



USE OF DIRECT METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY

(An Experimental Research at the Second Grade of SMA Negeri 1 Teupah Selatan)

Fitri Ridayanti^{*1}, Suryani², Ema Dauyah²

¹College Student of English Education Program, Teacher Training and Education Faculty, Abulyatama University, Aceh Besar, 23372, Indonesia.

²Lecturer of English Education Program, Teacher Training and Education Faculty, Aceh Besar, 23372, Indonesia.

*Email korespondensi: fitri.ridayanti002@gmail.com

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Abstract: The purpose of this study is to find out the effectiveness of direct method in developing students speaking ability. The population of this research was the second grade of SMA Negeri 1 Teupah Selatan. To collect the data, the researcher took two classes as the sample of this research. There were 15 students in experimental class and 15 in control class. The experimental class was taught by using the technique of direct method, while in control class taught without using direct method. Based on this finding, the researcher found that teaching speaking by using direct method was better than control class. It was proven by the result of the data analysis. The result showed that the mean score of experimental class in pre-test was 65, 67 and mean score of post-test 74, 66. While the mean score of control class in pre-test 57, 7 and he mean score of post-test was 62, 7. Based on the finding, t-score in the experimental was 1, 91 and t-score of control class was 0, 51. Most of the students were strongly agreed that using the technique of direct method can motivate the students in improving their speaking ability.

Keywords: Direct Method, Speaking Ability

Language is a system of expressing ideas. The function of language is for interaction and communication. In doing interaction and communication, each people have to be able to master skills in language. There are four skills in language such as listening, speaking, reading and writing. Among the four skills, speaking is the skills which mostly used in oral communication. It can be seen around of us

where the people speak to express ideas, information, feelings or opinion in their mind.

Speaking skill is the ability to express ones' opinion to another person through conversation. Speaking is the dialogue involves two or more people in oral communication. According to Brown, cited in Kosar and Bedir (2014), Speaking is an interactive process of constructing meaning that involves producing, receiving and processing

information. Speaking is an interaction which involves two or more people to give and accept information in oral communication.

In Indonesia, English is taught from elementary school, senior high school up to collage. Teaching speaking is not easy and many obstacles occur in teaching in learning process. For example, the students have poor vocabulary, they often not interest and they environment is not support them in speaking English. These facts were based on description in SMA N 1 Teupah Selatan Kabupaten Simelue. Most of the students could not speak English very well. The students could not speak fluently and often made mistake in pronunciation, grammar, vocabulary and intonation. In addition, the students did not have confidence and hesitant to their mouth. The students also felt strange when they spoke and gave less emphasis toward speaking practice.

To solve the problem above, the teacher used one of the techniques that can make students have more opportunity to speak in the target language, that is the direct method. This technique facilitates students and teacher to speak a lot in the target language. In addition, it makes the students more active in the classroom than the teacher. The Direct Method which is sometimes called the Natural Method, often used in teaching speaking, which from using the learners' native language and uses only target language. So, regarding the explanation above, this study tried to apply the technique of direct method to improve students' speaking ability. Indeed, this study try to solve the problem of this research as follow:

The research of this study is "to what extend the implementation of Direct Method is effective in improving students' speaking skills?"

LITERATURE REVIEW

Definition of Speaking

Speaking is the productive skills in the oral mode. Speaking is claimed to be as complicated as other skills. Speaking is the active use of language to express meaning, so that the other people can make sense of them Cameron (2001). It can be said that speaking is the language that used by human as their mean communication. Nunan (2003) explains that speaking in a new language is harder than other skill like reading, writing and listening.

Speaking requires the ability to cooperate in the management of speaking turns. It typically takes place in the real time for detail planning as well. In this condition, a lot of memorized lexical expression are also necessary in spoken language. According to Brown (2000), language is a systematic of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meaning. Moreover language also give effect in speaking where the speakers to aware of the language barriers that may during the interaction. In addition to that, Harmer (2001) states the speakers of English have to be able to speak in different genres and situations.

