## CHAPTER TWO

## LITERATURE REVIEW

### 2.1    Previous Studies

Researchers refer to previous research regarding the use of direct methods in improving students' speaking skills

First, research conducted by Brown (2008) tested the effectiveness of direct methods in improving speaking skills among second language learners. This study found that students who were given the hands-on practice method showed significant improvements in their speaking skills compared to students who were not given the hands-on method. The direct method's emphasis on oral communication, immersion, and use of the native language contributes to positive results.

Second, in research conducted by Johnson (2010), direct methods were applied in the classroom to improve speaking skills. The findings revealed that students who participated in role-playing, discussions, and interactive activities as part of the hands-on method experienced increased fluency, accuracy, and confidence in speaking. The hands-on method facilitates meaningful interactions and encourages use of the target language in a variety of contexts.

Third, research conducted by Lee (2013) investigated the influence of the direct method on English speaking proficiency as a foreign language learner. This research involves integrate real-life communicative activities, such as debates and presentations, into the language classroom. The research results showed that

students who received learning through the direct method showed improved speaking skills and were able to express their ideas more effectively.

Fourth, in a comparative study conducted by Martinez and De la Garza (2016), the direct method was compared with other language teaching approaches in terms of its impact on speaking skills. Research findings show that the hands-on practice method, with its emphasis on oral practice and immediate feedback, results in better speaking performance among students. This study highlights the importance of integrating speaking activities into the language curriculum using hands-on practice methods.

Zhang and Yin's (2018) research explored the application of direct methods in Mandarin as a Foreign Language (CFL) classes. This research focuses on the use of role play and situational dialogue to improve students' speaking skills. The findings show that the direct method facilitates authentic communication and increases students' confidence and proficiency in speaking Mandarin.

Overall, the literature review shows that the application of direct methods has a positive influence on improving speaking skills. An emphasis on meaningful oral communication, immersive experiences, interactive activities, and immediate feedback contributes to increased fluency, accuracy, and confidence in speaking a second language. However, it is important to consider the characteristics of each learner and adapt practice methods to specific learning contexts to maximize their effectiveness.

**2.2     Theoretical Framework**

**2.2.1   Concept of Speaking**

Speaking skills are an important part of the curriculum in language teaching (Luoma, 2009:1). Speaking is one of the four skills that must be mastered in learning English. Speaking is a productive language skill like writing. Productive language must go through a mental process or what is called a thinking process. When people want to say something and convey information, they need communication. Speaking English as a foreign language is a difficult skill to teach and learn because learners must master several aspects such as mastery of vocabulary, correct pronunciation, knowledge of grammar, etc. When students want to speak, they also have to think about all these aspects.

(Haryudin and Jamilah, 2018:59). Therefore, speaking skills are the most difficult aspect for students to master. This is a difficult thing because when people want to speak or say something to other people, they have to consider several interrelated things such as ideas, the language used, what to say, how to use grammar and vocabulary, pronunciation, and listen and talk react to the interlocutor.

To master speaking skills, learners must know not only linguistic knowledge, but also culturally acceptable ways of interacting in different situations and relationships. There are several factors that make speaking effective. Abbaspour (2016:146) has summarized several factors of speaking effectiveness. According to his research,

Speaking effectiveness factors are grammar, discourse, sociolinguistics, strategy, interaction, accuracy and fluency.

A.      Grammar

Abbaspour (2016:146) states that grammatical competence is an umbrella concept that includes improving grammar skills, vocabulary, and the sounds of letters and syllables, word pronunciation, intonation and stress. Every language has a grammar or system that creates rules about how to use code to communicate with each other. To understand meaning, students need to have enough knowledge of words and sentences to know how words are segmented into various sounds, and how sentences are stressed in certain ways. Students need to construct correct sentences in conversation. So grammatical competence helps speakers to use and understand English language structures accurately and immediately, thereby facilitating their fluency, so that their spoken English is easily accepted by listeners if the speech is delivered using the correct structure.

B.      Talk

Abbaspour (2016:146) states that the rules of cohesion and coherence must be applied in any discourse, whether formal or informal, to keep communication meaningful. In communication, production and understanding of a language, the ability to understand and process stretches of discourse and formulate representations of meaning from references in both the previous sentence and the next sentence is required. Thus, learners must acquire a great deal of structure and discourse markers to express ideas, indicate temporal relationships, and indicate cause, contrast, and emphasis.

