TAMADDUN LIFE
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The Effectiveness of Direct Instructional Strategy on Speaking Skills Of 7th Grade At SMP Tri Dharma Palembang

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Abstract

This study was conducted to assess the English-speaking proficiency of students. The students' English-speaking achievement was abysmal. The aims of this study were to determine: (1) the extent of improvement in speaking skills with and without the use of the direct instructional strategy, and (2) whether there was a notable improvement in the speaking skills of students who received the direct instructional strategy compared to those who did not. This study employed quasi-experimental research methodology. A total of 16 students were selected as a sample, with 16 students assigned to the experimental class and another 16 students assigned to the control class. The data were gathered by the administration of an oral examination. The data were analyzed using both paired sample t-tests and independent sample t-tests. Through data analysis, it was determined that there was a notable surge in pupils' proficiency in oral communication. The paired sample t-test yielded a t-test statistic of -28.428 and a significance value of 0.00, which was less than the predetermined significance level of α (0.05). This demonstrates an enhancement in students' oral communication abilities. Furthermore, the results of the independent sample t-test indicate that the calculated t-test value (-13.075) and the corresponding p-value (0.00) were both below the predetermined significance level (α) of 0.05. The results indicate a substantial disparity in the average speaking abilities of pupils who received teaching through the direct instruction technique compared to those who did not get such instruction.

Keywords: *Direct Instructional Strategy, Speaking Skill, EFL, Junior Highschool*

INTRODUCTION

Language serves as a medium of communication employed by individuals on a daily basis to transmit information and present arguments to others. Language is a complex set of phonetic symbols generated by the speaking apparatus of humans and animals, which serves as a means of communication. According to Mardia (2015), language functions as a form of

behaviour that reflects an individual's thoughts, desires, and beliefs. It provides valuable information about their self-perception and social attitudes. Language is crucial for all animals as it serves as the primary means of human communication. Without language, global communication would be nonexistent.

The English language is widely employed in global communication to varied extents. English is a globally recognised language that carries substantial importance in the lives of persons. It enables networking with people worldwide. According to Alfiah (2015), English is the predominant language. Although English is not always the optimal language for global communication, it is by far the most commonly utilised. The United Nations reports that English is the most prevalent language globally, with around 1.5 billion individuals speaking it worldwide. It is the designated language of over 50 nations and is employed as a secondary language in numerous additional countries. English has emerged as the predominant language for global communication, commerce, and scholarly pursuits. English is the predominant language used on the internet, and a significant number of popular websites and social media platforms are in English. Currently, the global population of individuals who speak Indonesian amounts to approximately 199 million. Indonesia ranks 11th globally in terms of the number of people speaking its language this year. Shen & Chiu (2019) found that students' difficulties in speaking English were associated with psychological issues such as nervousness, fear of making mistakes, and lack of confidence, linguistic issues such as limited vocabulary, grammar, and expressions, and environmental issues such as a lack of opportunities for English conversation.

The prevalent issue typically arises in the domain of verbal communication or English speaking proficiency. It is crucial to bear in mind that the key to acquiring proficiency in English is consistent practice. Oral communication is crucial in English, as it is via our speaking proficiency that people gauge our English language skills. An issue frequently encountered in Indonesia is the challenge faced by several pupils in expressing themselves in English. This difficulty stems from various factors. The primary issue commonly encountered is the students' lack of fluency in spoken English, which stems from a deficiency in regularly practicing the language. The secondary issue is that students frequently engage in premeditation before initiating conversations. Lastly, there is a prevalent deficiency in vocabulary among students.

In this instance, researchers placed greater focus on the proficiency in oral communication. Oral communication is a crucial language proficiency. Speaking is considered one of the fundamental abilities in acquiring a foreign language, alongside listening, reading, and writing. Speech possesses the ability to exert influence, through the way in which it is delivered and expressed. Oral communication is crucial for humans as it serves as a vital means to interact with others, express ideas, opinions, messages, emotions, thoughts, and desires, and engage in social interactions. In this instance, the children who were acquiring English language skills in school encountered a shared difficulty in verbal expression. For instance, pupils may exhibit shyness, lack motivation, lack confidence, fear making mistakes, be hesitant to speak English, or display signs of confusion. Upon receiving the teacher's call, the students proceeded to take turns addressing the class. These occurrences arise due to a lack of knowledge on appropriate verbal expressions. Afshar & Asakereh (2016) identified three primary categories of challenges encountered by students when speaking English: emotional, social, and language-related issues. Emotion-related concerns encompass several factors such as attitude, self-assurance, drive, unease, duration of interaction, educational settings, surroundings, familial background, academic achievement of both students and teachers, and more aspects. Consequently, your rate of improvement in speaking will be sluggish. It is understood that numerous pupils often encounter difficulties in expressing their opinions, arguments, and emotions when necessary. Furthermore, this circumstance promotes the

acquisition of English language proficiency beyond the confines of formal education, including language courses.

Effective communication tactics play a crucial role in training individuals in language acquisition strategies. In the literature, the term "oral strategy" is used interchangeably with "communication strategy," "conversation skills," or "verbal communication strategy." In the context of this study, speaking strategies refer to the techniques employed by students to address their communication difficulties while speaking in English. As per the findings of O'Malley and Chamot (1990), speaking methods play a crucial role in facilitating communication between second language learners and native speakers when they do not share common linguistic structures or sociolinguistic conventions.

