

## **The Effect of Instructional Methods and Locus of Control on Students' Speaking Ability (An Experimental Study in State Senior High School 01, Cibinong Bogor, West Java)**

Kusrin

*School of Education, STKIP Kusumanegara, Jakarta of Indonesia*

---

**Abstract:** *The aims of this study was to determine the effect of teaching methods and locus of control on students' ability to speak in English. This study used an experimental method with 2 x 2 factorial design involving 44 students of class IX SMA 01 Cibinong Bogor, West Java. In determining the sample, the researchers used a technique multi-stage cluster random sampling, ie 22 students as the experimental group were treated by using the Direct Method and 22 students as a control group treated with the use of Grammar Translation Method (GTM). For collecting data, researchers used to test the ability to speak and questionnaire variables for variable locus of control were further analyzed using ANOVA Two Paths and followed by Tuckey test. The findings show that: (1) The ability to speak the students taught by using the Direct Method is higher than those taught using grammar translation method (GTM); (2) Students with internal locus of control has the ability to speak better than those who an external locus of control; (3) Students with internal locus of control are taught using the Direct Method has a significant difference in the ability to speak with those who taught Grammar translation is by using Method (GTM); (4) Students are taught with external locus of control by using the direct method is no different with them yag taught using translation Grammar Method (GTM); (5) There is an interaction between teaching methods and locus of control on their speaking ability.*

---

### **I. Introduction**

Language skill as a focus of this research is speaking or oral production. Yet, speaking activity has close relation to listening one, comprehending one's utterances for the two mentioned skills get involved into oral communication in which speaker produces utterances (encoding process) and listener accept them into his brain, decoding process.

Students, in the context above, are certainly hoped to use oral or spoken English to express their ideas and feelings and have self-socialization wherever and whenever they are. They are also hoped to tell about their and other people's experiences interchangeably accompanied by self-reflection activity, setback some steps for an introspection and internalize new experiences got from other people and then go forwards to absorb new experiences for their future needs and changes.

In fact, producing utterances in English is not always easy. Learning to speak is the most difficult skill to acquire among four language skills<sup>(9)</sup>. Some reasons underlining the fact are: Firstly, producing utterances, students need a considerable spontaneity, a clear oral pronunciation, good grammatical patterns, and clear ideas. In short, they have to pay attention to cohesion and coherence of their productions. Cohesion relates to how utterances are arranged structurally and coherence concerns with the link among different meanings in the texts that forms literal meanings, communication functions, and behaviors. Secondly, producing utterances, students, of course, interact directly with other people or listeners. It means that they are involved in a discourse of communication in which they must make their ideas understandable or intelligible.

Besides that, students must interpret other people's constructs for they must produce appropriate responses to dodge misunderstanding. One important thing after all is students' ability to break a vacuum time during communication. They may create paraphrases to solve the problem. Thirdly, producing utterances, students should pay attention to whom they speak to. They should select proper communicative expressions to a friend, a stranger, an elder, a high social level person.

It seems that abilities which are described above haven't been owned by most of students of Senior High School 01 Cibinong, Bogor especially the 11<sup>th</sup> grade students. Based on an interview with the English teacher there indicated that students she taught had low bravery to speak. This real fact was supported by the researcher's result of interview with some upper group students of the 11<sup>th</sup> grade that they were hardly able to express their ideas in English. They answered but they had very little brief communication delivered hesitantly. The researcher also observed that a lot of them did not have sufficient vocabulary and the knowledge of grammar when they produced utterances. To make matter worse that their pronunciation was poor so that they look like to have a strong Indonesian accent.

## II. Theoretical Review

### Speaking Ability

#### Ability

Ability refers to the capabilities which are relatively stable that people have to perform a particular range of different but related activities. Ability is relatively stable influenced by both genes and environment. It can be changed slowly over time with repeated practice and repetition<sup>(10)</sup>.

### Speaking

#### The Nature of Speaking

Speaking is a form of communication<sup>(27)</sup>. It means that speaking is a kind of communication which is conveyed orally. It is certainly that the process of it involves two sides, the speaker and the listener who may function interchangeably. In short, it may be said that speaking has the similar meaning to oral communication.

Celce-Murcia and Olshtain say that in any oral interaction the speaker wants to communicate ideas, feelings, attitudes, and information to the hearer or wants to employ speech that relates to the situation. The main objective of the speaker is to be understood and for the message to be properly interpreted by the hearer/s<sup>(9)</sup>. Brown says that conversations are collaborative activities as participants (speaker and listener) engage in a process of negotiation of meaning<sup>(6)</sup>. Meanwhile, Brown and Yule say that in the production of speech each speaker needs to speak individually and ideally. He needs someone to listen to his speaking and to respond to him<sup>(5)</sup>.

### Spoken and Written Language

Spoken language occupies very much simpler syntax than written language. The vocabulary is also less specific. However, highly educated speakers are commonly to produce utterances with complex syntactic structures, such as: as a matter of fact, it is encouraging to say that, the man who is having lunch in the prestigious there, etc. To make listeners easier to interpret what the speakers say, speakers use pause, rhythm, intonation, and stress while producing utterances<sup>(5)</sup>.

Nunan says that when one speaks, besides having linguistic competence, he also has socio- linguistic and conversational skills that enable the speaker to know how to say what to whom, when<sup>(31)</sup>. He explains further that when one speaks he should have knowledge of rules of speaking (knowing how to begin and end conversation, knowing what topic can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations)<sup>(31)</sup>.