Furthermore, Lado (1961) in cited by Primasari (2008), suggests speaking ability is used as the ability to express oneself in the situation or the ability to report art or situation in precise words or the capability to express sequence or ideas fluently. It can be concluded

that speaking is an active interaction to express words, phrases and sentences between speakers and listeners it means that must be speak fluently, accurately, reasonably and without much doubt.

Teaching Speaking

According to Nunan (2003), some formulations what is mean by teaching speaking as follow:

1. Produce the English speech sounds and sounds pattern.
2. Use word and sentence stress, intonations patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaning full and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

The Goal of Teaching Speaking

The goal of teaching speaking is to improve oral production of the students. According to Harmer (2001), the goal of teaching speaking is to help the students to communicate in the target language. It means that the students must be able to produce speaking not only in the correct form but also in acceptable way. Lado (1964) in cited by Primasari (2008) explained that the goal of teaching speaking will be achieved effectively if the teacher has involved the technique and procedures to manage the class. It is important for the teacher to make the students want to take part in speaking activity. The

goal of teaching speaking skills is communicative efficiency means that the learners deliver their opinion in a way that allow the receiver to hear it. So the learners should be able to make themselves understood, using their current proficiency to the fullest.

Strategies in Teaching Speaking

According to Widyaningsih (2018), those teaching speaking are collected to fulfill the language learners need during learning English, especially in teaching speaking the strategies are follows:

1. Setting clear lesson goals

It crucial as the teacher be clear about what the students wants to learn during each lesson. If the teachers cannot quickly and easily state what the students know and be able to at the end of a given lesson will be unclear. Clear lesson goals help the teachers understands to focus every other aspects of lesson on what matters most.

2. Showing and telling

Teachers should normally start lesson with show and tell. Put simply and telling involves sharing information or knowledge with the students while showing involves modeling how to do something. When the teacher has cleared about what the students want to know and be able to do by the end of the lesson, teachers need to tell them what the students need to know and show how to do the task.

3. Questioning to check for understanding

The teachers suggest that teachers typically spend a large amount of teaching time asking question. However, few teachers use question to check for understanding within a lesson. However, a teacher should always check for understanding before moving into the next part of their lesson.

The Direct Method

The first Direct Method was invented by Francious Goiun. The last two decades of the nineteenth century in a new era, Gouin discovered that learning language was a matter of changing perceptions to conception and using language represent concepts. Equipped with tis knowledge he found the method teaching based on insight Wae-Useng (2017).

The Direct Method also called Natural Method. It is radical change from Grammar Translation Method. It is a method for teaching foreign languages the uses the target language, discarding any use of mother tongue in the classroom Hendry (2012). As the teacher, became frustrated with the students inability to communicate orally, they began to experiment with the new technique. The idea was that foreign language teaching must be carried out in the some way people learn they mother tongue.

Principle of Direct Method

According to Richards and Rogers in Brown (2000), 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 skill has build in a carefully graded progression organized around question and answers exchange 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 trough demonstrations, objects and pictures, where as abstract vocabulary was taught by association of idea.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasizes.

Technique of Direct Method

There are some techniques to teach English by using Direct Method to reach the target language. According to Norland and Terry (2006), the techniques of Direct Method in teaching are:

1. The teacher asks questions in the target language about the introduction and daily activity.
2. Students answer the question as best they can use the target language.
3. Pronunciation is corrected, but grammatical is not.
4. Students may also read a passage in the target language
5. The teachers asks question in the target language about the speaking.
6. Students answer the questions as best they can use the target language.

The Advantage and Disadvantage of Direct Method

Advantage

According to Richards and Rogers (2001) the advantage and disadvantage the direct method are:

- Makes learning interesting by establishing direct bond between word and meaning.
- The best method to use in teaching common vocabularies for a strong language foundation.
- This method can be employed from the lowest to the highest level language class.
- Fluency of speech, good pronunciation and power of expression are properly developed.

Disadvantage

- This method only effective to auditory the learners, which can be problematic in a class multiple intelligence.
- Does not stress reading and writing, as it only focuses on improving speech fluency.
- Low number of teachers trained and interested in teaching English using this method.

