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The Effectiveness of the Direct Method in Improving English Speaking among Secondary School Students

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Abstract: Despite the widespread implementation of the Direct Method in EFL classrooms, empirical evidence examining students' perceptions of its role in developing speaking skills remains limited, particularly in small-scale instructional contexts. This study aims to explore EFL students' perceptions of the Direct Method in enhancing their speaking ability. This study employed a qualitative descriptive research design to explore students' perceptions of the use of the Direct Method in developing speaking skills. Semi-structured interviews and classroom observations were used as data collection instruments to allow methodological triangulation and enhance the credibility of the findings. This study involved 26 students from grade VII and 1 English teacher. Researchers have been conducted the observation three times and the interview on the following week. The findings indicate that the Direct Method contributed to increased learner confidence, improved vocabulary recall, and greater classroom engagement; however, students also reported challenges related to pronunciation accuracy and spontaneous sentence production.

Keywords: *direct method, speaking skill, secondary school, students' perception*

INTRODUCTION

Multiple methods have been implemented in English language teaching. One of the methods is the use of Direct Method as an approach in teaching. Yaghmour and Obaidat (2022) and Alimuddin et al. (2021) imply that the implementation of methodology teaching improves

the overall capability of students in speaking skills and teachers' time management.The implementation of proper ELT methodology proved to produce positive results for the teachers and students. Moreover, a study conducted by Sun et al. (2020) state that English teaching methodology, based on assessment-for-learning, can effectively improve students' learning performance and enhance their actual English application ability. The method that was used varies with one another but still adapts to match the students' need to achieve the wanted results.

Direct method in teaching is so pleasing that the performance, motivation, or engagement of students, along with the development of their skills, is touched (Dogani, 2023; Ramos-Vallecillo et al., 2024; Dakhalan & Tanucan, 2024; ; Khalisa, 2025; Nurul Rahma et al., 2023; Silva et al.2024; Paramita et al., 2024, Yánez et al., 2024; Wiwiek Meisuri et al., 2025; Afriati & Rizki, 2025; Chen, 2025; Phuong & Tuyen, 2025; by Li & Hu, 2024; Homayouni, 2022; Xiao, 2024; Babayev, 2025; . Zeinstra et al., 2023; Lesiana et al, 2024; Ishaka Putra et al., 2023; Sela et al., 2025). In fact, studies have found that the effective integration of novel methodologies like project-based learning clearly enhances the competencies of students in collaboration, critical analysis, and different levels of problem-solving (Rohayati, et al., 2022; Zulfikar et al., 2022; and Maurina et al., 2025; Muhria et al., 2025a). This approach allows students to engage deeply with the material, fostering a practical understanding that prepares them for real-world challenges (Zhang et al., 2024). Essentially, teaching methodology goes a long way in the development of students in academics, social interaction, and emotional intelligence. Innovative, interactive, and adaptive methodologies are found especially effective in bringing about better overall outcomes for the students.

Students' perspective on the use of the Direct method is an important aspect to consider in education (Marrone et al., 2022). Understanding the students perceive and respond to different teaching methods can provide valuable insights for educators. Students' perspective on the use of teachers' methodology in English language teaching has been studied. Obeidat (2019) says that EFL undergraduate students have positive attitudes towards the teaching methods used by their teachers, highlighting active preparation, clear objectives, and friendly classroom environments. Students' perspective is an important factor to consider due to the various students' knowledge background. Most students are satisfied with the teaching and overall learning experience, describing the climate as positive and teachers as friendly and accessible (Aikaterini & Gioti, 2022).

