THE EFFECT OF DIRECT METHOD ON STUDENTS'

SPEAKING ABILITY AT AL FATTAH ENGLISH COURSE OF

MTs PEMBANGUNAN PACITAN IN ACADEMIC YEAR 2017/2018

THESIS

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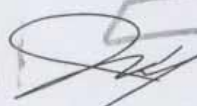
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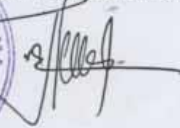has been approved by the advisor and is recommended for approval and acceptance.

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ASTRACT

Speaking in English is a crucial part of foreign language learning and teaching. Speaking activity is important because speaking used by someone to communicate with others.The goal of teaching speaking should improve students' communicative skills, because students should be able to use these skills in their daily life.MTs Pembangunan gives chance to explore student's interest and talent by conducting the extracurricular programs.In this extracurricular is using direct method. Direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language, without the use of the pupil's language, without translation, and without the study of formal grammar.

The aim of this research is to know whether there is any effect of direct method on students' speaking ability at Al Fattah English Course of MTs Pembangunan Pacitan in academic year 2017/2018 or not.

In this research the researcher used the form of quantitative research approach to analyze the data. The research is classified into pre-experimental research that uses one group pre-test and post-test design. In this research.The total population is 435 studentsand the sample of this study is 44 students at AEC class of MTs Pembangunan Pacitan in academic year 2017/2018, researcher used nonprobability sampling to take sample.The data were collected through documentation and speaking test.

The test result, t = 13,463, with df = 43, on level significant 5% follow to the table value "t" show 2, 00. Then t account more than t-table (13,463 > 2, 00). The data of the students post-test who are taught by using direct method is normally distributed, because the value statistic is upper than Kolmogorov-Smirnov table (0,30> 0,05).It can be concluded that the students who are taught using direct method have significant effect on students' speaking ability at Al Fattah English Course of MTs Pembangunan Pacitan in academic year 2017/2018.

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking in English is a crucial part of foreign language learning and teaching in Indonesia because speaking activity is used by someone to communicate with others. English is considered as one of world languages. It has been used in politics, economies, educations, and every area of communication. It functions as a bridge to cross culture, religion, language, nationality, and the lack of understanding between one and the other languages. It takes place everywhere and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also shares information to other people through communication.[1] Speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio-lingual and other drill-based or repetition based methodologies of the 1970s.[2]

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[1] Rr. Ery Susilawati, *Improving Students' Speaking Skill Using Drama At The Eleventh Grade Students Of Language Class Of Man Yogyakarta II In The Academic Year Of 2012/ 2013 Thesis*, (Yogyakarta:Yogyakarta State University, 2013), 1.

[2] Jack C Richards, *Teaching Listening and Speaking from Theory to Practice*, (America: Cambridge University Press, 2008), 2.

Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it. For example, if a person is experiencing a speech pathology.[3] Speaking is considered as crucial skill because it is one of basic keys of communication. By mastering speaking skill, one can carry out communication, express ideas, and purpose and also can supply to fight in this world. It is very useful to increase our future.

Today, every school requires the goal of teaching speaking should improve students' communicative skills, because students should be able to use these skills in their daily life. The students should have the ability to speak English in order they can communicate with others. As an effort to build their ability to speak, teaching speaking skill can be focused on making the students active to speak up when they are involving in a speaking activity in the classroom. Therefore, learningspeaking in the classroom should be dominated by students.

School is one place which is deliberately built for doing education. Students are encouraged to extend their education beyond classroom and expend their experiences by participating in relevant extracurricular programs and by taking advantage of the available resources on their school. The extracurricular programs exist to complement the academic curriculum and to increase the student's educational experience.

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[3] Kathleen M. Bailey, *Practical English Language Teaching Speaking*, (New York: The McGraw-Hill Companies), 2005, 2.

School give chance to explore student's interest and talent by conducting the extracurricular programs. Extracurricular programs positively affect student learning and development. Working outside of classroom with diverse groups of individuals is the important source of influence on a students' academic and personal development.[4] Almost any type of extracurricular programs in school positively affects student learning and development. It has a lot of kind of activities which are important in building the students' character.

There are many types of extracurricular programs. It is important for the students to choose the skills necessary for their future career endeavors. From these programs, students also develop skills specific to their career path and imperative for future success. Even if the programs are not obviously related to academic subjects.[5]

In this case, the researcher will take research at MTs Pembangunan Pacitan. MTs Pembangunan Pacitan is one of the private educational institutions under the copes of Pondok Pesantren Al-fattah Kikil Pacitan, which is located in Krajan Arjosari Village, Pacitan Regency, with border area, east of Gembong Village, south of Pagutan Village, west of Tremas Village and north of Jatimalang Village. Since 141 years ago precisely in 1866 Pondok Pesantren Al-Fattah Kikil Arjosari Pacitan East Java stands, Kikil is a place located approximately 11 km

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[4] Dylla Adik Fraciska, *Correlation Study between GANESHA YESC (Youth English Study Club) Activities and Student English Achievement in SMAN 1 Ponorogo Academic Year 2011 - 2012*, (Ponorogo: Institute Islamic College of Ponorogo), 2011.

[5] Siti Nurul Khotimah, *The Effect of English Extracurricular Activities toward Student English Achievement at MAN Panekan Magetan in Academic Year 2013/2014,* (Ponorogo: Institute Islamic College of Ponorogo), 2014.

north of the city of Pacitan 0.5 km from the district Arjosari. It occupies an area of 10,614.76 M²; the establishment of Pondok Pesantren Al-Fattah Kikil cannot be separated from the figure of KH. Ali Murtadlo, some progress both in the field of education and physical infrastructure development continues to increase and even able to prepare a generation that is not only proficient in the field of religion but also able to play a role in the middle of society. In KH.Moch. Burhanuddin HB period Pondok Pesantren Al Fattah Kikil started a big development. On 27 January 1977 KH.Moch. Burhanuddin HB established MTs Pembangunan.[6]

The researcher will take research at MTs Pembangunan Pacitan, because almost of student at MTs Pembangunan Pacitan found difficulties in speak fluency. Student not interest in English. The fact almost student still low to speak fluency in short conversation.

While the teacher teaching English during student internship at MTs Pembangunan Pacitan, The teacher teaches by visual-gesture, communicative method and gives some exercise for understanding what he or she teaches. They are boring to be participant in the class. Their score are far from the standard score. Student ignores the teacher and makes new conversation. But the researcher found some student can speak fluency, and MTs Pembangunan has an extracurricular Al Fattah English Course (AEC). In this research researcher want to know the effect direct method that used in AEC on students' speaking ability.

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[6]Muhammadun, *Potret Pondok Pesantren Al-Fattah Kikil Arjosari Pacitan Jawa Timur dari Masa ke Masa*, (Pacitan: Al-Fattah Press, 2015), 29.

There are many extracurricular programs in MTs Pembangunan Pacitan. One of extracurricular programs in MTs Pembangunan Pacitan is Al Fattah English Course (AEC). English is considered very important use.English requires good guidance to help students in the mastery of English.English in fact is a second language and not widely used in Indonesia. Various activities and busy parents, making it no longer able to fully accompany his children and learn.While students become less concentrated in learning in school so they need assistance so that their learning difficulties can be overcome.

Al Fattah English Course is new extracurricular program held by Pondok Pesantren Al Fattah Kikil Arjosari Pacitan in 2015. One of the activities of this extracurricular program is teaching learning process in tended to upgrade the ability of the students in learning speaking skill.

The goal of the research is to know the significant effect of direct method in AEC on student speaking ability. Child learns his mother tongue naturally and withoutpractice. It means child learns mother tongue directly. An attempt to teach the language as one could in learning mother tongue is known as the Direct Method. It is also called natural method because it is learnt naturally like mother tongue or first language. It is very difficult to bring exact environment in which mother tongue or first language is acquired, so later the same method became popular called direct method. This method was against of grammar-translation method. The extreme use of mother tongue affected the naturalness of language. The students did not learn language but practiced of acquiring mother tongue or

first language. In this method same environment is created to learn second or foreign language but learning SL is not natural process. It depends on the will of the learner to learn for his own development. So teaching of SL or FL by observing the principles of language acquisition is the direct method. Direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation, and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.[7]

Speaking skill have some criteria, there are; 1) Accuracy is condition when 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 measure the real ability of student. 2) Fluency is the condition when we are able to speak easily. This is a requirement so that help listener to understand our purpose in

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[7]Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publishers & Distributors, 2008), 79.

communication. This is also important to smooth speaking activity and get comfortable communication with other people. 3) Grammaris set of language or norms of language and rules must be followed when learn about language rightly. This component is the step of language that fulfills in order to receive. 4) Pronunciationrefers to the way a word of language in spoken, or the other manner in which someone utters a word. Pronunciation is the way to talk some word of language.[8]
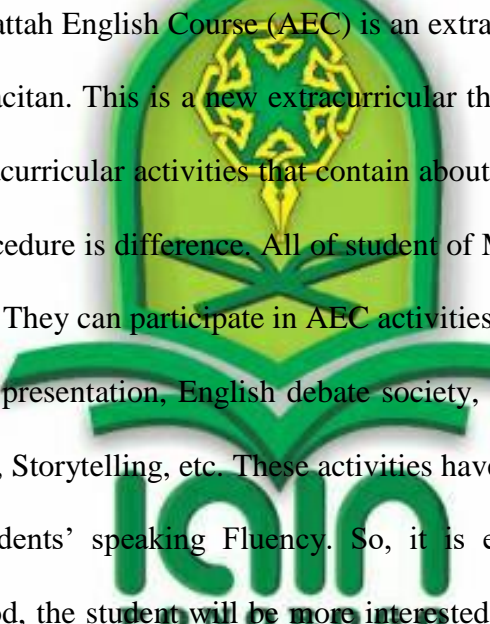
One of speaking ability is speaking fluency. Speaking fluency level since the researcher believes that as English teacher to be, the students are able to speak accurately. However fluency comes as new problem to be overcome. Now, the students live at a time where the ability to speak a second language fluently has become necessary, especially for those who want to advance in certain field of human endeavor. Fluency in speaking is known as the natural ability to speak spontaneously, quickly and comprehensibly with few numbers of errors that may distract the listener from the speaker's message; when accuracy is focus on the elements of phonology, grammar, and discourse in spoken output.[9]

