

CHAPTER I

INTRODUCTION

1.1. Background of the Study

To teach English, there are many learning methods and strategies used by the teachers, namely Grammar Translation Method (GTM), Direct Method, Audio Lingual Method, Silent Way, Suggestopedia, Community Language Learning, and Total Physical Response (Anabokay & Suryasa, 2019). Each method has strengths and weaknesses, which is suitable for a particular English skill. For example, Total Physical Response is a method used to train students' listening skill since students are demanded to do action based on what the teachers ask them orally (Anabokay & Suryasa, 2019). Then, Grammar Translation Method is a method used by teacher to train student's reading skill and the focus of this method is the translation on the sentence level (Aqel, 2013). Another example is methods such as communicative language teaching and silent way, is really effective for enhancing Senior High School students' ability in speaking English (Riski S et al., 2018). In fact, beside communicative language teaching and silent way, direct method is also effective for teacher to train students' speaking skill.

Direct method is a method in which the target language is used in the classroom and the translation to the native language is not allowed in the learning (Sitorus & Silitonga, 2018b). Direct method is a method, which not only enhances students' abilities in speaking English, but also enhances students' reading skills. A research conducted by Yuliani stated that direct method is applied effectively in training 8th grade of students' reading comprehension by testing their understanding through a story in a book

(Yuliani, 2020). Another research found that direct method enhances students' speaking skill through the development of vocabulary. The development of vocabulary could be obtained through listening and reading activities (Mahmud, M., & Ulya, 2021). It is also supported by research that stated direct method help students develop their oral skill, which consists of listening skill and speaking skill (Batool, Nadia; Anosh, Muhammad; Batool, Anam; Iqbal, 2017). It is also supported by researches that stated direct method is a method in which students are encouraged to train their oral skill in communication (Ali, 2020; Haliwanda, 2019).

Direct method is said to be one of methods that is mostly used by the teacher in Indonesia (Anabokay & Suryasa, 2019). This method is said to be one of the most suitable method for the problems faced by students in Indonesia in learning English. Speaking English communicatively is one of the major struggles faced by the students in Indonesia. According to (Wahyuningsih & Afandi, 2020), problems faced by Indonesian pupils in developing their speaking skills are also related to the lack of vocabulary, the lack of grammar mastery, the lack of correct pronunciation, the lack of English input outside the classroom, the lack of confidence and the lack of speaking curriculum program. It is also supported by (Fitriati & Jannah, 2016) and (Kurniawan et al., 2018) that state the lack of vocabulary and grammar mastery are problems faced by students in Indonesia. Thus, the usage of the target language through out the learning enhances students' speaking ability through the development of vocabulary and the mastery of grammar would be learned by the students inductively. However, even though problem of speaking skills faced by pupils can be solved by Direct

Method (Sitorus & Silitonga, 2018b), but the research about implementation of direct method in Singaraja, is not that much.

Not only is the direct method suitable for problems faced by Indonesia student, direct method is also very suitable for learning conducted in 21st century. Learning in 21st century should be oriented to a paradigm of 21st century called 4C Learning. 4C learning is the one of paradigm in 21st century that focuses on the students' skills (Supena et al., 2021). 4C stands for Creativity, Critical Thinking, Communication and Collaboration (Supena et al., 2021). One of the aspects of 4C learning, which is communication, goes hand in hand with the main goal of Direct Method itself. As it is told before, Direct Method is the method that prioritizes students' ability in communicating in English by encouraging students to always speak and listen in English. Thus, the study of direct method is very important because the paradigm of 21st century encourage teacher to teach language, especially to make them able to use English on daily basis. It is why the study of direct method is very important for students.

Besides, one of the aspects that affect the success of the language learning is the age of the students. Language learning is believed will be more effective if it is conducted as early as possible (Jazuly & Indrayani, 2018). The principle of "The early the better" is also supported by some researchers that believe in Critical Period Hypothesis (Jazuly & Indrayani, 2018). It means that they believe language learning will be very effective if it is conducted when students are in certain range of age, especially when they are in their early age. The fact that students in the 1st grade who are 6-7 years old are considered in their pre-

operational thought also supports that students should be taught language as early as possible. According to Jean Piaget as cited in (Jazuly & Indrayani, 2018), in this phase, students starts to be able to learn about language and vocabulary. It is also supported by (Indrayani, 2016), students who are from 3 – 6 years are able to learn about communication in certain language. Thus, the appropriate method and when it is implemented is really crucial for the success of language learning.

