

Exploring the Implementation of the Direct Method in Teaching Speaking Skills at a Junior High School in Batu Ampar

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Abstract. This study examines the implementation of the Direct Method in English language teaching at a junior high school in Batu Ampar District. The Direct Method emphasizes direct use of the target language, excluding translation, working to improve speaking skills and student confidence. The using a descriptive qualitative approach, the data were collected through semi-structured interviews with five. Students' and one English teacher, and participatory classroom observation. After that, the data were analyzed by transcription, codification and reduction. These results show that the direct method is effective in improving vocabulary retention, pronunciation fluency and students' confidence in speaking English. However, the challenges persist, including limited vocabulary mastery, reliance on mother tongue and insufficient pupil engagement. The teacher addressed these problems by integrating technology, multimedia and group discussion activities. This study recommends careful selection of situationally appropriate teaching techniques and spotlights the Direct Method as a viable approach for improving speaking skills in EFL junior high school contexts.

Keyword: The Direct Method; Speaking skill; EFL; Junior High School; Qualitative Research

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INTRODUCTION

English is a world language that plays an influential role in communication in many aspects, including business, technology, academics, and social activities. Globalization demands English as part of human resources development. According to Nurahma & Sya (2024), English is the language that is most commonly used as a means of communication. English also occupies its role as one of the foreign languages in Indonesia's education system (Alfarisy, 2021).

English is taught as a required subject in Indonesia since junior high school. Students should be able to communicate at the speaking skill so that they can communicate while they are in and out of school using English. With speaking skills, it helps students to be able to express their feelings in English (Eka et al., 2024). But reality proves that many junior high school students still struggle to speak English. By observation in junior high school in Batu Ampar District, there are still some problems as follow; students lack of interest to learn English, students have low mastery of vocabulary, students are too dependent on their mother tongue, and students afraid to make mistakes when speaking English.

However, the fact is that many children at the junior high school level still have difficulty speaking English due to various factors such as, lack of student interest in learning English, minimal mastery of vocabulary and teachers still using old methods, as observed in one of the junior high schools in Batu Ampar district, where there is still a lack of student interaction in English learning classes, very minimal mastery of vocabulary, fear of making mistakes in speaking, hesitation and lack of confidence, very dependent on the mother tongue and on the use of dictionaries and other translation tools. In addition to these factors, the weak English skills in junior high schools in Batu Ampar district are teachers who still use old methods where learning is centered on the teacher, such as the lecture method (conventional), less involving students to interact actively, making students bored and less interested in learning English. Teachers are facilitators who can help students improve their speaking skills (Hasibuan & Dewi, 2025). English, as stated by Hidayah Purnamawati & Abbas (2024) is “an important task in developing their students’ speaking skills.” The success of a learning process lies in the role of an educator, a relevant curriculum, completeness of teaching materials and resources, and supporting learning facilities (Makrifah & Fauzi, 2024).

Based on preliminary observations conducted at SMP Negeri 3 Batu Ampar, many students still experience difficulties speaking English. Students demonstrated limited vocabulary mastery, low confidence, and a strong reliance on their mother tongue during classroom interaction. This condition was also reflected in students’ daily assignment scores. Of the 30 students in class VII A, only 9 met the Minimum Completion Criteria (KKM = 70), while 21 scored below the standard. Several students scored between 45 and 60, indicating that their speaking and vocabulary abilities were still relatively low. In classroom activities, students also tended to hesitate when answering questions in English and feared making pronunciation mistakes.

To overcome the challenges encountered in implementing English learning in junior high schools, choosing the right learning method is very important. One of which is the application of the direct method, as explained in the journal (Stmik & Nusa, 2022), where public speaking skills in the younger generation are still very low, and many people are not confident to appear in public because of a lack of public speaking skills. By selecting the right method, it is hoped that students’ speaking skills can be improved (Megawati, 2023).

They utilize that method to approach that problem. Originating in the late nineteenth century as a rebellion against grammar-translation, the direct method was pioneered by teachers like Berlitz and Sauveur who believed the second language must be taught directly, i.e., without using the learner’s first language. The core principles of the direct method include the exclusive use of the target language in the classroom, teaching vocabulary through demonstration and context rather than translation, emphasis on oral communication and correct pronunciation, and the use of inductive grammar teaching (Dakhalan & Tanucan, 2024). Besides that, the use of the Direct Method in English learning aims to help students grow confidence in speaking English. As stated in the journal (Dalilah & Ashila, 2024), “an educator uses the Direct Method in English learning with the aim of enabling students to communicate in the target language”. So, these principles make the Direct Method particularly suitable for developing speaking skills in EFL contexts.

