

CHAPTER I

INTRODUCTION

This chapter contains the component parts of research. Those are background of the study, research questions, the research aims, research hypothesis, research significance, scope and limitation, and the definition of the key terms are provided in this chapter

A. Background of Study

English is known as an international language because it is widely used in various countries and areas of life. It has become the main tool of communication in education, business, technology, and international diplomacy. While estimates vary, around 380 million people speak English as their first language, but over a billion people use it as a second or additional language, primarily to communicate with others who do not share the same cultural or linguistic background.¹ In non-native countries, the use of English can be classified into two categories: English as a second language and English as a foreign language (EFL). Indonesia, for instance, is a country that applies English as a foreign language, utilizing it for various purposes, including education and business. Its role as an international language underscores its importance in these contexts, facilitating communication across diverse settings.

¹ Sandra Lee McKay, "English as an International Language," in *Sociolinguistics and Language Education* (Channel View Publications, 2010), 89–115, <https://doi.org/10.2104/aral0828>.

Given the status of English as an international language and the most widely spoken language globally for various purposes, the government has mandated its teaching in all secondary schools. Additionally, many private schools have incorporated English instruction from the elementary level through to higher education. Furthermore, some private institutions require English from the elementary level, with others using it as the language of instruction across all classes.² As a result, many Indonesians today are increasingly interested in learning English, driven by the growing demand for English proficiency in various fields such as education, business, and global communication. This interest is further fueled by the perception that mastering English opens up better opportunities for career advancement and participation in the international community.

To meet the growing demands of language learning, learners must acquire proficiency in the four fundamental skills of English: listening, speaking, reading, and writing. Among these, speaking is often considered the most important due to its crucial role in acquiring a foreign or second language. Brown defines speaking as an interactive process that involves producing, receiving, and processing information. This means that speaking is not just about producing words, but also about understanding and processing the information communicated by others. In this way, speaking is a dynamic and reciprocal skill, requiring both the speaker and listener to actively engage in the

² Devy Angga Gunantar, "LANGUAGE CIRCLE: Journal of Language and Literature X/1 (THE IMPACT OF ENGLISH AS AN INTERNATIONAL LANGUAGE ON ENGLISH LANGUAGE TEACHING IN INDONESIA)," 2016, <http://journal.unnes.ac.id>.

exchange of ideas. Burns and Joyce further explain that speaking involves not just the production of speech but also interaction, making it essential for effective communication in any language.³

This view aligns with Wallace's assertion that the primary goal of learning a foreign language is to achieve fluency in speaking. Wallace emphasizes that fluency in speaking is vital for learners to communicate confidently and naturally in real-life situations. This fluency allows individuals to engage meaningfully with others, bridging cultural and linguistic gaps. Therefore, speaking is not only essential for personal interaction but also for building competence in the language, as it is through speaking that learners develop both their understanding of the language and their ability to use it effectively in various contexts.⁴

In line with the importance of speaking skills, Brown categorizes speaking proficiency into micro-skills and macro-skills, which comprehensively define oral communication abilities. Micro-skills focus on the production of smaller linguistic elements, including pronunciation, stress patterns, fluency, grammatical accuracy, and lexical usage. These skills ensure that speech is structured correctly and comprehensible. Meanwhile, macro-skills encompass discourse coherence, sociolinguistic appropriateness, and strategic competence, which are essential for conveying ideas logically,

³ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (March 1, 2017): 34–41, <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

⁴ Suadi, "Improving Students' English Speaking Skill By Using Their Speaking Video Recording," *SALEE: Study of Applied Linguistics and English Education*, vol. 1, 2019, <http://ejournal.stainkepri.ac.id/index.php/salee>.

adapting speech according to social norms, and employing communication strategies to overcome linguistic difficulties.⁵

Similarly, Brown emphasizes that effective speaking requires the ability to integrate both micro skills and macro skills in real-life communication. Fluency and accuracy are crucial components of oral proficiency, where fluency allows speakers to communicate smoothly and naturally, while accuracy ensures correct grammar and vocabulary usage. In an EFL context, where learners often have limited exposure to authentic language use, engaging in meaningful and interactive speaking activities is key to developing proficiency.⁶

Speaking challenges among non-native English speakers often arise from limited practice and a lack of exposure to real-life communication in the target language. Richards and Rodgers emphasize that for language learning to be effective, learners must actively engage in meaningful communication, which is essential for building fluency and confidence. Without these real-life interaction opportunities, students find it difficult to develop fluency, leading to hesitation and unnatural speech production. Furthermore, Mazaozi highlights that fear of making mistakes, particularly in pronunciation and grammar, can significantly discourage students from speaking. This fear often leads to a cycle where students avoid speaking to prevent errors, but in doing so, they miss opportunities to practice and improve. As a result, their confidence continues to diminish, and they struggle to speak more naturally or fluidly. The combination

⁵ Brown H. Douglas & Abeywickrama Priyanvada, "Tes 2 | |," 2020, 245.

