

# THE IMPLEMENTATION OF DIRECT METHOD IN TEACHING ENGLISH FOR 1<sup>ST</sup> GRADE STUDENTS

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## Abstract

The aim of this study was to describe the implementation of direct method in teaching English in North Bali Bilingual School and the teachers' perception on the impact of direct method toward students' learning qualities. The researcher used descriptive qualitative research. The participants who enrolled in this research were two 1<sup>st</sup> grade teachers teach in North Bali Bilingual School. Observation sheet and interview guide were used by the researcher as the research instruments. The findings show that a) direct method was implemented properly under an adjustment to the circumstances of students. The approach used by teachers to teach young learners by using Direct Method is phonetic approach; b) the teachers perceived direct method had good impact on the learning quality. It can be measured from the consistency of using English in learning process, interesting material according to students' need and students' liking, active participation of students and the habit formed as learning achievement from this method.

**Keywords :** English learning process, Direct method, Perception, Young learners

**Received:** 22 March 2022

**Accepted:** 02 April 2023

**Revised :** 25 December 2022

**Published:** 30 June 2023

## INTRODUCTION

Learning methods and strategies in English language learning are various, namely Grammar Translation Method, Direct Method, Audio Lingual Method, and many others (Anabokay & Suryasa, 2019). Each method has strengths and weaknesses, which is suitable for particular English skill, to train students' speaking skill, one of the learning methods that are suitable for that purpose is Direct Method. The issue that will be presented in this article is about Direct Method.

Direct method is a method in which the target language is used fully in the learning process and the translation to the native language does not exist in the learning process (Sitorus & Silitonga, 2018a). Direct Method is method that prioritizes the training for students' oral skill, which includes listening and speaking skill (Anosh, Muhammad; Batool, Anam; Batool, Nadia; Iqbal, 2017). This method emphasizes students' communication ability in English (Ali, 2020; Haliwanda, 2019). Beside training

students' speaking skill, direct method is also applied to train students' reading skills through the development of vocabulary (Mahmud, M., & Ulya, 2021; Yuliani, 2020). According to these researches, the development of vocabulary is conducted through listening and reading activities.

Direct method is one of the methods that is mostly used by teachers in Indonesia (Anabokay & Suryasa, 2019). This method is applied by mostly teachers in Indonesia since this method is really effective in solving the problems that happen in Indonesia, which is students' communication ability (Anabokay & Suryasa, 2019). Even though this method is suitable for training students' communication ability, the problems in Indonesia regarding to English Learning is still about their lack ability in communication (Wahyuningsih & Afandi, 2020). The major reasons behind students' poor ability in communicating in English in Indonesia are related to students' lack vocabulary and the lack of grammar mastery ((Anwar & Fitriani, 2016;

Kurniawan et al., 2018; Wahyuningsih & Afandi, 2020). However, even though these major problems could be solved by the mechanism of direct method, the research about the implementation of direct method to pupils in Singaraja is not that much.

Other than that, direct method is also very suitable for learning conducted in 21<sup>st</sup> century which is oriented to 4C learning. 4C learning stands for Creativity, Critical Things, 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. Direct method prioritizes students' communication ability through the encouragement to always speak and listen in English. Thus, the study of Direct method is really important for the development of learning in 21<sup>st</sup> century.

Besides, the success of the language learning is also affected by the age of the students. Language learning will be success if it is conducted as early as possible (Jazuly & Indrayani, 2018). The theory of Critical Period Hypothesis supports the fact that the language method chosen for students in certain ages plays significant impact for their language development (Jazuly & Indrayani, 2018). Students in 1<sup>st</sup> grade are said to be in their pre-operational thought phase, which indicates that the learning of language and vocabulary is already suitable for them (Indrayani, 2016; Jazuly & Indrayani, 2018). The appropriate method and the time of the implementation plays crucial role for the success of language learning.

