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## **The Effectiveness of The Learning by Doing Method in Teaching Speaking to 7th Grade Students at SMPN 14 Mataram**

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**Abstract:** The purpose of this study was to investigate whether the implementation of the Learning by Doing method is effective in improving students' speaking ability at SMPN 14 Mataram. This study used a quantitative approach with a pre-experimental design with involving 31 students at SMPN 14 Mataram. The data were collected by using pre and post-test on students' speaking performance in terms of fluency, pronunciation, grammar, vocabulary, and comprehension. Data were analyzed by using SPSS with a paired sample t-test. The findings of the study reveal that there was a significant difference between the scores before and after treatment. In which the average score of students in the pre-test was 54.58 and became 79.29 in the post-test and the results of the hypothesis testing of this study (2-tailed) is 0.00 (<0.05). Therefore, it can be concluded that the implementation of the Learning by Doing method has a significant positive effect on students' speaking skill.

**Keywords:** Effectiveness, Learning by Doing, Speaking skill.

## **INTRODUCTION**

The Learning by Doing method was coined by John Dewey (1972), John explained that in the learning process, people must experience what they learn or take action and be brought to their original state. The choice of the "Learning by Doing" method as the research focus was based on the superiority of this approach in providing a direct approach to students. The culinary theme is not only pertinent to students' everyday lives and experiences, but it also creates an engaging context that captures their interest in learning the English language. Presenting English language material through this theme is not just about mastering grammar but also involves important communication skills in everyday life that they acquire during learning. Therefore, the choice of this theme is in line with the spirit of creating meaningful and contextual learning for students.

According to Dewey (1972), Learning by Doing is a learning method that involves direct action carried out by students actively, both individually and in groups, where students directly practice the subject matter being studied. In this concept, students are invited to do, see, hear, and feel directly the object being studied, with the aim that they understand the material to

the clearest level of understanding. Thus, Learning by Doing can be understood as a method that places students in practical situations that allow them to learn through direct experience, which has proven effective in increasing students' understanding and motivation toward complex material. Reese (2011) strengthens Dewey's view by stating that Learning by Doing means learning from experience gained directly through one's actions, which shows that this method does not only rely on theory but also prioritizes practical experience as a means to achieve deeper understanding, where students are directed to learn through experiences they experience themselves, which are certainly more meaningful and touch their aspects.

This is also supported by the findings of Irianto (2023) who noted that students felt more relaxed and calm in learning English when using the Learning by Doing method, especially in presenting objects they hold using English, indicating that direct involvement in the learning process makes students more comfortable and confident in applying the language being learned. In addition, Robbani (2021) added that Learning by Doing is a pragmatic view in education based on two important reasons: first, that children are naturally active creatures, and second, that

through this learning, students need to be spontaneously involved in the learning process, which makes their learning experience more dynamic and authentic. Therefore, learning with the "Learning by Doing" method on the theme of culinary and me can be applied to the implementation of an independent learning curriculum. This method meets the demands of independent learning which requires the involvement of students to actively carry out each phase of learning activities, both understanding, researching, analyzing, discussing, and conveying ideas, to practicing them directly.

Along with that, Tarigan (1983) stated that speaking is the ability to pronounce sounds or words clearly to express, state, and convey thoughts, ideas, and feelings. This includes the ability to communicate thoughts and ideas orally clearly and effectively, which involves the use of appropriate vocabulary, correct pronunciation, and the ability to adapt to various communication situations and audiences. Speaking, as explained by Peterson (2018), is a language skill that requires interaction with other people, namely the interlocutor, which is also an important part of the context of language learning. In this case, speaking refers to the active skill of pronouncing words, sentences, and conversations using language that is appropriate to the context. To become skilled at speaking, a person needs an intensive practice process because it is impossible for someone to be skilled at speaking directly without going through a practice process (Saddono & Selamet, 2012). This speaking practice certainly needs to be done continuously, especially if using a foreign language such as English. The practice process not only trains speaking skills, but also aims to evaluate vocabulary, apply the use of correct grammar, and perfect the correct pronunciation of words and sentences (Setiyanti, 2022). Thus, students need to have a balance between grammar, speaking, and vocabulary development skills simultaneously, considering that vocabulary is as important as grammar. This means that in improving speaking skills, students not only need to improve vocabulary skills but also strengthen grammar skills because learning vocabulary is as important as grammar (Brooks, 2015).

This study aims to evaluate the implementation of the Learning by Doing method in improving students' speaking skills, especially in English learning with a focus on the topic of culinary and me. Speaking is an important skill in

learning a language, which requires not only the ability to communicate well but also self-confidence so that the message conveyed is well received. Speaking skills are also a crucial part of English subjects that students must master. With that, students' difficulties in speaking, especially in English, are a major concern. To encourage students to be more confident, an atmosphere is needed that requires them to speak so that they are active in moving, interacting, and exploring. With the Learning by Doing method, this study aims to evaluate students' speaking skills. The focus of this study is to evaluate the effectiveness of the method in teaching English with the theme of culinary and food, as well as finding solutions to the obstacles faced in teaching speaking skills. The culinary theme is relevant to students' daily lives and can attract their interest in learning English while involving the communication skills needed in real life. The selection of this theme is in line with creating meaningful and contextual learning for students at SMPN 14 Mataram.

