**CHAPTER I**

**INTRODUCTION**

**A. The Background of the Study**

Language is a system for the expression of meaning. Its primary function is for interaction and communication. Language is used by human in order to know and understand each other. As we know that God created human indifferent condition and character, so they need to interact among people. Allahhas explained this instruction in the Quran at Surah Al-Hujarat 13:

**يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ**

*` O mankind, we have created you from male and female; and We have divided you into tribes and sub-tribes for greater facility of intercourse. Verily, the most honored among you in the sight of Allah is he who is the most righteous among you. Surely, Allah is All Knowing, All-Aware.[[1]](#footnote-2)*

 From the statement above, it shows that people have been instructed by Allah to be a friendship or can be understood between each other, although they have different sex, tribe, country, and language. People need a communication to know each other. It is a basic human activity, and basic of all human’s communication is language.

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important. Since it’s important, English is taught widely at formal school starting from elementary school up to universities; even at informal school i.e. courses.

Al-Ishlah is one of Islamic boarding school in Jln. Raya Labuan Km. 15 Kananga, Menes, pandeglang, Banten, which uses English and Arabic as daily language that mast be practiced by the student. This actifity ofcourse influences the student in many aspects sach as speaking, reading, listening and writing. So, in this case the writer wants to know the influence of direct method on students speakig skill as reinforcement in this islamic boarding school.

Actually the most important thing in English teaching is the role of teachers to students’ learning method. a teacher is assigned as teachers and mentors to each student, Usman Moh User (in Irma Surya, 2006:1) states that the duties of the teacher as profession are to teach, to educate, and to train. Teaching means to continue and develop knowledge, while educating means to continue and develop moral values, and train means to develop the skills of the students in order to achieve the objectives of teaching. The objectives of teaching will be achieved, if the teacher has a good method in teaching in the classroom.

 In any institution, teacher may be different from others such as language proficiency, the experience of teaching, the skill and expertise, teaching activities, motivation, beliefs and principle. In other words, the teacher must select the appropriate method and authentic materials, as well as relevant approach properly. The writer has found some symptoms in teachers’ performance as follows:

1. The English teachers sometimes do not use appropriate teaching method.
2. The English teachers experience difficulties in developing materials.
3. The English teachers seldom use media in teaching.

 Looking at the symptoms above, the teachers have some problems in preparing and performing themselves to teach English subject. So this cause many factors that makes the student’s speaking is low. They came from internal factor and external one. The internal means factor from the inside of the student’s themselves such as low motivation, low interest, and low intelligence etc. And the external is factors from the outside of the students that affect their learning process such as low economic background, less learning materials, and especially in teacher’s performance including their teaching method.

 Mastering speaking skill is not easy, yet other aspects of the language are considered such as; sound, and structure. Speaking is one of the most important elements in a language. We cannot communicate well if we do not master it. No matter how well we learn grammar, how successfully the sound of the foreign language is mastered, without words to express a wider range of meanings, communication in the foreign language just cannot happen in any meaningful way.

 Teaching English as a foreign language is not similar to teaching of vernacular. We know English is different from other languages whether on the vocabulary, phonology, and structure system. Those have great deal of influence to Indonesian students in learning English. Developing student’s interest in learning speaking has always been one of the principal challenges for the teachers.

In addition, to help students in mastering English, many teachers have used different methods for the same purpose, to understand, to learn more easily. In Indonesia, the usual technique to handle this problem is by supplying a list of words added with the definition of them, or allows the students to consult a bilingual dictionary or teacher mentions the definition of every single word of the passage.

 The classroom teacher and the program coordinator have a wider variety of methodological option to choose from then even before. They can choose methods and materials according to the needs of learners, the preferences of teachers, and the constraints of the school or educational setting.[[2]](#footnote-3)

There are many methods that can be used in teaching or learning speaking. However, there are some advantages and disadvantages in every method, because based on the fact above, 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 their speaking skill.

Because methods in teaching speaking usually help the students to memorize, and give the opportunity for students to self-assess their progress in learning speaking. The teacher is hoped to be smart to choose an approach and method of teaching that is suitable for the condition and the need of the learners, so the goal of teaching and learning can be achieved.

 Based on the method the teacher would decide the procedures, the activities and the instruments that are needed in teaching-learning process, even though there are other factors that determine the success of teaching learning process.

 From the description above the writer chooses this study to examine the influence of the direct method of teaching English in enhancing the students’ English achievement especially on speaking achievement.

 As we know that Direct method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate.[[3]](#footnote-4) and also since the Conventional Method was not very effective in preparing students to use the target language communicatively, and the direct method become popular.

 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 in the target language through the use of demonstration and visual aids, with no recourse to the students’ native language[[4]](#footnote-5)

 By using this method, the teacher does not have to translate every single unfamiliar word. Through Direct method, the students will be more active in developing speaking skill, because they will not depend on their teacher. So the writer wants to know whether there are some influences in student’s achievement if they learn through direct method.

 Based on the problems above, the researcher decides to carry out a research entitled **“The Influence of Direct Method on Student’s Speaking Skill” at Eleventh Grade of Al-Ishlah Islamic Boarding School**. And hoped can be improved after implementing.

**B. Formulation of problem**

Based on the background above, the formulation of the problem of this research identified as follows. Is there any effect of using direct method towards students’ peaking mastery?

**C. The objectives of the researcher**

Based on the formulation of the problem above, the objective of this research was to get empirical evidence about the effect of using direct method on students’ speaking mastery.

1. **Significant Of The Study**

The significance of this writing might be expected as follows:

1. The Teachers

The result of this study hopefully can give useful contribution for the institution and the practice of foreign language teaching

1. The Students

The research is expected to be useful input for the students to encourage them to master and improve their speaking English.

1. Other Researcher

Finally, the researcher who are interested in the teaching of English at Senior High School get useful information from the result of this study and leading them to further research on different aspect field.

1. **The organization of writing**

 The writer would like to make easy the report by writing some chapter, each chapter contains of sub-chapters as below:

Chapter I:

 An introduction consists of the background of study, statement of the problem and its scope, the objectives of study, review of the literature, Approaches and methods employed in the study, the organization of writing.

Chapter II:

 Review of related theories consists of the background of language, direct method, speaking ability, learning and teaching activities.

Chapter III:

 Methodology of research consists of the school profile, the method of research, population and sample, the technique of data collecting, the technique of data analysis.

Chapter IV:

 The result of study consists of description of data analysis, hypothesis testing and interpretation of data.

Chapter V:

 Closing consists of conclusion and suggestion.