Since direct method is the method that can be used to solve educational problem in Indonesia; the purpose of direct method and one of the aspects in 4C learning of 21<sup>st</sup> century is synchronized; and the appropriate method is crucial for young learners, the study about how direct method is conducted is really crucial for teachers and the development of education in Indonesia. However, despite the importance of the study of direct method, the mechanism of the implementation of direct method for young learner in Singaraja is not well-known among the educators and its institution. Thus, this

study was conducted to describe the implementation of direct method conducted in one of the private schools in Singaraja. This school is an elementary school called North Bali Bilingual School (NBBS). Even though NBBS did not mention explicitly that they implemented this method, however, according to the preliminary observations conducted by the researcher, the similarities between the characteristics of learning process in NBBS and the characteristics of direct method were found clearly.

The major characteristics of learning process for young learners there consists of the usage of target language, English, in the classroom, the usage of visual aids in the learning process, and the inductive learning of English grammar. Beside that, the creativity that are seen from the various techniques and activities in English learning process and the teachers' unusual way to communicate with students of 1<sup>st</sup> grade who usually still cannot read and write has convinced the writer to observe the implementation of direct method in NBBS.

Therefore, this research has two research objectives, namely 1) to describe the implementation of direct method in teaching English in North Bali Bilingual School and 2) to describe the teachers' perception on the impact of direct method toward students' learning qualities.

## **METHOD**

### **Design of the Research**

This research used descriptive qualitative method. Qualitative research is a design of research which aims to collect non-numerical data and interpret the meaning behind the data from the observed phenomenon (Haradhan, 2018).

### **Subject of the Research**

In this proposed research, the researcher collected data from the implementation of the direct method to the students of 1<sup>st</sup> grade in NBBS.

### Data Collection Method

The method used by the researcher to collect the data were observation and interview. The instrument used by the researcher through these methods were the researchers themselves as the main instrument, observation sheet and interview guide. The observation sheet was used to collect the data regarding to the implementation of direct method to students of 1<sup>st</sup> grade in NBBS. interview guide, aims to collect data regarding the teachers' perception about the impact of direct method toward students' learning quality. Visits around 3 until 4 times to NBBS, as the place of data collection, were conducted by the researcher. Thus, all the data collection processes were conducted through face-to-face meeting between the researcher and the participants of the research.

### Data Collection Process

There are several steps of how to conduct the data collection process, which is describes as follows,

1. The researcher makes instrument used to collect the data and do content validation to two expert judge.
2. The researcher observes the lesson plan of the meeting created by the teacher of the class.
3. The researcher comes to the learning process that implements the direct method.
4. The researcher observes how the teacher implements direct method to students in the 1<sup>st</sup> grade and the technique used for the meeting.
5. The researcher observes the learning process for several times.
6. After several times of observing the learning process, the researcher does the interview to the teachers of 1<sup>st</sup> grade students about the implementation of the direct method in 1<sup>st</sup> grade.
7. After collecting data of the first research question, the researcher does the interview related to the teacher's perception on the impact of direct method toward students' learning qualities. The students' learning

qualities includes students' participation and students' learning achievement.

8. The result of observation and the interview will be described and analyzed after each instrument is used by the researcher.
9. The last step is the researcher takes pictures as proofs of doing data collection.

The participants of this study were two English teachers in North Bali Bilingual School as the main sources of data. Participant 1 is the English teacher for grade 1, 2, and 3 in NBBS. She is the one who conducts English class using direct method for young learners. Participant 2 is the homeroom teacher of grade 1 who becomes co-teacher in English class. During English class is conducted, the homeroom teacher is the one who acknowledge how the English class is conducted, help the English teacher during the learning process, and know the behaviour of students outside the English classroom.

