THE IMPLEMENTATION OF DIRECT METHOD IN TEACHING

ENGLISH FOR YOUNG LEARNERS (TK WITRI 1 BENGKULU)

THESIS

This Thesis is submitted to fulfiil the requirement For 'Sarjana in English Language Education

By

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Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian surat pengajuan ini disampaikan. Atas perhatiannya diucapkan terima kasih. Wassalamu'alaikum, Wr.Wb
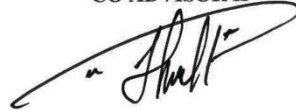
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PREFACE

All praise to Allah SWT that the writer had finaly finished writing her thesis entitled entitled The Implementation Of Direct Method In Teaching English For Young Learners.(TK Witri 1 Bengkulu).

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Curup, August 2020

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ABSTRACT

Novia fransiska nirwana : **The Implementation of Direct Method in teaching English for young learners (TK Witri 1 Bengkulu)**

Advisor : **Bayu Senjahari M.Pd, M.Ed**

Co- Advisor : **Henny Sepia Utami, M.Pd**

This thesis is focused on The implementation of direct method in teaching english for young learners in tk witri bengkulu academic 2019-2020. This reaserch is a study which is presented in qualitative way. The objective of the research are to investigate The implementation of direct method in teaching english for very young learners. Subject and sample of the research are english student at TK Witir 1 bengkulu. the technique for collecting data were observation and interview to make sure the answers were based on interview to the teacher. The instruments of the research were interview guidance to guide the researcher in interview and field notes for observation. the findings of this research show that: The implementation of direct method in teaching english to young learners. The researchers found teachers implementation reading aloud, question and answer exercises, getting student to self correct, conversation practice, fill in the blank exercise, map drawing, direct method in speaking, direct method in writing, direct method in listening, which applied to young learner, and researchers found another process in the implementation of the direct method, namely student repetition and study imitation. The advantages and disadvantages of direct method to young learners, For advantages of direct method Students are skilled in listening comprehension, Students know a lot of vocabulary, and researchers find new advantages, namely Enthusiastic, For disadvantage the research found about the shortcomings of the Direct Method, the researcher found that the shortcomings were in the direct method of writing and reading even though the teacher had applied the direct method in class, here the researcher found that the children were used to remembering and reciting so that it was difficult to read and write again.

Keyword: implementation, direct method, young learners.

ACKNOWLEDGMENT

Assalammu'alaikumWr.Wb In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled **"The implementation of direct method in teaching english for young learners (TK Witri 1, bengkulu)"**. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In writing this research, there are many people who helped me in many ways, because of that I greatly debtedto :

1. Dr. RahmatHidayat, M.Pd.,M.Ag as the Rector of IAIN Curup.
2. Dr. H. Ifnaldi as the Dean Faculty of *Tarbiyah* IAIN Curup
3. Jumatul Hidayah, M.Pd as the Head of English Study Program IAIN Curup
4. My special thanks to Bayu Senjahari, M.Pd,.M.Ed and Henny SeptiaUtami, M.Pd as my advisor and co-advisor who had been a constant source of knowledge strong encouragement and sustained critical support, opinion and gave many useful suggestions and corrections for its improvement. It has indeed been a great privilege and joy to work under the guidance and scaffolding of her.

MOTTO

"Relaxing does not mean you can be lazy"

(Santai Bukan Berarti Kamu Boleh Bermalas-Malasan)

"Don't stop when you're tired,

stop when you're done"

("Jangan berhenti saat Anda lelah, berhentilah saat Anda selesai")

"Push yourself because

no one else is going to do it for you."

"Paksa diri Anda karena

tidak ada orang lain yang akan melakukannya untuk

Anda."

DEDICATION

The reseacher dedicated this thesis to all belovedperson in the life. They are :

- ↓ The greatest man in my life, he is my awesome father Bpk Sugiyanto my wonderful mother Ibu Suhartati. Thanks for everything that you have given to me that i can't say by a word. BOTH OF YOU ARE MY EVERYTHING !!

- ↓ For my hero, he is my brother indra paxci dewa yudha.

- ↓ All my big Family, for cousins, septi oktarika, rani susela, fatima anggraini, jefri agustian,zalayeta repi juliani,muhammad zhidan alfarizi, yudha mahendra, salsa, bagas.

- ↓ Special thank for my grandma Ningayah and grandpa suhadi (Alm), then grandma yatikem (Alm) and granpa suyatno.

- ↓ My best partner ever Nana Herlina.

- ↓ My alarm and my crazy partner Putri Sanda Monica, Yesi Yolanda.

- ↓ My dear giving encouragement ♡

- ↓ My craziest friends, Nunit,Sefti,Via,Suganda,Rio,Zain,Wike, Mutiara,Fajri,Silvi,Meilin,YukMeta,Tri,Rachman,syakir,YukUl an,Anggi,Kakeko,Kakfadli,Joko,Zelvia, Rohima, Rinjiani, Elsi.

Thanks a bunch to all people that always support me to finish my study that i can't mention one by one. Without you all i'mnothing !

LIST OF CONTENT

LIST OF TABLE

LIST OF APPENDICES

APPENDICES   1   : SK Pembimbing

APPENDICES   2   : SK Penelitian

APPENDICES   3   : KartuKonsultasiPembimbingSkripsi

APPENDICES   4   : Documentation

CHAPTER I

INRODUCTION

A. Background Of The Research

English is an international language, which used most of people in this world. The government encourages their citizen to have English language competence for their country's economic benefit. Nowadays, English has a prominent position in twenty more countries. The undeniable fact is, however, that globalisation has a strong impact on English. as explained by Guillen the impact is closely related to the role of English in the delivery of information across countries[1]. In other words, it relies on the fact that as explained by Seidlhofer "English functions as a global lingua franca". according to Chew, In being a lingua franca, the case of English is different from that of any other languages as it is used "over most of the world".[2]

Ur in khairani stated children need to learn English early because many assumptions about age and language learning include children learning languages better than adult learners, learning foreign languages at school should begin as early as possible, more easily attracting the attention and interest of children than adults as expressed[3]. Golden age is a child's golden age which is an important time to optimize its growth and development. During the golden age, make the nervous system has basically occurred. At

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[1] Anita Dewi Monash, *English As An International Language*, an overview University, April 2013, hal. 2

[2] *Ibid, p.2*

[3] Ade Irma Khairani, *Pendidikan Bahasa Inggris Untuk Anak Usia Dini*, Politeknik Negeri Medan, 2011

this time, there is a connection between nerve cells.[4] Based on some of the views and studies of the experts, It is inferred that enrichment language was a natural proses brought along Human consciousness in recognizing symbols, and ciphers From the surroundings.[5] At this period develop the child linguistics is in its infancy, the child who first learns a foreign language in a school or grade Elementary school has a better chance of learning The second foreign language in high school.[6] Therefore important children learning English from the age of five years, By the age of five, each difference in language domains will be established. Second language learning context are those in which the classroom target language is readily available out there.[7]

This discussion is supported by scholarly psycholinguistik study that inside of theory acquisition, Language acquisition has a close connection with the human ability to create the perception and understanding the speech of others. Moreover, as explained Soenjono, a child is able to produce speech or speech if he knows the rules derived from childhood. Language acquisition is one of humankind's most impressive cognitive feats. A 6-month-old can do little more than babble, but by 2 or 3 years of age, children show generative knowledge of the patterns of their language that is, they can extend the words they hear to new situations, and according to Gentner & Namy, they can use

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[4] Zobi Mazhabi, *Pengajaran Bahasa Inggris Untuk Anak Usia Dini Beberapa Hal Yang Harus Diperhatikan*,Universitas Islam Malang, 2019
[5] *Ibid, p.53*
[6] *Ibid, p.54*
[7] muhammad muzakki aufa, *English Language Teaching And Learning For Young Learners At Sd It Cahaya Bangsa Mijen-Semarang* (a study at the fifth grade of sd it cahaya bangsa mijen semarang in the academic year of 2017,2018)

grammatical constructions in new contexts[8]. Language acquisition discusses age influences SLA in a number of ways. It affects the amount of comprehensible input that is obtained; younger learners may get more than older learners. Age also affects learning older learners are better suited to study language form and also to use learnt knowledge in monitoring. Finally, age influences the affective state of the learner; after puberty the Affective Filter is likely to increase in strength[9].

Early childhood is an aged child range 0-6 years (Permendikbud Number 137 , 2014 concerning PAUD Standards)[10]. According to Yusuf in an early childhood Research from 30 Scientific Journal of PAUD, are individuals who are in an age position very rapid development when compared with other developmental age periods. Purnama stated that age is widely known by the term Golden Age or Golden Age. According to santrock and friends this golden age period means the time receipt and processing of information that can done quickly and durable by each individuals. Because of the times the gold is in children aged 0-6 years.[11]

Research conducted on children's language development certainly cannot be separated from the views, or theories adopted. Understanding the children's language acquisition process in order to know the best way to help the children acquire their language abilities maximally. The objectives of this thesis were: to describe children obtain a second language using the direct

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[8] Endah Ratnaningsih, *An Analysis of the First Language Acquisition*: A Two Years Girl, Tidar University, Magelang, Vol 4, No 1, Maret 2017
[9] Rod ellis, *Understanding Secon Language Acquisition*, oxford university press, 1986 p. 246
[10] Syarip Hidayat & Lutfi Nur, *Nilai Karakter, Berpikir Kritis Dan Psikomotorik Anak Usia Dini* Universitas Pendidikan Indonesia, Kampus Tasikmalaya, p.29
[11] *Ibid., p.30*

method. The quantity and quality of this connection determine the presence of a toddler. Here the author wants to know the catchment of children at the age of 5 years using the direct method. Stage before school at the time of children aged 5 years to 6 years, education in kindergarten can not be considered as a school because it is only helping children to be ready to enter primary education.

In the paud Tk witri 1 the children there use English when singing and learning, but the problem is that children have difficulty remembering what they have learned in class, English learning does not go well when children listen to singing, then speak, or read , understand simple vocabulary or phrases through movement or action, and children feel afraid to make mistakes, it will be difficult to develop and understand where the mistakes are. This direct method has been carried out by the foundation but the results are not good, hich actually happens in the paud is different, that according to the expert direct method suitable for children, in fact children are afraid to look wrong in front of their teacher when they are in the learning process. There are theories that fit the boundaries according to the direct method that is suitable for early childhood. According to Richards methods vary in context and audience variations. such as the audio lingual method, the direct method, and the silent method or suggestopedia, these are all referred to as methods. Of the several methods mentioned by Richards, researchers chose the direct method because it is right to used and to teach languages easily understood such as learning mother tongue or called the natural method.

through with apply this method in teaching can improve children's interests and abilities in English.[12]

The main characteristics in the implementation of children's English Learning Through Motion and Song Methods in Tk witri 1 in children are listening, imitating, and experiencing. Therefore we need an appropriate method to accommodate these characteristics. The direct teaching method (Direct Method) is believed to be still relevant and appropriate to be applied in teaching English for early childhood. Namely the method of teaching directly (without translation) and conceptually (without the rules and grammatical explanations). In the implementation of children's English learning through the Motion and Song Method in Tk witri 1 on the technical level, the teacher must increase active verbal interaction, spontaneous use of language, without translation between the first and second languages, and little or no analysis of grammatical rules.

