibu Ponijah)*

*My beloved brother (Muhammad Galang Aditama)*

*All of my family*

*All of people whom always give support and their prayers*

*My self who has fight so far*



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Finally, the researcher hopes that this research could give advantages to the reader. The researcher realized that this research is far from being perfect. Therefore the researcher openly accepts criticism and suggestions of this research for better result.

Purwokerto, 7 June 2022

The researcher,



**Shinta Nurul Inayah**  
SN. 1817404086



# **THE IMPLEMENTATION OF DIRECT METHOD IN TEACHING SPEAKING SKILL FOR 8<sup>TH</sup> GRADE STUDENTS AT SMP NEGERI 2 JATILAWANG**

**SHINTA NURUL INAYAH**

**SN. 1817404086**

**English Education Study Program  
State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto**

## **ABSTRACT**

The success of the foreign language learning process consists of several factors, one of which is the teaching method. One of the foreign language teaching methods is the direct method. The English teacher at SMP Negeri 2 Jatilawang has implemented a direct method of teaching speaking for grade 8<sup>th</sup> since the beginning of the implementation of the 2013 Curriculum (K13). This is in line with the characteristics of the 2013 Curriculum (K13) Number 68, 2013 which stated that learning must develop skills and apply them in various situations in schools and communities. Then, this is motivated because students experience several obstacles in learning to speak, some of the obstacles are difficulties in pronunciation and vocabulary mastery. Therefore, English teachers believed that the implementation of direct methods in teaching speaking in grade 8<sup>th</sup> can make students accustomed to speaking English, develop students' speaking skills, and overcome student obstacles in learning to speak.

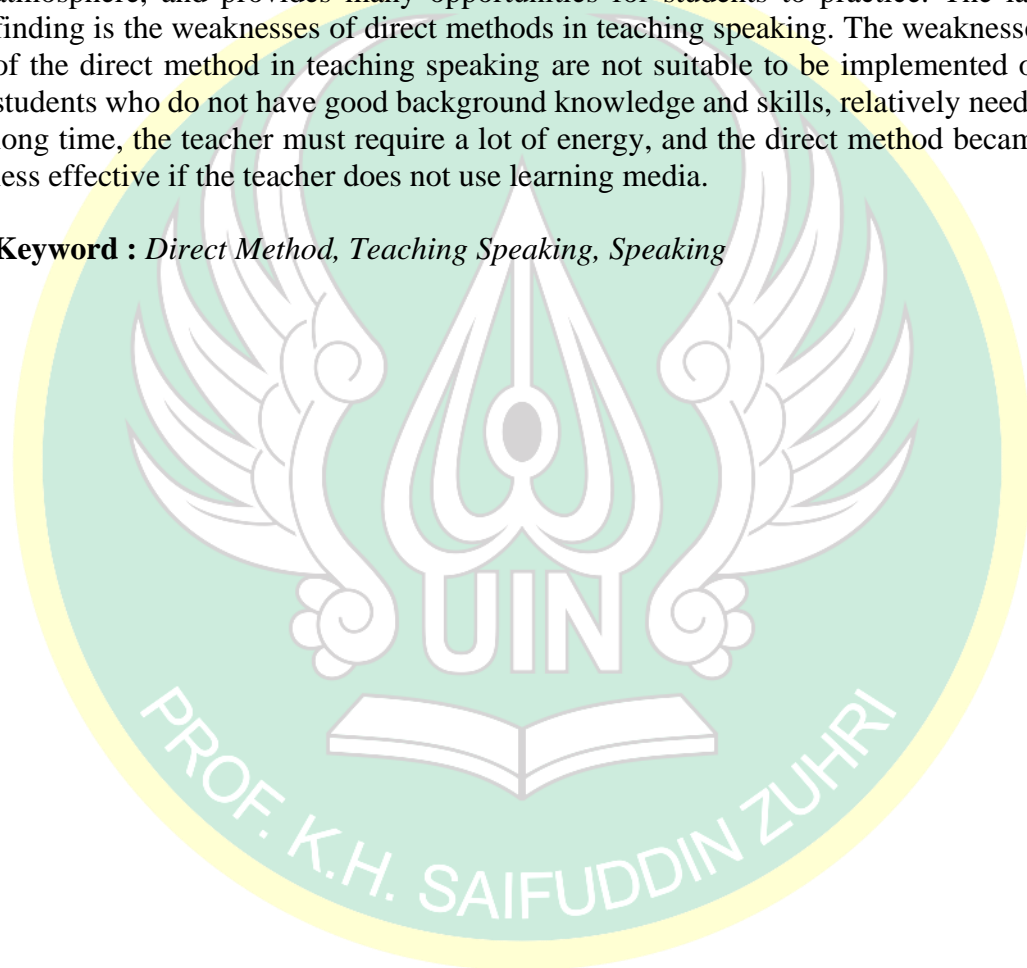
The purposes of this research are to describe the implementation of the direct method in teaching speaking, as well as to explore the strengths and weaknesses of the direct method in teaching speaking to 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang. This research used a qualitative research method with a descriptive technique and using random sampling, data collection techniques used were observation, interview, and documentation. The objects of this research are the implementation of the direct method in teaching speaking, as well as the strengths and weaknesses of the direct method in teaching speaking. The subjects of this research were two English teachers and 20 grade 8<sup>th</sup> students of SMP Negeri 2 Jatilawang.

The results of this research indicate several findings in the implementation of the direct method in teaching speaking, namely the principles, characteristics, techniques, strengths, and weaknesses. The five principles of the implementation of direct method in teaching speaking are direct method must be implemented on the right material, the teacher must master the speaking material, the explanation of the material is delivered by the teacher orally and directly uses English, the learning atmosphere must be actively built, and grammar is taught inductively. Then, the six characteristics of the direct method in teaching speaking, namely the direct method are implemented directly using English when learning to speak, teachers need learning media, the teacher's facial expressions, and gestures can help students

understand what the teacher saying, very little or no translation process, students are asked more to perceive and practice, the teacher provides many opportunities for students to practice. Furthermore, six direct method techniques used by English teachers in teaching speaking are a match and group image, practice question and answer, making students self-correct, conversation practice, read aloud, and dictation.

In addition, the next findings are the strengths and weaknesses of the direct method of teaching speaking. The strengths of the direct method in teaching speaking there are direct method can increase students' self-confidence, the direct method is suitable for learning aspects of speaking, can create an active learning atmosphere, and provides many opportunities for students to practice. The last finding is the weaknesses of direct methods in teaching speaking. The weaknesses of the direct method in teaching speaking are not suitable to be implemented on students who do not have good background knowledge and skills, relatively need a long time, the teacher must require a lot of energy, and the direct method became less effective if the teacher does not use learning media.

**Keyword :** *Direct Method, Teaching Speaking, Speaking*



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## CHAPTER I INTRODUCTION

### A. Background of the Study

Currently, English is the most widely used international language as a communication tool in most countries. English has a very important role because it can open many opportunities in the fields of education, employment, and economic development in the world. Then, one of the skills to be able to open opportunities in mastering English is the speaking skill. (Leong & Ahmadi, 2017) explain that speaking skill is the most important language skill to continue to be studied and developed so that speaking skill can an effective communication tool. Then, their research results also mention that speaking skill is the most difficult language skill for language learners to learn. This is because language learners have difficulty expressing feelings using spoken language, so the feelings they express become ineffective in communicating. Furthermore, according to (Nunan, 1991) speaking skill is the most important aspect when a person learns a second language, and speaking skill is a measuring tool for a person's success in learning a language.

The success of the foreign language learning process certainly consists of several factors, one of which is the teaching method. One of the foreign language teaching methods is the direct method. This method has been widely used by English teachers in teaching speaking skills. Jaya (Jaya, 2016) states that the direct method is a foreign language teaching method, especially in learning modern languages using direct conversation, discussion, and reading without using translation and not guided by a formal grammar. According to Rivers (1968:20), the direct method has become an effective language teaching method because it can create an interesting learning atmosphere for language learners. Therefore, many English teachers use the direct method in the process of learning speaking skills.

The use of the direct method in teaching speaking skills has been widely used by English teachers. This is because learning to speak English using the



direct method can increase student motivation, student courage, student confidence, and can increase understanding of vocabulary. In line with previous research, (Andriyani, 2015) stated that using the direct method as a method of learning to speak can increase students' confidence in speaking English, students can remember sentence structures well, and students can be more motivated. Then, according to (Sitorus & Silitonga, 2018) explained that students' ability to speak English increased after using the direct method, this was shown based on an increase in the presentation of student achievement. Furthermore, (Haliwanda, 2019) stated that the direct method is an interesting method because it can improve students' speaking skills without going through the translation process in the first language.

Based on the results of preliminary observation that have been carried out by the researcher by interviewing an English teacher at SMP Negeri 2 Jatilawang on November 16, 2021. He explained that he had implemented the direct method in teaching speaking skill since the beginning of the 2013 curriculum implementation. This is in line with the characteristics of the 2013 Curriculum (K13) Number 68, 2013 which stated that learning must develop skills and apply them in various situations in schools and communities. In his opinion, using the direct method in teaching speaking skill can make students accustomed to speaking English, develop students' speaking skills, train students to think critically, and can increase students' motivation to learn and practice speaking English. In addition, he also explained that implementing the direct method requires teaching aids or learning media such as symbols, pictures, artificial objects, or using certain movements. Therefore, according to the English teacher, the direct method is effectively used in teaching speaking skill in line with the 2013 curriculum which emphasizes student-centered learning.

Meanwhile, 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang still have big problems in learning speaking skill. These problems are as follows: low motivation of students in learning speaking skills, lack of confidence when speaking English, low mastery of vocabulary, difficulty practicing correct

pronunciation, and lack of practicing speaking inside and outside the classroom. As explained in the previous paragraph, to overcome these problems, two English teachers use the direct method to teach speaking skills. However, the direct method is one of the language teaching methods that is difficult to apply for students who have very basic language skills (Beginner). This is because the direct method does not translate vocabulary or sentences into the student's mother tongue or first language.

Based on the problems described above, the researcher is interested in conducting research about "*The Implementation of Direct Method in Teaching Speaking Skill for 8<sup>th</sup> Grade Students at SMP Negeri 2 Jatilawang*". The main issues to be studied are how teachers implement the direct method in teaching speaking skill and what are the strengths and weaknesses of implementing the direct method in teaching speaking skill. Hence it is hoped that this research can be useful for the writer, English teachers and students.

## **B. Operational Definition**

In this research, the researcher will focus on discussing the direct method in teaching students' speaking skills. To avoid the research concept being too broad, there are several terminology keywords in this study, including direct method and speaking skill. The explanation of the keywords of this research is as follows:

### **1. Direct Method**

(Batool, Nadia, Muhammad Anosh, Anam Batool, 2017) stated that the direct method is a teaching method that is linked and used directly in the target language, especially English without any translation process into the first language. Or in other words, a language teacher requires learning media such as pictures, gestures, or pantomimes to explain a word using a familiar target language for students. Then (Diane Larsen-Freeman and Marti Anderson, 2011) explained that the direct method is a method that connects the words referred to by the teacher directly using the target language without using the translation process in the students' native language. For

instance, when a teacher desires to describe a house, the teacher have to prepare a picture of the house and show the picture of the house directly to students. Then the teacher describes the picture directly to the students while showing the picture of the house.

## **2. Speaking Skill**

Gert and Hans (2008) explained that speaking skill is a skill that has a purpose and intent in the form of a message to be conveyed to the listener, then the listener processes the message conveyed to understand the message conveyed. In other words, according to Rivers (1972:5), speaking is a process that produces communication and interaction between two or more people by using the role of understanding and expression. Then speaking skill is the ability to develop, explore, and convey an idea or message orally. Speaking skills are also the most difficult skills for students to learn, because there are many things that students must understand such as understanding words, understanding how to pronounce, formulating an idea, and practicing.

### **C. Research Question**

As explained in the background of the problem described above, the research question as follows:

1. How do English teachers at SMP Negeri 2 Jatilawang implement the direct method in teaching speaking to 8<sup>th</sup> grade students?
2. What are the strengths and weaknesses of the direct method in teaching speaking to 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang?

### **D. Objectives and Significances of the Research**

The objectives and significances of the research can be formulated as follows:

#### **1. The Objectives of the Research**

- a. To describe the implementation of the direct method in teaching speaking skills to 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang.

- b. To explore the strengths and weaknesses of teaching speaking skills using the direct method to 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang.

## 2. The Significances of the Reseach

There are two kinds of benefits of this research as follows:

### a. Theoretical Significances

- 1) The researcher hopes that this research can be beneficial for increasing understanding of foreign language teaching methods, especially the implementation of direct methods in teaching speaking skills.
- 2) The researcher hopes that this research can be a reference for future researchers who research the same subject, can be a reference for readers, and also for English teachers.

### b. Partical Significances

#### 1) For teachers

The results of this research are expected to enrich teachers' information about the implementation of teaching methods in speaking skills, especially in the direct method, therefore this can be used as a reference to apply in the speaking learning process.

#### 2) For writer

The results of this research are expected to increase the author's knowledge and experience in researching teaching methods in speaking skills, therefore this can be a guide for knowledge in the future.

## **E. Structure of the Research**

To create research systematic, so can easy to understand, it is essential to classify this research. The structures of this research include the following:

Chapter I consists of an introduction, consisting of eight discussions, the discussion is background of the research, operational definition, problem formulation, objectives and significances of the research, review of relevant studies, literature review, research method, and structure of the research.

Chapter II presents theories on the implementation of direct methods in teaching speaking skills, consisting of two parts, namely, direct methods and speaking skills.

Chapter III is an explanation of the research method, which consists of research design, subjects of the study, object of the study, instruments for obtaining data, data collection techniques, data analysis techniques, and triangulation.

Chapter IV shows the results of the research that has been carried out by researchers, which consists of a short description of SMP Negeri 2 Jatilawang, the implementation of direct method in teaching speaking to 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang, and the strengths and weaknesses in impementing the direct method in teaching speaking to 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang.

Chapter V contains conclusions and suggestions for research. In this session, the researcher concludes the research data and provides suggestions related to the focus of the research.

## **CHAPTER II**

### **THEORETICAL REVIEW**

This research uses several theoretical review that focus on direct method as a foreign language teaching method, speaking skill and teaching speaking, several theoretical review are as follows:

#### **A. Direct Method**

##### **1. Denifition of Direct Method**

According to (Sitorus & Silitonga, 2018), the direct method is a method created or used by teachers to directly teach the target language, especially English, to students in the learning process. Then Richards and Rodgers (2001:12) explained that if in the process of learning foreign languages, especially in speaking skills, some students do not know the meaning of the vocabulary conveyed by the teacher, then the teacher may help translate but by using visual learning media or using a demonstration to explain the meaning of the vocabulary.

(Qing-xue & Jin-fang, 2007) describe the direct method as a method used in the target language learning process by holding good communication in language classes and can reduce the translation process as a technique in language learning. The use of direct methods makes language learning seen as the analogous and psychological association is a term in language learning. So it can be concluded that the direct method is an effort made by the teacher directly to teach the skills that exist in the language.

