

CHAPTER I

INTRODUCTION

This chapter discusses about the direct method and speaking which is the benchmark for this research. In this chapter, the researcher explains about the direct method which only uses the target language in teaching speaking ability.

1.1 Background of the Research

English is an international language which is used by many people in a lot of countries. This is the main factor why English is very important to learn and become one of the languages that must be learned in schools or in institutions. It also makes the English qualified as a primary requirement to communicate in the global communication. It is necessary to master English well, considering this language is an international language that is used by many people in the world. English has four basic skills that must be mastered by the learners to communicate, those are listening, speaking, reading and writing. The four language skills are used as a measurement of a language comprehension.

Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating that is used to convey ideas or thoughts in communicating with other people in order to know messages, ideas, information, express feelings, etc. In this case, people are always speaking to communicate. The second significance is that speaking is a productive skill. It involves producing the language rather than receiving it. In speaking,

people will produce spoken language and also people do not need to master all of the grammar, they only need to speak at least basic language in every communication. It becomes the easiest way to communicate as well. Then, the last significance of speaking is that to express the idea. People can share everything in their minds by using some expressions to speak. Laughing, angry or crying, they can be expressed easily in speaking. Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

In fact, only few of students were able to communicate in English because some of them were not able to speak English, it makes many students who want to speak to the other usually face some troubles such as some of them do not know how to pronounce English words correctly and also do not accustom to speak English.

In this case, based on the reasons above, the method that can be applied in teaching speaking ability is by using Direct Method. Direct method is a method of teaching a language through conversation, discussion, and reading in the language itself without the study of formal grammatical and without translation. By using this kind of method, students will consider that it is easier to get an idea without thinking about grammar. Direct method is a method of teaching foreign language for the ultimate goal of communication, where the teacher avoided to use students' native language and only used the target language.

Direct method means to connect directly with the target language, with the aim of conveying ideas or thoughts directly to other speakers. It means that no translation allowed. Freeman (1986) “As with the Grammar Translation Method, the Direct Method is not new. Its principle has been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular. The Direct Method has one very basic rule. No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be connected directly with the target language, without going through the process of translating into the students’ native language”.

Based on the previous study conducted by Nila (2015) entitled “Using the Direct Method in Teaching to Improve Students’ Speaking Skill at Purikids Language Course”, it was proved that direct method could improve the students speaking ability. The difference between this previous study and the researcher’s study are the researcher will conduct an experimental research which is different from the study above that is a classroom action research, and the place of the research is also different. Another studies showed that direct method can be used in teaching learning speaking (Wendy, 2012) with the title “The Effect of Using Direct Method on Students’ Speaking Ability at The First Year of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang District of Bangkinang Seberang Regency of Kampar”. The result of this study revealed that direct method could help the students to develop ideas. The difference between this

previous study and the researcher's study are the area and respondent of the research.

Based on the explanation above, the researchers is interested in conducting an experimental research entitled "The Effect of Using Direct Method on Students Speaking Ability".

1.2 Problem of the Research

Based on the background above, the problem of this research is: "Is there any significant difference of students who are taught speaking by using direct method and students who are taught speaking by using speech method on the seventh grade at MTS Al-Qodiri 1 Jember in the 2018/2019 academic year?"

1.3 Objective of the Research

Related to the problem of the research above, the aim of this research is to find out whether there is any significant difference of students' who are taught speaking by using direct method and students who are taught speaking by using speech method on the seventh grade at MTS Al-Qodiri 1 Jember academic year.

1.4 Significance of the Research

The result of this research is very important because it will give some contributions and benefits as follows:

1. The result of this research is to provide some information to the teacher about methods in teaching students' speaking ability. In addition, the teacher can use this method in order to make students' easy to learn speaking.

2. The result of this research is expected to be a useful input for the students to encourage them to master their English speaking ability and also to attract the students' participation in English.

1.5 Operational Definitions

In order to avoid misunderstanding and misinterpretation of the terms used in this research, the researcher needs to explain them as follows:

1. Direct Method

Direct method is a method that the teacher uses in teaching foreign language where the teacher uses the target language as a medium. In other hand, direct method is a method that refrains from using the learners' native language and use only the target language without translation allowed.

2. Speaking ability

Speaking ability is a tool to express the needs request, information, service, etc. Ability is capacity or power to do something physical or mental. In this research ability means the skill that the students have in order to be able to speak in English well. Speaking has four components that have to be mastered by the students' that is vocabulary, pronunciation, grammar and fluency. The four components are used as a measurement of speaking ability. It is to measure the students' comprehension in speaking English and communicate with other speakers.

1.6 Scope of the Research

The problem identified is too large, it is necessary for the researcher to limit this research on the effect of using Direct Method on students' speaking ability.