Regarding the Direct Method, students' perceptions of the Direct Method in English Language Teaching (ELT) are generally positive, particularly because this approach emphasizes immersive and interactive learning experiences (Alisoy, 2025; (Adzanil, et al., 2025; Taruna & Nidhi, 2023; Saide & Dela Rosa, 2025; Almashy, 2025; Sajjad et al., 2025; Aron-Salvacion, 2023; Jafarova Ilqar, 2025; Paramita et al., 2024; Anwar et al., 2025; Huang & Chalmers, 2023; Alrayes, 2024; Dakhalan & Tanucan, 2024; Rahayu, 2022; Dimas & Daulay, 2025; Hasibuan & Rahman Hz , 2025; Dewi et al., 2023; Abin et al., 2025; Peter, 2025; Urlanda et al., 2025; Zheng, 2022; Zhang, 2023) It encourages students to engage directly with the target language in a natural, communicative manner, which many learners find it beneficial. By eliminating the use of translation, the Direct Method fosters a deeper connection to the language being learned and enhances language retention through constant practice and contextual learning, rather than relying on memorization. This focus on active engagement helps students develop better speaking and listening skills, making it a preferred method in many ELT contexts.

The direct method, recognized for its effectiveness, has been extensively researched and adopted in language classrooms as a teaching approach to developing speaking skills. This method emphasizes immersive, hands-on communication in the target language, helping students engage more naturally. Through real-time conversations and interactions, learners build fluency and gain confidence by actively using the language instead of focusing on grammatical rules or translation techniques. This approach, aligned with behavioristic principles, prioritizes structured and teacher-led presentations, as noted by Alimuddin et al. (2021). Overall, the application of the

direct method in English language teaching has been supported across multiple studies for its effectiveness in enhancing speaking skills. These studies affirm that when it is implemented with appropriate instructional support and planning, the direct method facilitates meaningful learning experiences in English-speaking proficiency, making it a valuable approach in the current landscape of language education.

In addition, research has been conducted by Pebiana & Febria (2023) in one of Secondary school in Batam found that some students had below the average in speaking, especially fluency; most students are reluctant to present in front of the class for assessment purposes due to anxiety and fear of making mistakes, which negatively affects their academic performance. Additionally, students tend to dislike speaking evaluations conducted publicly, as they feel uncomfortable being heard by their peers. Some students also experience difficulty generating ideas or brainstorming topics for oral presentations (Teresa & Febria, 2023). Although numerous studies have examined the effectiveness of the Direct Method in improving speaking performance, most have relied on quantitative achievement data, offering limited insight into learners' subjective experiences and perceived challenges. Moreover, small-scale qualitative evidence from Indonesian secondary school contexts remains scarce..This gap underscores the need for in-depth exploration of students' perceptions to better understand how and why the Direct Method influences speaking development. This research aims to assess the effectiveness of impelementation direct method in Seconday school at Batam.

METHOD

To inspect the direct method of learning approach for assessing speaking skills in high school level, researchers used qualitative approach for this study. According to Lim (2025), qualitative research offers contextual depth and holistic perspectives, while addressing challenges like constrained generalizability and potential researcher bias. By using qualitative descriptive research design, it allowed researchers to cross-check findings. Then, the particpant were from one of the middle schools in Batam Island, Indonesia. The participants were 26 students from grade VII and one English teacher which covered both insight from the teacher and students. The section of participant was selected purposively to represent the use of direct method.

The instrument used were observation checklist and interview to gather data. By using interviews, it provides the researchers a depth of answers from the teacher and students without any bias and misunderstanding. According to Contractor et al. (2025), direct observation with checklist is an effective teaching-learning and assessment method in education, enhancing understanding, retention, and confidence among students, aligning with competency-based education objectives. The observation checklist employed a four-level rating scale: *well represented, represented, evident,* and *not evident*. This scale allowed the researcher to record the degree to which each criterion was manifested during classroom instruction. Tavory (2020) studied that interviews can contain open, closed, and refracted contexts, allowing researchers to make different types of inferences about other situations. The interviews were adapted from various sources (Al Hazmi & Lengkanawati, 2020; Meutia et al., 2020; Zeena et al., 2021; Islam & Musdalifah, 2022).