There are some methods to be implemented for teaching integrated english skills, one of them is direct method.[13] The first study which saw that there was a huge role in the development of a child's first language to foreign language learning as expressed by the. Gouin (in brown) believed that the important thing in language learning is a matter of transforming perception into conception. So gouin started designing a teaching method directly without translating and conceptually without grammatical rules and

[12] Fasaaro Hulu, *Efektivitas Direct Method Dalam Peningkatan Kemampuan Berbicara Bahasa Inggris Mahasiswa*, Universitas Putera Batam, 2018, p. 23

[13] Dharu krisma dwi sinta, *The Use Of Direct Method To Teach Integrated Skill For Super Kids Five Sudents In Puri Kids*, yogyakarta, 2017.

explanations. A generation later, this early gouin thought was followed up by a berlitz which ceded a method known as the direct method[14].

A central characteristic in the child's language learning process is Listening, impersonate, and getting. Therefore it takes a The right method for catalyzing those characteristics. method Direct teaching (direct method) unbelievable is still relevant and precise to it Applied to teaching English for children at an early age. Which is the method Teaching direct method (without translation) and conceptually (without Grammatical rules and explanations.)[15]

This research use direct method in Tk witri 1, how five year-olds who are still focusing on the play are giving the English lessons in direct method, And make early English studies in children Should not stifle the creativity and imagination of children's languages That the development of children's language and children's creativity is not hindered by learning, So that the acquiring of the second language can work effectively and correctly The effectiveness of direct method implementation developed as well It needs to be examined more empirically so it will be expected To benefit the world of teaching English to children An early age that will indirectly give to Accelerated development of Indonesian children with abilities Speak English.

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[14] Zobi Mazhabi, *Pengajaran Bahasa Inggris Untuk Anak Usia Dini Beberapa Hal Yang Harus Diperhatikan*,Universitas Islam Malang, 2019
[15] *Ibid*,. P.12

B. Research Question

Based on the background, the problem of this research were formulated follows:

1. How the Implementation of Direct Method in teaching english to young learners?

2. What are the advantages and disadvantages of Direct Method to young learners?

C. The objective of the research

The research aims at finding out the answer of the answers of the questions stated in the problems of the research. Thus, the objectives of the research were:

1. to describe the Implementation of Direct Method in teaching english to young learners.

2. to describe the advantages and disadvantages of Direct Method to young learners.

D. Delimitations of the research

Based on the identification of the problem, the area of this research is delimit on the implementation of using direct method in teaching english to young learners. The researhcer only focused with the Implementation in teaching english to young learners.

E. Significance of the research

a. For Teachers

The results of this research can give information about the use of direct methods for children. furthermore, the proper assessment will show the real result of student's ability that will be used by the teacher as the identification whether the learning object have been reached or no.

b. For school

The results of this research can be used by schools in teaching and learning activities using the direct method, and can be a reference to teaching english to young learners. Input for school in English subjects to use the Direct Method in the learning process. Material for consideration of English language teacher to use the Direct Method.

F. Definition of the Key Terms

based on the title and background of yhe problem above, there are two terms used in this study. They are defined as follows :

1. Direct Method

The Direct-Method: A Good Start to Teach Language Proponents of the Direct Method are of the opinion that accornding Vietor language consists except for lexicographers not of words, but of sentences which will enable the students to learn speech earlier.[16] Accornding sFreeman, the Direct Method language is learnt for communication, as

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[16]Cagri Tugrul M, *International Journal Of Academic Research In Business And Social Sciences,* November 2013, Vol. 3, No. 11, p.182

Larsen states language is primarily speech. Classroom instruction and classroom activities are carried out in the target language; therefore, students are actively involved in using the target language.[17]

2. young learner

Young learners therefore, is a generic term that encompasses a wide range of learners who as a group share commonly accepted needs and rights as children but differ greatly as learners in terms of their physical, psychological, social, emotional, conceptual, and cognitive development, as well as their development of literacy[18]. awareness, and understanding about the early foreign languages teaching on young learners makes the education experts try to apply English learning and teaching as early as possible for students. Therefore, English has been introduced in formal educational institutions at the level of early childhood. in Paris what the term young learner, it could mean someone who's just embarking on their English language learning journey or it could mean a five-year-old.[19]

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[17] *Ibid., p.183*
[18] Gail Ellis, *Young Learners: Clarifying Our Terms*, November, 2018, P.75
[19] Zobi Mazhabi, *Pengajaran Bahasa Inggris Untuk Anak Usia Dini Beberapa Hal Yang Harus Diperhatikan*,Universitas Islam Malang, 2019, p.1

CHAPTER II

LITERATURE REVIEW

A. Teaching young learner

Early childhood is an aged child range 0-6 years (Permendikbud Number 137 , 2014 concerning PAUD Standards)[20]. According to Yusuf in an early childhood Research from 30 Scientific Journal of PAUD, are individuals who are in an age position very rapid development when compared with other developmental age periods. Purnama stated that age is widely known by the term Golden Age or Golden Age. According to santrock and friends this golden age period means the time receipt and processing of information that can done quickly and durable by each individuals, Because of the times the gold is in children aged 0-6 years.[21]

According to piaget very young learners create their own learning engaging with their environment and they are active in their learning process by exploring immediate settings.[22] According to Vygotsky children construct knowledge through social interaction. Within the Zone of Proximal Development, children acquire knowledge through interaction with other people. Working within zone of proximal development helps children reach their optimum capacity to solve problems with assistance. According Bruner

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[20] Syarip Hidayat & Lutfi Nur, *Nilai Karakter, Berpikir Kritis Dan Psikomotorik Anak Usia Dini* Universitas Pendidikan Indonesia, Kampus Tasikmalaya, p.29

[21] *Ibid., p.30*

[22] Piaget, J. (1970). *The science of education and the psychology of the child*. New York: Oxford Novotel Athens Convention Center, Athens, Greece, piaget, *Teaching English to Very Young Learners* Nuriye Degirmenci Uysala, Fatih Yavuz, 05 February 2015

hildren learn effectively through scaffolding with the help or guidance of an adult or more proficient peer .[23]

In classroom activities, using Total Physical Response by James Asher is a great way to teach English especially for very young learners[24]. That method keeps children active in learning process while it links the language with physical movement. Young learners are easily distracted and have very short attention spans; therefore, it is better to keep in mind that 5 and 10 minutes activities are best to engage them in learning. According to Scott and Ytreberg, there should be various activities having a balance among them. It is suggested that each task focuses on different skills while using individual, pair work, group work or whole class activities alternately.[25] It is also wise to let children learn from each other by integrating student interaction into the activities in addition to teacher- student interaction[26].

foreign language learning too, receptive skills are likely to remain ahead of productive skills, an grammatical knowledge, which is linked not just to language development but to cognitive development, is likely to develop more slowly for younger children[27]. Teaching English for Young Learners Using a Digital Comic Strip, Since young learners get bored easily, English teachers should be creative in designing the instruction in order to make it interesting for the students. One of the ways that can be done by the English teachers to make their teaching and learning process becomes an

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[23] Bruner, J. (1983). Child's talk: *learning to use language*. Oxford: Oxford University Press
[24] Oxford Novotel Athens Convention Center, Athens, Greece, piaget, *Teaching English to Very Young Learners* Nuriye Degirmenci Uysala, Fatih Yavuz, 05 February 2015. P.20
[25] Scott, W. & Ytreberg, L. (1990). *Teaching English to children. Longman.*
[26] *Opcit., p.20*
[27] Cameron, L. (2001). *Teaching languages to young learners. Cambridge: Cambridge University Press.*

interesting activity is by providing good teaching media. It is believed that young learners love story and colorful teaching media. Therefore, this article aims at explaining how to create a colorful digital comic strip and how to use it for teaching English[28].

1. language aquisition

Language is the main vehicle of communication by which thought, idea, feeling are produced and recieved. Everybody is inseparable from the interaction with the others. The interaction highly contents of activities or processes of expressing ideas, thought, feeling, or giving information, where is commonly mentioned as communication [29]. Language is not biologically inherited but it is mastered through some efforts. It is proved from the processes an infant does to acquire the first language. An infant is not able to communicate at once he was born. The mother tongue is gradually mastered through four stages: pre -speech, babbling stage, one word (holophratic) stage, and combining word stage. These stages gradually occur around 1,5 years old to 7 years of age.[30]

Language acquisition is the process by which human acquire to perceive, to produce, and to use words in understanding and communicating. Language acquisition is dealt with the process going in the infant's brain in acquiring his/her mother tongue. It is included in a

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[28] I Ketut Trika Adi Ana, *Teaching English For Young Learners Using A Digital Comic Strip,* Vol 48, No 1-3 (2015)

[29] Saniago Dakhi Nur Intan Zagoto, *Foreign Language Acquisition Of Souvenir Seller In Bawomataluo Village*, Vol. 2, No. 1 April 2016.

[30] *Ibid., p.17*

process because a language is not acquired in relatively short time, but gradually learnt.[31]

According to Long provides many evidences in his review on second language acquisition as to the necessity of early acquisition. The study reveals that native-like proficiency in phonology is almost unachievable after 6 years old and there emerges allied problems in morphology and syntax after age 12. [32] However, despite the assertion of language acquisition loss after age 6, Long (1990) indicates the gradual decrease in language learning but not a single critical age for ultimate native-like proficiency.[33]acquisition is an essential part of language learning,enabling the child to build a lexicon that can be used by other pro-cesses such as sentence production. Vocabulary size can beindexed by performance on repetition, a simpletask whereby children repeat aloud that are spoken to them. Although children's performance has very strong learning in particula.[34]

2. **Student repetition**

Repetition is a repetition which means deepening, expanding, stabilizing students by giving them assignments or quizzes. When the teacher explains a unit of study, it needs to be repeated. Because students' memories are not always fixed and forgetful easily, it is necessary to help

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[31] *Ibid., p.19*

[32] Long, M. (1990). *Maturational constraints on language development. Studies in Second Language Acquisition,* 12, 251-285.

[33] Long, M. (1990*). Maturational constraints on language development. Studies in Second Language Acquisition*, 12, 251-285.

