

**THE EFFECTIVENESS OF DIRECT METHOD IN
TEACHING SPEAKING FOR THE TENTH GRADE
STUDENTS AT SMAN 7 KEDIRI**

THESIS

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By:

ALWAN JIMMY SUPRANA

9322.076.16

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE (IAIN) OF KEDIRI

2020

DECLARATION OF AUTHENTICITY

Name : Alwan Jimmy Suprana
Student's ID Number : 9322.076.16
Department : English Language Education
Faculty : Tarbiyah
Title of Thesis : The Effectiveness of Direct Method in Teaching Speaking for the Tenth Grade Students at SMAN 7 Kediri

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This thesis is to fulfill requirement for the degree of Sarjana (S1) in English Study Program, State Institute for Islamic Studies (IAIN) Kediri.

Kediri, 14 August 2020

The researcher

ALWAN JIMMY S.

NIM. 9322 076 16

APPROVAL PAGE

This is to certify the Sarjana's Thesis of Alwan Jimmy Suprana has been approved by the thesis advisors for the further approval by the board of examiners.

Approved by

Advisor I

Dr. Sri Wahyuni, M. Pd.
NIP. 198409092011012018

Advisor II

Dr. Ary Setya Budhi Ningrum, M.Pd
NIP. 198204302008012011

RATIFICATION SHEET

**The Effectiveness of Direct Method in Teaching Speaking for the
Tenth Grade Students at SMAN 7 Kediri**

ALWAN JIMMY SUPRANA

NIM. 9322 076 16

**Has been examined by the Board of Examiner of State Islamic Institute
(IAIN) Kediri on 14 August, 2020**

- 1. Main Examiner**
Drs. Agus Edi Winarto, M.Pd (.....)
NIP. 19650527200031001

- 2. Examiner I**
Dr. Sri Wahyuni, M. Pd. (.....)
NIP. 198409092011012018

- 3. Examiner II**
Dr. Ary Setya Budhi Ningrum, M.Pd (.....)
NIP. 198204302008012011

Kediri,, 2020

Acknowledge by

Principal of State Islamic Institute (IAIN) of Kediri,

Dr. H. Ali Anwar. M. Ag

NIP. 196405031996031001

NOTA BIMBINGAN

Kediri,2020

Nomor :
Lampiran : 4 (Empat) berkas
Hal : Bimbingan skripsi

Kepada,
Yth.Rektor Institut Agama Islam (IAIN) Kediri
Di
Jl. Sunan Ampel No. 07 Ngronggo
Kediri

Assalamu'alaikumWr. Wb.

Memenuhi permintaan Bapak Ketua untuk membimbing penyusunan skripsi mahasiswa tersebut di bawah ini:

Nama : Alwan Jimmy Suprana
NIM : 9322.076.16
Judul : **The Effectiveness of Direct Method in Teaching Speaking for the Tenth Grade Students at SMAN 7 Kediri**

Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Srata Satu (S-1).

Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat disajikan dalam Sidang Munaqosah.

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Advisor I

Advisor II

Dr. Sri Wahyuni, M. Pd.
NIP. 1984090920111012018

Dr. Ary Setya Budhi Ningrum, M.Pd
NIP. 198204302008012011

MOTTO

“Nice guys finish last”

(By Leo Durocher)

DEDICATION

Thanks to My God, Allah SWT and Prophet Muhammad SAW for giving me bless to survive.

To my beloved parents, Ms. Sudartmi, who always loves me in any conditions and always cooks best food for me. My father Mujiana, always gives me real motivation.

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ABSTRACT

Suprana, Alwan J. 2020. *The Effectiveness of Direct Method in Teaching Speaking for the Tenth Grade Students at SMAN 7 Kediri*. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisors: Dr. Sri Wahyuni, M.Pd. and Dr. Ary Setya Budhi Ningrum, M.Pd.

Keywords: Speaking, Teaching speaking, Direct Method.

Speaking is a productive skill that has role as a bridge between people who want to share their arguments, opinion, to the others. The student's speaking ability of EFL class is depend on the effectiveness of the teaching method. Hence, English teacher need to be serious in choosing teaching method that appropriate for teaching speaking. The aim of this research is to investigate the effectiveness of the use of direct method in teaching speaking for the tenth grade students of SMAN 7 Kediri.

