

THE EFFECT OF DIRECT METHOD ON NINTH GRADE STUDENTS' SPEAKING ABILITY AT SRI FARIDA BARU WITYA JUNIOR HIGH SCHOOL YALA, THAILAND IN THE 2015/2016 ACADEMIC YEAR

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ABSTRACT

Key Word: Direct Method, Speaking Ability.

Direct Method is a method of teaching a foreign language, especially a 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. Therefore, it is important to do a research entitled "The Effect of Direct Method on Students' Speaking Ability".

In this research, the problem is "is there any significant effect of Direct Method on students' speaking ability at Sri Farida Baru Witya Junior High School Yala, Thailand in the 2015/2016. academic year?" and the objective of the research related with the problem is to know the effect of direct method on students' speaking ability. Based on the problem of the research and the relevant theory, the hypothesis of this research is there is significant effect direct method on students' speaking ability at Sri Farida Baru Witya Junior High School Yala, Thailand in the 2015/2016. academic year. The design of the research is experimental research. The research subject is 9 B as experimental group and 9 C as the control group. Each group consist of 27 students. The data are collected by using test, and the instrument used is subjective test. In order to analyzed the data (students' speaking score), t-test is used in SPSS version 16.

This research used subjective test to get the data of speaking ability test to know the effect of direct method on students' speaking ability. The test asked the students to describe part of body. The result of the research showed improvement after taught by the treatment. The mean of experimental group before the treatment was 67.59 and after the treatment were 72.41. It has different 4.82. In the other hand, the control group has score 66.85 before the treatment and 68.15 after the treatment. The different was 1.3.

Based on the result, the mean of experimental group increases higher than the control group. So, it can be concluded that there is significant effect of direct method on students' speaking ability at Sri Farida Baru Witya Junior High School Yala, Thailand in the 2015/2016 academic year.

ABSTRAK

Kata kunci: Metode Langsung, Kemampuan Berbicara.

Metode langsung adalah metode pengajaran bahasa asing, terutama bahasa modern melalui percakapan, diskusi dan membaca dalam bahasa itu sendiri tanpa menggunakan bahasa murid, tanpa terjemahan, dan tanpa studi tata bahasa formal. Metode ini sesuai untuk diterapkan dalam berbicara. Oleh karena itu, penting untuk melakukan penelitian yang berjudul "Pengaruh Metode Langsung pada Kemampuan Berbicara Siswa".

Dalam penelitian ini, masalahnya adalah "apakah ada pengaruh yang signifikan dari Metode Langsung pada kemampuan berbicara siswa di SMP Sri Farida Baru Witya Yala, Thailand di tahun akademik 2015/2016?" dan tujuan dari penelitian yang berkaitan dengan masalah ini adalah untuk mengetahui pengaruh metode langsung pada kemampuan berbicara siswa. Berdasarkan masalah penelitian dan teori yang relevan, hipotesis dari penelitian ini adalah ada pengaruh metode langsung yang signifikan pada kemampuan berbicara siswa di SMP Sri Farida Baru Witya Yala, Thailand di tahun akademik 2015/2016. Desain penelitian ini adalah penelitian eksperimental. Subyek penelitian adalah 9 B sebagai kelompok eksperimen dan 9 C sebagai kelompok kontrol. Setiap kelompok terdiri dari 27 siswa. Data dikumpulkan dengan menggunakan tes, dan instrumen yang digunakan adalah tes subjektif. Untuk menganalisis data (skor berbicara siswa), t-test digunakan dalam SPSS versi 16.

Penelitian ini menggunakan uji subjektif untuk mendapatkan data berbicara uji kemampuan untuk mengetahui pengaruh metode langsung pada kemampuan berbicara siswa. Tes meminta siswa untuk menggambarkan bagian tubuh. Hasil penelitian menunjukkan perbaikan setelah diajarkan oleh pengobatan. Rerata kelompok eksperimen sebelum pengobatan itu 67,59 dan setelah perawatan yang 72,41. Ini memiliki berbagai 4.82. Di sisi lain, kelompok kontrol memiliki skor 66,85 sebelum diberi perlakuan dan 68.15 setelah diberi perlakuan. Perbedaannya adalah 1,3.

Berdasarkan hasil tersebut, rata-rata kelompok eksperimen meningkat lebih tinggi daripada kelompok kontrol. Jadi, dapat disimpulkan bahwa ada

pengaruh yang signifikan dari metode langsung pada kemampuan siswa berbicara di Sri Farida Baru Witya SMP Yala, Thailand pada tahun akademik 2015/2016

INTRODUCTION

Learning English means learning language component and language skills, grammar, vocabulary, pronunciation spelling are examples of language component. Meanwhile, language skill covers listening, writing, reading and speaking. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students. Larsen-Freeman (2001: 56) stated that speaking ability is more complex and difficult than what people assume, and speaking study like the study of other cases in the study of language, naturalize many case to language teachers. In carrying out speaking, students face some difficulties one of them is about language itself. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

The main problem which is faced by students in Sri Farida Baru Witya School is they got difficult when learning an English alphabet . They usually use traditional word in Thailand. They must know two alphabets , those are traditional alphabet or Thailand alphabet and English alphabet in order they can understand teacher explanation.

