

**THE USE OF DIRECT METHOD TO IMPROVE SPEAKING SKILL AT
THE SECOND GRADE OF SMP PGRI 1 TAMALATE**

(A Pre-Experimental Research)



A THESIS

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ABSTRACT

Andi Israwati Lai Cece 2017. English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. "The Use of Direct Method to Improve Speaking Skill at The Second Grade of SMP PGRI 1 Tamalate Makassar". Under supervisors Erwin Akib and Nunung Anugrawati.

This research aimed at finding out the improvement of students' speaking skill by the use of Direct Method at the second grade students' of SMP PGRI 1 Tamalate Makassar. That focused on accuracy which was consisted of vocabulary and fluency which was consisted of smoothness.

The method of this reserch was a pre-experimental design that consisted of one group pre-test amd post-test design class. The sample of this research was the second grade students with the total number where 20 students. The instruments of data collection for this research were pre-test and post-test.

The research findings indicated that the second grade students of SMP PGRI 1 Tamalate Makassar were very low in speaking skill. But after treatment, their speaking skill improved significant. It was proven by the result of the mean score obtained by the students through pre-test was 4.95 which was classified as very poor category and the mean score of the students in post test was which was clasified as 6.72. While the value of t-test was greather than the value of t-table. ($9.15 > 2.093$). It was indicated that the Null Hypothesis (H0) was rejeted and the Alternative Hypothesis (H1) was accepted. It could be concluded that the use of Direct Method to improve speaking skill.

Keywords: Direct Method, Speaking Skill, vocabulary and smoothness.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background

English is one of various languages that widely use in the world. People use it to communicate with other people from many parts of the world. English also has abasic skill that must be owned by the language. Baker (2001: 6) said that there are fourskills in English are commonly regarded as listening, speaking, reading, writing it cannot be denied that speaking is one of the most important. The four basic skills are then used as a measurement of a language comprehension. One of the example is Speaking skills. Speaking skill becomes a parameter to measure a person's ability to communicate. The evident is when someone speaks, people will easy assess the language ability of a person if the person is mastering the language that uses. This is what makes the researcher focus on the speaking skill.

Cameron (2001: 40) states that speaking is the active use of language to express meaning so that the other people can make sense of them. It could be said that the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. Thornbury (2005:20) mention that speaking is an interactive real time activity to express meaning to interact with others that unplanned and just continues based on situations. However, the teacher must notice that in EFL context the students seldom try to produce their foreign language because they

aware about the gaps in their knowledge. A speaker requires attention to precise details of the language. In addition Brown(2001) writes that when someone can speak a language it means that he/she can carry on a conversation reasonable competently. Speaking skill needs to be developed and practiced independently from the other aspect of language, such as grammar and listening. In that case, the teaching and learning process will be as interesting as possible to be conducted in each classroom in order to make the students become more interest in learning the other aspect of language.

There are some problem of students when they are speak, for example the students are shy to speak, low motivation, less self confidence, afraid of making mistake when speak English, and the students look confuse if the teacher calls one by one of them came in front of class to performance their speaking. It happens because they do not know what their aims to speak, so their speaking grows slowly and also states that many students who wants to speak to the other usually face some troubles such as cannot produce their ideas, arguments or feeling, Nila (2015:3).

Today, the teacher had been trying some method, strategies and techniques in teaching English to make the students easy to understand the language and applied it in their life. One of the way in teaching English is using method as apart that cannot separate in education. Based on the reason above, the solution that the researcher offer is apply Direct Method in teaching to improve students' Speaking skill. Direct Method, which also known as natural method or conversational method. The Direct Method through focusing on everyday language and using

questions and answer lays an emphasis on teaching oral language. The primary objective of this method is associate meaning and target language directly through use pictures or action (Larsen-Freeman, 2000). Subyako-Nababan (1993:16) explains the strengths of direct method that learners always give attention, learners know much of words, have pronunciation like native speakers and often try on the conversation, especially topics which have teaching in the classroom.

Based on the explanation and the benefits above, the researcher is interestto conduct a researchwith the title “The use of Direct Method to Improve Speaking Skill at the Second Grade of SMP PGRI 1 TAMALATE ”

B. Problem Statement

Based on the background above, the researcher formulates the problem statement:

1. Does the use of Direct Method improve the students vocabulary in speaking at the second grade of SMPN 1 Tamalate ?
2. Does the use ofDirect Method improve the students smoothness in speaking at the second grade of SMPN 1 Tamalate ?

C. Objective of the Research

The objectives of this research are to find out whether:

- C. To find out the use of Direct Method improve the students vocabulary in speaking at the second grade of SMP PGRI 1 Tamalate.

D. To find out the use of Direct Method improve the students smoothness in speaking at the second grade of SMP PGRI 1 Tamalate

D. Significance of the Research

The significance of this study can contribute some benefits to students, teachers and other researcher are:

1. For the teacher, by teaching speaking using Direct Method, it will motivate the students to speak English Effectively and the finding of this research can be uses as a considerations in selecting the appropriate methods implement in SMP PGRI 1 Tamalate
2. For the students, this research can add the students interest in English learning, so English is not boring lesson for the anymore.
3. For the others researchers, the result of the study is expected to give an alternative source and references to other researchers in their attempts to study Direct Method especially to improve speaking skill.

E. Scope of the Research

In the study of Direct Method to improve speaking skills, the researcher formulated the scope or limitation of vocabulary and smoothness.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Research Finding

Many researchers have reported to expose the identification of the students' and interest in learning English to make the teaching and learning process more effective, especially in teaching of speaking, some of the researches finding are cited concisely below:

1. Muamanah (2010), the result of the action shows that using direct method can improve vocabulary mastery. The implementation of direct method is reasonable because it can give the students a great motivation in learning vocabulary.
2. Nila (2015) The implementation of the Direct Method in teaching was helpful to attract the students' interest to the materials. From this method, students can enrich their vocabularies in order to help them to speak more. Their speaking skills improved well. Students are more discipline to listen and use the patterns of the structures. So, they are able to say it directly based on the topic.

Based on the two previous study above the research found the result of the study between Muamanah and Nila, where they said Direct Method is

improve students' speaking skill and students' can enrich their vocabularies in order to help them to speak more because with the Direct Method the students' can get motivation in learning vocabulary. The Direct Method in teaching helpful to attract the students' interest to the materials.

B. Theories of speaking

1. Definition of speaking

Speaking is one way to communicate which ideas and thought a message orally. To enable students to communicate, we need to apply the language in real communication. According to Gert and Hans (2008: 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Brown and Yule (1999: 14) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

Pollard (2008:33) points out that speaking one of the most difficult aspect for students to master. In this case English is still a problem for students at junior high school. One who wants to speak to other sometimes faces some troubles. Richard (2008: 19) state that the mastery of speaking skill in English is a priority for many second language or foreign language

learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Based on the definition above speaking is one of four skills in language that should be mastered by someone when learning English. It is used by people to communicate each others. Therefore, it is important to master it. Besides that, English is one of the subjects which should be taught in education program in Indonesia.

2. Aspect of speaking

In teaching speaking, there are some aspects which considered by teacher. Brown (2001: 268-269) proposes four aspects of speaking skills. There are fluency, accuracy, pronunciation and vocabulary.

a. Fluency

Speaker can be said as fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pause, false starts, word searches, etc. Speaker needs to know where she/he has to pause and stop his/her speaking in appropriate place. Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a time in his/her speaking. Therefore a good speaker is demanded to be able to produce word in speech into groups of words that form a meaningful unit (phrases or clauses).

Fluency refers to the smoothness or flow with which sounds, syllables, words and phrases are said when talking. When a child is not

speaking fluently terms like stuttering, stammering or cluttering are often used. Speaking fluently is important when relaying information and socializing. The more fluently speech is the more difficult is it for the speaker and the listener engage in the conversation effectively and easily.

b. Accuracy

Accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. therefore, in order to achieve the level of accuracy the students are demanded to use the correct grammatical structures in their speech.

c. Pronunciation

At the beginning level, the goal of teaching pronunciation. Furthermore at the advance level the pronunciation goals can focus on elements that enhance communication which will cover stress pattern, intonation, voice quality, etc. There are some factors within learner that effect pronunciation :

1) Native language

It is clear enough that native language will become the most influential factors affecting learners' pronunciation. Moreover, the native language in this case the learners' mother tongue usually brings a strong accent in their pronunciation style.