Generally, the problem faced dealing with fluency was when the learners speak to the others; the students tried to make the hearers understand about what

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

[9] Abi Andaya Iswara, et all, *Improving Students' Speaking Fluency Through The Implementation of Trivia-Based Activity in University Students,(*Surakarta*:* English Education Department Sebelas Maret University),1.

they want to say. The writer found that the students tended to hesitate and fragmentary while speaking because of they have problems in retrieving the lexical items, encoding the grammatical form of their message and correcting their own output. This condition made the students speak hesitantly and fragmented, as mean that the frequency of pause filler such as "well", "mm", "ee" and also the production of fluency such as repetition, repair, restarts, and also prolongation will fluently fulfilled their talks.[10]

The Al Fattah English Course (AEC) is an extracurricular program in MTs Pembangunan Pacitan. This is a new extracurricular that was built two years ago which once extracurricular activities that contain about teaching learning process, although the procedure is difference. All of student of MTs Pembangunan Pacitan can follow AEC. They can participate in AEC activities. AEC has many activities, example weekly presentation, English debate society, English art, education and training program, Storytelling, etc. These activities have a good quality in order to improve the students' speaking Fluency. So, it is expected that if the AEC activities are good, the student will be more interested and motivated in learning English and finally they get good English speaking ability. Based on identification above, the researcher made research on *The Effect of Direct Method on Students' Speaking Ability at Al Fattah English Course of MTs Pembangunan Pacitan in Academic Year 2017/2018.*

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[10] Abi Andaya Iswara, et all, *Improving Students' Speaking Fluency Through The Implementation of Trivia-Based Activity in University Students…*

B. Limitation of the Study

From the problems in the background this study just limitation on *The Effect of Direct Method on Students' Speaking Ability at Al Fattah English Course of MTs Pembangunan Pacitan in Academic Year 2017/2018.*

C. Statement of the Problem

Based on the scope of the study, the problems of the study can be stated as follows:

Is there any significant *effect of direct method on students' speaking ability at Al Fattah English Course of MTs Pembangunan Pacitan in academic year 2017/2018?*

D. Objectives of the Study

The objectives of the study in this research can be stated as related with the statement of the problem. Therefore the objectives of the study are as follows: To find out the *effect of direct method on students' speaking ability at Al Fattah English Course of MTs Pembangunan Pacitan in academic year 2017/2018?*

E. Significant of the Study

1. Theoretical significance

The result of this study is expected to give benefits in educational practice. It can contribute as the reference of effect of direct method on

students' speaking ability at Al Fattah English Course of MTs Pembangunan

Pacitan in the academic year 2017/2018?

2. Empirical significance

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

a. MTs Pembangunan Pacitan

For MTs Pembangunan Pacitan, this research is expected to give the understanding about the strength and the weakness of direct method on the students' speaking ability.

b. English Teachers

By reading this research, the teachers know how big effect of direct method on students' speaking ability. They also know that learning English effectively can be occurred not only in class but also in extracurricular activity like AEC.

c. The AEC Teachers

The result of this study can give the useful information and feedback for better program implementation that hopefully can improve the students' motivation in learning English and students' speaking ability.

d. Students of MTs Pembangunan Pacitan

The result of this research is expected to give the students awareness that learning English in AEC also effective in order on their speaking ability.

e. Researcher

The result of this research is expected to add the researcher's knowledge and experiences about how to improve students' speaking ability.

F. Organization of Thesis

The researcher writes this thesis in five chapters, these related on to another. The organization of the thesis are : it is general description and takes a role as basic of mind set for thesis.

1. The first chapter consists of background of the study, limitation and statement of the problem, objective and significant of the study, and organization of the thesis.

2. Second chapter consists of review of related literature, previous research, theoretical background, nature of speaking, teaching speaking, direct method, advantages of direct method, disadvantages of direct method, and English extracurricular.

3. Third chapter is research methodology. The research methodology consists of research design, population, and sample, instrument of data collection, technique of data collection, and technique of data analysis.

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

5. Closing. It contains of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE, THEORETICAL BACKGROUND,

THEORETICAL FRAMEWORK, AND HYPOTHESIS

A. Review of Literature

It has been mentioned in the previous section that the aim of the study is to improve students' ability in learning speaking skill. Thus, in this section the discussion will be centered around review on speaking, teaching speaking, problems in teaching speaking, and extracurricular activities. In addition, review on related research studies will be highlighted.

1. Previous Research

There are previous researches found by researcher. They are as follows:

a. This research was done by Siti Nurul Khotimah. The research is titled *The Effect of English Extracurricular Activities toward Student English Achievement at MAN Panekan Magetan in Academic Year 2013/2014*. The statement of problem is there any significant effect of English Extracurricular activities toward student's achievement. The result of this research concluded that there is any significant effects of English extracurricular activities towards students' English achievement at the tenth grade students of MAN Panekan Magetan in academic year

2013/2014 such as 98,0051692% and 1,9948308% is influenced by other factor isn't included in this research.[11]

b. This research was done from Journal of Educational Psychology by Joseph L. Mahoney, Beverley D. Cairns and Thomas W. Farmer with title *Promoting Interpersonal Competence and Educational Success through Extracurricular Activity Participation.* This Journal concluded that "Extracurricular activity participation provides opportunities for advancing adolescent interpersonal competence, inspiring challenging life goals, and promoting educational success. One such opportunity is the chance to form positive relationships with peers and adults outside of the classroom".[12]

c. This research was done by Dr. M.F. Patel and Praveen M. Jain in their book which title is English Language Teaching. This method is called natural method. The English is taught as the child learns his mother tongue. The pronunciation, accent, intonation and rhythm are essential for better and effective communication. This method helps to speak language

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[11]Siti Nurul Khotimah, *The Effect of English Extracurricular Activities toward Student English Achievement at MAN Panekan Magetan in Academic Year 2013/2014 Thesis, 62.*

[12]Joseph L. Mahoney, Beverley D. Cairns and Thomas W. Farmer, *Promoting Interpersonal Competence and Educational Success Through Extracurricular Activity Participation*, Journal of Educational Psychology Copyright 2003 by the American Psychological Association, Inc. 2003, Vol. 95, No. 2.

effectively. This method is based on the principle of "Learning by Doing". Thus this method is scientific and very effective.[13]

In first previous research is used quasy and focused on English Extracurricular in to analyze the data and in this research is used pre experimental and focused on direct method to analyze the data. Both of the research has same result that has significant effect in students speaking.

B. Theoretical Background

1. Nature of Speaking

   Speaking is one of the four language skills taught in the teaching English. It can be seen as a complex skill that involves the knowledge of sounds, structures, vocabularies and culture subsystems of language. It is also a mean of communication.

   Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

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[13]Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publishers & Distributors, 2008), 78.

However, speech is not always unpredictable.[14] Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence) but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

Kathleen M Bailey said, one of important aspects in learning English is speaking skill because English speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.Speaking skill have some criteria, there are:

a. Accuracy

Accuracy is the condition when 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 measure the real ability of student.

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[14]Emma Rosana Febriyanti, *Teaching Speaking of English As a Foreign Language: Problems and Solutions*, (Banjarmasin: Universitas Lampung Mangkurat Press), 2.

b. Fluency

Fluency is the condition when 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 followed when learn about language rightly. This component is the step of language that fulfills in order to receive.

d. Pronunciation

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

Speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the uses of verbal and non-verbal symbol in various contexts.

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[15]Kathleen M. Beiley, *Practical English Language Teaching Speaking,* (Singapore; Mc Graw Hill, 2005)*5*.

According to Thornbury, "speaking is a skill, an interactive skill that requires the ability to have cooperation with the other aspects of language". Speaking skill needs to be developed and practiced independently from the other aspects of language, such as grammar and listening.[16] 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 interested in learning the other aspects of language.

2. Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.[17] Talley and Hui-ling observe that curriculum for teaching speaking skill should endeavor to expose learners to authentic, practical

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[16]Rr. Ery Susilawati, *Improving Students' Speaking Skill Using Drama At The Eleventh Grade Students Of Language Class Of Man Yogyakarta II In The Academic Year Of 2012/ 2013 Thesis*, , (Yogyakarta:Yogyakarta State University, 2013), 8.

[17] Marriam Bashir, et all, *Factor Effecting Students' English Speaking Skills,*British Journal of Arts and Social Sciences ISSN: 2046-9578, Vol.2 No.1 (2011) BritishJournal Publishing, Inc. 2011, 38.

settings for speaking English and encourage active learner involvement in the lesson.[18]

The various pedagogical principles of a teaching speaking to language teaching can be expressed in more or less detail. Brown discussed the principles of teaching speaking that can be summarized as follows:

a. Use techniques that cover the spectrum of learners needs, from language based focus on accuracy to message based focus on interaction, meaning and fluency.

b. Provide intrinsically motivating techniques.

c. Encourage the use of authentic language in meaningful contexts.

d. Provide appropriate feedback and correction.

e. Capitalize on the natural link been speaking and listening.

f. Give students opportunities to initiate oral communication.

g. Encourage the development of speaking strategies.[19]

Those principles are very important for the teachers. Teachers must make the speaking activities based on those principles. Those principles will be the guidelines for the teacher to make a good activity.

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[18] Benter Oseno Gudu, *Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality,* (Kenya: Journal of Education and Practice), Vol.6, No.35, 2015, 57.

