ABSTRACT

SUSANTI, SUSI "THE EFFECTIVENESS OF USING DIRECT METHOD IN TEACHING CONVERSATION FOR STUDENTS OF SEVENTH GRADE AT MTS. AR-RISALAH SLAHUNG PONOROGO IN ACADEMIC YEAR 2015/2016". **Thesis,** English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor Drs. H. Dolar Yuwono, M.Pd

Key words: Effectiveness, direct method, speaking ability in conversation

Speaking is one of the basic language skills that must be mastered by students. Trough speaking the students are able to express their idea and interact each other in conversation. In fact, most of the students have problem related to speaking skill. There are many students who find many difficulties to speak English. These difficulties are caused by the inability of the students to construct sentence, lack of vocabulary mastery, and many mistake on pronouncing the words. With direct method students can improve their ability in four characteristics, there are fluency, accuracy, content and pronounciation. It makes students more confident in making conversation. The objective of this research is to find out whether there is significant difference between the ability of VII B class of MTs. Ar-Risalah in academic year 2015/2016 in speaking before and after being taught by using direct method.

The design of this research was quantitative research and used the pre experimental design. This research used pre test and post test. The population was taken from the seventh grade students of MTs. Ar-Risalah Slahung Ponorogo in academic year 2015/2016. The numbers of the sample in this research were 20 students. The procedure of the data collection was test and documentation. To analyze it, used "t" test formula to know whether or not using direct method in teaching conversation is more effective than not using it.

The result of the research showed that the value of t_0 between students speaking skill achievement before they were taught using direct method and after they were taught using direct method was 3,7743. The result of computation based on "t" test formula of 5% significant level was 2,09 and on 1% significant level was 2,86. It could be known that the t_0 was higher than t_t. So Ha was accepted and H0 was rejected.

From the calculation above it can be concluded that there is a significant difference between students' speaking skill before and after being taught using direct method at the seventh grade students of MTs. Ar-Risalah Slahung Ponorogo. It become important for the teacher to use an appropriate technique, strategy and media in teaching english. The teacher should give the students motivation in order to make them have a great spirit in learning english especially in speaking english

CHAPTER I

INTRODUCTION

I. Background Of The Study

Human being needs each other. As a social culture, human needs to communicate with language as a means of communication with other people. Language is used by people to express and receive some information, message, emotions and so on.

One of the ways of communication is through speaking. For most people, speaking is the mastering of language art. Speaking is the single most important aspect of learning a second foreign language and success in measured in terms of the ability to carry out conversation in the language.[1]

As one kind of language skills, speaking is the most important problem of learning English. There are many students who find many difficulties to speak English. These difficulties are caused by the inability of the students to construct sentence, lack of vocabulary mastery, and many mistake on pronouncing the words. Later the students must be able to speak english as their media to improve their skill and motivation. One way to master their speaking english is by practice it in oral language by interact with other in conversation.

Conversation is the use of formal and informal talk which involves small group of people or only two. Conversation is also indispensable for the successful accomplishment of almost all activities between people, especially the coordination of work, the formation of friendship and for learning.

The face to face conversation remains one of the ways to engage speakers. It build upon the active question-answer work that is very essence of the foreign

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[1]David Nunan, Language Teaching Methodology National Center For English Language Teaching And Research(Sydney: macquarie University, 2000), 39.

language classroom. In the face to face encounters, speakers learn to adjust responses to the needs of their interlocutor. [2]

According to the 2006 English Curriculum and its supplement, the emphasis of curriculum that the students are able to communicate in English by mastering the whole skill. They must be one important skill that covers the whole skill.[3]

Based on this statement, speaking is the most important skill that should be mastered by students in order to communicate in English fluently.

Speaking is most important skills that must be mastered by students. It can be used to stimulate students' attractiveness in English learning because it can drill students' confidence to speak everything with English language. That is prime basic to conduct and improve students' ability in English circumstances.

We can prove it in Wallace's book, that said: "Speaking is oral practice becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation."[4]

At the first observation conducted by researcher, it can be known that the students frequently found difficulties in studying English. They found difficult to speak English well because they are less of confident to try it because of wrong.

Mastering speaking is not easy. The main problem faced by the students of junior high school when they speak is the difficulty in composing the words or sentences when they are speaking, they constantly estimate the listener, knowledge

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[2] As Homby, *Oxford Advenced Learners's Dictionary of Current Language* (London : Oxford University Press, 1995), 254.

[3] H. Douglas Brown, Principles of Language and Teaching, (New York : Longman Inc., 2000)

[4] D'Arcy-Adrian Wallace, Junior Comprehension 1 (England: Longman, 1978), 98.

and assumption, in order to select the language that will be interpreted in accordance with our intended meaning.

There are many kinds of teaching method. Direct method is a method which forward the speaking skill, as the substitution of reading, writing, and translation skill. The method has basic learning focus on demonstrates technique, imitating action, and directly memorize. In teaching process it is not allowed to use student's language. Communication speaking ability practice fastly through question-answer planned in variety interaction form.[5]

English teacher is obligated to prepare well how to teach speaking. So it is interesting instead of boring. The most important thing is to use a suitable program in order to build students speaking skill in learning English. Conversation is an alternative answer they done. This program held every Friday morning. It is do not work in class because many factors prevent students from speaking english. They are afraid of making mistakes, of being laughed by her friends and of having a lack of confidence in their ability.

The researcher chooses MTs. Ar-Risalah to conduct this research because the english language must be mastered by all of students in MTs. Ar-Risalah. This activity will be used by the researcher to build students' speaking skill. The researcher use themes in conversation program. Pair and group activity related to the game improve listening, reading, and writing skill. Everyday English is also covered in the conversation class. Many students of MTs. Ar-Risalah especially in class VII, can't speak English well. They feel shy and afraid to speak English and nothing to say.

Based on the explanation above, the researcher has an idea to conduct the research in improving the teaching of speaking by using direct method because in

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[5] Radliyah Zaenuddin, and Seti Gumiandri DKK, Metodologi dan Strategi Alternatif Pembelajaran Bahasa Arab (Yogyakarta Pustaka Rihlah Group,2005), 29

conversation studying, student must be practice to do conversation directly. It is hoped that the way to improve the student's speaking ability.

The researcher takes place the study at MTs Ar-Risalah in academic year 2015/2016 as the sample, this study focuses on the seventh grade students of MTs. Ar-Risalah. The title of this study is The Effectiveness of Using Direct Method in Teaching Conversation For Students of Seventh Grade at MTs. Ar-Risalah Slahung Ponorogo in Academic Year 2015/2016.

II. Limitation Of The Problems

To avoid a deviation of the discussion, this study focused on some concern identified as follow:

1. The subject of study is at the seventh grade students of MTs Ar-Risalah Slahung in academic year 2015/2016.
2. The object of this study is the effectiveness of using Direct Method in teaching conversation.

This study is focused on The Effectiveness of Using Direct Method in teaching Conversation for Students of Seventh grade at MTs. Ar-Risalah in academic year 2015/2016.

III. Statement Of The Problems

From the background of the study above, some problem can identification as follow :

Do the Students who are taught using Direct Method get a better score than those who are not taught by it?

IV. **Objective Of The Study**

According to the problems, the objective of the study can formulated as follows:

To identify whether the Students who are taught using Direct Method get a better score or not.

V. **Significance Of The Study**

1. Benefit to the theory

    After research, it hopes can give contribution of knowledge to develop in teaching learning process. It can help to involve the students in teaching learning process by directly.