The user is referring to the Direct Instruction model or direct learning paradigm for the first time. Siegfried Engelmann introduced it in 1968. The expert employs this methodology to facilitate children's acquisition and proficiency in the subject matter. The direct teaching programme offers structured lessons utilising highly efficient language and enables teachers to provide prompts and assignments at a rapid speed. The objective of direct learning is to facilitate the acquisition of procedural knowledge, which can then be taught to students. It is crucial to employ the intended language while introducing and explaining new vocabulary. Teachers should utilise pictures, gestures, real-life examples, and the target language that students are already acquainted with to explain unfamiliar words. Various methods must be employed. The direct method is often regarded as an excellent approach for teaching English. The expert aims to identify the utilisation of explicit techniques in education. The researcher chose this strategy due to its high efficacy in enhancing students' speaking skills and fostering their vocabulary acquisition, proficient use of gestures, and appropriate intonation during speech. The present study established the research question as follows: (1) Did the implementation of the direct teaching technique enhance the students' proficiency in speaking? Furthermore, did the implementation of the direct instructional technique lead to an enhancement in the student's speaking abilities?

Advantages and Disadvantages of Direct Instruction Learning Methods

The benefits of the direct education approach are also applicable to primary school. Additionally, they possess ambitious goals for pursuing further education. When pupils are instructed in problem-solving techniques and engage in problem-solving exercises. Acquire knowledge in a more profound and significant manner. The teacher-centered approach is a fundamental aspect of direct instruction. Despite its frequent usage, this teaching style proves to be effective when the teacher's objective is to impart material and teach established methodologies. According to Kalan (2012), direct instruction offers several benefits: In direct instruction, the teacher imparts grammar knowledge using an inductive approach, while students acquire vocabulary through regular practice. The teacher's crucial role in fostering student engagement in the classroom is emphasised. The teacher consistently poses questions to the students and promptly provides corrections; the pupils exhibit high levels of engagement. The focus is on enhancing students' abilities in both oral and writing communication.

Regrettably, the benefits are counterbalanced by the drawbacks. This strategy is not suitable for personalising huge classrooms. The versatility of this approach renders it better suited for independent learners. Notwithstanding its limitations, this approach is quite commendable. However, it is imperative for the teacher to possess the ability to address the issue of collective class interests. Every individual has the chance to acquaint themselves with one another and their educators. Below are certain drawbacks associated with employing the

direct method, as outlined by Setiawan (2010): 1. Numerous neologisms exist that lack a direct translation into English, necessitating a substantial investment of time and effort. Consequently, researchers are initiating the instruction of common vocabulary. This approach is frequently employed in structured reading and writing exercises, however insufficient emphasis is placed on reading and writing. However, on this particular occasion, the researcher employed oral communication abilities as the chosen strategy. The researcher is motivated to explore unconventional approaches in order to discover novel insights. Their objective is to enhance the speaking proficiency of students in Indonesia and globally through the use of the direct method for developing speaking skills. Consequently, researchers prioritise oral exercise as a means to enhance speaking abilities. Additionally, grammar plays a crucial role in this framework, as does the difficulty of supplying capable leaders. Conversely, the teaching of grammar follows an inductive approach. Grammar is taught deductively as researchers employ the direct method. Additionally, prioritising fluency over accuracy is crucial for enhancing speaking skills. Nevertheless, this issue can be resolved by employing one of the indirect, self-correcting approaches. Hence, it is imperative for the researcher to ensure prompt and impartial accuracy, enabling students to replicate the exact lecture format. However, this approach proves ineffective in sizable classes, since it fails to cater to the special requirements of huge student cohorts. Nevertheless, in this particular scenario, the researcher will be instructing a limited cohort of students.

METHOD
Research Design

Saunder (2012) defines research design as a strategic plan devised to address a particular research inquiry. This term pertains to the effective administration of research data and encompasses several elements, approaches, and techniques for data collection and analysis. According to Craswell (2012), quantitative research possesses distinct characteristics that aid in identifying a particular research problem. These characteristics include the identification of trends, formulation of statements and hypotheses, collection of statistical data, adherence to a structured written format, and the use of measurable and objective evaluation criteria that are free from researcher bias. This study employed quantitative research methods to investigate the efficacy of the Direct Instruction Strategy in enhancing speaking skills among junior high school students. The study utilised sentence/dialogue completion tasks and oral surveys as assessment tools. Quantitative research involves the systematic gathering and examination of numerical data. It can be utilised to identify patterns and averages, create forecasts, examine causality, and extend conclusions to larger populations. By doing a comparative analysis of the pre-test and post-test findings, it is possible to ascertain a significant disparity in the speaking proficiency of students who were exposed to the direct way of instruction vs those who were not. This enables an evaluation of the efficacy of the direct method. Various designs were employed in the pre-experimental research approaches. The study employs a pre-experimental technique, utilising a study design that incorporates pre-test, post-treatment, and post-test group design methodologies. Researchers choose for pre-experimental design in order to ascertain the impact of the intervention on the experiment. Prior to commencing the actual experiment, the researcher did a pre-experimental study design to ascertain the potential outcomes of the true investigation. A study design can be defined as:

$$E = \quad O1 \quad \rightarrow \quad X \quad \rightarrow \quad O2$$

Where:

E : Experimental Group   X : Treatment
O1 : Pre-test   O2 : Post-test

According to (Sugiyono, 2010)

1. Pre-test

Before the students received treatment, the researcher administered speaking tests to determine the students' previous language levels. The format of the speaking test is an oral test lasting about 90 minutes in a classroom and researcher treated students for 1 session in pre-test. The researcher asked students to express theiropinions on the subject. The aim is to know the students' basic speaking skills.