[19]Kathleen M. Beiley, *Practical English Language Teaching Speaking, 8.*

Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.[20] However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

According to Nunan, there are some principles for teaching speaking. Some of which are described below:

1. Give students practice both fluency and accuracy

    At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

2. Use group work or pair work

    To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and

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[20]Emma Rosana Febriyanti, *Teaching Speaking of English As a Foreign Language: Problems and Solution, 3.*

student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan also, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson." In this way, the students will get chance to interact and practice the language with other students.

3. Direct Method

a. Definition

Child learns his mother tongue naturally and without practice. It means child learns mother tongue directly. An attempt to teach the language as one could in learning mother tongue is known as the Direct Method. It is also called natural method because it is learnt naturally like mother tongue or first language. It is very difficult to bring exact environment in which mother tongue or first language is acquired, so later the same method became popular called Direct Method.[21] Direct Method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language, without the use of the pupil's language, without translation, and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.[22]

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[21]Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching*, 78.
[22]*Ibid,*

b. Procedure of Direct Method

1. Each student has a reading passage in front of the researcher. Then the students are called on one by one and they read the text loudly.

2. They are asked in the target language if they have questions. And then the researcher answers the students' question in the target language.

3. The researcher work with the students on the pronunciation. Then the researcher gives question to the students.

4. The students make up their own questions and statement and direct them to other students in the classroom. Then the researcher instructs the students to turn to an exercise in the lesson which asks them to fill in the blanks.

5. The students read a sentence out loud and supply the missing word as they are reading. The researcher asks the students to take out their notebooks and the researcher gives them a dictation; the passage is about the topic that has been discussed.[23]

c. Benefit of Direct Method

1. The pronunciation, accent, intonation and rhythm are essential for better and effective communication. This method helps to speak language effectively.

2. This method is based on the principle of "Learning by Doing". Thus this method is scientific and very effective.

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[23]https://www.google.co.id/amp/s/procedure-of-direct-method/amp. Access July 19 2018

3. New teaching points were introduced orally. Both comprehension and speech were taught

4. It observes scientific path of language acquisition: LSRW.

5. To learn any language means speak that language with fluently.[24]

And direct method also have disadvantages, they are:

a. For every subject matter cannot be explained by an action or showing any object.

b. This method does not help in important aspect of language learning like reading and writing and not useful in over crowed classes.

c. To use this method in the class, the teacher should be mastered in subject. He should have active command on his teaching. He should be a perfect teacher.

d. This method requires many audio visual aids.[25]

4. Extracurricular Program

Academics are the focus of high school and college. But for many students, participation in activities outside the classroom is what they enjoy the most. Athletics, clubs, and other extracurricular activities have benefits beyond the enjoyment they provide. These pursuits assist students in developing personally, socially, and intellectually. They might even help students to advance their academic and professional goals.

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[24]Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching*, 80.
[25]*Ibid,*

Extracurricular activities are found at all levels of our school system, especially in secondary school.

The benefits to participants including making friends, developing skills, and improving academic and employment prospects are a strong argument in their favor.[26] A primary reason that students take part in an activity is personal interest. And an immediate benefit of pursuing interests through extracurricular is meeting others who share those same interests.

Extracurricular activity participation provides opportunities for advancing adolescent interpersonal competence, inspiring challenging life goals, and promoting educational success. One such opportunity is the chance to form positive relationships with peers and adults outside of the classroom.[27]

The opportunity to form friendships also gives students a chance to develop social skills. For some students, social interaction in extracurricular activities is their first experience working with others toward a common goal. And teamwork is an important skill that most instructors and employers view favorably.

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[26]Bill Lawhorn, *Extracurricular Activities : The After School Connection*, (Occupational Outlook Quarterly Winter 2008), 4

[27]Joseph L. Mahoney, Beverley D. Cairns and Thomas W. Farmer, *Promoting Interpersonal Competence and Educational Success Through Extracurricular Activity Participation*, Journal of Educational Psychology Copyright 2003 by the American Psychological Association, Inc. 2003, Vol. 95, No. 2, 409–418,20013, 410.

Extracurricular participation is often an indicator of students' ability to accept responsibility, manage multiple commitments, and balance their pursuits of study, interest, and leisure. Extracurricular activities also can help in the world of work. In addition to skills developed in activities that are applicable to careers, extracurricular connections may be a source of network-ing.[28]

There are many extracurricular programs in MTs Pembangunan Pacitan. One of extracurricular programs in MTs Pembangunan Pacitan is Al Fattah English Course (AEC). English is considered very important use and requires good guidance to help students in the mastery of English which in fact is a second language and not widely used in Indonesia. Various activities and busy parents, making it no longer able to fully accompany his children and learn. While students become less concentrated in learning speaking in school they need assistance so that their learning difficulties can be overcome.

Al-Fattah English Course / AEC is under the copes of Pondok Pesantren Al-Fattah Kikil Arjosari Pacitan. It is an extracurricular course activity and is the Work Program of Madrasah Tsanawiyah (MTs) Pembangunan of Kikil Arjosari hopes to raise the spirit and confidence of students in Madrasah environments to assist the mastery of English. The Al

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[28]Bill Lawhorn, *Extracurricular Activities : The After School Connection*(Occupational Outlook Quarterly Winter 2008), 4

Fattah English course is a new extracurricular activity that was build two years ago. These extracurricular activities contain about teaching learning process.

The Al Fattah English Course (AEC) is an extracurricular program in MTs Pembangunan Pacitan. This is a new extracurricular that was build two years ago and initiated by some English teachers in MTs Pembangunan. They are Heri Cahyono Putro, M.Pd, Sulistyarini, S.Pd, and Riska Eliana, S.Pd.I. All of student of MTs Pembangunan Pacitan can follow AEC. They can participate in AEC activities. AEC has many activities, example weekly presentation, English debate society, English art, education and training program, Storytelling, etc. These activities have a good quality in order to improve the students' speaking Fluency. So, it is expected that if the AEC activities are good, the student will be more interested and motivated in learning English and finally they get good English speaking ability.
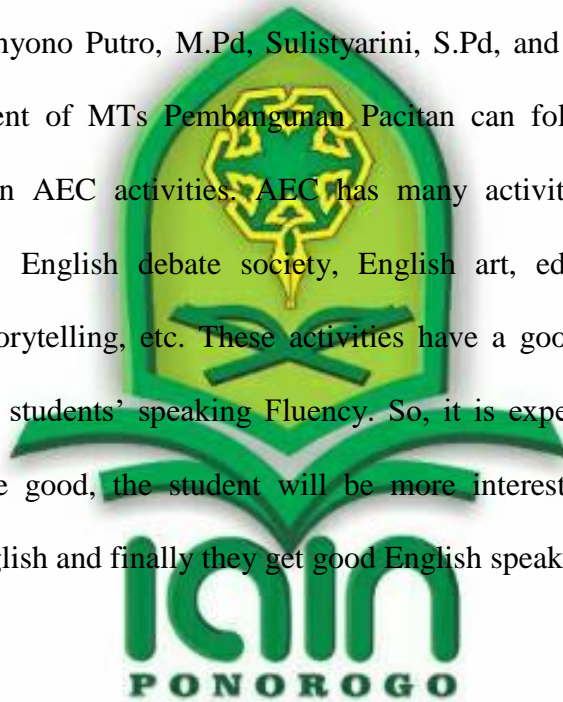
C. **Theoretical Framework**

A theoretical framework (also called a paradigm of theoretical system) is more abstract than a middle-range theory. They contain of English extracurricular activities or in this research is the effect of direct method on students' speaking

ability. English Extracurricular is additional activity which centers on subject of study to dig student's knowledge, potency and skill in English language.

Theoretical framework is description about the regression of the variables which are arranged from any described theories. In this research there are two variables used. It focused on the regression analysis.

The research is regression research, which is explaining bellow:

Independent variable (X)   = Direct Method

Dependent variable (Y)   = Students' speaking ability

Based on theoretical analysis above, it can be presented the theoretical framework.

1. If the Direct method is bad method, students' speaking ability will be low.

2. If the Direct method is good method, students' speaking ability will be high.

Hypothesis

This research has goal of finding whether then is the effect of direct method on students' speaking ability or not. This research promotes a hypothesis:

1. Null Hypothesis (Ho)

There is no significant effect of direct method on students' speaking ability at Al Fattah English Course of MTs Pembangunan Pacitan in the academic year 2017/2018.

2. Alternative Hypothesis (Ha)

There is any significant effect of direct method on students' speaking ability at Al Fattah English Course of MTs Pembangunan Pacitan in the academic year 2017/2018.

CHAPTER III

RESEARCH METHOD

This chapter discussed sources of data, subject and setting of research, research design, research variables, instruments, and procedures of experimentation, scoring techniques, and method of data analysis.

A. Research Design

In this research the researcher used the form of quantitative research method to analyze the data. According to Michael J Wallace, Quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective. Quantitative research is a means of testing objective theories by examining the relationship among variable. These variables in turn can be measured typically on instruments, so that numbered data can be analyzes using statistical procedures.[29] The method is the way, used to reach the aim of the result.

The research is classified into pre-experimental research that uses one group pre-test and post-test design. In one groups pre-test and post-test design that is a single group is measured or observed not only after being exposes to a

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[29] John W Creswell, *Research Design Qualitative, Quantitative and mixed method approaches* (United State of America), 4.

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 measured on some attribute or characteristics that 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.[30]

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

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

O1= Pre-test

X = treatment

O2= post-test.[31]

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.

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

[31] John W. Cresswell, Research Design: Quantitative, Qualitative, and Mixed Methods Approach, (California: Sage, 2009), 160.

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.

B. Population and Sample

This study was conducted at MTs Pembangunan located at Jl. Raya Nawangan Km. 01, Arjosari, Pacitan. The subjects of this study were the students of MTs Pembangunan in 2017/2018 academic year. This study was conducted in second semester. Due to limitation of time, the writer did not take all students as the subject of the study.