2. Benefit of the practice

    The result of this study is expected to be beneficial for :

    a. Teachers

        The result of this study can be used as guidance in giving inspiration and varieties in teaching English to build students' speaking skill.

    b. Students

This study is expected to give students knowledge of increasing their speaking skill and make a good habit to speak English fluently. And makes their study more activ, enjoy, and it also can increase their english skill.

    c. Readers

This study is expected to give a contribution to readers, particularly the student of English Department of STAIN Ponorogo in enriching references concerned.

VI. Organization Of Thesis

The researcher writes this thesis in five chapters, these related one to another. The organization of the thesis are : It is general description and takes a role as basic of mind set for thesis. The first chapter consists of bacground of the study, limitation and statement of the problem, objective and significance of the study, and organozation of the thesis.

1. Review of related literature about conversation, difinition of conversation, features of conversation, The Advantaged of Conversation, speaking, difinition of speaking, types of classroom speaking performance, criteria in speaking, Characteristics of Successful Speaking Activities, teaching speaking, difinition of teaching speaking, teaching method, Method of Teaching Conversation, direct method, characteristic of direct method. This chapter also contains previous research finding, theoretical framework, and hypothesis.

2. Contains research methodology. The research methodology consist of research design, population, sample, instrument of data collection, technique of data collection, and technique of data analysis.

3. Stands of research result, it contains research location and time of the research, data description, data analysis, and discussion.

4. Closing. It contains of conclution and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. Theoretical Background

A. Conversation

Conversation is the use of formal and informal talk which involves small group of people or only two. It has some characteristics, as follow It's not primarily necessitated by practical task:

1. Any unequal power of participants is practicaly suspensed.

2. The number of participants is small.

3. Turns are guide short. Talk is primarily for the participants and not for an outside audience.[6]

The purpose of conversation varies, but generally involves making and keeping up social contacts, exchanging news, information and opinions and making decisions with other people.Thingking about conversation in terms of purposes and characteristics is immediately usefull for teachers as indicates what students need grounding in. For example, there are techniques in informal talk for allowing on encouraging other people to speak.

1. Features of Conversation

Ricard offered as quoted by brown the following list of features of conversation that can receive specific focus in classroom instruction:

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[6]Nolasco, R., Arthur, L., 1987. Conversation. Oxford: Oxford University Press.

a. How to use conversation for both transactional and interactional purposes

b. How to produce both short and long turns in conversation

c. Strategies for opening and closing conversations

d. How to initiate and respond to talk on abroad range of topics, how to developh and maintain talk on these topics

e. How to use conversation in different social setting and for different kinds of social encounters, such as on the telephone and in informal or formal social gathering.

f. How to use maintain fluenty in conversation through avoiding excessive pausing and errors of grammar of pronounciation

g. How to produce talk in conversational mode, using a conversational register and syntax

h. How to use conversational fillers and small talk

i. How to use conversational routines.[7]

The students can make conversation with peer and discuss about everything what they want to discuss. With conversation the students can practice their ability.

Conversation is conveying ideas. That does not maen that conversation always need to be an intelectual topics (some of the worst conversatioanalists may say learned things) but it does mean that the conversation must have a point, be it funny, sad or merely satisfying.[8]

2. The Advantages of Conversation

[7] Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy (San Francisco: Addison WeslyLongman,2001), 269

[8] Carrie Rasmussen, Speech Methods in The Elementary School (New York: The Ronal Press Company, 1949) , 123

Conversation class that including of communicative approach. It is an appropriate method teaching English conversation. It can be seen that the students feel better and more convident to communicate, if they can measure the student's ability, how far the student's fluency in communication.

It has advantages as follows:

a. To creat an interactive, harmonious relationship between students and teacher or student and students.

b. To impart the basic knowledge and ability to skillfully combine the development.

c. Graetly enhenced the students interes.[9]

B. Speaking

Speaking is one of the basic language skills that must be mastered by students. Trought speaking the students are able to express their idea and communication each other, therefore the students can communicate with the society.

In line with idea above, according to Klippel that "For learners who are studying English in non-English-speaking setting is important to experience real communicating situation in which they learn to express their own and attitudes, and in which they are taken seriously as people".[10]

In a typical spoken interaction, two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. Their aim can be to pass the time, amuse each other, share opinion or get somethings done, or they can aim to do several of these and other things at once. The point in their interaction is that they do these things together. Each participant is both a

[9]http://eng.hi138.com/?i96198_Advantages_and_Disadvantages_of_Communicative_Language_Teaching_and_the-improvement_methods_

[10]Friederika Klipple, Keep Talking (New York; Cambridge University Press, 1984), 5

speaker and a listener, they construct the event together and share the right to influence the out-comes which can be both shared and individual.

Mastering the art of speaking is the single most important aspect of learning asecond or foreign language and success is measured in termof the abilityto carry out a conversation in the language.[11]

1. Difinition of Speaking

Speaking is one of skills in English. It can be defined from Wilson's book as "Development of the relationship between speakers and listeners."[12] In addition, Brown and Yule stated in their book, "Speaking is to express the needs request, information, service, etc".

From those speaking definitions, we can conclude about speaking is the way of people to speak and interact to other people in habitual condition to share the meaning of information or service.

Speaking can be processed to communication requirement. In speaking, we get some way to explore our speaking while express our emotions. So, we can convey our own mean to other people independently. We can prove our opinion in Jack C. Richards' book, "Speaking is a form of language skill as communicative competence that can be developed when it is really used in real life as means communication. Speaking is a developed as an important means of expressing meanings"[13].

The point of the theories is speaking can be developed in real life communication. It is used to convey our means to other people while show our expression in producing, receiving, and processing information.

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[11] Endang Fauziati, Teaching of English As a Foreign Language (TEFL) Surakarta Muhammadiyah University Press, 2005), 2

[12]S. Wilson, Living English Structure (London: Longman, 1983).

[13] Jack C. Richards, Methodology In Learning Teaching (UK: Cambridge University Press, 2002), 68.

Speaking ability is discribed as the ability to express oneself in life situation, or the ability to convers, or the ability to report acts or situation in precise words, ability to converse, or to express a sequence of ideas fluently.

2. Basic Types of Speaking

Accoding to Brown (2004: 141) there are three basic types of speaking as follows:

a. Imitative

Students need to listen and repeat after the models and drilling is still an effectively to facilitate repetition. Throught it was believed to be an old-fashioned but it is still applicable for communicative learning. Drilling is way to orally repeat strings of languages that may pose some linguistic difficulty. It allows the students to focus on a language element, pattern and to "loosen the tongue."

b. Intensive

This type of activity is to allow the students to go one step beyond to practice their speaking ability by including the grammatical or phonological aspects they have learn. Initiative speaking can be self-initiated or some pair-work activity.

c. Responsive

The students-initiated questions or comments or short replies to teacher can be sufficient practice of responsive texts. Responsive conversation also practices in pre activity when teacher do brainstorming.[14]

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[14] Ibid :330

3. Criteria in Speaking

   a. Accuracy

      Accuracy is we have to keep correction in every detail. We need to keep our accuracy in speaking related vocabulary, pronunciation, diction, grammar, meaning, etc.

      Accuracy in this context refers to the ability to speak property- that is, selecting the correct words, and expressions to convey the intended meaning, as well as using the grammatical pattern of english.

