JIUBJ

Jurnal Ilmiah Universitas Batanghari Jambi, 22(3), Oktober 2022, 2142-2148
Lembaga Penelitian dan Pengabdian kepada Masyarakat universitas Batanghari Jambi
ISSN 1411-8939 (Online), ISSN 2549-4236 (Print)
DOI 10.33087/jiubj.v22i3.2957

The Use of Direct Method in Teaching Speaking to Grade Eight MTs Negeri 2 Kota Jambi in the Academic Year 2019/2020

Damairi[1], Suyadi[2]*
[1]MTs Negeri 2 Kota Jambi
[2]Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Batanghari Jambi, Indonesia
Jl. Slamaet Ryadi, Broni-Jambi
*Correspondence email: suyadi@unbari.ac.id

Abstract. This article investigates how the teacher use direct method in teaching speaking, how the students encountered speaking, and found out how the students performed their activeness and creativeness on speaking activities by using direct method. This research was classroom action research (CAR) which used research design of the spiral model by Kemmis and Teggart (1988). It consisted of four Phases in one cycle; they are Planning, acting, observation and reflecting. This reserach contained three cycles in which each cycle consisted three meetings. The first of which was to find if any problems and difficulties face by the students and then made some revisions. The second cycle was to implement the revised plan and find out if still any problems. In the teaching and learning hoffully in the third cycle the students and the teacher did not find any difficulties faced the students anymore during the teaching and learning activilties. While we are teaching and learning process followed the steps direct method. They are showing some pictures to students, asking some questions to students. Answering some questions from teacher and asking some questions to their friend or their teacher. The subject of the study is the students of class 8E MTs Negeri 2 Kota Jambi. The data were collected based on the teacher's note and students' diaries supported by recording in each meeting on each cycle. The result showed that the teacher used direct method in teaching speaking by following five steps of direct method: showing the pictures, asking questions, answering the questions, asking questions by students and answering their friends' questions. The teacher designed some activities, done by students adjusted to the five steps in direct method and the activities made students more active and creative and involved in the learning process. The students also followed all the scenerios of learning process and they were more active and creative during teaching and learning process. However, the students still faced difficulties to make creative answering and questioning. The teacher made some revisions in each cycle. The class atmospieres showed that alive, all of studentts active to speak to ask and aswering questions in their group based on the pictures showed.

Key words: direct method; speaking.

Abstrak. Kajian pada atikel ini membahas bagaimana guru itu menggunakan direct method dalam pengajaran speaking, bagaimana para siswa itu menemukan speaking, dan bagaimana menemukan dan bagaimana para siswa menunjukan dan dan kreatipannya pada kegiatan speaking dengan menggunakan direct method atau metode langsung. Penelitian ini adalah Penelitian tidakan kelas (PTK) yang rancangan penelitian yang digunakan adalah model spiral oleh Kemmis dan Teggart (1988). PPenelitian ini terdiri dari empat tahap alam satu siklus, yaitu perencanaan, tindakan, pengamatan dan refleksi. Penelitian ini terdiri dari tiga siklus yang masing masing siklus terdiri dari tiga pertemuan. Pertama kali menemukan apakah ada masalah dan kesulitan yang dihadari para siswa dan kemudian membuat beberapa revisi. Siklus kedua melakasanakan rencana yang sudah direvisi dan menemukan apakah bmasih bada masalah. Dalam mengajar dan belajar pada siklus ketiga para siswa dan guru tidak menemukan beberapa kesulitan yang dihadapi para siswa lagi selama kegiatan belajar dan mengajar. Pada saat proses belajar mengajar berlansung mengikuti langkah langkah direct method. Yaitu menunjukankan beberapa gambar pada siswa, menanyakan beberapa pertanyaan kepada para siswa. Menjawab beberapa pertanyaan dari guru dan menanyakan beberapa pertanyaan keada teman mereka atau guru mereka. Subject dari pemebelajaran adalah siswa kls 8E MTsN 2 kota Jambi. Data dikumpulkan berdasarkan catatan guru dan diary para siswa didukung dengan nrekaman masing masing pertemuan dari setiap siklus. Hasilnya menunjukan bahwa guru menggunakan direct method dalam pengajaran speaking dengan mengikuti lima langkah dari direct method: menunjukan gambar menanyakan beberapa pertanyaan , menjawab pertanyaan. Menanyakan beberapa pertanyaan oleh siswa dan menjawab pertanyaan dari teman teman mereka. Guru merancang beberapa aktivitas, dilakukan oleh para siswa menurut lima langkah dalam direct method dan kegiatan kegiatan yang dibuat. Para siswa lebih aktif dan kreatif dan melibatkan dalam proses pembelajaran. Para siswa juga mengikuti semua scenario dalam proses pembelajaran dan mereka lebih aktif dan kreatif selama proses belajar mengajar. Meskipun para siswa masih menghadapi beberapa kesulitan dalam membuat pertanyaan dan jawaban yang kreatif. Guru membuat beberapa revisi pada masing masing siklus. Suasana kelas menunjukan bahwa suasana yang hidup, semua siswa aktif berbicara dengan menanyakan dan menjawab pertannyaan pertanyaan dalam kelompok mereka berdasarkan gambar gambar yang ditunjukan.