2) Age

The ranges of age can influent the success of the pronunciation mastery. Children under age of puberty will have an excellent

chance “sounding like native” if they continue living in authentic contexts. Beyond the puberty, while they almost surely know a “foreign accent”, attribute of age will have no longer advantage. Therefore, it just a myth about the belief that “the younger, the better” in learning language.

3) Exposure

Having exposure in authentic context will encourage the learners to have good pronunciation. It is because living in foreign country where the native language spoken quite often will help to build learners having good pronunciation practice.

4) Innate phonetic practice

There are some people that have a phonetic coding ability by using their ear. Therefore, they believe they are easier to learn pronunciation well. However, the teacher has to ensure their students who have naturally difficult in pronunciation that with some effort and concentration they can improve their competence.

5) Identity and language ego

If they want to be success to achieve goal of the study, learners need to have positive attitude toward the people who speak the language they want to acquire.

6) Motivation and concern for good pronunciation

Motivation will be the strongest factor that can bring the learners to the success of study. If the motivation and concern are high, it

will be a good start for the learners to improve their pronunciation.

d. Vocabulary

Vocabulary learning is an essential part in foreign language learning as the meaning of new words. Are very often emphasized, whether in books or in classroom. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Mofareh:2015)

According Neuman and Dwyer (2009:385) vocabulary can be defined as word we must know to communicate effectively: words in speaking (productive vocabulary) and words in listening (receptive vocabulary). Vocabulary becomes a very important part of language learning which can use to determine students can speak fluently or not. They can generate sentences in only by using words so it is impossible to speak fluently without having vocabulary mastery. In fact, some students have only limited vocabulary so they meet some difficulties when they want to speak. Therefore, the teacher needs to make more effort to enrich the students' vocabulary.

In language learning, vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing all together. There are many clarifications made by the experts in language area about the kinds

of vocabulary. According to Aebersold and Lee (1997) vocabulary is divided into two:

E. Receptive Vocabulary is the vocabulary that readers have a general sense of a words meaning but are not sure of its many meanings or nuances of meaning.

b. Productive vocabulary is the vocabulary that people actually use to speak or write. Furthermore, Schmitt mention vocabulary into two parts. “Being able to understand a word is known as *receptive knowledge* and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking or writing, then that are considered *productive knowledge* (*passive and active* are alternative term).”

3. Problem in speaking skills

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for students. The following are the problems of speaking skill, Muljayanah (2004:17):

G. Inhabitation

Unlike reading, writing or listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried mistakes or simply shy of the attention that their speech attract.

H. Nothing to say

Even they not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

I. Low or uneven participation

Only one participant can talk at a time if she/he is to be heard and in large group this means the each one will have only very little talking time. This problems is compounded of some learners to dominate, while other speaks very little or not at all.

J. Mother tongue use

It is easier for the students to use their mother tongue in their class because its looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

4. Teaching Speaking

According to harmer(2002: 345), it can sometimes be easy to get students to speak in the classroom if atmosphere of the class is good such as students who get on with each other and whose English is in appropriate level. However, he added that will be difficult for the teacher to make the students to speak if they are reluctant to speak, the topic chose is not appropriate, the organizations of teaching plan is at fault. Therefore, the roles of the teacher and techniques the teacher used are essential. Penny states some problems that may prohibit the students to develop their speaking skill, when are inhibition, lack of idea, shy, low participants, and students:

preference to use their mother language (Penny, 1996:121). Based on the statement above, interaction and his is an ability to understand and master about what an active process of constructing a message.

5. Assessing Speaking

Brown (2003: 167-176) suggests assessment tasks for interactive speaking (interpersonal and transactional):

1. Interview

When “oral production assessment” is mentioned, the first thing that comes to mind is an oral interview: a test administrator and a test-taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. Interview can vary in length from perhaps five to forty-five minutes, depending on their purpose and context.

2. Role Play

Role playing is popular pedagogical activity in communicative language teaching classes. in some version, role play allows some rehearsal time so that students can map out what they are going to say. As an assessment device, role play opens some windows of opportunity for the test takers to use discourse that might otherwise be difficult to elicit.

3. Discussion and conversation

As formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score, but as informal techniques to assess learners, they offer a level of

authenticity and spontaneity that other assessments technique may not provide.

4. Games

Among informal assessment devices are a variety of games that directly involve production. Games have an ability to introduce new or difficult material to the students. Because the game format is playful, the natural challenge of new difficult material is much less threatening than it is ordinarily.

C. Theories of Direct Method

The direct method is the learning of language in relevant setting, in the Direct Method, language is learned for communication, as Larsen (2000) states language is primarily speech. Classroom instruction and classroom activities are carried out in the target language; therefore, students are actively involved in using the target language. Conversational activities hold an important place in this method. Through using language in real contexts, students stand a better chance of thinking, and speaking in the target language. 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 picture or action. Similarly, Stern (1991) points out that the Direct Method is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique.

According to Nababan (1993:16) state the using direct Method, learner can have pronunciation like native speakers, learner know much of word. Besides learners often try on the conversation, especially topics which have teaching in the classroom. The direct method was a first attempt to experience the language directly in the language learning. It demanded inventiveness on the part of teachers and led to the development of new techniques in teaching a language, such as demonstrations of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation. Beside pictures and simple actions are used question and answer dialogues. Correct pronunciation is also emphasized, but correct structure is not. Students may also read passages for information about the target culture. Teachers may ask questions about the reading to check comprehension, but it is never translated.

Norland and Terry (2006) describe how to apply Direct Method in teaching as follow:

- 1) The teacher shows a set of pictures
- 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.

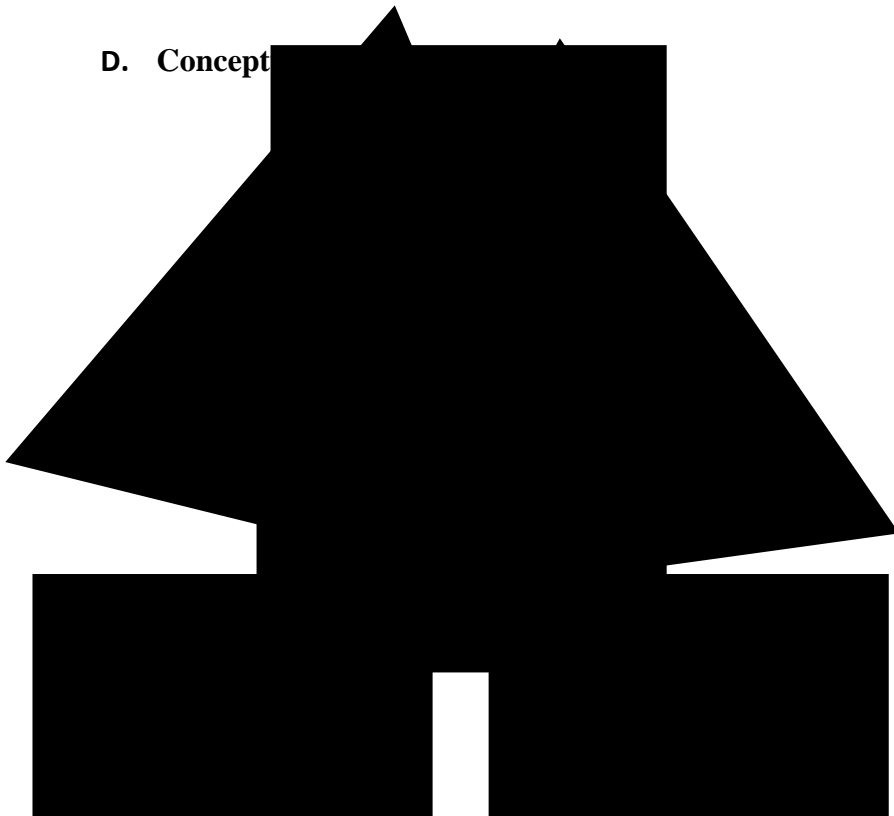
Pronunciation is corrected, but grammatical structure is not.

