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Hopefully, this paper can be useful for readers and expanding horizons about fairy tales and the details.
And do not forget also the author apologizes for any shortcomings here and there of the paper's authors do. Please critique and suggestions. Thank you.

 Klaten, 27 September 2013

 Writers

DIRECT METHOD

1. Description of Direct Method

**Direct method**

The direct method of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful ‘everyday' language is taught. The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

The **direct method** of teaching, sometimes called the *natural method*. Not limited to but often used in teaching foreign languages, the method refrains from using the learners' [native language](http://en.wikipedia.org/wiki/First_language) and uses only the [target language](http://en.wikipedia.org/wiki/Second_language). It was established in Germany and France around 1900.

Direct approach (a reaction to the grammar-translation approach and its failure to produce learners who could communicate in the foreign language they had been studying).

1. No use of the mother tongue is permitted (the teacher does not need to know the students’ native language)
2. Lessons begin with dialogues and anecdotes in modern conversational style
3. Actions and pictures are used to make meaning clear
4. Grammar is learned inductively
5. Literary texts are read for pleasure and are not analyzed grammatically’
6. The target culture is also taught inductively
7. The teacher must be a native speaker or have native like proficiency in the target language.
8. Characteristic features of the direct method are:
* teaching concepts and vocabulary through pantomiming, [real-life objects](http://en.wikipedia.org/wiki/Realia_%28education%29) and other visual materials
* teaching grammar by using an [inductive](http://en.wikipedia.org/wiki/Inductive_reasoning) approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language)
* centrality of spoken language (including a native-like pronunciation)
* focus on question-answer patterns
1. Principles
2. Classroom instructions are conducted exclusively in the target language.
3. Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.
4. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
5. Grammar is taught inductively.
6. New teaching points are introduced orally.
7. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
8. Both speech and listening comprehensions are taught.
9. Correct pronunciation and grammar are emphasized.
10. Student should be speaking approximately 80% of the time during the lesson.
11. Students are taught from inception to ask questions as well as answer them.
12. Pedagogy

The key *Aspects* of this method are:

1. Introduction of new word, number, alphabet character, sentence or concept (referred to as an *Element*) :
* **SHOW**...Point to Visual Aid or Gestures (for verbs), to ensure student clearly understands what is being taught.
* **SAY**...Teacher verbally introduces *Element*, with care and enunciation.
* **TRY**...Student makes various attempts to pronounce new *Element*.
* **MOLD**...Teacher corrects student if necessary, pointing to mouth to show proper shaping of lips, tongue and relationship to teeth.
* **REPEAT**...Student repeats each *Element* 5-20 times.

NOTE: Teacher should be aware of "high frequency words and verbs" and prioritize teaching for this. (i.e. Teach key verbs such as "To Go" and "To Be" before unusual verbs like "To Trim" or "To Sail"; likewise, teach Apple and Orange before Prune and Cranberry.)

1. Syntax, the correct location of new *Element* in sentence:
* **SAY & REPEAT**...Teacher states a phrase or sentence to student; Student repeats such 5-20 times.
* **ASK & REPLY IN NEGATIVE**...Teacher uses *Element* in negative situations (e.g. "Are you the President of the United States?" or "Are you the teacher?"); Students says "No". If more advanced, may use the negative with "Not".
* **INTERROGATIVES** Teacher provides intuitive examples using 5 "w" s (Who, What, Where, Why, When) or How". Use random variations to practice.
* **PRONOUNS WITH VERBS** Using visuals (such as photos or illustrations) or gestures, Teacher covers all pronouns. Use many random variations such as "Is Ana a woman?" or "Are they from France?" to practice.
* **USE AND QUESTIONS**...Student must choose and utilize the correct *Element*, as well as posing appropriate questions as Teacher did.
1. Progress, from new *Element* to new *Element* (within same lesson):
* **Random Sequencing:**
	1. After new *Element* (X) is taught and learned, go to next *Element* (Y).
	2. After next *Element* (Y) is taught and learned, return to practice with *Element* (X).
	3. After these two are alternated (X-Y; Y-X; Y-Y, etc), go to 3rd *Element* (Z).
	4. Go back to 1 and 2, mix in 3, practice (X-Y-Z; Z-Y-X; Y-Y-Z, etc.) and continue building up to appropriate number of Elements (may be as many as 20 per lesson, depending on student, see B.1), practicing all possible combinations and repeating 5-20 times each combination.
* **Student-Led Limits:**
	+ 1. Observe student carefully, to know when mental "saturation" point is reached, indicating student should not be taught more Elements until another time.
		2. At this point, stop imparting new information, and simply do Review as follows:
* **Review:**

Keep random, arbitrary sequencing. If appropriate, use visuals, pointing quickly to each. Employ different examples of *Element* that are easy to understand, changing country/city names, people names, and words student already knows. *Keep a list of everything taught, so proper testing may be done.*

* **Observation and Notation:**

Teacher should maintain a student list of words/phrases that are most difficult for that student. List is called "Special Attention List".