[34] Gary jones, The *influence of children's exposure to language from two to six years*:The case of nonword repetition, 2016 p.,1.

by repeating the lesson that is being explained. [35] states that repeated lessons provide clear responses and are not easily forgotten, so that students can use them to solve problems. Repetitions can be given regularly, at certain times, or after each unit is given, or incidentally if deemed necessary. [36]

In this activity the teacher repeats all students but not in groups but individually. Repetition is repetition which means deepening, expanding, strengthening by way of students being trained through assignments or quizzes, Strengths and Weaknesses of Learning Methods. The advantages of the Learning Model are as follows.

1) Train students' listening and courage to express opinions (Auditory).

2) Train students to solve problems creatively (intellectually).

3) Train students to remember about the material they have learned (Repetition).

 4) Students become more active and creative.

Weaknesses of Learning Models Meanwhile, the weakness of the learning model is that there are three aspects that must be integrated, namely auditory, intellectually, repetition so that at a glance. [37]

Performance on Repetition tests therefore capture keymechanisms that are involved in the child's vocabulary learningthat ultimately influence language acquisition more generally. However, the underlying processes involved in repeating are quite broad. [38] focus on exposureto language by

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[35] Slamet dalam Huda, 2003 p,.289

[36] *Ibid,.p 289*

[37] *Ibid,.p 290*

[38] *opcit,.p 2*

using large-scale naturalistic language input aimedat children between the ages of 2 and 6 years within a model thatdoes not utilize any developmental parameters. By keeping allparameters constant, the only ''developmental'' change is the linguistic knowledge that the model learns, which increases with greater exposure to language.

Any differences in technique Repetition performance over time are therefore caused by the learning that takes place onthe language input rather than from developmental, to provide an extensive examination of the fit between model and child by using 6 different technique repetition studies involving children between the ages of 2 and 6 years. If the model is ableto provide both qualitative and quantitative fits to the majorityof the child data, it would provide strong evidence that technique Repetition performance is a measure of the child's current level of linguistic knowledge that is accrued from exposure to language and is nota reflection of any mechanistic developmental change[39]

3. Student imitation

Imitation of other people is one of the primary means by which children learn new behaviors[40]. and is one of the primary behaviors facilitating engagement in positive social exchanges early in life[41]. Typically developing children begin to engage in imitative behavior

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[39] *Ibid,.p 80*
[40] Albert Bandura, *Social Learning Theory*. Prentice-Hall, Inc., New Jersey 1977. P,.84
[41] Klinger & Dawson, 1992.

during their 1st year[42] and some instances of imitation have occurred in newborn infants.[43]

The study of imitation has implications for researchers across a variety of domains, with a variety of species. Interestingly, evidence of imitation skills have even been noted in birds, although this phenomenon could be due simply to the ability many avian species have of imitating vocal sounds[44]. Imitative abilities have certainly been noted in primates, while there is a debate as to the existence of an imitative ability in rats. It has been suggested that evidence of motor imitation in rats would support the notion that the capacity for emitting imitative behavior is developed as a phylogenetically general process, as opposed to the view that avian and primate imitation have evolved independently.

B. Direct method
1. The definition of direct method

A method is used in teching a language by using that target language without going through the translation to the native language, teacher must use picture, gestures, phantomims or the target language that is familiar for student to explain a word[45].

There are some methods in language teching. Acorrding antony in ricards and rodgers, method whole plan for persentation language

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[42] Brown, Douglas. Prinsip Pembelajaran Dan Peengajaran Bahasa. Jakarta: Person Education. 2008.

[43] Meltzoff AN, Moore MK, *Early Imitation Within a Functional Framework: The Importance of Person Identity*, Movement, and Development. 1989

[44] Garrison, Ray H., Norren, Eric W. Managerial Accounting, Terjemahan Budi Susanto, Penerbit Salemba Empat, Jakarta. 2000.

[45] Siti juhaeriyah,*the influence of using direct method in teaching vocabulary*,2010., p.6

material no part of which contradict, and all of which is based upon, the selected approach.[46] The direct method has one basic rule, no translation is allowed, in fact the direct method receives its name from the facttaht meaning is is to be convayed directly with the target language through the use demontration and visual aids, with no recourse to the student native language.[47]

2. The Purpose of the Direct Method

The purpose of the Direct Method method is the mastery of the Target Language verbally so that students are able to communicate in the Target Language. This usage should be like a native speaker. To achieve this goal, students are given exercises to associate words and sentences with their meanings through demonstrations, demonstrations, movements and expressions.[48]

3. Advantages of the Direct Method

The advantages of the Direct Method, in general are:

1. Students are skilled in listening (Listening) Comprehension

2. Students know a lot of vocabulary.

3. Students get a lot of practice in conversing, especially regarding topics that have been trained in class.

4. Students get a lot of practice in conversing,

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[46] Dharu karisma dwi sinta, *the use of direct methodto teach integrated skills for super kids 5student in purikids yogyakarta,*2017, p.10
[47]*opcit.,* p.4
[48] Sri Utari Subyakto, *Metodologi Pengajaran Bahasa (Jakarta: Departemen Pendidikan Dan Kebudayaan,* 1988, p.13.

especially regarding topics that have been trained in

class.[49]

4. Disvantage of the Direct Method

The disvantage of the Direct Method in general include:

1. The principles of this method may be acceptable in private schools where there are not many students. But this cannot be applied in public schools that have a large number of students.

2. This method is according to teachers who have fluency to speak like native speakers.

3. This method relies on the teacher's expertise in presenting material, and good textbooks.

4. Avoidance of the use of original language actually hinders the progress of students because a lot of time is wasted explaining a concept in the Target Language. Even though the translation in Original Language only took a minute.

5. As a result of what was said, misinterpretation of something in the Target Language. In fact, the translation in Original Language only took a minute.

6. This method exaggerates the similarities between the acquisition of first and second or foreign languages and does not pay attention to the realities of the limitations of classroom walls.

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[49] *Ibid,.p.15*

7. Implementation of the Direct Method requires competent teachers in English lessons because teachers who have not been teaching for a long time still lack experience.

8. Time allocation is too much wasted because students do not immediately understand the teacher's explanation.

9. Lack of English language habituation will hamper students' understanding.

10. This method has no solid foundation in Applied linguistic theory (for example: first and second or foreign language acquisition theories)[50].

5. Techniques of direct Method

There are some procedure method that can be used in teaching english by using the direct method:

1. Reading aloud

    The students take truns reading portions of a passage, playing, or communicating aloud, at the end of each student's, the teacher use gestures, picture, realia, example, or other means to make the meaning of the part clear.

2. Question and answer exercise

    This practice is done only in the target language, students are asked and answered in full sentences so they practice with new words nd grammar structures. They had the opportunity to ask questions and answer.[51]

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[50] *Ibid,.p.15.*

[51] Siti juhaeriyah,*the influence of using direct method in teaching vocabulary*,2010., p.15

3. Getting students to self correct

   The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternate answer he supplied There are, however, other ways of getting students to self-correct. For example, a teacher might simply tepeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said. stopping just before the error. The student knows that the next word was wrong.[52]

4. Conversation practice

   The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly. In the class observed, the teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later. the students were able to ask each other their own questions using the ame grammatical structure.[53]

5. Fill in the black exercise

   This technique has already been discussed in the Grammar Translation Method, but differs in its application in the Direct Method. All the items are in the target language: furthermore, no explicit grammar nule would be applied The students would have

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[52] *Ibid.,* p.16
[53] *Ibid.p.17*

induces the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.[54]

6. Dictation

The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.[55]

7. Map drawing

The class included one example of a techmique used to give students listening comprehension practice. The students were given a map with the geographical features unnamed. Then the teacher gave the students directions such as the following, "Find the mountan range in the West. Write the words Rocky Mountains' across the mountain range." He gave instruction for all the geographical features of the United States so that students would have a completely labeled map if they followed his instruction correctly. The students then instructed the teacher to do the same thing with a map he had drawn on the blackboard. Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature.[56]

8. Paragraph writing

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[54] *Ibid.,p.17*
[55] *Ibid.,p.17*
[56] *Ibid.,p.17*

The teacher in this class asked the students to write a paragraph in their own words on the major geographical features of the United States. They could have done this from memory, or they could have used the reading passage in the lesson as a model.[57]

6. **Characteristics of Direct Method**

The major characteristics of learning vocabulary through direct methods are :

1. The teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, video, pictures, or pantomime: he never translate it into the students' native language.

2. Students speak the target language great deal and communicate as if they were in real situations.[58]

3. Grammar is taught inductively, that is the students are presented with examples and they figure out the rule or generalization from the example. An explicit grammar nule may never be given.

4. Students practice vocabulary by using new words in complete sentencey.[59]

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[57] *Ibid.*, p.17
[58] *Ibid.,* p.18
[59] Freeman, *Techniques and Principles.*, p. 29

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

Research by researchers including Field Research, the researcher departs at the place of research to make observations about a phenomenon in a natural state in the field.[60] This is done so that researchers obtain valid data from researched sources. So that the validity of the data can be accounted. Whereas in the research approach researchers used a qualitative descriptive case study method. The approach used in this study is a qualitative approach.

Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, holistically, and in a descriptive way in the form of words and language, at a particular natural context and by utilizing various natural method[61]. Qualitative research is widely used to examine the phenomena that are rife in school. So that qualitative research is very appropriate to find information by observation and also conduct an interview of all related to the research conducted.

Based on these characteristics it can be stated here that qualitative research: carried out under natural conditions, (as opposed to being an experiment), directly to the data source and researchers are key

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[60] Lexy J Meolong, *Metode Penelitian Kualitatif, (Bandung: PT.Remaja Rosada*, 2007), p. 26.

[61] *Ibid,.p.6*

instruments, qualitative research is more descriptive, qualitative research emphasizes more on the process than on the product or outcome, qualitative research conducts inductive data analysis, qualitative research emphasizes more meaning (the data behind what is observed).[62]

This study tells more about the phenomenal or events experienced by the object under study so that researchers are always actively observing and looking for information related to the purpose of this study. To assist research in collecting data therefore researchers chose the type of research that is descriptive qualitative. The data collected in descriptive qualitative is in the form of words, pictures, and tells of the events experienced by researchers while conducting research. So it is hoped in conducting this research obtain accurate data.

Data collection will be carried out in the field, the researcher will make observations in advance to determine the ability of students so that researchers more easily make observations that are the aim of the researcher. Before the research progresses, the researcher conducts an interview with the relevant teacher to find out the students' abilities and asks for the results of the exams that have been given. After that the researcher will analyze the data obtained and determine the targets or targets to be examined. When the research is taking place the researcher will more easily collect and make observations with the targets that have been set previously.

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[62] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta, 2011), p.13-14

For this reason, on this occasion the researcher in obtaining as much data as possible requires deeper observations and analysis. The activity was taken through a qualitative approach, because this research procedure will describe or describe in general about the implementation of direct method in teaching english for young learners.

B. Subject of the Research

The research was conducted at Tk witri 1, Bengkulu and the time to do it during the covid19 outbreak holiday.

