

THE DIRECT METHOD *for* TEACHING WRITING SKILL

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For many of us it is hard to imagine the language without writing, the spoken word seems intricately tied to the written word. Millions of people in the world speak the language with no written form. Among these people, oral literature abounds, and crucial knowledge is memorized and passed between generations. But human memory is short-lived, and the brain's storage capacity is finite. One of the biggest problems in teaching writing is that the students must have facts and ideas in order to write and that these must be manifested in form of grammatical English sentences.

This book investigates the influence of the Direct Method in the teaching of building sentences as the independent variable and the ability of junior high school students to compose sentences as the dependent variable. The Direct Method emphasizes reading and writing skills. Writing in the Direct Method is an important skill, to be developed from the beginning of language instruction. The reading and writing exercises are based upon what the students practice orally first. The teacher demonstrates but does not explain or translate. Students should make a direct association between the target language and meaning.



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PENERBIT CV. PENA PERSADA

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PREFACE

English is used to gain information, knowledge, science, and technology in Indonesia. That is way, it is important to be taught early in elementary school as local content, which generally begins as grade four. As stated in 1994 curriculum, the main function of teaching English is to enable the student to acquire science and technology for the sake of national development and as means of international cooperation.

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are based upon what the students practice orally first. The teacher demonstrates but does not explain or translate. Students should make a direct association between the target language and meaning.

The writer realizes that this study is not perfect. Therefore, the writer hopes for some critics and suggestions from the readers. Eventually, the writer hopes this study will give some advantages academically.

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**THE DIRECT METHOD
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CHAPTER I

LEARNING ENGLISH

A. The Important of English

The purpose of learning a language is to be able to use the language for communication. Therefore, language teaching should do the achievement of the ability to use the language or to gain the competence, that is the competence to use the language appropriate for different purposes. Some people want to study a second or foreign language because they think it offers, in some general way, a chance for advancement in their daily life. Good knowledge of a foreign language may help them to get a better job than if day only knows their mother language. This is particularly so in English, which is rapidly becoming the language of international communication.

Based on the fact above, English is used to gain information, knowledge, science, and technology in Indonesia. That is way, it is important to be taught early in elementary school as local content, which generally begins in grade four. As stated in the 1994 curriculum, the main function of teaching English is to enable the student to acquire science and technology for the sake of national development and as means of international cooperation. In this newest curriculum, the instructional objectives are defined as follows: "Students have the ability to read, listen,

speak, and write in English by the conclusion of junior high school, based on their level of growth and interest, vocabulary mastery (about 1000 vocabularies), and proper grammar." (Depdikbud RI, 1993:1). It is also stated in the 1994 curriculum that English instruction in SLTP covers Listening, Speaking, Reading, and Writing Skills. Whereas grammar and vocabulary are considered to be the main component of four language skills, and they are not taught separately. Among these four language skills, that writing is a difficult activity for most people, both in the mother tongue and in a foreign language.

B. The Important of Writing Skill

Writing is much more the production of graphic symbols, just as speech is more than the production of sounds (Byrne, 1991: 3). The ability to write is recognized in society and school as an important objective of language study (Chastian, 1976 : 363). Writing, on the other hand, is learned through a process of instruction: students have to master the written forms of the language and learn the certain structure which it is less used in speech. Students also have to learn how to organize their ideas in such a way that a reader can understand them who is not known to them (Byrne, 1991: 4). One of the best learning how to write in any language is (1) to be exposed to the different rhetorical forms of language through extensive reading, and (2) to have intensive

practice in the actual writing of composition (Baskoff, 1974: 227).

For many of us it is hard to imagine the language without writing, the spoken word seems intricately tied to the written word. Millions of people in the world speak the language with no written form. Among these people, oral literature abounds, and crucial knowledge is memorized and passed between generations. But human memory is short-lived, and the brain's storage capacity is finite. The writing was developed to overcome such problems and to allow people to communicate across the miles and through the years. "Palest ink is better than the sharpest memory", according to ancient Chinese proverb (Fromkim, 1974 : 80).