### Usage and Use

#### Usage

According to Philips and Jorgensen language is the structure of language that functions as the network of signs that give meaning to one another. The network is fixed and unchangeable<sup>(32)</sup>. Chomsky, in the same way, relates language to competence (a language user's knowledge of abstract linguistic rules)<sup>(37)</sup>. Competence refers to a native speaker's knowledge of his or her native language and then competence, language, grammar are said to be similar<sup>(2)</sup>.

Based on the description above, it may be inferred that usage is an abstract knowledge of a language consisting of linguistic rules (grammar) possessed by an English learner. The abstract knowledge is used by the learner to manifest a meaningful communicative behavior.

#### Use

The abstract syntactic structures (usage) must be accompanied by the involvement of acquiring an understanding of which sentences, or parts of sentences are appropriate in a particular context. The learner is acquired to achieve the ability to apply his linguistic knowledge into communicative purpose or communicative behavior which is, then called use. Aronoff occupies the term of parole/meaning/performance as similar to use in which parole refers to Saussure, meaning to Bloomfield, and performance to Chomsky<sup>(2)</sup>.

Philips and Jorgensen explain that parole is situated language use, the signs actually used by people in specific situations as the manifestation of the abstract of language system,<sup>(32)</sup>. Meanwhile, performance is concerning to the use of language for communication among humans which is, then associated to the communicative function of language<sup>(2)</sup>.

In short, usage and use form a communicative competence in which the discussion of usage and use is described as two sides of a coin. Usage is for nothing if it is not put into practice and otherwise, use will go wrong if it is not underlined by the abstract knowledge of a language, usage. Therefore, an English teacher must lead his students in order to possess the linguistic competence which makes the learner know how a language works and the skill that leads the learner to communicate effectively.

## **Accuracy and Fluency**

### **Accuracy**

Accuracy discusses about the correctness of clearness, articulation, grammar and phonology. The accuracy leads students to use the target language during the time of speaking, <sup>(6)</sup>.

### **Interactional and Transactional Functions of Language**

There are two functions of a language, interactional and transactional functions. Interactional function means that language is for establishing and maintaining social relations. This function is listener oriented <sup>(5)</sup>. Ur says that interactional uses of language are those in which the primary purposes for communication are social. The emphasis is on creating harmonious interactions between participants rather than on communicating information <sup>(37)</sup>.

Transactional interaction of a language is the use of language for communicating many kinds of information. The main emphasis is on sending messages. The later one, according to Brown and Yule, is used for transferring information <sup>(5)</sup>. Brown explains a transactional uses of language as a medium for conveying or exchanging specific information, <sup>(6)</sup>.

## **Instructional Method**

### **Instruction**

Instruction is defined as experiences which are intentionally arranged to lead to students' acquirement of particular capabilities. These capabilities may vary quantitatively in form, from recall of knowledge to cognitive strategies that allow a learner to find new problems within a field of study, <sup>(36)</sup>.

Instruction is a set of events or activities which are arranged in a structured and planned way occupying one or more media on the purpose of having learners achieve a goal, pre-specific behaviors <sup>(15)</sup>.

## **Locus of Control**

### **Definition of Locus of Control**

McConnel says that the word 'locus' means 'location' or 'place'. Locus of control means a location in which the lives of a group of people controlled by their behaviors or in other words their lives are controlled by their internal factors (autonomous sources), meanwhile, groups of certain people rely their lives on their external factors (sources outside them) <sup>(30)</sup>.

### **Internal Locus of Control**

According to McConnel, people having behaviors controlled by themselves or autonomous sources are said to have internal locus of control. It is declared that people with internal locus of control convince that their lives are controlled by their internal forces which are called internalizers <sup>(30)</sup>. Zimbardo says that internal locus of control people feel that the rewards obtained depend on their own behaviors or their personal symbols, (Zimbardo, 1979: 183). The internals control their rewards and punishments so that they are not likely to be depressed and more likely to take action to improve a bad situation, (Stoltz, 1997: 66). Huffman Vernoy Ver expresses that an internal locus of control person has a significant control on his/her life events. (Huffman et al, 1995: 366).

### **External Locus of Control**

Zimbardo says that one with external locus of control feels that a gift or everything happening to him/her is out of his/her action or controlled by external forces <sup>(41)</sup>. Stoltz reinforces that the externals tend to be so passively to accept rewards and punishments that make them more likely to be depressed <sup>(37)</sup>.

According to Covey, the externals are classified into reactive people. He notices that the reactive people are often influenced by their physical environments. He also explains that the reactive people establish their emotional lives are based on other people's behaviors and pushed by their feelings, circumstances, conditions and environments <sup>(11)</sup>.

## **Conceptual Framework**

### **1. The difference between students' speaking ability taught through direct method and grammar-translation method (GTM)**

Grammar-translation method (GTM) is an old instructional method of language teaching in which the teacher uses mother tongue to teach rules of grammar deductively (learning rules and then applying them in using language) in detail and give examples of unrelated sentences to show how the rules work, memorize vocabulary disconnectedly, translate of texts from the second language (L2) to the native (first) language (L1) but pronunciation is not taught or is limited to a few introductory notes or few opportunities for listening and speaking practice although students have opportunities to read passages loudly.