Data were collected in two stages. First, classroom observations were carried out during speaking activities to capture authentic student responses and instructional practices. The research was conducted during regular English classroom sessions to ensure ecological validity. Then, researchers conducted the observation by observing the daily teaching and learning process in the classroom, especially in the English subject class. Subsequently, semi-structured interviews were conducted to gain deeper insight into students' perspectives based on their classroom experiences. The interview data were analyzed thematically through an inductive coding process, while observational data were analyzed descriptively to identify recurring

behavioral patterns. Findings from both instruments were compared and integrated to identify converging themes.

RESULTS AND DISCUSSION

This section contains results of the observations and interviews that researcher took in a span of two weeks. The observations are mainly focused on the teacher and the teaching process while the interviews are focused on the students. The observations consis of 3 meetings at normal learning schedule time. The research results based on two primary questions: how are the effectiveness of The Direct Method to improve students' speaking performance of a secondary school in Batam; and how do students perceive the effectiveness of the Direct Method implemented by their teacher.

How are the effectiveness of The Direct Method to improve students' speaking performance of a secondary school in Batam?

The researcher obtained the date for the first research question through direct classroom observation during English class. Observation checklist was employed to systematically capture the methodolgy and learning stregies from Direct method. This process allowed researcher to grasp the information about the implementation of Direct method. The result of the observation shows as follows.

Table 1. language of instruction Table

Aspect	Criteria	Well Represented
Methodology	Language of Instruction	Teacher uses only the target language.

Tabel 1 shows that the teacher only uses the target language because the class is required to speak only in English. It is forbidden for students to speak other than English in class. Teacher uses only the target language 3 out of 3 times of the observations. The following Table 2 describes Vocabulary and concepts.

Table 2. Vocabulary & Concepts Table

Aspect	Criteria	Well Represented
Methodology	Vocabulary & Concepts	Shows meaning with actions, objects, or context.

Tabel 2 shows that the vocabulary and concepts fall to well represented with the teacher tells the context of the subject (verbs) in front of the classroom, with PowerPoint slides in all the observations. This is followed Table 3 on students' engagement and interaction.

Table 3. Student Engagement and Interaction

Aspect	Criteria	Represented
Methodology	Student Engagement and Interaction	Questions encourage some speaking.

Tabel 3 shows that the student engagement and interaction fall to represented category with teacher still using vocabularies based on the learning material. Teacher made the initiative of

asking the first example to students. The teacher did this in all the teaching processes that had been observed. Then, Table 4 deals with Lesson Plan.

Table 4. Lesson Stages

Aspect	Criteria	Well Represented
Methodology	Lesson Stages	Lesson moves clearly from easy to hard.

Table 4 shows that the lesson stages fall into excellent category by giving brainstorming questions at the start of the class, exploring the meaning of each vocabulary with the teacher, and finished with a fun exercise in the form of educational games as find the words. The teacher implemented the same process in every observation. Next, students' participation is given in Table 5.

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Table 5 . Student's Participation

Aspect	Criteria	Well Represented
Learning Strategies	Student Participation	Students speak and listen actively.

Table 5 shows that student participation falls into well represented category with students speaking and listening actively while the teacher explains and asks questions. The teacher always implemented these learning strategies. Subsequently, speaking practice is described in Table 6.

Table 6. Speaking Practice

Aspect	Criteria	Well Represented
Learning Strategies	Speaking Practice	Some fluency, but memorization still used.

Tabel 6 shows that speaking practice in class falls into well represented category because the students speak some fluency, but with slight delay in speaking. The teacher implemented the same learning strategies in every learning process. The forthcoming Table 7 depicts vocabulary building.

Table 7. Vocabulary Building

Aspect	Criteria	Well Represented
Learning Strategies	Vocabulary Building	Vocabulary taught in context.

Tabel 7 shows that vocabulary building falls into excellent or well represented every time in class. The teacher taught the vocabulary in context by giving questions and PowerPoint slides to explain the meaning of the new vocabulary that students learned. The last, Table 8 describe error correction.

Table 8. Error Correction

Aspect	Criteria	Well Represented	Represented
Learning Strategies	Error Correction	Students correct themselves and find patterns.	Some self-correction and pattern finding.

