

The Effect of Direct Method in Teaching Speaking Skill

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ABSTRACT

The main focus in this research is to determine the differences in students' speaking abilities before and after being taught using the direct method. In this research, the type is pre-experimental. While the design used is one group pretest-posttest design. Researchers used one class as a sample of 28 students. The researcher gives a pretest before being taught with the direct method to determine students' speaking skills before being taught with the direct method, and after being taught using the direct method students are given a posttest to find out the students' speaking abilities after being taught by the direct method. The technique used to collect data is a test. The test is used to collect the speaking skills data of eleventh grade students of IPA 2 SMA Darussalam Blokagung. Techniques in analyzing data using the T formula, it is to find out the difference in the mean pretest and posttest scores of students with the help of SPSS version 23. Then the value is compared with the T-table by considering df. Based on data analysis, the researcher found a difference in students' speaking abilities before and after being taught by the direct method with consideration t_o greater than the t_{table} of either 5% or 1%. This means that H_a is accepted and H_o is rejected. So it can be concluded that there is a difference between students' speaking skill before and after being taught by the direct method.

Keyword : Direct Method, Speaking Skill

A. Introduction

According to Tarigan (2008: 2) language skills includes 4 aspects, namely; listening skills (listening skills), speaking skills (speaking skills), reading skills (reading skills), and writing skills (writing skills). The four skills are an inseparable unity, interconnected with one another. The sequence of acquisition of these skills naturally begins with listening, speaking, reading and writing. Speaking is a language skill that develops in a child's life, which is only preceded by language skills that develop in a child's

life, which is only preceded by listening skills, and it is during this time that speaking ability is learned. Speaking is very closely related to the development of vocabulary obtained by children with listening and reading activities. (Linguist in Guntur Tarigan 1981: 3). Evaluation of teaching to date shows that it has not been successful. This fact is a big challenge for everyone who deals with ELT in Indonesia. For this reason, efforts to improve the quality of English teaching are highly valued (George, 2005). It is hoped that teachers who teach English can apply this method to be able to encourage students' ability to speak English in Darussalam Blokagung high school.

One aspect of language that must be mastered by students is speaking, because speaking skills support other skills (Tarigan, 1986: 86). This skill is not a type of skill that can be passed down from generation to generation, although basically every human being can naturally speak. However, formal speaking skills require intensive training and direction. According (Diane-Larsen Freeman, 2000:23) in her book *Technique and Principle in Language Teaching* stated that On the other hand, linguists have stated several methods that can be applied in teaching English as a foreign language, especially in teaching speaking skills using the Direct Method. The direct method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target language through the use of demonstration and visual aids, with no recourse to the students' native language. With the above objectives, the theoretical benefits that can be obtained that can provide information about answers to problems that have been previously formulated, while the practical benefits are able to provide information for English teachers about the effect of direct methods in teaching speaking skill at the eleventh grade students IPA 2 of SMA Darussalam Blokagung and can be a reference for future researchers, how this direct method when connected with other language skills, namely speaking, reading, and writing.

B. Review of Related Literature

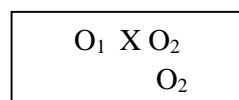
From these problems, researchers tried to overcome the difficulties experienced by students in speaking skills. Teaching speaking skills using the direct method is expected to be able to attract, motivate, and introduce and demonstrate to students. So that teaching at SMA Darussalam Blokagung will be better. I write this thesis with emphasis / inspiration from several theses that have been successfully done in places like Wendry Hendry in the title the effect of using direct method on the students' speaking ability at the first year of Islamic senior high school darun nahdhah thawalib Bangkinang district of Bangkinang across from the regency of Kampar . The main focus in this study is to determine the differences in students' speaking ability before and after being taught by using the direct method. In this study, the type is pre-experimental. While the design used is one group pretest-posttest design. Nila Andriyani with the title Using direct methods in teaching to improve students' speaking skills in Purikids language courses ". This research took place at Purikids Language Course, Yogyakarta. The subjects of this study were 18 students of Superkids Class Program which were divided into three classes. The type of this research is Action Research. This research consisted of two cycles. The first cycle had three meetings and the second cycle had two meetings. The data collection techniques were observations, interviews and tests. The data were in the form of field notes, interview transcripts and scores of the pretest and the posttest. The data were analyzed qualitatively and quantitatively. The researcher analyzed the qualitative data through three steps: 1) reducing, 2) displaying, and 3) verifying the data. The quantitative data were analyzed by means of the score to obtain the total mean of the class. The research validity was accomplished by adopting five criteria of validity: 1) democratic validity, 2) outcome validity, 3) process validity, 4) catalytic validity, and 5) dialogic validity.

