IMPLEMENTING DIRECT PRACTICE METHOD TO IMPROVE SPEAKING SKILL OF TENTH GRADE STUDENTS AT SMK 17 AGUSTUS 1945 MUNCAR – BANYUWANGI IN ACADEMIC YEAR 2021/2022

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ABSTRACT

In addition to having a role in various aspects of life, English is also a problem for students who want or are learning it, especially in speaking. The difficulties are caused by several factors, including the lack of practice in speaking, the difficulty of students to pronounce certain vocabulary, the limited vocabulary they have, and the lack of self-confidence of students. This study uses CAR (Classroom Action Research) as the methodology of the research by using a qualitative approach. The purpose of this study was to find out how is the application Direct Practice Method to Improve Speaking Skill.

This research method used class action research (CAR), And in this research contains two cycles which every single cycle contains two meeting, moreover, this research carried out according to class action research process steps such as: preliminary study, planning, implementing, observing, reflecting.

This study aims to determine the improvement of the direct method in teaching speaking achievement. This research is applied using Classroom Action Research. It is done through planning, action, observation, and reflection. This research was conducted at SMK 17 August 1945 Muncar-Banyuwangi. The subjects of this study were all students of class X RPL consisting of 27 students. This research a positive impact on student achievement, especially in speaking. The researcher conducted two cycles in this study, there were two meetings in cycle 1 and two meeting in cycle 2. Quantitative data shows that the average score in cycle 1 is 61.54, the average score in cycle 2 is 85.75. Qualitative data obtained from observation sheets in each cycle showed that the improvement of student, so this research is declared successful because the results obtained by students have met the predetermined success criteria. Based on the results of prove that Direct Practice improves student achievement in speaking.

Keyword: Direct Practice, Improve, Speaking Skill

ABSTRACT

Selain memiliki peran yang dalam berbagai aspek kehidupan, bahasa inggris juga menjadi kesulitan bagi peserta didik yang ingin atau sedang mempelajarinya, khususnya dalam berbicara. Adapun kesulitan tersebut disebabkan oleh beberapa faktor antara lain kurangnya praktik berbicara yang mereka lakukan, kesulitan peserta didik untuk melafalkan kosa kata tertentu, terbatasnya vocabulary yang dimiliki, dan kurangnya rasa percaya diri peserta didik. Penelitian ini menggunakan metode CAR (Classroom Action Reserach) dengan menggunakan pendekatan kualitatif. Tujuan penelitian ini adalah untuk mengetahui bagaimana penerapan task-based learning strategy dengan membuat video perkenalan dapat meningkatkan kemampuan berbicara peserta didik.

Metode penelitian ini menggunakan penelitian tindakan kelas (PTK), Dan dalam penelitian ini terdiri dari dua siklus yang setiap siklusnya terdiri dari dua pertemuan, apalagi penelitian ini dilaksanakan sesuai dengan langkah-langkah proses penelitian tindakan kelas seperti: studi pendahuluan, perencanaan, pelaksanaan, observasi, mencerminkan.

Penelitian ini bertujuan untuk mengetahui peningkatan metode langsung dalam mengajar prestasi berbicara. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK). Dilakukan melalui perencanaan, tindakan, observasi, dan refleksi. Penelitian ini dilaksanakan di SMK 17 Agustus 1945 Muncar-Banyuwangi. Subjek penelitian ini adalah seluruh siswa kelas X RPL yang terdiri dari 27 siswa. Penelitian ini berdampak positif terhadap prestasi belajar siswa khususnya dalam berbicara. Peneliti melakukan dua siklus dalam penelitian ini, ada dua pertemuan pada siklus 1 dan dua pertemuan pada siklus 2. Data kuantitatif menunjukkan bahwa skor rata-rata pada siklus

1 adalah 61,54, rata-rata skor pada siklus 2 adalah 85,75. Data kualitatif yang diperoleh dari lembar observasi pada setiap siklus menunjukkan adanya peningkatan siswa, jadi penelitian ini dinyatakan berhasil karena hasil yang diperoleh siswa telah memenuhi kriteria keberhasilan yang telah ditentukan. Berdasarkan hasil membuktikan bahwa Direct Practice meningkatkan prestasi siswa dalam berbicara.

