



**THE EFFECT OF DIRECT METHOD
ON THE STUDENTS' SPEAKING ABILITY
AT GRADE VIII MTsN BATANG ANGKOLA**

A THESIS

*Submitted to the State Institute For Islamic Studies Padangsidimpuan as a Partial
Fulfillment of the Requirement For the Degree of Education Scholar (S.Pd)
in English Program*

Written By :

EKA ELIYANTI
Reg. No. 13 340 0081

ENGLISH EDUCATION DEPARTEMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2017



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ADVISOR I

Rayfahmi
Rayendriani Fahmei Lubis, M.Ag.
NIP.19710510 200003 2 001

ADVISOR II

Zainuddin
Zainuddin, S.S., M.Hum.
NIP. 19760610 200801 1 016

ENGLISH EDUCATION DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017

Term : Thesis
a.n. **EKA ELIYANTI**
Item : 7 (seven) examplars

Padangsidempuan, October 2017
To:
**Dean Tarbiyah and Teacher
Training Faculty**
In-
Padangsidempuan

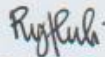
Assalamu'alaikumwr.wb.

After reading, studying, and giving advice for necessary revision on the thesis belongs to **EKA ELIYANTI**, entitled "**The Effect of Direct Method on the Students' Speaking Ability at Grade VIII MTsN Batang Angkola**" We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikumwr.wb.

Advisor I



Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

Advisor II



Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : EKA ELIYANTI
Registration Number : 13 340 0081
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The title of the Thesis : **THE EFFECT OF DIRECT METHOD ON THE STUDENTS' SPEAKING ABILITY AT GRADE VIII MTsN BATANG ANGKOLA**

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Padangsidempuan, October 2017
Declaration Maker


EKA ELIYANTI
Reg. 13 340 0081

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FOR ACADEMIC CAVITY**

As academic cavity of the State Institute for Islamic Studies Padangsidempuan, the name who signed here:

Name : EKA ELIYANTI
Nim : 13 340 0081
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3
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
EKA ELIYANTI
Reg. 13 340 0081

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name : EKA ELIYANTI
Reg. Number : 13 340 0081
Faculty/Department : Tarbiyah dan Teacher Training/ English Education Department
Thesis : **THE EFFECT OF DIRECT METHOD ON THE STUDENTS' SPEAKING ABILITY AT GRADE VIII MTsN BATANG ANGKOLA**

Chief


Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001


Secretary


Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Members


Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001


Zainuddin, S.S.,M.Hum
NIP. 19760610 200801 1 016


Hamka, M.Hum
NIP.19840815 200912 1 005


Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Proposed:

Place : Padangsidempuan
Date : November, 14th 2017
Time : 14.30 until finish
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RELIGION MINISTRY INDONESIAN REPUBLIC
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733
Padangsidimpuan

LEGALIZATION

Thesis : THE EFFECT OF DIRECT METHOD ON THE
STUDENTS' SPEAKING ABILITY AT
GRADE VIII MTsN BATANG ANGKOLA

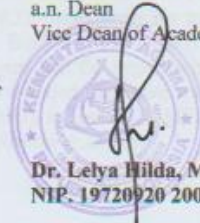
Written By : EKA ELIYANTI

Reg. No : 13 340 0081

The Thesis had been accepted as a partial fulfillment of the Requirement
for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, November 2017

a.n. Dean
Vice Dean of Academic Fields



Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

ABSTRACT

Name : Eka Eliyanti
Register Number : 13 340 0081
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education (TBI-3)
The Title of the Thesis : The Effect of Direct on the Students' Speaking Ability at Grade VIII MTsN Batang Angkola

This research is focused on the effect of direct method toward students' speaking ability at grade VIII MTsN Batang Angkola. The problems of this research were most of students had low in speaking ability. The students liked to use native language (Mandailing language), students were shy to speak English especially in front of class, students were lack of vocabulary, and the problem did come from students but also come from the teacher. The teacher did not use various techniques in teaching learning process and the teacher also did not use English as a media instruction. So, the students felt less to speak English. The aim of this research was to find out the effect of direct method on the student' speaking ability at grade VIII MTsN Batang Angkola.

This research has been done by experimental research, the population of this research was at grade VIII MTsN Batang Angkola. The total of population was five classes consist of 194 students. Then, the sample of this research was divide two classes, the first experimental class (VIII-1) and the second control class (VIII-2), they were consist of 75 students. To collect the data, the researcher used test for measuring speaking ability. To analysis the data the researcher used formulation of t-test.

Based on the result of the research, the researcher found that the result of experimental class was higher that control class. Mean score for experimental and control class in pre-test was ($60.58 > 59.2$), mean score for experimental class and control class in post-test ($72.6 > 60.58$). Beside it, the score of the t_{count} for pre-test was bigger than t_{table} ($5.31 > 2.00$). It means that the hypothesis alternative (H_a) was accepted and H_0 is rejected. So, it was concluded that there was significant effect of direct method on the students speaking ability at grade VIII MTsN Batang Angkola.

Keywords: Direct Method and Students' Speaking Ability.

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This thesis is presented to the English Education Department of the State Institute for Islamic Studies (IAIN) Padangsidempuan as a Partial Fulfillment of the Requirement of the Degree of Graduate of Islamic Education (S.Pd.).

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Finally, I realize that there must be some weakness in this thesis. There for, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan,
The Researcher

October 2017

EKA ELIYANTI
NIM. 13 340 0081

TABLE OF CONTENTS

INSIDE TITLE PAGE	i
LEGALIZATION ADVISORS SHEET	ii
AGREEMENT ADVISORS SHEET	iii
DECLARATION OF SELF THESIS COMPLETION	iv
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY	v
SCHOLAR MUNAQOSYAH EXAMINATION	vi
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY	vii
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDIXES	xvi

CHAPTER I: INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem.....	6
C. Limitation of the Problem	6
D. Formulation of the Problem.....	6
E. Objective of the Research.....	7
F. Significances of the Reserch.....	7
G. Definition of Operational Variables.....	8
H. Outline of Thesis	9

CHAPTER II : THEORETICAL DESCRIPTION

A. Theoretical Review	11
1. Speaking Ability.....	11
a. Definition of Speaking	11
b. Kinds of Speaking	13
c. Purpose of Speaking	13
d. Principles of Speaking	14
e. Speaking Difficulties.....	
f. Test of Speaking Ability.....	
2. Direct Method	17
a. Definition of Direct Method.....	17
b. Characteristic of Direct Method.....	19
c. Principles of Direct Method.....	20
d. Techniques of Direct Method.....	
e. Procedures of Direct Method	21

f. Advantages and Disadvantages of Direct Method	23
3. Conventional Method	24
a. Definition of Conventional Method	24
b. Classification of Conventional Method	25
c. Steps of Lecturer Method.....	
d. Principles of Conventional Method.....	
B. Review of Related Findings.....	25
C. Conceptual Framework	26
D. Hypothesis	28

CHAPTER III: RESEARCH METHODOLOGY

A. Place and Time of the Research	29
B. Research Design	29
C. Population and Sample	31
D. Instrument of Collecting Data	35
E. The Procedures of the Research.....	38
F. Technique of Data Analyzing	40

CHAPTER IV: RESULT OF RESEARCH

A. Data Description.....	43
1. Description of Data Before Using Direct Method	43
2. Description of Data After Using Direct Method.....	48
3. Comparison Score of Pre-test and Post-test.....	54
a. Comparison Score of Pre-test and Post-Test in Experimental	54
b. Comparison Score of Pre-Test and Post-test in Control Class.....	56
c. Comparison Score of Post-Test in Experimental and Control Class.	
B. Data Analysis	59
1. Requirement Test	59
2. Hypothesis Test	61
C. Discussion	63
D. Threat of the Research.....	

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	65
B. Suggestion	66

REFERENCES

APPENDIXES

CURRICULUM VITAE

LIST OF TABLES

		Page
Table 1	Research Design	34
Table 2	Experimental and Control Class	34
Table 3	The Population of the Grade VIII Students' MTsN Batang Angkola	35
Table 4	The Sample of the Research	35
Table 5	The Indicators of Speaking.....	38
Table 6	The Weighting Table Indicators of Speaking.....	41
Table 7	The Pre-test Score for Experimental Class	47
Table 8	Frequency Distribution of Experimental class (Pre-test).....	47
Table 9	The Pre-test Score for Control Class	49
Table 10	Frequency Distribution of Control Class (Pre-test).....	50
Table 11	The Post-test Score for Experimental Class	52
Table 12	Frequency Distribution of Experimental class (Post-test)	52
Table 13	The Post-test Score for Control Class	54
Table 14	Frequency Distribution of Control Class (Post-test).....	55
Table 15	Comparison Score of Pre-test and post-test in Experimental Class..	57
Table 16	Comparison Score of Pre-test and post-test in Control Class.....	59
Table 17	Comparison Score of Post-test in Experimental and..... Control Class.....	61
Table 18	Normality and Homogeneity in Pre-Test	63

Table 19	Normality and Homogeneity in Post-Test.....	65
Table 20	Result of T-test	66

LIST OF FIGURES

	Page
Figure 1 : Histogram Score Result of the Students Speaking Ability for Experimental Class in Pre-Test.....	48
Figure 2 : Histogram Score Result of the Students' Speaking Ability for Control Class in Pre-test	51
Figure 3 : Histogram Score Result of Students' Speaking Ability for Experimental in Post-Test.....	53
Figure 4 : Histogram Score Result of Students' Speaking Ability for Control Class in Post-Test	56
Figure 5 : Histogram of Comparison Score of Students' Speaking Ability in Pre-Test and Post-Test (Experimental Class).....	58
Figure 6 : Histogram of Comparison Score of Students' Speaking Ability in Pre-test and Post-test (Control Class).....	60
Figure 7 : Histogram Result between Experimental and Control Class for Post-Test.....	63

LIST OF APPENDIXES

- Appendix 1 : RPP of Experimental Class
- Appendix 2 : RPP of Control Class
- Appendix 3 : Instrument for Pre-Test Experimental and Control Class
- Appendix 4 : Instrument for Post-Test Experimental and Control Class
- Appendix 5 : Score of Experimental Class and Control Class on Pre-Test
- Appendix 6 : Score of Experimental and Control Class on Post-Test
- Appendix 7 : Result of Normality Test In Pre-Test
- Appendix 8 : Result of Normality in Post-Test
- Appendix 9 : Homogeneity Test (Pre-Test)
- Appendix 10 : Homogeneity Test (Post-Test)
- Appendix 11 : T-test of the Both Averages in Pre-Test
- Appendix 12 : T-test of the Both Averages in Post-Test
- Appendix 13 : Chi-Square Table
- Appendix 14 : Z-Table
- Appendix 15 : Percentage Points of the t Distribution
- Appendix 16 : Photo Research

CHAPTER I

INTRODUCTION

A. Background of the Problem

Human being needs each other. Language is a social phenomenon. It means language is a set of convention of communicative signal used by human for communication in community. As a social culture, human needs to communicate with language as a means of communication with other people. Language is used by people to express and receive some information, message and emotion.

One of the languages that have a significant influence of language is English. English is the most widely spoken language now. English is a one of the languages in the world that becomes international language. It is also the main language when people communicate with others, from different nation with different cultures and habits. Indonesian practices and uses English, especially to face the globalization era. It is used in many aspects of international relationship: people use English for business, technology, and even in education interaction.

English consists of four basic skills that students must master; they are speaking, writing, reading and listening. The first skill is speaking, it controls to learn and to develop of an individual's personality. The second is writing, it is a partial representation unit of language expression. This is the chief means by which thought, ideas and knowledge are preserved. The third is reading, it is to grasp language patterns from their written representation. The fourth is listening; though listening, we build knowledge by taking in new information.

Language skill have four skills (speaking, writing, reading and listening), speaking seem intuitively the most important. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is a process of communication between speaker and listener. People put thought feeling into words, sharing about perceptions and the speaker telling about something to another people until they understand. The purpose of the speaking is as informative, invitational, distortional and actuation.

Mastering speaking is not easy. Although English has been taught since the students were at elementary school, they studied speaking, writing, reading and listening. The skills were taught in different strategies. The main problem faced by the students when they speak is the difficulty in composing the words or sentences. When they are speaking, they are constantly estimated the listener, the knowledge and assumption.

The fact in the field, when I observed in MTsN Batang Angkola, Kecamatan Sayur Matinggi, especially at the grade VIII some students faced difficulties in speaking. There are difficulties students in speaking. First, students liked to use their native language (Mandailing language) more than English language in teaching learning process. Students only use mandailing language with other especially with his friend and never used English. Second, students were shy to speak English in speaking class because they were afraid false in pronounce the words or sentences, especially in front of the class. Third, the students were lack vocabulary, so they are hard to speak English. Finally, students are not active in class because less motivation. Some students also stated that studying English is very difficult to understand, because English is not our language

and when I ask them about what is the favourite subject, only some of them like with English subject.

The problem did not only come from students' self, but also comes from other. It is can come from teacher, because teacher is supposed to be a model for his/her students by having a good knowledge about learning process as the basic of the teaching and learning activity. How can the students be able to speak English, while the teacher does not use English as media of instruction. They teach also English did not use various techniques until the students are lazy and bored to study English, especially when they study speaking. In this problem must be solved by teacher with change strategies or method in teaching learning process, so that the students more enjoy studying English and do not feel boring. Here, the teacher must use other strategies or method to motivate students in speaking English. The students are just taught language competency such structure and grammar without application in real life.

Furthermore, looking for difficulties which are found by students, it can be influenced by many factors, such as: teaching method, intelligence, motivation, interest, grammar mastery, personality of the teacher, environment, facility of the students, society, library, family.

The low of speaking ability above must be solved. There are some methods can be applied to make students active speaking in class. Such as, communicative language teaching, task based language teaching, direct method, problem based learning, describing picture technique, talking chips technique, discussion technique.

Basically, there are many efforts that teachers have done in speaking, such as: prepare teaching materials, gives motivation. But, the result is still not effective.

Therefore, the researcher will use a method which may be help students to solve the problem, namely *direct method*.

Direct method is a method of teaching foreign language for the ultimate goal of communication, where the teacher avoided to use students' native language (mother tongue), and only used the target language. It means that no translation is allowed.¹ The teacher will use target language as simple as possible. The teacher also provides some tricks to attract the students, so they do not feel bored in studying English using the direct method. To avoid misunderstanding of the information given, they use some ways as well as: they are gesture, pictures and charts. Probably the students do not have confidence and sometimes make errors, here the teacher will correct it directly so that the students realize and fix it.

The direct method will make students usually speak English, because The Direct Method also sees that the four skills: speaking, listening, reading and writing reinforce another but oral communication is seen basic. So that the students will follow what the teacher say. Based on the background, the researcher is interested to conducted experimental research. The researcher also wanted to know effect of direct method on the students' speaking ability at grade VIII MTsN Batang Angkola.

B. Identification of the Problem

Based on the background, the researcher finds some problems of the research. The problems are: first, students like to use native language (Mandailing language). Second, students are shy to speak English especially in front of class. Third, the students are lack of vocabulary. Problem did not only come from students self, but also come from the

¹ Freeman Diane Larsen. *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000) p.23

teacher. The teacher did not use various techniques in teaching learning process and the teacher also did not use English as media of instruction.

C. Limitation of the Problem

Based on identification of the problem above, the researcher limited the problem on the fourth problems; the English teacher must be innovation such as conducting an approach, strategies, method and media that can make students were interested in learning speaking. Then, the problem in speaking was solved by doing method, it is direct method. It was focused on grammar, accent, vocabulary, comprehension and fluency with the topics; “hobby, actor, subject, social media and holiday”.

D. Formulation of the Problem

Based on the background of the problem above, the researcher formulates the problem as follows:

1. How is the students’ speaking ability before using direct method at the grade VIII MTsN Batang Angkola?
2. How is the students’ speaking ability after using direct method at the grade VIII MTsN Batang Angkola?
3. Is there any significant effect of direct method on students’ ability in speaking at the grade VIII MTsN Batang Angkola?

E. Objectives of the Research

1. To know the students’ speaking ability at the grade VIII MTsN Batang Angkola.

2. To know the students' speaking ability using direct method at the grade VIII MTsN Batang Angkola.
3. To know whether there is or not any significant effect of direct method on the students' ability in speaking at the grade VIII MTsN Batang Angkola.

F. Significances of the Research

The significances of the research are:

- a. Head master, to encourage English teachers to teach English best.
- b. The English teachers, to improve the quality of teaching English speaking.
- c. Researchers, to do further related to the research.

G. Definition of operational variable

To avoid misunderstanding of researcher and reader in the title of the problem, researcher will give the definition from above background of operational variables as the follows:

1. Direct Method (variable x)

The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed *directly* in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.² So, the direct method only used English in teaching learning process.

2. Speaking (variable y)

Speaking is the process of building and sharing meaning though in verbal and symbol of varieties in context.

