

**THE EFFECT OF APPLICATION DIRECT INSTRUCTION MODEL
(GROUP PRESENTATION) AND LEARNING STYLE
TOWARD STUDENTS' GEOPGRAPHIC ENGLISH SPEAKING SKILL**

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ABSTRACT

This study was aimed: (1) to find out a significant progress on the English speaking skill of students' Geographic using internet reading materials. (2) to find out a significant effect by using visual and auditory learning style toward English Speaking Skill. (3) to know an interaction effect between DIM (Group Presentation) and learning style toward English speaking skill. This reserach used a quasi-experimental research 2x2 factorial design and all the computational procedure were run by using SPSS. The results showed that there was a significant progress of students' English Speaking skill after given DIM (Group Presentation). (2) there was the effect of learning style to the students' English speaking skills demonstrated greater than 18.638. (3) there was an interaction effect between the use of DIM(Group Presentation) to the reading materials from the multimedia and learning styles on speaking skills.

Keywords: Direct Instruction Model (Group Presentation), Learning Styles and Speaking Skills.

INTRODUCTION

Education has an important role in preparing qualified human resources. Therefore, education should be managed, both in quality and quantity. This can be achieved if a student can complete his education on time with the ability to better learning results. The learning process in the educational unit organized in an interactive, inspiring, can be fun, challenging, motivating students to participate actively. Although English is a foreign language has an important role in this globalization era, but if not controlled properly, misunderstanding will happen between the speaker to communicate primarily with native speakers. This means not only the English language as an international language that is used to communicate but also as a tool to improve science and technology.

Sumaatmaja (2007) stated that the focus of learning English is to improve the four basic language skills, namely: listening, speaking, reading and writing. Highly functional language skills for self development of students in the society and the state, primarily for the purpose of continuing studies or finding a job. No creativity which reflects the awareness that arises from the students themselves to find reading material that is interesting to take advantage of multimedia.

English learning in Unihaz Geographic Education Study Program aims to equip students to acquire the knowledge, skills, values and ability to think critically and creatively. In the course also rarely used method of assisted group presentation of audio-visual media and LCD projector as one of the International Communication Technology (ICT) support in delivering learning materials. Group presentation is one method used in direct instructional model design that facilitate the learning process to be more effective and efficient. Reading materials from various sources is indispensable also in understanding the English, both of multimedia (internet, e-books, disks, etc.) textbooks and other sources. One example application of the student's centered method is to use direct instructional model (group presentation) by utilizing the literature of multimedia (internet, e-books, disks, etc.) study which is expected to improve speaking skills of students. Direct Group Presentation Learning Model is the most complex model of cooperative learning (Padmadewi, 2007:2). Learning styles is contained in the internal factors that can support student and can also inhibit the ability of students to speak English. According Clevelant (Safnil, 2009: 75) states that learning style is the way how the student can concentrate to process and store new and difficult information. Facing ASEAN Economic Community (AEC), Indonesian should master in English. Students are often faced with a pile of tasks either from books or the Internet can be in searching through the *gadgets* and personal computers, field trips, presentations and thesis. Everything needs reference books that have been written and printed in English.

From the observations or teaching and the results of the questionnaire the students as well as data from the test results scholastic conducted by school every new admissions show that low ability to speak of student. It is not a lack of intelligence possessed by the students but the lack of students who are interested to learn English. Supposedly, with increasingly modern period put the most important English must be mastered by the students. In this research the resercher investigated about the effect of application direct instruction model (group presentation) and learning style toward speaking skill (experimental study on English subject students' second semester Geographic Education Study Program University of Prof. Dr. Hazairin, S.H Bengkulu.

The problems of this study were formulated in the following questions. (1) Is there a significant difference student's English speaking skills who attend direct instructional model (Group Presentation) using reading material from multimedia and students who follow a direct learning model (Group Presentation) using reading material from the textbook? (2) Is there a significant difference between student's English speaking skills who have a learning style of visual and auditory learning styles?. (3) Whether there is an interaction effect between direct instructional model (Group Presentation) and force sailed against student's speaking skills? (4) Is there a difference of student's English speaking skills who have a visual learning style and follows the direct instructional model (Group Presentation) reading of multimedia to students who follow a direct learning model (Group Presentation) using reading material from the textbook? (5) Is there a significant difference between student's English speaking skills who styled.

Welcomes the presence of the Asean Economic Community (AEC) in 2016 where there is a liberation of trade in the territory of member countries of ASEAN this presents a great opportunity auditory and following direct instructional model (Group Presentation) reading of multimedia to students who follow direct instructional model (Group Presentation) using reading material from textbooks ? (6) Is there a difference student's English speaking skills who attend direct instructional model (Group Presentation) using reading materials of multimedia and has a visual learning style with students who have auditory learning style? (7) Is there a difference student's English speaking skills who attend direct instructional model (Group Presentation) reading from textbooks and have a visual learning style with students who have auditory learning style? (8) Is there a difference student's English speaking skills who have a visual learning style and follows the direct instructional model (Group Presentation) reading from textbooks to students who have learning styles of auditory and following direct instructional model (Group Presentation) reading of multimedia? (9) Is there a difference student's English speaking skills who have a visual learning style and follows the direct instructional model (Group Presentation) reading of multimedia with students who have learning styles of auditory and follow the direct instructional model (Group Presentation) reading of books text?

