

USING DIRECT METHOD IN TEACHING SPEAKING

By: Sri Rahmadhani Siregar¹

ABSTRAK

Metode Langsung atau *Direct Method* adalah metode yang tepat digunakan untuk pengajaran keahlian berbicara atau *Speaking*. Seorang pengajar yang menggunakan metode ini menyajikan materi dengan langsung menggunakan bahasa asing atau bahasa target sebagai bahasa pengantar dan tanpa menggunakan bahasa pertama dari peserta didiknya. Jika ada kata-kata yang tidak dapat dipahami oleh peserta didik maka guru dapat mengartikan dengan menggunakan alat peraga atau mendemonstrasikannya. Melalui metode ini, peserta didik dapat langsung melatih kemahiran mereka dalam berbicara bahasa Inggris serta berkomunikasi dengan teman dan gurunya.

Key words: direct method, speaking.

A. INTRODUCTION

Speaking is principal for English students because by mastering speaking skill, they can carry out conversation with others, give the ideas and exchange the information with others. Hence, in speaking classroom, the students should work as much as possible on their own, talk to one another directly and think the medium of the teacher. Considering the explanation above, English teacher must have hard responsibility as they are demanded to have teaching strategies in order to solve the problems faced by the students in learning English. The teacher must be able to arrange their assignment effectively. They are demanded to motivate the students in order to learn English well.

Teachers who teach speaking order their students to be able to use English communicatively. The students are expected to be able to and realize the speech in developing the competency. In fact, that, teaching speaking is not an easy work. There are so many problems in teaching speaking that faced by the teachers. For instances,

¹ Writer is an English Education Department Lecturer of Tarbiyah and Teacher Training Faculty (FTIK), Institute for Islamic Studies (IAIN) Padangsidempuan.

the condition of students who are lack of vocabulary, the frequency of students in using English to communicate, mother tongue influence, and the lack of students' interest in speaking subject.

A teacher needs a method to help them in solving the students' problems in speaking teaching learning activities. A method is the principal realization of an approach. A teacher and the students can find within a method about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization. Methods include various procedures and techniques as part of their standard fare. One of the appropriate methods that used for teaching speaking skill is direct method.

Direct method is a method when the goal of instruction became learning how to use a foreign language to communicate. The direct method has one very basic rule, no translation is allowed. It means to teach the language not about the language. Teachers who use the direct method intended that students learn how to communicate in the target language. Because of this reason, the writer convinces that direct method can be applied in teaching learning speaking activities.

B. DISCUSSION

1. The Nature of Speaking

Mastering the art of speaking is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Speaking has been taught since the students entered a Junior High School; however, it is not easy for the students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others, teachers and friends, to communicate that purposed to practicing their speaking.

According to the nature of speaking, it is stated that the purpose of speaking is to communicate efficiently. Speaking means to negotiate intended meanings and adjusting a speech to produce the desired effect on the listener. The speaker anticipates the response from the listener, possible misunderstandings and then makes clarification. In addition, Richards and Renandya states that speaking is one of the elements of

communication.² It means speaking is a communication skill that enables a person to verbalize thoughts and ideas. The speakers say words to the listeners which conveyed in an effective way to express what in their mind and also to express what their needs.

Brown and Abeywickrama mention some basic types of speaking.³ The first is imitative. Imitative is the ability to imitate a word, phrase and sentence repetition. Second is intensive. The purpose of this type is to producing short stretches of oral language. It is designed to demonstrate competence of grammatical, phrasal, lexical, phonological relationships. Examples of intensive assessment tasks include directed response task, reading aloud, sentence completion, limited picture cued tasks and sentence level translation. Third is interactive. This type includes multiple exchanges and multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information and interpersonal exchanges which have the purpose of maintaining social relationship. Last is extensive (monologue). Extensive oral production tasks include speeches, oral representations, and storytelling.