⁶ Brown H. Douglas & Abeywickrama Priyanvada.

of limited practice and fear of making mistakes creates significant barriers to language development and hinders learners' ability to communicate effectively in English.⁷

To encourage students to communicate effectively in English, it is essential to engage them in real-life communication scenarios and involve them in interactive processes. In doing so, many speaking teachers implement various methods to enhance speaking skills, with three of the most commonly used being the Grammar Translation Method, the Direct Method, and the Audio-Lingual Method. Among these, the Direct Method is often considered more effective than the Grammar Translation Method because it fosters all language skills, providing a more comprehensive approach to language learning.⁸ The Direct Method, in particular, aligns well with the concept of communicative competence, as it encourages students to engage in spontaneous communication in the target language, enhancing their fluency, accuracy, and ability to navigate real-life conversations. By integrating real-life scenarios and emphasizing speaking practice, this method helps students not only master grammatical structures but also develop the skills needed for effective communication in various contexts.

The Direct Method, one of the primary methods used for teaching speaking skills to English as a Foreign Language (EFL) learners, is rooted in

⁷ Muhamad Holandiyah et al., "Speaking Challenges in a Life Skill Program for Islamic Boarding School Students: A Case Study," *Journal of Language Teaching and Research* 13, no. 3 (2022): 670–77, <https://doi.org/10.17507/jltr.1303.23>.

⁸ Nurul Fitriyanti Th Abas, "Is the Direct Method Still Effective in Teaching English Speaking Skills in Indonesia?," *Langua: Journal of Linguistics, Literature, and Language Education* 5, no. 1 (2022): 15–34, <http://jurnal.stkipkieraha.ac.id/index.php/langua/>.

immersing students into the language "directly," similar to how children acquire their native language. This method, associated with Francois Gouin and Charles Berlitz, emerged as a response to the limitations of the Grammar Translation Method.⁹ The Direct Method emphasizes teaching language through direct exposure and usage, without relying on translation or explicit grammar explanations. Lessons are conducted entirely in the target language, encouraging students to think and respond directly in that language. This method focuses on developing oral communication skills by prioritizing speaking and listening activities, often incorporating real-life objects, gestures, and contextual cues to teach vocabulary and meaning. Grammar is taught inductively through examples, allowing students to infer rules naturally as they engage in interactive exercises such as question-and-answer drills, role-plays, and dialogues. By immersing learners in the target language, the Direct Method aims to foster fluency and accurate pronunciation, aligning with the principles of natural language acquisition.¹⁰

Research further supports the effectiveness of the Direct Method in teaching speaking skills. For instance, Abas and Zainurrahman found that this method remains effective in improving students' speaking abilities in Indonesia, especially when teachers are well-prepared and use supportive visuals.¹¹ This underscores the essential role of teachers in implementing the method.

⁹ Helga Kahrs, "Teaching English as a Foreign Language," *Educational Forum* 31, no. 3 (1967): 303–6, <https://doi.org/10.1080/00131726709338061>.

¹⁰ Dr. Megala Rajendran et al., *Approaches and Methods in Language Teaching, Approaches and Methods in Language Teaching*, 2024, <https://doi.org/10.59646/methodsengteach/108>.

¹¹ Fitriyanti Th Abas, "Is the Direct Method Still Effective in Teaching English Speaking Skills in Indonesia?"

Similarly, Haliwanda's study on SMK Negeri 1 Bener Meriah-Aceh students showed a significant boost in speaking skills, with students progressing from a "Poor" level to "Good."¹² These studies illustrate the real-world impact of the Direct Method in enhancing students' speaking proficiency.