##### **2. The Principles of Direct Method**

(Rodgers, 2006) state that the principles of the direct method include the following:

- a. In learning a foreign language using the direct method, the class must be built exclusively.
- b. The application of the direct method in the language learning process applies the learning of vocabulary and sentences that are used daily.

- c. Communication between teachers and students during the language learning process must be built intensively and actively, such as taking turns asking questions and discussing a topic.
- d. In the direct method, grammar is taught inductively.
- e. Learning materials must be delivered orally by the teacher and then build active communication with students.
- f. In teaching foreign language vocabulary using the direct method, concrete vocabulary is taught through demonstrations, objects, and pictures. While abstract vocabulary is taught through the association of ideas.
- g. The direct method emphasizes the learning process of speaking and listening skills.
- h. In learning foreign languages, using direct methods emphasizes understanding and speaking skills as well as correct grammar.

### **3. The Characteristics of the Direct Method**

According to Toshiko and Palmer (1991:14-15) have described that the direct method has the following characteristics:

- a. Using the direct method, it does not translate the foreign language being studied into the first language.
- b. Grammar in the foreign language being studied is taught inductively.
- c. During the learning process using the direct method must use sentences that are interconnected with one another.
- d. Pronunciation is taught systematically so that language learners can pronounce words and sentences correctly.
- e. The meaning of words is taught by showing pictures and then described by the teacher without directly translating into the first language.
- f. Learning about vocabulary or sentence structure using question and answer techniques.

#### 4. The Techniques of Direct Method

According to (Togatorop, 2016) explained that there are several foreign language teaching techniques using direct methods, including the following:

a. Read aloud.

The teacher asks students to take turns reading certain passages, playing, or having a dialogue using a loud voice. Then at the end of the learning session, the teacher explains and provides conclusions using learning media so that students can understand easily.

b. Practice question and answer.

This exercise is carried out when learning a foreign language, the teacher gives some questions to students then students have to answer these questions using a foreign language as well, so that students can practice speaking using new vocabulary. In addition, the teacher also provides opportunities for students to ask questions and discuss material that they do not understand.

c. Make students self-correct.

This is done to train knowledge in students' language skills more deeply. For example, when practicing vocabulary pronunciation, the teacher repeats the words spoken by the students then asks if the pronunciation is correct and gives a signal that the pronunciation is wrong, then asks students to correct the pronunciation error.

d. Conversation practice.

In this exercise, the teacher must prepare several questions systematically to ask students. Then ask these questions to students and ask students to answer correctly, thus the learning process will result in active communication and class.

e. Practice filling in the blanks.

In this exercise, no explicit grammar rules are applied. Students will self-induce the language rules they need and fill in the blanks with the answers they think are correct.



f. Dictation

The teacher reads a piece of writing three times. In the first session, the teacher reads it at a normal speed and the students are requested to just listen. Then in the second session, the teacher reads part phrase by phrase at a slower speed than the first session, then students are requested to write the sentences that the teacher mentions. In the last session, the teacher reads the text at a normal speed and requested students to correct the sentences they wrote.

g. Map image.

Map images are a medium and also a technique in foreign language learning using the direct method. The students are given a map by the teacher, the map has geographic features, then the teacher gives directions to the students to find a place such as a school.

h. Writing paragraphs.

In this technique, the teacher asks students to make one or several paragraphs using their own words about the theme determined by the teacher. By doing this technique, students' language skills, especially writing skills, can be improved.

## 5. Learning Stages of the Direct Method

According to (Majid, 2013) there are 5 stages of learning in the implementation of direct methods. The 5 stages of learning in the implementation of the direct method are as follows: These stages are preparation, demonstrating knowledge and skills, guiding practice, checking understanding and skill by providing feedback, and providing an opportunity for advanced practice

a. Preparation.

At the preparation stage, the teacher conveys the learning objectives, then the teacher motivates the students, and conditions the students to start learning. This stage aims to attract the attention of students, focus students' attention on the learning material, and the teacher can review the material from the previous meeting.

b. Demonstrating Knowledge and Skills.

The teacher demonstrates the skills of speaking correctly and delivers the learning material step by step. The demonstration of speaking skills that the teacher performs can take the form of giving examples directly from the concept of learning or doing some demonstrations with gestures to explain knowledge and skills.

c. Guiding Practice.

At this stage, the guidance that can be done by the teacher is to ask several questions to the students, correct, and provide feedback on errors in understanding or skills. At this stage, the teacher provides an opportunity for students to practice speaking and can be used by the teacher to observe the skills and knowledge of students.

d. Checking Understanding and Skills by Providing Feedback.

The teacher can give a quiz or give some questions to the students to check the students' skills and understanding of the material. Then, the teacher needs to provide feedback for the students such as opening a discussion. By providing feedback to students, students will know where their mistakes in their skills and understanding of the material.

e. Providing an Opportunity for Advanced Practice.

At this stage, the teacher can assign individual tasks to the student to improve their understanding of the material that has been studied. In addition, the teacher can provide opportunities for students to demonstrate skills related to the learning material.

## 6. Strengths and Weaknesses of Direct Method

(Ali, 2020) explained that there are strengths and weaknesses in teaching speaking skill using the direct method. The strengths of using the direct method in teaching speaking skill include the following:

- a. Can improve students' speaking skills, because the direct method emphasizes that students can practice speaking more, especially in communicating.
- b. The direct method is suitable for teaching vocabulary and idioms.

- c. Can help students to be able to communicate fluently in English.
- d. Learning English can be more easily understood by students because the teacher applies teaching patterns from specific material to general material and from concrete to abstract.
- e. The direct method can create active learning because it emphasizes the speaking process in communicating during learning.

Furthermore, the weaknesses of using the direct method in teaching speaking skill include the following:

- a. The direct method focuses more on the practice of speaking directly, so that reading, writing, and listening skills tend to be neglected.
- b. Students who have a background from rural areas tend to have difficulty understanding the learning materials delivered through the direct method.
- c. The learning media used in the direct method is relatively expensive, so many teachers have difficulty using the direct method.
- d. The direct method is not suitable for novice students who still have basic skills in English, and the direct method is used by competent teachers.
- e. The direct method will be effective if applied to students who often practice English outside of class, but the direct method will be ineffective if applied to students who rarely or never practice English.

## **B. Speaking Skill**

### **1. Definition of Speaking**

According (Kurum, 2016) speaking skills are the most sought-after language skills for a language learner to gain competence in a foreign language. Speaking is not just about making a grammatically correct sentence, but speaking also covers the fields of mechanics, social interaction, and pragmatic functions. In contemporary methodologies, the aspect of speaking that is emphasized is fluency rather than accuracy. So every foreign language learning always develops speaking skills in the learning process.

(Haliwanda, 2019) describes that speaking is a skill that is used to convey an idea, message, and idea that results in communication with other people to convey and find out information. Conveying information through communication requires the expression of feelings and several components that must be considered in speaking, namely, syntax, morphology, semantics, as well as fluency, and speed. So to be able to speak using a foreign language, especially English requires deeper language learning.

## 2. The Components of Speaking Skill

Vanderkevent (1990) explained that there are three components in the speaking process, the three components are:

### a. Speaker

Speaker is a person who conveys thoughts, ideas, or messages through voice. They play a role in conveying messages, thoughts, and ideas they have to listeners.

### b. Listener

The listener is someone who gets or receives the thoughts, ideas, and messages conveyed by the speaker. If the listener is not in the same place as the speaker, the speaker will express thoughts, ideas, and messages through writing.

### c. Speech

Speech is a sentence or word produced by the speaker to express ideas, messages, and thoughts. If there is no speech then no communication is generated between the speaker and the listener.

## 3. The Aspects of speaking

Harris (1974) explained there are five aspects of speaking, these aspects include:

### a. Comprehension.

In speaking skill requires subject, response and also speech and other components that must be understood by the speaker and listener. Therefore, in speaking skill comprehension is needed so that there is no misunderstanding in conveying and receiving information.

b. Grammatical rules.

A student needs to pay attention and understand the grammar of the foreign language. It is intended that students can compose and speak sentences correctly in accordance with grammatical rules so that it is easier for listeners to understand the message conveyed.

c. Vocabulary

Vocabulary is the primary thing that must be mastered by foreign language students, this is because students can master skills in foreign languages. Especially English fluently, students must master a lot of vocabulary. Without having a sufficient vocabulary, a person can not establish effective communication, the information and messages to be conveyed are not conveyed properly and also optimally.

d. Pronunciation.

Pronunciation is a person's process of producing spoken language clearly and correctly. Pronunciation is closely related to phonology which deals with variations in sounds and patterns to pronounce language. In speaking skill, pronunciation is an important aspect so that messages or information can be conveyed clearly and easily understood by listeners.

e. Fluency.

Fluency is a skill in speaking clearly and accurately. Fluency is the main goal to be achieved by someone who learns speaking skill. Fluency is characterized by how fluent a person speaks and without too long a pause.

## C. Teaching Speaking

### 1. Definition of Teaching Speaking

According to (Mualiyah, 2017) teaching speaking is learning given by a teacher to help, facilitate, and provide direction to students to improve students' speaking skills, as well as to achieve language learning objectives. There are several factors that can help achieve learning objectives in

speaking skills, namely teaching method, one of which is the direct method, learning media, lesson plan, practice, and others. In addition, in the process of teaching speaking skills, teachers must motivate students in learning speaking skills. Therefore the objectives of language learning can be achieved properly because of the cooperation and interaction between teachers and students in the learning process.

Furthermore, according to (Burns, 2019) teaching speaking is important in the language learning process, teachers not only teach speaking English as a communication tool, but also as a language learning goal that has been prepared by the teacher in the lesson plan. Burns also explained that in teaching speaking, teachers and students must actively communicate using English so that they can create interactive classes. Then the main purpose of teaching speaking is to help students in improving and developing fluency in speaking skills. So that students are expected to be able to communicate using English well according to the meaning and context of its use.

## **2. The Steps to Encourage Students to Speak English**

To encourage students to speak English, there must be steps taken by the teacher to provoke students to use all their understanding and skills in speaking English. According to (Harmer, 2001) there are three basic steps that teachers can take to encourage students to speak English, the three steps are as follows:

### **a. Rehearsal**

Rehearsal is a step that has the aim that students can do and feel communicating using English directly and like real life events. Activities carried out can be in the form of exercises outside the classroom, such as providing opportunities and directing students to role-play at the airport check-in desk. It can make students practice like real life events. Hence, students can experience communicating in English directly and are expected to improve students' skills and understanding.

**b. Feedback**

Feedback is an activity in learning to speak English carried out by teachers and students. Where students try to practice language based on all the skills and knowledge they know and use to answer or respond to questions from the teacher. Teachers must also provide feedback to students to analyze how well students' speaking skills are and the problems experienced by students in learning speaking skills. So that students can find out which aspects of speaking skills they need to improve. And it is hoped that the teacher can encourage students to continue learning to speak English, so that it can increase students' confidence in speaking.

**c. Engagement**

To make students able to speak English well, it is necessary to be motivated in the process of learning speaking skills. When students are motivated to learn to speak, students will feel happy in learning to speak and have good self-confidence. When students have participated in learning and the teacher has managed the class well and provided feedback, students will be able to understand well and practice on their own accord. According to (As Sabiq et al., 2021), one of the things that can motivate students is socio-psychological. There are several speaking tasks in engagement that can be given to students including, role playing, discussion, problem solving, and others that will make students happy to learn speaking.

**3. Methods in Teaching Speaking**

According to (Diane Larsen-Freeman and Marti Anderson, 2011) there are several methods in teaching speaking, the methods in teaching speaking are as follows:

**a. Direct Method**

The direct method is a teaching method for teaching speaking that has been applied for years by English teachers. In learning speaking skills using the direct method, communication must be delivered

directly using English using visual aids, realia or symbols without translating into the mother tongue. The purpose of using the direct method is students can speak well and communicate in English. In addition, students learn vocabulary by using new words in complete sentences. Therefore, many English teachers believe that using the direct method can train students to think critically, create a more active class, and make students practice speaking English a lot.

#### **b. Audio-Lingual Method**

The audio-lingual method is the same as the direct method, namely the teaching method used to teach speaking skills. But both still have differences, the direct method emphasizes the acquisition of vocabulary through its use in certain situations, while the audio-lingual method emphasizes the use of grammatical sentence patterns. In the audio-lingual method, the teacher helps students to be able to respond to stimuli, so that students can overcome the habit of forming sentences from their mother tongue to English. The purpose of the audio-lingual method is students are able to be communicative in speaking English. When using the audio-lingual method in teaching speaking, the teacher must direct the students to follow the imitation of the words or sentences that are exemplified, besides that the teacher must prepare examples of pronouncing words or sentences that are in accordance with the speaking aspects. After that, students were asked to imitate and respond to what they heard. These activities are carried out repeatedly until students can understand all aspects of speaking.

#### **c. Silent Way**

Silent way is a teaching method invented by Caleb Gattegno. In this method, the teacher only provides the information needed by the students and the teacher provokes more students to be able to explore all of their skills and knowledge. When using the silent way in teaching speaking, the teacher must really be able to encourage students to dare to convey what they know. But not many teachers use the silent way as



a speaking teaching method, because the communication and interaction created in the classroom is relatively small compared to using the audio-lingual method and the direct method. The purpose of the silent way is that students can express their thoughts, perceptions and feelings through English, so they need to develop their independence, knowledge and skills

**d. Total Physical Response.**

Total Physical Response is a suitable teaching method for teaching speaking. Total Physical Response was developed by James Asher. This method is suitable for teaching speaking because it involves commands, speech and gestures. English teachers who use Total Physical Response believe that students can be more comfortable while studying and make it easier for students to learn to communicate using English. This is because when using Total Physical Response students are directed by the teacher to practice verbally and movements. So that students can more easily understand the material presented by the teacher. The technique of Total Physical Response is using commands to direct behavior, role reversal, and action sequences.

**e. Communicative Language Teaching (CLT)**

Communicative Language Teaching (CLT) aims to direct students to be able to communicate using English well. In the process of learning to speak using Communicative Language Teaching (CLT) students must know about the form, meaning and function of language. Students must be able to choose the right form, meaning and function of language to be used in communication using English. In addition, students must also be able to understand and process the meaning conveyed by the interlocutor, so that communication can be established properly. Techniques in Communicative Language Teaching (CLT) namely language games, role play, and picture strip stories.