A. Introduction

Indonesia is another nation where learning English is commonplace and is taught as a required subject in schools, in addition to being a means of contact with friends and strangers. English may be studied anywhere, at any time. It may be everywhere they discover opportunities to learn English, no matter how small, including at school, during a course, at home, when traveling, and anywhere else. Because it's not their mother tongue or even second language, several Indonesians believe that learning English will be challenging. However, other individuals also believe that knowing English is a necessary skill to compete in our day.

English is a foreign language that must be taken into consideration. It generally comprises of four skills: speaking, writing, listening, and reading (brown 2000:232). Students should gradually acquire each of these abilities while they study English in schools and universities. However, the researcher's primary topic of discussion in this study is speaking abilities.

The English language is critical for our lives in this era of globalization. In fact, it is the world's second most widely spoken language. As a result of globalization, the English language has been more widely used. Foreign languages

are rarely utilized in the immediate social context of students, learning in the context of travel and other intercultural contact, academically or sensibly, according to Saville and Troike (2005: 4). The ability to speak and write English has long been considered one of the most important professional talents. Learning English in Junior High Schools is crucial because it not only prepares us for the globalization process, but it also allows Junior High School students to continue their education at a higher level. English is taught as a lesson that students must control.

Language is a tool used by communication to exchange opinions and ask questions about something. Throughout history language has not ceased to be human speech. Where there is human, there is also a language. "For the quantity of foreign language learners should emphasize speaking competence in English to be learned," according to Richard (2008: 19 In Nurhayati and Harpen 2018: 79). More interestingly, people talk about language thourgh language as well. That the greatness of human and language at the same time. Human a creature of God, the rightful owner of language. Language of the center of human understanding and misunderstanding. The point is that something that is not clear can become clearer because of language.

Speaking is also one of the most vital communication skills in English. Foreign language skills, particularly English, are very high to support various kinds of communication needs in order to improve quality and the reliability of education in Indonesia. Given that we are living in a period of globalization, which directly or indirectly uses foreign languages to communicate more and more and is popular, along with the development of technology and science, foreign

language skills, particularly English, are very high to support various kinds of communication needs in order to improve quality and the reliability of education in Indonesia. Because English is an international language, we will be able to communicate easily even if we are in another country.

According to Campbell (1978:32 in Umar 2019:156) speaking is an activity on the part of that other to understand what was in the mind of the first. Moreover, the interaction process between a listener and a speaker is also speaking, the messages from a speaker to a listener orally which is delivered by the process of communication is also in orally's communication is speaking. However, according to many assumptions, the ability to speak English is not easy according to young students in Indonesia, because English is a foreign language that is not used in daily life.

B. Literature Review

1. Definition Speaking

According to Brown, speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. It means that when we speak something it can be directly measured by listener.

Speaking abilities are described as the ability to effectively communicate. The ability to deliver information directly and indirectly in a way that the audience understands is known as speaking ability. Wilson (1983:5) describes speaking as the evolution of the speaker-listener interaction. Furthermore,

identifying which logical, verbal, psychological, and physical norms should be used in a certain communication context. To communicate clearly and concisely, the speaker must know exactly what he wants to communicate, be able to assess the impact of his communication on the listener, and comprehend the objective and purpose of communicating to the other person. Septia: (2018) One of the four essential skills that students must develop is speaking. Talking It has a significant impact on communication. The oral cycle contains the activity of speaking. Students face a variety of challenges when it comes to speaking, some of which are related to the language itself. In fact, even if they have a large vocabulary and have written it correctly, the majority of the pupils have difficulty communicating. As a result, speaking is understood as communication, and speakers must be able to specify what they wish to say as efficiently as possible in order to transmit the message.

According to Harris (1974) there are five components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a. Comprehension

Oral communication necessitates both a subject who responds to speech and one who initiates it.

b. Grammar

Students must be able to construct a correct sentence in conversation. It is consistent with Heaton's (1978: 5) assertion that pupils' capacity to alter structure and recognize suitable grammatical form in appropriateness. Grammar is also useful for learning the proper technique to achieve

proficiency in a language in both oral and written form. Grammar concerns about the ability to produce correct and appropriate phrases, according to Heaten (1988:56). Prepositions, tenses, such as the use of verbs, nouns, and adjectives, as well as conjunctions and articles, must all be considered by the writer. In addition, he claims that it is critical for the writer to clarify the proper use of point grammar because it will be difficult for the reader to understand. It has a significant impact, so we must read and reread what we have written.

c. Vocabulary

Vocabulary refers to the appropriate diction used in communicating. Without a sufficient vocabulary, it is impossible to communicate effectively or express oneself in both oral and written form. Another obstacle that stops people from learning a language is a limited vocabulary. Without grammar, little can be communicated, and without vocabulary, nothing can be communicated. As a result of this reasoning, the researcher concluded that English learners who do not master vocabulary will be unable to effectively speak or write English. When it comes to spoken language, mastering vocabulary is the first step in learning a language. It should be learned by a student who needs to improve his speaking skills.