1) Population

Population is all cases, situation or individuals who share one or more characteristic.[32]Population can be defined as a group to whom the researcher would like to generalize the result of the study. Based on the definition above, the researcher used the population of this research all of students of MTs Pembangunan in the academic year of 2017/2018. The total population is 435 students.

2) Sample

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[32]David Nunan, *Research Method in Language Learning* (Cambridge : Cambridge university press, 1992), 27

Sample is a subset of individuals from a given population.[33]A sample is a group in research study on which information is obtained. Because the population of the study is very big, the researcher did not take all the subject of the population. The researcher took some subjects from the population. In this research, researcher used non probability sampling to take sample. In non probability sampling the researcher selected individuals because they are available, convenient, and represent some characteristic the investigator seeks to study.[34] The sample of this research is 44 students of AEC class.

C. Instrument data Collection

Instrument is used to get data. In this research researcher uses a speaking test to test students' speaking ability. Then, the researcher also used documentaion method to get some data about students' speaking ability. The indicator of this research are the students are able to speak accurately, and able to speak spontaneously, quickly and comprehensibly with few numbers of errors that may distract the listener from the speaker's message; when accuracy is focus on the elements of phonology, grammar, and discourse in spoken output.

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

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[33]David Nunan, *Research Method in Language Learning…*
[34]John W.Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Lincoln: University of Nebraska, 2012), 145.

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 student's ability in speaking ability 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 follow:

a. Pre-test

As stated previously, the researcher administered pre-test before the treatment was given. It is done on March 10th 2018. 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 storytelling about the story that their known. The aim of administering pre-test is to get initial information of the students before the experimental is conducted.

b. Treatment

After administering the pre-test, the researcher gave the treatment to the students. The treatment was applied on Saturday, March 17th 2018 an on Saturday, March 24th 2018. This researcher applied the treatment of speaking ability by using Direct Method.
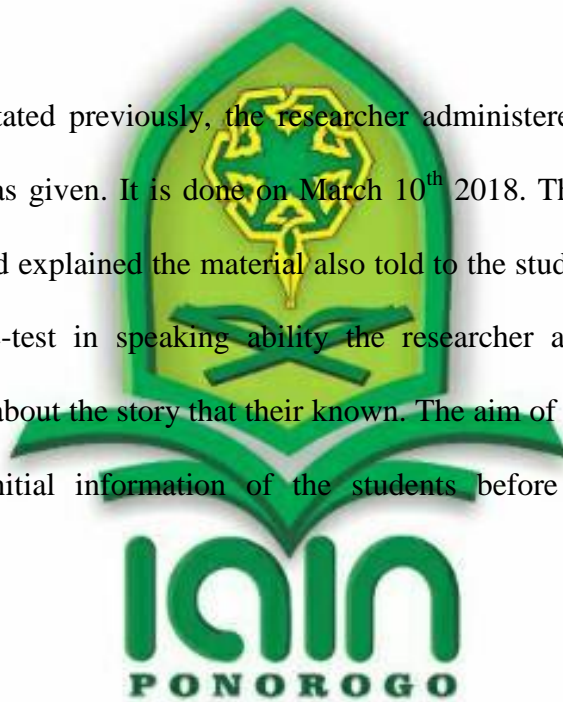
c. Post-test

    After administering the treatment, on March 31th 2018 then the
researcher administered post-test. The researcher gave the students some
pictures, and then the researcher and students analyze the picture. The students
must understood about the picture and must to re tell about the picture in front
of the class.

    The post-test have been 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.

Table 3.1

Oral Test Criteria

SCORE	FLUENCY	ACCURACY	CONTENT	PRONUNCIATION
4	Speaks with little hesitation that does not interfere with communication	Uses a variety of structures with only occasional grammatical errors	Uses a variety of descriptive vocabulary, an appropriate text organization and appropriate language futures of description text.	Communicates effectively, have a good intonation and pronunciation
3	Speaks with some hesitation that does not interfere	Uses a variety of structures with more than	Uses a variety of descriptive vocabulary, enough appropriate	Communicates effectively, have a good enough intonation and pronunciation

	with communication	occasional grammatical errors	text organization and appropriate language futures of description text.	
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 some of descriptive vocabulary, and lacking appropriate text organization and a lacking appropriate language futures of description text.	Communicates acceptably, have a lack intonation and pronunciation
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 futures of description text.	Communicates marginally, have a bad intonation and pronunciation

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.

D. Validity

Validity is an important key to effective research. Validity use technique of correlation product moment by Karl Pearson was used. The formulation is as follow:

$$Rxy = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{(n(\sum x^2) - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Note :

Rxy = the correlation coefficient between X variable and Y variable

$\sum x$ = the total number of score multiplication of X variable and Y variable

$\sum y$ = the total number of score of Y variable

$\sum_x 2$ = the total number of square score X variable

$\sum_y 2$ = the total number of squarescore Y variable

The steps of the data analysis applied in this research are:

a. Determining $\sum x, \sum y, \sum xy, \sum_x 2, \sum_y 2$

b. Computing by applying the formula of product moment correlation

c. Determining of significant standard 5% and 1%

d. Determining the correlation criteria by applying the indexes of correlation as follow:
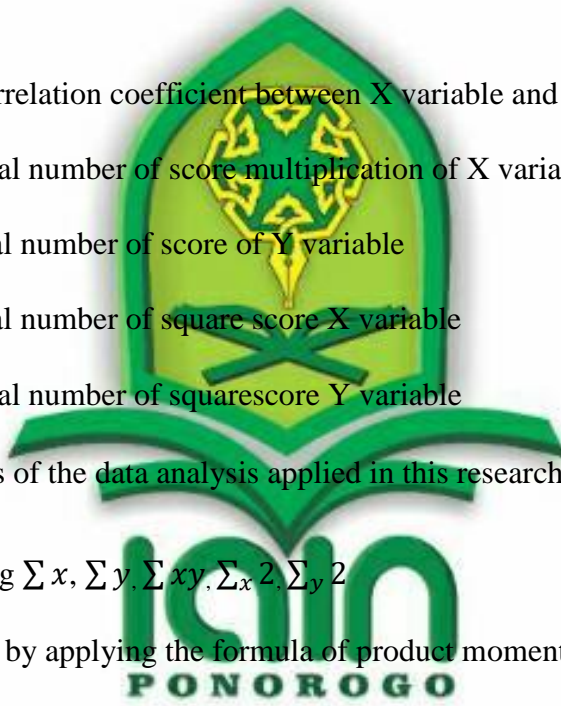
Table 3.2

Indexes of Correlation

Scale	Interpretation
0,800 – 1,00	High
0,600 – 0,800	Sufficient
0,400 – 0,600	Fair
0,200 – 0,400	Low
0,00 – 0,200	Very low

e. Making conclusion by comparing the second, third and fourth step.

Table 3.3 Score of Pre-Test

No.	Name	Score			
		Fluency	Accuracy	Content	Pronunciation
1.	Meysha Rhadika Putri	2	2	3	1
2.	Adib Mustofa Gholiyan	3	3	4	2
3.	Bagas Gusti Nur Rachman	1	2	4	1
4.	Yoga Wahyu Widayat	2	2	3	1
5.	Fito Permana	2	1	3	2
6.	Lilik Nur Kholida	1	2	4	2
7.	Malika Umuhani	1	2	3	2
8.	Habib Satria Huda Priantoni	2	2	4	2
9.	Ike Nurul Luthfiana	3	3	4	2
10.	Moh Muhyidin Surur	2	2	3	2
11.	Muhammad Fauzan 'Azmi	2	1	4	2
12.	Nanday Bastomy Akbar	1	2	4	2
13.	Prasetya Wahyu	2	1	3	2

No.	Nama				
	Pratama				
14.	Rian Nanda Agus Pratama	1	1	4	2
15.	Rido Yuda Tama	2	2	3	2
16.	Syaifulloh Syafiq Mazera	3	3	4	3
17.	Destria Angelina	3	2	3	3
18.	Luklu'a Fiqrotul Amna	1	1	4	1
19.	Mayla Karimah	1	2	3	1
20.	Nurotus Solihah	1	1	4	1
21.	Reni Purnama Sari	2	1	3	1
22.	Rismawati Puji Lestari	1	2	4	1
23.	Windu Maisyatul Masruroh	2	1	4	1
24.	Meli Fatmawati	2	2	4	1
25.	Virda Zahra Oktaviani	1	1	3	1
26.	Nurul Hidayati	1	1	3	1
27.	Muhammad Sirotun Na'im	1	2	3	1
28.	Ranu Ilham S	1	1	3	2
29.	Izzatun Nada Anjani	1	1	3	1
30.	Rahayu Setianingsih	1	2	4	1
31.	Dova Anuvro Zarga	1	2	3	1
32.	Andika Dwi Putra	1	2	4	1
33.	Gilang Firmansyah	2	3	3	2
34.	Muhammad Kholik	1	2	4	1
35.	Masrur	1	2	3	1

Table 3.4 Validity Test

Correlations

		VAR00001	VAR00002	VAR00003	VAR00004	total
VAR00001	Pearson Correlation	1	.429[*]	.024	.600[**]	.806[**]
	Sig. (2-tailed)		.010	.892	.000	.000
	N	35	35	35	35	35
VAR00002	Pearson Correlation	.429[*]	1	.169	.306	.725[**]
	Sig. (2-tailed)	.010		.331	.074	.000
	N	35	35	35	35	35
VAR00003	Pearson Correlation	.024	.169	1	.024	.386[*]
	Sig. (2-tailed)	.892	.331		.890	.022
	N	35	35	35	35	35
VAR00004	Pearson Correlation	.600[**]	.306	.024	1	.739[**]
	Sig. (2-tailed)	.000	.074	.890		.000
	N	35	35	35	35	35
Total	Pearson Correlation	.806[**]	.725[**]	.386[*]	.739[**]	1

| | Sig. (2-tailed) | .000 | .000 | .022 | .000 | |
| | N | 35 | 35 | 35 | 35 | 35 |

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.5 The result of Validity Test

Speaking criteria	"r" calculated	"r" table	Criteria
Fluency	0,806	0,325	Valid
Accuracy	0,725	0,325	Valid
Content	0,386	0,325	Valid
Pronunciation	0,739	0,325	Valid

Based on the table above, it shows that all speaking criteria have valid result.