      Accuracy in speaking process is also important because it is needed assessing speaking, a valid test is more needed because it is used to maesure the real ability of students.

   b. Fluency

      Fluency is we are able to speak easily. This is a requirement so that help listener to understand our purpose in communication. This is also important to smooth speaking activity and get comfortable communication with other people.

   c. Grammar

      Grammar is set of language or norms of language and rules must be follow when learn about language rightly. This component is the step of language that fulfills in order to receive.

   d. Pronounciation

Pronounciation refers to the way a word of language in spoken, or the manner in which someone utters a word. Pronounciation is the way to talk some word of language.[15]

4. Learning Style in Speaking

Students in many speaking classes may be very different from one another in term of how they participate. Learning style are the way we learn things in general (Brown, 1994: 105). They are natural and habitual, and preferred ways of absorbing processing and retaining new information and skill. [16]

One learning style issue that influences learners' speaking in class in the contrast between reflectivity and impulsivity. Reflective learners prefer to think about their answer or comments before speaking in class. They are generally cautious, while impulsive learners tend to be more impetuous and may take a gamble. They may respond immediately, often before they have thought through their ideas completely. Therefore, in an English speaking class, impulsive learners are typically those who will speak out quickly, perhaps without much concern for accurancy. Reflective learners, on the other hand, will want to think through what they have to say before speaking out in class.[17]

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[15] Kathleen M. Briley, Practical English Language Testing: Speaking (Singapore; Mc Graw Hill, 2005),5.

[16] H. Dounglas Brown 1994. Principal of Language Learning. Eaglewood Cliffs. (New York Jersey: Prectice Ball Regen), 105
[17] Ibid, 113-114

5. Characteristics of Successful Speaking Activities

In speaking activity, make a situation successful is not easy. We must think how to make speaking activity is fun, not boring and run successful. There are some characteristic of successful speaking activities :

a. Learners think about. As much as possible of the periode of time allotted to the activity is in fact occupied by learner talk.

b. Participation is even classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributionre fairly evenly distributed.

c. Motivation is high. Learners are eager to speak, because they are interested in the topic or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level. Learners express themselves in utterances that relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.[18]

From the explanation above, the researcher concludes if all of the characteristics above can apply in language-teaching, I think speaking activity can run successful and enjoyable.

C. Teaching Speaking And Conversation For Young Learner

1. Difinition of Teaching

Teaching is important activity in process education. Brown said "Teaching is guiding and facilitating learning, enabling the learner to learn,

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[18] Penny Ur, A Course in Language Teaching, (New York : Cambridge University Press, 1996), 120.

setting the condutions for learning."[19] It mean teaching is implied in learning, defined as showing or helping someone to learn how to do something, providing with knowledge, causing to know or understanding. So, teaching is same with interaction and guidance.

In teaching process, it has some components. They are: teaching, purpose, learners, teacher, teaching, method, teaching instraction, evaluation, and teaching situation.[20] And the components mentioned above can it be separated, they are relation each other.

2. Diffinition of Teaching Speaking

In language teaching, the four skills are described in term of their direction. Language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (aural/oral or written). Thus, speaking is the productive aural or oral skill. It consist of producing systematic verbal utterances to convey meaning. (*Practical English Language Teaching*).

The most difficult job of the teacher is to make students to be able to master a speaking skill and able to have free communication in the class. In teaching speaking, the teacher usually finds some difficulties in finding the most appropriate way to be used. And the teacher should use english when they teach english, so the class will be in english environments.

Formulation what is meant by teaching speaking as foliows :

a. Produce the english speech sounds and sound patterns.

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[19] Ibid : 7

[20] Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: Bumi Aksara 2006), 54

b. Use word and sentence strees, intination patterns and the rhythm of the second language.

c. Select appropriate words and sentence according to the proper social setting, audience, situation, and subject matter.

d. Organize their throughts in a meaningful ang logical sequence.

e. Use language as a means of expressing values and judgements.

f. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.[21]

3. Diffinition of Teaching Conversation

Conversation which is the main focus of the writer is kind of activities in practicing speaking. Dornyei and Thurrel say that conversation do not simply begin at random, there are various ways of starting a conversation and most of these are fairly ritualized, for example, in different sequences of greetings and introduction (Dornyei and Thurrell: 3)". The followings are some tips to start conversation effortlessly:

a. In order to make interesting conversation, you must be interesting to others.

b. Instead of focusing on how uncomfortable you feel, prepare yourself by thinking of the issues that interest you most and what you would like to discuss about a particular subject.

c. Make an effort to be a good listener when learning how to start a conversation. After you make the initial effort, listen closely to the other

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[21] Ibid, 54

person's response. Even if you find it extremely difficult, always greet those you encounter with a smile and look them directly in the eye.[22]

Now many English teachers and methodologists agree on that teaching conversation is a creative phase of language learning process as it makes students use the language creativel.

D. Teaching Method

Teaching method is one component involved in the teaching learning process. Teaching method as the way to giving subject matter in teaching process to get the goals.

Since, psychologists tell us, there are many different ways of learning, there should also be different method of teaching, with changing educational goal. The choice of method becomes important. How would the teacher decide what method he should use? The following factors help determine this ; the educational objective and the aim of the lesson, nature the subject matter of the lesson, the nature of the learner, school equipment and facilities and teacher.[23]

Teaching method has an essential position in the teaching-learning process. Teaching method enables the teacher to transform the subject matter to the students easier. To achieve educational objectives, the teacher must know what the appropriate teaching methods are use. Some factor, such us educational objective, the learners, equipment and facilities, subject matter and teachers character must be involved in selecting appropriate teaching method.

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[22] http://www.conversationtalk.com/how-to-start-aconversation. htm

[23] Tayar Yusuf and Syaiful Anwar. Methodology Pengajaran Agama dan Bahasa Arab (Jakarta: PT Raja Grafindo Persada 1995), 25

1. Method of Teaching Conversation

According to Jeremy method is types of activities, role of teachers and learners, the kinds of material which will be helpful, and some model of syllabuse organization.[24] Meanwhile Matrix said methodology in teaching is as the activities, tasks and learning experiences used by the teacher with the teaching and learning process.[25]

Based on the explanation above, the researcher conclude that the method of teaching conversation is the way which use by the teacher to teach conversation. This method is direct method, it purpose to increase students' speaking skill.

2. Direct Method

Direct method is method which forwards the speaking skill, as substitution of reading, writing, and translation skills. Basic learning focus on demonstrates technique, imitating action and directly memorize. In teaching learning process, the teacher prevents using student's language which is called as source language (L1). Communication speaks ability practice through question-answer planned in variety interaction form. There are active student and teacher interaction.[26]

Direct Method is a method of teaching a foreign language, especially a modern language through conversation, discussion, and reading in the

[24] Jeremy Harmer, The Practical English Language Teaching, (Longman), 78
[25] Jim Scrivener, Learning Teaching (MacMillan), 38

[26] Radliyah Zaenuddin, and Septi Gumiandri DKK, Metodologi dan Strategi Alternatif Pembelajaran Bahasa Arab (Yogyakarta: Pustaka Rihlah Group,2005), ibid:29

language itself, without the use of the pupil's language, without translation and without the study of formal grammar.[27]

In this method the teacher and the students are more like partner in teaching learning process. The teacher who use the direct method believe to the students need to associate meaning and the target language directly. In order to do this, when the teacher introduce a new target language directly.

3. The Principle of Direct Method

The main purpose of direct method is mastery of foreign language orally so learner able to communicate English language. Using on this method like native speaker. To reach this purpose, learners had given exercises to understand words and sentences with meaning although demonstration, shows, actions also mime.