2. Treatment

Researcher performed treatment in 1 session. The teaching methods are the same each time, but the materials were different. The researcher presents the material to the students, after the students have read and answered all the questions, the researcher giving the explanation to students from the material, so that students can understand what should they do with the material.

3. Post-test

After the treatment, the researcher gave the students a speaking test. The researcher gave speaking test by using story completion teaching strategy. The researcher beginsnarrating by the theme and students should add 2-5 sentences to complete the story.

Table 1. Research Design

Class	Pre-test	Treatment	Post-test
Experimental	Direct Method	Direct Method	Direct Method
Control	Conventional Method	Conventional Method	Conventional Method

Population and Sample

Subjects of the study are 7th grade students of SMP Tri Dharma Palembang for the 2022/2023 school year. There is one class, namely VII-A with 16 participants. Samples from a class are selected using target sampling technique. In this study, the researcher took only one sample from the classroom. It happened in class VII-A. Thus, class VII-A consists of 16 students. The researcher selected students as the sample for this study because it was suggested and recommended by the English teacher at the school.

Research Instrument

The researcher assessed students' speaking ability using speaking tests as pre-test and post-test. Students were given pre-tests to see where their prior knowledge lay and to see if students who achieved treatment outcomes improved on post-tests. It was conducted using a direct teaching method applied to the learning process resulting from the difference between

pre-test and post-test. The researcher first administers an initial test to determine the student's level of English proficiency or proficiency by providing the student with the themed words. The researcher, or test administrator then recites a portion of it orally, and the student responds to it. The researcher also recorded each student's voice. "Data refers to the type of information a researcher receives about a subject of research". There were some components that should be considered to score speaking skills they were pronunciation, grammar, vocabulary, fluency, and comprehension. The assessment rubric that was used in this study was based on speaking scoring rubric proposed by (Brown, 2003), as follows:

Table 2. Five Components of Grading Speaking Ability

1.Pronunciation

No	Classifications	Score	Criteria
1	Very Good	93-100	Equivalent to an educated native speaker and fully acceptable.
2	Good	83-92	Mispronunciations are very rare.
3	Fair	73-82	Mistakes never impair understanding and rarely bother native speakers. Accents can be decidedly foreign.
4	Poor	63-72	Accents are intelligent, but often very flawed.
5	Very Poor	Below62	Mispronunciations are common, but can be understood by native speakers who are used to dealing with foreigners trying to speaktheir language.

2. Grammar

No	Classifications	Score	Criteria
1	Very Good	93-100	Equivalent to that of an educated native speaker.
2	Good	83-92	Can use language correctly at all levels, usually relevant to job requirements. Grammar mistakes are very rare.
3	Fair	71-82	Grammar control is good. able to speak the language well structural accuracy to enable effective participation in mostformal conversations on practical, social and professional topics.
4	Poor	63-72	They can usually handle rudimentary syntax fairly accurately, butthey cannot fully or reliably understand grammars.
5	Very Poor	Below62	Grammar errors are common, but native speakers who are usedtodealing with foreigners trying to speak their language can understand them.

3. Vocabulary

No	Classifications	Score	Criteria
1	Very Good	93-100	They speak efficiently and excel in their use of vocabulary.
2	Good	83-92	They speak effectively and use vocabulary very well.
3	Fair	73-82	They speak effectively and use good vocabulary.
4	Poor	63-72	They sometimes speak in a hurry and are quite good at vocabulary.
5	Very Poor	Below 62	Sometimes they speak in a hurry, just vocabulary.

4. Fluency

No	Classifications	Score	Criteria
1	Very Good	93-100	No specific instructions. Information about implicit levels of language proficiency can be found in her other four language domains.
2	Good	83-92	Can confidently handle most social situations, but it is not easy. This includes informational introductions and casual conversations about recent events, occupation, family, and autobiography.
3	Fair	73-82	Can discuss your interests in a particular ability fairly easily, withlittle need to search for words.
4	Poor	63-72	Can handle with confidence but not with facility most social situations, including introductions and casual conversations aboutcurrent events, as well as work, family, and autobiographical information.
5	Very Poor	Below62	So perfectly fluent in the language that his speech is perfectlyacceptable to an educated native speaker.

5. Comprehension

No	Classifications	Score	Criteria
1	Very Good	93-100	Equivalent to that of an educated native speaker.
2	Good	83-92	Can understand any conversation within my experience.
3	Fair	73-82	Comprehension is perfectly complete at normal speech rates.

| 4 | Poor | 63-72 | Can understand the gist of most conversations on non-equivalenttopics (i.e., topics that do not require expertise). |
| 5 | Very Poor | Below62 | Can understand simple questions and statements presented inslow,repeated, or paraphrased language within a very limited range of language experience. |

Teaching Procedures

The experimental group was subjected to the Direct Instructional technique for learning speaking abilities, with the aim of instructing students on how to excel in speaking. The outcomes were subsequently monitored and analyzed through a test. The researcher instructed the pupils in the acquisition of speaking abilities for a duration of four days each week. The researcher conducted a pre-test and post-test to evaluate the students' proficiency in oral communication. The researcher employed the teaching methodologies devised by Lucie (2019), which encompass six crucial elements. Several components of direct instructions include:

1. Introducing

First, the researcher started with a beginning greeting, followed by a prayer by the researcher and students to begin the lesson (orientation). The researcher verified the presence and set the stage for learning. This is the opening of the lesson, and it's intended to engage students, get students attention, and activate their prior knowledge.

