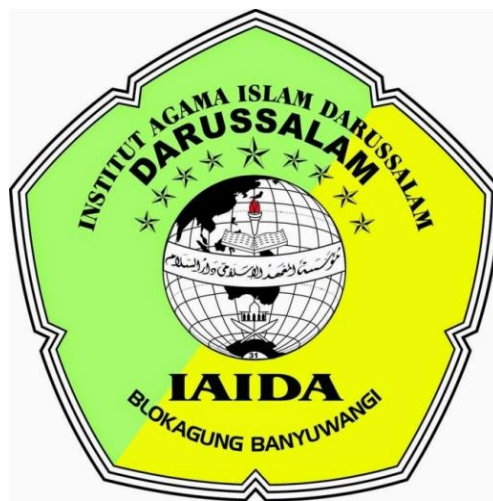


THESIS

**THE EFFECT OF DIRECT METHOD IN TEACHING
SPEAKING SKILL AT THE ELEVENTH GRADE
STUDENTS IPA 2 OF SMA DARUSSALAM BLOKAGUNG
IN ACADEMIC YEAR 2019/2020**

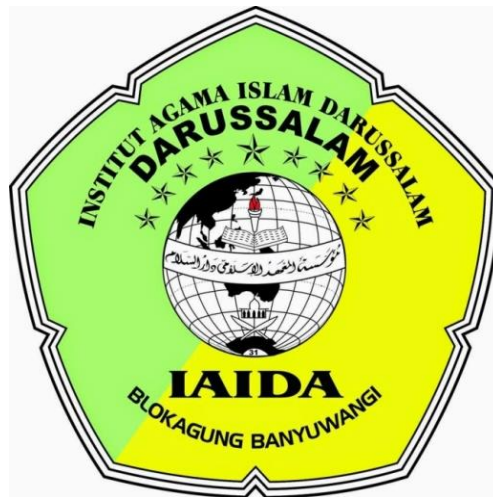


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**ENGLISH EDUCATION DEPARTMENT
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IN ACADEMIC YEAR 2019/2020**

THESIS

Presented to the Faculty of Education and Teacher Training in a Partial
Fulfillment of the Requirement for the Degree of Strata 1 in English Education
Department

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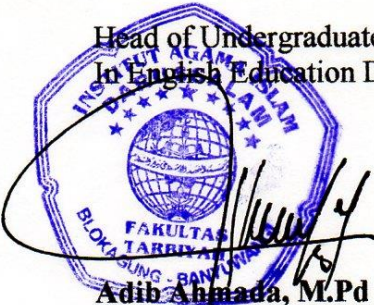
2020

APROVAL SHEET

This is certifying that sarjana's thesis of **SYAHRIA ULYA** has been approved by thesis advisor for further approval by the board of examiners.


Banyuwangi, 19th July 2020

Head of Undergraduate Program
In English Education Department



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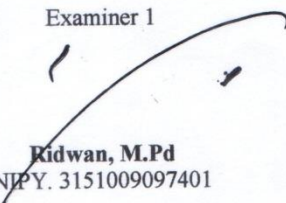
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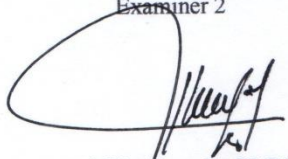
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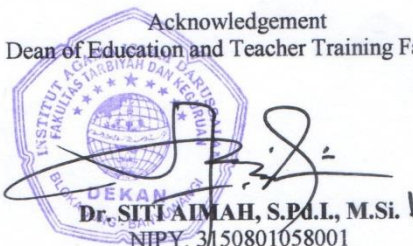
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Dean of Education and Teacher Training Faculty



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MOTTO

No Sweet Without Sweat. “(Anonim) ”

لا يستطيع العلم براحة الجسم

(Ilmu tidak akan didapat dengan santai santai)

DEDICATION

Praise the presence of Allah SWT who has given the mercy of Grace, Taufiq, and Hidayah to all of us. I offer this description to:

1. These ladies and gentlemen are my little offerings. Thank you for always keeping in prayer and giving support and encouragement.
2. My sister, my younger brother, and my niece who always provide support.
3. To my friend al idaroh who accompanied my day at the cottage, who shared the joys and sorrows
4. Tadris friends in English 2016 who are full of enthusiasm in working on their thesis
5. All parties who can not be mentioned one by one by the author who always supports the physical and mental
6. To prospective life companion who always gives encouragement and motivation so that the writer can finish this thesis

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I:

Name : SYAHRIA ULYA
NIM : 16112210022
Study program : English Education Departement
Addres : Blokagung Tegalsari Banyuwangi

Declare that:

- 1) This thesis has never submitted to any other tertiary education for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include. Without due acknowledgement, the work of any other person
- 3) If a later time it is found that the thesis is product of plagiarism, Iam willing to accept any legal consequences that imposed to me.



Banyuwangi, 19 Juli 2020

Declator



Syahria Ulya

ABSTRACT

Ulya Syahria (2020): " The Effect of Direct Method in Teaching Speaking Skill at the Eleventh Grade Students IPA 2 of SMA Darussalam Blokagung in Academic Year 2019/2020

The English teacher at SMA Darussalam Blokagung Tegalsari subdistrict Banyuwangi has implemented several strategies to improve students' speaking skills by giving explanations then asking questions and asking for responses from students. Sometimes the teacher also uses games and discussion groups, the teacher has also applied an interesting strategy. But in reality, students also still have problems with speaking skills. To solve this problem, researchers offer a method called the direct method.

The main focus in this research is to determine the differences in students' speaking abilities before and after being taught using the direct method.

In this research, the type is pre-experimental. While the design used is one group pretest-posttest design. Researchers used one class as a sample of 28 students. The researcher gives a pretest before being taught with the direct method to determine students' speaking skills before being taught with the direct method, and after being taught using the direct method students are given a posttest to find out the students' speaking abilities after being taught by the direct method.

The technique used to collect data is a test. The test is used to collect the speaking skills data of eleventh grade students of IPA 2 SMA Darussalam Blokagung. Techniques in analyzing data using the T formula, it is to find out the difference in the mean pretest and posttest scores of students with the help of SPSS version 23. Then the value is compared with the T-table by considering df.

Based on data analysis, the researcher found a difference in students' speaking abilities before and after being taught by the direct method with consideration t_o greater than the t_{table} of either 5% or 1%. This means that H_a is accepted and H_o is rejected. So it can be concluded that there is a difference between students' speaking skill before and after being taught by the direct method.