Kata Kunci: direct method; speaking.

INTRODUCTION

Speaking is one of the four language skills. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the

participants, and the purposes of speaking Burns and Joyce (1997 as cited by Torky, 2006). In my observation as a teacher at MTs N 2 School, especially the students of eighth grade-8E, they were still low in speaking proficiency. The indicators showed that they rarely answered the questions given by the teacher orally, They had difficulties to find the appropriate words to create sentences or expression, They had difficulties to recognized the words and grammar. Based on the Littlewood's statement (1984 as cited by Wahyuni, 2013), Mastering speaking is not easy. The main problem faced by students of junior high school when they speak is the difficullty in composing the words or sentences. When they are speaking, they constantly estimate the listener, knowledge and assumtion, in order to select the language that will be interpreted in accordance with the intended meaning.

According to Kurikulum 2013 in teaching speaking of MTs N 2 Kota Jambi, the students are expected to do the transactional activities for example offering, accepting, and refusing an offer, asking, giving and refusing opinion, expression of agreeing and disagreeing, and asking, giving and denying information. In reality, the students are not able to express their idea fluently. Based on the goals that have been determined, the students are expected to achieve them. However, there is a gap between the goals and the reality which happen in the classroom. The reality can be shown through observation as long as I teach in the first semester. In the fact the ability of the eighth grade students in MTs 2 Kota Jambi in speaking performance does not meet the standard of curriculum. From the observation done by the researcher, lack of students' speaking proficiency is the problem. Their vocabulary, pronunciation, and grammar are low which make them unable to tell something during the speaking class activities. Related to the competence of students speaking proficiency, there are some indicators which show that they do not speak fluently. First, in language teaching class, they seldom answer the questions given by the teacher orally, for instance, when the teacher asks their opinion about smoking, several of them can not answer it. Second, they get difficulties to find the appropriate words to create sentence or expression. The third, in grammatical item, they are difficult and not creative in composing the words or sentences. For example, Do you agree eating meatball?, Most of them answered yes or no. The forth, the students are shy to speak English in daily life because they are afraid of being mocked by their friends, afraid of making mistake, for example when a student gives the response or say something in English, other students mock and laugh at them.