According to Longman dictionary of contemporary English (Longman 1995:240) vocabularies are all words someone knows, learners or user the words in particularly language a list of words with explanation of their meaning, in a book for learning foreign language. This statement

supported by Berlin in Jaharuddin (2007:15) states vocabulary is one of the significant components of learning. Vocabulary development is critical in any foreign language learning program, not only because it correlates with learners' intellectual maturity, but also because it can help students improve their four language skills: without grammar, very little can be communicated, but without vocabulary, nothing can be communicated.

d. Pronunciation

Language characteristics (vocabulary and grammar) as well as skills are included in pronounciation (speaking and listening). We pronounce by observing and understanding the principles and patterns that lie behind the surface of speech, just as we do with vocabulary and grammar. When an English word includes two syllables, the first syllable is normally stressed for nouns and adjectives, while the second syllable is usually stressed for verbs. Pronunciation is both physical and mental because it is an element of speech. We must retrain our speaking muscles in order to enunciate a new language. Listening to how the language sounds is also a part of pronunciation. We can practice by concentrating on related speech while listening to speech fragments.

e. Fluency

In the field of EFL, the term 'fluency' refers to the ability to talk easily and freely without having to pause and think about the grammar, vocabulary, or pronunciation needed to communicate. terms 'fluency' and 'accuracy' are frequently used interchangeably. One could speak fluently (without pauses)

but be exceedingly inaccurate throughout, making several grammatical or lexical errors. (Notice the distinction between the layperson's and the EFL definitions of fluency.)

2. Direct Practice

Brown (2007:21) believes that direct approach emphasizes oral engagement, with the basic premise being that learning a second language should be more like learning a first language - plenty of spontaneous and natural oral practice without translation or grammatical analysis. The direct method of language education involves using the teachers' bodily and mental talents to develop an immediate and audiovisual relationship between experience and expression, words and phrases, idioms and meanings, rules and performances, all without the use of the learners' mother tongue.

When instructors are in charge of learning in the classroom. In particular, while teaching speaking, they must understand what technique to use and what principles to follow in order to achieve successful learning. Here are some direct method principles based on Brown (2007:21) ideas:

1. The classroom was conducted entirely in the target language.
2. Only common vocabulary and phrases were taught.
3. Oral communication abilities have been developed in a carefully graded progression centered on question and answer exchanges between teachers and students in small, intensive classes.

English is essential for our lives in the Globalization Era. In fact, it is the world's second most widely spoken language. English is becoming

increasingly widely used as a result of globalization. The capacity to communicate in English, both orally and in writing, has become one of the most significant professional benchmarks. Learning English at Vocational Schools is crucial because, in addition to serving as a preparation for the globalization process, it also serves as a means for SMK students to continue their education at a higher level. English is taught as a lesson that students must learn. In our country, English is a foreign language that has evolved into an international language. For a long time, English has been taught in secondary schools. English is gaining more clout in the modern world and has established itself as an international language. There's also the benefit of learning a new language.

3. Improve Speaking

    According to By Aromiekim, Yuliya Geikhman and Francisco J. Varelast (2022)

    a. Think in English

        Sometimes, the difficult thing about English speaking isn't the language itself, but how you think about it. If you think in your native language and then try to speak English, you'll always have to translate between languages. Translating isn't an easy thing to do! Even <u>people fluent in two or more languages</u> have trouble switching between languages.

        The solution is to think in English. You can do this anywhere. Try to use English when you're thinking about your day, or when you're

trying to decide what food to order. Even try to use an English-to-English dictionary to look up words. That way, you never have to use your native language and translate words. You'll notice that when you think in English, it's easier for you to speak in English, too.

b. Talk to yourself

Whenever you're at home (or alone somewhere else) you can improve your English speaking with your favorite person: yourself. If you're already thinking in English, try speaking your thoughts out loud. Read out loud, too. Practice is practice, and even if you don't have anyone to correct your mistakes, just the act of speaking out loud will help you become more comfortable speaking English.

c. Listen and Repeat

Following along with TV shows, YouTube videos or other natural English speech to practice sounding natural, too! Find a short clip that you like, or that uses words that you would say in real life, then repeat it line by line. Try to match the tone, speed and even the accent (if you can). It doesn't matter if you miss a few words, the important thing is to keep talking. Try to sound just like the native speakers.

d. Learn word forms with new words

Some practice comes before you even open your mouth. Make speaking easier by learning the different forms of any words you learn. You should do this when you're <u>learning new vocabulary</u>.