Clearly, it is possible to learn to speak English without learning how to write in it and for many of our students, perhaps even the majority of them, writing will be the skill in which they are not only least proficient, even after considerable practice, but also the one for which they will have the least use. One of the biggest problems in teaching writing is that the students must have facts and ideas to write and that these must be manifested in form of grammatical English sentences (Arapoff, 1875:234). Chastian (1976:367) reveals that the other problems in writing relate to the affective domain of the student interest and attitudes. There are several things' teachers can do to alleviate these problems. First, the student's

confidence and motivation must be maintained during the competence acquisition stage. Second, topics should be selected that are stimulating without being highly complex and philosophical. Ideally, the writing assignment will center on some idea of interest to the student but not encourage them to attempt to utilize complicated sentence patterns beyond their level of language learning. In the writing sequence, writing consists of the completion of exercises that teach students to write (1) the sounds that they can understand, pronounce, and read; (2) master the forms of the grammar being studied; and (3) combination of words and grammar to express themselves in writing.

C. The Important of Direct Method in English Learning

The Direct Method emphasizes reading and writing skills. Writing in the Direct Method is an important skill, to be developed from the beginning of language instruction. The reading and writing exercises are based upon what the students practice orally first. The teacher demonstrates but does not explain or translate. Students should make a direct association between the target language and meaning (Larsen, 1986:23). Based on the discussion the writer was interested in conducting a study of the influence of the Direct Method in teaching the writing skill of junior high school students to compose sentences.

This book studies two variables, which are the influence of the Direct Method in the teaching of building sentences as the independent variable and the ability of junior high school students to compose sentences as the dependent variable.

The Direct Method is the teaching method that uses directly the target language, without going through the process of translating it into the students' native language (Larsen, 1986:18). The Direct Method in composing sentences is done in three stages such as (1) Teacher motivates students to compose sentence in the target language orally, (2) Teacher gives control practice in composing sentences, (3) Teacher gives the preview of practice in composing sentences. The writing skill of junior high school students to compose sentences is the ability of language to compose a set of words expressing a statement, a question, or a command.

The purpose of the study in this book is to understand the influence of The Direct Method in teaching the writing skill of the junior high school students to compose sentences. This study gives the opportunity of the Direct Method implementation for the writing skill of the junior high school students.

D. How to Study

The research design of this study is counterbalanced design by which the writer tries to describe the detailed process of counterbalanced

design and the examination of a group of samples. Borg (1979: 969) states the experimental variable in the counterbalanced design is such that all different experiments can be administered to the same volunteers." In this study, the writer investigated the influence of the Direct Method in teaching writing on the writing ability of the second years class students of SLTP PGRI 1 1 Surabaya. Before this study, the writer prepared the experimental treatments, the pre-test, and the post-test.

The writer chooses stratified-random sampling. This method of sampling is very useful for adult or voter opinion on education, and issues in sampling schools or school children when the list of individual or units in the total population are not available. Stratified-random sampling has been found practical even for a small finite school population when 100% response is difficult to secure in the desired time. For this type of sampling the population N units is divided into subpopulations of strata of $N_1, N_2, \dots \dots \dots N_L$ units. The total population is in a sense, treated as a series of component populations each of which is sampled on a simple random plan. If the stratification of the total population is such that the strata are relatively homogenous and such that the between groups is large, stratification may reduce the sampling error of these estimates. The decision of such sampling within strata is random and every individual in the population has a probability of being drawn.

The writer took the 31 students of class II A as the experimental class and the 31 students of class II B as the control class. The writer considered that the students of these classes are fairly homogenous in their education level, age, and intelligence. And writer has given the pre-writing test for students to measure their ability of writing.

After preparing anything that deals with the study, including the instrument and permission to establish the study, the writer used the test method to collect the data in this study. The data for this study were collected by using two forms of the instrument the test before treatment (pretest) and the test after the treatment (posttests).

Djiwandono (1996: 27) differs the test according to the way to evaluate the test. The way of evaluation can be classified as subjective and objective. Djwiwandono reveals it as follows: "When the evaluation of the answers is impacted by, and even reliant on, the rater's impressions and ideas, the exam is classified as subjective. The subjective test response is frequently in the form of free expressions in the form of sentences, paragraphs, or comprehensive descriptions, such as essays or essays.

Valette (1967: 147) states that question-answer test, in which the proper response is suggested to the students, offers still another variation of the brief writing – test that can be objectively scored. Students must write the answer of each question in a complete

sentence. The advantages of this test are (1) students can write the complete sentences according to grammar, (2) students can interpret the questions correlativity and (3) students can construct sentences from available words in questions.