RESEARCH METHODOLOGY

This research is a quantitative research by implementing experimental design. This research was conducted on July 24th 2020 to August 14th 2020 at SMA Negeri 1 Teupah Selatan. The population of this research was the students at the second grade of SMA Negeri 1 Teupah Selatan, in 2019/2020 Academic Year. While the sample of this

study were the student of class XI MIA I and XI MIA II as an experimental class and control class.

The data were gathered by using tests pre-test and post-test as the research instrument. The tests were used to collect the data derived from the students' speaking knowledge and achievement before and after the application of direct method. Furthermore, the data collected in this research were analyzed using statistical procedures in order to find out the mean, T-score and standard deviation. Mean is the average result that is received from the student. It was analyzed by using following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Remark: $\bar{X}$ = mean

$\sum$ = total of score

X = individual score

N = number of study

The standard deviation (SD) is the magnitude of deviation from the mean score. The formula is:

$$SD = \sqrt{\left(\frac{\sum X^2}{N}\right) - \left(\frac{\sum X}{N}\right)^2}$$

Remark: SD = Standard Deviation

$\sum$ = Total or Sigma

X = Individual Score

N = Number of Students

T-score indicate significant or the difference the score of two groups (Experimental and control class).

$$T\text{-score} = \frac{x_1 - x_2}{\sqrt{\frac{(SD_1)^2}{N} + \frac{(SD_2)^2}{N}}}$$

Remark: X_1 = Mean score of pre-test

X_2 = Mean score of post-test

SD_1 = Standard Deviation of Pre-Test

SD_2 = Standard Deviation of Pre-Test

N = Number of student

RESEARCH FINDINGS AND DISCUSSION

In this part, the data from the tests and questionnaire is presented.

The Test Result of Experimental Class

Tabel 1 . The Score of Pre-test and Post-test of Experimental Class

No	Name	Pre-test		Post-test	
		X ₁	X ₁ ²	X ₂	X ₂ ²
1.	AS	75	5,625	85	7,225
2.	A	55	3,025	65	4,225
3.	AR	50	2,500	65	4,225
4.	AF	60	3,600	70	4,900
5.	EM	60	3,600	70	4,900
6.	FW	75	5,625	85	7,225
7.	F	70	4,900	75	5,625
8.	FS	60	3,600	65	4,225
9.	PH	55	4,025	60	3,600
10.	FY	70	4,900	80	6,400
11.	HF	65	4,225	75	5,625
12.	MU	65	4,225	70	4,900
13.	M	70	4,900	80	6,400
14.	SA	80	6,400	90	8,100
15.	S	75	5,625	85	7,225
Σ		985	65,775	1,120	84,800

Experimental Class

Pre-Test

In order to have a description of the resultinterpretation, the result of the test was processed. It was done by determining the pre-test by applying the following formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{985}{15}$$

$$\bar{X} = 65, 67$$

So, mean score of pre-test is 65, 67

Then, the standard deviation was calculated as follow:

$$SD_1 = \sqrt{\left(\frac{\Sigma X^2}{N}\right) - \left(\frac{\Sigma X}{N}\right)^2}$$

$$SD_1 = \sqrt{\left(\frac{65,775}{15}\right) - \left(\frac{985}{15}\right)^2}$$

$$SD_1 = \sqrt{4,385 - 4,312}$$

$$SD_1 = \sqrt{4,313}$$

$$SD_1 = 65, 7$$

So, standard deviation of pre-test is 65, 7

Post-Test

After that, the writer calculated post-test using the following formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1,120}{15}$$

$$\bar{X} = 74, 66$$

So, mean score of post-test is 74, 66

$$SD_2 = \sqrt{\left(\frac{\Sigma X^2}{N}\right) - \left(\frac{\Sigma X}{N}\right)^2}$$

$$SD_2 = \sqrt{\left(\frac{84,800}{15}\right) - \left(\frac{1,120}{15}\right)^2}$$

$$SD_2 = \sqrt{5,653 - 5,574}$$

$$SD_2 = \sqrt{79}$$

$$SD_2 = 8, 89$$

So, standard deviation of post-test is 8, 89

T-score of Experimental Class

$$T\text{-score} = \frac{x_1 - x_2}{\sqrt{\frac{(SD_1)^2}{N} + \frac{(SD_2)^2}{N}}}$$