The design of this research was quasi-experimental. The population was the students of class X in SMAN 7 Kediri. The samples were two classes that named experimental and control group. The experimental group was class X MIPA 3 that consists of 32 students, meanwhile the control group was class X MIPA 2 that consists of 29 students. The researcher used tests as the instrument of the research. The format of the test is oral test. In analyzing data, the researcher used Analysis of Covariance (ANCOVA) by SPSS Program 24.0 version.

The data of this research is normally distributed. It is proven by the KolmogorovSmirnov test that the significant value (p) of tests are .162 for pre-test of the experimental group, .119 for pre-test of the control group, .136 for post-test of the experimental group, and .129 for post-test of the control group ($p > \alpha 0.05$). The homogeneity variances test shows that (p) is .650 ($p > \alpha 0.05$). The homogeneity regression (slope) shows that (p) is .159 ($p > \alpha 0.05$). The relationship between covariate and dependent variable is linear at 0.000 ($p < \alpha 0.05$). Then, the result of ANCOVA shows that (p) was 0.000 ($p < \alpha 0.05$). It is enough evidence to reject H_0 and accept H_a . It can be concluded that Direct Method is effective in teaching speaking.

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CHAPTER I

INTRODUCTION

This chapter contains the component parts of research. Those are background of the study, problem of study, objective of the study, hypothesis, significance of the study, scope and limitation, and the definition the key terms are provided in this chapter.

1.1 Background of the Research

Speaking is an essential skill of four English skills and plays the role as productive skill. Speaking as a bridge between people who want to share their arguments, opinion, to the others. In Indonesia, speaking skill is necessary to be learned because English is international language and stands as foreign language. According to Harmer (2007) either knowledge of language features or processing information language 'on the spot' are defined as the mastery of speaking. It needs some language competencies and proficiencies among others should be mastered, such as the grammatical rules (syntax), the morphology, semantics as well as fluency and accuracy. The students supposed to accustom to speak English. Pinter (2006) discovered that speaking fluently and accurately is the most difficult thing to do by the students because they are thinking too much while trying to speak.

Le (2004) states that many Asian countries English is included English in the school curriculum as recognition that it is able to give contribution students' personal, linguistic, social, and cultural development. In Indonesia, teaching

speaking starts when students stepped on elementary until senior grade. Students need to be mastery in Pronunciation, vocabulay knowledge, grammar as the main goals achievement of the final examination of each level. Teaching speaking highly expected can facilitated the students to reach the main aim of language course which is enhancing the ability in real communication.

In fact, only a few of the students can reach the ability in real communication. Most of students felt not confidence to speak. Usually, in teaching speaking skill teachers neither focus on main aim of language course nor the language form. Carson, Plemmons, Templin, &, Weiss (2011) reveal that mostly situations in educational settings is come from the teacher burnout which is directly related to their teaching efficacy and efficiency. Brown (2001) states that there are 8 factors which make speaking difficult such as clustering, redundancy, reduced forms, performance variables, colloquial variables, rate of delivery, stress, rhythm, intonation, and interaction. As the anticipation of those factors, teacher should choose the best method for teaching speaking skills in order to improve students' speaking skills and stimulate students to speak.

Stimulating students to speak is quite difficult in their environment of school, seeing that far from native speaker so make them have no chance to practice as daily activity. Lack confident thrives when they start to speak and feeling unsecured. Brown (2001) states that the essence of direct method is meaning. Only everyday vocabulary which is used in conducting direct method. Direct method happens when grammar was taught inductively, pronunciation was corrected, grammar were emphasize, and oral vocabulary skills were built up.

According to Richard and Rodgers (1986), Direct Method was conducted exclusively in classroom instruction using the target language. The Direct Method class focuses on meaning, not form or structure of the language. Brown (2001) investigate for teaching speaking skill, linguists shows several methods which can be applied in the teaching of English g skill by using Direct Method. By using direct method, students have much oppurtunities to speak English without any pressure in grammatical.