C. Method

The method used in this research is experimental research. Experimental research is a research method used to look for the effect of

certain treatments on others under controlled conditions. The design chosen was Pre Experimental Design. This design is not a serious experiment because there are still external variables that influence the formation of the dependent variable (Sugiyono, 2010: 107). The pre-experimental design chosen was the one-group model pre-test post-test design, in this model there was one experimental group then given a pre-test to determine the initial state of the experimental group, then given treatment and given a post-test. The type of experimental research design used in this research is Pre-Experimental Design, as explained by Sugiyono (2015, p.109) as follows:

It is said to be Pre-Experimental Design, because this design is not yet a real experiment. Why? Because there are still external variables that influence the formation of the dependent variable. So the results of experiments which are dependent variables are not solely influenced by independent variables. This can happen, because there are no control variables, and the sample is not randomly selected. The design of the design can be seen in the Figure below.



Where

O_1 = Pre-Test

X = Treatment

O_2 = Post-Test

The one-group pretest-posttest design itself is one type of research design from the Pre-Experimental Design. According to Chistensen (in Seniati, et al, 2005, p. 118) "The one-group pretest-posttest design is also called the before-after design. In this design, at the beginning of the study, the Bound Variables that already have a subject were measured. After being manipulated, measurements are made again to the Bound Variable with the same measuring instrument ".Suherman (2013, p. 52) said that the One Group Pretest-posttest Design (design pre and post test in a single group).

1. This design is only one group that is given pre and post test.
2. First, do the initial testing, continue the treatment and do the post test.
3. The difference between the post-test results and the pre-test results is assessed as an effect of experimental treatment.

The time used by researchers for this study was carried out from November 22, 2019 to December 21, 2019 in SMA Darussalam Blokagung Banyuwangi.

What is meant by data sources in research are subjects from which data can be obtained (Arikunto 2010: 129) in this study the author uses two data sources namely:

1. Primary data, in the form of the results of the pretest results (tests carried out before being given treatment) and post-tests (tests carried out after being given treatment) in class XI IPA 2 of SMA Darussalam Blokagung.
2. Secondary data sources, namely data directly collected by researchers as a support from the first source. It can also be said that the data is arranged in the form of documents. In this study, observation, test and documentation are secondary data sources.

To obtain data that can be accounted for in preparing this thesis the following data collection methods are used:

1. Observation

Observation is a technique or way of collecting data by observing observations of on-going activities. Observation can be done participatory or non-participatory. In participatory observation the observer participates in on-going activities whereas in no participative observation the observer does not participate in the activity, he only has the role of observing the activity.

2. Test

Test are a series of questions or exercises or other tools used to measure skills, knowledge, intelligence, ability or talent possessed by individuals or groups. In this study two tests were used namely: Pre-

test and Post-test. In order to measure students' skill in speaking, the researcher used oral test. Oral test was given twice, they were:

a. Pre-Test

Pre-Test was used to collect the data of students before applying direct method. The author gives a pre-test to students. Pre-test in the form of an oral test. The test consists of 10 questions and uses interview techniques. The author gives 10 questions to the number of students individually and students must answer the questions.

b. Post-Test

Post-Test was used to collect the data of students after applying direct method. The final step, the authors provide a post-test after treatment is done by teaching to speak using the direct method. Post-test realization is the same as pre-test.

