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## **EFFECTS OF DIRECT AND INDIRECT METHODS COMPARED ON STUDENT ACHIEVEMENT IN ORAL ENGLISH IN GOMBE STATE**

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### **ABSTRACT**

This study investigated the effectiveness of direct and indirect methods of teaching oral English among senior secondary school students in Yamaltu Deba LGA, Gombe State. Quasi experimental design was used as a research design. A Sample of 151 students were used while 79 students were used as experimental group, 72 respondents were for control group from the population of 1,284 senior secondary school (SSSC11) students of Yamaltu Deba LGA. One research question and hypothesis were raised for the study to establish consistency of the test. Test retest method of reliability was used for the target samples. Furthermore, the research questions were answered to carry out the analyses and the results were presented showing mean score. The hypotheses were tested statistically at 0.5 level of significance using T-test of independent. The finding indicates the effectiveness of direct method over indirect method. It indicates the effectiveness of using practical and pure target language, and weakness of using bridge language in teaching oral English. The findings elaborate the effectiveness of using appropriate method for a particular topic. Recommendations were made for further studies.

**Keywords:** Direct Method, Indirect method, Language, Teaching, Effectiveness and oral English.

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### **INTRODUCTION**

The task of methodology in English language teaching is to enhance the process of teaching English by empowering and facilitating teachers to work proficiently. Even though methods are sometimes considered synonymous with approach and techniques yet (Oyetunde, 2013) differentiates between approach, method and techniques. For him, an approach reflects a theoretical model or research paradigm while method is derived from approach because it takes care of the process of teaching in which techniques is

asset of specific class room activities such as dictation drills and fill in the blank space among others. Therefore, techniques are elements of methods since they involved the steps to take in teaching process.

Teaching involves search for means to improve quality of being organized and systematic in thought (Tamura, 2006). Which means in teaching, there should be a programmed method as part of the class room teaching procedures. The methods may have more than one technique. The necessity to offer comparative teaching methodologies is a reality most teachers face in class room settings. Several topics are involved in teaching language which may not be comprehended using the same method. In this case, teachers most frequently choose between two or more second language teaching methods to effectively address the student's needs. It is due to the failure of some methods that we have been witnessing the creation, celebration and abandoning of one method or another throughout the history of language teaching, as it is argued in the Post-Method of Kumaravaduvelu (2003) that, methods are elaborated and built base on professional consensus that no method can claim supremacy.

Indirect / grammar translation method was the dominant foreign language teaching method in Europe from the 1840s to the 1940s and a version of it continues to be widely used in some parts of the world. As Richard & Rodgers (2007) points that it is still used nowadays where understanding literary texts is the primary focus of foreign language study. Indirect method approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating into and outside of the direct method is a radical change from indirect method by the use of the target language as means of instruction and communication in the language classroom. Contrary to the former, it avoids using bridge language as technique. The Direct method is sometimes called Natural method and it is used in teaching foreign language, in which only the target language is used for instruction.

The proponents of the direct method are of the opinion that language consists except for lexicographers-not of words but of sentences which will enable student to learn speech earlier. In the direct Method, language is to be learnt for communication as Larsen-freeman (2000), states that language in primarily speech class room instruction and class room activities are to be carried out in the target language. Therefore, students should be actively involved in using the target language, by avoidance of the use of the first language and of translation as a technique. Mart (2013) implies that foreign language learning must be natural, and language should be thought without translation and without the use of learner's native language. Instead it should be taught through demonstration and actions. Richard and Rodgers (2007) also said, the direct method required teachers to speak with native-like fluency. This method depends on the competence of the teachers to establish a direct or immediate association between

experience and expression which is relating the English phonemes, words, phonemes, word, phrases or idioms and their meaning. In order to apply this method effectively, practitioners should consider this factor: who the learners are, what the current level of language proficiency is, and what sort of communicative needs they have and circumstances in which they will be using English in the future, and soon.