From theories above, it can be concluded that speaking is a way of communication are used by speakers to express their ideas, opinions and feelings to others by using verbal form. Good speaking skills are the act of generating words that can be understood by listeners. A good speaker is clear and informative. In doing a good speaking, a speaker should consider several components of speaking. These components refer to some aspect influencing how well people speak English.

Brown and Abeywickrama propose five components of speaking skill.⁴ The first component is vocabulary. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, someone cannot communicate effectively or express their ideas in both oral and written form. Second is grammar. In linguistics, grammar is a set of structural rules that governs the composition of clauses, phrases, and words in any given natural language. This field includes morphology,

² Richards, JC and Renandya, W.A.. *Methodology in Language Teaching*. Cambridge: Cambridge University Press. (2002) p. 210.

³ Brown, H. Douglas and P. Abeywickrama. *Language Assessment Principles and Classroom Practices*. New York: Pearson Education Inc. (2010). p.201.

⁴ *Ibid.*, p.212

syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. It is needed for students to arrange a correct sentence in conversation and appropriate grammatical form in appropriate context. Third is pronunciation. Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. The features of pronunciation are phonemes and supra segmental features. Fifth is fluency. It can be defined as the ability to speak fluently and accurately. And the last is comprehension. In this case, the students can to recall and understand information in any conversation.

2. Teaching Speaking

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. Nunan said that spoken language and written language differ in many significant ways; spoken language consists of auditory, temporary, prosody, immediate feedback, and planning and editing limited by channel.⁵

Teaching speaking is the way to enable the students to construct an effective oral interaction to make communication, express their needs, ideas and use the language fluently. Nunan states that teaching speaking is the action done by teacher in classroom in order to teach English language learners some activities, such as produce the English speech sounds and sounds patterns, use words and sentence stress, intonation patterns and the rhythm of the second language⁶. Then, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. And then organize the thoughts in a meaningful and logical sequence. Use language as a means of expressing values and judgments. And last, uses the language quickly and confidently with fluent.

⁵ Nunan, David. 2004. *Research Methods in Language Teaching*. Cambridge: Cambridge University Press. (2004) p. 5

⁶ *Ibid.* n.2

There are some principles for teaching speaking. First, the contexts of languages consist of foreign language and second language context so that the teachers have to teach the language to students based on the context of the language they need. Then, in the learning process, the teacher should give students the chance to practice the fluency and accuracy. Another important point is students should be given more opportunities to speak through group work activities during the lessons. Moreover, speaking tasks that involve negotiation for meaning can make the learners progress by communicating in the target language through interaction. Interaction necessarily involves understanding both speaker and listener so that the teacher must design classroom activities that involve guidance and practice in both transactional and interactional speaking.

By using these principles, the goal of teaching speaking can be achieved step by step. First, students must be given more opportunity to speak in the second language context through group work activities, authentic materials and assignment and also shared their knowledge to others. Second, the students must be stimulated by teachers to talk at every lesson. Third, the teachers should mark, gives prize and praise to students' response. Fourth, students should be given more opportunities to speak through group work activities. Fifth, the teachers give specific questions to suggest the students to talk more. Sixth, the teachers do not too often to correct students' mistakes in pronunciation while they are speaking. Seventh, the speaking activity should in and out of the classroom. And last, the teachers look around class to monitor the work and activities of each student and the teacher also learn some significance vocabularies before carry out the class activities. Brown proposes some activities of successful speaking activity such as: students talk a lot and all students are requiring being active in class to speak in expressing their ideas⁷. The students also have high motivation to express their ideas and other person understands what they are talking about.

Based on explanation above, it can be concluded that teaching speaking is a crucial part of second language learning and teaching. Teaching speaking means giving some instructions to students in order to make them able to communicate by using spoken language effectively. There are several classroom activities that can be used to

⁷ Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. White Plains, NY: Pearson Education. (2001).p. 270

improve the students' speaking skill that proposed by some experts. The activities promotes in speaking should be chosen as appropriate as possible based on teaching goal and students' need in learning language.