### Data Analysis

To analyze the data gotten from the observation and also the interview, the method used the researcher is interactive data analysis that is proposed by (Miles, Matthew; Huberman, Michael; Saldana, 2014). Interactive data analysis is very suitable to this proposed research since this type of analysis deals with the data that are collected from observations, interviews documents, and artifacts (Miles, Matthew; Huberman, Michael; Saldana, 2014). This data analysis has four steps, which are data collection, data reduction, data display, and data conclusion. The steps can be seen from the figures below,

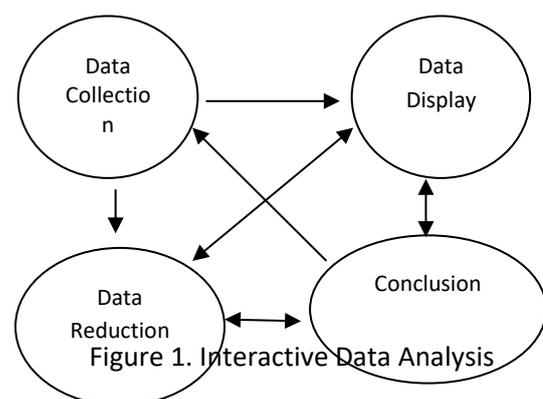


Figure 1. Interactive Data Analysis

From the figure above, we can learn that this type of data analysis, interactive data analysis, is conducted interactively. It means that all the steps above could be done and processed continuously. Every step could be done one after another if the researcher is required to do that. It can also be interpreted that these steps should not be strictly done subsequently. If the researcher has done data collection, data reduction, and data display, they could be back to the data collection step again if the researcher is lack of data needed. It also goes the same when the researcher has done data reduction and goes back to data collection since the data is incomplete.

In this research, the researcher collected the data from observation and wrote summary related to the data. Then, the researcher conducted interview with English teachers and relate the data to the data gotten from the observation. When writing down the result, the researchers deleted the unnecessary data and conduct the interview with the teacher if there is any missing data. The step could be done again and again after the researcher succeeded drawing conclusion. Thus, all these steps are interrelated toward each other.

## **FINDINGS AND DISCUSSION**

### **Findings**

This section provides the result after the data collection was conducted by the researcher. Each research objective will be presented through dimensions of the instrument. The result will be presented according to the sequence of research objectives, which are the implementation of the direct method and the teachers' perceptions toward students' learning quality.

### **The Implementation of Direct Method**

The implementation of direct method was conducted properly for students in NBBS. The teachers teaching English in class of 1<sup>st</sup> grade had implemented direct method. The teacher had followed the syntax of the direct method, but with adjustment to the students' conditions. The sections of how the learning process is conducted is divided into several steps, which are:

### **1. Stating the purpose of the learning objectives**

Stating the purpose of the learning is included as steps in the pre-activity in the learning process. Before stating the purpose, the researcher found that the learning process is always begun with the greeting and review about the previous material. It is seen as how the teacher connects emotionally to the students and how teachers approach the students. During this activity, the students look very excited while telling the teacher about the previous material and things that happened in their life. After conducting the observation several times, it is found that after that activity, teacher in NBBS did not state the learning objectives explicitly all the time. The statements of learning objectives were put implicitly through the greeting in the beginning of the classes. However, in some circumstances, the teachers stated the purpose of the learning objectives explicitly, such as like "We are going to review the ABCs". The researcher found that the teacher follows the flow of the learning.

### **2. Presentation and demonstration of knowledge and skills**

The presentation and the demonstration of knowledge and skills were conducted properly by the teachers. It is found that teachers use a lot of gesture to demonstrate the knowledge and even demonstrate things that they said. The deliverance of the material is also attractive for children, which makes the reading of ABC into certain rhythm. In reading the ABC using certain rhythm, the teacher usually demonstrate how to read the letter "Aa" and students follow reading "Aa" after the teacher. This learning is said to be phonetic approach. This approach allows the material to be depended on how it is pronounced and to be divided based on certain phoneme. For example, the learning purpose is usually introducing students to certain long vowel and short vowel. The vocabularies introduced in the learning process depend on the phoneme that becomes the purpose of the learning.