#### **D. Review of Relevant Studies**

Based on several sources related with this research, there are several thesis, journals, and research related with the topic of this research. The following are the result comparison of previous research studies:

The first, the thesis conducted by (Andriyani, 2015) entitled "Using Direct Method in Teaching to Improve Students' Speaking Skill at Purikids Language Course", the research was conducted in 2015. This research aims to examine students' speaking skills after learning by using the direct method and to identify the effectiveness of direct method in improving speaking skills. The research subjects were 18 students from three classes at Purikids Language Course, Yogyakarta. The research data was obtained using qualitative and quantitative methods. Qualitative data obtained, there is the direct method can improve students' speaking skill, this is indicated by an increase in students' skills in terms of vocabulary, pronunciation, and text structure. It is shown from the results of observation and interview that students can develop their ideas to produce short sentences with better vocabulary and pronunciation, as well as the use of appropriate text structures. Then, the quantitative data shows that the average score of students increases, from a pre-test average of 2.67 and a post-test showing 3.06, it can be concluded that there is an increase in the average score of students. The similarity between this research and mine is both researching the direct method in teaching speaking skills. Then the difference is that the subjects of this research are Elementary School students and focus on the results of students' speaking skills after using the direct method and its effectiveness, while the research subjects that the writer do are 8<sup>th</sup> grade Junior High School students and focus on implementing the direct method in teaching speaking skills.

The second, the journal entitled "The Use of Direct Method in Teaching Speaking Descriptive at the Second Year of SMA Negeri 2 Pematangsiantar" was compiled by (Togatorop, 2016). The journal was published in JETAFL (Journal of English Teaching as a Foreign Language). This research aims to find out whether there is an effect of using the direct method in teaching speaking

descriptive. The research location is at SMA Negeri 2 Pematangsiantar. The research used a quantitative approach using pre-test and post-test. The data found in the research showed that 90% of students were at the highest level of ability in the experimental group, while 75% of students were at the highest level of ability in the control group. The results of these data indicate that there is an effect of using the direct method in teaching descriptive speaking. The similarity between this research and mine is both researching the use of the direct method in teaching speaking skills. Then the difference is that this research focuses on the utilization of the direct method in teaching descriptive speaking and the research subjects are Senior High School students, while the writer focuses on the implementation of the direct method in teaching speaking in all material in grade 8<sup>th</sup> with the research subject of Junior High School students.

The third, the journal researched by (Prita et al., 2020) entitled “The Implementation of Direct Method in Teaching Speaking at Junior High School”, the research was conducted in 2020. The journal was published in the International Conference on Social Science and Humanity, Economics, and Politics. The research aims is to see the success of the implementation of the direct method carried out by the teacher to students. The research used a qualitative approach using interview techniques. The results of the interview showed that the direct method can improve speaking skills. This is supported by the results of research that shows students can be more courageous and confident in speaking in public using English. The similarity between this research and mine is that they both examine the implementation of the direct method in teaching speaking skills to Junior High School students. Then, the difference is that this study only uses one data collection technique, namely online interviews through the WhatsApp application, while the writer uses 3 data collection techniques, namely direct observation at the research site, direct interviews with sources, and data documentation. related to his research.

The fourth, the research conducted by (Jaya, 2016) entitled "The Effect of Direct Method on Ninth Grade Students' Speaking Ability at Sri Farida Baru

Witya Junior High School Yala, Thailand in the 2015/2016 Academic Year". This research objectives to decide how the effect of the usage of the direct method on students' speaking skills. The research design used experimental research with research subjects namely, class 9B as the experimental class and class 9C as the control class. The data found are the average value of the experimental class before treatment is held at 67.59 and after treatment is held to 72.41. While, the average value in the control class before being given treatment was 66.85, while the average value after being given treatment was 68.15. Based on the data obtained, it shows that the control class has a higher improvement and it can be concluded that there is a significant influence in the use of the direct method in students' speaking skills. The similarity between this research and mine is both researching the direct method in teaching speaking skills to Junior High School students. Then, the difference is that this study focuses on whether or not there is a significant influence in learning speaking skills using the direct method on grade 9 students at Sri Farida Baru Witya Junior High School Yala, Thailand, while the writer focuses on the implementation of the direct method in teaching speaking skills in grade 8<sup>th</sup> students at SMP Negeri 2 Jatilawang.

The fifth, thesis was conducted by (Sinta, 2017) "The Use of Direct Method to Teach Integrated Skills for Super Kids 5 Students in Purikids Yogyakarta", the research was carried out in 2017. The research aims to determine the use of the direct method in the learning process and to find out how the direct method could facilitate Super Kids 5 students at Purikids. The research method used in this study is a qualitative method by using interviews and observations to obtain research data. The research data obtained are as follows: Teachers use English more than mother tongue, that is let students develop make sentences in English, the teacher must prepare games and learning media. Then, the use of the direct method as a method of learning speaking skills can facilitate the student's learning process because the games and learning media provided by the teacher for students can help students to recognize vocabulary and express what they want to convey. The similarity between this research and mine is both

researching the implementation of direct methods in learning. Then, the difference is that this research focuses on the use of the direct method in teaching integrated skills to grade 5 Elementary School students, while the writer focuses on implementing the direct method in teaching speaking skills to grade 8<sup>th</sup> Junior High School students.



## **CHAPTER III RESEARCH METHOD**

### **A. Type of the Research**

This research is a field research. This means that this research collects and processes data based on information and data obtained in the field directly by visiting the research site. Then, this research uses a descriptive qualitative method to process problems in the field by analyzing the habits and phenomena that occur in the implementation of direct methods in teaching speaking in grade 8<sup>th</sup> at SMP Negeri 2 Jatilawang (Haliwanda, 2019). In this research, the data that has been searched focuses on the implementation of the direct method in teaching speaking skill for 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang, what are the strengths and weaknesses in implementing the direct method in teaching speaking to 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang.

### **B. Location of the Research**

The research conducted at SMP Negeri 2 Jatilawang that located at Gentawangi Village, Jatilawang District, Banyumas Regency, Central Java Province. The data were taken from those that reflecting the implementation of direct method in teaching speaking skill for 8<sup>th</sup> grade at SMP Negeri 2 Jatilawang and the strengths and weaknesses in implementing the direct method in teaching speaking to 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang.

### **C. Objects of the Research**

The object of this research are the implementation of direct method in teaching speaking skill for 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang and the strengths and weaknesses in implementing the direct method in teaching speaking to 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang.

#### **D. Subjects of the Research**

The subjects in this research are people who are in the research location who have relationships with educational institutions and the focus of the research discussion. The main subjects in this research as follows:

- a. Two English teachers at SMP Negeri 2 Jatilawang who teach in 8<sup>th</sup> grade.
- b. 20 students of 8<sup>th</sup> grade at SMP Negeri 2 Jatilawang.

The above informants are the data sources that make the data of result research is accurate, due to the fact the two informants above are people who owns and carrying out the task of dealing with an organization whose their data is needed in this research.

#### **E. Techniques of Data Collection**

This research uses three types techniques of data collection including observation, interview, and documentation. The explanation of the three types techniques of data collection as follows:

##### **1. Observation.**

Observation is needed in this research to obtain data on the implementation and the strengths and weaknesses of direct methods in teaching speaking skills for 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang. To obtain accurate data, this research used a passive participant observation model. This means that in this research, the learning process is fully implemented by the English teacher. The passive participation model aims to obtain data naturally and avoid subjectivity (Shidiq & Choiri, 2019). Observation is made when English teachers implement the direct method of teaching speaking. Therefore, the data obtained are how the teacher implements the direct method in teaching speaking skills, and what are the strengths and weaknesses in implementing the direct method in teaching speaking to 8th grade students at SMP Negeri 2 Jatilawang.

Passive participation observations were carried out directly at SMP Negeri 2 Jatilawang. The observation was carried out in class 8 C on March 28, 2022. The observation instrument used is an observation guide sheet

using the checklist technique. The data needed from observation are the way teachers implement direct methods in teaching speaking, the strengths, and weaknesses of direct methods in teaching speaking, as well as problems that occur during the speaking learning process using direct methods. By observing directly using the passive participation model, data will be obtained on how teachers implement direct methods in teaching speaking, and what are the strengths and weaknesses of direct methods in teaching speaking in grade 8 at SMP Negeri 2 Jatilawang.

In this research, observations were made three times. The first, on November 15, 2021 for preliminary observation. The second, Januari 19, 2022 to observe the school. And the third, on March 28, 2022 for the observation of learning activities.

Observations were made on March 28, 2022 in grade 8 C of SMP Negeri 2 Jatilawang. Class 8 C consists of 16 male and 20 female students. But at the time of observation, the number of students who attended was 13 students. This is because SMP Negeri 2 Jatilawang during the COVID-19 pandemic in carrying out offline learning implemented the 50% system. Then a maximum of half the number of students who attend one class, and each student does not come every day to school. Besides that, (Wahidiyati, 2020) explained that students are not completely comfortable in learning English online, so the learning process cannot run optimally.

## **2. Interview**

This research requires interviews as a data collection technique to get deeper information about the implementation of the direct method, and the strengths and weaknesses of the direct method in teaching speaking in grade 8 of SMP Negeri 2 Jatilawang. This research used structured interviews so that the questions that will be asked to the informants are well structured. The resource persons in this study were two English teachers who taught grade 8 and grade 8 students at SMP Negeri 2 Jatilawang. Interviews with two English teachers were conducted directly at the library



of SMP Negeri 2 Jatilawang. While interviews with grade 8 students are conducted online through Google Form, this is due to limited class hours during the Covid-19 pandemic so it is not conducive to conducting interviews directly with grade 8 students. Then, for interviews with grade 8 students, a random sampling technique is applied, so that the sources taken are free from the subjectivity of the researcher. Therefore, by using interviews, the information obtained can be more in-depth from English teachers and grade 8 students of SMP Negeri 2 Jatilawang.

### **3. Documentation.**

This research used documentation as a data collection technique. It aims to help display the process and results of observations and interviews, as well as serve as research evidence (Shidiq & Choiri, 2019). In addition, to provide information in the form of data related to this research. The data documented in this research are Lesson Plan (RPP), learning books, teacher data at SMP Negeri 2 Jatilawang, data on grade 8 students at SMP Negeri 2 Jatilawang, photos of interview activities with teachers, screenshots of interview activities with students, photos of observation activities in speaking learning, photos of school facilities and infrastructure, and data on school profiles.

## **F. Data Analysis Techniques**

In this research used three types of data analysis techniques in the qualitative method, the three data analysis techniques were data reduction, data display, and verification. The explanation of the three techniques is as follows:

### **1. Data Reduction.**

To analyze the data obtained through observation, interviews, and documentation, this research need reduction as a data analysis technique in this research. By using data reduction, can process data that is truly the focus of the discussion. In this research, after all data has been collected through

observation, interviews, and documentation, data reduction is carried out to group data that is relevant and irrelevant to the discussion of the research.

## **2. Data Display.**

Data display is a data collection technique that is carried out after reduced the data. In this research use data display as data collection technique to process data, compile information, and conclude descriptively. In the process of displaying data, it must be adjusted between the data obtained at SMP Negeri 2 Jatilawang and data collection guidelines and theories.

## **3. Verification.**

Verification is the last data analysis technique in this research. In this technique used draw conclusions based on the result of observation, interview, and documentation at SMP Negeri 2 Jatilawang. In this research used a temporary conclusion and a final conclusion. This is done to check the accuracy of the data obtained by the researcher. Temporary conclusions were drawn from the beginning of the study and concluded after the data obtained. While the final conclusion is taken after processed the data and information obtained.

## **G. Truthworthiness of the Data**

This research requires a data validity examination technique. This research used triangulation to check the validity of the data. The thing that is done is to check the data obtained by looking for the validity of the data from aspects that can support the research (Olsson, 2008). According to (Moleong, 1990) there are four types of triangulation, namely by utilizing sources, methods, researchers, and theories. However, the triangulation used in this research is triangulation of sources and triangulation of theoretical. The explanation of the use of the two triangulations used in this study is as follows:

### **1. Triangulation of Sources.**

Source triangulation is a triangulation that directs the validity of data by collecting data from various sources. In this research, the triangulation of sources carried out was to compare the data from observations in the classroom with the results of interviews with English teachers and grade 8 students at SMP Negeri 2 Jatilawang, as well as documents related to the research. The documents are a Lesson Plan (RPP) and a textbook. In addition, this research also compared and connected data on the implementation of direct methods and speaking teaching in grade 8 at SMP Negeri 2 Jatilawang.

### **2. Triangulation of theoretical**

In the process of analyzing the data obtained regarding the implementation of direct methods in teaching speaking in grade 8 of SMP Negeri 2 Jatilawang, a theory is needed as a guide in the research and also the processing of data. Things that are done in this research are that the data obtained is analyzed based on the theories that support the research. This means that in research connecting and analyzing the data obtained with theories about direct methods, speaking, and teaching speaking. By doing so, the data concluded in this study is based on the results of data validity.

## CHAPTER IV DATA PRESENTATION AND DISCUSSION

This chapter discusses the data presentation and the discussion the implementation of the direct method of teaching speaking in grade 8<sup>th</sup> at SMP Negeri 2 Jatilawang. These data were obtained through observation techniques, interviews, and documentation. The explanation of the data presentation and discussion is as follows:

### A. Data Presentation

After obtaining data from observation techniques, documentation, and interviews. Broadly speaking, the data obtained from the implementation of the direct method in teaching speaking to grade 8<sup>th</sup> students are divided into 3 parts, namely planning of teaching speaking using the direct method, implementation of the direct method in speaking learning, and evaluation of speaking learning using the direct method. The explanation of the three parts is as follows:

#### 1. Planning of Teaching Speaking using Direct Method.

##### a. Learning Material

According to (Rodgers, 2006) theory in the principles of the direct method states that the delivery of material in the direct method must be done orally. This is in line with the results of observations in the classroom shown from the delivery of material carried out by the English teacher. The English teacher explains the simple past tense learning material orally and directly uses English. However, several times English teachers delivered the material with writing for specific materials, such as simple past tense formulas. Then, it is continued with the explanation of the material by the English teacher orally. This is in line with the Interview of English teacher 1. English teacher 1 stated:

*"The principle that I use to teach speaking using the direct method is implemented in certain materials, for example in expressing something, mentioning objects, and comparing objects. In addition, when using the direct method, of course, the delivery of material is carried out orally and directly using English. Then, I try to build interactive classes and increase communication with students so that students can practice directly".*

Based on the explanation above, the way English teachers deliver learning materials using the direct method is one of the principles of the direct method of (Rodgers, 2006) theory. In addition, English teachers use direct methods in certain materials. The appropriate learning materials use the direct method according to the English teacher, namely expressing something, mentioning an object, and distinguishing an object. However, the English teacher also applies the direct method in simple past tense material, this is because in the Lesson Plan (RPP) it is stated that in the 3.11 basic competency there is material for stating and asking about events that occurred in the past. Because basic competence 3.11 discusses speaking skills, therefore English teachers use the direct method in the learning process as an effort to achieve learning objectives.

The next theory from (Rodgers, 2006) about direct method learning materials is that grammar taught inductively. In the next theory, (Ali, 2020) stated that the delivery of material in teaching using the direct method, delivered from specific material to general material. That is, the English teacher must start learning by giving example sentences. This is shown from observations in the classroom. That is, the teacher begins learning simple past tense by providing example sentences related to factual events. The example sentence is:

*"They practiced PBB last week"*

The sentence relates to the factual events of the learners. This is because on that day 2 students were permitted to English language learning. Because they were practicing the United Nations to prepare for the competition. Then, based on the Lesson Plan (RPP) that has been made by the English teacher, the material listed in the Lesson Plan (RPP) is following the basic competencies based on the English lesson Syllabus, curriculum 2013 revision. However, the material cannot be taught as a whole within an hour of the meeting. This is due to the limited class hours, which is only one hour, which is only 40 minutes.

b. Learning Media.