For example, if you just learned the word *write,* you should also learn some other forms like *wrote* and *written*. Knowing the correct way to use a word in any kind of sentence is important. This knowledge will help you while speaking. You won't have to stop and think of different words-you'll know exactly when you need to use that word while speaking.

e. Be creative

Improving our English speaking skills can be fun if we have a little bit of creativity. Whatever "fun" means to you, use it to your advantage and include English in it. For example, try sitting on your couch and looking around. Find an interesting object and try to describe it in English. If you're just starting, you might use easy vocabulary and short sentences. But the better you get, the better you'll get at this little exercise! Something else you can try is creative journaling in English. A lot of people think that journaling is the same as keeping a diary, but it's so much more! The sky's the limit—as long as the sky is in English. Finally, try to make your own life difficult. No, I'm not crazy. Have you ever had a situation where you were trying to say something in English but you got stuck because you couldn't remember a word? Do that on purpose! Try to talk about something without using specific words. It's like a real-life game of "Taboo," but you make the rules.

C. Method

In this research, the researcher used CAR (Classroom Action Research) according to Elliot (1982) is the study of social situations with the goal of improving the quality of action in those contexts. The researcher and collaborating instructor in this example formed a partnership to solve the difficulty of teaching speaking. The researcher acts as a teacher in this study, instructing students on how to use this method in the classroom and collaborating with an English teacher. As a result, classroom action research is a type of research undertaken by practitioners to improve educational procedures. The data for this study came from observations of the teaching-learning process in the classroom.

The researcher would want to present Kurt Lewin's model of classroom action research in order to make it apparent. It can be represented in the following. The authors employed the Kemmis & McTaggart CAR model (1998). This CAR was divided into two cycles, with cycle one being the first and cycle two being the second. According to Kemmis & McTaggart (1998), action research typically encompasses four main phases in a research cycle.
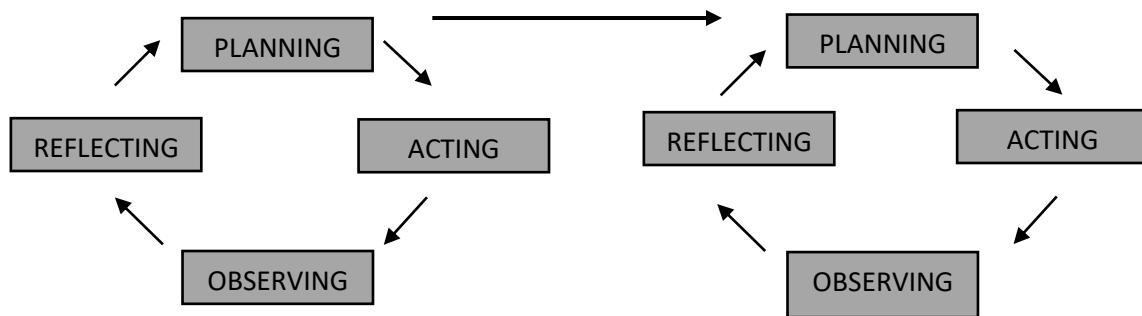
(1) planning,

(2) action,

(3) observation,

(4) reflection

are the four phases of a cycle. The four phases are depicted in the diagram.

Figure 2 Classroom Action Research Design

The following method was followed before the researcher conducted the cycles in action:

1. Preliminary Observation

    The researcher's goal in this step is to discover:

    a. Observing the students in class

        In the academic year 2021/2022, the researcher observed English language instruction and learning at SMK 17 AGUSTUS 1945 MUNCAR - BANYUWANGI. She concentrated on the teaching-learning process and how students respond in class to the direct practice learning paradigm for improving speaking abilities.

    b. Determining the issue

        The researcher found issues experienced by teachers and students in understanding the direct method model in the teaching and learning process during the preliminary investigation.