To ensure this research focuses on the observed and researched issues. It provides novelty from previous research; the researcher needs to conduct a study with a similar theme to the one

being conducted. Based on this, the researcher conducted a literature review of previous research and outlined the results as follows:

Table 1 Previous Research

No	Name and Title of Research	Research Location	Research purposes	Methods and Results of the Research	Differences with current research
1	Moh. Mahmud, Syahria, 2021. The Effect of Direct Method in Teaching Speaking Skill.	Darussalam High School, Blokagung, Banyuwangi	The aim of this study was to see the differences in results before and after applying the direct method.	Pre-experimental (pre/post-test). Found significant improvement after applying the Direct Method.	Experimental method vs. current study's descriptive qualitative approach, and different location.
2	Nurul Fitriyanti Th. Abas dan Zainurrahman, 2022. Is The Direct Method Still Effective In Teaching English Speaking Skills In Indonesia.	State University in North Maluku, Indonesia	The aim of this research was to see whether the direct method is effective enough in teaching English, especially in Indonesia?	Classroom Action Research (CAR) in two cycles. Direct Method effective when combined with dialogue and role-play.	CAR approach vs. descriptive qualitative; university-level vs. junior high school setting.
3	Muhammad Dakhlan, Jem Cloyd M. Tanucan, 2024. The Direct Method in Language Teaching: A Literature Review of Its Effectiveness.	Literature-based (no single location)	Knowing the effectiveness of direct methods in teaching English through various sources of information	The Literature review study. It is effective for speaking and confidence; less effective for reading and writing	Literature review vs. field-based qualitative; current study provides empirical classroom data.
4	Stefani Dewi Rosaria, Devy Angga Gunantar, Hetty Catur Ellyawati dan Dewi Nurdiah pada tahun, 2025. Direct Method Impact on the Students' Speaking Ability: A Case of Non-English Department Students of Semarang University.	Faculty of Law, University of Semarang	This research was conducted because the researcher wanted to see the effectiveness of applying direct methods in teaching English, especially in non-English classes such as the Faculty of Law, Semarang University.	The Classroom Action Research (CAR) in two cycles. Students became more active and teacher provided inductive feedback for errors.	University-level non-English students vs. junior high school EFL students in current study.
5	Bejo Sutrisno, Silvia Sanusi dan Budi Rachmawati, 2026. The Effectiveness of the Direct Method in Enhancing Public Elementary Students' Speaking Skills.	Tutoring center, Depok (Bu Lani's Tutoring House in Depok	This study examines the effectiveness of direct methods in improving speaking skills and increasing the activeness of students' responses.	Mixed method (quasi-experimental + descriptive qualitative). Significant improvement over 22 sessions.	Mixed method vs. purely qualitative; elementary tutoring context vs. formal junior high school setting.

Source: Personal Data

Previous studies mostly focused on the effectiveness of the Direct Method in urban schools, university settings, or experimental classrooms. However, few studies have examined how the Direct Method is implemented among junior high school students living in multilingual environments where students rely heavily on local languages, such as Malay, in daily communication. Therefore, this study specifically investigates the implementation of the Direct Method in the Batu Ampar context, where students experience linguistic interference from their mother tongue during English-speaking activities. Three specific questions guided the research:

1. How does the Direct Method support students' speaking skills in English learning?
2. How is the Direct Method implemented in English learning in the classroom?
3. What are the challenges encountered when implementing the Direct Method in classroom learning?

METHOD

This research uses qualitative methods. The descriptive qualitative research is a form of research that prioritizes in-depth knowledge of social and cultural phenomena, as well as human behavior. Qualitative research uses descriptive and interpretive approaches to understand the understanding, experiences, and perspectives of individuals or groups under certain conditions (Sahir, 2022). The main phenomenon in this research is the importance of applying the Direct Method in English learning. The demands of modern developments require us to learn English in the era of globalization, so that English mastery is considered essential to support the quality of human resources (HR). To improve students' speaking skills, they must choose the right method to hone their speaking skills in English, so that the explanation of the questions asked can support the basis of this research. In addition, qualitative research is considered to be able to explore broad and in-depth data for a researcher.