Another problem is the students in Sri Farida Baru Witya are not confidence to speak English. Besides, when they are asked by the teacher to perform in front of the class, they forget the material which have already planned before. The teacher has to build the students' confidence. That is why the researcher use direct method to develop the students' speaking skill. Direct

Method is named “direct” because meaning should be connected directly with the target language without translation into the native language.

Rivers, (1968 : 20) defines that Direct Method has been useful in that it “provided an exciting and interesting way of learning the foreign language through activity. It proved to be successful in releasing students from the inhibitions all too often associated with speaking a foreign language, particularly at the early stages.

According to Richard and Rodgers, (1993:9-10) in practice it stood for the following principles and procedures :

1. Classroom was conducted exclusively in the target language;
2. Only daily vocabulary was taught;
3. Oral communication skills has build in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class;
4. Grammar was taught inductively;
5. New teaching points were introduced orally;
6. Concrete vocabulary was taught through demonstration, objects, and pictures
7. Both speech and listening comprehension were taught; and
8. Correct pronunciation was emphasizes.

Norland and Terry (2006 : 5) explain the strategies of direct method as follow :

1. The teacher shows a set of pictures that often portray life in the country of the target language.
2. The teacher describes the picture in the target language.
3. The teacher asks questions in the target language about the picture.

4. Students answer the questions as best they can using the target language.

Procedure

Two classes were taken to conduct the research. One group is control group and one group was given treatment is experimental group. The researcher give pretest to both group before give treatment to experimental group. The treatment was given to experimental group twice with duration 30 minutes. The procedure of treatment is explained as follows;

1. Teacher teaches the students about descriptive text using direct method
2. Teacher gives an example of descriptive text about describing artists'
3. Teacher asks the students to come forward one by one
4. Teacher asks students to choose one of artists
5. Teacher asks students to describe an artist
6. Teacher gives feedback to students

RESULT AND DISCUSSION

After give treatment to experimental group, the researcher gave post-test to both groups to know the effect of direct method on students' speaking ability. The data was taken and compared using independent sample T-test, and calculated by SPSS. And the result is as follows:

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.026	.872	2.366	52	.022	4.259	1.801	.646	7.872
Equal variances not assumed			2.366	51.963	.022	4.259	1.801	.646	7.872

The post-test score of experimental group increases significantly because the treatment which was given by the researcher. The researcher used direct method to assess the students' speaking ability. It is suitable with Freeman (1986:24) also added that by using direct method, learners learn how to use the language spontaneously and orally, linking meaning with the target language through the use of realia, pictures or pantomime. that to increase output from learners is by direct method. In control group the post-test increases less than experimental group. It is because control group did not give treatment. Nababan

(1993 : 16) state that using direct method, learners can have pronunciation like native speaker, learners know much of word. Besides Learners often try on the conversation, especially topics which have teaching in the classroom. Control group did not provided with direct method medias. So, the students did not get the opportunities to practice and enhance their speaking skills outside the classroom and receive feedback from the teacher.

In speaking, there are four aspects which have to pay attention by the researcher, those are fluency, pronunciation, vocabulary and grammar. During the treatment the researcher found that the experimental class did not notice on grammar, as Bruton (2005 : 68) said that some students need more guidance and will not or cannot 'notice' language forms (grammar), but by doing the treatment routinely, the students of experimental group increased their pronunciation. By giving feedback from the teacher and doing self-assessment with describing firends body, giving short answer to communicate between teacher and student etc, the students revise their mistake to their pronunciation in speaking. It facilitates in understanding English by establishing a direct association between the word and its meaning and it enables the student to grasp the sentence patterns in english. Study of language through this method becomes interesting, motivating, and active participation because of its emphasis on the speaking. The use of illustrations, objects, demonstrations etc.

From the discussion above, it shows that implementing of direct method in teaching speaking has effect on ninht grade students' speaking ability at Sri Farida Baru Witya Junior High School Yala Thailand in 2015/2016 academic year. So, H_0 (there is no significant effect of direct method on ninht grade students'

speaking ability at Sri Farida Baru Witya Junior High School Yala Thailand in 2015/2016 academic year) is rejected and H_a (there is significant effect of direct method on ninth grade students' speaking ability at Sri Farida Baru Witya Junior High School Yala Thailand in 2015/2016 academic year) is accepted.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of data analysis with independent t-test formula by using SPSS in the previous chapter that the post-test score between experimental and control groups is significant in level 5%, so H_0 is rejected and H_a is accepted.

It is concluded that;

There is significant effect of direct method on ninth grade students' speaking ability at Sri Farida Baru Witya Junior High School Yala Thailand in 2015/2016 academic year.

Suggestion

Based on the result of the research, it is expected for the English Teacher to use direct method to teach speaking. Beside the teacher is able to use medias in teaching learning process, this method makes the students speak like native speaker. The researcher hopes english teacher to use english in the classroom because if the teacher do not talk english all the time in the classroom, the students will never learn how speak english well.

The result of this research can be used as consideration for other researcher to conduct the research on the effectiveness of using direct method in teaching other language skills or specific purposes.

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