2. Presenting new material

The researcher explained the material to students. Then, students focus to understand instruction by the researcher and begin learning by following step-by-step instructions.The researcher use clear guided instructions to help students absorb new content. Thecontent of the course will be organized step-by-step.

3. Guiding students

The researcher explained the material to students and guided students. At this stage, students do exercises first to open students' minds to the material they will face. Then,students must create a monologue based on their own ability using any theme, at least3 sentences.

4. Providing feedback

The researcher gives their students' performance indicators by their performance before. If students do not understand the lesson content, the researcher should correctit and give feedback to the students. This is very important for a guided exercise, as students need to understand everything in this section.

5. Practicing independently

First of all, the researcher explained the material to students and guided students. The researcher give five themes to students and students should choose one. Then, the researcher make an incomplete story based on the theme chosen by the student. Afterthat students must complete the story by using their own knowledge, at least three sentences.

6. Evaluating

The researcher and students reflected on the lesson learned together. The researcher provides an explanation of where the students made mistakes, then the researcher givesthe students correct examples so that the student can better perform on speaking skillsin the future. Following that, the researcher and students were together to summarize the learning outcomes, pray (recite lafaz hamdalah), and extend the final greetings.

Procedure and Collecting Data

During the data gathering process, the researcher utilised pre-tests and post-tests. Prior to using the direct teaching method, a pre-test was administered as part of the learning process. The post-test was administered using the direct teaching approach. The researcher employed these items as a tripartite pre-test and post-test. The three stages were pre-test, therapy, and post-test. Testing served as a means to gather the necessary data and information for this investigation. The objective was to evaluate the academic achievement of students prior to and following intervention. Tests were employed to evaluate students' proficiency in vocabulary, fluency, grammar, comprehension, and pronunciation.

Table 3. Assessment of Speaking Skills

No	Classification	Score	Criteria
1	Very Good	93-100	They speak efficiently and excel in their use of vocabulary.
2	Good	83-92	They speak effectively and use vocabulary very well.
3	Fair	73-82	They speak effectively and use good vocabulary.
4	Poor	63-72	Sometimes they speak in a hurry but use the vocabulary quite well.
5	Very Poor	Below 62	They speak in a hurry and some sentences use inappropriate vocabulary.

According to Nuratika (2015)

a. Pre-Test

A pre-test refers to a measurement or examination administered to pupils before a laboratory procedure. A pre-test is an assessment conducted to evaluate the speaking proficiency of experimental students prior to the researcher instructing them on the subject matter. The purpose of this test was to assess a student's fundamental abilities and understanding before any intervention. The researcher administered a single session of treatment to the students prior to distributing the instruments to them. The researcher instructed the students to independently compose a story based solely on their own abilities, without any specific topic or theme, in order to assess the depth and proficiency of their speaking skills. Following the researcher's explanation of the assessment instrument, the researcher provided the students with the themes. Students were instructed to compose a story using their own lines or monologues, drawing upon their existing knowledge.

b. Treatment

The researcher provided one session of treatment to the students prior to administering the post-test. Treatment refers to the utilization of explicit instructional techniques by researchers during the process of learning. The researcher introduces the students to a story completion approach as part of the instructional material. During each meeting, the researcher administered multiple assessments to the students, which included reading the monologue related to the topic. Following the students' reading, the researcher provides an explanation to help them comprehend how to utilize the material.

c. Post-test

Post-test refers to the tests conducted by a researcher after administering treatment in order to get data from the study participants who were influenced by the treatment. Post-tests were utilised to evaluate a student's acquired skills and gauge their understanding after undergoing treatment. The researcher administered a single session of treatment to the students during the post-test. The post-test conducted by the researcher was identical to the pre-test conducted by the researcher. Following the researcher's explanation of the assessment instrument, the researcher provided the students with the themes. The students were instructed to fill in the blanks or create their own sentences or stories using the prompts provided by the researcher, drawing upon their own knowledge.

Technique of Data Analysis

After the completion of data collection, researchers must proceed to analyze the acquired data. The researcher employed the 't' test. The t-test employs a straightforward approach to compare the proficiency in oral communication of pupils before and after attending school. Upon gathering the data, the researcher proceeds to analyze it using a t-test. Prior to doing the t-test, it is crucial to perform the normality test on the data.

1. Normality Test

A normality test is a test that determines whether the collected data are normally distributed or come from a normal population. In this study, researcher used statistical analysis supported by her SPSS (Statistical Package for the Social Sciences) to assesstest normality.

2. Homogeneity Test

Homogeneity test is used to determine if the data was homogeneous or not. In this study, once researcher have determined the normality of the distribution through testing, they proceed to investigate the homogeneity of variance. The Levene test from SPSS (Statistical Package for the Social Science) was used for this purpose.

3. Paired samples

Paired samples are patterns that allow inferences about the difference between two paired variables, such as the effect of a treatment on two behaviors. They can alsohelpresearcher estimate how much change in one variable is caused by a change in another.In a paired sample design, each participant contributes multiple measurements for each data point (or pair) in the sample. According to Widiyanto (2013), paired samplet-test is one of the test methods used to study the effectiveness of the treatment, indicated by the difference in the average before and the average after being given treatment.

4. Independent samples

Independent samples consider two separate, unrelated populations, with each individual belonging to a group. An independent sample is a sample chosen at randomso that its observations do not depend on the values of other observations. Many statistical analyzes are based on the assumption

that the samples are independent. Others are designed to evaluate non-independent samples.