Other indicators are shown in the classroom atmosphere, during the teaching learning process, the students are not enthusiastic and interested in joining teaching activities, they do not enjoy the lesson, when all students speak together, the class gets too noisy. Besides, the other factors causing the low speaking proficiency are they learn through student's worksheet (LKS) which contain many kinds of task. During the speaking lesson, the teacher ask to do the exercises in the worksheet (LKS) if there is a dialogue the teacher ask them read it in front of the class. This technique can not enhance their speaking proficiency. Based on the fact, the researcher would like to improve student's proficiency in speaking by conducting an action research by using direct method in the learning process. According to Richards and Rodgers (2001) direct method is Foreign language could be taught without translation or the use of the learner's native language if the meaning was conveyed directly through demonstration and action. Mastering speaking for students in MTs Negeri 2 Kota Jambi grade eight is difficult. In my observation, they are difficult and not creative in composing the words or sentences. They are shy to speak english in daily life because of they are afraid of being mocked by their friends, afraid of making mistake and are poor in vocabularies. Students are taught by using the direct method needs associate the meaning, the spelling and the target language directly. To do this, the teacher introduces new target language words or phrases by demonstrating their meaning (Rircahrd & Rodgers, 2001).

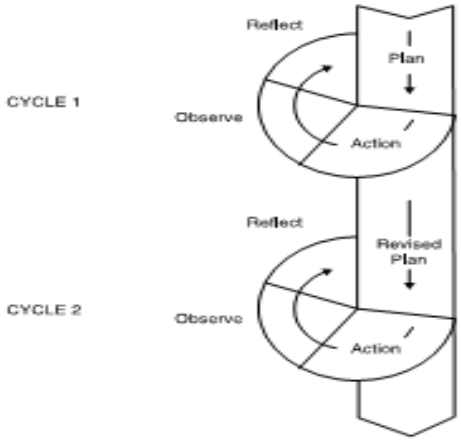
METHOD

This research is conducted based on a classroom action research procedure. It is concerned on the improvement of students' speaking through action which would be given. Here, the writer uses the research design through Spiral model by Kemmis and Mc.Taggart in Burns (2010). The main concept of the action research of spiral model by Kemmis and Mc.Taggart consists of four components, they are planning, acting, observing, and reflecting. These four phases are considered as one cycle. After finishing one cycle, it is continued by the second one. This aims at improving students' speaking ability in speaking class by using direct method. There are three cycles, and each cycle consists of two meetings. The action research cycles can be drawn as follows: first is planning, to get the optimal result in solving the problems, the writer tries to make a plan in the cycles based on the problems faced by the students in speaking class. Here, the writer exposed the plans for the research, composing of preparing and selecting the materials, making the lesson plans which will be taught to the students through direct method and designing the steps in doing the action, preparing teaching aids/media, preparing observation instruments that will be brought into the classroom and be used to know the situation of teaching and learning process when the method is applied, and to know whether the students' ability is improved by the use of this method in speaking class.

Second is acting, at this phase, the activity is done based on the planned material, lesson plan and planned steps. The steps will be: when the problems are found in action one (cycle I), the problem must be solved in action two (cycle II). While in teaching learning process, the researcher monitors and evaluates the process and observes whether the teaching learning process is done as it is planned. Observation is veryimportantpoint, because it is done to know the student's improvement in learning. It is done during the implementation of the action while the students are doing the activities. Third is Observing, when a writer – teacher- does the actions,. The writer whenever as a teacher or observer keeps making records or notes of learning process on their field notes. Moreover, the observers/collaborators are surely having observation sheet on their hands to be filled up during the process. Fourth is Reflecting, It is the last step. All the actions are evaluated and reflected at the end of each cycle. The writer as a teacher and the collaborators try to analyze the result of the observation and test it to know the effect of using direct method in speaking class. In this step, the researcher evaluates the teaching based on the data in observation sheet during the class, known as field notes. The reflecting is made on the format of progress or improvement, weakness, etc during the teaching process. The result of this step is considered to do in the next cycle. This research has two cycles. Having done the reflection, the researcher revised the plan that has been implemented before. The revised planning is used to conduct the action in the cycle II, and the reflection at the second cycle is used to compare the result of cycle I with the cycle II, whether students' activeness improvement during learning and teaching process is gained. If the students' activeness improvement can not be seen, then, the second cycle must be repeated once more.