- 5) Students may also read a passage in the target language.
- 6) The teacher asks questions in the target language about the reading.
- 7) Students answer questions as best they can using the target language.

From the explanations above, there are some benefits in using Direct Method in teaching at language course, for examples:

- 1) Students always give attention
- 2) Students know much of words
- 3) Students can have pronunciation like native speaker
- 4) Learners often try on the conversation, especially topics which have teaching in the classroom
- 5) This method has principles which can be used by private schools which have few lessons and students

D. Concept



Based on the conceptual framework above, that the researcher would teach English Learning but before that, the researcher would conduct the pre-test to know the students prior knowledge, after that the researcher would conduct the

treatment by using direct Method. Direct method would be examined on how it would stimulate the student to more actively participate during the class, as well as examine how students' capability in responding the teacher question. After the treatment, the researcher would conduct the post-test to figure out whether the direct Method could effectively improve the students' capability in speaking skill. In speaking skill, there would be two major points as the main focus to be noticed. First is vocabulary mastery. It is about how enrich their knowledge on vocabulary to be able to speak accurately. The last one is smoothness. It is about how fluent when they speak, can they be more naturally speaking without seems to be taking time to think what they would like to speak.

Research Hypothesis

The researcher formulates hypotheses that are tested. They are as follows:

1. The null hypothesis (H_0) that Direct Method is not effective to improve students' speaking skill.
2. The alternative hypothesis (H_1) that Direct Method effective to improve students' speaking skill.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research applied a pre-experimental design (one group pre-test and post-test), this design involved one group that is pre-test (O1), expose to treatment (X) and post-test (O2). It aims to know whether there is significant development before and after using Direct Method and to know whether by using Direct Method can improve speaking skill.

Table 3.1 Pre-experimental (one group pre-test post test) design

Pre-test	Treatment	Post-test
O1	X	O2

(Arikunto, 2006)

B. Variable and indicators

There are two variables in this research, namely independent variable and dependent variable. Independent variable is the use of Direct Method, and the dependent variable is the students' speaking skill. The research of speaking accuracy that covered the vocabulary and fluency that covered smoothness.

C. Population and Sample

1. Population

The population of this research was VIII A and VIII B of SMP PGRI 1 TAMALATE MAKASSAR in 2017-2018 academic year. Each class contained of 25 students, so the total population was 50 students.

2. Sample

The researcher chose VIII A class as a sample of this research. The researcher took 25 students by used purposive sampling technique.

D. Research instrument

In collecting the required data, the researcher applied oral test that given twice, the first was in pre-test and the second was in post-test. The form of test was describing pictures.

E. Data Collection

In collecting data, the researcher used some procedures as follows:

1. Pre-test

The researcher gave test to the sample before applying Direct Method As a pre-test to measure the prior knowledge of the students.

2. Treatment

In giving treatment, the researchers carry out the class meeting. The ways of the researcher in presenting the materials in the classroom interaction are as follow :

- 1) The teacher showed a set of pictures
 - 2) The teacher described the picture in the target language.
 - 3) The teacher asked questions in the target language about the picture.
 - 4) Students answered the questions as best they can using the target language.
 - 5) Students read a passage in the target language.
 - 6) The teacher asked questions in the target language about the reading.
 - 7) Students answered questions as best they using the target language.
3. Post-test

After giving the treatment, the students were given a post-test and the researcher distributed the post-test sample.

4. Comparing the result between pre-test and post-test.

The comparison between pre-test and post-test were used to know whether using Direct Method was effective to improve the students speaking skill.

F. Technique of Data Analysis

- a. In analyzing data collected was through the pretest and posttest.

1) The Assessment of Speaking Accuracy

Table 3.2: the Assessment of Vocabulary

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of using vocabulary.
Very Good	8.6 – 9.5	They speak effectively and very good of using vocabulary.
Good	7.6 – 8.5	They speak effectively and good of using vocabulary.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of using vocabulary.
Fair	5.6 – 6.5	They speak sometimes hasty fair of using vocabulary.
Poor	3.6 – 5.5	They speak very hasty, and more sentences are not appropriate using vocabulary.
Very Poor	0.0 – 3.5	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

(Layman in Hartina 2013)

2) The Assessment of Speaking Fluency

Table 3.3: The Assessment of Smoothness

Classification	Score	Criteria
Excellent	9.6 – 10	Their speaking is very understandable and high of smoothness.
Very Good	8.6 – 9.5	Their speaking is very understandable and very good of smoothness.
Good	7.6 – 8.5	They speak effectively and good of smoothness.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of smoothness.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of smoothness.
Poor	3.6 – 5.5	They speak hasty and more sentence are not appropriate in smoothness.
Very Poor	0.0 – 3.5	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

(Layman in Hartina 2013)

Table 3.4 :Classifying the students' score into some classification:

Score	Classification
9.6-10	Excellent
8.6-95	Very Good
7.6-8.5	Good
6.6-7.5	Fairly Good
5.6-6.5	Fair
3.6-5.5	poor
0-3.5	Very poor

(Depdikbud 1985)

F. Finding out the students' mean score of the pretest and posttest, the formula:

=

= The mean score

= The sum of all score

= The total number of students

(Gay, 1981: 331)

G. Finding out the improvement of percentage of the students' pre test and post test by using the formula:

Where :

% : The percentage of improvement

: The total of post test

X1 : The total of pre test (Gay, 1981: 320)

H. Finding the significance difference between the students' score of the pretest and posttest by calculating the value of the test by used the following formula:

$$t =$$

Where:

t = Test of significance

D = The difference score between pre-test and post-test

= The mean of the difference score

$\sum D$ = The sum of D score

$(\sum D)^2$ = The square of the sum of $\sum D$

N = The number of subject

(Gay, 1981: 366)

Table 3.5 :The criteria for the Hypothesis testing is as follow:

Comparison	Hypothesis	
	H0	H1

t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above show if (1) the test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDING AND DISCUSSIONS

C. Findings

The finding of this research presents the improvement of the students' speaking skill by the use of Direct Method in teaching learning process at the second grade of SMP PGRI 1 Tamalate Makassar. The students' improvement can be seen clearly in the following explanation:

The data were collected through carrying out speaking test and it was assisted and considered by inter-raters. The researcher analyzed the data obtained from the students. The data consisted of the result of pre test and post test. Moreover, in this chapter, the finding of this research described the improvement of students in pre-test and post-test, the frequency and percentage of students score and the t-test value.

1. The improvement of students' vocabulary in speaking.

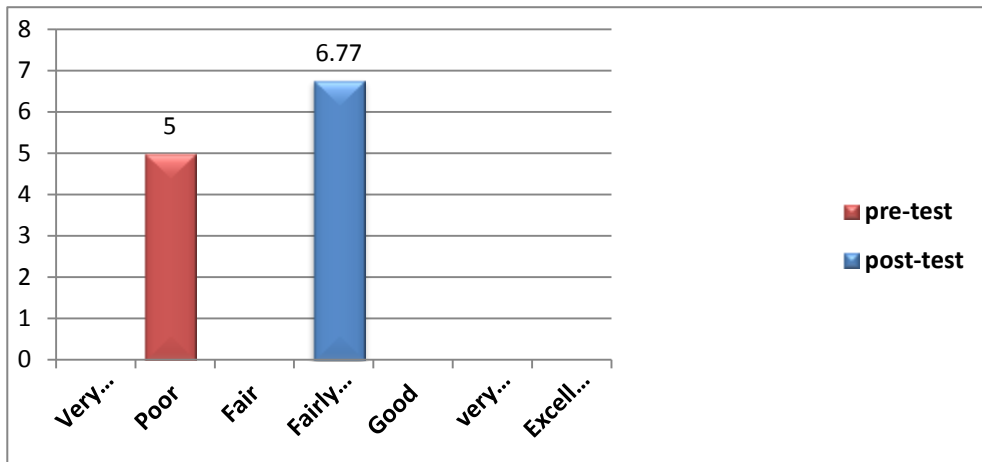
The improvement of the students speaking accuracy at the second grade of SMP PGRI 1 Tamalate Makassar by the use Direct Method was presented clearly in the following table:

Table 4.1: Improvement of the students' vocabulary in speaking skill

No.	Test	Mean Score	Improvement
1	Pre Test	5	
2	Post Test	6.77	

The table shows that the students' speaking accuracy in the result of calculating of students' pre test and post test by the use of Direct Method in speaking. The mean score of students' pre-test is different between the mean score of students' score in post-test. The students' score in pre test (5) was different from the post test (6.77). It means that the mean score of the post test was greater than the pre test. Based on the result, , it can be concluded that the use of Direct Method could improve the students' speaking accuracy with the percentage (35.5%).

