

CHAPTER II

LITERATURE REVIEW

2.1 The Theoretical Framework

2.1.1 Speaking

Speaking is one of the most commonly used skills in communication (Lumturize, 2019). Proficiency in English is one of the important abilities that everyone must possess to be able to build a successful career or continue their studies at the university level today. English is one of the materials for the entrance examination at the intended tertiary institution (Baumgarten, 2018). In an international university setting, several languages exist that are potentially viable means of communication for people in and around the place (Baumgarten, 2018).

Speaking is defined as the process of creating and transmitting meaning in a variety of circumstances through verbal and nonverbal symbols (Laisouw, 2019). Furthermore, the most important aspect of learning a foreign language is learning to speak it, and success is measured by the ability to hold a conversation in the language (Leong & Ahmadi, 2017; Syaifullah & Hardi, 2021). Speakers must truly understand the people with whom they are interacting in order to communicate effectively in another language, which requires accuracy in the target language (Hao, 2017). Speakers must truly understand the people with whom they are interacting in order to communicate effectively in another language, which requires accuracy in the target language (Hz & Ramadhan, 2022:17).

Most people find it challenging to communicate in a foreign language. This problem is caused not just by a lack of grammatical comprehension but also by a lack of speaking confidence and a fear of making mistakes (Hanifa, 2018).

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ : مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ، وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكْرِمْ جَارَهُ، وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكْرِمْ ضَيْفَهُ. [رواه البخاري ومسلم]

Meaning: From Abu Hurairah Radhiallahuanhu, Rasulullah (peace and blessings of Allah be upon him) said: Who believes in Allah and the Last Day should he say good or silent, whoever believes in Allah and the Last Day should honor his neighbor and anyone who believes in Allah and the Last Day so he should glorify his guest (Bukhari No. 6018, Muslim No. 47). (Translated from prophetmuhammad.com).

Ibn Hajar explained, "This is a concise statement which is full of meaning; all words can be good, bad, or one of the two. Good words may be classified as obligatory words or sunnah to be said. Therefore, the words may be expressed according to their contents. All words that are oriented towards it (to obligatory or sunnah matters) are included in the category of good words. (Words) that are not included in this category are classified as bad words or that lead to ugliness. As a result, those who are dragged into the pit (bad words or words that lead to ugliness) should remain silent."(Al-Fath, 10:446).

Imam An-Nawawi Rahimahullah mentioned in Syarah Arbain that Imam Syafi'i Rahimahullah said, "If someone wants to speak, let him think first. If he feels that the remark does not harm him, then feel free to say it. If he feels that this statement is harmful or he has doubts, then he is detained (don't speak)."

We can see from this Hadist that Allah urges us not to talk unless it is necessary and that we should rather keep silent. As we all know, speaking is a process of exchanging information, so if we don't have anything essential to say or useful knowledge to provide, we should just stay silent. We can learn that we must talk properly and that, if we are unable to do so, remaining silent is the best option. Hence, as Muslims and Muslimahs, we must recognize that the greatest way to talk is to speak with purpose or to be silent.

Speaking is also a means through which many languages, including English, are learned. To speak is more than just saying a series of words with the correct pronunciation. An excellent speaker is someone who can communicate what is on his or her mind and make his or her audience comprehend him or her.

In addition, Ahmed, (2018) cited in McDonough and Shaw (2003: 134) defined that "Speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end". This may involve

expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationship and friendship. Meanwhile, Nowicka and Wilczynska (2018: 12) states “Speaking is an observable, physical and more specifically, acoustic phenomenon, describing one of human activities”

According to the definition above, speaking is a prerequisite or capability that we require in order to communicate with others, regardless of whether the individual is educated or not. Communication is interacting with others wherever we are, whether we know them or not.

Speaking also explains in the Qur'an which in Q.S Ar-Rahman: 3-4

خَلَقَ الْإِنْسَانَ ﴿٣﴾ عَلَّمَهُ الْبَيَانَ ﴿٤﴾

Meaning: Created humanity (3) And taught them speech (4). (Translated by Dr. Mustafa Khattab from Qur'an.com).

According to the verses of the Qur'an quoted above, Allah SWT, who created man and taught him to speak, is a good communicator. This signifies that our ability to speak is a gift from God Almighty. As humans, we can only speak to the best of our abilities. Allah SWT also says in Q.S Al-Mujadila: 9.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا تَنَاجَيْتُمْ فَلَا تَنَاجَوْا بِالْإِثْمِ وَالْعُدْوَانِ وَمَعْصِيَةِ الرَّسُولِ وَتَنَاجَوْا بِالْبِرِّ وَالتَّقْوَىٰ ۗ وَاتَّقُوا اللَّهَ الَّذِي إِلَيْهِ تُحْشَرُونَ ﴿٩﴾

Meaning: O believers! When you converse privately, let it not be for sin, aggression, or disobedience to the Messenger, but let it be for goodness and righteousness. And fear Allah, to Whom you will all be gathered.