### **SATEMENT OF THE PROBLEM**

Methods are practically context-based that is, they are based on learner's age, gender, environment, purpose and teaching and learning situations among others. Another fact that is deducible from the literature in the area of second Language Teaching (SLT) is that, while literature abounds on language teaching methods, comparisons of the indirect and direct methods of teaching Oral English to a particular group of second language (L2) learner's seems to be the most of the English language teachers mixed up methods in teaching English language generally. The teachers do not consider suitability and appropriateness of methods in their choice of method. Therefore, less is considered about methods. Consequently, this work contributes in filling in the gap by comparing the direct and indirect method with a view to discovering which is more effective and efficient in teaching Oral English as a second language to speaking secondary school students in Yamaltu Deba local government area of Gombe State, Nigeria.

### **PURPOSE OF THE STUDY**

The study aimed at looking into effectiveness of Direct and Indirect methods of teaching Oral English among secondary school students of Yamaltu Deba L.G.A Gombe State. The researchers set out to achieve the following:

1. Ascertain the strengths and weaknesses of direct and indirect methods of teaching Oral English to secondary school students of Yamaltu Deba L.G.A
2. And to identify which of the method is more effective in teaching oral English among the particular student.

### **RESEARCH QUESTION**

Which method among Direct and Indirect methods of teaching Oral English is more effective in teaching oral English among the SS11 students of Yamaltu Deba?

### **HYPOTHESIS**

The following hypothesis will be tested as 0.5 level of significance

There is no significant difference between the mean score of effectiveness of Direct and Indirect Methods in teaching Oral English

## THEORETICAL FRAMEWORK

This research adopts Spienemann's (1998) possibility theory (henceforth PT) as its theoretical framework by modifying the theory to make it relevant to the current work which focuses on the phonological stage (or procedure to use Spienemanns language) in the process of learning English language. To achieve this, the researchers have proposed and additional stage/procedure (i.e. phonological procedure) to the already six procedures contained in P. T, and to maintain the chronologicality of the procedure in P.T., the researchers made the phonological procedure of the processibility hierarchy arranged into six procedures. Starting from zero procedure, category procedure, noun phrased procedure, verb phrase procedure, sentence procedure and sub-ordinate clause procedure.

However, as stated earlier, the researcher introduced phonological/ Oral stage (phonemic procedure) as the second element in the processibility hierarchy (P.H).The reason for this is simple; human language is composed of two structures: phonological and the morpho-syntax structures. While the latter "reflects meaningful element in (an) expression, the former is one which is most immediate relevant to the pronunciation of the expression" Gussenhoven \$ Jacobs (p13, 2011). Therefore, PH is of seven hierarchies henceforth, standing from zero, phonemic, category, noun phrase, sentence and sub-ordinate clause procedures respectively.