After giving pretest, the researcher applied the treatment. Here the blueprint of the treatment. Meeting 1 Giving Pre-Test, meeting 2 Responding to introducing, meeting, and leaving the conversation, meeting 3 Responding and understanding text monologue of recount text, meeting 4 Expressing the meaning in the simple monologue text of recount text and meeting

Table 1.the Blueprint of Treatment

Meetings	Subject Method
Meeting 1	Giving Pre-Test
Meeting 2	Responding to introducing, meeting, and leaving the conversation
Meeting 3	Responding and understanding text monologue of recount text
Meeting 4	Expressing the meaning in the simple monologue text of recount text
Meeting 5	Post-Test

3. Documentation

Documentation, namely the activity of collecting data by looking at or recording a report. This activity is carried out by researchers to obtain data in the form of photos of student learning activities.

D. Result and Discussion

In this study, researchers obtained data from the results of the pre-test and post-test. Pre-test is an ability test that is given to a subject before being given a treatment, while post-test is an ability test that is given to a subject after getting treated. Both of these tests serve to measure the effect of a treatment that is the direct method of speaking skills.

1. The Data Presentation

As mentioned earlier, the data of this research were gotten from pre-test and post-test. The data were collected through the following procedures:

- a. The students were given pre-test. They were asked to do an oral presentation of recount text (experience) before being taught by using direct method with a total of 1527,5.

After several meetings, the students were given post-test. They were asked to do an oral presentation of recount text (experience) after being taught by using direct method with the total 1987,5.

2. Description of Students Pre-test Scores. The results of students' pre-test score are presented in the following table:

Table 2. The Distribution of Frequency of Students' Pre-Test Scores

Score	Frequency	Percentage (%)
50	6	21.42%
52,5	5	17.85%
55	10	35.71%
57,5	4	14.28%
60	1	3.57%

62,5	2	7.14%
Total	28	100%

Table above shows that 6 students got score 50 (21.42%), 5 students got score 52.5 (17.85%), 10 students got score 55 (35.71%), 4 students got score 57.5 (14.28%), 1 students got score 60 (3.57%), 2 students got score 62.5 (7.1%). The data indicated that 10 students got the highest frequency and obtained score 55. The total frequency was 28. Based on the data obtained, there were 25 students who did not get a score ≥ 60 . This means that only 3 students who passed the graduation score (SKL) were declared by students of Class XI IPA 2 in SMA Darussalam Blokagung.

3. Description of Students' Post-test Scores, The following table is the data of students' post-test score.

Table 3. The Distribution of Frequency of Students' Post-Test Scores

Score	Frequency	Percentage (%)
62.5	2	7.14 %
65	5	17.85%
67.5	4	14.28%
70	3	10.71%
72.5	7	25%
75	1	3.57 %
77.5	4	14.28%
82.5	2	7.24 %
Total	28	100%

Table shows that 2 students got score 62.5 (7.14%), 5 students got score 65 (17.85%), 4 students got score 67.5 (14.28%), 3 students got score 70(10.71%), 7 students got score 72.5 (25%), 1 student got score 75 (3.57%), 4students got score 77.5 (14.28%), and 2 students got score 82.5 (7.24%). The data indicate that the highest frequency was 7 at score 72.5. The total frequency was 28. Based on the data obtained, there were no students who scored below 60. This means that all (28) students had passed the passing grade standard (SKL) declared by students of Grade XI IPA 2 at SMA Darussalam Blokagung.

1. The Data Analysis

Data analysis was presented based on statistical results followed by a discussion of the effect of using direct methods in teaching speaking skill at the eleventh grade students IPA 2 of SMA Darussalam Blokagung. Data is divided into two parts, namely pre-test and post-test. To analyze the data, the mean score (M) and standard deviation (SD) were analyzed using t-test statistics via SPSS version 23.