**2. The difference between students with internal and external locus of control in their speaking ability.**

Students with internal locus of control are ones who convince that results gained during their lives because they make efforts based on their skills and they take all kinds of responsibilities on what they have done both negatively and positively. In contrast, students with external locus of control convince that all events happening to their lives come from outside factors, such as: luck, fate, and chance and they also believe that all what have occurred are out of their responsibilities.

**3. The difference between students with internal locus of control taught through direct method and grammar-translation method (GTM) in their speaking ability.**

Students with internal locus of control are ones who convince that results gained during their lives because they make efforts based on their skills and they take all kinds of responsibilities on what they have done both negatively and positively. These types of personality will be easier achieving speaking ability if they are taught through direct method then grammar-translation method (GTM) because the internal locus of control students have hard, inner motivation to know the way to speak much when the teacher challenges them with the target English during the class.

**4. The difference between students with external locus of control taught through direct method and grammar-translation method (GTM) in their speaking ability.**

Direct method is an instructional method pushing a teacher to teach students in the target language, in which grammar and pronunciation are taken into deep consideration during the teaching process, so that, based on everyday vocabulary, students may produce accurate sentences by answering the teacher's questions while introducing objects or pictures to them in class. It means that students' initiative is always encouraged by the teacher in order to produce utterances by ways answering questions presented. Meanwhile, grammar translation method (GTM) provides loose opportunities for the teacher to lead students to master grammar in students' native language.

**5. The interaction effect between Instructional Methods and Locus of Control on Students' speaking ability.**

Students with internal locus of control are ones who convince that results gained during their lives because they make efforts based on their skills and they take all kinds of responsibilities on what they have done both negatively and positively. In contrast, students with external locus of control convince that all events happening to their lives come from outside factors, such as: luck, fate, and chance and they also believe that all what have occurred to them are out of their responsibilities.

Analyzing the two methods and the two different personalities above it may be inferred that direct method seems to be appropriate applied for students with internal locus of control and grammar translation method (GTM) is appropriate applied for students with external locus of control. In other words, it is assumed that there is an interaction between instructional methods and students' locus of control on their speaking ability.

**Hypotheses**

This research is orientated to examine the effect of direct method (A1) and grammar translation method (A2) and internal (B1) and external (B2) locus of control on students' speaking ability (Y). Based on this objective, hypotheses of this research may be formulated as follows :

1. Students' speaking ability is better taught through direct method than grammar translation method (GTM).
2. Students with internal locus of control are better than those with external locus of control in their speaking ability.
3. Students with internal locus of control taught through direct method achieve speaking ability better than taught through grammar translation method (GTM).
4. Students with external locus of control taught through direct method achieve speaking ability lower than taught through grammar translation method (GTM).
5. There is a positive interaction between instructional methods and locus of control on students' speaking ability.

**III. Research Methodology**

This research method was an experiment using the factorial design 2 x 2. The experimental research was conducted in Senior High School 01 Cibinong, aims to examine:

1. The difference between students' speaking ability taught through direct method and grammar-translation method (GTM).
2. The difference between students with internal and external locus of control in their speaking ability.

3. The difference between students with internal locus of control taught through direct method and grammar-translation method (GTM) in their speaking ability.
4. The difference between students with external locus of control taught through direct method and grammar-translation method (GTM) in their speaking ability.
5. The interaction between instructional methods and locus of control on students' speaking ability.

The target population includes all students of State Senior High School 01 Cibinong, Bogor. The samples being studied are students of the 11<sup>th</sup> A-1 as an experiment class consisting of 44 students and the 11<sup>th</sup> A-2 as a controlled class consisting of 44 students. The sampling technique which is occupied in this research is multi stage cluster random sampling.

#### IV. Research Findings

##### Data Description

Statistics					
Statistics		Variables			
		SPEAKING FOR CLASS 11A-1 (DIRECT METHOD) (A1)	SPEAKING FOR CLASS 11A-2 (GTM) (A2)	SPEAKING WITH INTERNAL LOCUS OF CONTROL (B1)	SPEAKING WITH EXTERNAL LOCUS OF CONTROL (B2)
N	Valid	24	24	24	24
	Missing	0	0	0	0
Mean		53.81250	51.66667	54.07292	51.40625
Median		53.12500	51.00000	53.00000	51.25000
Mode		60.000	49.750	60.000	49.750
Std. Deviation		4.872979	2.591444	4.200465	3.392617
Variance		23.745924	6.715580	17.643909	11.509851
Range		18.750	10.500	14.500	14.250
Minimum		44.500	48.250	48.750	44.500
Maximum		63.250	58.750	63.250	58.750
Sum		1291.500	1240.000	1297.750	1233.750

Table 1: Data Description

##### Normality Test

To do the normality test occupies Lilliefors tests.

##### Hypotheses Testing

##### Analysis of Variance and Tuckey Tests

##### The Result of Data Analysis

The hypotheses testing occupied the technique of analysis of variance (ANOVA) 2 X 2 factorial which based on the summary of statistics computation table 5 below.

