

THESIS

**IMPLEMENTING DIRECT PRACTICE METHOD WITH THE NATIVE
SPEAKERS TO IMPROVE STUDENT'S SPEAKING SKILL OF USAHA
JASA WISATA DEPARTMENT AT LKP ALOHA TEGALDLIMO IN
G-LAND BOBBY'S SURF CAMP BANYUWANGI IN ACADEMIC YEAR
2020/2021**



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ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI
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2020

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Declare that:

- 1) This thesis has never submitted to any other tertiary education for any other academic degree.
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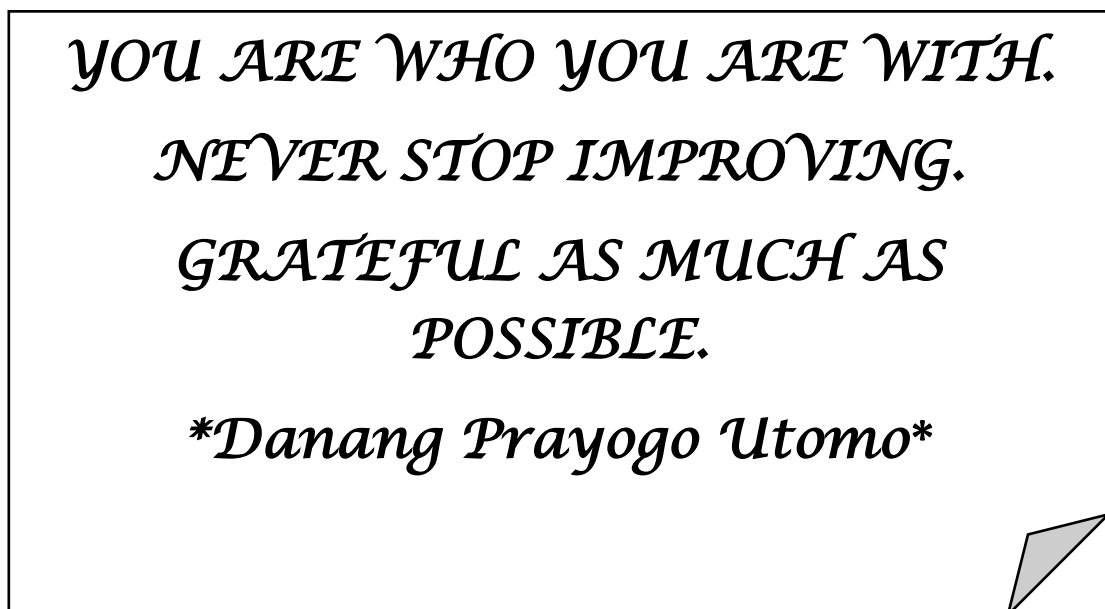
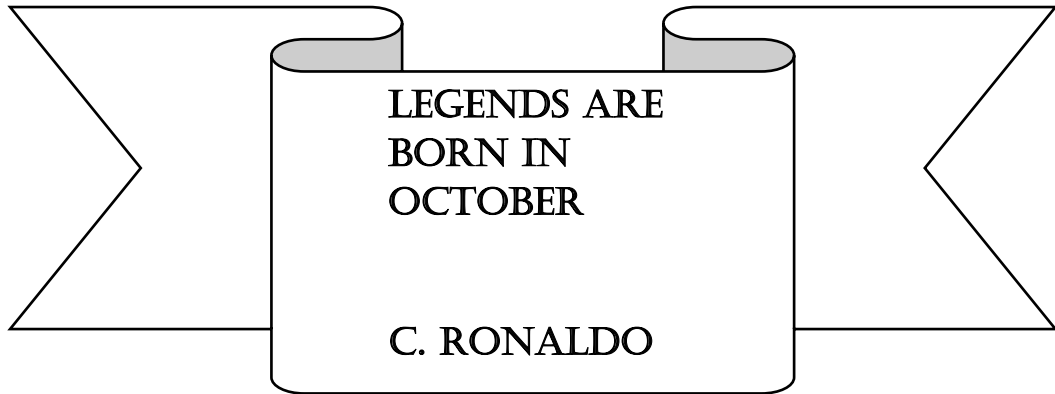
DEDICATION

**I DEDICATE THIS
THESIS TO TO
THE ONE AND
ONLY MY
ANGELS**

**(MRS. PONIYEM
AND MR. PONIDI)**

**THE PEOPLE
WHO BELIEVE IN
ME EVEN WHEN
NO ONE DOES**

MOTTO



ACKNOWLEDGMENT

All praises to Allah the master of the universe, by the grace of Allah the almighty finally the researcher capable of accomplishing his “Thesis” after the long work of writing. An honor, blessing and salutation may be upon to our greatest prophet Muhammad, his family, descendants, friends and his followers who stands for islam.

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I do hope this thesis can bring beneficial to the world of education. I open warmly contrastive suggestion and advice. May almighty God blesses all great people above for their time and work that would be very useful and worth for them to be success in their life and hereafter, Amin.

Banyuwangi, 07-August-2021

The writer

ABSTRACT

Prayogo Utomo, D. 2021. *Implementing Direct practice method to improve students' speaking skills with native speaker in G-Land Bobby's Surf Camp at Usaha Jasa Wisata Department Student of Lkp Aloha Tegaldlimo Banyuwangi in the academic year 2021/2022*

Key Word: Speaking Skill, Improve, Direct practice method

This research goal is to describe the process of implementing direct method to improve student's speaking skill of usaha jasa wisata department of Lkp aloha Tegaldlimo with the native speaker in G-Land Bobby's Surf Camp banyuwangi in the academic year 2021/2022.

This research method used class action research (CAR), And in this research contains two cycles which every single cycle contains two meeting, moreover, this research carried out according to class action research process steps such as: preliminary study, planning, implementing, observing, reflecting. this class action research involved 5 students of usaha jasa wisata department of Lkp aloha Tegaldlimo in G-Land Bobby's Surf Camp as population. there were 5 male students.

Based on the analysed data, it revealed there was progress for student's score speaking in introducing to native speaker, as started from preliminary study unto cycle 2. by using the criteria of succes(skm) at Lkp Aloha Tegaldlimo there were 40% students succeed from the score of criteria succes (skm) in the preliminary study. And then it was increased in the cycle 1 that 60% students succeed from the score of criteria succes (skm). eventually, in the cycle 2 the students obtained progress. and 100% students succeed from the score of criteria succes (skm). from the outcomes above the researcher conclude That Implementing Direct Practice Method to Improve Student's Speaking Skill with The Native Speaker was successful in increasing student's abilities in introducing to native speaker.

The steps of implementations are the implementation of direct practice method improved speaking skill there were following several steps such as: the first, the researcher explained introduction to native speaker as the purpose of activity. The second, the researcher explains the step of learning activity model in speaking introduction to native speaker. The third, the researcher gave a sample of introduction to native speaker. The fourth, the researcher divided students into pair. The fifth. collecting information of introduction to native speaker for students ordered by the researcher. The sixth, the students accompanied to create a good, well introduction to native speaker with the native speaker by the researcher. The seventh. Students created a good, well introduction and the action has done. The eighth. The feedback of positive and a lot of claps are given by the researcher to inspire students and passionate in engage in speaking introduction to native speaker. The ninth, the action was evaluated by the researcher.

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CHAPTER I

INTRODUCTION

This chapter presents an Introduction such as: The Background of study, The Formulation of research problem, The Research of objective, The scope of the study, The purpose of the study, The Significance of the study, and the definition of key terms.

A. Background of the study

English is the prominent language in the world which is used by billion people in a lot of countries. This is becoming the core factor why English has become one of the languages that must be learned in schools or in institutions. It makes the English qualified as a primary requirement to communicate in the worldwide communication. Especially in Indonesia as an international language, as a tool for communication uses english in the academic field, functioned as a first, second or foreign language. in schools from junior high school until university English is taught. in the Ujian Nasional (National Examination) English obliged to be examined in it. So, this is a must for whole people in all over the world to master English (Nila, 2015:1). As a global language, a lot of countries introduce English as their foreign language, including Indonesia. Foreign language means a language which the country doesn't use it as the first or primary language in their daily life. Thus, Since English is important to be introduced in several other countries, It makes English becomes one or other lesson to be taught not only in formal but also informal education, Crystal (2003) on Dharu (2017:1).

Commonly, English has four skills. There are four skills in English, namely listening, speaking, reading, and writing. Speaking is an activity to deliver information or message to the other. According to Richard (2008: 19) on Nurhayati and Harpen (2018: 79), “for amount of foreign language learners to prioritize speaking skill in English to be mastered”. hence, it is a must for the students to acquire speaking skill. Thereunto, in the Al- Qur’an surah Ar- Rahman verse 1-4 Allah already declared:

الرَّحْمَنُ ۱ - عَلَّمَ الْقُرْآنَ ۲ - خَلَقَ الْإِنْسَانَ ۳ - عَلَّمَهُ الْبَيَانَ ۴ -

“The beneficent, hath known the Qur’an, He hath created man, He hath taught him utterance”

It says it all that speaking is one or another the skills in English that need to be considered by almost all people which is that is very important to be mastered. According to Marry ann (2007) on Nurmawati (2018: 11) to say words orally, to communicate, to make request, to make speech was spoken. using verbal and non-verbal symbol in different context is the process and sharing meaning for speaking. Thus, the researcher understands how important speaking skill specially to practice in conjunction with the native speaker in our daily life especially. It is also emphasized that speaking skill is the core to learn English language, very vital a section of second language learning is could be speaking. The cap potential to talk in second language absolutely and successfully contributes to the fulfillment of the freshmen in college and fulfillment later withinside the stages of life, Brown (1994) on Farisa (2016:156)

However, from four skills in the English language, speaking is considered to be the most complicated skill in the English language. According to Campbell (1978:32) on Umar (2019:156) speaking is an activity on the part of that other to understand what was in the mind of the first. Moreover, interaction process between a speaker and a listener is also speaking, the the messages from a speaker to listener orally which delivered by the process of communication is also in speaking orally communication is sin speaking. a foreign language teacher needs a special selection of communicative approaches in language teaching, methods and techniques that can be used in the classroom to present the materials. Sometimes, when organizing and planning speaking instruction, methods and instructional approaches combination is used by most of the teachers. speaking is an interactive real time activity to express meaning to interact with others that unplanned and just continues based on situations. However, in EFL context the students seldom try to produce their native speaker' language and it must be regarded by the teacher because their knowledge awareness. A speaker requires attention to precise details of the language Thornbury (2005:20) on (Andi, 2017:1). It is supported by (Nurmawati 2018:12) speaking is the vehicle: part excellent of social solidarity, of social making of professional achievement of business. It is through their way of speaking that people are most frequently judged. In addition to that speaking is also a medium through which much language is learnt, including English. uttering a sequence of words in their correct pronunciation is not always speaking. to deliver what is in his mind well and to make his audience understand him, to be good speaker

provided is said by one. Farisa, (2016:157) explained that there are six important things to be considered in speaking ability. There are: (1) To decide what the learner want to say, (2) to select words that fall into pattern they shall to use, (3) to select words that fall into pattern conveying the meaning, (4) to use correct arrangement of word, (5) to make sure the appropriate situation, and (6) to place tongue and lips in certain position to produce sounds. Moreover, according to (Hesta 2017:2)"Speaking is the use of language orally". the success of students in school and success later in each stages of life is contributed by The ability to communicate in a foreign language clearly and efficiently. One and another of difficulties faced by Indonesian students in mastering English is how to speak English. In this case researcher have notice after doing interview that some teachers do not focus on listening and speaking as much as they do reading and writing . While reading and writing are very important , students oblige to know to listen and speak to help them with their reading and writing. Therefore it is essential and language teachers pay well attention to teaching speaking .