(Ali, 2020) stated that learning media in the direct method is relatively expensive. This makes it difficult for English teachers to implement direct methods of learning media. However, based on interviews with English teacher 1 about learning media in implementing direct methods, it shows that learning media can use objects around the classroom or bring images related to learning materials. The explanation of the English teacher 1 is as follows:

*" The learning media can be in the form of tools or materials, for example, such as pens, books, dolls, flowers, or objects related to learning materials. Then, by looking directly at these objects, students will practice describing these objects, such as their color, shape, or size, and so on".*

Furthermore, based on the results of observations in the classroom, several times the English teacher pointed to objects around the classroom and those related to learning materials. However, based on the results of the Learning Plan (RPP) analysis, the English teacher did not explain the specifics of the learning media used, but the English teacher only mentioned textbooks for students. During the learning process, teachers only use objects around the classroom and textbooks as a medium as well as a learning resource. This certainly affects students' interest in learning English. Student 1 stated:

*"Sometimes confused because I do not know what it means"*

Based on the explanation above, the learning media used by teachers are not explained in detail in the Lesson Plan (RPP). In addition, the learning media used is less able to attract students' attention. So in implementing the direct method, learning media has an important role to improve and develop students' speaking skills.

## 2. The Implementation of Direct Method in Teaching Speaking.

(Majid, 2013) explained that in the implementation of the direct method there are 5 stages. These stages are preparation, demonstrating knowledge and skills, guiding practice, checking understanding and skill by providing

feedback, and providing an opportunity for advanced practice. The explanation of the five stages is as follows:

a. Preparation.

Based on the interview about what preparations must be prepared when teaching speaking using the direct method. English teacher 2 stated that:

*"The first thing that must be prepared is the teacher must master the material to be taught. Because, even though a teacher has been teaching for a long time, he or she must still learn, practice, and seek more knowledge. When teaching in the classroom, sometimes I feel there are mistakes in pronouncing a word, so I have to always check and keep practicing. Second, I make a lesson plan (RPP) and prepare the material to be delivered in class".*

From this statement, it is not only the Lesson Plan (RPP) that teachers must prepare in teaching speaking using the direct method. Teachers must also truly master the speaking learning material. This is done by the teacher can be a good model and anticipate misunderstandings about how to pronounce English. In addition, based on theory (Majid, 2013) in the preparation stage, teachers must focus on students' attention, namely being able to explain learning objectives and provide motivation. During observation in the classroom, the English teacher explains the learning objectives as stated in the Lesson Plan (RPP) in the opening activity. However, the teacher provides motivation to the students at the closing activities. This is done to reflect on students at the end of learning.

b. Demonstrating Knowledge and Skills.

In this stage, the English teacher demonstrates speaking skills through examples of simple past tense sentences. Both examples of simple past tense sentences in textbooks, those made by English teachers, and examples of simple past tense made by students. Based on the observations of English teachers, they always give an example in advance regarding the appropriate pronunciation method.

c. Guiding Practice

After the teacher demonstrates the pronunciation of some examples of simple past tense sentences. The teacher asks the students to practice saying examples of such sentences. This activity is in line with the learning activities in the Learning Plan, in the third activity, namely data collection carried out by students. Furthermore, from the results of interviews with English teachers 2, there are several techniques in teaching speaking using the direct method. The statement of the English teacher 2 is:

*“There are several techniques that I use in teaching speaking using the direct method, namely practicing conversation, practicing by dictating or repeating the pronunciation of words or sentences several times, giving students the opportunity to analyze errors in pronunciation made by themselves or their friends. But what I often use is the dictation technique, because the lesson time is limited to only 40 minutes in one hour of learning”.*

The direct method techniques used by teachers based on interviews are practicing conversation, dictation, and making students self-correct. However, based on the results of observations, the techniques used by teachers are reading aloud, practice questions and answers, and dictation. This happens because the teacher adapts the direct method technique to the learning material. In addition, due to the limited class hours, which are only 40 minutes, the teacher does not implement all direct method techniques in one meeting.

d. Checking understanding and skill by providing feedback

Based on the results of observations, English teachers do not conduct systematic checks on students' speaking skills. This is evidenced in the Lesson Plan (RPP) that there is no assessment Rubik of speaking. Therefore, the checking of students' speaking skills only makes observations. In addition, the teacher will provide feedback if they find any mispronunciations. The feedback done is to explain the pronunciation errors that students make and provide examples of pronunciation again. In addition, the English teacher 1 stated:



*"In teaching speaking using the direct method, I usually use a quiz. This quiz is done orally with practice asking and answering the material being taught. Then, sometimes I also use Class Point. Class Point is a development of Power Point that can be used in learning speaking. How to use it is by looking for pictures in Class Point, for example animals, then students are asked to group them by mentioning or reading aloud the animals are included in wild or tame animals. Then from the grouping answers will appear, so that there is a percentage of answers that indicate which ones are right and which ones are wrong".*

Based on the results of the interview above, to check the knowledge and skills of students, teachers usually use oral quizzes conducted using Class Point done orally. The principle of an English teacher who conducts oral learning is in accordance with the principle of the direct method according to (Rodgers, 2006) theory. However, at the time of implementation, the teacher had not prepared the quiz and the learning time was limited because the use of this quiz used quite a lot of time. This makes checking students' speaking skills not carried out systematically and thoroughly.

e. Providing an Opportunity for Advanced Practice.

At this stage, the English teacher provides more time for students to practice speaking more. This is shown when during the speaking learning process using the direct method, the teacher several times asked students to say text about the simple past tense in the textbook. In addition, the teacher also tried to provoke students to communicate directly using English. This is in line with the Lesson Plan (RPP), which is in the explanation of the core learning activities of students, many teachers are asked to practice speaking. Furthermore, based on the results of interviews with English teachers 2, using the direct method can provide many opportunities for students to practice speaking, these statements are:

*"The reason I use the direct method in teaching speaking because in learning English the teacher must play an active role in directing examples of words or materials. And many students are not diligent*

*in studying independently, such as being lazy to open a dictionary to find out how to pronounce words according to the instructions in the dictionary. In addition, many students use Google Translate to translate one paragraph directly, these things make me interested in using the direct method so that students can practice directly”.*

The teacher's explanation above is in accordance with the principle of the direct method according to Rodger's theory. The theory explains that communication between teachers and students during the learning process must be built actively and intensively such as by asking questions to students and opening discussions to communicate something. This is in line with the results of observations. During the learning process, it is indicated by the teacher's efforts to invite students to communicate directly using English.

### **3. Evaluation of Teaching Speaking using The Direct Method.**

Based on the theory (Toshiko and Palmer, 1991) explained that in the implementation of direct methods pronunciation is taught systematically. Based on the results of observations during the learning process, the thing that is emphasized by the teacher in teaching speech using the direct method is pronunciation. This is shown by the teacher quite often correcting and giving feedback on the pronunciation of students directly. In addition, pronunciation is one of the linguistic elements attached to the Lesson Plan (RPP). Meanwhile, based on the results of interviews with 2 English teachers the aspects emphasized in teaching speaking are as follows:

*“Aspects that I emphasize in teaching speaking are mastery of vocabulary, pronunciation, and intonation. Because one of the goals in learning speaking is that students can master vocabulary on certain materials and can pronounce vocabulary, expressions, or communicate well. In addition, I also emphasize intonation so that when students pronounce words in English, they can be in accordance with the correct rules”.*

Next, English teacher 2 explained:

*“The first aspect I emphasize is the pronunciation. However, if the material is about dialogue or telling a good story, it requires good intonation. For example, during a practice exam, speaking is not only*

*about pronunciation but also emphasizes fluency and intonation. So those three aspects that I emphasize in teaching speaking”.*

Based on the explanations of the two English teachers above, it can be concluded that several aspects are emphasized by teachers on the implementation of direct methods in teaching speaking. Namely pronunciation, mastery of vocabulary, fluency, and intonation. This is in line with the learning process in grade 8 C and follows the linguistic elements that the English teacher includes in the Lesson Plan (RPP).

The English teacher does not include a speaking assessment rubric in the Lesson Plan (RPP). In addition, at the time of the implementation of speaking learning, no specific evaluation was held in one of these meetings. This is due to limited learning time, which is only 40 minutes. So that English teachers maximize the deepening of the material, practice speaking English, and analyze the structure of simple past tense. Meanwhile, from the interview results, the teacher stated that students have high enthusiasm for learning to speak using the direct method. As stated by the English teacher 1 as follows:

*“When carrying out speaking learning using the direct method, students become more enthusiastic and more active than when using other methods. For example, the lecture method or the GTM (Grammar Translation Method) method”.*

The English teacher 2 explained:

*“Of course it varies, there are students who have high enthusiasm because they are happy and proud because they can speak English by answering or asking questions in English, then I will give appreciation. The appreciation is applause and sentences of praise so that students are more enthusiastic about learning speaking. However, there are also students who are less enthusiastic. But by using the direct method, more students are active”.*

The enthusiasm of the learners is closely related to the learning atmosphere. In speaking learning, the learning atmosphere must be actively built so that educational communication can be built properly. Based on the results of observations, teachers have tried to build an active and

comfortable learning atmosphere for students to learn to speak. In addition, based on the results of interviews with students, students are comfortable with the learning atmosphere created by the teacher. As stated by student 1 as follows:

*“During speaking lessons, the teacher creates a comfortable and pleasant atmosphere so as to make the teaching and learning process comfortable for students. Although, sometimes I get confused by what the teacher says”*

Creating a comfortable atmosphere using the direct method in learning to speak, will provide some strength in the implementation of the direct method. The strengths of direct method implementation have also been explained by English teachers in interviews. The explanation of the English teacher 1 is as follows:

*“After using the direct method in teaching speaking, students automatically become more confident because they are given the opportunity to pronounce vocabulary with the correct pronunciation. This is done after students imitate the media used or after imitating the teacher. They are confident and feel relaxed saying words in English directly. The strength I get is that students tend to be more active and teachers have to be more prepared before teaching and be enthusiastic. Therefore, the learning atmosphere becomes more active.”*

Furthermore, the explanation of the English teacher 2 is as follows:  
*“The first is students become more confident, this is shown from the readings that are spoken by students louder, it shows students believe that the way they pronounce is correct. Usually if the student is not sure what is being said correctly, then the voice that comes out is not loud. Then, there is an increase in pronunciation and fluency is shown by speak fluently, not word for word. Students are increasingly knowing how to pronounce words in English correctly.”*

Besides the strengths of implementing direct methods in teaching speaking, there is also some weakness. The weaknesses of direct methods in teaching speaking can be an obstacle to the process and the achievement of speaking learning goals. The weaknesses of the direct method in teaching speaking according to the English teacher 1 are as follows:

*"The weakness is if the background knowledge of students is very weak because most of them come from rural areas, then learning English requires more effort and time when compared to students who have good background knowledge".*

Next, English teacher 2 stated:

*"The weakness is that it takes quite a lot of time and the teacher must have more stamina because he has to explain or speak loudly".*

Based on data obtained from observation techniques, interviews, and documentation, several strengths and weaknesses of direct methods were found in teaching speaking. The strengths of the direct method in teaching speaking are that it can increase students' self-confidence when speaking English, the direct method is suitable for learning aspects of speaking, can create an active learning atmosphere, and provides many opportunities for students to practice speaking English. Then, the weakness of the direct method in teaching speaking is that it is not suitable for students who do not have a good background of knowledge and skills, it relatively takes a long time, and teachers need a lot of energy to teach speaking using direct methods, it will be less effective if they do not use learning media.

## **B. Discussion**

In this section, the researcher will explain the results of the data found regarding the implementation of the direct method in teaching speaking to 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang. The data obtained by the researcher will be used to answer the problem formulation that has been mentioned previously. The results of the findings regarding the implementation of the direct method in teaching speaking and the strengths and advantages of the direct method in teaching speaking in grade 8<sup>th</sup> at SMP Negeri 2 Jatilawang are as follows:

### **1. The Implementation of the Direct Method in Teaching Speaking to Grade 8<sup>th</sup> Students at SMP Negeri 2 Jatilawang.**

#### **a. Principles of Direct Method in Teaching Speaking.**

From the results of the analysis on the implementation of the direct method in teaching speaking to 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang, several principles were found. With the principles in the learning process, learning will be well structured and can create a supportive learning environment. The principles of the direct method in teaching speaking are used by teachers so that students can have good speaking skills and are accustomed to communicating in English. The principles of the direct method in teaching speaking found by the researcher are as follows:

- 1) Direct method must be implemented on the right material. For example, in learning to speak with material giving and responding to expressions of praise, then listening and grammar lessons by adjusting the learning indicators in the lesson plans
- 2) The teacher must really master the speaking material that will be taught to students. Mastering the material is one of the things that must be prepared by the teacher before teaching speaking in class. This must be done by an English teacher, because in learning speaking using the direct method, the teacher's speaking skills become a direct model that will be noticed and imitated by students.
- 3) The explanation of the material is delivered by the teacher orally and directly uses English. As previously stated, the direct method will be effective if the teacher can actively build the class by conducting educative communication. Educational communication must take place both vertically and horizontally. Vertically, the communication between students and teachers or vice versa. While horizontal communication is communication between students by practicing speaking in English.
- 4) The learning atmosphere must be actively built. This is closely related to the delivery of material orally and educative communication.

- 5) The grammar that is taught during learning to speak uses the direct method, starting with giving examples or connecting the learning material with factual events experienced by students. Or in other words, grammar is taught inductively.

The results of the analysis of the direct method principles mentioned above are in line with the theory proposed by Richards and Rodgers. The theory was put forward by (Rodgers and Richards, 2006) in a book entitled "Approaches and Methods in Language Teaching". Meanwhile, the difference between the researcher's findings and the Richards and Rodgers theory is that the researcher finds that the direct method must be implemented for the right theories and the teacher must master the speaking learning material that will be taught. In addition, the theory of Richards and Rodgers used by the researcher does not mention the findings that the researcher mentions.

#### **b. Characteristics of Direct Method in Teaching Speaking.**

After the researcher conducted observations and interviews with the 8<sup>th</sup> grade teachers and students at SMP Negeri 2 Jatilawang, the researchers found several characteristics of the implementation of the direct method in teaching speaking. The characteristics of the direct method must be understood by an English teacher. This is done so that they can choose the appropriate teaching method for their students. The results of the researcher's analysis regarding the characteristics of the direct method of learning speaking are as follows:

- 1) The direct method is implemented directly using English when learning to speak. The use of English when teaching speaking can be started by greeting students, checking student attendance, reviewing material, and explaining learning objectives. By using English, it is hoped that students can get used to communicating using English expressions and sentences that are often used daily.
- 2) Teachers need learning media. As explained in the previous paragraph, the direct method is implemented directly using English.

So the role of learning media is very important to help students understand what the teacher is saying. Examples of learning media that can be used are realia or objects related to learning materials.

