

**THE EFFECT OF USING DIRECT METHOD ON THE STUDENTS'  
SPEAKING ABILITY AT THE FIRST YEAR OF ISLAMIC  
SENIOR HIGH SCHOOL DAARUN NAHDHAH  
THAWALIB BANGKINANG DISTRICT  
OF BANGKINANG SEBERANG  
REGENCY OF KAMPAR**



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PEKANBARU  
1433 H/2012 M**

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(S.Pd.)



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## SUPERVISOR APPROVAL

The thesis entitled “*The Effect of Using Direct Method on Students’ Speaking Ability at the First Year of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang District of Bangkinang Seberang Regency of Kampar*” written by Wendy Hendry NIM. 10714000834. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

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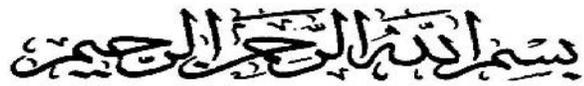
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The title of this thesis is “The Effect of Using Direct Method on Students’ Speaking Ability at the First Year of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang District of Bangkinang Seberang Regency of Kampar.”

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Pekanbaru, January 04, 2012

The writer

Wendy Hendry

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## ABSTRAK

**Wendy Hendry (2012): “Dampak Penggunaan *Direct Method* terhadap Kemampuan Berbicara Siswa pada Kelas 1 Madrasah Aliyah Daarun Nahdhah Thawalib Bangkinang Kecamatan Bangkinang Seberang Kabupaten Kampar”**

Guru bahasa Inggris di madrasah aliyah Daarun Nahdhah Thawalib Bangkinang kecamatan Bangkinang Seberang kabupaten Kampar telah menerapkan beberapa strategi untuk meningkatkan kemampuan berbicara siswa dengan cara memberikan penjelasan kemudian menanya dan meminta respon dari murid. Terkadang guru juga menggunakan game dan grup diskusi, guru juga telah menerapkan strategi yang menarik. Namun kenyataannya, murid juga masih bermasalah dengan kemampuan berbicaranya. Untuk memecahkan masalah itu, peneliti menawarkan suatu metode yang dinamakan *direct method*.

Fokus utama dalam penelitian ini untuk mengetahui adanya perbedaan kemampuan berbicara siswa sebelum dan setelah diajar dengan menggunakan *direct method*.

Di dalam penelitian ini, tipenya adalah pre-experimen. Sedangkan disain yang digunakan adalah *one group pretest-posttest design*. Peneliti menggunakan satu kelas sebagai sampel yang terdiri dari 28 orang siswa. Peneliti memberikan *pretest* sebelum diajar dengan *direct method* untuk mengetahui kemampuan berbicara siswa sebelum diajar dengan *direct method*, dan setelah diajar dengan menggunakan *direct method* siswa diberikan *posttest* untuk mengetahui kemampuan berbicara siswa setelah diajar dengan *direct method*.

Teknik yang digunakan untuk mengumpulkan data adalah tes. Test digunakan untuk mengumpulkan data kemampuan berbicara siswa kelas satu madrasah aliyah Daarun Nahdhah Thawalib Bangkinang kecamatan Bangkinang Seberang kabupaten Kampar. Teknik dalam menganalisa data dengan menggunakan rumus T, itu untuk mengetahui perbedaan nilai mean *pretest* dan *posttest* siswa dengan bantuan SPSS 16. Kemudian nilai tersebut dibandingkan dengan T-table dengan mempertimbangkan df.

Berdasarkan analisa data, peneliti menemukan adanya perbedaan pada kemampuan berbicara siswa sebelum dan setelah diajar dengan *direct method* dengan pertimbangan  $t_o$  lebih besar dari  $t_{tabel}$  baik yang 5% maupun yang 1%. Artinya  $H_a$  diterima dan  $H_0$  ditolak. Jadi dapat disimpulkan bahwa ada perbedaan antara kemampuan berbicara siswa sebelum dan setelah diajar dengan *direct method*.

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# CHAPTER I

## INTRODUCTION

### A. The Background the Problems

Speaking is the language skill that is used to express ideas and thoughts through communication with others in order to know information, to convey messages, to share ideas and knowledge and to express feelings. In addition, in conveying the information, sharing the knowledge and expressing the feelings are not as easy as we think. 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.

In any language education programs, it is not an easy work for teachers or facilitators to create the spoken ability among their learners, especially the English learners correctly and accurately. Besides, it needs a hard work, be professional in teaching English with certain educational qualification and appropriate strategy in order to achieve the goals of teaching. Hasibuan and Ansyari<sup>1</sup> state that in order to achieve the goals in teaching English, the quality of the teacher must be directed to be “TACTIC” (*Thoughtful, Active, Creative, Innovative and Critical*) with the presentation of learning materials that must be “RICH” (*Real, Interesting, Concrete and Humanistic*). It is clear that the teacher must have appropriate teaching materials and approaches. In fact, most of the teachers do not have criteria as mentioned.

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<sup>1</sup>Drs. Kalayo Hasibuan, M.Ed-TESOL and Muhammad Fauzan Ansyari, S.Pd.I, *Teaching English as Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), pp 31.

