ANALYZING LECTURERS' DIFFICULTIES IN TEACHING SPEAKING BY USING DIRECT METHOD

(A Study at Department of English Language Education, UIN Ar-Raniry)

THESIS

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FAKULTAS TARIBYAH DAN KEGURUAN

UNIVERISTAS ISLAM NEGERI AR-RANIRY

BANDA ACEH

2021 M/1442 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirement for

The Bachelor Degree of Education Language Teaching

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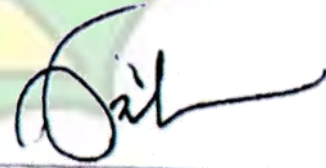
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Date: / 3 / 01 / 2021   Date: / 6 / 01 / 2021

It has been defended in *Sidang Munaqasyah*

In front of the board of the Examination for the working paper

and has been accepted in partial fulfilment of the requirements

for the Bachelor Degree of Education in English Language Teaching

On:

Thursday,_____14 January 2021 M

1 Jumadil Akhirah 1442 H

In Darussalam, Banda Aceh

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SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya baca dengan sesungguhnya.

Banda Aceh, 1 Januari 2021
Saya yang membuat surat pernyataan,

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ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

First and foremost, praises and thanks to the God, the Almighty, for His showers of blessing throughout my research work to complete the research successfully. Peace be upon Prophet Muhammad SAW, together with his family and companions who struggled to bring us to the right path.

I would like to express my deep and sincere gratitude to my research supervisors Safrul Muluk, S.Ag., M.A., M.Ed., Ph.Dd. and Fithriyah, S.Ag., M.Pd. for giving me the opportunity to do research and providing invaluable guidance throughout this research. Their dynamism, vision, sincerity and motivation have deeply inspired me. They have taught me the methodology to carry out the research and to present the research works as clearly as possible. It was a great privilege and honor to work and study under their guidance.

This journey would be impossible without the support of my family. Especially gratitude, I would like to address to my beloved father, Said Fadli, and my beloved mother, Rismawati. My parents are indeed my forefront supporters who prayed, encouraged and motivated me a lot not only in writing thesis but also in all good things I have achieved in my life. My appreciation is also extended to my siblings, Said Farid Hidayat, Syarifah Assyifa who give motivation for me to finish my study as soon as I can.

I am also grateful for my best friends Aida and Talita, who always remember me to not easily give up and support me in completing my study. And also, to Dina Amalia, Dwi Fitriyah, Ade Hayatun Nufus, and all my friends in PBI 2016 who always support each other. My specially mentions for close friends Said Mustafa also as my support systems. My recognition is also for all of my research participants who helped me in conducting this research. Thanks for my other support system, big family Na and Hadrah groups who motivated me to continue this research despite working hours. Finally, due to the shortcoming of this study, suggestions and comment are meaningful to reduce its weakness and improve the quality of the writing. I hope this thesis will give a valuable contribution to the readers.

Banda Aceh, January 1st 2021
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ABSTRACT

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Major	: Department of English Language Education
Thesis working Title	: Analyzing Lecturers' Difficulties in Teaching Speaking by Using Direct Method
Main Supervisor	: Safrul Muluk, S. Ag., M.A., M.Ed., Ph.D.
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Keywords	: Analyzing lecturers' difficulties, Teaching speaking, Direct method.

This study aims at analyzing lecturers' difficulties in teaching speaking by using direct method at UIN Ar-Raniry, especially lecturers'of English Language Education department. There were 5 lecturers chosen as participants, who had applied the direct method in the speaking class. The instrument used in this research was semi structured interview. The writer found that there were some problems faced by the lecturers of English Language Education department such as difficulties in teaching at different level class, misunderstanding during teaching learning process, the anxiety of students', and the enthusiasm of students'. Furthermore, the writer found that there were three factors causing the lecturers' difficulty in teaching speaking using direct method, namely vocabulary limitation, student's background, and student's personality.
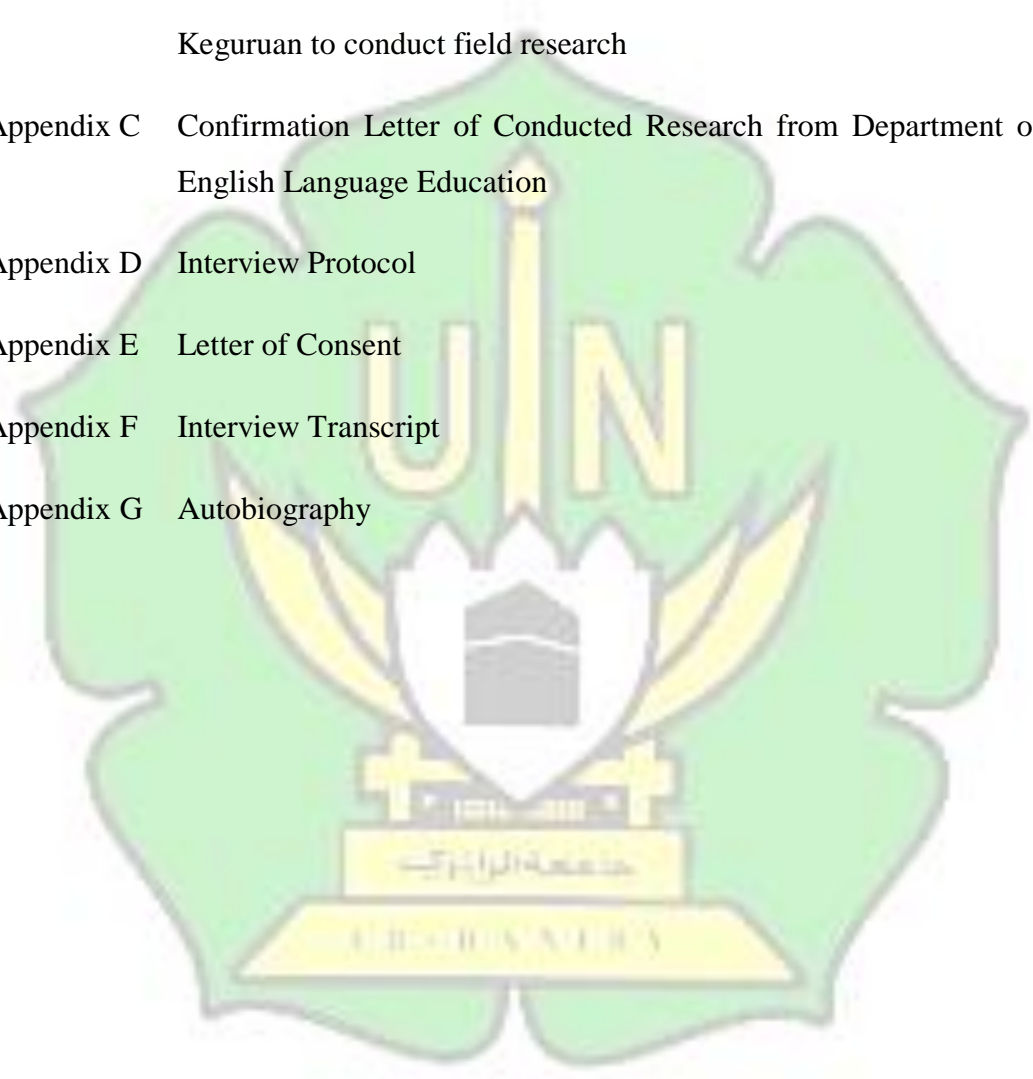
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CHAPTER I
INTRODUCTION

A.   Background of Study

English education students at UIN Ar-Raniry required students to take introductory courses to master in several stages. There are four language skills they must master, namely speaking, listening, writing, and reading. These abilities will be studied by students gradually and continuously, from the basic level to the highest level. That is because the students will be able to master the four skills well. These four skills certainly have different levels of difficulty during the teaching and learning process. The lecturers are given the freedom to choose the strategy or approach they will use in class when teaching these four skills. As we know, speaking is one of the most challenging skills in English. Some experts suggest that the language teaching's primary purpose is to communicate with others by conveying all information clearly and regularly. Brown (2001), as cited in Ira (2013), stated that speaking is one skill that is difficult to learn due to many factors such as rhythm, good grouping, or vocabulary.

Moreover, the lack of language that the students have makes it difficult for them to communicate using English. As we know that to be able to master a second language, students will be required to hone their speaking skills. In learning foreign languages, students who are learning a second language are required to make speaking skills a top priority (Nuhayati & Harpen, 2018).