For example:

Write answer to question using the clue word!

What makes them study? (The news)

... .. b. Fill-in-the-blanks

The students are given an incomplete test, with suggestions or instructions about how to complete it. In this type of test, Diane Larsen-Freeman (1986: 27) states fill-in-blank exercise between the Grammar Translation Method and The Direct Method is different in application. This item in the Direct Method is in English, furthermore, no explicit grammar rule would be applied. Advantages of this test are (1) students can write not only grammatical but also functional words in paragraphs, (2) students can understand the organization of ideas and meaning of the paragraph, and (3) students can complete a paragraph by inserting clauses, words, phrases and sentences from a jumbled list of items in correct places.

For example:

Fill in the blanks with a suitable form of verbs chosen from the list!

Be(is) take rise play like go practice
healthy Tournament the member

Benny is a... .. boy who sports very much. His favorite game ... football. He usually ... with his club on Wednesday afternoon.

Very early in the morning, before the sun ... he ... jogging for 15 minutes.

In school he ... part in the basketball game. He is of his school team. They ... basket regularly. The team has won the youth basketball
... three times.

Before the collection of the data in this study, the writer stated the scoring method of the test. The writer has chosen the Mechanical accuracy or Error-count-Method to score the writing test. Heaton (1991: 108) states about the Error - count - Method as follows: "The Error - Count Method involves counting up the number of errors which a student has made and deducting this number from a possible maximum total. However, this method usually fails to take into account that some errors are more serious than others, especially at certain stages of learning English".

The advantage of the Error - Count Method is the most objective of all the methods of scoring. The Error - Count Method ignores the real purpose of writing - communication, it concentrates only on the negative aspect of the writing task, placing the students in such a position that they can't write for

fear of making mistakes. The writer used the T-test to find the t value. That T-test has the advantage to acquire the answer to the main problem in this study.

CHAPTER II

ENGLISH WRITING

A. Writing Skill

Writing is one of the language skills, which is considered difficult because the students are demanded to express their ideas in written English appropriately. Dealing with this, Dumais (1998: 5) says that "writing in English is meant to fill the gap that exists between the ability to express the same things in written forms in English". In order to express ideas, feelings, and opinions, in written forms and translate them into written English correctly, those require conventions (Pica, 1986:6). Charles and Hayfield (1990: 5) also agree that writing is difficult for both foreign languages teachers and the students, they say that: "For teachers of foreign languages writing lessons have an aura of difficulty, of seriousness, and this is also true for their students". Writing is said as a process. Winterowd (1988: 4) states: "Writing is a creative process in which the writer starts writing things down from the very beginning and it will be finished if the total meaning is clear to him". Byrne (1991: 2) also states "Writing is clearly much more the production of graphic of symbols, just as speech is more than the production of sounds".

B. The Problem of Writing

Writing is a difficult activity for most people, both in the mother tongue and in a foreign language. Byrne (1991: 4) states the problems that are caused by writing under three headings - psychological, linguistic, and cognitive - although these inevitably overlap to some extent.

1. Psychological problems.

Speech is the natural and normal medium of communication for us in most circumstances and accustoms us both have someone physically present when we use language and to getting feedback of some kind. Writing, on the other on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult.

2. Linguistic problems.

Oral communication is sustained through a process of interaction and, except in special circumstances, such as a lecture, the participants help to keep it going. Because speech is normally spontaneous, we have little time to pay attention either to organizing our sentences or to connecting our sentences: to some extent, the latter is maintained through the process of interaction.

3. Cognitive problems.

Writing is learned through a process of interaction: we have to master the written form of the language and learn certain structures which are

less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.

