CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Theoretical Review

2.1.1. Language Learning Theories

Language learning theories are theories related to the process of mastering certain language, such as second language and foreign language. Some theories concerning language teaching and learning that exist in this field are the results of research throughout the century. Behaviorism, cognitivism, and constructionism are three major language learning and teaching theories that lies for learning approach, methods, and techniques (Gultom, 2015), which will be explained down below,

1. Behaviorism

Behaviorism is language learning theories which focuses on creating and shaping students' behavior through teacher's given stimulus (Gultom, 2015; Petersan, 2014). The basic concept of behaviorism is students are given certain stimulus to do desired behavior. If a positive reinforcement is given, the desired behavior will be a new habit for a student. However, if a punishment is given, the behavior is expected to be cut by the students. According to behaviorism theories, acquiring a particular language, especially acquiring second language, means a new behavior is acquired by the learners through formation of habit (Gultom, 2015). It is also supported by (Alduais, 2012) that states learning refers when a new idea, behavior, methods which are acquired by students through process, action and behavior. The examples of behaviorism are students have to repeat a pronunciation of certain words spoken by the teacher; students have to rewrite

word, phrase, or sentence made by the teacher as it represents language structure learned by the students. This theories of language learning becomes the basis of some language methods used by teachers, such as Grammar Translation Method and Audio-Lingual Method (Gultom, 2015). Audio-lingual method is a method in which students have to repeat certain pattern of language model, which teachers usually make the model itself until it is fully mastered, and gradually becoming automatic (Gultom, 2015; Moeller & Catalano, 2015). A feedback is also expected from this theory of language learning.

2. Cognitivism

Cognitivism is language learning theory which emphasized that acquiring a particular language and the mental structure is a process that happens in humans' minds (Gultom, 2015; Moeller & Catalano, 2015; Petersan, 2014). The process itself takes place inside students' mind; thus, as a teacher, the understanding that each student has their own experience toward certain language is needed in this theory (Gultom, 2015; Moeller & Catalano, 2015). For example, teacher should understand about the circumstances of certain group of students whether they have been familiar with the language or whether they totally do not know about a particular language. Teacher who teach English as foreign language have to understand that an interference of native language could occur in the learning process. The understanding of teacher about the circumstances of students' prior knowledge and past experience lead teacher to decide an appropriate manner to teach English including giving feedback (Gultom, 2015).

3. Constructivism

Constructivism is language learning theory which emphasizes the construction of a new meaning of word or thing according to the understanding and prior knowledge of students (Gultom, 2015). When learning a new words, students have to construct meaning through the assimilation of new word to their prior knowledge and accommodate the new knowledge to their prior knowledge (Gultom, 2015). Students' prior knowledge could be their experience or schemes that has been built up in their mindset. In constructing meaning, students could learn collaboratively with their classmate through interaction, which is set up by the teacher. The collaborative learning is not only built up throughout the students, but also throughout the interaction between teacher and students. It means teacher has a role to be interactive with students to help them construct meaning. It is also correlated with (Petersan, 2014) that state a situated learning is emphasized in this theory. The basic concept of this theory is in the learning process, students are very active and the mobilization of the knowledge comes from the two direction; meaning, the knowledge or the input in the learning process does not only come from the teacher, but also from students themselves (Gultom, 2015). The difference of understanding owned by students could be varied, but students' scheme could be similar in pattern.

The learning methods that exist in the educational field are all based on the three learning theories above. Behavior refers to learning that is created from a habit. Cognitivism refers to the learning by acquiring information independently. Constructivism refers to the learning built from the students' prior knowledge and new knowledge. According to the characteristics of the theory, the researcher

believe that one of the learning method created from behaviorism is direct method.

2.1.2. The Definition of Direct Method

Direct method is a method of teaching that require teacher to give information, demonstrate the theory and skills that are learned, give them time to practice by themselves, and feedback to their work (Alek, 2014). The essential of this method is the role of teacher as a model for their students. In this method, students are required to be able to use their theories to the real context. Direct method is often used for teacher to teach language, especially teaching certain language as students' second or foreign language (Alek, 2014).