Teacher is supposed to be a model for his/her students by having good knowledge about learning process as the basic of the teaching and learning activity<sup>2</sup>. How can the students be able to speak English, while the teachers do not use English as media of instruction.

Nowadays, Indonesia applies School Based Curriculum (KTSP). In this curriculum speaking English is one of the goal priorities in teaching and learning English<sup>3</sup>. In this part, the students are expected to master English speaking skill teaching. However, get autonomy to develop his or he creativity in order to fulfill the instruction objectively.

Islamic Senior High School of Daarun Nahdhah Bangkinang is one of the schools that has been using School Based Curriculum as a guideline in teaching and learning English. English subject is taught twice a week for 45 minutes of each meeting. It means that the Islamic Senior High School of Daarun Nahdhah Bangkinang allocated plenty of time for applying the curriculum. So, the students can study English 4 x 90 minutes a week. Moreover, if a researcher looks at English competences which are programmed in the first semester of the syllabus of School Based Curriculum at the Islamic Senior High School of Daarun Nahdhah Bangkinang, the indicators or the targets that the students must master are the kinds of expressions, thanking, condolence, announcement, persuasion, advertising, receive the invitation, and unlikeness.

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<sup>2</sup>Drs. Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya* (Jakarta: Rineka Cipta, 1997), pp 97.

<sup>3</sup>Henny Riandari, *Model Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA dan MA* (Solo: PT Tiga Serangkai Pustaka Mandiri, 2007), pp 21.

Based on the researcher's preliminary study at the Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang, mother tongue (Ocuness language/Bahasa Indonesia) was used as the medium to convey the materials to the students in the teaching and learning of English, whether in giving instruction or interaction, this method known as GTM (Grammar Translation Method). The English teachers assumed that by using Indonesia language not only will make the students understand the material easily, but also to avoid confusing among the students in learning, so that alocation of time for presenting the materials could be shorter. However, the students were found not able to communicate using English. In addition to the fact, it is contradicted with the curriculum's expectation which demands the building of students' ability in speaking and communicating the English language orally or writtenly in order to access the knowledge<sup>4</sup>.

English has been taught since the students were at elementary school, they studied listening, reading, writing and speaking. The skills were taught in different strategies. Ideally the students could be accustomed to speaking English, but in fact, only a few of them were able to communicate in English. It seemed that the students were unmotivated in learning English. They faced difficulties in speaking the language. This may be in connection with the students' experience because their teacher did not use English as medium of instruction. Finally, it influences their performance and achievement.

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<sup>4</sup> Zaenal Abidin. "Model Pembelajaran Bahasa Inggris Dalam Kurikulum 2006/KTSP". *Deta Demak*. 05 Des. 2009. Accessed on 31 Des. 2011, from <http://detademak.wordpress.com/2009/12/05/model-pembelajaran-bahasa-inggris-dalam-kurikulum-2006/>

Here are the problems faced by the students:

1. Some of the students were not able to speak in English.
2. Some of students were not able to pronounce English words correctly.
3. Some of the students did not accustom to speaking in English.
4. Some of the students were unmotivated in studying English.
5. Some of the students got bad scores of achievement in learning English.

On the other hand, linguists have denoted some methods which can be applied in the teaching of English as foreign, especially in the teaching of speaking skill by using *Direct Method*<sup>5</sup>.

*Direct Method* is a method of teaching foreign language for the ultimate goal of communication, where the teacher avoided to use students' native language (mother tongue), and only used the target language. It means that no translation is allowed. The teacher will use target language as simple as possible. The teacher also provides some tricks to attract the students, so they do not feel bored in studying English using this method. They are even provided with particular games that make them enjoy the lesson. To avoid misunderstanding of the information given, the teacher uses some ways as well; they are gestures, pictures, and charts. Probably the students do not have confidence in speaking or sometimes make errors, here the teacher will correct it directly so that the students realize and fix it.

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<sup>5</sup> Diane-Larsen Freeman, *Technique and Principle in Language Teaching*, (England: Oxford University Press Inc, 1986), pp 4.

The phenomena mentioned above have invited researcher's interest to conduct a research which is entitled: **“The Effect of Using Direct Method on the Students' Speaking Ability at the First Year of Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang District of Bangkinang Seberang Regency of Kampar”**.

## **B. The Definition of the Term**

In order to avoid misunderstanding and misinterpretation of the terms used in this research, the researcher needs to explain them as follows:

### **1. Effect**

Effect<sup>6</sup> is a result or consequence. In this paper, the term of *effect* is addressed to know the effect of direct method in teaching English in order to enforce speaking skill.

### **2. Direct Method**

Direct method is a method that the teacher uses in teaching foreign language where the teacher uses the target language as a medium<sup>7</sup>. In other hand, direct method<sup>8</sup> is a method that refrains from using the learners' native language and use only the target language.

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<sup>6</sup> A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 1987), pp 2.

<sup>7</sup> Hafiz Muthoharoh, S.Pd.I. “Metode Langsung (Direct Method).” *Bolg Guru SMPN 1 Kikik Barat Kabupaten Lahat*. 05 Feb. 2010. Accessed on 26 Feb. 2011, from <http://alhafizh84.wordpress.com/2010/02/05/metode-langsung-direct-method/>.