According to the complexity of the speaking skills above, teachers should have suitable method. Furthermore, to achieve the best result in teaching speaking, the teacher should understand what the most appropriate method is. It is strengthened based on Larsen, (1986) on Dzulfikar, (2016:1) method to teach English is the way that the teachers use to teach English in some ways. There are many kinds of methods in English teaching, the Direct Practice Method (DM) is one and another method. to be connected directly with the target language is The Direct method obtained its name from it, without

applying through the process of translating into the students' first language. In this study, the researcher focuses more on using DM (direct practice method) as the most appropriate method. Because of speaking, the researcher uses direct method in G-land Bobby's Surf Camp to improve speaking ability in practice with native speaker. In short, to approach teaching in practice with native speaker, direct method can be considered as one and another way in teaching speaking.

Lkp Aloha Educational Center is an English Language Course Institute, founded by Mr. Ridwan (John) on December 8, 1994 in the village of Kedunggebang, Tegaldlimo, Banyuwangi Regency. Lkp Aloha Educational Center has graduated around 10,000 alumni spread throughout Indonesia. Most of alumni continue their studies and work both at home and abroad. The Lkp Aloha Educational Center program is open at any time (http://aloha-educational.blogspot.com/p/profil_03.html accessed on 13 March 2021) Lkp Aloha Edu is one and another Lkp in Banyuwangi, it is located in Jalan DRWS Husodo Kedunggebang village Tegaldlimo district, exactly in Banyuwangi regency which has many majors, including: English language, Japanese language, Mandarin language, hotel accommodation, tourist service businesses, and restaurants. Lkp Aloha Edu has good facilities, good staff, and students who always support this research. This LKP also is partnering with many tourism industries such as hotel, restaurant, home stay, camp, institution. For instance, this school is very supportive to be conducted research studies, it makes the researcher has the intention to conduct research studies in that Lkp. This Lkp is very supportive to be conducted research studies.

When researcher took PPL in February 2021, researcher was taking for the usaha jasa wisata class at Lkp Aloha Edu. and the researcher found that there were 3 students still had problem in their speaking. Mostly some students had no experience to speak with the native speaker, so from that case caused students facing some problems. The first, students were confused when they heard native speaker's accent, it caused their pronunciation is incorrect. The second, students did not know vocabulary in context, especially vocabulary that related to native speaker's activity for example (kinds of waves, kook, surfing style, wipeout etc). So, that's why they do not know how to use the words properly. The third, some students felt nervous when starting conversation because it was their first time, it caused the obstacle when students have conversation with them. not only nervous, but also lack of knowledges of the expression of the tourism. The fourth problem was they lack of body language to speak in conjunction with the native speaker. So, the conclusion based on those cases above was that the students owned problem in experience to create a comprehending conversation in conjunction with the native speaker.

Those were the problems proven by the score of the students. In fact, Lkp Aloha Edu has the criteria maximum of the score (SKM) that students must achieve the standard of the criteria maximum of the score (SKM) Lkp Aloha Edu. It presented that there are few students have under criteria maximum of the score, actually the minimal completeness criteria of success (SKM) are 75, in contra, there were students who obtain 60 or more little bit, it defined that students were not reached yet, those occurs were proven when the

researcher holded a preliminary research. Mostly, they were scared and nervous when they would speak. In short, students in needed of great motivation and practice in speaking.

So that's why the researcher used direct method practice as the method to practice with native to improve speaking ability which gave benefit for students who learn to speak with native speaker. The reason why by implementing direct method to provoke student to speak more in English and have strong mental in speaking ability, and it could make students to speak more intentionally and confidently. There were some reasons by implementing it, the first, students could obtain information of accent from the point sentence of native speaker which appears in G-land Bobby's Surf Camp, with the result that students could speak like native speaker based on valid information, the second in method and the learning process or mattery, the students were anticipated to be interested, the third they could be more eager to learn to speak like native speaker because of nowadays many teenagers were admired in some accents. Native speaker accents are the proclivity of interest in the teenager cycle. The conclusion was all students has been enjoyed at usaha jasa wisata department student of aloha edu.

The DM (direct method) material has been listed at usaha jasa wisata of Lkp Aloha Edulearning plan for social life majors. Therefore, researchers used G-land Bobby's Surf Camp as a learning topic. According to the class problem condition above. The researcher had the intention to conduct research study which entitled "Implementing Direct Practice Method With The Native Speakers To Improve Student's Speaking Skill Of Usaha Jasa

Wisata Department At Lkp Aloha Tegaldlimo In G-land Bobby's Surf Camp Banyuwangi In Academic Year 2021/2022" it is strengthened by some researchers' thesis such as: the use of the Direct Method in teaching student's speaking skill at purikids language course Yogyakarta in the academic year of 2015/2016 (*action research study*) by Nila Andriyani. The use of direct method to teach integrated skills for super kids 5 students in purikids Yogyakarta in the academic year of 2017/2018(*action research study*) by Dharu Krisma Dwi Sinta. Improving Learners' English-Speaking Ability by Applying direct method in English club of Musholla of the Faculty of Cultural Studies in the University of North Sumatera in the academic year 2016/2017 (*class action research*) by Dzulfikar. The Implementation of Daily Conversation Method to Improve Students' Speaking Ability at Ma'had Al Jami'ah Uin Raden Intan Lintang Lampung in the academic year of 2018/2019(*class action research*) by Nurmawati.

B. Research problem

Due to the background of the study above, the researcher formulates the research problem such as How is the implementation of Direct practice able to improve students' speaking skills with native speaker in G-land Bobby's Surf Camp at Usaha Jasa Wisata Department Student of Lkp Aloha Tegaldlimo Banyuwangi in the academic year 2021/2022?

C. Objective of the study

Based on the formulation of the research problem, the researcher has purpose:

To describe how direct practice method to improve speaking skill with native speaker in G-Land Bobby's Surf Camp At Usaha Jasa Wisata Department Student Of Lkp Aloha Tegaldlimo Banyuwangiin the academic year 2021/2022.

D. Significance of the study

Here are some benefits of this research study which, expected to give input to:

1. The student

This result of the study gives benefits to students to improve their ability in learning speaking.

2. The teacher

This result of the study gives an input to the teacher in teaching speaking. Besides, it becomes an alternative technique to enrich each technique.

3. The other researchers

This research study can give literature and information for the next researchers who conducts the researcher which related to direct method practicing with native speaker.

E. Scope and limitation

This research study is limited to the process of Implementing Direct practice able to improve students' speaking skills with native speaker In G-Land Bobby's Surf Camp At Usaha Jasa Wisata Department Student of Lkp Aloha Tegaldimo Banyuwangiin The Academic Year 2021/2022

F. Definition of key terms

1. Direct practice method

Based on based on Larsen, (1986) on Dzulfikar, (2016:1) method to teach English is the way that the teachers use to teach English in some ways. There are many kinds of methods in English teaching, the Direct Method (DM) is one and another method. to be connected directly with the target language is The Direct method obtained its name from it, without applying through the process of translating into the students' first language.

2. Speaking skill

Speaking According to Marry ann (2007) on Nurmawati (2018: 11) to say words orally, to communicate, to make request, to make speech was spoken. using verbal and non-verbal symbol in different context is the process and sharing meaning for speaking.

3. G-Land Bobby's Surf Camp

Bobby's Surf Camp is the first and unique camp at G-Land, working for extra than 30 years and famous by means of surf legends from the US and Australia. Located on the southeast tip of Java, along the japanese

shoreline of Gragajan Bay in a giant jungle hold known as Alas Purwo National Park, G-Land provides an unforgettable journey ride for all stage of surfers except first timers. G-land is well-known for its giant and powerful surf, however there are waves of a good deal less final result that surfers have the choice of taking part in with. Surfers from all corners of the globe have made their way to the Javanese jungle each 12 months between March - November to pattern G-Land's wonderful waves. The waves such as Kong, Moneytrees, Speedies, Launching Pad, Tiger Track, chicken, 20'20', andsoon,

(https://www.tripadvisor.com/Hotel_Reviewg3390074d3331740ReviewsG_Land_Bobby_s_Surf_CampGrajagan_East_Java_Java.html).

4. Native Speaker

Native speaker is a person who is from a foreign country, and because we are in Indonesia in this context the native speakers come from other countries such as Australia, united stated of America, London, Canada, and etc. these people use English to communicate in their daily life, they own, think, and speak in English

(https://www.merriam-webster.com/dictionary/native_speaker, it

accessed on 26-03-2021 at 14:48)

CHAPTER II

THE REVIEW OF RELATED LITERATURE

This chapter explicates the review of theoretical related to speaking skill, direct practice method, native speaker, and previous study.