Figure 4.1: Improvement of the students' vocabulary



2. The improvement of students smoothness in speaking.

After analyzing the score of students' speaking fluency in pre-test and post-test, the researcher presents the result in the following table:

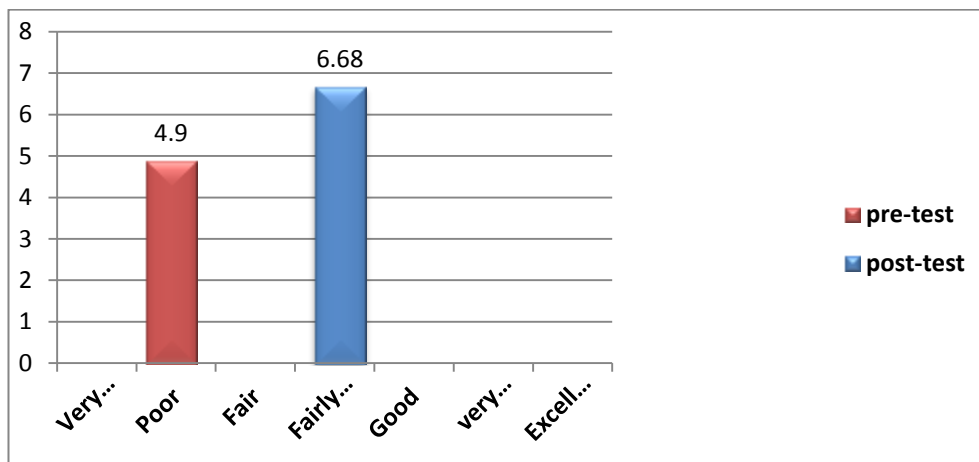
Table 4.2: Improvement of the students' smoothness in speaking skill

No.	Test	Mean Score	Improvement
1	Pre Test	4.9	36.32%
2	Post Test	6.68	

The table above shows the students' improvement in speaking fluency. The mean score of students' in pre-test was different between the means score of students' score in post-test. The students' score in pre test (4.9) was different from

the post test (6.68). the students' score in post-test is greater than the students' score in pre-test. Based on the result, there is an improvement (36.32%) of students' speaking fluency. It can be concluded that the use of Direct Method could improve the students' speaking fluency.

Figure 4.2: improvement of the students' smoothness



After calculating the students' result in speaking accuracy and fluency, the researcher calculated the students' pre test and post test which was presented in the following table:

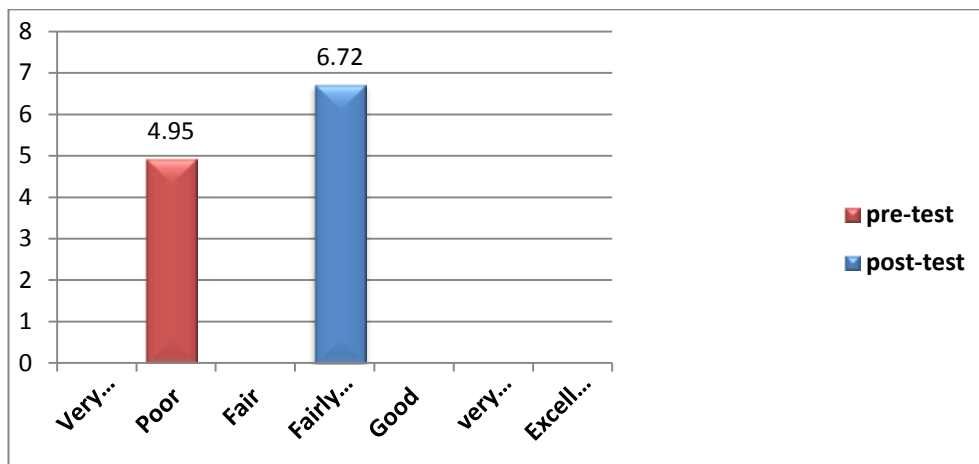
Table 4.3: The Students' Result in Speaking

No.	Test	Mean Score	Improvement
1	Pre Test	4.95	%
2	Post Test	6.72	

Based on the table above, The students' score in pre test (4.95) was different from the post test (6.72). It means that the mean score of the post test

was greater than the pre test. It can be concluded that the use of Direct Method was effective to improve the students' speaking skill with the percentage (35.90%).

Figure 4.3: The students' Improvement in Speaking Skill



3. The frequency and rate percentage of the students' score

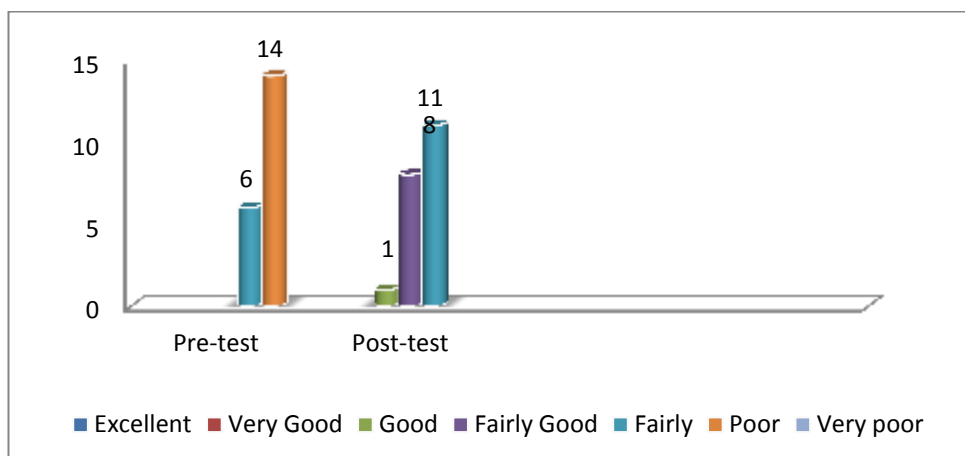
The frequency and rate percentage of the students' score presents the result of the students speaking achievement in term of accuracy and fluency by the use of Direct Method . The students scores of pre-test and post test were classified into some criteria. They were presented in table below:

No	Classification	Range	Pre-test		Post-test	
			F	(%)	F	(%)

1.	Excellent	9.6 – 10				
2.	Very Good	8.6 - 9.5				
3.	Good	7.6 - 8.5			1	5 %
4.	Fairly Good	6.6 - 7.5			8	40 %
5.	Fairly	5.6 - 6.5	6	30 %	11	55 %
6.	Poor	3.6 - 5.5	14	70 %		
7.	Very Poor	0 - 3.5				
Total			20	100 %	20	100%

Based on the table above, it shows that in the pre test there was 6(30%) student of the 20 students classified into “Fairly” score, and then 14 (70%) of and none of the students classified into “Excellent”, “Very Good”, “Good” ,”fairly good” and “Very Poor” scores. In the other side, in post test can be seen that there were 1 (5%) of the 20 students classified into ‘Good’ score, 8 (40%) of them classified into “Fairly Good” score, 11 (55%) of them classified into “Fairly” score, and none of the students classified into “Excellent”, “Very Good” , “poor” and “Very Poor” scores.