<sup>8</sup> “Direct Method (education).” *Wikipedia, Free Encyclopedia*. Accessed on 26 Feb. 2011, from [http://en.wikipedia.org/wiki/Direct\\_Method\\_\(education\)](http://en.wikipedia.org/wiki/Direct_Method_(education)).

### 3. Speaking Ability

*Speaking*<sup>9</sup> is enunciation to express the needs request, information, service, etc. *Ability*<sup>10</sup> is capacity or power to do something physical or mental. In this research *ability* means the skill that the students have in order to be able to speak in English well.

## C. The Problems

### 1. The Identification of the Problem

The identification of the problems in this research is as follows:

- a. Why were some of the students not able to speak English?
- b. Why were some of the students not able to pronounce English words correctly?.
- c. Why did some of the students not accustom to speaking in English?
- d. Why did some of the students not unmotivated in studying English?
- e. Why did some of the students get bad scores of achievement in learning English?
- f. How is students' speaking ability before being taught by using Direct Method?
- g. How is students' speaking ability after being taught on Direct Method?
- h. Is there any significant difference of students' speaking ability before and after being taught by using Direct Method at the first year

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<sup>9</sup> Gillian Brown and George Yule, 1989. *Teaching the Spoken Language: Approach Based on Analysis of Conversation English*. Australia: Cambridge University, pp. 14. (Retrieved on, Monday /31/01/2011) at <http://www.scrib.com/22057958/The-Improvement-of-Student's-Speaking-Skill>.

<sup>10</sup> A.S. Hornby, *op.cit*, pp 277.

of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang?

## **2. The Limitation of the Problem**

The problems identified were too large, it is necessary for the researcher to limit this research on the effect of using Direct Method on the students' speaking ability at the first year of Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang District of Bangkinang Seberang Regency of Kampar.

## **3. The formulation of the Problem**

Based on the limitation of this research will be formulated in the following research question:

- a. How is the students' speaking ability before being taught through Direct Method?
- b. How is the students' speaking ability after being taught through Direct Method?
- c. Is there any significant difference of students' speaking ability before and after being taught through Direct Method?

## **D. The Objectives and the Significance Of the research**

### **1. The Objective of the Research**

Based on the on the formulation of the problems, the objectives of this research are stated as follows:

- a. To find out how the students' speaking ability before being taught through Direct Method is.

- b. To find out how the students' speaking ability after being taught through Direct Method is.
- c. To find out whether there is any significant difference of students' speaking ability before and after being taught through Direct Method or not.

## **2. The Significance of the Research**

This research is very important because it will give some contributions and carry out for the following benefits:

1. To provide some information to the teacher about techniques and methods to improve students' speaking ability.
2. To attract students' participation that study English is enjoyable.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. Teaching English by Using Direct Method

Before explore more about direct method, it is better for us to know about what method, technique, and approach are. Richard<sup>11</sup> argued that method is a way of teaching a language which based on systematic principles and procedure which is an application of view on how a language is best taught and learned. Different method of language teaching:

- a. The direct method
- b. The audio-lingual method
- c. The audio-visual method
- d. The grammar translation method
- e. The silent way.

Technique is the different methods that make use of different kind of classroom activity. Different technique of language teaching:

- a. Drill
- b. Dialogues
- c. Role-plays

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<sup>11</sup> Jack c. Richard, et al, *Longman Dictionary of Language Teaching and Applied Linguistics*. (British: Longman. 1992) p 20 and 228.

Even approach we can say is simple word is the nature of language and how the languages are learned. The different approach of language teaching:

- a. The aural-oral approach
- b. The cognitive code approach
- c. The communicative approach

In teaching process, teachers will use English as medium to convey the knowledge to the students. Here, the teacher will use English (the target language) even in giving instructions or interactions called direct method.

Brown<sup>12</sup> argued that, there were some principles of teaching by using direct method:

- a. Classroom instruction was conducted exclusively in the target language.
- b. Only everyday vocabulary and sentence were taught.
- c. Oral communication skills were built up in a carefully traded progression organized around question and answer exchanges between teachers and students in small, intensive classes.
- d. Grammar were taught inductively
- e. New teaching points were taught through modeling and practice.
- f. Concrete vocabulary was taught through demonstration, objects and pictures.

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<sup>12</sup> H. Douglas brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy 2<sup>nd</sup> Edition* (San Francisco, California: Longman, 2000). pp 21.

- g. Both speech and listening were taught.
- h. Correct pronunciation and grammar were emphasized.

The using of target language is quite effective, because the students have time and opportunities to practice their ability in speaking and express their ideas as well.

The key Aspects<sup>13</sup> of this method introduction of new word, number, alphabet character, sentence or concept (referred to as an *Element*) are:

- **SHOW**...Point to Visual Aid or Gestures (for verbs), to ensure student clearly understands what is being taught.
- **SAY**...Teacher verbally introduces *Element*, with care and enunciation.
- **TRY**...Student makes various attempts to pronounce new *Element*.
- **MOLD**...Teacher corrects student if necessary, pointing to mouth to show proper shaping of lips, tongue and relationship to teeth.
- **REPEAT**...Student repeats each *Element* 5-20 times.