There are many previous studies that have conducted research Direct Method which mostly choosen as one of the appropriate method to teach English skills. According to Purwarno (2006), direct method avoids the use of mother tounge while GTM maintains the use of mother tongue and direct method teaches the language by 'use' and not by 'rule' while GTM teaches by 'rule' and or by 'use' .Sumaiya (2015) reveals on her reseacrh that direct method is succesfull for the student in a positive way. Henry (2012) investigated of significant difference of students' speaking ability before and after being taught through direct method at High School shows that there is significant difference on students speaking ability before and after being taught by using direct method. Wahyuni (2012) examined the effectiveness of the use of a direct method in improving students' speaking skill showed that the use of direct method was effective in improving students' speaking skill.

In addition, the results of a questionnaire revealed that students gave positive responses to the use of direct method in their classroom. Wati (2014) reveals direct method as a teaching method is able to improve the students'

speaking achievement. It could help the students to speak well, making the students more interested, motivated and easier to understand.

Considering the explanation above, the researcher is interested in conducting a research dealing with the effectiveness of the direct method to improve students' speaking skill at senior high school. It is hoped that this study can be one of references for an English teacher to teach English using research.

Entitled: **“The Effectiveness of Direct Method in Teaching Speaking for the Tenth Grade Students at SMAN 7 Kediri”**

1.2 Research Problem

Based on the background of the study above, the research question that will be answered in this study is:

Is direct method effective in teaching speaking for the tenth grade students at SMAN 7 Kediri?

1.3 Objective of Research

Based on the statement of the problem above, the purpose of this study is to investigate the effectiveness of direct method in teaching speaking for the tenth grade students of SMAN 7 Kediri.

1.4 Hypothesis of the Research

Sugiyono (2012) states that there are two hypotheses in a research such as research hypothesis and statistic hypothesis. This research started from null hypothesis in which there is no different result in the mean of speaking scores in the experimental group (a group which receives the treatment of direct method)

and control group (a group which does not receive the treatment at all). It can be symbolized as follow :

H0: There is no significant difference on students' speaking skill between students who are taught throught direct method and those taught using GTM.

H1: There is significant difference on students' speaking skill between students who are taught through direct method and those taught using GTM.

1.5 Significance of the Research

This study is expected to give contribution to teachers, students, and further researchers. For the teachers, this hopefully can make them aware of the importance of using English in the classroom. Whereas, for the students, the technique and the method used hopefully can make them feel confidence speaking in English. For the other researchers, this study is expected to be used as an additional source especially for those who conduct a research on increasing low achiever students' speaking ability.

1.6 Scope and Limitation of the Research

The scope of this research is to know the effectiveness of using Direct Method in teaching speaking, whether there is significant improvement on the students' speaking skill or not. This research is limited to the tenth grade students of SMAN 7 Kediri.

1.7 Definition of Key Terms

In this research, there are some terms which need to be clarified in order to avoid misunderstanding and misinterpretation of terms used in this research.

There are several terms as follows:

a. Speaking

Tarigan (1985) states Speaking as the ability to produce articulation, sounds or words to express, to say, to show and to think about ideas, taught and feeling.

b. Teaching Speaking

Nascente (2001) reveals that teaching speaking become the main tasks for English teachers, and in order to provide the guidance to the teaching speaking of English moreover to develop competent speakers of English.

c. Direct Method

According to Brown (2001), direct method is a method of second language learning like first language learning a lots of oral interaction, spontaneous use of the language, no translation and no analysis of grammatical rules.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains about the theories related to the research. Those are; the definition of speaking, the aspect of speaking, teaching speaking, the problem of teaching speaking, the definition of direct method, teaching speaking using direct method, and previous study.

2.1 The Definition of Speaking

There are many definitions of speaking stated by different experts. According to Chaney (1998: 13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Huebner (1960: 5) defines that speaking is a skill used by someone in daily life communication whether at school or outside. The skill is required by much repetition, it primarily neuromuscular and not an intellectual process. It contents of competence in sending and receiving message.

Doff (1987:2) states that in all communication or conversation, two people are exchanging information or they have a communication or conversation need. Lado (1974) reveals speaking as an ability to converse or to express a sequence of ideas fluently. Tarigan (1985) states speaking as the ability to produce articulation, sounds or words to express, to say, to show and to think about ideas, thought and feeling. Cameron (2001: 40) states that speaking is the active use of language to express meaning so that the other people can make sense of them. It

could be said that the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication.