Table 2. Summary of Statistics Computation

SUMMARY OF RESULT ANALYSIS			
Statistics	A1B1	A2B1	TOTAL 1
N	12	12	24
Total	683.000	614.750	1297.750
Mean	<b>56.917</b>	<b>51.229</b>	<b>54.073</b>
Standard Deviation	4.083	1.604	2.844
Variance	16.674	2.573	9.624
Total Square	39057.500	31521.438	70578.938

SUMMARY OF RESULT ANALYSIS			
Statistics	A1B2	A2B2	TOTAL 2
N	12	12	24
Total	608.500	625.250	1233.750
Mean	<b>50.708</b>	<b>52.104</b>	<b>51.406</b>
Standard Deviation	3.457	3.324	3.391
Variance	11.953	11.051	11.502
Total Square	30987.500	32699.688	63687.188

SUMMARY OF RESULT ANALYSIS			
Statistics	TOTAL (1 + 2)		
N	24	24	48
Total	1291.500	1240.000	2531.500
Mean	<b>53.813</b>	<b>51.667</b>	<b>52.740</b>
Standard Deviation	3.770	2.464	3.117
Variance	14.313	6.812	10.563
Total Square	70045.000	64221.125	134266.125

Table 3. Summary of Result Analysis on Table of ANOVA

Source of Variances	df	Sum of Squares	Mean Squares	F <sub>o</sub>	F <sub>t</sub>	
					α 0,05	α 0,01
Between Columns (A) Speaking (Direct Method and Grammar Translation Method (GTM))	1	55.255	55.255	5.231*	4.062	7.248
Between Rows (B) Internal and External Locus of Control	1	85.333	85.333	8.079**		
Interaction (A x B)	1	150.521	150.521	14.250**		
Between Groups	3	291.109	97.036	9.187**	2.816	4.261
Within Groups	44	464.760	10.563			
Total of Reduction	47	755.870				

Remarks:

\* = Significant

\*\* = High Significant

Table 4. The summary of Tuckey test results on students with internal and external locus of control in their speaking ability after being taught through direct method and grammar translation method (GTM)

Pairs of Groups compared	Q <sub>o</sub>	Q <sub>t</sub>		Conclusion
		0,05	0,01	
Q <sub>1</sub> (A1 and A2)	3,2345	2,92	3,96	Significant
Q <sub>2</sub> (B1 and B2)	4,0196			Significant
Q <sub>3</sub> (A1B1 and A2B1)	6,351	3,08	4,32	Significant
Q <sub>4</sub> (A1B2 and A2B2)	1,425			Not Significant
Q <sub>5</sub> (A1B1 and A1B2)	5,684			Significant
Q <sub>6</sub> (A2B1 and A2B2)	1,1613			Not Significant
Q <sub>7</sub> (A1B1 and A2B2)	4,477			Significant
Q <sub>8</sub> (A2B1 and A1B2)	0,6695			Not Significant

### The First Hypothesis

**Students' speaking ability taught through direct method is higher than taught through grammar translation method (GTM), (A1 and A2).**

Based on the descriptive statistics computation, the mean score obtained by students who are taught through direct method (A1) is higher than those who are taught through grammar translation method (GTM) (A2). It is  $53.813 > 51.667$ . The computation shows that there is a difference between students' speaking ability taught through direct method and grammar translation method (GTM). To know further which one of the two methods is better, it may be observed in the summary of ANOVA in which between columns of variance is divided by within group of variance yielding the value of  $F_o = 5.231$  is found higher than the  $F_t (0.05) = 4.062$ . It means that the empirical, alternative hypothesis is significantly accepted, the null hypothesis is rejected and there is a difference between students who are taught through direct method (A1) and grammar translation method (GTM) (A2) in their speaking ability. And, the significant difference is tested by the Tuckey test. The result of the test of students who are taught through direct method (A1) and grammar translation method (GTM) (A2) in their speaking ability shows significant in which  $Q_1 = 3.2345 > Q_t = 2.92 (0.05)$  or  $3.96 (0.01)$ .

The fact above indicates that hypothesis 1 (one) which says that students who are taught through direct method is higher than those who are taught through grammar translation method (GTM) in their speaking ability is significantly accepted.

### The Second Hypothesis.

**Students with internal locus of control (B1) are better than those with external locus of control (B2) in their speaking ability**

Based on the descriptive statistics computation, the mean score obtained by students with internal locus of control (B1) is higher than those with external locus of control (B2). It is  $54.073 > 51.406$ . The computation shows that students with internal locus of control and those with external locus of control are different. To know further which one of the two locus is better, it may empirically be observed in the summary of ANOVA in

which between rows of variance proves that the value of  $F_o = 8.079$  is found higher than the  $F_t (0.05) = 4.062$  or  $(0.01) 7.248$ . It shows that the alternative hypothesis is high significantly accepted, the null hypothesis is rejected. It means that students with internal locus of control are better than those with external locus of control in their speaking ability. And, the significant difference between the two internal and external locus of control is tested by the Tuckey test. The result of the test shows that there is a high significant difference as in:  $Q_2 = 4.019 > Q_t = 2.92 (0.05)$  or  $3.96 (0.01)$ .

The fact above indicates that hypothesis 2 (two) which says that students with internal locus of control (B1) are better than those with external locus of control (B2) in their speaking ability is high significantly accepted.

### **The Third Hypothesis**

**Students with internal locus of control taught through direct method achieve speaking ability better than those taught through grammar translation method (GTM) (A1B1 and A2B1).**

The difference between internal locus of control students (B1) taught through direct method (A1) and grammar translation method (GTM) (A2) in their speaking ability is presented below initiated by the summary of result analysis of simple effect difference occurring between A1 and A2 on B1.