A. Speaking Skill

1. Definition of Speaking

Based on Rodry jones (1989) on Nining, (2014:7) it is vital that what you say is delivered in the most advantageous way in a shape of communication is speaking. How you say something can be as essential as what you say in getting which means across. In accordance with that point, speaking is realized as communication, therefore, speakers are required to be in a position to specific what they want to say as effectively as possible in order to convey the message. speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires by Cameron (2001: 40) on Intan, (2015:15)

Chaney (1998) on Nila, (2015: 21) argues that the process of building and sharing meaning through the use of non-verbal symbols in a various of contexts is speaking. a vital section in language learning is speaking. It needs the speakers to produce the target language in the spoken form. It is supported by Campbell (1978:32) on Umar, (2019:156) speaking is an activity on the part of that other to understand what was in the mind of the first. Moreover, talking is additionally an interplay process between a

speaker and a listener, in talking there is a manner of conversation which conveys the messages from a speaker to listener orally. It potential that in orally communication. In language teaching a trainer of a overseas language desires a special selection of communicative approaches, methods and techniques that can be used in the classroom to present the materials. Sometimes, when organizing and planning speaking instruction, most of the teachers use a combination of instructional approaches and methods. According to Bygates, (2008) on Nurmawati, (2018:12) speaking is the vehicle: part excellent of social solidarity, of social making of professional achievement of business. It is through their way of speaking that people are most frequently judged. In addition to that speaking is also a medium through which much language is learnt, including English. uttering a sequence of words in their correct pronunciation is not always speaking. propose that speaking means giving oral expression to thoughts, opinions, and feelings in terms of talk or conversation. To capable to do it, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of the English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be a sensitive person to whom they speak and also the situation in which the conversation takes place. Lastly, the learners must have the

abilities to change the direction of their thoughts on the basis of the person's responses by (Weny, 2019:19). In addition, the skill of four in English which students must consider is speaking. Moreover, it can assist students to create a good communication orally and directly to others by involving statement, expression, opinion and their knowledge experience.

2. Basic Types of speaking

Based on, Brown (2007:327) To create a great oral production by applying six categories in speaking skill and some categories that students are expected to carry out in the classroom as follow:

A. Imitative

In this type of imitation, students are focused on showing vowels, certain elements of a form of language, and furthermore this done in terms of drill. Psychomotor pattern (to “loosen the tongue”) can be established by it and appropriate context associated with the selected grammatical form. These are few useful guidelines for successful drills below:

- 1) Keep them short
- 2) Keep them simple
- 3) Keep them snappy
- 4) ensure students be aware of why they are doing the drill
- 5) Limit them to phonology or grammar points
- 6) ensure they in the end lead to communicative purpose

7) Don't overuse them

B. Intensive

To exhibit competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships is designed by The production of short stretches of oral language.

C. Responsive.

Responsive encompass interplay and check comprehension but at the rather restricted stage of very shorts conversations, preferred greetings and small talk, simple requests and remarks. This is a kind of short replies to teacher or studentinitiated questions or comments, giving instructions and directions. Those replies are usually sufficient, meaningful and do not extend into dialogue :

K: How are you today?

M: Pretty good, thanks.

K: What is the main idea of the text?

M: The united nation should have authority

D. Transactional (dialogue)

The specific information conveyed and exchanged by carrying out Transactional language to extend responsive language form. Conversation for example, may have more of negotiates nature to them than does responsive utterance:

K: What is the main idea of the text?

M: The united nation should have authority

K: More authority than what?

M: Then it does right now

K: What do you mean?

M: Well, for example, the UN should have the power to force certain countries to destroys its nuclear weapon

E. Interpersonal (dialogue)

Interpersonal dialogue is the other form of conversation which bring more purpose of maintaining social relationship than the transmission of the fact and information. It involves some factors that makes learners obtain tricky words as follows:

- 1) A casual register
- 2) Colloquial language
- 3) Emotionally charged language
- 4) slang
- 5) ellipsis
- 6) sarcasm
- 7) a covert “ agenda”

For example:

K: Hi Bob, How is life?

M: oh, so-so.

K: Not a marvelous weekend uhh?

M: Well, But I was so angry last week.

K: I recon you got it exactly well what I mean right

M: Oh, that...How come you get hit by that over something like that.

K: umm, whose mistake was it, huh?

M: Oh, wow, this is great. Wonderful, Back to square . for crying out loud, bob.

F. Extensive (monologue)

Ultimately, Extensive is in the form of oral reports, summaries is extended monologue or probably short speeches are given by students at intermediate and advance levels. Students can plan and arrange it at first or impromptu.

3. Technique to increase speaking skill

Conducting performance on the speaking skill also needs knowledge of possible activities in the classroom. It is important to make students perform meaningful speaking activities. Based on Harmer (2001:271-275) on Nila, (2015:26) some activities related to the classroom speaking as presented below :

- a. Acting from a script
- b. Communication games
- c. Prepared talks (oral presentation)
- d. Questionnaires
- e. Simulation and role play

Those activities are important to consider when English teacher wants to make students speak during the teaching learning process. Teachers may also use them to assess students' speaking performance. Therefore, teachers could see whether students have achieved the competency in performing speaking in English.

4. Aspect of Speaking

In teaching speaking, there are some aspects which considered by teacher. According to (Andi, 2017:7) there are several aspects of speaking skills. There are fluency, accuracy, pronunciation and vocabulary.

a. Fluency

Speaker can be stated as fluent speaker if he/she can use the language rapidly and confidently, with few hesitations or unnatural pause, false starts, word searches, etc. Speaker needs to know where she/he has to pause and stop his/her talking in fabulous place. Furthermore, it can be stated to speak fluently if a speaker does not produce word per word at a time in his/her speaking. Therefore, a accurate speaker is demanded to be in a position to produce phrase in speech into groups of phrases that form a meaningful unit (phrases or clauses). Fluency refers to the smoothness or float with which sounds, syllables, words and phrases are said when talking. When a toddler is not talking fluently terms like stuttering, stammering or cluttering are often used. Speaking fluently is necessary when relaying facts and socializing. The extra fluently speech is the more challenging is it for the speaker and the listener interact in the conversation successfully and easily.

b. Accuracy

Accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. therefore, in order to achieve the level of accuracy the students are demanded to use the correct grammatical structures in their speech.

c. Pronunciation

At the beginning level, teaching pronunciation is the aim. Furthermore at the advance level the pronunciation goals can focus on elements that enhance communication which will cover stress pattern, intonation, voice quality, etc.

There are some factors within learner that effect pronunciation :

1) Native language

It is clear enough that native language will become the most affected core affecting learners' pronunciation. Moreover, the native language in this matter the learners' mother tongue usually brings a strong accent in their pronunciation style.

2) Age

The distance of age can influent the success of the pronunciation mastery. Children below age of puberty will have an high-quality chance "sounding like native" if they continue dwelling in true contexts. Beyond the puberty, whilst they almost sincerely be aware of a "foreign accent", attribute of age will have no longer advantage. Therefore, it simply a myth about the faith that "the younger, the better" in getting to know language

3) Exposure

Having exposure in authentic context will encourage the learners to have good pronunciation. It is because living in foreign country where the native language spoken quite often will help to build learners having good pronunciation practice.

4) Innate phonetic practice

There are some people that have a phonetic coding ability by using their ear. Therefore, they believe they are easier to learn pronunciation well. However, the teacher has to ensure their students who have naturally difficult in pronunciation that with some effort and concentration they can improve their competence.

5) Identity and language ego

If they want to be success to achieve goal of the study, learners need to have positive attitude toward the people who speak the language they want to acquire.

6) Motivation and concern for good pronunciation

Motivation will be the strongest factor that can bring the learners to the success of study. If the motivation and concern are high, it will be a good start for the learners to improve their pronunciation.

d. Vocabulary

Vocabulary mastering is an imperative part in overseas language mastering as the which means of new words. Are very frequently emphasized, whether or not in books or in classroom. It is additionally central to language educating and is of paramount importance to a language learner. Recent lookup indicate that instructing vocabulary may additionally be troublesome because many instructors are not assured about satisfactory exercise in vocabulary educating and at instances don't understand where to start to form an instructional emphasis on phrase gaining knowledge of. In fact, some students have only limited vocabulary so they meet some difficulties when they want to speak. Therefore, the teacher needs to make more effort to enrich the students' vocabulary.

5. Micro and Macro skills in Teaching Speaking

Brown said that there are some micro-and macro skills of oral communication productions are counted as follow:

Micro skills

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, word in stressed and unstressed position, rhythmic structure, and intentional contours.
4. Produce reduced forms of words and phrases
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use strategic devices- pauses, filler, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents-in appropriate phrases, pause groups.
10. Express a particular meaning in different grammatical forms.

Macro Skills

11. Use cohesive devices in spoken discourses.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.

13. Use appropriate register, implicature, pragmatic convention and other sociolinguistic features in face-to-face conversations.
14. Convey links and connection between events and communicate such relation as main idea, supporting idea, new information, given information, generalization and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey the meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

6. Principle for teaching speaking skills

Teachers should understand the principle for teaching speaking before they Conduct a learning process, especially to teach speaking. And these are major principles according to Brown as follow:

- a. Focus on both fluency and accuracy, depending on your objective.

To make a good speaking both fluency and accuracy is the thing which make student's speaking meaningful and also the speaking itself merely tends to the object they have as their topic.

- b. Provide intrinsically motivating technique.

Teacher should know what the students 'needs for their meaningful knowledge towards their intention and last purpose.

- c. Encourage the use of authentic language in meaningful context.

This has one thing to do with the teacher themselves to carry out the real and meaningful words towards the students as they have some meaningful and authentic utterance which related to the major.

- d. Provide appropriate feedback and correction

When the moment is ready as the teacher, they should understand by listening and speaking to their students in order to be able to give correct and appropriate feedback to the students.

- e. Capitalize on the natural link between speaking and listening.

This still strengthened the fourth principle that speaking and listening skill had better combine both of them to obtain and produce a comprehension interaction.

- f. Give students opportunities to initiate oral communication.

The most important part of teaching speaking is we must give the students more time to speak more than the teacher and this can cause and improve their speaking skill, and let them take their time to initiate the conversation.

- g. Encourage the development of speaking strategies.

Teachers also become a very important part in teaching speaking by giving the correct or understandable strategies to accomplish oral

communicative purpose in order to have a good chance to practice.

Here are the such strategies as:

- 1) Asking for clarification(what)?
- 2) Asking someone to repeat something (huh? excuse me)
- 3) Using fillers (uh, I mean, well) in order to gain the time process
- 4) Using conversation maintenance cues (uh-huh, right, yeah, okay, hm)
- 5) Getting someone's attention (hey, say, so)
- 6) Using paraphrase for structures one can't produces
- 7) Appealing for assistance from the interlocutor (to get a word, phrase for example)
- 8) Using formulaic expression (at the survival stage) how much does...cost? How do you get to the?
- 9) Using mime nonverbal expression to convey meaning

B. Direct method

1. Definition of direct method

Brown (2007:21) argues that direct method emphasized this teaching method is focusing on oral interaction, and the main basis of direct method is that learning a second language supposed to be more like learning first language – lots of oral practice spontaneously and naturally without translation or grammatical analysis. Furthermore, this direct method is also organized questionnaires and answer exchanges between students and teacher to make oral interaction obtained as expected. It supported by

Richards and Rogers (2001 : 14) on (Nila, 2015:32-33) that this method is an normal sketch for the orderly presentation of language material, no section of which contradicts, and all of which is based totally upon, the chosen approach. An approach is axiomatic, a approach is procedural. One of the approach referred to as Direct Method. The direct technique is a radical exchange from Grammar-Translation Method with the aid of the use of the target language as a skill of training and verbal exchange in the language classroom, and by using the avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken every day language as the object of early instruction. In this method, the gaining knowledge of of languages was viewed as analogous to the first language acquisition, and the gaining knowledge of system worried had been frequently interpreted in terms of an association's psychology. In addition, direct method is the method which very comfortable to use in increasing speaking skill and it will cause students to practice more and also get more in terms of speaking.