2. Planning into Practice

   According to Kemmis and McTaggart, one cycle for conducting classroom action research has four components. (1) planning, (2) acting, (3) KKM, (4) Implementation of the plan, (5) observing, and (6) reflecting.

   a. Planning

   The first phase in the research technique is to plan a solution to the difficulties that have been found. The initial phase in the CAR treatment is planning. This activity focuses on identifying the problem. This is the most crucial step in conducting CAR since knowing the difficulties allows the writers to come up with a great solution to the challenges.

   b. Acting

   Following the idea planning, the researcher carried out the treatment according to the strategy. Before starting the treatment, the researcher did a pre-test. The scenario of learning teaching processes of English speaking skill through the deployment of Direct Practice technique in classroom activities was implemented in this level.

   c. KKM Minimum Completeness Criteria

   This class is intended to exceed the KKM that has been set at this school, which can be more than 75, or at the at least not fall below the KKM, while learning CAR Classroom Action Research. Because the KKM set at this school is 75.

   d. Implementation of the plan

   Before beginning the lesson, the researcher will greet the students, pray before class, inquire about their well-being, take class attendance, begin the lesson by

reviewing previous lessons, explaining the upcoming lesson, giving students the opportunity to ask questions, and then give a test if they understand. Finally, the class will be closed with prayers and greetings.

e. Observing

Observation is the process of looking at the data obtained to see if the action activities met the study's goals. The researcher recognized and examined the data gathered throughout the treatment in this step.

f. Reflecting

Reflection is the process of critically examining a student's growth or change. In this step, the researcher considered, assessed, and described the impact of applying forward one by one in front of the class to directly practice English language skills in the teaching and learning process, such as examples of speaking in front of daily activities to improve the ability to speak directly without being shy and confident. The researcher can then assess whether the action activities have improved the participant's capacity to talk. To gather data for the study, the researchers used tests. The teacher and researchers then discuss the findings of the observations, which includes analysis and evaluation of the findings.

Preliminary Study

The researcher did a preliminary learn throughout the teaching and learning process of speaking at the start of this investigation. In this study, the researcher discovered genuine classroom settings associated to speaking,

including issues such as students' poor motivation to talk, lack of confidence, and trouble articulating thoughts. A pre-test was undertaken to determine the pupils' beginning circumstances. Its purpose is to obtain a score of the students' achievement in speaking performance prior to the researcher's therapy.

To determine the state of the students' speaking abilities at the outset. That In order to begin the learning process, researchers observed classrooms from October to November 2021. There are 20 students enrolled in the first semester. Oral communication was used to make observations, which consisted of basic phrases with subjects or names such as 'Daily Activities.' Students are given the option to speak up about what they're thinking. The researcher observed the kids' capacity to talk during the exercise. There was schedule of research as following:

Table 4.1

The Schedule of Research

Activity		Date		
		13th October 2022	21th October 2022	1st November 2022
Pre-Study	Conventional			
	Test			
The Cycle I	Treatment			
	Formative Test			
The Cycle II	Treatment			
	Test			

The findings of the observation revealed that most students had difficulties communicating in English verbally because they lacked confidence in their ability to speak the language. This is demonstrated by the fact that, out of fear of making

a mistake, most students remain mute during discussion exercises. Based on the observation form's findings that students' speaking abilities are lacking, the researcher employs Direct Practice approaches to help students improve their speaking skills. The action's execution is described through the research cycle's activities. Planning, implementation, observation, and reflection are the four phases in this action research approach.

Cycle I and Cycle II

Based on the result students score in the cycle I with the average 57,73. the Researcher did a revision of the strategy that implemented in the cycle I. Because it was first time for student to encounter with other friend for dialogue about Daily Activity, so it caused an obstacle as following, the students were nervous. By knowing this, the researcher used the Direct Method in the cycle II which was different from the first direct practice method was used in the cycle I. The differences both of them was the information the second Direct method to improve speaking skill was more complete than before. Because the researcher gave example directly to practice with other friend consistently. In addition, students could speak about Daily Activities to improve speaking skill with Direct Practice Method better and properly according to completed information.

Reflection

Based on student observations and exams, it is clear that using Direct Practice to teach and learn speaking is effective and beneficial to students. According to the descriptions in eachycle, student accomplishment in learning is

demonstrated via the use of Direct Practice, which students appreciate in the teaching and learning processes, as well as because the teacher's material is more creative, not repetitive, enjoyable, and innovative. Direct Practice can boost student performance in learning to speak, according to these findings. The researcher discovered that the implementation of the Direct Practice approach in Cycle I had yet to be successful. KKM 75 was present. Furthermore, 60% of the pupils did not pass. The issue was the kids' ccu and their ability to pronounce words correctly in cycle I.

