

**THE EFFECTIVENESS OF USING DIRECT METHOD IN TEACHING
ENGLISH SPEAKING AT ELEVENTH GRADE OF MA
MUALLIMIN CABANG MAKASSAR**
(A Pre- Experimental Research)



THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement
For the Degree of Education in English Department*

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CHAPTER I

INTRODUCTION

A. Background

The direct method which arrived at the end of the nineteenth century, was the product of reform movement which was reacting to the restrictions of grammar translation. Translation was abandoned in favor of the teacher and the students speaking together, relating the grammatical forms they were studying to objects and pictures, etc. in order to establish their meaning.

The direct method is the learning of language in relevant setting. The direct method of teaching, sometimes called the natural method. Not limited to but often used in teaching foreign languages, the method refrains from using the learners' native language and uses only the target language

The direct method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target language through the use of demonstration and visual aids, with no recourse to the students' native language.

Language is an integral part of human life, it accompanies wherever and whatever a person is. It is used as a means of conveying ones idea in society. Brown in Karyani (2012 : 660) stated that language is means of communication, language is system for the expression of meaning, and language is viewed as a

vehicle for communicating meaning and messages. So, language is very important in humans' life.

Speaking is the production skill that is included in two main categories, namely accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account "the ability to keep going when speaking spontaneously" (Gower, Philips, & Walter in Derakhshan, et al., 2016: 178). Bygate in (Derakhshan, et al., 2016:178) identified two elements: production skill and interaction skill. In production skill, speaking ability take place without time limit environment and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking ability easier. Learners should plan and adjust their talk; and effective speakers should be proficient by practicing. It shows that speaking is high risking activity that creates anxiety and causes learners worry about losing face.

Based on the preliminary research that had been conducted in MA Mallimin Muhammadiyah Cabang Makassar, the main problem faced by students when they were speaking was the difficulties in composing the words or sentences because they had low in vocabulary enrichment. When they were speaking, they costantly estimated the listener, knowledge, and assumption, in order to select the language that would be interpreted in accordance with their intended meaning.

The second cause was problem with grammar. English always deals with reference of time while Indonesian does not have one. Moreover, there were singular and plural forms that the students had to distinguish and still many forms

that had to be learned. Most students were very easy to get confused with English grammar, while grammar was very needed to form a right sentence. If the students did not have grammar mastery, of course they did not be able to produce sentences that grammatically right. Realizing that the grammar students have was very weak, so they feel embarrassed when they want to produce English sentences orally.

Next students' problem was the students having not confident when they were talking in english, they spoke very hasty and more sentences were not appropriate using smoothness and little or no communication.

There were many methods that can be used in teaching or learning speaking. However, there were some advantages and disadvantages in every method. The researcher considered that it is necessary for anyone who concerns in teaching English to find out the easier technique of the method, which can improve student's motivation for improving his or her speaking ability.

Finally, based on the previous description the researcher is interested in this study. Furthermore, the researcher carries out the research "The Effectiveness of Using Direct Method in Teaching English Speaking at Eleventh Grade of MA Muallimin Muhammadiyah Cabang Makassar" as well as to train the students to speaks well.

B. Research Problem

Based on the previous background, the researcher formulated the following research problem:

Is the use of direct method effective to improve the students' speaking ability at eleventh grade of MA Muallimin Muhammadiyah Cabang Makassar ?

C. Objective of the Study

Related to previous research problem, the objective of this study is to find out the improvement of the students' speaking ability by using direct method at eleventh grade of MA Muallimin Muhammadiyah Cabang Makassar

D. Significance of Study

The result of this research is expected to be meaningful input for:

1. For the researcher

The findings of the research can be used as a starting point in improving the writers teaching ability, especially teaching speaking.

2. For the students

This research can add the students' interest in English learning, so English is not boring lesson for them anymore.

3. For the English teacher

By teaching speaking using direct method, it will motivate the students to speak English effectively and the finding of this research can be used as a consideration in selecting the appropriate methods or techniques implemented in MA Muallimin Muhammadiyah Cabang Makassar

4. For Next Researcher

The findings of the research can be used as one of the references in conducting a research on English language teaching, especially in the implementation of direct method.

E. Scope of Study

The scope of the research was limited to the process of teaching and learning speaking at the eleventh grade students of MA Muallimin Muhammadiyah Cabang Makassar academic year 2017/2018 by using direct method and focusing on vocabulary and fluency aspects.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

Some previous studies to be considered, Batool, et al., (2015:54) conducted research on “The Direct Method: A Good Start to Teach Oral Language” it showed that the direct method help the students to understand language that help with ease of language. Language that depend upon the use of sentences how to communicate with each other not for the words that help the students to learn the earlier speech. Direct Method that is influence the target language as best instruction for teaching skills or detailed information and classroom communication language.

The second previous of related takes from another thesis. The title is “ The Use of Direct Method to Improve the students’ Vocabulary Mastery” (a classroom action research of the fifth year students of SD Negeri Wonokerto Bancak in academic year 2009-2010). Researched by Siti Muawana in(Wahyuni 2011). in this research, she analized about the improvement students vocabulary. The result of this research shows that using direct method can improve students’ vocabulary mastery. The implementation of direct method can give the students a great motivation in learning vocabulary.

Khaerunnisa, Wahyuni (2011) conducted research to increase the students’ speaking ability through natural approach. Simply, natural approach is kind of learning style without pressure, burden, forcing, and uncomfortable focusing in

psychology of the students. The researcher found that the main score of test in cycle 2 of the students' speaking accuracy was greater than the test of cycle 1, in table 1 shows that cycle 1 got 61, 24% and after repairing the action in cycle 2 got 71, 87%. Therefore, the researcher indicates that there was significant improvement of speaking accuracy by using natural approach.

Based on the previous research findings above, the researcher concludes that direct method is a great one method that can be applied in teaching speaking. Direct method can motivate students to learn English. So, the researcher interested to study about the effectiveness of using direct method in teaching English speaking at eleventh grade of MA Muallimin Muhammadiyah Cabang Makassar

B. Some pertinent ideas

1. Speaking

a. Concept of Speaking

Speaking is one of the skills that have to be mastered by students in learning English. Many experts define speaking in different ways.

Luoma in (Torky 2006) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, openended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified.

Jones in (Sarip 2010) stated that speaking is a form of communication. We can say that speaker must consider the person they are talking to as listener. The activity that the person does it should be based on particular goals. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sound but also a process of achieving goals that involves transferring message across.

Donough and Shaw state “ there are some reasons for speaking involves expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking. Therefore, as a language skill, speaking become an important component to master by students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our mind.

Based on some definitions above, the researcher draws a conclusion that speaking is to say something with express what they think could be ideas, opinions and feelings. Speaking as oral communication must be involve two elements, namely speaker and listener.

b. Speaking Ability

Hornby and Roach in (Pertiwi 2014: 16) defined skill as physical or mental capacity, power of skill required to do something. The skill is the level of successful performance of the object of measurement on the variable.

c. The Element of Speaking

1) Accuracy

Accuracy refers to how correct learner's use of the language system is, including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing.

2) Pronunciation

Thornburyin (Abimanyu 2013: 1) stated that pronunciation refers to the student's ability to produce comprehensible utterances to fulfil the task requirements. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert in Rora 2015: 2). Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

3) Sound

On their own sound of language may will meaningless some of preamble that speaker of English as a foreign language, because they have difficulty with individual sound.

4) Stress

Extra forced used when speaking a particular word or syllable.

5) Intonation

The sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said.

6) Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura In Rora, 2015:1).