C. The Teaching of Composing Sentences

The teaching of composing a sentence in a foreign language is to get students to acquire the abilities and skills they need to produce a range of different kinds of written sentences similar to those an educated person would be expected to be able to produce in their language. The situation in a foreign language is not very different in the mother tongue, as we have already seen, except for those of us who use the building sentence in some professional capacity. The teaching of building sentences can be conducted in several techniques as follows:

1. Write Sentence

Teacher teaches an easier subject to the most difficult ones so those students will be able to learn writing very well. For instance, students should start learning to write good English sentences, Schaefer (1975: 1) says: "... The sentence is the basic unit of writing". A sentence is a group of words containing a subject and a predicate expressing a complete thought (Willis, 1964: 50). It means that in one sentence, there should be a subject and a

predicate. John J. De Boer (1980:306) states that sentences are classified according to meaning as declarative, interrogative, imperative, and exclamatory. A declarative sentence makes a statement, for example The wind howled through the trees. An interrogative sentence is one that asks a question, for example: Where are you going? , An imperative sentence expresses a command or a request, for example: Do exactly as I tell you. An exclamatory sentence is one that expresses strong feeling or surprise, for example: We have won! What do you know about that!

Myers (1966) states that sentences are divided into three based on their clause structure. They are simple sentences, compound sentences, and complex sentences. The teacher should refrain from the urge to chastise the students and instead, give them simple exercises to perform until they are more accustomed to expressing themselves by building a sentence.

2. Fill-in-the-blanks

The purpose of this technique is to teach the students the grammatical connectors, logical connectors, and lexical connectors used to show the relationship of ideas in a sentence – for example, subordinating conjunctions such as although and conjunctive adverbs such as nevertheless (Slager, 1975 : 221). The students can be given an incomplete text, with suggestions or instruction

about how to complete it by using nouns, verbs, adjectives, adverbs, prepositions, and conjunctions as aids in building sentences. This activity can be particularly useful for practicing specific items of language. And the students can be asked to complete a short text by using suitable linking words or phrases. This type of exercise can be used for various purposes. First, to familiarize the students with a wider range of linking devices from the expanded basic kits. After this, they may be asked from a list, which is more extensive than the number of items omitted from the text. Finally, they may be asked to supply their own linking devices (Byrne, 1991:54).

3. Question and answer exercise

The question and the answer exercise are possibly the simplest introduction to building a sentence, the teacher gives the students three or four sequential questions, when answered. Two kinds of questions can be used yes any questions. The exercise on yes any questions is easier, but artificial, since the students are asked to do no more than a mechanical operation. Or-questions are more natural since they require the students to decide on the correct answer. If they are making this decision, the questions must either be based on a reading that the students are familiar with or carefully phrased to rely on general knowledge common to all the students (Slager, 1975: 221).

The students should be able to check the answer for faulty grammar and eliminate answer that are verbose (wordy). The faults of grammar can be found in (a) subject/ verb agreement, (b) adjective/ adverb usage, and (c) placement of modifiers, (d) sequence of tenses, (e) logical pronoun reference, and (f) parallel structure. And the sentence should its meaning in the most concise way. That it means the students can avoid answers containing expression like: "John read the letter *in a thoughtful manner* = thoughtfully". Normally, composing sentence is assigned as a homework activity. Since the students will be completing the drills or exercise on their own, it is essential that they are prepared for what they have been asked to do. The teacher should preview the assignment carefully in class, giving several examples of the structure involved. Then he should give a few sentences in each exercise in which the class as a whole is expected to demonstrate their comprehension of what they are to do. The teacher should preview the assignment carefully in class, giving several examples of the structure involved. Then he should give a few sentences in each exercise in which the class as a whole is expected to demonstrate their comprehension of what they are to do. Perhaps the first two or three sentences in each exercise can be done in class, just to be sure that they have indeed understood. An adequate preview of homework exercise enables the

students to complete their tasks much more quickly and effectively. Otherwise, they are often frustrated doing the homework as they search for the answer, and if they decide upon an incorrect form, they must unlearn in class the next day as well as the correct answer. During the class period, these written exercises are easily and quickly corrected in class and are an important means of determining true comprehension of the structure being studied. At the same time, changing the focus of the students' attention from oral to written activities during the class period can be a welcome relief. After a few minutes, the students will be ready for some other activity, but the necessary change of momentum has by then been achieved. The teacher can also use building sentence exercises to evaluate progress in concept acquisition as well as in writing ability (Chastain, 1976: 365).

CHAPTER III

THE CONCEPT OF THE DIRECT METHOD

The popular method was commercialized by the Berlitz school, which was established all over the world and taught a wide variety of language, mainly to students. Larson and Freeman (1986: 24) state the principles of the Direct Method as they arrange in the list below:

1. The goal of the teacher

The teacher who uses the Direct Method instead that students learn how to communicate the target language. In order to do this successfully, students should learn to think in the target language.