ACKNOWLEDGEMENT

Assalamu'alaikumWarahmatullahWabarokatuh

Alhamdulillah robbil 'alamin, praise the presence of Allah SWT, the almighty, almighty loving and almighty everything that dominates the universe, all his mercy, taufiq and hidayah, and do not forget the blessings and greetings that may continue to flow in the bosom of the great great prophet, the great prophet Muhammad SAW, whom we will always look forward to his intercession at yaumul qiyamah.

Alhamdulillah, the author can finish writing this thesis entitled "The Effect of the Direct Method in Teaching Speaking Skills at the Elevanth Grade of Darussalam Darussalam High School Academic Year 2019/2020". This thesis was prepared to fulfill a bachelor's degree in an English tadriss study program at the Tarbiyah faculty and teacher training institutes of the Darussalam Islamic religion blokagung banyuwangi.

The author is fully aware that the process of preparing this thesis can be completed thanks to the help and prayers of all parties, guidance, and encouragement and attention.

1. KH. Ahmad Hisham Syafa'at. Sos.I Caregivers of Darussalam Blokagung boarding schoo
2. KH. Ahmad Munib Syafa'at IAIDA Chancellor, Blokagung Banyuwangi
3. Siti Aimah, SPd., M.Si as dean of the Tarbiyah and teacher training faculty of IAIDA Blokagung Banyuwangi
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5. All lecturers and staff of IAIDA Blokagung employees

6. All administrators and teachers of Darussalam Banyuwangi Blokagung
7. Friends in arms who always help and support the completion of this thesis

Wa'alaikum Salam WarohmatullahWabarokatuh

Banyuwangi, 19 Juli 2020

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Research

According to Tarigan (2008: 2) language skills includes 4 aspects, namely; listening skills (listening skills), speaking skills (speaking skills), reading skills (reading skills), and writing skills (writing skills). The four skills are an inseparable unity, interconnected with one another. The sequence of acquisition of these skills naturally begins with listening, speaking, reading and writing.

One aspect of language that must be mastered by students is speaking, because speaking skills support other skills (Tarigan,1986: 86). This skill is not a type of skill that can be passed down from generation to generation, although basically every human being can naturally speak. However, formal speaking skills require intensive training and direction.

But in reality, the activities that occur in learning English are still dominated by the teacher so students still tend to be passive which results in students' speaking skills being low. This is supported by Badudu (1993: 131) where the implementation of language learning from the level Elementary schools to high schools are still impressed that the teacher feeds too much material, the teacher does not invite students to be more active in listening, speaking, reading, and writing. Someone said to have skills if that person has the ability to act and take action easily and precisely after going through learning (Sulastri, 2008: 9).

According to the Ministry of National Education (2003) speaking skills are taught with the goal is that students have the ability to express ideas, ideas, opinions, ideas to be conveyed to others.

Speaking is a language skill that develops in a child's life, which is only preceded by language skills that develop in a child's life, which is only preceded by listening skills, and it is during this time that speaking ability is learned. Speaking is very closely related to the development of vocabulary obtained by children with listening and reading activities. (Linguist in Guntur Tarigan 1981: 3).

In this case, the researcher focuses on speaking skill. Guntur Tarigan (1981: 15) says that speaking is the ability to pronounce articulation sounds or words to express, express and convey thoughts, ideas and feelings. Mulgrave in Henry Guntur Tarigan, 1981: 15) also states that speaking is not just the pronunciation of sounds or words. Speaking is a tool for communicating ideas that are arranged and developed according to the needs of the listener or listener. Speaking is an instrument that reveals to the listener almost directly whether the speaker understands or not both the material of the conversation and the listener; whether he is calm and adaptable or not, when he communicates his ideas; and whether he is alert and enthusiastic or not.

According Jeremy Harmer (2007:63) the direct method, which arrived at the end of the ninetieth century, was the product of reform movement which was reacting to the restrictions of grammar translation. Translation was abandoned in favor of the teacher and the students speaking together, relating

the grammatical forms they were studying to objects and pictures, etc. in order to establish their meaning. The sentence was still the main object of interest, and accuracy was all important.

According (Diane-Larsen Freeman, 2000:23) in her book *Technique and Principle in Language Teaching* stated that On the other hand, linguists have stated several methods that can be applied in teaching English as a foreign language, especially in teaching speaking skills using the Direct Method. The direct method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target language through the use of demonstration and visual aids, with no recourse to the students' native language.

According to (Richards, 2002) a method is a set of class techniques that are basically theoretically unite to stir up variety context and audience variations. For example us talk about lingual audio methods, methods directly, and the silent way or suggestopedia, these are called methods. From some of the methods mentioned by Richards, researchers chose the direct method because this method is very appropriate to use for teach languages easily understood like learning mother tongue or called methods natural because it's learned naturally like mother tongue. So, through the application of this method in teaching can certainly improve student interests and abilities within speak English.

Evaluation of teaching to date shows that it has not been successful. This fact is a big challenge for everyone who deals with ELT in Indonesia. For this reason, efforts to improve the quality of English teaching are highly

valued (George, 2005). It is hoped that teachers who teach English can apply this method to be able to encourage students' ability to speak English in Darussalam Blokagung high school.

According to Nunan (as cited in Brown, 2001), direct method can be called as the natural approach in which this method focuses on meaning not form and this method is designed to give beginners and intermediate learners basic communicative skills.

Based on this the author intends to try to apply the direct method of learning English where in this method the learning process is carried out directly with English without using the learner's mother tongue as the language of instruction. Based on the explanation above, the author discusses **"The Effect Of Direct Method In Teaching Speaking Skills At The Eleventh Grade Students Ipa 2 Of Sma Darussalam Blokagung Banyuwangi In Academic Year 2019/2020"**.

From these problems, researchers tried to overcome the difficulties experienced by students in speaking skills. Teaching speaking skills using the direct method is expected to be able to attract, motivate, and introduce and demonstrate to students. So that teaching at SMA Darussalam Blokagung will be better. I write this thesis with emphasis / inspiration from several theses that have been successfully done in places like Wendry Hendry in the title the effect of using direct method on the students' speaking ability at the first year of Islamic senior high school darunnahdhahthawalibbangkinang district of bangkinang across from the regency of Kampar ". And NilaAndriyani with the

title using direct methods in teaching to improve students' speaking skills in purikids language courses ".