7) Vocabulary

Vocabulary has an important role in determining the successful achievement of each skill. Daily communication needs vocabulary. The more vocabulary the learners have, the more easily they will communicate and express what they want to say. The four language skills that are listening, speaking, reading, and writing always include vocabulary in their activities. By having a lot of vocabularies

learner will be easier to show their ideas, making compositions, and many other activities dealing with language. In other words, by knowing and understanding the vocabulary, learners will successfully achieve the four English language skills.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk in Rora, 2015:2). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Vocabulary is involved in all aspects in student learning and that can improve their skill in English, whether in Listening, in Speaking, Reading or Writing. Student cannot speak well if they do not know vocabulary, they also do not listen carefully if they do not know vocabulary, they may stuck in Reading if they do not know vocabulary. So it“ s mean that vocabulary helps students to learn the Language and improve it. In writing vocabulary function as a tool to express a

successful learning, it shows a good feedback to the learning test taking test and reasoning.

It is impossible to speak without mastering vocabulary. A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

8) Fluency

Based on Thornbury in (Abimanyu, 2013: 2) stated that fluency is the research into listener's perception suggests that pausing is one of the factors of fluency. propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task. Thornbury defined fluency that people can be said as fluent speakers if they fulfil the following features:

- a) Pauses may be long but not frequent
- b) Pauses are usually filled
- c) Pauses occur at meaningful transition points

There are long runs of syllables and words between pauses

Fluency is the state of being able to speak a language smoothly and easily and students are to communicate easily to other friends. Richard, Platt and Weber in (McCarthy: 2015: 98) state that fluency is the features which give speech the qualities of being natural and normal including native like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjection and interruptions.

9) Content

David in (Pertiwi 2014: 25) stated that oral communication is two ways process between speaker and listener and involve the productive skill understanding. It is important to remember that receptive skill not imply passive : Both in the process of interrupting and negotiating meaning.

Both speaker and listener have positive function to perform in simple terms, the speaker has encoded the message he wish to convey in appropriate language, while the listener has encoded interpret and message. So, content in speaking skill is ability to interpret and the message in appropriate language.

10) Self Confidence

Speaking is the oral communication, with other people speaking need braveness. students who have no self confidence, they cannot communicate with the other people. They sometimes feel embarrassed to speak English. The face we present to the worls is rarely our real face. It is considered peculiar on our part if we show in our face what we are involuntary rating something.

2.Direct Method

a. The General Concept of Direct Method

Krashen and Terrell have identified the Natural Approach with what they call "traditional" approaches to language teaching. Traditional approaches are defined as "based on the use of language in communicative situations without recourse to the native language" and, perhaps, needless to say, without reference to grammatical analysis, grammatical drilling, or to a particular theory of grammar.

Krashen and Terrell note that such "approaches have been called natural, psychological, phonetic, new, reform, direct, analytic, imitative and so forth" (Krashen and Terrell in Wahyuni, 2011: 19). The fact that the authors of the Natural Approach relate their approach to the Natural Method has led some to assume that Natural Approach and Natural Method are synonymous terms. Although the tradition is a common one, there are important differences between the Natural Approach and the older Natural Method, which it will be useful to consider at the outset.

The direct method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target language through the use of demonstration and visual aids, with no recourse to the students' native language. The direct method, in rejecting the use of translation developed a reaction to such highly intellectual approaches to language learning. As Schmitt stated that direct method is emphasized on language exposure, with listening as the primary skill. Meaning was related directly to the target language without the step of translation, and explicit grammar teaching was done played. Direct Method had its problem. It required teacher to be proficient in the target language.

Direct Method is influenced by the target language as best instruction for teaching skills or detailed information and classroom communication language. Through the activities of Direct Method which always give the enthusiastic and interesting that attracts its attention for the knowledge of foreign

language. Students can understand easily if teachers use direct method because this method enhances communication skills of the students.

The Direct Method which criticized that the teachers which speak the native language have a native-like ability (Richards and Rodgers in Batool, et al., 2015:54). Through the achievement of Direct method that influence the teachers' ability to do something well or effectively the students that have no opportunities for the skills of language unless that native-like ability is effected by teachers.

A best and successful teacher of Direct Method which needs the ability of language, physical mental energy, strength, imagination (that you have to form pictures or ideas in your mind of things that you are exciting) skills and strong health. That must be resourceful in the way of body gestures and expression by the evidence that are against linguistic feeling of physical or mental tiredness in the way of teaching language (Duchackova in Batool, et al., 2015:54).

b. The Principles and Procedures of Direct Method

Jack C. Richards and Theodore S. Rodgers, in their *Approaches and Methods in Language Teaching* (2001:12), summarise the principles and procedures of the Direct Method as follows:

1. Classroom instruction is conducted exclusively in the Target Language.
2. Only everyday vocabulary and sentences are taught.
3. Oral communication skills are built up in a carefully graded progression organised around question-and-answer exchanges between teachers and students in small, intensive classes.

4. Grammar is taught inductively.
5. New teaching points are introduced orally.
6. Concrete vocabulary is taught through demonstration, objects, pictures; abstract vocabulary is taught by association of ideas.
7. Both speech and listening comprehension are taught.
8. Correct pronunciation and grammar are emphasised.

c. The Advantages and Disadvantages of Direct Method

Webster in (Vishal, 2016:2) has written that direct method is a method of teaching foreign language, especially a modern language through conversation, discussion and reading, in the language itself, without the use of pupil's language, without translation.

1) Advantages

The advantages of direct method, there are:

- a) The focus is on oral practice, therefore the pronunciation improves.
- b) In teaching vocabulary such as words, idioms, this method is good.
- c) As there is direct relation between thought and expression, it helps the learners in having a good fluency. Using direct method, a teacher helps students having good command over english.
- d) In this method, the teacher proceeds from particular to general and from concrete to abstract.
- e) It makes the teaching English easier and more pleasant. A teacher uses various images/ pictures to illustrates his/her point.

- f) This method creates the suitable environment for learning English language.

2) Disadvantages

Disadvantages of direct method, there are:

- a) Owing to over-emphasis on oral practice, the other skills namely reading and writing are ignored to a great extent.
- b) Average and below average students, especially from rural background, find difficulty to grasp the things taught via this method.
- c) This is an expensive method as the teacher is to use some aids for teaching.
- d) For this method, competent teachers must be there. But there is the dearth of good English teachers in the country.
- e) In the early stage of learning, this method is completely unsuccessful.
- f) The background at home must also be foreign language friendly for this method. The students whose parents can speak English well get more benefit from this method.

Despite its shortcomings, this method is good. But the teacher must be able to modify it for the benefit of the whole class.

C. Conceptual Framework

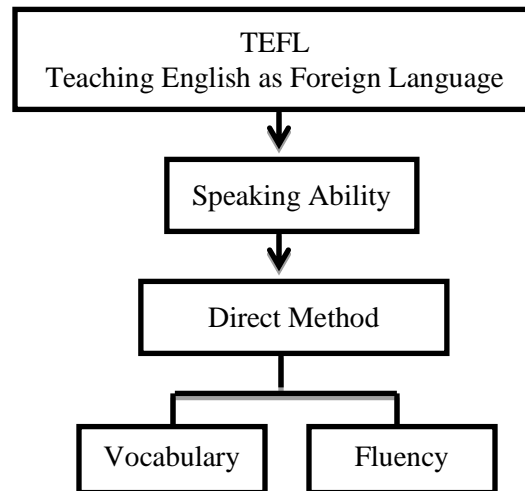


Figure 2.1 Conceptual Framework

The conceptual framework in this research is systematically explained below:

1. Input is instructional material in the process of teaching and learning process.
2. The process is the researcher compare teaching methods, namely teaching speaking by using direct method .
3. The output is the students' speaking ability focusing on students' vocabulary and fluency

D. Research Hypothesis

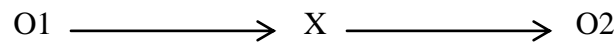
2. Null Hypothesis (Ho) : There is no significant improvement before and after treatment by using direct method in improving students' English speaking ability

3. Alternative Hypothesis (H_a) : There is significant improvement before and after treatment by using direct method in improving students' English speaking ability

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental method which entails pre-test, treatment, and post-test. The research design can be show in the following:



Where: O1= Pre-test

X= Treatment

O2= Post-test

(Gay, 2006:251)

1. Pre-test

Before giving a treatment to the students, the researcher gave speaking test to know the prior level of the students. The form of speaking test is oral test and it was about 90 minutes in a classroom. The researcher asked the students to deliver an opinion about the topic from the researcher. It was aim to know the students' basic speaking skill.