$$T\text{-score} = \frac{65,67 - 74,66}{\sqrt{\frac{(65,7)^2}{15} + \frac{(8,89)^2}{15}}}$$

$$T\text{-score} = \frac{8,99}{\sqrt{2,88 + 5,27}}$$

$$T\text{-score} = \frac{8,99}{\sqrt{293}}$$

$$T\text{-score} = \frac{8,89}{17,12}$$

$$T\text{-score} = 1, 93$$

So, the score of the t-score experimental is 1, 91

The Test Result of Control Class

Tabel 2 . The Score of Pre-test and Post-test of Control Class

No.	Name	Pre-test		Post-test	
		X ₁	$\overline{X_1^2}$	X ₂	$\overline{X_2^2}$
1.	AF	65	4,225	70	4,900
2.	AH	55	3,025	60	3,600
3.	FM	50	2,500	55	3,025
4.	FZ	50	2,500	55	3,025
5.	MS	60	3,600	65	4,225
6.	MA	65	4,225	70	4,900
7.	PA	60	3,600	60	3,600
8.	RM	55	3,025	60	3,600
9.	S	55	3,025	60	3,600
10.	S	60	3,600	65	4,225
11.	SR	50	2,500	60	3,600
12.	OH	70	4,900	80	6,400
13.	SAF	60	3,600	60	3,600
14.	GFM	50	2,500	55	3,025
15.	SMN	60	3,600	65	4,225
Σ		865	50,425	940	59,550

Control Class

Pre-test

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{865}{15}$$

$$\bar{X} = 57,7$$

So, mean score of the pre-test control class is 57,7

$$SD_1 = \sqrt{\left(\frac{\Sigma X^2}{N}\right) - \left(\frac{\Sigma X}{N}\right)^2}$$

$$SD_1 = \sqrt{\left(\frac{50,425}{15}\right) - \left(\frac{865}{15}\right)^2}$$

$$SD_1 = \sqrt{3,362 - 3,329}$$

$$SD_1 = \sqrt{33}$$

$$SD_1 = 5,8$$

So, the standard deviation of pre-test is 5,8

Post-test

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{940}{15}$$

$$\bar{X} = 62,7$$

So, mean score of the post-test is 62,7

$$SD_2 = \sqrt{\left(\frac{\Sigma X^2}{N}\right) - \left(\frac{\Sigma X}{N}\right)^2}$$

$$SD_2 = \sqrt{\left(\frac{59,550}{15}\right) - \left(\frac{940}{15}\right)^2}$$

$$SD_2 = \sqrt{3,970 - 262}$$

$$SD_2 = 60,9$$

So, standard deviation of post-test is 60,9

T-score of Control Class

From both calculation, the writer obtained t-score by using formula:

$$T\text{-score} = \frac{x_1 - x_2}{\sqrt{\frac{(SD_1)^2}{N} + \frac{(SD_2)^2}{N}}}$$

$$T\text{-score} = \frac{57,7 - 62,7}{\sqrt{\frac{(5,8)^2}{15} + \frac{(60,9)^2}{15}}}$$

$$T\text{-score} = \frac{8}{\sqrt{2,25 + 247}}$$

$$T\text{-score} = \frac{8}{\sqrt{249}}$$

$$T\text{-score} = \frac{8}{15,8}$$

$$T\text{-score} = 0,51$$

Based on the data above, it showed all of the students got the significance between of the score. The obtained t-score of experimental class is 1,91 and of control class is 0,51. This indicated that there are significant different of pre-test and post-test in each technique. It means that, interactive language teaching by using Direct Method can be effective to improve

student's speaking skill.

Discussion

The main research question of this study is "To what extent the implementation of Direct Method is effective in improving students' speaking skill?" To answer the question, the researcher conducted the research at SMA Negeri 1 Teupah Selatan. Based on the research, the application of Direct Method is effective in developing the students' speaking ability. It was proven by data analysis, which the data was calculated by using formula such as mean, standard deviation and t-score. From the result, it was found that there are significant difference between the students who were taught by using Direct Method and the students who were taught without using Direct Method.