Source of Variation	df	Sum of Squares (JK)	Mean of Squares (RJK)	$F_o$	$F_t$	
					$\alpha 0,05$	$\alpha 0,01$
Between (B)	1	194.086	194.086	20.167	4.301	7.945
Within	22	211.724	9.624			
Total	23	405.810				

**Table 5: The summary of result analysis of simple effect difference occurring Between A1 and A2 on B1**

To know which of the two methods (A1 and A2) is better applied on students with internal locus of control (B1) in their speaking ability refers to the mean scores obtained in which students with internal locus of control (B1) taught through direct method (A1) is 56.917 and the mean score of students with internal locus of control (B1) taught through grammar translation method (GTM) (A2) is 51.229. It indicates that  $A1B1 > A2B1$ .

Beside that, based on the ANOVA computation above, it is found that the value of  $F_o = 20.167$  is higher than the  $F_t = 7.945 (0.01)$ . It means that empirically, the alternative hypothesis is quite significantly accepted. It may be inferred that there is a quite significant difference between students with internal locus of control (B1) taught through direct method (A1) and taught through grammar translation method (GTM) (A2) in achieving their speaking ability. In other words, the very significant difference occurs in the simple effect A (A1 and A2 on B1).

The difference above makes the Tuckey test taken because the total subjects in each cell are the same. The Tuckey test is to examine the difference of the mean scores of the two cells compared. The result of the Tuckey test shows that  $Q_o (A1B1 \text{ and } A2B1)$  is 6.351 and the  $Q_t (0.05)$  is 3.08 or  $Q_t (0.01)$  is 4.32. It means that  $Q_o = 6.351 > Q_t (0.05) = 3.08$  or  $Q_t (0.01) = 4.32$ . It may be inferred that students with internal locus of control (B1) taught through direct method (A1) is different from those who taught through grammar translation method (GTM) (A2) in their speaking ability. In other words, the third hypothesis saying that students with internal locus of control taught through direct method achieve speaking ability better than taught through grammar translation method (GTM) (A1B1 and A2B1) is accepted significantly.

### **The Fourth Hypothesis**

**Students with external locus of control B2) taught through direct method (A1) achieve speaking ability lower than taught through grammar translation method (GTM) (A2)**

The difference between external locus of control students (B2) taught through direct method (A1) and grammar translation method (GTM) (A2) in their speaking ability is reflected in the mean scores of A1B2 and A2B2. It even shows that the mean score of A1B2 is 50.708 and A2B2 is 52.104 or  $A1B2 < A2B2$ . It means that students with external locus of control taught through direct method are lower than those taught through grammar translation method (GTM) or otherwise, students with external locus of control gets scores better than those with internal locus of control when both of them are taught speaking through grammar translation method (GTM).

The view above is contrary to the results of one-way ANOVA and Tuckey tests taken as shown below:

Source of Variation	df	Sum of Squares (JK)	Mean of Squares (RJK)	F <sub>o</sub>	F <sub>t</sub>	
					α 0,05	α 0,01
Between (B)	1	11.690	11.690	1.016	4.301	7.945
Within	22	253.036	11.502			
Total	23	264.727				

**Table 6: The summary of result analysis of simple effect difference occurring between A1 and A2 on B2**

Based on the ANOVA computation above, it is found that the value of  $F_o = 1.016$  is lower than the  $F_t = 4.301$  (0.05). It means that the alternative hypothesis is rejected but the null hypothesis is accepted.

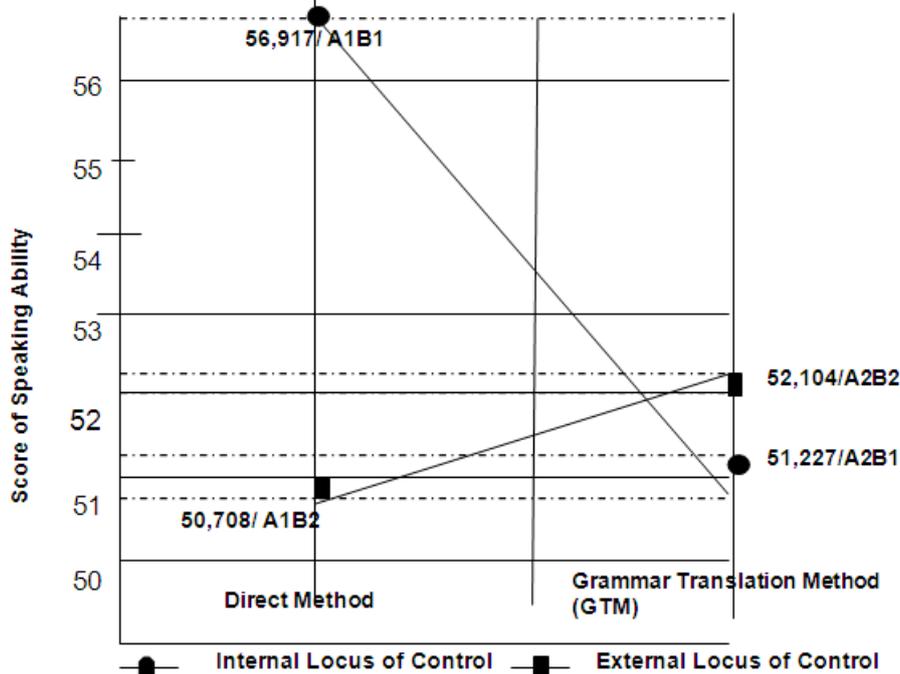
The fact above is reinforced by the result of the Tuckey test showing that  $Q_o$  (A1B2 and A2B2) is 1.425 and the  $Q_{t(0.05)}$  is 3.08 or  $Q_{t(0.01)}$  is 4.32. It means that  $Q_o = 1.425 < Q_{t(0.05)} = 3.08$  or  $Q_{t(0.01)} = 4.32$ . This real fact indicates that the fourth hypothesis saying that students with external locus of control taught through direct method achieve speaking ability lower than taught through grammar translation method (GTM) is not accepted.