This research was conducted in class VII A, where class VII A consists of 30 students, consisting of 12 female students and 18 male students, to obtain information for data collection. Data collection techniques are the main action of the research, because without data collection techniques, researchers cannot obtain accurate data and meet research standards (Muhammad Pahleviannur, n.d.). The data collection instrument uses an interview instrument for class VII A students at Batu Ampar District Middle School.

Data Collection Techniques

Interviews were carried out with five students who were purposefully chosen and one English teacher. The method of purposive sampling was utilized to guarantee that the participants fulfilled particular criteria that were in line with the research goals: the student achieving the highest daily assignment score, two students with the lowest scores, and two students who consented to be interviewed (Lenaini et al., 2021). This sampling approach allowed the researcher to gather a variety of viewpoints on the Direct Method, encompassing both high achievers and those facing challenges. The five chosen students represented a range of backgrounds and living situations.

A semi-structured interview format was utilized, enabling the researcher to formulate essential questions while also exploring follow-up inquiries based on the responses of participants (Sahir, 2022). Then, in determining the questions to be asked of the informants, the researcher chose to assess the effectiveness of the direct method as perceived by students and also the perceived shortcomings of the students (Nurahma & Sya, 2024). Considering that the students possessed limited proficiency in English and communicated with a pronounced Malay accent, the interviews were conducted in Indonesian, incorporating occasional Malay phrases to enhance participant understanding and ease. The interviews were recorded using two mobile phones and

later transcribed word-for-word. The interview questions directed at the students and the English teacher are displayed in Tables 2 and 3, respectively.

Table 2 Interview Questions for Students

No	Questions
1	Do you find it easier to speak English using the direct method compared to other methods?
2	What are the advantages and disadvantages of the Direct Method?
3	What challenges did you face while learning the direct method?
4	How to face these challenges?
5	What benefits do you feel after learning English using the direct method??
6	How do you feel when learning English with the direct method?

Source: Personal Data

Table 3 Interview Questions for the English Teacher

No	Questions
1.	How is the Direct Method implemented in class VII A?
2.	Is there any possible improvement in students' grades or participation in learning from before implementing the direct method to after implementing the direct method?
3.	What are the challenges in implementing the Direct Method in the classroom?
4.	What is the solution to overcome the problems found in the application of the Direct Method

Source: Personal Data

Observation

To obtain deeper information, a researcher can conduct observations in observing an activity that can be a source of information in the research. The purpose of the observation is to ensure the accuracy of the answers from the five informants, in addition to seeing student interactions in learning English with the Direct Method. The researcher conducted participatory observation by directly observing teaching and learning activities in class VII A. The observation was carried out on May 20, 2025, starting with the researcher observing English learning in class VII A guided by a colleague as an English teacher at the junior high school with the discussion material About Me, explaining the students' daily activities starting from self-introduction, biodata, and what activities are carried out daily starting from waking up until going back to sleep. Learning activities began at 07.00 WIB with a duration of 1x40 minutes. The observations made refer to previous research, namely a new perspective on teaching English through the Direct Method by (Bobihu, n.d.). There are also observation indicators as follows.

1. Teacher skills in classroom management.
 - a. The teacher prepares students and asks them to tidy up their clothes.
 - b. Checks student attendance.
 - c. Reviews previous material.
2. The teacher uses the Direct Method in classroom learning.
 - a. The teacher uses English as the language of instruction.
 - b. English learning does not use dictionaries or other translation tools.
3. The teacher varies learning with various media.
4. Students participate in learning.
5. The teacher checks student understanding.
 - a. Provide guided practice.
 - b. Provide independent practice.
 - c. Provide feedback to students.
6. The teacher closes the lesson with a closing greeting.

Trustworthiness of Data

The researcher ensured data credibility through source triangulation by comparing information from classroom observations, student interviews, and teacher interviews. Furthermore, member

checking was conducted to confirm participants' responses and minimize misinterpretation. Interview recordings and field notes were also used to support the consistency and dependability of the findings.

Data Analysis

Data analysis is the core of research, by analyzing data researchers can see findings, determine the results of the research conducted, whether official or real (Sirajuddin Saleh, n.d.).