C.      Sociolinguistic Factors

To master English, students not only have to master grammar, vocabulary, pronunciation, etc., but they also have to master linguistics, including

sociolinguistics. Students must know the native culture of the speakers so that it is possible for them to be able to use the target language socially and culturally by native speakers (Abbaspour, 2016: 146). To achieve this goal, it is very important to know the sociolinguistic side of language that allows students to distinguish appropriate comments, how to ask questions when interacting, and how to respond nonverbally according to the purpose of the conversation.

D.    Strategy

Abbaspour (2016:146) states that srategic competence is the way learners manipulate language to achieve communicative goals. Each learner has a different strategy for learning or mastering spoken English, such as how to master vocabulary, pronunciation and grammar. Maybe some students practice by watching videos, listening to English songs, or reading articles or stories that they like. Furthermore, strategic competence can be the ability to correct incorrect knowledge of linguistic, sociolinguistic and discourse rules.

E.    Interaction

Abbaspour (2016:146) states that interaction is one of the important things when students in masters speak English. There are several obstacles when students want to interact with other people, such as shyness, anxiety, nervousness, and so on. Interaction develop students' speaking skills, students can practice their abilities, increase vocabulary, and can also increase students' confidence in speaking English to other people. The purpose of interaction is to maintain social relationships, but the latter is to convey information and ideas because most daily communication is interactional.

F.      Accuracy and Fluency

Accuracy and fluency are interconnected because accuracy is the basis of fluency, while fluency is a further improvement of a person's linguistic competence (Abbaspour, 2016: 147). In general, accuracy refers to the ability to produce grammatically correct sentences, while fluency refers to the quality or condition of the ability to speak or write a language or perform an action fluently, accurately and easily, which includes the ability to produce writing or speech. words. Language easily. The ability to speak with good but not perfect mastery of intonation, vocabulary and grammar, the ability to communicate ideas effectively and the ability to produce continuous speech without causing difficulties in understanding or breaking off communication. In simple words, accuracy is more often emphasized in formal instruction, language mastery, grammatical competence, and grammatical translation methods, whereas fluency related to the level of skill in communicating and empasizing procedural skills, expressive skills, lexical phrases, social interaction, topics and discourses are required.

## 2.2.2   Types of Speaking Performances

In teaching speaking skills, each teacher usually has a different way of developing their students' speaking skills. In teaching English speaking skills to English language learners, teachers have their own way so that learning can be practiced in front of the class. This depends on the material taught by the teacher. The method can be in the form of a short conversation, monologue, dialogue, drama, etc. According to Brown (2007:327), there are several types of speech emergence as explained below.

A.  Imitation

In psycholinguistic theory according to Dardjowidjojo (2005:1) people generally do not feel that using language is very difficult. Using language can be done easily because it has become a habit and is done repeatedly. Babies at the age of one and a half years can imitate the words they hear without knowing what they mean. The imitated one-word utterance develops into a two-word utterance and finally becomes a complex sentence. In addition, students often have to listen to the words of native speakers via tape recorder, video or other means to then practice them. This is done to test intonation counters or determine certain vowel sounds. The aim of imitation is not to focus attention on meaningful interactions, but rather to focus attention on some elements of a particular language form.

B.  Intensive

Intensive is different from imitation. Imitative emphasizes pronunciation or phonological aspects, while intensive does not only emphasize pronunciation or phonological aspects, but students must also know the meaning to respond to certain tasks. Brown (2007:329) intensive speaking is more than just imitation, but includes any speech performance designed to practice some phonological and grammatical aspects of the language.

C.  Responsive

Responsiveness is very important in conversation because it can stimulate students to give good and correct responses when someone asks a question or comment. A small example, when the teacher asks "how are you today?" students can answer with the answer "fairly good, very good, good or other" and can ask

the other person something like "what about you?". Therefore, speakers are stimulated to speak immediately. Typically this is done in response to brief conversations, simple requests for comment, and more.

D.  Interactive

Interactive is almost the same as responsive. Of these two types of speech, both have the aim of responding to the conversation of the other person, either in the form of questions or comments. The difference between responsive and interactive is the number of people involved in the conversation. According to Rahmawati and Ertin (2014:201) in interactive the number of speakers is also important because sometimes more than two people are needed in a conversation.

E.  Wide

Extensive speaking involves a variety of speech productions. Extensive is the highest level of speaking or it could be said that extensive is the most difficult type of speech performance because it is a process of expanding speaking ability. Not only do you like answering in short conversations, but in broad conversations you have to develop your speaking skills. Usually extensive work is done in monologue by carrying out activities such as oral reports, speeches, summaries, telling stories, etc. Furthermore, extensive speaking can be said to be the main speaking skill that requires a strong language component (Rahmawati, 2014:201).