2. The role of teacher and students

Although the teacher directs the class activities, the student's role is less passive than in the Grammar Translation Method. The teacher and students are like partners in teaching/learning process.

3. Characteristics The of the teaching/learning process

The teacher who uses the Direct Method believes students need to associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, picture, or pantomime, he never translates it into the students' native language. Students speak in the target a great deal and communicate as if they

were in real situations. In fact, the syllabus used in the Direct Method is based upon situations (for example, one unit would consist of language that people would use at a bank, another of language that they use when going shopping) or topic (such as geography, or the weather). Grammar is taught inductively, that is the students are presented with examples and they figure out the rule or generalization from the examples. Explicit grammar rules may never be given. Students practice vocabulary by using new words in complete sentences. The Direct Method has one very basic: no translation is allowed. In fact, The Direct Method receives its name from the fact that meaning is to be connected directly with the target language, without going through the process of translating into the students' native language (Larsen, 1986: 24).

4. The nature of students - teacher and student-student interaction

The initiation of interaction goes both ways, from teacher to student and student to teacher, although the latter is often teacher directed. Students converse with one another as well.

5. The emphasis on areas of language and language skills

Vocabulary is emphasized over grammar. Although work on all four skills (reading, writing, listening, and speaking) occurs from the start, oral communication is seen as basic. Thus the reading and writing exercise are based upon what the student

practice orally first. Pronunciation also receives attention right from the beginning of a course.

6. Evaluation accomplishes

We didn't actually see any formal evaluation in the class we observed; however, in the Direct Method, students are asked to use the language, not to demonstrate their knowledge about the language. They are asked to do so using both oral and written skills. For example, the student might be interviewed orally by the teacher or might be asked to write a paragraph about something they have studied.

7. The view of language and culture

Language is primarily spoken not written. Therefore, students study common, everyday speech in the target language. They also study culture consisting of the history of the people who speak the target language, the geography of the country or countries where the language is spoken, and information about the daily lives of the speakers of the language. This natural language learning principles the foundation for what came to be known as the Direct, which refers to the most widely known of the natural methods. Richards and Rodgers (1993: 9) state about the principles and procedures in the Direct Method as follows:

- a. Classroom instruction was conducted exclusively in the target language
- b. Only everyday vocabulary and sentences were taught

- c. Oral communication skills were graded progression organized around question-and-answer exchange between teachers and students in a small intensive class
- d. Grammar was taught inductively
- e. New teaching points were introduced
- f. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas
- g. Both speech listening comprehension were taught
- h. Correct pronunciation and grammar were emphasized

Some useful techniques in teaching writing associated with the Direct Method are stated by Larsen & Freeman (1986: 26) as follows:

a. Question and answer exercise

This exercise is conducted only in the target language. Students are asked questions and answers in full sentences so that they practice in new word's grammatical structure. They have the opportunity to ask questions as well as them.

b. Fill-in-the-blanks

This technique has already been discussed in the Grammar-Translation Method, but differs in application in The Direct Method. All the items are in the target language; furthermore, no explicit grammar rule would apply. The students would have induced the grammar rule they need to fill in

blanks. From examples and practice with earlier parts of the lesson.

c. Paragraph writing

The teacher in this class asked the students to write a paragraph in their own Words on the major geographical features of Indonesia. They could have done this from memory, or they could have used the reading in the lesson as a model.

The Grammar - Translation Method

The Grammar-Translation Method was in fact first known in the United States. At one time it was called the classical Method since it was first used in the teaching of the classical languages, Latin and Greek. Diane Larsen and Freeman: (1986: 11) state about the principles of the grammar - Translation method is organized below:

1. The goals of teacher

According to the teachers who use The Grammar - Translation Method, a fundamental purpose of learning a foreign language is able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying a foreign language provide students with good mental exercise which help-develop their minds (Larsen, 1986:11). Some teacher believes that grammar rules are of the greatest importance and should be explained first, followed by illustrative examples. Some teachers also believe that

it is necessary to teach these grammar rules through the medium of the student's language.

2. The role of the teacher and the students

The roles are very traditional. The teacher is the authority in the classroom. The students do as the teacher says so they can learn what the teacher knows (Larsen, 1986: 11).