Previous studies related to measure the effectiveness of the Learning by Doing method in teaching English have been conducted by several previous researchers. Such as conducted a study by Dewi (2022), Melia et al (2021), and Helwiyati (2019). The researcher argues that the current research Have sameness with the research conducted by Dewi and Helwiyati, study both employed Classroom Action Research (CAR) to assess Learning by Doing impact, particularly in teaching procedural texts. The current research at SMPN 14 Mataram will utilize a quantitative experimental design with pre-tests, treatments, and post-tests, rather than the cyclic CAR model.

## METHODS

This experimental study aims to evaluate the effectiveness of the Learning by Doing method in improving speaking skills. Using a quantitative design (Creswell, 2018), the study tests hypotheses through statistical techniques and numerical data. The population consisted of 31 seventh-grade students at SMPN 14 Mataram. Since the population was under 100, the entire group was used as a sample (Arikunto, 2012). In this study, put purposive sampling was used as the researcher intentionally selected a class that best met the criteria needed for the research. Specifically, class 7G was chosen because it was available during the study period and met the

required characteristics, such as having a minimum of three attendances and participation in the pretest. The class consisted of 31 students. Further data collection in the study involved a pre-test and post-test to evaluate the impact of the Learning by Doing method. The pre-test was administered before the treatment, and the post-test was given afterward. The instrument was designed to measure the effectiveness of the method, by conducting a speaking test on the pre-test and post-test especially, in the context of the culinary theme. The rubric that included five criteria: fluency, pronunciation, vocabulary, grammar, and comprehension was used to assess students' speaking skill. Data analysis was carried out using SPSS 26, including a normality test to check the distribution of the data. Then the scores from the pre-test and post-test were analyzed by using a paired sample t-test to determine the effect of the Learning by Doing method on students' speaking skills

## FINDING AND DISCUSSION

### Finding

#### *The result of students Pre-Test and Post-Test*

The data on the scores of class 7G students, consisting of 31 students, are displayed. The average Pre-Test score was 54.58, with the lowest score of 24 and the highest score of 80. Meanwhile, the average Post-Test score was 79.29, with the lowest score of 67 and the highest score of 98. From the results of the scores obtained, it can be indicated that there are noticeable changes in the Pre-Test and Post-Test scores conducted in the experimental class.

#### *The result of normality test of one group Pre-Test and Post-Test*

The results of the normality test were conducted to determine whether the data obtained by the group were normal or not. In this study, the researcher used the Shapiro Wilk test with the help of SPSS to test normality.

Table 1. Normality test of one group Pre-Test and Post-Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
<b>Pretest</b>	0.139	31	0.134	0.96	31	0.282
<b>Posttest</b>	0.177	31	0.014	0.94	31	0.097

a. Lilliefors Significance Correction

From the results of the SPSS 26 calculations above, it shows that the results of the normality test with Kolmogorov, it was found that the pre-test value was 0.139 with a sig. 0.134. The results of the normality test with Shapiro, it was found that the pre-test value was 0.96 with a sig. 0.282. From the Kolmogorov normality test, it was found that the post-test value was 0.177 with a sig. 0.014. The results of the results of the normality test with Shapiro, it was found that the post-test value was 0.96 with a sig. 0.097. Based on the results of the normality test above on the pre-test and posttest, if the sig value > 0.05 then the data is normal. So it can be indicated that the distribution values in the pre-test and post-test using Shapiro-Wilk are normally distributed. So, it can be indicated that the data is normally distributed because the class significance value is above 0.05.

#### *Student Test Results in Learning by Doing Method*

Student 1: "My name is NNCAP, my hobby is drawing, my favorite food is Fire Richeese Factory because Fire Recheese Factory is delicious." NNCAP answered confidently, but the answer about his favorite food did not describe why he liked the food.

Student 2: "Hello my name is PAF, my hobby Nari, where I live in Sweta, my age 13, my favorite food is chocolate because is sweet." PAF answered confidently, but when answering there were some misspellings in several words and also still using the mother tongue/Indonesian.

Student 3: "Hello my name is NKES, my hobby dance, live in Sweta, my age 13, my favorite food is rice." NKES answered confidently, but when answering the words mentioned are very different from the original pronunciation, and also the reason for liking the food is not mentioned.

The results of the study showed that most students had difficulty expressing their ideas effectively due to limited vocabulary, and

pronunciation, and still using Indonesian in some words.