Chaney (1998) in Kayi (2006) argues that speaking is the process of building and sharing meaning through the use of non-verbal symbols in a variety of contexts. Speaking is a crucial part in language learning. Richards and Renandya (2002: 204) state that effective oral communication needs the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.

From the experts' statements above we can take a conclusion that speaking is a process of oral activity used in daily life as a part of communication in which verbal and non-verbal symbol used in sending and receiving message.

2.2 The Aspects of speaking

Speaking may be divided into two types based on the achievement, good speaking and bad speaking. Speaking can be said as good or bad based on the aspects of speaking. Harris (1974:75) defines that there are five aspects of language. The first is Pronunciation is ways of words are pronounced. One who learns English as a foreign language must be able to use English pronunciation as well as other skills in the language. The second is Grammar is a rule system in a language. Grammar is a system of units and patterns of language. The third, vocabulary is the words used in a language.

The next is fluency is the parameter of the speaking level of someone. Someone who has good fluency will perform or use the language easily and

quickly in right order of language. The last is Comprehension denotes the ability of understanding the speaker's intention and general meaning. Good comprehension refers to good understanding. If someone's language understanding is good, it will affect the speaking ability. So in order to make a good speaker those aspects written above have to be fulfilled as the requirement.

2.3 Teaching Speaking

Based on the Government Regulation No. 19/2005 about the National Standard of Education, English is considered as a compulsory subject to be learned in senior high school. Moreover, English is also included as one of the subjects in National examination for senior high school. Thus, English is very important subject to be learned, not only to prepare the senior high school students to pass the National examination but Also to go to higher levels of education. (Brown 2007:7) reveals teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. It's mean that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning tasks. Teachers also should improve students' communicative in speaking, because in that way, students could express themselves and learn how to follow the social and context which appropriated in the communication.

Nunan (2004) stated some formulations what is meant by teaching speaking as follow; The first, Produce the English speech sounds and sound patterns. The second, use word and sentence stress, intonation patterns and the rhythm of the second language. The third, Select appropriate words and sentences

according to the proper social setting, audience, situation and subject matter. The fourth, Organize their thoughts in a meaningful and logical sequence and use language as a means of expressing values and judgments. And the last, use the language quickly and confidently with few unnatural pauses, which is called as fluency.

2.4 The Problem in Teaching Speaking

In general, students have learned English for years, many of them are still incapable to use English orally. These may be caused by the limitation of opportunity to practice, lack of vocabulary, psychological factors which more concern to the fear of making mistakes when speaking English and also inappropriate method for the characteristic of the students.

Juhana (2012) revealed that making mistakes, shyness, anxiety, lack of confidences and motivation hinder students from speaking in English class. Next, Ariyanti (2016) stated students tend to feel anxious when performing their speaking because they are afraid of making mistakes. In order to be able to speak English well, students have to feel comfortable and confident in practicing their English. By feeling comfortable and confident, students will not fear of making mistakes when speaking English.

Gregersen's (2003) states that anxious learners tend to focus on form rather than content. Dornyei (2001) states a set of classroom rules and norms was negotiated with the students. Making fun of a wrong answer was not accepted, and a norm of "mistake tolerance" was ratified. Errors were considered a natural part

of learning a foreign language, and students were encouraged to ask for help without running the risk of embarrassment.

In fact, there are many teacher use inappropriate method in teaching speaking skill, such as GTM. Diane Larsen-freeman (1986) states several common typical of GTM; 1) translation of literary passage, 2) reading comprehension question, 3) antonyms/synonyms, 4) cognates, 5) deductive application of rule, 6) fill in the blank, 7) memorization, 8) use words in sentences, and 9) composition. Next, Rivers and Temperly (1978) claim that the use of the first language in learning speaking process may hinder enhancing students speaking skill. Also Richards and Rogers (2001) said that this method is still used in some countries but has been rejected by most educational scholars. That statements come from the data field that shows students who taught by using GTM have no motivation, feel boring, and get trouble everytime when they forced to practice. Hence, Teacher should use an appropriate method that makes the students feel comfortable, independent, autonomous, and responsible in learning English at the early age, so that they can experience of using English directly.

Based on the problems, the researcher argues that the method to be applied in teaching at a language course is the Direct Method. By using Direct Method in the class, the students will experience English directly and naturally. It also can motivate students to speak more.

