THE EFFECT OF DIRECT INSTRUCTION METHOD IN STUDENTS

SPEAKING SKILL

(STUDY AT EIGHT GRADE OF SMP AL-BAYAN HIDAYATULLAH MAKASSAR)

*Submitted to the faculty of Teacher Training and Education Makassar
Muhammadiyah of University in partial fulfillment of the requirement
for degree of education in English Department*

A Thesis

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2022

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7 Juli 21		- Appendix	
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MOTTO

" Jangan menjelaskan tentang dirimu kepada siapapun,

karena yang menyukaimu tidak butuh itu

dan yang membencimu tidak percaya itu"

~ALI BIN ABI THALIB~

DEDICATION

This thesis is dedicated to my beloved parents, my self and

people who always given me spirit to finished this thesis

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent, and mercifull. Praise and gratitude be to Allah for giving the strenght and guidance for the writer, so thet this skripsi can be finished accordingly. Peace and blessing be upon prophet Muhammad SAW, his family, his relatives, and all followers.
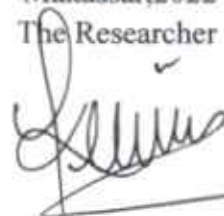
Thank you very much to her beloved parents; my father, Drs. H Muradi and my lovely mother Hj.Hasnawati who have provided for their prayer, financial, motivation and sacrificed for her success, and their love sincerely and purely without time.The researcher realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore the she would like to acknowledgment them:

1. Prof.Dr.H. Ambo Asse, M.Ag as the Rector of the Muhammadiyah University of Makassar.

2. Erwin Akib, S.Pd., M.Pd., Ph.D, The Dean of Teacher Training and Education.

3. Ummi Khaerati Syam, S.Pd, M.Pd, and Ismail Sangkala S.Pd.,M.Pd as the head and device of English Education Department of FKIP UNISMUH Makassar, who gave their valuable authorities and suggestion in doing this thesis.

4. Her greatest thanks are due to the first consultant Dr. Eny Syatriana M.Pd as the first consultant and Dr.Andi Asri Jumiaty S.Pd., M.Pd as the second

consultant who have given their valuable time and patient, to support assistance and guidance to finish this thesis.

5. Her profound thanks to all lecturers of the FKIP UNISMUH especially to the lectures of English Education Departement for their guidance during my study.

6. Her greatest thanks to Headmaster of SMP Al-Bayan Hidayatullah Makassar Syamsul S.Pd, and English Teacher Hamidah S.Pd and Students of the Eight Grade of SMP Al-Bayan Hidayatullah Makassar.

7. Her greatest thanks to My Beloved Classmate Jomblo Class who have given many experiences in developing her character.

8. Special thanks to My Besties SIGOKO Kiko,Rara and Nazirah who always given me support and spirit to finish my Thesis. Rara that who had taken her time during the research process and Nazirah as a another consultant that can her giving addition in the process of working on a thesis.

9. Her greatest thanks to my friend Mule, Mimol, Lisa Talen and Nidem always gave her Spirit in complated her Thesis.

10. and to my three self-healing Jeon Jungkook, Na Jaemin and Aco (sometimes) even though they don't necessarily read it. thank you for making me to continue to be happy you can say as a MOODBOOSTER who always cheers me up when the world is not on my side.

Makassar,2022
The Researcher

Khaerunnisa Muradi

x

ABSTRACT

KHAERUNNISA.2020. Improving Students Speaking Skill By Using Direct Instruction Method, English Education Department, The Faculty Of Teacher Training and Education, Muhammadiyah Makassar of University. Guided by **Eny Syatriana** and **Andi Asri Jumiaty,**

This study aims to determine whether applying the direct instruction method can improve students' speaking skills in English by using the direct instruction method in 8th grade students at SMP Al-Bayan Hidayatullah Makassar.

The researcher used a Pre-Experimental Research by using Pre-Test and Post-Test data collection techniques. The sample of this study consisted of 15 of 8th grade students at SMP Al-Bayan Hidayatullah Makassar. To find out the improvement of students' speaking skills, the researcher gave several tests in the form of pictures as a medium for students to explain based on their abilities.

The research findings show that the used of direct instruction method can improve students' speaking skills. The score of the students' understanding on the pre-test was 5.74, the score on the post-test was 7.27 and the score for improvement was 26.7%. The results show that the post-test score after treatment on students by applying the direct instruction method using pictures as learning media is higher than the pre-test score. The results of this study indicate that there is a significant difference between the t-test and t-table scores (4.36 > 2.145) in the final score.

Keywords: Direct Instruction,Method,Speaking skill,Improving

ABSTRAK

KHAERUNNISA.2020.*Improving Students Speaking Skill By Using Direct Instruction Method,* Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh **Eny Syatriana** and **Andi Asri jumiaty,**

Penelitian ini bertujuan untuk mengetahui apakah dengan mengaplikasikan metode instruksi langsung dapat meningkatkan kemampuan berbicara siswa dalam bahasa inggris dengan menggunakan metode direct instruction method pada siswa kelas 8 di SMP Al-Bayan Hidayatullah Makassar.

Peneliti menggunakan a Pre-Experimental Research dengan menggunkan tehnik pengumpulan data Pre-Test dan Post-Test. Sampel dari penelitian ini terdiri dari 15 siswa kelas 8 di SMP Al-Bayan Hidayatullah Makassar. Untuk mengetahui peningkatan speaking skill siswa, peneliti memberikan beberapa test berupa gambar sebagai media kepada siswa untuk dijelaskan berdasarkan kemampuan mereka.

Temuan penelitian menunjukkan bahwa dengan menggunakan metode instruksi langsung dapat meningkatkan kemampuan berbicara siswa. Skor dari hasil pemahaman siswa pada pre-test adalah 5.74, skor pada post-test adalah 7.27 dan skor pada peningkatan adalah 26.7 %. Hasil menunjukkan bahwa skor post-test setelah dilakukannya treatment pada siswa dengan mengaplikasikan metode direct instruction dengan menggunakan gambar sebagai media pembelajaran lebih tinggi dari skor pre-test. Hasil penelitian ini menunjukkan adanya perbedaan yang signifikan anatar nilai t-test dan t-table (4.36 > 2.145) dalam skor akhir.

Kata kunci : Pengajaran Langsung, Metode, kemampuan berbicara, Peningkatan.

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CHAPTER I

INTRODUCTION

A. Background

English is an international language that is spoken practically everywhere on the planet. English is an international language that plays a vital part in human communication with people from all over the world. English is an international language that is used for communication in practically every country on the planet. According to Budiharso, as cited in Alfiah (2015), English is our primary language.

The most important part of human contact is language, which is the basis for humans and the means of communication used in everyday life. Language is a kind of conduct, according to Mildred R. Donogmue (1972:4), as cited in Mardia (2015) (1972:4). It represents a person's thoughts, desires, and beliefs, and thus gives insight into his self-concept and social attitudes. Some languages create a sense of community.

Language is a way for people to communicate, it's like thoughts, feelings, and interests that can be conveyed through symbols (Albawwab). According to Verderber, as cited in Albawwab (1999), language is the set of words shared by people from the same country, region or culture, as well as the role of those words in the communication process.

Writing, speaking, reading, and listening are the four skills in English. Every skill, especially in communication, has a great significance. In order to acquire and develop a thorough comprehension of the English language, skills must be taught more effectively. However, in order to distribute Sarbia (2015) information, we cannot argue that speaking is more vital than asking for information.

Speaking refers to the act of conveying thoughts, providing information, and expressing emotions. This is the most significant way for a speaker to communicate in a language Rahman (2007). Speaking is an interaction between speakers who aim to interpret meaning through the production, reception, and processing of data, according to Bailey as cited in Rahman (2007). As a result, it may be stated that communication skills are related to speaking ability. Speaking is the ability to communicate information and knowledge by effectively using words to express ideas, beliefs, or feelings. When we talk about oral communication, we're talking about sharing information, exchanging ideas, and expressing feelings to people.

Speaking according to Webster (as stated in Syarif (2010)) is the act of pronouncing words. As referenced in Mardia, Harmer (2015) We know that when we say that talking is the presence of two individuals talking to each other, we mean that the speaker has made a conscious decision to talk to someone. The apart strategy, which cannot be separated in education, is one of the strategies used in teaching English. A strategy is a plan or set of actions for achieving a

specific goals. As a result, researchers chose the direct instruction approach as a learning strategy in order for students' speaking skills to improve from before.

Direct Instruction is a teaching method that teaches students the basic skills and knowledge they will need in the future. Its student achievement has been shown in the form of study. Luthfi.A (2013) Direct learning is aimed at helping students in the development of procedural knowledge that can be delivered in a sequential order. Direct instruction is a design test that can help students master basic skills and obtain knowledge in a step-by-step manner. Agus (2016).

Based on data from the school, Students at SMP Al-bayan Hidayatullah Makassar still have limited speaking abilities and a limited vocabulary, as when the teacher asks them to speak in English, they are unsure what to say because of to a lack of vocabulary. As a result, researchers wish to conduct research at these schools in order to use direct instruction to help students enhance their speaking skills.

