

The Comparative Study of Speaking Skill Taught by Using Grammar Translation Method And Direct Method at Sibling English Course

Ninik Farikha

Universitas Islam Kediri
ninikfarikha@uniska-kediri.ac.id

Abstract

This research is aimed at describing whether there is any positive significant difference between grammar translation method and direct method at Sibling English Course, and which one is more effective taught speaking skill by using grammar translation method and direct method at Sibling English Course. The research design used was comparative study design. The subject of research was 30 students. The instrument used was test. The result of this study showed that t-test is 6.960. It is higher than t table at either 5% or 1% significance level. So, it can be concluded that teaching speaking by using direct method is more effective, and there is any positive significant difference between grammar translation method and direct method at Sibling English Course. It is recommended for the teacher to teach students' skill using these methods.

Key words: direct method, grammar translation method, teaching speaking

Introduction

In general speaking skill has an important role in this modern era. Through speaking of students will know the variety of hidden information from other world of education of hidden from other world of education speaking is one of the language skills, which need to be given more attention and emphasis in English teaching. Many students are not difficult to read than to speak speaking skill helps the students to have self confidence in speaking, this will influence their habit in speed out their own idea that will be useful in their future.

In general, objective of English language teaching speaking is that the students are expected to have ability to comprehend and interpret the idea of the text and able to communicate it orally or in written form. There are many factors which influence the success of teaching and learning process especially speaking.

Both linguistic and non-linguistic factors. In this study will be discussed about the teacher especially the method which is used by the teacher in teaching.

The English teacher has an important role in the success of teaching and learning process. According to Allen and Valetta, teacher is the main figure in the class of language determines the success of failure of teaching learning process. The teacher have hard responsibility to bring the students understand the lesson. English teacher should have an ability in speaking and knowledge background both linguistic and culture of the foreign language, without these, he will face many difficulties because he cannot explain briefly about the aspects and grammar of English which is very different with his mother tongue, furthermore, the teacher should have an ability to teach speaking with variation technique and method.

The method which are used by the teacher will determine whether the teaching learning process success or not. The teacher must choose suitable method of teaching, which is suitable with the material of speaking and condition of the students. There are methods of teaching English such as direct method, and grammar translation method, the teachers must be competent to use this method. When they teach speaking, what method is the most suitable with material, grammar translation method or direct method?

There are many teachers using direct method in teaching speaking. They thought that this method is the most effective method in teaching speaking. However, there are also many teachers who teach speaking using grammar translation method, but direct method is regarded as more up to date method than grammar translation method. With using this method in teaching speaking, so the students' interest and achievement will increase fast. Furthermore, many teachers are suggested to use direct method is the most effective method to make the students more understand about the context of speaking text.

There are two contradiction arguments about which one is the most effective method in teaching speaking, so based on the problem above, this journal will try to difference which one is the most effective, grammar translation method or

direct method. This comparison will be based on the test of speaking after the students are taught by two methods of instrument test.

Research Method

The comparative study design was used as the approach of this research. It means that the result of this research has to be explained descriptively. The data needs to be analyzed by using comparative study because it is related to the formula and number. It was used to calculate any positive significant difference between grammar translation method and direct method, and which one is more effective taught speaking skill by using grammar translation method and direct method.

To get the data, the subject was taken in this research. 1A class consists 15 students and 2A class consists 15 students. The reason why the researcher took those was because those classes were never taught by using grammar translation method and direct method and the students have same basic skill of speaking. So, the students were taken as subject.

Finally, after being calculated the subject was 30 students. The subject was taken from whole data gotten. Then, test were given to the students as subject. The researcher conducted the research in 43 days for 2 classes.

Findings and Discussion

After got the data, the researcher calculated it statistically used SPSS software and these are the results. These results are explained below:

The table follow shows us the descriptive statistic of the data. It contains mean, median, modus, deviation standard, standard error, range, maximum and minimum value and percentiles.

N	Valid	15
	Missing	0
	Mean	66.67
	Std. Error of Mean	1.275
	Median	64.00
	Mode	64
	Std. Deviation	4.938
	Range	16
	Minimum	60
	Maximum	76
	Sum	1000

Table 1. Descriptive Statistic of Grammar Translation Method

Based on the table, it can be seen descriptive statistic of data. There are mean, median, mode, standard deviation, standard error of mean, range, minimum, and maximum score. The mean is 66.67, median is 64.00, standard deviation is 4.938, and standard error of mean is 1.275.

	Frequency	Percent	Valid Percent	Cumulative Percent
60	2	13.3	13.3	13.3
64	6	40.0	40.0	53.3
68	4	26.7	26.7	80.0
72	1	6.7	6.7	86.7
76	2	13.3	13.3	100.0
Total	15	100.0	100.0	

Table 2. Frequency of Grammar Translation Method

Based on the table above, we can see that there are 5 variances of scores arise. The lowest score 60 and the highest is 76. There is 2 students get score 60, 4 students get 68 and 1 student gets score 76. Most of students here, exactly 6 students get score 64.

Statistics

N	Valid	15
	Missing	0
Mean		79.73
Std. Error of Mean		1.378
Median		80.00
Mode		76
Std. Deviation		5.338
Range		16
Minimum		72
Maximum		88
Sum		1196

Table 3. Descriptive Statistic of Direct Method

Based on the table, it can be seen descriptive statistic of data. There are mean, median, mode, standard deviation, standard error of mean, range, minimum, and maximum score. The mean is 79.73, median is 80.00, standard deviation is 5.338, and standard error of mean is 1.378.