Tabel 8 shows that error correction on the learning process. It differs from the previous tables as it only occurs 2 out of 3 times. The students corrected themselves on the first observation while on the second and third observations, the teacher helped correct the students' errors and mistakes.

According to the observation result, the teacher uses fully English to incorporate teaching English with the direct method. It is in line with the findings of Silva et al.2024) and Paramita et al (2024) who stated teaching English exclusively in English improves fluency, comprehension, and confidence in non-native speakers, but requires thoughtful support to accommodate varying proficiency levels. Based on the statement, when teaching English using direct method, it should be in full English and not any other language. Some case studies mentioned the benefit of direct method in Indonesian school (Khalisa, 2025; Nurul Rahma et al., 2023). In Indonesia, the Direct Method is used across religious, English, and Indonesian language education to promote oral communication and motivation. Evidence suggested that it is effective for speaking, listening, and engagement, but it is rarely used as the sole approach and works best when combined with other methods and supported by adequate teacher training and resources.

The concepts of teaching and learning using direct method using objects or examples are beneficial to students' understanding of vocabulary. Several studies mentioned that using objects, pictures, realia, stories, games, and arts—rather than isolated word lists—consistently improves vocabulary retention, understanding, and motivation (Yánez et al., 2024; Wiwiek Meisuri et al., 2025). The most effective practice is to present new words through concrete items and meaningful examples, then extend to contextual use (sentences, stories, tasks) for durable learning. From the observations, the teacher uses objects such as ruler and stainless-steel mug as an example of the object. If an object cannot be brought to class such as diesel car, it is only shown in PowerPoint slides as an example.

Then, questions that encourage students to speak are seen as an achievement to students' engagement and participation. In the classroom, the teacher gave a simple question with vocabulary shown on the presentation slide. When the slide shown a picture of breakfast food, the teacher asks a student *"What did you eat for breakfast today"*. After asking, the teacher then points a student to answer the question. After answering, the student was given a vocabulary from the slides then asked another student with their own made-up questions and continues to other students. It is relavant with the previous reaseach has been counducted by Rohayati, et al. (2022), Zulfikar et al.(2022) and Maurina et al. (2025) that questioning is a primary tool to trigger, to start and to sustain interaction and give students opportunities to express ideas and think critically. Questions that invite students to speak—especially when structured, scaffolded, and followed up—are a key driver of engagement and participation. Simpler questions can draw in reluctant speakers, while referential and open questions deepen thinking and speaking quality.

The lesson stage of teaching with direct method moves from easy to hard, starting with giving simple questions then explaining the meaning of a certain words with context, then finished with some exercise or task with the vocabulary that have been taught by the teacher. Findings reported by Xiao (2024) and Babayev (2025) mentioned that many instructional designs deliberately start with simpler tasks and move toward more complex ones, a principle often called curriculum learning or scaffolding and direct method lessons are generally designed to move from

easy, concrete, and highly supported activities toward harder, more independent and abstract language use. This scaffolding is important because fully immersive instruction can otherwise overload beginners. The teacher started by giving students simple questions using vocabulary from presentation slides, then explain the meaning of each vocabulary with context in a form sentence or dialogue, then finished the learning process with a simple exercise of guessing the words.

Students' participation is an important aspect of a successful learning process in the modern era. As mentioned from prevous studies that student-centered, participation-rich courses improve understanding, critical thinking, collaboration, and grades compared with teacher-centered lecturing (Dogani, 2023; Ramos-Vallecillo et al., 2024). In modern education systems that emphasize higher order skills and lifelong learning, students' active participation is not optional; it is a key driver of understanding, performance, motivation, and satisfaction. In the classroom, the teacher gave the students questions and students answered them then asked another question to ask their peers.