E. Reliability

Reliability is constancy or carefulness of instrument evaluation. In quantitative research, reliability is an essentially a synonym for dependability, consistency, and reliability over time, over instrument and over groups of

respondent.[35] To measure reliability used rank method of correlation (spearman method). The steps are below:

1. Formulated Ha (hypothesis alternative) and Ho (hypothesis nol)

2. Find df/db = N

3. Find standard rank order correlation in the standard table ρo (rho) = ρt

4. At the degree significant 5% or 1%

5. If $\rho o > \rho t$ Ha is gotten/Ho is rejected

    If $\rho o < \rho t$ Ha is rejected/Ho is gotten

    The formula as below:

$$\rho \sigma = \frac{1 - 6\sum D^2}{N\ (N^2 - 1)} \text{ or } = \frac{1 - 6\sum D^2}{(N^2 - N)}$$

    Notes:

    ρo = index rank order correlation

    6 and 1   = number constant

    D   = different (different both R_1 and R_2)

    N   = number of cases

[35]Louis Cohen et al., *Research Method in Education*, (New York: Madison Avanue, 2007), 146.

Table 3.6 Result of Reliability Test

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded[a]	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.607	4

F. **Technique data collection**

1. Speaking test

Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being

measured.[36]There are several kinds of test instrument in data collection, include: personality tests, aptittude tests, achievement tests, intelligent tests and test attitude. In this research, the achievement test is used to measure students' speaking ability. This test is in the form of speaking test to test students' speaking ability. Researcher prepares some story for student, and student will story telling about the theme.

In this research, the researcher only applied experimental class. The researcher applied pre-test and post-test. In experimental class, pre-test 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 one of data collection technique that producing the important scrip's that is correlated with the problem of research, so it will enquire the data completely, valid and don't base on the thinking.[37]

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 Al-Fattah English Course Class of MTs Pembangunan Pacitan in academic year 2017/2018 that has been selected as the sample.

[36] Donald Ary, et al. *Introduction to Research in Education, 8th*(Canada: Wardsworth Cengage Learning, 2010), 201.

[37] Basrowi and Suwandi, *Penelitian Kualitatif*, (Jakarta: PT. Rineka Cipta, 2008), 158.

On March 3th 2018 came to the school and requested permission from the principal to the conduct research toward the headmaster of MTs Pembangunan Pacitan. The research was conducted preliminary observed toward the students in teaching speaking. The research conducted to observe and discuss with the English teacher's and Al Fattah English Course teacher's about the syllabus, worksheet, lesson plan, and the material that was used.

On March 10th 2018, 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 student to re tell about some story.

On March 31th 2018, the researcher gave a post-test to the students used method or strategy was direct method. The teacher gave a post-test to the students, the students analyze the picture and the re tell about the picture in front of the class.

In this research, documentation is used to data on students' condition, school profile and students' speaking ability at MTs Pembangunan in academic year of 2017/2018.

G. **Technique data analysis**

The data have been collected by using research instrument to be analyzed. This is to know whether or not there is significant effect of natural method (in

AEC) on students' speaking ability at MTs Pembangunan Pacitan in the academic year 2017/2018.

1. Assumption test

   a. Normality test

      Normality test was used to determine whether a data set was well-modeled by a normal distribution or not, or to compute how likely to random variable is to be normally distributed.[38] To better avoid the mistakes the research uses some formula, there were: Kolmogorov-smirnov, lilieforcs, and chi-square. The researcher chose Kolmogorov-smirnov to calculate this research.

      Hypothesis:[39]

      H_0 : data is normally distributed

      H_a : data is not normally distributed

      Test statistic:

      $$D_{\max} = \left\{ \frac{f_i}{n} \left[\frac{fk_i}{n} - (p \leq z) \right] \right\}$$

      Notes:

      n   = amount of data

[38] Retno Widyaningrum, *Statistik*, (Ponorogo: STAIN PO Press, 2009),206.
[39] Andhita Dessy Wulansari, *Aplikasi Statistik Parametrik dalam Penelitian,* (Yogyakarta: Pustaka Felicha,2016),45.

f_i = frequency

fk_i = cumulative frequency

$$z = \frac{x - \mu}{\sigma}$$

$D_{tabel} = D_{\alpha(n)}$

Decision:

Reject H_0 if $D_{count} \geq D_{tabel}$

2. Testing Hypothesis

   We use the F-test to evaluate hypotheses that involved multiple parameters.[40]

$$F_0 = \frac{(SSR_r - SSR_{ur})/q}{SSR_{ur}/(n - (k+1))}$$

Notes:

SSR_r = sum of the suared residuals of the restricted model

SSR_{ur} = sum of the suared residuals of the unrestricted model

n = number of observations

k = number of independent variables in the unrestricted model

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[40] Matt Blackwell, *Multiple Hypothesis Testing: The F-test*, 2008, 2.

q   =   number of restrictions (or the number of coefficients being jointly

          tested.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Location

1. Place of the Research

MTs Pembangunan is located approximately 11 miles to the north of Pacitan town and 0,5 miles from the Arjosari district. MTs Pembangunan Kikil is under the auspices of Al Fattah Kikil boarding school. This area includes three levels are MTs Pembangunan, MA Pembangunan and SMK Pembangunan and STAIFA that occupies an area of 10614.76 m2. It location is in the Kikil of Arjosari district Pacitan East Java.

a) The boundaries:

    1) West of the Tremas village

    2) South of the Pagutan village

    3) East of the Gembong village

    4) North of the Jatimalang village

b) Location:

    1) Geographic: Lowland

    2) Potential Areas: Agriculture

    3) Region: Rural

4) Distance to the Capital Center of the Province:> 40 Km

5) Distance to the Capital Center District: 21 - 40 Km

6) Distance to the Capital Center District: 1 - 10 Km

7) Distance to Kanwil Kemenag East Java:> 40 Km

8) Distance to Kanwil Kemenag Regency: 21 - 40 Km

9) Distance to Nearest MTs: 1 - 5 Km

10) Distance to Nearest SMP:> 1 Km[41]

2. **History of MTs Pembangunan Pacitan**

In 1866 there was a boarding school built in Pacitan. The name of boarding school was Al Fattah Islamic Boarding School. This boarding school had a big number of students. It had a good progress and growth and become MTs Pembangunan Pacitan. K.H Ali Murtadlo was a founding father of this institution. He was also the leader of the school (in period of 1866-1906). His leadership characteristic was teaching method adopted from salafi method with bandongan and sorogan system. It learnt about Tafsir Al-Qur'an, Nahwu, Sorof, Fiqh and others.
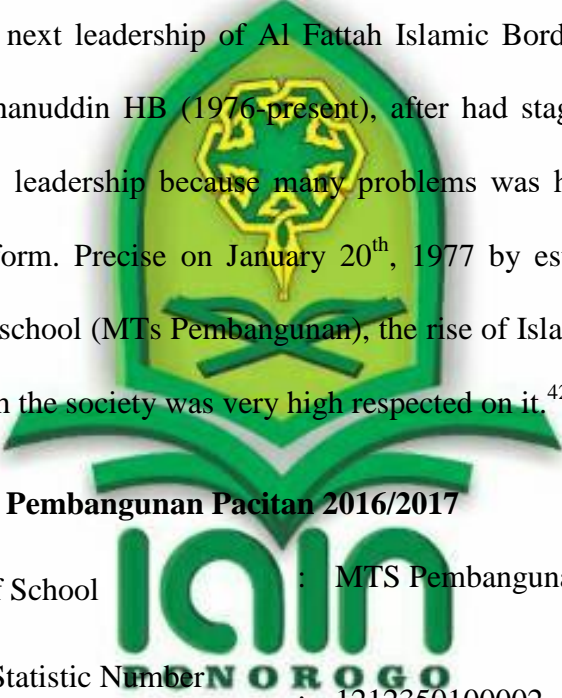
The second period was continued by K.H Hasbulloh (1906-1932) which wasn't much different from the past. In this time, the country political system was ranging; uncertain economic aspect, unstable security, and less conductive condition which resulted the learning system.

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[41]Muhammadun, *Potret Pondok Pesantren Al-Fattah Kikil Arjosari Pacitan Jawa Timur dari Masa ke Masa*, (Pacitan: Al-Fattah Press, 2015), 17.

K.H Bakri Hasbullah was the next leadership (1932-1976) which improved the teaching system from Khalafi to Salafi (classical) system. In that time, there was G.30.S/PKI event in 1965 and added the flood that swept across the entire Pacitan district in 1966. That was destroyed the building of Al-Fattah Kikil Boarding School which resulted on learning process had stagnated.