In experimental class the mean score of pre-test is 65, 67, and the standard deviation in pre-test is 6, 57. The post-test of experimental class the mean score is 74, 66, in standard deviation 8, 89 and the result t-score of experimental is 1, 93. The result in control class without using Direct Method is that the mean score in post-test is 57, 7 and standard deviation is 5, 8. The result of post-test on control class that the mean score is 62, 7, standard deviation is 60, 9 and in t-score of control class is 0, 51. The result between the techniques is so different, by using Direct Method it can improve the students speaking ability and without using Direct Method that cannot improve the students speaking ability.

Before the implementation of Direct Method, the students were often used their

mother tongue and Indonesian language in the class, where that it gave bad impact for the students and could make them less interested and not motivated to solve the problem on exercise was given. Most of the students preferred to cheat with the smarter students. Besides that, the students tended to do activities that not related with the lesson. In this case, the students were less active and rarely asked questions because the students were busy with their activities. While the students tended be passive in the classroom. In addition, the lack of speaking made them confused and difficult to speak.

After the implementation of the Direct Method the students were able to speak in the front of class and the students were more active in the class, more confidence in generating and developing their ideas in speaking. When the researcher applied the Direct Method in the class, the vocabulary, pronunciation and grammar of students increased when using this method. For example in the first meeting when the students was introduce their selves, students cannot say "age" in English but they said "age" Bahasa. In grammar, the students said "I dream" not "My dream". In vocabulary when some of the students said "she dream" she said "I want to be Bidan" and the English for "Bidan" is midwife. While in the second meeting with the "Daily Activty", pronunciation of the students still low but several of them started to improve their prnounciation for example thay can say "wake up" in English, in grammar the students said "Daili Activiti" in Bahasa, but several of them said "Dayli activity" English and in

vocabulary many of them cannot say “I wake up at 6 in the morning”. In post-test pronunciation, grammar and vocabulary of the students was good because previously the researcher was gave provided similar material about introduce “myself and introduce my friends” In addition, the students were more interested to speak by using the technique of Direct Method.

Based on the explanation above, before the implementation of Direct Method, the students’ speaking ability was still low and felt shy when the teacher ordered the students to introduce their self. However, after the implementation of Direct Method, the students’ speaking ability had increased in score of pretest-posttest. It proves that the Direct Method is effective to improve the students’ speaking ability.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After doing the research at SMA Negeri 1 Teupah Selatan, There are three conclusions that can be summarized from the research finding, they are:

1. The use of direct method can improve the students speaking ability. It was proven by the result of the test. In the pre-test the score of the students was still low. Besides that, the score in post-test of the students had increased. It can be seen in by mean score of both tests. The mean score of pre-test was 65, 67, while in the post-test the score improve to 74,66.
2. Using t-score formula showed that the value of t-score in experimental class was

1, 93 higher than the critical value in t-score control class was 0, 51. It means that there was a significant different score between the students who were taught by using the technique of direct method and the students who were taught without using direct method.

3. Based on the result using direct method can improve and can make the students interested in speaking ability, because direct method facilitates students and teacher speak in target language. Through using this method the students have better chance of thinking, and direct method can help the students develop communicative efficiency in speaking.

Suggestions

On the basis of the result and to complete this research, some suggestions are presented in an effort to improve students speaking skill as follow:

For Students

1. In increasing students’ ability for English, they should be more active and more motivated in learning English. Students have to do interaction and share their opinion in the class.
2. The students can improve their speaking by practice a lot and do not reluctant to open the dictionary if they get a new word in order to improve their vocabulary in speaking.
3. In addition, if they any problems and difficulties in learning, it is better for them to ask their teacher to solve it.

For Teachers

1. The most important aspect than anything else in teaching is the teacher's roles in the classroom. The students still need to be controlled by the teacher on the process of interactive language teaching process. Well organized interaction will make the students speak and share their opinion naturally.
2. The problem mostly faced by the students is lack of self confidence. Thus, teachers should motivate them.
3. The teacher has to provide a good teaching planning in order to increase the student's motivate in learning English. The teacher should apply interactive language teaching approach such as by using Direct Method.

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