They were speaking as a two–way process, including an accurate communication of opinions, information, or emotions. This top-down view regards

the spoken texts as the collaboration between two or more persons in the shared time and the shared context (Leong & Ahmadi, 2017). Therefore, speaking skills become the primary race for students to master their English language skills. The practical existence of speaking outside the classroom make speaking skills will increase rather than just focusing on learning speaking in class. According to Pourhusein (2016), communication is used as a means or container for humans to convey something complex. Persons need contact when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. As we all know, speaking skills are productive skills that must be continuously trained so that students can share with native speakers or with others who are English is a second language. Students' interest in speaking, it is mandatory to interact with each other to be able to convey ideas orally (Efrizal, 2012). They also add that if you want students to communicate using English, the lecturer must start by asking something using English as well.

In teaching speaking, each lecturer chooses a method that suits the students' speaking ability. One of the methods used in learning speaking skills is the GTM (grammar-translation method). However, over time this method was developed in order to increase the students' ability to master speaking skills quickly. So, the expert changes this method into the Direct Method. The Direct method, also called Natural Method coined by Francois Gouin and Charles Berlitz, exists because of dissatisfaction with GTM. The first time Direct Method was used in France around 1900, but it did not get a good response from the education sector, especially the school community. Larsen (2008), as cited in Dharu (2017), stated that a method

that uses the target language directly and provides a visual image without a second language or mother tongue. According to Cagri (2013), using the direct method will help students to more easily use the second language. That is due to the rules in the direct method, and students are not allowed to use L1. By practicing using the target language frequently, it will be faster to help students improve their speaking skills. The direct method is one of the relevant language learning methods. This method uses learning foreign languages to understand a foreign language like learning the mother tongue.

So far, now the direct approach is called the natural method. Using the direct method, students should familiarize themselves with the target language without using the mother tongue during the learning process. The main requirement for implementing this method is that no translation into the mother tongue is allowed. Teachers and students are asking to use the target language in the class. There was previous research to support this thesis under the title "The Use of Direct Method to Teach Integrated Skill." The study conducted by Dharu (2017) found that using direct method could improve students speaking ability of purikids Yogjakarta showed games and fun activities and gave more active conversational activities.

The sample of this research is a lecturer's who teaches English speaking skills last semester. The researchers were doing this research at the English department of U.I.N. Ar-raniry. Different from the previous study above, the researcher would not analyze students' speaking improvement in using the direct method. The researcher wants to explore the lecturer's difficulties who teach speaking skill by using the direct method.

## B.	Research Question

Based on the background study above, the writer focuses on one research question.

1. What are the difficulties faced by lecturers in teaching speaking by using the direct method?

2. What are the factors that cause difficulties for lecturers in teaching speaking by using the direct method?

## C.	The Aim of Study

In line with the research question above, the purposes of this study state as follows

1. To know the specific information about lecturer difficulties in teaching speaking using direct method at the English Education Department UIN Ar-Raniry Banda Aceh.

2. To find out the factors that causes the lecturer's difficulties in teaching speaking by using direct method.

D. **Significant of Study**

The specification of the significances of this research as follows:

a. For the lecturer, this research is beneficial for the lecturer who teaches speaking by using the direct method. This research will help the lecturer to solve the difficulties in teaching speaking in the future. Besides, this research will help the new lecturer learn a lot from the lecturer's previous teaching style using direct methods.

b. For other researchers, this research could be a reference for the future researcher interested in a study about lecturer teaching speaking ability by using a direct method.

E. **Terminology**

1. Direct method

According to Basarally (2010), direct method is "a method in teaching English using second languages, where teachers are required to show actively in class using the target language to get the word as quickly as learning the first language. One of the direct method learning processes is interaction using the second language between teachers and students and naturally between one student and other students. The direct method is a method that renames from the grammar-translation form. In the direct method, the target language becomes a teaching and learning technique. The direct method is the first attempt to make the condition of communication one of the word's uses.

2. Teaching Speaking

Speaking is a production skill that falls into two main categories: accuracy and fluency. Accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account "the ability to keep going when speaking spontaneously" (Derakhshan, Khalili, & Beheshti, 2016). Speaking skill is one of the four primary skill for ESL students to communicate with people. In speaking skills, students expect to communicate smoothly, and the information conveyed is delivered well. Leong and Ahmadi (2017) state that "One of the most critical aspects of the four skills that are considered most difficult and challenging for learning a foreign language is speaking skills. In this study, the researcher focuses on lecturer difficulty in teaching speaking using the direct method.

CHAPTER II
LITERATURE REVIEW

This chapter presents several reviews of related literature used in this study.

A. Direct Method Theory

The direct method was first coined in the early 1800s by an educator named Wilhelm Victor. This method was designed by him to make the students use the target language without any translation. For other skills such as writing and reading that have been taught from the beginning, speaking and listening will also be important points in mastering a language, especially English. According to the viewpoint of some experts, language is best learned when students actively use the language in class. According to Rajathurai (2018), practice using the target language will make it easier for students to achieve fluency or mastery of the English language. Without practice, students' speaking skills will not improve if only taught in theory. Direct teaching may be the best way to give students positive results in learning English. With direct teaching using the direct method, it will provide more stimulation to students to have more motivation to ask opinions and provide responses in the speaking class. Richard & Rodgers (2019), Teachers must have the ability and good skills to implement direct methods.

The direct method, which is also known as the natural method or conversational method, has been popular since it enables students to communicate in the foreign language. The direct method focuses on everyday language, and uses questions and answers, emphasizes teaching oral language. According to Cagri (2013), direct method is a language learning method which requires students to use

the target language directly. Besides, students are not allowed to use L1 as a whole. It will train students to speak fluent English. This method prohibits students and teachers from using their mother tongue. It is so that students directly feel the language themselves. Through this activity, students can be able to speak using the target language.

Direct method is a method designed to use English; this method aims to familiarize students with speaking using the target language. If students do not know the meaning of the vocabulary spoken by the lecturer, then the lecturer may not translate but use visual aids (Sitorus & Silitonga, 2018). The success or failure of this direct method is highly dependent on the teacher's competence in teaching. From some of the expert opinions above, the writer concludes that the direct method is a method that requires teachers and students to use the target language in the learning process without using the first language (mother tongue). The lecturer who is competent in the field of English greatly influences the success of this method.

1.   *The Advantages and Disadvantages of Direct Method*

The direct method (DM) is based totally on the idea that mastering the second language ought to imitate the natural manner humans learn any language, that is, the child's studying of native language, which takes location without the interference of another language. In a method certainly has advantages and disadvantages when implementing it.

a. Advantages

According to Rabea (2020), the advantages and disadvantages of the direct method there are:

1. The more focus is on oral practice, so the communication skills improve.

2. This method is suitable for teaching vocabulary and its branches such as words and idioms.

3. This method helps learners to be fluent in communication skills.

4. Lecturer move from particular to general and from concrete to abstract.

5. It makes teaching English more comfortable and more pleasant.

6. This method generates a suitable and active learning environment for English oral communication.

7. English learners speak complete sentences with others without hesitation.

b. **Disadvantages of Direct Method**

1. Reading and writing skills are neglected as the direct method focuses more on oral practice.

2. Regular students, mostly from a rural background, face problems to understand the things that they want to learn through this method.

3. The lecturer has the expensive aids that they want to learn through this method.

4. By using this method, there is a competent lecturer.

5. This method is not suitable for learners in the early stage of learning.

6. To make this method effective, it is better if learners have a foreign language at home.

2. *Direct Method Teaching Techniques*

The direct method, which is also known as the natural method or conversational method, has been popular since it enables students to communicate in the foreign language. The direct method focus on everyday language, and use questions and answers, emphasizes teaching oral language. According to Diane Larsen-Freeman (2017), some techniques of the direct method can be used in the teaching-learning process, as follows:

a. **Reading Aloud:** Students read, play, or speak loudly and clearly. Simultaneously, the teacher uses movement or media images to explain a new vocabulary to students.

b. **Question and Answer Exercise:** Students are allowed to ask and answer in the target language. This method makes students accustomed to the grammatical structure.

c. **Getting Students to Self-correct:** Students are allowed to self-correct. The teacher's role as a center in class can help student's correct mistakes by example, and the teacher repeats what the student just said with a questioning voice. So, students think that the answer is not right.

d. **Conversation Practice:** The teacher asks students individually or in groups with simple language structures. Then students are asked to ask the teacher or classmates back questions using the target language with the construction that has demonstrated.

e. **Fill-in-the-blanks Exercise:** In this section, students ask to fill in the blank words from some examples given by the teacher.

f. **Dictation:** Students are asked to practice writing by dictation. First, the teacher reads at a reasonable pace, and students are only asked to listen. Then students are asked to write what is dictated by the teacher of the speech slowly.

g. **Map Drawing:** Students are given a map image without any written explanation, then provide instructions for students to find something on the map.

h. **Paragraph Writing:** The teacher asks students to make a paragraph with the vocabulary they have mastered.