In teaching English for Foreign/Second Language, the teacher fully uses the target language, English, in the classroom (Mahmud, M., & Ulya, 2021; Sitorus & Silitonga, 2018a). According to (Alek, 2014), language teaching using this method is meant to expose the students to English as it is their mother tongue. It is also supported by several researches that state the usage of daily-based language in the target language during the classroom makes this learning is also called as Natural Method (Ali, 2020; Batool, Nadia; Anosh, Muhammad; Batool, Anam; Iqbal, 2017). Not only that, direct method is also a method which is derived from the cognitive leaning theories. In direct method, learning language is seen as something intuitive (Bahremand, 2015). Students are believed as people who are capable for learning language by themselves as long as they are put under proper circumstances. The role of teachers in direct method is making circumstances in which students are fully exposed with the target language without L1 interference (Bahremand, 2015).

2.1.3. The Syntax of Direct Method

In conducting learning process that implement Direct Method, according to Kardi (as cited in (Alek, 2014)), there are five phases that should be followed by teacher or lecturer.

2.1.3.1. Stating the purpose of the learning or learning objectives

According to (Alek, 2014), before starting the learning process, teacher or lecturer should state the learning objective of the meeting. Students should be aware about the reasons why they have to participate in the learning and they have to know about the expectation of the learning. Giving statement of the learning objectives is done adjusting the procedures to the circumstances of the students. For example, teacher could write the learning objectives in front of the class on the board or lecturer could give the learning objectives by giving OHP to shorten the time for this procedure. The purpose of this phase is to make students more focus on the learning (Alek, 2014). It is stated that when students come to the learning process, their thoughts are still scattered. By stating the learning objectives, students could centralize their thought to the learning (Alek, 2014). Also, giving the learning objective to students is done to attract students' attention, remind themselves about their prior knowledge and connect it to the learning that they are about to join.

2.1.3.2. Presentation and demonstration of knowledge and skills

Presentation and demonstration of knowledge and skills in this method is the key of the learning itself. The presentation and the demonstration determine whether the learning could be successful. According to (Alek, 2014), the key of good presentation of the knowledge and skills is a proper organization of

presenting the knowledge. The organization should clear and rigid, thus students could understand about the presentation of knowledge clearly. There are four guidelines that could be followed by teacher or lecturer to have a good organization of presenting the knowledge:

a. The clearness of the learning objectives and major points

b. Presentation of knowledge step by step

c. Specific and concrete procedures

d. Checking about students' understanding

Besides presenting the knowledge and skills, the demonstration of the knowledge and skill should be done teacher or lecturer through modeling. The demonstration of knowledge is based on the assumption that learning happens when students observed and follow other people. It means that teachers in this learning become a model for student as a figure to follow. For example, students learn how to pronounce words correctly by observing teacher's pronunciation about the words. It means that the role of teachers as model is really important in this learning. If the teacher as a model is not competent, the success of the learning has small possibilities to be successful.

2.1.3.3. Providing time for guided learning

Students should be involved actively in the guided learning. According to Kardi and Nur (as cited in (Alek, 2014)), there are several principles that should be followed to provide time for guided learning, which are:

a. The exercise or practice should be brief and meaningful

b. Teacher should give the exercise and practice until they have really understood about the concept that they have learned.

c. Teacher should be careful about the strength and the weaknesses the continuum practice and distributed practice.

d. Be aware about the initial steps of practice.

2.1.3.4. Rechecking the understanding and giving students feedback

The existence of rechecking students' understanding and giving them students' feedback could be seen from how teacher ask questions to students to make sure whether they have understood about the material (Alek, 2014). This phase is really important for the success of this method. If students do not really understand about the material, the next phase, which is a further practice, will be all-meaningless. This is the major reason why teacher should completely acknowledge students' understanding or their progress in learning the material. If they have mistake, teacher can give feedback; thus, their understanding toward the material could be correct and appropriate. Giving feedback to student's understanding could be in form of oral, written, or test (Alek, 2014). In giving feedback, there are several considerations for teachers themselves,

a. Teacher should give feedback right after the practice.

b. The feedback should be clear and specific.

c. The focus should be on the behavior, not on the intention of the students.

d. The feedback should be in accordance to the development of students.

e. To give a feedback to negative behavior, teacher should make sure how to demonstrate the correct one.

f. Teacher should help student to be more focus on the process, not the result of the learning.

g. Teacher should help students how to review their progress and how to evaluate their own success in learning.