In addition to it, the way how teachers speak the target language in delivering the material is the crucial key of the success of the learning. Teachers should be able to speak with

correct grammar of English to make them models for the students. Students will learn how to speak correct English if the teachers demonstrate the same thing. The example could be seen from the conversation that happens during the learning process. Teachers always give good example of how to say some phrase in certain situation and student response it by repeating how the teacher says it.

### 3. Providing time for guided learning

Teacher in NBBS always gives time for guided learning after the demonstration of knowledge and skills is conducted. The guided learning can be colouring based on the vocabulary, fill in the blank, and games. There are so many types of the guided learning conducted in the learning process using Direct Method. First, the colouring activity is so creative, which the instruction is to colour the picture that only the word is only started with "A", "B", and so on. Second, the fill in the blank activity that requires the students to write down the missing letter of certain words. Then, there are games that are so various. The games are actually made by the teacher and it only requires white board and marker. The games has several rules, such as:

- a. Teacher chooses a certain word that will be guessed by the students.
- b. The words chosen are from 3 letter-words, 4 letter-words, 5-letter words, and so on.
- c. The teacher give one hint and the students should guess the word.
- d. If the students are failed from the first hint, then the teacher will get one point, which is in the form of drawing a human being.
- e. If the students are failed from the first hint, then the teacher give another hints and the students guess again.
- f. If they students are failed from the second hint, then the teacher will get another point, by continuing the drawing.
- g. The students will be the winner and get one point of they succeed guessing the word before the teacher finish the drawing.

Overall, the exercise is still about ABC since they are still in the state of learning letters.

During the guide learning, the teacher walks around in class and gives students chances to ask the teachers. If students face some challenges, the co-teacher usually help controlling the situation of the classroom.

### 4. Rechecking the understanding and giving students feedback

Teachers in class always recheck the students' understanding and give them feedback. The teacher always rechecks students understanding through out the learning process. For example, the teacher usually strolls around the classroom and check students' works. In this situation, the students will ask the teacher if they do not know or do not understand something; in this situation, the students who are quieter will be checked by the teacher by saying "Do you understand?", "Can you do it?", and so on. Regarding to the feedback given to students, there are so many types of feedback that are found by the researchers,

- a. When students state sentences in English, try to answer teachers' questions, asking politely, the teachers will give verbal positive reinforcement to the students. The teacher will say, "Good", "Good job", "Excellent", "Amazing" and etc.
- b. When students do mistakes stating phrases or clauses in English, the teacher will correct it by saying the correct phrases or clauses. For example, the students say, "May I wash your hand?" to the teacher, and the teacher reply it, "May you wash my hand? Do you want to wash my hand?" and she says that using gestures. Then, if the students do not do self-corrected, the teacher tell the students the right one, like "You have to say it "May I wash my hand Miss?"
- c. When students speak Bahasa during the English class, the teacher does not response in Bahasa. When it happens, the teacher and the classmates respond in English. Sometimes, the classmate will be the one who criticize their friends by saying, "Use English, please."
- d. When students do undesired behavior during the learning process, such as screaming, disturbing their friends, or not

following teachers' instruction, the teacher will give harsher warning. The teacher will give several warning before they go into "silent" mode of classroom. The first and the second warnings are still like "Don't shout please, your friends are studying", "If you want to say, please say it nicely". However, when it comes to the point of the student do not listen to the teacher, the teacher will change the mode of the classroom into "silent" mode. There are "talking" rule in the classroom that are divided into no talking (red color), whisper (orange color), normal talking (yellow color), and go crazy (green color). The students are all quiet and sitting properly.

#### **5. Giving chances for further practice implementation of the knowledge**

During the observation, the researcher found out that homework is given every Thursday and the implementation of knowledge in the school environment is seen from how students communicate in English outside the classroom with the English teachers. However, the homework is not always given since teachers did not give any when homework from other subjects were considered a lot by the teachers.

