

Challenges in Utilization of the Direct Method in Indonesian EFL Context

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Abstract

The Direct Method focuses on the practice of language learning in the classroom through the sole use of a language as a form of communication, treating it as a form of natural language acquisition. Adopting this practice in Indonesian EFL classrooms has its challenges. Some of these challenges include limited exposure to the English language outside of the classroom, English proficiency gaps among teachers, overcrowded classrooms, student anxiety, and a curriculum that focuses on the written aspects of the language and neglected oral proficiency. This literature review sought to identify these challenges using recent literature and expert opinions discussing the integration of appropriate technology, teacher development, classroom management cooperatively, and support and strategies restructuring the curriculum. While some of the challenges have been tackled, most private institutions and even small schools which are, adapting Prince School named Direct Method principles are using curriculum and pedagogy that add to the low motivation and anxiety. Lack of attention to these issues poses a risk in the development of communicative competence and the need to focus on English pedagogy within the socio-cultural context of Indonesia.

Keywords: direct method, Indonesian EFL, language teaching challenges

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Introduction

The Direct Method (DM) is stands out to learn a language. It is all about getting into the language naturally and learning to speak and listen first, instead of getting bogged down with grammar rules or translations (Richards & Rodgers, 2014). It started way back in the early 1900s (Palmer as cited in Jebahi, 2022) and fits in with the idea that we learn languages best when we understand what we're hearing and reading (Krashen as cited in Dakhlan & Tanukan, 2024). By encouraging exclusive use of the target language, DM fosters student-centered learning and immediate application of new vocabulary and grammar, mirroring how children develop their first language (Brandão et al., 2021). It's popular worldwide because it focuses on speaking well and communicating in real life. But, in Indonesian English classes, using the Direct Method can be tricky. Things like not enough English around, teachers who aren't that fluent, big classes, nervous students, and strict curriculums can get in the way. This article looks at these problems and suggests some ways to make English teaching better in Indonesia, keeping these issues in mind.

Recent research further emphasizes how large class sizes complicate individualized speaking practice and teacher feedback. According to Bawut, Murdian, and Daar (2025), both students and teachers in Indonesian EFL conversation classes experience difficulties in giving and receiving constructive corrective feedback when class enrollments are high. The authors discovered that in busy classrooms, teachers often concentrate on general mistakes and provide feedback aimed at the group. This limitation influences students' speaking development and reduce their motivation and confidence to practice. To find the solution for this challenges, the study highlights the necessity of new feedback strategy and classroom management techniques.

Despite these theoretical strengths, its implementation in Indonesian EFL contexts encounters numerous practical obstacles. This study explores these challenges, supported by current research and expert theory, and offers potential solutions for improved application.

Theoretical Background

Direct Method (DM), or Natural Method, popped up in the late 1800s and early 1900s because everyone was getting tired of the old Grammar-Translation Method. That old method was all about reading and writing, with teachers explaining grammar and vocab in your native language. But people realized students could read and translate, but could not actually speak.

Basically, the Direct Method started in Europe, especially in France and Germany. A guy named Maximilian Berlitz started language schools back in the 1870s and was big on teaching only in the language you were trying to learn. No translation, just speaking and listening. The idea was to learn like a kid learns their first language, by seeing things in context, using pictures, and answering questions. You learned vocab through objects and pictures, and grammar kind of just appeared through examples instead of boring explanations.

This new method came about as folks started wanting more natural ways to teach languages. The DM focuses more on speaking and being around the language, which sort of predicted later ideas about how people learn languages.

Afterward, people like Palmer (1921) wrote down what the Direct Method was all about. They said learning should be about everyday talk and that teaching should be spontaneous and focused on speaking. Grammar? You learn it by using it, not by memorizing rules. This lines up with some current theories, like Krashen's Input Hypothesis (1985), which says you need to hear and read stuff you can understand. Canale & Swain's Output Hypothesis (1985) says speaking helps you learn, and Long's Interaction Hypothesis (1996) is all about how talking and working things out helps too. Vygotsky's (1978) idea says you get better by talking to people and learning from them. All this helps explain why the Direct Method still works, even if it's not always easy to do.