3. *Teaching Direct Method*

The direct method's main features are the means and communication for natural teaching methods in the classroom using the target language. The direct method class must avoid using the first language in translation techniques. According to Richard and Rogers (2001) as cited Nurhayati (2018), the principles of direct method are:

a. All instructions used in the class must be in the target language.

In the use of the direct method, lecturers are not allowed to use their mother tongue during the teaching and learning process. Question and responses must be in the target language.

b. The teacher only teaches vocabularies and sentences used in daily conversation.

Because they are obliged to use the target language, teachers must be able to adjust the use of vocabulary that is often used in everyday life so that it can be easily understood by students.

c. There are reciprocal responses between students and teachers (question exchange) so that oral communication in class is very intense.

In a special speaking class that only uses direct methods, of course there must be good communication between the lecturers and students. Active and good interaction between students and lecturers is very important to achieve the goal of direct method.

d. Grammar is taught inductively.

In the direct method, grammar is not emphasized directly. Because it focuses more on language structure, grammar is taught implicitly.

e. The new teaching is taught through practice or direct modelling.

In applying the direct method, teacher should model the word when they talk.

f.   New vocabulary is taught by using objects or images.

In applying the direct method, the lecturer uses visual or non-visual props to tell new vocabulary.

g.   Speaking and listening comprehension were taught.

The direct method emphasizes speaking and listening, but reading and writing are still taught when teaching language.

h.   Correct pronunciation and grammar are emphasized.

When the teacher is explaining the material, every word spoken must be clear with the correct intonation.

In this method, the lesson starts with a conversation or dialogue using the target language. Then the lecturer uses pictures or movements as a learning tool to teach the direct method. Students can ask questions about things they do not understand after being given instructions by using the target language.

B.   Teaching Speaking

According to Benter (2015), there are several factors that influence learning of speaking skills for instance; students use the first language or what is often called the mother tongue in the classroom and in the environment where they live, the minimal use of English in the area where they live, the students' lack of interest in learning English and the use of teacher-centered methodology and passiveness of learners in classroom. These factors will influence the success or failure of students' speaking skills. Teaching speaking in EFL really requires a big effort, based on my

experience the students have only studied language structures and English grammar items without applying them in class or in everyday life. This of course will not be effective for improving students' speaking ability. The problem of low communicative and linguistic competence from secondary school is carried to the university. The problem of low communicative and linguistic competence from secondary school is carried to the university stated by Barasa, Mwamba, and Gudu (2014). There are several other problem factors that make students lack speaking skills such as; fear, fatigue and inattention. To anticipate and overcome problems that are often faced by students, namely in a practical way. Students cannot improve their speaking skills if they do not continue to practice practically in class and outside the classroom. Practically continuously must be under the guidance of teachers. The teachers should be a motivator for their students to practice speaking English diligently. Providing media and explaining is lacking to increase student motivation to speak the target language. (Mohsin & Sheikh, 2020). Competent teachers have a big effect on improving students' speaking skills. The establishment of active and continuous communication with the correct language structure will quickly give a very good impact on students speaking skills.

Urrutia and Vega (2018) found that to develop students' communicative in speaking, a facilitator can combine language input, structured output, and communicative output. First, acceptance of the initial language is obtained from speaking, as well as hearing and reading the text. It is hoped that students will respond to be able to communicate. Second, structured output focuses on correct form. This is meant that the students can provide their opinion with the structure of

the language as exemplified by the teachers so that they can understand it more easily. Third, the communicative output mentions that the students' purpose is to complete a task. This is meant that students can use a new language other than the language taught by the teacher provided they understand the message conveyed.

1. *The Definition of Speaking*

Speaking is a means of communication in conveying a piece of information or opinion to others. By saying, someone will know the message of oral details clearly and accurately. Speaking is an essential skill to communicate. According to Titis (2018, p. 40) "Speaking is the use of language to indicate meaning to the others can make feeling." Therefore, if someone wants to be a speaker, they must have an idea or ideas to say to the listener. To showing their ideas, students are allowed to practice their English.

He adds that speaking is the activity of producing words that aim to convey messages orally. It is because the listener can understand the message's purpose directly to be delivered by the speaker. Students think that speaking is the most challenging skill among other skills to learn; therefore, many students are reluctant to speak English in class (Urrutia & Vega, 2018).

Brown (2004) as cited in Titis (2018), states that "For a teacher who teaches speaking, there are several aspects that will be assessed in speaking competence such as pronunciation, vocabulary, fluency, grammar, comprehensive and task.

a. **Pronunciation:** According to Yates (2016), pronunciation is where sound waves are produced, which will create meaning. The resulting sound will later turn into a series of languages that humans will use to communicate with other humans. James (2010) argues that "good pronunciation is what the listener can understand based on the level of the level."

b. **Vocabulary:** Learning vocabulary is one of the difficult things when it comes to learning a language. Many people are confused or confused when communicating using English because of a lack of vocabulary. Vocabulary is an essential aspect of learning a foreign language, which will have a significant impact when students write and speak (Richard & Renandya, 2017).

c. **Fluency:** "The purpose of fluency is to maintain the validity of the language when communicating with the other person. According to Nation (2007), as cited in Yingjie (2014), fluency development is a meaning-focused strand. Learners are familiar with the content; the focus is on processing the meaning, and there is some pressure to push the performance at a fast speed.

d. **Grammar:** Grammar is a set of rules that explores the forms and structures of sentences that can be used in a language (Krista & Merili, 2015). The cause of misunderstanding in communicating using English, usually due to a lack of mastery of language structures. Students must be

able to arrange the language structure correctly and adequately according to the existing system.

2. *Types of Classroom Speaking Performance*

In teaching speaking, there are two categories that should be included in an interactive classroom; interpersonal and transactional dialogues. The ability to speak must be learned according to its level, starting from the easiest level to the most difficult level. According to Nila (2015) in her Thesis, there are six categories of classroom speaking performance;

a. Imitative

This process is the process of practicing imitating certain intonations and vowels without a definite purpose, this is meant to train certain elements when interacting.

b. Intensive

Interaction activities carried out individually or in pairs to practice speaking appearances in several aspects.

c. Responsive

Responsive speaking is meant by being able to provide answers to questions or comments in a meaningful, authentic manner.

d. Transactional

Interaction activities aim in dialogue is to convey information or exchange information.

e. Interpersonal

Interpersonal conversation is also carried out in dialogue. It is intended for maintaining social relations rather than for transmitting facts and information. This conversation is a little more complicated for the learner as it can involve several factors such as slang, ellipsis, sarcasm, regular registers, etc. This often makes it difficult for students to understand the language, or even misunderstand it.

f. Extensive

The extensive discussion here is mostly in the form of a monologue, in which practice, the advanced level is called upon to give an extended monologue in the form of an oral report, summary, or perhaps a short speech.

3. *Principle of Teaching Speaking Skill*

Speaking is one of the subjects where the students are expected to be able to use language (English) in their daily communication. According to Brown & Yule (2019), the aims of teaching speaking is provided freedom for students to express themselves in the target language to train students' ability to interact such as saying greetings and being able to give and receive information. Teaching methods play an active role in achieving the objectives learning. The teaching strategy chosen by the lecturer is a method that will be applied to students during the teaching and learning process. The system or method selected by the lecturer will determine the success or failure of language learning (Khaira, 2019).

According to Anuradha et al. (2014), following are the principle of teaching speaking skill;

1) Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.

2) Tolerate the students if some of them simply repeat what they say.

3) If a student gives a one-word answer to any question, bear it for the time being.

4) Let the learners speak actively with whatever knowledge they have.

5) Encourage back-chaining or tail-forwarding technique to make a long sentence by combining more than ten sentences.

6) Propose structures/phrases/words and let the learners use them in different situation and drill as much as possible.

7) Organize role-play and pair-work as much as possible and supervise the learners to correct the active ones and activate passive ones.

8) Be well prepared in advance in terms of lesson planning, activities and task.

9) Let the learners commit errors and mistake at the primary stage. Interruption and correction hinder fluency and discourage the learner.

4. *Students Anxiety in Speaking*

Anxiety is feelings of fear, nervousness and feeling insecure when learning a foreign language. Many students feel unconfident or fear making

mistakes when they want to speak in English. Anxiety about speaking will have a negative impact on student performance (Yasti & Suswati, 2016). In fact, anxiety in speaking that are often encountered by teachers, namely; students are nervous when removing words from their mouth, students often look down when talking to the interlocutor, and repeat the same words more. There are many ways that teachers choose to anticipate student anxiety when in speaking class. Creating a comfortable classroom atmosphere will help students become more comfortable studying in the roar. In addition, the teaching given by the teachers or the learning method chosen has a huge effect on their mental and readiness in learning to speak English.

