

## IMPROVING SPEAKING ACTIVE ABILITY BY USING DIRECT METHOD ON 2ND SEMESTER OF MIDWIFERY STUDENTS OF STIK BINA HUSADA PALEMBANG

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**ABSTRACT:** The objective of this research was to find out whether or not there is an improving speaking active ability by using direct method on 2<sup>nd</sup> semester of midwifery students of STIK Bina Husada Palembang. This research was true experimental design the sample of this research was taken by using total sampling with total 70 students of midwifery students at STIK Bina Husada Palembang. The data were obtained by using speaking test on pre and post. To verify the hypotheses, the primary data were analyzed by using t-test and paired sample correlation analyses by SPSS version 22 computer Program Based on the data analysis, the improving speaking active ability by using direct method Based on the data analysis, t test in the pre test and post test experiment was pre 68 and post 81 and the paired sample correlation got 0.770 at the significance level of  $p < 0.05$ . Because the t and r-obtained values were higher. And from the average score obtained by students it can be seen that there was significant improving speak active ability especially in comprehension and fluency. It can be concluded that, the direct method usage in the class can improve the students' speaking active ability

**Keywords:** *direct method, and speaking.*

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## MENINGKATKAN KEMAMPUAN AKTIF BERBICARA DENGAN MENGUNAKAN *DIRECT METHOD* PADA SEMESTER 2 MAHASISWI KEBIDANAN STIK BINA HUSADA PALEMBANG

**ABSTRAK:** Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan kemampuan berbicara aktif dengan menggunakan *direct method* pada mahasiswa kebidanan semester 2 STIK Bina Husada Palembang. Penelitian ini merupakan penelitian *true experimental* dan sampel penelitian ini diambil dengan menggunakan total sampling dengan total 70 siswa kebidanan di STIK Bina Husada Palembang. Data diperoleh dengan menggunakan tes berbicara di *pre* dan *post*. Untuk memverifikasi hipotesis, data primer dianalisis dengan menggunakan *t-test* dan analisis korelasi sampel berpasangan dengan menggunakan SPSS versi 22.00 program komputer. Berdasarkan analisis data, peningkatan kemampuan berbicara aktif dengan menggunakan *direct method*. Berdasarkan analisis data, uji t pada *pre test* dan *post test* eksperimen adalah pre 68 dan post 81 dan korelasi sampel berpasangan mendapat 0,770 pada taraf signifikansi  $p < 0,05$ . Karena nilai t dan r diperoleh lebih tinggi. Dan dari skor rata-rata yang diperoleh oleh siswa dapat dilihat bahwa ada peningkatan kemampuan berbicara aktif yang signifikan terutama dalam pemahaman dan kelancaran dalam berbicara. Dapat disimpulkan bahwa, penggunaan *direct method* di dalam kelas dapat meningkatkan kemampuan aktif berbicara mahasiswa.

**Kata Kunci:** *direct method, dan berbicara.*

## INTRODUCTION

Language is a communication device that is very useful for all living things. Language is divided into two, namely verbal and non-verbal. Verbal language is a language that uses spoken language in conveying information, while non-verbal is a language that uses sign (sign / signal) using both writing, hand movements, facial expressions, and body.

In mastering language there are 4 abilities in language, namely; listening, writing, reading and speaking. In mastering 4 abilities in language can be used as a parameter in measuring language skills, one of which is the ability to speak which is often used as a measuring tool that someone has a good ability to communicate, especially communicating in English. It is inline with indriyani (2015, p. 1) she stated that Speaking skill becomes a parameter to measure a person's ability to communicate.

According to Brown (2001, p. 268) Formal English must be taught from elementary school to university level. Therefore, students must master English language skills, but in reality there are still many students

having difficulty in mastering English, especially speaking skills. Speaking ability is a language skill that is used to express ideas and thoughts through communication with others to know information, to convey messages, to share ideas and in addition Cameron (2001, p.40) stated that speaking is the use of active language to express meaning so that others can understand it.

In speaking some competencies and language skills are needed, among others, must be mastered, such as sentence order rules, morphology, semantics and fluency and accuracy. It is supported by Thornbury, (2005, p. 4) that stated many lexical expressions are remembered also needed in spoken language. According to Brown (2004, p. 320), Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. While Thornbury (2005: 4) says that speaking is an interactive and requires the ability to cooperate in the management of speaking turn. That means someone will be called master or

understand English when he can talk to others.