Figure 4.4: The percentage of the students’ score



4. Test of Significance in the Students' Speaking

To know the significant difference of the students' result in pre test and post test, the researcher used t-test analysis on the level of significance(p) = 0.05 with the degree of freedom (df)= N-1, where N= number of sample (20 students) or (df is (N-1) 20-1 =19). Then, the value of t-table is 2.093 (See clearly the t-table in appendix). The following table shows the result of t-test calculation:

Table 4.5: T-test of the Students Speaking

T-test	T-table	Comparison	Classification
9.15	2.093	T-test > T-table	Significant

The table above shows that the value of t-test (9.15) was greater than the value of t-table (2.093) for the level of significance (p) = 0.05. It indicated that there was a significant difference between the pretest and posttest of the students' speaking skill in terms of accuracy and fluency.

5. Hypothesis Testing

The result of the statistical analysis for the level of significance (p) = 0.05 with degree of freedom (df) = $N - 1 = 19$ where $N = 20$ students. The value of t -test was higher than the t -table ($9.15 > 2.093$). It means that the alternative Hypothesis (H_1) was accepted and the Null Hypothesis was rejected. In other words, Direct Method can be used to improve speaking skill.

D. Discussion

In this part, the researcher presents the discussion with the interpretation of the research findings that gained from the result of data analysis that has been presented in the previous section

The description of the data collected from students' speaking in term of accuracy and fluency in the previous section showed that the students' speaking skill had improved. It was supported by the mean score and percentage of the students' result in pre test and post test. It was also proved by the mean score of students' speaking in post test (6.72) was greater than pre test (4.95) with the percentage of improvement (). Based on the findings above, the use of Direct Method affected the students' mean score which was greater in post test rather than before teaching them by using Direct Method.

Based on the previous findings research, Muamanah (2010), the result of the action shows that using direct method can improve vocabulary mastery. The implementation of direct method is reasonable because it can give the students a great motivation in learning vocabulary. It was supported by the mean score of the

students' speaking in post test (74,19) was greater than pre test (72,57). Besides Nila (2012) found that Direct Method improved the students speaking skill by the mean score in post test was (3,72) and pre test was (2,67). It means that mean score of post test was greater than pre test. So, it could be concluded that this method can improved the students' speaking skill. After comparing the previews research findings, it can be concluded that by the use of Direct Method could improved the students' speaking skill.

1. The Improvement of the Students' Speaking through Direct Method

The research finding indicates that the students speaking achievement by used Direct Method shows the improvement of the students speaking skill in terms of fluency and accuracy. The findings of speaking accuracy indicated from the mean score in pre test (5) to () in post test with the percentage of improvement (). The findings of speaking fluency indicated from the mean score in pre test (4.9) to () in post test with the percentage of improvement (%).

Based on the pre test result, the students' speaking score in term of accuracy and fluency consist of 20 students where none of the students got excellent, very good, good, fairly good and very poor score. There were 14 (70%) students got poor score and 6 (30%) students got fairly score. Most of the students got poor score in pre test because they were confused and spent much time to think about the vocabularies. Repeating the words and fillers often done by them. When the students spoke, they were halting and hasty in smoothness.

After giving pretest, the researcher gave the treatment by using Direct Method. The researcher taught students by using Direct Method. At beginning the researcher showed pictures and then describes the pictures. After that, the researcher asked some questions about the pictures. The students must active to heard and answered the questions with the right answered and using suitable vocabulary.

After giving the treatment, the students' speaking accuracy and fluency had improved. It could be seen in the table 4.1 and 4.2 from the mean score and improvement percentage of pre test to post test. As the post test result, the students' speaking score in term of accuracy and fluency consist of 20 students where none of the students got excellent, very good, poor and very poor score. There were 11 (55%) students got fairly score. 8 (40%) students got fairly good score. 1 (5%) students got good score. Based on the post test result, the students showed the improvement of vocabulary both of the use of appropriate vocabulary they also minimized the halting and hasty in smoothness. The students became active and enjoy in speaking activity they spoke fluently, easily and automatically. they were minimized to think for a long time to produce words.

After using Direct Method, the researcher found that such this Method was effective to use in the class. This assumption was stated with evidence. During the applications process of treatment, the researcher saw that the students were more interested to the material that the researcher presented. Based on the result of speaking process, the students speaking skill was increased. It was proved by the result of post test in terms of fluency and accuracy.

2. The Significance of the Students' Speaking

The data described shows that the students' score is success to improve the students' speaking accuracy and fluency by used Direct Method. This improvement is also followed by the significance. After calculating the value of t-test, it was compared with the value of t-table. The t-test value (9.15) was greater than t-table (2.093) for the degree of freedom ($df = N-1$ ($20-1$) = 19 and the level of significance (p) = 0.05. It means that the alternative Hypothesis (H_1) was accepted and the Null Hypothesis was rejected. On the other hand, the researcher concluded that the students' speaking score improved in term of accuracy and fluency at the second grade of SMP PGRI 1 Tamalate Makassar.

Based on the t-test result, the researcher found that there was a significant difference between pre test and post test. In the other word, it could be concluded that the use of Direct Method was effective to improve the students' speaking skill in term of accuracy and fluency at the second grade of SMP PGRI 1 Tamalate.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the findings and discussion in the previous chapter, the researcher takes conclusions as follows:

6. The use of Direct Method in teaching speaking skills can improve the students speaking accuracy in term of vocabulary at the second grade of SMP PGRI 1 Tamalate Makassar. It is proven by the students means score of accuracy in post test is greater than their mean score of accuracy in pre-test ($5 > 6.77$) and the improvement of the students' accuracy in speaking skill is 35.5 %
7. The use of Direct Method in teaching speaking skill can improve the students speaking fluency in term of smoothness at the second grade of SMP PGRI 1 Tamalate Makassar. It is proven by the students means score of accuracy in post test is greater than their mean score of accuracy in pre-test ($4.9 > 6.88$) and the improvement of the students' accuracy in speaking skill is 36.32%

B. Suggestions

Based on the conclusions, the researcher gives some suggestion as follows:

1. For the teachers
 - a. The teacher should continuously create various strategies in giving assignment for the students.
 - b. The use of Direct Method is one of the methods that can be considered in teaching English in order to help the students speaking skill.
 - c. The teachers should be more highly motivated to practice the use of Direct Method
2. For the students
 - a. The students should be diligent to practice their speaking not only in the classroom context but also in their daily life

- b. The students are expected to improve their intensity in speaking skill through Direct Method.
3. For the next researcher
 3. The result of this research can be also used as an additional references for the further research.
 4. There are still many things that have to be observed by the next researcher related to the English subject in speaking skill.

