

**USING THE DIRECT METHOD IN TEACHING TO IMPROVE  
STUDENTS' SPEAKING SKILL AT PURIKIDS LANGUAGE  
COURSE**

**A THESIS**

Submitted as Partial Fulfillment of the Requirement for the Attainment of the Degree  
of a *Sarjana Pendidikan* in English Language Education



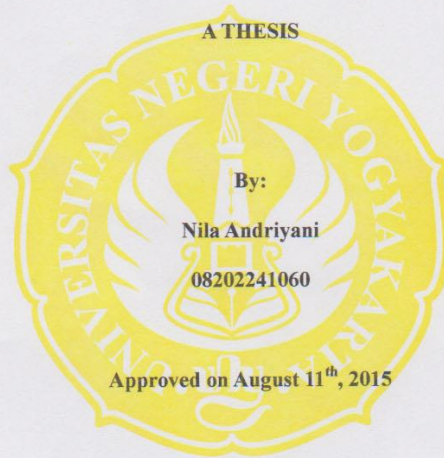
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**2015**

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USING THE DIRECT METHOD IN TEACHING TO IMPROVE STUDENTS'  
SPEAKING SKILL AT PURIKIDS LANGUAGE COURSE

A THESIS



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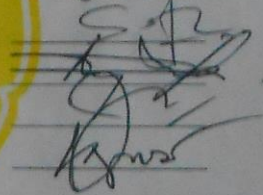
## RATIFICATION

### USING THE DIRECT METHOD IN TEACHING TO IMPROVE STUDENTS' SPEAKING SKILL AT PURIKIDS LANGUAGE COURSE

Accepted by the Board Examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University on August 18<sup>th</sup>, 2015 and declared to have fulfilled the requirements to attain *Sarjana Pendidikan* Degree in English Education.

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## PERNYATAAN

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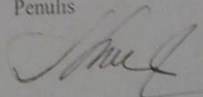
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Menyatakan bahwa skripsi ini adalah hasil dari pekerjaan saya sendiri. Sepanjang pengetahuan saya, skripsi ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 18 Agustus 2015

Penulis



Nila Andriyani

## **DEDICATIONS**

This thesis is dedicated to:

my beloved mother and father  
my sister and brother, Lian and Agum  
my beloved (true) friends : LOVE a.k.a "Kumatan"  
and "Nyelow"  
my "babo" brothers  
myself

## MOTTOS

*Doa adalah komunikasi rohani. Untuk hal-hal yang tak bisa diverifikasi,  
aku memilih berdoa. (Simple Miracles-Ayu Utami)*

“Ketika dunia ternyata jahat padamu, maka kamu harus menghadapinya karena tidak ada seorang pun yang akan menyelamatkanmu, kalau kamu tidak berusaha.”

(Roronoa Zoro-One Piece)

“Tidak ada orang di dunia ini yang terlahir sendirian. Pergilah, temui teman-temanmu dan hiduplah bersama mereka.”

(Jaguar D. Saul-One Piece)

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I realize that this writing is still far for being perfect. Therefore, all criticisms and suggestions will be appreciated. However, I hope this writing will give contributions to the field of study, especially to the English teaching and learning.

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# **USING THE DIRECT METHOD IN TEACHING TO IMPROVE STUDENTS' SPEAKING SKILL AT PURIKIDS LANGUAGE COURSE**

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## **ABSTRACT**

There are two objectives in this study. The first objective is to know the profile of students' speaking skill after the implementation of the Direct Method. Then, the second one is to describe the effectiveness of using the Direct Method in teaching in teaching to improve students' speaking skill at Purikids Language Course.

This research took place at Purikids Language Course, Yogyakarta. The subjects of this study were 18 students of Superkids Class Program which were divided into three classes. The type of this research is Action Research. This research consisted of two cycles. The first cycle had three meetings and the second cycle had two meetings. The data collection techniques were observations, interviews and tests. The data were in the form of field notes, interview transcripts and scores of the pretest and the posttest. The data were analyzed qualitatively and quantitatively. The researcher analyzed the qualitative data through three steps: 1) reducing, 2) displaying, and 3) verifying the data. The quantitative data were analyzed by means of the score to obtain the total mean of the class. The research validity was accomplished by adopting five criteria of validity: 1) democratic validity, 2) outcome validity, 3) process validity, 4) catalytic validity, and 5) dialogic validity.

The findings of the research showed that the use of the Direct Method was able to improve students' speaking skills. Based on the qualitative data, the students could develop their ideas to produce a short sentence with better vocabulary, sentence structure and pronunciation. They also enthusiastically joined the teaching and learning activities. Based on the quantitative data, the research showed that the total mean score of the class was higher after the posttest. From the data, it showed that students' mean score for the speaking skill was improved.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

English is one of the languages in the world which is used by many people in a lot of countries. This is the main factor why English has become one of the languages that must be learned in schools or in institutions. It also makes the English qualified as a primary requirement to communicate in the global communication. Mastery of English is necessary, considering this language is an international language that is used by many people in the world. Same with other languages, English also has a basic skill that must be owned by the language. Language skills that must be mastered in communication in general are four, namely listening, speaking, reading and writing. The four language skills are then used as a measurement of a language comprehension. One of the examples is speaking skill. Speaking skill becomes a parameter to measure a person's ability to communicate. The evident is when someone speaks, people will easily assess the language ability of a person if the person is mastering the language that he uses. This is what makes the researcher focused on the speaking skill.

In Indonesia, as an international language, English is used as a tool for communication in the academic field, functioned as a first, second or foreign language. As a foreign language and formally it is taught in schools from junior high school until university. It has become an obligatory subject and as one of the subjects

examined in the Ujian Nasional (National Examination). So, learning English is a necessity and a must for all the people in the world, especially in Indonesia. Therefore, the students should master English. In fact the students do not master the English yet. This can be proven by the low level of participation in the class and the mastery of vocabulary. Those are influenced students how to show their ideas, making compositions and many other activities dealing with language. In other words, by knowing and understanding those things, students will successfully achieve the four English language skills.

In this case, the researcher focuses on speaking skill. Speaking is a language skill that is very important. It is the first macro skill that has to be mastered by people; in this case, people are always speaking to communicate. The second significance is that speaking is a productive skill. It involves producing the language rather than receiving it. In speaking, people will produce spoken language. The third significance of speaking is that speaking is the most simple macro skill in language mastery. In speaking, people do not need to master all of the grammar. They only need to speak at least basic language in every communication. It becomes the easiest way to communicate as well. Then, the fourth or the last significance of speaking is that to express the idea. People can share everything in their minds by using some expressions to speak. Laughing, crying or angry, they can be expressed easily in speaking.. As an international language, someone's ability of speaking English becomes the main requirement that has to be mastered.

There are so many factors that influenced the ability of speaking, the internal factor and the external factor. The internal factor is something related to students' interest, motivation and knowledge. Those condition probably caused by their lack of knowledge or there is not any idea toward the material being tough, and also the techniques or methods are used not interesting for the students. Those cases are very influence the students learning achievement. In most conversation, the world flows with just the least of mental urge. People think about what to say, who they are talking to, where they are, and they also need to know how many times to talk. So, focusing on their accuracy and fluency is the main learning process to get developing of the students in their speaking performance.

In Indonesia, people start to learn English at the early age. In curriculum, English already taught in elementary school or even in the kindergarten. In this case, children, who already learn English in their school, have a same problem in speaking. For example, students at elementary grade sometimes face many problems in learning English specially in speaking, for example the students are shy to speak, low motivation, less self confidence, afraid of making mistakes, sometimes are reluctant to speak English, and the students look confuse if the teacher call one by one of them came in front of class to performance their speaking. It happens because they do not know what their aims to speak, so their speaking grows slowly and also states that many students who wants to speak to the other usually face some troubles such as cannot produce their ideas, arguments or feelings. In addition, that condition makes

them to study English more outside the school, for example at the language course.

Today, the teachers have been trying some methods, strategies and techniques in teaching English to make the students easy to understand the language and applied it in their life. One of the ways in teaching English is using strategy as apart that cannot separate in education. Strategy refers to a plan of action designed to achieve a particular goal. Based on the reasons above, the solution that the researcher offers is to apply direct method in teaching to improve students' speaking skill. By using this kind of method, students will consider that it is easier to get an idea without thinking about grammar. Teacher will use some pictures that telling or illustrating someone, something or somewhere by using direct method. It will guide students to explore and to generate idea to speak.

The direct method, which arrived at the end of the ninetieth century, was the product of reform movement which was reacting to the restrictions of grammar translation. Translation was abandoned in favors of the teacher and the students speaking together, relating the grammatical forms they were studying to objects and pictures, etc. in order to establish their meaning. The sentence was still the main object of interest, and accuracy was all important. The direct method has one basic rule and that is that no translation is allowed. The meaning of the name, Direct Method, comes from the fact that meaning is to be conveyed directly into the second language though demonstration and visual aids. Based on the principles, it uses the way how most people have traditionally acquired languages in early stages. It means

that it is a must to use the target language in presenting the new vocabulary and in communication, and the teacher must use the pictures, gestures, realia or by using the target language that is familiar to the students in explaining the new words. In other words the Direct Method is regarded effective in teaching English speaking. Therefore, in this thesis the researcher would like to identify the use of the Direct Method in teaching vocabulary in order to know its effectiveness in teaching speaking in the language course.

### **B. Identification of the Problem**

Many language learners regard speaking ability as the measure of knowing a language. That is why the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and assess their progress in terms of their accomplishments in spoken communication. Speaking ability also becomes the main objective of language learning especially in every level of school in Indonesia. Students are required to master speaking after graduating from their school in order to be able to communicate in English.

According to the researcher's experience when she was studying English, speaking is the most difficult part for the students. The researcher finds out many students in every level still have difficulty in speaking English although they are supposed to master it after graduating from their schools in order to be able to communicate in the academic field. Although students have learned English for years,

many of them are still incapable to use English orally. These may be caused by the limitation of opportunity to practice, lack of vocabulary, psychological factors which more concern to the fear of making mistakes when speaking English and also inappropriate method for the characteristic of the students. In addition, some parents decided to take their children to study English more at a language course.

The problem is what is the best method to conquer all of the problems above, in general speaking. In order to be able to speak English well, students have to feel comfortable and confident in practicing their English. By feeling comfortable and confident, students will not fear of making mistakes when speaking English. But on the other hand, many students always feel uncomfortable, unconfident, and fear of making mistakes when speaking English. This fear and uncomfortable feeling can be caused by the inappropriate method that used by the teacher. In fact, there are many teacher use inappropriate method in teaching speaking skill. They use teaching method that makes their students fell insecure, under pressure, and fear of making mistakes. Therefore, as an additional class, learning English at a language course will help students to comprehend their skills. English teacher at a language course should be able to encourage and motivate the students to learn the target language by using the appropriate method, especially for children. They should use an appropriate method that makes their students feel comfortable, independent, autonomous, and responsible in learning English at the early age, so that they can experience of using English directly.



Based on the problem, the researcher argues that the best method to be applied in teaching at a language course is the Direct Method. By using Direct Method in the small group of the class, the students will experience English directly and naturally. It also can motivate students to speak more. In the teaching and learning process, the teacher will drill English language from the first time, from the basic until the complex one, so that, students are not easy to forget the vocabulary or structure related to the context, and they can generate the idea of situation in their mind using the vocabulary related to the idea. Beside that, students can directly know how to pronounce words or sentences in a correct way.

### **C. Limitation of the Problem**

In this research, the researcher focused on the process of teaching that is enjoyable and interesting using the Direct Method. She chose the Direct Method to be applied in teaching at the language course to stimulate students to be more active in the class. By conducting an enjoyable teaching and learning process for children, she also considered caring in teaching and learning process because children need more attention, not only in achieving the academic target, but also building their social affection. Beside those things, she also considered some aspects related to their psychology.

The researcher chose Superkids class at Purikids Language Course to apply this method in teaching. This class consists of a small group of students at the average of 10-12 years old. She assumed that the students already taught by their teacher in their

school, that is why she focused on drilling and repeating the concepts or structures by using the Direct Method. In this class, students learned how to produce a short sentence, a description, and a sequence story based on pictures as clues to speak. She focused on enriching vocabularies, pronunciation, accuracy and also fluency. She used the direct method to teach and conducted some techniques to support this method in teaching.

#### **D. Formulation of the Problem**

Speaking is very important in learning a language. In speaking, students should be able to produce a language directly, even in a short sentence. It becomes a bridge for children in studying English. By using the Direct Method in teaching, the teacher is simulating the natural way in which children learn their first language. This study is intended to find out the influence of using direct method in teaching to improve students' speaking skill. Formulation of the problem are stated in the following questions :

1. How is the profile of students' speaking skill after implementation of the Direct Method in Superkids class at Purikids Language Course?
2. How can the effectiveness of using Direct Method in teaching to improve students' speaking skill in Superkids class at Purikids Language Course?

#### **E. Objective of the Research**

The aim of the research are :

1. To know the profile of students' speaking skill after implementation of the Direct

Method.

2. To describe the effectiveness of using Direct Method in teaching to improve students' speaking skill in Superkids class at Purikids Language Course.

If it can improve their speaking ability, it can be continued further with advanced development.

#### **F. Significances of The Research Findings**

The results of this research are expected to:

1. to be used as a starting point in improving the researchers teaching ability, especially teaching speaking.
2. to add the students' interest in English learning and give more chance to practice English, so English is not boring lesson for them anymore.
3. to motivate the student to speak English effectively and the findings of this research can be used as a consideration in selecting the appropriate methods or techniques implemented at Purikids Language Course

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter reviews some theories relevant to the study using Direct Method in teaching at Purikids Language Course. In this chapter, the researcher discussed speaking, the teaching of vocabulary in the English course and theory about the direct method. In the end of this chapter, the researcher discussed the conceptual framework which underlies this study.

#### **A. English Language Teaching and Learning**

There are some definitions of language. Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having understood meanings in Brown (2000: 5). Meanwhile, Brown gives a concise definition of language. He defines a language as follows:

1. Language is systematic.
2. Language is a set of arbitrary symbols.
3. Those symbols are primary vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language is used for communication.
6. Language operates in a speech community or culture.
7. Language is essentially human, although possible not limited to human.
8. Language is acquired by all people in much the same way language and

9. language learning both have universal characteristic.

Brown (2000:6) states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction. Based on the previous statement, Brown (2000) classifies learning into some components; they are:

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is change in behavior

Language learning is a long and complex way. Language learning is the steps where the learners explore all their competence to think, feel, and act. In addition, Brown (2000: 1) also states that language learning is not a set of easy steps that can be programmed in a quick kit. It needs regular training in order to succeed in the learning process.

In relation to learning, Brown (2000:7) states that teaching is the process of guiding and facilitating learning. Teaching also enables the learners to learn and sets the condition for learning. It implies that teaching cannot be separated from learning. The teachers’ understanding of what learning will determine their understanding of what teaching is. Teachers’ understanding of how students learn

will determine their philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning is. In other words, the concept of teaching is interpreted in line with the concept of learning.

Richards and Rodgers (2001:11) say that language teaching is hence a complex issue, encompassing socio-cultural linguistic, psycho-linguistics, as well as curricula and instructional dimensions. Concerning the foreign language teaching, there are some experts pointing out that second or foreign language teaching is any activity on the part of one person intended to facilitate the learning by another person of a language which is not his/her native one.

Based on the statements above, language teaching and learning involves a lot of aspects in order to improve students' comprehension in speaking. Teachers are expected to be able to set the objectives and modify their teaching style in order to accommodate the learners' needs.

### **B. Teaching and Learning EFL in English Course**

Based on Law number 20 in the year of 2003 about Indonesian national education system, there are three education strands; formal, non formal and informal. Formal education is those which is held in formal school; elementary school, junior high school and also senior high school. Informal education is done by the family and the environment surrounded which is in form of independent learning. While non

formal education is held for those who need an education service which aims to substitute, to add or to complete the formal education deals with supporting the lifetime education.

Based on the same law about Indonesian national education system part 5 about non formal education, on section 26 subsection 4, it is stated that non formal education consists of courses institution, training institution, study club, community activities center, '*majelis taklim*', and also another education units. The course and training institution is held for those who need knowledge, life-skill and attitude to develop themselves, their profession, to work, entrepreneurship and continuing to higher education.

English course as a part of non formal education is aimed at providing people an additional choice to learn English. Although English has been taught since elementary school in the formal education, in fact there are still many people who think that their ability in English is still lack. The existence of English courses in Indonesia is also supported by government by providing the institutions with the curriculum and also standard competency of English graduates' (*Standar Kelulusan Bahasa Inggris/SKL*).

Based on SKL Bahasa Inggris 2011, there are some standard competency for those who is joining an English course :

1. Having knowledge on language skills (speaking, listening, reading, writing) and also language components (grammar and vocabulary).

2. Having a proper skills in using language which can be applied actively in daily life.

3. Having attitudes which is suitable with the context and language varieties.

The government then made it more specific by distinguishing it into three programs; Survival English, English for Communication and Advanced Communication in English. Based on Competency-Based Curriculum for general English 2009, the system of grouping students based on their level (elementary, intermediate and advanced) is no longer used. Each of the programs has its own specific standard competency as follows :

1. Survival English : the students are able to use simple structures and vocabularies in doing social functions in the society.
2. English for Communication : the students are able to use more complex sentence structures and vocabularies in doing social functions in the society.
3. Advanced Communication in English : the students are able to use complex sentence structures and vocabularies in doing social functions in the society.

Based on the explanation above the teaching and learning process in English course is different with the one in the formal education. Generally, a class in English course is more flexible than the one in formal education deals with time, period spent, age of learners, content of lesson, the way lessons are organized and the assessment of the outcome. The lessons in English course are more specific and are designed to train the students to be able to apply the skills immediately in the real world.



### **C. Teaching English for Children**

Children learn directly from their surroundings not only from their peers but also from the adults. Teachers should understand their need and support them to learn the English language. Therefore, as teachers, especially English teachers should know children's characteristic and how they learn a foreign language. Teachers' knowledge of students' age and characteristics can also help them successfully in implementing their teaching methods in the classroom. Teaching children are expected to be able to find various and interesting methods since children are easily to be bored. Teaching methods and learning materials given to students must be enjoyable and interesting in order to maintain their interest in learning. The followings are the elaboration regarding to some points to be considered in teaching English children.

#### **1. Children's Characteristics**

Knowing and understanding children's characteristics are necessary for teachers. It will influence many aspects in teaching English for children in order to have effective teaching such as teaching style, methods, learning materials, lesson plan, and the way of getting along with them. Children's characteristics can be distinguished from both biological and social point of view. In general, Pinter (2006) stated that biological point of view is to do with children's inborn characteristics that will grow and develop, while in social point of view sees children the ones who need any help from knowledgeable people to expand their knowledge. Regarded biological, Piaget in Pinter (2006) explains four states of

development that all children will go through:

- 1) *sensory-motor stage* (from birth to two years of age)
- 2) *pre-operational stage* (from two to seven years of age)
- 3) *concrete operational stage* (from seven to eleven years of age)
- 4) *formal operational stage* (from eleven years on wards)

In learning, Pinter (2006) confirms that children have a great curiosity to try new things and to explore concrete to abstract things. Children learn from concrete to abstract and also they are naturally curious and develop quickly as individuals. Therefore, teacher should avoid teaching abstract concepts and focus on concrete items that children understand and relate to. In addition to, teacher can use media or realia in delivering the materials in order that the students are able to understand easily.

Giving many experiences for young learners in learning language is important to do because as Cameron (2001) said that children actively construct meaning from their experiences. Harmer (2001) also explains that young learners get their understanding not only from explanation but also from what they see and hear, learn when they have a chance to touch and interact with; experience the language. Children in primary or elementary setting generally learn by way of physical activities. They are learning by doing. They learn through hands-on experiences and through manipulation of objects in the environment. In other words, learning will come from the real experience from the children' life.

## **2. How to Teach English for Children**

It is highly suggested for teacher to create interesting, fun, enjoyable and fun lesson for children. It is because children have a quite short attention span and are easy to get bored (Slattery and Willis, 2001). It is similar to what Harmer (2001) says that unless activities are extremely engaging, they get bored easily, losing interest after ten minutes or so. It means that teachers should be able to maintain children' focus and attention.

How to facilitate children learning English as a foreign language is another aspect that teachers should notice. Regarding this Cameron (2001) suggested that teachers may help children tackle even the most demanding tasks with enthusiasm and willingness. There are several ways to facilitate children in learning a foreign language as follows:

### **1) Use English more frequent to provide exposure to the language.**

Children need to be exposed to a variety of uses English around them, both spoken and written. In order to help students acquire English, the teachers should speak English from the beginning of each English lesson (Slattery and Willis, 2001). It explains the advantages of using English in English classroom. The advantages are:

- a. Encouraging students to trust their instinct to predict meaning despite limited linguistics understanding. Using English more frequent than children' native language does not only provide an element of indirect learning in that the children

are not concentrating on learning what they are listening to but also the brain is processing it.

b. confirming the idea that it is something they actually use for real and not just something they do exercise and games in.

c. increasing the amount of exposure the children get to the language. It will be effective if teachers are able to choose appropriate teaching- learning techniques to be implemented in their classroom. There are various activities-based teaching-learning techniques that teachers can apply in teaching English such as games, object, and the like. These techniques can help children to be active, enthusiastic, and motivated because those are fun enjoyable for them.

## **2) Use various techniques for short periods of time.**

It is important for teachers to vary the types of learning activities since children lose interest more quickly (Cameron, 2001). Variety is the key and with the very young, lots of short, simple, activities are best suited to their attention span. Keep the learning aims very simple and build in plenty of child-friendly practice tasks to allow them to practice your target language again and again. Providing them activities with lots of brightly colored visuals is one way to take their attention and to keep them engaged in activities. Children usually only concentrate for short periods of time thus make sure that teachers stop or change activity when they are bored or restless. This might be after only a few minutes.

Focus on functional English for vocabulary development, and for immediate

fulfillment of communicative needs of the learners . With the purpose of building students' vocabularies teachers should focus on language function like, '*what a beautiful day*', '*May I borrow your pen?*', '*Do you know what I mean?*', or '*What's your hobby?*'. Teachers should be able to choose teaching strategy that help children figure out the meaning on their own. In other words teachers should teach vocabularies in contextual meaning. Beside, it is quite useful to teach vocabularies to young learners by repeating the words so that it will make them familiar with the vocabulary item.

### **3) Reiterate often to ensure the acquisition of English**

In order to make the students acquire the language in optimum way, the teacher should repeat the pronunciation of the words often. He or she can reiterate the words in their context; so that students are able to recognize the context where the words more appropriately used. It must be remembered that since teachers are probably the only model the children may be exposed to, teachers should improve their pronunciation if they have problem with it. In addition, children need opportunities to use and repeat the new language that they are studying in order to have more the acquisition of the language.

### **4) Provide useful, acquisition-promoting routines**

Children function well within a structured environment and enjoy repetition of certain routines and activities. Having basic routines in the classroom can help to manage the children (Shin, 2007). Young learners need to repeat language items

many times to get them to ‘stick’ so don't be afraid to repeat games or do several different activities with the same language topic or set of words. Children often love to repeat the same song or story as it gives them a sense of confidence and familiarity. Routines also help children relax and not worry about being able to follow the sequences of events and activities in the classroom.

#### **5) Provide print-rich environment in English**

In order to create English environment teachers should design condition that enables young learners to become accustomed to English words or sentences. Teachers can put some prints such as the rules in the classroom, list of vocabularies, or pictures such as the picture of part of body, picture of animals and the like in the classroom. By this way children will be familiar and have descriptions about those words or pictures. This can also make them memorize the words because they always see or read the words and pictures when they are in the classroom. In addition, the words or pictures designed with colorful or interesting art will attract students’ interest and motivate them in learning.

#### **D. The Nature of Speaking**

Speaking as an oral productive skill is one of four skills of learning a foreign language. It is important to be mastered in order to achieve communicative goal in EFL. This sub chapter describes teaching and learning of speaking skill which is presented into some categories as follows :

## **1. Definitions of Speaking**

Cameron (2001: 40) states that speaking is the active use of language to express meaning so that the other people can make sense of them. It could be said that the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication.

Speaking requires the ability to co-operate in the management of speaking turns. It typically takes place in the real time for detailed planning as well. In this condition, a lot of memorized lexical expressions are also necessary in spoken language. Therefore, the study grammar may not be the most important matter in order to reach the most efficient way on speaking (Thornbury, 2005). Some people think that if they want to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. Actually, the speakers of English have to be able to speak in different genres and situations (Harmer, 2001).

Chaney (1998) in Kayi (2006) argues that speaking is the process of building and sharing meaning through the use of non-verbal symbols in a variety of contexts. Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech to express meanings to other people (Spratt, Pulverness, & Williams, 2005).

In line with some theories explained before, it comes to a conclusion that speaking is one of ways in expressing idea, thought or feeling into words. Speaking is evenly about carrying idea in oral form to other which is considering people's perception, feeling and existing knowledge about language itself so they can perceive the message of the utterances.

## **2. Aspects of Speaking Skill**

In teaching oral communication, there are some factors that encourage learner to gain successful practice in speaking skill beside input factor that comes from listening session. Brown (2004: 142) has broken down both micro-skills and macro-skills of speaking:

### *Micro-skills*

- a. Produce differences among the English phonemes and allophonic variants.
- b. Produce chunks of language of different length.
- c. Produce English stress pattern, word in stressed and unstressed positions, rhythmic structures, and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor your own production and use various strategic device -paused, fillers, self corrections, backtracking- to enhance the clarity of the message.



- h. Use grammatical words classes (noun, verb, etc.), system (e.g., tense, agreement, pluralization), word order, pattern, rules, elliptical forms.
- i. Produce speech in natural constituents –in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

*Macro-skills*

- a. Accomplish appropriately communicative functions according to situations, participants and goals.
- b. Use appropriate registers, implication, pragmatic conventions, and other linguistics features in face to face conversations.
- c. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Use facial features, kinetics, body language, and other nonverbal cues along with verbal language to convey meanings.
- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing providing a context for interpreting the meaning of words, appealing for help, accurately assessing how well your interlocutor understand you.

So, the speaking ability is dealing with not only the capability in producing correct grammar or fluently in communicating but also the circumstances that

the speaker and hearer have. To gain meaningful communication, it is needs both the speaking competence and performance.

### **3. Teaching Speaking**

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking as a repetitions of drills or memorization of dialogues. Teachers also should improve students' communicative in speaking, because in that way, students could express themselves and learn how to follow the social and context which appropriated in the communication.

Nunan (2004) stated some formulations what is meant by teaching speaking as follow :

- 1) Produce the English speech sounds and sound patterns.
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Brown (2004: 140) cites, in productive performance, the oral or written stimulus must be specific enough to elicit output within an expected range or performance such that scoring or rating procedures apply appropriately. It can be simply said that input factor will give influences in the output so that students' performance must be adequate for every speaking activities.

In designing speaking activities or instructional materials for EFL teaching, it is also necessary to recognize the very different functions speaking performance in daily communications and the different purpose for which our students speaking skill. For any activity we use in class whether it be one that seeks to develop proficiency in using talk as interaction, transaction, or performance, it is needed to be considered what successful completion of the activity involves.

In teaching speaking, the teacher may consider :

**a) Types of Classroom Speaking Performances**

In teaching speaking, interpersonal and transactional dialogues should be included in an interactive classroom. The speaking performance has some levels starting from the simplest performance up to the highest one. Brown (2001: 271-274) mentions and explains six categories of classroom speaking performance;

**1. Imitative**

This category goes for the ability of the students to copy some part of language not for the purpose of meaningful interaction but for focusing on some

particular elements of language form.

## 2. Intensive

This category goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language.

## 3. Responsive

This category deals with students' speech in the classroom. It is including short replies to teacher or student-initiated questions or comments.

## 4. Transactional

Transactional language is carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language.

## 5. Interpersonal

Interpersonal language carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

## 6. Extensive (monologue)

This category is commonly found in the students at intermediate to advanced levels, they are asked to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

By considering those above explanations, the teacher then may decide what kind of activities or tasks to assess students' speaking performance.

**b) Classroom Speaking Activities**

Applying speaking tasks in the English classroom is basically important. Harmer (2001: 87-88) mentions three reasons why teachers should conduct speaking in their English classroom. First, through speaking tasks, students can rehearse the skill by having discussions or practicing some conversations. Second, speaking tasks provide feedback for both teachers and students. Teachers may evaluate how well the class is doing and what language problems the class are having. Students can see how easy they find a particular kind of speaking and what they need to improve.

Conducting performance on the speaking skill also needs knowledge of possible activities in the classroom. It is important to make students perform meaningful speaking activities. Harmer (2001: 271-275) suggests some activities related to the classroom speaking as presented below :

1. Acting from a script
2. Communication games
3. Prepared talks
4. Questionnaires
5. Simulation and role play

Those activities are important to consider when English teacher wants to make students speak during the teaching learning process. Teachers may also use them to assess students' speaking performance. Therefore, teachers could see

whether students have achieved the competency in performing speaking in English.

**c) Aspects of Classroom Speaking Performance**

To reduce the subjectivity in assessing speaking, Thornbury (2005: 6-7) states that there are some aspects of classroom speaking performance :

**1) Fluency**

Fluency does not simply mean an ability to speak fast. Speed is one of the factors but some pauses need to speak fluently. Thornbury (2005:8) said that people can be said as fluent speakers if they fulfilled the following features:

- (a) Pauses may be long but not frequent
- (b) Pauses are usually filled
- (c) Pauses occur at meaningful transition points
- (d) There are long runs of syllables and words between pauses

**2) Pronunciation**

Pronunciation becomes important because it gives meaning not only about what is being said but also how to control their pitch, intonation, individual sounds, sounds and spelling, and stress. Like what Thornbury (2005:128-129) said in his book, pronunciation refers to the student's ability to produce comprehensible utterances to fill the task requirements. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

### 3) Grammar

When learning a language, people should learn about grammar. Every language has its own characters, include grammar. Brown (2001 : 362) stated grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In relation to contexts, a speaker should consider the following things:

- (a) Who the speaker is
- (b) Who the audience is
- (c) Where the communication takes place
- (d) What communication takes place before and after a sentence in question
- (e) Implied versus Literal Meaning
- (f) Styles and Registers
- (g) The alternative forms among which a produce can choose.

There some differences between written grammar and spoken grammar as the following table :

Written Grammar	Spoken Grammar
Sentence is the basic unit of construction	Clause is the basic unit of construction
Clauses are often embedded (subordination)	Clauses are usually added (co-ordination)
Subject + Verb + Object Construction	Head + Body + Tail Construction
Reported speech favored	Direct speech favored
Precision favored	Vagueness tolerated
Little ellipsis	A lot of ellipsis
No question tags	Many question tags
	Performance effects, including

No performance effects	<ul style="list-style-type: none"> <li>✓ Hesitations</li> <li>✓ Repeats</li> <li>✓ False stats</li> <li>✓ Incompletion</li> <li>✓ Syntactic blends</li> </ul>
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#### 4) Vocabulary

There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. According to Hatch and Brown (1995: 1), the term vocabulary refers to a list or set of words for a particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words.

Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language. As Hornby (1995: 985) stated, vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. It becomes the primary



thing in learning a language. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary can not guarantee the learner's competence in learning English but in adequacy of vocabulary will obstruct their chances to make success in learning English. The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions one may have learned for comprehensible communication.

From the definition above, it can be concluded that vocabulary is the total number of words, a list or set of words in a particular language that a person knows or uses. Mastery is defined as the complete control of knowledge (Oxford Advanced Dictionary). Mastery is also a skill or thorough knowledge. From these definitions, it comes to the conclusion that mastery means the competency to understand and apply something learned.

Vocabulary mastery is always being an essential part of English. It is very important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words; in this case students at the average age 10-12 years old. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). It can be said that vocabulary mastery is a complete skill to

understand the stock of words and their meanings of a particular language.

Thornbury (2005:22) suggests three usual things used by speakers in what they are being said:

- (a) When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.
- (b) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.
- (c) A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

Vocabulary is one element of the language that should be learned and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. People say that learning a language without having a large of vocabulary is impossible. In the basic communication, mastering vocabulary is a must for students. It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening,

they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally, even in a small communication, students can just mention some vocabularies to communicate.

In addition, Coady and Huckin (2003: 5) argue that vocabulary is central and critical importance to typical language learner. It makes vocabulary becomes the basic element to master the four language skills, namely listening, speaking, reading and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication.

#### **E. Direct Method**

There are some methods in teaching. Anthony in Richards and Rogers (2001 : 14) described that a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. One of the method called Direct Method. The direct method is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction. In this method, the learning of languages was viewed as analogous to the first language acquisition, and the learning process involved were often interpreted in terms of an association's psychology.

Richards and Rodgers in Brown (2001) stated the principles of Direct Method as follow:

- 1) Classroom was conducted exclusively in the target language
- 2) Only everyday vocabulary and sentences were taught
- 3) Oral communication skills has build in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class
- 4) Grammar was taught inductively
- 5) New teaching points were introduced orally
- 6) Concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught by association of ideas
- 7) Both speech and listening comprehension were taught
- 8) Correct pronunciation and grammar were emphasizes

The direct method is the learning of language in relevant setting. The direct method of teaching, sometimes called the natural method and often used in teaching foreign languages, the method refrains from using the learners' native language and uses only the target language. The main purpose of direct method is mastery of foreign language orally so learner able to communicate English language. To reach this purpose, learners had given exercises to understand words and sentences with meaning although demonstration, shows, actions, also mime.

In the Direct Method, language is learned for communication, as Larsen-Freeman (2000) states language is primarily speech. Classroom instruction and classroom activities are carried out in the target language; therefore, students are actively involved in using the target language. Conversational activities hold an important place in this method. Through using language in real contexts, students stand a better chance of thinking, and speaking in the target language. Similarly, Stern (1991) points out that the Direct Method is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. These principles are seen in the following guidelines for teaching oral language, which are concluded as follows:

1. Never translate: demonstrate
2. Never explain: act
3. Never make a speech: ask questions
4. Never imitate mistakes: correct
5. Never speak with single words: use sentences
6. Never speak too much: make students speak much
7. Never use the book: use your lesson plan
8. Never jump around: follow your plan
9. Never go too fast: keep the pace of the student
10. Never speak too slowly: speak normally

11. Never speak too quickly: speak naturally

12. Never speak too loudly: speak naturally

13. Never be impatient: take it easy

The direct method was a first attempt to experience the language directly in the language learning. It demanded inventiveness on the part of teachers and led to the development of new techniques in teaching a language, such as demonstrations of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation. Nevertheless, two questions will be raised inevitably about this method: one is how to safeguard against misunderstanding without translating (especially, some abstract ideas), without reference to the first language; the other is how to apply this method beyond elementary stage of language learning. Furthermore, this method requires teachers who are native speakers or have native-like fluency in the foreign language they teach, but in practice, it is difficult to meet these requirements. From the beginning, students are taught, and must respond in the target language. Beside pictures, realia and simple actions are used question and answer dialogues. Correct pronunciation is also emphasized, but correct structure is not. Students may also read passages for information about the target culture. Teachers may ask questions about the reading to check comprehension, but it is never translated.

Norland and Terry (2006) describe how to apply Direct Method in teaching as follow:

- 1) The teacher shows a set of pictures that often portray life in the country of the target language.

- 2) The teacher describes the picture in the target language.
- 3) The teacher asks questions in the target language about the picture.
- 4) Students answer the questions as best they can using the target language.

Pronunciation is corrected, but grammatical structure is not.

- 5) Students may also read a passage in the target language.
- 6) The teacher asks questions in the target language about the reading.
- 7) Students answer questions as best they can using the target language.

From the explanations above, there are some benefits in using Direct Method in teaching at language course, for examples:

- 1) Students always give attention
- 2) Students know much of words
- 3) Students can have pronunciation like native speaker
- 4) Learners often try on the conversation, especially topics which have teaching in the classroom
- 5) This method has principles which can be used by private schools which have few lessons and students

## **CHAPTER III RESEARCH METHOD**

### **A. Type of Research**

This study belongs to action research. Classroom action research is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching. It is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. The purpose of the research is to gain understanding of teaching and learning within one's classroom and to use that knowledge to increase teaching efficacy or student learning.

#### **1. Setting**

The research was conducted in the Superkids class at Purikids Language Course, Yogyakarta. It was held from April to May 2015. There are two meetings in a week. The environment there was really nice to learn for the students. The language course also has many potential teachers.

#### **2. Participants**

The data were taken from the Superkids class at Purikids Language Course, Yogyakarta. The researcher used three classes at the same level. There were 18 students as participants. They were 5 males and 13 females. They are about 10-12 years old. They learn English as a foreign language.

### **B. Data Collecting Techniques**

This research was built on both qualitative and quantitative data collection. The qualitative data were written in the form of opinions from the research participants.



Meanwhile, the quantitative data were in the form of scores that were collected from the pretest and the post test. This data were collected using some techniques. Those techniques were described as follows:

### **1. Observation**

The researcher used this technique to describe the subjects' activities in the classroom at a particular time. She observed the teaching and learning process before, during, and after the actions in the classroom. The purpose of the observations was to gain some data about the effects of the actions that were implemented to the students. The observation technique also provided field notes about the whole condition during the research.

### **2. Interview**

This technique was used to get information from the students and the teacher about the teaching and learning process. It also covered the problems found in the teaching and learning process. The researcher interviewed both the teacher and the students to collect the most complete data about how they saw the problems happened in the class and the effects of the actions.

### **3. Pre-test and Post-test**

By conducting the speaking pretest and the post-test, the researcher wants to get information about the students' speaking scores. The pretest was a test which was conducted before the actions. It gave information about the students' speaking scores before the actions. Meanwhile, the post-test was to measure their speaking scores

after the actions. Both the tests measured how the actions affect their speaking skill.

The following table shows the scoring rubric according to Purikids-All Plus English Language Course, Yogyakarta.

**Table 1: Scoring Rubric of Speaking based on Purikids-All Plus English**

**Language Course**

<b>No.</b>	<b>Components</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	<b>Accuracy</b>						
2.	<b>Fluency</b>						
3.	<b>Clarity</b>						
4.	<b>Pronunciation</b>						
5.	<b>Diction</b>						
<b>a. Accuracy</b> : being exact or correct <b>b. Fluency</b> : being able to express thoughts and feelings easily <b>c. Clarity</b> : the quality of being clear and easy to understand and to hear <b>d. Pronunciation</b> : the way in which how the words are pronounced <b>e. Diction</b> : the way in which words are used in speech or writing							
<b>1 : poor</b> <b>2 : unsatisfactory</b> <b>3 : adequate</b> <b>4 : good</b> <b>5 : very good</b> <b>6 : excellent</b>							

### **C. Data Collecting Instrument**

In collecting the data, the researcher used several instruments. There were the observation sheets, the interview guidelines, and the tests. The first instrument was the observation sheets. They were used during the teaching and learning process to

observe the students. They contain the data related to the students' behaviors in the class. In this stage, there was an observation whether the students enjoyed the process by using the Direct Method or not.

Meanwhile, the interview guidelines contain some questions related to the data the researcher wants to get. This instrument was used when the researcher conducted the interview with both the teacher and the students. The answers of the questions were stated in the interview transcripts. They covered any information related to English teaching and learning at Purikids Language Course. At the end, the information in the interview transcripts was used to build some conclusions whether the direct method could improve the students' speaking ability or not.

The last instrument that was used was the tests. There were the pretest and the post test. Both the pretest and the post test showed the students' scores. It included the mean scores. The researcher compared the scores taken within the pre-test and those taken within the post-test to make a conclusion.

#### **D. Data Analysis**

This research is actually qualitative in nature. However, the data were analyzed both qualitatively and quantitatively. The interview transcripts, observation sheets and the field notes were analyzed qualitatively. The researcher analyzed the qualitative data through three steps; reducing, displaying, and verifying the data. After they were collected, the researcher took the data that were really appropriate to what the researcher needs. The next step was displaying them. After that, the researcher

concluded what they meant.

The qualitative data were taken from the field notes and the interview transcripts. The field notes were also analyzed qualitatively. They stated everything that is happened in the teaching and learning process in the classroom. The interview transcripts were also analyzed qualitatively. From them, the researcher got the students' data. The contents were related to the students' affection within the process of teaching and learning.

The researcher also analyzed the quantitative data to know the tendency of the students' speaking scores. She identified the progress of the students' speaking skill due to the actions. Furthermore, the instruments that were analyzed quantitatively were the results of pre-test and the post-test.

In this case, the researcher will use mean value in analyzing the quantitative data . Mean value is the average of the students' scores. It was calculated by adding up all scores and dividing them by the number of the students in the classroom. It was called empirical mean because it was gained by involving overall scores in the classroom. It should be above the ideal mean to define that the group of participants has a good achievement. Ideal mean was to measure the standard group achievement. It was calculated by adding up the highest score and the lowest score, and then dividing it by two. If the students' mean score was higher than the ideal mean, it means that the students have a good achievement. The results of the tests were compared in each cycle to see the improvements.

## **E. Procedure of the Research**

The researcher firstly conducted the observation on the teaching and learning process of speaking at the Superkids class. After that, she held reconnaissance with the teacher as well. The conclusion was that the students from Superkids class were still having limitation of opportunity to practice, lack of vocabulary, psychological factors which more concern to the fear of making mistakes when speaking English and also inappropriate method for the characteristic of the students to support their speaking. This situation was considered as a problem because when they had those problems, they would not speak anything. It can be claimed that giving the opportunity to practice more, a large of vocabulary and teaching method influenced students' speaking skill. She and the teacher saw that the students were less stimulated to enrich and memorize some words, less enthusiastic in the class and afraid of making mistake in speaking. Finally, the direct method were offered to solve this problem.

Kemmis and McTaggart (1998) in Burns (2010: 07) have developed a simple model of the cyclical nature of the typical action research process (Figure 1). Each cycle has four steps: plan, act, observe, and reflect. There are four phases that are used to conduct the action research:

### **1. Planning**

In this step, the researcher analyzed and interpreted the themes of the research or the study. It was something like interpreting the research data. The researcher used the

classroom data, the individual data, or the subgroup data depending on the research questions. The activities are:

- 1) Preparing materials, making lesson plan and designing the steps in doing the action.
- 2) Preparing list of students name and scoring.
- 3) Preparing teaching aids.
- 4) Preparing sheets for classroom observation in order to know the situation of teaching learning process when the method or technique or made is applied.
- 5) Preparing a test in order to know whether students speaking improve or not.

## **2. Acting**

In this step, the researcher began to face the students as the participants of this study. The researcher will act as a teacher in the class and teach them the target language using the Direct Method. Besides that, she will also apply some techniques and some variation activities to support the method. The purpose of this step was to solve the problem in their speaking skill. In this step, she did some activities:

- 1) Giving pretest.
- 2) Teaching speaking by direct method.
- 3) Giving occasion to the students to ask any difficulties or problem.
- 4) Asking the students some questions orally and students have to answer orally about the theme.
- 5) Asking the students to work in pairs or practice in front of the class.

6) Giving post-test.

### 3. Observing

After acting, the researcher elaborated the type of data, the data collecting procedure, and the instruments that were used to collect the data (observation sheets and interview guidelines). She used some information from the interview with the teacher and the students to collect the qualitative data. Furthermore, she took the score from pre-test and post-test to collect the quantitative data.

### 4. Reflecting

In this stage, the researcher evaluated the process during the actions that had been done. The researcher and the teacher had a discussion whether the actions had negative or positive effect to the teaching-learning process. The researcher also interviewed some students to support the reflection.

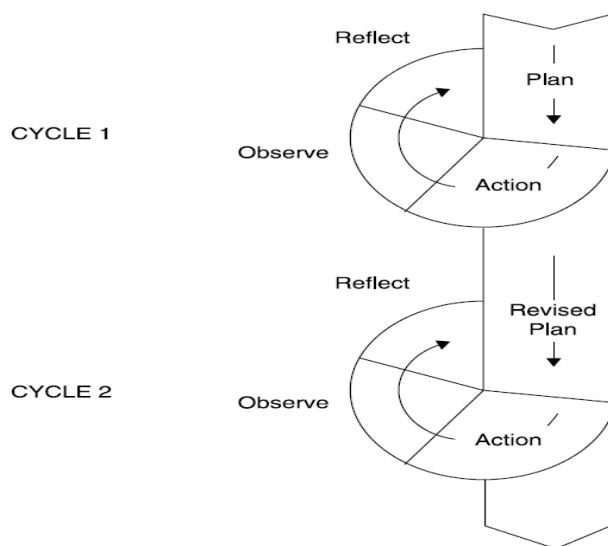


Figure 1: **Simple Action Research Cycle Model by Kemmis and McTaggart (1998)**

## **F. Data Validity**

Anderson (1994:30-33) states in Burns (2010:161-162) that there are five criteria of validity to assess the validity of the data. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

### **1. Democratic Validity**

An interview guideline was made by the researcher to ask the students' and the teacher's opinions, ideas, and suggestions about the application of the action research. It aimed to get the democratic validity. She used their opinions to draw the next action plan.

### **2. Outcome Validity**

The outcome validity was related to research data taken by her. She got this kind of data by scoring the students' speaking and asking them questions related to the research.

### **3. Process Validity**

The process validity means that the actions done in the research are believable. It was applied by regarding on the classroom process during conducting the research.

### **4. Catalytic Validity**

The catalytic validity refers to the extent to which the research allowed the participants to get deeper understanding of the materials and on how they can create changes in their understanding of their actions. She identified the changes occurring



before, during, and after the actions.

### 5. Dialogic Validity

The last, the dialogic validity was done by looking at the result of the action. She made a discussion with the teacher who had observed the research process. The dialogic validity aimed to decide the accomplishment aspects and the weaknesses found during the action.

## **G. Data Reliability**

The researcher showed the qualitative data such as the interview transcripts and the field notes to assess the reliability of the data. They came from more than one resource to get the same data and were collaborated with the teacher. To observe the process of the teaching and learning process, she also took some pictures.

She employed triangulation to avoid the subjectivity in analyzing the data and to increase the trustworthiness of the data. Burns (2010:164) states that triangulation is a way of arguing that if different methods of investigation produce the same result then the data are likely to be valid. It aimed to gather various points of view on the situation being studied. The following were the valuable triangulation techniques in action research.

### **1. Time triangulation**

The researcher compared the data collected at one time or over period and used the information to develop the research action.

## **2. Space triangulation**

The researcher collected the data across different subgroup of students. Its purpose was to avoid learning limitation in one group.

## **3. Investigator triangulation**

The researcher and the teacher took notes in observing the teaching and the learning process. They discussed the students problems, the solutions, the implementation of the solutions, and the effects of the solutions applied.

In conducting this research, the researcher only involved the investigator triangulation because of the limitations she had. The researcher with the teacher as well had a discussion related to the whole process of the study.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The research was aimed to improve students' speaking skill in Purikids English language course. The study was held according to the steps that had been prepared before. The researcher focused on using the direct method to improve students' speaking skill. This chapter provides the research process.

#### **A. Reconnaissance**

The research was started by recognizing the problems in the classroom. The researcher began to observe the teaching and learning process in the classroom to know their speaking problems. To strengthen the findings, she held interviews to both the students and the teacher as well. Generally, it was found that their speaking skill was still low. Their speaking competence did not actually meet the expectation yet. Actually, their problems were common ones; vocabulary, grammar, pronunciation and motivation. They were confused and difficult to remember some words related the topics. Besides that, they also worried if they made mistakes when they spoke. Those problems were identified from the interviews with both the students and the teacher. The first transcript below shows that the students found difficulties in vocabulary and grammar.

*R : Do you like learning English?*

*S4 : Yes, sometimes.*

*R : Can you tell me more?*

*S4 : Hehehe...sometimes I cannot say directly what I want to say, miss.*

***(Interview S4)***

*R : Do you like learning English?*

*S1 : No, too difficult.*

*S5 : Yes, I think so. To difficult to speak Ennglish, miss.*

*R : Why?*

*S5 : I'm shy, miss. Hehehe...what about you?*

*S1 : Sometimes I'm shy, but mostly I forgot the words. And also...emm, anu...emm...difficult to say. Hahahaha!*

***(Interview S1 dan S5)***

*R : Is it difficult to speak English?*

*S2, S3 & S4 : Yes!*

*R : Why? Can you explain it to me?*

*S2 : Maybe because I don't have a chance to practice more.*

*S4 : Sometimes my friend doesn't want to practice with me, miss.*

*S2 : Yes, in the school for example.*

*(continued)*

*R : What about you, S3?*

*S3 : Hehehe...too shy to practice, miss.*

*(Interview S2, S3 and S4)*

From the interview transcripts, the researcher found some problems. They are:

1. The students were less enthusiastic.
2. The students were afraid to make a mistake (grammar errors).
3. The students had limited vocabulary.
4. The students needed to practice more to speak..
5. The students were not able to arrange the sentences.
6. The students were not accurate in pronouncing the words.

Based on the interviews with both the students and the teacher and also from the classroom observation, the researcher found that the students' speaking skills did not meet the expectation yet. They still had low speaking skill. She concluded that the reason why their speaking skill was still low was that they were still lack of vocabularies and afraid of grammar errors.

Reflecting on the findings of the interviews and the classroom observations, there were some problems found in the field. A lot of them found that it was difficult to learn English, especially to learn English speaking. The problems were various. A student's problems may be different from the others'. Some of them had an idea but they felt it was hard to express in English. It might be caused by their lack of

vocabulary. The other problem was that some of them could not arrange the words and sentences well, sometimes they were miss-pronounced the words. They were also afraid if they would make a mistake in grammar or tenses. On the other hand, they were very energetic but a little bit enthusiastic during the class..

She could say that the students' problems in English speaking were complex. There were some problems and their biggest problem was their lack of vocabularies. Their opportunity to speak with their confidence was limited. It might be one of the causes why their speaking skill was still poor. Considering those problems in the field, she proposed some plans to overcome them.

In this case, she applied the direct method in teaching. Using the direct method offered some techniques and creativity to the teacher to stimulate the students' spoken responses. By using this method, it was easier for the teacher and students to practice speaking.

The researcher divided some stages in using the direct method. There are five stages, recognizing, drilling, pre-production, production and the last one is to deepen the target language. Also she applied "spiral technique" in the stages. She called this as a spiral because it is started from the very beginning/basic one to the complex one; like a spiral.

In the first stage, students would get the word of the concept from a picture or a card. After they got the basic word in concept, it was much easier for them to generate the idea and speak it directly; repeat after the teacher. At first, the students

were given a basic word related to the topic. This is the concept. She used card or picture so that the students directly generate this concept into their mind. After that, they repeated what she said. While correcting their pronunciation, without realized, the students would repeat the concept and memorize it as well. Then, after that, she would bring them naturally in the structure. At this time, she would ask a question related to the concept by using a card or a picture, then they would answer it. After that, she asked the students to make the same question as she did before, and she would answer the same. This is what she called as a spiral. She used this technique until she felt that the students could use the concept into the structure, even more the complex one (drilling and pre production; the second and the third stage). After repeating the structures, she would bring the students into the real situation to practice. This is called production stage. They would have to do interview in pairs, tell a short story related to the topic, etc. Then, to make them memorize well, she gave the students some exercises to do at home (the last stage).

To recognize how good their speaking was before conducting the action, the researcher administered a test which was generally called as the pretest. They had to answer some questions related to the picture and tell a short story. From the result of the pretest, she found that they had various scores. The mean score of their pretest was **2.67**. The table below presents the mean score of their pre-test.

**Tabel 1 : The mean score after pre-test from Superkids Class**

No	Name	Mean					Mean of the class
		A	F	C	P	D	
	<b>Total</b>	<b>2.78</b>	<b>2.72</b>	<b>2.83</b>	<b>2.50</b>	<b>2.56</b>	<b>2.67</b>

<b>A : Accuracy</b>
<b>F : Fluency</b>
<b>C : Clarity</b>
<b>P : Pronunciation</b>
<b>D : Diction</b>

From the result of the pretest, it indicated that the result was not satisfying. After the researcher conducted interviews, observations, and pretest, she and the teacher as well collaboratively discussed advanced to find the solution of the problems. To perform the democratic validity, she interviewed both the students and the teacher to share their beliefs that were used to build the action plans. The formulations of the problems were as follows :

1. The students felt shy to speak.
2. The students were lack of vocabulary mastery.
3. The students found it was difficult to construct the right sentences.
4. The students had problem in pronouncing the words.

After the problems were formulated, the researcher was asked by the teacher



to offer some plans to solve those problems in the field. She then stated that she should consider the restriction of time, finance, and capability of her in conducting the research when she outlined the plans.

She could say that the students' problems in speaking were complex. There were some problems and each student had different problems. Their opportunity to have speaking practice was limited. It might be one of the causes why their knowledge in speaking were still poor. Considering those problems in the field, she proposed some plans to overcome them.

In this case, she applied the Direct Method. Direct Method offered a nonverbal means to stimulate the students' spoken responses directly and naturally. She assumed that the students already had knowledge of English from their school. They wanted to elaborate more their knowledge at this language course. Considering the principles of Direct Method, the teacher focused on drilling and repeating the target structure which already taught in their school. By using some demonstrations, media, gestures and real situations in this method, it was easier for them to speak about the concept directly. After they got the idea of the concept, it was much easier for them to generate the idea. Then, she applied a spiral technique to construct and use the structures from the basic one into the complex one.

Furthermore, to meet the expectation, she also gave the students motivation to speak because some of them were still afraid of making mistake. She also consulted the plans to the teacher to get the suggestions.

## **B. Report of Cycle 1**

### **1. Planning**

In the action stage, the teacher acted as the teacher, while the teacher acted as the observer. At the end of the action the observer gave the feedback to the teacher about her performance. The teacher made lesson plans which were rooted in the syllabus and organized the related media. She considered using some media and techniques associated to the topics. To keep away from the students' boredom, she planned to have various class activities. She also thought to lead them recognize and memorize well the concept and the structures. Finally, to evaluate their speaking ability, she planned to give the students chance to practice in the real situation.

In this cycle, the researcher began to use the direct method. The students should be able to construct sentence from the concept while repeating after the teacher and also to ask and answer the question that given as well. They needed to figure out what teacher said before and then repeat after the teacher. The researcher would correct directly after students made a mistake while speaking. She also planned to give students drilling. It focused on the concept first then the structure in a sentence.

### **2. Action and Observation**

The researcher administered this cycle in three meetings. It seemed so short, actually. However, there were some considerations that had to be accomplished. The first one was that one meeting consisted of 60 minutes. Another consideration was

that because of the new method which was in this course. Basically, the language course itself already used a certain method. That is why before there was a discussion between the researcher and the teachers, and also the researcher needed to give a real demonstration to them, so that they could give a permissions. The researchers also needed a time to wait the new learners, so that she could apply this new method. Therefore, the researcher was only given limited time to conduct the study. Moving to the topic, it was focused on using direct method in teaching vocabulary. She prepared the materials according to the students' needs, interest, and the curriculum applied in the language course. She had to apply the syllabus design from the book in the teaching and learning process. This syllabus led them to understand the materials, to be able to work both in pairs and individually, and to develop their speaking skills. The description of the actions is as follows.

#### **a. First Meeting**

The researcher conducted the first meeting on Monday, 13<sup>th</sup> April 2015. She began the class by greeting the students. After she greeted them, she then prayed together with the students and after that, checked their attendance. In the first meeting, she focused on the topic "Hobby". As a lead in activity, she gave them some cards, shown and said one by one, repeated by students directly.

*4. Teacher showed them some cards which contained some activities related to hobby. Then, she began to say the word related to the activity on the card. After that, she took a card and then asked the students to say it together. She repeated this activity until all the cards finished.*

*(Field notes 4)*

After that, she led them into the first structure, again students would repeat what teacher said then she began to ask the students about the thing until the cards finished. It is described by the following field note.

*5. After she thought that the students could memorize them well, she continued to make a sentence using the basic concept. She made an example from what she like to do using the structure.*

.....

*6. Then, she took another three cards and made same examples of the structure. After finished, she distributed some cards to the students. Each students got two cards. Then, she asked the students to look into their own cards and memorize them. Again, she repeated the to make a sentence from her card. After that, she asked the students “What do you like to do?” one by one based on the cards they got before.*

***(Field notes 4)***

Then, she asked the students to work in pairs. The technique was still the same. She asked them to interview their friends using their cards. In this situation, the teacher walked around them and tried to correct their mistake. After finished, they students might have a break for 10 minutes.

*7. After asking them using the cards, she began to make a group. Each of group consisted of 2 students. Then, she distributed two cards for each students. After that, she asked the students to interview their partner. While they were asking and answering the questions from their friends, she walked around to check whether they made mistake or not. After finished, they might have a break for 10 minutes.*

***(Field notes 4)***

After break, she continued the class and introduced new structure. She made an example first, then she asked the students afterwards. This situation is described in the note below.

*9. .... she continued to make another sentence from her activity. Then, she took another card which contained a person's name and said to the the students, "Diana likes to sing a song." While the students were paying attention to the sentence, she took another card and said it again to them. She used the same technique as before. After a while, she took another card and asked the students, "What does Anton like to do?"-and the students would answer it based on the card's situation. She repeated until the cards finished.*

***(Field notes 4)***

In the last ten minutes, she checked whether they had understood or not and gave them homework from the book. After closing the class activities by praying

together, she and the teacher discussed the actions and made a plan for the next action for the next meeting in the teacher's office.

### **b. Second Meeting**

The second meeting was conducted on Thursday, 16<sup>th</sup> April 2015. The teacher started the class by greeting the students, praying together and checking the attendance list. On that day, she led the students to have a review from the first meeting by asking and answering some questions. After they were ready to start the class, she started passing the materials to them. Still using a spiral technique, she began to ask them about their activity using the structure they had learned before.

In this time, students would learn about yes or no question. She showed them some pictures and then asked if it was the correct structure or not. In the drilling activity, she used “*bang-bang game*” and “*tap my hand*”. In these games, all of the students were participating. First, at the “*bang-bang game*”, students would be divided into two groups. Each group should have a leader, who would give the questions to others.

*....After divided them, she gave an example how to do the game. She explained in English by using demonstration and gesture so that the students could understand well. Then, she distributed some cards to the leader and began the game. The leader asked his friend “Does she/he like to ...?” and his friends should answer correctly based on the card, “Yes, she/he does.” or “No, she/he does not.”.*

*(continued below)*

*If they had a wrong answer, then the leader would shoot him/her directly, so his/her group became smaller...*

*While doing this game, the researcher tried to observe and correct them if they made mistake. After the questions were finished, she began to calculate the total number of each group. The group which had the more members than other, won the game.*

***(Field notes 5)***

After this game, the students could take a break for 10 minutes. The box below contains a note describing the class situation on that day.

After taking a break, she began to sing together with the students (ice breaking time) and do another game after. The second game was “*tap my hand*”. In this game, she and the students were participating together. They needed to work together to pass the questions in a chain. First, she asked one student about the picture, if this student had the right answer, he/she needed to tap her hand, and then she would give them another card to ask to another students until everyone already had their chance. It is described on the below box.

*She asked the students to stand up and make a circle. Then, she asked the to look their friends' back, so that they could not see their friends' face. She used demonstration to give the instructions as well. She started to tap student's back who was standing in front of her and asked a question, ...*

*(continued)*

*“Do you like to ...?”-related to the activity in the topic before. If she/he had “yes” answer, she/he should tap teacher’s hand, but she/he had “no” answer, she/he should shake the head. They should do this activity until all of students participated.*

*(Field notes 5)*

In the production stage, the researcher gave them a blank dialogue based on the topic (from the first and the second meeting). She passed it to the students. First, they needed to work individually. After they finished, they needed to work in pairs to have a role play of the situation based on their own activity. While they were speaking, she checked whether they made mistake or not.

*...To practice the structure, she gave them exercise sheet which contained pictures and a short dialogue between two persons. She asked them to fulfill the blank dialogue based on the situation. After they finished to do the exercise, she and the students began to discuss about the correct answer.*

*(exercise-attached)*

*Then, she asked them to work in pairs and make a role play in front of the class like the situation in the dialogue before. They could make an improvisation.*

*(Field notes 5)*



Before closing the class, she gave them homework from the book, so that they could study at home. Then, she closed the meeting by praying together with them.

### **c. Third Meeting**

The third meeting was conducted on Monday, 20<sup>th</sup> April 2015. The researcher started the class by greeting the students, praying together and checking the attendance list. On that day, she had review first about two meetings before and check their homework. After that, she gave them individual materials, which contained a short simple text and questions. This materials contained topics that they already got before.

*...While explaining the activity of the day, she distributed a worksheet to the students. She gave a review of two topics before. At this time, the students should work individually. (worksheet-attached)*

*(Field notes 6)*

While they were working on their task, the researcher started to ask them one by one to go out from the class to have a speaking test. In this meeting, the researcher would give a mark as the post test in Cycle 1.

### **3. Reflection**

The researcher and the teacher had a discussion about the influence of the actions to the students' speaking ability. The discussion was rooted on the observations during the actions and the interviews with the teacher and the students. It

evaluated what happened in the first cycle. The reflection then would be used as a plan of the actions that would be implemented in the second cycle. The interview transcript is shown below. It will belong to the process validity.

*R : If your teacher used English all the time during the class, what do you think?*

*S1 : Emm...too difficult, miss. But, I can understand if she used gesture or...what is that? Demonstration?*

*R : Yes.*

*S1 : Yes. I can understand little by little, and...emm, I can practice a lot.*

*R : Okay, thank you!*

*S1 : You're welcome.*

***(Interview S1)***

*R : Miss, is that a common situation when students could not control their own activity? I mean, they were also busy chatting with their friends.*

*T : Hahaha...that's usually happened, miss. They were a bit active, but don't worry! They are still nice. When they started to be busy, you can ask them to sing together. That will make them concentrate again. ...*

*R : Okay, thank you, miss!*

*T : Sure.*

***(Interview Teacher)***

From the transcript above, in Cycle 1, students enjoyed the activity in English. They did not mind if the teacher taught them using English as the language instruction. By using direct method in the teaching and learning process, students could be discipline as well. But, there was a little problem during the class. The situation in the classroom was busy enough. The students had a small talk with their friends. Even they walked around the classroom to ask some information from their friends.

During the teaching and learning process in Cycle 1, sometimes students still used *Bahasa Indonesia* to ask the teacher about the structure, in order to minimize the uncontrolled activities, the researcher used some games to vary the activities.

*R : Can you understand if your teacher only using English during the class?*

*S8 : First, I was surprised that we should speak English all the time because we were afraid of making mistake. But, it's okay.*

*R : Do you enjoy your class?*

*S8 : Sure! It's cool to practice while playing games. I like it.*

*(continued below)*

...

*R : Can you understand teacher's instruction?*

*S8 : Yes, if she said slowly.*

***(Interview S3)***

*R : Do you enjoy your class before?*

*S5 : Yes, miss.*

*R : What do you think about the variation of the activity?*

*S5 : I like the game most! Hahahaha...I can undertand if my friend made a mistake.  
It's funny!*

*R : Funny? Your friend or the game?*

*S5 : Both of them, miss. Hahaha...*

*(Interview S5)*

After the researcher conducted Cycle 1, there was a better improvement on their speaking skills. Based on the table below, there is a difference result after Cycle 1.

**Table 2 : The Mean Result of Post-test after Cycle 1**

No	Name	Score					Mean of the class
		A	F	C	P	D	
	<b>Total</b>	<b>3.11</b>	<b>3.17</b>	<b>3.22</b>	<b>2.89</b>	<b>2.89</b>	<b>3.06</b>

**Table 3 : Comparison Result between Pre-test and Post-test after Cycle 1**

No.	Total Mean	
	Pre-test	Post-test (Cycle 1)
	2.67	3.06

In addition, the researcher analyzed the result of their speaking and concluded that they got improvement in speaking aspects, namely recognizing the concept, using the concept in the right structure, enriching vocabulary and using an accurate pronunciation. She tried to get more improvement by conducting actions in Cycle 2, especially to make the mean score higher.

### **C. Report of Cycle 2**

#### **1. Planning**

In Cycle 2, the teacher still used the direct method in teaching vocabulary to improve the students' speaking skill. In the previous cycle, they showed some improvements related to their speaking skill. They got the improvements on recognizing concept, vocabulary, construct sentence and pronunciation. However those aspects still could be optimized in the second cycle. She also had a homework related to the reflection in Cycle 1. As the discussion between the teacher and the researcher, in this cycle she focused on the topic "Hobby 2". She also wanted to optimize the students' awareness in using vocabulary, pronunciation and structure. The second cycle contained only meeting before the students got their post test.

#### **2. Action and Observations**

The actions in the second cycle were conducted in two meetings. They were on Thursday, 23<sup>rd</sup> April 2015 and on Monday, 27<sup>th</sup> April 2015. The teacher gave the students topic related the topic in first cycle; based on the book. They need to be able to tell the other students about their extracurricular activity-name and the time they do

the activity. The implementation of the actions is described as follows.

#### **a. First Meeting**

The meeting was held on Thursday, 23<sup>rd</sup> April 2015 . In this meeting, as usual, before the class, the teacher prepared some realia (media). Then, she began the class by praying together with the students. She gave the review first, after praying. She asked some of the students about their hobby which was related to the topic before. Then, she introduced a topic for today by asking them whether they knew about hobby-especially about sport and time. By showing some cards, she began to introduced kinds of sport. It presented on the box below.

*...Then, she took some cards related to sport, for example, swimming, reading, playing football, etc, and some students also mentioned about their favorite sport. By this time, she began to ask them one by one about their favorite sport. After that, she distributed some cards to them. Each student got one card. Then, she asked randomly by asking, “What is your favorite sport?”.*

*(Field notes 7)*

*...After asking them one by one, she divided the class into two groups. One group became “mime actors” and another group should ask she/he about their favorite sport and guess it. She gave some cards to the “mime actors”. After that, she directed the groups to face each other. When the asking group started to ask, the mime group would act like in the card, then he/she should guess about what they did.*

*(Field notes 7)*

After drilling, she continued to introduce the next structure, again a “spiral technique”. She took another card and showed to them. The card was about a person, his hobby and the time. Then, she spoke a sentence, in the end, the students would repeat again after her.

*...She took another card and described the situation in it. After that, the students would repeat her sentence. Three cards after, she took another card and asked one of the students randomly, “When does she go to the swimming pool?” and then, the student answered her in a correct structure. She repeated for five students. In this situation, the students would figure out the difference when they used “do/does” in the question.*

***(Field notes 7)***

After this activity, they had time to have a break for 10 minutes. After taking a break, the teacher started to sing a song as an ice breaking. She and the students sang a song together. After that, she continued the class. She divided the students to work in pairs. After that, she distributed an information gap activity for each group. They needed to arrange sentence from the clues. It also presented in the box below.

*...First of all, she made an example how do the information gap activity. She chose one of the students to be her partner. Then, she asked the students by pointing the clue in the info-gap card. Then, the student would answer it. After they understood about it, she gave them time to practice with their friend around 10 minutes. While they practiced, she supervised them and corrected their mistake first. After practiced, she would ask a group to have a role play in front of the class...*

*(Field notes 7)*

This stage took time around 20 minutes. In the last minute, the researcher asked the students whether they had questions or not. After that, she closed the meeting and prayed together with the students.

#### **b. Second Meeting**

The second meeting was conducted on Monday, 27<sup>th</sup> April 2015. The teacher started the class by greeting the students, praying together and checking the attendance. On that day, the class had a final test. First of all, they should do a written test, which was made by the language course. The written test was related to the book itself. While they were doing the test, the researcher prepared materials for the speaking test. This test also conducted for post-test in Cycle 2.



*...Then, she began to ask student to go out with her one by one to do a speaking test, while the others were still doing their written test with another teacher. For speaking test, she used a material which contained pictures and information. She would asked question to the student and also asked them to tell a story.*

*The material attached on the appendices.*

***(Field notes 8)***

The speaking test took time around 25 minutes. After all, they prayed together to end the class that day.

### **3. Reflection**

The final reflection was done after all of the actions had been conducted. The second cycle was done in two meetings. After implementing the direct method and the accompanying techniques, i.e. role play, the researcher did reflections. By implementing the direct method in teaching, the students were able to understand the instructions or conversations well. They also could find the answers quickly. It could be seen from results of the two cycles. The students' motivation also increased when they participated a game or role play in the class. It showed in the interview transcripts below.

*R : What do you think about the class today?*

*S5 : Interesting, miss! I like it, especially when my friend should act. Hahaha...*

*S3 : It's different from the school. Do we have another class with you in the next?*

*R : Thank you, guys. So, is it still difficult to speak English?*

*(continued)*

*S3 : First of all, I'm not shy anymore because in the class all of my friends and the teacher should speak English.*

*R : So, you don't mind if your teacher using English all the time?*

*S3 : Emm...if teacher uses the same technique as you, it's okay.*

*S5 : Hehehe, that's right miss.*

*(Interview transcript, 24<sup>th</sup> April 2015)*

The students were motivated to share their answers and findings in front of the class. They did it willingly. The students were also motivated well to speak English because they got facility in here. Besides that, the use of direct method also made them become discipline as well to use English.

The use of direct method from two meetings of the Cycle 2 were successful to improve the students' speaking skill. In conclusion, using direct method could improve the students' speaking skill. They could grasp the information related to the topics more quickly and they did not feel bored during the class. The accompanying techniques were also successful in improving the students' motivation. Based on the table below, it shows the result of post-test after doing actions in cycle 2.

**Table 4 : Mean Result of Post-test after Actions in Cycle 2**

No	Name	Score					Mean
		A	F	C	P	D	
	<b>Total</b>	<b>3.44</b>	<b>4.17</b>	<b>3.67</b>	<b>4.05</b>	<b>3.28</b>	<b>3.72</b>

The table above proved that using direct method in teaching would encourage students to be used to use English. The reflections above were done based on the observation during the teaching and learning process of speaking and the interviews conducted by the researcher with the English teacher, the students, and the collaborator. It is in line with the concept of democratic, process, dialogic, and outcome validity. By looking the results in the second cycle which had shown improvements in the students' speaking comprehension and students' motivation, the researcher, English teacher and also the collaborator decided to stop the cycle.

#### **A. Research Findings**

The implementation of the action in this research was over. Based on the actions, observation, and the reflections, the findings were found as the following.

First, using the direct method is believed to be able to improve the students' speaking skill. Formerly, the students had difficulties in constructing sentences because they rarely practiced and thought that they could not find any partner to speak English. By using this method, the students were facilitated to speak English naturally.

Second, using the direct method is believed to be effective to improve the students' motivation in speaking. Basically, this method gave them another point of view about speaking. When teacher used some techniques to support this method, i.e. miming game, role play and info gap activity, increased the students' enthusiasm to practice speaking. They were motivated to know how to ask and answer questions as

well. Applying several games also helped them to be more creative as well. By drilling, this technique would help the students to memorize the vocabulary, especially when this technique was supported by a “spiral technique”. A “spiral technique” would make the students remember about what they have learned before. This is what the researcher point about; to speak naturally by giving them example, drilling and practicing in the real situations, would make their mind to think differently.

Third, there were some factors that should be considered by the teacher to minimize the problem during the implementation. First, the teacher had to consider the time. The teacher should be able to manage the time well so that the activities could be done. Second, the teacher should give clear explanation and demonstration/gestures so that they could understand well and could do what the teacher wanted. The last, the teacher should be able to manage and handle the class well. Because teaching young learners was different. They were very active, so the teacher should know some tricks to handle them, so that the students did not make noise that not in line with the discussion of the texts given.

The last, implementation of the activities using the direct method gave positive effect to the students’ speaking comprehension. After the teacher implemented direct method in teaching, the students were able to understand the conversation better than before. Those findings were also proved by the data below.

**Table 5: The Mean Result after Using Direct Method in Cycle 1 and Cycle 2**

No.	Mean		
	Pre-test	Post-test in Cycle 1	Post-test in Cycle 2
	2.67	3.05	3.72

By comparing the mean results, it showed that using direct method is believed to be effective to improve students' speaking skill.

### **B. Discussion**

The research focuses on improving students' speaking skill using the direct method in teaching which was implemented both in the first cycle and the second cycle. The findings of the research showed that this method was successful in improving the students' speaking skill. From the findings, the discussion was written as the following.

The researcher conducted the class using direct method that accompanied by a "spiral technique" to facilitate the students to be more discipline to speak English. It also required the students to have group discussion and work collaboratively during the teaching and learning process. Using English during the class would help the students to speak English naturally.

Moreover, this could make the students active during the teaching and learning process. The students would participate directly in the real situation. It helped them well to memorize the vocabularies. It was like giving them a bait to speak more. The teacher also needs to use demonstrations as well, so that she/he could explain clearly.

However, the students were very active during the class. It happened because of some factors; this was a certain challenge for the teacher to teach the young learners.. Having such this condition, the researcher needed to solve the problem by providing some other actions, such as singing together (for the ice breaking) or having a role play.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

#### **A. Conclusions**

In the indication of the data analysis in this study, the implementation of the Direct Method in teaching is claimed able to improve students' speaking skill. To conclude the results of this research, the data are analyzed and presented in qualitative and quantitative ways.

This research indicates that using the Direct Method in teaching can improve the students' speaking skill. The improvements showed below:

1. The students are more motivated because they have some activities that help them to be confident to speak. The teacher used some techniques, for example games or miming which made them more active and interested in the class.
2. The students memorized the target structure well. In this point, the researcher used syllabus design based on the book in this study. The first stage was recognizing the concepts. She gave the students some pictures to stimulate the students' idea. The second stage was drilling; pre production stage. In this stage, the students needed to memorize and repeat the structural pattern and language features. They tried to repeat after the teacher using the words from some pictures, for example, and used it to communicate by asking and answering questions. The third stage was production. The teacher's influence in this stage was gradually reduced. The students arranged some jumbled words into a good

3. sentence, interviewed each other in pairs and told a short story using some pictures. In this stage, they needed to practice in a certain situation based on the topic, so that they knew the real situation and how to say it. The fourth stage was to deepen. They did some written exercises individually to deepen their knowledge before. They had to remind again what did they get before. After they were able to do the exercises individually, they were hoped to be able to speak a lot using the right structure based on the topics.
4. In the terms of speaking skills, their skills increased during the teaching and learning process. They understood better in receiving some vocabularies and they can memorize them well. After they did the some activities, the researcher led them to discuss and look for the correct answers. They knew their mistakes and how to correct them directly.
5. In terms of the quantitative data, the progress of the students' speaking skills can be observed from their speaking scores. From the scoring rubric, the researcher found that the pre-test mean score was 2.67. In addition, their scores in speaking are getting better over time. The mean score of the pos-test in Cycle 1 is 3.06. Meanwhile, the students get 3.72 in Cycle 2.

There are several problems found in the process of implementing the Direct Method in this study, such as difficulties to organize the class; to get students' attention, to speak naturally and to use correct pronunciation. However, those problems can finally be reduced throughout this research by using the Direct Method.



The students had a lack of vocabulary previously. After they got some activities through the Direct Method, they were stimulated to say some vocabularies that they get in the activities. They had imagination about what they would speak. The second problem was related to time. By using this method in teaching and learning, students need much more time than before to implement the four stages in the direct method. At first time, they need to figure out and repeat after the teacher, and then they need to memorize then produce. On the other hand, teacher will give them “spiral technique”-students can say the basic word and how to use and say in the basic right structure to complex structure, so that students can develop their idea. Overall, the process of improving their speaking skills using Direct Method can be administered well. It means that the use of the Direct Method shows a significant difference in the students’ speaking skill seen from the result of the pretest and the post test scores. Finally, it can be said that the use of direct method can improve the students’ speaking skills.

## **B. Implications**

Based on the observation, the researcher found that the speaking exercises in the classroom were hardly given and the students’ speaking skills were low. She bounded this study to the main problems in the speaking class. After analyzing some literature and finding the advantages of using Direct Method, she and the English teacher settled to apply Direct Method in teaching to improve the students’ speaking skills. The implementation of the Direct Method positively affects their speaking

skills because of several reasons.

1. The implementation of the Direct Method in teaching was helpful to attract the students' interest to the materials. From this method, students can enrich their vocabularies in order to help them to speak more.
2. Their speaking skills improved well. Students are more discipline to listen and use the patterns of the structures. So, they are able to say it directly based on the topic.
3. They were actively involved in the several activities and discussions. They could share and develop their idea to speak to their friends and teacher.
4. Using demonstrations, pictures, gestures and the real situations make them naturally to speak. They can construct structure from their basic word into the complex one by using "spiral technique" in the Direct Method.

### **C. Suggestions**

After carrying out this study, the researcher recommends the following suggestions to the English teacher, the students, and other researchers.

1. For the English teacher

The result of this study states that the use of the Direct Method in teaching is able to improve the students' speaking skills. The use of the Direct Method was helpful to attract their interest to the materials given. They were motivated to speak. They became enthusiastic when they practiced individually or in pairs. They did the tasks seriously. Therefore, the English

teacher is suggested to use the Direct Method especially in teaching English, especially speaking.

2. For the students

The Direct Method stimulated the students' spoken responses. It was much easier to them to enrich their vocabulary in order to speak better. Therefore, it is better for them to continue these activities in the future. They will get more ideas to speak if they have a bank of vocabulary.

3. For other researchers

This study describes how the Direct Method could improve the students' speaking skills. It is hard to solve all problems in speaking because there are so many problems. They are complex actually. Other researchers can carry out further studies in this area because the researcher has limitations in time, finance, and ability. They may consider this study as one of the references before they carry out research related to students' speaking skills.

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# APPENDICES

# **Appendix 1**

## **Field Notes**

## **FIELD NOTES**

### **Field Note 1**

Hari/ Tanggal : 26 Maret 2015

Tempat : Ruang guru

Peneliti (P) datang ke lembaga untuk menanyakan kembali perihal penelitian yang akan dilakukan di lembaga tersebut. Sebelumnya, peneliti telah melakukan pembicaraan informal dengan pihak lembaga (Guru Bahasa Inggris) terkait dengan penelitian tersebut. Berikut ini adalah urutan perjalanan P:

1. Peneliti datang dan bertemu dengan pegawai front office dan mengutarakan maksud dan tujuan.
2. Pegawai front office meminta peneliti masuk dan bertemu langsung dengan manajer Purikids, Bapak Sikun Pribadi.
3. Peneliti mengutarakan maksud dan tujuan bertemu dengan beliau dan membicarakan lagi hal-hal terkait dengan penelitian yang akan dilakukan.
4. Beliau menyetujui dan langsung mempertemukan peneliti dengan Kepala Bagian Pengajaran, Ibu Yosefina Heriyanti, dan meninggalkan peneliti mengobrol lebih lanjut tentang hal tersebut dengan Ibu Yanti.
5. Peneliti mengungkapkan kembali maksud kedatangannya kepada Ibu Yanti.
6. Peneliti dan Ibu Yanti membicarakan kemungkinan-kemungkinan kelas yang tersedia untuk diteliti dan memberikan informasi-informasi terkait kelas tersebut, seperti koordinator kelas, guru, metode, bahan ajar/realia dan buku yang akan dipakai.
7. Akhirnya peneliti dan Ibu Yanti mendapatkan kesepakatan kelas mana yang akan diteliti. Selain itu, Ibu Yanti juga menyetujui bahwa tanggal 06 April 2015, peneliti akan memulai observasi kelas pertama.
8. Peneliti kemudian menemui kembali Bapak Sikun Pribadi dan meminta ijin untuk memulai observasi pertama di kelas tersebut. Beliau menyambut baik dan siap menerima peneliti dan meminta peneliti menyiapkan surat ijin dan segera diserahkan kepada beliau dan Ibu Yanti selaku Kepala



Bagian Pengajaran.

9. Peneliti meminta ijin untuk pulang.

## Field Note 2

Hari/ Tanggal : Senin, 06 April 2015

Tempat : Ruang kelas Merapi, Purikids

P : Peneliti

G : Guru Bahasa Inggris

P datang ke lokasi mengajar pukul 15.30 dan menemui guru yang akan mengajar kelas Superkids 4, Miss Erny. Kelas Superkids terdiri dari 12 orang. Kegiatan belajar mengajar di kelas ini berlangsung dua kali seminggu untuk setiap kelas. Setiap pertemuan berlangsung selama satu jam (mulai pukul 16.00-17.00). Sesudah pukul 16.00, P dan G memasuki kelas Merapi. G mengenalkan P kepada murid-murid dan menjelaskan maksud kedatangan P di kelas itu. P lalu duduk di kursi belakang dan mengamati proses kegiatan belajar mengajar kelas tersebut. Berikut rincian kegiatan KBM yang P amati :

1. G mengawali kelas dengan mengucapkan salam “*Good afternoon, students!*” dan murid merespons “*Good afternoon, miss!*”
2. Sebelum memulai pelajaran, G mengajak murid-murid untuk berdoa bersama memakai bahasa Inggris. Murid-murid menirukan apa yang diucapkan G.
3. G memulai kegiatan belajar mengajar dengan mengajak murid-murid bermain “merangkai kata”-G memberikan satu kata di bahasa Inggris (nama benda) kemudian diteruskan oleh murid di sampingnya. Aturannya, murid harus meneruskan dengan membuat kata dari huruf terakhir kata yang disebutkan oleh G-begitu seterusnya. Ini dilakukan G supaya murid mengingat kembali materi yang telah diajarkan minggu sebelumnya.

Contohnya : “*Pen-Necklace-Eraser-Ring-Gorilla-Apple-Egg*” (diulang hingga 2 kali putaran)

4. Sesudah itu, G menyebutkan nama-nama olahraga kesukaan --> *soccer, volley ball, swim, basket ball, ride a bike, play baseball.*

5. G translasi nama-nama olahraga tersebut ke bahasa Indonesia, lalu meminta murid mengulang kembali apa yang G ucapkan-begitu seterusnya sampai murid mampu mengingat dengan baik. Sesudah itu, G mengeluarkan kartu dan menanyakan kembali nama-nama olahraga yang ada di kartu. Murid-murid menjawab dengan antusias dan bergiliran.
6. Sesudah itu, G mengeluarkan kartu gambar dan bicara "*Anton sedang berenang-Anton is swimming.*" Lalu, G mengeluarkan kartu gambar aktivitas yang berbeda dan bertanya, "*Apa yang sedang dia lakukan?-What is he doing?*" lalu G mengajak murid untuk menjawab bersama : "*He is swimming.*" G dan murid menjawab bersama, murid-murid menirukan G. Lalu, G mengeluarkan kartu lain dan bertanya tentang aktivitas yang dilakukan di kartu gambar tersebut-dengan teknik yang sama dan berulang sampai kartu habis.
7. Proses pentubian berlangsung selama 20 menit. Sesudah itu, G meminta murid-murid untuk membuka buku mereka dan mengerjakan latihan yang ada di buku tersebut. Kira-kira 15 menit murid selesai mengerjakan latihan tersebut, mereka selesai mengerjakan. G dan murid lalu membahas bersama-sama dan melakukan tanya-jawab satu sama lain.
8. G memberi kesempatan murid-murid untuk istirahat-minum teh selama lima menit.
9. Murid-murid kembali ke kelas sesudah waktu istirahat selesai.
10. G melanjutkan aktivitas terakhir-tanya jawab memakai kartu dengan struktur target yang sudah diajarkan.
11. G dan murid-murid menutup pertemuan sore itu dengan berdoa bersama.
12. Kelas selesai. P dan G keluar dari kelas dan pergi ke ruang guru untuk membicarakan tindakan, media/bahan ajar/realia dan RPP yang akan P lakukan di kelas tersebut. Sesudah P menjelaskan semuanya, G memberi P waktu untuk melakukan tindakan dalam enam kali pertemuan (termasuk *pre* dan *post test*). Selain itu, G juga menyepakati pre test akan dilakukan tanggal 09 April.
13. P meminta izin untuk pulang

14. Selesai.

### Field Note 3

Hari/ Tanggal : 09 April 2015  
Tempat : Ruang Merapi  
P : Peneliti  
G : Guru Bahasa Inggris

Peneliti (P) datang kembali untuk melakukan pre test. Sebelumnya, P sudah mengobrol dengan G tentang pelaksanaan pre-test dan menjelaskan materi pre-test yang akan diberikan kepada murid-murid. G memberikan waktu 30 menit kepada P untuk melakukan pre-test dan wawancara singkat dengan murid-murid.

1. G mengawali kelas dengan mengucapkan salam “*Good afternoon, students!*” dan murid merespons “*Good afternoon, miss!*”
2. Sebelum memulai pelajaran, G mengajak murid-murid untuk berdoa bersama memakai bahasa Inggris. Murid-murid menirukan apa yang diucapkan G.
3. G menjelaskan kegiatan belajar mengajar yang akan dilakukan hari ini, termasuk menjelaskan pre-test yang akan dilakukan oleh P.
4. G mengecek PR murid.
5. Sesudah itu, G melanjutkan materi yang sudah dipelajari minggu lalu. G melakukan aktivitas tanya-jawab tentang aktivitas-aktivitas yang ada di buku.
6. G menuliskan nama-nama alat yang digunakan untuk berolahraga, seperti *bat, racket, net, ball, glove(s)*. G menyebutkan kata satu per satu, lalu menerjemahkannya di bahasa Indonesia; G menuliskannya di papan tulis.
7. G meminta murid menulis ulang, sesudah itu G menulis lagi di papan tulis :

*Q : “What is it? --> Ini apa?” , A : “It is a bat --> Ini pemukul.”*

G lalu bertanya kepada murid memakai pertanyaan yang sama, murid-murid menjawab. Sesudah itu, G memakai struktur target untuk

menanyakan nama-nama alat yang lain.

8. Sesudah itu, G minta satu murid untuk bertanya kepada murid yang lain (bergiliran, sampai semua murid melakukan hal yang sama).
9. Sesudah 30 menit, G mempersilakan P untuk memulai pre-test. P lalu mengeluarkan kartu-kartu (realia) yang akan P pakai selama proses belajar mengajar. P melakukan pre-test.
10. Sepuluh menit terakhir P melakukan wawancara dengan murid-murid.
11. Sebelum menutup kelas, G mengajak murid-murid untuk menyanyi bersama.
12. Selesai menyanyi, G menutup kelas dengan doa bersama murid-murid.

#### **Field Note 4**

Hari/ Tanggal : Senin, 13 April 2015  
Tempat : Ruang Sindoro  
P : Peneliti  
G : Guru Bahasa Inggris  
M : Murid

P datang ke lokasi mengajar pukul 15.30 dan menemui guru yang akan mendampingi P untuk mengajar kelas Superkids. Lalu, P mulai menyiapkan bahan ajar sesuai dengan silabus yang sudah tertulis, termasuk menyiapkan media dan buku yang akan dipakai di kelas. Sebelumnya, P mendengarkan himbauan-himbauan yang diberikan G sebelum mengajar. Berikut rincian kegiatan KBM yang P lakukan :

1. P mengawali kelas dengan mengucapkan salam di Bahasa Inggris.
2. Sebelum memulai pelajaran P mengajak murid-murid untuk berdoa bersama memakai Bahasa Inggris.
3. P mulai mengawali pelajaran dengan mengenalkan topik hari ini, yaitu “Hobby” (Part 1)
4. P menunjukkan ke murid kartu-kartu sambil mengucapkan nama aktivitas yang ada di dalam kartu tersebut. P minta M untuk menirukan nama aktivitas

yang ada di kartu tersebut. P melakukan itu beberapa kali sampai kartu aktivitasnya habis.

5. Sesudah P merasa M cukup mampu untuk mengingat nama-nama aktivitas tersebut, P lalu memakai kata aktivitas tersebut ke dalam struktur kalimat, “*I like to play guitar.*”, sambil menunjuk diri P.
6. P membuat tiga contoh kalimat dengan struktur yang sama dan menuliskannya di papan tulis. Sesudah itu, P membagikan kartu (masing-masing 2 kartu untuk setiap M). Sesudah itu, P mulai bertanya kepada M memakai struktur, “*What do you like to do?*”-P bertanya sambil menunjuk M bergantian sampai selesai.
7. Sesudah itu, P meminta M untuk membuat kelompok. Satu kelompok terdiri dari 2 orang. Lalu, P meminta M untuk saling melakukan wawancara.
8. Sesudah wawancara selesai, M istirahat selama 10 menit.
9. Selesai istirahat, P lanjut untuk mengenalkan struktur selanjutnya. Pertama, P mencontohkannya dalam kalimat, “*Diana likes to sing a song.*”. P melakukan hal yang sama seperti teknik sebelumnya.
10. P lalu mengambil kartu yang sama, kemudian menanyakan kepada murid memakai struktur target yang akan diajarkan, “What does Anton like to do?” sambil menunjukkan kartu aktivitas tersebut sehingga akan memancing M untuk merespon pertanyaan tersebut. Kemudian, P membagikan kartu-kartu tersebut dan meminta M untuk melakukan tanya-jawab dengan temannya sampai selesai.
11. Sesudah aktivitas kartu selesai, P meminta M untuk membuat lingkaran dan bernyanyi bersama. P sudah menyiapkan lagu yang berisi aktivitas terkait materi hari itu untuk penyegaran.
12. Sesudah selesai, P menutup pertemuan hari itu dengan berdoa bersama.
13. Selesai.

## Field Note 5

Hari/ Tanggal : Kamis, 16 April 2015

Tempat : Ruang Bromo

P : Peneliti

M : Murid

Sebelum memasuki kelas, P menyiapkan segala kebutuhan yang akan digunakan di kelas tersebut. Pukul 15.50 P meminta M untuk memasuki kelas dan bersiap untuk mengikuti kegiatan belajar mengajar. Berikut rincian aktivitas yang terangkum pada hari itu :

1. P mengawali kelas dengan mengucapkan salam di Bahasa Inggris.
2. Sebelum memulai pelajaran P mengajak murid-murid untuk berdoa bersama memakai Bahasa Inggris.
3. P mulai mengawali pelajaran dengan mereview topik sebelumnya memakai aktivitas tanya-jawab. Sesudah itu, P mengecek PR yang dikerjakan M di rumah.
4. Sesudah itu, P mengeluarkan kartu aktivitas dan membagikan ke M. Setiap M menerima satu kartu. Lalu, P meminta M untuk membuat lingkaran besar. Seperti pesan berantai, P menanyakan salah satu M terdekat memakai struktur target, *“Do you like to play badminton?”*. M harus menjawab sesuai dengan kartu yang dipegangnya. Seperti itu seterusnya sampai orang terakhir menanyakan P.
5. P juga menjadi pengawas kalau M membuat kesalahan ketika memakai struktur tersebut. Sesudah selesai, P meminta M duduk kembali.
6. P lalu memberi tahu M bahwa mereka akan memainkan satu permainan bernama *“Bang-bang game”*. P membagi M menjadi 2 kelompok besar. Setiap kelompok mempunyai satu pemimpin yang nanti berhak mengurangi jumlah anggotanya kalau anggotanya membuat kesalahan.
7. P lalu menjelaskan aturan permainannya. P membagikan kartu-kartu sesuai dengan jumlah anggota setiap kelompok. Lalu, pemimpin kelompok akan berdiri di depan anggotanya. Ketika pemimpin menunjukkan kartu gambar, pemimpin tersebut akan menanyakan anggota yang berhadapan dengannya. Kalau anggota tersebut menjawab dengan struktur yang salah, pemimpin berhak *“menembak”* anggotanya tersebut sehingga jumlah anggotanya

- berkurang. Begitu seterusnya sampai permainan selesai. Kelompok yang menang adalah kelompok yang masih mempunyai jumlah anggota terbanyak.
8. Selesai memainkan permainan ini, P mempersilakan M untuk istirahat selama 10 menit.
  9. Istirahat selesai. P melanjutkan materi dengan permainan kedua. Permainan ini bernama "*Tap my hand*". Sebetulnya, permainan ini sama dengan pertanyaan berantai sebelumnya, tetapi P menambahkan sedikit aturan yaitu kalau M menjawab "yes, I do" atau "Yes, she/he does." maka dia harus menepuk tangan P. Kalau mereka menjawab "No, I don't" atau "No, she/he doesn't" maka M harus menjawab sambil menggelengkan kepala.
  10. Sesudah memainkan permainan tersebut, P membagikan M latihan tulis yang terdiri dari gambar dan percakapan kosong. Untuk melatih M, pertama P meminta M untuk mengerjakan sendiri. Sesudah itu, P dan M menecek sambil mengoreksi bersama. Selesai mengerjakan, P meminta M untuk berpasangan dan mempraktekkan situasi seperti dialog tersebut. P memberikan kartu-kartu sebagai petunjuk untuk M. P meminta setiap pasangan berdiri di depan kelas untuk melakukan roleplay.
  11. Sesudah setiap pasangan berpartisipasi dan waktu belajar juga sudah habis, P dan M menutup pertemuan hari itu dengan berdoa bersama.
  12. Selesai.

## **Field Note 6**

Hari/ Tanggal : Senin, 20 April 2015

Tempat : Ruang Merapi

P : Peneliti

G : Guru

M : Murid

Satu hari sebelumnya, G memberi tahu P untuk menyiapkan latihan untuk review setiap menyelesaikan dua topik di buku. P juga menyiapkan bahan/materi untuk melakukan post-test pada Cycle 1. Pukul 16.00 P dan M mulai memasuki kelas

bersama-sama. Rician kegiatan belajar-mengajar terangkum sebagai berikut :

1. P mengawali kelas dengan mengucapkan salam di Bahasa Inggris.
2. Sebelum memulai pelajaran P mengajak murid-murid untuk berdoa bersama memakai Bahasa Inggris.
3. P lalu menjelaskan aktivitas yang akan dilakukan pada hari itu.
4. P membagikan latihan tertulis untuk mereview dua topik yang sudah diajarkan sebelumnya. Ketika M mengerjakan latihan tersebut, P lalu memanggil M satu per satu untuk keluar kelas mengikuti P.
5. P lalu melakukan post-test untuk tahap Cycle 1 memakai realia kartu gambar dan menanyai M.
6. P memberi nilai setiap M berdasarkan scoring rubrics yang dipakai oleh lembaga kursus ini.
7. Setelah selesai semuanya, P menutup pertemuan hari itu dengan berdoa bersama.
8. Selesai.

## **Field Note 7**

Hari/ Tanggal : Kamis, 23 April 2015

Tempat : Ruang Bromo

P : Peneliti

G : Guru Bahasa Inggris

M : Murid

Seperti biasanya, P memulai pertemuan hari itu pukul 16.00.

1. P mengawali kelas dengan mengucapkan salam di Bahasa Inggris.
2. Sebelum memulai pelajaran P mengajak murid-murid untuk berdoa bersama memakai Bahasa Inggris.
3. P mulai mengawali pelajaran dengan mengenalkan topik hari ini, yaitu "Hobby" (Part 2)-"My favorite sport is ..."
4. P lalu mengenalkan nama-nama olahraga dengan kartu-kartu gambar. Secara acak, M menyebutkan nama-nama olahraga di bahasa Inggris yang mereka



ketahui. Lalu, P membagi beberapa kartu kepada beberapa M. P lalu membuat pernyataan tentang olahraga kesukaannya, "My favorite sport is running." lalu dia bertanya kepada M yang memegang kartu secara acak juga, "What is your favorite sport?" M akan menjawab sesuai dengan kartu aktivitas yang dia pegang.

5. Sesudah bertanya acak, P membagi M menjadi dua kelompok besar. Satu kelompok akan berperan sebagai aktor dan berpantomim, sedangkan kelompok lain harus menebak nama olahraga yang diperankan.
6. Sesudah pantomim selesai, P mempersilakan M untuk kembali ke tempat duduk masing-masing. P lalu mengeluarkan kartu gambar yang berisi aktivitas dan jam. P lalu membuat pernyataan dari gambar tersebut dan menuliskannya di papan tulis. P lalu bertanya kepada M memakai struktur target, "When do you go to play badminton, Ridho?" lalu Ridho menjawab pertanyaan tersebut pelan-pelan. P membetulkan struktur yang masih salah. P mengulang aktivitas ini dengan memberi pertanyaan acak kepada M.
7. P lalu mengambil kartu-kartu yang berisi nama, olahraga dan waktu. P lalu bertanya kepada M memakai struktur, "When does she/he go to the swimming pool?" P mengulang sampai keenam kartu tersebut habis. Pada situasi ini, secara implisit M mengetahui kapan memakai "do dan does" atau kata kerja+s/es tanpa menerangkan secara gramatika.
8. Sesudah selesai kegiatan tersebut, P mempersilakan M untuk beristirahat selama 10 menit.
9. Selesai istirahat, P mengajak M bernyanyi bersama (ice breaking). Sesudah itu, P membagikan kartu info-gap kepada M. Sebelumnya P membagi M menjadi beberapa kelompok. Satu kelompok terdiri dari 2 orang (berpasangan). Sebelum melakukan aktivitas tersebut, P meminta satu orang untuk ke depan dan menjadi pasangan P. Lalu, P memberi contoh bagaimana memakai kartu tersebut untuk bertanya-jawab. Selesai memberi contoh, P memberi kesempatan untuk setiap kelompok untuk berlatih selama 10 menit. Pada situasi ini, P berkeliling untuk mengecek dan memberi koreksi terhadap kesalahan-kesalahan M.

10. Selesai berlatih, P meminta beberapa kelompok untuk mempraktekkan di depan kelas.
11. Sesudah aktivitas tersebut selesai, P bertanya kembali kepada M apakah masih ada kesulitan atau pertanyaan tentang materi pada hari tersebut.
12. Karena tidak ada pertanyaan, P menutup KBM dengan berdoa bersama

### **Field Note 8**

Hari/ Tanggal : Senin, 27 April 2015

Tempat : Ruang Sindoro

P : Peneliti

G : Guru Bahasa Inggris

M : Murid

Pada hari ini, P dan G mempersiapkan materi untuk tes akhir buku. Karena kelas sudah menyelesaikan materi di buku, mereka akan melakukan tes akhir yang berkaitan dengan materi yang sudah diajarkan. Sementara G mempersiapkan tes tertulis, P menyiapkan realia yang akan dipakai untuk tes berbicara. Realia yang digunakan memakai realia lembaga yang sudah mencakup seluruh materi.

1. P dan G mengawali kelas dengan berdoa bersama dan mengecek kehadiran M.
2. G lalu menjelaskan aturan untuk tes akhir.
3. Sesudah itu, P dan G membagi lembar kerja tes kepada M.
4. M mulai mengerjakan soal-soal tes yang sudah diberikan. Pertama, mereka mengerjakan tes mendengarkan dulu.
5. P dan G mengawasi tes tersebut. Ketika M mengerjakan tes menulis, P mulai memanggil M satu per satu untuk mengikuti P keluar kelas.
6. P lalu mulai tes berbicara.
7. P juga mengambil nilai M untuk post-test pada Cycle 2. Sesudah M menyelesaikan tes berbicara, M kembali ke kelas untuk melanjutkan tes tertulis.
8. Sesudah tes selesai, P dan G menutup kelas dengan berdoa bersama-sama.
9. Kelas selesai.

## **Appendix 2**

# **Interview Transcripts**

## Interview Transcript before Doing Cycle 1 and Cycle 2

Interview Transcript 1 (S1)

Hari/ Tanggal : Kamis, 09 April 2015

Tempat : Taman belakang Purikids. (Kompleks Kolombo)

**Student 1 and Student 5**

P : Halo, dik! Lagi ngapain?

S1 : Hehehe...ada apa, mbak?

P : Boleh tanya-tanya sebentar nggak?

S1 : Tanya apa e?

P : Namamu siapa?

S1 : Gal...(nggak jelas)

P : He? Siapa? Ulangi lagi dong?

S1 : GALUH, mbak! (agak teriak). Hahahahaa...

P : Oke, dik Galuh. Kamu suka pelajaran Bahasa Inggris nggak?

S1 : Nggak. Susah banget, mbak.

(Temannya satu kelas datang dan duduk di sampingnya)

S5 : Ada apa to? Kamu belum dijemput ya, Luh?

P : Kalo ini, namanya siapa? Satu kelas sama Galuh?

S5 : Iya, mbak. Risa. Satu kelas di les sama sekolah. Kenapa to?

P : Kalo kamu, suka pelajaran Bahasa Inggris, nggak?

S1 : Kalo aku nggak. Susah banget.

S5 : Iya, betul. Sama. Susah ngomong pake Bahasa Inggris.

P : Kenapa?

S5 : Malu, mbak. Kalo kamu, Luh?

S1 : Kadang-kadang malu, banyaknya sih lupa kata-katanya. Anu...itu lho mbak, kaya udah belajar, tahu tapi mau ngomongnya susah. Aduh! Susah bilanganya gimana. Hahahaha!

P : Oh, gitu. Makasih banyak, ya!

Interview Transcript 1 (S2, S3 dan S4)

Hari/ Tanggal : Kamis, 09 April 2015

Tempat : Bangku depan Front Office. (Kompleks Kolombo)

**Student 2, Student 3 and Student 4**

P : Sore, dik! Lagi nunggu jemputan, ya?

(Dua orang mengangguk, satu orang lihat HP saja)

P : (Duduk di samping mereka) Boleh ganggu sebentar, nggak? Kalo boleh tahu, nama kalian siapa ya?

S2 : Ridho.

P : Kalo yang di tengah?

S2 : Ini Farel dan itu Andra.

P : Oke. Mbak tanya-tanya sedikit boleh?

S3 : Mau tanya apa to, mbak? Aku lagi sms papaku e. (nunjukin HPnya)

P : Ya, nggak papa. Santai aja sambil sms papa juga bisa, kok.

S2 : Hahaha...ngapusi lho mbak! De'e ngapusi!

S4 : Apa to?

P : Dik Andra, Farel sama Ridho...kalian suka pelajaran Bahasa Inggris, nggak?

S4 : Ya, kadang-kadang.

P : Bisa ceritain, nggak?

S4 : Hehehe, ya itu...kadang-kadang nggak bisa ngomongnya, mbak.

P : Kalo kalian, susah nggak ngomong pake Bahasa Inggris?

S2, S3 dan S4 : IYA!! (bareng sambil teriak-teriak)

P : Kenapa? Bisa jelasin nggak?

S2 : Anu...itu lho mbak, mungkin karena nggak dikasih buat latihan ngomong.

S4 : Kadang-kadang temenku nggak mau pake Bahasa Inggris kalo di kelas, jadi yoo...aku nggak pake juga. Yo ra? (nepuk pundak temennya)

S2 : Iya, di sekolah yo, contone.

P : Kalo Ridho gimana?

S3 : Hehehe...malu banget buat latihan, mbak. Malu kadang-kadang. (sambil senyum)

P : Oh, gitu. Oke deh, makasih ya!

## Interview Transcript after Doing Cycle 1

### Interview Transcript-Teacher

Hari/ Tanggal : Selasa, 21 April 2015

Tempat : Ruang guru Purikids. (Kompleks Kolombo)

P : Sore, miss! Boleh ganggu sebentar?

G : Iya, boleh. Sebentar to? Hahaha

P : Mau ngajar lagi po miss?

G : Nggak...nanti jam 19.00, miss.

P : Oke, deh! Meh ngobrol sebentar, ya!

G : Gimana kelasnya? Lancar to? Gimana rasanya ngajar anak-anak? Hahaha...

P : Haduh! Hmmm...gimana ya, miss. Haahaha...nyenengin, sih. Tapi ya, itu...susah ngontrol kelasnya. Tapi sejauh ini bisa make metode sama tekniknya lumayan lancar.

G : Ya, begitulah miss. Tapi rapopo...santai aja, mereka sebenarnya nice, kok. Nggak kaya kelasku yang ini... (curhat-dipotong). Eh...tapi nggak ada masalah, kan? Soalnya kamu kan guru mereka yang baru.

P : Nggak ada sih, miss. Kemarin-kemarin didampingi sama Miss Erny.

G : Okelah.

P : Miss, emang biasanya kaya gitu ya? Susah ngontrol kelasnya? Rame gitu?

G : Hahahhaa...itu udah biasa, miss. Emang kaya gitu. Perlu banyak energi kalo harus nge-handle kelas anak-anak. Kalo mereka mulai sibuk sendiri, lari-lari nggak jelas gitu...biasanya sih, tak ajak nyanyi bareng. Mereka suka, kok! Abis itu pasti konsentrasinya balik lagi, miss.

P : Oke, miss. Cuma mau ngobrolin masalah itu.

G : Baguslah, kalo lancar. Cepetan dirampungin!

P : Iya, miss. Makasih banyak ya!

G : Sure!

**Interview Transcript S1**

Hari, tanggal : Kamis, 16 April 2015

Tempat : Ruang tengah Purikids. (Kompleks Kolombo)

P : Eh, Dik Galuh...boleh tanya-tanya lagi sebelum pulang?

S1 : He? Apa mbak?

P : Sebentar aja, ya! Mau nanya soal kelas tadi.

S1 : (duduk di kursi ruang tengah) Ya, mbak.

P : Kamu belum dijemput, kan?

S1 : Paling sebentar lagi, mbak.

P : Dua hari yang lalu sama hari ini kan, kelasnya pake Bahasa Inggris terus.

Terus kalian nggak boleh pake bahasa lain selain Inggris di kelas. Itu gimana?

S1 : Hehehe...(ketawa kecil)

P : Kalo gurunya pake Bahasa Inggris selama di kelas, gimana?

S1 : Emm...gimana, ya? Susah banget, miss. Tapi, bisa ngerti kalo gurunya pake gerakan-gerakan gitu atau apa ya...ngasih contoh muridnya suruh ngapain.

Dicontohin?

P : Iya, betul.

S1 : Bisa ngerti sedikit-sedikit, miss...terus, bisa banyak...apa ya, kaya praktik gitu.

P : Oh, gitu. Ya udah, makasih banyak ya dik!

S1 : Sama-sama, miss.

**Interview Transcript S3**

Hari, tanggal : Kamis, 16 April 2015

Tempat : Bangku di depan Front Office Purikids. (Kompleks Kolombo)

P : Ridho...boleh tanya-tanya sebentar?

S3 : Iya, miss.

P : Sekarang kan di kelas ada aturan baru, nggak boleh pake bahasa lain selain bahasa Inggris. Menurut kamu gimana?

S3 : (Tertawa kecil) Agak susah, miss.

P : Kamu bisa ngerti, nggak kalau guru cuma pake bahasa Inggris selama di

kelas?

S3 : Pertama kaget, miss. Soalnya nggak biasa dan harus pake bahasa Inggris itu lho miss. Jadi harus inget-inget. Hahahaa...soalnya takut salah, miss. Tapi, nggak papa sih miss.

P : Kamu seneng nggak sama kelasnya?

S3 : Banget, miss! Soalnya bisa latihan sambil nge-game. Aku kan suka nge-game, miss.

P : Oke, satu lagi ya...kamu bisa ngerti perintah-perintah guru, nggak?

S3 : Iya, kalo ngomongnya pelan-pelan gitu, miss.

P : Oke, deh! Makasih ya, Dho!

S3 : Ya.

#### **Interview Transcript S5**

Hari, tanggal : Kamis, 16 April 2015

Tempat : Bangku di depan kedai Purikids. (Kompleks Kolombo)

P : Langsung aja ya, dik. Dik Risa suka kelasnya nggak?

S5 : Iya, miss.

P : Kamu pikir gimana tuh kegiatan-kegiatan yang dipake di kelas tadi?

S5 : Suka banget sama game-nya! Hahahaa...soalnya langsung bisa ngerti kalo temennya salah, miss. Lucu!

P : Yang lucu temennya atau game-nya?

S5 : Dua-duanya, miss. Hahahaa! Farel tadi banyak salahnya, kan?

Hahaha...terus bisa langsung tahu...bla...blaa...blaaa...(curhat).

P : Oke, oke...kalo gitu makasih waktunya, ya! Ntar kalo tak interview lagi boleh dong!

S5 : Oke, miss!



## Interview Transcripts after Doing Cycle 2

### Interview Transcript S3 and S5

Hari/ Tanggal : Kamis, 09 April 2015

Tempat : Taman belakang Purikids. (Kompleks Kolombo)

P : Dik Ridho sama Dik Risa lagi ngapain sekarang?

S5 : Nunggu kelas gathering, miss.

S3 : Miss...miss...nanti ikutan, nggak?

P : Hehehe...nggak e...soalnya nanti ada rapat jam 15.00. Pas kalian gathering, mbak harus rapat.

S5 : Sama miss-miss yang lain juga, miss?

P : Hahaha...nggak kok. Rapatnya beda.

S3 : Ohh...

P : Oke, kita mulai ya! Kalian pikir, kelas kita selama ini gimana?

S5 : Menarik, miss! Aku suka pas itu...pas disuruh pantomim trus pada akting-akting gitu, miss. Hahaha...

S3 : Iya, beda sama yang di sekolah, miss. Oh ya, kapan lagi miss punya kelas bersama?

P : Makasih-makasih...terus, masih kesulitan ngomong pake Bahasa Inggris, nggak?

S3 : Pertama, nggak malu lagi miss soalnya di kelas semua harus pake Bahasa Inggris.

P : Jadi, nggak masalah dong kalo guru pake Bahasa Inggris selama di kelas? (mereka liat-liatan)

S3 : Kalo gurunya sama kaya miss, nggak masalah.

S5 : Iya, bener miss. Soalnya kelasnya seru. Hahahahaa...

P : Okelah kalo begitu. Makasih banyak, ya! Temen-temen yang lain belum datang ya?

S5 : Belum, miss.

# **Appendix 3**

## **Syllabus and Lesson Plans**

# USING DIRECT METHOD IN TEACHING TO IMPROVE STUDENTS' SPEAKING SKILL AT PURIKIDS LANGUAGE COURSE

## COORDINATOR'S LESSON PLAN

<b>Class : SK 852</b>	<b>Level : Superkids</b>	<b>Day/Date : Monday, 13<sup>th</sup> April 2015</b>	<b>Meeting : 1</b>
<b>Topic : Hobby</b>		<b>Target structure :</b> Q : What do you like to do? A : I like to (do)...  Q : What does she/he like to do? A : She/he likes to (do) ...	
<b>Vocabularies</b>	football, tennis, play, read, sing, swim, listen, music, guitar, watch, movie		
<b>Realia</b>	cards		
<b>Activities</b>			
<b>1. Review</b>	Chit-chat		
<b>2. Introduction</b>	introducing vocabulary based on the book		
<b>3. Drill</b>	-giving example of the target structure -asking and repeating the target structure		
<b>4. Production</b>	-working in pairs and interviewing another students -dictation		
<b>5. Sum-up</b>	asking and answering questions to review the target structure		
<b>6. Closing</b>	giving homework from the book		
<b>Teacher's Plan (written before teaching)</b>			

<b>Date : 13<sup>th</sup> April 2015</b>	<b>Time : 16.00-17.00</b>	<b>Teacher : Nila</b>
		<b>Checklist</b>
<b>1. Review</b>	Chit-chat in order to know students' achievement before Check students' homework	√
<b>2. Introduction</b>	Showing the cards to introduce vocabularies	√
<b>3. Drills</b>	-showing the cards and giving example of the target structure -asking the students to mention the activity from the card using the target structure	√
<b>4. Production</b>	Asking the students to work in pairs and interviewing each other	√
<b>5. Sum-up</b>	Asking and answering questions	√
<b>6. Closing</b>	Giving homework and praying together	√
<b>Self Assessment</b>	-	
<b>Teacher's note related to class/students</b>	Two students were absent	

### COORDINATOR'S LESSON PLAN

<b>Class : SK 852</b>	<b>Level : Superkids</b>	<b>Day/Date : Thursday, 16<sup>th</sup> April 2015</b>	<b>Meeting : 2</b>
<b>Topic : Hobby</b>	<b>Language Function :</b>	<b>Target structure :</b> Q : “Do you like to (do) ...?” “Does she/he like to (do) ...?” A : Yes, I do No, I don’t Yes, she/he does. No, she/he doesn’t	
<b>Vocabularies</b>	football, tennis, play, read, sing, swim, listen, music, guitar, watch, movie		
<b>Realia</b>	Pictures and short movies		
<b>Activities</b>			
<b>1. Review</b>	Chit-chat Asking and answering questions		
<b>2. Introduction</b>	introducing target structure by showing some cards		
<b>3. Drill</b>	-Giving example of the target structure -Asking and repeating the target structure -Using ”bang-bang” and “tap my hand” game		
<b>4. Production</b>	-Filling the blank dialogues -Working in pairs and role playing the situation based on students’ activity		
<b>5. Sum-up</b>	asking and answering questions to review the target structure		
<b>6. Closing</b>	giving homework from the book		
<b>Teacher’s Plan (written before teaching)</b>			
<b>Date : 16<sup>th</sup> April 2015</b>	<b>Time : 16.00-17.00</b>	<b>Teacher : Nila</b>	

		Checklist
<b>1. Review</b>	-chit and chat, get to know -ask and answer questions related to the topic before	√
<b>3. Introduction</b>	Connecting the first structure to give an inducement by using some cards	√
<b>3. Drills</b>	-The teacher shows and mentions the activity from the cards -The teacher asks the students using the target structure by showing them some short movies -The teacher asks the students to play some games : bang-bang game and tap my hand game	√
<b>4. Production</b>	-The teacher gives a worksheet for each student to fill the blank dialogues -The teacher asks the students to work in pair and role play the situation based on the students' activity	√
<b>6. Sum-up</b>	Asking and answering questions	√
<b>6. Closing</b>	Giving homework and praying together	√
<b>Self Assessment</b>	-	
<b>Teacher's note related to class/students</b>	Two students were absent	

### COORDINATOR'S LESSON PLAN

Class : SK 852	Level : Superkids	Day/Date : Monday, 20 <sup>th</sup> April 2015	Meeting : 3
Topic : Hobby	Language Function :	Target structure : Review	
Vocabularies	football, tennis, play, read, sing, swim, listen, music, guitar, watch, movie		
Realia	cards		
Activities			
1. Review	-Chit-chat -Checking students' homework -Explaining the activity -Distributing worksheets		
2. Introduction			
3. Drill			
4. Production			
5. Sum-up	An ice breaking		
6. Closing			
Teacher's Plan (written before teaching)			
Date : 20 <sup>th</sup> April 2015	Time : 16.00-17.00	Teacher : Nila	
			Checklist
1. Review	The teacher gives a worksheet for each student to conduct a total review from two meetings before. While they are working on their task, the teacher will also ask one by one to go out of the class with her to have a speaking		
4. Introduction			
3. Drills			



<b>4. Production</b>	test.	
<b>7. Sum-up</b>	Ice breaking- to sing a song	
<b>6. Closing</b>	Praying together	
<b>Self Assessment</b>	-	
<b>Teacher's note related to class/students</b>	One student was absent	

### COORDINATOR'S LESSON PLAN

Class : SK 852	Level : Superkids	Day/Date : Thursday, 23 <sup>rd</sup> April 2015	Meeting : 4
Topic : Hobby		<b>Target structure :</b> Q : What is your favorite sport? A : My favorite sport is ....  Q : What is her/his favorite sport? A : Her/his fsavorite sport is ...  Q : When do you go to ... ? A : I go to ... on/at ...  Q : When does she/he go to ... ? A : She/he goes to ... on/at ...	
Vocabularies	Playing, football, tennis, table tennis, baseball, basket ball, volley ball, swimming, running time, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday		
Realia	Cards and short movies		
Activities			
1. Review	Chit-chat		
2. Introduction	introducing vocabulary based on the book		
3. Drill	-asking and answering questions -asking and repeating the target structure -miming		
4. Production	-working in pairs and filling the information gap activity		
5. Sum-up	asking and answering questions to review the target structure		

6. Closing	Praying together		
Teacher's Plan (written before teaching)			
Date : 23 <sup>rd</sup> April 2015	Time : 16.00-17.00	Teacher : Nila	
			Checklist
1. Review	Chit-chat, get to know about students' achievement before		√
5. Introduction	Showing some cards to introduce vocabularies		√
3. Drills	-Asking and answering questions related to the cards -Asking and repeating the target structure using some cards -Miming game by using short movies as clues		√
4. Production	Filling the information gaps activity and practicing in front of the class		√
8. Sum-up	Asking and answering questions		√
6. Closing	Praying together		√
Self Assessment	-		
Teacher's note related to class/students	-		

### COORDINATOR'S LESSON PLAN

Class : SK 852	Level : Superkids	Day/Date : Monday, 27 <sup>th</sup> April 2015	Meeting : 5
Topic : Hobby	Language Function :	Target structure : Test of book 1	
Vocabularies			
Realia			
Activities			
1. Review	Chit-chat		
2. Introduction	Explaining the activity of today -written test -spoken test		
3. Drill			
4. Production			
5. Sum-up	asking and answering questions		
6. Closing			
Teacher's Plan (written before teaching)			
Date : 27 <sup>th</sup> April 2015	Time : 16.00-17.00	Teacher : Nila	
			Checklist
1. Review			√
6. Introduction	The teacher explains the activity of the day and distributes the worksheets to the students. After they finished on their written task, they will have a spoken test.		√
3. Drills			√
4. Production			√
9. Sum-up			√

<b>6. Closing</b>	Praying together and saying goodbye	√
<b>Self Assessment</b>	-	
<b>Teacher's note related to class/students</b>	-	

# **Appendix 4**

## **Score**

## Students' Speaking Score During Teaching and Learning Process at Purikids

### Language Course

#### Pre-test

No	Name	Score					Mean
		A	F	C	P	D	
1	Galuh Aulia	3	2	4	2	2	2.6
2	Brigita Geneveva	3	3	3	2	3	2.8
3	Ridho	2	3	3	2	2	2.4
4	Amarisa Wahyu	3	2	2	2	3	2.4
5	Farah Ciara Ilmi	3	3	3	2	2	2.6
6	Farrel Ahmad	1	1	2	3	2	1.8
7	Linidhia Idham	3	4	4	3	3	3.4
8	Maulana Andra	3	2	2	2	3	2.4
9	Christoper Robin	2	2	3	3	3	2.6
10	Cornelia Florisa	3	4	3	3	3	3.2
11	Gisella Imesya	4	4	3	3	3	3.4
12	Bridgette Liony	3	2	3	3	2	2.6
13	Safira Vianca	4	4	3	3	3	3.4
14	Kaila Samantha Alfina Dewi	3	3	2	3	2	2.6
15	Syakura Faiza	2	3	2	2	2	2.2
16	Mikael Arya Bagas	3	3	3	3	3	3
17	Sekar Rifka	3	3	4	3	3	3.2
18	Maria Paramitha	2	1	2	1	2	1.6
	<b>Total</b>	<b>2.78</b>	<b>2.72</b>	<b>2.83</b>	<b>2.50</b>	<b>2.56</b>	<b>2.68</b>

<b>A : Accuracy</b> <b>F : Fluency</b> <b>C : Clarity</b> <b>P : Pronunciation</b> <b>D : Diction</b>	<b>Scale</b> <b>1 : poor</b> <b>2 : unsatisfactory</b> <b>3 : adequate</b> <b>4 : good</b> <b>5 : very good</b> <b>6 : excellent</b>
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**Post-test (Cycle 1)**

No	Name	Score					Mean
		A	F	C	P	D	
1	Galuh Aulia	3	3	4	3	3	3.2
2	Brigita Geneveva	4	3	3	3	4	3.4
3	Ridho	3	3	3	3	3	3
4	Amarisa Wahyu	3	2	3	2	3	2.6
5	Farah Ciara Ilmi	4	3	3	2	2	2.8
6	Farrel Ahmad	3	2	3	3	2	2.6
7	Linidhia Idham	3	4	4	3	3	3.4
8	Maulana Andra	3	2	3	2	3	2.6
9	Christoper Robin	3	2	3	3	4	3
10	Cornelia Florisa	3	4	3	3	3	3.2
11	Gisella Imesya	4	4	3	3	3	3.4
12	Bridgette Liony	3	3	3	3	3	3
13	Safira Vianca	4	4	4	3	4	3.8
14	Kaila Samantha Alfina Dewi	3	4	3	3	2	3
15	Syakura Faiza	2	3	3	3	2	2.6
16	Mikael Arya Bagas	3	4	3	4	3	3.4
17	Sekar Rifka	3	4	4	3	3	3.4
18	Maria Paramitha	2	3	3	3	2	2.6
	<b>Total</b>	<b>3.11</b>	<b>3.17</b>	<b>3.22</b>	<b>2.89</b>	<b>2.89</b>	<b>3.06</b>

<b>A : Accuracy</b> <b>F : Fluency</b> <b>C : Clarity</b> <b>P : Pronunciation</b> <b>D : Diction</b>	<b>Scale</b> <b>1 : poor</b> <b>2 : unsatisfactory</b> <b>3 : adequate</b> <b>4 : good</b> <b>5 : very good</b> <b>6 : excellent</b>
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### Post-test (Cycle 2)

No	Name	Score					Mean
		A	F	C	P	D	
1	Galuh Aulia	4	4	4	4	3	3.8
2	Brigita Geneveva	4	4	3	4	4	3.8
3	Ridho	4	5	5	5	4	4.6
4	Amarisa Wahyu	3	4	3	4	3	3.4
5	Farah Ciara Ilmi	4	3	4	3	4	3.6
6	Farrel Ahmad	3	3	5	4	3	3.6
7	Linidhia Idham	4	4	3	3	4	3.6
8	Maulana Andra	3	5	4	5	3	4
9	Christoper Robin	3	4	3	3	4	3.4
10	Cornelia Florisa	3	4	4	4	3	3.6
11	Gisella Imesya	4	4	3	4	3	3.6
12	Bridgette Liony	4	4	3	4	3	3.6
13	Safira Vianca	4	5	4	4	4	4.2
14	Kaila Samantha Alfina Dewi	3	4	4	4	2	3.4
15	Syakura Faiza	3	4	3	4	3	3.4
16	Mikael Arya Bagas	3	5	4	5	3	4
17	Sekar Rifka	3	5	4	5	3	4
18	Maria Paramitha	3	4	3	4	3	3.4
	<b>Total</b>	<b>3.44</b>	<b>4.17</b>	<b>3.67</b>	<b>4.06</b>	<b>3.28</b>	<b>3.72</b>

<b>A : Accuracy</b> <b>F : Fluency</b> <b>C : Clarity</b> <b>P : Pronunciation</b> <b>D : Diction</b>	<b>Scale</b> <b>1 : poor</b> <b>2 : unsatisfactory</b> <b>3 : adequate</b> <b>4 : good</b> <b>5 : very good</b> <b>6 : excellent</b>
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# **Appendix 5**

## **Students Attendance List**

**Students Attendance List**

**Superkids Class**

**Month : April**

No	Name	Date						
		6	9	13	16	20	23	27
1	Galuh Aulia	√	√	√	√	√	√	√
2	Brigita Geneveva	√	√	√	√	√	√	√
3	Ridho	√	√	√	√	√	√	√
4	Amarisa Wahyu	√	√	√	√	√	√	√
5	Farah Ciara Ilmi	√	√	√	√	√	√	√
6	Farrel Ahmad	√	√	ijin	√	√	√	√
7	Linidhia Idham	√	√	√	ijin	√	√	√
8	Maulana Andra	√	ijin	√	√	√	√	√
9	Christoper Robin	√	√	√	√	√	√	√
10	Cornelia Florisa	√	√	√	√	√	√	√
11	Gisella Imesya	√	√	√	√	√	√	√
12	Bridgette Liony	√	√	√	√	√	√	√

13	Safira Vianca	√	√	√	√	√	√	√
14	Kaila Samantha Alfina Dewi	√	√	ijin	√	ijin	√	√
15	Syakura Faiza	√	√	√	√	√	√	√
16	Mikael Arya Bagas	√	√	√	√	√	√	√
17	Sekar Rifka	√	√	√	ijin	√	√	√
18	Maria Paramitha	√	√	√	√	√	√	√

# **Appendix 6**

## **Pre-test and**

## **Post-test**

**A. Pre-test**

1. Introducing myself
2. What is your/her/his hobby?
3. What do you like to do? / What does she/he like to do?
4. Do you like to ... ? / Does he/she like to ... ?
5. What is your favorite sport? / What is his/her favorite sport?
6. When do you go to ... ? / When does she/he go to ... ?

**B. Post-test (Cycle 1)**

1. Introducing myself
2. What is your/her/his hobby?
3. What do you like to do? / What does she/he like to do?
4. Do you like to ... ? / Does he/she like to ... ?
5. What is your favorite sport? / What is his/her favorite sport?
6. When do you go to ... ? / When does she/he go to ... ?

**C. Post-test (Cycle 2)**

1. Introducing myself
2. What is your/her/his hobby?
3. What do you like to do? / What does she/he like to do?
4. Do you like to ... ? / Does he/she like to ... ?
5. What is your favorite sport? / What is his/her favorite sport?
6. When do you go to ... ? / When does she/he go to ... ?