- 3) The teacher's facial expressions and gestures can help students understand what the teacher is saying. So that students can understand what the teacher is saying in English, the teacher must express facial expressions and gestures according to what he wants to convey
- 4) In learning speaking using the direct method, there is very little or no translation process. When the teacher wants to convey something that students do not know or are not used to hearing the sentence, the teacher will use synonyms that students can understand.
- 5) Students are asked more to perceive and practice speaking directly about the learning material presented.
- 6) In the process of learning to speak using the direct method, the teacher provides many opportunities for students to practice speaking.

From the results of the analysis the characteristics of the direct method in teaching speaking above, the researcher found that there are 6 characteristics of the direct method in teaching speaking. The results of the research findings are in line with the theory used, namely the theory of Toshiko and Palmer (1991). Besides that, the researcher found some additional direct method characteristics. These additional characteristics are that learning media plays an important role during the process of learning to speak using the direct method, facial expressions, and gestures of the teacher as a way for students to understand the message conveyed, students must perceive and practice speaking directly, and teachers must provide more opportunities for students to speak. English.



### c. Techniques of Direct Method in Teaching Speaking.

The results of the researcher's analysis of the direct method techniques in teaching speaking show that there are 6 techniques used by English teachers in teaching speaking in the 8<sup>th</sup> grade of SMP Negeri 2 Jatilawang. The techniques found by the researchers are as follows:

- 1) Match and group image is one of the techniques used by teachers. Because by using this technique students can directly perceive learning materials and can also practice speaking English directly. In addition, when using these techniques, you can build good and exclusive educative communication.
- 2) Practice question and answer is the technique most often used by teachers. This technique is not only used to measure students' ability to speak English but can be used as a means to confirm students' knowledge of the material being taught.
- 3) Make students self-correct, this technique is an effort so that students know what things need to be improved in their speaking skills. Usually, the teacher asks students to analyze whether the sentences said are following the rules of speaking. After students analyze, if their opinion it is right or wrong, the teacher will ask students to practice again. After students analyze and practice again, the teacher will give explanations and comments about students' speaking skills.
- 4) Conversation practice, this technique is used by teachers in teaching certain materials. For example, the material gives and expresses expressions of praise. In using this technique, the teacher will ask students to practice conversations whose topics or materials have been determined by the teacher. By using this technique, it is hoped that students can get used to speaking English according to the context of its use.
- 5) Read aloud, the teacher usually uses this technique to practice pronouncing vocabulary in English. But it can also be used to practice pronouncing sentences that match the material. By using

this technique, the teacher can analyze the students' ability in English.

- 6) Dictation, almost the same as read aloud. But in this technique the model is the direct teacher or can use learning media. If the teacher is the direct model, then the teacher must really master the speaking technique because students will follow what the teacher exemplifies.

The results of the researcher's analysis show that there are 6 effective techniques in teaching speaking. This is in line with the theory used by the researcher, namely the (Togatorop, 2016) theory. However, the researcher found a new technique that can be used in teaching speaking using the direct method. The technique is match and group image. The technique was implemented by an English teacher in grade 8<sup>th</sup> students at SMP Negeri 1 Jatilawang.

## **2. Strengths and Weaknesses of Direct Method in Teaching Speaking.**

From the results of the analysis of the strengths and weaknesses of the direct method in teaching speaking, the researcher found several strengths and weaknesses of the implementation of the direct method in teaching speaking. The results of the strengths found by the researcher can provide benefits for speaking lessons, while the weaknesses found can be an inhibiting factor for students' speaking skills. The strengths of the direct method found by researcher are as follows:

- a. The implementation of the direct method in learning to speak can increase students' self-confidence when speaking English, besides that it can increase motivation to learn to speak.
- b. The direct method is suitable for learning aspects of speaking, especially in mastering vocabulary, pronunciation, and intonation.
- c. Implementing the direct method of learning to speak can create an active learning atmosphere. This can increase students' interest in learning speaking.

- d. The direct method provides many opportunities for students to practice speaking and can make students familiar with or accustomed to English sentences that are used daily.

Besides the strengths of the direct method, it can provide benefits for teachers and students in learning speaking. Based on the results of the researcher's analysis, there are several weaknesses that can cause students to have difficulty in learning to speak. Some of the weaknesses of the direct method of learning speaking are as follows:

- a. The direct method is not suitable to be implemented on students who do not have good background knowledge and skills. This is because it can make it difficult for students to understand the sentences conveyed by the teacher and difficult in composing words to express their opinions.
- b. Implementing the direct method of learning to speak, it takes a relatively long time because it must provide many opportunities for students to practice speaking.
- c. When using the direct method, the teacher must require quite a lot of energy. This is because during the learning process, the teacher must actively speak to be able to create interaction with students, besides that the teacher must also attract the attention of students in order to create good interactions.
- d. The direct method will be a less effective teaching method if the teacher does not use learning media that supports and is not in accordance with the learning material.

From the explanation of the strengths and weaknesses of the direct method based on the results of the researcher's analysis, it is hoped that it can be a consideration for English teachers in choosing speaking teaching methods. Then, the results of the researcher's analysis showing the strengths and weaknesses of the direct method of teaching speaking in line with the theory used by the researcher. That is the theory from Ali (2020) in a journal entitled "A Review of Direct Method and Audio Lingual Method in English Oral Communication". However, the researcher found some additions to the

strength of the direct method in teaching speaking. The strength is that the direct method can increase students' confidence and interest in learning to speak English, then the direct method can make students familiar with English sentences that are often used daily. Furthermore, the additional weakness of the direct method is that it takes a relatively long time and the teacher requires a lot of energy when teaching speaking using the direct method.



## CHAPTER V CONCLUSIONS AND SUGGESTIONS

### A. Conclusion

The researcher used qualitative method with descriptive technique. It aims to describe the implementation of the direct method in teaching speaking, the strengths and weaknesses of the direct method in teaching speaking to 8<sup>th</sup> graders at SMP Negeri 1 Jatilawang. Based on the results of data analysis using observation, interview, and documentation techniques, the researcher found several findings. The findings from the data analysis are in the form of principles, characteristics, techniques, the strengths and weaknesses of the direct method in teaching speaking to 8<sup>th</sup> grade students at SMP Negeri 2 Jatilawang.

The five principles of the direct method found by the researcher are that the direct method must be implemented in appropriate materials, the teacher must really master the material, especially speaking skills, the material is delivered orally, the learning atmosphere must be built actively, and grammar is taught inductively. Furthermore, the six characteristics of the direct method in learning the teacher directly applies English, the learning media plays an important role, the facial expressions and gestures of the teacher can help students understand the message that the teacher conveys, there is very little translation process, students are asked to practice more and perceive the material, and teachers provide more opportunities for students to practice. Hence, the direct method techniques found were match and group image, practice question and answer, make student self-correct, conversation practice, read aloud, and dictation.

In addition, the next findings are the strengths and weaknesses of the direct method of teaching speaking. The strengths of the direct method in teaching speaking there are direct method can increase students' self-confidence, the direct method is suitable for learning aspects of speaking, can create an active learning atmosphere, and provides many opportunities for students to practice. The last finding is the weaknesses of direct methods in teaching speaking. The

weaknesses of the direct method in teaching speaking are not suitable to be implemented on students who do not have good background knowledge and skills, relatively need a long time, the teacher must require a lot of energy, and the direct method became less effective if the teacher does not use learning media. Therefore, with this research, it is hoped that it can increase the teacher's understanding of teaching methods and especially the direct method, so that it can be taken into consideration when the teacher will choose a teaching method.

## **B. Suggestions**

After explaining the conclusion, the researcher has some suggestions for teachers, students, and writers. The suggestions are:

1. For the Teacher.

After conducting research, the researcher hopes that teachers can be more innovative in using learning media. As previously mentioned, the learning media plays an important role in the implementation of the direct method in learning speaking. This is because students will better understand the speaking learning material. Besides that, it can increase students' interest in learning speaking.

2. For the Student.

Based on the results of observation and interview with students, the researcher hoped that students would not be ashamed to ask the teacher if there was something they did not understand. In addition, students are expected to be more confident when they want to respond to the teacher or express their opinions.

3. For the Researcher.

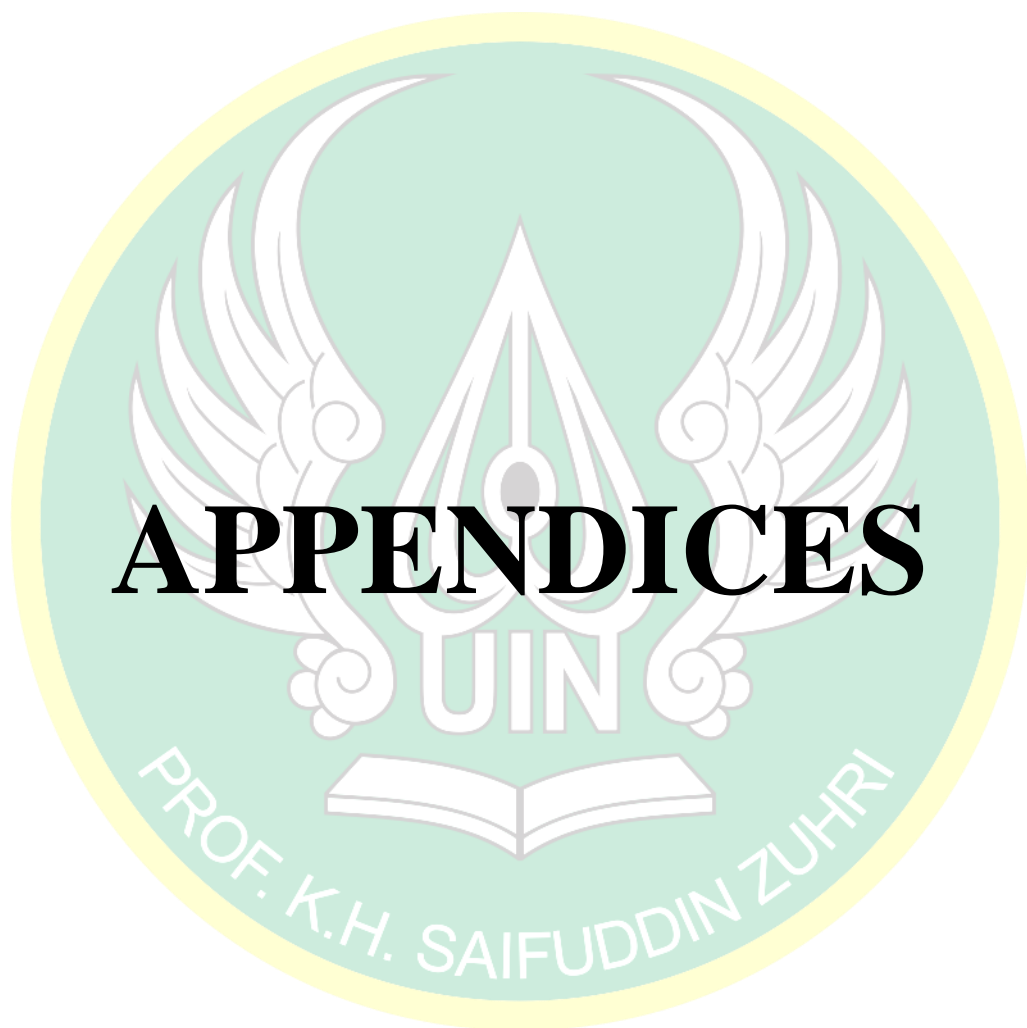
The researcher realizes that this research is still far from perfect. It is hoped that researcher can do better in the future in writing research. It is hoped that this research can be useful for readers and can be used as a reference for future researchers who research the same field.

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## Appendix 1 (Data Collection Guidelines)

### A. Teacher Interview Guidelines

1. Sudah berapa lama Anda mengajar bahasa Inggris di SMPN 2 Jatilawang dan berapa jumlah kelas yang Anda ampu?
2. Apa saja kesulitan yang dialami peserta didik dalam belajar speaking?
3. Apa penyebab peserta didik mengalami kesulitan dalam belajar speaking?
4. Apa yang Anda ketahui tentang direct method dan bagaimana karakteristik penggunaannya?
5. Sejak kapan Anda menggunakan direct method dalam mengajar speaking?
6. Mengapa Anda memilih direct method sebagai metode pembelajaran speaking?
7. Apa saja yang perlu dipersiapkan sebelum mengimplementasikan direct method dalam mengajar speaking?
8. Aspek speaking apa saja yang Anda tekankan dalam mengajar speaking menggunakan direct method?
9. Bagaimana cara Anda mengimplementasikan direct method dalam mengajar speaking? (*Principle of Direct Method*)
10. Apa saja teknik direct method yang Anda gunakan dalam mengajar speaking?
11. Bagaimana antusiasme peserta didik terhadap proses pembelajaran speaking menggunakan direct method?
12. Hal apa saja yang menunjukkan keterampilan speaking peserta didik meningkat setelah belajar menggunakan direct method?
13. Apa saja kelebihan yang Anda dapatkan dan rasakan dalam mengajar speaking menggunakan direct method?
14. Apa saja kelemahan yang Anda dapatkan dan rasakan dalam mengajar speaking menggunakan direct method?
15. Bagaimana cara Anda mengatasi kelemahan tersebut?
16. Apa yang akan Anda lakukan jika ada peserta didik yang tetap mengalami kesulitan dalam belajar speaking setelah menggunakan direct method?

## B. Students Interview Guidelines

1. Apakah Anda menyukai belajar berbicara dalam bahasa Inggris?
2. Mengapa Anda (suka/tidak suka) dalam belajar berbicara bahasa Inggris?
3. Apa saja kendala yang Anda alami saat belajar berbicara dalam bahasa Inggris?
4. Apa saja usaha yang telah Anda lakukan untuk meningkatkan keterampilan Anda dalam berbicara bahasa Inggris?
5. Dari beberapa aspek keterampilan berbicara yaitu, penguasaan kosa kata, kelancaran, pelafalan, aksen, dan tata bahasa, aspek apa yang paling sulit Anda pelajari?
6. Mengapa Anda mengalami kesulitan dalam mempelajari aspek tersebut?
7. Bagaimana guru mengawali pelajaran berbicara bahasa Inggris?
8. Bagaimana suasana belajar yang diciptakan guru saat pelajaran berbicara bahasa Inggris?
9. Apa yang Anda rasakan jika guru lebih banyak menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?
10. Apa yang Anda rasakan jika guru tidak pernah menerjemahkan hal yang disampaikan menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?
11. Bagaimana respon Anda saat belajar keterampilan berbicara menggunakan metode tersebut?
12. Apakah Anda memiliki antusias yang tinggi saat belajar berbicara bahasa Inggris ketika guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
13. Menurut Anda, apakah pembelajaran berbicara bahasa Inggris dapat efektif apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
14. Jelaskan kelebihan dan kelemahan belajar berbicara bahasa Inggris apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?

15. Berikan masukan agar guru dapat menciptakan suasana belajar yang menyenangkan dan efektif dalam belajar berbicara bahasa Inggris?