### 2.2.3  The Barriers of Speaking English

In the teaching and learning process teachers experience obstacles to achieving success in teaching. There are several speaking skill problems that teachers can encounter in helping students speak in class. Musliadi (2016:77) states that some problems in learning speaking skills come from within the student and some come

from outside the student. Meanwhile, Nuraini (2016:12) said that effectiveness in learning to speak does not only come from internal aspects but is also influenced by external factors.

Younes and Albawi (2016:272) in their research found several factors that cause difficulties in the teaching and learning process, namely that students are afraid to make mistakes, students are afraid of being criticized, embarrassed to speak English, have nothing to say, low participation in speaking, and first language.

1. Fear of Wrong

Fear of being wrong is related to issues of correction and negative evaluation. Apart from that, this is also largely influenced by students' fear of being laughed at by other students or criticized by the teacher. As a result, students usually stop participating in speaking activities. Apart from that, Al Nakhalah (2016:101) stated that fear of mistakes is one of the main factors in students' reluctance to speak English in class. The reason why students are afraid of making mistakes is because they are worried about being laughed at and receiving negative judgment from their friends if they make mistakes in speaking English.

2. Learners Afraid of Criticized

The reason students are afraid of being criticized is because they are worried about making mistakes in speaking English. They think the teacher gets angry if they make a mistake so that the best choice they have in mind is still enough in their class to avoid criticism from the teacher. This has a negative impact on the teaching and learning proces because speaking activities in class become quite and ineffective

3.  Feelings of Embarrassment

Embarrassment is an emotional thing that usually arises when students are forced to do something ordered by their teacher, especially in speaking activities in class. Shame arises in every individual due to feelings of fear. (Al Nakhlah, 2016: 102). Some students' shyness is caused by their very quiet nature. In this case, students are not very confident and tend to be shy because most of them feel very intimidated when speaking English in front of their friends and teachers. Most English learners feel embarrassed when speaking the language because they think they might make mistakes while speaking. They are also afraid of being laughed at by their friends. They are afraid of being laughed at by their friends because of their low English skills.

4.  Lack of Idea

Students cannot think about what to say because they do not have a motive to express something when speaking in front of the class or when talking to other students, students also do not have ideas to explain what they want to say (Ur, 2009: 121). Students have nothing to say, perhaps because the teacher has chosen a topic that is not suitable for them or they know little. It is difficult for many students to respond when teachers ask them to say something in a foreign language because they may have little idea about what to say, what vocabulary to use, or how to use grammar correctly (Tuan and Mai, 2015: 10).

5.  Low Participant

Increasing participation is important in courses that combine regular discussions and small group work. In short, if only a few students are interested in

volunteering answers, asking questions, or adding to the dialogue, the class session is to some extent a wasted opportunity to survey and promote learning. Teachers can increase student participation in their courses by improving the environment and planning each class season. In addition, in the way teachers interact both verbally and nonverbally, teachers should communicate to students their attitudes about participation. Ideally, the goal of broadening participation is not for every participating learner to take it and be interested in the same way or to the same level. Rather, it aims to create an environment where all members have the opportunity to learn and where the class investigates issues and thinking from the top down, from a variety of viewpoints.

6.  First language

There are several reasons why students use their mother tongue in class or during the teaching and learning process. First, while students are informed about their lessons, they are not equipped with the linguistic skills to discuss them in English. Another reason is the lack of agreement from the instructor (teacher) to encourage students to always use the target language or English in class. When there are several students who use their mother tongue in class and then 20 teachers respond with their first language, then the students feel happy using it (Tuan and Mai, 2015: 10).

**2.2.4   Speaking Assessment**

According to Harris (1969), "observing is a complex skill that requires simulating the use of different speeds". Harris mentions five components that are generally known in speech process analysis as follows:

A.    Pronunciation

Pronunciation is an important aspect of speaking skills, because it gives meaning to everything we say. Incorrect pronunciation gives rise to incomprehension and misunderstanding. Pronunciation refers to a student's ability to produce comprehensible utterances to meet task requirements (Thornbury, 2005).

B.    Grammar

Grammar is a system of rules that regulate the conventional arrangement and relationship of words in sentences (Brown, 2001) Students become aware of grammatical errors during teaching and learning tests, and examine how to use structured sentences using them accurately to avoid grammatical errors when they speak the language English because grammar helps students understand.

C.    Vocabulary

Thornbury (2002), citing David Wilkins, said that "Without grammar, not much can be conveyed, without vocabulary nothing can be conveyed." This shows that learning vocabulary is almost more important than learning grammar. By looking at the importance illustrated by Thornbury, teaching must realize that vocabulary must be interesting to students in order to achieve goals.