B. Identification of the Problem

Is there significant effect of direct method in teaching speaking skill in SMA Darussalam Blokagung academic year 2019/2020 ?

C. Limitation of the Problem

The researcher limits this research to the effect of using the Direct Method on the speaking skills of eleventh grade students IPA 2 of SMA Darussalam Blokagung.

D. The Purpose of the Research

To find out the effect of direct method In teaching speaking skills at the eleventh grade students IPA 2 of SMA Darussalam Blokagung.

E. The Benefits of Research

With the above objectives, the theoretical benefits that can be obtained that can provide information about answers to problems that have been previously formulated, while the practical benefits are able to provide information for English teachers about the effect of direct methods in teaching speaking skill at the eleventh grade students IPA 2 of SMA Darussalam Blokagung and can be a reference for future researchers , how this direct method when connected with other language skills, namely speaking, reading, and writing.

F. Previous Studies

In this chapter, the researcher will explain some previous studies or previous studies that have relevance to this research. The purpose of the

presentation of previous studies is to determine the position of the study and explain the differences. The following is a number of previous studies research related to research conducted by the author.

The first study was a study conducted by students of the University of Nila Andriyani Yogyakarta in 2015 with the title "*Using direct methods in teaching to improve students' speaking skills in purikids language courses*". Research conducted by sister Nila Andriyani focuses on the use of direct methods in improving students' speaking abilities. Differences in research conducted by Nila Andriyani in 2015 Researching direct methods uses qualitative methods that are different from research conducted by authors who discuss direct methods with quantitative research methods in addition, the purpose of the study conducted by Nila Andriyani and the authors was different. Meanwhile the equation in this study was the similarity between variables, namely the direct method as the variable X and also the Speaking skill as the variable Y. the research of the authors also shows that this method has successfully improved students' speaking skills.

The second research is research conducted by Wendry Hendry student of Sultan Syarif Riau Pekanbaru in 2012 with the title "*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*". The second study was a study conducted by students Wendry Hendry from Sultan Syarif Riau Pekanbaru in 2012 with the title "The effect of using direct methods on students' speaking ability in the first year of Islamic junior high school daahun nahdhah thawalib bangkinang

bangkinang district bangkinang district Kampar district". Main focus in This research is to determine differences in students' speaking ability before and after being taught using the direct method. The difference between research conducted by Wendry Hendry students is located at the research location, problem boundaries, and the variables used. In research conducted by Wendry students who become variables Y is the speaking ability, while the variable Y is the speaking skill. The equation of the research of Hendry Hendry's students with the author's research lies in the research method, which is the same as using quantitative methods with pre experimental research designs, then variables X and Y and also data collection techniques. the results of research conducted by Hendry Hendry students with the authors indicate that this method has succeeded in influencing students' speaking skills.

G. Definition of the Key Term

1. Effect

According to the Big Indonesian Dictionary (2005: 849), "effect is the power that exists or arises from something (person or thing) that helps shape a person's character, beliefs or deeds." Meanwhile, Surakhmad (1982: 7) states that effect is the power that arises from an object or person and also the inner phenomena that can give a change to what is around him. So, from these opinions, it can be concluded that the influence is a force or strength arising from something, both people and objects, and everything that exists in nature so that it affects what is around him.

2. Direct Method

Direct Method is a method of teaching a foreign language, especially modern language through conversation, discussion, and reading in the language itself without the use of the pupil's language, without translation, and without the study of formal grammar. This method is appropriate to be implemented in speaking.

3. Teaching

Teaching is an act that requires quite heavy moral responsibilities. The success of education in students is very dependent on the accountability of teachers in carrying out their duties. Zamroni (2000: 74) says "the teacher is the creator of the teaching and learning process".

4. Speaking Skill

Henry Guntur Tarigan, (1983: 15) said that speaking skills are the ability to pronounce articulation sounds or words to express, say and express thoughts, ideas, and feelings. Listeners receive information through a series of tones, pressures, and joint placement. If the communication takes place face-to-face coupled with hand gestures and the expression (expression) of the speaker.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

This chapter reviews some theories that are relevant to research using Direct Methods in teaching in the eleventh grade of SMA Darussalam Blokagung. In this chapter, researchers discuss English speaking and theories about the direct method. At the end of this chapter, the researcher discusses the conceptual framework that underlies this research.

1. Effect

According to the Big Indonesian Dictionary, (2005:849) "effect is the power that exists or arises from something (person or thing) that helps shape a person's character, beliefs or deeds." Meanwhile, Surakhmad (1982: 7) states that influence is the strength that arises from an object or person and also the inner phenomena that can give a change to what is around him. So, from these opinions it can be concluded that the influence is a force or strength that arises from something, both people and objects and everything that exists in nature so that it influences what is around them.

2. Direct Method

a. Definition of Direct Method

According Diane Larsen Freeman, (2000:23) people can learn vocabulary through many methods. One of the methods is through direct method. The direct method is not new. Its principle has been applied by language teachers for many years. Most recently, it was revived as a

method when the goal of instruction became learning how to use a foreign language to communicate.

According Abuddin Nata, (1997:91) the method in terms of language comes from two words "meta" (through) and "hodos" (way, way). Sri Utari Subyakto (1988: 13) also said that the assumption of a direct method that the BT learning process (Target Language) is the same as learning BS (Original Language); namely the use of language directly and intensively in communication. Same with a child studying his BS. Thus BT students learn by listening and speaking, while reading and writing can be developed as such. Therefore, BT students must be accustomed to thinking in BT, and to achieve this use of BS must be on avoid altogether.

Jeremy Harmer, (2007:63) said The direct method, which arrived at the end of the ninetieth century, was the product of reform movement which was reacting to the restrictions of grammar translation. Translation was abandoned in favor of the teacher and the students speaking together, relating the grammatical forms they were studying to objects and pictures, etc. in order to establish their meaning. The sentence was still the main object of interest, and accuracy was all important.

Jeremy Harmer, (2002:78) The direct method, in rejecting the use of translation developed as a reaction to such highly intellectual approaches to language learning.