2.1.3.5. Giving chances for further practice and implementation of the knowledge

The last step of this method is giving chances for students to practice on their own. Giving homework to student is the major characteristic of the last phase of this method. The same as the previous step, according to Kardi and Nur (as cited in (Alek, 2014), there are three consideration about giving students homework, which are:

a. Homework is not meant to be given to continue the lesson in the classroom, but to give them chances to apply the knowledge that they got and prepare them to learn about the next chapter.

b. Teachers are recommended to report the progress of learning to students' parents.

c. Feedback should be given to students' homework.

2.1.4. Direct Method in Language Teaching

Direct method is one of the methods that are used in language teaching. This method exists as a contra to Grammar Translation Method, which emphasizes the learning on the grammar of the language. According to (Alek, 2014), the major difference between direct method in other subject and direct method in language teaching lies on the usage of target language without any translation to the native language to get the meaning of words, phrases or sentences. To make students understand about the words, phrase or sentences in target language, teacher could do body language or gesture, pointing out things in

real life which present the meaning of the words, realia, and even explain the meaning through contextual learning (Alek, 2014). Beside that, to make students understand about the meaning of words in target language, there are several techniques used by teacher in this method (Alek, 2014).

a. Exemplification

Exemplification is a technique which teacher gives example to students about the words. For example, teacher could give example about fruit if students ask the meaning of fruit itself.

b. Explanation

Explanation is a technique which teacher explains about the word asked by the students. For example, teacher give explain about what teacher do if students ask about the meaning of teacher.

c. Extension

Extension is a technique which teacher extends the explanation of the word asked by students. For example, teacher extends the topic to vegetables when students ask about fruit.

d. Repetition

Repetition is a technique which teacher repeats the explanation, examples and other technique about the meaning of certain word; thus, students could remember about the new words.

e. Contextualization

Contextualization is a technique which teacher uses the context of the words to explain about the meaning of the word. To make students understand, teacher tells students how the certain word is usually used in a particular context.

2.1.5. The Characteristics of Direct Method in Language Teaching

The characteristics of direct method can be divided into several things. First, in the classroom, the teacher does not do translation to the native language (Bahremand, 2015; Haliwanda, 2019; Mahmud, M., & Ulya, 2021; Sinaga et al., 2018). According to (Bahremand, 2015), translation is different and separate aspect than learning second/foreign language. Translation into L1, the native language of the students, would interfere the effectiveness of the learning language (Bahremand, 2015). Not only that, translation prevent students from thinking in the target language. Second, teachers use demonstration and visual aids, such as images, video, realia and so on to make students understand about the meaning of the word (Ali, 2020; Batool, Nadia; Anosh, Muhammad; Batool, Anam; Iqbal, 2017; Haliwanda, 2019; Mahmud, M., & Ulya, 2021; Sinaga et al., 2018; Sitorus & Silitonga, 2018b; Yuliani, 2020). Third, this method aims to make students able to communicate with the target language, which is English language (Bahremand, 2015; Batool, Nadia; Anosh, Muhammad; Batool, Anam; Iqbal, 2017). Research by (Yuliani, 2020) also supports this by stating the focus of direct method mostly on the question and answer dialogue. Last but not least, vocabulary is emphasized in every meeting that uses this method. For the grammar itself, the teaching is not taught directly to the students; meaning, the grammar would be mastered as they are exposed to English language intensely in the classroom (Bahremand, 2015; Sinaga et al., 2018; Sitorus & Silitonga, 2018b; Yuliani, 2020).

2.1.6. The Advantages and Disadvantages of Direct Method

Each method that exists in this educational field has strength and weaknesses. The strength and the weaknesses depend on the focus of the method and the holistic goal of the method. According to (Ali, 2020), there are seven advantages of the implementation of direct method in teaching English,

a. The communication skill of students is prioritized.