Thornbury (2016) argues that psychological factors such as anxiety or shame, lack of self-confidence, lack of motivation, and fear of error are factors that generally prevent students from speaking. Some of the problem factors that have been mentioned are caused by different backgrounds of students. The educational background factor is the main reason for the difficulty of students speaking English fluently. Students who do not come from boarding schools will feel anxious and embarrassed when asked to speak in front of their friends.

5. *Cause of Students Anxiety in Speaking*

There are several causes of students' anxiety in learning. The first one is the students' lack of confidence. This can generally be seen when students prefer silence when their interlocutors do not understand what they are saying

and vice versa when they do not understand what direct messages are spoken by the other person. Students who feel that they are deficient in speaking English are bound to suffer from communication fears. Teachers have a responsibility to motivate students more about self-confidence. According to Yasti and Suswati (2016), the cause of the lack of self-confidence in students is influenced by a lack of motivation from the teacher. In this context, many teachers do not think that convincing students that they are able to speak English is important.

Providing motivation is very important for teachers to do, this is because many students are not confident in their abilities. Motivation can also be an inner energy, no matter how small the form of motivation given will greatly influence students' interest in learning. Many studies have proven that students with high motivation will be stronger and more successful in surviving learning than students who do not have motivation to learn.

Another cause is about unconfident students. Students who have a shy nature will find it difficult to communicate with or give more responses when having a discussion. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. Saurik (2011) stated that some of the students in the speaking class feel ashamed of speaking English because they never apply it at home. They are afraid of being wrong.

CHAPTER III
RESEARCH METHODOLOGY

A.   Research Design

The researcher was conducted using a qualitative approach. The qualitative method was used in this research because the researcher used the interview to collect the participants' information. Qualitative research is interpretative research, where the purpose of this study is to explore insights into meaning or activity in a particular social group through their personal experiences (Cathryne & Amanda, 2018). Qualitative researchers seek to discover, describe, and understand the complex nature of human experience in a detailed, naturalistic, and contextualized way. This research used a qualitative method because the researcher wanted to analyze the lecturers' difficulties in teaching speaking using the direct method. The researcher wants to see the obstacles and factors that cause teaching speaking problems using the direct method.

According to Patton (2018), the validity of the qualitative method using the triangulation process as a data collection method, with accurate data analysis using one or more samples. Examples of qualitative methodologies that will be discussed include the interview, the focus group, observation and chart review.

B.   Sampling Technique

The sampling technique of this research was purposive sampling. The researcher collected the data from an English lecturer who taught speaking using the direct method and has the leisure time to be participant. According to Ilker

(2016), the purposive sampling technique which is also called judgment sampling is a process to selection by deliberately, on the basis that the participants have met the criteria set by the researcher. He adds that researchers select people who can provide the information and knowledge that researchers need based on the experiences of the selected participants. The purpose of selecting participants using purposive sampling is to focus attention on certain people so that it is easy for researchers to collect relevant data (Ikler, 2016). Thus, the researcher selected the sample because of considerations that had identified accurately.

C.   Research Participants

The participants of this research are English lecturer of Ar-raniry Islamic university. The study chooses them because they are the lecturer who has using the direct method in speaking class. However, even though the lecturers speaking skills above the average based on my self-experience during my previous lesson, there are still some difficulties or challenges for lecturers who teach speaking classes using the direct method. The participants consisted of five lecturers.

D.   Research Instrument

The research instrument is going to be an interview. The interview type used in this research is a semi-structured interview—the interview designed for English lecturers who teach speaking using the direct method. The researcher used a semi-structured interview because the researcher could add more items if the interview answers did not reach the target—the talk recorded the interview and took some

notes. According to Kvale and Brinkman (2009), as cited in Khadija (2017), explained that the purpose of a semi-structured interview is to understand the participant's view of everyday phenomena. Semi-structured interviews is the process where the most common form can by face to face interview; online interviewing is increasingly used nowadays as a data collection method by social scientists (2017).

The researcher chooses thematic analysis as the nature of this research, two of the qualitative analysis methods that are easy to use and flexible. According to Braun & Clarke (2006), as cited in Heriyanto (2018), thematic analysis is a data-focused method that is flexible and can be done in many ways by the researcher. The researcher could identify the interviewer's answer with thematic analysis because, with thematic analysis, the researchers can analyze all the meaning of the data collected in detail.

There are six approaches in the thematic analysis that the researcher will do in this research introduced by Braun & Clarke (2006) in Heriyanto (2018). The six strategies are to become familiar with the data, generate initial codes, search for themes, review themes, define themes, and write-up. In this research, the researcher provided seven questions for the respondent. The interview took 7-15 minutes/respondents. The problem is started to be asking do your speaking class using direct method for teaching speaking.

CHAPTER IV

FINDING AND DISCUSSION

This chapter will discuss about the result that the writer found. A semi-structured interview was conducted. After the researcher does the interview with participants, the data transcribed and the researcher read it several times to make the researcher familiar with the data. There were five participants in this study. The findings displayed are based on the data obtained from the interview and organized based on the research questions' themes and significance.

A.   The Analysis of Data

The aims of this study are to find out the specific information about lecturer difficulties and problem factors in teaching speaking using direct method at the English Education Department UIN Ar-raniry Banda Aceh. The result of this research is based on the data from the interview. The participants of the interview was five English lecturers who have been teaching basic speaking using the direct method. The participants responded to seven questions that led to their difficulties experience in teaching speaking using the direct method. The five participants were marked as lecturer 1, lecturer 2, lecturer 3, lecturer 4, and lecturer 5.

1.   The Lecturer Difficulty in Teaching Speaking Using the Direct Method

Based on the answers that were given by all participants in the interview, almost all of the participants had similar answers and only had a slightly different answer. Based on the interview responses, there are some difficulty faced by the lecturer in teaching speaking using the direct method; Difficulty in teaching at different class levels, the occurrence of misunderstanding during teaching-learning process, students who are not confident, the students were less enthusiastic.

a. *Difficulty in Teaching at different class levels*

The application of the direct method cannot be applied well to the level of the speaking class which is still basic. Many lecturers also find it difficult to apply the direct method with different levels of speaking ability. The result showed that all participants agreed that the difficulty most often found by lecturers in teaching speaking using the direct method is the grade level they are going to teach. As the Lecturer-1 said:

> *"…it, depends on the level of the speaking lesson that I teach. For example, if the basic speaking probably will mix the language but of course will make the priority on the speaking. So, it will be like give a kind of reward if the students speaking in English." [HQ]*

Furthermore, Lecturer-1 also mentioned the same thing:

> *"Yeah sometimes, but I think in the advance level or maybe intermediate level the treatment will be different. So, in advance level probably we the rule it will be like better because we make an agreement with the students. I mean me and the students make an agreement that were going to use English not 75% or 30 something. But we use a whole English in the class. So, it's advance level you have to speak English, you have to find correct word to say something". [HQ]*

Lecturer-2 also said the same thing:

> *"In basic speaking is hard to apply the direct method with full English because they are beginner students. well basically with beginner students I did apply the direct method but no so often like at the end of the semester when I see the progress, if I think they can do the direct method and I will do it." [S]*

In addition, Lecturer-3 also told that:

> *"Every lecturer has challenged when teaching speaking because the level of the students is different. Some students slow in learning and other students quick in learning. So, in this respect lecturer should be patient." [AR]*

From the lecturers' explanation above, it can be concluded that the difficulty often faced by lecturers when teaching speaking using direct methods is the difference in the level of the speaking class being taught and the speaking ability. The speaking class is divided into three levels, namely; middle class, elementary class, and advanced class. Each level has a different difficulty level.

b. *Misunderstandings during Teaching-Learning Process*

There are many misunderstandings during the teaching and learning process due to the difficulty of students understanding the meaning of the statements and questions uttered by the lecturer. Such us; the occurrence of miss communication during the process of providing material, miscommunication when the lecturer asks questions to students. Nurhayati & Harpen (2018) stated that if some students do not know the meaning of the words spoken by the educator, the educator must not translate but use props or through demonstrations to describe the meaning of the word. As the lecturer- 1 said:

> *"My little student doesn't understand or they have question but it's really hard to ask in English. So yeah, would facilitate like you know, like paraphrasing question in make it simple, asking them again is it what they ask or is it what they mean. Sometimes you have to repeat several times. Because they don't understand what you mean, they don't get what we actually mean so we have to explain many times, sometimes make it really simple words to explain and then reprising the statement until they understand". [HQ]*

Furthermore, the other Lecturer-2 told that:

> *"Even me myself when I have explained in English but they don't understand it and I explain it again in another way with simple words and easier vocabulary and they still don't understand, I have no another choice to explain in Bahasa." [S]*

Similarly, Lecturer-4 argued:

> *"Sometimes students did not understand my explanation so that they misunderstood and did the instruction or the speaking task incorrectly. I try to explain again the material slowly or use the synonyms to make them understand. I also try to motivate and encourage them to practice speaking English frequently. If it is needed, I use Bahasa little bit then continue speaking English." [AN]*