Muthoharoh<sup>14</sup> stated that there are some benefits of using this method, they are:

1. The students are motivated in learning English, especially speaking, because the teacher speaks English.

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<sup>13</sup>“Direct Method (education).” *Wikipedia, Free Encyclopedia*. Accessed on 26 Feb. 2011, from [http://en.wikipedia.org/wiki/Direct\\_Method\\_\(education\)](http://en.wikipedia.org/wiki/Direct_Method_(education)).

<sup>14</sup> Hafiz Muthoharoh, S.Pd.I. “Metode Langsung (Direct Method).” *Bolg Guru SMPN 1 Kikik Barat Kabupaten Lahat*. 05 Feb. 2010. Accessed on 26 Feb. 2011, from <http://alhafizh84.wordpress.com/2010/02/05/metode-langsung-direct-method/>.

2. The teacher uses simple word and common word that they can find in their daily life (such as pencil, table, canteen, school, etc).
3. This method is also supported by media. For example: picture, video or gesture).
4. The students are not asked to memorize anymore, but practice it.

On the other hand, Shadewi<sup>15</sup> added that there are some advantages of using this method. They are:

- a. The language use in teaching-learning English develops students' ability to use system of language in their social interaction
- b. The use of English instruction and interaction is like the use of dialogue which helps acquiring phrases or sentences in various function of language.
- c. This method provides a wide range of communicative function and domain of meaning.
- d. It presents students an opportunity to practice speaking.
- e. It helps students to adapt of various cultural aspect of target language as well

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<sup>15</sup> Dina Shadewi, *A Comparative Study between the Use of Full English in Teaching-Learning Process and the Mix of English-Indonesian Language on the Students' Achievement at the Second Year Students of MAN 2 Pekanbaru*, (Pekanbaru: Faculty of Teacher and Education: Unpublished Undergraduate Thesis, 2005), pp 20.

## 2. Speaking Ability

In comprehending and understanding English, it is a must for students to master all four skills together, they are speaking, writing, reading and listening.

Among those skills, speaking is one of the important skills which is needed to convey the information and to get information from others. In teaching and learning process, speaking is the only one way to show and express the ideas and thoughts from a speaker.

According to Christina Bratt Paulston and Mary Newton Brunder<sup>16</sup> speaking ability is taken to be the objectives of language teaching. It means someone will be called have mastered or understood English when he or she can speaks it to others. Furthermore, Bruch Tillit and Mary Bruder<sup>17</sup> argued that there are four rating criteria of test focus on four areas of speaking ability. They are:

### a. Language functions

Language functions include narrating, comparing, giving and defending an opinion, responding to a hypothetical situation, describing and analyzing a graph, extending a greeting, responding to a phone message, giving a progress report, etc.

Each question focuses on one or more language functions. While the students may include other language functions in their response, the

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<sup>16</sup> Christiana Bratt Paulston and Mary Newton Brunder, *Teaching English as a Second Language: Techniques and Procedure* (Massachusetts: Winthrop Publisher Inc, 1976), pp 55.

<sup>17</sup> Bruch Tillit and Mary Bruder. *Speaking Naturally: Communication Skills in American English*. (New York: Cambridge University Press, 1985), pp 6.

focus of students' response should address the language functions stated in the question.

b. Appropriateness

It refers to responding with language appropriate for the intended audience or situation. In some questions students are asked to respond to the narrator without any specific given. In this situation, respond with a polite, friendly tone, as if they were talking with a respected colleague. Other questions may the students imagine they are talking to a friend, supervisor, business associate, customer, classmate, professor, medical professional, or patient.

c. Coherence/Cohesion

It reflects the ways language is organized (coherence) and how ideas relate to each other (cohesion). It is important that their responses are not ambiguous. Opinions and recommendations should be stated clearly. Supporting reasons should clearly connect to the main idea. Steps in a process or events in a story should be ordered logically, described clearly, and connect smoothly. Be specific enough in their responses so that listeners do not have to interpret or supplement what students are saying in order to understand their meaning.

d. Accuracy

It includes pronunciation, grammar, fluency, and vocabulary. Speaking skill as explained before is very crucial thing that must be

mastered by the learners. If we make such parable of speaking, it is like a monitor of computer where it shows what in CPU.

To reach the target of direct method strategy, it is much needed students' participation. Here, the teacher is ordered to design the class as creative as possible. He can use media to attract the students and so on.

So, in teaching English especially speaking, the teacher must consider some principles of teaching speaking. Bailey<sup>18</sup> stated there are five principles of teaching speaking:

- a. Be aware of the differences between second language and foreign language learning context. Second language context is one where the language is the language of communication in the society, e.g. learning English in Britannia. Even though foreign language is one where the target language is not the language of communication in the society, e.g. learning English in Indonesia.
- b. Give students practice with both fluency and accuracy  
Fluency is the extent to which students use the language quickly and confidently, with the few hesitations or unnatural pauses, false starts, word searches, etc. And accuracy is the extent to which the students' speech matches what the people actually says when they use the language.

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<sup>18</sup> Kathleen M. Bailey, *Practical English Language Teaching 1<sup>st</sup> Edition* (New York: The McGraw-Hill Company, 2003), pp 54.

- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Here the teacher limits himself to speak. He must calculate how many percent he speaks. Approximately he speaks 50%-80%. So the students have time to speak or express their ideas. Pair work is one of the teachers' strategies to attract the students. When the teacher is removed from the conversation, the learners take on diverse speaking role that are normally filled by the teacher.