Also, if you're stressed, you won't learn well, so the DM tries to make learning chill. And the idea of being able to actually use the language in real life fits with what the DM is trying to do. All in all, the Direct Method was a move towards more natural, communicative language learning. Knowing where it came from helps you see why it's still around and why it can be tricky to make it work everywhere, like in Indonesian classrooms.

Even though it's been around for a while and people still use it, the Direct Method isn't perfect and people have said it doesn't always give you a well-rounded knowledge of the language. It's good for speaking and listening, but not always great for reading, writing, or complicated grammar (Smith et al., 2021; Mudinillah et al., 2024). Some say this can stop you from really mastering the language, especially when you get to a more advanced level (Dörnyei & Ushioda, 2021).

Current Situation of Direct Method Implementation in Indonesian EFL context

Lately, the Direct Method has become popular with Indonesian teachers who want to boost how well students communicate, yet its practical application remains inconsistent. A study by Sari et al. (2023) shows some schools, mostly private ones and language classes, are really pushing the Direct Method. They focus on getting students to talk to each other and not depend so much on translation. These programs often utilize multimedia resources and interactive activities to foster a more natural use of English.

Most public schools still use traditional grammar methods because they don't have enough resources, teachers aren't ready for change, and the curriculum requires it (Audria & Qamariah, 2023). In

the context of non-native English country like Indonesia, the implementation of the Direct Method (DM) – a language teaching method that ignores the use of the first language – in teaching English does not always seem effective to apply, although it is intended to make its learners accustomed to decoding and encoding spoken message. Such an issue might be caused by some reasons such as students' unfamiliarity in listening to English spoken messages in a long duration, inadequate English learning background, or students' perception affirming that the English language is difficult to understand. Understanding a lecturer's explanation delivered in English is a crucial issue, as it might result in students not passing the end term test of the selected course (Hazmi & Lengkanawati, 2019). Many teachers fully adopting the Direct Method encounter difficulties, as it is linked to the lack of confidence and inadequate training, large class sizes, and exam-oriented syllabi. Also, Wulandari and Hadi (2022) stress that even where DM is attempted, more traditional methods are used alongside it, creating hybrid approaches that undermine the immersion aspect that is the essence of DM. Adding to the difficulties of students in vernacular environments, the lack of opportunities to experience authentic English-speaking environments makes it even more difficult for students to internalize the language. Summary of the barriers are illustrated in Figure 1 below.

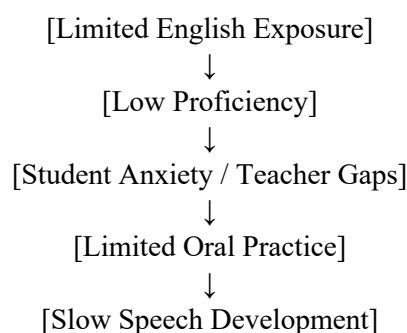


Figure 1. Flowchart of Barriers to Oral Proficiency in the Direct Method

Thus, while the Direct Method is acknowledged as an ideal in some educational circles, its systemic implementation in Indonesian EFL contexts is sporadic and limited, reflecting broader structural and contextual challenges.

Methods

The literature approach used in this review involved a comprehensive search of academic databases about utilization of DM in Indonesian EFL context. To guarantee the review reveals the current trends in language teaching, the studies are limited from the past two decades. The research articles coped both quantitative and qualitative to provide a broad point of view on the challenges of the Direct Method. The literature selection process started with an evaluation of titles and abstracts to identify relevant studies. Full-text articles were then analyzed to determine whether they met the inclusion criteria. Studies that did not provide empirical evidence of the Direct Method's effectiveness or that focused primarily on other language teaching methods were excluded. Selected articles were categorized based on challenges they describe during implementing this DM. Data collection focused on obtaining key information from each study, such as the utilization of research design and teaching method, language skills assessed, and learner outcomes. Thematic analysis was applied to recognize patterns and recurring themes across the selected studies. Both qualitative and quantitative data were analyzed to compare the challenges of the Direct Method on its implementation. The thematic analysis also focused on identifying challenges in implementing the Direct Method.