Based on the statement above, when the teaching and learning process of speaking using the direct method took place, there were many miscommunications between lecturers and students. This is due to the direct method rule itself which does not allow lecturers to explain other than the target language.

c. Unconfident Students

In class speaking many students were not confident when they were asked to respond or ask questions in English. They feel scared and embarrassed when the Lecturer asks him to speak in front of the class. This result similar to Dea, Rahayu, and Wardah (2018), they found Problems that arise in students' speaking are lack of confidence and self-confidence anxiety. As Lecturer-1 said:

> "*Even though at the beginning, they tend to be so afraid when we ask them to speak.*" [HQ]

Lectur er-3 also stated:

> "*They are not confident because they feel they are not good in speaking English. One of the best ways to teach speaking is to assign the students to work in group or pair work. So, when the slow students do not brave to speak, their friend can help them.*" [AR]

Lecturer-4 also mentioned the same thing:

> "*Students would not be active in speaking class because they were not confident and afraid of making mistakes.*" [AN]

Unconfident is the biggest obstacle for the lecturers to achieve the goals of the direct method when teaching speaking. Lecturers must think effectively to motivate students to speak up.

d.   *Less Enthusiastic Students*

By using the direct method, students forced to speak full English in the speaking class. However, for some students, they tend to find it very difficult to speak English fluently. According to Padmadewi (2016), the students were afraid

to talk and even stutter because they think they are the center of attention of their friends when talking. As lecturer-1 said:

> *"I think as the experience I have taught them also in basic speaking I find that most of them speak quietly. They should initiate some words related to the topic before they start to speak." [HQ]*

Lecturer-3 also mentioned the same thing:

> *"Some students slow in learning, and other students quick in learning. So, in this respect lecturer should be patient. [AR]*

From the explanation above, it can be concluded that students who have the low speaking ability will be slower to speak, the lecturer should give them motivation to make students brave in delivering the idea.

2. *The Factors Causing the Difficulty of Lecturer in Teaching Speaking Using Direct Method*

Based on the interview result, the writer found some factors in the speaking class. Most of them agreed that those problem are the factors which makes it difficult for them to use the direct method. Those factors are; vocabulary limitation, students background, student's personality.

a. *Vocabulary Limitation*

Based on the results of participants' answers, there were some factors and their biggest problem was student's lack of vocabularies. According to Farah (2016) the factors that cause students to be unable to speak quickly and correctly are due to the students' own factors, lack of vocabulary makes it difficult for the teacher to understand the meaning of the message conveyed. As the lecturer-2 said:

"The challenge lack of vocabulary of course is the main problems, so is hard for them to speak full English. The main factors are lack of vocabulary and they often practice English in their daily life. But sometimes they talk me that they didn't tell me if they don't understand part of my speech." [S]

As Lecturer-5 said:

"I think the main problem is vocabulary and pronunciation. For the difficult vocabulary they might, they don't really understand sometimes, it's hard for them to thinks or maybe they need to have look up on dictionary. Of course, it makes me challenging with their vocabulary." [AT]

Lecturer-4 also stated:

"The factors are; students lack vocabulary mastery, some students are not accustomed to using English full time." [AN]

Moreover, Lecturer-1 provided a similar answer, she stated:

"In basic speaking for example, because is a basic one, they start leaning speaking probably they have some limitation of vocabulary." [HQ]

From the answers, the researcher concludes that almost participants agreed that vocabulary limitation is the factors that's make teaching speaking using direct method difficulty.

b.   Students Background

The result showed that the next factors are students' background. The lecturer must pay attention and balance the abilities of different students in speaking. The difference factor between the previous educational backgrounds is very influential on the difficulties that the lecturers will face when the teaching and

learning process takes place. Atallah (2016) indicated in his study that the environment of learners plays an important role in their academic success. The school personnel, members of the families and communities provide help and support to students for the quality of their academic performance.

In this case, Lecturer-1 said:

> *"For some students who already have very good basic English, of course their achieve in also good but again for those who you know we begin from the very basic, they tend to be so afraid when we ask them to speak." [HQ]*

In addition, Lecturer-2 said:

> *"The main problems are students habits probably because we are live in non-English speaking community, so is hard for them to speak full English." [S]*

Lecturer-3 also added:

> "*Sometimes it difficult for them because they come from very basic school, they do not have good English income." [AR]*

When teaching speaking using the direct method, it hard for the Lecturer generalizing the speaking ability of students, because they have to generalize the education that each student has taken before. Environmental factors also have a big influence on students' ability to speak full English.

c.   *Students Personality*

Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends. Dil (2016) in his study reported that anxiety and unwillingness during the English-speaking

process are considered two of the biggest obstacles for EFL learners. As Lecturer-3 said:

> *"Based on my teaching and learning experience, it depends on student's personality, everyone has different personality. Some people are introvert and some people are shy." [AR]*

In addition, Lecturer-4 also said:

> *"The passive students or the introvert students would not be active in speaking class because they were not confident and afraid of making mistakes, then some students stay passive, while the extrovert students dominate the class." [AN]*

According to the statement above, it can be concluded that student's personality will be a hindrance factor to apply this method effectively. Passive students also the factor in the difficulty of the Lecturer in teaching speaking because it is hard to apply for students who are introverted.

B.   Discussion

This study discusses the difficulty of lecturer in teaching English using the direct method. In this research, there were 5 participants from English education department lecturers UIN Ar-raniry who are teaching speaking before pandemic going on. They consist of lecturer teaching speaking in introductory, intermediate, and advance level. To collect the data, the writer used a semi-structured interview. In this discussion part, the writer elaborated on the findings based on each research question.

The first research question is about "the difficulties faced by the lecturer in teaching speaking by using the direct method. After analyzing the data, the writer found that all of the English lecturers at English department UIN Ar-raniry faced some problems. The first problem is lecturer feel difficult to teach speaking using the direct method because difficulty in teaching at different class levels. Lecturers cannot use the direct form effectively at different levels. The rules applied to the speaking class will be different at each level. It is supported by Rabea (2020) who stated that this method is not suitable for learners in the early stage of learning. The lecturer must adjust the structure of language use according to the level of class ability to be taught. Irwan (2015) stated that each teacher has their way to teach speaking English according to the story of the student's ability. This method, of course, will give satisfactory results or vice versa.

The second problems are about frequent miss-communication during the teaching and learning process. The lecturers must repeat the same vocabulary more often, assisted by teaching aids to make students understand the meaning becomes conveyed. Yinjie (2014) argues that should concentrate activities and material on purpose rather than the other factors it means that teachers do not always correct errors for their learners, which implies the fluency strand is concerned in communicative language teaching. It is supporting by Wood (2014) the students should try to be familiar with the target language and content self-push to articulate fast and try to reduce the pause time. It will help reduce the problem of miscommunication which often causes difficulties for lecturers to use direct methods in speaking classes. Larsen-Freeman (2017) stated that teacher's role as a

center in class can help student's correct mistakes by example, and the teacher repeats what the student just said with a questioning voice.

The third problem faced by the lecturer was that arises in students' speaking is lack of confidence and self-confidence anxiety. Dea, Rahayu & Wardah (2018) argue that students are not only required to use correct grammar or good pronunciation and vocabulary; they are also required to know the knowledge of how to use the language. Therefore, students feel afraid and not confident because they feel they do not have good abilities and talk in front of their friends. Moreover, Lawtie (2014) states that speech difficulties can be affected by a person's emotional state, his speech is often clearer when a person feels confident and relaxed, and this is one of the most important factors to consider when communicating with people who have speech difficulties. Talking about students' lack of self-confidence, making direct methods less effective because more students are passive than active students. The students were less enthusiastic is the last problem that lecturers describe when interviewed. According to Krishna (2011), students who have a speaking ability level below average or low will automatically become passive when the Lecturer applies the direct method in the class. Previous research suggests that learners feared appearing foolish by making mistakes such as simple errors in grammar or pronunciation imperfections. In collecting data, the researcher concluded that the lecturers had to provide the same opportunity for students to speak even with the wrong grammar structure and pronunciation.

Furthermore, the second research question asked about "The factors that cause difficulties for the lecturer in teaching speaking by using the direct method to

answer this question, the researcher categories the topic into three issues, and those were; Vocabulary limitation, students' background, and students' personality. All of the participants agree that vocabulary limitation is the biggest factors that cause difficulties for the lecturer to use the direct method in speaking class. The results of the interview show that the lecturer should repeat the vocabulary more than once or change the vocabulary into a similar word which is easily understood by students. Samira (2014) stated that many of the students lacked vocabulary when they wanted to communicate or express opinions. Therefore, the message conveyed was ambiguous and unclear. Many students want to speak, but they lack vocabulary when they want to speak. In line with Alqahtani (2019) found that stating that many ESL/EFL students feel frustrated by their inability to participate in 'real' conversations, they maintain can tackle such oral communication difficulties through expanded vocabulary. It is line with the researcher observation while interviewing the respondents; most of the respondents seem in answering that vocabulary limitation becomes the main disturbance that causes difficulty for lecturers to teach speaking using the direct method. This result also supports by previous research, Sitorus & Silitonga (2018) stated that if students do not know the meaning of the vocabulary spoken by the lecturer, then the lecturer may not translate but use visual aids.