3. The role of the student's native language

The meaning of the target language is made clear by translating it into the students' native language. The language that is used in class is mostly the students' native language.

4. Evaluation accomplishment

Written test in which students is asked to translate from their native language or vice versa are often used. Questions about the foreign culture or questions that ask students to apply grammar rules are also common.

5. The teacher responds to students' errors

Having the students get the correct answer is considered very important. If the student takes errors or doesn't know an answer, the teacher supplies them with the correct answer. Richards and Rodgers (1993: 3) stated the principal characteristic of the Grammar - Translation Method as follows:

- a. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from foreign language study. Grammar

Translation is a way of studying a language that approaches the language first through a detailed analysis of its grammar rules, followed application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. "The first language is maintained as the reference system in the acquisition of the second language".

- b. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.
- c. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. In a typical Grammar-Translation text, the grammar rules are presented with their translation equivalents, and translation exercises are prescribed.
- d. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentences that is a distinctive feature of the method. Earlier approaches to foreign language study used

grammar as an aid to the study of texts in a foreign language. But this was thought to be too difficult for students in secondary schools, and the focus on the sentence was an attempt to make language learning easier.

- e. Accuracy is emphasized. Students are expected to attain high standards in translation, because of "the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century".

1) Characteristics of the teaching/learning process

Students are taught to translate from one language to another. Often what they translate are readings in the target language about some aspect of the culture of the foreign language community. Students study grammar deductively, that is, they are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjugations. They memorize native language equivalents for foreign language vocabulary words.

2) The nature of the student-teacher interaction and the nature of the students-student interaction?

Most of the interaction in the classroom is from the teacher to the students. There is little student-teacher initiation and little student-student interaction.

3) The view of language and culture

Literary language is considered superior to spoken language and is, therefore, the language students' study. Culture is viewed as consisting of literature and the fine arts.

4) The emphasis on the areas of language and the language skills

Vocabulary and grammar are emphasized. Reading and writing are the primary skills that the students work on. There is much less attention given to speaking and listening. Pronunciation receives little, if any, attention.

- f. Grammar is taught deductively - that is, by presentation and study of grammar rules, which are then practiced through translation exercises. In most Grammar - Translation texts, a syllabus for the sequencing of grammar points throughout a text, and there was an attempt to teach grammar in an organized and systematic way.

- g. The student's native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student's native language.

Larsen - Freeman (1986: 14) states the useful technique of the Grammar Translation Method which we can adapt to our own approach to teaching writing as follows:

The techniques in the teaching writing

Larsen - Freeman (1986: 14) states the useful techniques of the Grammar Translation Method which we can adapt to our own approach to teaching writing as follows:

a. Fill-in-the-blanks

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

b. Use words in sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

c. Composition

The teacher gives the student a topic to write about in the target language. The topic is based upon some aspects of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a precis of the reading passage.

CHAPTER IV

THE DIRECT METHOD INFLUENCE IN THE TEACHING THE WRITING SKILL STUDENTS TO COMPOSE SENTENCES

In this chapter, the writer tries to analyze the data about the influence of the direct method in teaching the writing skill of junior high school students to compose sentences that have been collected. The data presentation contains the data collection result really and empirically in the study field that is related to all steps of the study, such as the instrument examination, the instrument application, the element of support and handicap, and the operation method. And the data analysis operation in the hypothesis examination framework or to answer the question of study furthermore, the interpretation contains the discussion of the data analysis result what suitable or not with the hypothesis.

A. Students' Writing skill ability

Before the study was done, the writer prepared some instruments. The preparations included all efforts to establish all instruments, and then it was controlled to see the significant influence on the teaching writing. The preparations can be drawn in several steps as follows:

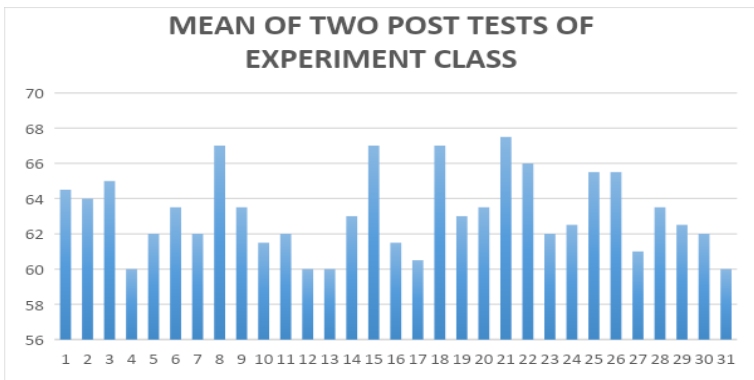
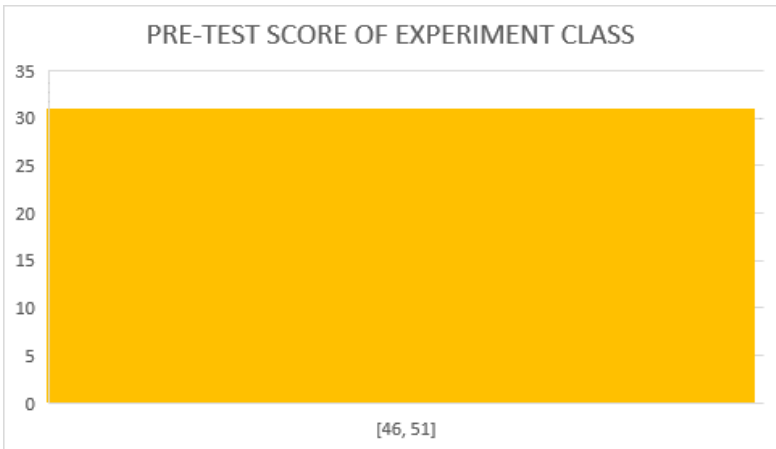
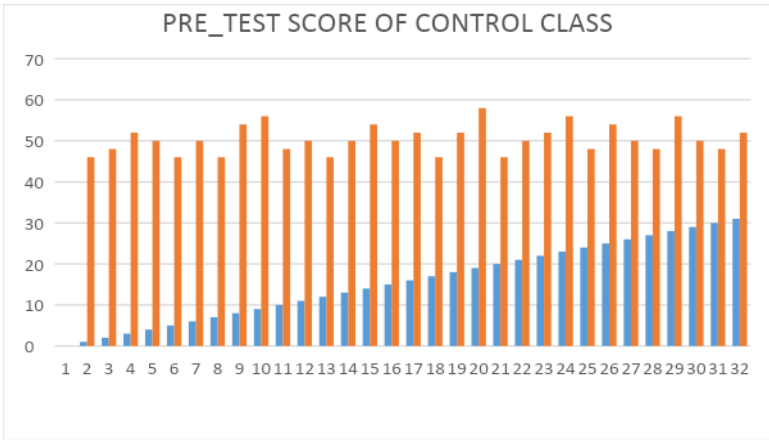
1. The writer chooses the problem in this study.
2. The writer made the introduction of the study to find information in order to the position of the problem became clear.

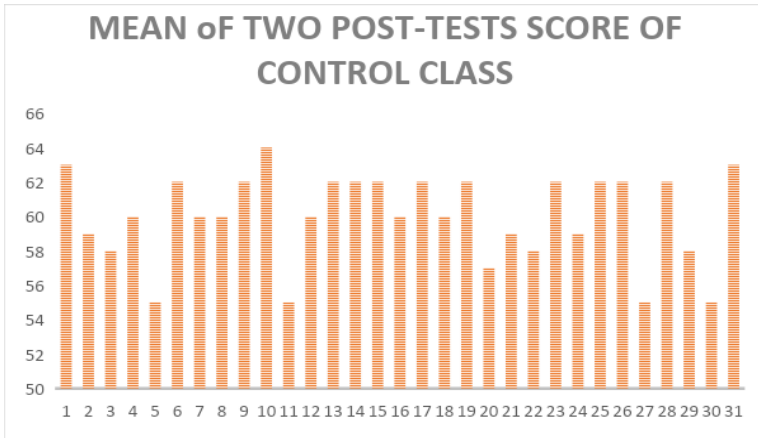
3. The writer formulated the problem in this study.
4. The writer formulated the hypothesis as the temporary truth.
5. The writer established the data resource in this study.
6. The writer established the sampling method.
7. The writer established the data analysis method for this study by using the T-test formulation.