### **C. Observation Guideliness**

1. Mengamati guru dalam mengimplementasikan direct method saat mengajar speaking pada siswa kelas 8 di SMP Negeri 2 Jatilawang.
2. Mengamati kekuatan dan kelemahan direct method dalam mengajar speaking pada siswa kelas 8 di SMP Negeri 2 Jatilawang.
3. Mengamati keadaan fisik dan lokasi SMP Negeri 2 Jatilawang.
4. Mengamati keadaan sarana dan prasarana di SMP Negeri 2 Jatilawang.

### **D. Documentation Guideliness**

1. Dokumentasi tentang proses pembelajaran speaking menggunakan direct method.
2. Dokumentasi tentang wawancara dengan guru dan siswa.
3. Dokumentasi tentang Rencana Pelaksanaan Pembelajaran (RPP).
4. Dokumentasi tentang buku pelajaran bahasa Inggris kelas 8.
5. Dokumentasi tentang sejarah berdirinya SMP Negeri 2 Jatilawang.
6. Dokumentasi tentang visi dan misi SMP Negeri 2 Jatilawang.
7. Dokumentasi tentang data guru di SMP Negeri 2 Jatilawang.
8. Dokumentasi tentang data siswa kelas 8 di SMP Negeri 2 Jatilawang.

## Appendix 2 (Teacher Interview)

### English Teacher 1

- Peneliti : Apa saja kesulitan yang dialami peserta didik dalam belajar speaking?
- Narasumber : Kesulitan yang dialami siswa dalam pembelajaran speaking adalah karena beberapa siswa tidak memiliki keberanian untuk berbicara bahasa Inggris atau dikarenakan mereka masih malu. Kemudian kurangnya rasa percaya diri saat mereka diminta berbicara bahasa Inggris.
- Peneliti : Apa penyebab peserta didik mengalami kesulitan dalam belajar speaking?
- Narasumber : Seperti yang kita ketahui bahwa bahasa Inggris merupakan bahasa asing untuk siswa, dan sebagai bahasa ketiga yang mereka pelajari. Jadi, hampir keseluruhan siswa tidak menggunakan bahasa Inggris dalam berkomunikasi. selain itu, karena hampir seluruh siswa di SMP Negeri 2 Jatilawang berasal dari desa, latar belakang dan keterampilan dasar tentang bahasa Inggris yang dimiliki siswa masih kurang. Berbeda dengan siswa yang berasal dari kota besar, beberapa dari mereka menggunakan bahasa Inggris dalam memberikan respon dan memberikan ekspresi, atau kosa kata dalam bahasa Inggris.
- Peneliti : Apa yang Anda ketahui tentang direct method dan bagaimana karakteristik penggunaannya?
- Narasumber : Direct method adalah suatu metode pembelajaran dalam bahasa Inggris dimana guru langsung menggunakan realia atau alat-alat atau benda-benda yang langsung disebutkan oleh guru. Kemudian, biasanya ditirukan oleh siswa dan tanpa menyebutkan artinya, jadi siswa langsung mempresepsikan di

alam bawah sadar maupun sadar, makna benda itu maknanya apa.

Peneliti : Sejak kapan Anda menggunakan direct method dalam mengajar speaking?

Narasumber : Sejak awal penerapan Kurikulum 2013.

Peneliti : Mengapa Anda memilih direct method sebagai metode pembelajaran speaking?

Narasumber : Menurut saya, direct method merupakan metode yang mudah karena langsung dapat menggunakan realia atau benda-benda yang ada di sekitar kelas. Lalu siswa dapat langsung memahami atau langsung mempraktekan materi atau benda-benda tersebut dalam bahasa Inggris.

Peneliti : Apa saja yang perlu dipersiapkan sebelum mengimplementasikan direct method dalam mengajar speaking?

Narasumber : Hal yang perlu saya persiapkan saat saya mengajar speaking menggunakan direct method adalah media pembelajaran yang akan digunakan dalam mengajar. Media pembelajaran dapat berupa benda-benda, contohnya seperti pulpen, buku, boneka, bunga, atau objek yang berhubungan dengan materi pembelajaran. Kemudian, dengan melihat langsung obyeknya, siswa akan berlatih mendeskripsikan obyek tersebut, seperti warnanya, bentuknya, ukurannya, dan lain sebagainya.

Peneliti : Aspek speaking apa saja yang Anda tekankan dalam mengajar speaking menggunakan direct method?

Narasumber : Aspek yang saya tekankan dalam mengajar speaking adalah penguasaan kosa kata, pengucapan, dan intonasi. Karena salah satu tujuan dalam pembelajaran speaking, siswa dapat menguasai kosa kata pada beberapa materi tertentu dan dapat mengucapkan kosa kata, baik untuk mengekspresikan sesuai dan berkomunikasi. Sementara, saya juga menekankan

intonasi, jadi saat siswa mengucapkan kata dalam bahasa Inggris, mereka dapat sesuai dengan konteks yang benar.

Peneliti : Bagaimana cara Anda atau prinsip-prinsip yang Anda gunakan dalam mengimplementasikan direct method saat mengajar speaking?

Narasumber : Prinsip yang saya gunakan untuk mengajar speaking dengan menggunakan direct method adalah dengan mengimplementasikan pada materi-materi tertentu, contohnya seperti mengekspresikan sesuatu, menyebutkan benda-benda, dan membandingkan obyek. Selain itu, saat menggunakan direct method tentunya penyampaian materi dilakukan secara orang dan langsung menggunakan bahasa Inggris. Lalu, ketika saya mencoba untuk membangun kelas yang interaktif dan meningkatkan komunikasi dengan siswa, maka mereka bisa berlatih berbicara secara langsung.

Peneliti : Apa saja teknik direct method yang Anda gunakan dalam mengajar speaking?

Narasumber : Dalam mengajar speaking menggunakan direct method, biasanya saya menggunakan sebuah kuis. Kuis ini dilaksanakan secara oral dengan berlatih berbicara dan menjawab materi yang diajarkan. Kemudian, terkadang saya menggunakan ClassPoint. ClassPoint merupakan pengembangan dari Power Point yang dapat digunakan untuk pembelajaran speaking. Cara penggunaannya yaitu dengan mencari gambar di ClassPoint contohnya hewan, kemudian siswa diminta untuk mengelompokkan dengan menyebutkan atau membaca dengan keras hewan tersebut termasuk dalam hewan liar atau jinak. Lalu, form pengelompokan gambar akan muncul, jadi ada presentase dari jawaban yang mengindikasikan mana jawaban yang benar dan mana jawaban yang salah.

- Peneliti : Bagaimana antusiasme peserta didik terhadap proses pembelajaran speaking menggunakan direct method?
- Narasumber : Saat melaksanakan pembelajaran menggunakan direct method, siswa menjadi lebih antusias dan lebih aktif dari pada menggunakan metode lain. Contohnya metode ceramah atau GTM (Grammar Translation Method)
- Peneliti : Hal apa saja yang menunjukkan keterampilan speaking peserta didik meningkat setelah belajar menggunakan direct method?
- Narasumber : Setelah menggunakan direct method dalam mengajar speaking, siswa secara otomatis menjadi lebih percaya diri karena mereka diberikan kesempatan untuk melefalkan kosa kata dengan pengucapan yang benar. Hal ini dilakukan setelah siswa mengimitasikan media yang digunakan setelah mengimitasikan guru. Mereka lebih percaya diri dan dan nyaman mengatakan kata-kata dalam bahasa Inggris secara langsung.
- Peneliti : Apa saja kelebihan yang Anda dapatkan dan rasakan dalam mengajar speaking menggunakan direct method?
- Narasumber : Kekuatan yang saya dapatkan adalah siswa menjadi lebih aktif dan guru harus lebih mempersiapkan pembelajaran dan pembelajaran menjadi lebih antusias. Maka suasana pembelajaran menjadi lebih aktif.
- Peneliti : Apa saja kelemahan yang Anda dapatkan dan rasakan dalam mengajar speaking menggunakan direct method?
- Narasumber : Kelemahannya jika siswa memiliki latar belakang pengetahuan bahasa Inggris yang kurang baik, karena sebagian besar siswa berasal dari area pedesaan, lalu pembelajaran bahasa Inggris memerlukan usaha dan waktu lebih jika dibandingkan dengan siswa yang sudah memiliki latar belakang pengetahuan bahasa Inggris yang baik.



## English Teacher 2

- Peneliti : Apa saja kesulitan yang dialami peserta didik dalam belajar speaking?
- Narasumber : Kesulitan yang dialami siswa dalam belajar speaking adalah karena ada perbedaan bunyi yang tidak ada dalam bahasa Indonesia. Contohnya, ketika saya mengatakan "*thought*" beberapa siswa mengatakan dengan "*trok*" sementara yang benar adalah "*traat*". Hal ini dikarenakan tidak ada bunyi atau pelafalan tersebut di dalam bahasa Indonesia. Yang kedua, siswa melafalkan kata bahasa Inggris seperti cara pelafalan di Indonesia, karena di Indonesia tulisan dan ucapan bunyinya sama, sedangkan aturan pelafalan dalam bahasa Inggris antara tulisan dan ucapan berbeda.
- Peneliti : Apa penyebab peserta didik mengalami kesulitan dalam belajar speaking?
- Narasumber : Faktor utama yang membuat siswa memiliki kesulitan dalam belajar speaking adalah kurangnya berlatih dan selama proses pembelajaran beberapa siswa tidak memperhatikan pembelajaran
- Peneliti : Apa yang Anda ketahui tentang direct method dan bagaimana karakteristik penggunaannya?
- Narasumber : Direct method adalah cara untuk mengajar bahasa Inggris dengan langsung menggunakan bahasa Inggris saat mengajar tanpa adanya penerjemahan atau sangat sedikit adanya penerjemahan.
- Peneliti : Sejak kapan Anda menggunakan direct method dalam mengajar speaking?

- Narasumber : Sejak awal mengajar bahasa Inggris.
- Peneliti : Mengapa Anda memilih direct method sebagai metode pembelajaran speaking?
- Narasumber : Alasan saya memilih direct method dalam pembelajaran speaking karena dalam mengajar bahasa Inggris, guru harus berperan aktif menjadi model untuk langsung mencontohkan kata atau materi pembelajaran. Dan banyak siswa yang tidak tekun untuk belajar secara mandiri, seperti malas membuka kamus untuk melihat cara pengucapan kata berdasarkan ketentuan di kamus. Sementara banyak siswa yang menggunakan Google Translate untuk menerjemahkan satu paragraf langsung, hal itu yang membuat saya tertarik menggunakan direct method agar siswa dapat berlatih langsung.
- Peneliti : Apa saja yang perlu dipersiapkan sebelum mengimplementasikan direct method dalam mengajar speaking?
- Narasumber : Hal pertama yang harus dipersiapkan adalah guru harus menguasai materi yang akan diajarkan. Karena, walaupun seorang guru sudah lama mengajar, dia tetap harus belajar, berlatih, dan mencari pengetahuan lebih. Saat mengajar di kelas, terkadang saya merasa melakukan kesalahan dalam mengucapkan sebuah kata, jadi saya harus selalu memeriksa dan terus berlatih. Yang kedua, saya membuat RPP dan menyiapkan materi pembelajaran yang akan disampaikan di dalam kelas.
- Peneliti : Aspek speaking apa saja yang Anda tekankan dalam mengajar speaking menggunakan direct method?
- Narasumber : Aspek pertama yang saya tekankan adalah pronunciation. Walaupun, jika materinya adalah tentang dialogue atau bercerita dengan baik, itu membutuhkan intonasi yang baik.

Contohnya dalam ujian praktek , speaking bukan hanya soal pronunciation tapi juga menekankan kelancaran dan intonasi. Jadi tiga aspek tersebut yang saya tekankan dalam mengajar speaking.

Peneliti : Bagaimana cara Anda atau prinsip-prinsip yang anda gunakan dalam mengimplementasikan direct method saat mengajar speaking?

Narasumber : Biasanya, saya mencoba untuk membangun suasana kelas yang aktif, walaupun untuk dapat berkomunikasi menggunakan bahasa Inggris memerlukan banyak waktu. Sementara itu, kendala yang saya alami karena keterbatasan waktu. Jadi ketika ada sesuatu yang siswa belum paham tentang apa yang saya katakan, saya akan mencari sinonim dari kata tersebut yang sekiranya familiar dan siswa dapat memahami.

Peneliti : Apa saja teknik direct method yang Anda gunakan dalam mengajar speaking?

Narasumber : Ada beberapa teknik yang saya gunakan dalam mengajar speaking menggunakan direct method, yaitu praktek percakapan, praktek mendikte atau mengulangi pronunciation dari sebuah kata atau kalimat beberapa kali, memberikan siswa kesempatan untuk menganalisis kesalahan dalam pronunciation yang mereka lakukan atau teman mereka. Tapi yang paling sering saya gunakan adalah teknik mendikte, karena waktu pembelajaran yang terbatas hanya 40 menit dalam satu jam pelajaran.

Peneliti : Bagaimana antusiasme peserta didik terhadap proses pembelajaran speaking menggunakan direct method?

Narasumber : Tentunya sangat bervariasi, ada siswa yang memiliki antusiasme yang tinggi karena mereka senang dan bangga bahwa mereka bisa berbicara bahasa Inggris dengan menjawab atau menanyakan pertanyaan menggunakan bahasa Inggris,

kemudian saya akan memberikan apresiasi. Apresiasinya berupa tepuk tangan atau kalimat pujian, jadi siswa dapat lebih antusias dalam pembelajaran speaking. Namun, tetap ada siswa yang kurang antusias. Tapi dengan menggunakan direct method, siswa cenderung lebih aktif.

Peneliti : Hal apa saja yang menunjukkan keterampilan speaking peserta didik meningkat setelah belajar menggunakan direct method?

Narasumber : Pertama, siswa menjadi lebih percaya diri, hal tersebut ditunjukkan dari bacaan yang dilafalkan siswa lebih keras, itu menunjukan bahwa siswa percaya apa yang di ucapkan benar. Biasanya jika siswa tidak yakin dengan apa yang diucapkan, suaranya tidak begitu keras. Kemudian ada peningkatan dalam pronunciation dan fluency yang ditunjukkan siswa dapat berbicara lancar, tidak kata demi kata.

Peneliti : Apa saja kelebihan yang Anda dapatkan dan rasakan dalam mengajar speaking menggunakan direct method?

Narasumber : Siswa mengalami peningkatan dalam pemahaman cara melafalkan kata dalam bahasa Inggris dengan benar.

Peneliti : Apa saja kelemahan yang Anda dapatkan dan rasakan dalam mengajar speaking menggunakan direct method?

Narasumber : Kelemahannya adalah memerlukan waktu yang cukup lama dan guru harus memerlukan stamina yang lebih karena harus menjelaskan dengan berbicara yang keras secara terus menerus.