Procedures of classroom action research

There are four components in one cycle for conducting classroom action research. It consists of Planning, action, observation, and reflection. The four phases of classroom action cycle were conducted integrated like a spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on the planning, action, and observation, then, the researcher could make a reflection to determine the next cycle.



Source: CAR model based on Kemmis and Mc. Taggart (1998)

Picture 1
The Steps of Action research

Data analysis

The technique of data analysis comes from the interpretation of the data collection. To analyze the data, the researcher concerned on the notes written by teacher in teacher's notes and students' note in their diary in each cycle from cycle to cycle, observation of teaching-learning process, students' diary and teachers' note. In processing the data, the researcher used descriptive analysis. It was used to explain the condition in raising indicator achievement at every cycle, and to describe the success of teaching learning process by using direct method in improving speaking skill. The data from observation are grouped based on the students' behavior and students' response that can be taken as a clue or indicator for students' activeness or their progress when this method is introduced. The result of observation was analyzed based on students' progress.

1. Analysis of teacher' note. To analyze the data, the researcher began with the analysis of teacher's note. This analysis concerned on the notes written by the teacher in each cycle from cycle I up to III. Teachers noted the problem and progress found in teaching and learning process in using direct method to improve students' speaking ability. The problems found were inventoried to improve the planning for the next cycle.
2. Analysis of students' diary. Students' diary was analyzed by identifying students' opinion and students' activities as long as teaching and learning process used direct method in improving students' speaking ability in cycle I up to III. The writer kept all students' comment about how they learned speaking during teaching and learning process, the activeness and creativeness, the difficulties and the problem they found during the learning process. Those are as feedback for teacher to have the improvement in the next teaching.

FINDINGS

The Description of First of circle I

In speaking performance, the researcher or the teacher found some findings, such as some students still gave "yes" or "no" as their feedback to the teacher's offering in the dialogue. Then, the students still felt hardship to speak as it was unusual to speak English for them and difficult to understand about English as well. It could be seen from the conversation took place with the teacher. the teacher repeated the questions and guided what they should say. The other group did not give more attention to the group which was performing the dialogue in front of the class, they made noise and disturbed the classroom circumstances.

Reflecting

In this phase, the writer discussed the result of all activities done by the teacher and the students. Where the teaching and learning process in speaking class could run well and where it could not. Therefore,the writer identified and analyzed the problems occurred both faced by the students and the teacher when implementing the direct method of teaching and learning speaking.

Cycle two

The analysis of teacher's note

Based on the analysis described in the table above, we could see that the students were active in giving respond to all teacher's questions, A few students had a bit difficult to get the meaning of the teacher's questions, but they could answer the teacher's question after the teacher asked them by using the other form of questions, the students often forgot to use"I think or in my opinion" in the beginning of the sentence. Students were able to ask someone's opinion with "what do you think or what is your opinion" but they found that it was difficult to ask their friends by using different form of questions, Students did not ask questions about pictures to the teacher. Student were not active and not creative to give questions to their friend or teacher as well.There was an improvement where they have tried to answer all the questions although in little variations.

The analysis of students' diary

Based on an analysis of students'diary that it described that the students learnt speaking through the direct method by doing some activities in teaching learning process based on the topic of learning. It showed that the students were more active and creative in the learning process, as stated in the principles of direct method. The students started the lesson by looking at the pictures showed by the teacher, giving and refusing the opinion about pictures based on the teacher' questions. Asking friends' opinion about the picture.

As described in the figure above, most students were more active and creative in doing the conversation about how to ask, give and refuse the opinion. But most of them still felt the hardship to use many other variations in asking, giving and refusing the opinion. In relation to the direct method, the teacher developed some activities in speaking activities. The teacher made more attractive pictures and wrote a statement on it and the students interested in them. In responding the questions about the pictures, the students were difficult to respond by using some variety of answer.The students also used the monotonous questions in asking someone's opinion and they found difficulty in asking someone's opinion with many variations of the question.