2. Treatment The researcher conducted the treatment for five meetings. The technique in teaching for every meeting was same but had different learning materials.

3. Post-test

After giving the treatment, the researcher gave the students the speaking test. Whether there was any achievement toward the students' speaking ability after taught by using direct method. The form of speaking test was same as the pre-test.

B. Population and Sample

1. Population

The population of this research was the Eleventh Grade students of MA Muallimin Muhammadiyah Cabang Makassar in academic year 2017/2018. There were two classes, where XI IPA consisted of 16 students, XI IPS consisted of 11 students.

2. Sample

The sample selected by using purposive sampling technique of two classes, and this research, the researcher only took one class as the sample. It is conducted at the Eleventh Grade namely class XI IPA consisted of 16 students. The researcher choose them as the sample of this research based on assumption that their knowledge and ability of each class the same and the students have standard knowledge about English language.

C. Research Variables

According to Kaur SP (2013:36), "Variable" is a term frequently used in research projects. It was pertinent to define and identify the variables while designing quantitative research projects There were two kinds of variables which

involved in this study, namely, an independent variable and a dependent variable. The independent variable was a variable which influences the results of the dependent variable. It means that the use of direct method was the independent variable and became the major variable to be investigated, while the dependent variable was the students' speaking ability.

D. Research Instrument

According to Martin in (Husein, 2014:36), "*data refers to the kind of information researchers obtain on the subjects of their research*". The instrument of this research was a speaking test. Role-play of introducing family and someone else was used as the form of a pre-test and a post-test. The scoring as follow:

1. Vocabulary

Table 3.1 Vocabulary Scoring

Classifications	Score	Criteria
Excellent	96-100	They speak effectively and excellent of using vocabulary
Very Good	86-95	They speak effectively and very good of using vocabulary
Good	76-85	They speak effectively and good of using vocabulary
Fair	66-75	They speak sometimes hasty and fairly good of vocabulary
Poor	56-65	They speak sometimes hasty, fair of vocabulary
Very Poor	00-55	They speak hasty and more sentences are not appropriate in vocabulary

(Harmer in Pertiwi, 2014:26)

2. Fluency

Table 3.2 Fluency Scoring

Classifications	Score	Criteria
Excellent	96-100	They speak effectively and excellent of using smoothness
Very Good	86-95	They speak effectively and very good of using smoothness
Good	76-85	They speak effectively and good of using smoothness
Fair	66-75	They speak sometimes hasty and fairly good of smoothness
Poor	56-65	They speak sometimes hasty, fair of smoothness
Very poor	00-55	They speak hasty and more sentences are not appropriate in smoothness

(Harmer in Pertiwi, 2014:26)

Table 3.3 Classifying the score of the students

No.	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very poor	≤39

(Arikunto, 2015: 281)

E. Technique of Data Collection

The data were collected from the sample through pre-test, and post-test. The pre-test and post-test were used to find out the effectiveness of Direct Method in improving low achiever students' speaking skill.

F. Technique of Data Analysis

The researcher analyzed the data from pre-test and post-test scored. To analyze the achievement, the researcher used the following formula.

1. Calculating the mean score of the students' pre-test and post-test by using the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Note :

\bar{x} = Mean Score (symbol for the population mean)

$\sum x$ = The sum of all score

N = Total number of students(Gay, 2006: 320)

2. Finding the improvement's percentage of students' speaking accuracy and comprehension achievement after using Direct method. The formula as follows:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where :

P : The percentage of the students' improvement

X_1 : The mean score of pre-test

X_2 : The mean score of post-test (Arikunto, 2006:23)

3. To know the percentage of students' speaking in Pre-test and Post-test by using the following formula:

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

Where :

% : The percentage of students' speaking

F : The frequency of students

N : Total number of students (Sudjana, 2017:131)

4. To know the significant difference between the score of the pre-test and post-test. The researcher calculated the value of the test by using the following formula:

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

Note :

t : Test of significance

\bar{D} : Mean deviation

$(\Sigma D)^2$: The square of the sum score for difference

ΣD : The sum of total score for difference

N : The number of subject (Gay, 2006:356)

The formula explained about the significance difference between pre-test and post-test will found by calculation the value of the t-test. The aim of the

formula was to know the method effective or not to improve the students' English speaking ability of MA Muallimin Muhammadiyah Cabang Makassar.

5. Testing hypothesis

After got the students' significance scores (value of t) it was compared with the value of t-table. When it was found that the value of t-test was equal or greater than the value of t-table, it means that Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_1) was accepted because there is significance difference between pre-test and post-test and after taught speaking by using Direct method. The criteria for the hypothesis testing as follows:

Table 3.4 Criteria for the hypothesis testing

Testing	Hypothesis	
	H_0	H_1
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

(Sugiyono, 2014:317)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings of the research cover the description of the results of the data collected through the test. In the discussion part, the researcher presents interpretation of the findings. In this chapter, the researcher analyzed the data obtained from the students with only one group of pre-test and post-test.

1. The Students' Mean Score Vocabulary, and Fluency in Pre-test and Post-test

To find out the answer of the research question in the previous chapter, the researcher used a speaking test. A pre-test was administrated before the treatment and post-test was administrated after doing the treatment which aimed to know whether there was a significant difference of the students' speaking skill before and after the treatments were given to the students.

After calculating the result of the students' score, the mean score of both the pre-test and post-test could be presented in the following table:

Table 4.1 The students' mean score of vocabulary and Fluency in pre-test and post-test

Variables	Mean score		Percent Improvement
	Pre-test	Post-test	
Vocabulary	65.94	84.06	27.47%
Fluency	60.93	80.62	32.31%

The table above shows that, the students' mean score of vocabulary in pre-test was 65.94. The students' mean score of Fluency in pre-test was 60.93. While the students' mean score of vocabulary in post-test was 84.06. The students' mean score of fluency in post-test was 80.62. The improvement of the students' mean score of vocabulary in pre-test and post-test was 18.12 (27.47%). And the improvement students' mean score of fluency in pre-test and post-test was 19.69 (32.31%).

2. The Classification of Students' Pre-test and Post-test Scores

a. The rate percentage score of students' vocabulary in pre-test

The rate percentage score of students' vocabulary in pre-test is shown as follows:

Table 4.2 The Rate Percentage of Vocabulary Pre-test Score

No.	Classification	Score	Pre-test	
			Frequency	Percentage%
1	Excellent	96-100	-	-
2	Very good	86-95	-	-
3	Good	76-85	3	18.75%
4	Fair	66-75	5	31.25%
5	Poor	56-65	4	25%
6	Very poor	00-55	4	25%
Total			16	100%

The table shows that from 16 students, there was 0 students who categorized to "Excellent" and "Very good", 3 students (18.75%) who categorized to "Good",

5 students (31.25%) who categorized to “Fair”, 4 students (25%) who categorized “Poor” and there were only 4 students (25%) who categorized into “Very poor”.

b. The rate percentage score of students’ vocabulary in post-test

The rate percentage score of students’ vocabulary in post-test is shown as follows:

Table 4.3 The Rate Percentage of Vocabulary Post-test Score

No.	Classification	Score	Post-test	
			Frequency	Percentage%
1	Excellent	96-100	-	-
2	Very good	86-95	6	37.5%
3	Good	76-85	7	43.75%
4	Fair	66-75	3	18.75%
5	Poor	56-65	-	-
6	Very poor	00-55	-	-
Total			16	100%