Findings

Based on the data gathered from various articles, this study highlights two essential aspects in implementing DM. There are the challenges of its utilization in Indonesian EFL context and potential solutions to overcome these problems. Further explanation can be described in the following paragraphs.

Challenges in the Indonesian EFL Context

Limited English Exposure Outside the Classroom

The Direct Method implied you need lots of contact with a language in real situations to learn it well. But in Indonesia, English is mostly taught in schools. Because people usually speak Bahasa Indonesia, or other local languages, students don't get much chance to use English outside of class (Wulandari & Hadi, 2022). Unlike countries where English is a second language, Indonesian learners get less real-world practice, so they get insufficient natural input to learn it well (Krashen in Emeral & Yulitriana, 2025).

Because they get minimal practice, they also miss out on learning without even trying just by being around the language. This makes it hard to reach the Direct Method's goal of using English without thinking about it and makes students memorize things instead. So, students often know what words mean but have actual problems to speak English fluently. As the consequence, other ways are required to get them more exposure to the language and act like they're really using it.

Recent studies continue showing that getting enough exposure is the main problem when trying to use communicative methods like the Direct Method in Indonesia. Laksono et al. (2024) found that even though the curriculum changes lead to focus on communication, the language environment outside of school prevent for much practice. Usually, the school is the only place where students hear or use English, which is unsatisfactory to really learn the language well. Ramadhani et al. (2024) points out that this lack of contact means there are minimum real interactions, which makes it hard to speak English well. Some studies suggest using tech like language apps and online chats to create chances for simulated exposure. But, not everyone has equal access to these tools, and not everyone knows how to use them well (Laksono et al., 2024).

Teacher Proficiency and Training

The Direct Method works best when teachers have expertise at making lessons fun and interactive. But, many English teachers in Indonesia have limited English proficiency, especially when it comes to talking and responding quickly (Sari et al., 2023). This is because their training often focuses more on grammar and reading than on actually communicating. Without enough training in DM, teachers might not feel ready to teach only in English because they might worry that students may fail to understand them. So, they end up translating, explaining grammar directly, or using traditional teaching styles, which goes against what the Direct Method is all about (Larsen-Freeman, 2000).

Preparation of teachers is essential for the success of the method. Safura & Ninda (2023) and Prabandari et al. (2024) mention that in the case of the Merdeka Curriculum, changes in the curriculum and the lack of training that accompanies it has resulted in the under-preparation of Indonesian EFL teachers for the communicative and direct approaches. Teachers, especially in the public schooling system, tend to fall back to outdated approaches because of the lack of training that has been offered in spoken English and the management of active methods in the classroom for the holistic classroom. An observational study reveals that teachers who received hands-on, classroom-based training in the communicative approach demonstrated greater confidence and improved engagement (Al Hakim et al., 2024). These findings support the necessity for peer mentoring and workshop access to fill training gaps. Nevertheless, such professional development gaps are not only limited to the rural and resource-poor schools.

Furthermore, teachers' low confidence can negatively impact classroom dynamics, reducing student motivation to engage orally. Inadequate professional development opportunities and insufficient institutional support exacerbate these issues, creating a cycle where the Direct Method remains underutilized.

Large Class Sizes and Limited Resources

Effective application of the Direct Method requires substantial individual student participation and frequent corrective feedback, which are difficult to achieve in large classes. In Indonesia, public schools often have classes exceeding 40 students, making it challenging for teachers to monitor and support each learner's oral production adequately (Erlina et al., 2021).

Large classes remain a barrier to Direct Method implementation, both in Indonesia (Pebriantini & Vianty, 2024) and more widely in the region (Mai et al., 2024). Communicative and direct methods

depend on frequent oral participation and immediate feedback, both of which become nearly impossible in classes of 40–50 students. Recent interventions recommend not only group work and peer interaction but innovative use of breakout sessions (Safura & Ninda, 2023). Tran (2024) found that in online EFL settings, structured participation protocols and rotating group facilitation help ensure all students engage, even with high enrollments. The harmony is that unless class size is reduced or additional instructional resources introduced, method fidelity is hard to achieve. Teacher creativity can be moderated, but it may not cover the structural barriers.