The next leadership of Al Fattah Islamic Bording School was KH. Moch. Burhanuddin HB (1976-present), after had stagnated on KH. Bakri Hasbullah's leadership because many problems was happened he began a massive reform. Precise on January 20th, 1977 by established the Islamic junior high school (MTs Pembangunan), the rise of Islamic boarding schools began which the society was very high respected on it.[42]

3. **Profil MTs Pembangunan Pacitan 2016/2017**

   a. Name of School : MTS Pembangunan Kikil Pacitan

   b. School Statistic Number (NSM) : 1212350100002

   c. Nation School Main Number (NPSN) : 20584809

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[42]Muhammadun, *Potret Pondok Pesantren Al-Fattah Kikil Arjosari Pacitan Jawa Timur dari Masa ke Masa*, (Pacitan: Al-Fattah Press, 2015), 155.

d. Name of Head Master : H. Hamka Hakim, Lc, M.Hum

e. Date of Establishment : January 20th, 1977

f. Ladder of Accreditation : Accreditation "A"

g. Number of Accreditation : (200/BAP-S-M/SK/X/2016)

October 25th, 2016

h. School Status : Private

i. Name of Foundation : Yayasan Pondok Pesntren Al-Fattah Kikil

Notarial Deed and PPAT Saadiyah Suryandari, S.H., M.Kn (SK Minister of Justice and Human Rights) d. 06 April 2010, No AHU-805.AH.02.01 Year 2010) Decree of Head of National Land Agency R.I Date 21 October 2013, No: 803 / KEP-17.3 / X / 2013

j. Address of Yayasan : Nawangan Street KM. 01 Kikil

Arjosari - Pacitan –East Java

Tlp/faks 0357-631008

http://www.alfattahkikil.net

e-mail:

mts_pembangunan@alfattahkikil.net

k. The Number of Students   :   435

l. The Number of Classes   :   17

m. The Number of Teachers   :   56

n. The Number of   :   6

Administration

o. Address of Madrasah   :

   1. Street   :   Nawangan KM 01

   2. Village   :   Arjosari

   3. Districts   :   Arjosari

   4. District   :   Pacitan

   5. Province   :   East Java

6. Postal Code   :   63581

7. No. Telp/Fax   :   0357-631008 -5100243

4. Vision, Mission and Goals of MTs Pembangunan Pacitan

a. Vision:

READY (SELECTIVE, INTERACTIVE, LARGE KNOWLEDGE)

Vision Indicators:

1. Be able to choose various fields of science.

2. Be able to interact within the community

3. Have a basic character and noble character

4. Have extensive knowledge

b. Mission:

Organizing a quality-oriented education both in knowledge, skills, as well as attitude (attitude, moral) and also social. So as to prepare and develop excellent human resources in the field of science and technology and IMTAQ. While the foundation of the mission of learning activities in MTs Pembangunan, namely:

Digging and developing the potential of students with noble moral base, thinking healthy, logical, selective, and interactive with extensive knowledge insight.

c. AIM:

The purpose of learning activity in MTs Pembangunan Pacitan:

1. The formation of students who are able to choose, sorting the field of science with high discipline.

2. Achieving optimal primary education

3. Usually logical thinking, selective, innovative, interactive in various problems and polite in communicating.

5. Teachers and Officials of MTs Pembangunan Pacitan

Table 4.1

Personal Data of School

No	Personal	Male	Female	total
1	Headmaster	1	-	1
2	Vice Headmaster	3	1	4
3	Teacher of General Subjects	16	17	33
4	Teachers of Counseling Guidance	3	-	3
5	Teachers of Religion	8	6	14
6	Head of Administration	1	-	1
7	Administrations	3	3	6
8	Librarians	-	1	1
9	Laboratory Assistants	-	3	3
10	Extracurricular Instructors	2	-	2
11	Other personal	-	-	-
	Total	37	31	68

6. Students of MTs Pembangunan Pacitan

Table 4.2

The Number of Students
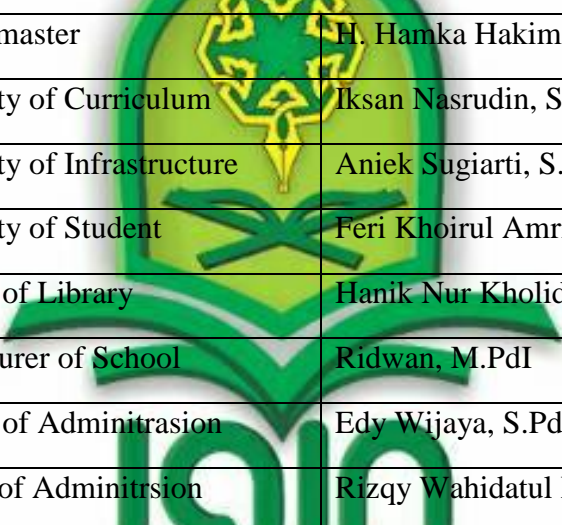
NO	Class	The Number of Students		The number of students in every class
		Male	Female	
1	VII A	11	13	24
2	VII B	17	11	28
3	VII C	11	11	22
4	VII D	12	11	23
5	VII E	16	11	27
6	VII F	9	23	32
	Total	**76**	**80**	**156**
7	VIII A	16	9	25
8	VIII B	19	6	25
9	VIII C	11	13	24
10	VIII D	23	5	28
11	VIII E	6	22	28
	Total	**75**	**55**	**286**
12	IX A	19	16	35
13	IX B	17	13	30
14	IX C	16	13	29
15	IX D	13	15	28

16	IX E	17	10	27
Total		**82**	**67**	**149**
Total Number		**233**	**202**	**435**

7. **The Structure Organization of MTs Pembangunan Pacitan**

Table 4.3

The Stucture Organization

1)	Headmaster	H. Hamka Hakim, Lc.,M.Hum
2)	Deputy of Curriculum	Iksan Nasrudin, S.Pd
3)	Deputy of Infrastructure	Aniek Sugiarti, S.Pd
4)	Deputy of Student	Feri Khoirul Amri
5)	Head of Library	Hanik Nur Kholida, S.Sos I
6)	Treasurer of School	Ridwan, M.PdI
7)	Head of Adminitrasion	Edy Wijaya, S.Pd
8)	Staff of Adminitrsion	Rizqy Wahidatul M, S.PdI

8. **Teachers in MTs Pembangunan**

Table 4.4

Teachers Position and Subject

No	Name of Teacher	Position and Subjects
01	H. Hamka Hakim, Lc.,M.Hum	Headmaster

		Arab Language IX
02	Imam Haromain	Al Qur'an IX
03	Isnaini , S.Pd.I	Fiqh VII, VIII & IX
		Skills IX
04	Aniek Sugiarti, S.Pd	Computer IX
		Guidance TIK VII & IX
05	Wigung Efendi, S.Pd	Social VII , VIII & IX
06	Nurul Aini Jamil,S.Si	Biology VIII & IX
07	Sulistyarini,S.Pd	English VIII & IX
08	Ridwan, M.Pd.I	Al-Qur`an and Hadits VII, VIII & IX
09	Luluk Andriyani,S.Pd	MathVIII , VIII & IX
10	Iksan Nasrudin, S.Pd	Sports VII & IX
11	Edi Wijaya, S.Pd	Indonesia VIII & IX
12	Hanik Nur Kholida, S.Sos I	Aqidah Akhlaq VII, VIII & IX
13	Dwi Wahyudi,S.Pd	Sports
14	Meirina Vika Prasetyowati, S.Pd	Moral IX
15	Ismadi, S.PdI	Art and Culture VII, VIII, & IX
16	Nikmatul Khairiyah, S.Sos I	Arab VII & VIII
17	Sri Wahyuni, S.Pd	Math VIII
18	Siti Nur Rahmah, S.PdI	Al Qur'an VII & VIII
19	Siti Mukhlisoti, S.Pd	Social VII , VII
20	Trina Ambar Fitri, S.KH,S.Pd	Biology VIII
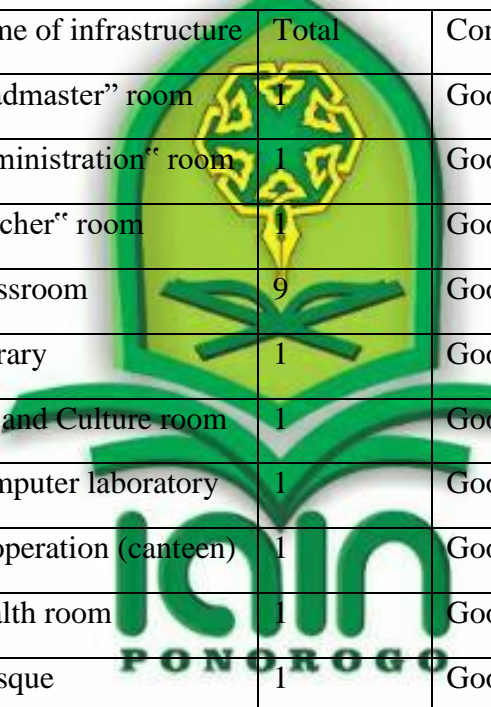
21	Istinaningsih, S.Pd.I	Histiry of Islam VII, VIII & IX
22	Edi Purwanto, S.Pd	Indonesia VII
24	Agus Setiawan, S.Pd.I	Tahfidzul Qur'an VII, VIII & IX
25	Eka Nurul Fitriyani, S.Pd	Cuty
26	Riska Eliana, S.Pd.I	English VII
		Biology VII
27	Khairul Anwar, S.Pd.I	Kitab VIII & IX
28	Rizqy Wakhidatul M, S.Pd.I	Java VII
		Prakarya VIII
29	Arifatul Munfarida, S.Pd	Math VIII
		Moral VIII
30	Feri Khoirul Amri	Prakarya VII
		Indonesia VII, VII
31	Mumammad Toha	Kitab VII
32	Aji Nugroho, S.Pd	Sports VIII
33	Nur Hidayah	Java VIII
34	Eka Fitriyani	Java IX
35	Muhammad Fahrudi, SH	Moral VII

9. The Infrastructure of MTs Pembangunan

In an educational institution, it is necessary to facilitate the infrastructure. It has the important role in school. It is because infrastructure will help the teaching and learning process.