²Ibid,.....,p.23

H. The Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consists of many sub chapters with detail as follows:

Chapter one discusses about introduction, consist of background of the problem, identification of the problem, limitation of the research, formulation of the problem, objectives of the research, significances of the research, definition of the operational variables, and outline of the thesis.

Chapter two discusses about theoretical description, which explains about speaking, direct method, review of related finding, framework of thinking, and hypothesis.

Chapter three discusses about the methodology of research consist of : place and time of the research, research design, population and sample, the instrument of data collecting, the procedures of research and technique of data analysing.

Chapter four discusses about the result of the research and data analysing consist of description of data before using direct method, description data after using direct method, hypothesis testing, discussion and threats of the research.

Chapter five discusses about the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Review

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are as follows:

1. Speaking ability

a. Definition of speaking

Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is crucial part of second language learning and teaching. For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorizations of dialogues.

David Nunan states speaking is the productive aural/oral skill. It is consists of producing systematic verbal utterances to convey meaning.¹According to Kathleen speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”. It is “often spontaneous, open-ended, and evolving”, but it is not completely unpredictable. Speaking is such as a fundamental human behaviour that we don’t stop to analyse it unless

¹David Nunan, *Practical English Language Teaching*, (Singapore: Mc. Graw Hill,2003), p.48.

there is something noticeable about it.² So, speaking is a process that producing and receiving meaning.

Michael says, “speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and effectiveness of a test-takers’ listening skill, which necessarily compromises the reliability and validity of an oral production test.”³ Henry Guntur Tarigan says, “Berbicara adalah kemampuan mengucapkan bunyi-bunyi artikulasi, atau kata-kata untuk mengekspresikan, mengatakan serta menyampaikan pikiran, gagasan dan perasaan. (Speaking is the ability to pronounce sound articulation of word to express, to declare and to deliver idea, feeling or sense, as a large of this limitation we can say in speaking.”⁴ Based on the above explanation, the researcher defines that speaking is an activity through ordinary face to face, interaction between speaker and listener through expression, feeling, idea and sense. By doing direct interactive between the speaker with the listener can understand what they talk.

²Kathleen M.Bailey, *Practical English Language Teaching* 1st Edition (New York: The McGraw-Hill Company), p.52

³J. Michael, *Authentic Assessment for English Language Learners* (USA: Addison-Wesley Publishing Company, 1996), p. 140.

⁴Henry Guntur Tarigan. *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p.15

b. Kinds of Speaking

Some kinds of speaking that we teach for communication with other. According to Douglas Brown, there are types of spoken language:

1. *Imitative*. At the end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
2. *Intensive*. A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; translation up to the simple sentence level.
3. *Responsive*. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments and the like.
4. *Interactive*. The difference between responsive and interactive speaking in the length and complexity of the interaction, which sometimes includes multiple exchanges and/ or multiple participants.
5. *Extensive* (monologue). Extensive oral production tasks includes speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from

listener is either highly limited (perhaps to non-verbal responses) or ruled out altogether.⁵

In addition, according to Nunan there are two types of oral language:

1. Monologue.

Monologue is when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption the stream of speech will go on whether or not the hearer comprehends.

2. Dialogue

Dialogues is involve two or more speaker s and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).⁶

Based on define the researcher concluded that there is a kinds of speaking can be used in teaching learning process.

c. Purpose of Speaking

Purpose of speaking not only for communicate with other but also for producing and receiving meaning. There are purposes of speaking:

⁵Brown, H Douglas. *Principles of Language Learning and Teaching*, New Jersey: Prentice Hall, 2000, p 141-142.

⁶Brown, H Douglas, *Teaching Principles (An Interactive Approach Language Pedagogy)*. New Jersey: Prentice Hall, 2000. p 358

- 1) Informative speaking, seeks to inform. Its goal is the listener understanding something what the speaker understand about the subject what speaker talks and to get information.
- 2) Invitational speaking is hence an invitation to listeners in agreement or evaluation of some sort. When we speak to persuade, we attempt to get listeners to take a point of view that they would not have done otherwise.
- 3) Dispotional speaking is more persuasive that it seeks to gain agreement on an attitude, value or belief. This can be very difficult thing to do because it is recreating identity.
- 4) Actuation speaking seeks to get people to act, to perform in some way. May be when the speaker speak is need to act to get understand between the speaker and the listener. Actuation speaking can be considered to be ultimate in persuasive speaking.⁷

In addition, the purpose of speaking is:

- 1) To inform

This is about helping audience members acquire information that they do not already process,

- 2) To persuade

When we speak to persuade, we attempt to get listener to embrace a point of view or to adopt a behaviour that they would not have done otherwise.

- 3) To entertain

⁷Isaiah, Purpose of Speaking, accessed at November 10 2016 retrieved on 19:30 am
<http://www.changingminds.org/techniques/speaking/preparingpresentation/purpose-speaking.htm>

Whereas informative and persuasive speech making is focused on the end result of the speech process entertainment speaking is focused on the theme and occasion of the speech.⁸

Based on explanation above the researcher define that there are some of purposes of speaking and all of the purpose is to get information from the speaker.

d. The principles of speaking

As a speaker, people must know what the principles of speaking. Nunan stated there are five principles that teacher aware in teaching speaking, they are:

- 1) Be aware of the differences between second language and foreign language learning context.
- 2) Give students practices with both fluency and accuracy.
- 3) Provide opportunities for students to talk by using group work and limiting teacher talk.
- 4) Plan speaking task that involve negotiation for meaning.
- 5) Design classroom activities involve guidance and practice in both transactional and interactional speaking.⁹

In addition, there are principles of speaking:

- 1) Perception: stop trying to be a great speaker.
People want to listen to someone who is interesting, relaxed, and comfortable. In the daily conversations we have spoken every day, we have no problem being ourselves.

⁸Jeffry Beall, General Purposes of accessed at 24 April 2017 retrieved on 20:30 am, <http://open.lib.umn.edu/publicspeaking/chapter/6-1-general-purposes-of-speaking/>

⁹David Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill,2003), p.54-

- 2) **Perfection:** when you make a mistake, no one cares but you. Even the speaker will make a mistake at some point. But just keep in your mind that your mistake is notice for you.
- 3) **Visualization:** if you can see it, you can speak it.
Winner in all aspect of life have this in common: they practice visualization to achieve their goals.
- 4) **Discipline:** practice make perfectly good.
Your goal is not to be a perfect speaker. There is no such thing. Your goal is to be an effective speaker. Like anything else in life, it takes practice over and over.
- 5) **Description:** make it personal.
Whatever the topic, audiences respond best when speakers personalize their communication. Take every opportunity to put a face on the facts of your presentation.
- 6) **Anticipation:** always leave'em wanting more.
Always make your presentation just a little wrong and anticipated.¹⁰

From the explanation above there are principles in teaching speaking. So, the teacher can follow the principles to make students more active in teaching learning process. Teacher also can make teaching learning process more interest.

e. Speaking Difficulties

Each people have some difficulties in speaking. According to Brown Doughlas there are eight characteristics makes speaking difficulties:

- 1) **Clustering**
Fluent speech is phrasal, not word by word. Learners can organizes their output both cognitively and physically (in breath group) through such clustering.

¹⁰Richard Zeoli, Seven Principles of Effectives Public Speaking, retrieved from <http://www.ammanet.org/training/articles/Seven-Principles-of-Effective-Public-Speaking.aspx> accessed at November 11 2016 on 11:30 pm.

2) Redundancy

The speaker has opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced form

Contractions, elisions, reduced vowels, etc. All from special problems in teaching spoken English (see below, section on pronunciation).

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

5) Colloquial language

Make sure your students are reasonably well acquainted with the words and idioms and phrases of colloquial language and those they get practice in producing these form.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery.

7) Stress, rhythm and intonation

This is the more important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation pattern convey important message.

8) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity conversational negotiation.¹¹

¹¹ Brown, H Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (United States of American : Inc: San Fransisco States University, 1994),p.256.

f. Test of English Speaking

According to Arthur Hughes there are five categories to measure speaking skills¹² such as: accent, grammar, vocabulary, fluency and comprehend.

1) Accent

The term accent is used to refer to speech of someone who speaks a language non-natively. For example a French person speaking English is described as having a French accent.¹³

2) Grammar

Grammar is a system of rules governing the conventional arrangement and relationship of words in sentence.

3) Vocabulary

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
- c) Choice of word sometime inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.
- d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation.

¹²Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p.112

¹³Ibid., p. 256.

- f) Vocabulary apparently as accurate and extensive as that of a native speaker.¹⁴

4) Fluency

Fluency is the features which give speech the qualities of being natural and normal, including native-like use pausing, rhythm, intonation, stress, rate of speaking, and use of interjection and interruptions.

In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

- a) The ability to produce written and/or spoken language with ease.
- b) The ability to speak with a good but not necessarily perfect command of intonation, vocabulary and grammar.
- c) The ability to communicate ideas effectively.
- d) The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.¹⁵

5) Comprehension

Hornby states that: “comprehension is the mind’s act or power of understanding”.

Comprehension can be identified looks like this:

- a) Understand too little for the simplest types of conversation.
- b) Understands only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing.
- c) Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.
- d) Understand quite well normal educated speech when engaged in a dialogue but require occasional repetition and rephrasing.

¹⁴Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p.112

¹⁵Jack C.Richard, Richard Schmidt, *Dictionary of Language Teaching & Applied Linguistic*. (New York: Longman, 2002, p. 204.

- e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.
- f) Understand everything in both formal and colloquial speech to be accepted of an educated native speaker.¹⁶

So, the evaluation of speaking is to know how far the teacher teach speaking, is success or not. And to measure how far students' speaking ability in class.

2. Direct method in Teaching

a. Definition of Direct Method

The direct method is a method of language teaching associated with Francois Gouin and Charles Berlitz. The method came about as much needed replacement for the Grammar Translation Method.¹⁷ According to Freeman “the direct method has one very basic rule: no translation is allowed”. In fact, the direct method receives its name from the fact that meaning is to be conveyed *directly* in the target language through the use of demonstration and visual aids, with no resource to the students' native language.¹⁸ So, the direct method is a method using target language directly.

¹⁶A. S Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), p.234

¹⁷Bambang Setiyadi, *Teaching English As a Foreign Language*. (Yogyakarta, Graha Ilmu, 2006), p.52

¹⁸Freeman Diane Larsen, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p.23

In addition, according to Brown “the method would include lots of oral interaction, spontaneous use of the language, no translation between first and second language and little or no analysis of grammatical rules.¹⁹ The Direct Method also sees that the four skills: speaking, listening, reading and writing reinforce another but oral communication is seen basic. Language is primarily spoken, not written, reading and writing may be given from the start but they are given after the students practice using the language orally.²⁰

Based on definition above it can be defined direct method is the method is used in teaching a language by using the target language without going through the translation to native language.

b. Characteristics of Direct Method

There are characteristics of direct method:

- 1) The teacher introduces a new target language word or phrase, he demonstrates it's meaning through the use of realia, picture, or pantomime; he never translates it into the students' native language.
- 2) Students speak in the target language a great deal and communicate as if they were in real situation.
- 3) Grammar is taught inductively; that is, the students are presented with examples. An explicit rule may never be given.
- 4) Students practice vocabulary by using new words in complete sentences.²¹

¹⁹H. Douglas Brown, *Teaching By Principles*, (New Jersey: Englewood Cliffs, 1994), P.61.

²⁰Bambang Setiyadi, *Teaching English As a Foreign Language*. (Yogyakarta, Graha Ilmu, 2006), p.52

²¹Freeman Diane Larsen. *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000) , p.29.

Based on explanation about characteristics above the researcher define that direct method must use target language in teaching learning process, because direct method make students usually with English in teaching learning process.

c. Principles of direct method

Some of principle of direct method that is followed for using direct method. Richards and Rodges summarizes the principles of direct method:

- 1) Classroom instruction was conducted exclusively in the target language
- 2) Only everyday vocabulary and sentences were taught.
- 3) Oral communication skills were built up in carefully traded progression organized around question-and-answer exchanges between teacher and students in small, intensive classes.
- 4) Grammar was taught inductively.
- 5) New teaching points were taught through modelling and practice.
- 6) Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
- 7) Both speech and listening comprehension were taught.
- 8) Correct pronunciation and grammar were emphasized.²²

Based on explanation above, many principles in learning speaking, but the purpose of the expert is same. Principles can be used by teacher to avoid misunderstanding in teaching speaking ability in the

²²Jack C Richard, Theodore S. Rogers, *Approaches and Methods in Language Teaching, a Description Analysis*. (New York: Cambridge University Press, 2001), p.9-10.

classroom. Therefore, the teacher should know the principles in teaching, especially speaking.

d. Techniques of direct method

There are some techniques that is used in teaching learning process English using direct method. According to Larsen Freeman that there are eight techniques of direct method:

1) Reading aloud

Students take turn reading sections of a passage, play or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, example or other means to make the meaning of the section clear.

2) Question and answer exercise

This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they are practice new words and grammatical rules. They have the opportunity to ask question as well as answer them.

3) Getting students to self-correct

The teacher the class have the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied. There are, however, other ways of getting students to self-correct. For example, a teacher might simply repeat what a student has just said; using a question voice to signal to the students that something was wrong with it. Another possibility is for the teacher to repeat what the students said, stopping just before error. The students know that the next word was wrong.

4) Conversation practice

The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly. In the class observed, the teacher asked individual students question about themselves. The question contained a particular grammar structure. Later, the students were able to ask each other their own question using the same grammatical structure.

5) Fill in the blank exercise

The students would have induced the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

6) Dictation

The teacher reads the passage three times. The first time the teacher reads it at normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.

7) Map drawing

The class included one example of a technique used to give students listening comprehension practice. The students were given a map with the geographical features unnamed.

8) Paragraph writing

The teacher in this class asked the students to write paragraph in their own words on the major geographical features of the United States. They could have done this from memory, or they could have used the reading passage in the lesson as a model.²³

Based on explanation about the technique of direct method, researcher define that the techniques of direct method can be chosen by teacher to make students active in using target language in teaching learning process.

e. Procedure of direct method

Some of procedures of direct method will be applied in teaching learning process speaking. According to Bambang Setiyadi the procedure in direct method are:

- 1) Each student has a reading passage in front of him/her.

²³Freeman Diane Larsen. *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p.23

- 2) The students are called on one by one and they read the text loudly.
- 3) After the students finish reading the passage, they are asked in the target language if they have question.
- 4) The teacher answers the students' question in the target language.
- 5) The teacher works with the students of the pronunciation.
- 6) The teacher gives questions to the students and the question and statements are about the students in the classroom.
- 7) The students make up their own questions and statements and direct them to other students in the classroom.
- 8) The teacher instructs the students to turn to an exercise in the lesson which ask them to fill in the blanks.
- 9) The students read sentence out loud and supply the missing word as they are reading.
- 10) The teacher asks the students to take out their notebooks and he/she gives them dictation; the passage is about the topic that has been discussed.²⁴

Based on quotation above, there are some procedures of applying direct method in the classroom have different activities. It can be looked from the procedures that direct method is also to make teacher and students active in learning process in the classroom, especially in learning speaking.

f. Advantages and Disadvantages Direct Method

Some of advantages and disadvantages that got from the direct method. According to M.E.S. Elizabeth Digumarti Bhaskara, advantages of direct method are:

- 1) This method lays more emphasis on oral work. That ensures good pronunciation to the learners.

²⁴Bambang Setiyadi, *Teaching English As a Foreign Language*. (Yogyakarta, Graha Ilmu, 2006), p.10

- 2) For teaching idioms of English, this method is more suitable.
- 3) There is direct bond between thought and expression. So it helps the learner to have fluency in speech. It helps the students to have good command over the language.
- 4) Psychologically, this method is very sound because the teacher proceeds from particular to general and from concrete to abstract.
- 5) It makes the teaching of English easy and pleasant.
- 6) It helps the teacher and the learner to cover up more syllabuses in less time.²⁵

There are disadvantages of direct method:

- 1) The weakness in the direct method is its assumption that second language can be learnt in exactly the same way as a first, when in fact the condition under which a second language is learnt are very different.
- 2) Teaching and learning process will be passive if the teacher cannot motivate the students to participate the class discussion.
- 3) It is hard to apply in Indonesia since several teachers in speaking English.²⁶

Based on explanation about advantages and disadvantages of direct method the researcher define that direct method will make students more active in teaching learning process, because students will be enjoy in teaching learning process with advantages of direct method.

²⁵M.E.S.Elizabeth and Digumarti Bhaskara, *Method of Teaching English*. (New Delhi Discovery Publishing House, 2007), <http://www.respository.uinjkt.ac.id.dspace.bitstream.html> accessed at April 2017 retrieved on 20:30 am.