Based on the explanation above, Because the researcher aims to assist students enhance their speaking skills, she chose this strategy to apply. As a result, the previous students' speaking skills have improved, and the method is good for use in learning English.

B. Problem Statement

Based on the background explanation, The researcher formulates the problem statement as follows: "Does using the direct instruction approach improve students' speaking abilities?"

C. Objective of The Research

The objective of this research is the used of direct instruction method can improve students speaking skill.

D. Significance of The Research

The results of the study are expected to provide significant data for a variety of persons, including:

a. Teachers

The Researcher expected to help teachers in measuring quality in teaching English, specially in speaking skill.

b. The Student

This research can help students in improving their English skills, specifically their speaking skills and vocabulary and they have additional vocabulary.

E. Scope of The Research

The researcher's focus in this study is on vocabulary, especially in adjectives and nouns, in order to determine whether students speaking skills can be improved using the describing picture by using the direct instruction method, in which students are given a picture to describe based on their understanding.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

Several research have already been carried out based on past findings by some academics, and many more have been carried out by research universities connected to the employment of strategies, methods, techniques, or media in increasing students' ability to learn English. This research has been linked to a number of earlier investigations.

The first research is " The Application of Communicative Approach in Improving Students Speaking Ability" by Darman Irianto (2014). The researcher wanted to see if the Communicative Approach was effective in helping students overcome their speaking difficulties. This strategy, according to the researcher, can solve the student problems.

The second research is "Using The Direct Method in Teaching to Improve Students Speaking Skill at Purikids Language Course" by Nila Andriyani (2015). The strategy was chosen by the researcher because it is good for language learning. Students will experience English in a direct and natural way if the Direct Method is used in the classroom. It may also encourage students to speak up more.

The Third research is "Improving Students Speaking through Debate Technique" by Jumardin (2016). The purpose of this research is to enable students to speak up for themselves in order to assist them develop their ideas and enhance

their speaking skills. The trouble with these students is that they are nervous about making mistakes and using their English skills.

The fourth research is " The Effectiveness of Using Describing Pictures to Improve Students Speaking Skill in Descriptive Text" by Inta Aulia Asfa (2010). The researcher shows some well-known images. Furthermore, researchers can increase students' speech skills by asking them to describe the photos. The researcher wants to know the outcome of this procedure.

Based on the previously mentioned related research. They implement a variety of media, but the goal is the same to increase speaking abilities. To assist students improve their speaking skills, the first study used a Communicative Approach. The Direct Method of Teaching was employed in the second study to help students improve their speaking abilities. The third study employs a classroom debating technique to assist students develop their speaking skills by allowing them to propose ideas based on their understanding. A picture was used as a learning tool in a recent study to measure the outcome of teaching speaking skills.

There are some differences between my research and others such as the first and third studies, which used different techniques. the first used communicative approach and the third used debate technique. The similarity of my research and the other research are the second study which used the same method is the Direct Instruction, and the fourth research, which used describing pictures to improve students speaking skill.

Based on the related research above, The researcher thinks that by using direct education, the students' ability to communicate will improve. It can be a useful tool for maintaining classroom contact and encouraging students to communicate with one another through class activities.

B. Some partinent Ideas

1. Concept of Speaking

a. Definition of Speaking

Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others.12 Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech(Richa:2010).

Speaking is an activity carried out by someone to communicate with other people. It is done by people all the time and have become part of our daily activities. When someone speaks, they interact and use the language to express their ideas feelings and thoughts, by communicating, they also share information with others. Speaking skills are partly a reflection of a person whether he or she speaks this language or not. Speaking is the main goals of language learning because it is the ability to transfer some ideas to others clearly and correctly. In other words, they can communicate their ideas well to others. (Argawati: 2014).

Cameron as cited in Nila Andriyani (2015) states that speaking is an activity carried out by someone who uses language actively to express meaning so that others can understand it. It can be said that the ability to speak a language is

related to knowing language because speaking is the most basic means of human communication.

According to Widdowson (1985:8) as cited in Nazulana (2014) that speaking is a mean of oral communication that gives information involves two elements namely the speaker who gives the messages and the listener who receptive the message.

Boonkit as cited in Nurhikmah (2020) believes that speaking is one of the four important abilities in English, especially if the speaker is not from the UK's country of origin. Speaking skill is described as the ability to use language in real situations, the ability to perform actions using the right words, or the ability to express or convey ideas correctly. On the other hand, speaking is also referred to as oral communication and speaking is one of the skills in learning English. This is one of the important subjects that must be given by the teacher. That is why teachers have a big challenge to enable their students to master English well, especially in the ability to speak English in the classroom or outside the classroom.

Byrne (2006) as cited in Nurhikmah (2015) suggests that the speaking is an activity that involves two or more people as listeners and speakers in interacting with another people. Everyone has a concern or set of goals that they want to achieve when communicating. it can be conclud that, speaking must involve at least two people, one can be a speaker who provides information, and the other can be a listener who receives the information. Speaking is a productive

skill. it is inseparable from listening. When we want to speak, we produce a text and it must have an understandable meaning. In the nature of communication, we can find speakers, listeners, messages and feedback. Speaking cannot be separated from pronunciation because it can encourage learners to learn English sounds.

Based on the definitions above, the researcher conclud that speaking is interact and uses the language to express their ideas, feeling and thought and they also shares information with others through communication which is one of the main goals in learning the language skills to transfer some ideas to others clearly and correctly.

b. Principles of Speaking

Principles of Teaching Speaking. English is included as a compulsory subject in junior high school in Indonesia, the learners have the same need. required to pass the exam to advance to the next level and graduate from the school, and the general requirement is the students are able to speak and have a conversations From a communicative purpose, speaking has a lot to do with listening. The interaction between these two skills is seen in conversation.

According to Brown (2001: 275-276) as cited in Basri (2014) states that there are seven principles to design speaking techniques.

1. Using techniques that cover the students needs, form language based focus on accuracy to message-based focus on interaction, meaning, and theory. It means that the concern on how to make meaningful activities without throwing away learner needs.

2. Provides basic motivational techniques. This means that teachers must connect students' interests with their knowledge needs to achieve competence. Teachers should help students to see how these activities can benefit them.

3. Encourage the use of language in meaningful contexts. Meaningful interactions are important to increase students' willingness to speak in the target language. Teachers can find help from teacher resources to design authentic contexts and meaningful interactions.

4. Provide feedback and corrections as appropriate. Teachers should provide correct feedback and appropriate corrections and are easily understood by students. Take advantage of the natural connection between speaking and listening. Skills in producing language must be started through understanding.

5. Give students the opportunity to understanding, the teacher should provide many opportunities for students to initiate the target language. That is, the teacher must design and use speaking techniques that allow students to initiate language.

c. The Elements of Speaking

Among the four basic skills of English, most of them speak very difficult because the speaker has to produce sentences suddenly. It is quite difficult for a foreign or second language learner to produce sentences without learning the grammatical structure and having proper knowledge of vocabulary.

1. Pronounciation

Pronunciation is the students can produce clearer language while speaking. it means that students can communicate effectively if the pronunciation and intonation is good even though their vocabulary and grammar are limited. Pronunciation refers to the utterance of traditional or custom words. From these statements it can be conclud that pronunciation is a way for students to produce words that are pronounce clearly when they speak Kline as cited in Rora, (2015). In pronouncing words, learners regularly have problems distinguishing between sounds in a new language that are not in a language they already know. Problems with pronunciation may annoy listeners, but rarely cause misunderstandings.

2. Grammar

Grammar is the students can formulate correct sentences in a conversation, such as in written and spoken form. Grammar is a systematic way to calculate and predict the ideal speaker or listener's knowledge of the language. This is rules that can be used to produce all speech that is formed of a language structure properly in the language (Purpura, 2004: 6) as cited in Rora (2015).

3. Vocabulary

Vocabulary is very important for the use of a second language because of the lack of vocabulary, we cannot use the structures that we might have learned for easy-to-understand communication. It can be said that one of the keys to success in communicative is the large number of vocabularies that are master.

In spoken language, vocabulary is used more often in everyday life. (Turk, 2003: 87) as cited in Rora (2015). It means that in spoken language or speaking, the vocabulary use must be very familiar and it is use in everyday conversation in order to understand the spoken discourse. Vocabulary is the most basic aspect that must be possessed by students in language learning. Students need to know words, their meanings, how they are spell and how they are pronounce.

4. Fluency

Fluency is defined as the ability to speak that is communicative, fluent and accurate. Fluency is usually focus on the expression of spoken language without distraction. In learning process, if the teacher wants to know the fluency of the students, the teacher gives the students opportunity to express themselves based on their ideas. It is purpose the students can speak fluently and easily. The teacher does not immediately correct while the idea is that too much correction disrupts the flow of conversation (Pollard, 2008: 16) as cited in Rora (2015).