Speaking is a means of interacting with everyday life. Based on Brown (2001, p. 275) speaking has four categories of speaking, namely:

1. Imitative / imitation This category applies to the ability of students to copy some parts of language not for the purpose of meaningful interaction but to focus on certain elements of the language form.
2. Intensive  
This category runs one step beyond imitation including speaking performance designed to practice some phonological or grammatical aspects of language.
3. Responsive  
This category deals with students' speeches in class. This includes short answers to questions or comments initiated by the teacher or student.
4. Transactional  
Transactional language is carried out for the purpose of conveying or exchanging specific information. This is an extended form of responsive language
5. Interpersonal  
Interpersonal language is done more for the purpose of maintaining social

relationships than for transmitting facts and information.

6. Extensive (monologue)

This category is usually found in middle to advanced level students, they are asked to give an extended monologue in the form of oral reports, summaries, or perhaps a short speech.

Furthermore, in teaching verbal or speaking communication, there are several factors that the educator should know that the factors encourage students to get good results in speaking skills. Based on Brown (2004, p. 325) speaking skills consist of two things, namely micro skills and macro skills.

1. Micro skills

- a. produce differences between English phonemes and allophonic variants.
- b. Produce different lengths of language.
- c. Produces stress patterns in English, words in stressful and stressless positions, rhythmic structures, and intonation contours.
- d. Produces reduce word and phrase forms.

- e. Using an adequate number of lexical units (words) to achieve pragmatics
  - f. Produce smooth speech at different levels of labor.
  - g. Monitor yourself and use various strategic tools, as self-correction, backtracking - to improve message clarity.
  - h. Using grammatical word classes (nouns, verbs, etc.), systems (for example, tension, agreement, pluralization), wording, patterns, rules, elliptical shapes.
  - i. Produce speeches in natural constituents - in the right phrases, groups pause, breathe groups, and constituents of sentences.
  - j. Express certain meanings in various grammatical forms.
  - k. Using a cohesive device in oral discourse.
2. Macro Skills
- a. Complete communicative functions that are appropriate to the situation, participants and goals.
  - b. Use appropriate registers, implications, pragmatic conventions, and linguistic features in face-to-face conversations.
  - c. Delivering links and connections between events and communicating relationships such as main ideas, supporting ideas, new information, information provided in general and examples.
  - d. Using facial features, body language, and other nonverbal cues along with verbal language to convey a meaning.
  - e. Develop and use speech strategies, such as emphasizing key words, Repeating provides context for interpreting the meaning of words, accurately assessing how well the interlocutor understands what is being conveyed
- Teaching a language is quite difficult, because the teacher has a big responsibility to make students reach the target language. In teaching language, teachers must also improve communicative students in speaking, because in that way, students can express themselves and learn how to follow social and context adjusted in communication.
- Nunan (2004) stated some formulations of what is meant by teaching speaking as follows;

1. Produces English speech sounds and sound patterns.
2. Use words and sentences of stress, intonation patterns and rhythms that are both languages.
3. Choose the right words and sentences according to the right social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means to express values and judgments.
6. Use language quickly and confidently with some unnatural pauses, which are referred to as fluency.

In achieving the target that is able to speak in English is often fail in schools and universities due to the wrong use of learning methods also occur at STIK Bina Husada. The use of Indonesian language, which reaches 50% compared to English in the teaching process and improves students' speaking skills, triggers passivity and failure in improving English speaking skills, especially for students who are still weak and blind. Therefore it is expected that with the right method, the teacher can help students in learning achievement.

There are several methods in teaching. Richards and Rogers (2001, p. 14) explained that the method is the overall plan for orderly presentation of language material, there are no contradictory parts, and all are based on the chosen approach. An axiomatic approach, a procedural method. It is support with Fauziati (2002: 5) that has pointed out that "method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified".

There are ten methods of teaching foreign language, such as:

A. Grammar Translation Method (GTM)

The method requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to be able to read and translate literary masterpieces and classics

B. Direct Method (DM)

The 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 done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught.

C. Audio lingual Method (ALM)

Like the direct method, the audio-lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method didn't focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

D. Situational Language Teaching (SLT)

The theory of learning underlying Situation Language Teaching is behaviorism, address in more the processes, than the conditions of learning.

E. Community Language Learning (CLL)

It is an approach in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a

counselor and a paraphrase, while the learner acts as a collaborator, although sometimes this role can be changed.

F. Total Physical Response (TPR)

The method relies on the assumption that when learning a second or additional language, language is internalized through a process of code breaking similar to first language development and that the process allows for a long period of listening and developing comprehension prior to production. Students respond to commands that require physical movement

G. Natural Approach (NA)

The Natural Approach (NA) is a method of foreign language teaching which aims to apply the principles of natural language acquisition into classroom context. Silent Way (SW)

The Silent Way is an approach to language teaching designed to enable students to become independent, autonomous and responsible learners. Suggestopedia

Suggestopedia is a teaching method which is based on a modern understanding of how the human

brain works and how we learn most effectively.

#### H. Communicative Language Teaching (CLT).

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

From all the above methods, the researcher prefer to Teaching Speaking by using Direct method. The direct method is a radical change of Grammar-Grammar Method by using target language as a means of instruction and communication in language classes, and by avoiding the use of the first language (Indonesian) and translation as a technique. This is a shift from the language of literature to everyday language which is spoken as the object of initial instruction. In this method, language learning is seen as analogous to first language acquisition, and the learning process involved is often interpreted in relation to association psychology.

Brown (2001, p. 278) stated the principles of the Direct Method as follows:

1. Classes are carried out exclusively in target language
2. Only everyday vocabulary and sentences taught
3. Oral communication skills have been built in carefully tiered progressions held around exchange of questions and answers between teachers and students in small and intensive classes
4. Grammar is taught inductively
5. New teaching points are introduced orally
6. Concrete vocabulary is taught through demonstrations, objects, and drawings, while abstract vocabulary is taught by idea associations
7. Both speeches and listening to comprehension are taught
8. Pronunciation and Grammar that is properly emphasized

The direct method is learning language in relevant settings. Direct teaching methods, sometimes called natural methods and often used in teaching foreign languages, this method does not use the learner's native language and only uses the target

language. The main purpose of the direct method is the mastery of a foreign language orally so that the learner is able to communicate English. To achieve this goal, students have provided training to understand words and sentences with meaning even though demonstrations, performances, actions, and pantomime.

Language is used as a communication tool and deliver speeches or ideas like speeches, in line with Freeman (2000, p. 190) stating that language is the main speech. Class teaching and class activities are carried out in the target language; Therefore, students are actively involved in using the target language. Conversation activities hold an important place in this method. Through the use of language in a real context, students have the opportunity to think better, and speak in the target language. Similarly, Stern (1991, p. 125) showed that the Direct Method is characterized by the use of the target language as a means of instruction and communication in language classes, and by avoidance of the use of the first language and translation as a technique. These principles are seen in the following guidelines for teaching oral

language, which are summarized as follows:

1. Never translate: demonstrate
2. Never explain: act
3. Never make a speech: ask questions
4. Never imitate mistakes: correct
5. Don't speak in one word: use sentences
6. Don't speak too much: make students talk a lot
7. Don't use a book: use your lesson plan
8. Never jump up and down: follow your plans
9. Don't get too fast: keep the pace of the students
10. Don't talk too slowly: talk normally
11. Don't talk too fast: talk naturally
12. Don't talk too hard: talk naturally
13. Never be patient: just calm down.

It can be concluded that direct method is a method of teaching foreign languages for the most important purpose in communication, where the teacher avoids students using the original language (mother tongue), and only uses the target language (English). This means that translation is not allowed. The teacher use the target language as simply as possible. The teacher also provides some tricks to attract students,



so they don't feel bored in learning English by using this method. In this method, students are provided with certain games that make them enjoy the lesson and feel comfortable. Therefore, the use of direct methods in the classroom can be an effective method, especially used at university and high school level such as STIK Bina Husada which targets students to be able to speak English actively.

## **METHODOLOGY**

The researcher used true experimental design in conducting the research. According to Harland (2004), Experimental research is a study that strictly adheres to a scientific research design.

The sample of study were the students of midwifery study program which amounted to 70 people by using the method of Total Sampling Technique. The sample was divided into two, namely; 31 as experiment group and 39 as control group.

The collecting data in the study was obtained by using speaking test which was divided into two, there are pre test and post test on each group.

## **FINDING AND DISCUSSION**

From the analyzing the data, the study found the important things. There are five important findings of this study.

### **1. The Pre Test of Control Group**

Based on the analysis of speaking ability in the pre test in the control group, it was found that 5 (13%) students were in the good category, 9 (23%) students were at the sufficient level / enough category, 18 (46%) students was at a very weak level, and 7 (18%) students were failed, the lowest score in the speaking test was 44, and the highest score was 76.

### **2. Post Test Control Group**

Based on the analysis of the ability to speak at the posttest in the control group, it was found that 1 (3%) students were in the very good category, 12 31% students were enough / 12, 31%) students were very weak and 4 (10%) students were failed, the lowest score in the speaking test was 48, and the highest score was 88.

### **3. The Pre Test & Post Test of Control Group**

Based on the analysis of paired sample t-test on pre and post test speaking ability in the control group it was found that the correlation value

between the two variables (pre and post) showed 484 at the level of significance  $p < 0.05$  in two tests with  $df = 38$ , which showed that it had *medium or sufficient correlation*. The findings show that the probability / p value of the T Paired test is 0.002. means: there was a difference between before and after the test. While the mean value in the pre test was 62.97 and in the post test was 68.21 this showed a positive value which means there was an increasing tendency in the ability to speak before and after.

**4. The Pre Test of Experimental Group**

Based on the analysis of the ability to speak on pre-test in the experimental group, found that 11 (35%) of students occupy the category of good category, 7 (23%) of students are in sufficient level / enough category, 11 (35%) students were at a very weak level, and 2 (18%) students were failed, the lowest score in the speaking test was 48, and the highest score was 84.

**5.The Post Test of Experimental Group**

Based on the analysis of the speaking ability on the posttest of experimental group, it was obtained that 10 (32%) students were in very good

category, 14 (45%) students were in good category , 5 (16%) students were sufficient / enough, and 2 (6%) students were very weak, the lowest score in the speaking test was 48, and the highest score was 88.

**6.The Pre Test & Post Test of Experimental Group**

Based on the analysis of paired sample t test on pre and post test of speaking ability in the experimental group it was found that the correlation value between the two variables (pre and post) showed 0.770 at the level of significance  $p < 0.05$  in two tests with  $df = 30$ , which showed that it had a high or *strong correlation*. The findings showed that the probability / p value of the T Paired test was 0,000. means: there was a difference between before and after the test. While the mean value in the pre test was 68.3 and in the post test was 81 this showed positive value which meant there was an increasing tendency in the ability to speak before and after (see table 1)

**Table 1**

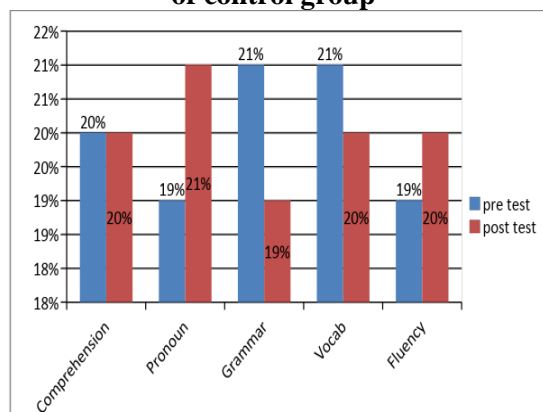
**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 pretest & posttest	31	.770	.000

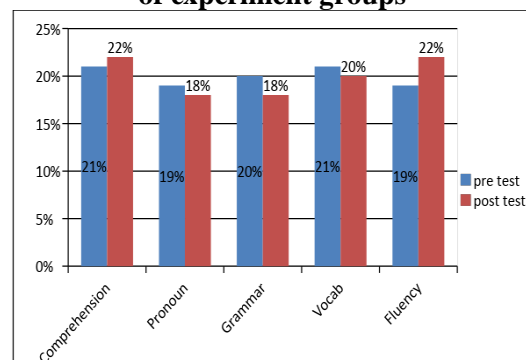
### 7. The Pre Test & Post Test of Experimental and Control Group In the aspect of Speaking

Based on the pre-test and post test in experimental and control groups were obtained the aspects of speaking that were comprehension, pronoun, grammar, vocabulary, and fluency. In the test results conducted in the control group it was found that the change or increase in the ability of the fluency category was from 19% to 20%. (see chart 2) and the average score in the pre test was 63 and post test was 68. Whereas in the experiment group it was found that the increase occurred by 3% in the fluency category, from 19% to 22% (see chart 3), and marked with the average score in the pre test was 68.3 and in the post test was 81.

**Chart 2**  
Distribution of speaking ability categories of control group



**Chart 3**  
Distribution of ability speaking categories of experiment groups



To strengthen the value of this research, following are some interpretations based results of data analysis. Based on the results of the study, it was found that there was a significant increase in the active speaking ability of English at STIK Bina Husada semester 2 midwifery students with an increase in the comprehensive and fluency categories. In the ability to speak, a person is required to be able to speak fluently and understandably in communication, this is a target in the achievement of research. With the positive results obtained in the increase in experimental groups, the use of direct methods in teaching English in the classroom was successfully applied and can be used to improve students' speaking skills.

The results of the study also support the above statement. Correlation

on paired sample t test results was 0.770. That is, the effect of giving teaching treatment using direct method in the classroom affects the ability to speak around 77%. The results showed that direct method as the main role factor in improving English speaking skills and 23% were other factors in influencing speech improvement.

## CONCLUSION

In this study the researcher aims to determine the increase in active speaking ability by using direct method. In this study the use of direct methods in teaching English in class. The method of using this method has a positive impact on improving the ability to speak English which is shown by correlations in the analysis of paired sample t test and obtain a strong influence or strong correlation in the value of pre-post test in the experimental group compared to pre-post test in the control group which obtained a relationship on the value of correlation paired sample t test to get a medium category / Medium or sufficient correlation.

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