According to (Ali, 2020), a good communication skill owned by students could be improved due to the focus of this method. It is stated that focus of the direct method is the oral communication of the student, such as speaking and listening. From question and answer activity and the non-existence of translation to the native speaker, the communication student will undergo an advanced progress. They will be more fluent in communicating with others (Ali, 2020). Also, the learners could speak sentences without any hesitation due to the focus of this goal that trains the communication skill of students (Ali, 2020). The statements from (Panggabean, 2015), which is the success of learning certain language is measured by how the pupils are able to communicate effectively in the language. Not only that, learning English in Indonesia is also considered successful if students in Indonesia are able to speak communicatively in English (Fitriati & Jannah, 2016). From these, it could be said that the focus and the goal of the direct method is very beneficial for students who try to learn a new language.

b. The knowledge of vocabulary is guaranteed from using this method.

According to (Ali, 2020), in implementing direct method, vocabulary and other material that involves vocabulary itself, such as idiom and words are

material that is suitable to be taught. The lack knowledge of vocabulary could not lead student near the success of learning language. Without the knowledge, students could not understand about what others say in the target language; could not speak the language; could not even write anything in the target language; and, could not even understand about what they read in the target language. It could be said that the emphasis of vocabulary is a good start for students to learn about a certain language successfully.

    c.   The movement of the learning in direct method is from particular to general and from concrete to abstract.

According to (Ali, 2020), in teaching English, teacher teaches the students from particular or specific things to more general things. For example, teacher emphasizes vocabulary to teach them how to speak or communicate effectively from the vocabulary that they have learned. Then, using this method, teacher teaches the students from concrete things to abstract (Ali, 2020). In implementing direct method, the vocabulary or the language that is used is based on the daily basis; meaning, the vocabulary taught is usually from things that students can see, listen, touch, smell or hear. They learn about the concept of things that are real in front of their eyes with the help of pictures, realia, photos, video, and etc (Alek, 2014; Ali, 2020; Batool, Nadia; Anosh, Muhammad; Batool, Anam; Iqbal, 2017; Haliwanda, 2019; Mahmud, M., & Ulya, 2021; Sinaga et al., 2018; Sitorus & Silitonga, 2018b; Yuliani, 2020). It is also supported by (Alek, 2014), which states the strength of direct method is teacher usually teach words and sentences that are easy to understand before jumping into more abstract words. The words that are usually taught are pencil, table,

desk and etc. The learning will be moved to the concept of more abstract things through association of ideas when they have learned about things around them (Hakim, 2019).

d. The environment of the learning is active for students.

The method and the techniques that is used in direct method requires students to speak and listen to what the teachers have to say, for example like, dialogue memorization, chain drill, question and answer drill and etc (Ali, 2020). The conversation and the interaction required in the class which implements the direct method leads to active environment. The active environment is really good for the development of students' language skills. They can apply the knowledge that they get from the learning process in the classroom itself. If students are demanded to be always passive, they will not be able to acquire the language successfully. The more often it is used, the more fluent students will be. Research by (Alek, 2014) also states that the students will be trained when they often hear and speak the language.

e. The teaching of English becomes easier and more pleasant.

The teaching of English becomes easier and more pleasant for students since the medias used through out the learning are really interesting (Alek, 2014). The usage of pictures, videos, tape recorder, or any homemade props could make motivate and encourage students to learn English.

Beside the advantages of the direct method, there are also several disadvantages of direct method in teaching English,

a. The neglecting of reading and writing skills due to the focus of oral communication.

The focus of the direct method is the oral communication (Ali, 2020). The focus and the goal of the direct method make the reading and the writing skills of students are often neglected. The grammar that is emphasized in writing skills is taught inductively (Hakim, 2019). It means that grammar is believed to be mastered by students by themselves as they learn vocabulary, pronunciation and the daily conversation. The activities involved in this method rarely ask students to read certain passage and answer questions related to the passage in written.

b. The difficulties of students from different background.

According to (Ali, 2020), students that are from rural background, environment that is not familiar with English or environment that does not expose the students to the target language itself, will be struggling in learning English with direct method. The non-existence of translation makes it really hard for students to fully understand about the meaning of it. They will face more difficulties about understanding sentences spoken in the conversation if it is compared to those who are exposed to English language. Some vocabulary that has abstract meaning will be really hard to be taught to the students. It is also supported by (Ali, 2020) that states the learning with direct method will be better if the students have foreign language background outside the learning process.

c. The expensive fee for learning aids.