And the writer collected the data for this study using pre-test and post-test. the writing test was conducted in several steps as follows:

- a. Assign randomly available subjects to the number of experimental and control classes needed.
- b. Give a pre-writing test to each class.
- c. Expose each class to a treatment.
- d. Measure each group by using a post-writing test.
- e. Expose each class to a treatment. Give the last post-writing to each class in this study.
- f. Examine the score of the test in the T-test formulation.

The writer conducted the treatment and the writing test for the students of SLTP PGRI 1 Surabaya twice a week for 2 months. And then the writer acquired the data of the study from the pre-writing test and the post-writing test.





B. The Influence of The Direct Method on The Teaching the Writing Skill

After the writer has conducted the entire writing test. The writer counted objectively all the writing tests based on the Error - Count Method to find the students' scores. After that the writer analyzed the student's score by using T - test formulation. The writer summed up and divided the score of students to get the means of the students' scores. The writer tried to compare the means score in the control and the experimental class by using the table of T - test formulation.

And then the writer tried to find the deviation score between the pretest score and the post-test score, furthermore, the amount of deviation score in the control class was - 285 and the amount of deviation score in the experimental class was - 395. The average score in the control class is -9,19. The average score in the experimental class is -12,75. The

writer also calculated $\sum x^2$ and $\sum y^2$, which can be acquired $\sum x^2 = 342,84$ and $\sum y^2 = 453,44$. The step the written calculated the data of research to find the significant standard of the study by t-test formulation ($t = 3,77$). And then the written data were calculated $D.b = NX + Ny - 2 = 31 + 31 - 2 = 60$. By the value of the $t_0 = 3,77$ for $D.b = 60$, furthermore, was done one-tail test. After the t-value has been found, the writer compared with t-distribution table to check whether it is significant or not. The writer can know that the critical t value at $t_{0,05} = 2,00$ and at $t_{0,01} = 2,39$ in the significant standard/ level for two tails test ($2,00 < 2,39 < 3,77$). So, it could be said that there was a different significant influence between the writing test score of the control class and the writing test score of the experimental class and it could be said too, that the experiment has an influence on the 0,01 significant level but has no influence to the 0,05 significant.

This study started from the hypothesis that the Direct Method of teaching writing has influenced junior high school students to compose sentences. Thus, the writer analyzed the result data of the study in the T-test. The study finding has proved that the Direct Method in writing teaching significantly influenced junior high school students to compose sentences. So that the hypothesis was accepted according to the result of the calculation of T-test. The Direct method in writing teaching can encourage the application of composing sentences. By the nature of the students - teacher interaction can reduce the

psychological problem in writing. In writing also has a linguistic problem in the absolute of several stages which are students have to keep the channel of communication open through their own efforts and to ensure, through their choice of sentence structure and by the way their sentences are linked together and sequenced. The linguistic problem can be reduced in the direct method by using a process of interaction and students organize meaning and target language directly (Larson & Freeman, 1986).

On the other hand, writing skill is learned through a process of instruction. The instruction of the Direct Method is conducted exclusively in English. In order to do this teacher instructs students to master a sentence's structure. Students also are taught their ideas in sentences. (Richards & Rodgers, 1993)

CHAPTER V

CONCLUSION

In the last chapter, the writer drew some conclusions that are based on the interpretation of the data analysis result. Based on the result of T - test can be taken the conclusion that "the Direct Method in the writing teaching influenced the ability of students to compose sentences". In the Direct Method, the writer used two techniques, which included question and answer exercises and fill-in-the-blanks to teach writing skills. From the score, the analysis could be said that the students can identify and organize the important ideas in the writing exercise. Besides, they can use good grammar, sentence construction, punctuation, spelling, and capitalization well in a writing exercise.

There are many benefits that the students can obtain in the teaching of building sentences by using the Direct Method. The mean score of post-tests that indicated teaching the building of sentences by using the Direct Method is useful as a way to improve the student's writing ability, stimulate the student's motivation in learning English, and also it is very useful to give knowledge of writing skills.

The writer would like to give some suggestions to English teachers and future researchers; hopefully, the study can be more meaningful and useful for everyone.

1. Teaching writing should give students opportunities to communicate through writing.
2. The teaching writing should use the appropriate and appropriate forms of practice.
3. The amount of control over what the students write should be reduced in teaching writing.
4. The range of communication tasks in teaching writing should be extended.
5. The teaching writing should be integrated with other language skills.

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