

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Problem

Speaking is one of the four basic abilities in learning a foreign language, along with listening, reading, and writing (Sabina, 2018; Newton et al., 2018; Hinkel, 2006). Speaking is the activity of transmitting information or expressing one's thoughts and feelings orally. Speaking is one of the most crucial talents to cultivate and improve in order to communicate effectively (Leong & Ahmadi, 2017). According to Daulay (2018), speaking is an action that allows people to convey their feelings and ideas verbally. Speaking English is taught to verbally convey one's desires and thoughts to others, but it is a tough skill to acquire if not exercised on a regular basis.

True or untrue, learning to speak in a foreign language (English) can be challenging because English is not one's natural tongue (Daulay, et al., 2022). Furthermore, Mart (2018) defined speaking as the ability of speech in expressing or exchanging thoughts through language. The process of transferring language through the mouth is known as speaking. When studying English, one of the talents that students must develop is the ability to speak. "Speaking" refers to the act of communicating with the mouth. The lungs, vocal tract, voice cords, tongue, teeth, and lips, among other organs, make sound.

The ability to communicate is the most important aspect of learning a second or foreign language. Additionally, speaking skill in the target language promotes language success (Christie, 2016). Speaking abilities are interactive processes, in which verbal and nonverbal components are generated, received, analyzed, and used to produce meaning (Gilakjani, A. P., & Ahmadi, M. R, 2011). Speaking abilities, on the other hand, talk with meaning and use language actively to explain intentions so that others can grasp them. In this case, speaking abilities are employed to interpret the development of means that include both verbal and nonverbal messages through spoken exchanges that use language interactively.

In any language education programs, it is not an easy work for teachers or

facilitators to create the spoken ability among their learners, especially the English learners correctly and accurately. Besides, it needs a hard work, be professional in teaching English with certain educational qualification and appropriate strategy in order to achieve the goals of teaching. A teacher is supposed to be a model for his or her students by having good knowledge about the learning process as the basis of the teaching and learning activity. How can the students be able to speak English while the teachers do not use it as a medium of instruction?

In order to attain the targeted learning object, the teacher must impart knowledge linked to speaking abilities in the classroom using the correct technique. Even if the teachers have been teaching for years, it's pointless if the learning process is flawed. In Indonesia, most teachers use material for memorizing a dialog rather than hosting a discussion session while teaching speaking skills (Suyitno, Susanto,, Kamal, , & Fawzi, 2017). None of the students understood anything that way. This learning technique makes it difficult for us to converse in English.

Whereas, the function of the instructor is to encourage the learning of English in schools. As we all know, the teacher is a character who is close to the students at school. Teachers are expected to pay attention to students' needs, academic achievement, and interest in learning during the learning and teaching process. Attention must be paid to learning interests in order for teaching and learning activities to be successful. One of the most significant motives for learning English went on to say that when students participate in learning, teachers should educate them while also pique their interest. The goal of focusing on students' interests is to create an environment in which pupils feel at ease and enjoy studying (Mekuria, 2018:116).

Teachers who teach speaking expect their pupils to be able to communicate in English. Pupils are expected to be able to and realize the speech when establishing competency. In truth, teaching public speaking is a difficult task. There are numerous issues that teachers confront when teaching speaking. Students' lack of vocabulary, frequency with which they use English to communicate, the mother tongue effect, and students' lack of enthusiasm for

speaking are all issues. In this curriculum, speaking English is one of the goals for teaching and learning English. In this part, the students are expected to master the English language. However, give him or her autonomy to develop his or her creativity in order to fulfill the instruction objectively.

In particular, according to the researcher's observations at SMP Swasta Islam An-Nizam in ninth grade, there were several issues in speaking class when their researcher was there. The researcher asked the pupils to rehearse a conversation or simply a few sentences. The first issue is that they were not confident in themselves when practicing. They are having problems communicating. Students believe that studying English is difficult and that they do not know how to react in English when I ask them questions. The students' next issue is that some of them have weak communication skills. They rarely communicate with their classmates in English. The next issue includes limited study time in the classroom, which does not provide a thorough opportunity when conveying ideas in English. In addition, students lack confidence and do not master vocabulary. When conveying something to a teacher or friend, sometimes they laugh to themselves and find it funny because the English that has just been spoken is choppy and half is English and the rest is Indonesian.

Another issue is that the method used in class teaching is not quite right, so students are not moved to practice it, and even students feel that English is one of the subjects that are very difficult to accept and understand. Therefore, to increase the ability of these students to become fluent English speakers, the direct teaching method is the best choice. In this case, teaching staff that are expected to quickly adopt a method in teaching and learning activities, including teaching English, must be fraudulent. One of them is the Direct Method.