2.5 Direct Method

Direct Method According (Richards, 2002) is a method of a set of class techniques that theoretically unite to generate a variety of contexts and audiences. For example we talk about the audio lingual method, the direct method, and the silent way or suggestopedia, all of these are referred to as methods. Of the several methods mentioned by Richards, researchers chose the direct method because this method is very appropriate to be used to teach languages easily understood such as learning mother tongue or called the natural method because it is learned naturally like mother tongue. So, through the application of this method in teaching certainly can increase students' interest and ability in speaking English.

The Direct Method is a method of teaching foreign languages, especially modern languages through conversation, discussion and reading in the language itself, without using the language of students, without translation, and without learning formal grammar. The first words are taught by pointing to objects or pictures or by taking action.

Richards and Rodgers in Brown (2001) stated the principles of Direct Method as follow; 1) Classroom was conducted exclusively in the target language, 2) Only everyday vocabulary and sentences were taught, 3) Oral communication skills has build in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class, 4) Grammar was taught inductively, 5) New teaching points were introduced orally, 6) Concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught by association of ideas, 7) Both speech

and listening comprehension were taught, and 8) Correct pronunciation and grammar were emphasized.

2.6 Teaching Speaking Using Direct Method

The main purpose of direct method is mastery of foreign language orally so learner able to communicate English language. Using on this method like native speaker. To reach this purpose, learners had given exercises to understand words and sentences with meaning although demonstration, shows, actions, also mime.

In practice it stood for the following principles and procedures are the Classroom instruction is conducted exclusively in the target language and everyday vocabulary and sentences were taught. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes and the grammar is taught inductively. New topic are introduced orally with concrete vocabulary is taught through demonstration, objects, and pictures, abstract vocabulary is taught by association of ideas. Nunan (2004) stated that Both speech and listening comprehension are taught at the same time with correcting pronunciation and grammar are emphasized.

Those principles are seen in the following guidelines for teaching oral Language :

Never translate	Demonstrate
Never explain	Action
Never make a speech	Ask question
Never imitate mistakes	correct

Never speak with single words:	use sentences
Never speak too much	make students speak much
Never use the book	use your lesson plan
Never jump around	follow your plan
Never go too fast	keep the pace of the student
speak too slowly	speak normally
Never speak too quickly	speak naturally
Never speak too loudly:	speak naturally
Never be impatient:	take it easy

Norland and Terry (2006) describe how to apply Direct Method in teaching speaking as follows; The first, teacher shows a set of pictures that often portray life in the country of the target language. The second, teacher describes the picture in the target language. The third, teacher asks questions in the target language about the picture. The fourth, Students answer the questions as best they can using the target language. Pronunciation is corrected, but grammatical structure is not. Students may also read a passage in the target language. The teacher asks questions in the target language about the reading. And the last, students answer questions as best they can using the target language.

2.7 Previous study

Previous research on improving speaking skills was conducted by Manurung (2015) Improved speaking skills could be seen in the active participation of each student in explaining or describing the chosen topic, the ability to play the assigned role in class meetings and presentations, the ability to

ask questions, the ability to answer or respond to questions, and the ability to comment and debate during discussions.

Furthermore, the that conducted by Andriyani (2015) research showed that the use of the Direct Method in teaching is able to improve students' speaking skills and be motivated because students have several activities that help them to be confident to speak. The teacher uses several techniques, for example games or mimings that make them more active and interested in class.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology of the research. This chapter consists of the research design, research variable, population and sample, instruments, the procedure of research, data collection, data analysis technique.

3.1 Research Design

The research design in this research is quasi-experimental design that uses experimental and control groups, which adopted from Hadjar (1999) used pre-test, treatment and post-test. The subject of this study was not taken randomly, it was taken in the group form or intact group. It is because this study was applied in the educational field. The researcher taught two groups, those are experimental and control group. The experimental group was taught by Direct Method and the control group was taught by using GTM.