Reflecting

In this cycle the writer discussed the results of all activities done by the teacher and the students as in cycle one. parts of teaching and learning process the speaking class could be more active in and creative in and parts which were still found problems by the teacher and the students were not active and creative in it. Therefore, the writer identified and analyzed the problem occurred both faced by the students and the teacher when implementing the direct method in teaching speaking. In asking students a number of questions, the researcher also found a problem faced by the students. There were only a few kinds of questions about how to ask opinion to someone applied by the teacher and the students. The problem was caused by the teacher and the students who were seldom to use it in their daily life.

In answering step the questions correctly by the students, the researcher found the problem faced by the students. There were only a few students answered the questions with many kinds of variation. The problem could be because the students were rare to use some kinds of variation of giving and refusing opinion in their daily life. In this step, Each student was given the opportunity to ask his/her friends about the pictures. All students participated in doing these activities. There were some problems in doing these activities: first, when the students were asked an opinion, they used one kind of question" what do you think.... ?" They did not use another kind like " what is your opinion about... ?, Doyou have any opinion on...?". The other problem was giving an opinion, most students gave and refused opinion with only one kind of sentence " I think it is....,And afew students used the other kinds of response like "in my opinion..., Personally, it is...,Not bad, no it is not like that".

The problems faced the students during the teaching and learning activities in cycle two are listed below: (1) Few kinds of questions about how to ask opinion to someone applied by the teacher and the students; (2) few students answered the questions with many kinds of variation; (3) most students gave and refused opinion with only one kind of sentence " I think it is....,; (4) When one group was doing dialogue in front

of the classroom, the other group made noisy; and (5) When the learning process was not in group or sat in letter U position, not all students got the opportunity doing dialoque with the teacher.

Cycle three

The analysis of teacher's note

The analysis above described that the teacher observed all activities and took a note during the teaching and learning process. The teacher also watched the learning videos recorded to add his notes. Based on the analysis above, the teacher found that the students were interested to the teacher's explanation about the topic and the pictures showed, the students were also interested and active to pay attention of the pictures show and focused on the teacher's questions. The students were active to answer or give the respond to the teacher's questions based on the pictures varietively, the students found difficulties in giving and denying information with so many variations of answering but the teacher solved the problem by guiding them with many variations of responce. The students found themselves active in asking some informations about pictures to their friends, the students found difficulties to construct the questions and more variation of question but the teacher directly guided them with many variation of questions.

Analysis of students' diary

Students' note was analysed by identifying the most common feedback provided by the students. The students comments were about how they learnt the speaking during teaching and learning process. All comments were analysed. The parts that they were active in, the parts they were not active in, and the parts that were difficult for them during the learning process. Those were as the feedback for the teacher to make the improvenment in the next meeting. The table of an analysis of the students' diaries of cycle three can be showed in appendice A.

In the analysis of students' dairy in cycle three, it describes that students had speaking activity by doing some activities. The teacher asked them to do some tasks. The tasks was done based on the steps in applying the direct method. First, the teacher showed and explained some pictures to students. On this step, all students focused and interested in the pictures. Then, the teacher asked each student about the pictures and the students were asked to give the respond of teacher's question. After that, the teacher gave the chance to each student to ask their friends or their teacher about the pictures. The above figure describes that most students stated that they responded the teacher's question about the agreement and information based on the pictures showed. All students gave the responses to all teacher's questions. But most students found it was difficult to respond the teacher's questions with many kinds of variation of answering. They were monotonous to respond someone's question. Most the students answered the agreement and information such as "yes", "no" or "I agree","I disagree". However, to solve their problem, the teacher guided them with many other kinds of responses such as I agree 100%, I think so, You are right, I disagree, I don't agree with you. I don't think so, I don't go along with you etcetera. The last step gave the chance for each students to ask about agreement and information to their friend. Most students I gave the chance tried to do that. They foud difficult to ask their friend and needed gudiing from their teacher.