According to (Ali, 2020), teacher will face struggle in financial side regarding to the price of the learning aids used in this method. The learning aids is used to help students understand about the meaning of the word. Since there are a lot of vocabularies in English, the usage of the realia will be adjusted to the

numbers of vocabularies taught in the class. If the vocabularies taught are varies, the realia provided will be also varied.

    d.   Early stage learning is not suitable for this method.

According to (Ali, 2020), direct method is a learning method which is not really suitable for learners who have just started learning English. It means that early stage learning will be kind of difficult to be implemented with this method. It is because in the early stage learning, students do not have any prior knowledge about the language (Alek, 2014). Thus, the usage of full English during the beginning of the learning will be really hard for the learners. They do not know the basic words or even the grammar of the language. Learners who are in this early learning stage are usually young learners. However, it does not close the possibilities that there are plenty of adult learners are still in the early learning stage.

2.1.7. Techniques in Direct Method

There are several techniques that can be applied to the learning process using Direct Method (Batool, Nadia; Anosh, Muhammad; Batool, Anam; Iqbal, 2017; Peters, 2015; Togatorop, 2016). These techniques refer to the way how teacher conduct activities in the classroom. Those techniques are:

a. Question and Answer Exercise

Question and Answer Exercise is a technique in direct method in which the students are given a chance to answer teachers' questions in the target language, which is English language (Peters, 2015; Togatorop, 2016). Not only that, students is also given a chance to ask question using English

language. This technique helps them to use vocabulary and grammar they have mastered.

b. Reading Aloud

Reading aloud is a technique in direct method in which the students take turns to read a passage, dialogue, and play (Peters, 2015; Togatorop, 2016). In this technique, each student is asked to read a section of a passage and other students read another section. To make students understand about the meaning of the section, teachers can use image, gestures and examples (Peters, 2015).

c. Conversation practice

Conversation practice is a technique in direct method in which the students are given chances to answers a set of questions from teacher related to a certain grammatical structure (Peters, 2015; Togatorop, 2016). Also, they can ask questions to teacher and students; thus, they are engaged in a conversation.

d. Dictation

Dictation is a technique in direct method in which teachers read aloud a passage three times (Peters, 2015; Togatorop, 2016). It is stated that for the first time, the teacher read it with a normal speed. For the second time, the teacher read it with a slower pace to make students able to write words that they have heard. Lastly, the teacher read it again to make students able to check words that they have heard.

e. Fill-in the blank exercise

Fill in the blank exercise is a technique in direct method in which students should answer fill in the blank exercise regarding to the previous material (Peters, 2015; Togatorop, 2016).

f. Getting students to self correct

Getting students to self-correct is a technique in direct method in which teachers gave second chance for students when they make mistake (Peters, 2015; Togatorop, 2016). It can be done by giving them option between their answer and teacher's alternative answer; by asking them question that trigger their critical thinking.

g. Paragraph writing

Paragraph writing is a technique in direct method in which students are asked to write a paragraph with a certain topic (Peters, 2015; Togatorop, 2016). They could read a passage and use it as a model or write everything from their memory.

h. Map Drawing

Map drawing is techniques in direct method in which students are asked to point out a certain place after the teachers give direction orally (Togatorop, 2016). This is one of the exercised from listening exercise.

2.1.8. Perception

Perception is a word that is related to the words 'observation' and 'opinion' (Oktaviani & Fauzan, 2017). One's perception is taken from one's observation and also opinion about certain thing; meaning, to have a perception, someone has to observe and have opinion about things asked. It is also supported

by (Hoffman et al., 2015) that stated to have opinion due to receiving information from environment, people need to use their senses such as eye, ear, and nose. From the sense organ, the information gotten from sensory inputs will be transmitted to the brain; thus, people could have thought and opinion about something. According to Bernhardt as cited in (Oktaviani & Fauzan, 2017), someone's view, judgment, or appraisal formed in one's mind about certain thing are also included as the perception definition. In addition to it, the main purpose of perception itself is to redress, presume, or appraise the phenomenon that exists in our real life.