(Translated by Dr. Mustafa Khattab from Qur'an.com)

In this verse, Allah SWT warns believers not to discuss the creation of sin, animosity, and disobedience to the Messenger. Allah SWT instructed us to discuss developing virtue and piety. Then, according to Islamic teachings, speaking is to give a message to someone with a good path, a soft word; don't talk about sin, and always talk about the good things. Those are the characteristics of believers, according to the way he speaks. The writer might conclude from the explanation

above that speaking is the ability of a human being to communicate a message to a listener in a decent way in some context, and the listener understands the message.

The capacity to speak a foreign language is the most sought-after skill, according to Harris (1969), because someone who can speak a language can also understand it. "To most people, mastering the art of speaking is the single most significant component of learning a second or foreign language, and success is judged in terms of the capacity to carry out a conversation in the language," Nunan (1991: 39) explains.

Based on the explanation all experts above, it is concluded that speaking ability is the ability to useful activity in which one person need to use and to communicate each other. Speaking is one of the components of a language. The existence of speaking is important and cannot be separated by the existence of a language. It means that there is no interaction exists without speaking. Speaking ability is the ability to use in essentially normal communication the stress, grammatical structure, and vocabulary of a foreign language at the normal rate of delivery for native speakers of the language. Speaking ability is very important in our lives because we, as human beings, have a need to use it to communicate with each other.

2.1.2 Functions of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richard (2010), the function of speaking is classified into three; talk as instruction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches. Below are the explanations of functions of speaking:

a. Talk as Interaction

It is critical to be able to communicate in a foreign language. In fact, much of our everyday communication is still interactional. This is what we generally refer to as "discussion." The major goal of talking as an interaction is to preserve social relationships. Meanwhile, talk as interaction has several key

characteristics: it serves primarily as a social function, it reflects role relationships, it reflects the speaker's identity, it can be formal or casual, it employs conversational conventions, it reflects degrees of politeness, it employs many generic words, and it uses the conversational register. Finally, interaction talk refers to a dialogue that represents the social function of people in making small talk, exchanging pleasantries, and so on, because they wish to develop a level of ease with other individuals.

b. Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. Jack C. Richards (2002) distinguishes talk as transaction into two different types. One is a situation where the focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second one is a transaction which focuses on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning or on talking their way of understanding.

c. Talk as Performance

This relates to public speaking or public discussion, which is information sent in front of an audience, such as in morning talks, public announcements, and speeches. Talk as performance is typically monologue rather than dialog. It frequently follows a recognizable format and is more similar to written language than spoken language. Similarly, it is frequently evaluated based on its effectiveness or impact on the listener, which is unlikely to occur with discourse as an engagement or transaction. Giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture are all examples of speaking as performance.

2.1.3 Components of Speaking

Bohari (2020) cited in Heaton (2010), there are components of speaking generally recognized in the analysis of speech namely fluency, pronunciation, vocabulary, and grammar.

a. Fluency

According to Thornbury (2005, p. 6), all the speaker has to pause for is fluency—they have to, to draw breath—and even skilled presenters must pause from time to time to allow the formulation of an utterance to catch up with its conceptualization. Students' fluency in speaking ability is measured not only by how well they generate the language but also by the appropriateness of what they intend to say, or, in other words, its accuracy.

b. Pronunciation

Pronunciation, according to Migrant (2002) cited in Quox (2021), relates to the production of sounds that humans utilize to make meaning. It comprises paying attention to the specific sounds of a language (segments) as well as aspects of speech other than individual sound, such as intonation, phrasing, sentences, time, and rhythm (suprasegmental aspect). Pronunciation is used in English classes to help pupils improve their speaking skills. Pronunciation becomes a critical component in the teaching of spoken language. According to Brown and Yule (1983) cited in Fahmi (2021), students of the spoken language spent many hours learning to speak the sound of English. As a result, the English instructor should teach them intensely so that the pupils know and are familiar with the words in the target language.

c. Vocabulary

According to Hornby (1995), Vocabulary means list of words with their meaning. To make an effective communication, the students need to know a large number of vocabularies and also the ability of using it. Students who have strong vocabulary will be easier in doing communication. Thus, the teacher should motivate the students to enrich their vocabulary, and to be active in using it as frequently as possible.

d. Grammar

Grammar is the set of rules that govern how sentences are constructed using subjects, verbs, and objects. It deals with modal verbs, phrasal verbs, and conditional structural verbs (Maxom, 2009). Grammar is a component of the language system and an essential component of speaking that determines whether or not pupils employ the correct form of the target language. Grammar is the set of rules that regulate the standard arrangement and relationship of words in a phrase.