## METHODOLOGY

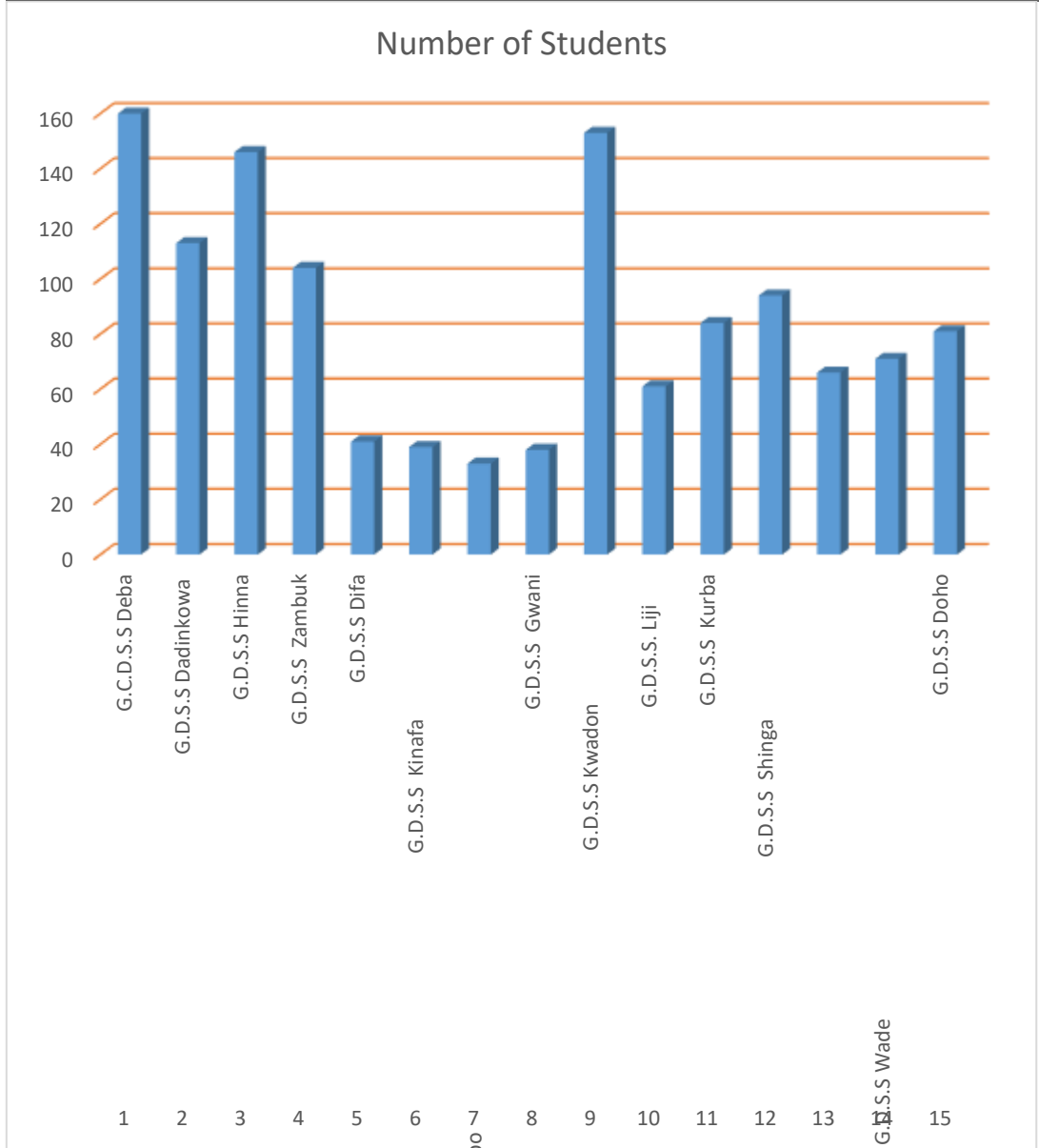
Quasi experimental design was used. Pretest-post-test was used on the two groups: experimental group and control group. Experimental group was taught using Direct Method while control group was taught using Indirect Method. The groups were both tested before treatment. Comparison was done between the pretest and post-test scores of the two groups. Pretest was done to indicate whether any of the group has an initial advantage over the other and to make comparison with the post-test to determine the effect of the treatments.

The population of this study comprised all Yamaltu Deba senior secondary school students with the total of 1,284 students. The study took samples from four schools: GDSS Gwani, GDSS Difa, GDSS Kinafa and GDSS Lubo with 151students.

## RESULTS AND DISCUSSION

| S/N | School            | Number of Students |
|-----|-------------------|--------------------|
| 1.  | G.C.D.S.S Deba    | 160                |
| 2.  | G.D.S.S Dadinkowa | 113                |
| 3.  | G.D.S.S Hinna     | 146                |
| 4.  | G.D.S.S Zambuk    | 104                |
| 5.  | G.D.S.S Difa      | 41                 |
| 6.  | G.D.S.S Kinafa    | 39                 |
| 7.  | G.D.S.S Lubo      | 33                 |

|       |                |       |
|-------|----------------|-------|
| 8.    | G.D.S.S Gwani  | 38    |
| 9.    | G.D.S.S Kwadon | 153   |
| 10.   | G.D.S.S Liji   | 61    |
| 11.   | G.D.S.S Kurba  | 84    |
| 12.   | G.D.S.S Shinga | 94    |
| 13.   | G.D.S.S Kwali  | 66    |
| 14    | G.D.S.S Wade   | 71    |
| 15.   | G.D.S.S Doho   | 81    |
| Total |                | 1,284 |