As Schmitt state, (2002:12) direct method emphasized exposure to oral language, with listening as the primary skill. Meaning was related

directly to the target language without the step of translation, and explicit grammar teaching was done played. Direct Method had its problem. It required teacher to be proficient in the target language.

b. Characteristics and Purpose of the Direct Method

according to Freeman, (2000: 29) the main characteristics of vocabulary learning through direct methods are:

1. The teacher introduces new target words or phrases, he shows their meaning through the use of realia, images, or pantomime; he never translates it into the student's mother tongue.
2. Students speak the target language well and communicate as if they are in a real situation.
3. Grammar is taught inductively; that's the student presented examples and they find out the rules or generalizations of the examples. Explicit grammar rules may never be given.
4. Students practice vocabulary by using new words in complete sentences.

c. The Advantages and Disadvantages of the Direct Method

1. Advantages

According to M.E.S. Elizabeth and DigumartiBhaskara, (2007:55) the advantages of direct method, there are:

- a. This Method lays more emphasis on oral work. That ensures good pronunciation to the learners.
- b. For teaching the idioms of English, this method is more suitable.

There is direct bond between thought and expression. So it helps the learner to have fluency in speech. It helps the students to have good command over the language.

- c. Psychologically, this method is very sound because the teacher proceeds from particular to general and from concrete to abstract.
- d. It makes the teaching of English easy and pleasant.
- e. It helps the teacher and the learner to cover up more syllabuses in less time.

On the other hand, Shadewi (2005:20) added that there are several advantages to using this method. They:

- a. The use of language in teaching and learning English develops students' skills to use language systems in their social interactions
- b. The use of English teaching and interaction such as the use of dialogue that helps obtain phrases or sentences in various language functions.
- c. This method provides various communicative functions and domains of meaning.
- d. This gives students the opportunity to practice speaking.
- e. This helps students to adapt to various aspects of the culture of the target language as well

2. Disadvantages

According to M.E.S. Elizabeth and Digumarti Bhaskara, (2007: 55-56) disadvantages of direct method, there are :

- a. There is need of really competent teachers for teaching English by using this method. But we have dearth of such teachers. Sometimes the teacher fails to make the students understand the meaning of a particular word because the use of mother tongue is not allowed.
- b. In this method, there is over emphasis on oral work. Reading and writing process of the language get less attention.
- c. This method, cannot be used successfully for the average and the below average students.
- d. It is an expensive method because the teacher has to use some aids for teaching.
- e. This method does not lay emphasis on the selection and gradation of language material which is very important.
- f. At the early stages, sometimes this method may fail miserably.

d. Steps to the Direct Method

Richards Jack C. & Theodore S. Rodgers (2001) state that direct methods can be used well when learning activities take place, teachers must pay attention to the steps in their use. The steps are generally as follows:

- a. The lesson starts with a short dialogue. This material is presented verbally with movements, cues, dramatizations, and pictures.
- b. Students are directed to be disciplined in listening to the dialogue, then mimic until smooth. After that, students are guided in implementing the dialogue with their friends in turns

- c. The next exercise is in the form of questions and answers about the material being taught, both between teacher-student and students.

e. The Principle of Teaching the Direct Method:

Brown (2000:21) 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 graded 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.
- g. Both speech and listening were taught.
- h. Correct pronunciation and grammar were emphasized.

3. Teaching

According to Jones A. Majid, (2005: 16), Teaching is a way of preparing learning experiences for students. it means an educational process that was previously planned and directed to achieve goals and is designed to facilitate learning.

Sulaiman Masri, Mashudi Bahari, Julilyana Mohd Junid, (2007: 23) Teaching is a complex process that is influenced by various elements

including the quality of teaching, intelligence, talents and interests of students and the influence of motivation, school environment, home and parents' encouragement to students.

4. Speaking Skills

a. Definition of Speaking

Lee (2003: 51) states speaking skills are the ability to express ideas, in the form of opinions, hopes, requests, and so on orally. Saville-Troike (2009: 169) believes that speaking skills include everything that the speaker needs to know to be able to communicate well in a particular community. Tarigan (1981) defines speaking skills as the ability to pronounce articulation sounds in the form of words to express, convey thoughts or ideas, and feelings. Furthermore, delivered by Tarigan (1981: 15) that speaking is a skill to convey messages through spoken language. With Thus, it can be said that speaking skills are the ability to convey messages in the form of ideas, requests, feelings and so on that emphasizes the ability to communicate verbally involving verbal and nonverbal factors

Burhan Nurgiyantoro (2001: 276) speaking is a language activitythe second is what humans do in language life, which is after listening activities. Based on the sounds that are heard, then humans learn to say and finally skilled at speaking.

Huebner (1960: 5) says 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.

Speaking is the language used to communicate with other people. Fulcher (2003: 23) defines "Speaking is the verbal use of language to communicate with other ". It means that speaking is a verbal language to communicate. This is supported by the opinion of Tarigan (2008: 16) who said, "Speaking is a tool to communicate ideas that are compiled and developed according to the needs of the listener or listener". In other words speaking is an activity in communicating ideas or ideas that are arranged according to the needs of the listener.

Hariyadi and Zamzami (1996/1997: 13) said talking to essentially is a process of communication, because in it occurs a message from one source to another place. From the understanding that has been mentioned, it can be concluded that speaking is a process to express, express, and convey ideas, thoughts, ideas, or contents to others by using spoken language that can understood by others.

Next speak according to Mulgrave (through Tarigan, 2008: 16) is a tool for communicating ideas that are arranged and developed according to the needs of the listener or listener. Speaking is an instrument that reveals to the listener almost directly whether the speaker understands or not, both the material of the talk and the listeners; whether he is calm or adaptable or not, when he

communicates his ideas; and what he is alert and enthusiastic or not. Based on the meaning of speech that has been conveyed by some experts above, it can be concluded that the meaning of speaking is the activity of issuing words or sounds in the form of expressions, ideas, information that contains certain meanings orally.

b. The Nature of Speaking

General speaking can be interpreted as the delivery of intent (ideas, thoughts, contents of one's heart) to others by using spoken language so that the intent can be understood by others (Ministry of Education, 1984/1985: 7). His understanding was specifically expressed by many experts.