Recognizing the effectiveness of the Direct Method according to several previous studies, its application is not limited to formal school settings but is also employed in non-formal educational institutions such as those in Kampung Inggris, particularly at The Eagle English Course. Kampung Inggris, located in Pare, Kediri, East Java, Indonesia, is a renowned hub for English language learning. It was first pioneered by Mr. Kalend Osen in 1977 with the establishment of the Basic English Course (BEC). Over time, numerous other English language institutions have emerged, and today, Kampung Inggris consists of more than 150 English institutions. These institutions have developed their own unique characteristics and management styles, collectively creating a natural English-speaking environment. This immersive setting encourages learners to practice English intensively, fostering both confidence and proficiency.¹³

One of the prominent institutions in Kampung Inggris is The Eagle English Course, established in 2010. Located at Jl. Anyelir No.30 A, Mangunrejo, Tulungrejo, Pare, The Eagle provides a highly structured learning

¹² Umar Haliwanda and Banda Aceh, "THE EFFECT OF USING DIRECT METHOD IN TEACHING SPEAKING SKILL AT THE SECOND YEAR," n.d., 155–62.

¹³ Widya Rizky Pratiwi, Haryanto Atmowardoyo, and Kisman Salija, "THE NEED ANALYSIS OF PARTICIPATION IN AN ENGLISH" 4, no. 1 (2020): 158–70, <https://doi.org/10.26858/ijole.v4i2.12599>.

program from morning to evening, emphasizing English usage throughout all activities. Students are encouraged to speak English not only in class but also in designated "English areas" and within their dormitories, creating an environment where they feel safe to make mistakes and improve. Activities such as presentations, speeches, and daily conversations among peers ensure active participation and consistent practice. This approach aligns well with the principles of the Direct Method, as it immerses students in the language and cultivates a habit of speaking English naturally and confidently.

Despite the extensive research on the effectiveness of the Direct Method, most studies focus on its general impact on speaking skills, often within formal school settings. Limited research explores the specific correlation between the frequency of the Direct Method's use and the improvement of speaking skills, particularly in informal learning environments such as language courses. This study aims to address this gap by investigating how the Direct Method influences students' speaking skill development at The Eagle English Course in Kampung Inggris.

By examining the correlation between the application of the Direct Method and the improvement of speaking skills in this unique context, the research seeks to contribute valuable insights into the practical application of language teaching methods. Additionally, it aims to bridge the gap between theoretical frameworks and real-world practice, providing recommendations for optimizing language instruction in similar immersive environments.

B. Research Questions

The use of the Direct Method in language teaching has gained attention for its potential to enhance students' speaking skills. This approach immerses learners directly in the target language, fostering natural communication through interactive and engaging activities. As educators at The Eagle English Course implement this method, understanding its impact on students' speaking proficiency becomes essential. Investigating the relationship between the frequency of the Direct Method's application and students' speaking skill development can provide valuable insights. Additionally, exploring the extent to which this method influences the speaking proficiency levels of students can further inform teaching practices. The following research questions aim to delve deeper into these aspects:

1. Is there a significant correlation between the frequency of the Direct Method's application and the improvement of students' speaking skills at The Eagle English Course?

C. Research Aims

This research is aimed at exploring the relationship between the Direct Method and students' speaking proficiency at The Eagle English Course. Specifically, the study intends to:

1. Investigate whether there is a significant correlation between the frequency of the Direct Method's application and the improvement of students' speaking skills at The Eagle English Course.

By addressing these aims, the study hopes to shed light on the potential of the Direct Method in supporting students' spoken English development and provide insights into its applicability in an EFL context.

D. Research Hypothesis

1. Research Question 1: Is there a significant correlation between the frequency of the Direct Method's application and the improvement of students' speaking skills at The Eagle English Course?

- Null Hypothesis (H_{01}): There is no significant correlation between the frequency of the Direct Method's application and students' improvement in speaking skills at The Eagle English Course.
- Alternative Hypothesis (H_{a1}): There is a significant correlation between the frequency of the Direct Method's application and students' improvement in speaking skills at The Eagle English Course.

E. Research Significance

This research holds both theoretical and practical significance, offering insights for various stakeholders in the field of English language learning, particularly regarding the implementation of the Direct Method in improving speaking skills. By examining the correlation between the use of the Direct Method and the development of speaking proficiency, this study contributes to a deeper understanding of how language teaching methodologies support fluency and accuracy.