²⁶*Ibid.*, M.E.S.Elizabeth and Digumarti Bhaskara

3. Conventional Method

a. Definition of Conventional Method

Conventional or traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor and decision maker they regard students as having 'knowledge holes' that need to be filled with information.²⁷ According to Hudson that "conventional method is a method that used by the teachers based on mutual agreement in a school."²⁸ In addition, it uses traditional way in teaching and learning process. In short the traditional teacher views that it is the teacher that causes learning to occur.

b. Classification of Conventional Method

As we know that there are many kinds of teaching method that can be applied by teacher. One of the teaching methods is conventional or traditional method. Conventional method can be divided in some kinds. They are: lecturer method, guided discussion, demonstration

²⁷Belias Dimitrios 2013 Traditional Teaching Method..(Outline).Vol 9. No. 28 (<http://olam.Ed.edu/epaa>), retrieved on 06 April, 2017.

²⁸Hudson. .(Outline).(http://www.conventional-strategy/topic/54372-strategy), retrieved on 06 April 2017

and “cookbook” lab.²⁹ But the most traditional in teaching method especially in MTsN Batang Angkola is Lecturer method.

Lecturer method is traditional method because this method had been use long since is as an oral communication tool between teacher and students in interaction educative. Moreover in educative and traditional teaching it is like in rural that have weakness in learning facilities and teacher.³⁰ According to Abu Ahmadi, there are some the strength and weakness of this method.

1) The Strength

- a) In short time teacher is able to convoy the material as many as possible.
- b) The organization of class is simpler, it is not important to group of students like other method.
- c) Teacher is as lecturer goes through good, so it can make the spirit and creative.
- d) Flexible.

2) The Weakness

- a) Teacher is difficult to know the student’s comprehension with the material had been given.
- b) Sometimes teacher wants to convoy the material as many as possible until it is characteristic of pump.
- c) Students are passive.
- d) If teacher do not pay attention the students’ aspect psychology, may be the lecturer will be boring.³¹

So, it can definition that the strangeness of this method is teacher has a Freeh and in organizing the time allocate and facilities of

²⁹Tracey Garret, *Students-Centered and Teacher-Centered Classroom Management: A case Study of Three Elementary Teachers*// retrieved on June 15, 2017 at 04:00 am

³⁰Ibid.,p.53

³¹Abu Ahmadi and Joko Tri Prasetya. *Strategy Belajar Mengajar* (Bandung: CV Pustaka Setia,2005). p.55-56

learning that done for finishing demand of syllabus whereas the weakness of this method is that students is looking passive when they follow the learning process. The interactions of learning reflect a one direction communication. Students are depend at the material what presented by teacher. So the teacher' ability in learning is just demand a material what taught in syllabus.

c. The Steps of Lecturer Method

There are some steps of lecturer method generally:

- 1) Preparation (create the learning condition to students)
- 2) Implementation (teacher convoys the material then give opportunity to students for connecting and comparing the material of lecture that had accepted through catechizing)
- 3) Evaluation (give a test to students for looking students' comprehension about material that had learned).³²

There are some steps of lecturer method in MTsN Batang Angkola:

- 1) Explain the subject matter
- 2) Identify the difficult word
- 3) Ordering the students translate in target language.
- 4) Ordering the students to memorize.

d. The Principle of Conventional Teaching

³²Syaiful Bahri Djamarh, *Strategy Belajar Mengajar*, (Jakarta: PT. Asdi Mahasatya, 2006), p.99

There are some principles of teaching conventional that to be approach, it can be applied in teaching process.

- 1) There is not theory that formulated to discuss the learning activity in traditional education system.
- 2) Motivation is based of punishment, reward of prize and rivalry
- 3) Study with memorizing and save the information without inscription
- 4) The behavioural psychology has the clear significant
- 5) The cognitive psychology does not give the significant
- 6) In general, the learning process in traditional education system is not generated by the certain theory.³³

From explanation above, the conventional method is traditional teaching method that often applied by the teacher. One of conventional teaching is lecturer method which a teaching style that is used for conveying information about some subject. The researcher define that conventional method is the way that is used by the teachers in teaching a material based on the agreement of the teacher at school.

B. Review of Related Finding

This research is not as beginner in this title but there is the researcher had researched before which relevant with title, the researcher found some researches have done by other person, below:

The first is Fitriyanti, she concluded that there is the effect of using direct method, where the mean score is 81.15, it was bigger than control class

³³Adnan unnm.PendidikanTradisional,(<https://www.scribd.com/doc/45067367/Pendidikan-Tradisional#scribd>). retrieved on 06 April 2017

(81.15 > 65) and proven with t_{count} was higher than t_{table} (3.35 > 2.000). So, the implication of direct method is better than conventional strategy.³⁴

Secondly, Jejen Jaenuddin, He concluded of his research there was a significant teaching using direct method at the second grade of SMPN Kuta Waluya Karawang.³⁵

Third, Nur Hamida Siregar, She conclude of her research there was a significant of effect to students' speaking ability in speaking report text by using discussion method.³⁶ Fourth, Wendy Hendry, She concluded of her research there was a significant of effect to students' speaking ability by using direct method.³⁷

Finally, Aprida Yanti Hutabarat She concluded of her research there was significant of effect to students speaking ability using interactive technique in SMA Muhammadiyah 15 Sibolga.³⁸

In conclusion, from the description above, the researcher concluded that many techniques or method can increase the students' speaking skill. So,

³⁴Fitriyanti, The Effect of Using Direct Method on Students' Vocabulary Mastery at Grade VIII SMP 5 Padangsidempuan (Unpublished Thesis), Padangsidempuan:STAIN, 2015.

³⁵Jejen Jaenuddin, Teaching Speaking Using Direct Method at the Second Grade of SMPN 2 Kuta Waluya Karawang, siliwangi Bandung: STKIP, 2012 retrieved from <http://publikasi.stkipsiliwangi.ac.id.2012/10.teaching.speaking.using.direct.method>, accessed on 28 October 2017 20:am

³⁶Nur Hamida Siregar, The Effect Using of Discussion Method on Students' Speaking Ability in Speaking Report Text a Study at the Eleventh Grade Students of MAN 1 Padangsidempuan,(Unpublished Thesis) Padangsidempuan:STAIN, 2015.

³⁷Wendy Hendry, The Effect of Using Direct Method on Students' Speaking Ability at the First Year of Islamic Senior High School Darun Nadhah Thawalib Bangkinang District of Bangkinang Seberang Regency of Kampar, (Pekanbaru: Universitas Sultan Syarif Kasim Riau, 2010) retrieved from <https://the.effect.on.students'.speaking.ability-using-direct-method>) accessed on 26 October 2017

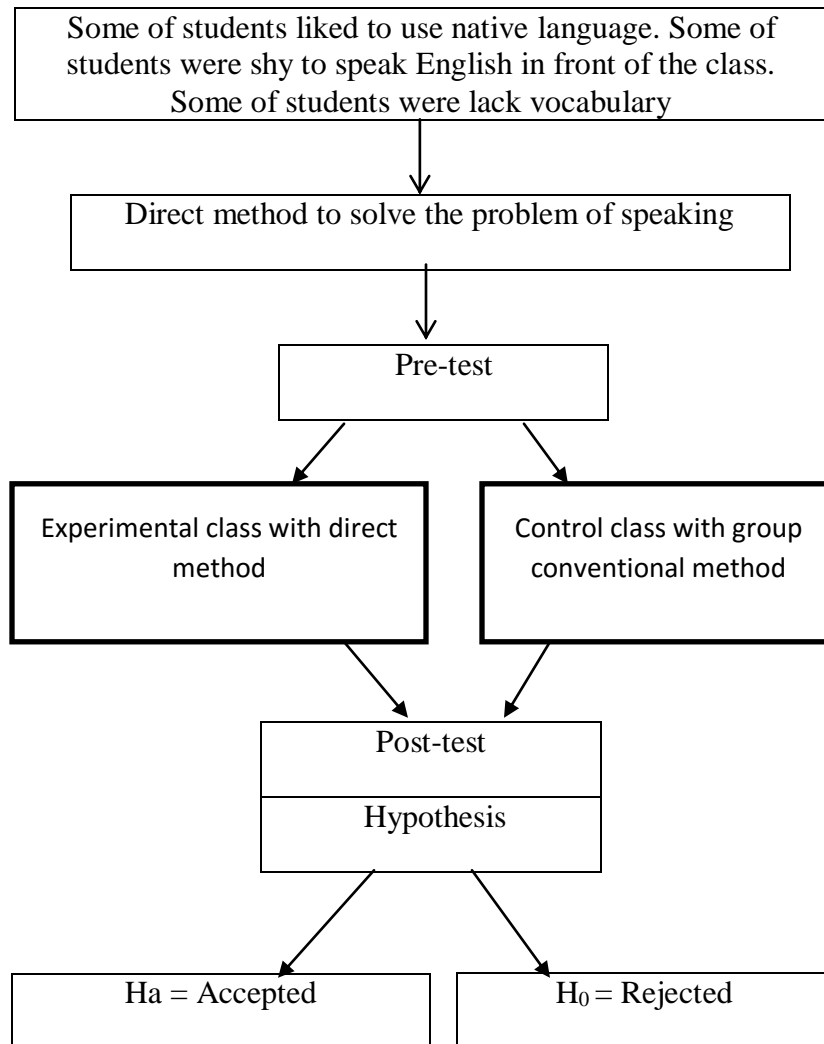
³⁸Aprida Yanti Hutabarat, The Effect of Interactive Teachnique to Students' Speaking Ability study in SMA Muhammadiyah 15 Sibolga, (Unpublished Thesis) Padangsidempuan:STAIN, 2014.

the researcher hoped that the direct method could increase the students' speaking skill. And the researcher interested to make the research about "The Effect of Direct Method towards Students' Speaking Ability at Grade VIII MTsN Batang Angkola".

C. Conceptual Framework

In speaking, there is process of communication between speaker and listener, speaking is a process in which speaker express his idea, thought, opinions, perceptions. It is necessary to find a way in teaching speaking in order to improve students' speaking skill and purposed to get communication well. Having good fluently in speaking make students' and teacher work together in the class. So, the purpose of teaching English can be reached.

Direct method is one of many ways in improving students' ability. Direct method is considered to be effective way of teaching speaking because it enables the students to communicate effectively and give them many chances to practice target language. The effect of direct method on teaching speaking can be seen as picture follow:



Picture 1: The picture about the process of direct method.

From the pictures above, direct method is a method that must be used by teacher in teaching speaking to improve students' speaking. Direct is a method that coherent for teacher and students. Teacher must be mastered the method of direct, that is why, teacher must teach speaking by using direct method.

In addition, students must use direct method in speaking to get speak fluency and direct method gave the important function in teaching speaking.

Based on description above, using direct method should be seen as suitable method in teaching speaking and to develop understanding of students in speaking. Direct method gave maximum control for teacher to teach speaking with large and small classes, to convey the students' interest in speaking subject through direct and this method can motivate the interest of the students to speak English well.

D. Hypothesis

In quantitative studies, a hypothesis is prediction of the research result. The researcher holds about the relationship among variables.³⁹ The researcher has hypothesis of this study that “There is the significant effect of direct method on the students' speaking ability at grade VIII MTsN Batang Angkola”.

³⁹John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches-Second Edition* (USA: Sage Publication inc, 2003, p.108)

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

1. Place of the Research

This research has been done in MTsN Batang Angkola. It is located at JL. Mandailing KM. 23,5. Desa Tolang Julu, Kec. Sayurmatinggi, Kab. Tapanuli Selatan. The subject of the research was at the grade VIII students of MTsN Batang Angkola 2016-2017 academic years.

2. Time of the Research

The process of the research was held from October 2016 until October 2017.

B. Research Design

The design of this research was quantitative design in experimental research. The experimental research is a form of variable analysis to know the difference between two group data or more. There were experimental class and control class. The experimental class is received the treatment by direct method. While the control class is the class that received the treatment by conventional method. The researcher will design as the following;

Table 1
Research Design

Group		Treatment	
A. Experimental Class	Pre-test	Teaching by using direct method	Post-test
B. Control Class	Pre-test	Teaching by using teacher method (conventional method)	Post-test

In this research, researcher gave the pre-test before give the treatment and gave the post-test after give the treatment to experimental class and control class. It can be seen from the following table:

Table 2
Experimental and control class

Class	Pre-test	Treatment	Post-test
Experimental class	√	√	√
Control class	√	x	√

C. Population and Sample

1. Population

Based on the information from a teacher that the students in MTsN Batang Angkola, Population of the research consists of 5 classes with 190 students. It can be seen from the table follow:

Table 3
Number Population
The population of the grade VIII students' MTsN Batang Angkola

NO.	Class	Number
1.	VIII-1	39 persons
2.	VIII-2	36 persons
3.	VIII-3	37 persons
4.	VIII-4	38 persons
5.	VIII-5	39 persons
Total Population		190 Persons

2. Sample

The population in this research is big enough, so it was needed to be classified into classes or groups. So, sample is the part of population that is chosen as respondent of the research. The researcher chose VIII-1 consist of 39 students and VIII-2 consist of 36 students. So, the total samples of the research are 75 students. They are experimental class and control class. So that, one class is an experimental class and the other is control class.

Table 4
The Sample of Students MTsN Batang Angkola

No	Class	Number
1	Experimental Class VIII-1	39
2	Control Class VIII-2	36
	Total	75

To determine appropriate sample of population is tested with Normality and Homogeneity test.

a) Normality test

In normality test, the data can be tested with Chi-quadrade:¹

$$x^2 = \sum \left(\frac{f_0 - f_b}{f_h} \right)^2$$

Where :

x^2 = Chi-quadrade

f_0 = Frequency is gotten from the sample is image/result of observation (questioner)

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate result of Chi-quadrade, it was used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk = k-3). If result $x^2_{\text{count}} < x^2_{\text{table}}$.

b) Homogeneity

Homogeneity test is used to find homogeneity of the variances of each class. If the both of classes are same, it is can be called homogeneous. To test it, researcher use formula as follow:²

$$F = \frac{\text{the biggest variant}}{\text{thesmallest variant}}$$

¹Mardalis, *Metode Penelitian: suatu pendekatan proposal* (Jakarta: Bumi Aksara,2003), p.85

²*ibid.*, p.250

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

Hypothesis is rejected if $F \leq F_{1/2} \alpha(n_1 - 1)$, while if $F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator was $(n_1 - 1)$, while dk deminator is $(n_2 - 1)$.

After comparing the normality and homogeneity test of the third classes in pre-test, the researcher found that all the classes were homogenous and the normal classes are VIII-1 and VIII-2 while VIII-3 is not normal. So the researcher concluded that VIII-1 and VIII-2 were sample of this research.

D. The instrument of Data Collecting

The instrument that had been used in this research is speaking test. There are some testing speaking, like: verbal essay, oral presentation, interview, interaction tasks, conversation, discussion, reading aloud and so on. To make my research more effectively, so the researcher choose oral presentation as my test instrument in this research, because it is suitable with conversation practice technique. Test is a method of measuring a person's ability, knowledge, or performance in a given domain.

A test is a first method; it is an instrument a set of techniques, procedures, or items that requires performance on the part of the test taker.

Second, a test must measure. Some tests measure general ability while others focus on very specific competencies or objectives. Finally a test measures a given domain. In this case of a proficiency test, even though the actual performance on the test involves only a sampling skills that domain is overall proficiency in a language-general competence in all skill of a language.

To know students' speaking skill improved, there were some criterions that must be considered. Arthur Hughes formulates that there are five elements should be measured in speaking test, namely, accent, grammar, vocabulary, fluency and performance. There are the indicators of speaking³ as stated in the table below:

³³Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), 111.

Table 5
The Indicators of Speaking

	The Indicators of Speaking	Point
1.	Accent : a. Pronunciation frequently unintelligible. b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. c. "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary. d. Marked "Foreign Accent" and occasional mispronunciations, which do not interfere with understanding. e. No conspicuous mispronunciations, but would not be taken for a native speaker. f. Native pronouciation with no trace of "foreign accent".	 0 1 2 2 3 4
2.	Grammar : a. Grammar almost entirely inaccurate phrases. b. Constant errors showing of very few major patterns and frequently preventing communication. c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. e. Few errors showing, with no pattern of failure. f. No more than two errors during the interview.	 6 12 18 24 30 36

3.	<p>Vocabulary</p> <ul style="list-style-type: none"> a. Vocabulary inadequate for even the simplest conversation. 4 b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family). 8 c. Choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 12 d. Professional vocabulary adequate discusses special interest; general vocabulary permits discussion on any non-technical subject with some circumlocution. 16 e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. 20 f. Vocabulary apparently as accurate and extensive as that of an educated native speaker. 24 	
4.	<p>Fluency :</p> <ul style="list-style-type: none"> a. Speech is no halting and fragmentary that conversation is virtually impossible. 2 b. Speech is very slow and uneven except for short or routine sentences. 4 c. Speech is frequently hesitant and jerky; sentence may be left uncompleted. 6 d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 8 e. Speech is effortless and smooth, but perceptibly non-native in speech and evenness. 10 f. Speech on all professional and general topics as effortless as a native speaker. 12 	
5.	<p>Comprehension :</p> <ul style="list-style-type: none"> a. Understand too little for the simplest types of conversation 4 b. Understand only slow, very simple speech or 8 	

	common social and touristic topics; requires constant repetition and rephrasing.	
	c. Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.	12
	d. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.	15
	e. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.	19
	f. Understand everything in both formal and colloquial speech to be expected of an educated native speaker.	24
Total		100

Table 6
The Weighting Table Indicators of Speaking

The indicators	Weighting table						Score
	1	2	3	4	5	6	
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	24
						Total

E. The Procedures of Research

In completing the data, the researcher continued to the next step. The next step was collecting the data. The function of data collecting is to determine the result of the research in collecting, the researcher used some steps. They were pre-test, treatment, and post-test.

a. Pre-test

The pre-test was conducted to find out the homogeneity of the sample. The function of the pre-test was to find the mean scores of direct and conventional teaching before the writer gave treatment. In this case, the writer hoped that the whole students' speaking ability was same, or if there was a difference was hopefully not significant.

b. Treatment

The experimental group and the control group were given same material, which was consisted of communication aspects that will be taught by the teacher in different ways. The experimental group was given treatment, it was taught by using direct method and the control group was taught by the conventional method.

c. Post-test

After giving treatment, both of the classes again are given the final test in order to measure their speaking achievement. This test is used for investigating the difference of speaking achievement between the

group direct class and control class. Index which is resulted after t-test will determine the admission or the rejection of the hypotheses.