Beside the syntax of how direct method is conducted, there are also several things that are found out by the researchers. The result are presented as follows.

#### **1. The usage of target language in the learning process**

Teachers used target language in the learning process all the time. The teachers emphasize the usage of English in classroom in every activities conducted. There was no translation to the native language even when the students speak the native language.

#### **2. The usage of gesture and visual aids in the learning process**

Since English as target language is not the native language of students, teachers use several ways to deliver the meaning of English words without using native language. Teacher uses gesture, visual aids such as pictures that become the decoration in the classroom, and explanation using simplified English.

#### **3. Vocabulary learning is emphasized in the learning process**

In accordance to the characteristics of direct method, the vocabulary learning is emphasized in the learning process. It can be seen from when the teacher greets them, like "How are you today?". Students answer it excitedly. In some groups of students, teacher gives them like new vocabularies when answering her greeting. The teacher explains other vocabularies, such as "fine" could be changed into "wonderful" or "amazing". In addition to it, the purpose of the guided learning could be the proof the vocabularies are emphasized, such as "B", "A", and etc. Overall, the emphasis of vocabulary learning can be seen from the various words provided during the greeting, the purpose of the guided learning, and the similar phrases given when students state a certain phrase in English

#### **4. Personal approach for young learners**

Since the students in this learning process are young learners, there are some challenges that are found by the teacher during the implementation. These problems are solved by personal approach. When students still cannot read and write, they will have session in other room with the co-teacher and learn how to read and write for 10-15 minutes or have the session in the classroom when the other teacher is teaching.

#### **5. English skills in the classroom**

Students' written and oral skills are taught in the learning process. The oral skills are taught first and used in and outside the learning process. The written skills are also taught depending on the purpose of the learning process. There are no neglecting in training particular English skills in the implementation of the direct method for young learners.

Based on the results found by the researcher during the data collection methods, for the first research objective, there are five conclusions that could be summarized. First, the implementation of direct method has been conducted appropriately according to the proper steps of how direct method should be conducted. Even though it has followed the guidelines of direct method, but the steps are

also adapted to the certain circumstances of the classroom, such as the absence of mentioning learning objectives or the absence of giving homework in some condition. Second, vocabularies are emphasized in every learning process. It could be seen from the communication between teacher and students; from the guided learning that are conducted; from the demonstration of the material.

Third, English as target language is fully used by teacher in the classroom. The translation does not exist in this classroom and the deliverance of the meaning of the English words is conducted through gesture and explanation using simplified English. Fourth, the usage of visual aids becomes major feature in this learning process. The visual aids are also used as decoration in the classroom. Last, the approach used by teachers in NBBS is phonetic approach, which the orals skills are trained before the written skills. Thus, the implementation of direct method in NBBS for students of 1<sup>st</sup> grade has been conducted properly.

### **Teachers' Perception on the Impact of Direct Method Toward Students' Learning**

The teachers' perception about the impact of the direct method toward students' learning qualities will be presented based on the aspects of students' learning qualities. The results will be presented as follows.

#### **1. Learning activities**

After the interview is conducted to the teachers in NBBS, it is found that according to the teachers, the teachers stated that through the learning activities, the impact of direct method could be seen from how students are able to perceive what the teachers means. The non-existence of the translation forces them indirectly to understand English. Not only that, how students could perceive teachers' meaning could also happen because of the competitive soul of students in the class whereas they are forced to speak English makes them feel challenged and motivated. One student will feel motivated when they see their friends speak English all the time; so that, they prove themselves that they can also be like their classmates.

The impact of the Direct Method could also be seen from the development of students' English proficiency as the time goes by. According to the teachers' perceptions, the development can be seen from the progress of students' English proficiency between students from 1<sup>st</sup> grade, 2<sup>nd</sup> grade, and 3<sup>rd</sup> grade, students' English proficiency improves a lot from their 1<sup>st</sup> grade. In some cases, there are some students who could not read a single word in their 1<sup>st</sup> grade, who are very shy and a little bit quiet. Then, in another case, when students are in the 2<sup>nd</sup> grade and 3<sup>rd</sup> grade, they were really fluent and able to read and write. They start to be more active by asking and answering questions.