In practice it stood for the following principles and procedures:

a. Classroom was conducted exclusively in the target language.

b. Only everyday vocabulary and sentences were taught.

c. Oral communication skills were build in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class.

d. Grammar was taught inductively.

e. New teaching points were introduced orall.

f. Concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught by association of ideas.

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[27] Dr. M. F. Patel Preveen M. Jain. English Language Teaching (Methods, Tools, and Techniques) .(Jaipur : sunrise Publiser, 2008), 77

g. Both speech and listening comprehension were taught; and

h. Correct pronunciation and grammar were emphasizes.[28]

4. Strategies Using Direct Method

To have a clearer picture of how Direct Method is implemented, the following are the techniques outlined by Intosh and Celce-murcia :

a. Lessons begin with a brief anecdote or dialogue in the target language, and in modern conversational style.

b. The material is first presented orally with actions or pictures.

c. The mother tongue is never used.

d. The preferred type of exercise is a series of questions in the target language based on the anecdote or dialogue, and answered in the target language.

e. Verbs are used first and systematically conjugated much later.

f. Advanced students read literature for comprehension and pleasure.

g. The culture associated with the target language is also taught inductively.[29]

5. The Strengths And Weakness Of Direct Method

Subyako-Nababan (1993: 16) explains the strengths and weakness of Direct Method:

a. The strengths of Direct Method:

1. Learners always give attention

2. Learners know much of words

3. Learners can have pronunciation like native speaker

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[28] Jack Ricard and Rodges Theodore. Approaches and Methods in Language Teaching (Cambridge University Press: 1993), 9-10

[29] Celce-Murcia, Marianne and MC. Intosh, Lois (eds). **Teaching English as a Second Foreign Or Foreign Language**. (Rowley, Mass: Newbury House: 1979):3

4. Learners often try on the conversation, especially topics which have teaching in the classroom

b. The weakness of Direct Method:

1. This method has principles, probably can be used by private schools which have few the lessons. But this method can't be used by state schools which have more the lessons.

2. This method requires teacher which can speak fluently like native speaker. [30]

II. **Previous Research Finding**

There are some previous studies that are found by researcher.

The first is conducted by Mutti'ah the student of English Education Departement State Islamic College of Ponorogo with the tittle "The Direct Method in Teaching Reading". In her research also found the implementations of Direct Method in teaching Reading can increase students reading ability. In this research the researcher use qualitative research.

And the second is conducted by Siti Juhaeriyah the Student of English Departement Faculty of Tarbiyah and Teacher Training Syarif Hidayatullah State Islamic University Jakarta with the tittle "The Influence of Using Direct Method in Teaching Vocabulary". Teaching vocabulary by using direct method has given a positive influence, shown from mean from post-test. The mean of experiment class which use direct method is bigger than the mean of controlled class which use grammar translation method.

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[30] Subyako-Nababan, Sri Utari. **Metodologi Pengajaran Bahasa**. Jakarta: (Gramedia Pustaka Utama:1993): 28

The result of the analysis in the research, showed that the falue of t0 is bigger than t table (tt) at the significant level it means that the Null hypothesis (h0) is rejected and the hypothesis alternative (ha) is accepted. Thus there is positive significant difference between teaching vocabulary by using direct method and teaching vocabulary by using grammar translational method.

III. Theoretical Framework

Variable is a key term in research. Every research involves variables to be measured. When the variable are not clear, it is difficult for the researcher to conduct the research. Variable is defined as *"characteristics that tend to differ from individual to individual, tough any two or more individuals may have the same variable trait or measure"*.[31]

In this study we will find the effectiveness of using direct method in teacing conversation. According to the statement above, we can get two variables include variable X (independent variable) and variable Y (dependent variable). From the analysis, we get:

Variable X= Direct Method

Variable Y= Teaching Conversation

From the two variables above, we can conclude the theoretical framework as follows:

a. If the students active in speaking English, the students' English speaking achievement will high.

b. If the students not active in speaking English, the students' English speaking achievement will low.

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[31] Mohammad Adnan Latief, Research Method On Language Learning An Introduction (Malang: UM Press,2013), 11

IV. Hypothesis

1. Theoretical Hypothesis

   This hypothesis is prediction of the answer to the research question. The theoretical hypothesis in this research is the students' speaking ability better after taught by using direct method than those before taught by using direct method of the seventh grade at MTs Ar-Risalah Slahung in academic year 2015/2016.

2. Statistical Hypothesis

   a. Ho (Null Hypothesis)

      There is no difference between the students' speaking ability before and after they were taught by using direct method of the seventh grade at MTs. Ar-Risalah Slahung. In taraf significance 5%, Ho is accepted if $t_0 < t_t$.

   b. Ha (Alternative Hypothesis)

      There is difference between the students' speaking ability before and after they were taught by using direct method of the seventh grade at MTs. Ar-Risalah Slahung. In taraf significance 5%, Ho is accepted if $t_t < t_0$.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research design which is used in this study. The researcher also explained the population, the sample, and the instrument that supports this study. This chapter also includes technique of data collection and data analysis.

I.   Research Design

This research is classified into pre-experimental research that use one group pre test and post test design. In one group pre-test and post-test design that is a single group is measured or observed not only after being exposes to a treatment of some sort, but also before a treatment. A pre-test provides a measure on some attribute or characteristic that is assessed in an experiment before the group gets a treatment, while a post-test measure on some attribute or characteristics that is assessed for participants in an experiment after a treatment.

Pre experimental design is conducted without a control group. In this research, the group is given a pre test before the experimental treatment. After the treatment is finished, the post test is administered to see the achievement.[32]

According to John W. Cresswell, the design of the research as below:

Group A   O1---------- X ----------- O2

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[32] Mohammad Adnan Latief, Research Method on Language an Introduction, (Malang, UM PRESS, 2014), 96.

O1   = Pre test

X   = Treatment

O2   = Post test.[33]

The procedures of pre-experimental research that use one group pre-test and post-test design in this study are described:

1. Administering pre-test (O1) with a purpose of measuring students' speaking ability before applying treatment.

2. Applying experimental treatment teaching conversation by using Direct Method (X).

3. Administering post-test (O2) with a purpose of measuring students' speaking ability after applying treatment.

In this study the researcher wants to know the effectiveness of students' speaking achievement in conversation of the seventh grade students of MTs. Ar-Risalah Slahung Ponorogo. The effectiveness is known after finding out the significant difference between the students' achievement before being taught using Direct Method and those are taught after using Direct Method by comparing pre-test and post-test score.

II. **Population And Sample**

1. Population

A population could be all the children in some group of interest, perhaps all the children in one school, or all the children in a specified age

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John W. Creswell, *Research Design: Quantitative, Qualitative, and Mixed Methods Approach*, (California: Sage, 2009), 160.

range in a certain district, or city, or in the UK overall. Population is all items in any field or inquiry constitute.

Population of the research was the seventh grade students of MTs. Ar-Risalah Slahung in the academic year of 2015/2016 which consists of 2 classes. Each class consisted of 20 and 21 students. The total population were 41 students.

2. Sample

According Ary et al, sampling is the small group that is observed. Sampling is also as a way the researcher select number of individuals as a sample which presents the population. Ary et al classifies two major types of sampling procedures in to probably sampling and non-probably sampling.[34]

The researcher used non-probably sampling. It is saturation sample because all of the population used as a sample because the population was relatively small. Through that technique, the researcher determined the population as sample of VII B class at MTs. Ar-Risalah Slahung. The total number of sample was 20 students.