F. Technique of Data Analysing

The technique of data collection in this research was test technique. The test technique used to look the students' speaking ability on the class VIII (experimental and control class) at MTsN Batang Angkola.

Telling about the test, Suharsimi Arikunto says, test is a set of statement that is used to measure the skill, intelligence, ability, or talent that have by the individual or the group.⁴

After experimental process, two of classes were tested with using technique of data analysis as follow:

- 1) Requirement test
 - a) Normality test

In normality test, the data can be tested with Chi-quadrat:⁵

$$x^2 = \sum \left(\frac{f_0 - f_b}{f_h} \right)$$

Where :

$$x^2 = \text{Chi-quadrat}$$

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta:Rineka Cipta, 2002), p.275.

⁵Mardalis, *Metode Penelitian: suatu pendekatan proposal* (Jakarta: Bumi Aksara, 2003), p.85

f_0 = Frequency is gotten from the sample is image/result of observation (questioner)

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate result of Chi-square, it was used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k-3$). If result $x^2_{count} < x^2_{table}$.

b) Homogeneity

Homogeneity test is used to find homogeneity of the variances of each class. If the both of classes are same, it is can be called homogeneous. To test it, researcher use formula as follow:⁶

$$F = \frac{\text{the biggest variant}}{\text{thesmallest variant}}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

2) Hypothesis test

The data analysis of data was done to find out the achievement of the two groups that have been divided in to experimental and control class. To know the difference between the two classes, the researcher used t-test as formula below.

⁶*ibid.*, p.250

As formula below:

$$T_1 = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

- T = the value which the statistical significant
- M1 = the average score of the experimental class
- M2 = the average score of the control class
- X1² = Derivation of experimental class
- X2² = Derivation of control class
- N1 = Number of experimental class
- N2 = Number of control class⁷

⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta:Rineka Cipta, 2002), p.275.

CHAPTER IV

THE RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to evaluate the effect of direct method on the students' speaking ability, the researcher has calculated the data using pre-test and post-test. Pre-test was done before conducted the treatment and post-test was done after conducted the treatment. Researcher applying quantitative analysis by used the formulation of T-test. It is done to know the effect of direct method on the students; speaking ability. Next, researcher described the result based on data that has been researcher as follow:

A. Description of Data

The pre-test scores obtained before teaching in experimental class and control class is as follows:

1. Description of Data Before Using Direct Method

a. The Pre-test Score for Experimental Class

In pre-test for experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher could give the students score based on their performance. The score of pre-test for experimental class can be seen in the following table.

Table 7
The Pre-test Score for Experimental Class

No	Students Initial Name	Pre-test
1	AS	55
2	AA	44
3	AH	60
4	AHT	72
5	DH	55
6	DW	51
7	DN	51
8	DA	42
9	DAL	53
10	EF	60
11	EP	75
12	EW	37
13	IN	68
14	IS	62
15	IA	65
16	MR	60
17	MRU	35
18	MI	30
19	MY	53
20	MA	70
21	NH	42
22	NF	45
23	NK	50
24	NA	62
25	PF	45
26	RS	55
27	RSW	54
28	RH	50
29	RHI	50
30	SM	40
31	SAD	38
32	SR	40
33	WS	75
34	YZ	65
35	RM	77
36	RK	54
37	SAS	30
38	WS	30

No	Students' Initial Name	Pre-test
39	YZN	35
Total		2050
Highest score		77
Lowest score		30
Mean		60.58
Median		63.54
Modus		64.5
Range		47
Interval		8
Standard deviation		14.16
Variant		177.43

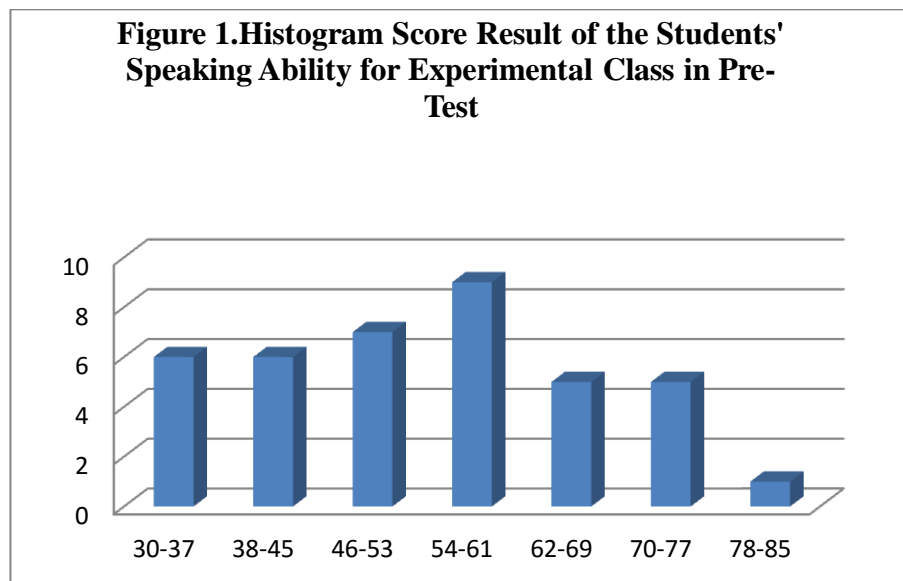
Based on the above table, the total of pre-test for experimental class was 2050, mean was 60.58 standard deviation was 14.16, variant was 177.43, median was 63.54, range was 47, modus was 64.5, interval was 8. The researcher got the highest was 77 and lowest score was 30. Next, the calculation of how to get it could be seen in appendix 7. Then, the computed of the frequency distribution of the students' score of experimental class could be applied into table frequency distribution as follow:

Table 8
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	30-37	6	15.38%
2	38-45	6	15.38%
3	46-53	7	17.94%
4	54-61	9	23.07%
5	62-69	5	12.82%
6	70-77	5	12.82%
7	78-85	1	2.56%
	$i = 36$	39	100%

From the table above, the students' score in class interval between 30 – 37 was 6 students (15.38%), class interval between 38 – 45 was 6 students (15.38 %), class interval between 46 – 53 was 7 students (17.94 %), class interval between 54– 61 was 9 students (23.07%), class interval between 62– 69 was 5 students (12.82%), class interval between 70 – 77 was 5 students (12.82 %), and the last class interval between 78 – 85 was 1 students (2.56%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From the histogram above, the students' score 30-37 was 6 students, the students score 38–45 was 6 students, the students' score 46-53 was 7 students, the students' score 54-61 was 9 students, the

students' score 62-69 was 5 students, the students score was 70-77 was 5 students and the last students' score 78-85 was 1 student.

b. The Pre-test Score for Control class

In pre-test for experimental class, the researcher calculated the result that had been gotten by students in answering the question (test). The researcher could give the students' score about their speaking based on their performance. The score of pre-test for control class can be seen in the following table:

Table 9
The Pre-test Score for Control Class

No	Students Initial Name	Pre-Test
1	AH	65
2	AN	45
3	AHA	40
4	AHS	70
5	AAN	75
6	AFD	35
7	AN	36
8	AAD	60
9	ASL	28
10	AR	50
11	DW	28
12	ES	70
13	FR	45
14	HS	54
15	HR	50
16	HS	60
17	INP	54
18	LA	40
19	LS	56
20	LY	65
21	MRY	68
22	MS	44
23	ND	36

No	Students' Initial Name	Pre-test
24	NN	62
25	NN	50
26	NL	38
27	NM	30
28	PSP	52
29	RAH	44
30	RWH	68
31	RFS	52
32	RMN	56
33	SN	38
34	SIH	55
35	SRN	56
36	SV	55
Total		1830
Highest score		75
Lowest score		28
Mean		59.2
Median		61.26
Modus		63.5
Range		47
Interval		8
Standard deviation		12
Variant		161

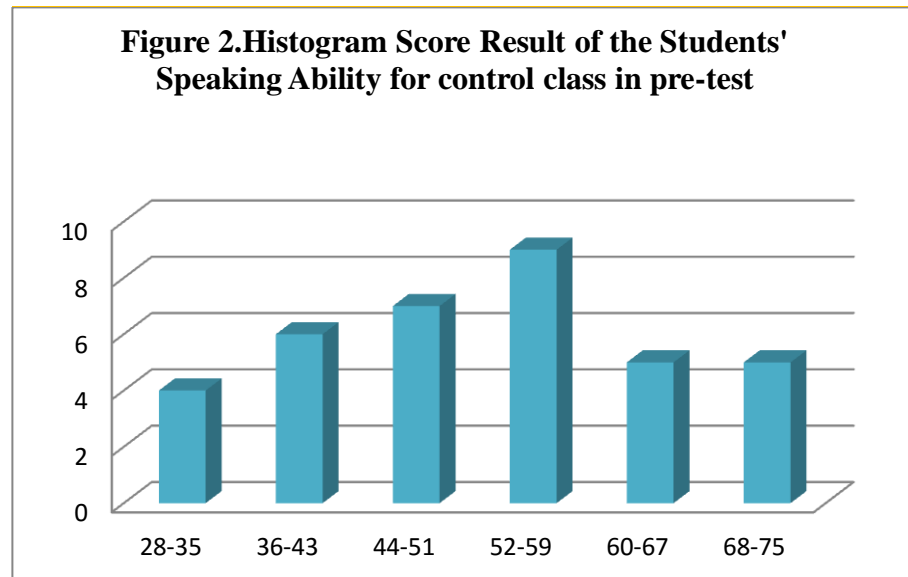
Based on the table above, the total score for control class in pre-test was 1830, mean was 59.2, median was 61.26, modus was 63.5, range was 47, interval was 8, standard deviation was 12, variant was 161. The researcher got the highest score was 75 and lowest score was 28. Next, the calculation of how to get it could be seen in the appendix 7. Then, the computed of the frequency distribution of the students' score of control class could be applied into table frequency distribution as follow:

Table 10
Frequency Distribution of Students' Score in Control class

No	Interval	Frequency	Percentages
1	28-35	4	11.11%
2	36-43	6	16.66%
3	44-51	7	19.44%
4	52-59	9	25%
5	60-67	5	13.88%
6	68-75	5	13.88%
	$i = 8$	36	100%

From the table above, the students' score in class interval between 28 – 35 was 4 students (11.11%), class interval between 36 – 43 was 6 students (16.66 %), class interval between 44–51 was 7 students (19.44 %), class interval between 52–59 was 9 students (25%), class interval between 60–67 was 5 students (13.88%), and the lastclass interval between 68–75 was 5 students (13.88 %)

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure



From the histogram above, the students' score 28-35 was 4 students, the students' score 36-43 was 6 students, the students' score 44-51 was 7 students, the students' score 52-59 was 10 students, the students' score 60-67 was 5 students, and the last students' score 68-75 was 5 students.

2. Description of Data After Using Direct Method

a. The Post-test Score for Experimental Class

In post-test for experimental class, the researcher calculated that had been gotten by the students in answering the question (test). Researcher could give the score to students about their speaking ability based on their performance. The score of post-test for experimental class can be seen in the following table:

Table 11
The Post-test Score for Experimental Class

No	Students Initial Name	Post-test
1	AS	74
2	AA	70
3	AH	76
4	AHT	80
5	DH	70
6	DW	65
7	DN	73
8	DA	67
9	DAL	72
10	EF	85
11	EP	80
12	EW	62
13	IN	74
14	IS	72
15	IA	73
16	MR	68
17	MRU	70
18	MI	65
19	MY	65
20	MA	75
21	NH	69
22	NF	64
23	NK	64
24	NA	76
25	PF	67
26	RS	72
27	RSW	78
28	RH	68
29	RHI	78
30	SM	75
31	SAD	63
32	SR	69
33	WS	62
34	YZ	82
35	RM	82
36	RK	88
37	SAS	60
38	WS	60

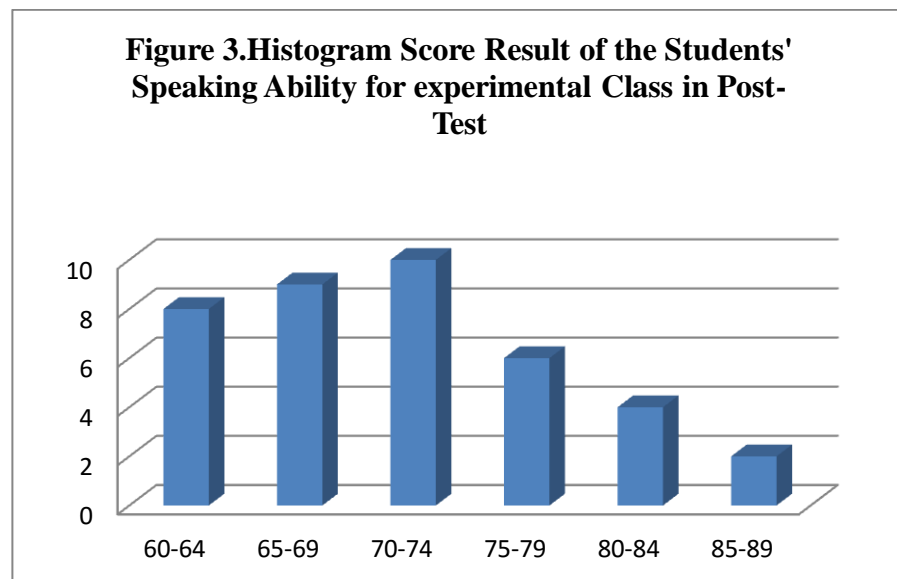
No	Student' Initial Name	Post-test
39	YZN	60
Total		2773
Highest score		88
Lowest score		60
Mean		72.6
Median		70.55
Modus		70.5
Range		28
Interval		5
Standard deviation		10.3
Variant		77.72

Based on the table above, the total score of experimental class for post-test was 2773, mean was 72.6, median was 70.55, modus was 70.5, range was 28, interval was 5, standard deviation was 10.3, variant was 77.72. The researcher got the highest score was 88 and lowest score was 60. Next, the calculation of how to get it could be seen in the appendix 8. Then, the computed of frequency distribution of the students' score of experimental class could be applied into table frequency distribution as follow:

Table 12
The Frequency Distribution of Students' Score

No	Interval class	Frequency	Percentages
1	60-64	8	20.51%
2	65-69	9	23.07%
3	70-74	10	25.64%
4	75-79	6	15.38%
5	80-84	4	10.25%
6	85-89	2	5.12%
	$i=5$	39	100%

From the table above, the students' score in class interval between 60-63 was 4 students (20.51%), class interval between 65-69 was 9 students (23.07%), class interval 70-74 was 10 students (25.64%), class interval between 75-79 was 6 students (15.38%), class interval between 80-84 was 4 students (10.25%), and the last class interval between 85-89 was 2 students (5.12%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From the histogram above, the students' score 60-64 was 8 students, the students' score 65-69 was 9 students was 9 students, the students score 70-74 was 10 students, the students' score 75-79 was 6 students, the students' score 80-84 was 5 students, and the last students' score 85-89 was 2 students.

b. The Post-test Score for Control Class

In post-test for control class, the researcher calculated the result that had been gotten by students in answering the question (test). The researcher could give the students score about their speaking by their performance. The score of post-test for control class can be seen in the following table:

Table 13
The Post-test Score for Control Class

No	Students Initial Name	Post-Test
1	AH	65
2	AN	48
3	AHA	48
4	AHS	81
5	AAN	80
6	AFD	50
7	AN	50
8	AAD	64
9	ASL	45
10	AR	52
11	DW	40
12	ES	72
13	FR	50
14	HS	50
15	HR	54
16	HS	65
17	INP	53
18	LA	54
19	LS	56
20	LY	68
21	MR Y	74
22	MS	46
23	ND	45
24	NN	53
25	NN	52
26	NL	60

No	Students' Initial Name	Post-test
27	NM	40
28	PSP	60
29	RAH	46
30	RWH	68
31	RFS	56
32	RMN	62
33	SN	42
34	SIH	64
35	SRN	58
36	SV	62
Total		2039
Highest score		81
Lowest score		40
Mean		60.85
Median		54.61
Modus		62.81
Range		40
Interval		7
Standard deviation		9.52
Variant		113.094

Based on the table above, the total score of control class for post-test was 2039, mean was 60.85, standard deviation was 9.52, variant was 113.094, median was 54.61, modus was 62.81, range was 40, interval was 7. The researcher got the highest score was 81 and the lowest score was 40. Next, calculation of how to get in could be seen in the appendix 10. Then, the computed of the frequency distribution of the student' score of control class could be applied into table frequency distribution as follow:

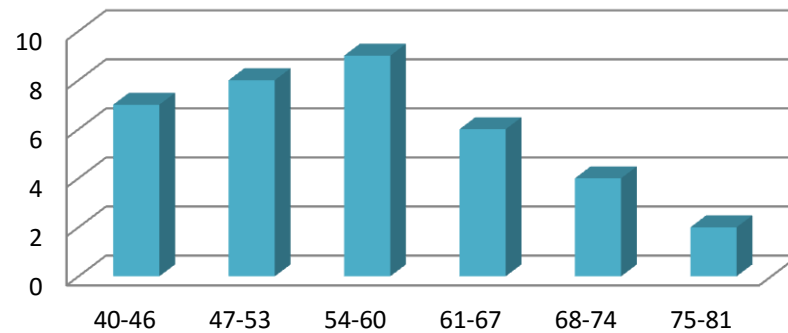
Table 14
Frequency Distribution of Students' Score

No	Interval class	Frequency	Percentages
1	40-46	7	19.44%
2	47-53	8	22.22%
3	54-60	9	25%
4	61-67	6	16.66%
5	68-74	4	11.11%
6	75-81	2	5.55%
	$i=6$	36	100%

From the table above, the students' score in class interval between 40-46 was 7 students (19.44%), class interval between 47-53 was 8 students (22.22%), class interval between 54-60 was 9 students (25%), class interval between 61-67 was 6 students (16.66%), class interval between 68-74 was 4 students (11.11%), and the last class interval between 78-81 was 2 students (5.51%).