2. The principle of direct method

When the teachers conduct learning in the classroom. Especially teaching speaking, they must know what method and its principle to obtain successful learning, here are some principle of direct method which based on Brown (2007:21) the principles of Direct Method as follow:

- a. Classroom was carried out exclusively in the goal language

- b. Only everyday vocabulary and sentences had been taught
- c. Oral conversation competencies has build in a cautiously graded progression prepared around question and reply exchanges between instructors and college students in small, intensive category
- d. Grammar was taught inductively
- e. New teaching points were introduced orally
- f. Concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught by way of association of thoughts
- g. Both speech and listening comprehension have been taught
- h. Correct pronunciation and grammar have been emphasized

C. Native Speaker

1. Definition of Native Speaker

Native speaker is a person who is from a foreign country, and because we are in Indonesia in this context the native speakers come from other countries such as Australia, united stated of America, London, Canada, and etc. these people use English to communicate in their daily life, they own, think, and speak in English ([https://www.merriam-webster.com/dictionary/native speaker](https://www.merriam-webster.com/dictionary/native%20speaker), it accessed on 26-03-2021 at 14:48)

D. Previous study

This research also has ever done by several researchers and it is strengthened by their thesis. These are several theses which conducted by some researchers and related to this research below in the previous study as follow:

1. Using The Direct Method In Teaching To Improve Students' Speaking Skill At Purikids Language Course Yogyakarta in the academic year of 2015/2016 (*action research study*) by Nila Andriyani. As mentioned in her result of research study "Based on the result of this research delivered that there was an improvement on students' speaking skill"

- a) Similarities

The first Previous study has some similarities with this research study, either this research study or the first previous study used car (classroom action research) as the design of a research study. Besides, both of them used a qualitative approach include the procedure of research such as planning, acting, observing, and reflecting based on the model of Kemmis and Mc Taggart.

- b) Differences

The first Previous study aimed to produce short sentence, on the other hand, this research study implemented a method that focused more on direct practice method as method in the improvement of speaking introduction to native speaker. However the first previous study conducted a research study involving second grade students of Purikids Language Course as

population, but this research study was conducted by Involving Usaha Jasa Wisata Class at Lkp Aloha Tegaldlimo as population or subject of the research study. The Implementation of Direct Method to Improve TheStudents' Speaking Achivement.

2. The Implementation of Direct Method to Improve the Students' Speaking Achivement at SMK N 1 Medan in Academic Year 2018-2019 (action research study) by Ika Tri Septia. The result of this study showed that Software Adope Flash was improved the students' speaking achievement in term of news.

a) Similarities

The second Previous study has a qualitative approach as research methodology so did this research study. Furthermore, both of them implemented direct method as method in teaching.

b) Differences

The Second Previous Study used The Software Adope Flash as a media, on the other hand, this research study implemented a method that focused more on direct practice with the native speaker.

3. Implementing direct practice with the native speakers to improve speaking Skill of The Tenth-grade students of SMK 17 Agustus 1945 Muncar Banyuwangi in Academic Year 2012-2013 (class action research) by Mohamad Nor Shodiq. As he mentioned of this study, The

students' speaking skill can be improved through Direct Practice with the Native Speaker.

a) Similarities

The third Previous study used native speaker as media for teaching so did this research. Besides, both of them did an improvement in students' speaking skills.

b) Differences

The Second Previous Study conducted at SMK 17 Agustus 1945 Muncar, on the other hand, this research study implemented a method that focused more on direct practice with the native speaker at G-land Bobby's Surf Camp.

CHAPTER III

RESEARCH METHODOLOGY

This chapter the setting of research, Research design, instrument of the study, Technique of data collection, and Technique of Data Analysis.

A. Research Design

The researcher took CAR (class action research) for this study by implementing qualitative approach. According to Burns (2010: 6) on (Intan, 2015: 54) for a teacher who is reflective, and committed to developing as a thinking professional, action research is an appealing way to look more closely at puzzling classroom issues or to delve into teaching dilemmas. Action research also encourages teachers “to reach their own solutions and conclusions and this is far more attractive and has more impact than being presented with ideals which cannot be attained and that doing action research can reinvigorate our teaching, lead to positive change, raise our awareness of the complexities of our work, and show us what drives our personal approaches to teaching. It is supported Allwright and Bailey (1991: 2) on Siti (2013:108) mention that it is a research centres on the classroom, and simply tries to investigate what actually happens inside the classroom. It treats classroom interaction as virtually the only object worthy of investigation. It strengthened by sunyoto, (2020:33-34) as he mentioned, Classroom Action Research an investigation of a systematic approach that uses to find effectiveness and solution to solve the problem in their situation. Stringer states that there is a basic action research routine as follows:

Table 3.1
Basic action research routine

ACTIVITY	EXPLANATION
Look	Gather relevant information
	Build a picture: Describe the situation (define and describe)
Think	Explore and analyze: what is happening here? (Analyze)
	Interpret and explain: How/why are things as they are (theorize)
Act	Plan (report)
	Implement

1. Classroom Action Research principles

There are several Classroom Action Research principles according to Hopkins (1993: 57-61) and Ida (2013:4-5) as follows:

- a. The teacher's primary role is to teach and any research project must not interfere with or disrupt this commitment, the teacher's duty is to carry out an excellent quality of learning-teaching process. The teacher should be committed to the continuous improvement of the quality of the learning process which he carries out in everyday teaching activities. Because the teacher's main job is teaching, and the focus of classroom action research is to maintain the quality of learning process, therefore the activity of classroom action research will not be destructive to the classroom activity. It will give a better classroom activity. Even the activity will be more meaningful and more intensive, in terms of the students' active involvement and creativity. In conducting classroom action research, there will be a

opportunity of the failure of the chosen activity, consequently as a teacher, he need to usually make an effort to determine out an alternative and splendid solution or pastime to remedy the trouble he confronted in his classroom, The implication of this principle is to supply chances to the trainer to discern out a non-stop solution to the problem till the trouble is truly solved.

- b. The approach of statistics series need to now not be too traumatic on the teacher's time. In conducting study room action research, the instructor does no longer want a one-of-a-kind time allocation for the study; it becomes integrative phase of the teaching and learning process, the stages of school room learn about are equal to the degrees of the typical getting to know process, consisted of planning, action, remark and reflection. The procedure of data collection can be gathered whilst he is actively teaching. All procedure of studying and the end result of the students' achievement are recorded and stated systematically, logically and objectively.
- c. The methodology used must be reliable enough to allow teachers to formulate hypotheses confidently and develop strategies applicable to the classroom situation, this study which is integrated to teaching-learning process should be conducted based on scientific approach. It should make use of reliable research methodology, starting from problem identification, selecting actions which are going to be taken, formulating appropriate hypothesis, preparing teaching scenarios and determining the procedures of data collection and data analysis, the

reliability of the process and data collection should be determined and maintained.

- d. The instructor be dedicated to the research hassle below study. The hassle which will be solved via CAR should be a actual trouble faced by the instructor and it wishes on the spot solution in order that the studying manner becomes successful. The solution becomes a precedence of CAR, therefore the hassle being identified should have a actual influence toward the success of teaching-learning. The problem must no longer be primarily primarily based on literature-based analysis, because the authenticity of the problem will no longer be dependable considering that it is not primarily based on actuality.
- e. Teachers should comply with moral methods when carrying out research, the trainer have to be regular in carrying out the ethical methods of classroom action learn about as nicely retaining the excellent of studying and teaching, it potential that the trainer need to be in reality interested in keeping the system and the ethics of teaching. This is very important so that the teaching-learning manner is carried out seriously. All components of the organization together with the school principals have to know and understand the procedure of study room motion research. Classroom motion research the place feasible ought to undertake a point of view where all members of a faculty community build and share a frequent vision.

- f. The scope of the hassle to be solved thru CAR is ordinarily based on the problems of teaching-learning which manifest in school room activity, then again it can be external problems which would possibly occur outdoor the classroom presenting it has relation to the improvement of the satisfactory of learning.

2. The benefit of Classroom Action Research

Teacher can obtain some benefits of Car, based Wallace (1998) on Nurul (2016:16) Classroom Action Research has some benefits as follows:

- a. Creating a system for professional problem solving in educational setting.
- b. Increasing decision making in problem solving.
- c. Promoting reflection for researcher in educational setting.
- d. Considering continuous improvement in teaching process.
- e. Influencing directly in practices.
- f. Empowering those who concern in teaching and learning.

3. Procedure of Classroom Action Research

Based on Kermis & McTaggart (1988) cited on Noor (2016:5) There are several steps of Classroom Action Research such as:

a. Planning

A problem or issue is identified and a plan of action is developed in order to bring about improvements in specific areas of the research context.

b. Action

The plan is put into action over an agreed period of time.

c. Observation

The effects of the action are observed and data are collected.

d. Reflection

The effects of the action are evaluated and become the basis of further cycles of research.

B. Subject and Setting of The Research

1. The profile of Director of Usaha Jasa Wisata Department at Aloha Education Centre Banyuwangi. Ridwan, M.Pd. or (john) as his nickname, And he born on December 8, 1994 in the village of Kedunggebang, Tegaldlimo, Banyuwangi Regency

2. The profile of Pupils of the Usaha Jasa Wisata Department

Pupils of Usaha Jasa Wisata Department is getting involved as a population in this research study. There are several pupils are being involved. They are 5 male pupils which the total is 5.