**CHAPTER II**

**Review of the Literature**

1. **Concept of Direct Method**
2. **Definition of Direct Method**

People can learn speaking through many methods. One of the methods is through direct method. The direct method is not new. Its principle has been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction become learning how to use a foreign language to communicate. Since the conventional method was not very effective in preparing students to use the target language communicatively and the direct method become popular.[[5]](#footnote-6) So this is an old method that the teacher revives, because all the old metods or conventional methods are less effective so as to cause the absence of the student in this school.

The direct method, which arrived at the end of the ninetieth 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 sentence was still the main object of interest, and accuracy was all important.[[6]](#footnote-7)

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.[[7]](#footnote-8) if this theory is often used this will be a challenge for teachers and students in improving speaking skills gradually

The direct method, in rejecting the use of translation developed as a reaction to such highly intellectual approaches to language learning.[[8]](#footnote-9) and this method also not only can develop the ability to speak because with the many vocabulary that students memorized, can also develop a process of fluency in the use of speaking in English style

As Schmitt state, direct method emphasized exposure to oral language, 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 it is problem. It required teacher to be proficient in the target language.[[9]](#footnote-10) Based on the statement above, it may concluded that the direct method is the teaching language where the teacher use foregent language and never translate and use students’ language to hear and imitate the words.

1. **Characteristic of Direct Method**

 Teacher who use Direct Method believe students need to associate meaning and the target language directly in order to do this. Threfore here are the major characteristics of learning speaking through direct method are:

1. The teacher introduces a new target language word or phrase, he demonstrates it meaning through the use of realia, picture or pantomime; he never translate it into the students’ native language.
2. Student’s speak the target language great deal and communicate as if they were in real situation.
3. Grammar is taught inductively; that is the students are presented with examples and they figure out the rule or generalization from the example. An explicit grammar may never be given.
4. Student‘s practice vocabulary by using new words in complete sentences. [[10]](#footnote-11)

Because it, the teacher must deliver and tell the method what the teacher will be given before study, the function is in order the students don't feel shocked and anxious in learning, so the teacher must teach by smoothy style in order the students don't feel stress.

1. **The Steps of Direct Method**

 Below are some of the Steps in teaching through direct methods, and from these eight techniques teachers can also teach sequentially and gradually or randomly and most importantly is to use teaching tactics that students can understand

Here are some steps that can be use in teaching English by using the direct method, they are:

1. *Reading Aloud*

The students take turns reading section of passage, play or dialog, out load. At the end of each student’s turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear.

1. *Question and answer exercise*

This exercise is only conducted in target language. Students are asked questions and answer in full sentences so that they practice with a new words and grammatical structure. They have the opportunity to ask question as well as answer them.

1. *Getting students to self-correct*

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternate answer he supplied. There are, however, other ways of getting students to self-correct. For example, a teacher might simply repeat what a student has just said; using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong.

1. *Conversation Practice*

The teacher asks the students a number of questions in the target language, which the students have to understand to be able to answer correctly. In the class observed the teacher asks individual students questions about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure.

1. *Fill-in-the-blank-exercise*

The technique has been already discussed in the conventional method, but differs in its application in the direct method. All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induces the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

1. *Dictation*

The teacher reads the passage three items. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher reads again a normal speed, and students check their works.

1. *Map Drawing*

The class included one example of a technique used to give students listening comprehension practice. The students will be given a map with the geographical features unnamed. Then the teacher gives the students direction such as the following, “find the mountain range in the west. Write the words ‘Rocky mountains’ across the mountain rage.” He gives instruction for all the geographical features of the United States so that students will have a completely labeled map if they followed his instruction correctly. The students than instruct the teacher to do the same thing with a map he have drawn in the blackboard. Each the student could have a turn giving the teacher instructions for finding and labeling one geographical feature*.*

1. *Paragraph writing*

The teacher in this class asks the students to write a paragraph in their own words on the major geographical features of the United States. They will have done this from memory, or they will have used the reading passage in the lesson as a model.[[11]](#footnote-12)

 Now that researcher have considered the principles and techniques of the Direct Method, so the writer only adjust what the appropriate material to be taught to students so that the material and method are synchroniz, and Writer can see what we can find to use in our own teaching situation.

1. **Function of Direct Method**

Teachers who use the Direct Method believe that students need to associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime. He never translates it into the students‟ native language. Students speak in the target language a great deal and communicate as if they were in real situation[[12]](#footnote-13)

1. **The Advantages and Disadvantages of Direct Method**
2. **Advantage**

According to M.E.S. Elizabeth and Digumarti Bhaskara, The advantages of direct method, there are:[[13]](#footnote-14)

1. This Method lays more emphasis on oral work. That ensures good pronunciation to the learners.
2. For teaching the idioms of English, this method is more suitable.
3. There is direct bond between thought and expression. So it helps the learner to have fluency in speech. It helps the students to have good command over the language.
4. Psychologically, this method is very sound because the teacher proceeds from particular to general and from concrete to abstract.
5. It makes the teaching of English easy and pleasant.
6. It helps the teacher and the learner to cover up more syllabuses inless time.
7. **Disadvantage**

According to M.E.S. Elizabeth and Digumarti Bhaskara, Disadvantages of direct method, there are:[[14]](#footnote-15)

1. There is need of really competent teachers for teaching English by using this method. But we have dearth of such teachers. Sometimes the teacher fails to make the students understand the meaning of a particular word because the use of mother tongue is not allowed.
2. In this method, there is over emphasis on oral work. Reading and writing process of the language get less attention.
3. This method, cannot be used successfully for the average and the below average students.
4. It is an expensive method because the teacher has to use some aids for teaching.
5. This method does not lay emphasis on the selection and gradation of language material which is very important.
6. At the early stages, sometimes this method may fail miserably.

Another is simply addressed by Neena Dash and M. Dash, there are: [[15]](#footnote-16)

1. The direct method promotes the oral aspect of language learning. Reading and writing are neglected.
2. This is a difficult method of teaching and learning English. Only the clever student and the intelligent teacher can gain by this method.
3. There are certain words which cannot be taught by this method. Words such as honesty, integrity, truth, tremble; faints, etc. can best be explained translation method than the direct method.
4. Even if all words can be explained by the direct method it will be lengthy and time taking.
5. This method discards the teaching of formal grammar. But grammar is an essential branch of language learning and this cannot be overlooked.
6. **Concept of Speaking**
7. **Definition of Speaking**

Speaking is one of language skill which is very important to bemastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others.[[16]](#footnote-17) Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech.

According to Hall speaking in an ability that is taken for granted, learned as it is through process of socialization through communicating.[[17]](#footnote-18) Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; or making speech.[[18]](#footnote-19) It means that human use words and phrases In interactive process of constructing meaning of speaking. Right, before someone began to speak, they must concept what want to deliver in order to make better speech and can be understand with the listener and making good communication. After making speech, they must talk and express base on situation.