Table 3.1

Research Design

Sample	Pre-test	Treatment	Post-test
Experimental Group	X1	DM	X2
Control	Y1	GTM	Y2

Note :

X1 : Experimental group students' score on oral pre -test

- Y1 : Control group students' score on oral pre-test
DM : Direct Method
GTM : Grammar Translation Method
X2 : Experimental group students' score on oral post -test
Y2 : Control group students' score on oral post-test

3.2 Variable of The Research

There are two kinds of variables that concerned in this study, an independent variable and a dependent variable. Sugiyono (2008) explains that the results of the dependent variable is influenced by the independent variable. It means that the use of Direct method as the treatment to experimental group is the independent variable and became the major variable to be investigated, while the dependent variable is the students' speaking ability.

3.3 Population and Sample

The subject of this research was the tenth grade students of SMAN 7 Kediri. In this case, the researcher chose 2 classes that were investigated in this research. Those were Class X MIPA 3 and XI MIPA 2 which can be called the experimental group and the control group.

The researcher chose those two classes consisted of students in average level in speaking skill. It can be known from the statement of the English teacher there. The researcher used class X MIPA 3 as the experimental group that was taught using Direct Method, and class X MIPA 2 as the control group that was taught by using Grammar Translation Method as the conventional technique.

3.4 Instruments of The Research

Instrument is a tool that is used in a research to get valid data. The choosing of instrument of the research is very important. It influences the data that will be gotten. The researcher must choose the appropriate instrument to get valid data that is needed. In this research, the researcher uses test which consists of pre-test and post-test as the instrument of the research.

a. Pre-test

For the first test is pre-test. Pre-test is given in the first meeting. The purpose of pre-test is to determine the students' initial ability from the pre-test scores themselves before treatment is given. According to Fraenkel (2011) states that a pre-test is ordered to measure or observed the students before treatment is given. For the pre-test, the students are asked to explain about their “good experiance”.

In the pre-test, the researcher divided the students into groups which each group consist of two students and guide them to make short conversation includes giving and asking information about their “good experiences”. For clearer, the instruction of the pre-test can be seen in the appendix 2.

b. Post-test

The second test is post-test. The post-test is given in the last meeting. The purpose of post-test is to to figure out the value of students after being given treatment in experimental and control classes. For the post-test, students are asked to make conversation includes giving and asking information about their “bad

experience”. For clearer, the instruction of the post-test can be seen in the appendix 2.

c. Scoring Rubric

There were two raters in scoring the tests. In this case, the researcher as the rater 1 and the researcher friend from the same major as the rater 2. The scoring rubric of speaking by Hanik (2011).

Table 3.2 The Scoring Rubric of Speaking

Rubric Assessment of Speaking		
Aspects	Score	Explanation
Pronunciation	5	Easy to understand and has a native speaker accent. (Almost perfect)
	4	Easy to understand even with certain accents. (There is an error but does not interfere with the meaning)
	3	There are pronunciation problems that make the listener have to concentrate fully and sometimes there are misunderstanding. (There are some errors and disturbing meanings)
	2	Difficult to understand because there are pronunciation problems, often asked to repeat. (Many mistakes and difficult to understand)
	1	The pronunciation problem is serious, so it cannot be understood. (Too many mistakes that are difficult to understand)
Vocabulary	5	Use vocabulary and expressions like native speakers. (Almost perfect)
	4	Sometimes it uses incorrect vocabulary. (There is an error but does not interfere with the meaning)
	3	Often using inappropriate vocabulary, conversations become limited because of limited vocabulary. (There are errors and disturb the meaning)
	2	Using vocabulary incorrectly and vocabulary is limited so it is difficult to understand. (Many mistakes and disturbing meaning)
	1	Vocabulary is so limited that conversation is not possible.

		(Too many errors so hard to understand)
Fluency	5	Smoothly like a native speaker. (Very smooth)
	4	Smoothness seems a little disturbed by language problems. (smoothly)
	3	Fluency is somewhat disturbed by language problems. (Pretty smooth)
	2	Often hesitant and stopped because of language limitations. (Not that smooth)
	1	Talking intermittently and stopping so that conversation is not possible. (Not smooth)
Grammar	5	No or few grammatical errors. (Almost perfect)
	4	Sometimes it makes grammatical mistakes but it doesn't affect the meaning. (There are some errors but they don't interfere with the meaning)
	3	Often makes grammatical mistakes that affect meaning. (There are some errors and disturb the meaning)
	2	Many grammatical mistakes hinder meaning and often rearrange sentences. (Many mistakes and disturbing meaning)
	1	Grammatical errors are so severe that they are difficult to understand. (Too many errors so hard to understand)
Understanding	5	Understand all without experiencing difficulties. (Very understanding)
	4	Understand almost everything, even though there are repetitions in certain sections. (Understand)
	3	Understand most of what is said when speaking is somewhat slowed despite repetition. (Understand enough)
	2	It's hard to follow what is said. (Lack of understanding)
	1	Cannot understand even a simple conversation. (Do not understand)