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List of Appendix

Appendix A. Data Analysis

Appendix B. Instrument Pre-Test and Post-Test

Appendix D. Lesson Plan

Data Analysis

Appendix 1

The result of the Students' Speaking in Pre-test

No	sample	Accuracy (vocabulary)	Fluency (smoothness)	Mean score X1	Classification
1	S1	5.10	5.7	5.4	Poor
2	S2	5.10	5.7	5.4	Poor
3	S3	4.5	4.5	4.5	Poor
4	S4	3.5	4.5	4.0	Poor
5	S5	4.0	4.5	4.24	Poor
6	S6	3.5	3.8	3.65	Poor
7	S7	5.6	3.8	4.7	Poor
8	S8	4.0	5.9	4.95	Poor
9	S9	5.6	3.6	4.6	Poor
10	S10	3.6	3.6	3.6	Poor
11	S11	3.9	3.8	3.85	Poor
12	S12	5.7	5.7	5.7	Fairly
13	S13	4.0	3.7	3.85	Poor
14	S14	5.10	4.5	4.8	Poor
15	S15	6.5	5.6	6.05	Fairly
16	S16	6.5	5.7	6.1	Fairly
17	S17	6.6	6.6	6.6	Fairly
18	S18	5.10	6.6	5.85	Fairly
19	S19	6.5	6.6	6.55	Fairly

20	S20	5.6	3.6	4.6	Poor
Total score (Σ)		100	98	$\Sigma X1=99$	
Mean score (\bar{X})		5	4.9	4.95	

Appendix 2

The result of the students' Speaking Skill in Post-test

No	sample	Accuracy (vocabulary)	Fluency (smoothness)	Mean score X1	Classification
1	S1	6.6	7.5	7.05	Fairly good
2	S2	7.5	7.5	7.5	Fairly good
3	S3	6.6	6.6	6.5	Fairly
4	S4	6.5	7.6	7.05	Fairly good
5	S5	7.5	6.0	6.75	Fairly good
6	S6	7.0	6.5	6.75	Fairly good
7	S7	6.5	7.5	7	Fairly good
8	S8	6.5	6.5	6.5	Fairly
9	S9	7.6	7.5	7.55	Fairly good
10	S10	7.5	5.6	6.55	Fairly
11	S11	6.0	7.0	6.5	Fairly
12	S12	7.4	5.6	6.5	Fairly
13	S13	6.5	6.5	6.5	Fairly
14	S14	6.6	6.0	6.25	Fairly
15	S15	8.5	7.0	8	Good
16	S16	6.6	6.5	6.55	Fairly
17	S17	6.5	6.6	6.55	Fairly
18	S18	6.6	6.6	6.6	Fairly good
19	S19	5.5	6.5	6.55	Fairly
20	S20	5.5	6.5	6	fairly
Total score (Σ)		135.5	133.6	$\Sigma X1=134.55$	

Mean score (X)		6.77	6.68	6.72	
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Appendix 3

The Students' Score in Pre Test and Post Test

N0	Sample	Pre-test (X_1)	Post-test (X_2)	D ($X_2 - X_1$)	D^2
1	S1	5.4	7.05	1.65	2.72
2	S2	5.4	7.5	2.1	4.41
3	S3	4.5	6.5	2	4
4	S4	4.0	7.05	3.05	9.30
5	S5	4.24	6.75	2.51	6.30
6	S6	3.65	6.75	3.1	9.61
7	S7	4.7	7	2.3	5.29
8	S8	4.95	6.5	1.55	2.40
9	S9	4.6	7.55	2.95	8.70
10	S10	3.6	6.55	2,95	8.70

11	S11	3.85	6.5	2.65	7.02
12	S12	5.7	6.5	0.8	0.64
13	S13	3.85	6.5	2.65	7.02
14	S14	4.8	6.25	1.45	2.10
15	S15	6.05	8	1.95	3.80
16	S16	6.1	6.55	0.45	0.20
17	S17	6.6	6.55	0.05	0.0025
18	S18	5.85	6.6	0.75	0.56
19	S19	6.55	6.55	0	0
20	S20	4.6	6	1.4	1.96
Total score (Σ)		$\Sigma X_1=99$	$\Sigma X_2=134.55$	$\Sigma D=36.76$	$\Sigma D^2=84.73$
Mean score (\bar{X})		4.95	6.72		

Appendix 4

Mean Score of Pre Test and Post Test

1. Mean Score of the Students' Speaking Accuracy

Pre Test

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{100}{20}$$

$$X = 5$$

Post Test

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{135.5}{20}$$

$$X = 6.77$$

2. Mean Score of the Students' Speaking Fluency

Pre Test

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{98}{20}$$

$$X = 4.9$$

Post Test

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{133.6}{20}$$

$$X = 6.68$$

3. Total Score of the Students' Mean Score in Speaking

Pre Test

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{99}{20}$$

$$X = 4.95$$

Post Test

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{134.55}{20}$$

$$X = 6.72$$

Appendix 5

The Percentage of the Improvement of Students' Pre Test and Post Test

1. The Improvement of the Students' Speaking Accuracy

$$P = \frac{X2 - X1}{X1} \times 100$$

$$P = \frac{135.5 - 100}{100} \times 100$$

$$P = \frac{35.5}{100} \times 100$$

$$P = \frac{3550}{100}$$

$$P = 35.5\%$$

2. The Improvement of the Students' Speaking Fluency

$$P = \frac{X2 - X1}{X1} \times 100$$

$$P = \frac{133.6 - 98}{98} \times 100$$

$$P = \frac{35.6}{98} \times 100$$

$$P = \frac{3560}{98}$$

$$P = 36.32 \%$$

Appendix A.6

**Test of Significance Difference of Students' Score between the Score of the
Pre Test and Post Test**

1. T-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \quad \text{Where} \quad D = \frac{\sum D}{N} = \frac{36.76}{20} = 1.83$$

$$t = \frac{1.83}{\sqrt{\frac{84.73 - \frac{(36.76)^2}{20}}{20(20-1)}}$$

$$t = \frac{1.83}{\sqrt{\frac{84.73 - \frac{1351.29}{30}}{20(19)}}$$

$$t = \frac{1.83}{\sqrt{\frac{84.73 - 67.56}{380}}}$$

$$t = \frac{1.83}{\sqrt{\frac{17.17}{380}}}$$

$$t = \frac{1.83}{\sqrt{0.04}}$$

$$t = \frac{1.83}{0.2}$$

$$t = 9.15$$

2. T-table

Level of Significance (p) = 0.05

Degree of Freedom (df) = N-1 = 20-1= 19

T-table = 2.093

Pre-test Instrument

Describe the picture with your sentences. Practice it in front



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Pertemuan pertama

sekolah	: SMP PGRI 1 TAMALATE
matapel	: English
kelas / Semester	: VIII / 1
alokasi waktu	: 1 meeting (2 x 40 minutes)
topic pembelajaran	: Speaking

I. Standar kompetensi

Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari.

II. Kompetensi dasar

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, descriptive, dan news item.

III. Indicator

1. Siswa dapat mendeskripsikan sebuah gambar, benda, binatang atau pemandangan secara spontanitas.
2. Siswa dapat menggunakan kalimat simple present dalam mendeskripsikan gambar, benda atau orang.

3. Melakukan monolog untuk menyampaikan sebuah deskripsi.

IV Tujuan pembelajaran

1. Siswa dapat mendeskripsikan sebuah gambar, benda, binatang, atau pemandangan secara spontanitas.
2. Dalam mendeskripsikan suatu benda atau orang, siswa dapat menggunakan kalimat simple present.

V Moral budaya dan karakter

1. Kreatif
2. Teliti

VI. Method and Technique

1. Direct Method
2. Describe pictures

VII. Teaching Material

Describe this picture!



This is the study room. In this room there are tables, chairs and lamps. On the table are laptop, pens, bookcases and drawers. There is also a flower and a variety of table decorations. This room is very comfortable in use while learning.

VIII. Langkah-langkah pembelajaran

Kegiatan awal (10 minutes)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa
- Apersepsi
- Motivasi siswa

Kegiatan inti (60 minutes)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi tentang descriptive.
- Mendiskusikan materi bersama siswa.
- Memberikan kesempatan pada peserta didik untuk menyampaikan deskripsi mereka tentang benda, binatang atau orang.

Elaboration

- 1) guru menampilkan sebuah gambar
- 2) guru memberikan contoh dalam mendeskripsikan tentang gambar
- 3) guru memberikan pertanyaan kepada siswa tentang gambar yang ditampilkan
- 4) Siswa menjawab pertanyaan yang diberikan oleh guru dengan pronunciation yang benar.

- 5) siswa juga membaca sebuah bacaan dalam bhs inggris, bacaan yang terdapat pada gambar, atau hasil dari penjelasan dari gambar.
- 6) guru mengajukan pertanyaan sesuai dengan bacaan
- 7) siswa menjawab pertanyaan dengan baik dan menggunakan bhs inggris yang baik.