5. Comprehension

Comprehension is the ability to understand and process discourse, formulate a representation of the meaning of a sentence. Comprehension refers to the fact that a person fully understands the nature of a research project, even when the procedure is difficult and contains risks (Cohen et al., 2005: 51). Therefore, in speaking it can be conclud that understanding refers to the

speaker's understanding of what they are saying to the listener so that there is no misunderstanding of information..

Speaking is a skill that is used in daily life which is required with a lot of repetition. A person who speaks should have sufficient vocabulary to express what they want to say. There are some differences between spoken language and written language in several aspects. In contrast to written language, where sentences are carefully structured and linked.

d. The function of Speaking

Brown and Yule (1983) as cited in Syarif (2019) made a useful distinction between the intructional functions of speaking, in which it serves to establish and maintain social relations and the transactional functions, which focus on the exchange of information. Three functions of speaking according to Brown and Yule (1983) as cited in Syarif (2019) which each of those speech activities is quite distinct in terms of form and function and requires different teaching approach, as follows:

1. Speaking as interaction

   when people meet, they exchange greetings, engage in small talk, share new experiences, and so on because they want to talk to each other rather than just listen, the exchange can be casual or more formal, depending on the circumstances and nature.

2. Speaking as Transaction

Speaking as a person's activity refers to a situation where the focus is on what is said or done, making themselves easier to understand clearly and accurately is the main focus and how they interact socially with each other.

Speaking as a transaction is easier to plan because today's communicative material is a rich source of group activities, information gaps, or role-plays that can provide a resource for practicing how to use speech to share and acquire information.

3. Speaking as Performance

The third type os speaking that can be usefully distinguished has been called speaking as performance. This refers to public talk, that is talk that transmit infromation before and audience, such as classroom presentations, public announcements, and speeches speaking as performance tends to be in the form of monologue rather than dialogue.

e. The Importance of Speaking

Speaking skill becomes the important aspect of language when studying the language especially English without practicing to speak is useless. Celce Murcia and Olshtain (1984:139) as cited in Sarbia (2015) state that speaking in a second language has been considered the most challenging of five skills are given the fact that it involves a complex process of constructing meaning. That statement can describe that speaking skill is the most improtant thing to be mastered when people learn English because speaking is a process of constructing meaning; it covers almost all of language component.

Through speaking someone can express their minds, ideas and thought freely and sponataneously. In addition purpose of teaching speaking is to guide both the teachers and students to use the target language as a common language in teaching learning process even in their daily life.

In global era speaking ability in English is useful in many situations and places. Such as in the school, apply for a job, and when someone goes to the other country because English is International Language. That fact requires people to master English in order to make verbal interaction with people around the world.

The important to understand that the improvement of spoken language is not only learning skills such as pronouncing English sounds or the ability to produce single utterances but also the development of spoken language is a difficult process of acquiring knowledge and improving skill to communicate with people in social life.

Boonkit (2010) as cited in Syarif (2016) state, speaking is one of four important skills in learning English, especially when the speakers are not from English native. Furthermore, it is essential for EFL students to improve their speaking ability together with other abilites in order to achieve communication goal. As Brown (2001) as cited in Jumardin (2010) believed that spoken language is easy to perform, but in some situations it is difficult. This statement is supported by Munjayanah (2004) on her research as cited in Jumardin (2010) state that when people want to speak fluently, sometimes they got difficulties to do it. speaking is a skill that students must have in learning English, they need a lot of

practice in order to be able to perform effective speaking performances without fear of making mistakes.

In learning aspects of speaking, students often experience several problems. The problem that is often found is their first language which causes them difficulty in using a foreign language. Another reason is the lack of motivation to practice a second language or a new language, especially English in conversation. They doubt their ability to take part in the conversation. Many factors can cause problems in students, one of which is they are afraid to say the wrong words related to the material, and the media, including techniques in teaching English are the first to motivate students to learn English and use techniques that can be applied to teaching them includes drawing pictures, Nuratika (2015).

Teaching speaking means inviting students to produce sounds and sound patterns using English, using emphasized intonation patterns of words and sentences, and second language rhythms, choosing the right words and sentences according to the right social setting, audience, situation and condition, subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means to express values and judgments, use language quickly and confidently with few unnatural pauses, which is called fluency (Nunan, 2003) as cited in Nuratika (2015).

Many language learners consider speaking ability as a measure of knowing a language. These students define fluency as the ability to communicate with others, more than the ability to read, write, or understand spoken language. They

consider speaking to be the most important skill they can acquire, and they rate their progress in terms of their achievements in oral communication.

f. Problem in Speaking

According to Munjayanah as cited in Nazulanna (2014) stated the learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. There are following problem in speaking.

1. Inhibition

   Speaking requires some degree of oral-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classsroom. worried about mistkaes or simply shy of the attention that their speech attract.

2. Even they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond they guilty feeling that they should be speaking.

3. Low participation

   Only one participation can talk he or she is to be heard and in large group this means the each one will have only very little talking time. This problem is compounded or some learners dominate, while other speaks very little or not a tall.

4. Mother tongue use

It is easier for the students to use their mother tongue in their class because it look naturally. Herefore, most of students are not disciplined in using the target language in the learning process.

g. Teaching Speaking

Teaching speaking is needed by the students. It can stimulate students motivation in learning English. The principles for teaching speaking are depend on the objective, focus on both fluency and accuracy, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, the students opportunities to initiate oral communication, and encouraging the development of speaking strategy (Brown, 2007) as cited in Kalsum (2015).

Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately. It's continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language(Richa:2010).

When they want to start teaching, teachers must choose materials carefully, and use interesting learning media that are appropriate to the material so that students can help with ideas that are in their minds when they want to speak in the language. Harmer (2001) as cited in Syarif (2016) states that there are many speaking activities in the classroom that can be used in language teaching, such as script acting, communication games, discussions, prepared talks, as well as simulations and role plays.

One of the reasons for including speaking activities in language learning is to help students become familiar with the use of spoken language in English conversation. Speaking activities are able to give students the opportunity to practice speaking in real life and be more confident in the classroom.

The average person who wants to learn English must have the same reason, such as having or mastering sufficient vocabulary, how to pronounce vocabulary is not perfect, or arranging sentences correctly. So, they study English to try to speak English. Usually, failure to learn to speak causes the classroom atmosphere to be boring, uninteresting, less pleasant and quiet in the classroom. There are many models of learning to speak.

Usually, students can't say anything because they don't have any ideas. The researcher hopes that pictures can help students in speaking English, because students will find it easier to pronounce when they see. The author will make this activity more interesting and make students feel at home in the classroom.

h. Classroom Speaking Activity

Many of classroom speaking activities which are currently used are (Richa:2010) :

1. Acting from script

   This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves.20 This frequently involves them in coming out to the front of the class.

2. Communication Games

   Speaking activities based on games are often a useful way of giving students valuable practice, where younger learners are involved. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback.

3. Discussion

   One of the reasons for discussion failure is that students are unwilling to give their opinion in front of the class, especially if they can't think of anything to say and are unsure of the language they might use to say it. Many students feel very open in discussion situations.

4. Problem solving

   The material is used in this technique giving the students to work in pairs or group. They share their problem, opinion and feeling. In this case the teacher as the bridge to communicate among the participants. Then, the students give a question and answer each other. This communication will

help the students practicing and expressing their ideas in spoken language.

5. Role play

A popular way of the aspect of speaking activities is to use simulations and role plays. This is where students pretend that they are in a different situations, either as themselves or playing the role of someone is quite different. In these cases the students are using language in order to participate in the active rather than other way round. Some students find it comfortable to use language in a simuated environment, playing the role of someone else it allows them to experiment freely to be another people.

i. Characteristics or Succesful Speaking

According to Penny Ur as cited in Rahman (2007) speaking for learners is not easy, at least four criteria should be covered by learner in speaking activity, they are:

1. learners talk a lot. Classroom activity must be designed in such ways that provide opportunities for learners to talk a lot.

2. All get a chance to speak. A minority of talkative students must be fairly distributed. Classroom activities must be designed in ways that help all students to take risk.

3. motivation is high. Learners are eager to speak because they are interested in the topic, and want to contribute to achieving a task objective.

4. Language is comprehensible. Learners express themselves in utterance that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. The teacher must also base the activity on easy language so that the students can use the language fluently without hesitation.

5. Students speak the target language. The teacher must keep students speaking the foreign language.

2. Concept of Direct Instruction Method

a. Definition of Direct Instruction Method

Direct instruction is a very structured form of teaching where students receive information directly from a teacher. Here the responsibility for students' learning rests firmly on the teacher. The teacher he sets the purpose for the lesson, explains exactly what the students are to learn, and evaluates learning based on students' ability to replicate or regurgitate predetermined knowledge or skills (Setiawan:2007).

Direct instruction is a teaching method that involves clear and definite instructions given to students to enhance the learning process. With direct instruction, each step of a particular topic or concern is explain to students. By allowing students to experiment on their own or asking questions only when needed, this particular teaching method emphasizes detail lectures and laid out action plans so that students can better understand a particular subject or topic (Indriawati:2017).

Independent practice also helps students to become automatic in their use of the skills.