To overcome these problems, the right strategy is needed. One of the recommended methods is the Direct Method (DM). This method was introduced by Francois Gouin and Charles Berlitz around in 19<sup>th</sup> century. This DM was first introduced in France but received little response. This method found support in Germany, Scandinavia, and finally French society also accepted this method. The Direct Method is a method of teaching foreign languages with the ultimate goal of communication in which the teacher does not utilize the students' native language

but solely the target language (Naydenova, 2008). This signifies that no translation is permitted. The target language will be used as simply as possible by the teacher. The teacher also teaches some tactics to keep the pupils interested so that they do not become bored while studying English using this method (Ali, 2020). Muthaharoh (2011), the "direct approach" is a way of teaching foreign languages in which the teacher uses the target language as a medium. In contrast, the direct technique uses solely the target language and does not use the learners' native language.

The influence of Direct Method in students' ability on speaking in university level has been studied by Sitorus (2017) and high school degree has been studied by Aslamiah (2020). Also, the influence of Direct Method in students' vocabulary mastery in high school levels has been investigated by some researcher, such as Lestari (2018), Useng (2017), and Hafriana (2019). However, the influence of Direct Method in students' ability on speaking in junior high school level has not been extensively investigated. Thus, this research is intended to explore the influence of Direct Method for junior high school students with using K13 curriculum and this research using pre-experimental research for this study.

Exploring the influence of Direct Method for junior high school is very significant. Because using this method has been demonstrated by other researchers in vocabulary mastery to have a very large effect, it should be used in speaking ability. In term before using this Direct Method, the students' KKM (minimum completeness criteria) were low, but after using this Direct Method, students learning outcomes were able in high position or pass the KKM score. These students have good learning outcomes because their speaking skills improve by being able to speak more confident. The students also have good score in their speaking ability especially in conversation course. Besides that, many of students are more motivated in learning English after using Direct Method. The students can easily explore their word with more confidence without thought their errors. Because in previous research there were many successful studies when using Direct Method, so the researcher was interested in trying it on the speaking ability in ninth grade students.

Therefore, the aim of this research is to investigate the influences of Direct Method in students' speaking ability at SMP Swasta Islam An-Nizam. The Direct Method is used in learning and teaching English in speaking ability at ninth grade students. The teacher will give them specific activities to help them enjoy the course. The teacher also uses gestures, images, and charts to avoid misunderstandings of the material provided. Probably, the students lack confidence in speaking and occasionally make mistakes; here, the teacher will correct it directly so that the students recognize and correct it. If the pupils lack confidence in speaking or make mistakes, the teacher will reprimand them immediately so that they recognize and correct the problem.

The aforementioned phenomena piqued the interest of researchers, who decided to conduct a study titled: *The Influences of Direct Method on Students' Ability in Speaking at SMP Swasta Islam An-Nizam.*

### **1.2 The Identification of the Problem**

On the background of these problems, the problems can be identified as follow:

1. The students are still unable to use English orally.
2. The students often make mistakes when speaking English.
3. The students are dissatisfied with their English speaking ability.
4. The students not unmotivated in studying English.
5. The students are dissatisfied with the media employed in the teaching learning and process.
6. The students' speaking ability before being taught by using Direct Method.
7. The students' speaking ability after being taught on Direct Method.

### **1.3 The Limitation of the Problem**

According to the identification, the researcher limits and concentrates this research on the influences of Direct Method on students' ability in speaking at SMP Swasta Islam An-Nizam.

#### 1.4 The Formulation of the Problem

According to the background of the study above, there is a question that may arise.

1. How are students' capabilities in speaking?
2. How is the teacher applying Direct Method in teaching speaking?
3. How are the results of speaking ability that have been achieved by students after studying by using the Direct Method?

#### 1.5 The Objective of the Research

Based on formulation of study, the objective of study are:

1. To describe the students' capability in speaking.
2. To analyze the teacher applying Direct Method in teaching speaking.
3. To investigate the results of speaking ability that has been achieved by students after studying by using the Direct Method.

#### 1.6 The Significance of the Research

The significance of this research will be to provide theoretical and practical advantage because the research is very important.

##### a. **Theoretically**

In theory, the researcher hopes this study would be useful and provide a lot of information for the people who read this study in its entirety. In particular, the Direct Method has a strong influence on students' speaking abilities.

##### b. **In Practically**

###### 1. **For the Students**

To attract students' participation in English study, it must be enjoyable if the teacher uses the Direct Method of teaching and learning.

###### 2. **For the English Teachers**

This research provides English teachers with a Direct Method that they may use to improve the quality of their teaching. English teachers can use this method to give their students innovative ways to study and to assist them handle the difficulties of enhancing their students' motivation and their ability

to speak precisely.

3. **For the Researchers**

As a researcher in this study, I hope the research in this study can provide some information to future researchers about techniques and methods to improve students' speaking abilities. In addition, in learning to work on research, hopefully this can be a stepping stone for me to do further English education field research in the future.