FINDINGS AND DISCUSSION

This study was made to ensure the using of direct instructional strategy in improving student's speaking skills at junior high school of Tri Dharma Palembang. The participants werethe experimental and control class. The researcher provides the pre-test and post-test for each class. The chapter indicates and examines the data from the pre-test and post-test.

Findings

This study was made to ensure the using of direct instructional strategy in improving student's speaking skills at junior high school of Tri Dharma Palembang. The participants were the experimental and control class. The researcher provides the pre-test and post-test for each class. The chapter indicates and examines the data from the pre-test and post-test.

The Results of Speaking Ability Test

In this section also analyzed pre-test and post-test experimental class. In this case, pre- tests and post-tests are assigned to students in the experimental and control class. Because the first test was given to the students before doing the experiment and the post-test was given to the students at the end of the experiment.)

a. The description of pre-test and post-test Score in experimental class

The data were collected from the results of the students' scores pre-tet and post-test in the experimental class. The following is an explanation of the students' scores in the experimental class.

Figure 1.A. Students' Score Pre-test in Experimental Class

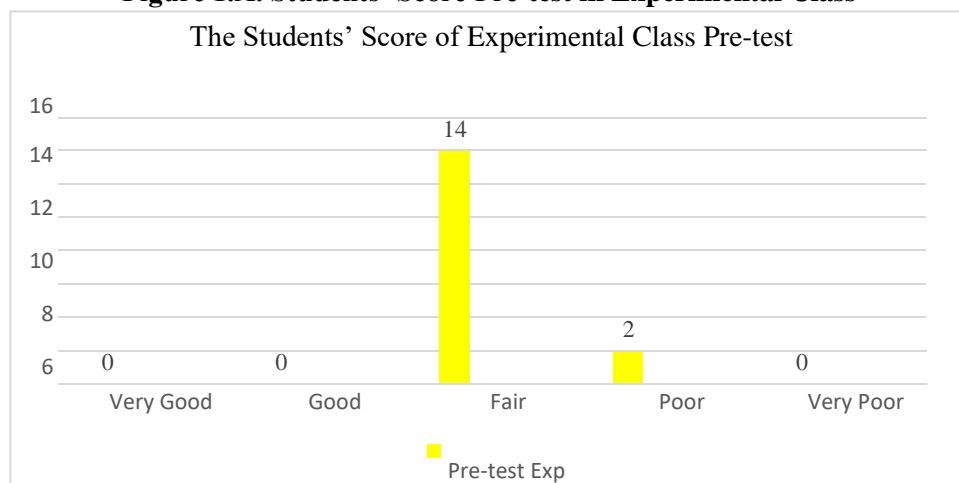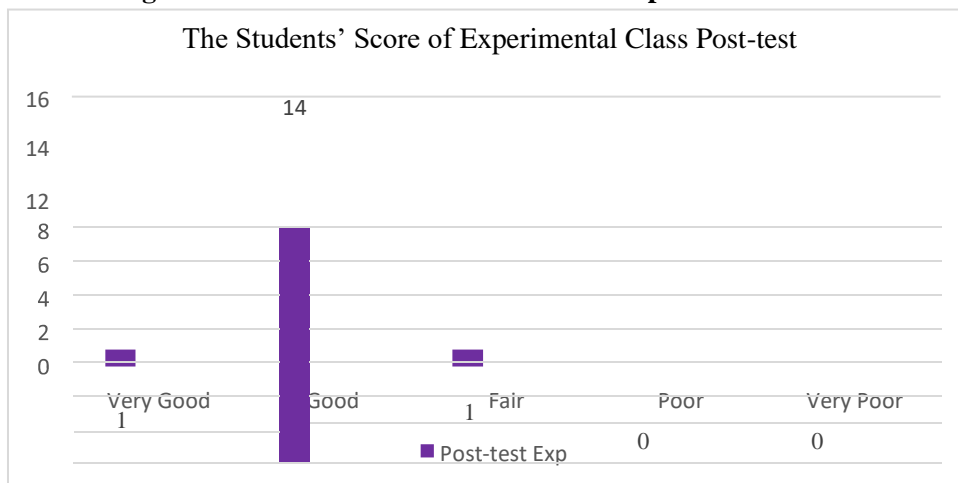The Students' Score of Experimental Class Pre-test

Figure 1.B. Students' Score Post-test in Experimental Class

Based on figure 1.A., and figure 1.B. From this data, it can be seen that the average score pre-test was 75 out of 16 students. The highest pre-test score was 79, achieved by 1 student out of 16 students, and the lowest pre-test score was 71, achieved by 1 student out of 16 students. From the analysis results, it can be seen that the speaking ability of most students in grades VII-A was very low.

From the score description above, the highest post-test score was 94 for 1 student and the lowest post-test score was 79 for 1 student. From the description of the above data, it can be concluded that the use of direct instruction method by the theme on students' English-speaking ability.

Not only that, the description in the table above also describes the results post-test, that was the score obtained after the test of speaking skills was done by the method of direct instruction with complete a story completion by the theme. According to the results of the following test above, the average value was an increase in the students' speaking skills.