Another factor is the different students' background; not all students in the speaking class have good speaking skills, educational background before entering college is a significant factor in students' speaking ability. Dina & Ghadeer (2014), stated that EFL students' speaking skills in English to explain such difficulty. The

results of the study further showed a 'low' speaking proficiency level among EFL undergraduates along with negligible instruction of the speaking skill at university courses' level. More difficulties highlighted by this study were issues of communication in L1, large classes, and lack of time. Yessi, Mulyadi & Imranuddin (2018) stated that personality is a character that is formed from the time of pregnancy, namely in the form of a person's feelings, thoughts, and experiences. Human character will not be the same because every human being is endowed with various kinds of personality, the personality into two types: introversion and extroversion. In that case student's personality being the last factors that researcher conducted from the participants. As we know, not all students have the same character from one student to another. Introvert and extrovert factors are very influential in using this method. The direct method requires students to become a learning center in the class, students who have an extroverted personality will easily adapt in class. However, students with an introverted personality will become an obstacle for lecturers to apply the direct method. Furthermore, Wengrum (2013) stated that students who have introvert and extrovert personality have different achievement in speaking performance. It means that introversion and extroversion personality affect the students' achievement in the English language.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher presented the conclusion and recommendations following the finding of the study. This study aimed to know the specific information about lecturer difficulties in teaching speaking using direct method at the English Education Department U.I.N. Ar-raniry Banda Aceh and to find out the factors that cause the Lecturer's problems in teaching speaking by using the direct method. The participants in this study included five lecturers as an English-speaking lecturer at a different level in English education department UIN Ar-raniry.

A. Conclusions

This research has discussed the difficulties' that lecturer faced in teaching speaking using the direct method. Based on the research findings and discussion in this chapter, the writer concluded some points. First, almost all lecturers have difficulty teaching speaking using the direct method. That is due to differences in the level of speaking classes being taught. The higher the ability level of students at the highest level, the fewer difficulties they will face. Second, there is a lot of miss-communication during the teaching and learning process. Third, students feel afraid and insecure when asked to speak the target language without combining Indonesian. And the last things are the lecturer feel complicated with the students were less enthusiastic.

Furthermore, lecturers faced some factors that make teaching speaking difficult when using the direct method; vocabulary limitation, lecturer always need to speak slowly and make it the words simpler like chosen the general vocabulary to make students easier. Another factor is the lecturers had to adjust the speed or difficulty in speaking, due to different backgrounds of students before entering the university. Students with introvert and extrovert personalities are also an essential factor in the problem of lecturers to apply the direct method in speaking class.

B.   Recommendations

Based on the findings, the writer will provide several recommendations for lecturers and students. The writer expected direct method in speaking class could be a significant impact on improving students' speaking ability, with this method in the speaking class, students practice more and get used to speaking English well and fluently. This method may also solve the problem of the lecturer's difficulties in speaking level. Then it will make lecturer know how to anticipate issues that will occur in the speaking class when using the direct method.

The direct method is one of the ways that are should be applied in speaking class or other subject skills. Due to Covid-19, this research was completed by using the interview as a research instrument. Therefore, future researchers can add additional data collection methods, such as experiments, observations, and questionnaires, to collect the data.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 13721/UN.08/FTK/KP.07.6/12/2020

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan **Nomor: B-3728/Un.08/FTK/KP.07.6/03/2020** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
		2.	Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3.	Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10.	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11.	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Februari 2019

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-3728/Un.08/FTK/KP.07.6/03/2020 tanggal 06 Maret 2020
KEDUA	:	Menunjuk Saudara:

1. Dr. Safrul Muluk, M. Ed   Sebagai Pembimbing Pertama
2. Fithriyah, S. Ag., M. Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Syarifah Intania**
NIM	:	**160203220**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Analyzing Lecturer Difficulties in Teaching Speaking by Using Direct Method (A Study at Department of English Language Education, UIN Ar-Raniry)**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 08 Desember 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

CONSENT FORM

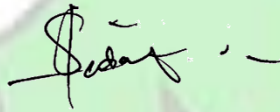I am who sign bellow

Name (initial) : S

Major   : Lecturer of English Language Education Department

Course   : Speaking class

University   : UIN Ar-raniry

Stated that I am ready to participate as a participant on the research entitled 'Analyzing Lecturer Difficulties in Teaching Speaking Using Direct Method'. I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

CONSENT FORM

I am who sign bellow

Name (initial) : YM

Major   : Lecturer of English Language Education Department

Course   : Speaking class

University   : UIN Ar-raniry

Stated that I am ready to participate as a participant on the research entitled 'Analyzing Lecturer Difficulties in Teaching Speaking Using Direct Method'. I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

_____

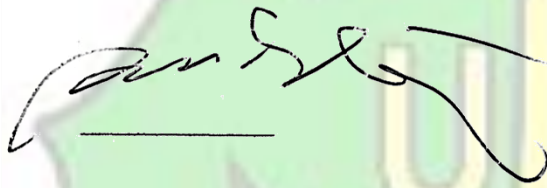## CONSENT FORM

I am who sign bellow

Name (initial) : AR

Major　　　　 : Lecturer of English Language Education Department

Course　　　 : Speaking class

University　　 : UIN Ar-raniry

Stated that I am ready to participate as a participant on the research entitled 'Analyzing Lecturer Difficulties in Teaching Speaking Using Direct Method'. I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

CONSENT FORM

I am who sign bellow

Name (initial) : HQ

Major : Lecturer of English Language Education Department

Course : Speaking class

University : UIN Ar-raniry

Stated that I am ready to participate as a participant on the research entitled 'Analyzing Lecturer Difficulties in Teaching Speaking Using Direct Method'. I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.
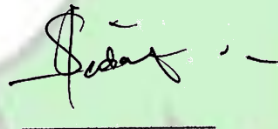
CONSENT FORM

I am who sign bellow

Name (initial) : S

Major : Lecturer of English Language Education Department

Course : Speaking class

University : UIN Ar-raniry

Stated that I am ready to participate as a participant on the research entitled 'Analyzing Lecturer Difficulties in Teaching Speaking Using Direct Method'. I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

SURAT KETERANGAN
Nomor: B-06/Un.08/PBI/TL.00/01/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-13193/Un.08/FTK.I/TL.00/11/2020 tanggal 30 November 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Syarifah Intania
NIM   : 160203220
Fak/Prodi   : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Analyzing Lecturer Difficulties in Teaching Speaking By Using Direct Method.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 04 Januari 2021
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

INTERVIEW PROTOCOL

Project   : Analyzing Lecturer Difficulties in Teaching Speaking by Using
                     Direct Method

Place   : Tarbiyah Faculty Building (A-B) UIN Ar-raniry

Interviewer   : Syarifah Intania

Interviewee   :

Position of Interviewee: Lecturer of English Education Department

This research is a study about an analyzing lecturer's difficulty in teaching speaking using the direct method. The study aims to find out lecturer difficulties in teaching speaking by using the direct method. The data collection is going through a semi-structured interview, recorded by face to face if the situation possibly. Or the conversation will be registered through phone call due if the rule still asks us to stay at home. During the interview, you will be asked several questions. The interview process will take 10-15 minutes.

1. What are the difficulties faced by the lecturer in teaching speaking by using direct method? are…

   Question number 1: Do your speaking class using a direct method for teaching speaking skills?

   Question number 2: Do you require your students to speak full English in class?

   Question number 3: How about students respond when you apply the direct method in speaking class?

   Question number 4: What challenges do you face when using the direct method in the speaking class?

2. What are the factors that cause difficulties for the lecturer in teaching speaking by using the direct method? are….

Question number 5: What are the factors that cause difficulties in teaching speaking using direct method?

Question number 6: How will you solve the obstacles when it comes/the obstacles that you have been mention?

Question number 7: How are the student result after you apply the direct method in your class?

INTERVIEW GUIDELINE (1)

Place   : At Campus BBG

Interviewee   : Lecturer of English Language Education Department,

                        UIN Ar-raniry Banda Aceh

Respondent   : HQ

I: Do your speaking class using a direct method for teaching speaking skills?

R: Sure, absolutely because it speaking class, of course we just speak English in the class. In students require to speak English as much as they can, because that will be the objective in the class itself.

I: Do you require your students to speak full English in class?