Large class sizes are also difficult to practice communicative activities such as role-plays or pair work because of the difficulties in classroom management and limited space. Teachers might struggle keeping control and making sure everyone gets a chance to speak. This may end-up with teacher-dominated sessions where limited active students participate confidently (Ur as cited in Tupalessy et al., 2024). In addition, many schools in Indonesia have not completed with stuff like audio-visual equipment or language labs, which could really help people learn. Insufficient amount of equipment limits the chances for different, interesting learning and practice, which are key to the Direct Method.

Students' Psychological Barriers

Language anxiety and fear of making mistakes pose significant obstacles to oral communication in Indonesian EFL classrooms. The Affective Filter Hypothesis proposed by Krashen as cited in Metwally (2025) explains that lack self-esteem, low motivation, and anxiety as emotional factors that act as a mental barrier to comprehensible input can prevent language acquisition. On the situation that the filter is high because of less confidence, effective instruction may not succeed to achieve the learner's internal language system. Yulianti and Putra (2022) found that cultural tendencies toward risk of disgust and fear of shame have led a lot of Indonesian students to high level of speaking anxiety. This anxiety directs them to refuse to speak in front of peers or take communicative risks, limit their spontaneous, trial-and-error interaction that encourages by the Direct method.

Recent studies continue to remain in line with the reported findings regarding the anxiety experienced by Indonesian students in speaking-centered lessons. As noted by Prabandari et al. (2024), disengagement in communicative tasks, regardless of the approach taken, can be attributed to the culturally rooted fear of making mistakes and the examination-centered learning atmosphere. Anxiety and participation are positively influenced by the use of motivational elements, including positive reinforcement and collaborative speaking tasks, as highlighted by Jannah and Bean (2024). Such motivational efforts, however, necessitate immense teacher input and a level of trust in the classroom, both of which are particularly hard to achieve in large and under-resourced contexts. Research conducted in the same Asian EFL contexts (Mai et al., 2024) also pointed out the value of emotional support, alongside rigor in methods, for successful communicative practice, further indicating a gap in teacher training with emotionally driven methods.

The traditional classroom atmosphere, which often emphasizes accuracy and correction over fluency, further exacerbates these affective barriers. When students feel judged or embarrassed, their motivation to participate orally diminishes, undermining the DM's goal of creating a safe environment for natural language use.

Curriculum and Assessment Constraints

National education policies in Indonesia highlight the testing method that focuses on reading, writing, and grammar knowledge as the standard more than speaking proficiency (Pajarwati et al., 2021). This culture can be categorized as exam-driven culture, and have backward in motivate the teachers to focus on grammar-translation and drilling method test preparation, as it is easier to manage and measure. Furthermore, Richards and Rodgers (2014) say that school rules affect how teachers teach. In Indonesia, what the schools want and how they test may incompatible with the goals of teaching you to really communicate, like in the Direct Method. If the system does not support teaching speaking skills, teachers no need to bother spending time on activities that get you talking.

As cited in Laksono et al (2024), even with flexible assessments, the curriculum, as it stands, still disconnects the classroom. The Merdeka Curriculum underlines the importance of communicative competence, yet assessments focus on written accuracy. This causes teachers to neglect fluency in speech and concentrate on measurable grammar and vocabulary. Literature reviews (Dakhalan & Tanucan, 2024) emphasize the need to couple sustained curricular change with policy support centered on integrated

speaking assessments. Otherwise, teachers will revert to using methods that are easy to assess, even if they are ineffective for developing oral skills. It is suggested that national policy will harmonize communicative classroom practices with classroom teaching, teacher motivation, and student assessments. Moreover, the prescribed syllabus often limits time allocated to speaking practice, with a rigid scope and sequence that leave little room for improvisation or interactive learning. This structural rigidity conflicts with the flexibility and learner-centered approach required by the Direct Method.

Table 1 shows several things that make it difficult to use the Direct Method in Indonesian EFL classes. For example, students have limited English exposure outside of school. Plus, many teachers lack of fluency, and large classes size, so it is difficult to give each student enough attention. All this, along with students' anxiety and tests that focus on writing, usually means limited students' speaking fluency and limited class interactive.