Thus, grammar is a part of the language system and an essential component of speaking that refers to whether or not pupils employ the correct form of the target language. Understanding grammar is also important for our ability to communicate; however, few people use good language when speaking. However, most people employ proper grammar while creating a sentence.

2.1.4 Teaching of Speaking

It is not only about making students understand content, but also about creating a positive learning environment. According to Brown (2010), teaching includes displaying or assisting someone in learning how to do something, giving directions, directing the study of anything, supplying knowledge, or causing someone to know or understand something. Because speaking is a complex topic, teaching it differs from teaching other subjects. As a result, it is essential for teachers to understand what the students require in the learning activity and how to make the class as entertaining as possible.

Brown (2010) also claimed that teachers can utilize seven principles to teach speaking; they use strategies that address the gamut of learner demands, from language-based accuracy to message-based interaction, meaning, and fluency. They also provide intrinsically motivating techniques, encourage the use of authentic language in meaningful contexts, provide appropriate feedback and correction, capitalize on the natural link between listening, and speaking, provide opportunities for students to initiate oral communication, and encourage the development of speaking strategies. A competent teacher should be able to make

students feel pleased and at ease during the learning process. As a result, the classroom environment and the manner in which the teacher delivers the content influence students' capacity to learn material. As a result, the instructor must exercise caution when employing a teaching technique. Students will be bored if the teacher does not use effective teaching strategies (Lubis, 2019: 35).

2.2.1 Direct Method

Before going more into the Direct Method, the researcher first define method, technique, and approach. A technique is a method of teaching a language that is based on systematic rules and procedures and is an application of one's point of view on how a language is best taught and learned. Technique refers to the various approaches that make use of various types of classroom activities. Even the simplest approach involves the nature of language and how languages are taught.

Teachers will utilize English as a medium to transmit knowledge to students during the instructional process. The teacher will utilize English (the target language) even when providing directions or interacting, which is known as the "Direct Method." (Richard, 2002: 20)

The Direct Method is a method of teaching foreign languages, especially modern languages, through conversations, discussions, and readings in the language itself, without using the student's language, without translation, and without studying formal grammar. The first words are taught by pointing to objects or pictures or by doing actions (Patel, 2008).

The direct technique, as its name implies, involves teaching the foreign language without the use of the mother tongue. It is also known as the "natural technique," since pupils learn the foreign language in the same way they learn their own. The direct technique also implies that an object is given directly to the pupils in order to entice them to speak English. To solve the difficulties, the author selects one of eight techniques, notably the Direct Method. The Direct Method, in particular, does not apply to beginners but rather to pupils with prior knowledge of English.

The direct technique has a simple rule: no translation is permitted. The direct approach gets its name from the idea that meaning is to be associated directly with the target language without going through the process of translating into the pupil's native language (Larsen, 2000:18).

In the writer's perspective, many students elected to leave class when they had English as a topic. Actually, the students understand what the teacher says, and when the teacher questions them, they know the answers, but they remain silent since they cannot communicate in English. As a result, many pupils are inactive and silent when studying English. As a result, the pupils always converse in their original tongue.

To solve the difficulties, the author selects one of eight techniques, notably the Direct Method. The Direct Method, in particular, does not apply to beginners, but rather to pupils with prior knowledge of English.

When teaching speaking using the Direct Method, the teacher gives the object directly. For example, when the teacher wants to describe a beautiful girl, the teacher should prepare or bring the picture and show it directly to the students. When the teacher describes that picture and there are some students who do not understand the teacher's description or there are some words that the students do not understand, the teacher must be able to make them understand without translating the word.

For example, if the instructor says, "Straight hair and a sharp nose," and the students do not understand, the teacher must show a picture of straight hair and a sharp nose. Alternatively, it might be demonstrated in class by displaying a student with straight hair and a pointed nose. As a result, the kids will understand what the teacher says.

2.2.2 The Characteristic of Direct Method

- a. In this method, there is a direct binding of the target language. Children think in the target language and express themselves in it.
- b. The teaching unit is a sentence. The teacher engages in an activity that explains the meaning of the sentence in context. The teacher performs actions related to sentences that show the meaning of sentences.