C. Types of Data

There are two types of data that the researcher uses in this research. Those are:

a) Primary data

Primary data is data obtained directly from the original source not through an intermediary. Primary data in this study in the form of individual or group subject (person) opinions, and test results. What is meant by individual or group subject opinions in this study is the opinions or opinions of informants, both the teacher of TK witri 1, teachers and students through interwiew and observation. Researchers with primary data are collected as desired in the study, because data that is not relevant to the purpose of the study can be eliminated or at least reduced.[63]

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[63] Agus Salim, *Teori dan Paradigma Penelitian Sosial,Edisi Kedua, (Yogyakarta: Tiara Wacana,2001),p.153*

b) Secondary data

Secondary data is research data obtained directly by researchers through the media obtained and recorded by others[64]. Secondary data in this study is evidence, notes, or reports that have been compiled in the archives, data of approved documents. This document contains profiles of TK witri 1, Teacher data, Student Data, Work program for Head of foundations and Infrastructure facilities.

D. Techniques of Collecting Data.

a. Observation

Observation is used to gather information about situations and events during the research. Observation is carried out by researchers in the form of a checklist to complete data on learning activities with the direct method. The goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspective of the participant. Patton in Hatch state that the competence of observation includes makes the field notes, and we have to difference between relevance and not relevance [65]. The researcher made observations by actively involving himself in the activities carried out by the head of the foundation, teachers and staff. Observation is an instrument to conduct observations on the activities

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[64] Mohammad Ali , *penelitian Kependidikkan Prosedur dan strategi , (*Bandung : Penerbit Angkasa, 1987), p.91

[65] J, Maos, Hatch, *Doing Qualitative Research in Education Settings*, (State University in New York Prees,2002), p.72

and creativity of students in learning, both in class and outside the classroom.[66]

b. **Interview**

This interview is equipped with a recording, to find out complete and in-depth information from informants related to the focus of the problem being discussed, so as to produce a response or opinion. The important thing if the researcher do the interview, the researcher just give the relevance question for the interview and there are four tips for good interviewer such as, the first is clear the topic, the second is give question based on the research question, the third is the good respondent, the fourth is the good management of time, the last is take transcript of the interview.

In addition, In-depth interview are benefit to this study for the following reasons: the first is the participant are able to freely discuss feelings or beliefs about the subject of interest and provide a more detailed response, the second is they are useful for exploratory research studies, the third is the interviewee is more likely to be comfortable about being candid in their opinions and often the data received has depth and comprehension, the last is in depth interview provide the opportunity for building of trust and rapport between the interviewer and interview in the turn of the quality data.[67]

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[66] E.Mulyasa, *Praktik Penelitian Tindakan Kelas,* (Bandung: Remaja Rosdakarya,2011), p.69

[67] Louissse Kelly, thesis:*"Teenagers Perceptions of Advertising in the Online Social Networking Environment : An Exploratory Study"*,(Queensland University of Technology,2008),p.48

c. **Research Instrument**

1. **Filednotes**

The filednotes instrument is the researcher's guideline for conducting systematic observations and searches for the phenomenon under study. This guideline relates to the situation and conditions in the TK witri 1 as attached.

Tabel 1.1

Blueprint for fieldnote

No	Direct method	Indicator	Field notes
1	Reading aloud	The students take turn reading portions of a passage.	
		Playing game.	
		communicating aloud, at the end of each student's.	
		the teacher use gestures.	
		Picture.	
		realia.	
2	Question and answer exercise	This practice is done only in the target language,	
		students are asked and answered in full sentences so they practice with new words nd grammar structures.	
		They had the opportunity to ask questions and answer.	
3	Getting students to	The teacher of this class has the students self-correct by asking them	

	self correct	to make a choice between what they said and an alternate answer he supplied.	
		a teacher might simply tepeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it.	
		Another possibility is for the teacher to repeat what the student said	
4	Conversation practice	The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly.	
		In the class observed, the teacher asked individual students questions about themselves.	
		The questions contained a particular grammar structure.	
		the students were able to ask each other their own questions using the game grammatical structure.	
5	Fill in the blank exercise	This technique the Grammar Translation Method, but differs in its application in the Direct Method.	
		All the items are in the target language: furthermore, no explicit grammar nule would be applied.	

		The students would have induces the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.	
6	Dictation	The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen.	
		The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard.	
		The last time the teacher again reads at a normal speed, and students check their work.	
7	Map drawing	The class included one example of a techmique used to give students listening comprehension practice.	
		The students were given a map with the geographical features unnamed.	
		Then the teacher gave the students directions such as the following,	
8	Paragraph writing	The teacher in this class asked the students to write a paragraph in their own words.	
		They could have done this from memory, or they could have used the reading passage in the lesson as a model.	

2. Interview Guidance

Interview instrument is a researcher's guideline in interviewing research subjects to explore as much as possible about what, why, and how about the problem to be examined. This guideline is an outline of the questions the researcher will give to the research subject as attached in the appendix.

Table 1.2

Interview Guidance For Teacher

No	Question
1	How is the learning process in reading in class? (Bagaimana proses pembelajaran dalam membaca di kelas?)
2	During the learning process, do students take turns reading words in a dictate manner? (Apakah Selama proses pembelajaran berlangsung para siswa bergiliran membaca kata perkata secara dekte.?)
3	Can the child read when the teacher shows simple movements through pictures? how do children respond? (Apakah anak dapat membaca ketika guru Menunjukan gerakan sederhana melalui gambar? bagaimana respon anak.?)
4	How do children understand the material when the teacher uses real / concrete media as teaching materials? (Bagaimana pemahaman anak terhadap materi ketika guru menggunakan media nyata/kongkret sebagai bahan ajar?)
5	Is the child able to provide answers to simple sentences or questions? Please explain! (Apakah anak mampu memberikan jawaban dari kalimat atau

		pertanyaan sederhana? Tolong jelaskan!)
6		How do children practice using new vocabulary that has been previously taught? (Bagaimana anak – anak berlatih menggunakan kosa kata baru yang telah di peajari sebelumnya.?)
7		How do children pronounce nouns after being given a statement.? Smoothly or still stammering? (Bagaimana anak mengucapkan kata benda setelah diberi pernyataan.? Secara lancar atau masih terbata bata?)
8		How do teachers correct the mistakes in children's answers? (Bagaiamana cara guru melakukan koreksi terhadap kesalahan yang ada pada jawaban anak?)
9.		How does the child respond to the correction from the teacher for the errors in the answers he has put forward? (Bagaimana respon anak terhadap koreksi dari guru atas kesalahan pada jawaban yang telah dia utarakan?)
10		Can the child imitate and pronounce words according to pictures or movements in games or songs? (Apakah anak dapat menirukan dan melafalkan kata sesuai dengan gambar atau gerakan dalam permainan atau nyanyian.?)
11		Can the child express words through repeated sentences or words? (Apakah anak dapat mengekspresikan kata melalui pengulangan kalimat atau kata.?)
12		Can the child express words through repeated sentences or words? (Apakah anak aktif untuk berkomunikasi satu sama lain.?)
13		How do children practice using English vocabulary with their friends? (Bagaimana anak berlatih menggunakan kosa kata bahasa inggris dengan temannya ?)

14	Can the child answer simple questions from the teacher? (Apakah anak dapat menjawab pertanyaan sederhana dari guru?)
15	How is the child's ability to answer gaps in the training given by the teacher? How is the child's ability to answer gaps in the training given by the teacher? (Bagaimana kemampuan anak dalam menjawab titik titik yang rumpang pada latihan yang diberikan guru?)
16	When the teacher reads dictation at normal speed, how do students respond, do students just listen? (ketika guru membaca secara dekte dengan kecepatan normal, bagaimana respon siswa, apakah siswa hanya mendengarkan.?)
17	When the teacher reads sentence by sentence and stops for a long time, how do students respond, do students write down what they have heard? (Ketika guru membaca secara dekte kalimat per kalimat dan berhenti cukup lama, bagaimana respon siswa, apakah siswa menuliskan apa yang telah mereka dengar.?)
18	When the teacher reads the text again at normal speed, how do the students respond, do students check what they have written? (Ketika guru membaca secara dekte lagi dengan kecepatan normal, bagaimana respon siswa apakah siswa memeriksa apa yang telah mereka tulis mereka.?)
19	What are the children's learning media used in the English learning process? (Apa media pembelajaran anak yang dipakai dalam proses pembelajaran bahasa inggris.?)
20	When learning takes place the child can match the appropriate words or pictures? (Apakah ketika pembelajaran berlangsung anak dapat mencocokan kata atau gambar yang sesuai.?)
21	Can the child match the picture with the object mentioned by the teacher before using picture media?

	(Apakah anak dapat mencocokan gambar dengan benda yang di sebutkan oleh guru sebelumnya menggunakan media gambar.?)
22	How is the child's ability to understand the meaning of the picture given by the teacher? (Bagaimana kemampuan anak dalam memahami maksud dari gambar yang telah diberikan oleh guru.?)
23	Can the child connect the writing with pictures? (Apakah anak dapat Menghubungkan tulisan dengan gambar.?)
24	How do children make efforts to connect writing with pictures? (Bagaimana upaya anak agar dapat menghubungkan tulisan dengan gambar?)
25	Can the child write new vocabulary words that he or she has received? (Apakah anak dapat menulis kosa kata baru yang telah ia dapat secara dekte.?)
26	What writing activities do children do in practicing using new vocabulary? (Apa saja aktivitas menulis yang dilakukan anak dalam berlatih menggunakan kosa kata baru?)
27	Can the child rewrite words using the dotted line? (Apakah anak dapat menulis kembali kata menggunakan bantuan garis titik titik.?)
28	When the class begins, the teacher greets students and students respond to the teacher's greeting? (Apakah ketika kelas di mulai guru menyapa siswa dan siswa membalas sapaan guru.?)
29	How do they respond to the greetings the teacher gives in English? (Bagaimana mereka menjawab salam yang diberikan guru dalam bahasa Inggris?)
30	Does the teacher distribute student worksheets? In the form of? (Apakah guru membagi lembar kerja siswa.? Dalam bentuk

	apa.?)
31	Does the teacher give instructions to students through worksheets that have been accepted by students? (Apakah guru memberikan instruksi kepada siswa melalui lembar kerja yang telah diterima siswa.?)
32	How do teachers ask simple questions using English, and students must answer in English? (Bagaimana cara guru mengajukan pertanyaan sederhana menggunakan bahasa Inggris, dan siswa harus menjawab dalam bahasa Inggris.?)
33	How can the teacher guide students to find the correct answer, be able to use pictures or give the correct answer? (Bagaimana guru membimbing siswa untuk menemukan jawaban yang benar, dapat menggunakan gambar atau memberikan jawaban yang benar.?)
34	How can the teacher demonstrate instructions using pictures that can make students not bored? (Bagaimana guru mendemonstrasikan instruksi menggunakan gambar yang dapat membuat siswa tidak bosan .?)
35	How can students want to imitate the teacher's movements, in this case they cannot use Indonesian? (Bagaimana agar siswa mau meniru gerakan guru, dalam hal ini mereka tidak boleh menggunakan bahasa Indonesia.?)
36	How do students demonstrate the instructions that the teacher has shown before? (Bagaimana siswa mendemonstrasikan instruksi yang telah ditunjukkan oleh guru sebelumnya.?)
37	What were the students' mistakes observed by the teacher, and what is the role of the teacher here? (Apa saja kesalahan siswa yang diamati oleh guru, dan bagaimana peran guru di sini ?)
38	How do teachers correct student mistakes by understanding the