Since not so many schools know how Direct Method is implemented for young learners, the research observed about the implementation of direct method in one of the schools located in Singaraja. A school in Singaraja that become the place whereas the researchers find data of this research is called North Bali Bilingual School. North Bali Bilingual School is often called as NBBS. After conducting preliminary observation which uses a technique of unstructured interview, the researcher believe that NBBS is a very suitable place to find data regarding to the implementation of direct method.

NBBS is a private school that is located in Panji, Buleleng. The location of the school is not in the center of the city. The ambience of the school is very peaceful since it is surrounded by rice field. NBBS is an elementary school, which consists of students from 1st until 6th grade. It means that students who attend this school are all young learners from 6 years old – 12 years old. According to the result of preliminary observation, the major characteristics of language learning that is conducted in this school are very similar to the major characteristics of the implementation of direct method. Even though that the principle of the school does not explicitly stated it is direct, but the

characteristics of language learning in this school indicates that this school has implemented direct method.

There are three major characteristics of language learning in this school. First, it uses English language all the time. Teachers in NBBS do not speak Indonesian in English class to make them able to speak English. Second, they use visual aids to make students understand about English words and even use contextualization in helping the students. Last but not least, teachers do not teach grammar of English directly to students because they believe that students themselves will learn the grammar of English as they are exposed to English on their Daily basis.

Besides, the English learning in NBBS has implemented varied techniques and activities that are not common in language teaching. This school has a very good system in teaching their students a language and the teachers are very creative in conducting a language learning to young learners. For example, they believe that they have to be friendly to their students and greet them in English outside the classroom. It is more fascinating knowing that they also implement this to students who are in 1st grade that are usually still not able to read and write. All these data gotten from the preliminary observation have convinced the researcher that this school is a correct place to observe about the implementation of direct method. Thus, to give holistic picture about the reality of implementing direct method for young learners, especially in the 1st grade, the research analyzed about the implementation of direct method in teaching English for 1st grade students in North Bali Bilingual School and the teacher's perception on the impact of direct method toward students' learning qualities.

1.2.Problem Identification

One of problems existing in the teaching and learning English as Foreign Language is students' ability to speak English, especially for pupils in the 1st grade of elementary school. To increase students' ability in speaking English, one of the most effective methods is direct method (Sitorus & Silitonga, 2018b), in which there is no translation in the classroom. However, to implement direct method in the classroom, students in 1st grade could rarely read and write their own language, left alone English language. Research to date has explored on the implementation of Direct Method for adult learners. Little is known about how Direct Method is implemented for young learners. Thus, this research is conducted to observe about the implementation of direct method and the teachers' perception on the impact of direct method on students' learning qualities.

1.3.The Limitation of the Problems

Since there are the methods used by teacher in teaching English for 1st grade of students are varied, this research is limited to only the implementation of the direct method in teaching English for 1st grade of students in North Bali Bilingual School, which include the teaching process and the basic elements that are taught in the classroom. Beside that, this study is also limited to the teacher's perception on the impact of direct method toward students' learning qualities, which include the learning activities, the conceptual input, the learners' participation and behavior, and the learning achievement of students of 1st grade in NBBS.

1.4.Research Questions

The research questions for this research are:

1. How is the implementation of direct method in teaching English in North Bali Bilingual School?
2. What is the teacher's perception on the impact of direct method toward students' learning qualities?

1.5. Research Objectives

The research objectives for this research are:

1. To describe the implementation of direct method in teaching English in North Bali Bilingual School.
2. To describe about the teacher's perception on the impact of direct method toward students' learning qualities

1.6. Research Significance

The research significance of this research consists of two types, which are:

1. Theoretical significance of the research is to add the substance review of strategies used by teachers in implementing direct method and to give contribution related to teachers' perception about the impact of direct method.
2. Practical significance for: 1) Schools in Indonesia, especially Singaraja, Bali would acknowledge how to implement Direct Method for young learners, 1st grade of students and the impact of the Direct Method toward students' learning qualities 2) Teachers would acknowledge the importance of this method to improve students' learning qualities.

1.7. Assumption and Limitation

The assumption and the limitation of this research are:

1. Direct Method is assumed to have been implemented in North Bali Bilingual School (NBBS) and the impact of Direct Method toward students' English learning qualities have already been able to be observed.
2. The research findings are limited to students' English performance of students of 1st grade in North Bali Bilingual School (NBBS).

