

Improving English Speaking Skills by Implementing Direct Method on 7th Students of MTs Negeri 5 Bojonegoro

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Abstract: Speaking proficiency is the ability of an individual to use oral language to communicate. The direct method is an instructional approach in foreign language teaching where the teacher directly uses the target language as the medium of instruction, without using the students' native language. The main goal of implementing the direct method is to enhance students' mastery of the foreign language, particularly in oral communication skills. The design used in this research is quasi experiment with a pre-test and post-test. The technique used to collect data in research is interviews. To determine whether there is an improvement in students' English-speaking abilities after using the direct method, a statistical analysis is conducted. The result of the pre-test and post-test show a significant improvement in students' English-speaking abilities by implementing the direct method in the 7th-grade of MTs Negeri 5 Bojonegoro. The limitations of this study regarding the implementation of the direct method in English language learning, specifically in speaking skill, are the resource constraints. A recommendation for further research on the implementation of the direct method in English speaking skills is to focus on observing the role and involvement of teachers in applying the direct method in English speaking instruction.

Keywords: *Direct method; English; Speaking skills*

1. INTRODUCTION

Speaking proficiency is the ability of an individual to use oral language to communicate. In speaking proficiency, there are several aspects to consider, such as using correct grammar, clear pronunciation, understanding the communication context, and the ability to express ideas and thoughts fluently in English. Speaking is one of the four skills that needs to be developed as a means of effective communication in both first and second language learning contexts.

English as a Foreign Language (EFL) refers to the teaching of English to individuals in various countries where English is not the primary or dominant language in their daily lives. One of the most important components of communication is speaking. In the context of EFL, it is a crucial factor that requires special attention in teaching. Students have limited opportunities to speak the language outside the classroom; therefore, the time spent in the classroom is the best time for practice. However, English is only taught as a subject in schools and is not widely used for communication purposes.

The previous research conducted by Manurung focused on improving speaking skills using context-based internet instructional materials in EFL classrooms in Indonesia. The improvement was observed through active student participation in explaining or describing topics, role-playing in class meetings and presentations, asking and answering questions, as well as engaging in communication and debates during discussions.

One of the issues addressed in speaking proficiency, particularly in the context of EFL, is pronunciation skills, which focuses on developing clarity and fluency in producing sounds, consonants, vowels, intonation, and accents in English. This issue becomes the focus of a research study with the aim of enhancing students' oral communication skills in speaking English and helping them engage in more fluent, confident, and effective conversations.

One limitation of the previous study is the lack of a control group. In this research, there may not have been a control group used to compare the speaking proficiency outcomes between the group that used context-based internet instructional materials and the group that did not. Having a control group would have strengthened the research findings by providing a clearer understanding of the actual impact of using context-based internet instructional materials on improving speaking skills.

The direct method is an instructional approach in foreign language teaching where the teacher directly uses the target language as the medium of instruction, without using the students' native language.

The direct method focuses on the direct learning of the target language's phonemes or words and their meanings, emphasizing pragmatic language understanding and speaking fluency.

In essence, the direct method is crucial in foreign language instruction because it allows students to practice language skills directly without relying on their native language. Although it may initially seem challenging for students to imitate, it is engaging for them. The main goal of implementing the direct method is to enhance students' mastery of the foreign language, particularly in oral communication skills (listening and speaking). Through this method, students will be motivated to improve their speaking abilities.

Research related to the direct method in teaching speaking is a study that investigates the use of the direct method as the primary approach in developing students' speaking skill. This research involves the exclusive use of the target language in the classroom environment, where teachers can directly interact with students in the target language without using their native language. The research aims to examine how the direct method can influence the improvement of students' speaking abilities, including their understanding of context, accurate grammar usage, fluency, and their ability to express ideas and thoughts smoothly in the target language.

The implementation of the direct method in English language teaching has several drawbacks, including limited for in-depth concept teaching, insufficient focus on grammar comprehension, difficulty in conveying abstract materials, limited real-life context outside the classroom, challenges in assessing and evaluating speaking abilities, and the demand for teachers to possess high proficiency in the target language.

The shortcomings of the study are the lack of variation in methods or approaches compared to the direct method. The study focuses solely on the use of the direct method as the primary approach in teaching speaking. This means that the study may not provide a comprehension comparison between the direct method and other methods used in teaching speaking. This can limit our understanding of the effectiveness of the direct method compared to other methods.

Furthermore, the study may not take into account individual differences among students. Each students has different learning styles, needs, and cultural background. A study that solely focuses on the general use of the direct method may not consider the individual factors that can influence students' learning outcomes. It is crucial for teachers to consider the diversity of students in research to gain a more holistic understanding of the impact of the direct method in teaching speaking.

2. METHOD

In this method, there are two variables used, namely dependent and independent variables. The dependent variable is "Improvement in English Speaking Skills". This variable will be influenced by another variable, which is the implementation of the direct method. The independent variable is the "Direct Method". This variable is independent and used as a way or method to enhance English speaking skills in 7th-grade students at MTs Negeri 5 Bojonegoro.

The design used in this research is quasi-experiment with a pre-test and post-test design. The pre-test is conducted before being taught using the direct method, and the post-test is conducted after being taught using the direct method.

The operational definition in this study is to observe and measure the level of students' ability to speak English, assessed in terms of the accuracy of speech (structure, vocabulary, and pronunciation) and the fluency of speech (style, expression, intonation, stress, and rhythm).

The research participants in this study are 29 students from 7th-grade of MTs Negeri 5 Bojonegoro, consisting of 14 male students and 15 female students. The students' English-speaking skills can be considered good before the implementation of the direct method in English language learning.