	meaning of instructions, without having to mention the meaning or Indonesian translation?
	(Bagaimana cara guru untuk memperbaiki kesalahan siswa dengan memahami makna instruksi, tanpa harus menyebutkan arti atau terjemahan bahasa Indonesia.?)
39	How can students understand the teacher's corrections to student errors?
	(Bagaimana siswa dapat memahami koreksi yang diberikan guru terhadapat kesalahan siswa?)
40	Does the teacher give students simple questions?
	(Apakah Guru memberikan pertanyaan sederhana kepada siswa.?)
41	How do teachers guide students to answer and remember, using English?
	(bagaimana guru membimbing siswa untuk menjawab dan mengingat, menggunakan bahasa inggris ?)
42	Are the children divided into groups in the classroom?
	(Apakah di dalam kelas anak anak di bagi menjadi beberapa kelompok.?)
43	How do teachers divide student groups?
	(Bagaimana cara guru melakukan pembagian kelompok siswa?)
44	How does the teacher convey discourse or pictures according to the learning topic?
	(Bagaimana guru menyampaikan wacana atau gambar sesuai dengan topik pembelajaran.?)
45	Does the child read the discourse silently, from the discourse provided by the teacher?
	(Apakah anak membaca wacana di dalam hati, dari wacana yang telah disediakan oleh guru.?)
46	Do teachers monitor students, when students read silently.?
	(Apakah guru memonitor siswa, ketika siswa membaca dalam hati.?)

47	Do students work together to read each other and respond to the contents of the reading material on the pictures? (Apakah siswa bekerja bersama untuk saling membaca dan menanggapi isi bahan bacaan pada gambar.?)
48	Does the teacher conclude the lesson after the class ends? (Apakah guru menyimpulkan pembelajaran setelah kelas berakhir.?)
49	How do students respond to reading activities carried out and how do teachers respond to them? (Bagaimana respon siswa terhadap kegiatan membaca yang dilakukan dan bagaimana cara guru menanggapinya?)
50	What were the factors that influenced acquiring a second language? (Apa saja faktor yang mempengaruhi memperoleh bahasa kedua.?)
51	How is the enthusiasm of students in learning English? (Bagaimana antusiasme siswa dalam belajar Bahasa Inggris?)
52	Why do they look excited and enthusiastic about learning English and vice versa? (Mengapa mereka terlihat bersemangat dan antusias dalam belajar Bahasa Inggris begitupula sebaliknya?)
53	Does the child already know the meaning or purpose of the picture or media that the teacher has given.? (Apakah anak sudah mengetaui arti atau maksud dari gambar atau media yang telah di berikan guru.?)
54	How can children express words through simple gestures or actions? (Bagaimana anak dapat mengekspresikan kata melalui gerakan atau tindakan yang sederhana.?)
55	Does the teacher give instructions so that the child repeats what you have said? (Apakah guru memberi instruksi agar anak mengulang apa yg

	telah anda sampaikan.?)
56	How many times does the child feel enough to repeat it? (Berapa kali anak dirasa cukup untuk mengulanginya?)
57	How do children understand what they are repeating from what the teacher has said? (Bagaimana pemahaman anak terhadap apa yang mereka ulangi dari apa yang telah disampaikan guru?)
58	What are the next steps when the class is almost over? Do you provide exercises for students? (Bagaimana langkah selanjut nya ketika kelas sudah hampir selesai.? Apakah anda memberikan latihan untuk siswa.?)
59	What are the advantages of using the Direct Method implementation in English abillty for children? (apa keuntungan menggunakan penerapan Metode Langsung dalam kemampuan bahasa Inggris untuk anak-anak?)
60	Whether students are skilled in listening understanding.? (apakah mahasiswa terampil dalam menyimak (listening) pemahaman.?)
61	Do students know a lot of vocabulary.? (apakah siswa tahu banyak kosa kata.?)
62	Do students get a lot of practice in conversing, especially on topics that have been practiced in class.? (apakah siswa mendapatkan banyak latihan dalam bercakap-cakap terutama mengenai topik yang telah dilatihkan di kelas.?)
63	Do students get a lot of practice in conversing, especially about topics that have been trained class.? (apakah siswa mendapat banyak latihan dalam bercakap-cakap, terutama tentang topik yang telah dilatih kelas.?)
64	What are the disadvantages of using the Direct Method implementation in English abillty for children? (Apa kerugian menggunakan penerapan Metode Langsung dalam kemampuan bahasa Inggris untuk anak-anak?)

65	Whether direct method is accepted in these schools where there are not many students. And can be applied in this school where the number of students is large.? (apakah direct method diterima di sekolah-sekolah ini yang siswanya tidak banyak. Dan dapat diterapkan di sekolah inii yang jumlah siswanya banyak.?)
66	Does the teacher speak fluently like a native speaker? (apakah guru lancar berbicara seperti penutur asli.?)
67	Does this method rely on the skills of the teacher in presenting material, and good textbooks? (apakah Metode ini mengandalkan keahlian guru dalam menyajikan materi, dan buku teks yang baik.?)
68	Does avoidance of using native language actually hinder student progress because a lot of time is wasted explaining a concept in the Target Language? (apakah Penghindaran penggunaan bahasa asli justru menghambat kemajuan siswa karena banyak waktu yang terbuang percuma untuk menjelaskan suatu konsep dalam Bahasa Sasaran.?)
69	How is the result of what is said, misinterpretation of something in the Target Language. ? (bagaimana Akibat dari apa yang dikatakan, salah tafsir terhadap sesuatu dalam Bahasa Sasaran. ?)
70	Does this method exaggerate the similarities between mastery of first and second languages or foreign languages and does not pay attention to the reality of the limitations of the classroom walls? (apakah Metode ini membesar-besarkan kesamaan antara penguasaan bahasa pertama dan kedua atau bahasa asing dan tidak memperhatikan realitas keterbatasan dinding kelas.?)
71	Does the Direct implementation of the Method require teachers who are competent in English lessons because teachers who have not taught for a long time still lack experience.?

	(apaka Penerapan Metode Langsung membutuhkan guru yang kompeten dalam pelajaran bahasa Inggris karena guru yang sudah lama tidak mengajar masih kurang pengalaman.?)
72	How too much time allocation is wasted because students do not immediately understand the teacher's explanation? (bagaimana alokasi waktu yang terlalu banyak terbuang percuma karena siswa tidak langsung memahami penjelasan guru.?)
73	How about Lack of English habituation will hinder student understanding.? (bagaimana tentang Kurangnya pembiasaan bahasa Inggris akan menghambat pemahaman siswa.?)
74	Does this Method have a solid foundation in Applied linguistic theory (for example: first and second language acquisition theory or foreign language)? (apakah Metode ini tidak memiliki dasar yang kuat dalam teori linguistik Terapan (misalnya: teori akuisisi bahasa pertama dan kedua atau bahasa asing)?)

E. Data analysis technique

Data collected by observation and interview. There are three steps for analysis data techniques in exploratory qualitative, such as reduction data, show the data with transcript of interview, do verification to interpretation the data, and compare the data with literature about the subject and it makes to conclusion[68]

a. After do preliminary research and observation and the field research, the researcher will order of the collected data. The

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[68] Sugiyono, "Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D", (Bandung: Alfabeta, 2012), 329.

function of the reduction is to get good data based on the research questions. It makes the researcher easy to analysis the data.

b. After the reduction the data, then show the data with transcript of observation and interview. The interview questions are developing to relate to the situation of the interviewees and be sensitive to their needs and feelings. The questions are designed to encourage the flow of information and ensure that they are focused on the issues and topic relevant to the research questions. The form of transcript as the show the data.

c. The third, in exploratory research after reduction the data from observation and interview. The data have to compare to others literature that has the same subject of foreign language, strategies for teaching and assessing for student.

d. The last is verification to makes conclusion. Based on the show the data use table or transcript of interview and observation. The important thing of data analysis technique is makes conclusion. It helps the researcher to found the other fact based on the research question. Based on the conclusion can make the effectiveness the assessment and strategies that teacher used for student.

CHAPTER IV

FINDING AND DISCUSION

In this chapter, the reseacher presented the finding from observation and interview. The objectives of the reserch were to analyze about the implementation of using direct method on the english ability of very young learners in TK Witri 1 Bengkulu. The respondents and the subject of this research were direct method on the english ability in TK witri 1, and english teacher in TK Witri 1.

A. Finding

In this part, the researcher presented the finding of the Implementation of Direct Method in teaching english to young learners, and What are the advantages and disadvantages of Direct Method to young learners. In colected data, the reseacher used observation and interview guidance. Then it answered two research question in this research. The researcher question was aswered by observation for make sure the answer of the teacher. The second question was answered by interview guidance.

1. The Implementation of Direct Method in teaching english to young learners.

finding of the implementation of the direct method accepted by children in english abillty, based on observations of learning in TK Wirti, looked at learning in the classroom, the Implementation of Direct Method in teaching english to young learners.

a. Reading aloud

The students take turn reading portions of a passage, playing, or communicating aloud, at the end of each student's, the teacher use gestures, picture, realia, example, or other means to make the meaning of the part clear. The researcher found that, by implementing the direct method by the teacher,

The researcher found that only one child was quite capable of reading and writing, The researcher found that most of the children in the class, could only imitate words, here it was found that only one child was able to read simple words and only 3 letters, so reading aloud can not be fully implemented, this research found in the results of interviews that have been carried out as follows:

From this question, How is the learning process in reading in class?

Teacher answer, *"learning is done once a week on Saturdays, for this kindergarten is still given light vocabulary first like still objects in class are more conditioned in the classroom greetings and directly to objects that they can see directly, several times have been given a video but depending the mood of children. if objects that are difficult to reach are given a picture. and there is only one child who is able to read and write because of the support of parents at home who provide additional lessons for their children."*

From this question, During the learning process, do students take turns reading words in a dictate manner?

Teacher answer, *"children have not been emphasized in reading although reading will be given to children in private lessons, children cannot read children more to imitation."*

From this question, Can the child read when the teacher shows simple movements through pictures? how do children respond?

Teacher answer, *"when I move my body I point my eyes they can understand with my intention."*

From this question, How do children understand the material when the teacher uses real or concrete media as teaching materials?