Table 4. The Score Distribution in Experimental Class

Score interval	Category	Pre-Test		Post-Test	
		Frequency (Student)	Percentage (%)	Frequency (Student)	Percentage (%)
93-100	Very Good	-	-	1	6.25%
83-92	Good	-	-	14	87.5%
73-82	Fair	14	87.5%	1	6.25%
63-72	Poor	2	12.5%	-	-
Below 62	Very Poor	-	-	-	-

Based on the table 1.A. The results in pre-test of the experimental class there were 0 (0%) student in the very good category, 0 (0%) student in the good category, 14 (87.5%) students in the fair category, 2 (12.5%) students in the poor category and 0 (0%) students in the very poor category. While in the post-test there were 1 (6.25%) student in the very good

category, 14 (87.50%) students in the good category, 1 (6.25%) student in the fair category, 0 (0%) student in the poor category and 0 (0%) student in the very poor category.

b. The description of pre-test and post-test Score in the control class

The data were collected from the results of the students' scores pre-test and post-test in the control class. The following was an explanation of the students' scores in the control class.

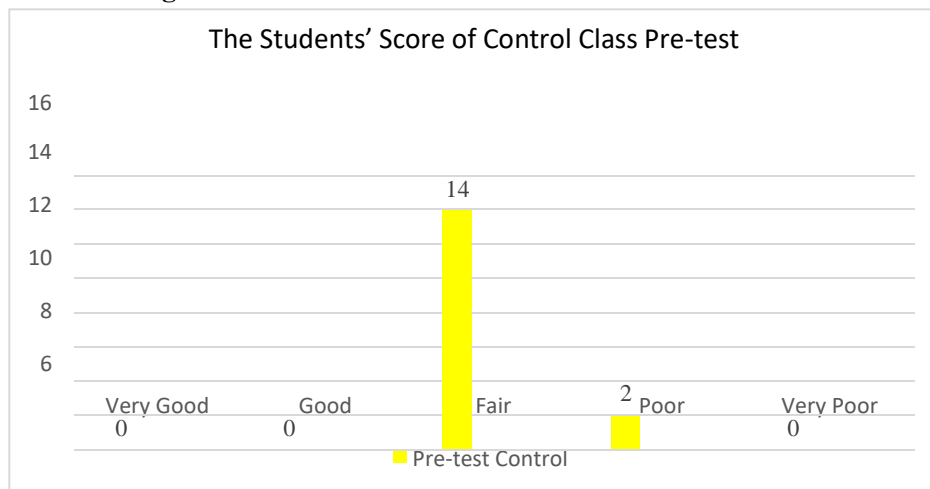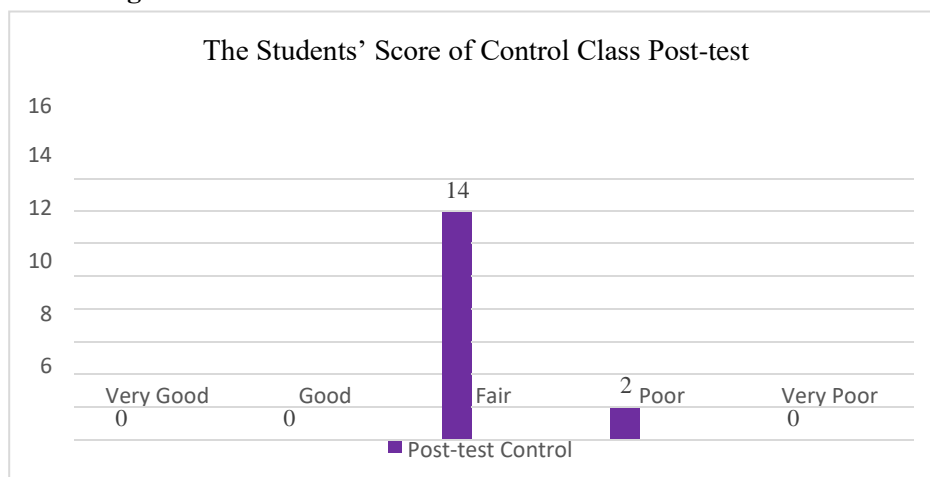**Figure 1.C. Students' Score Pre-test in Control Class**

Figure 1.D. Students' Score Post-test in Control Class

Based on figure 4.1.1.C. and figure 4.1.1.D. From this data, it can be seen that the average score pre-test was 74 out of 16 students. The highest pre-test score was 78, achieved by 1 student out of 16 students, and the lowest pre-test score was 72, achieved by 1 student outof 16 students. From the analysis results, it can be seen that the speaking ability of most students in grades VII-A was very low.

Based on the results of the post-test, it was known that the average score in the post-test increased to 76. The highest score on the post-test was 79 which wasobtained by 1 student and the lowest score on the post-test was 73 which was also obtained by 1 student. From the analysis results, it can be seen that the speaking ability of most students in grades VII-A was still very low.

Table 5. The Score Distribution in Control Class

Score interval	Category	Pre-Test		Post-Test	
		Frequency (Student)	Percentage (%)	Frequency (Student)	Percentage (%)
93-100	Very Good	-	-	-	-
83-92	Good	-	-	-	-
72-82	Fair	14	87.5%	14	87.5%
63-72	Poor	2	12.5%	2	12.5%
Below 62	Very Poor	-	-	-	-

Based on table 1.B. the pre-test scores in the control class were 0 (0%) student in the very good category, 0 (0%) student in the good category, 14 (87.5%) students in the fair category, and 2 (12.5%) students in the poor category and 0 (0%) student in the very poor category. While in the post-test there were 0 (0%) student in the very good category, 0 (0%) students in the good category, 14 (87.5%) students in the fair category, 2 (12.5%) students in the poor category and 0 (0%) student in the very poor category.

The difference in students' scores in Tables 1.A. and 1.B. can be concluded that there were a positive impact and improvement of students' English skills by using direct instruction method with complete a story completion by choosing the theme, because in the post- test the results obtained using the direct instruction method with make a monologue by the theme were higher than those without using the direct instruction method.