These are the criteria of the scores:

5 = Excellent

4 = Very Good

3 = Good

2 = Average

1 = Poor

If a student gets score 5 for each component of speaking, it means he or she gets 25 for the total score ($5 \times 5 = 25$). For the calculation; the total score $(25) \times 4 = 100$.

3.5 Treatment Procedure

This research used quasi-experimental design. The researcher as the teacher applied some treatment procedures to the experimental and control group. The experimental group was taught by using Direct Method and the control group was taught by using Grammar Translation Method as the conventional teaching.

Table 3.3 Treatment procedure

The Experimental Group	The Control Group
Opening	Opening
-Greeting -Asking the students' condition -Checking the attendance list -Reviewing the previous material -Explaining today's material	-Greeting -Asking the students' condition -Checking the attendance list -Reviewing the previous material -Explaining today's material
The teacher gave stimulation to the students with some questions related to the material	The teacher gave stimulation to the students with some questions related to the material
The teacher gave a topic to the students	The teacher gave a topic to the students
The teacher guide the students to understand the topic in specific time	The teacher drills the material to the students
The teacher chooses some students randomly to explain a part of material based on their understanding directly	The teacher guides the students to determine the tenses of the material

The teacher guides another student to ask questions related to a part of material that have choosen and explains it based on his understanding too	The teacher asks the students to discuss about the tenses together
The teacher asks another students to explain the next part of material guide another students to ask question as before	The students share their understanding about the material to pair
Teacher guides the students to take conclusion and choose a students to axplain and giude another compare their understanding by sharing information base on their understanding directly	The teacher gave evaluation and final conclusion about the material that has been learning
The teacher gave evaluation and final conclusion about the material that has been learning	Closing
Closing	

The schedule of the activity done in this research can be seen in the table 3.4 below.

Table 3.4 The Activity Schedule

Activity	Experimental Group	Control Group
Pre-test	January, 15 th 2020	January, 17 th 2020
Treatment 1	January, 22 nd 2020	January, 24 th 2020
Treatment 2	January, 29 th 2020	January, 31 st 2020
Treatment 3	February, 5 th 2020	February, 7 th 2020
Post-test	February, 12 th 2020	February, 14 th 2020

3.6 Data Collection

The data are collected from the sample through pre-test, and post-test. The pre -test is conducted to measure score of students before receive the treatment

and post-test is used to figure out the effectiveness of Direct Method in teaching speaking skill.

The pre-test and post-test are conducted both experimental and control group. After get the result of pre-test, the researcher gives the treatment to experimental group and another treatment to control group. Then, the researcher conducts the pos-test. After knowing the result both of groups, the researcher analyses the data.

3.7 Data Analysis

The data analysis is conducted after collecting pre-test, post-test, In order to analyze the effectiveness of the use of direct method in enhancing students' speaking skill, and SPSS is used to analyze the data.

3.7.1 Data Analysis

The pre-test is given to both of the groups in the same procedures. The pre-test is done in the beginning of the study. The result of the pre-test is aimed to investigate the students' initial ability in speaking. the researcher used rubric speaking adopted by Hanik (see table 3.2) to take the score of students.

After the treatments are given to experimental group, the post -test is conducted to both of the group in order to figure out whether there is significant difference between students after the treatments conducted to the experimental group. In order to investigate whether there is significant difference between

the two groups, the researcher compared the scores of experimental group's and control groups pre-test and post-test using ANCOVA.

According to Kutner (2005) Analysis of covariance (ancova) is a technique of combining two analysis, Analysis of variant and analysis of regression which can be used for the accuracy of an experiment. Because the sample of this experiment is taken by cluster sampling. It means that the researcher does not take the individual randomly.