R: It depend actually, it depends on the level of the speaking lesson that I teach. For example, if the basic speaking probably will mix the language but of course will make the priority on the speaking. So, will be like will give a kind of reward if the students speaking in English.

    I: So, if they not understand the meaning, how can their respond your question or something else?

    R: Most of the time, we deal with, you know? a kind like rules if you don't speak English will done, we will not answer your question. So, the students basically of read because of that rule. But again, we cannot deny that would be some problem in the class of teaching and learning. My little student doesn't understand or they have question but it's really hard to ask in English. So yeah, would facilitate like you know, like paraphrasing question in make it simple, asking them again is it what they ask or is it what they mean.

I: How about students respond when you apply the direct method in speaking class?

R: I think most of students really kind on speaking English. So, they try very hard to speak. Most of them want to improve their speaking skill so they prover to speak English. Even though sometimes we can't deny will make some mistake maybe in grammar or the sentence structure or sometimes it's really hard to say some precise word to explain something. But again, most of the students fell the lighted to using word. So, I think it's a positive respond.

I: So, if your students not know the meaning of the words so you using another word to guessing that the meaning or just saying in Bahasa?

R: I would not use Bahasa directly. So, maybe reprising them by telling the synonym maybe just the opposite word like antonym so we apply those technique. Synonym, antonym something like that.

I: What challenges do you face when using the direct method in the speaking class?

R: Of course, there would be like, sometimes you have to repeat several times. Because they don't understand what you mean, they don't get what we actually mean so we have to explain many times, sometimes make it really simple words to explain and then reprising the statement until they understand. So, we need more like, if we do, if we speak in Bahasa probably it's enough to say it ones. But, in English probably have to say like twice or more than that.

I: What are the factors that cause difficulties when teaching speaking using the direct method?

R: There are some factors, the factors probably it's more like we want actually direct respond from the students but because they don't know some words, they need time to think. Again, we cannot hope for simultaneous or maybe

spontaneous respond from they when they ask their respond. They need time to thinks, so maybe that the obstacle. If we want something like in front to speaking for minutes or two minutes, we cannot hope a very good result or satisfied result because they need time to think. So, let me think first or I need time to think just give me a minute to think, so something like that. They cannot hope for spontaneous respond.

I: So, you just give time more to think to respond?

R: Yeah, sometimes but I think in the advance level, or maybe intermediate level the treatment will be different. So, in advance level probably we the rule it will be like titer because we make an agreement with the students. I mean me and the students make an agreement that were going to use English not 75% or 30 something. But we use a whole English in the class. So, it's advance level you have to speak English, you have to find correct word to say something. So, the requirement is different. And they have to do best to speak with good vocabulary range and with good intonation sometimes. So, we focus on the style itself. Only conveying the meaning that's it now in advance level they have to speak fluently, accurately and then give performance good pronunciation and giving more natural expressions in speaking.

I: How will you solve the obstacles when it comes/the obstacles that you have been mention?

R: I think for different level would be different treatment. So, in basic speaking for example, because is a basic one, they start leaning speaking probably they have some limitation of vocabulary. but I think as the experience I have taught them also in basic speaking I find that most of them speak quietly. I think there is no much, I like drastic treatment needed like only give them, let's talk about this topic and then what you have to initiate some words related to the topic. So, we don't know some idea first before we start speaking activities. We try to make students initiate their collocation

regarding the topic, it will help them to have more ideas about the speaking topic and also get some vocabularies.

I: How are the student result after you apply the direct method in your class?

R: I think is more on their respond itself, because is only like we do very intensive speaking activities only for, let's say twelve meetings or something. But again, because it speaking, we cannot the students are also many in the class room. Maybe like thirty until twenty-five sometimes we they don't get the chance to speak. Again, there would be like maybe for some students who already have very good basic English, of course their achieve in also good but again for those who you know we begin from the very basic, yes there is more improvement like the become more confident. Even though at the beginning, they tend to be so afraid when we ask them to speak. But again, at the end of the teaching and learning process they become more confident. They try to speak English better. Let's say we cannot say that really fluent but they have more vocabulary, they know how to initiate a topic to talk, they also know they start thinking in their mind. Okay, if I talk about this topic this word is going to be something related to this trying to find some collocative. So, I think the result for this speaking itself most of those have satisfying performance at the end, because we do more practice, because is a direct method. we try to force anybody to speak even though with fractioning moment sometimes. We have to speak in front of the class, talking to all of your friends. But again, they got the result at the end. Satisfying, I think is very satisfying.

INTERVIEW GUIDELINE (2)

Place   : Via Phone

Interviewee   : Lecturer of English Language Education Department,

                       UIN Ar-raniry Banda Aceh

Respondent   : S

I: Do your speaking class using a direct method for teaching speaking skills?

R: Sometimes yes, but not always because in the last year when I taught speaking one (basic speaking). In basic speaking is hard to apply the direct method with full English because they are beginner students.

   I: So, if the students in advance level, will apply direct method or same like basic level?

   R: Of Course not, well basically with beginner students I did apply the direct method but no so often like at the end of the semester when I see the progress, if I think they can do the direct method and I will do it. But not at the first or second meeting. In a half of semester, we mix the language and then we did the direct method in another half.

I: Do you require your students to speak full English in class?

R: Yes, not only in the class. Even I ask them to use English when they contact me via mobile phone. They should text and call me in English, if they still keep texting me using Bahasa but I keep replying them with English. It is because to make them aware how important to always speak English in order to practice their speaking.

I: How about students respond when you apply the direct method in speaking class?

R: I think positive because they are English department students. So, they are all insist to improve their speaking ability then they want to do it. But sometimes they have difficulties like lack of vocabulary because vocabulary is the main problems, I think because of the lack vocabulary they mix the language. And sometimes they forget use English when they text me.

I: What challenges do you face when using the direct method in the speaking class?

R: The challenge lack of vocabulary of course is the main problems and then students habits probably because we are live in non-English speaking community, so is hard for them to speak full English. They always use Bahasa or even Aceh language. Well actually the students want to do it but because is not their habits use English all the time, is little bit hard.

I: What are the factors that cause difficulties when teaching speaking using the direct method?

R: The main factors is lack of vocabulary and they often practice English in their daily life. But sometimes they talk me that they didn't tell me if they don't understand part of my speech but I think is okay, because is not a big problem. They keep asking even they not understand or with the wrong words.

I: How will you solve the obstacles when it comes/the obstacles that you have been mention?

R: If they really stuck and could not find any other word to tell in English then I permit them to say in Bahasa. Even me myself when I have explained in English but they don't understand it and I explain it again in another way with simple words and easier vocabulary and they still don't understand, I have no another choice to explain in Bahasa.

I: How are the student result after you apply the direct method in your class?

R: with the direct method of course, it will make their speaking ability increase.
        I can see the increase and the improvement their ability because I was do
        pre-test and post-test like final test but maybe what other lecturers do is pre-
        test. In my class, especially in speaking class, I always do pre-test. So, I can
        evaluate their improvement. I did the pre-test in the first or second meeting
        and then I can see the improvement days by days until the end of the
        semester and the improvement is good.

INTERVIEW GUIDELINE (3)

Place : Via Phone

Interviewee : Lecturer of English Language Education Department,

UIN Ar-raniry Banda Aceh

Respondent : AR

I: Do your speaking class using a direct method for teaching speaking skills?

R: I do not focus in one method depend on the situation; it is impossible to do one method in teaching speaking. Every method has weakness not all the method is perfect.

I: Do you think the direct method is the effective one than other method?

R: Every method is effective it depends on the mission of students department or the institution.

I: Do you require your students to speak full English in class?

R: Yes, always. The most important point in my class is the students should speak full English. However, sometimes it difficult for them because they come from very basic school, they do not have good English income.

I: How about students respond when you apply the direct method in speaking class?

R: Wow they like it, of course they very like it. Even though some of them feel quite difficult to understand but it is not a problem, little by little they can solve it.

I: What challenges do you face when using the direct method in the speaking class?

R: I don't think so, challenge of course. Every lecturer has challenge when teaching speaking because the level of the students is different. Some students slow in learning and other students quick in learning. So, in this respect lecturer should be patient.

I: What are the factors that cause difficulties when teaching speaking using the direct method?

R: As I told you before, I do not focus on one method. The important point for me is every student that took speaking class should be speak full English in the class. When you teach speaking use direct method you cannot permit your students to mix language in the class. So, I think I always apply the direct method in my speaking class, because everybody should speak in target language.