- d. Plan speaking tasks that involve negotiation for meaning

Negotiation for meaning means the teacher involved the students in communication of target language than they will try to understand what someone talks about. Here the teacher becomes a model, because he will do first before asking the students to do it.

It also involves checking to see if the students have understood what someone has said, clarifying their understanding and confirming that someone has already understood their meaning.

- e. Design classroom activities that involve guidance and practice in both transactional and interactional.

Transactional speech is involving communication to get something done, including service. Even interactional speech is communication with someone for social purposes.

On the other side, Kalayo<sup>19</sup> added the teachers are not only knowing and applying the principles of teaching speaking, but also recognizing the areas of knowledge in teaching speaking. They are:

- a. Mechanics (pronunciation, grammar, and vocabulary)
- b. Functions (transaction and interaction)
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speaker and relative roles of participants).

### **3. Fun Learning**

In order to attract the students and to control their enthusiasm in learning English, the researcher is going to use some games. It means the games that can make them use English, for example: hangman, guess my style, who am I? etc. It is expected the students do not feel bored.

### **B. The Relevant Research**

This research is relevant to study made by two other undergraduate students. The researcher shows the researches which were done by the English education students as follows:

1. The research that conducted by Dina Shadewi entitled *A Comparative Study Between the Use of Full English in Teaching-Learning Process and the Mix of English-Indonesian Language on the Students' Achievement at the Second Year Students of MAN 2 Pekanbaru.*

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<sup>19</sup> Drs. KalayoHasibuan, M.Ed-TEFL and Muhammad Fauzan Ansyari, S.Pd.I., *Teaching English as Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), pp 101.

She studied the difference between the use of full English in teaching and learning process and the mix of English-Indonesia toward students' achievement. She found that there is a different on students' achievement which uses full English. In comparison, this research which has been by the writer is totally different with her research, because she compared between use of full English and mix on students' achievement, even though the researcher is trying to know the effect of using Direct Method on students' speaking ability.

2. The research that conducted by Yulviona entitled *The Correlation Study Between the Students Success On Oral Test Toward Their Speaking Performance at the Second Year of Dar-El Hikmah Islamic Boarding School Pekanbaru*.

She tried to correlate between the students' success on oral test toward their speaking performance. She found that there is a correlation on it. This research is also different with hers. Because Yulviona only wanted to know about the correlation between students success on oral test toward their speaking performance.

### **C. The Operational Concept**

The operational concept is a concept as guidance in order to clarify the variables and the theoretical bases used in analyzing the data. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variable used in this study. There are two variables used in this research. They are:

1. Direct Method as independent variable, symbolized by “x” and the indicators are:
  - a. The teacher uses English in the classroom, including giving instructions or instruction.
  - b. The teacher encourages the students to use only English.
  - c. The teacher asks the students to practice English.
  - d. The teacher involves the students use the target language that can they find in realistic everyday situation.
  - e. The teacher demonstrates not translates.
2. The students’ speaking ability as dependent variable, symbolized by “y” and the indicators are:
  - a. The students are able to use language functions that include narrating, comparing, giving and defending opinion, responding to hypothetical situation, describing and analyzing a graph, extending greeting etc which include accent, grammar, vocabulary, fluency and comprehension.
  - b. The students are able to use English appropriately which include accent, grammar, vocabulary, fluency and comprehension.
  - c. The students are able to organize (coherence) which include accent, grammar, vocabulary, fluency and comprehension.
  - d. The students are able to use English accurately which include accent, grammar, vocabulary, fluency and comprehension.

## **D. The Assumption and the Hypotheses**

### **1. The Assumptions**

Before starting the hypothesis as temporary answer to the problem discussed, the researcher presents the researched assumptions as follows:

- a. The students' speaking ability is diverse.
- b. Many factors influence students' speaking ability.

### **2. The Hypothesis**

- a. Alternative hypothesis ( $H_a$ )

There is significant difference on students' speaking ability before and after taught through Direct Method at the first year of Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang District of Bangkinang Seberang Regency of Kampar.

- b. Null hypothesis ( $H_0$ )

There is no significant difference on students' speaking ability before and after taught through Direct Method at the first year of Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang District of Bangkinang Seberang Regency of Kampar.

## CHAPTER III

### RESEARCH METHOD

#### A. The Research Design

The type of the research is experimental research. According Jhon, W. Cresswell, “experiment is you test an idea (or practice procedure) to determine whether it influences an outcome or dependent variable”<sup>20</sup>. The research design is pre-experimental research. In this research, the writer uses the design of the pre-test post-test in one group. Because in conducting this research, one class of first year students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang has been participate. The class got a pretest at the beginning, treatment in the middle and posttest at the end of the research. The pretest and posttest results have been being compared in order to determine the effect of the treatment. Gay says that, this research called the One-Group Pretest-Posttest Design, involves a single group that is pretested, exposed to a treatment, and post tested. The success of the treatment was determined by comparing pretest and posttest scores.<sup>21</sup>

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<sup>20</sup> Jhon. W.Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Person Education,2008), pp 299.