The technique used to collect data in research is interviews or oral tests (see Apendix 1). The oral test is conducted with the purpose of obtaining data on the improving of students' skill to speak English by implementing the direct method on 7th-grade students at MTs Negeri 5 Bojonegoro.

Table 1. Rubric for Assessing English Speaking Skills

No	Aspect	Criteria	Score
1	Pronunciation	Not understandable, many errors in sound pronunciation	1: not suitable
		Difficult to understand, some errors in sound pronunciation	2: less suitable
		Understandable with slight difficulties, some errors in sound pronunciation	3: fairly suitable
		Easily understandable, only a few errors in sound pronunciation	4: suitable
		Very easily understandable, very clear and accurate sound pronunciation	5: highly suitable
2	Grammar	Serious grammar errors that impede comprehension	1: not suitable
		Many grammar errors that affect comprehension	2: less suitable
		Some grammar errors occur but are not significant	3: fairly suitable
		Few grammar errors occur, not affecting comprehension	4: suitable
		Almost no grammar errors occur	5: highly suitable
3	Vocabulary	Very limited vocabulary and inappropriate usage	1: not suitable
		Vocabulary is quite limited with some errors in usage	2: less suitable
		Vocabulary is fairly extensive, but with some errors in usage	3: fairly suitable
		Vocabulary is wide-ranging and used appropriately	4: suitable
		Vocabulary is very extensive and selected with great precision	5: highly suitable
4	Fluency	Very hesitant, frequent pauses, and difficulty in organizing words	1: not suitable
		Fairly fluent, but with some hesitations and difficulty in conveying ideas	2: less suitable
		Fluent with occasional hesitations, able to express ideas openly	3: fairly suitable
		Fluent and nearly uninterrupted, able to express ideas effectively	4: suitable
		Very fluent and smooth, able to express ideas with great skill and naturalness	5: highly suitable
5	Accuracy	Serious and significant errors in the use of grammar, vocabulary, and pronunciation	1: not suitable
		Several errors in the use of grammar, vocabulary, and pronunciation	2: less suitable
		Some errors in the use of grammar, vocabulary, and pronunciation	3: fairly suitable
		Only a few errors in the use of grammar, vocabulary, and pronunciation	4: suitable
		Almost no errors in the use of grammar, vocabulary, and pronunciation	5: highly suitable

3. RESULTS AND DISCUSSION

To determine whether there is an improvement in students' English speaking abilities after using the direct method, a statistical analysis is conducted. SPSS software is used to analyze the performance or scores of students in their speaking abilities. Specifically, t-test analysis is employed to evaluate whether there is an improvement in students' speaking performance after learning using the direct method or being taught using the direct method.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	71.5517	29	5.19331	.96437
	Posttest	83.3793	29	4.71634	.87580

Figure 1. Paired Samples Statistics

As for the common factors between the two studies, they focus on the use of the direct method in teaching students' speaking skills and aim to improve their understanding of context, accurate grammar usage, fluency, and the ability to express ideas smoothly in the target language.

4. CONCLUSION AND RECOMMENDATION

The limitations of this study regarding the implementation of the direct method in English language learning, specifically in speaking skill, are the resource constraints. The direct method often requires more resources, both in terms of time and materials. For example, this method may require a significant amount of time to involve each student individually in speaking activities. Additionally, it may require additional materials such as teaching aids, reading materials, or audio resources to enhance the learning experience.

A recommendation for further research on the implementation of the direct method in English speaking skills is to focus on observing the role and involvement of teachers in applying the direct method in English speaking instruction. This can be done by identifying effective teaching strategies and approaches used by teachers to enhance student participation and speaking abilities.

APPENDICES

Appendix I

During the interview, each students has five to ten minutes to answer (describe) the given questions by the teacher. With the given time duration, students can make use of the time to answer the questions according to their abilities. By using interview (oral test) as a measurement tool to assess students' improvement in speaking English thorough the improving of the direct method in teaching, conducting pre-test and post-test can facilitate teachers in determining the achievement outcomes of each student.

Here are some questions about "The Kind of Profession" provided by the researcher as (interviewer) to the students as (respondents) during the interview (oral test) to measure the students' speaking ability, related to the improving of English speaking skills by implementing the direct method on 7th-grade students of MTs Negeri 5 Bojonegoro.

- 1) Interviewer : What is your profession?
Respondent : My profession is a student.
- 2) Interviewer : Do you know who is cooking in the restaurant?
Respondent : Yes, I do. Someone who cooks in a restaurant is called a chef.
- 3) Interviewer : What is your father's profession?
Respondent : He is a soldier.
- 4) Interviewer : Can you describe your mother's profession?
Respondent : Yes, I can. My mother profession is a lawyer. Her dutie is to provide legal advide to clients who require assistance with legal matters.
- 5) Interviewer : What is the dutie of a doctor?
Respondent : What I know is the dutie of a doctor is examine patients who are ill.
- 6) Interviewer : Who is responsible for traffic control on the highway?
Respondent : He is police.

- 7) Interviewer : A person who operates a plane is?
Respondent : It is a pilot.
- 8) Interviewer : What is a farmer?
Respondent : A farmer is a person who cultivates rice, corn, and legumes in the field.
- 9) Interviewer : Can you mention the kind of profession that you know?
Respondent : Yes, I can. There is a tailor, driver, dentist, nurse, postman, and entrepreneur.
- 10) Interviewer : Describe what is the dution of a teacher!
Respondent : The dutie of a teacher is impart knowledge and skills to students in various subjects.

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All references should be to the most pertinent, up-to-date sources **and the minimum of references are 8 entries** (for original research paper) and **10 entries** (for review/survey paper). References are written in **APA style**. Use **Mendeley** tool for reference management and formatting, and choose **APA style**. Please use a consistent format for references-see examples (8 pt):

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