Tarigan (1983: 15), for example, says speaking is the ability to say articulation sounds or words to express, express and convey thoughts, ideas, and feelings. speaking in essence, is a process of communication because in it occurs the transfer of messages from one source to another place.

c. Developing Speaking Skills

Ahmad Rofi'udin and Darmayati Zuhdin (2000: 7) suggest there are three ways to vertically develop speaking skills:

- a. Imitate the conversation of others (especially teachers).
- b. Develop the form of speech that is mastered.
- c. Bring / align two forms of speech, namely the utterance itself which is not true with the speech of adults (especially teachers) that are correct.

d. Learning Method of Speaking

Speaking learning has a number of components whose discussion is directed towards the teaching method. The teacher must be able to teach interesting and varied speaking skills. According to Tarigan(2008: 106) there are 4 methods of teaching speaking, including:

a. Conversation

The conversation is the exchange of thoughts or opinions on a particular topic between two or more readers. Greene and Petty in Tarigan (2008: 106).

b. Interview

According to Tarigan (2008: 126) interviews or interviews are often used in daily life, for example reporters interviewing ministers, officials or community leaders about important issues. Interviews can be used as a teaching method of speaking, essentially the interview is a continuation of the conversation or question and answer.

c. Discussion

Discussion is often used as a class activity. The discussion method is very useful for students in practicing and developing speaking skills and students also think about the problem being discussed.

e. Types of Speaking

There are several types of speaking. Brown (2004: 141-142) mentions, the five basic types of speaking are as follows:

1. Imitative.

2. Intensive.
3. Responsive
4. Interactive.
5. Extensive (monologue).

f. Aspects of Speaking

Aspects of Speaking Skill In teaching oral communication, there are some factors that encourage learner to gain successful practice in speaking skill beside input factor that comes from listening session. Brown (2004: 142) has broken down both micro-skills and macro-skills of speaking:

Micro-skills:

- a. Produce differences among the English phonemes and allophonic variants.
- b. Produce chunks of language of different length.
- c. Produce English stress pattern, word in stressed and unstressed positions, rhythmic structures, and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor your own production and use various strategic devices - pauses, fillers, self corrections, backtracking- to enhance the clarity of the message.

- h. Use grammatical words classes (noun, verb, etc.), system (e.g., tense, agreement, and pluralization), word order, pattern, rules, and elliptical forms.
- i. Produce speech in natural constituents –in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

Macro-skills:

- a. Accomplish appropriately communicative functions according to situations, participants and goals.
- b. Use appropriate registers, implication, pragmatic conventions, and other linguistics features in face to face conversations.
- c. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Use facial features, kinetics, body language, and other nonverbal cues along with verbal language to convey meanings.
- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing providing a context for interpreting the meaning of words, appealing for help, accurately assessing how well your interlocutor understand you.

g. The purpose of speaking

Ochs and Winker (in Tarigan, 1983: 15) and Keraf (1989: 320) say that basically speaking has three general objectives as follows.

1. Notifying, reporting (to inform)
2. Entertaining, entertaining (to entertain)
3. Persuade, invite, urge, convince (to persuade).

In line with the objectives of speaking above, the achievement of the objectives of the conversation is one of the most important indicators in speaking activities (Abidin, 2012: 130). Some indicators of the achievement of the purpose of speaking are as follows:

1. Listener Understanding

Objectives can be said to be achieved if the speaker is able to increase the understanding and understanding of the listener. That is, the listener is able to accept and understand carefully the ideas conveyed by the speaker so that there is a similarity between the intent of the speaker and the listener.

2. Attention Listener

The goal can be said to be achieved if the speaker is able to foster the attention of the listener to listen carefully to everything that is said by the speaker.

3. The Listener Way

This goal can be said to be achieved if the speaker is able to influence the listener's perspective to suit his own perspective.

4. Listener Behavior

The final indicator is the change in listener's behavior after listening to the presentation, the ideas of the speaker. The meanings according to the experts above can be drawn the conclusion that

speaking skills are abilities use language to communicate ie good in convey information, thoughts and express ideas from speaker to the listener.

B. Hypothesis

Hypotheses are predictions or temporary answers to research problems, which actually must still be tested empirically. As for the hypothesis, the authors propose the following:

Ha: There is a significant effect on the direct method in teaching speaking skill at the eleventh grade students IPA 2 of SMA Darussalam Blokagung in academic year 2019/2020.

Ho: There is no significant effect of the direct method in teaching speaking skill at the eleventh grade students IPA 2 of SMA Darussalam Blokagung in academic year 2019/2020.

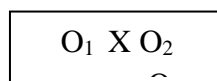
CHAPTER III

RESEARCH METHOD

A. Research Design

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

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



Where:

O_1 = Pre-Test

X = Treatment

O_2 = Post-Test

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

Suherman (2013, p. 52) said that the One Group Pretest-posttest Design (design pre and post test in a single group).

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

Based on the design of the study, one experimental group was established namely XI IPA 2 of SMA Darussalam Blokagung. To find out whether there is a direct effect of the method with speaking skills, it can be seen from the pre-test and post-test.

B. Population and Sample

1. Population

According to Sugiyono (2017: 80) the population is as follows: "Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn". The population in this study were students of class XI IPA 2 in SMA Darussalam blokagung taken 152 people.

2. Sample

According to Sugiyono (2015: 118), The sample is "Part of the number and characteristics possessed by the population". The sample in this study was one class, namely class XI IPA 2 of SMA Darussalam Blokagung with a total of 28 students from the existing population.

C. The Time and the Location of the Research

1. Research Time

The time used by researchers for this study was carried out from November 22, 2019 to December 21, 2019 in SMA Darussalam Blokagung Banyuwangi. The study was conducted in 5 meetings.

No	Research Activities	Research Time
1	Giving Pre-Test	November 25, 2019
2	first treatment (Responding to introducing, meeting, and leaving the conversation)	December 2, 2019
3	second treatment(Responding and understanding text	9

	monologue of recount text)	December 2019
4	third treatment (Expressing the meaning in the simple monologue text of recount text)	December 13, 2019
5	Post-Test	19 December 2019

2. Place of Research

The place of this research was the eleventh grade students IPA 2 of SMA Darussalam Blokagung Banyuwangi.

D. Data Source

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

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

E. Research Instrumen

The research instrument is related to data collection and data processing activities, because the instrument is a tool for collecting and processing data about the variables studied. Sugiyono (2013: 305) states, that the research instrument is a tool used to measure the observed natural and social phenomena. Specifically, all of these phenomena are called research variables. In this study the authors used a test instrument that is a matter of pre-test and post-test.

The author has designed items for speaking tests and uses individual interactions. Because this test is an oral test, the writer divides the score into five criteria based on an oral assessment procedure by Arthur Hughes (2001) 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 3.1

Accent

Category	Requirement
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.