Teacher answer, *"good, and kids understand, if for their videos it depends on their mood,"*

Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that most of the children in the class, could only imitate words, here it was found that only one child was able to read simple words and only 3 letters, so reading aloud can not be fully implemented, but it can be seen that the teacher strives for children to read evenly even though schools have not made reading obligatory, in this case the children are given a picture and there are words under the picture, but the children are only focused on seeing the picture, the children repeat what the teacher said imitating the word from the teacher without reading.

b. **Question and answer exercise**

This practice is done only in the target language, students are asked and answered in full sentences so they practice with new words nd grammar structures. They had the opportunity to ask questions and answer.[69] The researcher found that the children were able to answer simple questions, the way the children pronounced the answers differed depending on the potential and the child himself, this research found in the results of interviews that have been carried out as follows:

From this question, Is the child able to provide answers to simple sentences or questions? Please explain!

Teacher answer, *"yes the children are capable but really only really simple questions like when I touch the shoulder and say "shoulder?" Some children answer the shoulder in Indonesian, some imitate the word immediately"*

From question, How do children practice using new vocabulary that has been previously taught?

Teacher answer, *"so this was the meeting yesterday we learned numbers, today learned limbs, I repeated back yesterday's number lesson we provoked him to answer."*

From question, How do children pronounce nouns after being given a statement.? Smoothly or still stammering?

Teacher answer, *"it depends on the child, there is a child that I taught once because indeed the potential is already there and indeed*

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[69] Siti juhaeriyah,*the influence of using direct method in teaching vocabulary*,2010., p.15

their pronunciation depends on the child there is already a good kid like a kindergarten child"

Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that the children were able to answer simple questions, the way the children pronounced the answers differed depending on the potential and the child himself, for example when the teacher said "what is this" while touching the picture of number, the children spontaneously said the word "one" in Indonesian. then the teacher corrects by saying the word "one" in English.

c. **Getting students to self correct**

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternate answer he supplied There are, however, other ways of getting students to self-correct. For example, a teacher might simply tepeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said. stopping just before the error. The student knows that the next word was wrong.[70]

The researchers found that the teacher corrects the child by repeating fig, by giving an object or pointing at the child by asking again, and the teacher always repeats the word until the child is able

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[70] *Ibid.,* p.16

to remember. this research found in the results of interviews that have been carried out as follows:

From this question, How do teachers correct the mistakes in children's answers?

Teacher answer, *"yes how to repeat, by giving an object or pointing by asking again "what is this"*

From this question, How does the child respond to the correction from the teacher for the errors in the answers he has put forward?

Teacher answer, *"I will keep repeating what they can't, pointing at the head, then the knee until they can remember I will keep repeating what they can't, pointing at the head, then the knee until they can remember. sometimes I bring chocolates or gifts at the beginning of the lesson so they will try to remember well, every week I repeat again, yesterday's learning."*

Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that, self-correcting the child has not been able to do it, but researchers found that the teacher corrects the child by repeating fig, by giving an object or pointing at the child by asking again, and the teacher always repeats the word until the child is able to remember the word that is mentioned by good that is addressed, when the child does not make a mistake again.

d. Conversation practice

The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly. In the class observed, the teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later. the students were able to ask each other their own questions using the ame grammatical structure.[71]

The researcher found that children still imitate and say words according to pictures or gesture in the games or some songs, not fully conversation practice but have been implemented and children are able to do it with several repetitions of words, this research found in the results of interviews that have been carried out as follows:

From question, Can the child imitate and pronounce words according to pictures or movements in games or songs?

Teacher anwer, Children can imitation, especially if it's singing.

From question, Can the child express words through repeated sentences or words?

Teacher anwer, *"can"*

From question, Can the child express words through repeated sentences or words?

Teacher answer, *"it depends on the child and the material if according to the child the material is interesting they will be active."*

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[71] *Ibid.p.17*

From question, How do children practice using English vocabulary with their friends?

Teacher answer, *"yes I gave instructions to hold the nose of his friend they did while playing."*

Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that children still imitate and say words according to pictures or movements in games or songs, not fully Conversation practice but have been implemented and children are able to do it with several repetitions of words, children express words through sentences or words guided by the teacher repeatedly, but in terms of material the teacher must really think about it so that the children don't get bored.

e. **Fill in the blank exercise**

This technique has already been discussed in the Grammar Translation Method, but differs in its application in the Direct Method. All the items are in the target language: furthermore, no explicit grammar nule would be applied The students would have induces the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.[72]

The researcher found that from the Fill in the blank exercise, children are able to answer simple questions from the teacher but still in the form of a sound and not in the form of a written sentence, this

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[72] *Ibid.,p.17*

research found in the results of interviews that have been carried out
as follows:

From question, Can the child answer simple questions from
the teacher?

Teacher answer, "*children can answer.*"

From question, How is the child's ability to answer gaps in the
training given by the teacher? How is the child's ability to answer
gaps in the training given by the teacher?

Teacher answer, *"children have not all been given reading.*
from 61 children who can read and write only one."

Based on the findings of this interview the researcher found
that the implementation of the direct method, The researcher found
that from the Fill in the blank exercise, children are able to answer
simple questions from the teacher but still in the form of a sound and
not in the form of a written sentence, children of this age are not yet
able to read, only one or two children are given one word for read, but
not all children are given reading. Of the 61 children who can read
and write, only one is based on the child's potential. "

f. Map drawing

The class included one example of a techmique used to give
students listening comprehension practice. The students were given a
map with the geographical features unnamed. Then the teacher gave
the students directions such as the following, "Find the mountan range

in the West. Write the words Rocky Mountains' across the mountain range." He gave instruction for all the geographical features of the United States so that students would have a completely labeled map if they followed his instruction correctly. The students then instructed the teacher to do the same thing with a map he had drawn on the blackboard. Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature.[73]

The researcher found that The child can match the picture with the object mentioned by the teacher before using the children's response image media when they are given interesting learning, this research found in the results of interviews that have been carried out as follows:

From question, What are the children's learning media used in the English learning process?

Teacher answer, *"projector, pictures, bodies, video, objects around if possible real objects children are more interested in real objects, without saying repeat me they mention it."*

From question, When learning takes place the child can match the appropriate words or pictures?

Teacher answer, *"child can match it."*

From question, Can the child match the picture with the object mentioned by the teacher before using picture media?

Teacher answer, *"child can match it."*

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[73] *Ibid.,p.17*

From question, How is the child's ability to understand the meaning of the picture given by the teacher?

Teacher answer, *"their response when in interesting learning is very good in terms of remembering and repeating."*

From question, Can the child connect the writing with picture.?

Teacher answer, *" Can."*

From question, How do children make efforts to connect writing with pictures?

Teacher answer, *"make learning like a game for example "I give instructions to remember then I ask them to close their eyes, then open their eyes, what is missing ?, later they will answer it" so this doesn't look like learning to them."*

Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that the child can match the picture with the object mentioned by the teacher before using the children's response image media when they are given interesting learning, the child's response is very good in terms of remembering and repeating. in this case the teacher learns like a game so the children do not realize that they are learning.

g. **direct method in speaking**

The teacher enters and greets students using English (target language) and students answer using English. The teacher divides the student worksheets in the form of pictures.

The researcher found that the implementation of speaking in the children occurred simple conversations such as greetings then the children were given a picture and they answered spontaneously, this research found in the results of interviews that have been carried out as follows:

From question, When the class begins, the teacher greets students and students respond to the teacher's greeting?

Teacher answer," *Yes, they reply to my greetings."*

From question, How do teachers ask simple questions using English, and students must answer in English?

Teacher answer, *"I just need to give pictures and they spontaneously answer."*

From question, How can the teacher guide students to find the correct answer, be able to use pictures or give the correct answer?

Teacher answer*," I just need to give pictures and they spontaneously answer."*

From question, How can the teacher demonstrate instructions using pictures that can make students not bored?

Teacher answer, *"I give examples of movements such as flying, swimming, sleeping, with songs."*

From question, How can students want to imitate the teacher's movements, in this case they cannot use Indonesian?

Teacher answer, *"they love to mimic standing movements singing jumping up and down."*

Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that the implementation of speaking in the children occurred simple conversations such as greetings then the children were given a picture and they answered spontaneously by talking to each other the words from the picture the teacher gave to their friends.

h. Direct method in writing

Students are influenced by external and internal factors where motivation is one of the dimensions that have to be considered in acquiring second language as an internal factor.

The researcher found that implementation in terms of writing the children are not yet able to write, they are only able to connect dots and letter shapes, then the children are only able to thicken letters. this research found in the results of interviews that have been carried out as follows:

From this question, Can the child rewrite words using the dotted line?

Teacher answer, *"they can write it in dots."*

Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that implementation in terms of writing the children are not yet able to write, they are only able to connect dots and letter shapes, then the

children are only able to thicken letters. because this kindergarten has not emphasized writing on the children, so the implementation of writing for preschoolers here is difficult for children to do

i. Direct method in listening

There are several steps that must be taken in listening to learning, namely, the first step: determine the meaning, second step: model the expression, third step: telling you to repeat, step four: provide extensive training.

The researcher found that implementation in terms of children's listening, children can express the words they hear through gestures or simple actions, this research found in the results of interviews that have been carried out as follows:

From this question, How can children express the words they hear through simple gestures or actions?

Teacher answer, *"they can, for example I demonstrate they mention."*

From this question, How many times has the child felt enough to repeat what they heard?

Teacher answer, *"can be up to 10 repetitions."*

From this question, How do children understand what they are repeating from what the teacher has said?

Teacher answer*, "they are active there are passive, they are enthusiastic."*

Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that implementation in terms of children's listening, children can express the words they hear through gestures or simple actions, for example, such as when the teacher says something and they mention it, the teacher has to repeat the words they say up to 10 times so that the children able to hear and imitate the word

j. Student repetition

The researcher found that new technique in direct method namely repetition is a repetition which means deepening, expanding, stabilizing students by giving them assignments or quizzes. When the teacher explains a unit of study, it needs to be repeated. Because students' memories are not always fixed and forgetful easily, it is necessary to help by repeating the lesson that is being explained.[74]

The researcher found that, from This observation, the implementation was carried out by the researcher found that the children repetition the words and gestures that the teacher did when learning which can be seen in the section "*children follow the teacher to say the word*" nose "*without the teacher translating there are one or two children who directly point their nose physically, this indicates that they know, then the teacher points their nose directly and asks the children to point at their friend's nose, there are still children who spontaneously say "your nose" they use Indonesian, but the teacher*

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[74] Slamet dalam Huda, 2003 p,.289

keeps repeating it up to 7 times or until it feels children remember enough "

Based on the findings of this observation the researcher found that the implementation of the direct method was actually implemented, it can be seen when the teacher's learning directly provides learning objects directly or through pictures, but the process of the children capturing the children's new vocabulary using repetition and the children still imitation of what the teacher says and the teacher demonstrates. here the children repetition what the teacher has done and the gestures the teacher does, the children follow it, which then the children repeat the word *"nose"* together with classmates, but once the children still know that what they are saying is the nose, it can be seen when the child points and touches their and their friends' noses.

k. Student imitation

The researcher found that new technique in direct method namely student imitation, Typically developing children begin to engage in imitative behavior during their 1st year. [75] and some instances of imitation have occurred in newborn infants. [76] The researcher found that, from This observation, the implementation was carried out by the researcher found that the children imitated the

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[75] Brown, Douglas. Prinsip Pembelajaran Dan Peengajaran Bahasa. Jakarta: Person Education. 2008.

