

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

This research was conducted by applying quasi-experimental design. This has two groups separated in this research design namely the experimental group and control group. This research made a research instrument in the form of an oral test in one to two minutes. This research was divided into two tests namely pre-test and post-test, while the pre-test was given before the treatment and meanwhile the post-test was given after the treatment. In this research, the researcher gave the treatment to the students in the experiment class by Direct Method meanwhile for the control group without Direct Method.

4.1.1 Description of Data

Table 4.1 Description of Data

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	22	52	72	60.91	6.039
Post-Test Experiment	22	60	96	81.82	8.528
Pre-Test Control	22	40	68	56.55	7.513
Post-Test Control	22	60	80	67.64	6.161
Valid N (listwise)	22				

Based on the table 4.1 shows that the calculation data before the Direct Method was applied, the score of speaking in experimental class was 60.91 and after Direct Method was applied in experimental class the students' score was 81.82. Meanwhile, in control class the students' pre-test score was 56.55 and students' post-test score was 67.64. It can be concluded that the Direct Method is very influential in improving students' speaking skills.

4.2 Analysis and Research Result

4.2.1 Normality Test

In order to test the research Hypothesis, the data must be normally distributed and homogeneous so that a normality test can be carried out first. The normality test is carried out from the Pre Test using the test Kolmogorov-Smirnov which the calculation is calculated using SPSS- 23 with a significant

$\alpha = 0.05$ in order to find out whether the data is normally distributed or not.

Table 4.2 shows the results of the normality test for the Experiment class and the Control class.

Table 4.2 Normality Test

Class		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statisti c	df	Sig.	Statisti c	df	Sig.
Result of Influences Direct Method in Speaking	PreTest	.167	22	.110	.926	22	.103
	Experiment						
	PostTest	.175	22	.079	.933	22	.139
	Experiment						
	PreTest Control	.112	22	.200*	.962	22	.526
	PostTest Control	.165	22	.122	.905	22	.037

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the data above, the significance value for the data pre-test and posttest obtained from the Experiment class and Control class is greater than (0.05), indicating that the research data obtained is normally distributed. It can be stated the data of experimental and control groups are much less than the calculation Lilliefors table. The result of the data pre-test in the experimental group is 0.110 while the data of the control group is 0.079 and the result of the data post-test in experimental group 0.200 while the data of control group 0.122. It can be concluded that the whole data used in this research were normal.

4.2.2 Homogeneity Test

After doing the normality test, the researcher did the homogeneity test that would be calculated by using SPSS to test the similarity of both experimental and control class. The researcher used the Levene statistic test to calculate the homogeneity test. The data would be homogenous if the result of the data calculation is higher than 0.05 the result as follows.

Table 4.3 Homogeneity Test
Test of Homogeneity of Variance

		Levene	df1	df2	Sig.
		Statistic			
Result of Influences	Based on Mean	1.186	3	84	.320
Direct Method in Speaking	Based on Median	1.015	3	84	.390
	Based on Median and with adjusted df	1.015	3	74.647	.391
	Based on trimmed mean	1.121	3	84	.345

The data shows that the significance of post-test in experimental and controlled classes is 0.320. That result indicates that it is higher than 0.05 which means that both experimental and controlled classes have the same variances and they are homogenous.

4.3 Hypothesis Test

To test the Hypothesis used the t test which shows the partial effect of each independent variable on the dependent variable. Statistical t test can be seen from the table below:

Table 4.4 Hypothesis T-test

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Speaking Direct Method	Post-Test Experiment Class	22	81.82	8.528	1.818
	Post-Test Control Class	22	67.64	6.161	1.314

Based on the table 4.4, it was found that there was a significant difference between experimental class and controlled class. It can be seen from the group statistics which presents the mean (M) of gained score of experimental class is 81.82 while the mean (M) of gained score in controlled class is 67.64. Thus, statistically descriptive it can be concluded that there is a difference in the average student learning outcomes between experimental class and control class. Furthermore, to prove whether the difference is significant or not, we must interpret the following independent test output below:

Table 4.5 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking Direct Method	Equal variances assumed	2.093	.155	6.323	42	.000	14.182	2.243	9.655	18.708
	Equal variances not assumed			6.323	38.227	.000	14.182	2.243	9.642	18.722

Based on the output table "Independent Samples Test" in the "Equal variances assumed" section, it is known that the value of Sig. (2-tailed) of $0.000 < 0.05$, then as a basis for decision making in the independent sample t-test it can be concluded that H_0 is rejected and H_a is accepted. Thus it can be concluded that there is a significant difference between the average student learning outcomes in Experiment Class and Control Class.

The last calculation was testing the hypothesis. This was the crucial calculation to answer the problem formulation of this research to investigate the results of speaking ability that has been achieved by students after studying by using the Direct Method at SMP Swasta Islam An-Nizam. So, the conclusion as follows:

- H_a : There is a significant difference in student's speaking ability between students who are taught by Direct Method and students who are taught without applying Direct Method.
- H_0 : There is no significant difference in student's speaking ability between students who are taught by applying Direct Method and students who are taught without applying Direct Method.