III. **Instrument Of Data Collection**

As an experimental research, the instrument used in this research was tests. According to Ary et al "test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned. There were two kind of test in this study that was pre-test and post-test. Pre-test was intended to measure the students ability in speaking ability

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[34] Donald Ary, Introduction to Research in Education, 8th ed. (Canada: Nelson Education. Ltd, 2006), 167.

before the treatment given, while post-test was to measure students' speaking ability after the treatment given. The researcher subjected both pre-test and post-test as follows:

a. Pre-test

   As stated previously, the researcher administered pre-test before the treatment was given. It is done on Friday, March 18th 2016. The researcher came to the class, and explained the material also told to the students what they had to do. The pre-test in speaking ability the researcher asked the students to make an group conversation based on the theme that have been learn (Talking about Hobby). The aim of administering pre-test is to get initial information of the groups before the experimental is conducted.

b. Treatment

   After administering the pre-test, the researcher gave the treatment to the students. The treatment will be applied on Wednesday, March 23rd 2016 and on Thursday, 24th 2016. This researcher applied the treatment of speaking ability by using Direct Method with the title of the text is "Past the Exam". Then the material gave to the students in the form of Direct Method, in other word the researcher gave the students the students' do the exam in the class picture, and than the researcher and students analyze the picture. The students must understood about the picture and the researcher gave them the conversation text based on the picture. Next the researcher guide the students to read the text. And the last the students must made an conversation group, every group consist of two person. And the students must mastered four aspecs of speaking based on the text has given.

The post-test have done to get speaking score of students after doing the treatment. Furthermore, the scoring for the test was based on the rating scale scoring rubric.

Oral Test Criteria

Table 3.1

SCORES	FLUENCY	ACCURACY	CONTENT	PRONOUNCIATION
4	Speaks with little hesitation that does not interfere with communication	Uses a variety of structures with only occasional grammatical errors	Use a variety of descriptive vocabulary, an appropriate text organization and an appropriate language features of description text	Communicates effectively, have a good intonation and pronounciation.
3	Speaks with some hesitation that does not interfere with communication	Uses a variety of structures with more than occasional grammatical errors	Use a variety of descriptive vocabulary, an enogh appropriate text organization and an appropriate language features of description text	Communicates effectively, have a good enough intonation and pronounciation.
2	Speaks with some hesitation that interferes with communication	Uses a variety of structures with frequent errors or uses basic structure with only occasional grammatical errors	Use a some of descriptive vocabulary, an lacking appropriate text organization and an lacking appropriate language features of description text	Communicates acceptably, have a lack intonation and pronounciation.
1	Speaks with much hesitation that gently interferes with communication	Uses basic structure with frequent errors	Use a basic of descriptive vocabulary, without text organization and language features of description text	Communicates marginally, have and bad intonation an pronounciation.

Before the instrument was used in this research, the researcher test the instrument with two tests, the first test was test of validity and the second test was test reliability.

1. Test of Validity

Validity was an essential quality in research data, have to do with whether the data were, in fact what they were believed or purpoted to be in other words. Did we actually measure what we intended to measure.[35]

Heaton defines the validity of a test as extent to which it measures what it is supposed measure and nothing else. In this research, the writer counts the validity of spoken test. To measure the validity this research use product moment. According to Pearson the pattern of product moment is :

$$r_{XY} = \frac{N\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\sum X^2 - (\sum X)^2\right] \cdot \left[N\sum Y^2 - \left(\sum Y\right)^2\right]}}$$ [36]

Where :

Rxy   : Coefficient correlation between variable X and Y

N   : Total respondent

ΣXY   : Amount of product between the X and Y values

ΣX   : Scores item total

ΣY   : Scores total

(ΣX)²   : Quadrate score item total

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[35] Craig A. Merthler, **Introduction To Educational Research** (USA : Longman, 2005), 148

[36] Retno Widyaningrum, Statistik Edisi Revisi, (Ponorogo : Stain Press, 2009), 107

$(\Sigma Y)^2$: Quadrate score total

If every item (rxy) has the positive correlation more than 0,3 so the item is valid. And if every item has the correlation less than 0,3 so the item is invalid. Finally, the result of the test validity is as follow.[37]

Table 3.2

The Result of Validity Test

Speaking Criteria	"r" Calculated	'r" Table	Criteria
Fluency	0,749	0, 444	Valid
Accuracy	0,709	0, 444	Valid
Content	0,482	0, 444	Valid
Pronounciation	0,912	0, 444	Valid

Based on the table above, it show that all speaking criteria has valid result. It mean the conversation text will be used to the research.

1. Tes of Reliability

An instrument of the test is reliable if the measurement is consistently and accurate.[38] Reliability refers to the extent to which test scores are free of measurement error. In this study, there is one instrument that would be analyzed, namely writing skill.

The easiest internal-consistency strategy to understand conceptually is called split-half method. This approach is very similar to the equivalent-form technique

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[37] Andhita DessyWulansari, M.Si, PenelitianPendidikanSuatuPendekatanPraktikdenganMenggunakan SPSS, (Ponorogo : STAIN Po PRESS, 2012), 81.

[38]Ibid, 85.

except that, in this case, the equivalent forms are created from the single test being analyzed by dividing it into two equal parts. The test is usually split on the basis of odd and even numbered items. The adjustment of the half-test correlation to estimate the full-test reliability is accomplished by using the Spearman-Brown prophecy formula. The applicable formula is:

$$rxx'= \frac{(n)r}{(n-1)r+1}$$

rxx' = full-test reliability

r   = correlation between the two test halves

n   = number of times the test length is to be increased[39]

The detailed results of the calculation of reliability of the instrument could be explained as follow:

Step 1   : Group the items into two parts, namely about the odd item and the even item.

Step 2   : Found the correlation coefficient of the Product Moment formula between the first parts (odd item) and the second parts (even item).

Step 3   : Inserted the value of the correlation coefficient Spearman Brown.

In this research, the researcher find a reability coefficient is 0,910. Thus it was consultancy with 'r' table, db=19 (5% significancy) is 0,444. Because "r" calculated higher than "r" table, so this instrument is reliable.

IV.   Technique Of Data Collection

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[39]James Dean Brown, Testing in Language Programs (Singapore: McGraw-Hill Education, 2005), 177.

The use of the right technique in collecting data is important to take the objective data. Technique of data collection is all of ways who used by researcher to get data in the research. There are many kinds of data collections that are used in this research :

1. Test

    The technique of collecting data in this research is test. It helps teachers to learn more about their learners' needs and progress and about the effectiveness of their teaching. A test in simple terms, is a method of measuring a person's ability knowledge, or performance in a given domain.[40] Test is a technique to maesure of somebody's knowledge or competence in understanding of the knowledge. In test consist of oral interaction test of group in conversation.

    In this research, test applied to measure the speaking achievement of class VII B students of MTs. Ar-Risalah Slahung in academic year 2015/2016.

    In this research , the researcher only applied experimental class. The researcher applied pretest and post-test. In experimental class, pretest was applied to know students' speaking ability before applied direct method and post-test was applied to know students' speaking ability after applied direct method.

2. Documentation

    Documentation is activity to search data about variables like notes, transcript, book, newspaper, magazine, meeting notes, etc. Documentation

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[40] H. Donglas Brown, **Language Assesment Principles and Classroom Practice,** (New York: Pearson Education Comapny, 2001), 3

technique in this research is used to gain students' score from students' report cards in this semester related students' achievement in speaking English.