1. Students

The findings of this study are expected to help students understand how the Direct Method facilitates the development of speaking microskills and macroskills (Brown, 2004), such as pronunciation, grammatical accuracy, fluency, and discourse competence. By recognizing this relationship, students may become more motivated to actively engage in structured speaking activities, leading to improved confidence and communicative competence.

2. Teachers

Educators can gain valuable insights into how immersive and communicative teaching approaches, such as the Direct Method, enhance students' speaking performance. This study provides empirical evidence on the effectiveness of oral-based instruction (Brown, 2004), which can help teachers refine their pedagogical techniques, particularly in language learning environments that emphasize fluency development, such as The Eagle English Course.

3. Educational Institutions

Language institutions, particularly those offering intensive English programs in nonformal settings like Kampung Inggris, can utilize this research to assess and improve their instructional strategies. The findings may guide institutions in optimizing curricula and classroom practices to ensure that the Direct Method is effectively employed in fostering students' oral communication skills.

4. Researchers

This study provides a foundation for future research on the correlation between teaching methodologies and speaking proficiency in nonformal English education. By bridging the gap between theoretical perspectives (Brown, 2004) and real-world language instruction, this research contributes to the broader body of knowledge in second language acquisition and instructional methodologies. Future researchers may expand upon this study by exploring longitudinal effects of the Direct Method on different proficiency levels or integrating qualitative insights to complement the quantitative findings.

F. Research Scope and Limitation

The scope of this research focuses on the correlation between the use of the Direct Method and the improvement of students' speaking skills at The Eagle English Course, Kampung Inggris. This study involves approximately 50 students selected from Step 2A, 2B and Step 4 out of the Four steps available at the institution. The research is conducted over two weeks, utilizing a close-ended questionnaire with a Likert scale as the primary data collection instrument. The study is limited to The Eagle English Course, a nonformal educational institution that emphasizes immersive English learning.

The limitations of this study include its short research duration, which may not adequately reflect long-term speaking skill improvements. Furthermore, the study only uses quantitative data from questionnaires and does

not incorporate other instruments such as tests or triangulation methods. In addition, the research is confined to a single nonformal institution with participants drawn only from selected steps. As a result, the findings may not be fully generalizable to other steps, courses, or institutions within Kampung Inggris.

G. The Definition of The Key Term

1. Direct Method

Direct Method is a way of learning a second language that is similar to how people learn their first language. It focuses on speaking and listening without translating into the native language or learning grammar rules directly. Students are encouraged to use the target language as much as possible through real conversations and everyday topics.

Based on Larsen-Freeman's explanation, the method usually starts with students reading a text aloud one by one to practice pronunciation and understanding. After that, they ask and answer questions in the target language. The teacher also gives exercises where students fill in blanks, make their own questions, and write dictations related to what they have learned. This method helps students improve their speaking, listening, and writing skills through active use of the language.

2. Speaking Skill

Speaking is the process of using spoken language to express ideas, feelings, or information to others. It involves producing sounds, words, and

sentences **that other** can understand. Speaking is not only about saying words, but also about communicating clearly and interacting with people in real situations. It can happen in conversations, presentations, or daily communication, and often includes both verbal and non-verbal elements like gestures, tone, and facial expressions.

Correlation

The correlation method is a type of research used to find out if there is a relationship between two or more things being studied. The goal is to see how similar or different these things are, based on a certain theory.

Correlation means the connection between two variables — how one changes when the other changes. A common way to measure this is by using **Pearson's Correlation Coefficient**, which shows how strong and in what direction the relationship is. The value can be:

- **+1**: a perfect positive relationship (both increase together)
- **-1**: a perfect negative relationship (one increases, the other decreases)
- **0**: no relationship at all

However, **correlation does not mean causation** just because two things are related doesn't mean one causes the other. Other outside factors may be involved. This method helps researchers analyze data more clearly and make logical conclusions.

3. English Learning Methodology

Language Teaching Methodology refers to the systematic approaches and principles employed in teaching a language. It encompasses

the strategies, techniques, and practices used to facilitate language learning, focusing on achieving specific linguistic, cognitive, and communicative goals. Methods such as the Grammar-Translation Method, Direct Method, and Audio-Lingual Method represent distinct approaches within this field. These methodologies are shaped by theories of language acquisition, pedagogical objectives, and learners' needs, providing structured frameworks for effective language instruction.