Inferential Statistic Analysis

1. Normality Test

The data were obtained from pre-test and post-test assessments administered to pupils in grade VII-A. The normality of the pre-test and post-test data from both the experimental and control classes was confirmed before proceeding to data calculations.

a. Normality Test of Experimental Class

In order to assess the normalcy of the data in the experimental class, it is necessary to first test the normality of the data. Conducting a normality test utilising the Shapiro-Wilk test. Verify the normal distribution of the student results. The analysis yielded the following results, as displayed in the table below.

Table 6. Normality Test of VII-A Class (Experimental Class)

Students' Learning Score	Shapiro Wilk		
	Statistic	Degree of Freedom	Significance
Pre-test Experimental	.248	16	.128
Post-test Experimental	.193	16	.091

Consistent with the test results of the normality of Shapiro Wilk, the pre-test value in the experimental class with test statistics has 0.248 with a significance level of 0.128. Since

significance was greater than 0.05, these results indicate that the pre- test data was normally distributed. The test statistic for the post-test score was 0.193, with a significance level of 0.091. Since the significance level was greater than 0.05, the post-test data was also normally distributed. Thus, Shapiro Wilk revealed that the both pre-test and post-test scores in the experimental class followed a normal distribution model.

A. Normality Test of Control Class

To analyze the data normality of control class, the normality of the data must be measured first. Normality test using the Shapiro Wilk test. Check if the student results can be normally distributed. The results of the analysis showed in the table below.

Table 7. Normality Test of VII-A Class (Control Class)

Students' Learning Score	Shapiro Wilk		
	Statistic	Degree of Freedom	Significance
Pre-test Control	.215	16	.413
Post-test Control	.201	16	.392

The Shapiro-Wilk test statistic for the pre-test was 0.215, which above the widely used significance level of 0.05. In this circumstance, the significance level of 0.413 is higher than the commonly used threshold. The Shapiro-Wilk test yielded a statistical value of 0.201 for the post-test, indicating a lack of normality. The significance level was found to be 0.392. The observed significance level of 0.392 was more than the predetermined significance threshold of 0.05, as indicated by the obtained findings. Therefore, it is evident that the data obtained following testing likewise have a normal distribution.

Homogeneity Test

After the normality test was performed, the homogeneity test was required as a pre-analysis test. To calculate the homogeneity test of post-test between experimental and control class, the researcher used Levene's test on SPSS 25 for Windows. The following was an explanation of the test results.

A. Homogeneity Test of Post-test Between Experimental & Control Class

After performing normality testing, homogeneity testing was required as a prerequisite for analytical testing. To calculate homogeneity test of post-tests between experimental & control class, the researcher used Levene's test in SPSS 25 for Windows. The test results were explained below.

Table 1.2.C. Homogeneity Test of Post-test Between Experimental & Control Class

Score	Levene Statistic	Df1	Df2	Significance
Based on Mean	1.680	1	30	.205
Based on Median	1.484	1	30	.233
Based on Median and with adjusted df	1.484	1	24.938	.235
Based on trimmed mean	1.513	1	30	.228

The table above displays the data's homogeneity, which was determined using SPSS version 25 and the Levene Statistic. The variance homogeneity test indicates a partial significance of 0.228 based on the mean. Hence, the outcome might be deemed to exceed the designated level of significance (0.05). This analysis focused on the significant value, as it above 0.05. Therefore, it can be inferred that the variances of the data were homogeneous.

Paired Sample T-Test Analysis

In the paired-samples t-test, researcher test treated samples, compare sample means before and after treatment, and statistically analyze pre-test and post-test results in experimental class.

Table 1.2.D. Table of Paired Samples Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Exp	11.6875	16	1	.2541
	Post-test Exp	17.5625	16	1.4602	.3651

According to the table, the experimental class had an average pretest English competence of 49.88, with a standard deviation of 13.6. Conversely, students in the post-test segment of the experimental class achieved a mean English proficiency score of 67.91, with a standard deviation of 13.28.

Table 1.2.E. Table of Paired Samples t-test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test – Post-test	-5.87500	.82664	.20666	-6.31549	-5.43451	-28.428	15	.000

The results in Table 4.1.2.3.2 indicate that the average difference in speaking ability pre-test scores between the experimental class was -5.87500, with a standard deviation of .82664. The t-obtained value was -28.428, with a significance level of 0.05 and 15 degrees of freedom. Furthermore, the bilateral p-value is 0.000, indicating a significance level lower than 0.05. The significance value (2-tailed) of $0.000 < 0.05$ shows a statistically significant difference between the initial and final variables. This demonstrates that the distinct manipulation of each variable carries substantial consequences.

To summarise, the calculation of the paired t-test indicates a substantial disparity in the pre-test and post-test outcomes of the experimental class. Hence, the utilization of the direct instruction approach proved to be immensely beneficial, yielding significant benefits for pupils and effectively enhancing their English ability.

Independent sample t-Test Analysis

See the table below for details of the average scores of post-tests for the experimental and control class.

Table 1.2.F. Table of Group Statistic

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Student Learning Score	Post-test Exp	16	12.0000	.91287	.22822
	Post-test Control	16	17.5625	1.43614	.35904

From the table, it can be seen that the experimental class has a mean of 12.0000, while the control class has a mean of 7.5625. From this it can be conclude that the mean of the experimental class was greater than the value of the control class. In other words, students' English proficiency will improve if students use direct instruction method.