Speaking practice using the direct method could be beneficial to the learner due to the direct exposure of the language. It's not an instant effect, but with continuous and steady learning. Afriati & Rizki (2025) mentioned that direct method instruction significantly improves oral fluency, pronunciation, and listening comprehension, especially for beginners and intermediates, by maximizing real-time exposure and use of the language. Then, Dakhalan & Tanucan (2024) also claimed that strong short term gains in speaking and listening but highlight the lack of long term longitudinal data, suggesting that sustained use is the key to lasting benefits. Most students from the class still have verbal fillers such as uhh, ehh, ahh when they speak English, only some students speak English fluently. However, By requiring student only used targeted language in class, it make student immerse with English.

Proper context is required when teaching vocabulary using direct method, especially to the beginner and intermediate level students. Previous studies mentioned that vocabulary pedagogy emphasize effective teaching that must move beyond definitions to "contextualized activities that integrate all four skills", allowing repeated, meaningful encounters with words and contextual and real life vocabulary learning leads to better long term retention and more accurate use (Chen, 2025; Phuong & Tuyen, 2025). The teacher used context in the form of sentence and sometimes uses dialogue when explaining the meaning of vocabulary on the presentation slide. It helps student easily understand the meaning of unfamiliar vocabulary.

Lastly, students correcting themselves or their peers when making a mistake in speaking can significantly improve accuracy, fluency, confidence, and learner autonomy when structured and supported. As mentioned by Li & Hu, (2024) and Homayouni (2022) in that peer correction and peer feedback lead to significant gains in speaking accuracy and fluency, often outperforming teacher-only correction and no-correction conditions. At the first observation, students corrected themselves without the help of the teacher, but on the second and third observation, the teacher helped with the correction. When learners correct themselves or each other in speaking, especially with clear criteria, scaffolding, and a positive atmosphere, it shows meaningful gains in accuracy, fluency, motivation, and autonomy. Teacher guidance remains important, but shifting part of the correction work to students is an effective way to deepen learning and increase active engagement.

How do students perceive the effectiveness of the Direct Method implemented by their teacher?

The interviews with the students were conducted in a single day outside the English class . Five students were chosen as participant to further delve the Direct Method from the students' perspectives. The teacher was not allowed to enter the interview room to get the answer without any bias. Each student has been given various answers based on the questions. The first question was "*What was your first impression when you learned that the teacher would only speak English in class*?". Most of the students were not too surprised if the class used English fully without any other language permit because of their language background. The students gave the following

answer that all the felt comfortable with the teaching method. The next indicator is the impact of direct method in speaking skills with a total of 4 questions. The first question that was asked is "*Do you feel that the Direct Method has improved your English speaking*? *If so, in what specific ways (e.g., fluency, pronunciation, confidence)?"* Most students said that their confidence speaking skills improved the most. The interviewers gave the follow up question from the previous question "*Which of your speaking skills do you think improved the most and how does the Direct Method help students improve their speaking and pronunciation skills*." Most students said that their confidence is the most improved.

Then, researchers asked follow up question "*Based on your experience, what do you think is the biggest strength of the Direct Method for improving speaking*?". Most students answered that majority of them improved in confidence when talking to other people. Interviewers then ask a follow up question "*Which aspects of the direct method (e.g., speaking, listening, vocabulary acquisition) do you find most beneficial*?" Students answered the most beneficial aspect of direct method is acquiring new vocabulary, with listening and speaking follow up in behind. The researchers asked another question "*In class, what kind of activities did you do to practice speaking*?" with students answered most students have some kind of exercise or practice that was given by the teacher, or they taught themselves with their peers. The next question was "*How did using gestures, pictures, or objects help you understand and learn new words*? *To what extent does the lack of translation into your native language create difficulties in learning*?" The students stated that most of the students needed objects or examples of the said vocabulary for them to understand. Researchers gave another question "*Did you feel more confident to speak in class because there was no pressure to translate things in your head?*" Most students answered that students are more confident to speak English in classroom from learning with direct method. Researchers gave another question "*How did the teacher correct your mistakes? Did you find that approach helpful?*" with all students agree that teacher correcting their mistakes when they are wrong. Researchers then asked, "*What was the most challenging part of learning with the Direct Method?*" with most students answered with various challenges. Lastly, the researchers asked the final question "*How did you handle situations where you didn't understand something the teacher said?*" Most students answered that they clear the challenges by asking help from their English teacher.