For many years people taught speaking by having students repeat sentences and recite memorized textbook dialogues. Teaching speaking involved providing students with the components of the language, in hopes that they would eventually put them all together and speaks. Actually, now day's teacher follows some basic principles for teaching speaking. As Nunan stated that there are five principles in teaching speaking⁸. They are:

- a. Be aware of the differences between second and foreign language learning contexts.

A foreign language context is one where the target language is not the language of communication in the society, learning speaking skill is very challenging for students in foreign language context, because they have very few opportunities to use the target language outside the classroom. A second language context is one where the target language is the language of communication in the society.

- b. Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches.

- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher such as posing questions or offering clarification.

⁸ Nunan, David., *loc.cit.*, p.48

d. Plan speaking tasks that involve negotiation for meaning.

Negotiating for meaning involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of good and/or services.

Harmer said that it is important for teachers to correct mistakes made during speaking activities⁹. Many teachers watch and listen while speaking activities are taking place. They note down things that seemed to go well and times when students couldn't make themselves understood or made important mistakes. When the activity has finished, they then ask the students how they thought it went before giving their own feedback.

3. Direct Method

The direct method was a first attempt to make the language learning situation one of the language use. It demanded inventiveness on the part of teachers and led to the development of new techniques of language, such as demonstrations of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation, etc. Nevertheless, two questions will be raised inevitably about this method: one is how to safeguard against misunderstanding without translating (especially, some abstract ideas), without reference to the first language; the other is how to apply this method beyond elementary stage of language learning. Furthermore, this method requires teachers who are native speakers or have native-like fluency in the foreign language they teach, but in practice, it is difficult to meet these requirements.

⁹ Harmer, Jeremy. 2004. *How to Teach English An Introduction to the Practice of English Language Teaching*. England: Longman. (2004), p.94.

The Direct Method is a method of language teaching associated with Francois Gouin and Charles Berlitz. It was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Freeman said that direct method has one very basic rule; no translation is allowed¹⁰. The direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.

Teachers who use the Direct Method intend that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language. The teacher and the students are more like partners in the teaching/learning process. In fact, the syllabus used in the Direct Method is based upon situations (for example, one unit would consist of language that people would use at a bank, another of the language that they use when going shopping) or topics (such as geography, money, or the weather). Grammar is taught inductively; that is, the students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be given. Students practice vocabulary by using new words in complete sentences.

The main purpose of direct method is mastery of foreign language orally so learner able to communicate English language. To reach this purpose, learners had given exercises to understand words and sentences with meaning although demonstrations, shows, actions, also mime.

Richards and Rodgers decided some principles of direct method. They are:

- a. Classroom was conducted exclusively in the target language;
- b. Only everyday vocabulary and sentences were taught.
- c. Oral communication skills have built in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class;
- d. Grammar was taught inductively;
- e. New teaching points were introduced orally;

¹⁰ Freeman, Diane Larsen. 2002. *Techniques and Principles in Language Teaching* London: Oxford University Press. 2002., p.23

- f. Concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught by association of ideas;
- g. Both speech and listening comprehension were taught; and
- h. Correct pronunciation and grammar were emphasizing¹¹

The principles of the Direct Method kept developing from year to year. There was always some effort to systemize the teaching of language and the method was also combined with other traditional methods. Descriptive phonetics and reading text were also added to the method to meet the demands at that time. The materials are arranged based on topics. Learning a target language means that the students are able to communicate in the target language, both oral and written forms.

This method often develops around a set of pictures that portrays life in the country in the country of the target language. From the beginning, students are taught, and must respond in the target language. Beside pictures, realia and simple actions are used question and answer dialogues. Correct pronunciation is also emphasized, but correct structure is not. Students may also read passages for information about the target culture. Teachers may ask questions about the reading to check comprehension, but it is never translated.

Deal with the principles, Freeman explained some techniques to adopt in teaching by using this method. The techniques are reading aloud, question and answer exercises, getting students to self-correct, conversation practice, fill in the blank exercise, dictation, map drawing, and paragraph writing.¹²

a. Reading aloud

Students take reading sections of a passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or her means to make the meaning of the section clear.

b. Question and answer exercise

This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the opportunity to ask questions as well as answer them.