### Appendix 3 (Student Interview)

#### Student 1

- Peneliti : Apakah Anda menyukai belajar berbicara dalam bahasa Inggris? Dan tolong jelaskan alasannya
- Narasumber : Tidak, karena sulit mempelajari bahasa Inggris
- Peneliti : Apa saja kendala yang Anda alami saat belajar berbicara dalam bahasa Inggris?
- Narasumber : Susah dan cepat mengantuk
- Peneliti : Apa saja usaha yang telah Anda lakukan untuk meningkatkan keterampilan Anda dalam berbicara bahasa Inggris?
- Narasumber : Hafalan kalimat-kalimat
- Peneliti : Dari beberapa aspek keterampilan berbicara yaitu, penguasaan kosa kata, kelacaran, pelafalan, aksen, dan tata bahasa, aspek apa yang paling sulit Anda pelajari? Dan tolong jelaskan alasannya
- Narasumber : Karena kata-kata sedikit membingungkan
- Peneliti : Tolong jelaskan bagaimana guru mengawali pelajaran berbicara bahasa Inggris?
- Narasumber : Good morning students
- Peneliti : Bagaimana suasana belajar yang diciptakan guru saat pelajaran berbicara bahasa Inggris?
- Narasumber : Senang
- Peneliti : Apa yang Anda rasakan jika guru lebih banyak menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?
- Narasumber : Rasanya biasa saja, alasannya karena guru sudah biasa berbicara bahasa Inggris

- Peneliti : Apa yang Anda rasakan jika guru tidak pernah menerjemahkan hal yang disampaikan menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?
- Narasumber : Bingung
- Peneliti : Bagaimana respon Anda saat belajar keterampilan berbicara menggunakan metode tersebut?
- Narasumber : Sangat baik
- Peneliti : Apakah Anda memiliki antusias yang tinggi saat belajar berbicara bahasa Inggris ketika guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : Bisa bertanya
- Peneliti : Menurut Anda, apakah pembelajaran berbicara bahasa Inggris dapat efektif apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : Sedikit tidak
- Peneliti : Jelaskan kelebihan dan kelemahan belajar berbicara bahasa Inggris apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : Kelebihan yang saya rasakan adalah saya dapat lebih mengerti bahasa Inggris.

## (Student Interview)

### Student 2

- Peneliti : Apakah Anda menyukai belajar berbicara dalam bahasa Inggris? Dan tolong jelaskan alasannya
- Narasumber : Suka karena dapat belajar bahasa Inggris dan dapat berbahasa Inggris
- Peneliti : Apa saja kendala yang Anda alami saat belajar berbicara dalam bahasa Inggris?
- Narasumber : Agak tidak bisa berbicara bahasa Inggris
- Peneliti : Apa saja usaha yang telah Anda lakukan untuk meningkatkan keterampilan Anda dalam berbicara bahasa Inggris?
- Narasumber : Terus belajar bahasa Inggris
- Peneliti : Dari beberapa aspek keterampilan berbicara yaitu, penguasaan kosa kata, kelancaran, pelafalan, aksen, dan tata bahasa, aspek apa yang paling sulit Anda pelajari? Dan tolong jelaskan alasannya
- Narasumber : Saya mengalami kesulitan dalam belajar pengucapan, mengingat kosa kata, dan kelancaran.
- Peneliti : Tolong jelaskan bagaimana guru mengawali pelajaran berbicara bahasa Inggris?
- Narasumber : Mengucapkan salam dan bertanya kabar muridnya
- Peneliti : Bagaimana suasana belajar yang diciptakan guru saat pelajaran berbicara bahasa Inggris?
- Narasumber : Seru dan menyenangkan
- Peneliti : Apa yang Anda rasakan jika guru lebih banyak menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?
- Narasumber : Agak tidak faham

- Peneliti : Apa yang Anda rasakan jika guru tidak pernah menerjemahkan hal yang disampaikan menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?
- Narasumber : Tidak tahu artinya
- Peneliti : Bagaimana respon Anda saat belajar keterampilan berbicara menggunakan metode tersebut?
- Narasumber : Menyenangkan
- Peneliti : Apakah Anda memiliki antusias yang tinggi saat belajar berbicara bahasa Inggris ketika guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : Kurang faham saat guru menggunakan bahasa Inggris
- Peneliti : Menurut Anda, apakah pembelajaran berbicara bahasa Inggris dapat efektif apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : Tidak, karena tidak faham artinya
- Peneliti : Jelaskan kelebihan dan kelemahan belajar berbicara bahasa Inggris apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : Tidak lancar saat menggunakan bahasa Inggris



### (Student Interview)

#### Student 3

- Peneliti : Apakah Anda menyukai belajar berbicara dalam bahasa Inggris? Dan tolong jelaskan alasannya
- Narasumber : Saya tidak suka belajar berbicara bahasa Inggris karena ribet, susah pengucapannya, dan ada rumusnya saat belajar grammar seperti matematika. Oleh sebab itu, bagi saya belajar bicara bahasa Inggris sulit dimengerti dan dipraktikkan.
- Peneliti : Apa saja kendala yang Anda alami saat belajar berbicara dalam bahasa Inggris?
- Narasumber : Susah dalam pengucapannya
- Peneliti : Apa saja usaha yang telah Anda lakukan untuk meningkatkan keterampilan Anda dalam berbicara bahasa Inggris?
- Narasumber : Gak ada usahanya, saya mah orangnya agak males
- Peneliti : Dari beberapa aspek keterampilan berbicara yaitu, penguasaan kosa kata, kelacaran, pelafalan, aksen, dan tata bahasa, aspek apa yang paling sulit Anda pelajari? Dan tolong jelaskan alasannya
- Narasumber : Karena pengucapannya sedikit lebih susah
- Peneliti : Tolong jelaskan bagaimana guru mengawali pelajaran berbicara bahasa Inggris?
- Narasumber : P
- Peneliti : Bagaimana suasana belajar yang diciptakan guru saat pelajaran berbicara bahasa Inggris?
- Narasumber : P
- Peneliti : Apa yang Anda rasakan jika guru lebih banyak menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?
- Narasumber : P

- Peneliti : Apa yang Anda rasakan jika guru tidak pernah menerjemahkan hal yang disampaikan menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?
- Narasumber : P
- Peneliti : Bagaimana respon Anda saat belajar keterampilan berbicara menggunakan metode tersebut?
- Narasumber : P
- Peneliti : Apakah Anda memiliki antusias yang tinggi saat belajar berbicara bahasa Inggris ketika guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : P
- Peneliti : Menurut Anda, apakah pembelajaran berbicara bahasa Inggris dapat efektif apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : P
- Peneliti : Jelaskan kelebihan dan kelemahan belajar berbicara bahasa Inggris apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : P



UIN  
PROF. K.H. SAIFUDDIN ZUHRI

### (Student Interview)

#### Student 4

- Peneliti : Apakah Anda menyukai belajar berbicara dalam bahasa Inggris? Dan tolong jelaskan alasannya
- Narasumber : Iya saya suka, karena saya suka hal-hal, dan pembelajaran yang menantang yang membuat saya lebih semangat untuk mempelajari ilmu tersebut
- Peneliti : Apa saja kendala yang Anda alami saat belajar berbicara dalam bahasa Inggris?
- Narasumber : Saya mengalami kesulitan dalam intonasi saat berbicara bahasa Inggris
- Peneliti : Apa saja usaha yang telah Anda lakukan untuk meningkatkan keterampilan Anda dalam berbicara bahasa Inggris?
- Narasumber : Sekolah kebahasaan, memanfaatkan media online menggunakan apk Ruang Guru
- Peneliti : Dari beberapa aspek keterampilan berbicara yaitu, penguasaan kosa kata, kelacaran, pelafalan, aksen, dan tata bahasa, aspek apa yang paling sulit Anda pelajari? Dan tolong jelaskan alasannya
- Narasumber : Tata bahasa
- Peneliti : Tolong jelaskan bagaimana guru mengawali pelajaran berbicara bahasa Inggris?
- Narasumber : Sangat menyenangkan, sabar, tidak membosankan, dan sangat mudah untuk dipahami
- Peneliti : Bagaimana suasana belajar yang diciptakan guru saat pelajaran berbicara bahasa Inggris?
- Narasumber : Selama pelajaran speaking, guru menciptakan suasana belajar yang nyaman sehingga membuat siswa nyaman dengan proses

pembelajaran. Walaupun terkadang saya bingung tentang apa yang dikatakan guru

Peneliti : Apa yang Anda rasakan jika guru lebih banyak menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?

Narasumber : Rada bingung

Peneliti : Apa yang Anda rasakan jika guru tidak pernah menerjemahkan hal yang disampaikan menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?

Narasumber : Bingung

Peneliti : Bagaimana respon Anda saat belajar keterampilan berbicara menggunakan metode tersebut?

Narasumber : Saya senang selama proses pembelajaran

Peneliti : Apakah Anda memiliki antusias yang tinggi saat belajar berbicara bahasa Inggris ketika guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?

Narasumber : Iya, saya ingin menjadi seperti guru saya yang pandai berbahasa Inggris

Peneliti : Menurut Anda, apakah pembelajaran berbicara bahasa Inggris dapat efektif apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?

Narasumber : Tidak terlalu ada kendala

Peneliti : Jelaskan kelebihan dan kelemahan belajar berbicara bahasa Inggris apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?

Narasumber : Kelemahannya sulit mengerti aksen dan kosa kata bahasa Inggris, karena saya terlalu banyak menggunakan aksen bahasa Jawa

### (Student Interview)

#### Student 5

- Peneliti : Apakah Anda menyukai belajar berbicara dalam bahasa Inggris? Dan tolong jelaskan alasannya
- Narasumber : Saya suka belajar bahasa Inggris, tentunya belakang berbicara bahasa Inggris. Karena bahasa Inggris dapat melatih kita untuk bicara dengan orang luar menggunakan bahasa Inggris
- Peneliti : Apa saja kendala yang Anda alami saat belajar berbicara dalam bahasa Inggris?
- Narasumber : Saat belajar berbicara bahasa Inggris, saya memiliki kesulitan dalam menguasai kosa kata, palafalan, dan kelancaran. Menurut saya, tiga aspek tersebut sulit untuk diingat dan dimengerti
- Peneliti : Apa saja usaha yang telah Anda lakukan untuk meningkatkan keterampilan Anda dalam berbicara bahasa Inggris?
- Narasumber : Belajar bicara bahasa Inggris
- Peneliti : Dari beberapa aspek keterampilan berbicara yaitu, penguasaan kosa kata, kelacaran, pelafalan, aksen, dan tata bahasa, aspek apa yang paling sulit Anda pelajari? Dan tolong jelaskan alasannya
- Narasumber : Kosa kata, pengucapan, kelancaran
- Peneliti : Tolong jelaskan bagaimana guru mengawali pelajaran berbicara bahasa Inggris?
- Narasumber : Mengajar dengan menggunakan bahasa Inggris, seperti bertanya kabar dengan menggunakan bahasa Inggris
- Peneliti : Bagaimana suasana belajar yang diciptakan guru saat pelajaran berbicara bahasa Inggris?
- Narasumber : Menyenangkan

- Peneliti : Apa yang Anda rasakan jika guru lebih banyak menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?
- Narasumber : Menyenangkan
- Peneliti : Apa yang Anda rasakan jika guru tidak pernah menerjemahkan hal yang disampaikan menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?
- Narasumber : Bingung karena tidak tahu terjemahannya. Karena belum lancar dalam berbahasa Inggris
- Peneliti : Bagaimana respon Anda saat belajar keterampilan berbicara menggunakan metode tersebut?
- Narasumber : Bingung karena tidak tahu terjemahannya
- Peneliti : Apakah Anda memiliki antusias yang tinggi saat belajar berbicara bahasa Inggris ketika guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : Tidak terlalu
- Peneliti : Menurut Anda, apakah pembelajaran berbicara bahasa Inggris dapat efektif apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : Tidak, karena belum lancar bahasa Inggrisnya
- Peneliti : Jelaskan kelebihan dan kelemahan belajar berbicara bahasa Inggris apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : Kelebihannya dapat tahu arti kata bahasa Inggris. Kelemahannya belum terlalu lancar bahasa Inggris

### (Student Interview)

#### Student 6

- Peneliti : Apakah Anda menyukai belajar berbicara dalam bahasa Inggris? Dan tolong jelaskan alasannya
- Narasumber : Tidak suka berbicara bahasa Inggris. Alasannya karena berbicara bahasa Inggris kadang-kadang salah dalam mengucapkan bahasa Inggris
- Peneliti : Apa saja kendala yang Anda alami saat belajar berbicara dalam bahasa Inggris?
- Narasumber : Saya memiliki kendala di pengucapan kata Inggris, karena ada beberapa kata yang tidak biasa saya ucapkan.
- Peneliti : Apa saja usaha yang telah Anda lakukan untuk meningkatkan keterampilan Anda dalam berbicara bahasa Inggris?
- Narasumber : Dengan belajar bahasa Inggris terus menerus, sampai bisa bahasa Inggris
- Peneliti : Dari beberapa aspek keterampilan berbicara yaitu, penguasaan kosa kata, kelacaran, pelafalan, aksen, dan tata bahasa, aspek apa yang paling sulit Anda pelajari? Dan tolong jelaskan alasannya
- Narasumber : Karena tidak tahu arti kata dalam bahasa Inggris itu
- Peneliti : Tolong jelaskan bagaimana guru mengawali pelajaran berbicara bahasa Inggris?
- Narasumber : Dengan bicara “good morning students, how are you?”
- Peneliti : Bagaimana suasana belajar yang diciptakan guru saat pelajaran berbicara bahasa Inggris?
- Narasumber : Menyenangkan
- Peneliti : Apa yang Anda rasakan jika guru lebih banyak menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?

- Narasumber : Kadang kita merasa kesulitan dalam mencari arti bahasa Inggris
- Peneliti : Apa yang Anda rasakan jika guru tidak pernah menerjemahkan hal yang disampaikan menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?
- Narasumber : Kita merasa kesulitan. Alasannya karena kita tidak tahu artinya
- Peneliti : Bagaimana respon Anda saat belajar keterampilan berbicara menggunakan metode tersebut?
- Narasumber : Jika ingin tahu kata-kata bahasa Inggris yang guru berikan sebaiknya kita bertanya pada guru
- Peneliti : Apakah Anda memiliki antusias yang tinggi saat belajar berbicara bahasa Inggris ketika guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : Ya kita bisa mencari arti dari kata tersebut di kamus
- Peneliti : Menurut Anda, apakah pembelajaran berbicara bahasa Inggris dapat efektif apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : Menurut saya guru lebih banyak menggunakan bahasa Inggris dan menerjemahkannya langsung
- Peneliti : Jelaskan kelebihan dan kelemahan belajar berbicara bahasa Inggris apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : Kelemahannya kesulitan dalam memahami arti kata bahasa Inggris.