In this research, to collect the data about the students' learning qualities, the teachers' perceptions are needed to know related to the impact of direct method. In this case, if teachers in NBBS are asked about their perception about the implementation of direct method, the teachers should be the one who are closely related or engaged with the learning process that imply the direct method itself. Teachers who give perception about the implementation of the direct method could be the one who are always in the learning process and able to observe about the learning process itself. The teachers that are asked could be one of the teachers that teach English class for 1st grade students in NBBS.

2.1.9. Learning Qualities

Learning Qualities comes from two words, namely 'learning' and 'qualities'. Learning is an activity, which is conducted by a teacher or educators to deliver a certain goal to students (Ghufron & Hardiyanto, 2017). It is also stated that learning involves communications between educators and also the students. On the other hand, qualities could be defined based on its etymology and

epistemology. Based on etymology, quality is considered the same as "degree" (Ghufron & Hardiyanto, 2017). Then, based on epistemologically, the meaning of quality is defined as something that is so much affected by developer's point of view. In conclusion, it can be stated that quality of learning is the degree of excellence or the degree of success in delivering a certain goal conducted in a learning process (Ghufron & Hardiyanto, 2017). Another definition stated by (Brown & Kurzweil, 2017) is instructional quality is a concept which measure the parts of instructional, which are instructional inputs, instructional output, and the relationship between instruction input and output.

As it is said before, learning quality could be measured from all the activity that are conducted in learning process, which includes learning input, process and also the outcomes of the learning (Brown & Kurzweil, 2017; Ghufron & Hardiyanto, 2017). First, according to (Brown & Kurzweil, 2017), behavior, materials and the characteristics of instructor are included as learning input. It refers to the aspects given to the students during learning process. Second, for learning process, students' behavior, which is closely related to their participation in a learning process itself, is measured as one of benchmarks of the degree of learning success (Brown & Kurzweil, 2017). Lastly, learning outcomes is measured from the behavior of students and the achievement that students have after the learning process (Brown & Kurzweil, 2017). For the output of the learning, it is closely related to term of 'learning achievement'. Therefore, it could be summarized learning quality refers to conceptual input, the learners' participation and behavior, the learning activities, and learning achievements.

2.1.10. Learning Achievement

Learning achievement is the skills and knowledge owned by students and it is developed after the learning process (Krick Oborn & Johnson, 2015). The skills and knowledge can be measured through score and grade given by students. According to (Rahardjo, Agus; Pertiwi, 2020), English skill learning achievement could be divided into two types, which are written and oral communication. In line with Oborn and Johnson, learning achievement is the understanding of students as a result of learning (Fitriyeni, 2018). However, learning achievement is always about skill and knowledge of students (Lee, 2015). Learning achievement is about the changes within student' own selves after a learning process. The changes could be behavior, attitude, habitual, knowledge and any other skill after an individual experience (Lee, 2015). From above definition, learning achievement is a development of students regarding to their knowledge, skills, behavior and other skills after following a learning process.

2.1.11. Characteristics of Young Learners

Young learners are learners who are in the age from 5 or 6 years old to twelve years old (Bakhsh, 2016). It means that young learners are those who are in the elementary school. Teaching young learners is different than teaching adult learners. It is due to the different characteristics of young learners and adult learners. According to researchers, there are several characteristics of young learners (Bakhsh, 2016; Kusmaryanti; Sri, 2020; Rusian; Nuraeningsih., 2018).

a. Young learners have a good imagination, fantasy, curiosity, and like to play.

b. Young learners like to work in a group rather by themselves.

c. Young learners learn by body movement, mimics and gestures.

d. Young learners are easy to be distracted because they have very short attention span; thus, activities should be varied.

e. Young learners learn by using their senses, such as watching, hearing, doing things, and etc.

f. Young learners have a more concrete way of thinking; thus, learning grammar deliberately for young learners is not necessary. They learn from the discovery learning and unconscious learning.

g. Young learners are able to interpret meanings without actually knowing its individual word's meaning.

2.2. Empirical Studies

A research about direct method is conducted by (Sitorus & Silitonga, 2018). The research's title is The Implementation of Direct Method to Improve Students' Ability in Speaking. The object of this study is English Department students. There is a significant difference of students' speaking ability before and after implementing direct method. The score of students' score before and after are 58,75 to 75 and the percentage goes from 57,5% to 62,5% (Sitorus & Silitonga, 2018). The weaknesses of this research are this research did not vary students' activities and explain about the assignment assigned to students. The scores were only stated that it is from students' grammar, vocabulary, comprehension, fluency, pronunciation, and task.