Table 1. Key Challenges of Direct Method Implementation in Indonesian EFL Context

Challenge	Description	Example/Consequence
Limited English Exposure	Learners seldom interact with English outside class	Poor real-life fluency
Teacher Proficiency Gap	Many teachers lack native-like fluency	Restricted spontaneous use of English
Large Class Sizes	Overcrowded rooms hinder individual monitoring	Little oral feedback for each student
Student Anxiety	Fear of mistakes reduces participation	Reluctance to speak up
Curriculum Misalignment	Focus on written exams overlooks oral proficiency	Neglect of communicative skills

Solutions for Overcoming Challenges

Basically, the review also highlights the potential solutions to overcome challenges in utilization of the Direct Method. Based on the related research and studies, there are several activities that might be conducted in order to make implementation of this teaching method work effectively.

Enhancing English Exposure via Technology and Extracurricular Activities

One of the most effective method to commit for limited natural English risk outside the classroom is abusing technology and extracurricular activities. Digital tools such as language learning apps (e.g., Duolingo, Memrise), online video platforms (YouTube, TED Talks), and virtual language exchange communities prepare learners with real and varied input. These tools provide the features of interactive that encourage real-life communication, create more engaging and convenient input (Wulandari & Hadi, 2022).

In addition, schools may provide the students with a less formal and relaxed practicing environment such as English clubs, conversation corners, or language cafes. These activities, which categorized as extracurricular, support peer interaction and help the students to lower their affective filters by minimizing the pressure of formal assessment (Krashen as cited in Metwally, 2025). Schools could also provide the activity of English immersion days or cultural event that stimulate language utilization actively, improving motivation and real-life language practice. Furthermore, incorporating multimedia resources into classroom teaching, such as videos, songs, and interactive games, helps create richer language contexts that mirror authentic language use, reinforcing the Direct Method's emphasis on context and meaning without translation.

Recent research enhances the value of extramural English activities (English speech competitions, drama clubs, and language camps) to develop students' confidence and ability in speaking English

(Mahendra & Santosa, 2024). With these extracurricular programs, teachers may create environment where students can engage with English in real social situations. These activities may also support by digital tools utilization for pronunciation and conversation practice. Such activities break the boundaries of traditional classroom learning and offer practical opportunities for meaningful interaction and feedback. Moreover, extracurriculars that support by technology such as online debate clubs and virtual language cafes open more access to peer exchanges and input from the native speaker. This arrangement provides high-quality language practice possible in limited resources.

In conclusion, these findings shows that it is important to integrate both technology and extracurricular learning to maximize language development for Indonesian students.

Professional Development for Teachers

Given that teachers are central to successful Direct Method implementation, comprehensive and continuous professional development (PD) is crucial. Effective PD programs should not only improve teachers' English proficiency but also build pedagogical skills specific to the Direct Method, such as using target language exclusively, managing communicative activities, and providing feedback without discouraging learners (Larsen- Freeman, 2000).

Besides workshops, having a good work atmosphere really helps teachers grow. If teachers can share thoughts and talk about their teaching with others, they're more likely to test new ways of teaching—even hard ones like the Direct Method. A study in 2024 by Dewi et al. showed that Indonesian EFL teachers do well with teacher-led training, stuff like lesson studies, peer coaching, and chats. By working as one to fix real classroom problems and it gives them group goals. However, Dewi also notes that participation in such collaborative efforts remains limited. For professional development to truly make a difference, schools and educational authorities should not only offer more of these networking opportunities but also encourage teacher initiative and foster environments where experimentation and professional dialogue are valued. This way, professional growth becomes an ongoing part of teachers' everyday work, not just an occasional event.

Workshops and training sessions that provide best practices for teaching model, micro-teaching, and reflective discussions permit teachers to do experiment and gain confidence in DM techniques. Teachers can also foster a supportive professional community where they can share difficulties and ideas by peer coaching and collaborative lesson planning. Moreover, teacher education institutions should prepare their teacher-students on how to use speaking-focus teaching in their classes by integrating communicative and immersive teaching method into their curricula. Governments and schools can also make online training, videos, and classes available so teachers can learn new ways to teach languages by speaking.