Konfirmasi

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah di kerjakan oleh siswa
- Memberikan refleksi untuk memperoleh pengalaman belajar yang sudah di lakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mendeskripsikan benda, binatang atau orang.

kegiatan akhir (10 minutes)

- Melakukan tanya jawab tentang materi yang dipelajari hari ini atau tentang deskriptif.
- Siswa diminta membrikan kesimpulan tentang materi yang telah di sampaikan.
- Mengucapkan salam kepada siswa ketika hendak keluar dari ruang kelas.

IX. Sumber/bahan

Buku paket bhs inggris kelas VIII

Gambar-gambar yang relevan

X. Penilaian

Instrument:



Question

1. What is the picture about?
2. What's the use of this room?
3. Please describe what is in the picture of this room.

Jenis penilaian test lisan

The Assessment of Speaking Accuracy (vocabulary)

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of using vocabulary.
Very Good	8.6 – 9.5	They speak effectively and very good of using vocabulary.
Good	7.6 – 8.5	They speak effectively and good of using vocabulary.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of using vocabulary.
Fair	5.6 – 6.5	They speak sometimes hasty fair of using vocabulary.
Poor	3.6 – 5.5	They speak very hasty, and more sentences are not appropriate using vocabulary.
Very Poor	0.0 – 3.5	They speak very hasty, and more sentences are not appropriate using

		vocabulary and little or no communication.
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The Assessment of Speaking Fluency (smoothness)

Classification	Score	Criteria
Excellent	9.6 – 10	Their speaking is very understandable and high of smoothness.
Very Good	8.6 – 9.5	Their speaking is very understandable and very good of smoothness.
Good	7.6 – 8.5	They speak effectively and good of smoothness.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of smoothness.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of smoothness.
Poor	3.6 – 5.5	They speak hasty and more sentence are not appropriate in smoothness.
Very Poor	0.0 – 3.5	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

No	Aspect of Speaking	Scoring						
		0.0-3.5	3.6-5.5	5.6-6.5	6.6-7.5	7.6-8.5	8.6-9.5	9.6-10
1	Vocabulary							
	Smoothness							
Total Score								

The Researcher,

Andi Israwati Lai Cece

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Pertemuan kedua

sekolah	: SMP PGRI 1 TAMALATE
matapel	: English
kelas / Semester	: VIII / 2
alokasi waktu	: 1 meeting (2 x 40 minutes)
topic pembelajaran	: Speaking

IV. Standar kompetensi

Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari.

V. Kompetensi dasar

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, descriptive, dan news item.

VI. Indicator

4. Siswa dapat mendeskripsikan sebuah pictures, benda, binatang atau pemandangan secara spontanitas.
5. Siswa dapat menggunakan kalimat simple present dalam mendeskripsikan benda atau orang.

6. Melakukan monolog untuk menyampaikan sebuah deskripsi.

IV Tujuan pembelajaran

3. Siswa dapat mendeskripsikan sebuah gambar benda, binatang, atau pemandangan secara spontanitas.
4. Dalam mendeskripsikan suatu benda atau orang, siswa dapat menggunakan kalimat simple present.

V Moral budaya dan karakter

3. Kreatif
4. Teliti

VI. Method and Technique

3. Direct Method
4. Describe pictures

VII. Teaching Material

Describe this picture!



This picture is a picture of a swimming pool. this pool is heart shaped. On the right side there is a ladder. There are also poolside chairs that can be used after swimming.

VIII. Langkah-langkah pembelajaran

Kegiatan awal(10 minutes)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa
- Apersepsi
- Motivasi siswa

Kegiatan inti (60 minutes)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi tentang descriptive.
- Mendiskusikan materi bersama siswa.
- Memberikan kesempatan pada peserta didik untuk menyampaikan deskripsi mereka tentang benda, binatang atau orang.

Elaboration

- 1) guru menampilkan sebuah gambar tentang keshidupan sehari-hari
- 2) guru mendeskripsikan tentang gambar
- 3) guru memberikan pertanyaan kepada siswa tentang gambar yang ditampilkan
- 4) siswa menjawab pertanyaan yang diberikan oleh guru dengan pronunciation yang benar

- 5) siswa juga membaca sebuah bacaan dalam bhs inggris, bacaan yang terdapat pada gambar, atau hasil dari penjelasan dari gambar.
- 6) guru mengajukan pertanyaan sesuai dengan bacaan
- 7) siswa menjawab pertanyaan dengan baik dan menggunakan bhs inggris yang baik.

Konfirmasi

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah di kerjakan oleh siswa
- Memberikan refleksi untuk memperoleh pengalaman belajar yang sudah di lakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mendeskripsikan benda, binatang atau orang.

kegiatan akhir (10 minutes)

- Melakukan tanya jawab tentang materi yang dipelajari hari ini atau tentang deskriptif.
- Siswa diminta membrikan kesimpulan tentang materi yang telah di sampaikan.
- Mengucapkan salam kepada siswa ketika hendak keluar dari ruang kelas.

IX. Sumber/bahan

Buku paket bhs inggris kelas VIII

Gambar-gambar yang relevan

X. Penilaian

Instrument



1. What is the picture about?
2. What's the use of this picture?
3. Please describe what is in the picture of this room?

Jenis penilaian test lisan

The Assessment of Speaking Accuracy (vocabulary)

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of using vocabulary.
Very Good	8.6 – 9.5	They speak effectively and very good of using vocabulary.
Good	7.6 – 8.5	They speak effectively and good of using vocabulary.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of using vocabulary.
Fair	5.6 – 6.5	They speak sometimes hasty fair of using vocabulary.
Poor	3.6 – 5.5	They speak very hasty, and more sentences are not appropriate using

		vocabulary.
Very Poor	0.0 – 3.5	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

The Assessment of Speaking Fluency (smoothness)

Classification	Score	Criteria
Excellent	9.6 – 10	Their speaking is very understandable and high of smoothness.
Very Good	8.6 – 9.5	Their speaking is very understandable and very good of smoothness.
Good	7.6 – 8.5	They speak effectively and good of smoothness.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of smoothness.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of smoothness.
Poor	3.6 – 5.5	They speak hasty and more sentence are not appropriate in smoothness.
Very Poor	0.0 – 3.5	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

No	Aspect of Speaking	Scoring						
		0.0-3.5	3.6-5.5	5.6-6.5	6.6-7.5	7.6-8.5	8.6-9.5	9.6-10
1	Vocabulary							
	Smootness							
Total Score								

The Researcher,

Andi Israwati Lai Cece

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Pertemuan ketiga

sekolah	: SMP PGRI 1 TAMALATE
matapel	: English
kelas / Semester	: VIII / 2
alokasi waktu	: (2 x 40 minutes)
topic pembelajaran	: Speaking

XI. Standar kompetensi

Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari.

XII. Kompetensi dasar

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, descriptive, dan news item.

XIII. Indicator

7. Siswa dapat mendeskripsikan sebuah gambar, benda, binatang atau pemandangan secara spontanitas.
8. Siswa dapat menggunakan kalimat simple present dalam mendeskripsikan benda atau orang.

9. Melakukan monolog untuk menyampaikan sebuah deskripsi.

IV Tujuan pembelajaran

5. Siswa dapat mendeskripsikan sebuah gambar, benda, binatang, atau pemandangan secara spontanitas.
6. Dalam mendeskripsikan suatu benda atau orang, siswa dapat menggunakan kalimat simple present.

V Moral budaya dan karakter

5. Kreatif
6. Teliti

VI. Method and Technique

5. Direct Method
6. Describe pictures

VII. Teaching Material

Describe this picture!



This picture is located in the zoo. In this pictures there is a camel that three woman are riding on the camel. There is also a man who is pulling a camel with a rope in order to walk. Besides a Camel , no other animals in this picture there are only a few trees in sight.

VIII. Langkah-langkah pembelajaran

Kegiatan awal (10 minutes)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa
- Apersepsi
- Motivasi siswa

Kegiatan inti (60 minutes)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi tentang descriptive.
- Mendiskusikan materi bersama siswa.
- Memberikan kesempatan pada peserta didik untuk menyampaikan deskripsi mereka tentang benda, binatang atau orang.