Students should be able to give their impression of a learning process freely. According to Taruna and Nidhi 2023) and Saide and Dela Rosa (2025), student feedback serves as an important source of formative information, helping both learners and instructors understand and improve their learning experience. From the students' interview, most of the students felt there was no problem with the teaching method with only one student feeling a little bit shocked. The student that felt a little bit shocked made an interesting remark on why the student felt that. "*I wasn't too shocked, because I'm good at English, I was a little shocked because my English teacher usually mixes languages because some people don't know."* From the student remark, the student themselves did not feel shocked because of the lack of English skill, but due to the teacher used full English in the English class without any other language. As Almashy (2025) and Sajjad et al. (2025) mentioned that full English immersion can increase language exposure and proficiency but may also raise anxiety levels, especially if students are not yet confident in their skills or lack supportive scaffolding. Based on that, English teacher should consider students' mental health in teaching to achieve an excellent learning process in class.

Researchers asked follow up question to the students whether they are comfortable or not using direct method in class. All students answered they are fine that the teacher used the said method in class. Students believe immersion programs accelerate their English skills development and appreciate the increased exposure despite initial challenges (Aron-Salvacion, 2023; Jafarova Ilqar, 2025). One of the students said that by teaching using only the target language, it made the student more fluent in the language. It is in line with Paramita et al., (2024) and Anwar et al. (2025) who mentioned that students taught only in English were more fluent speakers and listeners

than peers in bilingual classes, with more teacher–student interaction in English and a more immersive atmosphere. But different findings conducted by Huang & Chalmers (2023) and Alrayes (2024) mentioned that simply being in a target-language environment is not sufficient; gains depend on active engagement with native speakers and tasks. This mean that while teaching English only using English is beneficial, but without active engagement, it would be less effective.

Direct method undoubtedly has a big impact in English speaking skills. Direct method is "highly effective" for developing speaking and listening, improving oral fluency, pronunciation, and listening comprehension, especially at beginner and intermediate levels (Dakhalan & Tanucan, 2024; Rahayu, 2022). When the students were asked whether the direct method would improve their speaking skills, all of them said yes with some students claiming their improve in confidence and fluency with only one student improving pronunciation. Findings reported by Dimas & Daulay (2025) and Hasibuan and Rahman Hz (2025) claimed that almost all students report higher confidence, but pronunciation gains are smaller or more gradual, even when statistically significant. From the findings, it can be said that while the direct method indeed improve confidence in English speaking, it still lacks in the pronunciation skill. It can be shown by students' answers on whether their pronunciation, fluency, or confidence improved the most with three students claimed their confidence improved the most and only one student claimed in fluency and another student in pronunciation.

Students have different experience when learning English with direct method. This is linked with the previous case study has been conducted by Muhria et al. (2025a) that when combined with digital tools, the Direct Method significantly improves reading comprehension, motivation, and behavioral, emotional, and cognitive engagement compared to conventional methods. One student said that the student could speak to other people without any verbal fillers. Another student said that the student has more courage when speaking English to other person. Confident in speaking English is not fixed; it improves when learners get regular, meaningful speaking practice in safe environments, with tools and tasks that reduce anxiety and give feedback (Wafi et al., 2025). Without practice and support, fear of mistakes and low self belief keep many students silent, even if they know the language.

Direct method aspects include speaking, listening, and vocabulary acquisition (Babayev, 2025). When researchers asked the students which aspect of the direct method they think is the most beneficial. Three students answered vocabulary acquisition, followed by one student with speaking and another student with listening as the most beneficial. These aspects foster high student motivation and engagement by using real-world scenarios and conversation practice, making language learning more interactive and practical (Muhria et al., 2025b; Afriati & Rizki, 2025b).