METHODOLOGY

Methodology of this research used quasi-experimental research. The method forms is true factorial design with the level factorial (2 x 2), or Two-ways ANOVA. Analysis of variance two-ways Anova used to investigate two main influences that difference learning namely using Direct Instructional Model (Group Presentation) using reading material from multimedia and students who attend Direct Instructional Model (Group Presentation) using reading material from textbooks as well as between learning styles visual and auditory learning styles.

Learning styles questionnaire was taken from a questionnaire that tested the validity of the samples tested outside the class consists of 20 students. To determine the ability of speaking used the test instrument. The test was an oral question for direct questions. Then tested to determine the validity, reliability, level of difficulty and distinguishing features.

RESULTS AND DISCUSSION

This study examined three hypotheses using statistical analysis Anava two lines and *t-test* because there is an interaction effect on hypothesis testing with statistical analysis Anava two lines. First final test data are grouped in a cell, after it had carried out the calculations on two-ways Anova and *t-test*. Data from the test cells are grouped into first, only then do the calculations on Anava two lanes. For learning styles and Learning Model Direct Group Presentation there are two main hypotheses testing (main effect) as a simple hypothesis advanced treatment effect consists of 6 cells. To test Anava two lines after the data is grouped in cells is determined, the calculation sums of squares (JK), average square (MK) and F_{Count} .

The calculation data via Anova two lanes in table 1 above. Can be explained that the value $F_{\text{Count}} = 14.621$ is greater than the value $F_{\text{Table}} = 2.44$ in sinifikansi level of 5% ($F_{\text{Count}} = 14.621 > F_{\text{Table}} = 2.44$). This suggests that while H_1 accepted H_0 rejected.

Can be explained that the value $F_{\text{Count}} = 18.638$ is greater than the value $F_{\text{Table}} = 2.44$ in sinifikansi level of 5% ($F_{\text{Count}} = 18.638 > F_{\text{Table}} = 2.44$). This shows that H_2 rejected while H_0 .

Based on the calculation of data through Anova two lanes in table 4.4 above. Can be explained that the value $F_{\text{Count}} = 11.091$ is greater than the value $F_{\text{Table}} = 2.44$ in sinifikansi level of 5% ($F_{\text{Count}} = 11.091 > F_{\text{Table}} = 2.44$). This suggests that while H_3 accepted H_0 rejected. There is an interaction so that the *t-test* research is continued so that the results are as follows:

Similar with Putra (2012: 7) states that based on the results of his research on improving speaking skills through the direct method of teaching English, the application of direct learning model can improve students' speaking skills. The second hypothesis testing results show that students speaking skills who have a visual learning style higher than students with auditory learning style, it is also reinforced by the idea of Shannon in an article entitled '*Helping Visual Learner Succeed*' written on Monday (7/3/2011) visual child generally always concentrated its focus on teacher sitting in the front row in class, as well as observing the teaching of teachers carefully. Because in this second hypothesis testing results show that there is a significant difference between students' learning styles both visual and auditory ability to speak the students as obtained F_{Count} is greater than F_{Table} . Of the score's ability to speak 48 students sampled in the analysis, the ability to speak English has a visual learning style by being given direct instructional model (Group Presentation) reading of multimedia is very good because it is above the average of the ideal ($100 > 70$). Visual learning style is a way of learning where ideas, concepts and other information or data captured and processed through visual images and techniques. Students learn visual style sometimes have problems to learn through writing, but would prefer the use of tables, graphs, video demonstrations and other visual material. When learning, students with visual learning style has some quirks, including the reading of information very quickly, and requires a quiet atmosphere when learning. Visual learning style is perfect when treated learning with direct instructional model (Group Presentation) reading of multimedia, the students' ability to speak English who have learning styles of auditory treated direct instructional model (Group Presentation) reading of multimedia is good because the average value (82.50) is lower than a visual learning style.

But there are also other factors that will affect the learning styles of both visual and auditory such as students really have to have good language skills and a good logical ability. Other factors that were not measured in this study but greatly affect the speaking skills *entry behavior, the ability to remember or age range*. Inexact people tend to have a visual learning style and the characteristics that have the ability to quickly recall and is superior in learning because they prefer to read, so much new knowledge they can from reading. This is because students have diverse characteristics and personality like nothing has taciturnity, did not want to be disturbed and so forth. While social people tend to have auditory learning style because they are faster to

remember what the hearing or delivered so that it has a high reasoning. This is because they are very easy to interact. However, these two learning styles are equally capable of contributing to the students to be able to improve students' English speaking skills.

Using a learning model that fits perfectly in the process of learning activities that are closely related in the ability to speak the students real results can be seen on the advantages and disadvantages of direct instructional model group presentation placing students as a subject of study. Its means that students play an active role in any process of learning how to find and dig itself the subject matter, the students learn through group discussion, learning was associated significantly and real, based on the experience of skills such as group discussions, each receiving and giving.

Should faculty in teaching and learning can create and present a more innovative learning materials and interesting and interactive, so that gave a positive impact on improving students' English speaking skills. Faculty should know the learning styles of the students before giving the English for students. Faculty are expected to provide initial capability test before starting the lesson. Students' learning styles influence both visual and auditory should be used as a reference by the lecturer in making learning media so as to improve their English speaking skills.

CONCLUSION

From the research and analysis of the data it can be concluded that: Student's English speaking skills are taught to direct learning model (group presentation) reading of multimedia use is higher than the students who follow the direct learning model (group presentation) using reading material from textbooks. Student's English speaking skills who have a visual learning style higher than students with auditory learning style. There was effect of the interaction between direct instructional model (group presentation) and learning style toward the students' English speaking skills.

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