2. Grammar

Table 3.2
Grammar

Category	Requirement
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 3.3
Vocabulary

Category	Requirement
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 3.4
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 expert for short routine Sentence.
1	Speech is also halting and fragmentary as to make Conversation virtually impossible.

5. Comprehension

Table 3.5
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 constant repetition and rephrasing.
1	Understanding too little for the simple types of conversations.

Speaking skills are assessed by calculating the five qualities above and each component has a score or level. Each component has the highest score of 20 and the highest teacher score is 100. The test specifications are as follows:

**Assessment Aspects of Speaking Skills on Recount
Text**

No	Aspects Assessed	Score					
		1	2	3	4	5	6
1	Accent					For native speaker only	
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 follow:

**Classification of the Students' Score in Term of the
Level of Skill**

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

Then, student scores will be analyzed using statistical analysis using the T-Test through SPSS 23 version.

F. Validity and Realibility Test

According to H. Douglas Brown 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 that was analysed by using SPSS 23 Version.

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

$$df = N - nr$$

N = number of cases

N = The total variable correlated statistically the hypothesis 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 3.6
Inter-Item Correlation Matrix

	Post-test	Pre-test
Post-test	1.000	.574
Pre-test	.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.

G. The Technique of Collecting Data

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

1. Observation

Observation is a technique or way of collecting data by observing observations of on-going activities. Observation can be done participatory or non-participatory. In participatory observation the observer participates in

on-going activities whereas in no participative observation the observer does not participate in the activity, he only has the role of observing the activity.

2. Test

Test are a series of questions or exercises or other tools used to measure skills, knowledge, intelligence, ability or talent possessed by individuals or groups. In this study two tests were used namely: Pre-test and Post-test. In order to measure students' skill in speaking, the researcher used oral test. Oral test was given twice, they were:

a. Pre-Test

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

b. Post-Test

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

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

Table 3. 7
The Blueprint of Treatment

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

3. Documentation

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

H. The Technique of Data Analysis

Understanding analysis according to Moleong (2002: 103) is the process of organizing and sorting data into patterns, categories, and basic units of description so that themes can be found and can formulate working hypotheses as suggested by the data. In this case, the data were analyzed using statistical analysis, to find out whether there was a significant influence using the direct method on students' speaking skills. Thus, the average difference was analyzed using the T-Test through SPSS version 23.

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

The F calculated is obtained by considering variable of *dkas* follows:

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

N = number of Cases

The significant level chosen in analyzing the score F calculated through using SPSS 23 Version is 5% or 0.05.

Statistically the hypothesis is:

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

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

H_a is accepted if $t_{obtained} > t_{table}$ or there is effect of using direct method on the students speaking skill

H_o is accepted if $t_{obtained} < t_{table}$ or there is no effect of using direct method on the students speaking skill

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Results

In accordance with the explanation in the previous chapter where the research this is a quantitative study, with a type of pre-experimental research. The design used in this experimental study is One Group Pre-Test Post-Test. This research was conducted on 22 November 2019 until 21 December 2019.

In this study, there are two research variables, namely independent variables (X) and the dependent variable (Y). The independent variable (X) in this study is the direct method, while the dependent variable (Y) in this study is speaking skills.

In this study, researchers obtained data from the results of the pre-test and post-test. Pre-test is an ability test that is given to a subject before being given a treatment, while post-test is an ability test that is given to a subject after getting treated. Both of these tests serve to measure the effect of a treatment that is the direct method of speaking skills. The test talks about retelling the school experience at SMA Darussalam Blokagung and is evaluated based on five components: accent, grammar, vocabulary, fluency and comprehension. Each component has a score category as attached in chapter 3.

1. The Data Presentation

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

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

Table 4.1
Pre-Test Result Values

NO	NAME	SCORE
1	ELSA NIANDA NABILLA	50
2	NIMATUL KHOTOMAH	52,5
3	ULFATUN NIKMAH	50
4	DEWI VITA LESTARI	62,5
5	IGA BERLIAN PUSPITASARI	55
6	SITI MAYSARAH	52,5
7	RISMA AZIZATUR ROFIQOH	55
8	ANGELIA TIARA SALSABILA	55
9	LAILIA EKY LARASATI	60
10	IZZA NURUL AINI	50
11	TESYA EKA NUR ARDELA	52,5
12	JULIANA LAILY FITRI	55
13	RIZA ZULFA ROSIDA	55
14	ULFATUL KHASANAH	50
15	WAYAN EKA AGUSTINA A.P	55
16	NABILA FIKA A	52,5
17	DEVI SILVIANA	57,5
18	ATINA NOVIA KHUSNA	50

19	NIKEN SUKOWATI	57,5
20	SITI NABILATUL ULFA	55
21	SYLVIA ISRINA SHIVA	57,5
22	WIDYA PUTRI BUSTHAMI	50
23	MALA NUR ANISA	62,5
24	LAILATUL AZIZAH	55
25	SITI RAHMA AULIA W	52,5
26	WIDYA DWI ASTUTI	55
27	BERLIAN LORA KINANTI	57,5
28	RINA ENDRIANA	55
TOTAL		1527,5

- 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.

Table 4.2
Post-Test Result Values

NO	NAME	SCORE
1	ELSA NIANDA NABILLA	62,5
2	NI'MATUL KHOTOMAH	77,5
3	ULFATUN NIKMAH	72,5
4	DEWI VITA LESTARI	62,5
5	IGA BERLIAN PUSPITASARI	77,5
6	SITI MAYSARAH	72,5
7	RISMA AZIZATUR ROFIQOH	65
8	ANGELIA TIARA SALSABILA	65

9	LAILIA EKY LARASATI	72,5
10	IZZA NURUL AINI	77,5
11	TESYA EKA NUR ARDELA	72,5
12	JULIANA LAILY FITRI	65
13	RIZA ZULFA ROSIDA	72,5
14	ULFATUL KHASANAH	77,5
15	WAYAN EKA AGUSTINA A.P	65
16	NABILA FIKA A	70
17	DEVI SILVIANA	72,5
18	ATINA NOVIA KHUSNA	75
19	NIKEN SUKOWATI	70
20	SITI NABILATUL ULFA	65
21	SYLVIA ISRINA SHIVA	67,5
22	WIDYA PUTRI BUSTHAMI	72,5
23	MALA NUR ANISA	67,5
24	LAILATUL AZIZAH	82,5
25	SITI RAHMA AULIA W	70
26	WIDYA DWI ASTUTI	67,5
27	BERLIAN LORA KINANTI	82,5
28	RINA ENDRIANA	67,5
TOTAL		1987,5