3. Length and time of the study

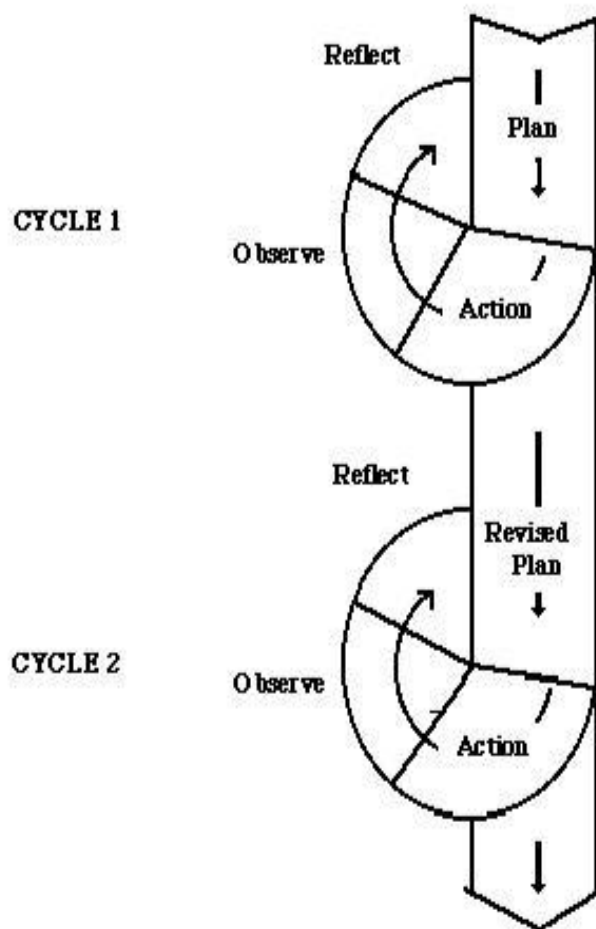
This research is done from preliminary study I unto the cycle II is approximately 31 days. There is a schedule of research study as follows

Table 3.2
Time of Research Study

NUM	ACTIVITY		DATE	MONTH	YEAR
1	Preliminary study (reconnaissance)		24 th	February	2021
2	The cycle I	1 st meeting	28 th	February	2021
		2 nd meeting	7 th	March	2021
3	The cycle II	1 st meeting	14 th	March	2021
		2 nd meeting	21 st	March	2021

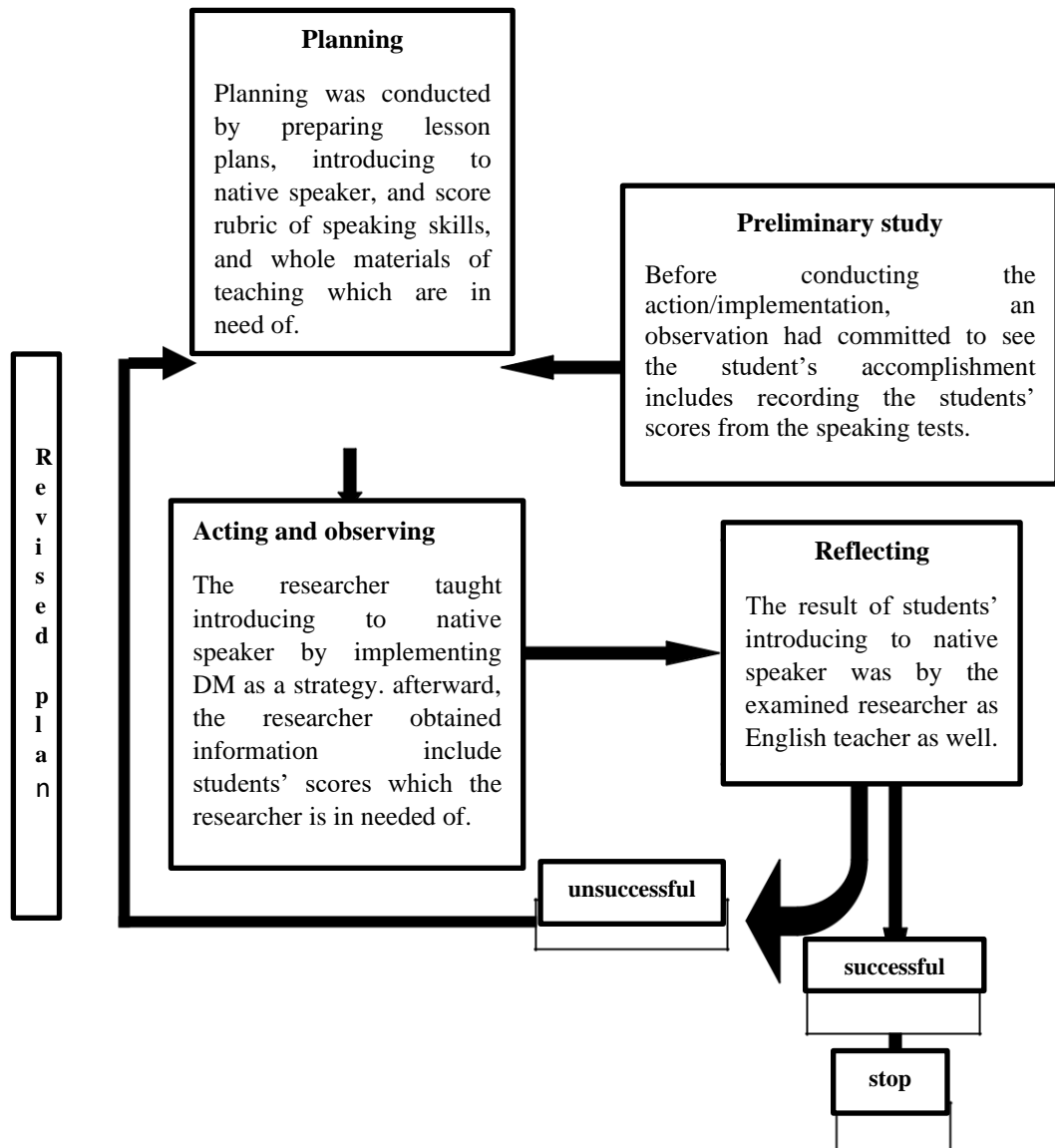
C. Procedure of Study

The researcher as the teacher as well apply several procedures to this research study. This study uses a procedure based on Kemmis and Taggart (1988) on Siti (2013:109) state that the research is started by planning for an action. Then the plan is implemented as an action in classroom and the action is then observed. The reflection is done to analyze the data obtained during the action.. According to Lewin (1980), Classroom Action Research was carried out through certain procedures had cyclical model which consists of four activities. They are as follow: (1) planning, (2) acting, (3) observing, and (4) reflecting. It is strengthened by Kemmis and McTaggart model (1988) as quoted by Sunyoto (2020:37). There are four steps according to Kemmis and Mc Taggrat such as Planning, acting, observing, and reflecting. And the cycle is created at least in two cycles.



The Action Research Model based on Kemmis and McTaggart (1988)

Before the researcher applied above steps, the researcher has committed to find the student's problem in speaking to native speakers in the preliminary study. Besides, the researcher applies the draft of Kemmis and Mc Taggart as the procedure of research as follow



The Action Research Model based on Kemmis and McTaggart (1988) on (Sunyoto, 2020:38)

1. Reconnaissance

Before conducting the action, the researcher has committed an observation to know all conditions and situations in the learning process, moreover, the whole information which related to students' activity in introducing to native speaker is found by the researcher. Afterward, the interview and an observation is conducted by the researcher. the researcher finds that students still have a problem and a weakness related to introducing to native speaker.

2. The cycle I

The first cycle is conducted on 28th February and 7th march 2021 by some steps, as follows

a. Planning

The researcher plans to choose an appropriate action to be implemented. Besides, in this step, the researcher prepares all necessities which are in needed of in the research process such as:

1) Provide a lesson plan

The one of requirements that the researcher's need is lesson plans which contains of the standard of competence, basic competence, indicators, objectives, teaching method, teaching procedures, learning sources, and assessment procedure. and It is presented in the appendix

2) Provide a material of teaching

The material of introducing to native speaker is presented include all aspects in that needed and It is Presented in the appendix

3) Provide an instructional strategy

Introduction direct practice method is prepared as a strategy in teaching speaking about introducing to native speaker

4) Provide student's test

Provide students test sheets to carry out the test include the scoring rubrics which is adapted from Jeremy harmer on shodiq's thesis, and It was enclosed in the appendix

5) Provide the material

Because the topic is the direct practice method, the researcher provides an oral test which related to introducing to native speaker, and it is given by the researcher to every student, and It is presented in the appendix.

6) Prepare criteria of success

It is a must, to have 75 as the criteria of success, so the aim of this research is to improve students' score more than 75 which is as the score of criteria success (SKM)

b. Implementing (Acting)

In this step, the researcher applies the action-based plan which is created. Afterward, the researcher implements direct practice method as the strategy to improve students' speaking skills in introducing to native speaker. And some activities are conducted by the researcher all straight away as the teacher role, such as :

- 1) The teacher greets students and it is continued by checking their attending list.
- 2) The teacher introduces what the topic is going to be learned.
- 3) The teacher explains introducing to native speaker includes the definition, contains, and steps of it.
- 4) The teacher asks students to ask the difficulties introducing to native speaker.
- 5) The teacher presents a direct method practice to be a method in teaching and learning introducing to native speaker.
- 6) The teacher gives an oral test to measure how much the students' progress is

c. Observing

In this step, the researcher's role as the teacher. The researcher observes all occurs during in the teaching-learning on the spot. The researcher uses observation guide to know the outcome of objective research, there are several stages such as:

- 1) The English teacher observes the student's interest in the classroom during the process of teaching-learning.

- 2) The English teacher observes the activeness of students.
- 3) The English teacher monitors all works which were done by an individual student.
- 4) The English teacher observes students' capability in the mastering of using word in introducing to native speaker.
- 5) The English teacher observes students' capability in the mastering of using an idea in introducing to native speaker.
- 6) The English teacher observes students' capability in the mastering of the organization of steps in introducing to native speaker.
- 7) The English teacher observes the participation of students speaking in introducing to native speaker.

Besides, the activity and a condition that during the process is noted and examined. In the outcome, the data might be useful for the next researches.

d. Reflecting

In this step, the researcher and the teacher make the reflection based on the implementation which has been committed in the cycle I, there are several reflections which are conducted by the researcher as such as:

- 1) The data of the test is gotten by the researcher from in the first cycle
- 2) The activity that is committed is evaluated by the observer

- 3) The researcher makes the solution which can cope problems that shows in the cycle I
- 4) The data of the cycle I is examined by the researcher
- 5) The researcher concludes for Classroom Action Research in the cycle I. Whether, the action is succeed or not succeed, the action is revised in the next the cycle to solve students' problems in introducing to native speaker.