### Hypothesis Testing

Table 2. Paired Sample Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
<b>Pair 1</b>	Pretest	54.58	31	14.149	2.54
	Posttest	79.29	31	6.507	1.17

Paired Samples Correlations				
		N	Correlation	Sig.
<b>Pair 1</b>	Pretest & Posttest	31	0.515	0.003

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
<b>Pair 1</b>	Pretest – Posttest	-24.71	12.152	2.183	-29.167	-20.252	-11.321	30	0

Based on the attached table 2, it can be seen that the sig. (2-tailed) values for the Pre-Test and Post-Test are 0.00. The sig. (2-tailed) value is 0.00 (<0.05). Therefore, it can be concluded that the results of the t-test with the Paired Sample Test show that the t-value obtained is -11.321 with  $df = 30$  and  $sig = 0.003$ . Since the sig. value (0.003) is smaller than the significance level of 0.05, the null hypothesis is rejected. This indicates that there is a significant difference between the scores before and after the treatment. Further, the treatment has a significant effect on the measured scores.

### Discussion

The Learning by Doing method is a learning approach that prioritizes direct experience as the main means of constructing knowledge. John Dewey, an educational

philosopher, argued that students learn best when they actively participate in activities that are relevant to their lives. In the context of English language learning, this method allows students to practice speaking skills through real activities that involve interaction, reflection, and collaboration. John Dewey, through his theory of Learning by Doing, emphasized the importance of hands-on experience in the learning process. In his book *Experience and Education* (1938), he explains that learning based on real-life experiences gives students the opportunity to understand concepts deeply and relate them to the context of their lives. This principle became the foundation for many studies that showed the effectiveness of this method in improving students' skills.

Learning by Doing is an effective and influential learning method for improving

students' speaking skills. By combining real experiences, social interactions, and reflections, this method not only helps students understand the material but also builds their self-confidence, social skills, and motivation to learn. The culinary theme used is relevant to students' daily lives, thus increasing interest in learning. Teachers play an active role in providing correction and motivation to students so that students are more confident in speaking. In this study, there were also several obstacles faced by researchers, such as some students still had difficulty in certain pronunciations even though corrections had been made and students who were less active in the treatment session tended to show slower improvements. They tended to be passive in discussions or less responsive to questions and comments, which could be caused by shyness or lack of confidence in their abilities. Lack of confidence is a major factor that hinders their performance in public speaking or small groups.

Similarities with previous research are also seen in the use of themes that are relevant to students' lives. As Dewey stated, learning should be relevant to students' experiences to create deep meaning. In this study, culinary themes were used to attract students' interest and encourage them to speak more actively. Furthermore, this study is in line with Dewey's theory and previous findings, which show that Learning by Doing is an effective method to improve students' speaking skills. By utilizing hands-on experience, social interaction, and reflection, this method not only helps students understand the material but also builds their confidence, motivation, and social skills. Based on Dewey's theory, this method encourages hands-on learning, promoting deeper understanding and application of language skills. The students not only improved their pronunciation and vocabulary, but also showed increased social interaction and collaborative skills. The method's alignment with constructivist principles allows students to connect classroom activities to their daily lives, making the learning process more meaningful and effective.

It is assumed that the application of the Learning by Doing method is very helpful in improving students' speaking because there is a significant influence on students after the treatment is carried out. This is shown from the results of data analysis after comparing the pre-test and post-test scores. It can be concluded that

students gain mastery of speaking by applying the Learning by Doing method. This finding is similar to research conducted by Dewi (2022) which shows that the application of the Learning by Doing method in learning procedural texts can significantly improve students' speaking skills. Research conducted by Melia et al. (2021) found that this method also contributes to improving the overall quality of learning. By actively involving students in learning activities, this method encourages them to be more motivated and confident. This shows that Learning by Doing not only has an impact on learning outcomes but also on the psychological aspects of students.

Further, this is accordance with the results of the previous research conducted by Supriyani (2018) with the title "The Effects of Teaching Techniques on Students' Speaking Skill at Junior High School in Cirebon, West Java". The researcher found that there is a significant effect of teaching technique on students' speaking skill. Over all it was found that the result of speaking skill for a student taught by using role play teaching technique is higher than those taught by filling information gap ones. This is because in the process of learning English by using role plays technique, students are taught to learn through social life concepts or interesting natural ideas. In the concept of teaching by using role play technique, it is demanded the teacher's ability in a classroom to set up the class systematically, so that students are expected to learn actively and interactively with peers, which in turn the monotony and boredom in the learning process can be minimalized.

## CONCLUSION

From the finding and discussion, it was found that the application of the Learning by Doing method has had a positive effect on the level of speaking in students. This has been proven by the average score of students during the post-test, namely (79.29) where this average result is higher than the average score in the pre-test with a score of (54.58). Based on the sig (2-tailed) of the pre-test is 0.00 sig (2-tailed) this is (0.00 <0.05). This means that there is a significant effect of the Learning by Doing method on the level of speaking in students. With the Learning by Doing method, students can convey opinions and suggestions directly and it helps students become more active in learning English. In other words, the Learning by Doing

method was successful and brought good improvements to students' achievement in speaking skills. Further, some suggestions it is researchers that convey are that teachers should apply the Learning by Doing learning method in learning to speak English so that students are more active and enjoy the teaching and learning process. In addition, it is recommended that students learn in a pleasant classroom atmosphere because the use of the Learning by Doing method is a spontaneous learning method and of course interesting for students. Finally, it is hoped that further researchers can conduct research related to this research and further complement previous research.

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