<sup>21</sup> L. R Gay and Peter Arisian. *Educational Research Competencies for Analysis and Application 6<sup>th</sup> edition*. (New Jersey: prentice-Hall, Inc, 2000), pp 388.

**Diagram**  
**Research Design**



**B. The Time and the Location of the Research**

This research was conducted to the first year of Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang District of Bangkinang Seberang Regency of Kampar on July-August 2011.

**C. The Subject and the Object of the Research**

1. The Subject of the Research

The subject of the research was the students of first year of the Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang District of Bangkinang Seberang Regency of Kampar.

2. The Object of the Research

The object of the research was the effect of direct method in increasing students' speaking ability.

**D. The Population and the Sample of the Research**

The population of this research was the first year students of Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang District of Bangkinang Seberang Regency of Kampar which consisted of five classes. There were 28, 29 and 30 students in each class, so the total of the population was approximately 145 students.

**TABLE III. 1**  
**THE NUMBER OF THE FIRST YEAR STUDENTS OF ISLAMIC SENIOR**  
**HIGH SCHOOL OF DAARUN NAHDHAH THAWALIB BANGKINANG**  
**DISTRICT OF BANGKINANG SEBERANG REGENCY OF KAMPAR**

No	Class	Population		
		Male	Female	Total
1	X A	13	15	28
2	X B	14	15	29
3	X C	14	16	30
4	X D	17	13	30
5	X E	15	13	28
Total				145

The research design was One-Group Pretest-Post design, so the researcher chooses one class as sample. This technique was called Cluster Sampling because the students' ability in speaking English homogenous and the students are at the same level, taught with the similar material and teachers.

The sample in this research was the class X A where the total of the students were 28 students, consist of 13 students of male and 15 students of female.

#### **E. The Technique of Collecting Data**

In order to measure students' ability 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.

b. Post-Test

Pre-Test was used to collect the data of students after applying direct method.

After giving pretest, the researcher applied the treatment. Here the blueprint of the treatment.

**TABLE III. 2**  
**THE BLUEPRINT OF TREATMENT**

MEETINGS	SUBJECT METHOD
<b>Meeting 1</b>	a. Responding and understanding text monologue of recount text.
<b>Meeting 2</b>	a. Responding to introducing, meeting, and leaving the conversation. b. Doing various transactional/ interpersonal conversations in order to introduce, meet, and leave the conversation.
<b>Meeting 3</b>	a. Responding to express happiness b. Doing various use of language orally in transactional/interpersonal in order to express happiness
<b>Meeting 4</b>	a. Responding to short functional text in condolence b. Expressing short functional text in condolence
<b>Meeting 5</b>	a. Responding the meaning in the simple monologue text of recount text b. Expressing the meaning in the simple monologue text of recount text
<b>Meeting 6</b>	a. Expressing to short functional text orally b. Retelling about short functional text
<b>Meeting 7</b>	a. Responding and analyzing the short story b. Retelling unforgettable memory
<b>Meeting 8</b>	a. Expressing the meaning in the simple monologue text which uses various oral languages accurately, fluently, and contextually.

## F. The Technique of Data Analysis

The researcher scored the students' speaking ability according to categories developed by Hughes<sup>22</sup>. He says that there are some components that should be considered to score speaking skill. They are accent, grammar, vocabulary, fluency, and comprehension. He describes the ratings as follows:

### 1. Accent

**Table III. 3**

**Accent**

<b>Category</b>	<b>Requirement</b>
6	Native pronunciation, with no trace of "foreign accent."
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
3	"Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
1	Pronunciation frequently unintelligible.

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<sup>22</sup> Arthur Hughes, *ibid.* pp 111.

## 2. Grammar

**Table III. 4**  
**Grammar**

<b>Category</b>	<b>Requirement</b>
6	No more than two errors during the interview.
5	Few errors, with no patterns of failure.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
2	Contrast errors showing control of very few major patterns and frequently preventing communication.
1	Grammar almost entirely inaccurate expert in stock phrases.

### 3. Vocabulary

**Table III. 5**  
**Vocabulary**

<b>Category</b>	<b>Requirement</b>
6	Vocabulary apparently as accurate and extensive as that of an educative native speaker
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
4	Professional vocabulary adequate to discuss special interest: general vocabulary permits discussions of any non-technical subject with some circumlocutions..
3	Choice of words sometime inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
1	Vocabulary inadequate for even the simplest conversations.

#### 4. Fluency

**Table III. 6**

**Fluency**

Category	Requirement
6	Speech on all professional and general topics as effortless and smooth as native speaker's
5	Speech is effortless and smooth, but perceptively non-active in speed and evenness.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
2	Speech is very slow and uneven except for short routine sentence.
1	Speech is also halting and fragmentary as to make conversation virtually impossible.

## 5. Comprehension

**Table III. 7**  
**Comprehension**

Category	Requirement
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.
5	Understand everything in normal educated conversations except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
4	Understanding quite well normal educated speech when engaged in a dialogue, but require the occasional repetitions and rephrasing.
3	Understanding careful, somewhat simplified speech when engaged in dialogue, but may require considerable repetitions and rephrasing.
2	Understands only slow, very simple speech on common social and touristic topics; require constants repetition and rephrasing.
1	Understanding to little for the simple types of conversations.