Managing Large Classes with Collaborative Techniques

Large classes provide significant challenge to individual speaking practice without strategic classroom management to overcome the issues. Group work and pair work facilitate students to interact more frequently by sharing speaking time practice and responsibilities in conducive micro-environment (Marzulina et al., 2021).

Research in Indonesian classrooms shows that getting students to team up on open-ended, creative projects makes group work way better than just doing regular group stuff. Sajidin & Ashadi (2021) noticed that Indonesian students get way more into things when they're solving problems or chatting in groups and what they say really makes a difference. Teachers can swap out group leaders or presenters so quieter students can practice talking without feeling too stressed out – which can be hard when there are tons of other students around. That same study also pointed out that, even though there are still some problems, most students dig these active learning methods. The students provide more confidence appearance compare to when they have traditional teacher arrangement classroom activities. The function of the teacher here changed to only motivate the students and stand by for any unpredictable situation, therefore, the students are more likely to own their learning and get real communication skills they can actually use when speaking English.

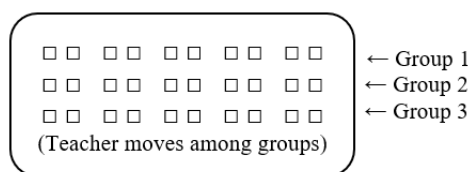


Figure 2. Suggested Classroom Seating for Maximized Speaking Practice (Large EFL Class)

Figure 2 describes a recommendation for classroom arrangement for big class in EFL. This arrangement can support group-based speaking activity maximumly. By organizing students in small groups around the room, it is easier for them to practice speaking, motivate peer interaction, and for the teacher to move around and give feedback. This layout gives maximum chances for speaking practice even if the situation is crowded and the teachers have limited opportunity to do personal interaction.

In addition, teachers can set up things like role-plays, talks, and tasks where students have to share info. This gets them talking for real and using the language. Switching partners and giving everyone a job to do (like asking questions or answering) keeps things fair. Good classroom skills, like giving clear directions, setting rules, and watching groups without butting in, are key for keeping things calm and making the most of chances to speak. Using stuff like flashcards, images, or worksheets can guide what students do and mean the teacher talks less, letting students do their own thing. If possible, technology can also assist. Things like language labs or group microphones can assist speaking practice, even in big classes. They make the sound clearer, and teachers can monitor their activities.

Reducing Anxiety through Affective Strategies

Learners' psychological comfort is vital to successful oral communication. Teachers can apply affective strategies where normalized the mistakes as part of learning to create a low-stress environment (Krashen in Metwally, 2025). Demonstrating classroom norms that motivate respect, support, and positive feedback can decrease concern of negative evaluation. Any activities that can support less intimidating speaking opportunities such as ice-breaking activities, warm-up games, and small-group discussion may apply to build students' confidence gradually. Teachers should praise any effort and improvement rather than just accuracy as the real-time support to enhance learners' motivation.

Assimilating learner-centered activities where students choose their own topic for discussion or collaborate in pairs to encourage their ownership and decrease anxiety. Moreover, it is significance to train the teachers to recognize signs of anxiety and offer individualized support to assist the students to overcome their speaking hesitation (Yulianti & Putra, 2022). Utilizing reflective journals or peer feedback sessions to enhance a growth mindset to view drawbacks as opportunities as effort to decrease speaking anxiety.

Ultimately, promoting a supportive classroom culture where the students provide with opportunity to express themselves and make mistake without any overjudge from anyone can make differences in reducing anxiety among the English learners. Lestari, Syahid and Widiastuti (2025) stressed out that EFL students who were given relaxation method during the English study time, show more collaborative learning attitude and receive positive motivation from both teachers and peers give them more confidence to communicate more effectively over time. The key is to manage anxiety as a shared challenge not personal flaw, as the result, the students are able to participate, take risks, and develop their speaking skills.

Curriculum and Policy Reform

To align educational systems with the Direct Method, where communication is key, it is necessary to change how the curriculum works. National standards should underline that speaking is super important and give enough class time for speaking activities (Pajarwati et al., 2021).