3. The cycle II

While, the second cycle is conducted on 14th and 21st March by some revised stages such as:

a. The Revised plan

There are some activities in the revised plan in the second Cycle, as bellow:

- 1) The researcher identifies the problem and make the solution or problem solving related to the problem that showed in the cycle I.
- 2) The researcher provides the second introducing to native speaker which related more about expression in introducing to native speaker.
- 3) The researcher provides students test sheets to implements the test in the cycle II.

b. Revised plan for implementing

In this stage, the researcher's role as a teacher, and he treats them more intensively. moreover, the researcher applies the action-based plan which is made. Afterword, the researcher implements the second direct method practice with native speaker and some activities are conducted y the researcher in the cycle II, such as:

- 1) The teacher greets students and it is continued by checking their attending list.
- 2) The teacher introduces what the topic is going to be learned.
- 3) The teacher explains introducing to native speaker includes the definition, contains, and steps of it.
- 4) The teacher asks students to ask the difficulties about introducing to native speaker
- 5) The teacher presents the direct practice method to be a method in teaching and learning in introducing to native speaker In the cycle II
- 6) The teacher gives an oral test in the cycle II

c. Revised plan for observing

The researcher did some activities in Revised plan for observing as follows:

- 1) The English teacher observes the student's interest in the classroom during the process of teaching-learning.
- 2) The English teacher observes the activeness of students.

- 3) The English teacher monitors all works which will have been committed by an individual student.
- 4) The English teacher observed students' capability in the mastering of using word in introducing to native speaker.
- 5) The English teacher observes students' capability in the mastering of using an idea in speaking introducing to native speaker.
- 6) The English teacher observes students' capability in the mastering of the organization of steps in introducing to native speaker.
- 7) The English teacher observes the participation of students in steps in introducing to native speaker

d. Revised plan for reflecting

In the cycle II, the researcher examined the revised plan for reflecting as follows:

- 1) The activity which has been finished is evaluated by the researcher.
- 2) The data from the test in the cycle II is examined by the researcher
- 3) The problems which occurred in implementing activity is examined by the researcher.
- 4) The researcher examines the data from the observation sheet and students' score of the test in the cycle II.

D. Instrument of the study

The qualitative data is acquired from some instruments as follows

1. Observation checklist

An observation is made to examine all conditions that appear in the classroom. By using the observation checklist, the researcher can find out the students' behaviour that indicates students are understood to speak introducing to native speaker in teaching and learning activities.

2. The interview transcript

The interview transcript is created by the researcher to collect data that sources from students

3. Test

By applying the test, the researcher can find out students' achievement after teaching introducing to native speaker by implementing direct practice method. Besides, the test is used based on the step, as follows

- a. The material is limited in introducing to native speaker.
- b. Using the term to create the test question

E. Technique of data collection

This research uses qualitative as an approach. with the result, the data is taken by using based on the Technique of qualitative approach such as.

1. Observation

In the reconnaissance stage, classroom observation is conducted by the researcher. The researcher observes all students' activity during the teaching-learning process, and then all the conditions in the classroom are noted and then transferred to the observation guideline.

2. Interview

The researcher also conducts an interview to students In the reconnaissance stage to collect information about their difficulties in the process. Furthermore, the researcher and the teacher discuss what the appropriate action which can be applied.

3. Test

The test is an oral test that orders students to create a better achievement especially in introducing to native speaker delivered by the researcher. Besides, the test has an aim to measure students' achievement or ability in introducing to native speaker. The reason for doing this test is to find the students achievement out after teaching introducing to native speaker

F. Technique of Data Analysis

The researcher analyses all process teaching and learning which are occurred in preliminary study, the cycle I, And the cycle II by identifying students' categories abilities in speaking related to introducing to native speaker, such as content, organization, discourse, pronunciation, vocabulary. There are techniques that researchers use in technique of data analysis such as:

1. Using Score rubric (Adapted based on Jeremy harmer, 2007)

The researcher used score rubric to analysed students' score in introducing to native speaker. There is score rubric that adapted from Jeremy harmer,(2017:343) on Shodiq's thesis,(2013:47) that researcher uses to convert students score as follows:

Table 3.3
The scoring rubric of the Students' Speaking Ability

a. Pronunciation

No	Description	Scale of Score
1.	As few traces of foreign action	5
2	Always intelligible, though one is conscious of definite	4
3	accent	3
4	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding	2
5	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat.	1
	Pronunciation problem so severe as to make speech virtually unintelligible	

b. Grammar

No	Description	Scale of Score
1.	Makes a few (if any) noticeable errors of grammar or word order	5
2.	Occasionally makes grammatical and/or word order errors which do not, however obscure meaning	4
3.	Makes frequent errors of grammar and word which occasionally obscure meaning	3
4.	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict	2
5.	himself to basic patterns. Errors in grammar and word order as severe as to make speech virtually unintelligible	1

c. Vocabulary

No	Description	Scale of Score
1.	Use vocabulary and idioms is virtually like native	5
2.	speaker Sometimes uses in appropriate terms and/or must	4
3.	rephrase ideas because of lexical inadequacies	3
4.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	2
5.	Misuse of words and very limited vocabulary make comprehension quite difficult. Vocabulary limitation so extreme as to make conversation virtually impossible.	1

d. Content

No	Description	Scale of Score
1	If the content of the speech is accurate and appropriate with the topic	5
2	If the content of the speech keep a few tracks of the target	4
3		3
4	If the content of the speech keep some tracks of the target	2
5	If there few understanding and frequently producing incoherent statements If the content of the speech entirely inaccurate and vague	1

e. Fluency

No	Description	Scale of Score
1.	Speech as fluent and effortless as that of native speaker	5
2.	Speed of speech seems to be slightly affected by language problems	4
3.	Speed and fluency strongly affected by language	3
4.	problems.	2
5.	Usually hesitant; often forced into silence by language limitation. Speed is as halting and fragmentary as to make conversation virtually impossible.	1

If the students' test score reach 75 or more, researcher considers them as successful.

The Formula of Assessing Students' Speaking Ability

$$\text{Student's Score} = \frac{n}{N} \times 100$$

Explanation:

n : score reached by the students

N : Maximum Score of Speaking Components

Table 3.4
RATING SCALE

NO	CATEGORY	RANGE
1	EXCELLENT	80-100
2	GOOD	60-79
3	FAIR	40-59
4	POOR	20-39
5	FAILED	0-19

CHAPTER IV

ANALYSIS AND FINDINGS

This chapter conveys the outcome of this Classroom Action Research that used Direct Practice Method to improve students 'speaking skill in introducing to native speaker. And the research started from preliminary study until two cycles.

A. The history of LKP aloha Tegaldlimo Banyuwangi

LKP aloha is an English Language Course Institute, founded by Mr. Ridwan (john) on December 8, 1994 in the village of Kedunggebang, Tegaldlimo, Banyuwangi Regency. Lkp Aloha Educational Center has graduated around 10.000 alumni spread throughout Indonesia. Most of alumni continue their studies and work both at home and abroad. The Lkp Aloha Educational Center program is open at any time (http://aloha-educational.blogspot.com/p/profil_03.html accessed on 13 march 2021) Lkp Aloha Edu is one of the LKP in Banyuwangi, it is located in Jalan DRWS Husodo Kedunggebang village Tegaldlimo district, exactly in Banyuwangi regency which has many majors, including: English language, Japanese language, Mandarin language, hotel accommodation, tourist service businesses, and restaurants.

B. Preliminary of observation (Reconnaissance)

The researcher observed the learning-teaching in the usaha jasa wisata students of class at LKP ALOHA EDU on 24 february 2021, There was schedule of research as following, the usaha jasa wisata class at LKP ALOHA ED

Table 4.1
The schedule of research

Activity		Date		
		24 th Feb 2021	7 th March 2021	21 st March 2021
Pre-study	Conventional			
	Test			
The cycle I	Treatment			
	Formative Test			
The cycle II	Treatment			
	Test			

The observation was began to conduct the learning-teaching activities In the pre-activity, the researcher began the the learning-teaching activity by saying hello to them, and the researcher introduced himself. Afterward the researcher checked their attendance lists. Furthermore, in main activity, the researcher delivered and explained the introduction to native speaker material include all aspects such as definition of introduction, example of introduction, ways of introducing and etc. And then, In the main-activity, the researcher encountered some problems related to the learning-teaching introducing to native speaker. The first, when the researcher taught them in the classroom, not whole students paid attention, their attention was mostly spent to speak to each other. The second, Because they were allowed to take mobiles with

them, so not a few students were focused on their handphones, even their reason was to translate or to surf information related to the lesson. The third sometimes students spoke so rudely and impolite. The forth, most of students still did not understand how to apply asking properly into introducing to native speaker. Moreover, students also need more guidance or control of knowing and understanding the vocabulary. Furthermore, to analyze all circumstances in the classroom, the observation was also supported by an observation checklist, as bellow.

Table 4.2
Observation checklist for students

Num	Name	Paying attention	Asking the question	Responding to the question	practicing the task	Student were active in doing the practice of introduction to native speaker
1	WF				✓	✓
2	AS	✓	✓	✓	✓	✓
3	BY	✓	✓	✓	✓	✓
4	MTR				✓	✓
5	MS	✓	✓	✓	✓	✓

Table 4.3
Observation checklist for the teacher

Num	The teacher activities	Yes	No
1	giving a material well	✓	
2	Greeting students	✓	
3	verifying students' attending lists	✓	
4	delivering a motivation	✓	
5	Explaining the Material	✓	
6	delivering a traditional media to teach	✓	
7	delivering the difficult for students to ask	✓	
8	guiding students' difficulty during learning	✓	
9	delivering the feedback after the lesson over	✓	

Based on that observation checklist above, the researcher could conclude that, There were 2 students still did not pay attention, as presented in the description of observation up here, their attention was not only for paying in teacher explanation, but they divided to talk each other, And focus on their mobile phones. Furthermore, when the researcher gave a question to them. Students answered rarely. Even, the researcher gave them a simple question like “Anybody knows, why do we have to use could to ask people activity?” and it was not many students to respond the researchers’ question. There were only 3 students who responded to the other researcher’s question during teaching-learning introducing to native speaker. Besides, when the researcher gave opportunity for them to ask questions related to introducing to native speaker, 2 students were not active to give questions. Moreover, just some students who were eager to have a question, there were 3 students who active to ask related to introducing to native speaker. Meanwhile, mostly students were active in did and finished a task. Besides, to find out students’ achievement in introducing to native speaker, the observation was done by conducting an oral test by the researcher in post-activity. Every student spoke their works according to a topic was given. Besides, after students finished their works in oral test, students’ score was converted as follows:

Table 4.4
Score of Student

NO	NAMA PESERTA	LP	HASIL TES OBJEKTIF					NILAI	KET		
			PRONUNCIATION	GRAMMAR	CONTENT	VOCABULARY	FLUENCY			SKOR	
1	Welly Fernando	L	4	3	3	3	3	16	64	Belum Tuntas	
2	Andre Firmansyah	L	4	3	4	4	4	19	76	Tuntas	
3	Bayu Setyawan	L	4	3	4	4	4	19	76	Tuntas	
4	Metro Saputra	L	3	3	3	3	3	15	60	Belum Tuntas	
5	M Sholihin	L	4	3	3	4	4	18	72	Belum Tuntas	
Jumlah peserta tes			=	5	Jumlah Nilai			=	348		
Jumlah yang tuntas			=	2	Nilai terendah			=	60		
Jumlah yang belum tuntas			=	3	Nilai tertinggi			=	76		
					Nilai rata rata			=	69,6		

According to the column of students' scores in observation above, therefore 5-student joined the test. Besides their score was evaluated by using score rubric, while the standard criteria score (SKM) was 75. Moreover, there were 60 % of students were not successful in introducing to native speaker. And 40 % of students were passed with the average score is 69,6.