6. Evaluation

Check whether your students know everything before moving on to a new concept that builds upon what they've just learned. Collect student data you can review and decide whether or not the lesson needs to be retaught.

There are much evaluation and reviewing methods, so make sure to pick the right one to find out data that really means something.

d. The Direct Method is a good start to teach oral language

The Direct Method helps students to understand the new language they are about to learn. Languages that depend on the use of sentences how to communicate with each other are not because of words (Vietor 1882) as cited in Nadia (2017). Direct Method that affects the target language as the best instruction for teaching skills or detailed information and class communication language. Through the Direct Method activities which always provide enthusiasm and interest that attracts his attention to learning foreign languages. Students can understand easily if the teacher uses the direct method because this method improves students' communication skills.

The Direct Method criticizes that native language speaking teachers favor ability (Richards and Rodgers, 2007) as cited in Nadia (2017). Through the attainment of direct methods that affect the teacher's ability to do something well or effectively, students do not have the opportunity for language skills

unless those abilities are originally influenced by the teacher. The best and successful Direct Method teacher which requires language skills, physical mental energy, strength, imagination (which you have to form images or ideas in your mind about things you love) skills and strong health. .

e. Advantages and Disadvantages of Direct Instruction Learning Methods

The advantages of direct teaching methods apply to primary education, but they also have a strong case in higher education. When students are taught skills to solve a problem and given problems to practice these skills, they will learn in a more meaningful way. This opinion supports the idea that students need to first acquire basic knowledge by receiving direct instruction in their domain(Setiawan.2019).

- **Advantages:**
1. By establishing a direct link between a word and its meaning, the direct method makes learning English more enjoyable and exciting. These practical methods will help students who are shy, have difficulty communicating, or have a limited vocabulary improve their speaking skills.
2. It's an activity that motivates students to express their doubts and participate. In the teaching and learning process teachers and students are more like partners. As a result, students will feel relaxed speaking English. If a student makes a speech error, the researcher, acting as a teacher, will have them correct it as soon as appropriate. As a result,

students are given the opportunity to fail first, after which the researcher can solve it immediately.

3. It serves as a solid foundation for further learning. Because students who lack vocabulary make it difficult for them to speak English, researchers as teachers must demonstrate, not explain or translate. Students should be able to create a clear correlation between the target language and its meaning. Rather than memorizing word lists, students learn vocabulary more easily when they apply it in whole sentences.

4. by applying the Direct Method through several techniques, students can understand what they are learning, think about it and then express their own ideas in correct English about what they have read and learned.

5. This strategy can be effective, and it is more successfully applied in small groups. In one class, just 21 students will be observed. As a result, the direct technique is the best way to improve speaking abilities in small groups so that it is more intensive and each student receives a personalized approach.

6. Fluency, good pronunciation, and expression strength are all improved with this strategy. Students have a limited vocabulary and can't pronounce words correctly. As a result, they no longer lack vocabulary and pronunciation thanks to the direct method.

• **Disadvantages:**

Direct instruction helps facilitate this by encouraging more communication in the classroom. Students have a better opportunity to discuss their ideas and feelings in a group. They are able to get to know one another as well as their teachers. The following are some of the disadvantages of employing the Direct Method (Setiawan:2010):

1. There are many new words that cannot be directly translated into English, spending a lot of time and effort in the process. As a result, a researcher will begin by teaching everyday vocabulary.

2. This method is more often used in systematic writing and reading activities and sufficient attention is not paid to reading and writing. Thus, researchers will focus on oral practice first to improve speaking skills.

3. Grammar is closely related to the reader in this system, as is the challenge of providing such a reader. Grammar, on the other hand, will teach inductively. Because the researcher will apply the direct method, the grammar will teach deductively. Fluency is important for improving speaking skills rather than accuracy. However, this can be overcome by using one of the indirect methods, namely self-correction. Thus, a researcher must immediately correct in a friendly way, so that students can learn through repetition of the correct form.

4. This method is not effectively managed in larger classrooms, and the teaching in this style does not suit or meet the specific needs of students in large groups. In this situation, though, a researcher will be instructing a small group of students.

A study by David Klahr and Milena Nigam (2004), which supports direct teaching, assessed the relative effectiveness of direct teaching and research. One hundred and twelve third and fourth graders were used for the purpose of this study, and were assessed at two different points in the learning process. The aim of the study was to explore the effectiveness of research learning processes and direct instruction in teaching students, a method used to make experiments simple and not confusing.

3. **Concept of Describing Picture**

a. **Definition of Describing**

Describing picture is one of activity in learning speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train student's imagination and retell story in speaking English (As'ad, 2019).

Describing pictures is one of the visual aids that can be used in teaching speaking, it makes something more interesting for students. it can also be used to create situations where the class speaks more clearly and doesn't sound boring.

1. **Benefit of Using Describing Pictures**

Images are suitable for use by beginners and young learners. There are many benefits of describing images in the learning process (Indrawati:2016), namely:

- Learn to be more active

- can shorten the time

- The instruction be more interesting

- The quality learning can be improve

- The positive attittued of students towards what they are learning and the process it self can be enhance.

A picture is a very good medium in which this can be done pictures that can increase the interest of playing to students because pictures are interesting. Providing a variety of fun and games, it also means that the use of pictures can offer parallel opportunities for both teacher-student interaction.

2. **The Weakness of using describing Pictures**

- Teachers need more time to prepare pictures.

- The teacher should give the photocopy image to students

C. Conceptual Framework

The conceptual framework underlined in this research was given below:

```
┌─────────────────┐
│     INPUT       │
│    Pre-Test     │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│    PROCESS      │
│ Applying The method │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│    OUTPUT       │
│   Post-Test     │
└─────────────────┘
```
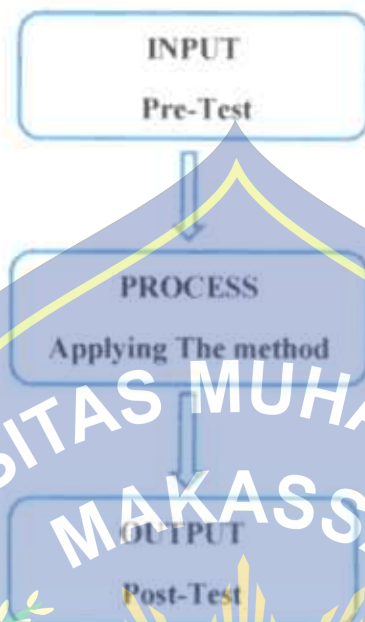
Figure 2.1 : Conceptual Framework

In the diagram above, explain steps of the reserach in teaching learning. Firstly, the researcher conducting the pre-test. The researcher explain material about speaking skill, in this step the researcher teaching descriptive text in learning process to improve students speaking skill. And then the researcher asking to the students to describe the picture based on their knowledge to know achievement students speaking skill. Finally, to know improving students speaking skill, the researcher conduct the post-test. In which the researcher give test to the students. The researcher give some picture and the students describe the picture based on their understanding.

3. Post – test

Pre-test is a test that is carried out after the treatment which gives the results of the previous treatment to find out the results of the previous treatment. This test also determines whether or not there is an increase in the students' speaking skill.

B. Population and Sample

1. Population

The population of this research are all of the students of eight grade in SMP Al-Bayan Hidayatullah Makassar. There are three classes which are two male classes and one female classes of eight grade that consist of 66 students.

2. Sample

The researcher applied the convenience sampling technique in choosing the sample of the research because is the easiest method sampling and the participants are selected based on availability and willingness to participate in the survey. The results are prone to significant bias as the sample may not be a representative of population. So, the sample of this research is eight grade. The researcher will choose female class of the eight grade in SMP Al-Bayan Hidayatullah Makassar as a sample in this research because in this school is like a boarding school. The building of male and female are different and automaticly, their class are different and also the teachers in this school are teaching in different classes, male teachers teach male students while female teachers teach female students and that has become the rule in this school.

C. Research Variable

The Variables of the research are independent variable and dependent variable:

a. The Independent Variable of this research Independet variable of this research is direct instruction method in teaching speaking skill. It was very important process to develop ideas opinion to improve their speaking skill.

b. The dependent variable of this research is the Students Speaking Skill.

D. Instrument of The Research

The researcher used Speaking test for pre-test and post-test to assess students Speaking skill. The pre-test was given to the students to find out where their prior knowledge and to know score of the students who given the results of the treatment whether or not there was improvement on the post-test. And the post-test was conducted after direct instruction method applied in learning process in which the results from the difference between pre-test and post-test. The oral test consists of several pictures that will be describe by the generic structure by the students.

E. Procedure and Collecting Data

In collection of data the researcher was used pre-test and post-tes. Pre-test was conducting in the learning process before applied Direct Instruction Method. While post-test was conducting after the application of direct instruction method. The researcher was used these items as the pre-test and post-test which includes three steps. those are pre-tetst, treatment and post-test .

1. Pre-test

Pre-test refers to the measure or test given to the subject before the experimental treatment. pre-test is a test given to experimental students to measure their speaking ability before the researcher teaches the material to students. This test is given to determine students' basic competencies and to determine their prior knowledge before receiving treatment.