1. Interview

In the first interview data analysis, the researcher transcribed the results of interviews with five informants. Then, the researcher reduced the data by selecting data relevant to the research questions. After the reduction, the researcher performed generic coding by assigning codes or categorizing the data according to the research questions. The data was then drawn to conclude the analysis.

2. Observation

In analyzing observation data, the researcher first collected field notes. Then, the researcher used categorical analysis techniques by grouping the data according to established criteria. After grouping the data according to categories, the researcher continued by coding the data to identify communication patterns that emerged during the implementation of the Direct Method in the classroom. Afterward, the researcher concluded from the observation data.

The student grade distribution used for purposive sampling purposes is presented in Table 4.

Table 4 Student Daily Assignment Scores — Class VII A (Minimum Completion Criteria: 70)

NO	Student Name	Daily Assignment Value	Minimum Completion Criteria: 70
1	Student 1	51	Not Completed
2	Student 2	77	Completed
3	Student 3	78	Completed
4	Student 4	48	Not Completed
5	Student 5	56	Not Completed
6	Student 6	50	Not Completed
7	Student 7	50	Not Completed
8	Student 8	61	Not Completed
9	Student 9	79	Completed
10	Student 10	57	Not Completed
11	Student 11	83	Completed
12	Student 12	58	Not Completed
13	Student 13	50	Not Completed
14	Student 14	58	Not Completed
15	Student 15	58	Not Completed
16	Student 16	52	Not Completed
17	Student 17	78	Completed
18	Student 18	72	Completed
19	Student 19	45	Not Completed
20	Student 20	79	Completed
21	Student 21	50	Not Completed
22	Student 22	76	Completed
23	Student 23	50	Not Completed
24	Student 24	52	Not Completed
25	Student 25	75	Completed
26	Student 26	51	Not Completed
27	Student 27	60	Not Completed
28	Student 28	59	Not Completed
29	Student 29	50	Not Completed
30	Student 30	80	Completed

Source: Personal Data

RESULTS AND DISCUSSION

Results

This section presents the findings obtained from classroom observation and semi-structured interviews with five students and one English teacher regarding the implementation of the Direct Method in teaching speaking skills at SMP Negeri 3 Batu Ampar. The findings are organized into three major themes based on the research questions: (1) the effectiveness of the Direct Method in improving students' speaking skills, (2) the implementation of the Direct Method in classroom learning, and (3) the challenges encountered during the implementation process.

Effectiveness of the Application of the Direct Method

Based on the interview and observation results, the Direct Method in English learning was found to contribute positively to the development of students' language skills, especially speaking skills. Most students stated that learning English by using the Direct Method, helped the students more easily memorize vocabulary, discover many new words, learn to improve their pronunciation fluency in English, and increase their confidence in conveying answers or opinions using English. This research is in line with previous research, namely, Makrifah & Fauzi (2024) explained that the application of the Direct Method was intended to train students to increase their confidence in speaking English. However, this time the researcher, in addition to explaining the effectiveness of the application of the direct method, also explained that the application of the direct method is not easy and encounters a number of obstacles.

It was also conveyed by three out of the five informants in the interview. These three informants had nearly identical answers, stating that they felt it was easier to understand the vocabulary, memorize vocabulary, and encouraged them feel more confident in speaking English, as shown in the following statement.

Participant 1 stated

"May I answer, ma'am, it's very easy because A. understands more about new vocabulary and how to pronounce it and of course A. is more confident" (Interview, May 19, 2025).

Then the participant 2 also revealed that:

"Because it's easier to understand directly, A.M. learns more new vocabulary and understands it more quickly" (Interview, May 19, 2025).

Continued with the statement of the participant 3 stating that:

"It's more like I understand a little bit. Oh, the teacher's explanations are a bit more manageable" (Interview, May 19, 2025).

In addition to the statements from the three student participants, the effectiveness of using the Direct Method was also explained by the English teacher who teaches in class VIIA as follows.

"There are students who are more confident in delivering answers in English" (Interview, May 21, 2025).

However, on the other hand, out of five informants, two informants, namely informant four and informant five, found it difficult to learn English with the Direct Method because the Direct Method emphasized the target language without involving the mother tongue such as translation and the use of dictionaries, so they had difficulty communicating and answering learning questions given by the teacher because they did not master a lot of vocabulary. As explained by the following two informants:

Participant 4 found it difficult to answer questions when learning English using the Direct Method because he did not master the vocabulary as he stated.