The table shows that from 16 students, in the table 4.3 there were 0 students who categorized to “Very good”, but in this table 6 students (37.5%) who categorized into “Very good”, and there were 7 students (43.75%) who categorized to “Good” .there were 3 students who categorized to “Fair”, and still 0 students categorized to “Poor and Very poor”.

c. The rate percentage score of students’ fluency in pre-test

The rate percentage score of students’ fluency in pre-test is shown as follows:

Table 4.4 The Rate Percentage of Fluency Pre-test Score

No.	Classification	Score	Pre-test	
			Frequency	Percentage%
1	Excellent	96-100	-	-
2	Very good	86-95	-	-
3	Good	76-85	-	-
4	Fair	66-75	5	31.25%
5	Poor	56-65	5	31.25%
6	Very poor	00-55	6	37.5%
Total			16	100%

The table shows that from 16 students, there was 0 students who categorized to "Excellent" and "Very good", 0 students who categorized to "Good", 5 students (31.25%) who categorized to "Fair", 5 students (31.25%) who categorized "Poor" and there were only 6 students (37.5%) who categorized into "Very poor".

c. The rate percentage score of students' fluency in post-test

The rate percentage score of students' fluency in post-test is shown as follows:

Table 4.5 The Rate Percentage of Fluency Post-test Score

No.	Classification	Score	Post-test	
			Frequency	Percentage%
1	Excellent	96-100	-	-
2	Very good	86-95	2	12.5%
3	Good	76-85	10	62.5%
4	Fair	66-75	4	25%
5	Poor	56-65	-	-
6	Very poor	00-55	-	-
Total			16	100%

The table shows that from 16 students, in this table 2 students (12.5%) who categorized into “Very good”, and there were 10 students (62.5%) who categorized to “Good” .there were 4 students who categorized to “Fair”, and still 0 students categorized to “Poor and Very poor”.

B. Discussion

The description of data collected from the students’ vocabulary and fluency in speaking as explain in the previous section showed that the students’ speaking skill in vocabulary and fluency was improved. It was supported by mean score and the total score, also the percentage of the improvement of the students’ pre-test and post-test result. Based on the finding above, the using Direct Method made students had mean score that was higher is speaking skill than before they used Direct Method.

As presented in chapter 1, the research was done by employing experimental research was meant to answer the questions:

Is the use of direct method effective to improve the students’ speaking ability at eleventh grade of MA Muallimin Muhammadiyah Cabang Makassar?

1. The achievement of the students’ speaking in vocabulary aspect

One of important elements in speaking is vocabulary. According to Hornby (2000:15) vocabulary is all the words that person know or uses. The use of Direct Method made the students’ speaking in term of vocabulary increased. After the researcher applying the method, the students’ vocabulary increased. The table 4.2

indicated that the students' vocabulary in post-test was greater than pre-test (84.06>65.94).

Therefore, most of them were lack of vocabulary and difficult to compose what they are going to express in speaking. As a result, the mean score of the students' vocabulary in pre-test was still low. After the researcher gave treatment by the application of Direct Method then gave a post-test the students scores improved.

The explanation above indicate that, the use of Debate Method can improve the students' vocabulary. It is make the students' vocabulary increased and can make the students be active in the classroom. In terms of students' vocabulary enrichment, it is supported by Muawana in (Wahyuni 2011) she stated that using direct method can improve students vocabulary mastery.

2. The achievement of the students' speaking in vocabulary aspect

Having analyzed the data of pre test and post test by using t_{test} formula (see appendix), the result shows that the coefficient is 8.92 (vocabulary) and 10.9 (fluency). It means that there was a significance different in teaching English speaking by using direct method. Direct method is more effective to improve students' English speaking ability. In terms of students',fluency aspect, Direct method is more effective to improve students' fluency in speaking English. It is supported by Batool et al (2010) they stated that direct method can help students to understand language easily.

Based on the findings of the students' score, the mean score of vocabulary pre-test was (65.94). It shows the achievement of students' speaking before the treatment and the mean score of post-test was 84.06 after treatment and the improvement was 18.12 (27.47%). The mean score of the students' pre-test in fluency was (60.93). It shows the achievement of students' before treatment and the mean score of post-test was 80.62 after treatment and the improvement was 19.69 (32.31%). Nevertheless, the difference mean score of the post-test was higher than the pre-test. It means that Direct Method was effective in teaching speaking at eleventh grade of MA Muallimin Muhammadiyah Cabang Makassar.

From the result of calculation, it is obtained the value of $t_{observation} (t_0)$ is 2.06 the degree of freedom (df) is 25 (obtained from $(N1 + N2) - 2 = (16 + 11) - 2 = 25$). The researcher used the degree of significance 5%. In the table of significance, it can be seen that on the df 25 is 2.06. The result is $t_0 \leq t_{test}$. From the result of calculating, The alternative hypothesis (H_a) is accepted and the null hypothesis is rejected ($t_{test} \geq t_0 = \geq 2.06$)

Therefore, it can be inferred that using of Direct Method is more effective to improve students' English ability on vocabulary aspect. It simply illustrates that the students who are taught by direct method have a significant difference achievement in learning English speaking than the students who are taught by non direct method.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of data analysis and the discussion of the result in the previous chapter, the researcher concludes that:

The students' vocabulary in speaking English of the Eleventh grade Grade at MA Muallimin Muhammadiyah Cabang Makassar is improve after applying Direct Method. It is shown by the significant difference between the post-test and the pre-test. The mean score of post-test in vocabulary is higher than pre-test.

The students' Fluency in speaking English of the Eleventh grade Grade at MA Muallimin Muhammadiyah Cabang Makassar is improve after applying Direct Method. It is shown by the significant difference between the post-test and the pre-test. The mean score of post-test in comprehension is higher than pre-test.

The students who are taught by using Direct Method have better speaking skill. So, Direct Method is effective in improving students' speaking skill

B. Suggestions

Based on the findings and discussions of the research the Researcher offers ideas which are addressed to the teacher especially EFL teacher and the next researcher. The result of this research regarding with direct method in teaching English.

This research was limited to the process of teaching and learning speaking at the eleventh grade students of MA Muallimin Muhammadiyah Cabang Makassar by using direct method, although the result cannot be seen as universal but rather as the representation the effectiveness by using direct method to improve students' English speaking ability at high school. For furthers research, more researches should be conducted regarding with the issues of using direct method in teaching English.

Moreover, the findings of this research need to be investigated and proven quantitally with larges samples. Therefore, further studies are suggested.

The implication of this research can be expected upon teaching English.

1. In teaching English, this research shows that direct method is significantly improve students vocabulary mastery and fluency. Therefore, the teacher is suggested to apply direct method in teaching English.
2. Majority students were affraid of making mistakes while speaking English. Therefore, the teacher is suggested to find proper way to overcome this problem. Such as, practice English during the teaching and learning process or making speaking english as habitual action in the EFL classroom.
3. Majority students were having low vocabulary enrichment. The teacher is suggested to apply appropriate method to enrich students vocabulary or the teacher is suggested to use English as the language of instruction during the teaching and learning process. Thus, the students will have more vocabularies to be memorized day by day.