Classroom interaction and engagement play a crucial role in teaching process using direct method. Classroom interaction and engagement are critical for effective teaching and learning, as they foster active participation, motivation, and positive teacher-student relationships. Zeinstra et al. (2023) mentioned that supportive teacher behaviors, such as promoting autonomy, competence, and relatedness, immediately enhance student engagement during lessons and help develop productive interaction patterns over time. When researchers asked what kind of activities they do to practice speaking in class, most of the students answered the question with various activities like speeches, speaking to peers, presentations, or reading books. Only one student claimed that the students did not do any activities in class. This could create a challenge for the student that does not do anything in class to practice speaking. Lesiana et al. (2024) also reported that challenges to interaction include student motivation, language proficiency, and fear of making mistakes, which can limit participation and engagement, especially in language learning contexts.

Using objects or examples is essential in learning English through the Direct Method because they provide concrete, engaging stimuli that help learners associate words with real-world meanings with little translation. Using tangible examples supports the stimulus-response principle central to the Direct Method, facilitating natural language acquisition by connecting language

input directly to objects or actions (Ishaka Putra et al., 2023; Sela et al., 2025). Additionally, employing real objects and examples helps maintain student engagement and motivation, which are crucial for language practice and retention. When researchers asked the students whether or not they need objects to understand the meaning of the vocabulary, three students said they needed to see the object to understand the meaning while two students said they don't need to see the object and rather asked the teacher on the meaning of the vocabulary instead. Overall, incorporating objects and examples is a practical and necessary strategy to maximize the benefits of the Direct Method in English learning.

Confidence in learning English using the direct method is highlight by the method's focus on immersive, oral communication and student participation. It has been mentioned by Dewi et al. (2023) and Abin et al. (2025) that the direct method improves students' mastery and understanding of English, leading to increased confidence, motivation, and active involvement in the learning process. Because of the direct method learning, most student felt confident when speaking English due to the fact that they do not have to translate the words in their head except for one student which still need to translate new words.

All students claimed that teacher helped them by correcting their mistakes when learning English, and all of them said it is helpful to them and other students. Teachers play a crucial part of students' learning process by influencing not only academic achievement but also students' motivation, engagement, and emotional well-being (Zheng, 2022; (Zhang, 2023). Blömeke et al. (2022) said that teacher competence, including content knowledge and pedagogical skills, impacts students' learning progress indirectly through instructional quality and decision-making in the classroom.

All students said they got challenges from learning English in class. One student said they sound ruder when speaking to other person in English. Alisoy (2025) reported that speaking English can sometimes sound ruder to listeners due to differences in cultural norms and pragmatic expectations about politeness and directness. One student claimed that the student cannot hear the teacher properly during class. Another student said that the student sometimes had difficulty speaking. Another student mentioned that the student felt pressure when trying to be fluent in English, and lastly one student did not understand what the teacher said if the teacher spoke too fast. It stated that students commonly face multiple challenges when learning English in class, including difficulties with vocabulary acquisition, grammar, pronunciation, and sentence structure (Peter, 2025; Urlanda et al., 2025). When asked with further question of *"How did you handle situations where you didn't understand something the teacher said?"* most students answered to just call the teacher to explain it again with one student said to just asked a friend. Asking teachers or peers for clarification when students do not understand is a common and important strategy in English learning classrooms (Kos, 2023; Cheng & Zhang, 2024). In short, asking the teacher or peers for correction is essential for the success of learning process

CONCLUSION

Based on the findings, the direct method is effective in improving secondary school students' speaking skills. The improvement could be achieved by teaching with full English in class. By using full English, students are directly exposed to the language and prone to engage speaking activity with their peers. However, some problems occurred with the approach as some students claimed that they have some trouble regarding the teacher's method of teaching. For example, students cannot hear the teacher properly when teaching in front of the class using English swiftly and some students still have troubled in speaking English. This problem could be overcome by incorporating teacher-student engagement in teaching and learning process and implementing peer review amongst students. This results in enhancing students' academic performance, motivation, and emotional well-being. Future study should be researching teaching English with direct method focusing beside speaking skills.

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