#### **2. The conceptual input**

The material given during the learning process becomes the benchmark of how good the learning quality. After the research is conducted, it is found that the material given to students are related to things that their five senses can reach and correlated to the other subject. For example like, animals, fruits, vegetables, and etc. According to the teachers' perspective, the correlation between material and their daily environment is really important. Not only that, the material should also be in accordance to students' liking. The mental state of the students is considered crucial from the teachers' point of view.

Not only that, the material should also be correlated with the words' meaning. The teacher should be able to have ways to deliver how the words' meanings. it is found that the learning process used to use medias such as videos, PPT, LCD and other material. There is a special room called as Creativity Room in which English class was often conducted there. Students will sing, dance, watch movie and etc.

#### **3. The learners' participation and behaviour**

Based on the teachers' perception, the students' participation in the learning process is already good in general. They are very excited to learn English, and in some cases, they cannot refrain their excitement in learning English. However, in some situation, teachers found one or two students who are not in their mood. They do not want to open their books or say

something. They are just stay quiet and do not want to engage with the learning. However, despite of that, the reason of this case is not mainly caused by the variables of the learning process. The reason could be varied such as being disturbed by their friends, lack of sleep, or personal reason.

These problems are solved by personal approach done by the teacher. The teachers will give task to the rest of the classroom and come to this one student. They will ask the reason why he/she is sad or is there anything that bothers her/him. After that, teachers will try to involve the children to the learning, like calling their names to participate into the classroom. The teachers will try to make students be happy and engaged with the learning.

#### **4. Learning achievement**

The learning achievement is seen from the students' behaviour and their happiness during the learning process. The researcher found out that based on the teachers' opinion, the attitude of the students is really polite. They always tell their teachers what they are going to do, even for the detailed one. According to teachers for students of 1<sup>st</sup> grade in NBBS, the habits that are formed from this learning are their speaking skill. The children who are accustomed to speak English in the classroom starts using English in their daily conversation outside the English class.

Regarding to the measurement of students' knowledge and skills, teachers see that from how students are able to follow the teacher's instruction in the learning process. Since the approach is phonetic approach, the grades and the scores cannot be measured with numbers. The evaluation system here doesn't rely on conventional test. The teacher usually gives them interview, and their understanding will be examined from how they answer and understand what the teacher is saying. On the daily basis, students usually do exercise in English session. Then, the exercises are all collected and put in yellow folder. The examination will be seen from how the understand the instruction in English.

From the description of results found during the research, for the second research

objective, there are four conclusions that could be summarized. First, according to the teachers' perceptions, the implementation of the direct method has been conducted properly. It is also suitable for the students since the consistency is the key of the success of the direct method implementation. Students are believed to be able to speak English as they are used to it. Second, the material should be in accordance to students' liking and their environment. Third, the students' participation is already good in the learning process. Teacher believes that the good mental state of students is considered crucial in this learning process. Personal approach is used when some students look displeased. Lastly, the learning achievement of students could be seen from the habit created from this implementation, which is the communication by students are mostly used in English. Also, it could be seen from how students understand the instruction from the teacher. Thus, according to the teachers in NBBS, the impact of direct method on learning quality has been good due its suitability to students of 1<sup>st</sup> grade as young learners.

#### **Discussion**

The finding of the first research question, which is about the implementation of direct method, is the teacher has followed the syntax of direct method (Alek, 2014). However, the steps are not conducted in the strict way. The teacher who teaches students of 1<sup>st</sup> grade sometime do not state the learning purpose since the teacher does that in more implicit way. The teacher only follows the flows of the learning for the beginning of the learning. Not only that, the giving of homework also depends of the circumstances of learning; homework is given every Thursday if students do not a lot of assignments from other subjects.