Besides, the interview was conducted on 24th February 2021 to complete the field problem. And the interview was transferred to be interview transcript. According to data from the interview, it can be known that Students were very interested in learning English. Moreover, they assume, learning English was not easy enough. Furthermore, the informant said that, if they don't learn English, it will be much harder. In addition, students also still encountered the problem related to vocabularies. As they mentioned in the interview, they said that she still lacked vocabulary when learning-teaching was conducted.

Based on informant "the teacher always gives assignments to do a task related to speaking (speaking) such as preaching every day in our class,

making general conversation, etc.” Besides, some media are used by the English teacher such as a handbook and the internet.

Based on the informant’s opinion, the teacher should use native speaker language for teaching and learning in the classroom or outside, such as from Australia and other countries that made students were more fun and challenging. In the result, the teacher’s explanation is understandable by the students.

C. Description of Direct method introducing to native speaker implementation

The researcher described the process of Direct method implementation as below:

1. Report of the cycle I

a. Planning of Action

The researcher provided some needs related to research, as bello

1) Provide a lesson plan

The lesson plans were used to manage activities and time. and it was guided by using lesson plans

2) Provide A Material of Teaching

Introducing to native speaker was presented includes other components such as definition, generic structure, language feature, etc. Furthermore, the researcher also presented a material book to explained the introducing to native speaker.

3) Provide an instructional strategy

The researcher used a Direct Method as the strategy in teaching Introducing to native speaker, this method has own way, and all information that related to Introducing to native speaker.

4) Prepare Oral test

The test was presented to each student, the kind of test was an oral test, in the result, each student could ask and introduce themselves based on the topic in the task.

5) Prepare criteria of success

There was 75 for the criteria of success, so the ultimate goal of this research is to improve students' score more than 75 which was as SKM.

b. Acting/Implementing

There were two meetings in implementing as follows:

1) The first meeting

The first meeting in the cycle I was done on Thursday, on 28th February 2021. And the duration of teaching was applied based on the lesson plans, exactly @ 60 minute. Besides, in this meeting, the researcher's role was as the teacher. There were activities as bellow.

a) Pre activity

The researcher began the teaching by greeting Assalamualaikum Wr. Wb to class, Afterward the researcher continued to lead praying by reading Bassmallah together.

Furthermore, the teacher checked the attendance list. After that, the researcher showed introducing to native speaker material to warm them up. And then, the researcher asked about the material after they had paid attention it. “Can you catch my word?” asked by the researcher.

b) Main activity

The researcher represented about introducing to native speaker. Include all components in introducing to native speaker such as the definition of introducing to native speaker, the generic structure of introducing to native speaker, the language features of introducing to native speaker, etc. Afterward The researcher offered a question related to introducing to native speaker to students. “Well,from here, do you guys have any question?”

c) Post activity

And then student continued to make pair and conversation about introducing to native speaker. Finally. After all teaching and learning was done. It was closed by reading allhamdullilah together which led by the researcher.

2) The second meeting

The second meeting in the cycle I was done on Thursday, 7th March 2021. There were activities as below.

a) Pre activity

The researcher began the teaching guiding by greeting Assalamualaikum Wr. Wb at G-land, and then the researcher continued to lead praying by reading Bassamallah together. The researcher asked about the last material that explained in the first meeting. And then the researcher also gave some questions related about introducing to native speaker.

b) Main activity

Afterward, in this stage this researcher represented the matter, and show them how to introduce to native speaker well by using direct method, after that the researcher apply the method, exactly direct method. the researcher explained the matter of introducing to native speaker by using English language itself furthermore the researcher involve the body language when the researcher explain the matter moreover the researcher also give an example about introducing with the native speaker directly, after that the researcher invite one of student to come forward to practice with native speaker as sample, and then the researcher confirm to students how they understand so far? The researcher said that” do you guys catch my word?” and one of students said no and the researcher help

them to understand and analyse the matter about introduction to native speaker

c) Post activity

And then in this stage the Researcher said, *“Ok I am going to take you guys to practice with the native speaker to create and start a good introduction which related to introducing to native speaker* And one of them said that *“Pak boleh tanya vocab ke bapak?”* “ may I ask vocab to you sir?” and the researcher said that “my pleasure”. And then the researcher ask students to practice with native speaker together, and after that one of student come to the researcher and said I am sorry sir, I am very shy, nervous, sweaty. Because the researcher the role as the teacher, the researcher give motivation and convince them that they can that’s way the researcher use direct method. While the students practice with the native speaker the researcher analyse the components of speaking ability such as pronunciation, grammar, vocabulary, content, fluency to get score. And then students continued to make conversation related to introduction with native speaker. Finally. After all teaching and learning was done. It was closed by reciting allhamdullilah together which led by the researcher.

c. Observing

In The third stages, the researcher observed the condition and process which occurred in the cycle I more deeply. The learning and teaching also supported by using observation checklist, as below:

Table 4.5**Obsevation Cheklist for The Student**

Num	Name	Paying attention	Asking the question	Responding to the question	practicing the task with native speaker	Being enthusiastic in implementing Direct Method
1	WF	✓			✓	✓
2	AS	✓	✓	✓	✓	✓
3	BY	✓	✓	✓	✓	✓
4	MTR	✓			✓	✓
5	MS	✓	✓	✓	✓	✓

Table 4.6**Observation checklist for the teacher**

Num	The teacher activities	Yes	No
1	giving a material well	✓	
2	Greeting students	✓	
3	verifying students' attending lists	✓	
4	delivering a motivation	✓	
5	Explaining the Material	✓	
6	delivering a traditional media to teach	✓	
7	delivering the difficult for students to ask	✓	
8	guiding students' difficulty during learning	✓	
9	delivering the feedback after the lesson over	✓	

According to the observation checklist above, it showed that all students were paid attention when the researcher explained introducing to native speaker. Besides, students enjoyed the method. Furthermore, they also were active in practicing the task. In contradiction, some of students were not active either to ask or to respond to the researcher's teaching. there were 2 students asked and 3 students responded to the researcher's question. Furthermore, the score of the student was converted by the researcher as below:

Table 4.7
Score of Student

NO	NAMA PESERTA	L/P	HASIL TES OBJEKTIF						NILAI	KET
			PRONUNCIATION	GRAMMAR	CONTENT	VOCABULARY	FLUENCY	SKOR		
1	Welly Fernando	L	4	3	4	4	3	18	72	belum Tuntas
2	Andre Firmansyah	L	5	4	4	4	5	22	88	Tuntas
3	Bayu Setyawan	L	5	4	4	4	5	22	88	Tuntas
4	Metro Saputra	L	4	3	3	3	4	17	68	Belum Tuntas
5	M Sholihin	L	4	4	4	4	4	20	80	Tuntas
Jumlah peserta tes		=	5	Jumlah Nilai		=	396			
Jumlah yang tuntas		=	3	Nilai terendah		=	68			
Jumlah yang belum tuntas		=	2	Nilai tertinggi		=	88			
				Nilai rata rata		=	79,2			

d. Reflecting

Based on the analysis of the cycle I, it can be concluded that the cycle I was considered unpassed because there were some students did not get a standard score yet, remember that a criterion for minimum achievement (SKM) was 75. And, 40 % of students were not successful yet. Moreover, 60% of students who were success with the average score is 79,2. However, based on the result above, students' scores were increased in the cycle I than score in preliminary study.

Furthermore, the researcher discovered that the using Direct method made them interested in learning introduction to native speaker. Meanwhile, Students were still confused about organized the words based on the practicing of the introducing to native speaker. Besides, The students were facing difficulty of native speaker's pronunciation, moreover their speaking wasn't fluent. Besides, mostly they didn't understand the native speaker accent to create a good introduction so the researcher gave direct practice with native speaker more intensive and comprehend which is based on student's problem.

e. Revision of the strategy implemented in the cycle I

Based on the result students score in the cycle I with the average 79,2. the Researcher did a revision of the strategy that implemented in the cycle I. Because it was first time for student to encounter with native speaker, so it caused an obstacle as following, the students were nervous. By knowing this, the researcher used the Direct Method in the cycle II which was different from the first direct practice method was used in the cycle I. The differences both of them was the information the second Direct method of introducing to native speaker was more complete than before. Because the researcher gave example directly to practice with native speaker assist them consistently. In addition, students could speak about introduction with native speaker better and properly according to completed information.

2. Report of the cycle II

a) Planning

The researcher provided all instruments were related to teaching and learning in the cycle II, such as:

1) Provide a lesson plans

The lesson plans were used to manage activities and time. and it was guided by using lesson plans

2) Provide a material of teaching

Introducing to native speaker was presented includes other components such as definition, generic structure, language feature, etc. Furthermore, the researcher also presented a material book to explained the introducing to native speaker.

3) Provide an instructional strategy

The researcher used a Direct Method as the strategy in teaching Introducing to native speaker, this method has own way, and all information that related to Introducing to native speaker.

4) Prepare Oral test

The test was presented to each student, the kind of test was an oral test, in the result, each student could ask and introduce themselves based on the topic in the task.