## Discussion

### Table 2: A distribution table showing population of SSSII Students

This was done using quota sampling technique. The sample students were grouped into experimental group 1 & 2. Data was collected using Language achievement Test (LAT) treatment and control, with pre-test and post-test. The instrument contained 10 questions, with each question carrying one mark. The test was given in an objective form, it required the students to identify sounds represented in the English word spellings. After collecting data, it was analyzed using descriptive statistic, particularly simple mean, as formulated below.

$$\text{Mean} = \frac{\sum x}{N}$$

Moreover, the research hypothesis was tested statically at 0.5 level of significance using T-test of independent sample. T-test is a statistical tool for testing hypothesis when the data is collected from two independent groups of participants.

$$t = \frac{x^{-1} - x^{-2}}{\sqrt{\frac{S^2/1}{N_1} + \frac{S^2/2}{N_2}}}$$

## Data Analysis

Research question one;

Which method is more effective in teaching Oral English among SSII Student of Yamaltu Deba?

**Table1:** Showing effectiveness of direct and indirect methods

| Exp. group | A1   | A2   | Control |
|------------|------|------|---------|
| N.Valid    | 38   | 41   | 71      |
| Missing    | 0    | 0    | 8       |
| Mean       | 6.71 | 6.15 | 3.54    |

**Decision:** The most effective methods among the two (Direct and Indirect) can be deducible based on the mean score of the test of the presented above, which shows that experimental group A2 score is lower than that of A1 (A2 = 6.15 and A1=6.71). Therefore, the researchers concluded that direct method is more effective than indirect method in teaching Oral English to 2<sup>nd</sup> language learners.

**Table 2:** Independent T-Test of the effectiveness of direct and indirect methods.

| Group | N  | Mean | S2    | df | calculated | critical Value |
|-------|----|------|-------|----|------------|----------------|
| A1    | 38 | 6.71 | 1.873 | 66 | 1.285      | 0.203          |
| A2    | 41 | 6.15 | 2.15  |    | 1.288      | 0.2            |

The mean score of Direct Method is greater than that of Indirect Method.

**Decision:** The finding of this study upholds the effectiveness of direct method over indirect method in teaching Oral English. It also emphasized in using direct method while handling oral aspect of English language teaching.

**Result;**

It has been proven by the achievement test given to experimental groups, that problem of speech learning is not from the learners nor the teachers but how the teachers put what is to be taught across, which means if teachers of English language accept the Direct method in teaching Oral English to their 2<sup>nd</sup> language learners of English, speech will not only be fluent but also words will be pronounced properly and accurately. (There is no single method that can be said it is universally good and effective).

**Conclusion;**

Finally, the difficulties encountered with the pronunciation and use of spoken English among 2<sup>nd</sup> language learners is attributed to the choice of method in teaching a particular aspect of study and (or) a specific topic. The treatment given using the direct method contributed a lot in helping the students to be active and free in class room activities which really help them to improve on their identification of sounds and pronunciation practice. English language is basically language of education in Nigeria; therefore, priority should be given to the oral aspect of the language to achieve effective communication among the students learning the language.

**Recommendations**

The researchers made the following recommendations:

- i. Oral skills in English language are needed first before any other aspect of teaching.
- ii. The Student's participation should be made compulsory in oral English Classes.
- iii. Verbal exercises in line with the topic should be presented in oral English classes to enable the students to fully participate in the classroom.
- iv. Training and seminar for L2 teachers should be organized often to orient and guide the teachers on the methods to use in teaching oral English.

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