Then, the criteria of the hypothesis test as follows:

1. H_a accepted if $t\text{-count} > T \text{ table}$ or if the $\text{Sig. (2-tailed)} < 0.05$
2. H_o accepted if $t\text{-count} < T \text{ table}$ or if the $\text{Sig. (2-tailed)} > 0.05$.

Based on the t-test counting of post-test in experimental and controlled classes, it was found that the $t\text{-count} = 6.323 > T \text{ table} = 2.018$ and the Sig. (2-tailed) is $0.000 < 0.05$. To summarize, it can be drawn that $t\text{-count} > T \text{ table}$ and the $\text{Sig. (2-tailed)} < 0.05$. Therefore, the H_a is accepted which means the Direct Method is effective on the students' ability in speaking skill.

4.4 Discussion

Based on the analysis data in IX grade students at SMP Swasta Islam An-Nizam there is a significant results of speaking ability that have been achieved by students after studying by using the Direct Method. The result of the data from the test divided pre-test and post-test. The students who were taught by using Direct Method had a higher score than the students who were taught without Direct Method. Before the Direct Method was applied, the score of speaking in experimental class was 60.91 and after Direct Method was applied in experimental class the students' score was 81.82. Meanwhile, in control class the students' pre-test score was 56.55 and students' post-test score was 67.64. This proves that applying the Direct Method to students can improve speaking skills.

Based on the Larsen (2000), stated that no translation permitted in the Direct Method. The argument is consistent with the findings of studies on student speaking ability. Students are incredibly engaged and eager about their studies. Furthermore, this broadens the scope of students' knowledge. In addition, applying the Direct Method, as Larsen (2000) states, makes students feel satisfied with their English speaking ability because media employ in the teaching and learning process more active and makes students more interactive. In addition, Richard (2000) says that using the Direct Method encourages teachers to ask students to recognize the target language further. This is completely consistent with the findings of the investigation. After using the Direct Method of learning, there is a considerable improvement in speaking skills. Moreover, because the teacher has applied this Direct Method to talk in front of others, students will

instinctively follow what the teacher says to develop their ability to speak English. Besides Students frequently attempt the discussion, particularly on themes that have been taught in the classroom. The control group was not given direct methods. As a result, students did not have the opportunity to practice and improve their speaking abilities outside of the classroom while receiving feedback from the teacher.

According to Patel (2008), utilizing visual media such as pictures to increase students' speaking abilities is a very important strategy to improve their speaking skills. This is consistent with the findings of studies undertaken by researchers. Students' speaking abilities improve and their passion for studying and information expands at a quick pace. After applying the Direct Method using pictures, as emphasized by Patel (2008), students can use English orally, and their mistakes when speaking English are quite reduced.

This study is similarly with the findings of Sitorus (2017), who found a highly substantial difference with 40 samples obtained at the university level. Before the treatment, the student's score was 58.75, and after the treatment, the student's score increased to 75.00. There is a considerable difference in the difference at approximately 16.25. According to this study, the student score before treatment was 60.91, while the student score after treatment was 81.82. It can conclude that the research increasing speaking ability by using Direct Method. This research is similarly with Larsen (2008) stated that the Direct Method can motivate the students in teaching and learning process.

There is also a similarly discrepancy in the high school study undertaken by Aslamiah (2020) and Hafriana (2019). Aslamiah (2020) performed research based on the findings of her research. The researcher did research based on the outcomes of interviews with instructors and students in her research. Despite using diverse research approaches, the outcomes of these studies are not significantly different from the results of this study, which achieved significant results. While Hafriana (2019) research used a pre-experimental design with one pre-post-test design. The average pre-test score was 46.53, but after treatment, the average post-test value increased to 73.61. Meanwhile, in this study, the student score before treatment was 60.91, while the student score after treatment was 81.82. Likewise Patel,

(2008) stated that this Direct Method is increasing the students' speaking ability because students are used to speaking orally. The students learn how to use the language spontaneously and orally, linking meaning with the target language through the use of realia, pictures, or pantomime that to increase output from students is by direct method.

Meanwhile, my study is different with Lestari (2018) and Useng (2017) at the junior high school level where the curriculum is based on KTSP has also performed research. Both investigations employed a semi-experimental design with two courses. The Direct Method was utilized in the experimental class, whereas the Grammar Translation Method was employed in the control class. According to the findings of the two researchers, the Grammar Translation Method is more helpful in enhancing students' skills. This research finding is also different with Richard (2020), because there is no a considerable improvement in speaking skills. In contrast to this research, the Direct Method is likewise extremely effective in enhancing students speaking abilities.

Based on the explanation above, the researcher concluded that the using Direct Method had a significant effect on student's speaking ability at SMP Swasta Islam An-Nizam. Because, after using the Direct Method, students may speak English orally even when speaking with other friends. The students are also more confident with their English-speaking skills. Besides that, the Direct Method also motivates students to improve their speaking skills. When the Direct Method is used with media, students become more engaged, active, and participated in the teaching and learning process. After the completion of the investigation, the students' speaking skills before being taught using the Direct Method were classified as average. Meanwhile, when the research concluded, the students' speaking skills after being taught using the Direct Method were rated as excellent. It shows that there is a significant variance in students speaking ability before and after direct instruction at the SMP Swasta Islam An-Nizam.