## (Student Interview)

### Student 7

- Peneliti : Apakah Anda menyukai belajar berbicara dalam bahasa Inggris? Dan tolong jelaskan alasannya
- Narasumber : Tidak sepenuhnya tidak suka. Dan banyak yang tidak maksud artinya
- Peneliti : Apa saja kendala yang Anda alami saat belajar berbicara dalam bahasa Inggris?
- Narasumber : Menulis, berbicara, membaca, dan tata bahasa masih menjadi kendala
- Peneliti : Apa saja usaha yang telah Anda lakukan untuk meningkatkan keterampilan Anda dalam berbicara bahasa Inggris?
- Narasumber : Belajar
- Peneliti : Dari beberapa aspek keterampilan berbicara yaitu, penguasaan kosa kata, kelacaran, pelafalan, aksen, dan tata bahasa, aspek apa yang paling sulit Anda pelajari? Dan tolong jelaskan alasannya
- Narasumber : Semuanya sulit
- Peneliti : Tolong jelaskan bagaimana guru mengawali pelajaran berbicara bahasa Inggris?
- Narasumber : Diawali dengan greeting seperti good morning
- Peneliti : Bagaimana suasana belajar yang diciptakan guru saat pelajaran berbicara bahasa Inggris?
- Narasumber : Kadang seru, kadang saya jenuh
- Peneliti : Apa yang Anda rasakan jika guru lebih banyak menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?
- Narasumber : Sulita memahami, dan kebanyakan tidak tahu

- Peneliti : Apa yang Anda rasakan jika guru tidak pernah menerjemahkan hal yang disampaikan menggunakan bahasa Inggris saat pelajaran berbicara dan jelaskan alasannya?
- Narasumber : Sulita memahami, dan kebanyakan tidak tahu
- Peneliti : Bagaimana respon Anda saat belajar keterampilan berbicara menggunakan metode tersebut?
- Narasumber : Saat guru bertanya, saya akan mencoba menjawab. Jika saya tidak tahu apa yang ditanyakan oleh guru, lalu saya akan melihat raut wajah guru dan mencoba memahami apa yang dikatakan guru
- Peneliti : Apakah Anda memiliki antusias yang tinggi saat belajar berbicara bahasa Inggris ketika guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : -
- Peneliti : Menurut Anda, apakah pembelajaran berbicara bahasa Inggris dapat efektif apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : Tidak
- Peneliti : Jelaskan kelebihan dan kelemahan belajar berbicara bahasa Inggris apabila guru lebih banyak menggunakan bahasa Inggris dan tidak menerjemahkannya?
- Narasumber : -

## Appendix 4

### LEMBAR OBSERVASI IMPLEMENTASI DIRECT METHOD DALAM MENGAJAR SPEAKING PADA SISWA KELAS 8 DI SMP NEGERI 2 JATILAWANG

Nama Mahasiswa : Shinta Nurul Inayah  
 NIM : 1817404086  
 Tempat Penelitian : SMP Negeri 2 Jatilawang  
 Subyek Penelitian : Guru bahasa Inggris dan siswa kelas 8  
 Hari/Tanggal Penelitian : Senin, 28 Maret 2022

No.	Aspek yang diobservasi	Kemunculan		Catatan
		Ada	Tidak ada	
<b><i>Prinsip-Prinsip Direct Method</i></b>				
1	Kelas harus dibangun secara eksklusif	√		
2	Menerapkan pembelajaran kosa kata dan kalimat yang digunakan dalam sehari-hari	√		
3	Komunikasi antara guru dan siswa dibangun secara intensif dan aktif	√		
4	Grammar diajarkan secara induktif	√		
5	Penyampaian materi harus disampaikan secara oral dan membangun komunikasi aktif frngan siswa	√		
6	Pembelajaran kosa kata menggunakan demonstrasi, objek, dan gambar.	√		
7	Direct method menekankan pembelajaran speaking dan listening	√		
8	Direct method menekankan pemahaman dan keterampilan berbicara dan penggunaan grammar yang benar	√		
<b><i>Karakteristik Direct Method</i></b>				
1	Tidak ada proses penerjemahan kedalam bahasa ibu	√		
2	Grammar diajarkan secara induktif	√		
3	Direct method menggunakan kalimat yang berhubungan dengan kalimat lain	√		
4	Pronunciation diajarkan secara sistematis, sehingga siswa dapat mengucapkan kata dengan baik		√	
5	Untuk menunjukkan arti dari suatu kata, guru menggunakan gambar	√		
6	Pembelajaran kosa kata dan struktur kalimat menggunakan teknik tanya jawab	√		

<b>Teknik Direct Method</b>				
1	Read aloud	√		
2	Practice question and answer	√		
3	Make students self correct		√	
4	Conversation practice		√	
5	Practice fill in the blank		√	
6	Dictation	√		
7	Map Image		√	
8	Writing paragraph		√	
<b>Tahapan Direct Method</b>				
1	Guru menyampaikan tujuan pembelajaran dan menyiapkan siswa	√		
2	Mendemonstrasikan pengetahuan dan keterampilan	√		
3	Membimbing praktek	√		
4	Mengecek pemahaman dan keterampilan siswa dengan memberikan feedback	√		
5	Memberikan siswa kesempatan untuk latihan lanjutan	√		
<b>Kekuatan Direct Method</b>				
1	Dapat meningkatkan keterampilan berbicara siswa karena direct method menekankan siswa untuk banyak berlatih	√		
2	Direct method cocok digunakan untuk pembelajaran kosa kata	√		
3	Dapat membantu siswa untuk lancar berbicara bahasa Inggris		√	
4	Pembelajaran bahasa Inggris dapat dengan mudah dipahami karena penyampaian materi dari materi spesifik menuju materi yang lebih umum		√	
5	Direct method dapat menciptakan pembelajaran aktif	√		
<b>Kelemahan Direct Method</b>				
1	Direct method memfokuskan latihan berbicara secara langsung	√		
2	Siswa yang belum memiliki latarbelakang keterampilan yang baik akan mengalami kesulitan	√		
3	Media pembelajaran yang digunakan relatif mahal		√	
4	Direct method tidak cocok digunakan untuk siswa pemula	√		

5	Direct method akan menjadi tidak efektif apabila diterapkan pada siswa yang tidak pernah berlatih berbicara.	√		
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## Appendix 5

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan	: SMP Negeri 2 Jatilawang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II
Materi Pokok	: Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau.
Alokasi Waktu	: 2 x 40 Menit

#### A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai, dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian yang tampak mata).
- KI 4 : Mencoba, mengolah, dan menyaji, dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori).

#### B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar		Indikator Pencapaian	
3.11	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau, sesuai dengan konteks penggunaannya. (simple past tense)	3.11.1	Mengidentifikasi struktur teks tentang kejadian masa lampau
		3.11.2	Menjelaskan fungsi sosial kejadian yang terjadi di masa lampau
		3.11.3	Mengucapkan teks tentang kejadian yang terjadi di masa lampau
4.13	Menyusun teks lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, dan peristiwa, dengan memperhatikan fungsisosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.	4.14.1	Menulis teks pendek dan sederhana, tentang kegiatan, kejadian, dan peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### C. Tujuan Pembelajaran

Setelah melaksanakan pembelajaran menggunakan pendekatan discovery learning dan direct method sebagai metode pembelajaran, kemudian menggunakan buku bahasa Inggris siswa dari Kementerian Pendidikan dan Kebudayaan Republik Indonesia tahun 2017. Peserta didik mampu:

1. Menjelaskan fungsi sosial terkait kejadian yang terjadi di masa lampau sesuai dengan konteks penggunaannya.
2. Mengucapkan pernyataan dan menanyakan kejadian di masa lampau sesuai dengan konteks penggunaannya.
3. Menulis teks pendek secara lisan dan tulis tentang kegiatan, kejadian, dan peristiwa, dengan memperhatikan fungsisosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

#### D. Materi Pembelajaran

1. Fungsi Sosial
  - a. Menyatakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau.
  - b. Untuk menjaga hubungan interpersonal dengan guru dan teman.
2. Struktur Teks

Bentuk		Rumus	Contoh
Positive (+)	Verbal	S + Verb 2	She bought a new book yesterday
	Nominal	S + was/were +nominal	The case was hard to solve
Negative (-)	Verbal	S + did + not + Verb 1	She did not buy a new book yesterday

	Nominal	S + was/were + not + Verb I	The case was not hard to solve
Interrogative	Verbal	Did + S + Verb I?	Did she buy a new book yesterday?
	Nominal	Was/were + S + Verb I?	Was the case hard to solve

## 3. Unsur Kebahasaan

- Kata kerja dalam Simple Past Tense, Past Continuous Tense
- Kata sambung: when, while, after, before, dll.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.
- Ucapan, tekanan kata, intonasi.
- Ejaan dan tanda baca.

## D. Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>Guru mengucapkan salam dan bertegur sapa dengan peserta didik.</li> <li>Guru memimpin berdoa bersama untuk memulai pembelajaran.</li> <li>Guru memeriksa kehadiran peserta didik.</li> <li>Guru mengajukan beberapa pertanyaan untuk mereview materi pada pertemuan sebelumnya.</li> <li>Guru menjelaskan tujuan pembelajaran dan memotivasi peserta didik untuk mempelajari materi yang akan diajarkan</li> </ol>	5 Menit
Kegiatan Inti	<p style="text-align: center;"><b>Deskripsi Model Discovery Learning</b></p> <p><b>Stimulation</b></p> <ol style="list-style-type: none"> <li>Peserta didik mengamati dan bertanya jawab dengan guru tentang contoh kalimat simple past tense yang dikaitkan dengan kejadian faktual. (<i>Critical Thinking - Observing and Questioning</i>)</li> </ol> <p><b>Problem Statement</b></p> <ol style="list-style-type: none"> <li>Peserta didik mengamati dan bertanya jawab terkait contoh kalimat simple past tense dan fungsi simple past tense. (<i>Critical Thinking - Observing and Questioning</i>)</li> </ol> <p><b>Data Collection</b></p> <ol style="list-style-type: none"> <li>Peserta didik menganalisis fungsi sosial simple past tense dan berlatih mengucapkan kalimat simple past tense (<i>Critical Thinking - Observing and Experimenting</i>)</li> </ol> <p><b>Data Processing</b></p> <ol style="list-style-type: none"> <li>Peserta didik menyusun dan menganalisis kalimat simple past tense sesuai dengan struktur teks dan konteks yang benar. (<i>Collaborative and Creativity - Experimenting</i>)</li> </ol> <p><b>Verification</b></p> <ol style="list-style-type: none"> <li>Peserta berlatih mengucapkan kalimat simple past tense dengan menyatakan atau menanyakan tindakan yang terjadi di masa lampau sesuai dengan konteks unsur kebahasaan yang benar. (<i>Communicative - Communicating</i>)</li> </ol> <p><b>Generalization</b></p> <ol style="list-style-type: none"> <li>Peserta didik memberikan kesimpulan materi simple past tense yang berupa fungsi sosial, struktur teks, dan unsur kebahasaan. (<i>Communicative - Associating</i>)</li> </ol>	30 Menit
Kegiatan Penutup	<ol style="list-style-type: none"> <li>Guru memberikan penguat terkait materi yang sudah dipelajari.</li> <li>Guru menanyakan kesulitan siswa terkait materi yang sudah dipelajari.</li> <li>Guru memberikan refleksi terhadap proses pembelajaran yang telah dilaksanakan.</li> <li>Guru bersama siswa menyimpulkan pembelajaran.</li> </ol>	5 Menit

	5. Guru memberikan informasi tentang rencana pembelajaran yang akan diberikan kepada siswa pada pertemuan berikutnya. Guru menutup pembelajaran dan diakhiri dengan salam.	
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#### E. Penilaian

1. Penilaian Sikap
  - a. Teknik penilaian : Observasi
  - b. Instrumen Penilaian : Jurnal Penilaian Sikap
2. Penilaian Pengetahuan
  - a. Teknik Penilaian : Tes tertulis
  - b. Instrumen Penilaian : Kisi-kisi dan pedoman penilaian.
3. Penilaian Keterampilan
  - a. Teknik Penilaian : Tes unjuk kerja
  - b. Instrumen Penilaian : Kisi-kisi dan pedoman penilaian.

Mengetahui,  
Kepala Sekolah

**Yudotomo Budi, S.Pd. M.Hum**  
NIP. 19650907 199903 1 002

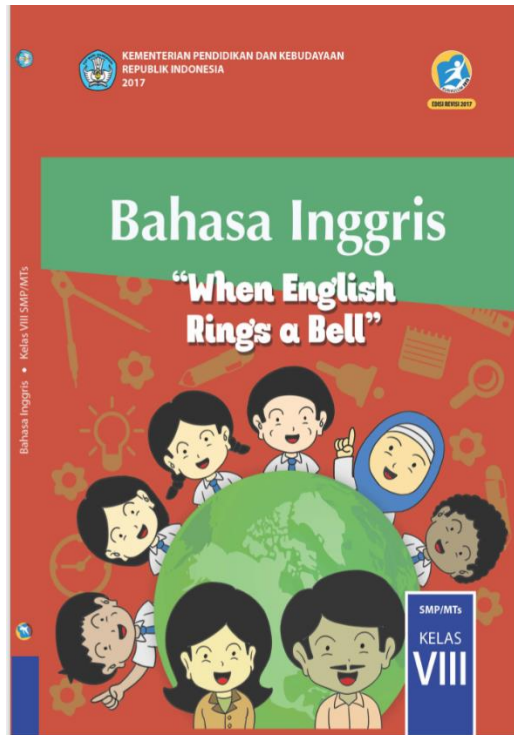
Jatilawang, Juli 2021

Guru Mata Pelajaran

**Akhmad Suhel, S.Pd**  
NIP. 19690309 199802 1 003



## Appendix 6 (Textbook)



Observing & Asking Questions

Is Edo here?

No. He is sick. He caught the flu yesterday. He walked home when it was raining hard.

Are you going to eat your lunch now?

No! It is my breakfast. I did not have breakfast before I went to school this morning. I woke up at six because I went to bed very late last night. I did my homework until ten.



You know I usually come on time to school. But this morning I got a flat tire. Then I walked with my bike here. I got here at six fifty, and the gate was already closed. So here we are, not attending the flag ceremony.

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Associating

**Day 9**

Now, here I **am** in this SMP. Last year I **was** in Grade VII, and now I am in Grade VIII. This school is two kilometers from my home. I **learned** many new things in Grade VII. It **was** my first time to go to school on my bike. I **met** boys and girls from different parts of this town. I **was** very happy when I first **wore** my blue-and-white uniform.

**Day 10**

Last year **was** my first time to learn English. I **learned** to **greet** other people in English, to **introduce** myself in English, and to **ask** and **answer** questions in English. We **also learned** to **describe** our family, our friends, and our school in English. I **sang** my first English song. I **also read** my first English story.

**Day 11**

We **have** no helper, so my mum, my dad, my sister, and I **do** the chores ourselves. We **make** the bed. We **wash** and **iron** our clothes. We **also dust** the furniture. We **sweep** and **mop** the floor every day. I often **go** to the shop to **buy** sugar, soap, oil, salt, rice, vegetables, fruits, and so on.

**Day 12**

In the past only my mum **cooked** for us. Now, my brother and I often **cook** for the family. We  **fry** eggs and make fried rice or noodles. When I **lost** something, everybody else **found** it for me. Now, when I **lose** something, I **find** it myself.

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