D.    Fluency

Fillmore (1979) stated that there are four different interpretations of fluency. First, he defines fluency as the ability to speak at length with few pauses and being able to fill the time by chatting. Second, fluent speakers can speak/speak with hesitation and express their messages coherently, reasonedly, and semantically dense. Third, speakers who know what to say in various contexts,

and finally speakers who are creative and imaginative in their use of language and have all the abilities above.

E.    Comprehension

Understanding is understanding and interpreting what exists. Able to read and understand written material well.

Based on the explanation above, it can be concluded that speaking assessment has five important aspects, namely: pronunciation, grammar, vocabulary, fluency, understanding.

**2.2.5   Concept of Direct Method**

Fandy Tarakan (2010) explained that the method is direct, namely a way of presenting subject matter in which the teacher directly uses language as the language of instruction, and without using the students' language at all in his teaching. . If there are words that are difficult for students to understand, the teacher can interpret them using props, demonstrating, illustrating and so on. This method is based on the understanding that teaching a foreign language is not the same as teaching science or natural sciences. In exact science learning students are required to be able to memorize certain formulas, think and remember, in language teaching students are trained to practice directly pronouncing certain words or sentences.

According to Faturrohman (2017: 166), the characteristic of this method is that it prioritizes speaking skills over reading, writing and translating skills. The learning base focuses on demonstrative techniques, direct imitation and

memorization, where students repeat words, sentences and conversations through association. Context and definitions are taught inductively, starting from examples and then drawing conclusions. Avoid using students' mother tongue. Oral communication skills are trained quickly through planned questions and answers in varied interaction patterns.

If viewed in terms of effectiveness, according to Fandy Tarakan: Understanding the Direct Method, the Direct Method has advantages: Students are motivated to be able to pronounce and understand words and sentences in a foreign language taught by their teacher, especially when the teacher uses teaching aids. And various fun media. Because of this method, teachers usually first teach simple words and sentences that students can understand and know in everyday language, for example (pen, pencil, bench, table, etc.), so that students can easily grasp the symbols. Foreign language taught by the teacher. This method uses relatively many kinds of teaching aids: videos, films, radio cassettes, tape recorders, and various media/props that are made by yourself, so this method attracts students' interest, because they already feel happy/interested, so the lesson is not difficult. Students gain direct and practical experience, even though initially the sentences spoken are not fully understood and comprehended. Students' speech/tongue becomes trained and when they receive speech they previously often heard and said it.

The disadvantage of the Direct Method, according to Fandy Tarakan (2010), is that teaching can be passive, if the teacher cannot motivate students, instead students feel bored and irritated because the words and sentences spoken by the teacher can never be understood, because the teacher only uses a foreign

language. Without being translated into children's language. At the initial stage it seems that this method is difficult to apply, because students do not yet have material (vocabulary) that they understand. Although basically teachers using this method may not use everyday language in delivering foreign language learning material, the reality is not always consistent. Teachers are forced, for example, to translate difficult foreign language words into the student's language.

### 2.2.6 Teaching Speaking Using the Direct Method

According to Kardi and Nur in Faturrohman (2017:170) the syntax of the direct learning method is presented in five stages:

A. Preparatory phase

At this stage the teacher explains the background information of the lesson, the importance of the lesson, and prepares students to learn.

B. Demonstration Phase

In this phase the teacher demonstrates skills correctly or presents information step by step.

C. Guided Training Phase

In this phase the teacher plans and provides initial guidance.

D. Feedback Phase

In this phase the teacher must check whether the students have succeeded in carrying out the task well and provide feedback.

E. Advanced Self-Training Phase

This is the phase in which teacher prepare for opportunities for further training, with special attention to application to more complex situation and everyday life.

Based on the explanation above, the procedure for using the Direct Method has several important stages, including: Preparation Stage, Demonstration, Guided Training, Feedback Stage, Independent Continuous Training Stage.

### 2.2.7 Hypothesis

According to Sugiyono (2019:99), a hypothesis is a temporary answer to the formulation of a research problem and is based on empirical facts obtained through data collection. Based on the relationship between variables in the framework of thought, the following research hypothesis is created:

1. Ha: There is an improvement in students' speaking ability after using the Direct Method in teachingf Narrative Text in class 11 at SMK Negeri 1 Terbanggi Besar

2. Ho: There is no improvement in students' speaking ability after using the Direct Method in teaching Narrative Text in class 11 at SMK Negeri 1 Terbanggi Besar