In short speaking can be as the way to carry out feeling through words, even conversations with other. It means that human use words and phrases in interactive process of constructing meaning of speaking.

1. **Elements of Speaking**

Many students have difficulties in speaking, because the ability to speak fluently presupposes not only knowledge of languages features, but also the ability to process information and language “on the spot”.

They are many elements necessary for spoken production that must be mastered by students in order to be a good speaker:

1. Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. It is for this reason that we should involve students in activities designed specifically toimprove their connected speech.
2. Expressive devices: native of English change the pitch and stress ofparticular parts of utterances, vary volume and speed, and show byother physical and non verbal means how they are feeling. The useof these devices contributes to the ability to convey meaning. Theyallow the extra expressions of emotion and intensity, studentsshould be able to deploy at least some of such supra segmentalfeatures and devices in the same way if they are to be fullyeffective communicators.
3. Lexis and grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting,agreeing and disagreeing.
4. Negotiation language: effective speaking benefits from the negotiation language we use to seek clarification and to show thestructure of what we are saying.[[19]](#footnote-20) The writer often need ask forclarification when we are listening to someone else talk.

 Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we delivered will be acceptable by allcommunicants if we mastered those elements.

1. **Teaching Speaking**

Teaching speaking is started at teaching the students how tospeak in English as their foreign language, for then ask them to be ableto pronounce the new language accurately. And the teachers get very involved with their studnets during a speaking activity and want to join in too! They may argue forcefully in a discussion or get fascinated by a role-play and start ‘playing’ themselves.[[20]](#footnote-21) It’s continued then to guidestudents 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.

Based on the points above, it may be concluded that the learning is the activity results the students behavioral changes, whether especially, dealing with development process or generally, soul development process, attitude, habitual, respect, ability, etc. so the factors that influences students in English learning (speaking ability) are: surroundings, intelligence, mature, learning material and wish.

1. **Characteristics of Spoken Language**

Speaking skill is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown says that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:[[21]](#footnote-22)

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

1. Redundancy

 The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

1. Reduced forms

 Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don’t learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

1. Performance Variables

 One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent; we insert certain “fillers” such as *uh, um, well, you know, I mean, like,* etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

1. Colloquial Language

 Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

1. Rate of Delivery

 Salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.[[22]](#footnote-23)

1. Stress, Rhythm, and Intonation

 This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

1. Interaction

 Learning to produce waves of language in a vacuum – without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.[[23]](#footnote-24)

 This analysis shows how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said.

1. **Types Of Classroom Spaking Performane**

There are six types of listening performances were listened. With obvious conduction between listening and speaking, six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom.

1. Imitative

A very limited portion of speaking time may legitimately be spent generating “Human Tap Recorder” speach, where, for example, learning practice meonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on same particular element of language form.

1. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language, intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

1. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues, such as speak can be meaningful and authentic.

1. Transactional (dialogue)

Transactional language, carry out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, may have more of a negotiative nature to them than does responsive speech.

1. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

1. Extensive (monologue)

Finally, students at intermadiate to advance level are called on to give extended monologues in the form of oral report, summeries, or perhaps short speeches. Here the register is more formal and delibarative. These moologues can planed or impromptu.[[24]](#footnote-25)

Of the above types the teacher should look at the student’ situation when it is appropriate to include Types of classroom speaking performance so that the materials and strategies taught by the teacher are effective which make the students comfortable in the learning situation so that students get more material intake, and the most important thing is the accuracy in the placement of materials and learning strategies in class.

1. **Techniques in Teaching Speaking**

Many of classroom speaking activities which are currently in use fall at or near the communicative end of the communication continuum and a teacher must be smart in determining a technique in teaching so that students feel comfortable in learning situations. In this section we will look at some of the most widely-used :

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.[[25]](#footnote-26) This frequently involves them in coming out to the front of the class.

1. 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.[[26]](#footnote-27)

1. Discussion

 One of the reasons that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.[[27]](#footnote-28)

1. Prepared talks

 A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.[[28]](#footnote-29)

1. Questionnaires

 Questionnaires are useful because by being pre planed they ensure that both questioner and respondent have something to say each other. Depending on how tightly design they are, they may well encourage the natural use of certain receptive language pattern and thus be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process.[[29]](#footnote-30)

1. Simulation and role-play

 Many students derive greet benefit from simulation and role play. Students simulate a real life encounter as if they were doing so in the real world. A simulation and role-play can be used to encourage general oral fluency to train students for specific situation.[[30]](#footnote-31)

1. Debate

 Debate is an activity in which opposite points of view are presented and argued. Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue.[[31]](#footnote-32)

 All speaking activities above encourage students to practice speaking in classroom. Teacher should choose appropriate activities above based on the level of the students. Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on students’ levels. Beside it the process of transferring knowledge can be done easily.

1. **Speaking Assessment**

The test rubric deﬁned the structure of an assessment and provides instructions to participants about what they should do (Bachman and Palmer, 1996: 50). As they say: The test rubric includes those characteristics of the test that provide the structure for particular test tasks and that indicate how test takers are to proceed in accomplishing the tasks. In a test task these need to be made as explicit and clear as possible, while in language use these characteristics are generally implicit. For this reason, rubric may be a characteristic for which there is relatively little correspondence[[32]](#footnote-33).

Brown (2004:140) assumes that while speaking is productive skill that can be directly and empirically observed, those observations are invariably influence by accuracy and the effectiveness of a test taker’s listening skill, which necessarily compromises the reliability and validity of an oral production test. It means that the accuracy and the teacher’s test takers listening skill become the significant aspects in assessing students’ oral production.

There are five categories of speaking assessment tasks proposed by Brown (2004:144-182).

1. Imitative. This is types of speaking performance tasks that deal with the ability to imitate a word or phrase or possibly a sentence. The example of these kinds of tasks is repetition.
2. Intensive. This category of speaking assessment tasks related to the linguistic difficulties either phonological or grammatical aspect of language. Kinds of intensive speaking tasks are direct response, read-aloud, dialogue completion tasks and oral questionnaires, picture-cued tasks, and translation.
3. Responsive. This kinds of tasks include interaction and test comprehension but at somewhat length of utterance. Question and answer, giving instruction and directions and paraphrasing are categorized as responsive speaking tasks.
4. Interactive. Interactive speaking tasks can be described as tasks which produce interaction either transactional language or interpersonal exchange. Interview, role play, discussions and conversations, and games can be set as interactive tasks.
5. Extensive. These oral production tasks which are termed as monologue tasks include speeches, oral presentation, and story-telling.