[76] Meltzoff AN, Moore MK, *Early Imitation Within a Functional Framework: The Importance of Person Identity*, Movement, and Development. 1989

words and gestures that the teacher did when learning which can be seen in the section, *"children who spontaneously say "your nose" they use Indonesian, but the teacher keeps repeating it up to 7 times or until the child feels that the child remembers enough and is able to imite it again"*

Based on the findings of this observation, the teacher is almost appropriate to applying the direct method to listening and speaking abilities, even in applying the rect method the child is able to remember and repeat what the teacher demonstrated and demonstrated. Although children are more interested in objects that can be directly touched, than in a picture on paper.

2. The advantages and disadvantages of Direct Method to young learners.

Finding of the advantages and disadvantages of using the direct method implementation in english abillty for children. based on the results of interviews with the English teacher at TK Witri 1, Researchers get the results from the teacher answers when interview.

A. The advantages of the Direct Method to young learners.

To know What are the advantages of Direct Method to young learners, From the teory :

a. Students are skilled in listening comprehension.

The researcher found that implementation in terms of children's listening, that children prefer it when they ask to move,

jump, change places, run and not just stay still, this research found in the results of interviews that have been carried out as follows:

From this question, What are the advantages of Direct Method to young learners.?

Teacher answer, *"they are more spontaneous, happy, they are more active, than they have to write."*

From this question, Whether students are skilled in listening understanding.?

Teacher answer, *"The children just listened and imitated the words they heard and then repeated them"*

Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that children prefer it when they ask to move, jump, change places, run and not just stay still, because when children are asked to write they think it is boring. And The children just listened and imitated the words they heard and then repeated them.

b. **Students know a lot of vocabulary**.

The researcher found that implementation in terms of, students know a lot of vocabulary, this research found in the results of interviews that have been carried out as follows:

From question, Do students know a lot of vocabulary.?

Teacher answer, *"After I implemented the direct method, the children actually remembered more vocabulary and they were even able to pronounce them again."*

Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that the more children hear and repeat new vocabulary the more children get new vocabulary to remember.

c. **Enthusiastic.**

Researchers found another advantage in this research, namely when children were given a direct method in learning the children were more enthusiastic and happy when learning because the children could be active in the classroom, the children's enthusiasm influenced their interest in learning about English. this research found in the results of interviews that have been carried out as follows:

From question, How is the enthusiasm of students in learning English?

Teacher answer, *"they are enthusiastic."*

Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that researchers found that children are happier when they are given this method, and children can remember objects they learn more quickly when using this method.

Based on the results of research about Advantages of the Direct Method, in general are: Based on the results of research on the advantages of the Direct Method, in general it is: children are able to remember what they learn even though the children look like playing vocabulary only, then the researcher found that the children were more enthusiastic about learning English, like what the teacher said that they are "they are more active, than they have to write" then the students know a lot of vocabulary.

Students get a lot of practice in conversing, especially on topics that have been practiced in class. Students get a lot of practice in conversing, especially on topics that have been practiced in class. true and in accordance with what was learned, so that the use of this method is good for memorizing and speaking children.

B. Disadvantages of the direct method to young learners.

To know the disadvantages of using the Direct Method implementation in English abillty for children. Based on the existing theory, I found very few disadvantages of this method, but the lack of direct method implementation that the researchers found was different from what was in the theory which mentioned many disadvantages. researchers only found one shortcoming, namely:

a. Difficulty reading and writing

Researchers found other deficiencies in the direct method, namely that children have difficulty writing and reading because children are used to hearing and seeing objects only from objects, the researcher gave the question to the teacher as follows,

From this question, What are the disadvantages of using the Direct Method implementation in English abillty for children?

Teacher A said that, "*because they are accustomed to direct they are less in writing, because children are used to repeating what the teacher says, the children have difficulty in writing and reading, so the children have difficulty remembering objects as well as reciting them.*"

And from this question "How is the child's ability to answer gaps in the training given by the teacher?"

Teacher said that "*children have not all been given reading. from 61 children who can read and write only one.*"

Based on the interviews that have been conducted, the results of the research about the shortcomings of the Direct Method, the researcher found that the shortcomings were in the direct method of writing and reading even though the teacher had applied the direct method in class, here the researcher found that the children were used to remembering and reciting so that it was difficult to read and write again. and here the researchers found that children

are accustomed to remembering and repeating until the child is not
used to writing and reading.

B. Discussion

In this part the researcher tried to analyzed the data which had been found
by observation and interview.

1. The Implementation of Direct Method in teaching english to young learners.

To analyzed how implementation of direct method in TK witri 1
bengkulu, the reseacher used observation and interview. The observation
and interview was done to the one english teacher who applied english
ability the observation and interview of the tutor implentation english
ability a was done on july (Tuesday 21th ,Wednesday 22th, Thursday
23th, Friday 24th) the observation and interview of the tutor A was done
on july. Based on the theory which explains that the implementation of
the direct method mentions 12 implementation procedures, However,
there are only 10 implementation procedures, namely reading aloud,
question and answer exercises, getting student to self correct,
conversation practice, fill in the blank exercise, map drawing, direct
method in speaking, direct method in writing, direct method in listening,
which applied, and researchers found another process in the
implementation of the direct method, namely student repetition and study
imitation

The first theory is Reading aloud its about the students take truns reading portions of a passage, playing, or communicating aloud, at the end of each student's, the teacher use gestures, picture, realia, example, or other means to make the meaning of the part clear. [77] But what happens in the field is Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that most of the children in the class, could only imitate words, here it was found that only one child was able to read simple words and only 3 letters, so reading aloud can not be fully implemented, but it can be seen that the teacher strives for children to read evenly even though schools have not made reading obligatory, in this case the children are given a picture and there are words under the picture, but the children are only focused on seeing the picture, the children repeat what the teacher said imitating the word from the teacher without reading.

Question and answer exercise, this practice is done only in the target language, students are asked and answered in full sentences so they practice with new words nd grammar structures. They had the opportunity to ask questions and answer.[78] Question and answer exercise, Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that the children were able to answer simple questions, the way the children pronounced the answers differed depending on the potential and the child himself, for example when the teacher said "what is this" while touching the picture of number,

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[77] Siti juhaeriyah,*the influence of using direct method in teaching vocabulary*,2010., p.15
[78] Siti juhaeriyah,*the influence of using direct method in teaching vocabulary*,2010., p.15

the children spontaneously said the word "one" in Indonesian. then the teacher corrects by saying the word "one" in English.

Getting students to self correct, the teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternate answer he supplied There are, however, other ways of getting students to self-correct. [79] Getting students to self correct based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that, self-correcting the child has not been able to do it, but researchers found that the teacher corrects the child by repeating fig, by giving an object or pointing at the child by asking again, and the teacher always repeats the word until the child is able to remember the word that is mentioned by good that is addressed, when the child does not make a mistake again.

Conversation practice based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that children still imitate and say words according to pictures or movements in games or songs, not fully Conversation practice but have been implemented and children are able to do it with several repetitions of words, children express words through sentences or words guided by the teacher repeatedly, but in terms of material the teacher must really think about it so that the children don't get bored.[80] Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that children still imitate and say

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[79] *Ibid., 15*
[80] *Ibid,.p.14*

words according to pictures or movements in games or songs, not fully Conversation practice but have been implemented and children are able to do it with several repetitions of words, children express words through sentences or words guided by the teacher repeatedly, but in terms of material the teacher must really think about it so that the children don't get bored.

Fill in the black exercise, this technique has already been discussed in the Grammar Translation Method, but differs in its application in the Direct Method. All the items are in the target language: furthermore, no explicit grammar nule would be applied The students would have induces the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.[81] Fill in the blank exercise, based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that from the Fill in the blank exercise, children are able to answer simple questions from the teacher but still in the form of a sound and not in the form of a written sentence, children of this age are not yet able to read, only one or two children are given one word for read, but not all children are given reading. Of the 61 children who can read and write, only one is based on the child's potential.

Map drawing, the class included one example of a technique used to give students listening comprehension practice. The students were given a map with the geographical features unnamed. Then the teacher gave the

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[81] *Ibid.,p.17*

students directions [82]. Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that the child can match the picture with the object mentioned by the teacher before using the children's response image media when they are given interesting learning, the child's response is very good in terms of remembering and repeating. in this case the teacher learns like a game so the children do not realize that they are learning.

Procedures or steps for applying the direct method to speaking from teory: The teacher enters and greets students using English (target language) and students answer using English. The teacher divides the student worksheets in the form of pictures. The teacher gives instructions to students through worksheets that have been received by students. The teacher asks simple questions using English language, and students must answer in English, the teacher guides students to find the correct answer, can use pictures or provide correct answer. The teacher demonstrates instructions using pictures that can make students not get bored and students imitate the gestures of the teacher, in this case they should not use Indonesian language. Students demonstrate the instructions that have been demonstrated by the teacher before, student mistakes observed by the teacher, and the role of the teacher here is to guide students to correct errors by understanding the meaning of instructions, without having to mention the meaning or translation of the Indonesian language. The teacher gives simple questions to students, such as what has been demonstrated before, the teacher guides students to answer and

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[82] *Ibid.,p.18*

remember, what has been explained by demonstrating the answer so that students can answer using English.[83] . direct method of speaking, Based on the findings of this interview the researcher found that the application of the direct method, the researcher found that the direct method of speaking was indeed carried out in accordance with the existing theory, then the implementation of speaking to children occurred simple conversations such as greetings then the children were given a picture and they answered spontaneously by speaking to each. another word from the picture the teacher gave to his friends.

The process of writing, students are influenced by external and internal factors where motivation is one of the dimensions that have to be considered in acquiring second language as an internal factor. In relation to the problems in writing, students are not only lack of ability in writing but also lack of motivation to write, so it will be very important to consider this internal factor.[84] Direct method in writing Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that implementation in terms of writing the children are not yet able to write, they are only able to connect dots and letter shapes, then the children are only able to thicken letters. because this kindergarten has not emphasized writing on the children, so the implementation of writing for preschoolers here is difficult for children to do.