Meanwhile, they had to use Direct Practice to develop their speaking abilities. As a consequence, the cycle I was altered in the cycle II, and the first method was included into the cycle II in a little way. Furthermore, the students' performance increased in cycle II, with 100% of students passing.

Summary of Findings

Based on data analysis, it appears that using Direct Practice boosted students' learning performance in speaking. The quantitative evidence supports this. Students who scored more than 75 in cycle 1 were, while students who scored more than 75 in cycle 2 were 20, and the percentage of students who scored more than 75 in cycle 1 was 57,73%, while the percentage of students who scored more than 75 in cycle 2 was 100. The qualitative data in the form of observation sheets also supports this. As a result, Direct Practice is found to increase students' speaking abilities in the Daily Activity topic.

The study's goal was to use the Direct Practice approach to help students

enhance their speaking skills. The most crucial aspect of employing Direct Practice is that it allows students to practice communicating in English as they are being taught. Direct Practice was chosen based on the language learning goal, such as motivating students to participate actively in teaching and learning class, encouraging students to communicate in English, developing positive interactions among students, improving students' speaking skills in English, giving students opportunities to initiate oral communication, asking students to think critically, and allowing students to become more self-confident in conveying or expressing themselves.

During the teaching and learning process, the students' results were actively involved. Their reaction to the deployment of Direct Practice had a favorable effect on their ability to communicate. Following the implementation of Direct Practice, the students were more engaged and eager to communicate. The pupils gained more confidence in their ability to converse. Students were brave enough to stand out and express themselves in front of the class. Using Direct Practice, the children were delighted and loved learning to speak. Finally, the average of the score results from cycle 2 met the success requirements.

Conclusion

This chapter presented the final result of the research that improving speaking skill through Role play. This chapter would talk about conclusion and suggestion concerning the implementing Direct Practice Method. In order to solve the problems at Students', the researcher chose one of the teaching techniques

namely Direct Practice Method that was able to create a good learning atmosphere. Direct Practice Method in other classroom contexts has had several beneficial results. First and most importantly, Direct Practice Method exercises can increase and motivate students to think critically about information, and encourage them to engage material broadly, deeply and personally.

Direct Practice Method is able to improve oral communication skills interpersonal as well as public speaking. In particular, Direct Practice Method activities increase both self confidence in stating one's view and open-mindedness towards the views of others. From this statement we may concluded that Direct Practice is able to motivate students' braveness to speak and react spontaneously. There is no doubt that through Direct Practice students provided with a change to study language freely in related atmosphere. In short, dialogue with other friends can be a very useful teaching technique because they can give a positive impact on students' interest and motivation in studying English as well as they increase their speaking ability.

The following conclusions may be derived after evaluating the data, based on the reflections and data obtained during the action research, the researcher found several points that refer to improving speaking skills through Direct Practice, presented as below, Direct Practice learning outcomes are able to improve students' speaking skills. Students can solve their problems especially in expressing their ideas, responses, and confidence. Students' speaking ability can be demonstrated from their ability to respond to statements from others without

giving too many pauses when delivering speeches during Direct Practice. The use of variation strategies in the teaching and learning process in class activities can form student learning motivation can improve students' speaking skills. Based on the reflection in cycles 1 and 2, the researcher found that all the success criteria were met in cycle 2. Results students' responses to the application of the Direct Practice Method are satisfactory as stated. The results of this study reveal an increase in student achievement in talking about Daily Activities utilizing the Direct Practice Method, particularly among SMK 17 August 1945 Muncar tenth grade students.

The average score of pupils on the second exam demonstrates this. The average score in cycle 1 is 51,73, and the average score in cycle 2 is 81,3. In cycle 1, there are 12 students who receive a score of more than 75, and in cycle 2, there are 27 students who receive a score of more than 75. And the proportion of students who scored more than 75 in the first cycle is 2 students, whereas the percentage of students who scored more than 70 in the second cycle is 100%. In addition, the observation sheet demonstrates that kids' speaking ability has improved Furthermore, God's approach of teaching speaks via the Direct Practice Method, which makes the teaching and learning process more meaningful.

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