In order get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure 4. Histogram Score Result of the Students' Speaking Ability by Using Conventional Method for Control Class in Post-Test



From the histogram above, the students score 40-46 was 7 students. The students' score 47-53 was 8 students, the students' score 54-60 was 9 students, the students score 61-67 was 6 students, the students score 68-74 was 4 students, and the last students' score 75-81 was 2 students.

3. Comparison Score of Pre Test and Post Test

a. Comparison score of pre test and post test in experimental class

Based on students answer in pre test and post test in experimental class, the researcher has calculated the students' score and most of the students increased in speaking for post test and most of the students were low in speaking for pre test. Pre-test and post-test in Experimental class consisted of 39 students (VIII-1), the lowest score in pre-test was 30 where as the highest score was 77, and the lowest score in post-test was

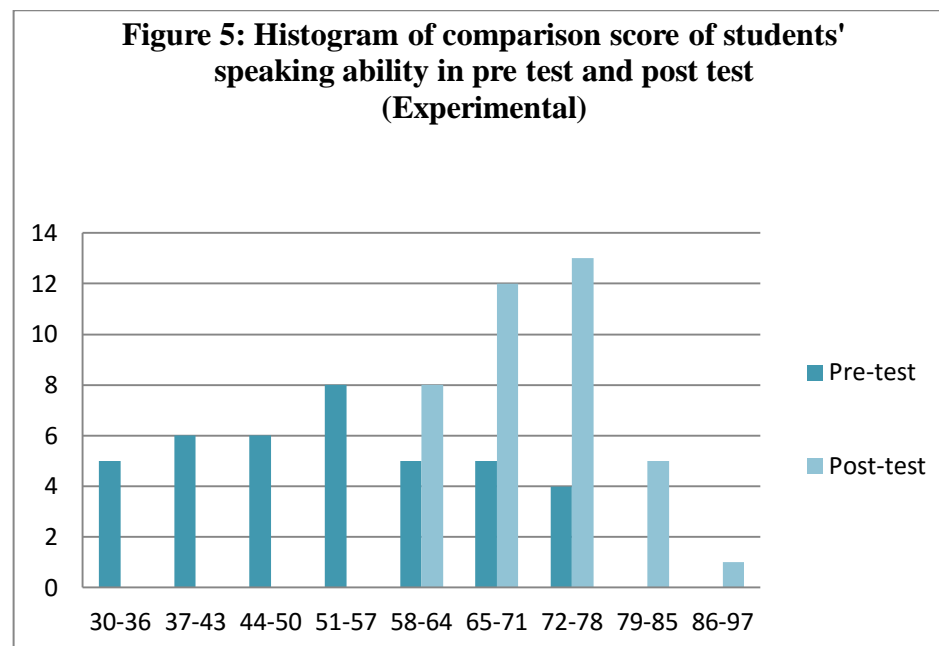
60 where as the highest score was 88. In post test the researcher apply the direct method. It can be seen in the following table below:

Table 15
Comparison Score of Students' Speaking Ability in Pre-test
(Experimental Class)

No	Name	Result Pre-test of Experimental Class	Name	Result of Pre- test of Control Class
1	AS	55	AS	74
2	AA	44	AA	70
3	AH	60	AH	76
4	AHT	72	AHT	80
5	DH	55	DH	70
6	DW	51	DW	60
7	DN	51	DN	73
8	DA	42	DA	67
9	DAL	53	DAL	72
10	EF	60	EF	85
11	EP	75	EP	80
12	EW	37	EW	62
13	IN	68	IN	74
14	IS	62	IS	72
15	IA	65	IA	73
16	MR	60	MR	68
17	MRU	35	MRU	70
18	MI	30	MI	65
19	MY	53	MY	65
20	MA	70	MA	75
21	NH	42	NH	69
22	NF	45	NF	64
23	NK	50	NK	64
24	NA	62	NA	76
25	PF	45	PF	67
26	RS	55	RS	72
27	RSW	54	RSW	78
28	RH	50	RH	68
29	RHI	50	RHI	78
30	SM	40	SM	75
31	SAD	38	SAD	63

No	Name	Result Pre-test of Experimental Class	Name	Result of Pre-test of Control Class
32	SR	40	SR	69
33	WS	75	WS	62
34	YZ	65	YZ	82
35	RM	77	RM	82
36	RK	54	RK	88
37	SAS	30	SAS	60
38	WS	30	WS	60
39	YZN	35	YZN	60

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From the histogram above, score for experimental in post-test higher than score in pre-test. So, score for experimental in post-test increased after using direct method.

b. Comparison score of pre-test and post test in control class

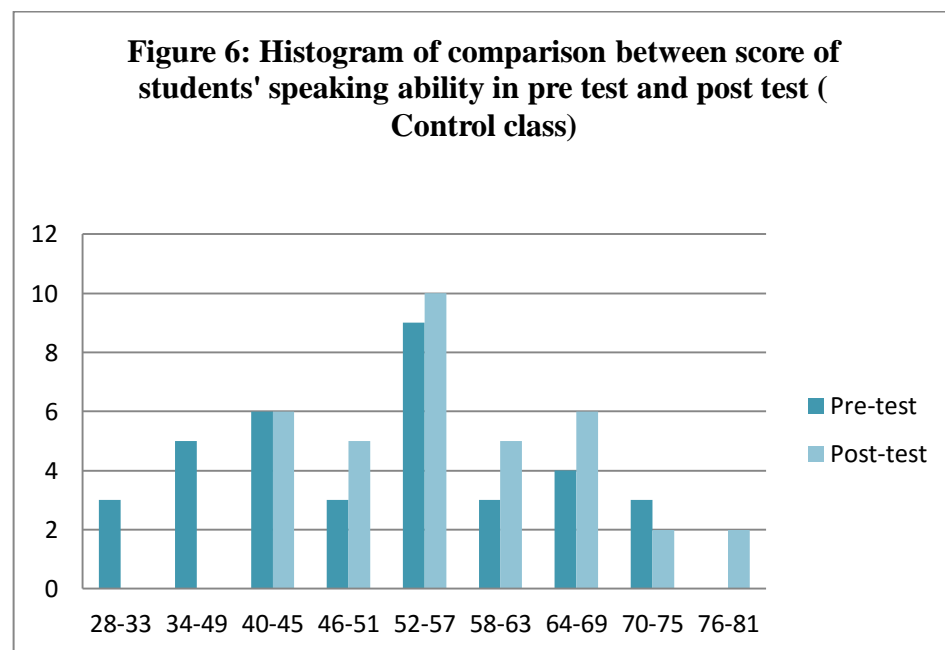
Based on students answer in pre-test and post test in control class consisted of 36 students (VIII-2), the researcher has calculated the students' score and most of the students both of classes were low in speaking. The lowest score in pre test was 28 and the highest score 75. The lowest score in post-test was 40 and the highest was 81. In control class for post test the researcher applied the conventional method. It can be seen in the following table below:

Table 16
Comparison Score of Students' Speaking Ability in Pre-test
(Control Class)

No	Name	Result Pre-test of Control Class	Name	Result Post-test Control of Control Class
1	AH	65	AH	65
2	AN	45	AN	48
3	AHA	40	AHA	48
4	AHS	70	AHS	81
5	AAN	75	AAN	80
6	AFD	35	AFD	50
7	AN	36	AN	50
8	AAD	60	AAD	64
9	ASL	28	ASL	45
10	AR	50	AR	52
11	DW	28	DW	40
12	HS	70	HS	72
13	FR	45	FR	50
14	HS	54	HS	50
15	HR	50	HR	54
16	HS	60	HS	65
17	INP	54	INP	53
18	LA	40	LA	54
19	LS	56	LS	56
20	LY	65	LY	68

No	Name	Result Pre-test of Control Class	Name	Result Post-test Control of Control Class
21	MRY	68	MRY	74
22	MS	44	MS	46
23	ND	36	ND	45
24	NN	62	NN	53
25	NN	50	NN	52
26	NL	38	NL	60
27	NM	30	NM	40
28	PSP	52	PSP	60
29	RAH	44	RAH	46
30	RWH	68	RWH	68
31	RFS	52	RFS	56
32	RMN	56	RMN	62
33	SN	38	SN	42
34	SIH	55	SIH	64
35	SRN	56	SRN	58
36	SV	55	SV	62

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



Based on histogram above, score for control class in pre-test and post-test used conventional method is still low.

c. Comparison between Post-test in Experimental and Control class

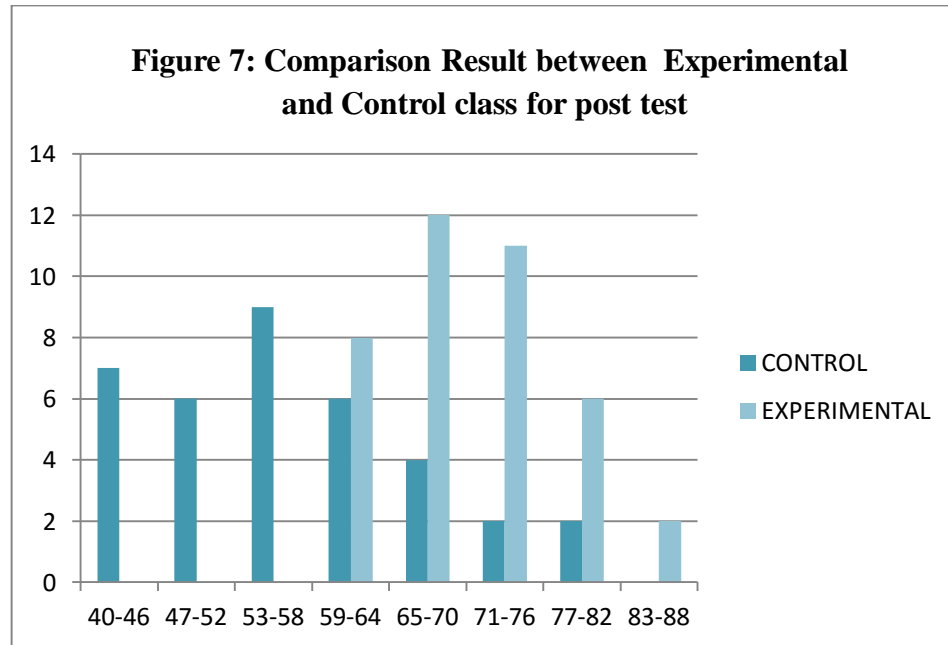
Based on students answer in post-test in experimental and control class, the researcher has calculated the students' score and most of the students both of classes increased in speaking. Experimental class consist of 39 students (VIII-1), the lowest score was 60 where as the highest score was 88. Then most of students got raising score and their score increased very significant. But, control class consist of 36 students (VIII-2), the lowest score was 40, and the highest score 81. Students score increased too but not significant. In post-test the researcher applied the direct method in experimental class and control class was give conventional method. It can be seen in the following table below:

Table 17
Comparison Score of Students' Speaking Ability in Pre-test (Control Class)

No	Name	Result Post-test of Experimental Class	Name	Result Post-test of Control Class
1	AS	74	AH	65
2	AA	70	AN	48
3	AH	76	AHA	48
4	AHT	80	AHS	81
5	DH	70	AAN	80
6	DW	65	AFD	50
7	DN	73	AN	50
8	DA	67	AAD	64
9	DAL	72	ASL	45

No	Name	Result Post-test of Experimental Class	Name	Result Post- test of Control Class
10	EF	85	AR	52
11	EP	80	DW	40
12	EW	62	ES	72
13	IN	74	FR	50
14	IS	72	HS	50
15	IA	73	HR	54
16	MR	68	HS	65
17	MRU	70	INP	53
18	MI	65	LA	54
19	MY	65	LS	56
20	MA	75	LY	68
21	NH	69	MRY	74
22	NF	64	MS	46
23	NK	64	ND	45
24	NA	76	NN	53
25	PF	67	NN	52
26	RS	72	NL	60
27	RSW	78	NM	40
28	RH	68	PSP	60
29	RHI	78	RAH	46
30	SM	75	RWH	68
31	SAD	63	RFS	56
32	SR	69	RMN	62
33	WS	62	SN	42
34	YZ	82	SIH	64
35	RM	82	SRN	58
36	RK	88	SV	62
37	SAS	60		
38	WS	60		
39	YZN	60		

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From the histogram above, the students' scores of experimental class was higher than the students' scores of control class. So, students' score used direct method is give effect for student' speaking ability.

B. Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre-test

1) Normality for Experimental Class and Control Class in Pre-test

Table 18
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experimental Class	5.42	11.070	1.10 < 1.78	
Control Class	6.22	11.070		

Based on the above table researcher calculation, the score of experimental class $L_O = 5.42 < L_t = 11.070$ with $n = 39$ and control class $L_O = 6.22 < L_t = 11.070$ with $n = 36$, and real level α 0.05. Cause $L_O < L_t$ in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen on the appendix 7.

2) **Homogeneity for Experimental and Control Class in Pre-Test**

The coefficient of F_{count} was compared with F_{table} . Where F_{table} was determined at real α 0.05, and the different numerator $dk = N-1 = 39-1 = 38$ and denominator $dk N-1 = 36-1 = 35$. So, by using the list of critical value at F distribution is got $F_{0.05} = 1.78$. It showed that $F_{\text{Ccount}} 1.10 < F_{\text{table}} 1.78$. So, the researcher conclude that the variant from the data of the students' speaking ability at MTsN Batang Angkola by experimental and control class was homogenous. The calculation can be seen on the appendix 9.

b. Normality and Homogeneity in Post-Test

1) Normality for Experimental and Control Class in Post-Test

Table 19
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	X_{count}	X_{table}	f_{count}	f_{table}
Experimental Class	-1.01	11.070	1.45	1.78
Control Class	-9.14	11.070		

Based on the table above researcher is calculation, the score for experimental class $L_o = -1.01 < L_t = 11.070$ with $n = 39$ and control class $L_o = -9.14 < L_t = 11.070$ with $n = 36$ and real level $\alpha 0.05$. Cause $L_o < L_t$ in the both class. So, H_a was accepted. It means, that experiment class and control class were distributed normal. It can be seen in appendix 8.

2) Homogeneity for Experimental and Control Class in Post-Test

The coefficient of $F_{\text{count}} = 1.45$ was compared with F_{table} . Where F_{table} was determined at real $\alpha = 0.05$, and the different numerator $dk = N - 1 = 39 - 1 = 38$ and denominator $dk N - 1 = 36 - 1 = 35$. So, by using the list of critical value of F distribution is got $F_{0.05} = 1.78$. It showed that $F_{\text{count}} 1.45 < F_{\text{table}} 1.78$. So, the researcher concluded that the variant from the data of the

students' speaking ability at MTsN Batang Angkola by experimental and control class was homogenous. The calculation can be seen on the appendix 10.