At this stage, before the researcher gave the instrument to the students, the researcher gave an explanation to the students about the material describing picture. After the researcher explained the material, the researcher gave an instrument to the students in which the instrument contained pictures and some auxiliary vocabulary to make it easier for students to explain the material. students were asked to observe the picture according to their knowledge then the researcher asked the students to describe the picture in front of their classmates according to what they observed the picture.

2. Treatment

Before the post-test was conducted, the researcher gave treatment to the students for 3 meetings. treatment means the researcher applies the direct instruction method in the learning process. The researcher explains the material describing pictures to students where the researcher explains the meaning of describing, generic structures and some examples of describing pictures. At each meeting, the researcher gave several tests to students to evaluate students' knowledge regarding the describing picture material in the form of questions

matching statements with words, matching pictures with statements and explaining pictures with the available clues. After students answer all the questions that have been given, the teacher answers the questions together by asking students to answer 1 question 1 person.

3. Post-test

post-test is a test conducted by the researcher after the treatment is carried out to collect data from the participant concerned in the study. post-test is used to measure students' abilities after the treatment process is carried out, to determine their knowledge after getting treatment.

The post-test conducted by the researcher is the same as what the researcher did in the pre-test. The researcher gave an instrument in the form of an image to the students to observe based on their knowledge, and then the researcher asked the students to describe the image in front of their classmate. The post-test was conducted to determine whether there was an increase in students' speaking ability after the direct instruction method was applied in the learning process.

F. Techniques of Data Anlaysis

1. Assessment of Speaking Vocabulary

Table 3.1 Criteria of Speaking Vocabulary

Classification	Score	Criteria
Excellent	6	They Speak effectively and excellent of using vocabulary
Very Good	5	They speak effectively and very good of using vocabulary
Good	4	They speak effectively and good of using vocabulary
Fair	3	They speak sometimes hasty but fairly good of using vocabulary.
Poor	2	They speak hasty and more sentences are not appropriate using vocabulary
Very poor	1	They speak very hasty and more sentences are not appropriate using vocabulary, and little or not communication.

Heaton as cited in Nuratika (2015)

2. to calculate the percentage of the students score, the formula which will be use as follows:

$$P = \frac{F}{N} \times 100$$

Where:

P = Rate Percentage

F = Frequency of the correct answer

N = The total number of students

(Sudjana in Edda 2014) 1999)

3. After collecting the data of the students we could classify the score of the students into the following criteria:

a. 8.6–10 as excellent

b. 7.6 – 8.5 as very good

c. 6.6 – 7.5 as good

d. 5.6 – 6.5 as fair

e. 3.6 – 5.5 as poor

f. 0 – 3.5 as very poor

(Dependikbud as cited in Rahma (2015))

4. To find out the mean score of the students test, the researcher use the formula:

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{X}$ = Mean score

$\sum X$ = Total score

N = The number of subjects,

(Gay as cited in Tikaningsih (2020))

5. Finding out the significance difference between the pre-test and posttest by calculating the value of the test. The following formula is employee :

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T = t significant

D = the difference between the scores of pre-test and post-test

$\overline{D}$ = the mean score of the difference between the scores of pre-test and post-test

$\sum D2$ = The square of the sum score of difference

$(\sum D2)$ = The square of $\sum D$

N = The number of students

(Gay 1981:331)

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APPENDICES

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMP Al-Bayan Hidayatullah Makassar

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : VIII

Materi Pembelajaran : Describing Picture

Aspek   : Speaking

Alokasi Waktu   : 2 X 45 menit

A. Kompetensi Inti

1.1 Menghargai dan menghayati ajaran agama yang dianutnya

1.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

1.3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

1.4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12 12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

kompetensi Dasar	Indikator Pencapaian Kompetensi
4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana	4.11 Melafalkan beberapa kosakata yang berhubungan dengan teks deskriptif lisan dan tulis, pendek dan sederhana.
	4.11.2 mengidentifikasi generic structure teks deskriptif lisan dan tulis, pendek dan sederhana
4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.12.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif secara lisan dan tulis tentang orang, binatang dan benda sesuai konteks penggunaannya.
	4.12.2 Menangkap makna teks deskriptif lisan dan tulis dalam berbentuk gambar.
	4.12.3 menyatakan teks deskriptif secara lisan dan tulis berdasarkan gambar dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai

	konteks.

C. Tujuan Pembelajaran

1. Siswa mampu menidentifikasi struktur teks dan unsur kebahasaan dari sebuah gambar.

2. Siswa mampu menjalaskan gambar sesuai dengan gambar dengan benar dan jelas.

D. Materi pembelajaran

1. Definition of Descriptive Text

Descriptive is sebuah teks atau paragraph yang berisi tentang suatu gambaran atau lukisan dari sebuah benda yang sedang diceritakan dalam bentuk tulisan. Paragraph itu sendiri merupakan kumpulan dari beberapa rangkaian kalimat. Jadi paragraph deskriptif merupakan sebuah rangkaian kalimat yang menceritakan tentang sifat dari benda yang sedang diceritakan, paragraph tersebut dapat menggambarkan dari benda tersebut sehingga mambuat pembacanya seolah olah melihat secara langsung benda yang diceritakan tersebut.

2. Purpose of Descriptive Text

Tujuan dari teks deskriptif adalah supaya orang yang membacanya dapat seolah olah melihat sendiri benda yang diceritakan tersebut. Dalam paragraph deskriptif itu sendiri memakai pola yang subjektif namun hal ini jika si penulis paragraph tersebut menambahkan opini atau kesan pada sebuah objek yang telah sedang dijelaskan tersebut.

3. Generic Structure of Descriptive Text

Adapun 3 struktur yang menyusun teks deskripsi sehingga menjadi satu keutuhan. 3 struktur tersebut yaitu:

1. Identifikasi : Penentu identitas seseorang, benda, dan sebagainya.

2. Klasifikasi : Penyusunan ber-sistem dalam kelompok menurut kaidah atau standar yang telah ditetapkan.

3. **Deskripsi bagian** : Bagian teks yang berisi tentang gambaran-gambaran bagian didalam teks tersebut.

4. **Kaidah Kebahasaan Teks Deskripsi**

   Berikut ini adalah kaidah kebahasaan teks deskripsi :

   - Menggunakan kata benda sesuai topik yang dideskripsikan. Seperti: sekolah, rumah, guruku, teman saya, dll.

   - Menggunakan frasa yang mengandung kata benda. Contohnya yaitu beliau adalah seorang kepala sekolah yang rendah hati, dll.

   - Mengandung kata sifat yang bersifat menggambarkan. Seperti: satu siswa rajin, dua kaos kaki putih, dll.

   - Mengandung kata kerja Transitif untuk memberikan informasi subjek. Seperti: siswa itu mengenakan seragam putih biru, dll.

   - Mengandung kata kerja (perasaan, pendapat) dengan tujuan mengungkapkan pandangan pribadi penulis mengenai subjek. Seperti: saya pikir itu adalah kucing cerdas, saya yakin buku itu murah, dll.

   - Mengandung kata keterangan untuk memberikan informasi tambahan mengenai objek. Seperti: dengan cepat, di rumah, di kantin, dll.

   - Mengandung bahasa kiasan berupa perumpamaan atau metafora. Seperti: kulitnya lembut seperti benang sutra, dll.

E. Model dan Metode Pembelajaran

   ➢ Model Pembelajaran : Pendekatan Kontekstual

   ➢ Metode Pembelajaran : Direct Instruction

F. Alat dan Bahan

   ✓ Gambar

   ✓ Paper / lembar kerja siswa

G. Proses Pembelajaran Siswa

   - Pendahuluan

kegiatan	Alokasi Waktu

1. Membuka kelas dengan diawali dengan salam, membaca doa, dan Mengecek kehadiran siswa . 2. Siswa menyimak tujuan pembelajaran yang disampaikan guru. 3. Guru memberikan pertanyaan kepada siswa yang berkaitan dengan materi yang akan di pelajari berdasarkan kehidupan sehari-hari.	15 menit

- Kegiatan inti

kegiatan	Alokasi Waktu
• Pertemuan I 4. Siswa memperhatikan penjelasan guru tentang definisi, tujuan, dan generic structure dari descriptive text 5. Guru menanyakan apakah siswa memahami materi yang dijelaskan oleh guru. 6. Siswa diminta untuk mengamati dan mendeskripsikan gambar yang telah di siapkan oleh guru 7. Siswa mendeskripsikan gambar tersebut secara lisan. • Pertemuan II 8. Guru menjelaskan secara singkat tentang materi deskriptif yang telah di bahas pertemuan sebelumnya 9. Guru memberikan evaluasi kepada siswa untuk mejawab soal yang telah di sediakan oleh guru menguji pemahaman siswa. 10. Siswa di minta untuk menjawab setiap soal secara bergantian. • Pertemuan III	

11. Siswa mengidentifikasi gambar yang telah di berikan oleh guru.	
12. Guru memberikan kalimat instruksi yang berhubungan dengan gambar tersebut.	
13. Guru meminta siswa secara acak untuk menjelaskan gambar yang berhubungan dengan kalimat tersebut.	
• Pertemuan IV	
14. Siswa mengidentifikasi gambar yang diberikan oleh guru berasarkan clue.	
15. Guru memberikan siswa waktu untuk memahami gambar tersebut.	
16. Guru meminta siswa untuk mendeskripsikan gambar berdasarkan clue tersebut.	
• Pertemuan V	
17. Guru meminta siswa yntuk memahami kembali materi deskriptif.	
18. Guru memberikan gambar kepada setiap siswa.	
19. Guru meminta siswa untuk membuat vidio berdurasi min. 1 menit yang berisikan tentang mendeskripsikan gambar yang telah diberikan	

• Kegiatan Akhir

kegiatan	
20. Guru membimbing siswa untuk merangkum materi pelajaran hari ini.	
21. Memberikan kesempatan kepada siswa untuk bertanya sebelum proses pembelajaran selesai.	