2. Description of Students Pre-test Scores

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

Table 4.3**The Distribution of Frequency of Students' Pre-Test Scores**

Score	Frequency	Percentage (%)
50	6	21.42%
52,5	5	17.85%
55	10	35.71%
57,5	4	14.28%
60	1	3.57%
62,5	2	7.14%
Total	28	100%

Table 4.3 shows that 6 students got score 50 (21.42%), 5 students got score 52.5 (17.85%), 10 students got score 55 (35.71%), 4 students got score 57.5 (14.28%), 1 students got score 60 (3.57%), 2 students got score 62.5(7.1%). The data indicated that 10 students got the highest frequency and obtained score 55. The total frequency was 28. Based on the data obtained, there were 25 students who did not get a score ≥ 60 . This means that only 3 students who passed the graduation score (SKL) were declared by students of Class XI IPA 2 in SMA Darussalam Blokagung.

3. Description of Students' Post-test Scores

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

Table 4.4**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 4.4 shows that 2 students got score 62.5 (7.14%), 5 students got score 65 (17.85%), 4 students got score 67.5 (14.28%), 3 students got score 70(10.71%), 7 students got score 72.5 (25%), 1 student got score 75 (3.57%), 4students got score 77.5 (14.28%), and 2 students got score 82.5 (7.24%). The data indicate that the highest frequency was 7 at score 72.5. The total frequency was 28. Based on the data obtained, there were no students who scored below 60. This means that all (28) students had passed the passing grade standard (SKL) declared by students of Grade XI IPA 2 at SMA Darussalam Blokagung.

B. Discussion

1. The Data Analysis

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

a. Data Analysis of Students' Pre-Test Scores

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

Table 4. 5
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 (δ) can be analyzed using SPSS version 23 as follows:

Table 4. 6
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 (δ) is too far. In other words, the scores obtained are normal. From the mean score of 54.55, it is concluded that students' speaking skill before being taught by using direct method is categorized into Poor.

b. 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 4. 7
Students' Post-Test Scores

Score (X)	Frequency(f)	Fx	Passing standard
-----------	--------------	----	------------------

62.5	2	125	Passed
65	5	325	Passed
67.5	4	270	Passed
70	3	210	Passed
72.5	7	507.5	Passed
75	1	75	Passed
77.5	4	310	Passed
82.5	2	165	Passed
Total	28	1987.5	

The data presented on Table 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_x) and the standard deviation (δ) can be analyzed using SPSS version 23 as follows.

Table 4. 8**Mean and Standard Deviation of Post-Test Scores**

Mean	70.9821
Standard Deviation	5.58531

Table 4.6 above shows that the distance between Mean (M_x) and Standard Deviation (δ) is too far while the scores obtained are normal. From the mean score of 70.98, it is concluded that students speaking ability after being taught by using direct method is categorized into **Good**.

c. Data Analysis Using T-test Statistics**TABLE 4.9
Paired Samples Test**

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair1	pretest – posttest	6.4286	3.3761	1.0160	8.5132	4.3439	6.170	27	.000

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

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

CHAPTER V

CONCLUSION

A. Conclusion

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

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

A. Suggestion

Based on the conclusions examined above, it is known that the use of English as a medium of teaching in the classroom can improve students' speaking skills. Thus, teaching using the direct method is one solution for English teachers to improve student skills, especially student skills in speaking skills.

1. Suggestions for teachers:

- a. Teachers constantly use English as a teaching medium.
- b. The teacher trains students to speak English during the teaching and learning process, such as by practicing listening skills of students using a tape recorder and asking them to repeat after a tape recorder.
- c. The teacher engages students in speaking English, such as asking and answering activities, asking them to provide feedback about questions, etc.

2. Suggestions for students:

- a. Students are expected to use English as the only language, at least in learning English.
- b. Students create a kind of opportunity to practice English.
- c. Students find other people who can improve their speaking skills.

Appendix 1

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Appendix 2

1. What is your name?
2. Could you spell your name?
3. Where do you live?
4. What do you like?
5. Why do you like it?
6. What kind of jobs that the working of asking and offering something that you know? And how do you practice it?
7. What will you say if you want to ask your friends' opinion about something?
8. What is your view about doraemon cartoon movie? Give me the reasons that support your opinions?
9. Can you tell me briefly about your family?
10. What does your family do mostly every day?

Appendix 3

Score Pre-Test

NO	NAME	Class	Accent	Grammar	Vocabulary	Fluency	Comprehension	SCORE
1	ELSA NIANDA NABILLA	XI IPA 2	50	50	50	50	50	50
2	NIMATUL KHOTOMAH	XI IPA 2	53,5	52,5	55,5	50,5	50,5	52,5
3	ULFATUN NIKMAH	XI IPA 2	50	50	50	50	50	50
4	DEWI VITA LESTARI	XI IPA 2	59,5	65	67,5	60,5	60	62,5
5	IGA BERLIAN PUSPITASARI	XI IPA 2	55	55	55	55	55	55
6	SITI MAYSARAH	XI IPA 2	53,5	52,5	55,5	50,5	50,5	52,5
7	RISMA AZIZATUR ROFIQOH	XI IPA 2	55	55	55	55	55	55
8	ANGELIA TIARA SALSABILA	XI IPA 2	55	55	55	55	55	55
9	LAILIA EK Y LARASATI	XI IPA 2	60	60	60	60	60	60
10	IZZA NURUL AINI	XI IPA 2	50	50	50	50	50	50
11	TESYA EKA NUR ARDELA	XI IPA 2	53,5	52,5	55,5	50,5	50,5	52,5
12	JULIANA LAILY FITRI	XI IPA 2	55	55	55	55	55	55
13	RIZA ZULFA ROSIDA	XI IPA 2	55	55	55	55	55	55
14	ULFATUL KHASANAH	XI IPA 2	50	50	50	50	50	50
15	WAYAN EKA AGUSTINA A.P	XI IPA 2	55	55	55	55	55	55
16	NABILA FIKA A	XI IPA 2	53,5	52,5	55,5	50,5	50,5	52,5
17	DEVI SILVIANA	XI IPA 2	60,5	55,5	55,5	60,5	55,5	57,5
18	ATINA NOVIA KHUSNA	XI IPA 2	50	50	50	50	50	50
19	NIKEN SUKOWATI	XI IPA 2	60,5	55,5	55,5	60,5	55,5	57,5
20	SITI NABILATUL ULFA	XI IPA 2	55	55	55	55	55	55
21	SYLVIA ISRINA SHIVA	XI IPA 2	60,5	55,5	55,5	60,5	55,5	57,5
22	WIDYA PUTRI BUSTHAMI	XI IPA 2	50	50	50	50	50	50
23	MALA NUR ANISA	XI IPA 2	59,5	65	67,5	60,5	60	62,5
24	LAILATUL AZIZAH	XI IPA 2	55	55	55	55	55	55
25	SITI RAHMA AULIA W	XI IPA 2	53,5	52,5	55,5	50,5	50,5	52,5
26	WIDYA DWI ASTUTI	XI IPA 2	55	55	55	55	55	55
27	BERLIANLORA KINANTI	XI IPA 2	60,5	55,5	55,5	60,5	55,5	57,5
28	RINA ENDRIANA	XI IPA 2	55	55	55	55	55	55
TOTAL								1527,5