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APPENDIX 2

THE CALCULATION OF THE STUDENTS' SCORE ON PRE-TEST AND POST-TEST

a. The Result of the Students' Speaking Vocabulary in Pre-test and Post-test

Indicator (Vocabulary)						
Students' Code	Pre-test (X_1)		Post-test (X_2)		$X_2 - X_1$	
	(X_1)	(X_1) ²	(X_2)	(X_2) ²	D($X_2 - X_1$)	D($X_2 - X_1$) ²
S-1	85	7225	95	9025	10	100
S-2	70	4900	90	8100	20	400
S-3	65	4225	90	8100	25	625
S-4	50	2500	85	7225	35	1225
S-5	80	6400	90	8100	10	100
S-6	75	5625	90	8100	15	225
S-7	70	4900	80	6400	10	100
S-8	50	2500	80	6400	30	900
S-9	50	2500	75	5625	25	625
S-10	70	4900	85	7225	15	225
S-11	60	3600	80	6400	20	400
S-12	55	3025	75	5625	20	400
S-13	70	4900	80	6400	10	100
S-14	65	4225	75	5625	10	100
S-15	80	6400	90	8100	10	100
S-16	60	3600	85	7225	25	625
Total	1055	71425	1345	113675	290	6250

b. The Result of the Students' Speaking Vocabulary in Pre-test and Post-test

Indicator (Fluency)						
Students' Code	Pre-test (X_1)		Post-test (X_2)		$X_2 - X_1$	
	(X_1)	(X_1)²	(X_2)	(X_2)²	D($X_2 - X_1$)	D($X_2 - X_1$)²
S-1	75	5625	85	7225	10	100
S-2	70	4900	90	8100	20	400
S-3	55	3025	80	6400	25	625
S-4	50	2500	75	5625	25	625
S-5	70	4900	90	8100	20	400
S-6	75	5625	80	6400	5	25
S-7	60	3600	80	6400	20	400
S-8	50	2500	75	5625	25	625
S-9	50	2500	75	5625	25	625
S-10	60	3600	80	6400	20	400
S-11	50	2500	80	6400	30	900
S-12	55	3025	80	6400	25	625
S-13	60	3600	80	6400	20	400
S-14	65	4225	75	5625	10	100
S-15	70	4900	80	6400	10	100
S-16	60	3600	85	7225	25	625
Total	975	60625	1290	104350	315	6975

1. Calculating the mean score of the students' presentation by using the formula:

$$\bar{x} = \frac{\sum x}{N}$$

Note :

\bar{x} = Mean Score (symbol for the population mean)

$\sum x$ = The sum of all score

N = Total number of students

a. Mean score of Pre-test on vocabulary

$$\bar{x} = \frac{1055}{16}$$

$$\bar{x} = 65.94$$

Mean score of Post-test on vocabulary

$$\bar{x} = \frac{1345}{16}$$

$$\bar{x} = 84.06$$

b. Mean score of Pre-test on fluency

$$\bar{x} = \frac{975}{16}$$

$$\bar{x} = 60.93$$

Mean score of Post-test on fluency

$$\bar{x} = \frac{1290}{16}$$

$$\bar{x} = 80.62$$

2. Improvement students in speaking:

a. Improvement students in speaking (Vocabulary)

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

X_1

$$P = \frac{84.06 - 65.94}{65.94} \times 100\%$$

65.94

$$P = \frac{18.12}{65.94} \times 100\%$$

65.94

The students' improvement = 27.47%

b. Improvement student in speaking (Fluency)

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

X_1

$$P = \frac{80.62 - 60.93}{60.93} \times 100\%$$

60.93

$$P = \frac{19.69}{60.93} \times 100\%$$

60.93

The students' improvement = 32.31%

3. Test of significant different between Pre-test and Post-test:

a. Test of significant different between Pre-test and Post-test (Vocabulary)

Note: $\Sigma D = 290$

$$\Sigma D^2 = 6250$$

$$N = 16$$

$$\bar{D} = \frac{\Sigma D}{N} = \frac{290}{16} = 18.12$$

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

$$t = \frac{18.12}{\frac{\sqrt{6250 - \frac{(290)^2}{16}}}{16(16-1)}}$$

$$t = \frac{18.12}{\frac{\sqrt{6250 - \frac{84.100}{16}}}{16(15)}}$$

$$t = \frac{18.12}{\frac{\sqrt{6250 - 5256}}{16(15)}}$$

$$t = \frac{18.12}{\frac{\sqrt{994}}{240}}$$

$$t = \frac{18.12}{\sqrt{4.14}}$$

$$t = \frac{18.12}{2.03}$$

$$t = 8.92$$

b. Test of significant different between Pre-test and Post-test (Fluency)

Note: $\Sigma D = 315$

$$\Sigma D^2 = 6975$$

$$N = 16$$

$$\bar{D} = \frac{\Sigma D}{N} = \frac{315}{16} = 19.68$$

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

$$t = \frac{19.68}{\frac{\sqrt{6975 - \frac{(315)^2}{16}}}{16(16-1)}}$$

$$t = \frac{19.68}{\frac{\sqrt{6975 - \frac{99225}{16}}}{16(15)}}$$

$$t = \frac{19.68}{\frac{\sqrt{6975 - 6201}}{16(15)}}$$

$$t = \frac{19.68}{\frac{\sqrt{774}}{240}}$$

$$t = \frac{19.68}{\sqrt{3.22}}$$

$$t = \frac{19.68}{1.79}$$

$$t = 10.9$$

APPENDIX 3

Tabel Nilai “t” untuk Berbagai Nilai df

Df atau db	Harga Kritis “t” pada Taraf Signifikansi	
	5%	1%
1	12.71	63.66
2	4.30	9.92
3	3.18	5.84
4	2.78	4.60
5	2.57	4.03
6	2.45	3.71
7	2.36	3.50
8	2.31	3.36
9	2.26	3.25
10	2.23	3.17
11	2.20	3.11
12	2.18	3.06
13	2.16	3.01
14	2.14	2.98
15	2.13	2.95
16	2.12	2.92
17	2.11	2.90
18	2.10	2.88
19	2.09	2.86
20	2.09	2.84
21	2.08	2.83

22	2.07	2.82
23	2.07	2.81
24	2.06	2.80
25	2.06	2.79
26	2.06	2.78
27	2.05	2.77
28	2.05	2.76
29	2.04	2.76
30	2.04	2.75
35	2.03	2.72
40	2.02	2.71
45	2.02	2.69
50	2.01	2.68
60	2.00	2.65
70	2.00	2.65
80	1.99	2.64
90	1.99	2.63
100	1.98	2.63
200	1.97	2.60
500	1.96	2.59
1000	1.96	2.58

**RENCANA PELAKSANAAN
PEMBELAJARAN**

Sekolah : MA Muallimin Muhammadiyah Cabang Makassar
Kelas/Semester : XI/ I
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 6 X 45 menit
Pertemuan :
Skill : Speaking

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can*)
- 4.1 Menyusun teks interaksitransaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks..

C. Tujuan Pembelajaran

1. Students are able to identify what is offer
2. Students are able to identify what is suggestion
3. Students are able to differentiate between offer and suggestion
4. Students are able to explain the usage of offer
5. Students are able to explain the usage of suggestion
6. Students are able to offer based on context properly
7. Students are able to respond to an offer properly
8. Students are able to give suggestion based on context properly
9. Students are able to respond suggestion properly
10. Students are able write offering expression correctly
11. Students are able to write suggestion correctly

D. Materi Pembelajaran

Expression of Suggest and Offer

Suggest means to present a suggestion that is to introduce or propose an idea or a plan for consideration. **Suggest** means to propose a plan. It can be accepted or refused.

Suggestions are abstract and can be in form of solutions, advice, plan, and idea.

When making suggestions we often use the following expressions:

Let's

Why don't we

We could

What about

How about

I suggest that

You might want to change

I think

I don't think

Examples

- Let's go to the library.
- Let's go to movies.
- Why don't you do your homework before going out?
- We could eat at home today.
- What about eating at the new place?
- How about going to Sam's place first?
- I suggest that we call it a day.
- You need to change your sleeping habits.
- I think you should go and meet her.
- I think we should do it this way.