The table below is the list of infrastructure in MTs Pembangunan.
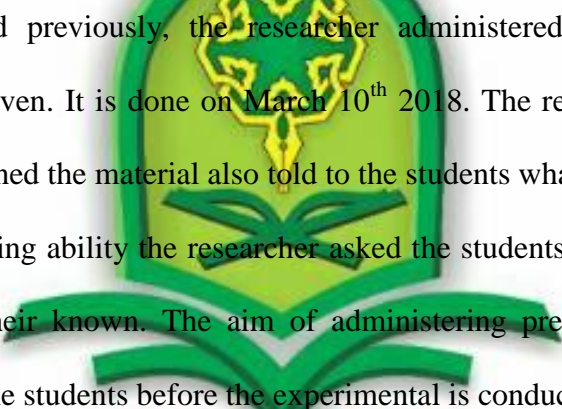
Table 4.5
Infrastructure of MTs Pembangunan

No	Name of infrastructure	Total	Condition
1	Headmaster" room	1	Good
2	Administration" room	1	Good
3	Teacher" room	1	Good
5	Classroom	9	Good
6	Library	1	Good
7	Art and Culture room	1	Good
8	Computer laboratory	1	Good
9	Cooperation (canteen)	1	Good
10	Health room	1	Good
11	Mosque	1	Good
12	Auditorium	1	Good
13	Sport field	1	Good
14	Ceremony field	1	Good

B. Data Description

In this chapter the researcher describes the data obtained from the test of students' speaking skill and also the procedure of direct method. The researcher has one group of Al Fattah English Course class of MTs Pembangunan Pacitan which the researcher gives a test. Those mean, there are pre-test score before using direct method and post-test score after using direct method.

As stated previously, the researcher administered pre-test before the treatment was given. It is done on March 10th 2018. 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 storytelling about the story that their known. The aim of administering pre-test is to get initial information of the students before the experimental is conducted.

After administering the pre-test, the researcher gave the treatment to the students. The treatment was applied on Saturday, March 17th 2018 an on Saturday, March 24th 2018. This researcher applied the treatment of speaking ability by using Direct Method.

Each student has a reading passage in front of the researcher. Then the students are called on one by one and they read the text loudly. After the student finish reading the passage, they are asked in the target language if they have

questions. And then the researcher answers the students' question in the target language. The researcher work with the students on the pronunciation. Then the researcher gives question to the students and the questions and statements are about the students in classroom. The students make up their own questions and statement and direct them to other students in the classroom. Then the researcher instructs the students to turn to an exercise in the lesson which asks them to fill in the blanks. The students read a sentence out loud and supply the missing word as they are reading. The researcher asks the students to take out their notebooks and the researcher gives them a dictation; the passage is about the topic that has been discussed.

After administering the treatment, on March 31th 2018 then the researcher administered post-test. The researcher gave the students some pictures, and then the researcher and students analyze the picture. The students must understood about the picture and must to re tell about the picture in front of the class.

The post-test have been 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.

Moreover, the researcher conducted research in MTs Pembangunan based on the research schedule.

The schedule as follow:

Table 4.6
Research schedule

Date	Activities
February, 22th 2018	Pre-test
February, 27th 2018	1st treatment using direct method
March, 6th 2017	2nd treatment using direct method
March, 13th 2017	3rd treatment using direct method
March, 13th 2017	Post-test

The researcher findings in the research are explained bellow:

1. **The Result of Students' Pre-Test (Before Using Direct Method in AEC Class)**

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

Table 4.7
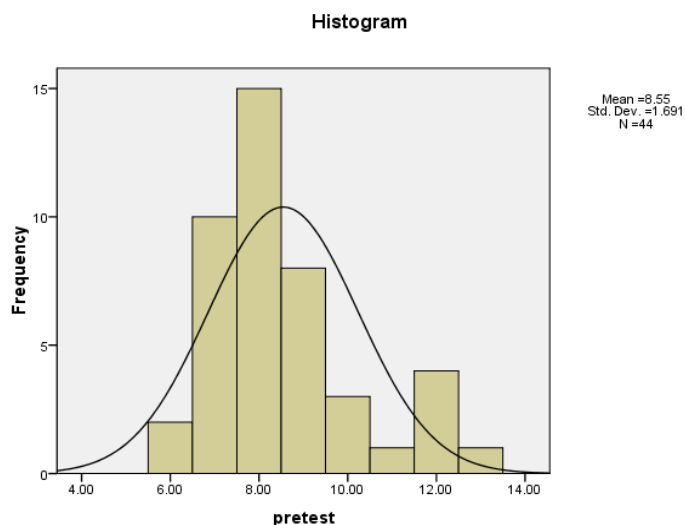
The Score Pre-Test

No	Nama	Score				Total
		Fluency	Accuracy	Content	Pronunciation	
1	Dova Anufro Zarga	3	2	4	3	12
2	Rismawati Puji	3	3	4	2	12

	Lestari				
3	Rahayu Setyaningsih	1	2	4	2	9
4	Laelatul Munawaroh	3	2	3	2	10
5	Diana Nur Avita	2	2	4	1	9
6	Khoirul Hidayatullah	2	2	3	1	8
7	Singgih Prasetyo	3	3	4	2	12
8	Mualifin	1	2	4	1	8
9	Hanif Aulia Rabbani	2	2	3	1	8
10	Nur Aida Astuti	2	1	3	2	8
11	Era Ariska	1	2	4	2	9
12	Nasa Putri Afrianti	1	2	3	2	8
13	Indah Kharisma	2	2	4	2	10
14	Sabila Nur Aisyah Putri	3	3	4	2	12
15	Happy Amanda Putri	2	2	3	2	9
16	Nurma Azzahro	2	1	4	2	9
17	Helvina Rostiana	1	2	4	2	9
18	Cut Natasya	2	1	3	2	8
19	Kartika Cahyani Dewi	1	1	4	2	8
20	Putri Munawaroh	2	2	3	2	9
21	Agustin Salsabila	3	3	4	3	13
22	Uswatun Hasanah	3	2	3	3	11
23	Mutia Marliana	1	1	4	1	7
24	Nabila Ayu Pratiwi	1	2	3	1	7
25	Putri Ayu Lia Safitri	1	1	4	1	7
26	Kholisatunnisa	2	1	3	1	7
27	Mita'ul Farisma	1	2	4	1	8
28	Wakhidah Setyaningsih	2	1	4	1	8

29	Putri Munawaroh	2	2	4	1	9
30	Dyah Andriani	1	1	3	1	6
31	Trizanna Larasati	1	1	4	1	7
32	Dwi Wulandari	1	2	3	1	7
33	Lady Aulia Pangesti	1	1	4	2	8
34	Via Safitri	1	1	3	1	6
35	Elis	1	2	4	1	8
36	Indah Handayani	1	2	3	1	7
37	Adinda Puspitasari	1	2	4	1	8
38	Agustin Salsadila	2	3	3	2	10
39	Feni Fatmawati	1	2	4	1	8
40	Aulia Azizah Muiz	1	2	3	1	7
41	Ashar Hanum Nabhan	2	1	4	1	8
42	Tia Dwiyan Safitri	2	1	3	1	7
43	Apta Armillda A	2	1	4	1	8
44	Habiburrohman	2	1	3	1	7

From the table above, it could be seen that the score of the students taught using direct method was vary. There were 1 student got 13, 4 students got 12, 1 student got 11, 3 students got 10, 8 students got 9, 15 students got 8, 10 students got 7, 2 students got 6. So it, could be concluded that the result of pre-test of the students who are taught by using direct method was moderate. The histogram below showed the score of the pre-test of the students who are taught by using direct method.

Histogram

Mean =8.55
Std. Dev. =1.691
N =44

4.1 The histogram for the pre-test of the students who are taught

by using direct method.

2. **The Result of Students' Post-Test (After Using Direct Method in AEC Class)**

The table below showed the score of the post test of the students who are taught by using direct method.

Table 4.8

Post Test Score

No.	Nama	Score				Total
		Fluency	Accuracy	Content	Pronunciation	
1	Dova Anufro Zarga	3	3	4	4	14
2	Rismawati Puji	3	3	4	2	12

	Lestari					
3	Rahayu Setyaningsih	2	2	3	2	9
4	Laelatul Munawaroh	3	2	4	2	11
5	Diana Nur Avita	2	2	3	2	9
6	Khoirul Hidayatullah	3	2	4	2	11
7	Singgih Prasetyo	4	3	4	2	13
8	Mualifin	2	2	3	2	9
9	Hanif Aulia Rabbani	3	2	4	2	11
10	Nur Aida Astuti	2	2	3	2	9
11	Era Ariska	2	3	4	2	11
12	Nasa Putri Afrianti	3	2	4	2	11
13	Indah Kharisma	3	3	4	2	12
14	Sabila Nur Aisyah Putri	4	4	4	3	15
15	Happy Amanda Putri	3	2	3	2	10
16	Nurma Azzahro	2	2	3	3	10
17	Helvina Rostiana	2	2	4	2	10
18	Cut Natasya	3	2	4	2	11
19	Kartika Cahyani Dewi	2	2	4	2	10
20	Putri Munawaroh	3	2	4	2	11
21	Agustin Salsabila	4	3	4	3	14
22	Uswatun Hasanah	3	4	4	3	14
23	Mutia Marliana	2	2	3	3	10
24	Nabila Ayu Pratiwi	2	2	4	1	9
25	Putri Ayu Lia	2	2	4	2	10

	Safitri					
26	Kholisatunnisa	2	2	4	2	10
27	Mita'ul Farisma	2	2	4	2	10
28	Wakhidah Setyaningsih	2	2	4	2	10
29	Putri Munawaroh	2	2	4	2	10
30	Dyah Andriani	2	3	4	2	11
31	Trizanna Larasati	2	2	4	2	10
32	Dwi Wulandari	2	2	3	2	9
33	Lady Aulia Pangesti	2	2	4	2	10
34	Via Safitri	2	2	3	2	9
35	Elis	2	2	4	2	10
36	Indah Handayani	2	2	4	2	10
37	Adinda Puspitasari	2	2	4	2	10
38	Agustin Salsadila	3	3	3	3	12
39	Feni Fatmawati	3	2	4	2	11
40	Aulia Azizah Muiz	2	2	4	2	10
41	Ashar Hanum Nabhan	2	2	4	2	10
42	Tia Dwiyan Safitri	2	2	4	2	10
43	Apta Armillda A	2	3	4	2	11
44	Habiburrohman	2	2	3	2	9

From the table above, it could be seen that the score of the students taught using direct method was vary. There were 1 student got 15, 3 students got 14, 1 student got 13, 3 students got 12, 10 students got 11, 18 students got 10, 8 students got 9. So it, could be concluded that the result of post-test of the

students who are taught by using direct method was better than pre-test. From the table above, it is seen there is no score under 9. It means that the students mostly successful are doing speaking performance. This is because they get materials from teacher by using direct method before doing the speaking performance.