The rubric is a tool for the assessment designers, and the part of it that is visible for test participants is instructions and any other test information material that the developers may produce.

When writing instructions, the assessment designers need to consider how much about each of the rubric features has to be explained to the participants. On the one hand, instructions need to be brief and clear. On the other, it is fairer to the participants if they know at least something about all of these elements so that they do not need to guess what the assessment is about. In learning-related contexts, some of the information can be provided before the actual assessment situation, possibly even created or agreed together with the learners, whereas in formal tests the developers provide all the information. The instructions in particular are important for task development because they set the scene for how the participants will perceive the task and their own performance on it. Here is an example of general instructions for a classroom speaking test

1. **The Roles of Teacher in Speaking Class**

As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities. However, three have particular relevance if teacher are trying to get students to speak fluently:

1. Prompter: students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency teacher expect of them. However, teacher may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively without disrupting the discussion, or forcing students out of role it will stop the sense of frustration that some students feel when they come to a “deed end” of language or ideas.
2. Participant: teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm. At other times, however, teachers may want to participate in discussions or roleplay themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.
3. Feedback provider: the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible difference approaches. When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon our tact and the appropriacy of the feedback teacher gives in particulars situation.[[33]](#footnote-34)

 Teacher plays big roles in teaching learning process. Speaking teacher should play the roles above in order to make the speaking class runs.

**Chapter III**

**The Method of Research**

In this research, the writer uses the experimental research to know the real data that got from the respondent. Experimental research is a research method that tests the hypothesis which has the form of cause and effect relations by manipulating dependent variables during manipulating time, the writer has to control extraneous variables, perhaps the transitional that occurred really as an effect of manipulating which is out caused by other variables. Donald et, al. stated that “An experimentis a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s).”[[34]](#footnote-35)

The data analysis uses is the quantitative research it means that the writer collects the data from the field and must go to place of the research. Moreover, in this research the writer uses quasi-experiment because in the research there will be pre-test and post-test get the data. Two classes where are involved in this research, it is experimental class and control class. The experimental class consists of the students who received treatment. However, the control class was not. Both classes received a pre-test on whatever instrument is used to assess the effect of the experiment before the treatment has been given. To make this research more clear, the writer provided the research design as follows:

**Table 3.1**

**Quasi Experiment Design**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Class | Pre-test | Treatment | Post-test |
| 1. | Experimental class | X | X | X |
| 2. | Control class | X | 0 | X |

1. **Place and Time of the Research**

The research will entered at the second grade of MA Al-Ishlah Kananga , which was located in Kananga, Menes, Pandeglang, Banten. It started after guidance

1. **Population and Sample**
2. **Population**

The population of this research consists of two classes, namely XI (A), XI (B). The total numbers of the students were 40.

1. **Sample**

The sample of this research was 40 students, which was divided into two classes, namely XI (A) and XI (B). The writer took two classes for the samples of the research, they are class XI (A) as the experiment class and XI (B) as the controlled class. The experiment class XI (A) consists of 20 students,. And the control class XI (B) consists of 20 students.

1. **Research hypothesis**

 Donald et al., in Introduction to Research in Education, said that research hypothesis states the relationship one expects to find as a result of the research. It may be a statement about the expected relationship or the expected *difference* between the variables in the study.[[35]](#footnote-36)

A hypothesis is a specific statement of prediction. It describes in concrete (rather than theoretical) terms what the writer expect will happen in this study.

Related to the objective of the research and definition of hypotheses above, the study proposes the null hypothesis (H0) and alternative hypothesis (Ha) which is be formulated as follows:

If $t\_{0}>t\_{t}$ : the alternative hypothesis (Ha) is accepted and null hypothesis (H0) is rejected. It means that there is significant difference between teaching by using Direct Method and teaching without Direct Method. It means that using Direct Method has significant influence in teaching Speaking at second grade senior high school of Al-Ishlah

If $t\_{0}<t\_{t}$ : the null hypothesis (H0) is accepted and alternative hypothesis (Ha) is rejected. It means that there is no significant difference between teaching speaking using direct method and teaching speaking without direct method. It means that using direct method has no significant influence in teaching speaking at second grade senior high school of Al-Ishlah.

1. **Technique Data collecting**

 This research uses the type of research instrument that is Test (pre-test and post-test). This technique is used to obtain specific data related to the research problem. The research instrument will be discussed in the following paragraphs.

1. Test

 According to Noam Chomsky “Test one of method or process to know about students’ ability, knowledge or performance (skills) in a given domain.[[36]](#footnote-37) Then, the writer uses test to get data and information for student’s value. In this research, the writer gives the students two test. Test consists of pre-test and post-test. The test is purposed to find out whether students speaking score is better than before or not.

a. Pre-test

The researcher gives post test before the lesson is begin by using assessment rubrics the test include question and answer related with the introduction and daily activities of the students. It involves basic information of students’ speaking. It is intended to know the first condition on students’ knowledge of the material that will be thought.

b. Post-Test

 The researcher gives post test after the lesson is finished by using assessment rubrics to know the student's ability in mastering the thinking only. This test includes a presentation of the students related to the section, this test will illustrate the difference between the control and the experimental class after treatment.

1. **Technique of data analysis**

Data analysis is the last step in the procedure of experiment, in this case, processing the data. The data processing is the step to know the result of both the experimental class and the controlled class and also their differences.

Data processing is the step to know the result of both experimental class using Direct Method as variable X and controlled class using Grammar Translation Method as variable Y and their differences. Quantitative is analyzed by statistic calculation of t-test with the formula are follow:[[37]](#footnote-38)

To find out the differences of student’s score in using the Direct Method in teaching speaking, the writer uses t-test

The variables are compared to recognize whether or not the differences are significant. The writer used t-test formula that adapted from Sudjiono Before using T-test formula; the writer has sought some formula below[[38]](#footnote-39)

1. Determining Mean with formula:

M1 = M1 + ⅈ $\left[\frac{\sum\_{}^{}fx^{1}}{N}\right]$

M1 = the average of variables score

$\sum\_{}^{}fx^{1}$ = sum of frequency multiply the student’s score

N = number of students

1. Determining standard deviation score with formula

SD1 = ⅈ $\sqrt{\frac{\sum\_{}^{}fx^{1}}{N}-\left(\frac{\sum\_{}^{}fx^{1}}{N}\right)}$ 2