- c. The Direct Method is full of activity. The teacher shows or takes action to clarify the concept.
- d. The Direct Method is interesting and suitable for students.
- e. The teacher shows the meaning of sentences with the help of gestures, postures, and actions. This allows students to build direct relationships with words and expressions.
- f. The teaching and learning process is carried out in English.

2.2.3 The Principles of Direct Method

- a. Reading in the target language should be taught from the start of language teaching; nevertheless, reading skills should be improved through speaking practice. Speech is the primary form of language.
- b. An object (e.g., a photograph) in the immediate classroom setting should be used to assist pupils in understanding the meaning.
- c. No usage of the native tongue in the classroom.
- d. The teacher should show rather than explain or translate. It is preferable for pupils to create direct connections between the target language and meaning.
- e. As soon as feasible, pupils should begin to think in the target language. Instead of memorizing word lists, pupils learn vocabulary more readily when they utilize it in whole sentences. The purpose of language learning is communication (therefore the students need to learn how to ask questions as well as answer them).
- f. Pronunciation should be practiced from the start of language training.
- g. Self-correction aids language learning.
- h. Lessons should include some conversational action as well as opportunities for students to apply language in real-world situations. Students should be encouraged to speak up as much as they can.
- i. Grammar should be considered inductively. A specific grammatical rule may never be given. Writing is an important skill that should be cultivated from the start of language teaching.

- j. The syllabus is frequently based on circumstances or topics rather than language structure.
- k. Studying another language entails learning how native speakers of that language live.

2.2.4 The Techniques of Teaching Direct Method

a. Reading aloud

Students take turns reading aloud sections of a passage, play, or dialogue. The teacher uses gestures, visuals, examples, or other techniques to clarify the meaning of the section at the end of each student's turn.

b. Question and answer exercise

This activity is only done in the target language. Students are presented with questions and must respond in full sentences in order to practice new terminology and grammatical structure. They get the ability to ask and answer questions.

c. Getting student to self-correct

This class's teacher had the kids self-correct by asking them to choose between what they said and an alternate option he provided. There are, however, various methods of encouraging students to self-correct. A teacher, for example, might simply repeat what a pupil has just said, adopting a questioning tone to indicate to the student that something is wrong. Another option is for the teacher to repeat what the students said, pausing immediately before the mistake. The student is aware that the following word is incorrect.

d. Conversation Practice

The teacher asks the students a series of questions in the target language, which they must understand in order to correctly answer. During the observed class, the teacher asked individual students about themselves. The questions followed a specific linguistic framework. Later, the pupils were

able to pose their own inquiries to one another using the same grammatical pattern.

e. Fill in the blank exercise

Furthermore, no explicit grammar rule would be applied. The students would have induced the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

f. Dictation

The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time, the teacher reads the passage phrase by phrase, pausing long enough to allow the students to write down what they have heard. The last time, the teacher reads the passage at normal speed, and the students check their work.

g. Map drawing

The class featured one example of a technique used to give students practice with listening comprehension. The students were handed a map with unnamed geographical elements. Then the teacher gave the students directions such as the following: "Identify the mountain range in the west." "Rocky Mountains" should be written across the mountain range. The teacher supplied guidelines for every geographical feature in the United States, so that if the pupils followed his or her instructions correctly, they would have a fully labeled map. The pupils then directed the teacher to do the same with a map created on the blackboard. Each student might take turns instructing the teacher on how to locate and label one geographical landmark.

h. Paragraph writing

The teacher in this class requested the pupils write a paragraph about the primary geographical features of the United States in their own words. They

might have done this from memory or by using the reading excerpt from the lesson as a model.

2.2 Related Study

This research is related to the studies of five additional undergraduate students. The researcher displays the following research projects completed by English education students:

This study related to a research made by Sitorus, (2017) in this research entitled the implementation of Direct Method to improve students' ability in speaking. The researcher was used experimental quantitative method by using quasi experimental design with *one group pretest-posttest* model. The design only saw students' achievement in speaking before and after using Direct Method. The object of the research was English Department students. The result of this study shown that the use of Direct Method could improve students' ability in speaking. It was proved from the students' average was higher after using Direct Method. The data in this research had normal distribution. Based on data analysis by using T-test was gotten that $t_{\text{count}} = 7,14$ at the significant level = 5% and $dk (n-1) = (40-1) = 39$ was gotten $t_{\text{table}} = 1,82$. So, $t_{\text{count}} > t_{\text{table}}$. It proved that H_0 was rejected and H_a was accepted. It's meant that there was a significant difference between students' ability before and after implementing Direct Method.