2. Data Analysis of Students' Pre-Test Scores

The data of students' pre-test were scores of their speaking skill on recount text. The data are as follows:

Table 4. Students' Pre-Test Scores

Score (X)	Frequency (f)	Fx	Passing standard
50	6	300	Failed
52.5	5	262.5	Failed
55	10	550	Failed
57.5	4	230	Failed
60	1	60	Passed
62.5	2	125	Passed

Total	28	1527. 5	
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Based on the data above, 25 students could not pass the passing standard (SKL) in which the obtained score was smaller than 60, while 3 students could pass the standard (SKL) whose score was greater than 60. The calculation of percentage of students who did not pass the passing standard score is as follows:

$$= 25:28 \times 100\%$$

$$= 89.28\%$$

The calculation of percentage of students who passed the passing standard score is as follows:

$$= 3:28 \times 100$$

$$= 10.71\%$$

Besides, it can also be seen that the total frequency was 28 and the total scores was 1527.5 so, the Mean (M_x) and the standard deviation (δ) can be analyzed using SPSS version 23 as follows:

Table 5. Mean and Standard Deviation Of Pre-Test Scores

Mean	54.553 6
Standard Deviation	3.5390 4

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal. From the mean score of 54.55, it is concluded that students' speaking skill before being taught by using direct method is categorized into Poor.

3. Data Analysis of Students' Post-Test Scores

The data of students' post-test scores were obtained from the result of their speaking ability on presenting a recount

text. The data can be described as follows:

Table 6. Students' Post-Test Scores

Score (X)	Frequency(f)	Fx	Passing standard
62.5	2	125	Passed
65	5	325	Passed
67.5	4	270	Passed
70	3	210	Passed
72.5	7	507.5	Passed
75	1	75	Passed
77.5	4	310	Passed
82.5	2	165	Passed
Total	28	1987.5	

The data presented on Table above shows that there were no failed from the passing standard (SKL). The percentage of students which could not pass the graduated standard is as follows:

$$= 0:28 \times 100$$

$$= 0\%$$

Students who could pass the passing standard were 28. The percentage of students who passed the passing standard score is as follows:

$$= 28:28 \times 100$$

$$= 100\%$$

Furthermore, it can also be seen that the total frequency is 28 and the total scores is 1987.5. So, the Mean (Mx) and the standard deviation (δ) can be analyzed using SPSS version 23 as follows.

Table 7. Mean and Standard Deviation of Post-Test Scores

Mean	70.982
	1
Standard Deviation	5.5853
	1

Table above shows that the distance between Mean (M_x) and Standard Deviation (δ) is too far while the scores obtained are normal. From the mean score of 70.98, it is concluded that students speaking ability after being taught by using direct method is categorized into Good.

4. Data Analysis Using T-test Statistics

Table 8. Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1 pretest – posttest	6.42 86	3.37 61	1.01 60	8.51 32	4.34 39	6.17 0	2 7	.000

Based on the table above, it can be seen that the average is 6.43, the standard deviation is 3.38, to 6.17 and df is 27. Then, compared to t_t at the 5% and 1% levels. At the 5% level are 2.05 and 2.77 at the 1% level. That can be read $2.05 < 6.17 > 2.77$. That means H_a was accepted and H_o was rejected. The conclusion is that there are significant differences in students' speaking skills before and after

being taught through the direct method at the eleventh-grade students IPA 2 of SMA Darussalam Blokagung in academic year 2019/2020.

5. Conclusions

Based on the findings as described in chapter IV, research on the effect of direct method in teaching speaking skill at the eleventh-grade students IPA 2 of SMA Darussalam Blokagung in academic year 2019/2020 have completely discussed. It is necessary for the researcher to draft the conclusions as follows:

1. Students' skills in speaking before being taught using the direct method. After conducting research, students' speaking skills before being taught using the method are directly categorized into Poor level.
2. Students' speaking skills after being taught using the direct method. After conducting research, students' speaking skills before being taught using the method are directly categorized into Good level.
3. Investigate the significant differences in students' speaking skills before and after being taught through direct methods in eleventh grade students IPA 2 of SMA Darussalam Blokagung in academic year 2019/2020. Based on the analysis of the T-Test formula which is higher than T_t . This shows that there are significant differences in students' speaking skills before and after being taught by using the direct method in the eleventh grade students IPA 2 of SMA Darussalam Blokagung in academic year 2019/2020.

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