Responding to Suggestions

Accepting Suggestion	Refusing Suggestion
Ok, Yes, Let's	No. Let's Not
Yes. I'd like to	No. I'd rather Not
Yes. I'd love to	I don't feel like it
What a good idea	I dislike your suggestion
Why not?	What an awful/ Bad idea
Yes, with pleasure	Sorry, Let's do something else
That sounds like a good idea	I can't

Conversation

Ruby : Assalamualaikum Oka, would you like to do something with me this weekend?

Oka : Waalaikumsalam, Sure? What shall we do?

Ruby : I don't know. Do you have any ideas?

Oka : Why do not we go to cinema?

Ruby : That sounds good to me.

Oka : Let's watch " Action Man 4

Ruby : I'd rather not. I do not like violent movie. How about " Mad Doctor Brown"? I hear it's quite funny movie.

Oka : Ok. Let's go see that, When?

Ruby : It's at 8 o'clock at the Rex.

Oka : Ok. I'll see you at there. Bye Assalamualaikum.

Ruby : Bye. Waalaikumsalam

Expression of Offer

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade. **Offer** can be in terms of food, money, solutions, friendship or a bargain.

Offer means to give help. It can be taken or refused.

When making offers we often use the following expressions:

May I

Can I

Shall I

Would you

How about I

Examples

- May I give you a hand?
- Can I help you?
- Shall I bring you some tea?
- Would you like another piece of cake?

Responding to Suggestions

Accepting Suggestion	Refusing Suggestion
Thank you	No. Thanks
Yes. please	Not for me. thanks
I'd like it very much	No, I really won't
I'm pleased to do that	I'd like to, But I have.....
With pleasure. thank you	I can't. Thanks anyway
That would be very nice	Thank you, but
Thanks. I would	It would be a great pleasure to. But ...

Conversation

Andika : May I get you some to drink?

Oka : Yes, I'd love to get some tea

Rina : Would you like some cookies?

Avis : Thank you, but i'm on diet

Rina : How about a cup of tea?

Avis : I'd like to have a cup of tea. Unfortunately, I'm late for a meeting.

E. Metode Pembelajaran

Three phase-Method

Direct Method

F. Sumber :

Buku Siswa

www.academia.edu

G. Kegiatan Pembelajaran

Activity	Description of Activities	Time Allocation
Pre Activity	<ol style="list-style-type: none">1. The teacher walked into the classroom and greet students2. The teacher asks one student to read the Holy Qur'an3. The Teacher starts of class by giving topic or learning materials	20 minutes
Main Activity	<ol style="list-style-type: none">1. the teacher explain the learning materials2. The teacher gives an example of the expression (conversation)3. Students respond to the example and practice the conversation in front of the class.4. Teacher ask the students to make conversation by using the expression5. Students work in pairs to make the conversation.	90 Minutes

	6. Teacher asks students to practice the conversation they have made	
Post Activity	1. the teacher gives praise or rewards to students who had practiced the conversation.	25 minutes

H. Instrumen

Students makes a dialog/Conversation with their pair and practice in the front of class.

I. Read the dialog carefully.

I. Penilaian

1. Penilaian Sikap

- Serius dalam menerima pelajaran
- Bertanggung jawab
- Santun terhadap guru (Menghargai)
- Aktif
- Bekerja sama dalam kelompok

2. Penilaian Pengetahuan

Penilaian berdasarkan kemampuan siswa dalam menyusun dialog dengan menggunakan Vocabulary dan Fluency siswa dalam memeraktekan dialognya.

J. Rubrik Penilaian

1. Penilaian Sikap

Sikap yang dinilai	Skor			
	4	3	2	1
Serius dalam menerima pelajaran				
Bertanggung jawab				
Santun terhadap guru (Menghargai)				
Aktif				

Bekerja sama dalam kelompok				
-----------------------------	--	--	--	--

Keterangan :

- 4 : Sangat Baik
- 3 : Baik
- 2 : Cukup
- 1 : Kurang

2. Penilaian Pengetahuan

1. Vocabulary

Vocabulary Scoring

Classifications	Score	Criteria
Excellent	96-100	They speak effectively and excellent of using vocabulary
Very Good	86-95	They speak effectively and very good of using vocabulary
Good	76-85	They speak effectively and good of using vocabulary
Fair	66-75	They speak sometimes hasty and fairly good of vocabulary
Poor	56-65	They speak sometimes hasty, fair of vocabulary
Very Poor	00-55	They speak hasty and more sentences are not appropriate in vocabulary

2. Fluency

Fluency Scoring

Classifications	Score	Criteria
Excellent	96-100	They speak effectively and excellent of using smoothness
Very Good	86-95	They speak effectively and very good of using smoothness

Good	76-85	They speak effectively and good of using smoothness
Fair	66-75	They speak sometimes hasty and fairly good of smoothness
Poor	56-65	They speak sometimes hasty, fair of smoothness
Very poor	00-55	They speak hasty and more sentences are not appropriate in smoothness

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MA Muallimin Muhammadiyah Cabang Makassar
Kelas/Semester : XI/ I
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 6 X 45 menit
Pertemuan :
Skill : Speaking

K. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya
6. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
7. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
8. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

L. Kompetensi Dasar

3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

M. Tujuan Pembelajaran

1. Students are able to identify opinion.
2. Students are able to explain the function of an opinion properly.
3. Students are able to ask for other's opinion properly.
4. Students are able to give opinion properly.

D. Materi Pembelajaran

Expression of Asking and Giving Opinion

Opinions can be expressed in the ways given below:

Personal Point of view

These expressions are used to show personal point of view.

I agree

We believe

I reckon

I doubt

I assume

I don't agree

I think

As far as I am concerned

Some people believe

Majority agree with....

I am afraid I have to disagree with you. It is not justified to say so

What I mean is In my humble opinion

In my opinion ... Personally, I think

In my experience I would like to point out that

General Point of View

These expressions are used to show general point of view. General point of view creates a balance in writing and helps to avoid absolute statements.

It is sometimes argued

It is considered

While some people believe

Some people believe

Of course, many argue

Majority agree with

Majority disagree with

Some people say that

Most people do not agree

Generally it is accepted

.....

Almost everyone

Responding to Opinion

Agreeing with an Opinion	Disagreeing with an Opinion
I think so too.	I am sorry, I don't agree with you.
That's a good point.	I am not sure
Neither do I.	I agree with you.
I agree, I never thought of that.	I don't agree with you/ I disagree with you
I agree with what you are saying but have you ever.....	I think you are wrong.
I couldn't agree more.	That's not the same
This is absolutely right.	It is not justified to say so.
Of course.	I am not convinced that
I agree with this opinion.	I can't say I agree with....

E. Metode Pembelajaran

Three phase-Method

Direct Method

F. Sumber

Buku Siswa

G. Kegiatan Pembelajaran

Pertemuan ke 3

Activity	Description of Activities	Time Allocation
Pre- Activity	4. The teacher walked into the classroom and greet students 5. The teacher asks one student to read the Holy Qur'an 6. The Teacher starts of class by giving topic or learning materials 7. Apperception	20 minutes
Main Activity	7. the teacher explain the learning	90 Minutes

	<p>materials</p> <ol style="list-style-type: none"> 8. The teacher gives a text about Bullying 9. Teacher asking students to give an opinion about Bullying.. 10. Teacher gives some questions to students related to the text and asking to discussing. 11. Students deliver their opinion in front of the class. 	
Post Activity	<ol style="list-style-type: none"> 2. the teacher gives praise or rewards to students who had delivered their opinion 3. Teacher conclude the learning material. 	25 minutes

Pertemuan ke 4

Activity	Description of Activities	Time Allocation
Pre Activity	<ol style="list-style-type: none"> 1.The teacher walked into the classroom and greet students 2.The teacher asks one student to read the Holy Qur'anThe Teacher starts of class by giving topic or learning materials 	20 minutes
Main Activity	<ol style="list-style-type: none"> 1. the teacher explain the learning materials 2. The teacher gives an example of the expression (conversation) 3. Students respond to the example and practice the conversation in front of the class. 4. Teacher ask the students to make conversation by using the expression 5. Students work in pairs to make the 	90 Minutes

	conversation. 6. Teacher asks students to practice the conversation they have made	
Post Activity	1. the teacher gives praise or rewards to students who had practiced the conversation. 2. Teacher ask the students' difficulties in learning the material. 3. Teacher leave the class.	25 minutes

H. Instrumen

Terlampir
dialog carefully.