Appendix 4

Score Post-Test

NO	NAME	Class	Accent	Grammar	Vocabulary	Fluency	Comprehension	SCORE
1	ELSA NIANDA NABILLA	XI IPA 2	59,5	65	67,5	60,5	60	62,5
2	NIMATUL KHOTOMAH	XI IPA 2	80	75	85	75	72,5	77,5
3	ULFATUN NIKMAH	XI IPA 2	75	75	65	75	72,5	72,5
4	DEWI VITA LESTARI	XI IPA 2	60	67,5	65	60,5	59,5	62,5
5	IGA BERLIAN PUSPITASARI	XI IPA 2	75	80	85	75	72,5	77,5
6	SITI MAYSARAH	XI IPA 2	75	75	75	65	72,5	72,5
7	RISMA AZIZATUR ROFIQOH	XI IPA 2	65	65	65	65	65	65
8	ANGELIA TIARA SALSABILA	XI IPA 2	65	65	65	65	65	65
9	LAILIA EKY LARASATI	XI IPA 2	75	75	65	75	72,5	72,5
10	IZZA NURUL AINI	XI IPA 2	80	75	85	75	72,5	77,5
11	TESYA EKA NUR ARDELA	XI IPA 2	75	75	65	75	72,5	72,5
12	JULIANA LAILY FITRI	XI IPA 2	65	65	65	65	65	65
13	RIZA ZULFA ROSIDA	XI IPA 2	75	75	65	75	72,5	72,5
14	ULFATUL KHASANAH	XI IPA 2	75	80	85	75	72,5	77,5
15	WAYAN EKA AGUSTINA A.P	XI IPA 2	65	65	65	65	65	65
16	NABILA FIKA A	XI IPA 2	70	70	70	70	70	70
17	DEVI SILVIANA	XI IPA 2	75	75	65	75	72,5	72,5
18	ATINA NOVIA KHUSNA	XI IPA 2	75	75	75	75	75	75
19	NIKEN SUKOWATI	XI IPA 2	70	70	70	70	70	70
20	SITI NABILATUL ULFA	XI IPA 2	65	65	65	65	65	65
21	SYLVIA ISRINA SHIVA	XI IPA 2	66,5	70	70	66,5	64,5	67,5
22	WIDYA PUTRI BUSTHAMI	XI IPA 2	75	75	65	75	72,5	72,5
23	MALA NUR ANISA	XI IPA 2	66,5	70	70	66,5	64,5	67,5
24	LAILATUL AZIZAH	XI IPA 2	86,5	80	80	82,5	83,5	82,5
25	SITI RAHMA AULIA W	XI IPA 2	70	70	70	70	70	70
26	WIDYA DWI ASTUTI	XI IPA 2	66,5	70	70	66,5	64,5	67,5
27	BERLIAN LORA KINANTI	XI IPA 2	86,5	80	80	82,5	83,5	82,5
28	RINA ENDRIANA	XI IPA 2	66,5	70	70	66,5	64,5	67,5
TOTAL								1987,5



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Yang bertanda tangan dibawah ini, kami Kepala SMA DARUSSALAM Blokagung Tegalsari Banyuwangi menerangkan bahwa :

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Telah melakukan penelitian di SMA Darussalam Blokagung Tegalsari Banyuwangi untuk keperluan penyusunan skripsi dengan judul "**The Effect of Direct Method in Teaching Speaking Skill at the Eleventh Grade of SMA Darussalam Blokagung in Academic Year 2019-2020**"

Demikian surat ini kami buat, untuk dapat digunakan sebagaimana mestinya.

Tegalsari, 23 Juni 2020

Kepala SMA Darussalam

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CHAPTER I INTRODUCTION Background of the Research English is one of the languages in the world which is used by many people in a lot of countries. This is the main factor why English has become one of the languages that must be learned in schools or in institutions. It also makes the English qualified as a primary requirement to communicate in global communication.

Mastery of English is necessary, considering this language is an international language that is used by many people in the world. Same with other languages, English also has a basic skill that must be owned by the language. Language skills mastered in communication, in general, are four, namely listening, speaking, reading, and writing.

The four language skills are then used as a measurement of language comprehension. One of the examples is speaking skills. Speaking skill becomes a parameter to measure a person's ability to communicate. The evident is when someone speaks, people will easily assess the language ability of a person if the person is mastering the language that he uses.

This is what makes the researcher focused on the speaking skill. In Indonesia, as an international language, English is used as a tool for communication in the academic field, functioned as a first, second, or foreign language. As a foreign language and formally it is taught in schools from junior high school until university.

It has become an obligatory subject and as one of the subjects examined in the Ujian Nasional (National Examination). So, learning English is a necessity and a must for all the people in the world, especially in Indonesia. Therefore, students should master English. In fact, the students do not master English yet. This can be proven by the low level of

Appendix 5

BIOGRAPHY



Syahria Ulya was born in Banyuwangi on 26 April 1997, the eldest of three siblings, Mr. Nurkholis and Mrs. Lis ani masruroh, domiciled in Nyukang Harjo village, Selagai Lingga sub-district, Lampung tengah district, Lampung province. .