Table 4.1.2.G. Table of Independent Samples t-test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence interval of the Difference
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Student Learning Score	Equal variances assumed	1.680	.205	-13.075	30	.000	-5.56250	.42543	-6.43134	-4.69366
	Equal variance not assumed			-13.075	25.420	.000	-5.5625	.42543	-6.43795	-4.68705

Based on table 4.1.2.4.2. the t value obtained was -13.075 at that time significance level of 0.05 in a two-tailed test with a df of 30. The conclusion that alternative hypothesis was accepted and the null hypothesis was rejected.

Hypotheses Testing

Prior to making any assumptions or interpreting the data of the study, it is essential for the researcher to grasp the distinction between Ha and H0. As mentioned in the preceding chapter, the researcher posited two hypotheses for this study. The first hypothesis (Ha) suggests that there would be a noteworthy enhancement in students' speaking skills after being instructed through the Direct Instructional method. The second hypothesis (Ha2) proposes that there would be no significant improvement in students' speaking abilities after being taught using the direct instructional method. Based on the aforementioned study estimates, it can be inferred that both theories exhibit a t0 value that surpasses the t-table value. Thus, the researcher's hypotheses on this matter have been substantiated and acknowledged as valid.

Discussion

When it comes to teaching spoken English, proficiency in oral communication is a crucial skill. Proficiency in verbal communication is crucial for effective interaction and discourse. Proficiency in oral communication was also required to effectively convey information, such as delivering a presentation. Turk (2003) asserts that in order to enhance speaking skills, it is important to have self-awareness of our motivations, behaviour patterns, and potential errors. Based on this statement, it can be inferred that both our personal drive and the surrounding circumstances played significant roles in enhancing our speaking skills. Students that possess a robust drive to enhance their speaking proficiency will diligently engage in studying and actively seek out numerous resources and exemplars to develop their speaking skills.

Based on the aforementioned reasoning, the researcher deduces that there has been an augmentation in the pupils' proficiency in oral communication. The direct teaching method can serve as a viable solution to facilitate students' acquisition of English speaking skills in an engaging and captivating manner. In addition, engaging in conversations with fellow students allows for the enhancement of one's oral communication skills, surpassing the mere act of passive classroom attendance. Through the implementation of the direct instructional technique, children are exposed to a fresh and innovative learning environment, hence avoiding monotony. Engaging in this activity proved to be an effective method for enhancing fluency. The task required rapid memorization of pertinent vocabulary, particularly when the instructor offered additional points for imaginative responses. The findings of this study were consistent with the earlier study conducted by Nila (2015), indicating that the implementation of the direct instruction approach in teaching led to an enhancement in students' speaking abilities. Examining explicit training can enhance students' oral proficiency and facilitate their ability to communicate effortlessly in English. Furthermore, the researcher noted that this approach is not consistently successful, since certain studies indicate the presence of methodological issues that overshadow its efficacy.

The implementation of the direct instructional method in the experimental class, as opposed to the control class that did not utilise this method, resulted in a notable enhancement of students' speaking abilities. Various factors contributed to this improvement. Due to the teacher's use of direct instruction, grammar information is imparted to students in an inductive manner. This approach enables students to acquire vocabulary via regular practice and fosters their active participation in the classroom. The teacher's role in this process is of utmost significance. The researcher consistently poses questions to pupils and promptly provides corrections. The implementation of direct instructional methods proved to be successful in

enhancing students' speaking skills and expanding their knowledge of new verbs, vocabulary, and other related concepts. Luthfi (2013) stated that the teaching model has the objective of enhancing speaking skills and facilitating the acquisition of fundamental skills and knowledge through a gradual approach.

Therefore, based on this finding, it can be inferred that employing a direct teaching approach enables teachers to implement speaking techniques tailored to the individual circumstances of their students. In addition, the researcher employed the direct instructional approach at SMP Tri Dharma Palembang for seventh-grade students. The researcher discovered a favorable impact of employing this explicit instructional approach, as evidenced by an increase in both student participation and passion for learning. This can be attributed to the utilization of a non-monotonous teaching strategy. In addition, it can facilitate pupils in expressing their ideas and emotions to others. Through student interaction, individuals have the opportunity to enhance their speaking proficiency.

CONCLUSION

According to the findings of the school research, it was determined that utilising the Direct instructional method to have seventh-grade students at SMP Tri Dharma Palembang create a monologue based on their own understanding of a chosen theme can enhance their speaking skills. The substantial disparity between the post-test and the pre-test is evident. The average score of post-tests in vocabulary is greater than that of pre-tests. Experimental evidence demonstrates a notable disparity in the scores of the class taught using the direct teaching method compared to the class not exposed to this strategy. The average post-test score for the experimental class was 85, while the control class had an average score of 75. The experimental class has a 10-point advantage over the control class. Hence, the researchers deduced that employing the direct instructional approach can enhance students' oral communication abilities.

These results demonstrate that utilising a monologue as a learning medium can effectively enhance students' speaking skills. It enables students to acquire new vocabulary, boost their self-confidence, refine their pronunciation, practise grammar, improve comprehension, and enhance fluency in spontaneous monologues. Put simply, the implementation of direct instruction is highly beneficial for improving students' speaking skills and expanding their knowledge of new verbs, vocabulary, and other related concepts. Nevertheless, there are certain challenges associated with utilising advanced vocabulary, such as the issue of pronunciation. However, this should not impede the enhancement of pupils' oral communication abilities. Furthermore, a monologue centred around a specific issue enables pupils to hone their skills in articulating and expanding upon their thoughts and ideas.

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