H. Sumber pelajaran

ArtikelMateri.com

1. Rubrik Penilaian

$$Score = \frac{students\ correct\ answer}{the\ number\ of\ items} \times 100$$

(Depdikbud (in surya tikaningsih: 2020), 2017: 93)

TREATMENT 2

B. perhatikan gambar dibawah ini lalu pasangkan dengan pernyataan yang tepat!

1. Bill is a man. He has oval face with short black hair. He always wears glasses. (G)

2. Nadya is my friend. She is 20 years old. She has long black hair. Today, she is wearing gray shirt, short skirt and white socks. (........)

3. My mother is Tatiana. She has black hair. She has round eyes and thick eyebrows. You can recognize her by seeing her mole under her eye. She is really beautiful. (........)

4. George is my new neighbour. He is from Canada. He has blonde hair and it wave. His eyebrows are thick and his nose is point. Today he brings a bag on his back. (........)

5. My sister is high school student. Her name is Rose. Since last year, she began to wear a veil. She has slant eyes and white skin. She is so cute because she has chubby cheeks. (........)

6. I meet my old friend at store. His name is Phill. He has curly black hair. His nose is flat with round eyes. When I meet him, he wore black vest and white trousers. (.........)

7. Tony is my staff in the office. He has wave blonde hair. He has point nose and slant eyes. Every day he wears shirt with black tie. He is so humorous. (.........)

TREATMENT 3

Look at the picture below! Please describe about general appearnce.

Name:
Sharon
Age:
16
Height:
150 cm
Weight:
44 kg

Name:
William
Age:
24
Height:
185 cm
Weight:
78 kg

Name:
Helen
Age:
22
Height:
160 cm
Weight:
44 kg
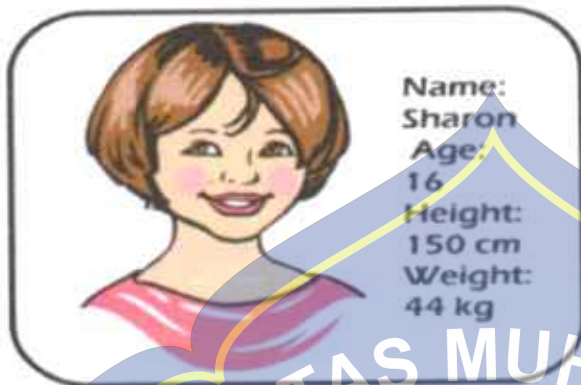
APPENDIX III
INSTRUMENT PRE-TEST AND POST-TEST

PRE TEST
Look at the picture below! Please observe and Describe the picture.

- Beautiful = Indah
- Boring = Membosankan
- Crowded = Penuh sesak
- Charming = Indah
- Exciting = Menyenangkan
- Famous = Terkenal
- Fantastic = Fantastis
- Historic = Bersejarah
- Lively = Hidup
- Popular = Terkenal
- Polluted = Tercemar
- Touristic = Wisata
- Peaceful = Damai
- Noisy = Berisik
- Rural = Pedesaan
- Mountainous = Pegunungan
- Dry = Kering
- Alive = Hidup
- Amazing = Luar biasa
- Calm = Tenang
- Creepy = Menyeramkan
- Deserted = Area Gurun
- Different = Berbeda
- Fresh = Segar
- Hot = Panas
- Incredible = Luar biasa
- Interesting = Menarik
- Magnificent = Luar biasa
- Modern = Modern
- Mysterious = Misterius
- Natural = Alami
- Perfect = Sempurna
- Pleasant = Menyenangkan
- Unique = Unik
- Warm = Hangat
- Traditional = Tradisional
- Tropical = Tropis
- Romantic = Romanti

POST TEST

Look at the picture below and describe based on your words!

PARIS

KOREA SELATAN

- Beautiful = Indah
- Crowded = Penuh sesak
- Exciting = Menyenangkan
- Famous = Terkenal
- Fantastic = Fantastis
- Historic = Bersejarah
- Popular = Terkenal
- Unique = Unik
- Warm = Hangat
- Touristic = Wisata
- Peaceful = Damai
- Rural = Pedesaan
- Mountainus Pegunungan
- Dry = Kering
- Amazing = Luar biasa
- Calm = Tenang
- Traditional = Tradisional

APPENDIX IV
THE RESULT OF PRE-TEST AND POST-TEST SCORE

- **PRE-TEST**

No.	Name	Pre-Test	Classification
1.	Afri Kaila Sima	6	Fair
2.	Aisyah Karimah	7	good
3.	Dwiva maharani Putri	6	Fair
4.	Erin Eka Putri	6	Fair
5.	Faizah Nur Aisyah Syamsuar	6	Fair
6.	Gendhis Sekar Cendana	6	Fair
7.	Hilwa Zalfa Raihanum	6	Fair
8.	Nasyah Atsaniyah Azzahrah	6	Fair
9.	Nidaan Khofifah	6	Fair
10.	Nur Aulia Salsabila	5	Fair
11.	Nur Hera Azzahra	5	Fair
12.	Nurul Annisa	6	Fair
13.	Riska	5	Fair
14.	Siti Nurhaliza	5	Fair
15.	Tasya Ramadhani	5	Fair
	Total	Σ : 86	
	Mean Score (X)	5.74	

APPENDIX V

Calculating Mean score, Improvement Score and Gain of the pre-test and post-test

A. Students mean score of pre-test and post-test in speaking test focusses on vocabulary

1. Pre-test

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{86}{15}$$

$$\overline{X} = 5.73$$

2. Post-test

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{109}{15}$$

$$\overline{X} = 7.26$$

B. To find out how to develpoment of the speaking skill, the researcher used the percentage technique as follows

$$P = \frac{x2 - x1}{x1} \times 100\%$$

$$P = \frac{109 - 86}{86} \times 100\%$$

$$P = 26.7\%$$

C. Calculating t-test Value of Vocabulary

$$\sum D = 15.4$$

$$(\sum D)^2 = 27.4$$

$$N = 15$$

$$D = \frac{\sum D}{N} = \frac{15.4}{15} = 1.026$$

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D2 - \frac{(\sum D)2}{N}}{N(N-1)}}}$$

$$t = \frac{1.026}{\sqrt{\frac{27.4 - \frac{(15.4)2}{15}}{15(15-1)}}}$$

$$t = \frac{1.026}{\sqrt{\frac{27.4 - \frac{(237.16)}{15}}{15(14)}}}$$

$$t = \frac{1.026}{\sqrt{\frac{27.4 - 15.81}{210}}}$$

$$t = \frac{1.026}{\sqrt{\frac{11.59}{210}}}$$

$$t = \frac{1.026}{\sqrt{\frac{5.519047619}{210}}}$$

$$t = \frac{1.026}{2.349}$$

$$t = 4.36$$

T TABLE

$$T_{table} = df = N - 1$$

$$= 15 - 1$$

$$Df = 14$$

$$T table = 2.145$$

- **POST-TEST**

No	Name	Score	Classification
1.	Afri Kaila Sima	7	Good
2.	Aisyah Karimah	8	Very Good
3.	Dwiva maharani Putri	8	Very Good
4.	Erin Eka Putri	7	Good
5.	Faizah Nur Aisyah Syamsuar	8	Very Good
6.	Gendhis Sekar Cendana	7	Good
7.	Hilwa Zalfa Raihanum	8	Very Good
8.	Nasyah Atsaniyah Azzahrah	7	Good
9.	Nidaan Khofifah	7	Good
10.	Nur Aulia Saisabila	6	Fair
11.	Nur Hera Azzahra	6	Fair
12	Nurul Annisa	8	Very Good
13.	Riska	7	Good
14.	Siti Nurhaliza	8	Very Good
15.	Tasya Ramadhani	7	Good
	Total	Σ 109	
	Mean Score (X)	72.9	