    I: In your opinion why some students in speaking class just quite or why they not confident to speak?
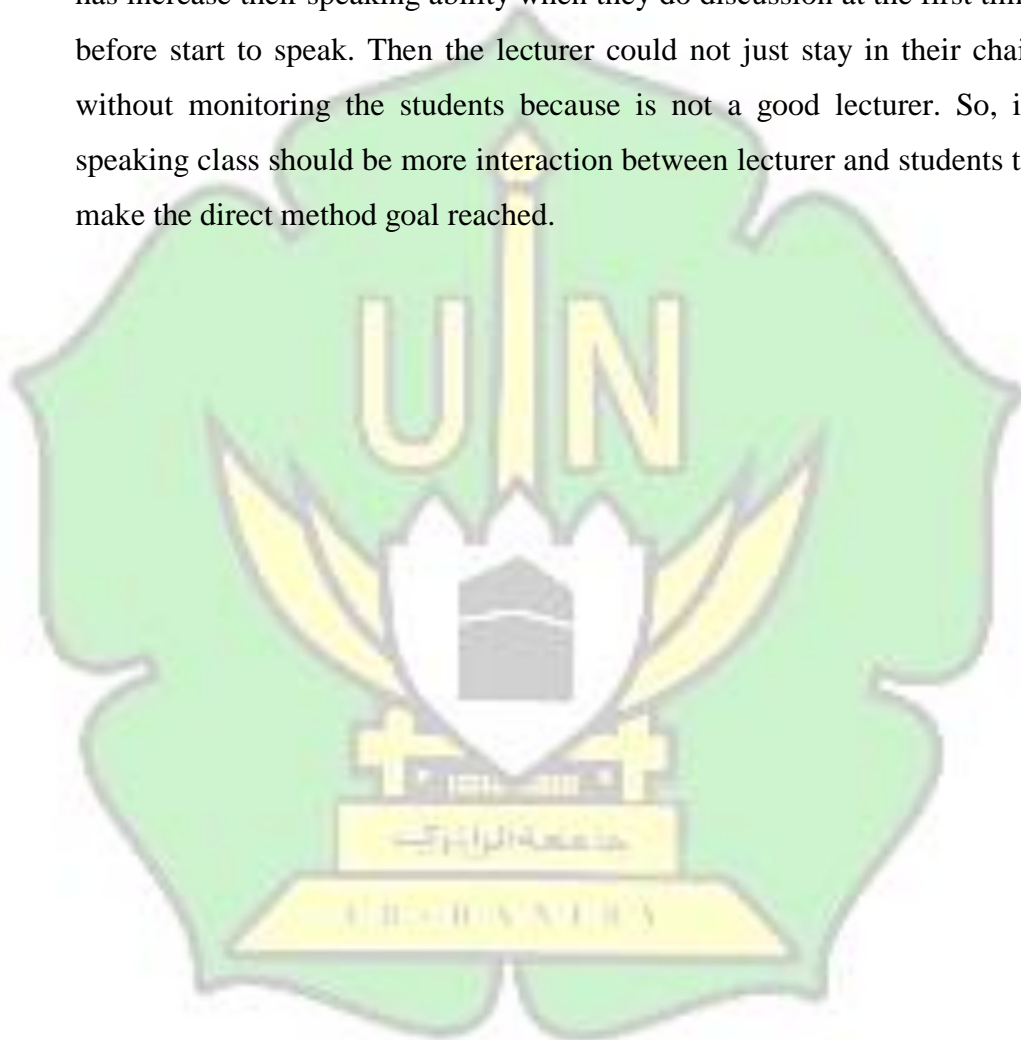
    R: They are not confident because they feel they are not good in speaking English and it depends on how the lecturer threat them before they came to University. Maybe the students were not confident to study in group this is also one of reason. One of the best ways to teach speaking is to assign the students to work in group or pair work. So, when the slow students do not brave to speak, their friend can help them.

I: How will you solve the obstacles when it comes/the obstacles that you have been mention?

R: Well, it depends of the rule of the lecturer. Lecturer should be able to motivate their students. What I do is ask the students to pair work or group work to help them to speak English. I always give them chance, if I as students to work in groups. I push them to see all of their friends to speak English. This is the way how to motivate the students to speak English.

I: How are the student result after you apply the direct method in your class?

R: based on my teaching and learning experience, it depends on student's personality, everyone has different personality. Some people are introvert and some people are shy. So is depend on the way how lecturer solve that problem. I think working groups and pair is the best way. Almost of students has increase their speaking ability when they do discussion at the first time before start to speak. Then the lecturer could not just stay in their chair without monitoring the students because is not a good lecturer. So, in speaking class should be more interaction between lecturer and students to make the direct method goal reached.

INTERVIEW GUIDELINE (4)

Place : Via Phone

Interviewee : Lecturer of English Language Education Department,

UIN Ar-raniry Banda Aceh

Respondent : AN

I: Do your speaking class using a direct method for teaching speaking skills?

R: Yes but, I do not us it frequently. Sometimes I use it.

I: Do you require your students to speak full English in class?

R: Yes, I do. Absolutely students have to speak English in speaking class. But sometimes I allow them to mix the languages (English and Bahasa) when they find difficulties. I do not merely use direct method in my class. I sometimes combine the methods in teaching English.

I: How about students respond when you apply the direct method in speaking class?

R: Most of them responded it positively, but some others do not agree to use English full time during the class.

I: What challenges do you face when using the direct method in the speaking class?

R: The challenges are; sometimes students did not understand my explanation so that they misunderstood and did the instruction or the speaking task incorrectly, the passive students or the introvert students would not be active in speaking class because they were not confident and afraid of making mistakes, then some students stay passive, while the extrovert students dominate the class.

I: What are the factors that cause difficulties when teaching speaking using the direct method?

R: The factors are; students lack vocabulary mastery, some students are not accustomed to using English full time, and the last is some students are not confident.

I: How will you solve the obstacles when it comes/the obstacles that you have been mention?

R: I try to explain again the material slowly or use the synonyms to make them understand. I also try to motivate and encourage them to practice speaking English frequently. If it is needed, I use Bahasa little bit then continue speaking English.

I: How are the student result after you apply the direct method in your class?

R: They are able to improve their English mastery. They become more confident and the accustomed to speak English. Actually, I do not use one single method in teaching speaking. I use and combine several methods. In my opinion, there is no best single method in teaching speaking. We have to vary or combine the methods or techniques to get the best result in teaching English or speaking.

INTERVIEW GUIDELINE (5)

Place : Via Phone

Interviewee : Lecturer of English Language Education Department,

UIN Ar-raniry Banda Aceh

Respondent : AT

I: Do your speaking class using a direct method for teaching speaking skills?

R: Sure. For speaking class, I am using this method. Because you know it help so much to encourage all the students to speak English.

I: Do you require your students to speak full English in class?

R: mmm basically yes. You know there is not really happened honestly because some of them don't really speak English. So, what happened at least 99 %. I am forcing them to speak for sure 100 % but only 99 % they really applied in their situation.

I: How about students respond when you apply the direct method in speaking class?

R: I think their all happy because you know they realize because they need to speaking more. So, whatever the method it's going to be helpful for them. It will be welcome for them so they don't really complain.

I: So, when they not understand to speak full English, what will you do?

R: I am okay for them to mix some statement with Bahasa or maybe they try to find similar word, synonym or explain in another word. But still using in English or explain in other word. But I am just okay to mix, but unless they not really use all in Bahasa. For me it's okay to mix some

I: What challenges do you face when using the direct method in the speaking class?

R: Sure, some of them for the critical situation when I require them to speak without thinking or without preparation. It could not help them to common with the idea for the vocabulary itself. For the difficult vocabulary they might, they don't really understand sometimes, it's hard for them to thinks or maybe they need to have look up on dictionary. Of course, it makes me challenging with their vocabulary. Then pronunciation also problem when they have lack common. I mean, if there is any same words and the same sounds. It going to be hard for them to distinguish witch one the right mean. So, I think the main problem is vocabulary and pronunciation.

I: What are the factors that cause difficulties when teaching speaking using the direct method?

R: The first factors is gone be like most of students they don't really challenge them to speak English in the class. They just challenge them to speak English, how to get the ide or how to get the right pronunciation. How to pronounce it's well, I think it's the biggest challenge in speaking class using this method.

I: How will you solve the obstacles when it comes/the obstacles that you have been mention?

R: I require them to prepare the topic before they speak and then try to elaborate discuss with barnstorming. Before I ask them to speak up and to give more explanation about the topic. But mostly we try to find something that really familiar to students. So, it is gonna help them so much

I: How are the student result after you apply the direct method in your class?

R: I can see that most of students can get good score like A in the classroom, because what I am seeing. When the first time they get into my class, I am going to check how big the percentage to speak English as my first

assessment. Then after the end of the semester, I will check it how they improve them self. I don't really grade them can speak fluently but I grade them. Because they have ability to improve them self to help them so much. We need later on day by day they need to improve or they need to learn more, it's gonna help them to do a good performance in speaking so most of them I think is both 80% of the students came into my class can get good score at the end of the class.