**The Fifth Hypothesis**

**There is an interaction between instructional methods and locus of control on students' speaking ability.**

Based on the ANOVA computation that between groups of variance (instructional methods and locus of control) are divided by within group of variance yields  $F_o = 14.250$  and  $F_t = 7.248$  (0.01). It means that  $H1: INT A \times B \neq 0$  is accepted. This fact tells us that there is an interaction between instructional methods (A) and locus of control (B) on students' speaking ability. The interaction between variables described may be reflected in the following picture.

**The interaction between speaking ability of class 11A-1 taught through direct method (A1) and speaking ability of class 11A-2 taught through grammar translation method (GTM) (A2) on internal locus of control (B1) and external locus of control (B2)**



**Figure 1: The Interaction chart**

**Remarks:**

A<sub>1</sub> : The mean score of students' speaking ability taught through Direct Method = 53.813

A<sub>2</sub> : The mean score of students' speaking ability taught through Grammar Translation Method (GTM) = 51.667

B<sub>1</sub> : The mean score of students' speaking ability with Internal Locus of Control = 54.073

B<sub>2</sub> : The mean score of students' speaking ability with External Locus of Control = 51.406

A<sub>1</sub>B<sub>1</sub>: The mean score of students' speaking ability with Internal Locus of Control taught through Direct Method = 56.917

A<sub>2</sub>B<sub>1</sub>: The mean score of students' speaking ability with Internal Locus of Control taught through Grammar Translation Method (GTM) = 51,229

A<sub>1</sub>B<sub>2</sub>: The mean score of students' speaking ability with External Locus of Control taught through Direct Method = 50,708

A<sub>2</sub>B<sub>2</sub>: The mean score of students' speaking ability with External Locus of Control taught through Grammar Translation Method (GTM) = 52,104

The significant interaction shown above indicates that there is a difference between simple effects: (1) A<sub>1</sub> and A<sub>2</sub> on B<sub>1</sub>; (2) A<sub>1</sub> and A<sub>2</sub> on B<sub>2</sub>; (3) B<sub>1</sub> and B<sub>2</sub> on A<sub>1</sub>; (4) B<sub>1</sub> and B<sub>2</sub> on A<sub>2</sub>. The difference between A<sub>1</sub> and A<sub>2</sub> on B<sub>1</sub> is presented in hypothesis 3 and A<sub>1</sub> and A<sub>2</sub> on B<sub>2</sub> is presented in hypothesis 4. Meanwhile, the differences between B<sub>1</sub> and B<sub>2</sub> on A<sub>1</sub> and B<sub>1</sub> and B<sub>2</sub> on A<sub>2</sub> are discussed in hypothesis 5.

The difference between internal locus of control (B<sub>1</sub>) and external locus of control (B<sub>2</sub>) students taught through direct method (A<sub>1</sub>) in their speaking ability is presented below initiated by the summary of result analysis of simple effect difference occurring between B<sub>1</sub> and B<sub>2</sub> on A<sub>1</sub>.

Source of Variation	df	Sum of Squares (JK)	Mean of Squares (RJK)	F <sub>o</sub>	F <sub>t</sub>	
					α 0,05	α 0,01
Between (B)	1	231.260	231.260	16.157	4.301	7.945
Within	22	314.896	14.313			
Total	23	546.156				

**Table 7: The difference between internal locus of control (B<sub>1</sub>) and external locus of control (B<sub>2</sub>) students taught through direct method (A<sub>1</sub>) in their speaking ability**

Based on F test analysis above, F<sub>o</sub> is 16.157 and F<sub>t</sub> is 4.301 (α<sub>(0,05)</sub>) or (α<sub>(0,01)</sub>) = 7.945. It indicates that null hypothesis is rejected but alternative hypothesis is accepted. It means that students' speaking ability taught through direct method (A<sub>1</sub>) has a significant difference between students with internal and external locus of control.

The further Tuckey test shows that Q<sub>o</sub> (A<sub>1</sub>B<sub>1</sub> and A<sub>1</sub>B<sub>2</sub>) is 5.684 and the Q<sub>t(0,05)</sub> is 3.08 or Q<sub>t(0,01)</sub> is 4.32. It means that Q<sub>o</sub> = 5.684 > Q<sub>t(0,05)</sub> = 3.08 or Q<sub>t(0,01)</sub> = 4.32. It may be inferred that students with internal locus of control (B<sub>1</sub>) taught through direct method (A<sub>1</sub>) is better than those with external locus of control (B<sub>2</sub>).