The table below showed the frequency distribution of the post test of the students who are taught by using direct method.
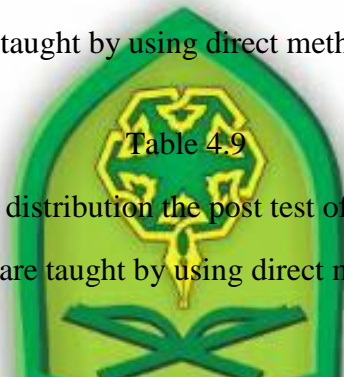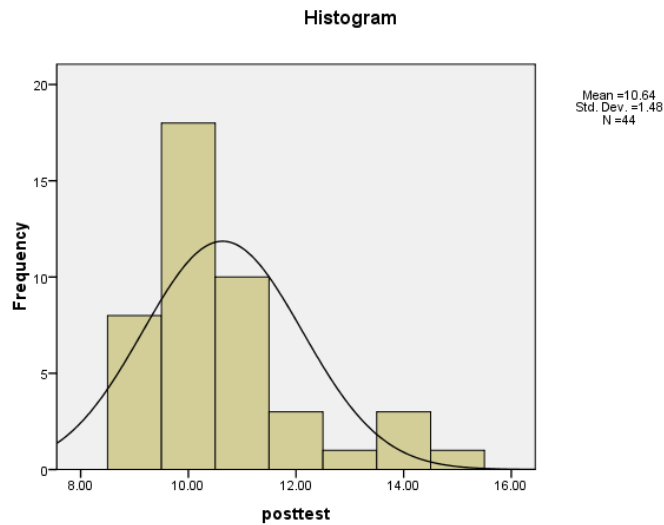
Table 4.9

Frequency distribution the post test of the students

who are taught by using direct method.

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	8	18.2	18.2	18.2
	10	18	40.9	40.9	59.1
	11	10	22.7	22.7	81.8
	12	3	6.8	6.8	88.6
	13	1	2.3	2.3	90.9
	14	3	6.8	6.8	97.7

15	1	2.3	2.3	100.0
Total	44	100.0	100.0	

Histogram

Mean =10.64
Std. Dev. =1.48
N =44

4.2 Histogram for the post test of the students

who are taught using direct method

From the history above, it is stated M = 10,64 and SD = 1,48. To determine the category of speaking skill was good, medium or low thev researcher gruoped scores using the standard as follows:

1) More than M + 1.SD (10,64 + 1,48 = 12,12) is categorized into good.

2) Between M – 1.SD to M + 1.SD (9,16 to 12,12) is categorized into medium.

3) Less than M – 1.SD (10,64 – 1,48 = 9,16) is categorized into low.

It can be seen that the score which are more than 12,12 is consodered good, while the score which are less than 9,16 is categorized into low, and the score between 12,12 to 9,16 is categorized into medium. That categorized can be clearly seen as following:

Table 4.10

The Categorized of the Student who taught using direct method

No.	Score	Frequency	Persents	category
1.	More than 12,12	5	11, 36%	Good
2.	12,12 – 9,16	31	70,45%	Medium
3.	Less than 9,16	8	18,18%	Low
Total		44		

From those table can be seen that the students who are taught using direct method showed that 5 students are categorized into good, 31 students are categorized into medium and 8 students are categorized into low.

C. Data Analysis

1. The Result of Assumption Test

   a. Normality

   Normality test was conducted to known whether the data distribution was normal distribution or not.[43] The hypothesis of the research:

   Ho : the data was not normal distribution

   Ha : the data was normal distribution

   The table below showed the normality of data and calculation of the students post test who are taught by using direct method.

   Table 4.11

   Normality of Data and Calculation of the Students

   Post Test Who are Taught by Using Direct Method

   One-Sample Kolmogorov-Smirnov Test

		VAR00001
N		44
Normal Parameters[a]	Mean	10.6364
	Std. Deviation	1.47996
Most Extreme Differences	Absolute	.257
	Positive	.257

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[43]Retno Widyaningrum, Statistik (Ponorogo: STAIN Ponorogo Press, 2009), 206.

	Negative	-.152
Kolmogorov-Smirnov Z		1.707
Asymp. Sig. (2-tailed)		.006
a. Test distribution is Normal.		

Based on the table 4.6 above, the researcher concluded that the data of the students post-test who are taught by using direct method is normally distributed, because the value statistic is upper than Kolmogorov-Smirnov table (0,30 > 0,05). The table below showed the normality of data and calculation of the students post-test who are not taught by using direct method.

2. The result of Test Hypothesis

a. The analysis of the students' speaking skill is better after using direct method than those before taught by using direct method in AEC class of MTs Pembangunan Pacitan in academic year 2017/2018.

b. Determining Hypothesis

1) Ho (Null Hypothesis)

There are no differences between the students' speaking skill before and after taught by using direct method in AEC class of MTs Pembangunan Pacitan in academic year 2017/2018.

2) Ha (Alternative Hypothesis

There are differences between the students' speaking skill before and after taught by using direct method in AEC class of MTs Pembangunan Pacitan in academic year 2017/2018.

c. Determining differences between the students' speaking skill before and after taught by using direct method. This table was to calculate and determine of "t" test.

Table 4.12

Paired Samples Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	p1	10.64	44	1.480	.223
	p2	8.55	44	1.691	.255

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	p1 & p2	44	.797	.000

Paired Samples Test

	Paired Differences							Sig. (2-tailed)
			Std. Error Mean	95% Confidence Interval of the Difference		t	df	
	Mean	Std. Deviation		Lower	Upper			
Pair 1 p1 - p2	2.091	1.030	.155	1.778	2.404	13.463	43	.000

To interpret data, can do with test the hypothesis below:

Ha: There are differences between the students' speaking skill before and after taught by using direct method in AEC class of MTs Pembangunan Pacitan in academic year 2017/2018.

The test result, t = 13,463, with df = 43, on level significant 5% following to the table value "t" show 2, 00. Then t account more than t-table (13,463 > 2, 00). It can be concluded that the students taught using direct method get a better score in speaking then the students who are not taught using direct method.
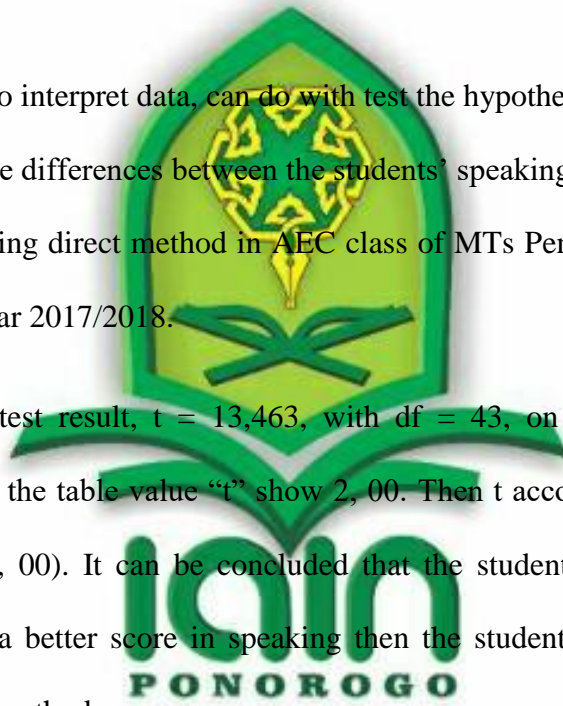
CHAPTER V

CLOSING

A. Conclusion

Based on the research problem and data analysis, the researcher draws the conclusion of this research as follows:

There is a significant difference on students' speaking ascore before and after taught using direct method to the AEC class of MTs Pembangunan Pacitan in academic year 2017/2018. It based on the data analysis where the result of t test is 13,463, with df = 43, on level significant 5% following to the table value "t" show 2, 00.Then t account more than t-table (13,463 > 2, 00). It means that t-test is higher than t-table. So, Ha is accepted and Ho is rejected.

In other word, direct method was effective in improving students' speaking ability at the Al Fattah English Course class of MTs Pembangunan Pacitan in academic year 2017/2018.

B. Recommendations

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

1. For the Teacher

   a. It will be better for teacher to use direct method as a method in teaching speaking, because it can make the students more understand about the materials.

   b. In learning process, the teacher should use an interesting method or media because it makes the students learn English more exited.

   c. The use of various method is suggested to make the students more encourge to improve the teaching learning process.

2. For the Students

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

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

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

3. To other researcher

   a. Refer to the result of the research, the direct method is effective to increase the students speaking ability. Hereby, it is expected that the result of the study make the English teacher use an appropriate teaching method of direct method on increasing students speaking competence.

b. The researcher would like to suggest to other researcher, the result of the study can be use as additional reference to further research with the different sample and occasions.

4. For the School

Refer to the research of result, school should give more attention to using direct method, in teaching speaking, because it is proved that direct method has posstivie correlation with students speaking skill.

5. For Parents

Parents should give more support to their childern to study hard in English lesson especially in speaking.

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