Tests should include speaking assessments, like presentations or role-plays. Focus on how well people can communicate, not just if their grammar is perfect. If tests are customized in this strategy, teachers will focus on speaking practice. Leaders in education need to involve everyone like teachers, students, and parents to change what we teach, and make sure everyone agrees that communication is what matters. Curricula should let teachers get creative with communication tasks to fit their classrooms. Also, the government needs to put money into resources for teachers, training, and tools that assist teaching languages through communication. Pilot programs that show the Direct Method working well

can act as examples when expanding these changes to more schools.

To really get the Direct Method's communication ideas into Indonesian EFL teaching, comprehensive curriculum reform is essential. National rules need to clearly point out that being able to speak well is a key goal. This would make sure that class time is used for speaking activities like discussions, speeches, and acting out scenes (Octaberlina & Muslimin, 2024). Recent studies underline those speaking skills are majorly essential for students to use English in a real condition, but they are often not given enough attention in traditional lesson plans.

In alignment with this, the assessment method should be changed as well. Widiastuti (2025) proposed that speaking assessment that was designed clearly and included context-sensitive criteria offer more valid and reliable evaluations of communicative acquisition, directing both teachers and students to practical language utilization than grammar ability. The integration of formative and summative speaking tasks guides to more comfort speaking practice and develops real applicable communication skills.

All in all, changing curriculum and assessments to focus more on communication and ensure the adequate support are crucial steps for developing more effective, students-centered English language education in Indonesia.

To solve the challenges of the Direct Method in Indonesian EFL classrooms, several practical solutions are recommended as can be seen in Table 2. Small group work can increase speaking opportunities, teacher training enhances the quality of corrective feedback, and technology integration enables extra speaking practice through tools like recording apps and online forums. In addition,, reforming the curriculum to include oral assessments and incorporating peer feedback strategies, such as structured speech evaluations, can ensure more learners receive meaningful support, especially in large classes.

Table 2. Practical Solutions for Overcoming Challenges in the Direct Method

Solution	Expected Impact	Practical Example
Small Group Work	Increases speaking opportunities	Rotating pairs for dialogues
Teacher Training	Improves corrective feedback quality	Workshops on spoken error correction
Tech Integration	Offers simulation/practice outside class	Voice recording apps, digital forums
Curriculum Reform	Aligns oral tasks with testing	Spoken midterms, oral portfolios
Peer Feedback	Expands feedback support in large classes	Structured peer speech evaluation

Conclusion

The Direct Method gives a lot of theoretical advantages in enhancing the communicative competence of the students. This includes oral fluency and contextual understanding of the target language. However, Indonesian EFL faced numerous obstacles in applying it. They are various systemic, pedagogical, and sociocultural barriers. They also include limited teacher proficiency in English, inadequate training in communicative methodologies, low student exposure to English outside the classroom, rigid curriculum demands focused on standardized testing, and traditional classroom norms that inhibit active student participation.

Several findings from the recent studies display that some educators admit the benefit of the Direct Method, however, they also acknowledge to apply full implementation in the long term. Most teachers choose to use a hybrid model (blending direct method techniques with translation and grammar instruction) based on their necessity rather than pedagogical choice. This indicates that the principles of the method are mismatch to the realities of many Indonesian classroom.

Therefore, effective application of the Direct Method in Indonesia cannot simply follow only one strict approach. To make it applicable, the teachers need to adapt local educational conditions as the

strategy. This DM also needs the collaborative support system from the stakeholders such as policymakers, teacher educators, school administrators, and curriculum developers to facilitate the contextualized use. This may include revising national assessment method to focus in communicative skills, enhancing teacher proficiency through sustained professional development, and providing classroom materials that align with DM principles but remain flexible to local needs.

Furthermore, future research is suggested to investigate innovative hybrid models of instruction, combining the strengths of the Direct Method with the other approaches that suitable and effective in Indonesian settings. Studies over a long time and in real classrooms will really help to look at how small changes in rules and teaching affect how well students learn English. The Direct Method can only really help improve English teaching in Indonesia if we can match what we want to do with what's actually possible in the classroom.

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