"I found it a little less easy to do because I doesn't seem to have memorized English vocabulary very well" (Interview, May 19, 2025).

Likewise, participant 5 also revealed that:

"It's difficult. Because I can't memorize the vocabulary yet." (Interview, May 19, 2025).

So, it can be concluded that the findings indicate that the Direct Method helped students improve vocabulary mastery, pronunciation, and confidence in speaking English, although the effectiveness varied depending on students' language proficiency and vocabulary knowledge.

Implementation of the Direct Method in English Learning in the Classroom

The observation was conducted at SMP Negeri 3 Batu Ampar, Class VII A, on May 20, 2025, for one 40-minute lesson period on the topic 'About Me.' The full observation results are presented in Table 5

Table 5 Classroom Observation Results — Direct Method Implementation

No	Observation Indicators	Yes	No	Information
1	The teacher prepares the students by tidying up their clothes and tidying up the students' seats.	✓		
2	The teacher opened the lesson by praying together.	✓		
3	The teacher checks student attendance.	✓		
4	The teacher reviews previous learning, before starting new material.	✓		
5	Teachers apply the Direct Method to classroom learning.	✓		The teacher applies the direct method by emphasizing the target language without involving dictionaries or other translation tools during classroom learning.
6	The teacher explains the learning objectives and conditions the students.	✓		
7	Teachers use English during class learning.	✓		
8	Teachers provide variations in learning by using learning media such as video, audio, images and others to focus students' attention.	✓		The teacher provides material on the topic About Me using audio-visual media in English learning.
9	Students actively participate in English learning in class.	✓		Students are quite active in learning English in class, but still have difficulties because

No	Observation Indicators	Yes	No	Information
				many have not mastered English vocabulary..
10	The teacher provides guided practice by inviting students to pronounce vocabulary word by word, asking students to tell about themselves in front of the class.	✓		The teacher guides students to describe themselves using English.
11	The teacher checks the students' understanding.	✓		
12	The teacher gives feedback to students.	✓		
13	The teacher gives students the opportunity for independent practice.	✓		
14	The teacher provides a conclusion of the learning material at the end of the activity.	✓		
15	The teacher closes the lesson with a closing greeting.	✓		

Source: Personal Data

Based on the table, the observation results showed that the teacher applied several important components of the Direct Method, including:

- using English as the language of instruction;
- emphasizing oral communication;
- encouraging direct interaction between teacher and students;
- avoiding translation activities;
- providing guided and independent speaking practice; and
- giving immediate feedback on students' responses and pronunciation.

Students actively participated during classroom activities, particularly when they practiced pronunciation and introduced themselves in front of the class. Nevertheless, some students still showed hesitation and relied on peers when responding to the teacher's questions.

The results of this observation are also supported by the results of an interview between the researcher and the English language teacher who teaches in class VII A.

"The implementation of the Direct Method in class VII A went quite well. Students were very enthusiastic about participating in this learning because they learned new things, although they still experienced many difficulties" (Interview, May 21, 2025).

So, the observation findings demonstrated that the Direct Method encouraged active participation and increased students' opportunities to practice speaking English directly in the classroom.

Challenges faced in implementing the Direct Method in English learning

Despite the generally favorable reception, the execution of the Direct Method faced significant obstacles, as indicated by all five student participants along with the teacher. The main challenges identified were: (1) inadequate mastery of vocabulary, which hindered students from engaging fully in interactions conducted in the target language; (2) challenges in achieving fluent English pronunciation; (3) a strong dependence on the native language (Malay/Indonesian); and (4) feelings of anxiety and diminished confidence when asked to speak English in front of their classmates. All five participants expressed difficulties concerning vocabulary and communication: Participant 1 stated that:

"Getting quizzes and questions from the teacher, because A. has not mastered all the new vocabulary" (Interview, May 19, 2025).

Likewise, with participant 2 stated that:

"It's like being asked to take a quiz, or being asked to tell a story in English in front of the class, because A. H. doesn't really know English yet, because he doesn't really understand the vocabulary yet" (Interview, May 19, 2025).

Likewise, participant 3 found it difficult to remember and memorize vocabulary, he explained that "It's a headache remembering, just remembering it for days" (Interview, May 19, 2025).