SD1 = standard deviation of gained score X

∑ fx1 2 = sum of squared gained score

∑ fix′ = sum of gained score

N = number of students

1. Determining of standard Error mean with formula:

SE M1 = $\sqrt{\frac{SD\_{1}}{N-1}}$

SE M1 = standard error mean of gained score

SD1 = standard deviation of gained score

N = number of students

1. Determining standard error from mean of variable X and variable Y, with the formula:

SE M1-M2 = $\sqrt{SE m\_{1}+SE m\_{2}}$

1. Determining t-observation (to) with the formula:

to = $\frac{M\_{1}-M\_{2}}{SE M\_{1}+SE M\_{2}}$

Determining t – table (tt) in significant level 5 % and 1 % with degree of freedom (df), with formula:

df = (N1+N2) -2

df = degree of freedom

N = number of students

**CHAPTER IV**

**RESEARCH FINDING AND INTERPRETATION**

1. **Research Finding**
2. **Data Description**

In this chapter, the researcher would explain the result of the research, this research has been conducted on 5-20 March 2018. The researcher would attempt to submit the data as outcomes of research has hold in Secon Grade of MA Al-Ishlah Kananga Menes Pandeglang. The researcher took 40 students as a subject in this research. It was divided into two classes. There were 20 students from XI (A) as the experimental class and 20 students from XI (B) as the control class.

The data were collected from students' pre-test and post-test from two classes, first class and second class. The data is described into two tables. The achievements of students in the first class were presented in Table 4.1 and the achievements of students in the second class were presented in Table 4.2 Table 4.1 consists of four columns, the first column shows the number of students in the experiment class (X), the second column shows the pre-test scores, the third column shows the post-test scores and the last column shows the gained scores which are resulted from the post-test score is subtracted the pre-test score.

Table 4.1

The Score of Individual Students Were

Taught By Using Direct Method

|  |  |  |  |
| --- | --- | --- | --- |
| Students'(X) | Pre-Test | Post-Test | Gained (d) Score(Post Test - Pre Test) |
|
| 1 | 65 | 85 | 20 |
| 2 | 55 | 90 | 35 |
| 3 | 50 | 85 | 35 |
| 4 | 55 | 70 | 15 |
| 5 | 45 | 75 | 30 |
| 6 | 65 | 85 | 20 |
| 7 | 45 | 70 | 25 |
| 8 | 45 | 70 | 25 |
| 9 | 40 | 55 | 15 |
| 10 | 50 | 80 | 30 |
| 11 | 50 | 75 | 25 |
| 12 | 60 | 85 | 25 |
| 13 | 65 | 90 | 25 |
| 14 | 50 | 60 | 10 |
| 15 | 40 | 60 | 20 |
| 16 | 45 | 60 | 15 |
| 17 | 45 | 50 | 5 |
| 18 | 45 | 55 | 10 |
| 19 | 40 | 70 | 30 |
| 20 | 40 | 75 | 35 |
| ∑ | 995 | 1445 | 450 |
| **Mean** | 49,75 | 72,25 | 22,5 |

The Table 4.1 above describes that the lowest score in the pre-test is 40and the highest score is 65. Meanwhile, the lowest score in the post-test is 50and the highest score is 90. Therefore, it can be summarized that the lowest and the highest scores in post-test is higher than in pre-test.

Table 4.2

The Interval Class of Gained Score of the second Class

Were Taught by Using Direct Method

|  |  |
| --- | --- |
| Class Interval | Interval |
| 31-35 | 3 |
| 26-30 | 3 |
| 21-25 | 5 |
| 16-20 | 3 |
| 11-15 | 3 |
| 6-10 | 2 |
| 1-5 | 1 |

The Table 4.2 above describes that the most rate interval is 5 on class interval 2l—25gained score. Then the less rate interval is 1 on class interval 1—5 gained score.

Figure 4.1

The Interval Class of Gained Score of the Second Class

Were Taught by Using Direct Method

Table 4.3 consists of four columns, the first column shows the number of students in the control class (Y), the second column shows the pre-test scores, the third column shows the post-test scores and the last column shows the gained scores which are resulted from the post-test score is subtracted the pre-test score.

Table 4.3

The Score of Individual Students Were Not

Taught By Using Direct Method

|  |  |  |  |
| --- | --- | --- | --- |
| Students'(X) | Pre-Test | Post-Test | Gained (d) Score(Post Test - Pre Test) |
|
| 1 | 60 | 65 | 5 |
| 2 | 45 | 55 | 10 |
| 3 | 45 | 50 | 5 |
| 4 | 40 | 50 | 10 |
| 5 | 35 | 55 | 20 |
| 6 | 35 | 55 | 20 |
| 7 | 50 | 75 | 25 |
| 8 | 40 | 55 | 15 |
| 9 | 45 | 55 | 10 |
| 10 | 50 | 55 | 5 |
| 11 | 50 | 50 | 0 |
| 12 | 50 | 65 | 15 |
| 13 | 45 | 55 | 10 |
| 14 | 30 | 50 | 20 |
| 15 | 45 | 45 | 0 |
| 16 | 40 | 70 | 30 |
| 17 | 50 | 65 | 15 |
| 18 | 60 | 65 | 5 |
| 19 | 45 | 70 | 25 |
| 20 | 40 | 50 | 10 |
| **∑** | **900** | **1155** | **255** |
| **Mean** | **45** | **57,75** | **12,75** |

The Table 4.3 above describes that the lowest score in the pre-test is 30 and the highest score is 60. Meanwhile, the lowest score in the post-test is 45 and the highest score is 75. Therefore, it can be summarized that the lowest and the highest scores in post-test is higher than in pre-test.

Table 4.4

The Interval Class of Gained Score of the Second Class

Were Not Taught by Using Direct Method

|  |  |
| --- | --- |
| Class Interval | Interval |
| 26-30 | 1 |
| 21-25 | 2 |
| 16-20 | 3 |
| 11-15 | 3 |
| 6-10 | 5 |
| 1-5 | 4 |
| 0 | 2 |

The Table 4.4 above describes that that the most rate interval is 5 on class interval 21-25 gained score. Then the less rate interval is 1 on class interval 1-5 gained score

Figure 4.2

The Interval Class of Gained Score of the Second Class

Were Not Taught by Using Using Method

1. **Data Analysis**

Before on the data analyzed. Had calculated the data into the statistic calculation. The formula used t1.r1 formula to find the empirical evidence statistically and to make the testing of hypothesis will be easier.

Before it, the calculation table from two variables. The table consists of eight columns; the first column shows the number of students in the first class, the second column shows the number of students in the second class, the third column shows the students gained scores in the first class (^x), the fourth column shows the students' gained scores in the second class (Y), the fifth column shows the students, deviation scores in the first class (x) which are resulted from the students gained score is subtracted the sum of the gained scores in the first class, the sixth column shows the students' deviation scores in the second class (y) which are resulted from the student's gained score is subtracted the sum of the gained scores in the second class, the seventh column shows the students, squared deviation scores in the first class 1x2; which are resulted from the multi-playing the student’s deviation score in the first class, and the eight column shows the student’s squared deviation score in the second class .(y2) which are resulted from the multiplying the student’s deviation score In the second class.