2. Hypothesis Test

After calculating the data of post-test, researcher has found that post-test result of experiment and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "There was the effect of direct method toward students' speaking ability". The calculation can be seen on the appendix 11 and 12.

Table 20
Result of T-test from the Both Average

Pre-Test		Post-Test	
t_{count}	t_{table}	t_{count}	t_{table}
0.46	2.000	5.31	2.000

$H_a : \mu_1 > \mu_2$

Where :

$H_a : \mu_1 > \mu_2$ "There was a significant effect of direct method on the students' speaking ability."

Based on researcher calculation, researcher found that t_{count} 5.31 while t_{table} 2.000 with opportunity $(1-\alpha) = 1-5\% = 95\%$ and $dk = n_1 +$

$n_2 - 2 = 39 + 36 - 2 = 73$. Cause $t_{\text{count}} > t_{\text{table}}$ ($5.31 > 2.000$), it means that hypothesis H_a was accepted and H_o was rejected. So, there was the significant effect of direct method toward students' speaking ability. In this case, the mean score for experimental class by using direct method was 72.6 and mean score for control class was 60.85 by using conventional method. The calculation can be seen on the appendix 11 and 12.

C. Discussion

Based on data analysis above, it has proven that the direct method significant on students' speaking ability. Meanwhile the principles of direct method in chapter II, direct method is the method which is used in teaching a language by using the target language without going through the translation to native language. According to Brown "the method would include lots of oral interaction, spontaneous use of the language, no translation between first and second language and little or no analysis of grammatical rules. The direct method also sees that the four skills: speaking, listening, reading and writing reinforce each other but oral communication is seen basically.

According to related finding, the researcher stated Wendry Hendry said in her research that direct method is a method of teaching foreign language for the ultimate goal of communication, where the teacher avoided to use students' native language (mother tongue), and only used the target

language. It means that no translation is allowed. The teacher will use target language as simple as possible. The using of target language is quite effective, because the students have time and opportunities to practice their ability in speaking¹. The teacher also provides some tricks and attract the students, so they do not feel bored in studying English using this method.

In addition, Jejen Jaenuddin in his research stated that direct method of teaching was developed as a response to the Grammar Translation Method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is inductively, there is a focus on speaking and listening, and only useful everyday language is taught.² Beside that the students could active and focus in teaching learning process. The students also more easy for remembering what they learned.

This proof show that direct method is suitable to be applied in teaching speaking because it has been proven by the previous researcher and the theory. The theory that is proof by Diane Larsen Freeman said that The Direct Method also sees that the four skills: speaking, listening, reading and writing reinforce another but oral communication is seen basic. So, direct method has

¹Wendy Hendry, *The Effect of Using Direct Method on Students' Speaking Ability at the First Year of Islamic Senior High School Darun Nadhah Thawalib Bangkinang District of Bangkinang Seberang Regency of Kampar*, (Pekanbaru: Universitas Sultan Syarif Kasim Riau, 2010) retrieved from <https://the.effect.on.students'.speaking.ability-using-direct-method>) accessed on 26 October 2017

²Jejen Jaenuddin, *Teaching Speaking Using Direct Method at the Second Grade of SMPN 2 Kuta Waluya Karawang, Siliwangi Bandung: STKIP*, 2012 retrieved from <http://publikasi.stkipsiliwangi.ac.id.2012/10.teaching.speaking.using.direct.method>, accessed on 28 October 2017 20:am

given the significant effect to the research that has been done by the researcher or the other researcher who mentioned in related finding.

D. Threat of the Research

In this research, the researcher got threats to do the research as follows: There were some students were noisy while teaching and learning process. So, it could disturb the concentration of the others. The students needed more time for working pre-test and post-test. They were shy to do instruction from the researcher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using direct method, the score of experimental class was 60.58 and the mean score of control class which was taught by conventional method was 59.2 both of the scores were low and these score were under standardization were the standardization mark is 70.
2. After using by direct method, the mean score of experimental class 72.6 and the mean score of control class which was taught by conventional method was 60.85. The score for experimental was high and the score of control class was not too low. It was Qualified Minimum Achievement.
3. The researcher found the result of t-test where t_0 was higher than t_t was 5.31 and t_t was 2.000 ($5.31 > 2.000$). It means that there was a significant effect of direct method on the students' speaking ability at grade VIII MTsN Batang Angkola where H_a was accepted and H_0 was rejected.

B. Suggestion

Based on above conclusion, the researcher has some suggestion as follow:

1. From the first conclusion it can be seen that the students; score were unsatisfied. So, the researcher suggest to the English teacher of MTsN

Batang Angkola to apply innovative strategy such as direct method in teaching.

2. From the second conclusion, it can be seen that the experimental class which was taught by direct method got the improvement from 60.58 to 72.6 meanwhile the control class which was not taught by direct method only got the improvement from 59.2 to 60.85. So, the researcher suggest to the English teacher of MTsN Batang Angkola to use this method in teaching speaking where by using this method the students' will more active in speaking . Besides, the teacher and the other researcher who wants to apply this method are hoped to manage the class well during the application of direct method and self-preparing the method well so the students' can be follow the rule of direct method.

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CURRICULUM VITAE

A. Identity

Name : Eka Eliyanti
Reg. No : 13 340 0081
Place/ Birthday : 07 November 1994
Sex : Female
Religion : Islam
Address : Bange, Kecamatan Sayur Matinggi

B. Parents

Father's name : Parjo
Mother's name : Lasina

C. Educational Background

1. Graduated Elementary School (SD N Bange) (2007)
2. Graduated Junior High School (MTsN Batang Angkola) (2010)
3. Graduated Senior High School (MAN Siabu) (2013)
4. University Students in IAIN Padangsidempuan (2017)

Appendix 1

Rencana Pelaksanaan pembelajaran (RPP)

Experimental Class

Nama Sekolah	: MTsN Batang Angkola kec. Sayurmatinggi.
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / II (dua)
Alokasi waktu	: 2 X 40 minutes (2x Pertemuan)
Topik Pembelajaran	: Expression (Asking for, giving and declining Opinion)
Skill	: Speaking (Berbicara)

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptua l dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi.
- 3.1 Merespon makna yang terdapat dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur asking for, giving information, and decline opinion.
- 3.2 Mampu memahami ungkapan tindak tutur asking for, giving information, and declining.

C. Indikator

- 1.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 2.1 Menunjukkan jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta, mengecek pemahaman, menghargai

kinerja yang baik, dan meminta dan mengungkapkan pendapat, menolak pendapat serta responnya, sesuai dengan konteks penggunaannya.

- 3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Merespon tindak tutur Asking for, giving information, declining opinion.
2. Mengungkapkan tindak tutur Asking for, giving Information, and declining opinion
3. Mempraktekkan tindak tutur Asking for, giving information and declining opinion.

E. Materi Pembelajaran

1. Asking For

- a. Excuse me. Who is she?
- b. Excuse me, Madam. What do you feel about...?
- c. Can you tell me where you live?
- d. Can you help me to find the headmaster's office?
- e. What do you think of..?
- f. What are you feeling about...?
- g. Could anyone tell me what happen there..?

- h. Where do you live...?
- i. Do you see my teacher..?

2. Giving information

- a. She is...
- b. I live in..
- c. You could go to..
- d. There is my car accident..
- e. In her office....
- f. I think....

Ex;

Jhon : Pam, where's the closest ATM?

Pam : It's not far. Do you see that yellow building over there?

Jhon : The big one or the small one?

Pam : The big one

Jhon : Yes

Pam : It's right next to it, on the right

Jhon : Do you know if there's a convenience store around here?

Pam : I don't think there's one around here. The closest one is on 3rd street,
but that's probably closed now

Jhon : I really need to get some things before I leave

Pam : Well you could go down to 22nd street. There are lots of stores down that there are open 24 hours a day

Jhon : Can I take the subway to get there?

Pam : Yes, but that'll probably take about half an hour. You should just take a cab

Jhon : Won't that be expensive?

Pam : No, from here I think it's only about 5 dollars

Exspression of Opinion	Expression of declining opinion
I think..... In my opinion... My own view of the matter of the problem is..... What do you think of...?	Well, I'm thinking the opposite way.... I don't think so. To my mind... If I may say so.....

F. Metode pembelajaran : Direct method

G. Langkah-langkah Kegiatan Pembelajaran :

1. Kegiatan Awal (10)

- a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas(nilai yang ditanamkan: santun, peduli)
- b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- c. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

- d. Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- e. Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

2. Kegiatan Inti (60')

Eksplorasi (pertemuan 1)

Dalam kegiatan eksplorasi guru:

- a. Memberikan stimulus berupa pemberian materi ungkapan-ungkapan asking for and giving information, declining opinion.
- b. Menjelaskan materi asking for, giving information and declining opinion
- c. Memberikan contoh lain dari asking for, giving information and declining opinion
- d. Menyuruh siswa satu persatu membaca contoh yang telah dicatat di papan tulis dengan keras
- e. Guru memberikan pertanyaan kepada siswa tentang asking for, giving information and declining opinion
- f. Guru meminta siswa untuk praktek berdialog bersama teman sebangkunya dengan menggunakan expression asking for, giving information and declining opinion

Kegiatan inti (pertemuan 2)

- a. Guru meminta siswa mencari partner belajarnya (berpasangan)
- b. Guru meminta siswa untuk membuat sebuah conversation yang didalamnya terdapat expression asking for, giving information and declining opinion bersama partner yang dipilihnya.

Dalam kegiatan elaborasi guru:

- a. Membiasakan siswa membuat kalimat ungkapan-ungkapan asking for and giving information, declining opinion
- b. Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang diberikan guru dengan mengisi percakapan yang rumpang.

- c. Mengerjakan latihan pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- a. Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- b. Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- c. Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- d. Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai ungkapan-ungkapan asking and opinion.

Kegiatan Akhir (10')

- a. Siswa diminta membuat rangkuman dari materi mengenai ungkapan-ungkapan asking for and giving information, declining opinion.
- b. Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- c. Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai ungkapan-ungkapan asking for and giving information, declining opinion

H. Media/ Alat, Bahan dan Sumber Belajar

1. Media

- a. Papers
- b. Laptop
- c. Speaker

2. Sumber

- a. Buku siswa

b. Internet

I. Penilaian

Bentuk Test : oral test, conversation practice with his/her partner using asking for, giving and declining opinion.

Instrument:

Prepare your conversation with your partner and then practice in front of your friends in the classroom

Pedoman Penilaian:

Accent	Point
<p>Accent</p> <ul style="list-style-type: none"> a. Pronunciation frequently unintelligible. b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. c. "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary. d. Marked "Foreign Accent" and occasional mispronunciations, which do not interfere with understanding. e. No conspicuous mispronunciations, but would not be taken for a native speaker 	<p>1-5</p> <ul style="list-style-type: none"> 1 2 3 4 5
Grammar	
<p>Grammar</p> <ul style="list-style-type: none"> a. Grammar almost entirely inaccurate phrases. b. Constant errors showing of very few major pattern and frequently preventing communication. c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. e. Few errors showing, with no pattern of failure. 	<p>1-5</p> <ul style="list-style-type: none"> 1 2 3 4 5

Vocabulary	
Vocabulary	1-5
a. Vocabulary inadequate for even the simplest conversation.	1
b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family).	2
c. Choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	3
d. Professional vocabulary adequate discuss special interest; general vocabulary permits discussion on any non-technical subject with some circumlocution.	4
e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	5
Fluency	
Fluency	1-5
a. Speech is no halting and fragmentary that conversation is virtually impossible.	1
b. Speech is very slow and uneven except for short or routine sentences.	2
c. Speech is frequently hesitant and jerky; sentence	3

may be left uncompleted.	
d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	4
e. Speech is effortless and smooth , but perceptibly non-native in speech and evenness.	5
f. Speech on all professional and general topics as effortless and smooth as a native speaker.	
Comprehension	
Comprehension	1-5
a. Understand too little for the simplest types of conversation	1
b. Understand only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing.	2
c. Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.	3
d. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.	4
e. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.	5
Total	100

Padangsidempuan, Mei

Validator

Zainuddin,S.S.,M.Hum.
NIP.19760610 200801 1 016

Researcher

Eka Eliyanti
NIM.133400081

Appendix 2

Rencana Pelaksanaan pembelajaran (RPP)

Control Class

Nama Sekolah	: MTsN Batang Angkola kec. Sayurmatinggi.
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / II (dua)
Alokasi waktu	: 2 X 40 minutes (2x Pertemuan)
Topik Pembelajaran	: Expression (Asking for, giving and declining Opinion)
Skill	: Speaking (Berbicara)

J. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptua l dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

K. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi.
- 3.2 Merespon makna yang terdapat dalam percakapan transaksioanal (to get thing done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lincer dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur asking for, giving information, and decline opinion.
- 3.2 Mampu memahami ungkapan tindak tutur asking for, giving information, and declining.

L. Indikator

- 1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 2.3 Menunjukkan jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.4 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, menolak pendapat serta responnya, sesuai dengan konteks penggunaannya.
- 3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya.

M. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

4. Merespon tindak tutur Asking for, giving information, declining opinion.
5. Mengungkapkan tindak tutur Asking for, giving Information, and declining opinion
6. Mempraktekkan tindak tutur Asking for, giving information and declining opinion.

N. Materi Pembelajaran

1. Asking For

- a. Excuse me. Who is she?
- b. Excuse me, Madam. What do you feel about...?
- c. Can you tell me where you live?
- d. Can you help me to find the headmaster's office?
- e. What do you think of..?
- f. What are you feeling about...?
- g. Could anyone tell me what happen there..?
- h. Where do you live...?
- i. Do you see my teacher..?

2. Giving information

- a. She is...
- b. I live in..
- c. You could go to..
- d. There is my car accident..
- e. In her office....
- f. I think....

Ex;

Jhon : Pam, where's the closest ATM?

Pam : It's not far. Do you see that yellow building over there?

Jhon : The big one or the small one?

Pam : The big one

Jhon : Yes

Pam : It's right next to it, on the right

Jhon : Do you know if there's a convenience store around here?

Pam : I don't think there's one around here. The closest one is on 3rd street,
but that's probably closed now

Jhon : I really need to get some things before I leave

Pam : Well you could go down to 22nd street. There are lots of stores down
that there are open 24 hours a day

Jhon : Can I take the subway to get there?

Pam : Yes, but that'll probably take about half an hour. You should just
take a cab

Jhon : Won't that be expensive?

Pam : No, from here I think it's only about 5 dollars

Expression of Opinion	Expression of declining opinion
I think..... In my opinion... My own view of the matter of the problem is..... What do you think of...?	Well, I'm thinking the opposite way.... I don't think so. To my mind... If I may say so.....

O. Metode pembelajaran : Conventional Method

P. Langkah-langkah Kegiatan Pembelajaran :

1. Kegiatan Awal (10)

- f. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- g. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- h. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- i. Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- j. Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (60')

Eksplorasi (pertemuan 1)

Dalam kegiatan eksplorasi guru:

- a. Guru menjelaskan materi tentang expressing for, giving information and declining opinion.
- b. Guru menyuruh siswa untuk mengidentifikasi kata-kata sulit yang terdapat dalam contoh.
- c. Guru menyuruh siswa untuk menerjemahkan percakapan ke dalam bahasa Indonesia.

- d. Guru menyuruh siswa untuk mengingat kata-kata sulit yang terdapat dalam percakapan.
- e. Guru menyuruh siswa untuk mempraktekkan contoh percakapan yang terdapat dalam buku.

Kegiatan inti (Pertemuan 2)

- a. Guru menyuruh siswa untuk memilih partner belajarnya
- b. Guru menyuruh siswa untuk membuat conversation dengan menggunakan expression asking for, giving information and declining opinion

Dalam kegiatan elaborasi guru:

- d. Membiasakan siswa membuat kalimat ungkapan-ungkapan asking for and giving information, declining opinion
- e. Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang diberikan guru dengan mengisipercakapan yang rumpang.
- f. Mengerjakan latihan pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- e. Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- f. Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- g. Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- h. Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai ungkapan-ungkapan asking and opinion.