Documentation provides the research with information that was used to support the available data. In this research, documentation was used to found names and the students' speaking achievement of class VII B Students of MTs. Ar-Risalah Slahung in academic year 2015/2016 who has been selected as the sample.

On March 15th 2016 came to the school and requested permission from the principal to the conduct research toward the headmaster of KMI Ar-Risalah Slahung. The researcher conducted preliminary observed toward the students in teaching conversation. The researcher conducted to observe and discuss with the English teacher or the chief of Friday conversation program of Ar-risalah about the syllabus, worksheet, lesson plan, and the material that was used.

On March 18nd 2016, the researcher gave the pre-test and introduced herself as the English teacher, and then the researcher taught English speaking. The researcher gave the pre-test for the students to make group conversation that consist of two person based on the theme.

On March 25rd 2016, the researcher gave a post-test to the students used a method or strategy were Direct Method. The teacher gave a post-test to the students with the theme (Past the Exam), the students analyzed the picture, fond the difficult words to got the meaning of the text, read conversation text together and make of conversation group.

In this research the documentary technique was used to get the data about students' names, condition of teachers, staffs and percents of learning, vision, mission, goals, facilities, infrastructure, and the structure organization of MTs. Ar-Risalah Slahung Ponorogo.

V.   Technique Of Data Analysis

After all of data was collected, the next step to be done by the researcher is analyze the data. To analyze the effectiveness of using direct method in teaching conversation students of seventh grade at MTs Ar-Risalah, the researcher used "t" test. "t" test is used to compare the students' speaking ability betwen before and after taught by using direct method.

After collecting the data, the researcher used t-test to analyze the data. But, before calculate t-test it is important to calculate normality test of the data.

The formula to analyze the data is:

1. Normality test

    a. Normality test (Kolmogorov-Smirnov)

        1). Calculate the mean value.

$$M_x = \frac{\sum fx}{n}$$

        2). Calculate Standard Deviation

$$SD_x = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

        3). T-test

T test used for small samples (N < 30)

The formula is: $t_0 = \dfrac{M1 - M2}{SE_{M1-M2}}$

The formula to analyze the data are :

$$SD_D = \sqrt{\dfrac{\Sigma D^2}{n} - \left(\dfrac{\Sigma D}{n}\right)^2}$$

D　　= X − Y

ΣD_D = Standard deviation from the variable X and variable Y

ΣD　= Sum of the differences of variable X and variable Y

a.　$SE_{M_D} = \dfrac{SD_D}{\sqrt{n-1}}$

　　SE_{M_D} = Standard Error from Mean of Difference.

b.　$t_0 \quad = \dfrac{M_D}{SE_{MD}}$ with $M_D = \dfrac{\Sigma D}{n}$

　　M_D = Mean of Difference between variable X and Y.

　　Interpretation of db = n − 1 and then being consulted with N table

　　"t".[41]

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[41] Ibid :153-154.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

I. Research Location

A. Place of the Research

This research was conducted at MTs. Ar-Risalah Slahung Ponorogo. It was located at Gundik Slahung Ponorogo East Java, 15 KM from Ponorogo to the South. The reason for selecting the school is caused the researcher conducted teaching practice at that school for one month and the researcher have been know the students' condition of the MTs. Ar-Risalah Slahung. This research was conducted from 18 March 2016 until 25 March 2016.

B. The History of Pondok Modern Ar-Risalah

Pondok Modern Arrisalah is an Islamic educational institute, fully adopts the curriculum of Pondok Modern Gontor, its discipline, method of teaching the students and management. Historically, it was established by Drs. KH. Muhammad Ma'shum Yusuf, and was opened by KH Imam Zarkasyi (the founder of Pondok Modern Gontor) and his son KH. Abdullah Syukri Zarkasyi MA on February 26, 1985, named by Madinatuth Thulab (student city).

Since it is establishment, Pondok Modern Arrisalah has carried out the mixed educational system of salafiyah and Modern program, with considering importance of both balancing. In case the graduations had to balance as good aqidah and ethic, afterward supported by scientific own every student.

C. School Profile of MTs. Ar--Risalah

a. School Name : MTs. Ar-Risalah Slahung Ponorogo

b. School Address : Street Raya Nailan-Bancar

   Gundik Village

   Slahung Subdistrict

   Ponorogo Regency

   Jawa Timur Province

c. Telp/Hp/Fax : 0352-371460 (Leader of Secretary)

   0352-371006

   0352-371005

d. Type of School : Terakreditasi A

e. Year Established : 2004

f. Year Operation : 2004

D. The Vision and Mission of pondok modern Ar-Risalah

1. The vision of Pondok Modern Ar-Risalah, is as follows :

Prayer, direction, purpose and perception

✓ Pondok is the place for teaching Islam based on pesantren, like was done by Rasullulah Saw.

✓ Modern, it was not based on west culture, but it oriented for a good future.

✓ Ar-Risalah : mission, vision (wahyu), and attribute of a messenger of God (Kerasulan) are study, teach and obidient to Rasullulah Saw in conveying vission from God.

✓ International Program is make a plan and try to hold the word.

2. The mission of Pondok Modern Ar-Risalah

After being graduated Santry should do as follows :

a. In long term, based on Allah SWT guidance. Every santri should followed Allah's Messenger (Rasullulah Saw), because He was:

- ✓ The leader who is afraid of Allah, from the leader and manage his self or his area into a good way and can use Allah's gift as good as possible.

- ✓ Ulama (Ilmiawan), who believe Allah SWT and always study and teach their knowledge to others until their knowledge wider and stronger their faith to Allah than before.

- ✓ Be autonomous, always try to fulfill their necessary and always helping others.

- ✓ Have a wide conception, rahmatan li-l-'alamin, and loving to others.

b. Short term :

- ✓ Strong devout and knowledgeable

- ✓ Should be continued their study in another university.

- ✓ Have a wide islamic knowledge (national or International)

- ✓ Have a real strunggel as the here after deposite and source of economic to prop up their fight.

The balance :

To achieve those needs some balances, there are:

- ✓ The importance of word and here after

- ✓ The balance of general and religius knowledge

- ✓ The balance of national and international knowledgee

- ✓ The balance of arabic language and english language mastery

✓ The balance of theory and practice

✓ The balance of moral intelligence intellectual.

E. The School Facilities and Infrastructure of Pondok Modern Ar-Risalah

Pondok modern Ar-Risalah Slahung has some school facilities to support learning process :

✓ Study tools : the class room is efficiencies and based on standar, 4 meeting buldings, library, laboratorium, praying tools, and office affairs

✓ Supporting tools : sport, the tools of every sport field (football, voly, swimming, Self defense, basketball, badminton, table tennis, sepak takraw)

✓ Telecommunication : wartel, warnet and others.

II. Data Description

In this chapter the researcher discribes the data obtained from the test of students' speaking skill. The researcher have one group of the seventh grade at MTs Ar-Risalah Slahung which the researcher give a test. Those means, there are pre-test score before by using direct method and post-test score after by using direct method. The researcher findings in the research are explained bellow :

A. The Result of Students' Pre-Test Before Using Direct Method.

The researcher used oral test to analyze the level score of students' speaking skill. The researcher has been gotten its pretest score from students' oral test in pre-test. The table bellow showed the score of the pre-test of the students before using direct method.