Table 4.5

The Comparison of Score Between Students

Were Taught by Using Direct Method and by Students Were Not Taught by Using Direct Method

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Students' (X)** | **Students' (Y)** | **X** | **Y** | **x** | **Y** | **X2** | **Y2** |
|
| 1 | 1 | 20 | 5 | -2,5 | -7,75 | 6,25 | 60,0625 |
| 2 | 2 | 35 | 10 | 12,5 | -2,75 | 156,25 | 7,5625 |
| 3 | 3 | 35 | 5 | 12,5 | -7,75 | 156,25 | 60,0625 |
| 4 | 4 | 15 | 10 | -7,5 | -2,75 | 56,25 | 7,5625 |
| 5 | 5 | 30 | 20 | 7,5 | 7,25 | 56,25 | 52,5625 |
| 6 | 6 | 20 | 20 | -2,5 | 7,25 | 6,25 | 52,5625 |
| 7 | 7 | 25 | 25 | 2,5 | 12,25 | 6,25 | 150,0625 |
| 8 | 8 | 25 | 15 | 2,5 | 2,25 | 6,25 | 5,0625 |
| 9 | 9 | 15 | 10 | -7,5 | -2,75 | 56,25 | 7,5625 |
| 10 | 10 | 30 | 5 | 7,5 | -7,75 | 56,25 | 60,0625 |
| 11 | 11 | 25 | 0 | 2,5 | -12,75 | 6,25 | 162,5625 |
| 12 | 12 | 25 | 15 | 2,5 | 2,25 | 6,25 | 5,0625 |
| 13 | 13 | 25 | 10 | 2,5 | -2,75 | 6,25 | 7,5625 |
| 14 | 14 | 10 | 20 | -12,5 | 7,25 | 156,25 | 52,5625 |
| 15 | 15 | 20 | 0 | -2,5 | -12,75 | 6,25 | 162,5625 |
| 16 | 16 | 15 | 30 | -7,5 | 17,25 | 56,25 | 297,5625 |
| 17 | 17 | 5 | 15 | -17,5 | 2,25 | 306,25 | 5,0625 |
| 18 | 18 | 10 | 5 | -12,5 | -7,75 | 156,25 | 60,0625 |
| 19 | 19 | 30 | 25 | 7,5 | 12,25 | 56,25 | 150,0625 |
| 20 | 20 | 35 | 10 | 12,5 | -2,75 | 156,25 | 7,5625 |
| **Mean** | **22,5** | **12,75** |  |  | **73,75** | **68,6875** |
| **N1=20** | **N2=20** | **450** | **255** |  |  | **1475** | **1373,75** |
| **SDx** | **SDy** |  |  |  |  | **8,59** | **8,29** |
| **SEmx** |  | **8,59****4,36** |  |  |  | **1,97** |  |
|  |  |  |  |  |
| **SEmy** |  | **8,59****4,39** |  |  |  |  | **1,90** |
|  |  |  |  |  |

The calculated the data based on the steps of the test. The steps are:

1. Determining Mean of Variable X :

Mx = $ \frac{\sum\_{}^{}x}{N\_{1}}$

= $\frac{450}{20}$

= 22,5

1. Determining Mean of Variable Y :

My = $\frac{\sum\_{}^{}y}{N\_{2}}$

= $\frac{22,5}{20}$

= 12,75

1. Determining Standard of Deviation Score of Variable X :

SDx = $\sqrt{\frac{\sum\_{}^{}X^{2}}{N\_{1}}}$

= $\sqrt{\frac{1475}{20}}$

= $\sqrt{73,75}$

= 8,59

1. Determining Standard of Deviation Score of Variable Y :

SDy = $\sqrt{\frac{\sum\_{}^{}Y^{2}}{N\_{2}}}$

= $\sqrt{\frac{1373,7}{20}}$

= $\sqrt{68,69}$

= 8,29

1. Determining Standard Error Mean of Variable X :

SEmx = $\frac{SD\_{x}}{\sqrt{N\_{1}-1}}$

= $\frac{8,59}{\sqrt{20-1}}$

= $\frac{8,59}{4,36}$

= 1,97

1. Determining Standard Error Mean of Variable Y :

SEmy = $\frac{SD\_{y}}{\sqrt{N\_{2}-1}}$

= $\frac{8,29}{\sqrt{20-1}}$

= $\frac{8,29}{4,36}$

= 1,90

1. Determining Standard Error of Different Mean of Variable X and Mean of Variable of Variable Y :

SEmx - my = $\sqrt{SEm\_{x^{2}}+ SEm\_{y^{2}}}$

 = $\sqrt{1,97^{2}+1,90^{2}}$

 = $\sqrt{3,89+3,61}$

 = 2,74

1. Determining to :

To = $\frac{m\_{x}-m\_{y}}{SEm\_{x}-m\_{y}}$

 = $\frac{22,5-12,75}{2,74}$

 = 3,56

1. Determining Degrees of Freedom :

 dℐ = N1 + N2

 = 20 – 20

 = 40

The value of degrees of freedom (df) is not mentioned in the t- table so the writer uses the closer value to 3g is 40 as degree of freedom

1. The value of df 40 at the degrees of positive effect 5% or t-table 5% ofdf4O = 2.02
2. The value of df 40 at the degrees of positive effect l% or t-table l% ofdf 40 = 2.70
3. The of hypotheses

The writer formulated Null Hypothesis (Ho) and Alternative Hypothesis (Ha) as follows;

(Ho) There is no positive effect of achievement between teaching using Direct Method and teaching using without Direct Method.

(Ha) There is a positive effect of comparative achievement between teaching using Direct Method and teaching using without Direct Method

The assumption of these hypotheses as follows:

If to. **>** TTable, the Null Hypothesis (Ho) is rejected. It means there is a positive effect of comparison achievement between using Direct Method and teaching using without Direct Method.

If to **<** Ttable, the Null Hypothesis (Ho) is accepted. It means there is no positive effect of comparison achievement between teaching using Direct Method and teaching using without Direct Method.