1. Progress, from Lesson to Lesson:
* **LESSON REVIEW** The first few minutes of each lesson are to review prior lesson(s).
* **GLOBAL REVIEW** Transition from Lesson Review to a comprehensive review, which should always include items from the Special Attention List.
1. Advanced Concepts:
* **Intermediate and Advanced Students** may skip some *Element* introduction as appropriate; become aware of student's language abilities, so they are not frustrated by too much review. If Student immediately shows recognition and knowledge, move to next Element.
* **Non-Standard Alphabets**: Teaching Student to recognize letters/characters and reading words should employ same steps as in above Aspect I. and alphabet variations may be taught using Aspect III. Writing characters and words should initially be done manually, either on paper or whiteboard.
* **Country Accents**: Any student at intermediate stages or higher should be made aware of subtle variations in pronunciation, which depend on geography within a country or from country to country.

It should be noted that an integral aspect of the Direct Method is varying the **setting** of teaching; try different scenarios using the same *Element*. This makes the lessons more "real world," as it will bring some confusing distractions to the student and employ organic variables common in the culture and locale of language use.

1. **Strategies Using Direct Method**
* **Q & A:** The teacher asks questions of any nature and the students answer.
* **Dictation:** The teacher chooses a grade appropriate passage and reads the text aloud. Teacher reads the passage three times.
* **Reading Aloud:** Students take turn reading sections of a passage, play or dialog out loud.
* **Getting Students to Self-Correct:** The teacher should have the students self-correct by offering them a choice between what they said and the correct answer.
* **Conversation Practise:** The teacher asks students a number of questions in the target language which the students are able to answer correctly. Later, the students ask each other their own questions using the same grammatical structures.
* **Map Drawing:** Students are given a map without labeled then the students label it by using the directions the teacher gives.
* **Paragraph Writing :** The students are asked to write a passage in their own words. They can do this from memory or use a reading passage in the lesson as a model.

**Example**

The teacher explains new vocabulary using realia, visual aids or demonstrations.

**In the classroom**

Aspects of the Direct Method are still evident in many ELT classrooms, such as the emphasis on listening and speaking, the use of the target language for all class instructions, and the use of visuals and realia to illustrate meaning.

1. Role

**Role of the teachers:**

* The role of the teacher is to direct class activities, but students and teacher are partners in the learning process, and there is a large amount of Learner-Learner interaction.

**Role of the students:**

* the student role is less passive than in The Grammar-Translation Method. The teacher and the students are more like partners in the teaching/learning process.
1. Strengths:
* It follows the natural order in which a child learns L1, that is, listening, speaking, reading, writing.
* It lays great emphasis on speaking, the most important skill for many learners.
* It avoids the unnatural block of translation in the communication process.
* Learners learn the language, not *about* the language.
* Learners have an active role.
* Lively classroom procedures motivate the learner.
* The learning is contextualised.
* The emphasis on speech make it attractive for those who need real communication in L2.
* The teaching of vocabulary through realia brings authenticity into the classroom.
1. Weaknesses
* There is little systematic structural practice.
* Learners run the risk of inducing incorrect rules.
* The method can be effectively used only by teachers who are native speakers.
* The learner is confronted with unstructured situations too soon.
* A great deal of teacher-energy is required.
1. A comparison between the Direct Method and the Grammar Translation Method

Grammar Translation Method

Direct Method

1. avoids close association between the second language and the mother tongue.
2. lays emphasis on speech.
3. follows the child’s natural way of learning a language.
4. teaches the language by ‘use’
5. does not favour the teaching of formal grammar at the early stage.
6. maintains close association between the second language and the mother tongue.
7. lays emphasis on translation.
8. follows the adult’s natural way of learning a language.
9. teaches the language by ‘rule’.
10. teaches formal grammar from the very beginning.

1. Historical Context

The direct method was an answer to the dissatisfaction with the older [grammar translation method](http://en.wikipedia.org/wiki/Grammar_translation), which teaches students grammar and vocabulary through direct translations and thus focuses on the written language.

There was an attempt to set up conditions that imitate mother tongue acquisition, which is why the beginnings of these attempts were called the *natural method*. At the turn of the 18th and 19thcenturies, Sauveur and Franke proposed that language teaching should be undertaken within the target-language system, which was the first stimulus for the rise of the direct method.

The [audio-lingual method](http://en.wikipedia.org/wiki/Audio-lingual_method) was developed in an attempt to address some of the perceived weaknesses of the direct method.

Conclusion

* Direct method is very effective to use the English language by the teacher to implement in their class.
* The students can understand easily if the teacher uses direct method because this method enhances the communication skills of the students.
* Focuses on the listening skills of the learners.

Closing

So we made paper may be useful for people who read it and add insight to the people who read this paper. And the authors apologize if there are errors in writing words and sentences that are not clear, understand, and please do not straightforwardly incorporated into the liver.

And we also expect that this paper will increase reading motivation and get their ambition to their life, because I made this paper has a very deep significance.

A few of us may cover pleasing and we thank you profusely.