This study related to a research made by Aslamiah (2020) in this research entitled the implementation of Direct Method in teaching speaking at junior high School. In this study, the authors used a descriptive qualitative research method. The writer has conducted interviews related to the research that the author has done so that the writer can analyze the results of the interviews the writer gets. The result of this research states that this method also improves the students' speaking skills because students do not need to be afraid to speak in public in a foreign language for fear of making mistakes. Because what is focused in this method is that students are able and understand the material obtained.

This study related to a research made by Lestari, (2018) in this research entitled "the influence of using Direct Method towards students' vocabulary mastery at the first semester of the seventh grade of MTs Al Hikmah Bandar

Lampung in the Academic Year of 2018/2019". The research design was semi experimental in nature. The Grammar Translation Method, on the other hand, was used in the control class. Based on the results of the test in this study, she found the score of t-critical with a threshold of significance of 0.05 is 2.02. Because the t observed is greater than the t critical ($3.65 > 2.02$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted based on the facts. She suggests that the Direct Method had a strong impact on students' vocabulary mastery at MTs Al Hikmah Bandar Lampung in the 2018/2019 academic years.

This study related to a research made by Useng, (2017) in this research entitled, "the effect of Direct Method on the student's ability in learning vocabulary at MAS PAB 1 Sampali". The research conducted experiment in two different classes with Direct Method was employed in an experimental class and other technique was employed in a controlled class. The data were collected through the achievement of pre-test and post-test from two classes. She shows the result that teaching vocabularies by using Direct Method was more effective than using Grammar Translation Method.

This study related to a research made by Hafriana (2019) in this research entitled "the Influence of Direct Method in teaching vocabulary of the tenth grade students at SMAN 11 Kabupaten". This research used a pre- experimental which was selected by purposive sampling technique. The procedure of collecting the data in this research, it consisted of pre-test, gave treatment, and post-test. The findings indicated that Direct Method has positive influence in improving students' vocabulary mastery. The result of the data indicated that there was difference between students' pre-test and post-test. The mean score of pre-test was 46, 53 but after giving treatment the mean score of post-test become 73,61, so the improvement was 58,18%. From t-test, the researcher found that the value of t-test was 12, 89 and t table was 2.059. It means that there was significant improvement of the students 'vocabulary mastery by using Direct Method.

Based on the 5 related studies above, the authors found differences between this study and 5 previous studies. The first study used quantitative experimental research with the result that the Direct Method can help pupils improve their speaking ability. The second study used a qualitative descriptive method with the

result of this research that this method can improve students' ability in speaking. The third study used a quantitative experimental research with Grammar Translation Method in control class and the result show that using Direct Method can improve students' vocabulary mastery. The fourth study used experimental with controlled class which is one class used experimental research using Direct Method and one the other class using controlled class with using Grammar Translation Method. The result analysis shows that there is a significant with Direct Method when teaching vocabulary than using Grammar Translation Method. The last study used pre experimental research which is implemented by one class. From the findings, she found that the use of Direct Method could improve the students' vocabulary mastery of the tenth grade students at SMA Negeri 11 Kabupaten Wajo. The results of this study state that the Direct Method has more impact on developing vocabulary skills.

2.3 Conceptual Framework

Speaking is also a means through which many languages, including English, are learned. To speak is more than just saying a series of words with the correct pronunciation. An excellent speaker is someone who can communicate what is on his or her mind and make his or her audience comprehend him or her. The existence of speaking is important and cannot be separated by the existence of a language. It means that there is no interaction exists without speaking.

Actually, the students understand what the teacher says, and when the teacher questions them, they know the answers, but they remain silent since they cannot communicate in English. As a result, many pupils are inactive and silent when studying English. As a result, the pupils always converse in their original tongue.

To solve the difficulties and 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.

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. The Direct Method, in particular, does not apply to beginners, but rather to pupils with prior knowledge of English.

This research is done in order to know the influence of the Direct Method on students' ability to speak at SMP Swasta Islam An-Nizam. Most teachers attempt to devise methods to engage students in the process of learning to speak. At least they can speak freely in a simple conversation. It is hope the students are able to use language functions and to use English accurately that include fluency, vocabulary, grammar, and pronunciation.

This research used two types of variables; the first is Direct Method as the "X" variable, and the students' ability in speaking as the "Y" variable.

2.4 Hypothesis

H_a: There is significance influence of Direct Method on students' ability in speaking at SMP Swasta Islam An-Nizam.

H₀: There is no significance influence of Direct Method on students' ability in speaking at SMP Swasta Islam An-Nizam.