I. Penilaian

1. Penilaian Sikap

- Serius dalam menerima pelajaran
- Bertanggung jawab
- Santun terhadap guru (Menghargai)
- Aktif
- Bekerja sama dalam kelompok

3. Penilaian Pengetahuan

- a. Penilain berdasarkan kemampuan siswa dalam menyampaikan pendapat/pikirannya di depan kelas.
- b. Penilaian berdasarkan kemampuan siswa dalam menyusun dialog

Rubrik Penilaian

3. Penilaian Sikap

Sikap yang dinilai	Skor			
	4	3	2	1
Serius dalam menerima pelajaran				
Bertanggung jawab				
Santun terhadap guru (Menghargai)				

Aktif				
Bekerja sama dalam kelompok				

Keterangan :

- 4 : Sangat Baik
- 3 : Baik
- 2 : Cukup
- 1 : Kurang

4. Penilaian Pengetahuan

1. Vocabulary

Vocabulary Scoring

Classifications	Score	Criteria
Excellent	96-100	They speak effectively and excellent of using vocabulary
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Fair	66-75	They speak sometimes hasty and fairly good of vocabulary
Poor	56-65	They speak sometimes hasty, fair of vocabulary
Very Poor	00-55	They speak hasty and more sentences are not appropriate in vocabulary

2. Fluency

Fluency Scoring

Classifications	Score	Criteria
Excellent	96-100	They speak effectively and excellent of using smoothness

Very Good	86-95	They speak effectively and very good of using smoothness
Good	76-85	They speak effectively and good of using smoothness
Fair	66-75	They speak sometimes hasty and fairly good of smoothness
Poor	56-65	They speak sometimes hasty, fair of smoothness
Very poor	00-55	They speak hasty and more sentences are not appropriate in smoothness

Lampiran

Instrumen Penilaian

1.

Bullying: A cancer that must be eradicated

Note:

All names have been changed to protect the privacy of those involved, especially the victims.

A tragic end to an education that had barely begun 13-year-old Kiki stopped schooling because her classmates used to make fun of her relentlessly. They had accidentally discovered her humble background, her father being a street vendor. In another case, 15 year old Dinda could not take it anymore. She became depressed, left school and stayed at home because she was constantly teased by her classmates for failing in junior high school.

And in yet another, more recent case, some senior students of a junior high school took seven junior students, and subjected them to violent beatings. Sherry, one of the junior students, was rushed to hospital with bruises on his abdomen. He is extremely scared to go to school. Julie, a 10 year old, fifth grade student, states that her first two years of elementary school were a traumatic experience. She sadly remembers being cruelly bullied by her male classmates because she was overweight. They used to call her *Sumatran elephant*, *baboon*, *gentong* and many other names.

These are few cases out of hundreds of similar cases and the number is increasing over the time. In Indonesia bullying exists in every form, from teasing to extreme abuse. Even though incidents of bullying are common, unfortunately it is not seen as a major problem. A recent survey conducted by National Child Protection Commission has shown that more than half of bullying incidents go unreported due to the fact that it is considered normal in some parts of the society. Also the people who get bullied are either unwilling to report it because

they feel it will “make a big deal”. Or worse, they are so scared that they don't trust anyone and do not want to share their plight with anyone

(<http://www.asianewsnet.net/news-34263.html>). The issue of bullying has been a problem for years but recently it got limelight from news media when few cases were reported.

Bullying affects the children both psychologically and physically. It is estimated that hundreds of children miss school every day due to the fear of being mistreated by other students and in some extreme cases they choose to home school, or in severe circumstances they stop studying altogether (<http://www.bullyingstatistics.org/content/facts-on-bullying.html>).

Children should not be living in constant fear. They shouldn't be afraid. On the contrary, they should look forward to every day of school and enjoy school life. According to a research bullying has always existed in Indonesian society, but it has come to surface due to the recent proliferation of media technologies (Craig, 2009). Since bullying is prevalent in our society it is important that everyone should be made aware of this social evil. There should be campaigns to increase awareness. Everyone should be working together, against it, to stop it. It is distressing to see our children being isolated from society because they are

treated badly. I am of opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power. These children are our future and we should make every possible effort to stop bullying.

I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent. Majority of people agree that we have to work together towards eliminating this problem.

Some people may consider taunting someone as funny, even though it is anything but funny to the person who is at the receiving end. Minor taunts can create a lot of pain and suffering. While it may seem innocent but the cumulative effect could be highly damaging. In addition to that, as the pain increases, each instance cuts a little deeper which eventually becomes a sore.

It is highly possible that bullying might happen in your school so it is the liability of every student to protect their classmates and try to stop bullying. If it doesn't work then you should inform your teachers or parents.

Not many of us think of stopping it. As long as it doesn't happen to us why should we get involved, why should we bother? But the time has come for us to be actively involved in eradicating bullying (Farrington, 1993).

So next time if you see someone getting bullied, would you try to stop it or let it happen? Remember, bullying is everyone's problem; therefore everyone has to be the part of the solution.

Read the questions carefully. Deliver your opinions and reactions to the questions in front of the class.

1. Do you think bullying is a serious issue in your school? Give reasons to support your opinion.
2. Did this opinion article raise/change your awareness about bullying? Please explain.
3. Do you think it is necessary to educate people on issue of bullying? Why? Give reasons to support your opinion.
4. Do you think bullying should be declared as punishable crime? Give reasons to support your answer.
5. Discuss the article on bullying in a group? Does it change your perspective on bullying or not? Give reasons to support your answers.
6. Are you aware of cyber bullying? Do you think it is worse than physical bullying? Why? Support your opinion with examples.
7. What can young people like you do to prevent or stop bullying? List at least three things you and your friends can do to prevent or stop bullying.

2. Make a dialog about Expressing an Opinion!

**RENCANA PELAKSANAAN
PEMBELAJARAN**

Sekolah : MA Muallimin Muhammadiyah Cabang Makassar
Kelas/Semester : XI/ I
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 6 X 45 menit
Pertemuan :
Skill : Speaking

N. Kompetensi Inti

9. Menghargai dan menghayati ajaran agama yang dianutnya
10. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
11. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

12. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

O. Kompetensi Dasar

- 3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (extended), serta responnya, sesuai dengan konteks
- 4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan harapan dan doa bersayap (extended), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Students are able to identify hopes/dreams in context .
2. Students are able to explain how to express hopes/dreams properly.
3. Students are able to talk about their hopes/dreams for the future.
4. Students are able to write about their hopes/dreams for the future correctly.

D. Materi Pembelajaran

Expression of Dreams and Hopes

hope is something that we want to happen and we work very hard for it to happen. But we are not sure whether it will happen or not and sometimes we can't do anything about it. Hopes and dreams signal future intentions (Ben, 2012).

The verb 'hope' is to express:

- an event that possibly happened (past)
- an event that will possibly happen (future)

To say what you hope about the past, you use the simple past:

- I hope she found the restaurant
- I hope he passed his class last semester,

To say what you hope about the present, you use the present:

- I hope he is all right
- I hope he knows where the clinic is
- I hope he likes Italian food.

To say what you hope about the future you use the present (or the future, although it is less common:

- I hope he has a good time in Florida next month. (I hope he'll have a good time in Florida next month)
- I hope she comes to see us when she passes through New York. (I hope she'll come to see us when she passes through New York).