The speaking ability was scored by counting five qualities above and each component has score or level. Each component has the highest score 20 and the highest of teacher' score is 100. The specification of the test is as follow:

**Table III. 8**  
**ASSESSMENT ASPECTS OF SPEAKING ABILITY ON RECOUNT**  
**TEXT**

No	Aspects Assessed	Score					
		1	2	3	4	5	6
1	Accent					<b>For native speaker only</b>	
2	Grammar						
3	Vocabulary						
4	Fluency						
5	Comprehension						
Total							
Maximum Score		20					

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final score = total score : maximum score x 100

So, based on the table above, the classification of the students' speaking ability can be rated as follows<sup>23</sup>:

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<sup>23</sup> Suharsimi, Arikunto, *Dasar- Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2009), 245.

**TABLE III. 9**  
**CLASSIFICATION OF THE STUDENTS' SCORE IN TERM OF THE**  
**LEVEL OF ABILITY**

Score	Classification
80-100	Excellent
66-79	Good
56-65	Average
40-55	Poor
0-39	Failed

Then, the students' score will be analyzed by using statistical analysis, to know if there is any significant effect of using direct method on the students speaking ability. Thus, the different mean is analyzed by using T-Test through SPSS 16 version.

The t – table was employed to see whether there is a significant effect on using direct method on the students' speaking ability.

The F calculated is obtained by considering variable of  $dk$  as follows:<sup>24</sup>

$$dk = N - \text{independent variable} - 1$$

N = Number of cases

The significant level chosen in analyzing the score Fcalculated through using SPSS 16 Version is 5% or 0.05.

Statistically the hypotheses are:

$$H_a : t_o > t_{table}$$

$$H_o : t_o < t_{table}$$

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<sup>24</sup> Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), pp. 191

$H_a$  is accepted if  $t_{\text{obtained}} > t_{\text{table}}$  or there is effect of using direct method on the students' speaking ability.

$H_o$  is accepted if  $t_{\text{obtained}} < t_{\text{table}}$  or there is no effect of using direct method on the students' speaking ability.

### G. The Reliability and the Validity of the Test

According to H. Douglas Brown<sup>25</sup> that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistency. Meaning that, we can say the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, the Mean and Standard Deviation of test should be calculated first. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure.

Validity and reliability of test items is related in terms that a test is possible to be reliable without being valid for a specified purpose, but it is impossible a test to be valid without first being reliable. To know the reliability of the test, the writer used product moment formula<sup>26</sup> that was analyzed by using SPSS 16 Version.

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<sup>25</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003), pp 19-27.

<sup>26</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta, 2006), 170.

The  $r$  product moment can be obtained by considering the degree of freedom (df) as follows:

$$df = N - nr$$

$N$  = number of cases

$nr$  = the total variable correlated

Statistically the hypotheses are:

$$H_0: r_o < r_t$$

$$H_a: r_o \geq r_t$$

$H_0$  is accepted if  $r_o < r_t$  or there is no significant correlation between pre-test and post-test.

$H_a$  is accepted if  $r_o \geq r_t$  or there is significant correlation between pre-test and post-test.

The following table describes the correlation between score of pre-test and post-test.

**Table III. 10**  
**Inter-Item Correlation Matrix**

	<b>Post-test</b>	<b>Pre-test</b>
<b>Post-test</b>	1.000	.574
<b>Pre-test</b>	.574	1.000

From the table, it can be seen that the coefficient of correlation product moment ( $r_o$ ) between post-test and pre-test is 0.574. Before comparing it to  $r$  table ( $r_t$ ), we have to obtain the degree of freedom (df).

$$df = N - nr$$

$$df = 28 - 2$$

$$df = 26$$

After obtaining the degree of freedom (df), the coefficient of correlation product moment ( $r_o$ ) is compared to  $r$  table ( $r_t$ ) either at 5% or 1%. At level 5%,  $r_t$  is 0,374 and at level 1%,  $r_t$  is 0,478. Based on  $r$  table, it can be analyzed that  $r_o$  is higher than  $r$  table at level 5% and 1%. In other word, we can read  $0,374 < 0,574 > 0,478$ . So that, the writer can conclude that  $H_o$  is rejected and  $H_a$  is accepted. It means that there is significant correlation between pre-test and post-test. In other word, the test both pre-test and post-test used by the writer is reliable.

## **CHAPTER IV**

### **THE PRESENTATION OF THE DATA ANALYSIS**

#### **A. The Description of the Data**

The purpose of this research is to know the students' speaking ability before and after being taught by using direct method and to know whether or not there is a significant effect of the students' speaking ability which was taught by using direct method. The data of the research were the scores of students' pre-test and post-test. Before treatment, the researcher gave pre-test and post-test. The speaking test was about retelling experience (recount text) and was evaluated based on five components: accent, grammar, vocabulary, fluency and comprehension. Each component has score category.

#### **B. 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.
- b. After several meetings, the students in were given post-test. They were asked to do an oral presentation of recount text (experience) after being taught by using direct method.

- c. The students' speaking was recorded by the researcher and was backed up into CD. Then, it was collected to evaluate the appropriate of accent, grammar, vocabulary, fluency and comprehension.
- d. The researcher used two raters to score the students' speaking ability.
- e. The researcher collected and summed up raters' score to get each student's score.