Elaboration

- 1) guru menampilkan sebuah gambar tentang keshidupan sehari-hari
- 2) guru mendeskripsikan tentang gambar
- 3) guru memberikan pertanyaan kepada siswa tentang gambar yang ditampilkan
- 4)siswa menjawab pertanyaan yang diberikan ole guru dengan pronunciation yang benar

- 5) siswa juga membaca sebuah bacaan dalam bhs inggris, bacaan yang terdapat pada gambar, atau hasil dari penjelasan dari gambar.
- 6) guru mengajukan pertanyaan sesuai dengan bacaan
- 7) siswa menjawab pertanyaan dengan baik dan menggunakan bhs inggris yang baik.

Konfirmasi

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah di kerjakan oleh siswa
- Memberikan refleksi untuk memperoleh pengalaman belajar yang sudah di lakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mendeskripsikan benda, binatang atau orang.

kegiatan akhir (10 minutes)

- Melakukan tanya jawab tentang materi yang dipelajari hari ini atau tentang deskriptif.
- Siswa diminta membrikan kesimpulan tentang materi yang telah di sampaikan.
- Mengucapkan salam kepada siswa ketika hendak keluar dari ruang kelas.

IX. Sumber/bahan

Buku paket bhs inggris kelas VIII

Gambar-gambar yang relevan

X. Penilaian

Instrument



Question:

1. Where is this picture located?
2. Have you ever been to that place?
3. Please describe what is in the picture of this room?
4. Please describe what visitors do on picture?

Jenis penilaian test lisan

The Assessment of Speaking Accuracy (vocabulary)

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of using vocabulary.
Very Good	8.6 – 9.5	They speak effectively and very good of using vocabulary.
Good	7.6 – 8.5	They speak effectively and good of using vocabulary.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of using vocabulary.
Fair	5.6 – 6.5	They speak sometimes hasty fair of using vocabulary.
Poor	3.6 – 5.5	They speak very hasty, and more sentences are not appropriate using vocabulary.

Very Poor	0.0 – 3.5	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.
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The Assessment of Speaking Fluency (smoothness)

Classification	Score	Criteria
Excellent	9.6 – 10	Their speaking is very understandable and high of smoothness.
Very Good	8.6 – 9.5	Their speaking is very understandable and very good of smoothness.
Good	7.6 – 8.5	They speak effectively and good of smoothness.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of smoothness.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of smoothness.
Poor	3.6 – 5.5	They speak hasty and more sentence are not appropriate in smoothness.
Very Poor	0.0 – 3.5	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

No	Aspect of Speaking	Scoring						
		0.0-3.5	3.6-5.5	5.6-6.5	6.6-7.5	7.6-8.5	8.6-9.5	9.6-10
1	Vocabulary							
2	Smootness							
Total Score								

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Pertemuan keempat

sekolah	: SMP PGRI 1 TAMALATE
matapel	: English
kelas / Semester	: VIII / 2
alokasi waktu	: (2 x 40 minutes)
topic pembelajaran	: Speaking

I. Standar kompetensi

Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari.

II. Kompetensi dasar

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, descriptive, dan news item.

III. Indicator

10. Siswa dapat mendeskripsikan sebuah gambar, benda, binatang atau pemandangan secara spontanitas.
11. Siswa dapat menggunakan kalimat simple present dalam mendeskripsikan gambar, benda atau orang.

12. Melakukan monolog untuk menyampaikan sebuah deskripsi.

. IV. . Tujuan pembelajaran

7. Siswa dapat mendeskripsikan sebuah benda, binatang, atau pemandangan secara spontanitas.
8. Dalam mendeskripsikan suatu benda atau orang, siswa dapat menggunakan kalimat simple present.

V. Moral budaya dan karakter

7. Kreatif
8. Teliti

VI. Method and Technique

7. Direct Method
8. Describe pictures

VII. Teaching Material

Describe this picture!



This picture is located in Borobudur temple. This temple is very famous to foreign countries. In this picture there is a statue and a man who is cleaning the statue. The man use a brush and various cleaners to clean the statue.

VIII. Langkah-langkah pembelajaran

Kegiatan awal (10 minutes)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa
- Apersepsi
- Motivasi siswa

Kegiatan inti (60 minutes)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi tentang descriptive.
- Mendiskusikan materi bersama siswa.
- Memberikan kesempatan pada peserta didik untuk menyampaikan deskripsi mereka tentang benda, binatang atau orang.

Elaboration

- 1) guru menampilkan sebuah gambar tentang kehidupan sehari-hari
- 2) guru mendeskripsikan tentang gambar
- 3) guru memberikan pertanyaan kepada siswa tentang gambar yang ditampilkan
- 4) siswa menjawab pertanyaan yang diberikan oleh guru dengan pronunciation yang benar
- 5) siswa juga membaca sebuah bacaan dalam bahasa Inggris, bacaan yang terdapat pada gambar, atau hasil dari penjelasan dari gambar.
- 6) guru mengajukan pertanyaan sesuai dengan bacaan

- 7) siswa menjawab pertanyaan dengan baik dan menggunakan bhs inggris yang baik.

Konfirmasi

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah di kerjakan oleh siswa
- Memberikan refleksi untuk memperoleh pengalaman belajar yang sudah di lakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mendeskripsikan benda, binatang atau orang.

kegiatan akhir (10 minutes)

- Melakukan tanya jawab tentang materi yang dipelajari hari ini atau tentang deskriptif.
- Siswa diminta membrikan kesimpulan tentang materi yang telah di sampaikan.
- Mengucapkan salam kepada siswa ketika hendak keluar dari ruang kelas.

IX. Sumber/bahan

Buku paket bhs inggris kelas VIII

Gambar-gambar yang relevan

X. Penilaian

Instrument:



Question:

1. Where is this picture located?
2. Have you ever been to that place?
3. Please describe what is in the picture of this room?
4. Please describe what visitors do on picture?
5. Please describe how the atmosphere on the picture?

Jenis penilaian test lisan

The Assessment of Speaking Accuracy (vocabulary)

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of using vocabulary.
Very Good	8.6 – 9.5	They speak effectively and very good of using vocabulary.
Good	7.6 – 8.5	They speak effectively and good of using vocabulary.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of using vocabulary.

Fair	5.6 – 6.5	They speak sometimes hasty fair of using vocabulary.
Poor	3.6 – 5.5	They speak very hasty, and more sentences are not appropriate using vocabulary.
Very Poor	0.0 – 3.5	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.
Classification	Score	Criteria
Excellent	9.6 – 10	Their speaking is very understandable and high of smoothness.
Very Good	8.6 – 9.5	Their speaking is very understandable and very good of smoothness.
Good	7.6 – 8.5	They speak effectively and good of smoothness.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of smoothness.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of smoothness.
Poor	3.6 – 5.5	They speak hasty and more sentence are not appropriate in smoothness.
Very Poor	0.0 – 3.5	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

The Assessment of Speaking Fluency (smoothness)

No	Aspect of Speaking	Scoring						
		0.0-3.5	3.6-5.5	5.6-6.5	6.6-7.5	7.6-8.5	8.6-9.5	9.6-10
1	Vocabulary							
2	Smootness							
Total Score								

The Researcher,

Andi Israwati Lai Cece

Post-test Instrument

Please describe the picture with your sentences. Practice it in front



CURRICULUM VITAE



Andi israwati lai cece was born on December 5, 1995 in Bira. She has one sister and ne brother. She lives at Btn. Andi Tonr Gowa. She is child from the couple of Demma Gau and Sitti Mudjayana. She started her education, first was in elementary school at SDN 168 Dangke and graduated in 2007. She continued her junior high school at

SMP 3 Bontobahari and graduated in 2010 and senior high school SMA 3 Bulukumba and graduated in 2013. Then she entered to the English Education Department at Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with the tittle “**The Use of Direct Method to Improve Speaking Skill at the Second grade of SMP PGRI 1 Tamalate (Pre Experimental Research)**”

DOCUMENTASI