5) Prepare criteria of success

There was 73 for the criteria of success, so the ultimate goal of this research is to improve students' score more than 73 which was as SKM.

b) Acting/Implementing

There were two meetings in implementation of the cycle II as follows

1) The first meeting

The first meeting in the cycle I was done on Thursday, on 14 March 2021. And the duration of teaching was applied based on the lesson plans, exactly @ 45 minute. Besides, in this meeting, the researcher's role was as the teacher. There were activities as bellow.

a) Pre activity

The researcher began the teaching by greeting Assalamualaikum Wr. Wb to class, Afterward the researcher continued to lead praying by reading Bassmallah together. Furthermore,. After that, the researcher showed introducing to native speaker material to warm them up. And then, the researcher asked about the material after they had paid attention it. " are you guys in?" asked by the researcher.

b) Main activity

The researcher represented about introducing to native speaker. Include all components in introducing to native speaker such as the definition of introducing to native speaker, the generic structure of introducing to native speaker, the language features of introducing to native speaker, etc. the teacher focused on students' weakness Afterward The researcher offered a question

related to introducing to native speaker to students. “well, here we go, do you guys have any question?”

c) Post activity

And then student continued to make pair and conversation about introducing to native speaker. Finally, After all teaching and learning was done. It was closed by reading allhamdullilah together which led by the researcher.

2) The second meeting

The second meeting in the cycle I was done on Thursday, 21st March 2021. There were activities as bellow.

a) Pre activity

The researcher began the teaching guiding by greeting Assalamualaikum Wr. Wb at G-land, and then the researcher continued to lead praying by reading Bassamallah together. The researcher asked about the last material that explained in the first meeting. And then the researcher also gave some questions related about introducing to native speaker.

b) Main activity

Afterward, in this stage this researcher represented the matter, and show them how to introduce to native speaker more intensive by using direct practice method based on student's problem such as the first researcher explained introduction to native speaker more intensively than before. The second the

researcher accompanied and back students up when practicing, moreover the researcher also gave an example about introducing with the native speaker directly and intensively, in shortly the researcher could reduce students' problem relate to introducing to native speaker.

c) Post activity

In this stage the Researcher because the role as the teacher, the researcher take students to native speaker. The researcher gave more motivation and convince them more, so, that they could practice more confidence that's way the researcher use direct practice method. While the students practice with the native speaker the researcher analyse the components of speaking ability such as pronunciation, grammar, vocabulary, content, fluency to get score. And then students continued to make conversation related to introduction with native speaker. the researcher accompanied and back students up when practicing, moreover the researcher also give an example about introducing with the native speaker directly and intensively. Finally. After all teaching and learning was done. It was closed by reciting allhamdullilah together which led by the researcher.

c) Observing

The researcher used the second observation checklist to monitor all students' activities during the teaching and learning activities in the cycle II

Table 4.8**Observation Checklist of The Student**

Num	Name	Paying attention	Asking the question	Responding to the question	practicing the task with native speaker	Being enthusiastic in implementing Direct Method
1	WF	✓	✓	✓	✓	✓
2	AS	✓	✓	✓	✓	✓
3	BY	✓	✓	✓	✓	✓
4	MTR	✓	✓	✓	✓	✓
5	MS	✓	✓	✓	✓	✓

Table 4.9**Observation checklist for the teacher**

Num	The teacher activities	Yes	No
1	giving a material well	✓	
2	Greeting students	✓	
3	verifying students' attending lists	✓	
4	delivering a motivation	✓	
5	Explaining the Material	✓	
6	delivering a traditional media to teach	✓	
7	delivering the difficult for students to ask	✓	
8	guiding students' difficulty during learning	✓	
9	delivering the feedback after the lesson over	✓	

Table 4.10
Score of The Student

NO	NAMA PESERTA	L/P	HASIL TES OBJEKTIF					SKOR	NILAI	KET
			PRONUNCIATION	GRAMMAR	CONTENT	VOCABULARY	FLUENCY			
1	Wely Fernando	L	4	4	4	4	5	21	84	Tuntas
2	Andre Firmansyah	L	5	4	5	5	5	24	96	Tuntas
3	Bayu Setyawan	L	5	4	5	4	5	23	92	Tuntas
4	Metro Saputra	L	4	3	4	4	5	20	80	Tuntas
5	M Sho lhin	L	5	4	4	4	5	22	88	Tuntas

Jumlah peserta tes	=	5	Jumlah Nilai	=	440
Jumlah yang tuntas	=	5	Nilai terendah	=	80
Jumlah yang belum tuntas	=	0	Nilai tertinggi	=	96
			Nilai rata rata	=	88

According to the outcome of the test in the cycle II, 100 % of students passed from SKM, and the average of students scores was 88.

And then The lowest students' score was . Meanwhile, The highest students' score was 96.

D. Summary of the Student's Average Score in Preliminary Study, the cycle I, and the cycle II.

After the researcher implemented Direct practice method to native speaker, the data was got by the researcher. The result showed that there were some enhance of students performance in introducing to native speaker by applying direct practice method, mostly students were enthusiastic in learning English, exactly in introducing to native speaker. Besides, students paid attention when the researcher explained the material and accomplished their practice with native speaker better. Furthermore, it was analysed in every

cycle briefly. These are the summary of the average score from Preliminary Study was 69,6, the cycle I was 79,2 it increased 20%, and the cycle II was 88 it also increased 40% .

E. General Findings

The result from the Preliminary Study, cycle I to the cycle II, it could be seen that the average score from Preliminary Study was 69,6, the cycle I was 79,2 it increased 20%, and the cycle II was 88 it also increased 40%. the score of students were improved by applying Direct practice method in introducing to native speaker. Besides, the students' score was enhanced from preliminary study until the cycle II. It mean, the implementing Direct practice method was improved students speaking skill in introducing to native speaker. For instance, Implementing Direct practice method solved the students' problems related to speaking in introducing to native speaker.

F. Discussion of The Important Activities In Teaching Speaking By applying direct practice method.

1. Specifying the objective

There were specific the objective related to implementing Direct practice method in this research, as follows.

- a. To provide references of the design to the teacher in learning-teaching related to introduction to native speaker.
- b. To assist the students to create an idea and variation vocabularies, better pronunciation in introducing to native speaker.

- c. To encourage students to be more confidence and enthusiast in practicing of introducing to native speaker because of the interesting method and the native themselves.

2. Presenting Direct Practice Method

Direct practice method is method that deliver a strategy to converse in English related to introduction to native speaker. there were some reasons why the researcher presented the Direct practice method as a model in teaching introduction to native speaker, such as:

- a. By the method, students were provoked more eagerly and intentionally in practicing introduction to native speaker because of the interesting, unique method and the native themselves.
- b. Currently, the youngsters were hardly ever practice with the native speaker so this direct practice method was exclusive.
- c. By this method, can change the student's mindset that speak with the native speaker is not scary as the think.

3. Applying Direct practice method and observation

Applying the Direct practice method was conducted in the cycle 1, cycle 2. There were several activities in implementing Direct practice method in Learning introduction to native speaker, The teacher delivered direct practice method before and After students had obtained an explanation of the material of introduction to native speaker. moreover, the students paid attention and analysed the information of introduction to native speaker. And then, after the teacher took students to practice with the native speaker, the teacher provided an oral test to students to create a

good conversation with the native speaker based on the information which explained by the researcher.

4. Observation

There several activities in observation either in the cycle I or the cycle II such as, the first, the teacher observed students' interest in learning introduction to native speaker. The second, the capability of students in mastering vocabularies was observed by the teacher, besides the teacher observed student's capability in speaking introduction to native speaker such as mastering in organizing of words native speaker, capability of student's pronunciation, and etc. The third, the teacher observed the students' participation in practicing introduction to native speaker.

5. Reflecting

The researcher found that the implementing Direct practice method in the cycle I was not successful yet. There was SKM 75. Moreover, there 40% students who not passed. The problem was students' ccu and capability of their pronunciation in the cycle I was good enough. Meanwhile, they had to practice of introduction to native speaker. In result, the cycle I was revised in the cycle II, the first strategy was added little bit of it in the cycle II. Furthermore, the students' score was improved in the cycle II, there was 100 % students who passed.

G. The student's response

After taught by Direct practice method, students were more confidence in speaking about introducing to native speaker, they were very interested when the researcher began to assist them practicing directly with the native speaker, furthermore, mostly students were eager to practice in introducing to native speaker directly. This occurs was proven by their final score in the cycle II that improved from each cycle. In short, students spoke or practiced of introduction to native speaker by using this method with excitement. Based on the explanation above, the researcher concluded that implementing Direct practice method was successful to improve students' skill speaking of introduction to native speaker.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion that could be viewed, as under:

A. Conclusion

By using the Direct practice method, Teaching and learning could be more excited for Both researcher and student in learning introduction to native speaker. In the reality, after students being taught by using Direct practice method and then They could improve their ability in speaking about introduction to native speaker.

Withal, after ability in speaking introduction to native speaker was increased by students as well as their intention. Speaking in introduction to native speaker is more understood by student easier, Moreover the speaking components in speaking introduction to native speaker which improved such as (Pronunciation, Grammar, Vocabulary, content and fluency). In brief, students have done speaking introduction to native speaker in effective and expeditious way. It can be seen on student's enhancing speaking skill result from the Preliminary Study, cycle I to the cycle II. Preliminary Study was 69,6, the cycle I was 79,2 it increased 20%, and the cycle II was 88 it also increased 40%.

Here was, the implementation of direct practice method improved speaking skill there were following several steps such as: the first, the researcher explained introduction to native speaker as the purpose of activity.

The second, the researcher explains the step of learning activity model in speaking introduction to native speaker. The third, The researcher gave a sample of introduction to native speaker. The fourth, the researcher divided students into pair. The fifth. collecting information of introduction to native speaker for students ordered by the researcher. The sixth, the students accompanied to create a good, well introduction to native speaker with the native speaker by the researcher. The seventh. Students created a good, well introduction and the action has done. The eighth. The feedback of positive and a lot of claps are given by the researcher to inspire students and passionate in engage in speaking introduction to native speaker. The ninth, the action was evaluated by the researcher.

B. Suggestion

In accordance with the findings of the research up here, several suggestions which are pointed to researchers, teachers, and students are proffered by the researcher.

1. For other researchers
 - a. Improving teaching and learning in the next future of studies, the researcher in needed of a sensational method and a lot of encouragement, as reference to other researchers the implementation direct practice method in introduction with the native speaker is recommended by the researcher
 - b. As the reference for the next future researchers which will have the identical title with this research, this discovery of research study can help and answer their question.

2. For the teacher
 - a. By applying direct practice method Teaching introduction to native speaker in course and the real field it can be more challenging in terms of zest to enhance student's speaking skills in speaking about introduction to native speaker for both teacher and researcher. furthermore, it has grown student's confidence and curiosity.
 - b. interesting media as well as interesting method are highly recommended for both the teachers and researchers to support students in speaking introduction to native speaker.

3. For the student
 - a. With direct practice method as the method, Student's problem in introduction to native speaker can be overcome by applying it. And they can improve speaking skill in introduction to native speaker through it.
 - b. Students could be more confidence in introduction to native speaker, by applying direct practice method.

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