### 1. Description of Students' Pre-test Scores

The results of students' pre-test score are presented in the following table:

**Table IV. 1**  
**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%
<b>Total</b>	<b>28</b>	<b>100%</b>

Table IV.1 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 score 60. It means only 3 students pass the passing standard score (SKL) stated by Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang.

## 2. Description of Students' Post-test Scores

The following table is the data of students' post-test score.

**Table IV. 2**  
**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 IV.3 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%), 4 students 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 get score below 60. It means all (28) students have passed the passing standard score (SKL) stated by Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang.

### C. The Data Analysis

The data analysis is presented based on the statistical result followed by the discussion about the effect of using direct method on students' speaking ability at the first year of Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang. The data were divided into two parts, they were pre-test and post-test. To analyze the data, the mean score (M) and the standard deviation (SD) were analyzed using t-test statistics through SPSS version 16.

#### 1. Data Analysis of Students' Pre-Test Scores

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

**Table IV. 3**  
**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	

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 (Mx) and the standard deviation ( ) can be analyzed using SPSS version 16 as follows:

**Table IV. 4**  
**MEAN AND STANDARD DEVIATION OF PRE-TEST SCORES**

Mean	54.5536
Standard Deviation	3.53904

From the table above, the distance between Mean (Mx) and Standard Deviation ( ) is too far. In other words, the scores obtained are normal. From the mean score of 54.55, it is concluded that students' speaking

ability before being taught by using direct method is categorized into **Poor.**

## 2. 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 IV. 5**  
**STUDENTS' POST-TEST SCORES**

<b>Score (X)</b>	<b>Frequency(f)</b>	<b>Fx</b>	<b>Passing standard</b>
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
<b>Total</b>	<b>28</b>	<b>1987.5</b>	

The data presented on Table IV.9 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 (M<sub>x</sub>) and the standard deviation ( ) can be analyzed using SPSS version 16 as follows.

**Table IV. 6**  
**MEAN AND STANDARD DEVIATION OF POST-TEST SCORES**

Mean	70.9821
Standard Deviation	5.58531

Table IV.10 above shows that the distance between Mean (M<sub>x</sub>) and Standard Deviation ( ) 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**.

### 3. Data Analysis Using T-test Statistics

**TABLE IV. 7**  
**Paired Samples Test**

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	6.4286	3.3761	1.0160	8.5132	4.3439	6.170	27	.000

Based on the table above, it could be seen that mean is 6.43, standard deviation is 3.38,  $t_o$  is 6.17 and df is 27. Then,  $t_o$  is compared to  $t_t$  at level 5% and 1%. At level 5% is 2.05 and 2.77 at level 1%. It could be read  $2.05 < 6.17 > 2.77$ . It's meant  $H_a$  is accepted and  $H_o$  is rejected. The conclusion is there is significant difference on students' speaking ability before and after being taught through direct method at the first year of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang district of Bangkinang Seberang regency of Kampar.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the findings as described in chapter IV, research on the effect of direct method on students' speaking ability at the first year of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang district of Bangkinang Seberang regency of Kampar have completely discussed. It is necessary for the researcher to draft the conclusions as follows:

1. The students' ability in speaking before being taught by using direct method. After conducting the research, the students' speaking ability before being taught by using direct method is categorized into **Poor level**.
2. The students' speaking ability after being taught by using direct method. After conducting the research, the students' speaking ability before being taught by using direct method is categorized into **Good level**.
3. The investigation of significant difference of students' speaking ability before and after being taught through direct method at the first year of Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang district of Bangkinang Seberang regency of Kampar. Based on the analysis of T-Test formula where  $t_0$  higher than  $T_t$ . It shows that there is significant difference on students speaking ability before and after being taught by using direct method at the first year of Islamic Senior High

School Daarun Nahdhah Thawalib Bangkinang district of Bangkinang  
Seberang regency of Kampar.

## **B. Suggestion**

Based on the researched conclusions above, it is known that the use of English as the medium of instruction in the classroom can improve students' speaking ability. So that, teaching by using direct method is one of the solutions for the English teacher in order to increase students' ability, especially the students' ability in speaking skill.

### 1. Suggestions for the teacher:

- a. The teacher teaches constantly use English as medium of instruction.
- b. Teacher trains students to speak English during the teaching and learning process, such as by practicing students' listening skill using tape recorder and asking them to repeat after the tape recorder.
- c. Teacher involves the students to speak English, such as questioning and answering activities, asking them to give the feedbacks about the questions, etc.
- d. Teacher encourages students' awareness about the importance of speaking skill for their future career.
- e. The building up of creative and enjoyable learning for students should be developed by the English teacher, for example, by using games.
- f. Teacher should support their teaching strategies by using interesting and representative media.

2. Suggestions for the students:

- a. The students are expected to use English as the only one language, at least in learning English.
- b. The students make such kinds of opportunities to practice English.
- c. The students find other people that can increase their speaking ability.
- d. The students never feel bored in practicing their English.

3. Suggestions for the other researchers:

- a. The researchers are expected to find the new strategy, method or approach in order to make the students are easily and enjoy in learning English.
- b. The researchers always watch the development of education.
- c. The researchers are enforced to be agents of change in education.

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