¹¹ Richards, JC and TS Rodgers. 2006. *Language Teaching-" Approaches and Methods in Language Teaching"*. Cambridge: Cambridge University Press. (2006). p.10

¹² Freeman., *loc.cit.*,p.30

c. Getting students to self-correct

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied. There are, however, her ways of getting students to self-correct. For example, a teacher might simply repeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong.

d. Conversation practice

The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly. In the class observed, the teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure.

e. 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 he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.

f. Paragraph writing

The teacher in this class asked the students to write a paragraph in their own words. They could have done this from memory, or they could have used the reading passage in the lesson as a model.

Similarly, Titone cited in Setiyadi also suggested some techniques that are still popular among language teachers even these techniques are not arranged procedurally. The techniques are explained such:

- a. Never translate: demonstrate
- b. Never explain: act
- c. Never make a speech: ask questions
- d. Never imitate mistakes: correct

- e. Never speak with single words: use sentences
- f. Never speak too much: make students speak much
- g. Never use the book: use your lesson plan
- h. Never jump around: follow your plan
- i. Never go too fast: keep the pace of the student
- j. Never speak too slowly: speak normally
- k. Never speak too quickly: speak naturally
- l. Never speak too loudly: speak naturally
- m. Never be impatient: take it easy¹³

From these techniques above, we can decide how the teachers apply direct method in teaching. First, the teacher shows a set of pictures that often portray life in the country of the target language. Then, teacher describes the picture in the target language. The teacher asks questions in the target language about the picture. Students answer the questions as best they can use the target language. Pronunciation is corrected, but grammatical structure is not. Students may also read a passage in the target language. Moreover, the teacher asks questions in the target language about the reading. Students answer questions as best they can use the target language.

From the explanations above, there are some benefits in using Direct Method in teaching at language course, for examples: students always give attention, students know much of words, students can have pronunciation like native speaker, learners often try on the conversation, especially topics which have teaching in the classroom, this method has principles which can be used by private schools which have few lessons and students.

4. Direct Method in Teaching Speaking

According to explanation above, using direct method in teaching speaking is purposed to make students to be able to communicate in foreign language. Communicate means students can practice the foreign language in teaching learning activities and also implement the language in their daily need for learning. The observation of this method will be presented below based on Freeman stated. ¹⁴

The teacher is calling the class to order as we find seats toward the back of the room. He has placed a big map of the United States in the front of the classroom. He

¹³ Setiyadi, Ag. Bambang. 2006. *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu. (2006).p.51.

¹⁴ Freeman, *op.cit.*, p.24

asks the students to open their books to a certain page number. The lesson is entitled 'Looking at a Map.' As the students are called on one by one, they read a sentence from the reading passage at the beginning of the lesson. The teacher points to the part of the map the sentence describes after each has read his sentence. The passage begins:

Teacher: We are looking at a map of the United States. Canada is a country to the north of the United States, and Mexico is the country to the south of the United States. Between Canada and the United States are the Great Lakes. Between Mexico and the United States is the Rio Grande River. On the East Coast is the Atlantic Ocean, and on the West Coast is the Pacific Ocean. In the East is a mountain range called the Appalachian Mountains. In the West are the Rocky Mountains.

After the students finish reading the passage, they are asked if they have any questions. A student asks what a mountain range is. The teacher turns to the blackboard and draws a series of inverted cones to illustrate a mountain range. The student nods and says, 'I understand.' Another student asks what 'between' means. The teacher replies, 'You are sitting between Maria Pia and Giovanni. Paolo is sitting between Gabriella and Cettina. Now do you understand the meaning of "between"?' The student answers, 'Yes, I understand.'

After all of the questions have been answered, the teacher asks some of his own.

Teacher: 'Class, are we looking at a map of Italy?'

The class replies in chorus, 'No!'