Kegiatan Akhir (10')

- a. Siswa diminta membuat rangkuman dari materi mengenai ungkapan-ungkapan asking for and giving information, declining opinion.
- b. Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- c. Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai ungkapan-ungkapan asking for and giving information, declining opinion

Q. Media/ Alat, Bahan dan Sumber Belajar

1. Media

- a. Papers
- b. Laptop

2. Sumber

- a. Bukusiswa
- b. Internet

R. Penilaian

Bentuk test : oral test, conversation practice with his/her partner in front of the friends in the class

Instruments:

Prepare your conversation with your partner and then practice in front of your friends in the classroom

Pedoman Penilaian:

Accent	Point
Accent	1-5
f. Pronunciation frequently unintelligible.	1
g. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	2
h. "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	3
i. Marked "Foreign Accent" and occasional mispronunciations, which do not interfere with understanding.	4
j. No conspicuous mispronunciations, but would not be taken for a native speaker	5
Grammar	
Grammar	1-5
f. Grammar almost entirely inaccurate phrases.	1
g. Constant errors showing of very few major pattern and frequently preventing communication.	2
h. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	3
i. Occasional errors showing imperfect control of	4

<p>some patterns but no weakness that causes misunderstanding.</p> <p>j. Few errors showing, with no pattern of failure.</p>	5
Vocabulary	
<p>Vocabulary</p> <p>f. Vocabulary inadequate for even the simplest conversation.</p> <p>g. Vocabulary limited to basic personal and survival areas (time, food, transportation, family).</p> <p>h. Choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.</p> <p>i. Professional vocabulary adequate discuss special interest; general vocabulary permits discussion on any non-technical subject with some circumlocution.</p> <p>j. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
Fluency	
<p>Fluency</p> <p>g. Speech is no halting and fragmentary that conversation is virtually impossible.</p> <p>h. Speech is very slow and uneven except for short or</p>	<p>1-5</p> <p>1</p> <p>2</p>

<p>routine sentences.</p> <p>i. Speech is frequently hesitant and jerky; sentence may be left uncompleted.</p> <p>j. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.</p> <p>k. Speech is effortless and smooth , but perceptibly non-native in speech and evenness.</p> <p>l. Speech on all professional and general topics as effortless and smooth as a native speaker.</p>	<p>3</p> <p>4</p> <p>5</p>
Comprehension	
<p>Comprehension</p> <p>f. Understand too little for the simplest types of conversation</p> <p>g. Understand only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing.</p> <p>h. Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p>

i. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.	4
j. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.	5
Total	100

Padangsidempuan, Mei 2017

Guru Bahasa Inggris kelas VIII

Researcher

Misra Hannum Lubis S.Pd
NIP.19700503 200910 2 001

Eka Eliyanti
NIM.133400081

Appendix 3

Instrument for pre-test

Make a conversation using of Asking for, Giving and Declining Opinion with your partner and practice then in front of your friends in the classroom.

Choose one of the topics below!

- a. Your Favorite actor/artist
- b. Your Favorite place
- c. Your Favorite subject

Validator

Researcher

Zainuddin,S.S.,M.Hum.
NIP.19760610 200801 1 016

EkaEliyanti
NIM.133400081

Appendix 4

Instrument for post-test

Make a conversation using of Asking for, Giving and Declining Opinion with your partner and practice then in front of your friends in the classroom.

Choose one of the topics below!

- a. Your Hobby
- b. Social Media
- c. Your Holiday

Validator

Researcher

Zainuddin,S.S.,M.Hum.
NIP.19760610 200801 1 016

EkaEliyanti
NIM.133400081

Appendix 5

Score of Experimental Class and Control Class on Pre-Test

a. Score of Experimental Class Pre-Test

No	Students Initial Name	Pre-test
1	AS	55
2	AA	44
3	AH	60
4	AHT	72
5	DH	55
6	DW	51
7	DN	51
8	DA	42
9	DAL	53
10	EF	60
11	EP	75
12	EW	37
13	IN	68
14	IS	62
15	IA	65
16	MR	60
17	MRU	35
18	MI	30
19	MY	53
20	MA	70
21	NH	42
22	NF	45
23	NK	50
24	NA	62
25	PF	45
26	RS	55
27	RSW	54
28	RH	50
29	RHI	50
30	SM	40
31	SAD	38
32	SR	40
33	WS	75
34	YZ	65
35	RM	77
36	RK	54

37	SAS	30
38	WS	30
39	YZN	35
	Total	2050

b. Score of Control Class Pre-Test

No	Students Initial Name	Pre-Test
1	AH	65
2	AN	45
3	AHA	40
4	AHS	70
5	AAN	75
6	AFD	35
7	AN	36
8	AAD	60
9	ASL	28
10	AR	50
11	DW	28
12	ES	70
13	FR	45
14	HS	54
15	HR	50
16	HS	60
17	INP	54
18	LA	40
19	LS	56
20	LY	65
21	MRY	68
22	MS	44
23	ND	36
24	NN	62
25	NN	50
26	NL	38
27	NM	30
28	PSP	52
29	RAH	44
30	RWH	68
31	RFS	52
32	RMN	56

33	SN	38
34	SIH	55
35	SRN	56
36	SV	55
	Total	1830

Appendix 6

Score of Experimental and Control Class on Post-Test

a. Score of Experimental Class Post-Test

No	Students Initial Name	Post-test
1	AS	74
2	AA	70
3	AH	76
4	AHT	80
5	DH	70
6	DW	65
7	DN	73
8	DA	67
9	DAL	72
10	EF	85
11	EP	80
12	EW	62
13	IN	74
14	IS	72
15	IA	73
16	MR	68
17	MRU	70
18	MI	65
19	MY	65
20	MA	75
21	NH	69
22	NF	64
23	NK	64
24	NA	76
25	PF	67
26	RS	72
27	RSW	78
28	RH	68
29	RHI	78
30	SM	75
31	SAD	63
32	SR	69
33	WS	62
34	YZ	82
35	RM	82

36	RK	88
37	SAS	60
38	WS	60
39	YZN	60
	Total	2773

b. Score of Control Class Post-Test

No	Students Initial Name	Pre-Test
1	AH	65
2	AN	48
3	AHA	48
4	AHS	81
5	AAN	80
6	AFD	50
7	AN	50
8	AAD	64
9	ASL	45
10	AR	52
11	DW	40
12	ES	72
13	FR	50
14	HS	50
15	HR	54
16	HS	65
17	INP	53
18	LA	54
19	LS	56
20	LY	68
21	MRY	74
22	MS	46
23	ND	45
24	NN	53
25	NN	52
26	NL	60
27	NM	40
28	PSP	60
29	RAH	46
30	RWH	68

31	RFS	56
32	RMN	62
33	SN	42
34	SIH	64
35	SRN	58
36	SV	62
	Total	2039

Appendix 7

RESULT OF NORMALITY TEST IN PRE TEST

RESULT OF THE NORMALITY TEST OF VIII-1 IN PRE-TEST

1. The score of VIII-1 class in pre test from low score to high score:

30	38	45	51	55	65	75
30	40	45	53	60	65	75
30	40	50	53	60	68	77
35	42	50	54	60	70	
35	42	50	54	62	70	
37	44	51	55	62	72	

2. High = 77

Low = 30

Range = High - Low

= 77 - 30

= 47

3. Total of Classes = $1 + 3,3 \log (n)$

= $1 + 3,3 \log (36)$

= $1 + 3,3 (1.55)$

= $1 + 45.11$

= 6.11

= 6

4. Length of Classes = $\frac{range}{total\ of\ class} = \frac{47}{6} = 7.8 = 8$

5. Mean

Interval Class	F	X	x	fx	x ²	fx ²
30 – 37	6	33.5	+3	18	9	54
38 – 44	6	41	+2	12	4	24
45 – 52	7	48.5	+1	8	1	8
53 – 60	9	56.5	0	0	0	0
61 – 68	5	64.5	-1	-5	1	4
69 – 76	5	72.5	-2	-10	4	16
77 – 84	1	80.5	-3	-3	9	18
<i>i</i> = 8	39	-	-	20	-	124

$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 56.5 + 8 \left(\frac{20}{39} \right)$$

$$= 56.5 + 8 (0.51)$$

$$= 56.5 + 4.08$$

$$= 60.58$$

$$SD_t = i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2}$$

$$= 8 \sqrt{\frac{124}{39} - \left(\frac{20}{39} \right)^2}$$

$$= 8 \sqrt{3.44 - (0.30)^2}$$

$$= 8 \sqrt{3.44 - 0.30}$$

$$= 8 \sqrt{3.14}$$

$$= 8 \times 1.77$$

$$= 14.16$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$	
77 – 84	84.5	1.68	0.4535					
69 – 76	76.5	1.12	0.3686	0.08	3.12	1	-0.67	
61 – 68	68.5	0.55	0.2088	0.15	5.85	5	-0.14	
53 – 60	60.5	-0.005	0.48006	-0.27	-10.53	5	0.52	
45 – 52	52.5	-0.57	0.28434	0.19	7.41	9	0.21	
37 – 44	44.5	-1.13	0.2924	0.15	5.85	7	0.19	
30 - 37	37.5	-1.62	0.5262	0.07	2.73	6	1.19	
	29.5	-2.19	0.1426	0.03	1.17	6	4.12	
							X^2	5.42

Based on the table above, the reseracher found that $x^2_{count} = 5.42$ while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ ($5.42 < 11.070$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of VIII-1 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	30 – 37	6	6
2	38 – 44	6	12

3	45 – 52	7	19
4	53 – 60	9	28
5	61 – 68	5	33
6	69 – 76	5	38
7	77 – 84	1	39

Position of Me in the interval of classes is number 4, that:

$$Bb = 52.5$$

$$F = 7$$

$$fm = 9$$

$$i = 8$$

$$n = 39$$

$$1/2n = 19.5$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\ &= 52.5 + 8 \left(\frac{19.5 - 7}{9} \right) \\ &= 52.5 + 8 (1.38) \\ &= 52.5 + 11.04 \\ &= 63.54 \end{aligned}$$

7. Modus

No	Interval	F	Fk
1	30 – 37	6	6
2	38 – 44	6	12
3	45 – 52	7	19
4	53 – 60	9	28
5	61 – 68	5	33
6	69 – 76	5	38
7	77 – 84	1	39

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 52.5$$

$$d_1 = 2$$

$$d_2 = 4$$

$$i = 8$$

So,

$$\begin{aligned} M_o &= 52.5 + \frac{2}{2+4} 8 \\ &= 52.5 + 1.5 (8) \\ &= 52.5 + 12 \\ &= 64.5 \end{aligned}$$

RESULT OF NORMALITY TEST IN PRE TEST

RESULT OF THE NORMALITY TEST OF VIII-2 IN PRE-TEST

1. The score of VIII-2 class in pre test from low score to high score:

28	38	45	52	56	65
28	38	45	54	56	68
30	40	50	54	60	68
35	40	50	55	60	70
36	44	50	55	62	70
36	44	52	56	65	75

2. High = 75

Low = 28

Range = High - Low

= 75 - 28

$$= 47$$

$$\begin{aligned}
 3. \text{ Total of Classes} &= 1 + 3,3 \log (n) \\
 &= 1 + 3,3 \log (39) \\
 &= 1 + 3,3 (1.59) \\
 &= 1 + 5.24 \\
 &= 6.24 \\
 &= 6
 \end{aligned}$$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{47}{6} = 7.8 = 8$$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
28 – 35	4	31.5	+3	12	9	36
36 – 43	6	39.5	+2	12	4	24
44 – 51	7	47.5	+1	7	1	7
52 – 59	9	55.5	0	0	0	0
60 – 67	5	63.5	-1	-5	1	5
68 – 83	5	71.5	-2	-10	4	20
<i>i</i> = 8	36	-	-	16	-	92

$$Mx = M^1 + i \frac{\sum fx^1}{N}$$

$$= 55.5 + 8 \left(\frac{16}{36} \right)$$

$$= 55.5 + 8 (0.44)$$

$$= 55.5 + 3.52$$

$$= 59.2$$

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

$$= 8 \sqrt{\frac{92}{36} - \left(\frac{16}{36} \right)^2}$$

$$= 8 \sqrt{2.55 - (0.44)^2}$$

$$= 8 \sqrt{2.55 - 0.19}$$

$$= 8\sqrt{2.36}$$

$$= 8 \times 1.5$$

$$= 12$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
68 – 75	75.5	1.35	0.4115	0.15	5.4	5	-0.07
60 – 67	67.5	0.69	0.2549	0.24	8.64	5	-0.42
52 – 59	59.5	0.02	0.0080	-0.24	-8.64	9	-2.04
44 – 51	51.5	-0.66	0.25463	0.15	5.4	7	0.29
36 – 43	43.5	-1.30	0.09680	0.07	2.52	6	1.38
28 – 35	35.5	-1.97	0.02442	0.02	0.72	4	4.55
	27.5	-2.64	0.00415				
X^2							6.22

Based on the table above, the reseracher found that $x^2_{count} = 6.22$ while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ ($6.22 < 11.070$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of VIII-2 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	28 – 35	4	4
2	36 – 43	6	10
3	44 – 51	7	17
4	52 – 59	9	26
5	60 – 67	5	31

6	68 – 75	5	36
---	---------	---	----

Position of Me in the interval of classes is number 4, that:

$$Bb = 51.5$$

$$F = 7$$

$$fm = 9$$

$$i = 8$$

$$n = 39$$

$$1/2n = 18$$

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 51.5 + 8 \left(\frac{18-7}{9} \right)$$

$$= 51.5 + 8 (1.22)$$

$$= 51.5 + 9.76$$

$$= 61.26$$

7. Modus

No	Interval	F	Fk
1	28 – 35	4	4
2	36 – 43	6	10
3	44 – 51	7	17
4	52 – 59	9	26
5	60 – 67	5	31
6	68 – 75	5	36

$$M_0 = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 51.5$$

$$d_1 = 2$$

$$d_2 = 4$$

$$i = 8$$

So,

$$M_0 = 51.5 + \frac{2}{2+4} 8$$

$$= 51.5 + 1.5 (8)$$

$$= 51.5 + 12$$

$$= 63.5$$

Appendix 8

RESULT OF NORMALITY TEST IN POST TEST

RESULT OF THE NORMALITY TEST OF VIII-1 IN POST-TEST

8. The score of VIII-1 class in post test from low score to high score:

60	64	67	70	73	76	82
60	64	68	70	74	78	85
60	65	68	72	74	78	88
62	65	69	72	75	80	
62	65	69	72	75	80	
63	67	70	73	76	82	

9. High = 88

Low = 60

Range = High - Low

= 88 - 60

= 28

10. Total of Classes = $1 + 3,3 \log (n)$

= $1 + 3,3 \log (39)$

= $1 + 3,3 (1.59)$

= $1 + 5.24$

= 6.24

= 6

11. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{28}{6} = 4.6 = 5$

12. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
60 - 64	8	62	+2	16	4	32
65 - 69	9	67	+1	9	1	9
70 - 74	10	72	0	0	0	0

75 – 79	6	77	-1	-6	1	6
80 – 84	4	82	-2	-8	4	16
85 – 89	2	87	-3	-6	9	18
$i = 8$	39	-	-	5	-	81

$$Mx = M^1 + i \frac{\sum fx^1}{N}$$

$$= 72 + 5 \left(\frac{5}{39}\right)$$

$$= 72 + 5 (0.12)$$

$$= 72 + (0.6)$$

$$= 72.6$$

$$SD_t = i \sqrt{\frac{\sum f x_i^2}{n} - \left(\frac{\sum f x_i}{n}\right)^2}$$

$$= 5 \sqrt{\frac{81}{39} - \left(\frac{5}{39}\right)^2}$$

$$= 5 \sqrt{2.07 - (0.12)^2}$$

$$= 5 \sqrt{2.07}$$

$$= 5 \times 2.06$$

$$= 10.3$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
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85 – 89	89.5	1.64	0.4495					
				0.07	2.73	2	-0.26	
80 – 84	84.5	1.15	0.3749					
				0.12	4.68	4	-0.14	
75 – 79	79.5	0.67	0.2486					
				0.17	6.63	6	-0.09	
70 – 74	74.5	0.18	0.0714					
				-0.31	-12.09	10	-1.82	
65 – 69	69.5	-0.30	0.38209					
				0.16	6.24	9	0.44	
60 – 64	64.5	-0.78	0.21170					
				0.11	4.29	8	0.86	
	59.5	-1.27	0.10204					
							X^2	-1.01

Based on the table above, the reseracher found that $x^2_{count} = -1.01$ while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ ($-1.01 < 11.070$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of VIII-1 class (pre-test) is normal.