APPENDIX VI

TABLE DISTRIBUTION T-VALUE

P							
one-tail	0.1	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	0.2	0.1	0.05	0.02	0.01	0.002	0.001
DF							
1	3.078	6.314	12.706	31.821	63.656	318.289	636.578
2	1.886	2.92	4.303	6.965	9.925	22.328	31.6
3	1.638	2.353	3.182	4.541	5.841	10.214	12.924
4	1.533	2.132	2.776	3.747	4.604	7.173	8.61
5	1.476	2.015	2.571	3.365	4.032	5.894	6.869
6	1.44	1.943	2.447	3.143	3.707	5.208	5.959
7	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	1.397	1.86	2.306	2.896	3.355	4.501	5.041
9	1.383	1.833	2.262	2.821	3.25	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.93	4.318
13	1.35	1.771	2.16	2.65	3.012	3.852	4.221
14	1.345	1.761	2.145	2.624	2.977	3.787	4.14
15	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	1.337	1.746	2.12	2.583	2.921	3.686	4.015
17	1.333	1.74	2.11	2.567	2.898	3.646	3.965
18	1.33	1.734	2.101	2.552	2.878	3.61	3.922
19	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	1.325	1.725	2.086	2.528	2.845	3.552	3.85
21	1.323	1.721	2.08	2.518	2.831	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	1.319	1.714	2.069	2.5	2.807	3.485	3.768
24	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	1.316	1.708	2.06	2.485	2.787	3.45	3.725
26	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	1.314	1.703	2.052	2.473	2.771	3.421	3.689
28	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	1.31	1.697	2.042	2.457	2.75	3.385	3.646
60	1.296	1.671	2	2.39	2.66	3.232	3.46
120	1.289	1.658	1.98	2.358	2.617	3.16	3.373
1000	1.282	1.646	1.962	2.33	2.581	3.098	3.3
Inf	1.282	1.645	1.96	2.326	2.576	3.091	3.291

APPENDIX VII

DOCUMENTATION

APPENDIX VIII

TRANSCRIPTION'S STUDENTS OF PRE-TEST

S1. Raja ampat is a.... famous place that many person e..e.. want to visit. This place e.. there is in Lombok. E... Usually, many.... actress visit there to spend the time for holiday.

Candi borobudur is a.... legend place in which e..this candi have a history. This place e..usually chose as a.. study tour. not only e..Indonesians who come bu..t e...also many tourists e...who visit the place.

S2. Raja Ampat is placed at provincy of papua. mm.. Raja Ampat ee...have e..many... unique place. E...There is so many beautifull thing ee..at e... here. Also, mm...many people wanna go... here especially from other countries. I want to go... there some day.

Candi Borobudur ee..placed at magelang, mm....provincy. of java. Ee. This place is... e. really... unique because of many... people also..e..who..want to visiting this place. There is ..many selled e...good souvenirs here. Ee....There a legend story about this plae.

S3. E.. Raja Ampat is a very... mm..famous touristic. The view is e...very beautifull and pretty. Raja ampat is a.. really exciting ee..to be visited. This famous touristic is very anu... e...crowded with the national and international tourist because of e...the nice natural places here.

Candi Borobudur is really... historic place because of that Many peoples e... who. want to go here. Candi Borobudur..t is a.. very... really attractive place. Candi borobudur is placed at magelang.

S4. Raja Ampat is a beautifull touristic place. This place e.. located in the Lombok e....Island e... This placed is very... prefect to be.. visited because e..the view is very wonderful.

Candi Borobudur is very famous place that people e....many visited this place. This place is made by.. bikin sendiri. E....this place e..have a.. International sertificate. Candi borobudur also one of favorite place for tourist.

S5. Raja Ampat is a very beautiful island placed at papua. The culture of Raja Ampat e... is still really amazing. E..People from indonesia or other countries. Usually Raja Ampat disebut " the Paradise Island".

Candi Borobudur have a really e... itu. interesting but e... also e..mysterious legend history. This place is also mm.... have an international sertificate from unesco. Indonesian people usually call it " tujuh keajaiban dunia".

S6. Raja Ampat a beautiful trou..touristic place and also popular. Raja Ampat also eee......have a..... wonderful sea and placed at Papua. raja Ampat e..mm raja ampat haves a.... cool wither, but also warm. Many people want to go there.

Candi Borobudur is a touristic place and many people want to.... visited. E...This place ee.... is e...also have a really in....interesting history. Candi borobudur placed at magelang,Jawa barat. The place is very big.

S7. Raja Ampat e...there is one of the beach e.... in the island of Lombok, ee.... yang dimana e... one of the peoples favorite tours. Ee....many people ee...who want to visit the place ee...because of its natural beauty.

Candi Borobudur is ee...one of the largest temples in Indonesia which is lokasinya on the.... island of Java. E...This temple was made by hand. this is so legend temples.

S8. Raja Ampat is a touristic place at papua. this place ee...makes many people to go there. ee... I also hoping that i can visits raja Ampat nanti. This place so attractive to be visited.

Candi borobudur is a historyc touristic placed at magelang. This place is a quite good to be visited. It is making many people want to go there too. The unique design and legend story of candi borobudur.

S9. Raja Ampat is placed at papua. ee...Raja Ampat is really famous because of the view. Ee... this.. This touristic makes many poeple want to go there. E...There is many attractive....attractive things there.

Candi Borobudur is ee... is e... placed at magelang. Eee....Candi borobudur is maded made of stone. Candi borobudur have a long history history..e.... place... this place is really fantastic.

S10. Raja Ampat is a very popular place. The view ee.... is really pretty and interesting. Ee...Many people want to go there. Ee...The sea is kombinasi of the.. blue and green. Raja Ampat is placed at papua.

Candi borobudur is a...... very beautiful historic place. candi borobudur made of anu e... batuu eh ya stone. Ee... Candi borobudur placed at magelang. This place also get an international certificate from unesco.

S11. Raja Ampat is know as a unique and good touristic. Raja Ampat ee....placed at ee... at papua. this place is very perfect to be visited. Many people really want to go to Raja Ampat. This place is also so comfortable.

Candi Borobudur is have perfect colour. ee...this place is so pretty. Candi borobudur also have many other candi at there. Mm...It is also ee... unique place many people want to take photos at here.

APPENDIX IX

STUDENTS TRANSCRIPTION OF POST-TEST

S1. Paris is a country that is everyone's favorite place because of its romantic ee.... keadaan romantic. Paris also has a tower ee....which is usually ee....called the EIFEL tower and also every night eemm,...the light of the tower is turn on so that it makes it ee..... cool.

South Korea is a country where one eee.... one of... the attractions that is ee....its ee.... big permintaan by people, especially kpopers, is a country that they must visit. The country also has many tourist eee..... attractions, one of which is Namsan Tower.

S2. Paris placed at France country. Eee... The unique thing of paris ee...is the..... crowd of the people and the very beautiful view, this city is already many certificate because of it many beauty product is maded at here.

South korea have very ee...many people but wonderful views. Many people want to go to seoul. South korea many kpop idols is really famous even indonesia many tourist want to visit this city.

S3. Paris have a tower named EIFFEL. Many people want to take a photo here. Eemm.... Because of the....beautiful Eifel Tower. This country is very famous. Paris is placed at France.

South Korea there is many people who know about this country. Many good actor is very populer from korea eemm.... The food is really nice. Eemm. The city ee...is very aesthetic too.

S4. Paris is a very famous city. There is also eemm...many.... beauty products from here that many public ee...used at indonesia. Paris have an amazing tower named Eifel. Eemm....Many people want to take photo at here.

South Korea is a very populer country. Many good actors are traine at this country. Eemm. Many also want to get here because of the talented actors. South korea have very beautiful views.

S5. Paris is a name for a really beautiful city from france. The foods here is very....delisious eh tasty and unique. There is also an famous tall tower here is Eifel Tower. It is like the paris city's most eee itu emm....ikonnya.

S12. Raja Ampat is very interesting touristic at indonesia. The weather is so nice. Also, mmm....this place ee....is still eee...peaceful. This place is so cool and ee....and the mountains is really fantastic. There is many touristic place here.

Candi borobudur is a very famous candi and really.... historic. Candi Borobudur placed at magelang. Eemmm......The built is very big and so pretty. Candi Borobudur have a mysterious legend itu kenapa the temples is so peaceful and warm.

S13. Raja Ampat is a famous place because of that view. This place is very interest to visited. The sea is very fantastic and make people want to go there.

Candi borobudur is historical place in which placed in java. This place become one of favorite place to.... visit. Candi Borobudur is ee...need a someone ee....who.... can temani to tour for tourists in Jogja.

S14. Raja Ampat is not a foreign name in the world of touris. Ee.....Its popularity as a local and the foreign tourism destination. This daerah in West Papua Province is indeed famous for its natural beauty and sea.

Candi borobudur is a very amazing and beautiful touristic. The design of candi borobudur is ee.....very unique and have their special meaning. It still really traditional but also very aestethic.

S15. Raja Ampat is a very popular tourist spot today between Indonesian people and foreign people. Eemmm. What makes this place is so.....interesting is the beauty of nature and the sea.

Candi Borobudur is the largest Budha temple in the world. Visited by millions of people every year, Candi Borobudur which is called by UNESCO as a monument and the grandest and largest in the world is indeed stunning.