The different view of simple effect is occurring to B<sub>1</sub> and B<sub>2</sub> on A<sub>2</sub>. The difference between internal locus of control (B<sub>1</sub>) and external locus of control (B<sub>2</sub>) students taught through grammar translation method (GTM) (A<sub>2</sub>) in their speaking ability is presented below initiated by the summary of result analysis of simple effect difference occurring between B<sub>1</sub> and B<sub>2</sub> on A<sub>2</sub>.

Source of Variation	df	Sum of Squares (JK)	Mean of Squares (RJK)	F <sub>o</sub>	F <sub>t</sub>	
					α 0,05	α 0,01
Between (B)	1	4.594	4.594	0.674	4.301	7.945
Within	22	149.865	6.812			
Total	23	154.458				

**Table 8: The difference between internal locus of control (B<sub>1</sub>) and external locus of control (B<sub>2</sub>) students taught through grammar translation method (GTM) (A<sub>2</sub>) in their speaking ability**

Based on F test analysis above, F<sub>o</sub> is 0.674 and F<sub>t</sub> is 4.301 (α<sub>(0,05)</sub>) or (α<sub>(0,01)</sub>) = 7.945. It indicates that null hypothesis is accepted but alternative hypothesis is rejected. It means that students' speaking ability taught through grammar translation method (GTM) (A<sub>2</sub>) has no significant difference between students with internal and external locus of control (B<sub>1</sub> and B<sub>2</sub>). The further Tuckey test shows that Q<sub>o</sub> (A<sub>2</sub>B<sub>1</sub> and A<sub>2</sub>B<sub>2</sub>) is 1.1613 and the Q<sub>t(0,05)</sub> is 3.08 or Q<sub>t(0,01)</sub> is 4.32. It means that Q<sub>o</sub> = 1.1613 < Q<sub>t(0,05)</sub> = 3.08 or Q<sub>t(0,01)</sub> = 4.32.

## V. Conclusion

Having completed to analyze the data taken from the students' speaking score by ways of descriptive analysis and ANOVA 2 x 2 design factorial and then continued to Tuckey test, some findings may be presented below:

1. There is a significant difference in their speaking ability between students class 11A-1 who are taught through direct method and students class 11A-2 taught through grammar translation method (GTM).
2. There is a significant difference between students class 11A-1 and class 11A-2 with internal locus of control (B<sub>1</sub>) and those with external locus of control (B<sub>2</sub>) in their speaking ability. The internal locus of control students of class 11A-1 and class 11A-2 are better in their speaking ability than the external locus of control students.

3. Students with internal locus of control class 11A-1 and class 11A-2 taught through direct method (A1B1) achieved speaking ability better than taught through grammar translation method (GTM) (A2B1).
3. Students with external locus of control in class 11A-1 and class 11A-2 taught through direct method is not proved better than taught through grammar translation method (GTM) in their speaking ability.
5. There is an interaction effect between instructional methods and locus of control on students' speaking ability.

### **Implication**

Speaking is not only a process of producing ideas into utterances which is commonly said to be encoding process but the production must be intelligible and understandable as well. It means that speaker needs ability to produce utterances and make the interlocutor remain to listen to him or leave him alone because of boredom. In other words, when one interacts with other people orally, he should have ideas and creativity to take out in a standardized English, self-confidence to transmit, a way to make mutual understanding through eye-contacts, and ability to catch messages from the interlocutors. This case makes speaking different from listening, reading, and writing.

Based on the conclusions above and the concept of speaking having just been described, there are some implications that should be taken into consideration:

**Firstly**, an English teacher should apply multi-methods to create the class alive that make students possible to take a part actively. one of them that may be recommended is direct method. Teacher with direct method may help students produce target English by ways of empowering the available media. Students may have opportunity to describe objects surrounding freely without any hesitation.

**Secondly**, an English teacher should recognize students' personality if they are classified into internal or external locus of control. Internal locus of control students rely on their own ability to do the tasks. They do not depend on outside factors influencing their success. External locus of control students depend their lives on outside factors, such as fates, good days, and the like. Knowing by sight about students' locus of control, the English teacher may develop his teaching speaking using direct method considered better than grammar translation method (GTM).

**Thirdly**, direct method is suitable for both kinds of locus of control. The implementation needs sophisticated teachers for the method wants them to speak English in class totally (immersion). Therefore, teachers' ability in explaining materials to the students in English must be developed.

### **Suggestions**

**Firstly**, the school principles should facilitate English teachers to conduct student locus of control test in order to classify students into internal and external locus of control. This classification may help the teachers choose proper methods before they instruct their students. The more proper method the teachers choose, the more meaningful educational service the teachers make, and the more joyful learning circumstance the students feel. The interesting class climate will encourage students open their creativities.

**Secondly**, the school principles should empower their English teachers by ways of sending them to the scientific forums discussing about the current teaching method development. Two advantages underlining the activity are: (a) English teachers may improve their teaching ability; (b) English teachers may share their experience among others besides managing their spirit.

**Thirdly**, English teachers in general should always improve their competences especially the instructional methods. They may join teacher development program conducted by English Teacher Forums or MGMP (Musyawarah Guru Mata Pelajaran). Through these forums, English teachers may share their experiences each other. They may also fetch new innovations, analyze them through brainstorming among members, and then apply the innovations in the forms of peer teaching or simulation. In this way, English teachers may enrich their experiences and knowledge that make them easier to process the class more meaningfully and joyfully.

**Fourthly**, English teachers, as motivators for students, should be active search and develop alternative suitable methods of instruction to fulfill students' need in speaking. Besides that, the teacher's speaking ability takes in important role to inspire and motivate students to speak.