Reflecting.

In this phase the writer discussed the result of all activities done by the teacher and the students after finishing all activities in cycle three, in what parts of the teaching and learning process of speaking could run well and in what parts which were still found problems by the teacher and the students. Therefore the writer identified and analyzed the problem occurred both faced by the students and the teacher when implementing the direct method in teaching speaking. In showing and explaining the pictures of the teacher as in the cycle I and II, most of the students focused and payed attention to the teacher's explanation. They were interested and wanted to know much about the pictures. They payed attention and enjoyed my explanation seriously. No problem faced by the students and the teacher in this step.

The next step was asking or did the dialogue to each students individually or grouply, the teacher showed a picture one by one, then asked the students one by one, the teacher asked their students' opinion about the statement on the pictures whether they were agree or not, the students were asked to give some informations and responded by variations of responding. All students who asked by the teacher responded by "yes or no" and "I agree or I don't agree." In this step, the teacher found that the students were active to the respond to the teacher's questions but they were less creative to answer by using many kinds of answering. Yet, the teacher helped them to use many variations of responding.

The last step in applying the direct method in teaching and learning process of speaking was giving a student a chance to ask someone about agreement and asking , giving and denying information about the pictures. The teacher gave a picture to a student then asked he/she to asked to others friends. All students got the chance to ask the information or statement on the pictures to others friend. The problem faced were the students still needed teacher's guiding on making the question and not all of them get the chance, it was caused by a huge number of the student and limited time. However, the teaching and learning process of speaking was alive, all students were active and creative in learning speaking. The problems faced by the students during the teaching and learning process of speaking

activities in the last cycle were as follows: (1) A few students found difficulty in making many variations of responding or answering; (2) They found the difficulty in making variations of questioning; and (3) The students had short time to speak because there were so many students in the classroom.

Based on the analysis of teacher's note and students' diary in cycle one,the result showed that the teacher taught speaking by using the direct method in some activities done by the teacher and students to make them active and creative in learning speaking as stated in the principles of the direct method (Richard and Rodgers, 2001). Based on the direct method, the teacher developed some activities according to skill taught. In process of teaching and learning speaking, the teacher developed the activities adjust to the learning speaking. In cycle one, first, the teacher made the class like letter U to make the students get chance to speak with the teacher, then the teacher showed students some pens, pencils, candies and many pictures, next the teacher offered some pens, pencils, candies and many pictures to students one by one " would you like red pens?, what pen do you like red or black pen?, do you want kopiko?, what about blue pen ?", after that, as an example the teacher asked two students to practice offering something and gave respond and each students must respond it. The teacher asked each student to offer something about what they have on their table to his / her pair, at third meeting on cycle one, the teacher devided the students in group of five then performed it in front of the classroom. Based on the analysis, all students were able to give respond to teacher's offering by giving "yes or No", they were having difficulty in responding to the teacher's offering with many variations such as; Certainly I'd love to, Lovely, Wonderful, Sure thanks, perhaps later, I'd love to but unfortunately, No. Thank you. Then, not all of the students got the chance to speak with the teacher, the teacher was also offering something to students in monotonous questions and the teacher gave a little variations of accepting and refusing offering. interested in the pictures, they gave the responds the teacher's questions by saying I think, yet there were some students started the question like in my opinion, I don't think, in asking someone' opinion most the students started the question with "What do you think".