Then, the implementation of direct method for students of 1<sup>st</sup> grade in NBBS uses a lot of features, medias, papers, and other visual aids (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). Games are also conducted a lot

for students of 1<sup>st</sup> grade in NBBS. The games could use visual aids or only use whiteboard and markers. The exercises are all full with pictures to introduce new vocabularies for students (Bahremand, 2015; Sinaga et al., 2018; Sitorus & Silitonga, 2018b; Yuliani, 2020). To make students understand about the meaning of words, teacher uses a lot of gestures, facial expression, and visual aids (Alek, 2014). Even though the teachers use English all the time, there are still some students who use native language in classroom, but teachers do not reply it in native language because they believe that students will be able to speak English if the consistency is the key (Bahremand, 2015; Batool, Nadia; Anosh, Muhammad; Batool, Anam; Iqbal, 2017). Since the students are all young learning, the approach of the skills is phonetic approach. The oral skills are taught first before they jump into the written skills; thus, all English skill is taught in the learning process that uses Direct Method for students of 1<sup>st</sup> grade in NBBS. Last, the success of the implementation of direct method is seen from the communication of students in English, even when they are still in the 1<sup>st</sup> grade (Ali, 2020; Fitriati & Jannah, 2016; Panggabean, 2015).

The similarities between this study and the previous studies conducted by (Al Hazmi & Lengkanawati, 2020; Anwar & Fitriani, 2016; Meutia, Putri; Majid, Halim; Nafisah, 2020; Naeini, 2015; Sitorus & Silitonga, 2018; Suminar & Anne, 2019), direct Method is conducted through several steps, which are stating the purpose of the learning, presenting and demonstrating of knowledge and skills, providing time for guided learning, rechecking students' understanding and giving students feedback, and giving chances for further practice and implementation of the knowledge. Besides, in this study, it is found out that teacher is also using target language all the time without any translation to native language. Then, to make students understand the meaning, teacher does a lot of gestures, and points out things around them.

The differences between this study and the previous studies conducted by (Al Hazmi & Lengkanawati, 2020; Anwar & Fitriani, 2016; Meutia, Putri; Majid, Halim; Nafisah, 2020;

Naeini, 2015; Sitorus & Silitonga, 2018; Suminar & Anne, 2019), about direct method are the objects of this method. On the previous studies, the students are mostly adult learners since this method is said to be effective for students who have basic skill in the target language. However, this study found out that direct method is used for young learners who do not have any basic skills for the target language. The approach used for teaching 1<sup>st</sup> grade students using Direct Method is phonetic approach. Students are taught ABCs by making rhythm of ABCs, which consists of long and short vowels. Not only that, oral skills are taught first for young learners, such as introducing them to short vowel and long vowel through new vocabularies given to the students. The approach used by teacher is directly to the implications of ABCs itself. Not only that, the difference could also be seen from the language used outside the learning process, which is English. Students are accustomed not to listen to their English teacher speaking native language.

## CONCLUSION

The study concludes that the implementation of direct method has been conducted appropriately according to the proper steps of how direct method should be conducted. Even though it has followed the guidelines of direct method, but the steps are also adapted to the certain circumstances of the classroom, such as the absence of mentioning learning objectives or the absence of giving homework in some condition. Beside that, according to teachers' perception, the impact of direct method on learning quality has been good due its suitability to students of 1<sup>st</sup> grade as young learners. It can be seen from the learning activities, the proper and suitable material, the good participation of students during learning process, and the knowledge, skills and behavior of students as the learning achievement.

Based on the result and discussion, this researcher suggests the future research to analyze more regarding the phonetic approach used in conducting direct method for young learning. Then, the result of this research could

be used as guidance for teachers in elementary school who desire to conduct learning process using direct method. Last, creative games and activities are suggested to be made to boost the success of the learning.

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