13. Median

No	Interval	F	Fk
1	60 – 64	8	8
2	65 – 69	9	17
3	70 – 74	10	27
4	75 – 79	6	33
5	80 – 84	4	37
6	85 – 89	2	39

Position of Me in the interval of classes is number 4, that:

$$Bb = 69.5$$

$$F = 9$$

$$fm = 10$$

$$i = 5$$

$$n = 39$$

$$1/2n = 19.5$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\ &= 69.5 + 5 \left(\frac{19.5 - 9}{10} \right) \\ &= 69.5 + 1.05 \\ &= 70.55 \end{aligned}$$

14. Modus

No	Interval	F	Fk
1	60 – 64	8	8
2	65 – 69	9	17
3	70 – 74	10	27
4	75 – 79	6	33
5	80 – 84	4	37
6	85 – 89	2	39

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 69.5$$

$$d_1 = 1$$

$$d_2 = 4$$

$$i = 5$$

So,

$$\begin{aligned}
M_o &= 69.5 + \frac{1}{1+4} 5 \\
&= 69.5 + 0.2 (5) \\
&= 69.5 + 1 \\
&= 70.5
\end{aligned}$$

RESULT OF NORMALITY TEST IN POST TEST

RESULT OF THE NORMALITY TEST OF VIII-2 IN POST-TEST

8. The score of VIII-2 class in post test from low score to high score:

40	46	52	55	62	68
40	48	53	56	62	68
42	48	53	56	64	72
42	50	54	58	64	74
45	50	54	60	65	80
45	52	55	60	65	81

$$\begin{aligned}
9. \text{ High} &= 81 \\
\text{Low} &= 40 \\
\text{Range} &= \text{High} - \text{Low} \\
&= 81 - 40 \\
&= 41
\end{aligned}$$

$$\begin{aligned}
10. \text{ Total of Classes} &= 1 + 3,3 \log (n) \\
&= 1 + 3,3 \log (36) \\
&= 1 + 3,3 (1.51) \\
&= 1 + 5.14 \\
&= 6.14 \\
&= 6
\end{aligned}$$

$$11. \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{41}{6} = 6.8 = 7$$

12. Mean

Interval Class	F	X	x	fx	x ²	fx ²
40 – 46	7	43	+2	14	4	28
47 – 53	8	50	+1	8	1	8
54 – 60	9	57	0	0	0	0
61 – 67	6	64	-1	-6	1	6
68 – 74	4	71	-2	-8	4	16
75 – 81	2	78	-3	-6	9	18
<i>i</i> = 7	36	-	-	2	-	76

$$\begin{aligned}
Mx &= M^1 + i \frac{\sum fx^1}{N} \\
&= 57 + 7 \left(\frac{2}{36} \right) \\
&= 57 + (3.85) \\
&= 60.85
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum f x_i^2}{n} - \left(\frac{\sum f x_i}{n}\right)^2} \\
&= 7 \sqrt{\frac{76}{36} - \left(\frac{2}{36}\right)^2} \\
&= 7 \sqrt{2.11 - (0.5)^2} \\
&= 7 \sqrt{2.11 - 0.25} \\
&= 7 \sqrt{1.86} \\
&= 7 \times 1.36 \\
&= 9.52
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f _o	$\frac{(f_o - f_h)}{f_h}$
75 – 81	81.5	2.16	0.4846				
68 – 74	74.5	1.43	0.4236	0.06	2.16	2	-0.07
61 – 67	67.5	0.69	0.2549	0.16	5.76	4	-3.00
54 – 60	60.5	-0.03	0.48803	-0.23	-8.26	6	-1.72
47 – 53	53.5	-0.77	0.22065	-0.26	9.36	9	-0.03
40 – 46	46.5	-1.50	0.06681	0.15	5.4	8	0.48
	39.5	-2.24	0.01225	-0.05	-1.8	7	-4.8
						X ²	-9.14

Based on the table above, the reseracher found that $x^2_{count} = -9.14$ while $x^2_{table} = 11.070$ cause $x^2_{count} < x^2_{table}$ ($-9.14 < 11.070$) with degree of freedom (dk) = 6–1 = 5 and significant level $\alpha = 5\%$. So distribution of VIII-2 class (pre-test) is normal.

13. Median

No	Interval	F	Fk
1	40 – 46	7	7
2	47 – 53	8	15
3	54 – 60	9	24
4	61 – 67	6	30
5	68 – 74	4	34
6	7 – 81	2	36

Position of Me in the interval of classes is number 4, that:

$$Bb = 53.5$$

$$F = 8$$

$$fm = 9$$

$$i = 7$$

$$n = 36$$

$$1/2n = 18$$

So :

$$\begin{aligned}
 Me &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\
 &= 53.5 + 7 \left(\frac{18-8}{9} \right) \\
 &= 53.5 + 1.11 \\
 &= 54.61
 \end{aligned}$$

14. Modus

No	Interval	F	Fk
----	----------	---	----

1	40 – 46	7	7
2	47 – 53	8	15
3	54 – 60	9	24
4	61 – 67	6	30
5	68 – 74	4	34
6	7 – 81	2	36

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 53.5$$

$$d_1 = 1$$

$$d_2 = 3$$

$$i = 7$$

So,

$$\begin{aligned} M_o &= 53.5 + \frac{1}{1+3} 7 \\ &= 53.5 + 0.25 (7) \\ &= 53.5 + 9.31 \\ &= 62.8 \end{aligned}$$

Appendix 9

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant of the VIII-1 class is:

No	Students Initial Name	Pre-test	Xi^2
1	AS	55	3025
2	AA	44	1936
3	AH	60	3600
4	AHT	72	5184
5	DH	55	3025
6	DW	51	2601
7	DN	51	2601
8	DA	42	1764
9	DAL	53	2809
10	EF	60	3600
11	EP	75	5625
12	EW	37	1369
13	IN	68	4624
14	IS	62	3844
15	IA	65	4225
16	MR	60	3600
17	MRU	35	1225
18	MI	30	900
19	MY	53	2809
20	MA	70	4900
21	NH	42	1764

22	NF	45	2025
23	NK	50	2500
24	NA	62	3844
25	PF	45	2025
26	RS	55	3025
27	RSW	54	2916
28	RH	50	2500
29	RHI	50	2500
30	SM	40	1600
31	SAD	38	1444
32	SR	40	1600
33	WS	75	5625
34	YZ	65	4225
35	RM	77	5929
36	RK	54	2916
37	SAS	30	900
38	WS	30	900
39	YZN	35	1225
	Total	2050	114604

$$n = 39$$

$$\sum xi = 2050$$

$$\sum xi^2 = 114604$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{39(114604) - (2050)^2}{39(39-1)} \\
 &= \frac{4469556 - 4206600}{39(38)} \\
 &= \frac{262956}{1482} \\
 &= 177.43
 \end{aligned}$$

B. Variant of the VIII-2 class is:

No	Students Initial Name	Pre-Test	X_i^2
1	AH	65	4225
2	AN	45	2025
3	AHA	40	1600
4	AHS	70	4900
5	AAN	75	5625
6	AFD	35	1225
7	AN	36	1296
8	AAD	60	3600
9	ASL	28	784
10	AR	50	2500
11	DW	28	784
12	ES	70	4900
13	FR	45	2025
14	HS	54	2916
15	HR	50	2500
16	HS	60	3600
17	INP	54	2916
18	LA	40	1600
19	LS	56	3136
20	LY	65	4225
21	MRY	68	4624
22	MS	44	1936
23	ND	36	1296
24	NN	62	3844
25	NN	50	2500
26	NL	38	1444
27	NM	30	900
28	PSP	52	2704
29	RAH	44	1936
30	RWH	68	4624
31	RFS	52	2704
32	RMN	56	3136
33	SN	38	1444
34	SIH	55	3025
35	SRN	56	3136
36	SV	55	3025
	Total	1830	98660

$$N = 36$$

$$\sum xi = 1830$$

$$\sum xi^2 = 98660$$

So:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

$$= \frac{36(98660) - (1830)^2}{36(36-1)}$$

$$= \frac{3551760 - 3348900}{36(35)}$$

$$= \frac{202860}{1260}$$

$$= 161$$

The Formula was used to test hypothesis was:

1. VIII-2 and VIII-1 :

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$F = \frac{177.43}{161}$$

$$= 1.10$$

After doing the calculation, researcher found that $F_{count} = 1.10$ with $\alpha 5\%$ and $dk = 39$ and 36 from the distribution list F , researcher found that $F_{table} =$, cause $F_{count} < F_{table}$ ($1.10 < 1.78$). So, there is no difference the variant between the VIII-1 class and VIII-2 class. It means that the variant is homogenous.

Appendix 10

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

C. Variant of the VIII-1 class is:

No	Students Initial Name	Post-test	X_i^2
1	AS	74	5476
2	AA	70	4900
3	AH	76	5776
4	AHT	80	6400
5	DH	70	4900
6	DW	65	4225
7	DN	73	5329
8	DA	67	4489
9	DAL	72	5184
10	EF	85	7225
11	EP	80	6400
12	EW	62	3844
13	IN	74	5476
14	IS	72	5184
15	IA	73	5329
16	MR	68	4624
17	MRU	70	4900
18	MI	65	4225
19	MY	65	4225
20	MA	75	5625
21	NH	69	4761

22	NF	64	4096
23	NK	64	4096
24	NA	76	5776
25	PF	67	4489
26	RS	72	5184
27	RSW	78	6084
28	RH	68	4624
29	RHI	78	6084
30	SM	75	5625
31	SAD	63	3969
32	SR	69	4761
33	WS	62	3844
34	YZ	82	6724
35	RM	82	6724
36	RK	88	7744
37	SAS	60	3600
38	WS	60	3600
39	YZN	60	3600
	Total	2773	199221

$$n = 39$$

$$\sum xi = 2773$$

$$\sum xi^2 = 199121$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{39(199121) - (2773)^2}{39(39-1)} \\
 &= \frac{7765719 - 7689529}{39(38)} \\
 &= \frac{115190}{1482} \\
 &= 77.72
 \end{aligned}$$

D. Variant of the VIII-2 class is:

E. No	Students Initial Name	Post-Test	X_i^2
1	AH	65	4225
2	AN	48	2304
3	AHA	48	2304
4	AHS	81	6561
5	AAN	80	6400
6	AFD	50	2500
7	AN	50	2500
8	AAD	64	4096
9	ASL	45	2025
10	AR	52	2704
11	DW	40	1600
12	ES	72	5184
13	FR	50	2500
14	HS	50	2500
15	HR	54	2916
16	HS	65	4225
17	INP	53	2809
18	LA	54	2916
19	LS	56	3136
20	LY	68	4624
21	MRY	74	5476
22	MS	46	2116
23	ND	45	2025
24	NN	53	2809
25	NN	52	2704
26	NL	60	3600
27	NM	40	1600
28	PSP	60	3600
29	RAH	46	2116
30	RWH	68	4624
31	RFS	56	3136
32	RMN	62	3844
33	SN	42	1764
34	SIH	64	4096
35	SRN	58	3364
36	SV	62	3844
	Total	2039	119445

$$N = 36$$

$$\sum xi = 2039$$

$$\sum xi^2 = 119445$$

So:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

$$= \frac{36(119445) - (2039)^2}{36(36-1)}$$

$$= \frac{4300020 - 4157521}{36(35)}$$

$$= \frac{142499}{1260}$$

$$= 113.094$$

The Formula was used to test hypothesis was:

2. VIII-1 and VIII-2 :

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

So:

$$F = \frac{113.094}{77.72}$$

$$= 1.45$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.45$ with $\alpha 5\%$ and $dk = 39$ and 36 from the distribution list F , researcher found that $F_{\text{table}} = ,$ cause $F_{\text{count}} < F_{\text{table}}$ ($1.45 < 1.78$). So, there is no difference the variant between the VIII-1 class and VIII-2 class. It means that the variant is homogenous.

Appendix 11

T-test of the Both Averages in Pre-Test

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{60.58 - 59.2}{\sqrt{\left(\frac{(39 - 1)177.43 + (36 - 1)161}{39 + 36 - 2}\right)\left(\frac{1}{39} + \frac{1}{36}\right)}}$$

$$Tt = \frac{1.38}{\sqrt{\left(\frac{38(177.43) + 35(161)}{73}\right)(0.025 + 0.027)}}$$

$$Tt = \frac{1.38}{\sqrt{\left(\frac{6742.34 + 5635}{73}\right)(0.025 + 0.027)}}$$

$$Tt = \frac{1.38}{\sqrt{\left(\frac{12377.34}{73}\right)(0.052)}}$$

$$Tt = \frac{1.38}{\sqrt{169.55(0.052)}}$$

$$Tt = \frac{1.38}{\sqrt{8.81}}$$

$$Tt = \frac{1.38}{2.96}$$

$$Tt = 0.46$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{\text{count}} = 0.46$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$

and $dk = n_1 + n_2 - 2 = 39 + 36 - 2 = 73$, $t_{table} = 2.000$. So, $t_{count} < t_{table}$ ($0.46 < 2.000$)

and H_0 is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 12

T-test of the Both Averages in Post-Test

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{72.6 - 60.85}{\sqrt{\left(\frac{(39 - 1)77.72 + (36 - 1)113.094}{39 + 36 - 2}\right)\left(\frac{1}{39} + \frac{1}{36}\right)}}$$

$$Tt = \frac{11.75}{\sqrt{\left(\frac{38(77.72) + 35(113.094)}{73}\right)(0.025 + 0.027)}}$$

$$Tt = \frac{11.75}{\sqrt{\left(\frac{2953.36 + 395824.}{73}\right)(0.025 + 0.027)}}$$

$$Tt = \frac{11.75}{\sqrt{\left(\frac{6911.65}{73}\right)(0.052)}}$$

$$Tt = \frac{11.75}{\sqrt{94.68(0.052)}}$$

$$Tt = \frac{11.75}{\sqrt{4.92}}$$

$$Tt = \frac{11.75}{2.21}$$

$$Tt = 5.31$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{\text{count}} = 5.31$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$

and $dk = n_1 + n_2 - 2 = 39 + 36 - 2 = 73$, $t_{table} = 2.000$. So, $t_{count} < t_{table}$ ($5.31 > 2.000$)

and H_a is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 13

Chi-Square Table

dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 14

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592

-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964

Appendix 15

Percentage Points of the t Distribution

Two Tail Test						
	0,50	0,20	0,10	0,05	0,02	0,01
One Tail Test						
Dk	0,25	0,10	0, 005	0,025	0,01	0,05
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831

22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUNAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihintang 22733
Telepon (0634) 22080 Faksimile (0634) 24022

SURAT KETERANGAN LULUS MUNAQASYAH

Nomor : *2142* /ln.14/E.4c/PP.00.9/11/2017

Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : Eka Eliyanti

Nim : 13 340 0081

Jurusan : Tadris/ Pendidikan Bahasa Inggris / TBI

Alamat : Bange Kec. Sayurmatangi Kabupaten Tapanuli Selatan

benar lulus **Ujian munaqosyah Skripsi** Institut Agama Islam Negeri (IAIN) Padangsidimpuan pada tanggal **14 November 2017** dengan nilai **76,25 (B)** dan memperoleh yudisium **Cumlaude** dengan Indeks Prestasi Kumulatif (IPK) **3,50**.

Demikian surat ini dibuat, atas perhatian dan tindaklanjut dari Bapak kami ucapkan terimakasih.

14 November 2017
a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5Sihitang 22733
Telephon 0634- 22080 Faximile 0634-24022

: 43/In.14/E.6a/PP.00.9/09/2016

Padangsidempuan, 21 September 2016

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Tbu;

1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Zainuddin, S.S., M.Hum (Pembimbing II)

di-
Padangsidempuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Tbu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Eka Eliyanti
Nim. : 13 340 0081
Jurusan : Tadris Bahasa Inggris-3
Judul Skripsi : **The Effect of Direct Method On The Students' Speaking Ability at Grade VIII MTsN Batang Angkola**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Tbu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

Fitri Rayani Siregar, M. Hum
NIP. 19820731 200912 2 004

Mengetahui
a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelva Nilda, M.Si
NIP.19720920 200003 2 002

Pernyataan Kesediaan Sebagai Pembimbing

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING II

Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN TAPANULI SELATAN
MADRASAH TSANAWIYAH NEGERI BATANG ANGKOLA
Jalan Mandailing Km. 23,5 Desa Tolang Julu Kec. Sayurmatangi

Kode Pos 22774

SURAT KETERANGAN RISET

Nomor : B - 87 / Mts.09.02/Kp.01/08/2017

Yang bertanda tangan di bawah ini :

Nama : FAHRUL SANAWI,S.Pd.M.Pd
NIP : 19690626 200501 1 003
Pangkat/Gol : Penata TK I (III/d)
Jabatan : Kepala MTsN Batang Angkola

Dengan ini menyatakan dengan sesungguhnya bahwa :

Nama : Eka Eliyanti
T.T/ Lahir : Batu Godang, 7 November 1994
NIM : 13.3400081
Fakultas//Jurusan : Tarbiyah dan Ilmu Keguruan /TBI
Alamat : Bange

Adalah benar telah melaksanakan Riset di Madrasah Tsanawiyah Negeri Batang Angkola

Dari tanggal 16 Agustus s/d 22 Agustus 2017 dengan Judul "The Effect of Direct Method Toward Students' Speaking Ability at Grade VIII MTsN Batang Angkola Padangsidimpuan".

Demikian Surat Keterangan Riset ini di buat dengan sebenarnya untuk , dapat dipergunakan seperlunya.

Tolang Julu, 22 Agustus 2017

Kepala

FAHRUL SANAWI,S.Pd.M.Pd
NIP.19690626 200501 1003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 1385 /n.14/E.4c/TL.00/08/2017
Hal : Izin Penelitian
Penyelesaian Skripsi.

16 Agustus 2017

Yth. Kepala MTsN Batang Angkola
Kabupaten Tapanuli Selatan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Eka Elyanti
NIM : 13 340 0081
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Bange

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Direct Method Toward Students' Speaking Ability at Grade VIII MTsN Batang Angkola Padangsidempuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Selva Hilda
NIP. 197209212008003 2 002