Based on the analysis of the data, the research finding shows that;

1. The value of Ttable " in the positive effect 5o/o is 2.02
2. The value of 1661. in the positive effect lo/ois2.70
3. The value of L is 3.56
4. **Interpretation of Findings**

As it has been mentioned in chapter one that field research was conducted in order to know whether the effect of Direct Method on student’s Speaking skill at MA Al Ishlah kananga Menes Pandeglang Banten is more effective that before it**.**

To answer those questions above, the writer hypothesized that:

The writer summarized that to ) Ttable" both in the positive effect 5% and in the positive effect l% (2.20 13.56 > 2.70), it means that the Null Hypothesis (H") is rejected and the Alternative Hypothesis (H") is accepted

From the explanation above, we can see that teaching through Direct Method is adequate success. It can be seen that the students who accept the Direct Method in teaching get higher scores than the students who accept without Direct Method. It means that teaching through Direct Method cannot be compared by at secon grade of MA Al Ishlah kananga Menes Pandeglang Banten.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

Based on the data described previously, the conclusion can be drawn that teaching English by using Direct Method has given a positive effect, shown from mean from post-test. The mean of experiment class which use Direct Method is bigger then the mean of controlled class which use without Direct Method. The experiment class in XI (A) atmosphere is also more active. So that, they enjoy the teaching-learning process and learned the materials easily. In control class XI (B), the students seem bored and less motivation. And these all can be seen from the result of the research which is held by the writer.

The result of the analysis in the research, showed that the value of to is bigger than Ttable (Tt) at significance level it means that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. Thus, there is different effect between students Speaking were taught by using Direct Method and without Direct Method**.**

Based on the results above it can be concluded that the using of Direct Method can enhance the students’ Speaking mastery.

1. **Suggestion**

Dealing with the conclusion, the writer would like to suggest as follow:

1. For The Teacher

The result of this study states that the use of the Direct Method in teaching is able to improve the students’ speaking skills. The use of the Direct Method was helpful to attract their interest to the materials given. They were motivated to speak. They became enthusiastic when they practiced individually or in pairs. They did the tasks seriously. Therefore, the English teacher is suggested to use the Direct Method especially in teaching English, especially speaking.

1. For the students:

The Direct Method stimulated the students’ spoken responses. It was much easier to them to enrich their vocabulary in order to speak better. Therefore, it is better for them to continue these activities in the future. They will get more ideas to speak if they have a bank of vocabulary.

1. For other researchers:

This study describes how the Direct Method could improve the students’ speaking skills. It is hard to solve all problems in speaking because there are so many problems. They are complex actually. Other researchers can carry out further studies in this area because the researcher has limitations in time and ability. They may consider this study as one of the references before they carry out research related to students’ speaking skills.

1. For Education Authorities:

For the education authorities, it is necessary to socialize the various models or teaching methods given to the teachers, the availability of adequate learning facilities and infrastructures can improve the quality of the teacher, the existence of value holder program for students and teachers to support the formation of the character development competence.

1. Committee

Committee should functionate in improving the quality of schools need to be realized further in the development and in accordance with educational needs in the community to be more optimal to run the role and function of school committees in improving the quality of schools. And the school committee program in improving the quality of schools must be realized in the implementation of education in accordance with the vision of the school mission and must be supported with all the facilities and infrastructure in improving the quality of school so that in turn able to realize the vision and mission of the school right on the object.

1. Ministry of Religious Affairs of Education

Improving the Quality and Relevance of Islamic Religious Education in line with the direction of national policy to improve the quality of religious education in schools to strengthen understanding and practice to foster morals. So the strategy of Islamic ethics is prioritized on improving the quality of teachers and students and students' understanding of the teachings of Islam and improving the quality of resources and facilities of teaching and learning activities function so that students can be graceful in moral and excel in intellectual

1. Head Master

The principal because of his status as a manager who is responsible for the success of education at the school he leads, then should be able mengimbngkan and Improve the positive attitude of teachers to the learning process needs to get a boost from the principal, among others, with the creation of a good working environment. Should efforts to organize and improve the work environment of the school into a conducive working environment for teachers in duty continue to be done on time. Thus it is expected that the attitude of teachers in the learning process becomes more positive for teachers bias creative in carrying out teaching and learning activities in schools

# BIBLIOGRAPHY

Al-Qur'an, Mushaf Al Karim English Al Noor – 3D & VR Islamic Application *Qs Al-Hujurat : 13*

Ary, Donald, Lucy Cheser Jacobs, and Chris Sorensen 2007, *Introduction to Research in Education.* New York: CBS College Publishing,.

Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy****.***2sd Edition. New York: Pearson Education Company.

Brown, H. Douglas. 2004. *Language Assessment Principles and Classroom Practice*. New York: Longman.

Diane Larsen, Freeman. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

Donald Ary, Lucy Cheser Jacobs and Chris Sorensen, 2007. *Introduction to Research in Education****,*** (New York: CBS College Publishing),

Elizabeth and Digumarti Bhaskara M.E.S (2007), *Method of Teaching English*, (New Delhi Discovery Publishing House),

Freeman, Diane Larsen. 2000. *Techniques and Principles in Language Teaching*.Oxford: Oxford University Press.

Fulcher, Glenn. 2003. *Testing Second Language Speaking***,** Britain: Pearson Education Limited, *Guide,* (UK: Blackwell Publishing), 2nd Ed),

Harmer, Jeremy. 2001. *How to Teach English.* Edinburgh: Addison Wesley Longman Limited.

Harmer, Jeremy*.* 2007.  *The Practice of English Language Teaching*. England: Pearson Education, 4thed.

Hornby, A. S. 2001.*Oxford Advanced Learner’s Dictionary of current English language*, Oxford University Press.

Mcdonough, Jo and Christopher Shaw, 2003. *Materials and Methods in ELT*: A Teacher’s Guide, UK: Blackwell Publishing, 2nd Ed.

O’ Malley, J. Michael and Lorraine Valdez Pierce, 1996. *Authentic Assessment for English Language Learners,* Addison-Wesley Company Inc

Richards Jack C & Theodore S. Rodgers, 2000. *Approach and Method in Language Teaching; a Description and Analysis***,** Cambridge: Cambridge University Press,

Richards Jack C. & Theodore S. Rodgers, 2001. *Approaches and Methods in Language Teaching***,** a Description and Analysis. New York: Cambridge University Press, 2nd ed.

Richards, Jack C and Willy A. Renandya, 2002. *Methodology in Language Teaching.* Cambridge: Cambridge University Press.

Sari Luoma*, Assessment of Speaking*, cambridge language assesment series : Cambridge University Press,

Schmitt Norbert, 2000. *Vocabulary in Language Teaching*, United Kingdom: Cambridge University Press.

Schmitt, Norbert, 2000. *Vocabulary in Language Teaching*, New York: Cambridge University Press.