### **References**

- [1]. Arend, Richard I. Learning to Teach. New York: McGraw Hill Company, 2004
- [2]. Aronoff, Mark and Janie Rees-Miller. The Handbook of Linguistics. Great Britain: Tj. International, Padstow, Cornwall, 2001.
- [3]. Beaugrande, de Alain-Robert. Introduction to Text Linguistics. New York: Longman Group Limited, 1981.
- [4]. Berko, Jean Gleason, Psycholinguistics. The USA: Harcourt Brace College Publishers, 1998.
- [5]. Brown, Gillian and George Yule. Teaching the Spoken Language. Great Britain: Cambridge University Press, 1997.
- [6]. Brown, H. Douglas, Teaching by Principles, San Francisco State University: A Pearson Education Company, 2001.
- [7]. Brumfit, C.J. and K. Johnson. The Communicative Approach to Language Teaching. Hong Kong: Oxford University Press, 1991.

- [8]. Byrne, Donn. Teaching Oral English, Great Britain: Longman Group Ltd., 1976.
- [9]. Celce-Murcia, Marianne. Discourse and Context in Language Teaching. The USA: Cambridge University Press, 2000.
- [10]. Colquitt, J, Le-Pine, J, & Wesson, M. Organizational Behavior; improving performance and commitment in the workplace, New York, McGraw-Hill, Irwin, 2009.
- [11]. Covey, R Stephen, The 7 Habits of Highly Effective People. Jakarta: Binarupa Aksara, 1997.
- [12]. Creswell, John W. Educational Research. The USA: Pearson Prentice Hall, 2008.
- [13]. Departemen Pendidikan Nasional. Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA/MA. Jakarta: Depdiknas, 2003.
- [14]. Diaz, Carlos F et.al. Touch the Future Teach. The USA: Pearson Education Inc., 2008.
- [15]. Dick, Walter, Lou Carey and James O. Carey. The Systematic Design of Instruction. The USA: Walter Dick and Lou Carey, 2005.
- [16]. Djaali, Pudji Mulyono, Ramly. Pengukuran dalam Bidang Pendidikan. Jakarta: Pasca UNJ, 2000.
- [17]. Furqon. Statistik Terapan untuk Penelitian. Bandung: CV Alfabeta, 1999.
- [18]. Gall, Meredith D., Joyce P.Gall, and Walter R. Borg. Educational Research. The USA: Pearson Educational Inc., 2003.
- [19]. Hadley, Alice Omaggio. Teaching Language in Context. The USA: Heinle and Heinle Publishers, 1993.
- [20]. Harmer, Jeremy. The Practice of English Language Teaching. London: Longman, 1983.
- [21]. Holmes, Janet. An Introduction to Linguistics. Malaysia: Longman, 1994.
- [22]. Hornby, AS. Oxford Advanced Learners Dictionary. Great Britain: Oxford University Press, 1989.
- [23]. Hughes, Arthur. Testing for Language Teachers. United Kingdom: Cambridge University Press, 2003.
- [24]. Johnson, Karen E. Understanding Communication in Second Language Classrooms. The USA: Cambridge University Press, 1995.
- [25]. Joice, Bruce et. All. Models of Teaching. The USA: A Pearson Education Company, 2000.
- [26]. Jones, Daniel. The Pronunciation of English. Great Britain: Cambridge University Press, 1986.
- [27]. Jones, Rhodri. Speaking and Listening. Great Britain: John Murray (Publisher), 1989.
- [28]. Klippel, Friederike. Keep Talking. Great Britain: Press Syndicate of the University of Cambridge, 1986.
- [29]. Kumaravadivelu. Understanding Language Teaching. The USA: Lawrence Erlbaum Associates, Publishers, 2006.
- [30]. McConnell, James V et. al. Understanding Human Behavior. The USA: Holt, Rinehart Winston, Inc., 1974.
- [31]. Nunan, D. 1999. Second Language Teaching and Learning. Boston: Heinle & Heinle Publishers
- [32]. Phillips, L., & Jorgensen, M. W. (2002) Discourse Analysis as Theory and Method. London, UK: Sage Publication
- [33]. Richards Jack. C. Communicative Language Teaching Today. Singapore: SEAMEO RELC, 2005.
- [34]. Richards, Jack C. And Richard W. Schmidt. Language and Communication. New York: longman Inc., 1984.
- [35]. Richard-Amato, Patricia A. Making It Happen. The USA: Pearson Education, Inc., 2003.
- [36]. Smith, P. L., & Ragan, T. J. (2005). Instructional design (3rd ed.). Hoboken, NJ: John Wiley & Sons.
- [37]. Stoltz, P.G. (1997). Adversity quotient: Turning obstacles into opportunities. New York: Wiley.
- [38]. Thornbury, Scott. How to Teach Speaking. Malaysia: Pearson Education Limited, 2006.
- [39]. Ur, Penny. (1996). A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press
- [40]. Widdowson, H. G. (1998) The Theory and Practice of Critical Discourse Analysis (Review article). Applied Linguistics, 19(1): 136-51
- [41]. Yule, George. Pragmatics. Hong Kong: Oxford University Press, 2000.
- [42]. Zimbardo, P. G. (1979). Psychology and Life (10 ed.). Glenview, IL: Scott, Foresman