Table 4.1

The Score Of Students Class VII Before Using Direct Method

NO	NAME	FLUECY	ACCURACY	CONTENT	PRONOUNCIATION	TOTAL	FINAL SCORE
1	Syinta Nuriyah Asnur	2	2	3	3	10	63
2	Ratna Wita	3	2	2	2	9	56
3	Arifah Meylani	2	2	2	2	8	50
4	Luthfia Rasyida	3	3	3	3	12	75
5	Asita Mukti Salma	2	3	3	3	11	69
6	Milla Hanafiyah S	3	2	3	2	10	63
7	Fatimah	3	3	3	3	12	75
8	Nadia amiari	4	3	3	4	14	88
9	Alif Binti Nur H	1	2	3	2	8	50
10	Novita Crisdiastuty	3	4	3	3	13	81
11	Cindy Puspita Sari	3	3	2	1	9	56
12	Nadia Maulidina'wa	4	3	3	3	13	81
13	Elmilia Taruma	2	2	1	2	7	44
14	Mildvia Victoria A	3	4	4	4	15	94
15	Narumi Ananta	2	3	2	3	10	63
16	Rahma Dwi Nafisa	3	3	3	3	12	75
17	Aulia Azizah F	4	3	1	3	11	69
18	Tria Nur Widya Sari	2	3	2	2	9	56
19	Zuyina Ulfati	3	3	2	4	12	75
20	Rafani Lathifah	4	4	2	4	14	88

From the table above, it could be seen to looked for the mean, the range and

deviation standart of students' score with this formula in bellow :

Table 4.2

The count of the mean, range and deviation standart

X	F	f.x	X=X-Mx	Fx	X2	f.x2
94	1	94	26,4	26,4	696,96	696,96
88	2	176	20,4	40,8	416,16	832,32
81	2	162	13,4	26,8	179,56	359,12
75	4	300	7,4	29,6	54,76	219,04
69	2	138	1,4	2,8	1,96	3,92
63	2	126	-4,6	-9,2	21,16	42,32
56	3	168	-11,6	-34,8	134,56	403,68
50	2	100	-17,6	-35,2	309,76	619,52
44	2	88	-23,6	-47,2	556,96	1113,92
	21	**1352**	**11,6**	**-**	**2371,84**	**4290,8**

1. Mx (mean) $= \frac{\sum fx}{N} = \frac{1352}{20} = 67,6$

2. Range $= H - L$

   R $= 94 - 44$

   R $= 50$

3. SD (Deviation Standart) $= \sqrt{\frac{\sum fx^2}{n}} = \sqrt{\frac{4290,8}{20}} = \sqrt{214,54}$

   $= 14, 6472$

After determine Mx and SDx, then determine top up and bottom. It means to know limitation of standart category of students' pre-test.

Top up of students' pre-test score :

Mx + 1. SDx = 67,6 + 1. 14,648

           = 82, 248

Bottom of students' pre-test score :

Mx − 1.SDx = 67,6 − 1. 14,648

           = 52, 952

      The students' pre-test score of the seventh grade Students of MTs. Ar-Risalah Slahung can be determined by accumulate data above. The table of analysis is :

Table 4.3

The analysis data of students' pre-test score of the seventh grade students at MTs Ar-Risalah Slahung

INTERVAL	F	Category	Presents
82 – 100	3	High	15 %
54 – 81	13	Enough	65 %
44 – 53	4	Less	20 %
	20		

      From the calculation above, it could be conclude the mean of pre-test before using Direct Method was 67,6, the range was 50, and deviation standart was 14,6472, the students' score of MTs Ar-Risalah is enough.

1. The Result Study Of Students' Post-Test after Using Direct Method

The researcher used oral test to analyze the level score of students' speaking skill. The researcher has gotten its post-test score from students' oral test in post-test.

Table 4.4

The Score Of Students Class VII After Using Direct Method

NO	NAME	FLUECY	ACCURACY	CONTENT	PRONOUNCIATION	TOTAL	FINAL SCORE
1	Syinta Nuriyah Asnur	3	3	3	2	11	69
2	Ratna Wita	4	3	3	4	14	88
3	Arifah Meylani	3	3	2	4	12	75
4	Luthfia Rasyida	4	4	4	4	16	100
5	Asita Mukti Salma	4	4	3	4	15	94
6	Milla Hanafiyah S	3	3	3	3	12	75
7	Fatimah	3	4	3	3	13	81
8	Nadia amiari	4	4	3	4	15	94
9	Alif Binti Nur H	4	4	4	4	16	100
10	Novita Crisdiastuty	3	4	3	4	14	88
11	Cindy Puspita Sari	2	3	2	3	10	63
12	Nadia Maulidina'wa	4	4	4	4	16	100
13	Elmilia Taruma	4	4	4	4	16	100
14	Mildvia Victoria A	3	3	3	2	11	69
15	Narumi	2	3	2	3	10	63

	Ananta						
16	Rahma Dwi Nafisa	4	3	3	3	13	81
17	Aulia Azizah F	4	3	3	2	12	75
18	Tria Nur Widya Sari	3	3	3	2	11	69
19	Zuyina Ulfati	4	3	3	3	13	81
20	Rafani Lathifah	4	4	3	4	15	94

From the table above, it could be seen to looked for the mean, the range and deviation standart of students' score with this formula in bellow :

Table 4.5

The count of mean, range and deviation standart of students' score

X	F	F.X	X=X-Mx	FX	X2	F.X2
100	4	400	18,65	74,6	347,8225	1391,29
94	3	282	12,65	37,95	160,0225	480,0675
88	1	88	6,65	6,65	44,2225	44,2225
81	3	243	0,35	-1,05	0,1225	0,3675
75	3	225	-6,35	-19,05	40,3225	120,9675
69	3	207	-12,35	-37,05	152,5225	457,5675
63	2	126	-18,35	-36,7	336,7225	673,445
56	1	56	-25,35	-25,35	642,6225	642,6225
	20	1627	-24,8	-	615,04	3810,55

1. Mx (mean) $= \frac{\sum fx}{N} = \frac{1627}{20} = 81,35$

2. Range $= H - L$

   R $= 100 - 56$

R   = 44

3. SD (Deviation Standart) = $\sqrt{\frac{\Sigma f x^2}{n}}$ = $\sqrt{\frac{3810,55}{20}}$ = $\sqrt{190,5275}$

                                        = 13,8032

After determining Mx and SDx, then determining top up and bottom. It means to know limitation of standart category of students' pre-test.

Top up of students' pre-test score :

Mx + 1. SDx = 81,35 + 1. 13,8032

          = 95,1532

Bottom of students' pre-test score :

Mx – 1.SDx = 81,35 – 1. 13,8032

          = 67,5468

The students' post-test score of the seventh grade Students of MTs. Ar-Risalah Slahung can be determined by accumulate data above. The table of analysis is :

Table 4.6

The analysis data of students' post-test score of the seventh grade students at MTs Ar-Risalah Slahung

Interval	F	Category	Presents
95 – 100	4	High	20 %
69 – 94	13	Enough	65 %
56 – 68	3	Less	15 %

	20			

From the calculation above, it could be conclude the mean of post-test after using Direct Method was 81,35, the range was 44, and deviation standart was 13,8032, the students' score of MTs Ar-Risalah is enough.