Sudijono Anas, 2014. *Pengantar Statistik Pendidikan,* (Jakarta : PT Raja Grafindo Persada),

1. Mushaf Al-Qur'an, Al Karim English Al Noor – 3D & VR Islamic Application *Qs Al-Hujurat : 13* [↑](#footnote-ref-2)
2. Jack C Richard and Thedore S. Rodgers, Approaches and Methods in Language Teaching, (New York: Cambridge University Press, 1994), P. vii [↑](#footnote-ref-3)
3. Diane Larsen-Freeman, *Techniques and Principles in Language Teaching.*(Oxford:

Oxford University Press, 2000), p. 23. [↑](#footnote-ref-4)
4. Diane Larsen-Freeman, *Techniques and Principles in Language Teaching.*(Oxford:

Oxford University Press, 2000), p. 23. [↑](#footnote-ref-5)
5. Diane Larsen-Freeman, *Techniques and Principles in Language Teaching.*(Oxford:

Oxford University Press, 2000), p. 23. [↑](#footnote-ref-6)
6. Jeremy Harmer, The Practice Of English Language Teaching. (London: Pearson Education, 4thed, 2007), P.63 [↑](#footnote-ref-7)
7. Freeman ,Diane Larsen, *Techniques And Principles In Language Teaching.*(Oxford:

Oxford University Press, 2000), P. 23. [↑](#footnote-ref-8)
8. Harmer, Jeremy. *How To Teach English.* Edinburgh: Addison Wesley Longman Limited. 2001. P.:78 [↑](#footnote-ref-9)
9. Nobert Schmitt, Vocabulary In Language Teaching ( New York : Cambridge University) P. 12 [↑](#footnote-ref-10)
10. Freeman ,Diane Larsen, *Techniques and Principles in Language Teaching.*(Oxford:

Oxford University Press, 2000),...,P.29 [↑](#footnote-ref-11)
11. Freeman ,Diane Larsen, *Techniques and Principles in Language Teaching.*(Oxford:

Oxford University Press, 2000),*. 30-32* [↑](#footnote-ref-12)
12. Freeman ,Diane Larsen, *Techniques and Principles in Language Teaching.*(Oxford:

Oxford University Press, 2000),*. 24* [↑](#footnote-ref-13)
13. M.E.S, Elizabeth and DigumartiBhaskara, Method of Teaching English, (New Delhi Discovery Publishing House, 2007), p. 55 [↑](#footnote-ref-14)
14. M.E.S, Elizabeth and DigumartiBhaskara, Method of Teaching English, (New Delhi Discovery Publishing House, 2007), p. 55-56 [↑](#footnote-ref-15)
15. M.E.S, Elizabeth and DigumartiBhaskara, Method of Teaching English, (New Delhi Discovery Publishing House, 2007), p. 58 [↑](#footnote-ref-16)
16. Glenn Fulcher, Testing Second Language Speaking, (Britain: Pearson Education Limited, 2003), p. 23 [↑](#footnote-ref-17)
17. Glenn Fulcher, Testing Second Language Speaking, (Britain: Pearson Education Limited, 2003)P. 21 [↑](#footnote-ref-18)
18. A S Hornby, *Oxford Advanced Learners􀂶 Dictionary of Current English,* (NY: Oxford

University Press, 1987), 6th Ed, p. 827. [↑](#footnote-ref-19)
19. Jeremy Harmer, *The Practice Of English Language Teaching,*( Pearson Education

Limited England: 2002), 3rd Ed., P. 269. [↑](#footnote-ref-20)
20. Harmer, Jeremy. *How to Teach English.*Edinburgh: Addison Wesley Longman Limited. 2001. P. 94 [↑](#footnote-ref-21)
21. H. Douglas, Brown,. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* 2sd Edition. New York: Pearson Education Company. 2001.p. 270-271. [↑](#footnote-ref-22)
22. H. Douglas, Brown,. *Teaching By Principles: An Interactive Approach To Language Pedagogy.* 2sd Edition. New York: Pearson Education Company. 2001.P.270-271 [↑](#footnote-ref-23)
23. H. Douglas, Brown,. *Teaching By Principles: An Interactive Approach To Language Pedagogy.* 2sd Edition. New York: Pearson Education Company. 2001.P.270-271 [↑](#footnote-ref-24)
24. H. Douglas, Brown,. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* 2sd Edition. New York: Pearson Education Company. 2001., P.273-274 [↑](#footnote-ref-25)
25. Jaremy Harmer, The Practice Of English Language Teaching. England: Pearson Education, 4thed, 2007. P. 271 [↑](#footnote-ref-26)
26. Jo Mcdonough and Christopher Shaw, *Materials and Methods in ELT : A Teacher􀂶s*

*Guide,* (UK:Blackwell Publishing,2003), 2nd Ed), p.144. [↑](#footnote-ref-27)
27. Jeremy Harmer, The Practice of English Language Teaching. England: Pearson Education, 4thed, 2007. P. 272 [↑](#footnote-ref-28)
28. Jeremy Harmer, The Practice of English Language Teaching. England: Pearson Education, 4thed, 2007p. 274 [↑](#footnote-ref-29)
29. Jeremy Harmer, The Practice of English Language Teaching. England: Pearson Education, 4thed, 2007 [↑](#footnote-ref-30)
30. Jeremy Harmer, The Practice of English Language Teaching. England: Pearson Education, 4thed, 2007 [↑](#footnote-ref-31)
31. J. Michael O’ Mallay and Lorraine Valdez Pierce, *Assessment for English Language*

*Learners*, (Addison-Wesley company inc :1996)*,* p.87. [↑](#footnote-ref-32)
32. Sari Luoma, Assessment of Speaking P. 51 [↑](#footnote-ref-33)
33. Jeremy Harmer, The Practice of English Language Teaching. England: Pearson Education, 4thed, 2007p. 275 [↑](#footnote-ref-34)
34. Donald Ary, Lucy Cheser Jacobs and Chris Sorensen, *Introduction to Research in Education,* (New York: CBS College Publishing, 2007), 265. [↑](#footnote-ref-35)
35. Ary, Jacobs and Sorensen, *Introduction to Research in Education*, 91. [↑](#footnote-ref-36)
36. H. Douglas Brown*, Language Assessment Principles and Classroom Practice*, (New York: Longman, 2004), 3. [↑](#footnote-ref-37)
37. AnasSudijono, *PengantarStatistikPendidikan,* (Jakarta: PT Raja GrafindoPersada, 2014), 52,53,90,162 cet. 53 [↑](#footnote-ref-38)
38. Anas Sudijono. Pengantar Statistik Pendidikan, (Jakarta: PT Grafindo Persada, 2008), p.

318 [↑](#footnote-ref-39)