South korea is ee.... very popular because of ee... many things. For example, there is ee.... kpop group band, foods, korean fashion and ee... many talented actors produced by this country.

S6. Paris is an popular place. Paris is very famous because of the.... tall and big Eiffel tower. Paris is so crowded with the tourist. Paris ee....there is ee.... at france, which is ee......europan and is one of the most mm......popular city in the whole world.

South korea is so famous because of the actors and touristic place. Many people want to visits in south korea. The country is so beautiful and pretty. There is ee... also many tasty foods here. South korea is really popular.

S7. Paris city place at france. One of their products ee....that well know in indonesia is like ee... garnier make up. Paris many ee.... have a beauty products that to indonesia. Paris have a tower named Eiffel.

South korea have a six seasons. Korea have many tasty foods. Eemmm....One of eee.....the famous foods that really populer is ee....samyang noodles. There is also an famous touristic place here name " Namsan Tower".

S8. Paris is Many fashion eee.... products from paris is well know to the world. Eemmm.....This place is so good to be visit paris city also here tall tower name Eiffel. Eee...This country have so much famous models.

South korea is a very popular country. There is many ee....talented actors and kpop girlgroup band ee..here. South korea is also have ee.....six seasons at there. This country is really unique and awesome.

S9. Paris place at france. Paris is really populer because of eiffel tower. Eee....It is very famous and many people interested. Also there is many fashion products from paris that is really famous in the.... all round the world.

South korea is so famous because of the culture. South korea also have 6 seoson at there. There is also many photo spots this country. South korea have a music culture name " KPOP" that is very popular.

S10. Paris is ee.... many people ee... know because of the.... very tall Eiffel Tower. Paris is place at Prancis. The Eiffel tower is really pretty. Eemmm....There is many good taste foods here at paris.

South korea is a country that many people want to go there. This country is very famous because of the kpop group band. Many unique and tasty foods sell here. And there are also many place to get goods photo here.

S11. Paris is really popluar because of the tall tower. Paris is also very ee.....itu apa ee... comfortable to be visited, many people wants to go to paris termasuk me.

South korea is very famous because of their country very clean and the language. South korea also haves kpop and many indonesian people really like it. Many indonesians people wants to visits south korea so, they can taste the foods.

S12. Paris is a really beautiful place. There is many very tall and big building. That is why, many people want to visits the city, many artists go to paris.

South korea have an amazing culture. The whether is really cool but nice. It is so different with indonesia. In south korea there is an island name " Purple Island". When we were eee....wearing a purple color clothes, we dont need to pay to enters the island.

S13. Paris is a papular country because of the tall and big Eiffel tower. This place is ee...itu ee...lumayan to be visited. This place is one of favorite place that people want to visited. There is many fashion product from paris that is really famous.

South korea is a very popular country. Many good actors are ee.... are...follow some...got talent to become part of boy or girl group. Many people also want to get here because of the talented actors. South korea have very beautiful views.

S14. Paris is placed at prancis country. This city get ee....certificate because of it many beauty product is made here. Eemmm....Many product used by indonesian people. Many actrees or model form paris is know to the international world.

South korea is unique and awesome place and it is making many people want to go there and also me. There are many people who already know about this country.

S15. Paris is know in around the world with The Eiffel Tower. Ee.....One of favorite place eee......that become Romantic place. Eemm...The beautiful tower is very famous. Ee...Paris is so crowded with the tourist. This country have so much famous models.

South korea is one of my favorite place because that place very aesthetic with the wonderful This country usually called "Ginseng Country". This country also have a unique food such as corndog, ttoppoki, samyang noodles and may more.

APPENDIX X

STUDENTS WRITING ON TREATMENT

- Treatment 1

- Treatment 2

بسم الله الرحمن الرحيم

Nomor   : 4864/FKIP/A.4-II/III/1442/2021
Lampiran   : 1 (Satu) Lembar
Perihal   : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -

    Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama   : Khaerunnisa
Stambuk   : 105351135316
Program Studi   : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir   : Ujung pandang / 23-12-1998
Alamat   : Jl. Tumanurung Raya Bl. Gowa

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi
dengan judul: Improving Students Speaking Skill by using Direct Instruction method

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu
Khaeran Katsiraan*

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh*

Makassar, 5 Sya'ban 1442 H
19 Maret 2021 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Makassar, 24 Maret 2021

K e p a d a

omor   : 070 / 487 -II/BKBP/III/2021

Yth. **KEPALA DINAS PENDIDIKAN**
    KOTA MAKASSAR

ifat   :

erihal   : **Izin Penelitian**

Di –

MAKASSAR

Dengan Hormat,

Menunjuk Surat dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan Nomor : 12553/S.01/PTSP/2021, Tanggal 23 Maret 2021. Perihal tersebut di atas, maka bersama ini disampaikan kepada Bapak/Ibu bahwa:

Nama	:	**KHAERUNNISA MURADI**
NIM / Jurusan	:	105351135316 / Pend. Bahasa Inggris
Pekerjaan	:	Mahasiswa (S1) UNISMUH
Alamat	:	Jl. Slt Alauddin No. 259, Makassar
Judul	:	*"IMPROVING STUDENTS SPEAKING SKILL BY USING DIRECT INSTRUCTION METHOD"*

Bermaksud mengadakan *Penelitian* pada instansi / Wilayah Bapak/Ibu, dalam rangka *Penyusunan Skripsi* sesuai dengan judul di atas, yang akan dilaksanakan mulai tanggal *27 Maret s/d 27 Mei 2021.*

Demikian disampaikan kepada Bapak untuk dimaklumi dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota Makassar Cq. Kepala Badan Kesatuan Bangsa dan Politik.

Plt. KEPALA BADAN KESBANGPOL
KOTA MAKASSAR

Drs. AKHMAD NAMSUM, MM
Pangkat : Pembina
NIP   : 19670524 200604 1 004

embusan :
Kepala Badan Kesatuan Bangsa dan Politik Prop. Sul – Sel. di Makassar;
Kepala Unit Pelaksana Teknis P2T Badan Koordinasi Penanaman Modal Daerah Prov. Sul Sel di Makassar;
Ketua LP3M UNISMUH Makassar di Makassar;
Mahasiswa yang bersangkutan;
Arsip.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	KHAERUNNISA
NIM	:	105351135316
Judul Penelitian	:	*Improving Students Speaking Skill by using Direct Instruction Method*
Tanggal Ujian Proposal	:	4 Februari 2021
Tempat/Lokasi Penelitian	:	SMP Al-Bayan Hidayatullah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Kamis 25/3/2021	Ask permission to conduct a research	Syamsul S.Pd	
2	Jum'at 26/3/2021	Consultation with the tutor teacher concerned with the subject	Hamidah S.Pd	
3	Rabu 31/3/2021	Pre-Test	Hamidah S.Pd	
4	Kamis 1/4/2021	Treatment 1	Hamidah S.Pd	
5	Rabu 7/4/2021	Treatment 2	Hamidah S.Pd	
6	Kamis 8/4/2021	Post-Test	Hamidah S.Pd	
7				
8				
9				
10				

Makassar, 9 April 2021

Mengetahui,

Ketua Jurusan,

Ummi Khaerati Syam, S.Pd., M.Pd
NBM 977 807

Pimpinan/Kepala sekolah,

Syamsul S.Pd

Terakreditasi Institusi
BAN-PT

SURAT KETERANGAN PENELITIAN
Nomor: 014/SMP-ALB/IV/2021

Yang bertanda tangan di bawah ini :

Nama	:	**SYAMSUL, S.Pd**
Jabatan	:	Kepala Sekolah SMP Al Bayan Makassar
NIP	:	-
Alamat	:	Jln. Poros BTP Blok M. No 26 Kota Makassar

Menerangkan bahwa :

Nama	:	**KHAERUNNISA**
NIM	:	105351135316
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	MAHASISWA (S1) Universitas Muhammadiyah Makassar
Judul Penelitian	:	*Improving Students Speaking Skill by using Direct Instruction Method*

Telah melaksanakan penelitian pada tanggal 25 Maret 2020 s/d 08 April 2021 di SMP Al Bayan Makassar.

Demikianlah surat keterangan ini diberikan kepada yang bersangkutan dan dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 12 April 2021
Kepala Sekolah SMP Al Bayan
Makassar

SYAMSUL, S.Pd

CURRICULUM VITAE

Khaerunnisa Muradi was born on December 23rd, 1998 in Ujung Pandang, She have two brothers his name are Muhammad Azhar and Ibnu Mubarak. Her father is Drs. H. Muradi and her mother is Hj. Hasnawati . In 2004 she started her elementary scool at SDN 5 Sungguminasa and graduated in 2010. Then, she continued her study at Ummul Mukminin Boarding School until 6 years and graduated 2016. At the next year, she was accepted as English Department students in Faculty of Teacher Training And Education, Makassar Muhmmadiyah University.

At the end of her study, she could finish her thesis in 2021 entitle Improving Students Speaking Skill by using Direct Instruction Method (Study at the eight grade of SMP Al-Bayan Hidayatullah Makassar). (a Pre-Experimental)