Score

	Frequency	Percent	Valid Percent	Cumulative Percent
72	2	13.3	13.3	13.3
76	5	33.3	33.3	46.7
80	2	13.3	13.3	60.0
84	4	26.7	26.7	86.7
88	2	13.3	13.3	100.0
Total	15	100.0	100.0	

Table 4. Frequency of Direct Method

Based on the table above, we can see that there are 5 variances of scores arise. The lowest score 72 and the highest is 88. There is 2 students get score 72, 2 students get 80, 4 students get score 84 and 2 students get 88. Most of students here, exactly 5 students get score 76.

Statistic		GTM	DM
N	Valid	15	15
	Missing	0	0
Mean		66.67	79.73
Std. Error of Mean		1.275	1.378
Median		64.00	80.00
Mode		64	76
Std. Deviation		4.938	5.338
Range		16	16
Minimum		60	72
Maximum		76	88
Sum		1000	1196

Table 5. Statistic Significant Difference Using Grammar Translation Method (GTM) and Direct Method (DM)

From the table above, the data show sthe mean score of GTM is 66.67 and the mean score of DM is 79.73. The standard error score of GTM is 1,275 and DM is 1,378. The median score of GTM is 64.00 and DM is 80,00. The mode of GTM is 64 and DM is 76. The standard deviation of GTM is 4.938 and DM is 5.338. The range score of GTM is 16 and DM is 16. The minimum score of GTM is 60 and DM is 72. The maximum score of GTM is 76 and DM is 88. The sum score of GTM is 1000 and DM is 1196. This data analysis is found to know if there is significant different between GTM and DM toward speaking skill. In this case, the data got from computation of using descriptive statistic that is t-test. The following table is shown about the data use t-test.

Independent Samples Test

		t-test for Equality of Means						
		T	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Score	Equal variances assumed	-6.960	28	.000	-13.067	1.878	-16.913	-9.221
	Equal variances not assumed	-6.960	27.831	.000	-13.067	1.878	-16.914	-9.220

Table 6. Result of t-test

From the table above, it can be seen that the t (operational) value is -6.960 . The df (degree of freedom) 28. The $sign.2$ tailed shows $.000$. It means that alternative hypothesis is accepted. So, it can be concluded that there is significant difference between the students taught by Grammar Translation Method and Direct Method at Sibling English Course.

Conclusion

It can be concluded that the students' speaking skill taught by using grammar translation method at Sibling English Course is in a fair category, because the mean is 66.67 . The students' speaking skill taught by using direct method at Sibling English Course is in a good category which mean was 79.73 . It was also found that there is significant difference between students' speaking skill taught by grammar translation method and direct method, because the mean of direct method is better than grammar translation method. The mean of direct method is 79.73 , and the mean of grammar translation method is 66.67 . Finally, the teaching speaking skill by using direct method at Sibling English Course is found to be more effective. It is proven by the mean of direct method (79.73) which is higher than the mean of grammar translation method (66.67). The value of t -test is higher than t table, the value of significant 2-tailed is 0.000 , it means that the percentage of accepting alternative hypothesis is 99% right.

So, the English teacher should use this method as one of methods in teaching speaking. They can use direct method as learning method to increase speaking skill because it has been proved that is more effective. The students also feel enjoy studying speaking through direct method. It is because it can help the students to be active and thoughtful, enhancing their comprehension.

References

- Brown, H. Douglas. (2001). *Teaching by Principle: An Interactive Approaches to Language Pedagogy (Second Edition)*. New York: Addition Wesley Longman, Inc
- Cameron, Lynne. (2001). *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.

- Damiani, Austin J (2003). *The Grammar Translation Method of Language Teaching*: London: Longman.
- Harmer, Jeremy. (2001). *How to Teach English England*: Pearson Education
- Hermawan, Doni (2005), “*The Comparative Study Between The Speaking Achievement Taught Using Grammar Translation Method and Direct Method*”.
- Krashen, S. *Principles and Practices in Second Language Acquisition*. California: Pergamon Press. 2009.
- Kayi, H. (2006). *Teaching speaking: activities to promote speaking in a second language*. The Interest TESL Journal. Vol 12 No. 11.
- Larsen-Freeman, D. (2000). *Techniques and principles in Language Teaching (Second Edition)*. London: Oxford University Press.
- Pinter, A. (2006). *Teaching Young Language Learners*. Oxford: Oxford University Press.
- Richards, JC and TS Rodgers. (2001). *Language Teaching “Approaches and Methods in Language Teaching”*. Cambridge: Cambridge University Press.
- Spratt, Mary, Pulverness, Alan., Williams, Melanie. (2005). *The TKT Course*. Cambridge: Cambridge University Press.
- Setiyadi, B. (2006). *Teaching English as Foreign Language*. Yogyakarta: Graha Ilmu.
- Stern, Hans Heinrich. (1991). *Fundamental Concepts of Language Teaching- Seventh Impression*. Oxford: Oxford University Press.
- Susanti, (2005), *Using Role Play in Teaching Speaking*.
- Thornbury, Scott. 2005. *How To Teach Speaking*. England: Longman.
- Wahyuni, Ambar (2013), “*The Effectiveness of Using Direct Method Can Improve Speaking Ability*”.