Then, a research about comparison between Total Physical Response and Direct Method is conducted by (Anwar & Fitriani, 2016). The research is entitled

as Total Physical Response and Direct Method in Students' Vocabulary Mastery Learning. The object of this study is 5th grader of SD Islam Sultan Agung 4 Semarang. From a vocabulary test, it is found that that there is a significant difference between scores of students after being implemented Total Physical Response as method and after being implemented Direct Method. It is found that both methods are effective for vocabulary mastery but, in this study, total physical response show more significant result. The weaknesses of this research are the activities done for Total Physical Response was explained and described more in detail than activities done for Direct Method; meaning, the treatment between two methods are not equal.

In addition to it, a research about vocabulary mastery through Direct Method is conducted by (Suminar; Anne, 2019). The research's title is Improving EFL Young Learners ' Vocabulary Achievement Through Adopting the Direct Method. The object of this research is 3rd grade students in elementary school in Garut. From this study, it is found that there is a significant difference on students' vocabulary achievement before and after direct method is implemented. The weakness of this study is the technique used by the researchers to improve students' vocabulary mastery was not explained. The focus lies on the score of students after doing pre-test and post-test.

Next, a research about the implementation of Direct Method for tertiary level is conducted by (Al Hazmi & Lengkanawati, 2020). The title of the research is Students' and Lecturer's Perception of the Implementation of Direct Method in EFL Classroom: A Case Study in Tertiary Level. The objects of this study are students in the university majoring in English Education Department. The study

found that there are advantages of implementation of direct methods, which are improving students' speaking, listening skill, their knowledge about target language culture and students' ability to communicate using English language. However, there are several obstacles that might be found by teachers when they implement this method. These obstacles are students' lack vocabularies, students' infrequent practice of their English outside the classroom, students' ability to understand the pace of talking by the teacher, and students' ability in understanding unfamiliar pronunciation. The suggestions provided by the researchers to make the implementation of direct method effective and successful are there should be a lot of exposure to the real English, students should read some material related to a certain topic, and students who are considered as high and low achieving should be in a group.

Moreover, a research about comparison between Total Physical Response and Direct Method is conducted by (Naeini, 2015). The research's title is Relationship Between Gender and Vocabulary Teaching Methodology among Iranian EFL Children: A Comparison of TPR and Direct Method. The objects of this study are students aged from 9-10 in elementary school. The research found that TPR and Direct Method are both effective for students' vocabulary mastery, however, TPR are proved to be more effective. Not only that, it is also found that gender has no impact on the vocabulary mastery.

Next, a research about implementation of direct method through games is conducted by (Meutia, Putri; Majid, Halim; Nafisah, 2020). The title of the research is Implementing Direct Method by Using Games to Improve EFL Students' Reading Comprehension. The object of this study is 11th grade of

students in MAN Sibreh. From four meeting, it is found that direct method succeeded in making a significant difference on students' reading skill. The students succeeded comprehending a passage through communication; meaning, both reading comprehension and communication skill of students are developed through Direct Method. The suggestion given by the researchers are the usage of pictures and gestures as games tempt students to be more interested in learning English.

Furthermore, a research about the implementation of direct method toward students' knowledge of verb inflection morphemes is conducted (Pongpuen et al., 2018). The object of this study is 5th grade of students in Thailand. The study is conducted by dividing students into two groups based on low language proficiency and high language proficiency. According to Pongpuen, Kimura, Kijpoonphol, and Anupan (2018), the implementation of Direct Method helps develop students' acquisition of verb inflectional morphemes, students' ability in listening and speaking. This research emphasizes that this method also works well on students with low English proficiency.

From the empirical review above, it could be concluded that direct method have not been implemented for young learners in the age of 6-7, or in the 1st grade. Not only that, it is also stated that Total Physical Response is said to be more effective than Direct Method for young learners. Regarding to this issue, in fact, English Class in NBBS has implemented Direct Method for their young learners, which are students in 1st grade. This research is conducted to find out about the implementation of direct method and teachers' perception about the impact of direct method toward students' learning qualities.