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[83] Zuhratul erina itriya *direct method* . yogyakarta :universitas negri islam sunan kalijaga,2013

[84] Gustiana Mettaningrum, *The Effect Of Journal Writing Technique And Students' Achievement Motivation Toward Writing Achievement Of The Fourth Semester Students Of English Education Department Of Undiksha*, 2013,P,.2.

In learning a language, especially learning a foreign language can be done in stages; listen to it, imitate it, then practice it. Listening is in the first stage. In this stage it must be connected with meaning. Although intonation patterns or sound sequences can be heard and listened well, they can even be copied easily, if they are not connected with ideas or actions that contain meaning, then there is no real learning process. Therefore according to tarigan there are several steps that must be taken in listening to learning, namely: the first step: determine the meaning, second step: model the expression, third step: telling you to repeat, step four: provide extensive training[85]. Direct method in listening, Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that implementation in terms of children's listening, children can express the words they hear through gestures or simple actions, for example, such as when the teacher says something and they mention it, the teacher has to repeat the words they say up to 10 times so that the children able to hear and imitate the word.

Researchers found, the teachers do not use the Directed Reading, even though according to Rahim, the Directed Reading Activity (DRA) Strategy is a strategy used to broaden and strengthen students' reading skills.[86] The teacher at this kindergarten does not use DRA because the reason the children have not been stressed in terms of reading then the children when given reading they look depressed and bored.

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[85] *Ibid,p,.18*
[86] *Ibid,p,.44*

The researcher found that new technique in direct method namely repetition is a repetition which means deepening, expanding, stabilizing students by giving them assignments or quizzes. When the teacher explains a unit of study, it needs to be repeated. Because students' memories are not always fixed and forgetful easily, it is necessary to help by repeating the lesson that is being explained.[87] Based on the findings of this observation the researcher found that the implementation of the direct method was actually implemented, it can be seen when the teacher's learning directly provides learning objects directly or through pictures, but the process of the children capturing the children's new vocabulary using repetition and the children still imitation of what the teacher says and the teacher demonstrates.

The researcher found that new technique in direct method namely student imitation, Typically developing children begin to engage in imitative behavior during their 1st year. [88] and some instances of imitation have occurred in newborn infants.[89] Based on the findings of this observation, the teacher is almost appropriate to applying the direct method to listening and speaking abilities, even in applying the rect method the child is able to remember and repeat what the teacher demonstrated and demonstrated. Although children

[87] Slamet dalam Huda, 2003 p,.289

[88] Brown, Douglas. Prinsip Pembelajaran Dan Peengajaran Bahasa. Jakarta: Person Education. 2008.

[89] Meltzoff AN, Moore MK, *Early Imitation Within a Functional Framework: The Importance of Person Identity*, Movement, and Development. 1989

are more interested in objects that can be directly touched, than in a picture on paper.

2. **The advantages and disadvantages of Direct Method to young learners.**

To know What are the advantages and disadvantages of using the Direct Method implementation in English abillty for children. the researcher uses interview and observation to collect the valid the data. based on the interview guide,

A. **The advantages of Direct Method to young learners.**

The advantages of using the direct method implementation in english abillty for children. based on the results of interviews with the English teacher at TK Witri 1, Researchers get the results from the teacher answers when interview.

Advantages of the Direct Method, the advantages of the Direct Method, in general are, Students are skilled in listening (Listening) Comprehension. Students know a lot of vocabulary. Students get a lot of practice in conversing, especially regarding topics that have been trained in class. Students get a lot of practice in conversing, especially regarding topics that have been trained in class.[90] researchers found, Students are skilled in listening comprehension, based on the findings of this interview the researcher found that the implementation of the

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[90] Sri Utari Subyakto, *Metodologi Pengajaran Bahasa (Jakarta: Departemen Pendidikan Dan Kebudayaan,* 1988, p.13. Sri Utari Subyakto, *Metodologi Pengajaran Bahasa (Jakarta: Departemen Pendidikan Dan Kebudayaan,* 1988, p.13.

direct method, The researcher found that children prefer it when they ask to move, jump, change places, run and not just stay still, because when children are asked to write they think it is boring. And The children just listened and imitated the words they heard and then repeated them.

Researchers found, the Students know a lot of vocabulary, based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that the more children hear and repeat new vocabulary the more children get new vocabulary to remember.

researchers discover new advantages that is Enthusiastic, Researchers found another advantage in this research, namely when children were given a direct method in learning the children were more enthusiastic and happy when learning because the children could be active in the classroom, the children's enthusiasm influenced their interest in learning about English. Based on the findings of this interview the researcher found that the implementation of the direct method, The researcher found that researchers found that children are happier when they are given this method, and children can remember objects they learn more quickly when using this method.

based on interviews that have been conducted, this theory says that the major characteristics of learning vocabulary through direct methods are : The teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia,

pictures, or pantomime: he never translate it into the students' native language.[91] It is different from children in the field who are even more enthusiastic about real objects that they can reach.

The researcher found that other deficiencies existed in the teacher's technique when teaching, he did not emphasize the direct method on reading and writing skills so that the implementation that occurs when the children look bored when watching videos, writing and reading.

C. The disadvantages of Direct Method to young learners.

To know the disadvantages of using the Direct Method implementation to young learners. Based on the existing theory, I found very few disadvantages of this method, but the lack of direct method implementation that the researchers found was different from what was in the theory which mentioned many disadvantages. researchers only found one shortcoming, namely:

Difficulty reading and writing, Researchers found other deficiencies in the direct method, namely that children have difficulty writing and reading because children are used to hearing and seeing objects only from objects, Based on the interviews that have been conducted, the results of the research about the shortcomings of the Direct Method, the researcher found that the shortcomings were in the direct method of writing and reading even though the teacher had applied the direct method in class, here the

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[91] *Ibid.,* p.18

researcher found that the children were used to remembering and reciting so that it was difficult to read and write again. and here the researchers found that children are accustomed to remembering and repeating until the child is not used to writing and reading.

Based on teory, disvantage of the direct method the disvantage of the direct method in general include:

1. The principles of this method may be acceptable in private schools where there are not many students. But this cannot be applied in public schools that have a large number of students.

2. This method is according to teachers who have fluency to speak like native speakers.

3. This method relies on the teacher's expertise in presenting material, and good textbooks.

4. Avoidance of the use of original language actually hinders the progress of students because a lot of time is wasted explaining a concept in the Target Language. Even though the translation in Original Language only took a minute.

5. As a result of what was said, misinterpretation of something in the Target Language. In fact, the translation in Original Language only took a minute.

6. This method exaggerates the similarities between the acquisition of first and second or foreign languages and does not pay attention to the realities of the limitations of classroom walls.

7. Implementation of the Direct Method requires competent teachers in English lessons because teachers who have not been teaching for a long time still lack experience.

8. Time allocation is too much wasted because students do not immediately understand the teacher's explanation.

9. Lack of English language habituation will hamper students' understanding.

10. This method has no solid foundation in Applied linguistic theory (for example: first and second or foreign language acquisition theories)[92].

based on the research results show that Based on the research results, it shows that this kindergarten is private and has 61 students, the learning process using the direct method has no effect. different from theory so the theory that states The principles of this method may be acceptable in private schools where there are not many students. But this cannot be applied in public schools that have a large number of students. [93] in theory that mentions This method is according to teachers who have fluency to speak like native speakers.[94] this has no effect on this level because the teachers who teach at this tk are indeed graduates of English education.

[92] Sri Utari Subyakto, *Metodologi Pengajaran Bahasa (Jakarta: Departemen Pendidikan Dan Kebudayaan,* 1988, p.13.
[93] Ibid,.
[94] Ibid,.

CHAPTER V

CONCLUSSION AND SUGESTION

based on the description chapter in previous chapter the researcher has conclussion and suggestion as follow:

A. Conclusion

The implementation of the direct method in witri 1, the researcher found that, the implementation of direct method in classroom, the teacher's uses direct methods in teaching and when explaining vocabulary, the teacher repeats the word many times and the child repetition then imitates what the teacher says, and the teacher's gesture.

In the process of implementation of the direct method the researcher found that, only one student can read simple words such as vocabulary which only has 3 letters, so take turns reading cannot be done in the classroom, but has several obstacles such as the majority of children who cannot read and write with the help of dect and dots because basically children are not yet required to write and read what else is in English. the teacher's technique to make this direct method fun, even the enthusiasm of children to learn English is very great, because the teacher makes learning feel like a game or ordinary game when in fact children are learning English.

Although the teacher does not translate what the teacher instructs students to be able to understand the teacher's intentions through the movements that the teacher gives when learning takes place. but it is very

regrettable when the child is able to understand but has not been given in writing or reading.

For advantages of direct method Students get a lot of practice in conversing, especially on topics that have been practiced in class. Students get a lot of practice in conversing, especially on topics that have been practiced in class. true and in accordance with what was learned, so that the use of this method is good for memorizing and speaking children.

For disadvantage the research found about the shortcomings of the Direct Method, the researcher found that the shortcomings were in the direct method of writing and reading even though the teacher had applied the direct method in class, here the researcher found that the children were used to remembering and reciting so that it was difficult to read and write again.

B. Suggestion

Based on the researched conclusions above, it is known that the use direct method. although in this learning still has shortcomings namely the difficulty of children reading and writing direct method is able to prove that it can improve the ability to speak, and listen to remember through what they hear.So that, teaching by using direct method is one of the solutions for the English teacher in order to increase students' ability, especially the students' ability in speaking skill.

1. Suggestions for the teacher :
   a. Teacher trains students to writing and reading during the teaching and learning process, such as by practicing students writing and reading skill

using tape recorder and asking them to repeat what they wrote after the tape recorder. just as the teacher in the class teaches speaking and listening.

b. Teacher involves the students to reading and writing English, such as questioning and answering activities in the form of seder text.

c. The building up of creative and enjoyable learning for students should be developed by the English teacher, for example, by using Play writing letters on the media sand, Thicken letters, Thicken letters, because Development that is not stimulated properly will cause delays in the learning process. Children aged 5-6 years, basically need the right stimulus to reach the level of development.

2. Suggestions for the students:

a. The students make such kinds of opportunities to practice English at home.

b. The students find other people that can increase their speaking ability.

c. students are expected to be able to follow the creative games given by the teacher .

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APPENDICES

implementation of Direct Method in Teaching young Learner

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BIOGRAPHY

Novia Fransiska Nirwana was born in Curup, 25th of November 1997. She is the eldest daughter from Sugiyanto and Suhartati. She has one younger brother name Indra Paxci Dewa Yudha. Her first studied is when he was 6 years old at SDN 73 Bengkulu at 2004-2011. She finished her junior high school at SMP N 3 Pekalongan in 2013. Then, she sustained to Senior High School at SMAS 1 kartikatama Metro and graduated in 2016. She decided to continue her education at IAIN Curup and choose English Tadris Study Program in 2016, and now she has done her study with her undergraduate degree (S1) in August 2020.