In the cycle three, at the first meeting the topic was agreement and disagreement and the second meeting was asking, giving and denying information. At the first meeting the teacher asked the students to sit in group and the second meeting the student performed in front of class grouply based on the topic. The learning process started by writing the topic on white board then explained them. next the teacher gave the example after that showing some pictures or media to students in each group. then asking the students about the pictures. After that, the teacher gave chance to each student asking their friend about the topic based on the analysis of the teacher's note and comment on students' diary. All students had the conversation, they answered all questions given by teachers and their friends, they were also asking some questions to their friends. It meant that all of the students active and also creative in doing asking and answering with their friend or their teacher.

Based on the discussion above, it can be concluded there were some findings obtained after finishing the research stated as follows;

1. The first finding was that the teacher used of the direct method in teaching speaking by following five steps. The five steps were showing the pictures or media, asking them to students, answering the questions by students, giving the students the chance to ask any questions to other students, guiding the student when they made mistakes in speaking. This first finding was in line with Norland & Terry (2006, as cited by Andriani, 2015).
2. The second finding was direct method is believed as the effective way to improve the student's motivation, activeness and creativeness in speaking. Basically, this method gave them another point of view about speaking. When the teacher used some techniques to support this method i.e miming, gerture, expression, role play increased the student enthusiasm to practice speaking. they were motivated to know how to ask and answer questions as well. This second finding was line with Hammer (2007).
3. The third finding was that There were some factors that should be considered by the teacher to minimize the problem during the implemtation. First, the teacher had to consider the time. The teacher should menaged the time so that the activities could be done, second, the teacher should give the clear explanation, demonstrasion/gestures so the students could understand well and could do what teacher wanted, the last, the teacher should devide the class in groupwork to persuade reluctant students are more active to speak or if the class so many students. Harmer (2007) stated that sometimes we may have to persuade reluctant students that pairwork and groupwork are worth doing. They are more likely to believe this if pair or group activities are seen to be a success. Ensuring that pair and group activities work well to be easier. we have a clear idea about how resolve any problems that migh occur.
4. The last finding was that implementation of activities by using direct method made the students are able to express first; how to offer, accept and refusing something, Second asking, giving, and refusing someone's opinion, the third the students are able to express agreeing and disagreeing, and the last te students are able to asking, giving and denying information. This finding was based on the expectation of Kurikulum 2013

CONCLUSION

After conducting the study of the classroom action research at MTs Negeri 2 Kota Jambi in academic 2019/2020 by using the direct method in teaching speaking, it can be concluded that the students increased their activeness and creativeness from cycle to cycle after some revisions in designing the students' activities, and the role and the involvement of the teacher in the class. The students do not shy or reluctant to speak English anymore because they are forced to speak in groupwork. Overall, the use of the direct method in teaching speaking at MTs Negeri 2 Kota Jambi in year 2019/2020 is concluded as follows; The first finding is the teacher followed the five steps of direct method; show a set of pictures, describing the pictures, asking question about pictures, aswering the questions by the students, asking some questions about pictures by the students to others students, (Norland & Terry,2006).

The second finding is the teacher divided students in a big class into some groupworks of five students to persuade reluctant students are more active to speak and give them a chance to speak with the teacher, (Hammer,2007). The third finding is the use of the direct method in learning speaking at the students of grade eight MTs Negeri 2 Kota Jambi made more increase of the students' activeness and creativeness because they were not shy and reluctant to speak English and forced to answer and ask the questions and they were guided to responses and asking with many variations of responses and questions.in pair or small groupwork (Hammer,2007).

REFERENCES

Burns, 2010. *Doing Action Research in English Language Teaching.* Newyork and London, Tailor and Prancis group.

Richards and Rodgers, 2001. *Approaches and Method in Language Teaching.* Hawai, Cambridge University.

Torky, 2006. The Effectiveness of a Task – Based Instruction Program in Developing The English Language Speaking Skills of Secondary Stage Students. Aim Shams University

Wahyuni, 2013. The Effectiveness of Using direct Method to Improve Studentss' Speaking Ability. State Institute For Islamic Studies (STAIN) Salatiga.