How to express our hopes:

a. sentence structure to express hope using “ing verbs”

Subject	-ing verb	Complement
I	am hoping	For some good weather tomorrow
I	am hoping	For a good grade in English

b. sentence structure to express hope using “to” and “that”

Subject	-ing verb	Complement
I	Hope	To do something beneficial for my country
I	Hope	To study in America next year

c. Sentence structure to express hope using verb tenses.

Subject	-ing verb	Complement/Object
I	Hope	My brother passed the test
I	Hope	Dessy finds my wallet

Example to express hope:

- i want to become a doctor
- i am hoping to finish all my work on time
- i hope i will realize all my dreams
- i hope that i will always be honest
- i want to get my homework done.

E. Metode Pembelajaran

Three phase-Method

Direct Method

F. Sumber

Buku Siswa

G. Kegiatan Pembelajaran

Pertemuan ke 3

Activity	Description of Activities	Time Allocation
Pre- Activity	8. The teacher walked into the classroom and greet students 9. The teacher asks one student to read the Holy Qur'an 10. The Teacher starts of class by giving topic or learning materials 11. Apperception	20 minutes
Main Activity	12. the teacher explain the learning materials 13. The teacher gives a text about hopes and dreams 14. Teacher asking students to give an opinion about hopes and dreams 15. Teacher gives some questions to students related to the text and asking	90 Minutes

	to discussing. 16. Students deliver their opinion in front of the class.	
Post Activity	4. the teacher gives praise or rewards to students who had delivered their opinion 5. Teacher conclude the learning material.	25 minutes

Pertemuan ke 4

Activity	Description of Activities	Time Allocation
Pre Activity	1.The teacher walked into the classroom and greet students 2.The teacher asks one student to read the Holy Qur'anThe Teacher starts of class by giving topic or learning materials	20 minutes
Main Activity	7. the teacher explain the learning materials 8. The teacher gives an example of the expression (conversation) 9. Students respond to the example and practice the conversation in front of the class. 10.Teacher ask the students to make conversation by using the expression 11.Students work in pairs to make the conversation. 12.Teacher asks students to practice the conversation they have made	90 Minutes
Post Activity	4. the teacher gives praise or rewards to students who had practiced the conversation. 5. Teacher ask the students' difficulties in	25 minutes

	learning the material. 6. Teacher leave the class.	
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H. Instrumen

Terlampir

dialog carefully.

I. Penilaian

2. Penilaian Sikap

- Serius dalam menerima pelajaran
- Bertanggung jawab
- Santun terhadap guru (Menghargai)
- Aktif
- Bekerja sama dalam kelompok

3. Penilaian Pengetahuan

- a. Penilaian berdasarkan kemampuan siswa dalam menyampaikan hopes and dreams di depan kelas.
- b. Penilaian berdasarkan kemampuan siswa dalam menyusun dialog

Rubrik Penilaian

5. Penilaian Sikap

Sikap yang dinilai	Skor			
	4	3	2	1
Serius dalam menerima pelajaran				
Bertanggung jawab				
Santun terhadap guru (Menghargai)				
Aktif				
Bekerja sama dalam kelompok				

Keterangan :

- 4 : Sangat Baik
- 3 : Baik
- 2 : Cukup
- 1 : Kurang

6. Penilaian Pengetahuan

1. Vocabulary

Vocabulary Scoring

Classifications	Score	Criteria
Excellent	96-100	They speak effectively and excellent of using vocabulary
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Very Poor	00-55	They speak hasty and more sentences are not appropriate in vocabulary

2. Fluency

Fluency Scoring

Classifications	Score	Criteria
Excellent	96-100	They speak effectively and excellent of using smoothness
Very Good	86-95	They speak effectively and very good of using smoothness
Good	76-85	They speak effectively and good of using smoothness
Fair	66-75	They speak sometimes hasty and fairly good of smoothness
Poor	56-65	They speak sometimes hasty, fair of smoothness
Very poor	00-55	They speak hasty and more sentences are not appropriate in smoothness

Lampiran

Instrumen Penilaian

President Sukarno of Indonesia:
Speech at the Opening of the Bandung Conference, April 18, 1955

This twentieth century has been a period of terrific dynamism. Perhaps the last fifty years have seen more developments and more material progress than the previous five hundred years. Man has learned to control many of the scourges, which once threatened him. He has learned to consume distance. He has learned to project his voice and his picture across oceans and continents. He has learned how to make the desert bloom and the plants of the earth increase their bounty. He has learned how to release the immense forces locked in the smallest particles of matter.

But has man's political skill marched hand-in-hand with his technical and scientific skill? The answer is No! The political skill of man has been far outstripped by technical skill. The result of this is fear. And man gasps for safety and morality.

Perhaps now more than at any other moment in the history of the world, society, government and statesmanship needs to be based upon the highest code of morality and ethics. And in political terms, what is the highest code of morality? It is the subordination of everything to the well being of mankind. But today we are faced with a situation where the well being of mankind is not always the primary consideration. Many who are in places of high power think, rather, of controlling the world.

Yes, we are living in a world of fear. The life of man today is corroded and made bitter by fear. Fear of future, fear of hydrogen bomb, fear of ideologies. Perhaps this fear is a greater danger than the danger itself, because it is fear, which drives men to act foolishly, to act thoughtlessly, to act dangerously.

All of us, I am certain, are united by more important things than those, which superficially divide us. We are united, for instance, by a common detestation of colonialism in whatever form it appears. We are united by a common detestation of racialism. And we are united by a common determination to preserve and stabilize peace in the world.

We are often told, "Colonialism is dead." Let us not be deceived or even soothed by that. I say to you, colonialism is not yet dead. How can we say it is dead, so long as vast areas of Asia and Africa are unfree.

And, I beg of you do not think of colonialism only in the classic form, which we of Indonesia, and our brothers in different parts of Asia and Africa, knew. Colonialism has also its modern dress, in the form of economic control, intellectual control, and actual physical control by a small but alien community within a nation. It is a skillful and determined enemy, and it appears in many guises. It does not give up its loot easily. Wherever, whenever and however it appears, colonialism is an evil thing, and one which must be eradicated from the earth

Source:

(Excerpt taken from Africa-Asia Speaks from Bandung, (Djakarta Indonesian Ministry of Foreign Affairs, 1955, 19-29)

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

1. Do you think politics has changed much since the time of President Sukarno?
 2. Why did President Sukarno want everyone to be united?
 3. What is the new kind of colonialism that President Sukarno is talking about? Does it still exist? If yes, please describe in what ways? Support your answers with examples.
 4. From this article, can you figure out President Sukarno's hopes and dreams for the world? Explain.
 5. What are your hopes and dreams for the world and especially for your country? Describe.
 6. Do you think President Sukarno was able to realize his dreams and hopes? If yes, how?
 7. According to President Sukarno, peace is very important. What do you think? Discuss.
 8. If you were given a chance to give a speech in front of all the presidents and prime ministers of the world, what would you talk about? Discuss in details.
2. write your hopes and dreams, Explain in the front of the class.



CURRICULUM VITAE

Riska Mentari was born on March 31, 1996 in Kading from the marriage of her parents Abd. Azis and Rosnaya. She is the oldest child from one brother and one sister in her family.

In 2001 she started her elementari school at SD INP 5/81 Waekecce'E 1 and graduated in 2007. Then, she continued her study at SMPN 1 Lappariaja, Bone and graduated in 2010. After that, she continued her Senior High School at SMAN 1 Lappariaja, Bone and graduated in 2013. At the same year she was accepted as English Department student of Faculty of Teacher Training and Education, Makassar Muhammadiyah University She was also active in some organizations such as, UKM-Olahraga and UKM Bahasa. At the end of his study, she could finish her thesis in 2017 entitle The Effectiveness of Using Direct Method to Improve Students' English Speaking Ability at Eleventh Grade of MA Muallimin Cabang Makassar.