Participant four found it difficult to pronounce vocabulary in English. He stated

"Not fluent in English pronunciation" (Interview, May 19, 2025).

Like the other participants, the fifth informant had difficulty communicating due to a lack of vocabulary. He stated:

"It's difficult to communicate because I don't know the vocabulary" (Interview, May 19, 2025).

In addition to the challenges presented by students in using the Direct Method in learning English. The same thing was also explained by the teacher who teaches English in class VIIA.

"The challenge faced is the students' misconception that English is difficult. They become accustomed to their comfort zone and always rely on their mother tongue" (Interview, May 21).

In addition to overcoming these problems, the teacher applied several strategies to address challenges to increase students' interest and participation during learning activities. These strategies included using technology-based media, learning videos, quizzes, images, and group discussions. He explained that

"Overcoming this by using technology in learning, namely showing learning videos, group discussions, giving quizzes accompanied by interesting images" (Interview, May 21).

These adaptive strategies correspond with the findings of Rosaria et al. (2025), which indicate that the Direct Method proves to be most effective when it is supported by a classroom environment that fosters emotional safety, where errors are addressed inductively instead of punitively. The teacher's methodology illustrated that the successful application of the Direct Method involves more than just choosing a method; it requires continuous and responsive pedagogical design. This notion was further emphasized by Makrifah & Fauzi (2024), who asserted that the success of any teaching method was contingent upon its relevance to the specific needs of the students.

The findings suggest that the implementation of the Direct Method requires teacher creativity, supportive classroom management, and engaging learning media to help students overcome difficulties related to vocabulary, pronunciation, and confidence.

Discussion

The findings of this study indicate that the Direct Method contributes positively to students' speaking development, particularly in vocabulary acquisition, pronunciation practice, and self-confidence in speaking English. The results demonstrate that students became more actively involved in classroom interaction because the learning process emphasized direct communication using the target language.

The improvement in students' confidence supports the theory underlying the Direct Method, which emphasizes the importance of oral communication and direct exposure to the target language. Students in this study reported that they felt more confident when speaking English because they were encouraged to practice continuously during classroom activities. This finding is consistent with Makrifah and Fauzi (2024), who explained that the Direct Method helps students develop confidence in speaking English through frequent oral interaction.

In addition, the use of English as the primary language of instruction helped students become more familiar with English vocabulary and pronunciation. Through repeated exposure to English expressions, students gradually learned new vocabulary in context without depending

heavily on translation. This finding is also in line with Dakhalan and Tanucan (2024), who argued that the Direct Method improves oral communication skills because students learn language directly through interaction and contextual understanding.

The observation results further showed that classroom interaction became more student-centered. Students participated in pronunciation drills, self-introduction activities, and question-and-answer sessions. The use of audio-visual media also increased students' attention and engagement during learning activities. This finding supports Rosaria et al. (2025), who stated that the effectiveness of the Direct Method increases when teachers create interactive and supportive classroom environments.

However, the findings also reveal that the implementation of the Direct Method was not entirely free from challenges. Some students experienced difficulties because of limited vocabulary mastery and lack of confidence. Since the method minimizes the use of translation and mother tongue support, lower-achieving students sometimes struggled to understand instructions and express ideas in English. These findings indicate that the effectiveness of the Direct Method may depend on students' initial language ability and learning readiness.

Another important finding is students' dependence on their mother tongue. Many students were still accustomed to using Indonesian or Malay during classroom interaction because they considered English difficult. This condition became one of the main obstacles in implementing the Direct Method consistently. This finding is consistent with Nurahma and Sya (2024).

CONCLUSION

Based on the findings from research conducted in class VII at SMP Negeri 3 Batu Ampar, it can be concluded that the implementation of the Direct Method significantly aids in enhancing students' speaking abilities. This method facilitates students in memorizing vocabulary, discovering new words, practicing pronunciation fluency, and boosting their confidence in speaking English. The Direct Method has the potential to alter students' perceptions regarding the difficulty of learning English. Furthermore, its application renders the teaching and learning process more effective. However, various challenges may arise during the implementation of the Direct Method, which can be addressed through appropriate solutions, specifically by enabling teachers to leverage technology and learning media that are pertinent to the material being taught to ensure the successful application of the Direct Method.

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