(The teacher reminds the class to answer in a full sentence.)

Students: 'No, we aren't looking at a map of Italy,' they respond.

The teacher asks, 'Are we looking at a map of the United States?' 'Yes. We are looking at a map of the United States.'

Teacher : 'Is Canada the country to the south of the United States?'

Students : 'No. Canada isn't the country south of the United States.'

Teacher : 'Are the Great Lakes in the North of the United States?'

Students : 'Yes. The Great lakes are in the North.'

Teacher : 'Is the Rio Grande a river or a lake?'

Students : 'The Rio Grande is a river.'

Teacher : 'It's a river. Where is it?'

Students : 'It's between Mexico and the United States.'

Teacher : 'What color is the Rio Grande on the map?'

Student : 'It's blue.'

Teacher : 'Point to a mountain range in the West. What mountains are they?'

Students: 'They are the Rocky Mountains.'

The question and answer session continues for a few more minutes.

Finally, the teacher invites the students to ask questions. Hands go up, and the teacher calls on students to pose questions one at a time to which the class replies. After several questions, have been posed, one girl asks,

'Where are the Appalachian Mountains?' Before the class has a chance to respond, the teacher works with the student on the pronunciation of 'Appalachian.' Then he includes the rest of the class in this practice as well, expecting that they will have the same problem with this long word. After insuring that the students' pronunciation is correct, the teacher allows the class to answer the question. Later another student asks, 'What is the ocean in the West Coast?' The teacher again interrupts before the class has a chance to reply, saying, 'What is the ocean in the West Coast? ... or on the West Cost ?' The student hesitates, and then says, 'On the West Coast.' 'Correct,' says the teacher. 'Now, repeat your question.'

'What is the ocean on the West Coast?'

The class replies in chorus, 'The Ocean on the West Coast is the Pacific.'

After the students, have asked about ten questions, the teacher begins asking questions and making statements again. This time, however, the questions and statements are about the students in the classroom, and contain one of the prepositions 'on,' 'at,' 'to,' 'in,' or 'between,' such as, 'Anronella, is your book on your desk?' 'Antonio, who is sitting between Luisa and Teresa?' 'Emanuca, point to the clock.' The students then make up their own questions and statement, and direct them to other students. The teacher next instructs the students to turn to an exercise in the lesson which asks them to

fill in the blanks. They read a sentence out loud and supply the missing word as they are reading, for example:

The Atlantic Ocean is ... the East Coast.

The Rio Grande is ... Mexico and the United States.

Edoardo is looking ... the map.

Finally, the teacher asks the students to take out their note books, and he gives them a dictation. The passage dictates are one paragraph long and is about the geography of the United States.

Teachers who use the Direct Method believe students need to associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, she demonstrates its meaning through the use of realia, pictures, or pantomime; she never translates it into the students' native language. Students speak in the target language a great deal and communicate as if they were in real situations.

C. CONCLUSION

Using Direct Method in teaching speaking is a right way for the teachers who want to improve the students' speaking skill in foreign language communicatively. By using this method, the students are ordered to practice English in their classroom activities. The students can communicate in English with other students and also with the teachers. The students are more motivated because they have some activities that help them to be confident to speak. The teacher used some media, for example pictures and realia which made them more active and interested in the class.

REFERENCES

- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. White Plains, NY: Pearson Education.
- Brown, H. Douglas and P. Abeywickrama. 2010. *Language Assessment Principles and Classroom Practices*. New York: Pearson Education Inc.
- Freeman, Diane Larsen. 2002. *Techniques and Principles in Language Teaching*. London: Oxford University Press.
- Harmer, Jeremy. 2004. *How to Teach English An Introduction to the Practice of English Language Teaching*. England: Longman.
- Nunan, David. 2004. *Research Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, JC and TS Rodgers. 2006. *Language Teaching- " Approaches and Methods in Language Teaching "*. Cambridge: Cambridge University Press.
- Richards, JC and Renandya, W.A. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Setiyadi, Ag. Bambang. 2006. *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu