ENGLISH EDUCATION

English Journal for Teaching and Learning
Vol. 12 No. 01 June 2024 pages 82 - 94
https://jurnal.uinsyahada.ac.id/index.php/EEJ

Direct Method on Students' Pronunciation

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Abstract This research investigates the impact of Direct Method on students' pronunciation. The study uses a quantitative, quasi-experimental approach with pre-test, treatment, and post-test data. The sample consisted of 49 grade XII students. Data was collected through oral tests with 25-word items. The result can be seen from the mean score in the pre-test to the post which have enhancement. It can be proved that Direct Method can affect to students' pronunciation at grade XII in Islamic Senior High School of Mardhatillah.

Keywords: Direct Method; Pronunciation; Oral Test; SHS; Students.

Abstrak Penelitian ini menyelidiki dampak Metode Langsung pada pengucapan siswa. Penelitian ini menggunakan pendekatan kuantitatif, kuasi-eksperimental dengan data pre-test, treatment, dan post-test. Sampel terdiri dari 49 siswa kelas XII. Data dikumpulkan melalui tes lisan dengan 25 soal pilihan ganda. Hasil penelitian ini dapat dilihat dari nilai peningkatan dari mean skor pre-test sampai ke post-test. Peneliti juga menemukan bahwa hipotesis t_{hitung} lebih tinggi dari t_{tabel}. Dengan demikian, hasil tersebut membuktikan bahwa metode langsung dapat memberikan dampak terhadap pelafalan siswa di kelas XII Madrasah Aliyah Mardhatillah. dan hubungan antara kebiasaan menonton film siswa dan penguasaan berbicara mereka.

Kata Kunci: Metode Langsung; Pengucapan; Tes Oral; SHS; Siswa.

E-ISSN : 2579-4043 *P-ISSN:* 2338-8781

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INTRODUCTION

English is an international languange used to communicate between countries around the world. In globalization era, where cultures and information from other countries can quickly penetrate social media. In Indonesian's school curriculum, a student's ability to communicate English is one of the skills that must be developed. This is because eventually students can meet learning that uses the languange plus becomes an added value for the abilities that students have.

Learning English is obligated in Indonesia as be found in rule No. 20 in 2003 chapter 33 verse 3 states " a foreign languange may be used as an introduction to a particular education unit to support the ability of the foreign languange learners". The foreign languange that stated include Learning English. Since 2015, the languange development agency of Ministry of Education and Culture (Permendikbud) proposed that teaching of foreign languange. One of the foreign languange is English, since junior high school. The objectives of teaching English in curriculum is currently applicable: 1) Developing the emptying of communication in the languange either orally and write. The capabilities include listening, speaking, reading and writing. 2). Growing awareness of the nature and the implementation of English as one of the foreign languanges to be the main tool of learning. 3). Develop an understanding of the linkage between languange and culture, and all expand the cultural horizon. Thus students have cross-cultural insights and engange in the cultural diversity .

For the first object above, "developing the emptying of communication in the languange either orally and write" which is include listening, speaking, reading and writing, the researcher will focus on speaking skill. Speaking is the single most important aspect of learning a second or foreign languange and success is measured in terms of ability to carry out a conversation in the languange. Speaking skill includes four aspects, they are fluency, vocabulary, grammar and pronunciation. The development of learning pronunciation consist in many aspects, one of them is developing students' ability in speaking skill and orally communication. If someone want to be able to speak foreign languange, he must have a good skill in pronunciation.

Islamic senior high school of Mardhatillah is a school that researcher chose as her location research still use School Based Curriculum (K-13) as curriculum learning.

Students at grade XII of Islamic Senior High School of Mardhatillah has some problems on students pronunciation. The first could be known when the students read a text given by the the researcher, the students could not pronounce the text word by word correctly and prounounce what written as the pronunciation. Example in word "think /θɪŋk/" they pronounced /tink/, word "us /əs/" they pronounced "us", word "take /teɪk/" they pronounced "tek" and word "stopped /stɑpt/" they pronounce "stopid". The second problem was the students said that English is a difficult lesson and they though that English is not their languange. The last problem is the students are still low motivation in learning English and rarely to practice English languange. The researcher has matched the curriculum and syllabus of the school to the students' process learning, but the students could not get all especially in pronunciation aspect.

From the reasons above, the researchers chose pronunciation as the research by focusing on manner of articulation in plosive voiced and voiceless aspect. The method used was direct method. Because in principle, direct method is very major in teaching English languange through this method, so that the students can instantly train their tongue abdominal without using the mother tongue (environtmental languange). This research was aimed to prove the theory that Direct Method affected to students' pronunciation. In this way, the teacher tought pronunciation material to students without using students' languange, where the teacher must be able to speak as a medium languange. Direct method was hoped that enable students to understand the languange which will help them to use the languange. So, that is a good method to teach oral languange on the students at grade XII in Islamic Senior High School of Mardhatillah.

METHOD

The type of the research was quantitative research approach in Quasi experimental design with pre-test, post-test, and group design. The group was divded into two groups; experimental and control group. The experimental aspect was to know the cause and effect between experimental and control group.

Researchers used two classes; the first class was as an experimental class which had pre-test before applying direct method as the tool of treatment, then the post-test to know the effect of using direct method after the treatment. The

second class was a control class which had pre-test without treatment. In other word, both of the two classes have pre-test and post-test. For the sample of this research, the researchers took all the population as the sample. There were 49 students as sample. They were divided into two groups, the first was as an experimental group, then the second was as a control group.

RESULT AND DISCUSSION

This has discussed about the result of the research. The researcher has described about the students' ability in pronouncing short and long vowels. The researchers used an oral test as an instrument to collect data. Based on the oral test, researchers asked students to pronounce words in the correct way, both in short and long vowels.

1. Data Description of Pre-test Before Using Direct Method

In this research, the researcher gained the data from the result in pre-test and post-test. Pre-test was as ability test given to the subject before giving the treatment, while the post-test was as the ability given to the subject after the treatment. The tests were aimed to know the effect of the treatment of using Direct Method in students' pronunciation. The test was an oral test with vocabulary including voiced and voiceless consonant by pronouncing them.

a. Experimental Class Pre-test

In the process of pre-test, the researcher calculate the students' score that researcher gave (oral test). The result of students' score of pronunciation in pre-test can be described in a table below:

Table 1 The Score of Experimental Class (Pre-test)

Pre-test Experimental Class		
No	**Statistics**	**Result**
1.	Total Students	26
2	Mean	22.31
3.	Median	24.00
4.	Mode	28
5.	Range	28
6.	Minimum	8
7.	Maximum	36
8.	Summarize	580

The table 1 above shows that the total of students in the data were 26 students. The score of students was started from 8-36. The lowest (minimum) score was 8 while the total scoring was 100, it means that score 8 was still far and even it was not reached a half from the total scoring 100. The highest score (maximum) was 36, while the total scoring was 100, it means that score 36 was still far from 100. The total of all students' score were 580, while the mean was 22.31. The score which frequently occurred in data from the lowest score to the highest 8-36 was 28 with 6 students. Median of the data was 24, it means from the lowest score to the highest 8-36 got score 24 as the midle score. For the frequency distribution of the data, the researcher has calculated it in a table below:

Table 2 Frequency Distribution of Experimental Class (Pre-Test)

No	Interval (I)	Mid Point (M)	Frequency (F)	Percentage
1.	8 – 12	10	6	23 %
2.	13 – 17	15	3	12 %
3.	18 – 22	20	2	8 %
4.	23 – 27	25	4	15 %
5.	28 – 32	30	10	38 %
6.	33 – 37	35	1	4 %
	Total students		**26**	**100 %**

From the table 2 above, the conclusion can be seen that the total of experimental percentage in pre-test was 100%. The interval of the data was started from 8 because it was the lowest score of students' score in experimental class test. The total of interval class was divided into 6 classes. The score of mid point was gotten from calculate the interval from the value 8+12 = 20 then divided by 2 so that can be 10 as the result. The scores of frequency were gotten from calculate the total of students who got score from 8-12. The result who got the scores was 6 students. Based on the table above, the highest frequency was in interval 28-32 with 10 students, which means that 10 students almost reached a half from the total students with percentage 38%. The lowest frequency was in interval 33-37 with only a student who got score 36 with percentage 4%, which means that 4% was still far from the total percentage 100%. To get the description of the data, the researcher presents them into histogram on the following figure:

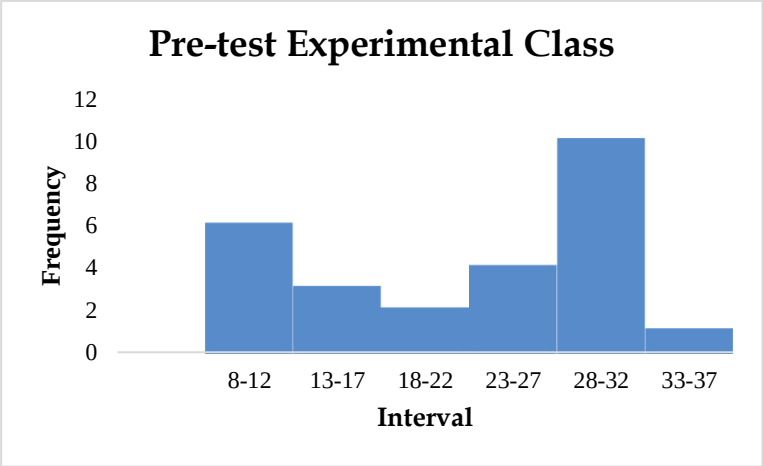

Figure 1 Description Data Pre-test of Experimental Class

From the figure VI.1 above, the students' score were started from interval 8-12 to 33-37. The most students who get the highest frequency was in interval 28-32 with 10 students. Then the lowest was in interval 33-37 with only a student.

b. Experimental Post-test

After applying Direct Method in experimental class, the researcher gave an oral test to the students. After doing the test, the researcher calculated students' task by using SPSS v.24. The students' score in post-test can be seen in a table below:

Table 3 The Score of Experimental Class (Post-test)

Pre-test Experimental Class		
No	**Statistics**	**Result**
1.	Total Students	26
2.	Mean	57.38
3.	Median	56.00
4.	Mode	36
5.	Range	56
6.	Minimum	32
7.	Maximum	88
8.	Sum	1.492

From the data in table 3 above, it can be concluded that the total students in the data were 26. The score was started from 32-88. The highest (maximum) score was 88, while the total scoring was 100. It means that the score has closed to the total score. The lowest (minimum) was 32, while the total scoring was 100. It means that the score was almost reached a half of the total scoring. The mean score on table was

57.38. The mode was 36, it means that the score which frequently occurred from 32-88 was score was score 36. Median was 56, it means that the middle score from 32-88 was in 56. The calculation of the frequency can be seen in a table below:

Table 4 Frequency Distribution in Experimental Class (Post-test)

No	Interval (I)	Mid Point (M)	Frequency (F)	Percentage (%)
1.	32 – 41	37	6	23 %
2.	42 – 51	47	4	15 %
3.	52 – 61	57	5	19 %
4.	62 – 71	67	4	15 %
5.	72 – 81	77	5	19 %
6.	82 – 91	87	2	8 %
		Total students	**26**	**100 %**

From the table 4 above, it can be known that the total of experimental percentage in post-test was 100%. The interval of the data was started from interval 32 because it was the lowest score from the students' score. The total of interval class was divided into 6 classes. To get the mid point, it was calculated from interval 32+41 then divided by 2 till got the result 37. While the frequency was gotten from the total of students who got the scores in interval. The highest score was in interval 32-41 with 6 students with percentage 23%, it means that the percentage a most reached a half of the total percentage 100%. The lowest score was in interval 82-91 with 2 students with percentage 8%, Which means that the percentage was far from the total percentage 100%. To get more description, the researchers present a histogram on the following figure:

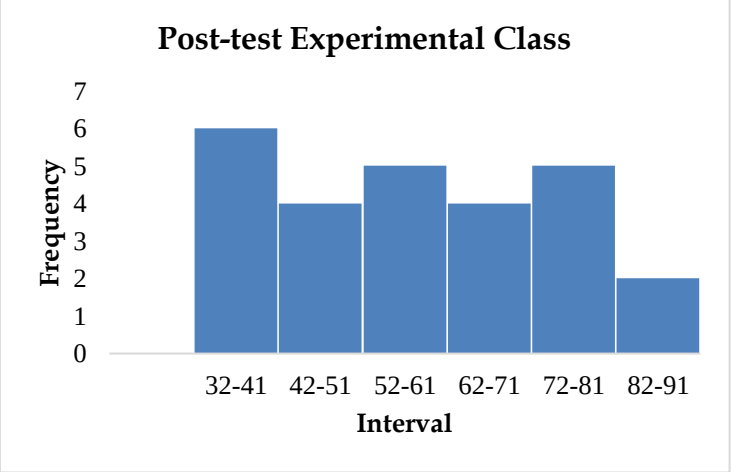

Figure 2 Description Data Post-test Experimental Class

From the figure 2 above, the students' score was started from 32-42 to 82-91. The most students who got the highest frequency was in interval 32.41 with 6 students. Then the lowest was in interval 82-91 with 2 students.

c. Control Class Pre-test

The score of pre-test in control class, the researcher calculate it by using SPSS v 24 The result of the pre-test can be seen in a table below:

Table 5 The Score of Control Class (Pre-test)

Pre-test Control Class		
No	**Statistics**	**Result**
1.	Total Students	23
2.	Mean	18.76
3.	Median	20.00
4.	Mode	20
5.	Range	16
6.	Minimum	12
7.	Maximum	28
8.	Summarize	432

Based on the table 5 above, the data can be concluded that the total of all students in the data were 23. The score of students was started from 12-28. The lowest score (minimum) of students was 12, while the total scoring was 100, it means that score 23 was still far even it was not reached a half from the total scoring. The highest score (maximum) was 28, it was still not reached from a half of the total scoring 100. Then the total score of all students were 432. Median in the data was 20, it means that score 12-28 got score 20 as the midle of the score, then the mean was 18.76. The mode in the data was 20, it means that the score which frequently occured from 12-28 was score 20 with 8 students. The calculation of the frequency can be seen in a table below:

Table 6 Frequency Distribution of Students' Score (Pre-test)

No	Interval (I)	Mid Point (M)	Frequency (F)	Percentage
1.	12 – 14	13	4	17 %
2.	15 – 17	16	6	26 %

No	Interval (I)	Mid Point (M)	Frequency (F)	Percentage
3.	18 – 20	19	8	35 %
4.	21 – 23	22	-	-
5.	24 – 26	25	3	13 %
6.	27 – 29	28	2	9 %
	Total students		**23**	**100 %**

From the table 6 above can be conclude that the total of percentage in pre-test was 100%. The interval class was started from 12 because it was the lowest score that student got from the test. The total of interval class was divided into 6 classes. To get the midpoint as in the table, it calculated from the interval value 12+12 then divided by 2 to got 13 as the result. While the frequency was gotten from the total students who got the score in the interval. The highest frequency was in interval 18-20, it means that the students who get the scores were more than others with 8 students with percentage 35%, it means that the data almost reached a half of the total percentage 100%. The lowest frequency was in interval 27-29 with only 2 students, it means that there were only 2 students who got the score in 28 with percentage 9%, then the percentage was still far from a half of the total percentage 100%. To get more clearly description of the data, the researcher presents a histogram at the following figure:

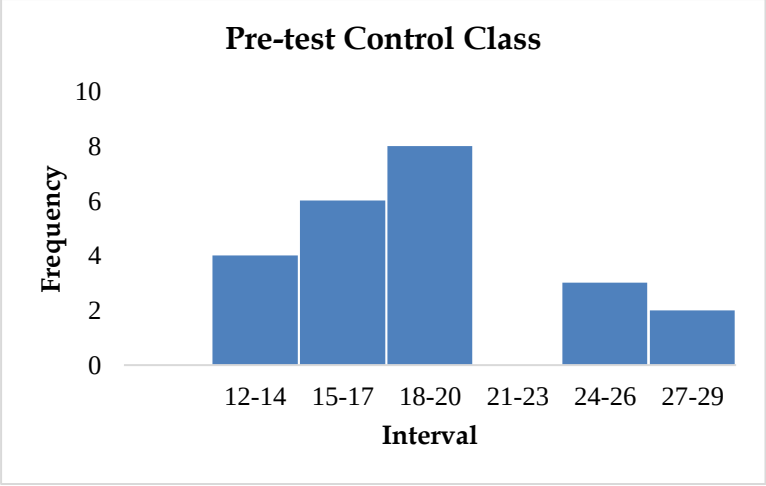

Figure 3 Description Data Pre-test of Control Class

From the figure 3 above, the students' score in control class (pre-test) was started from interval 41-43 to 56-58. The most students who got

the highest frequency was in interval 18-20 with 8 students. Then the lowest was in interval 27-29 with 2 students.

d. Control Class Post-test

In control class, the researchers calculated students' score of post-test after the students did the task (oral test). The researchers calculate the result from the lowest into the highest score, the total score was gotten from all the data score in control class. Mean can be said to be representative of the data set. Then, the median is the middle of value after all the data has sorted. The researcher calculated it by using v.24 s in the table below:

Table 7 Score of Control Class (Post-test)

Pre-test Experimental Class		
No	**Statistics**	**Result**
1.	Total Students	23
2.	Mean	38.09
3.	Median	40.00
4.	Mode	40
5.	Range	44
6.	Minimum	20
7.	Maximum	64
8.	Summarize	876

From the table 7 above, it can be known that the total students in the data were 23 students. The scores of all students were started from 20-64. The highest (maximum) score 64, while the total of scoring was 100. It means that the score has reached a half from the total scoring. Then the lowest score (minimum) was 20, which means that the score was far from a half of the total scoring. Median of the data 40, it means that the score 20-64 was got score 40 as the midle score. The mean score based on the data was 38.09, while the mode was 40 which means that the scores which frequently occurred in the data from 20-64 was in score 40. The calculation of the frequency can be seen in a table below:

Table 8 Frequency Distribution Control Class (Post-test)

No	Interval (I)	Mid Point (M)	Frequency (F)	Percentage
1.	20 – 27	24	4	17 %
2.	28 – 35	32	7	30 %
3.	36 – 43	40	4	17 %
4.	44 – 51	48	4	17 %
5.	52 – 59	56	3	13 %

No	Interval (I)	Mid Point (M)	Frequency (F)	Percentage
6.	60 – 67	64	1	4 %
	Total students		**23**	**100 %**

From the table 8 above, in can be conclude that the total of control class percentage in post-test was 100%. The interval class was started from 20 because it was the lowest score of students.The total of interval class was devided into 6 classes. The mid point in the table was gotten from the calculated in interval 20+27 then devided by 2 till got the result 24. Then the frequency was gotten from the total students who get score in interval. The highest frequency was in interval 28-35 with 7 students in 30%. It means that the percentage almost reached a half of the total percentage 100%. The lowest frequency was in interval 60-67 with only 1 student with percentage 4%. It means that the percentage was still far from the total percentage. For more clearly, the tresearcher calculate it in a histogram on the following figure:

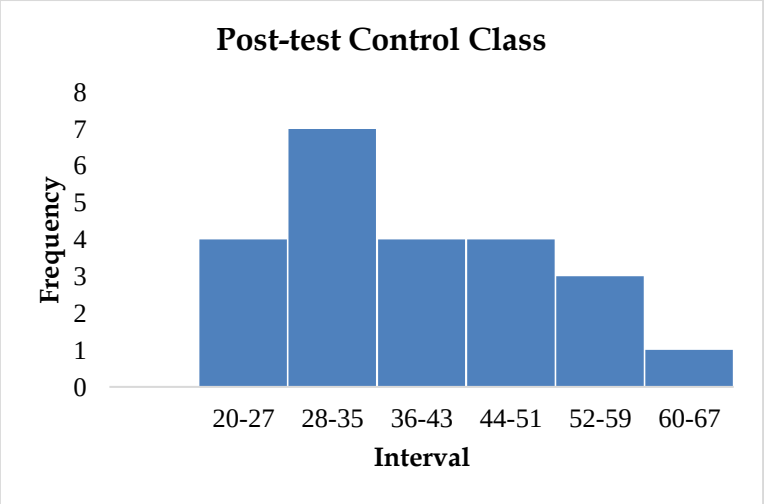

Figure 4 Description of Data Post-test in Control Class

Based on the figure 4 above, the students' score was started from interval 59-62 to 79-82. The most students who got the highest frequency were in the intervals 28-35 with 7 students. Then the lowest was in interval 60-67 with only a student.

CONCLUSION

Based on the result of this research, the researcher made the conclusions that before using Direct Method to students' pronunciation, the mean score of

pre-test in experimental class was 22.31, while in control class was 18.78. After using Direct Method and Conventional Method to students' pronunciation, the mean score of experimental class was 57.38, while the control class was 38.09. From the mean, the researcher found the result of this research that t_{count}>t_{table} (4.644>1.678). The criteria of H_0 was rejected and H_a was accepted which mean that Direct Method affected for increasing students' pronunciation at grade XII in Islamic Senior High school of Mardhatillah.

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