2. **The Result Of Assumption Test for Parametric Statistic**

a. **Normality Test**

In this research, the researcher used Kolmogornov-Smirnov formula, the steps of Kolmogornov-Smirnov was :

1. To determine the Hipothesis :

Ho : The data was not normal distribution

Ha : The data was normal distribution

2. To count the mean and deviation standart with the table :

Table 4.7

The Result of Normality Test

NO	X	F	Fx	X2	f.X2
1	100	4	400	10000	40000
2	94	3	282	8836	26508
3	88	1	88	7744	7744
4	81	3	243	6561	19683
5	75	3	225	5625	16875

6	69	3	207	4761	14283
7	63	2	126	3969	7938
8	56	1	56	3136	3136
		20	1627		136167

1. $\text{Mx} = \dfrac{\sum fx}{N} = \dfrac{1627}{20} = 81{,}35$

2. $\text{SDx} = \sqrt{\dfrac{\sum fx^2}{n} - (\dfrac{\sum fx^2}{n})}$

$$= \sqrt{\dfrac{136167}{20} - (\dfrac{1627^2}{20})}$$

$$= \sqrt{6808{,}35 - 6617{,}8225}$$

$$= \sqrt{190{,}5275} = 13{,}80316993$$

3. To determine of fkb

4. To counting frekuensy devide the data (f/n)

5. To counting fkb devide the data (fkb/n)

6. To determine value of Z with the formula :

$$Z = \dfrac{X - \mu}{\sigma}$$

$$Z = \dfrac{X - 81{,}35}{13{,}8}$$

7. To counting P < Z (See in table normal of distribution)

8. To determine of a_2 (difference between fkb/n and $P < Z$)

9. To determine of a_1 (difference between f/n and a_2)

The calculation above could be seen in this table bellow :

Table 4.8

Normality of data and calculation of the students post-test after using the direct

method with the Colmogorov-Smirnov formula :

No	X	F	Fkb	f/n	fkb/n	Z	P < Z	a_2	a_1
1	100	4	20	0,2	1	1,350471	0,9115	0,0885	0,1115
2	94	3	16	0,15	0,8	0,916003	0,8186	-0,0186	0,1686
3	88	1	13	0,05	0,65	0,481535	0,6844	-0,0344	0,0844
4	81	3	12	0,15	0,6	-0,02534	0,492	0,108	0,042
5	75	3	9	0,15	0,45	-0,45981	0,3264	0,1236	0,0264
6	69	3	6	0,15	0,3	-0,89428	0,1867	0,1133	0,0367
7	63	2	3	0,1	0,15	-1,32875	0,0934	0,0566	0,0434
	56	1	1	0,05	0,05	-1,83563	0,0336	0,0164	0,0336

$A_{1maksimum}$ is 0,1686

$D_{(0,05,20)}$ from table is 0,356

The hypothesis was : Ha was accepted if a_1 max $\leq$ D table

: Ha was rejected if a_1 max $\geq$ D table

Because the maximum value of a_1 was 0,1686 where the figure was smaller than

the D table, so the decision was to accept Ha, which mean that the data about the

studeents post test after using the Direct method was normality distributed.

B. Discussion

1. The analysis of the students' speaking skill better after using direct method than those before taught by using direct method of the seventh grade at MTs Ar-Risalah Slahung in academic year 2015/2016

2. Determining Hypothesis

   a. Ho (Null Hypothesis)

      There was no differences between the student's speaking skill before and after being taught by using direct method of the seventh grade at MTs Ar-Risalah Slahung.

   b. Ha (Alternative Hypothesis)

      There was a differences between the students' speaking skill before and after being taught by using direct method of the seventh grade at MTs Ar-Risalah Slahung.

3. Determining differences of the students' speaking skill before taught by using direct method (X) and students' speaking skill after taught by using direct method (Y). These table was to calculate and determine "t" test.

Table 4.9

Table to get value of "t" test

Name	(X)	(Y)	D=X-Y	D2
A	63	69	-6	36
B	56	88	-32	1024
C	50	75	-25	625
D	75	100	-25	625
E	69	94	-25	625

F	44	75	-31	961
G	75	81	-6	36
H	88	94	-6	36
I	50	100	-50	2500
J	81	88	-7	49
K	56	63	-7	49
L	81	100	-19	361
M	44	100	-56	3136
N	94	69	25	625
O	63	63	0	0
P	75	81	-6	36
Q	69	75	-6	36
R	56	69	-13	169
S	75	81	-6	36
T	88	94	-6	36
			-307	**11001**

The steps of formula as follows:

1. To determine difference of variable X and Y

$(\Sigma D = X - Y = -307)$

So, $M_D = \dfrac{\Sigma D}{N} = \dfrac{-307}{20} = -15{,}35$

$$SDd\sqrt{\dfrac{\Sigma D^2}{n} - (\dfrac{\Sigma D^2}{n})^2}$$

$$= \sqrt{\dfrac{1101^2}{20} - (\dfrac{-307^2}{20})^2}$$

$$= \sqrt{550{,}05 - 235{,}62}$$

$$= \sqrt{314{,}43} = 17{,}73$$

2. Standar Error

$$\text{SE M}_\text{D} = \frac{SDD}{\sqrt{n-1}}$$

$$= \frac{17,73}{\sqrt{19}}$$

$$= \frac{17,73}{4,36}$$

$$= 4,067$$

3. To account "t" with formula :

$$t_0 = \frac{MD}{SE\ MD}$$

$$= \frac{-15,35}{4,067}$$

$$= -3,7743$$

➤ Interpretation :

Db = n – 1 = 20-1=19 and conculted with the table "t"

At the significant standart 5% $t_0 = 3,7743$ and $t_t = 2,09$ so $t_0 > t_t$, so Ho rejected and Ha accepted

At the significant standart 1% $t_0 = 3,7743$ and $t_t = 2,86$ so $t_0 > t_t$, so Ho rejected and Ha accepted

So there is a differences between the students' speaking skill before and after taught by using direct method of the seventh grade students at MTs Ar-Risalah Slahung.

From the calculation above, the researcher could conclude that there is a significant difference in students' speaking skill between before using direct method and after using direct method.

CHAPTER V

CLOSING

A. Conclution

Based on the research problem and data analysis, the writer draws the conclusion of this research as follow :

There is influence of the use of direct method to improve speaking ability in conversation program for the seventh grade students of MTs Ar-Risalah Slahung in academic year 2015/ 2016 after implementation of direct method. The students' profiles can increase their speaking categories include in their fluency, accuracy, content, and pronounciation. And also more confident to speak up, because every meeting they have to present in front of class by English. They can improve their speaking ability.

B. Implication

The result of the research shows that the use of direct method can improve students' motivation, interest and achievement. The implementation of direct method is reasonable because it can give students a great motivation to learn english especially in conversation. Thus, direct method is good to improve students; interest, motivation and competence in learning conversation.

C. Suggestions and Recommendation

At the end of this chapter, the writer would like to propose some suggestions, which helpfully would be useful for all subjects.

1. For the teachers

The strategy of teaching conversation will influence the students' ability to learn conversation. They should pay attention to the fact that students' motivation during teaching learning process is the important thing which should be increased. The use of various methods is suggested to make the students more encourage to improve the teaching learning process.

2. For the students

a. Motivation is an important factor in the process of English learning so the students should develop their motivation in speaking lesson.

b. Students should study English harder to reduce their difficulties of English learning.

c. Students should pay attention to the teacher explanation, so if the teacher gives question, they can do perfectly and they can do exercise.

3. To other researchers

It has been known from the result of the study that the use of direct method can improve students' speaking competence. Hereby, it is expected that the result of the study make the English teacher use an appropriate teaching method of direct method on improving student's speaking competence. Based on the explanation, the researcher would like to suggest the other researcher; the result of the study can be used as additional reference to further research with the different sample and occasions.

Based on the finding of the research for the improvement of teaching English by direct method is good to improve speaking ability in conversation program and competence in learning speaking.