THESIS

THE USE OF DIRECT METHOD IN TEACHING SPEAKING SKILL AT ELEVENTH GRADE STUDENTS OF SMA YPPI BELITANG OKU TIMUR IN ACADEMIC YEAR 2020/2021

BY :

YULISTIANA

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

ISLAMIC INSTITUTE OF DARUSSALAM

BLOK AGUNG BANYUWANGI

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THESIS

Presented to the Faculty of Educational and Teacher Training in Partial Fulfillment of the Requirement for the Degree of Strata 1 in English Education Department

By:

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2021

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APPROVAL SHEET

This is certifying that Sarjana's thesis of **YULISTIANA** has been approved by thesis advisor for further approval by the board of examiners.

Banyuwangi, July 20th 2021

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MOTTO

ان مع العسر يسرا

Inna Ma’al Ngusri Yusro

Indeed, with hardship there is ease (Qs. Asy-syarh: 6)

Change your mind and you can change your world.

(NORMAN VINCENT PEALE)

Work hard and be nice. Amazing things will happen.

(CONAN O’BRIEN)

A value can’t prove the truth to someone, unless a fact that really exists.

(YULISTIANA)

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DEDICATION

In the name of Allah SWT the most gracious and the most merciful, who has given the researcher mercy and blessing, health and ability to finish the thesis.*Sholawat* to the prophet Muhammad SAW his coming really change the word.

I dedicated this thesis especially for:

- My parents, beloved mother (Jamilah) and my beloved father (Suyitno) who always give me everlasting love, guidance, motivation and praying. Your love gives me the power to finish this thesis. I really love you all.
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- For my hubbywho always gives me support, and never gets bored

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listening to my complaints to finish this thesis.

- I also have all my classmates (Tadris of English Member Class of 2017) who can't be mentioned one by one. Thank you for being my friend and giving support to me. Good Luck and success for you all.

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DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I:

Name : YULISTIANA

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Declare that:

1) This thesis has never been submitted to any other tertiary education for any other academic degree.
2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3) If at a later time it is found that the thesis is a product of plagiarism, I am willing to accept any legal consequences that are imposed on me.

Banyuwangi July 20th 2021

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ABSTRACT

Yulistiana. 2021. *The Use of Direct Method in Teaching Speaking Skill at Eleventh Grade Students of SMA YPPI Belitang Oku Timur in Academic Year 2020/2021.*

Keywords: Direct Method, Speaking skills, The effect used of direct method

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The purpose of this research is to see if direct approaches can be used to teach speaking abilities.The author conducted this research because he saw a deficiency in speaking to students. So these problems require the right method to improve the students' speaking skills. The solution to this problem is to use a direct method in teaching students.The author chose the research using a qualitative method which he considered appropriate with the title "The Use of Direct Method in Teaching Speaking Skill at eleventh Grade Students of SMA YPPI Belitang in Academic Year 2020/2021". Therefore, the researcher chose the Direct method to be used in teaching speaking skills to 11th grade students of SMA YPPI Wonorejo.The study employs a qualitative research design. The study's participants were 30 students from class XI SMA YPPI Wonorejo bk 8 Belitang OKU Timur for the 2020/2021 academic year.Researchers as a key instrument in this study, researchers make observations, interviews, and documentation are used by researchers to gather information. In

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research, this is sometimes referred to as triangulation. Researchers confirm the accuracy and authenticity of the data by repeating observations, seeking for sources of information that are not limited to one informant, and then matching the facts.

The direct technique of learning English had a beneficial influence, according to the study. Some pupils indicated that the direct speaking style was enjoyable for them. Furthermore, this strategy helps individuals memorize terminology and improves their ability to speak the language with good and precise pronunciation, fluency, and grammar.On the advantage of the direct technique, which requires students to practice learning vocabulary, pronunciation, fluency, and grammar components of speaking English, It has an impact on pupils' ability to improve their speaking skills, even if they have not yet mastered them. The researcher's discovery that pupils can enhance their English speaking skills by practicing more.

The researcher concluded that using the direct method in teaching speaking had a positive impact on students' vocabulary, pronunciation, fluency, and speaking skills, as well as emotional students who were able to overcome shame, lack of confidence, and fear of being wrong by frequently practicing English speaking.

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FOREWORD

Thank God, *rabbil 'alamin*, the author prays to the presence of Allah SWT, for the completion of the preparation of this thesis, as the author's pride and a sign that he has finished as a student to achieve a bachelor's degree at the Faculty of Education and Teacher Training IAIDA Blokagung.

Sholawat and greetings may Allah always bestow on the Prophet Muhammad SAW.

This thesis is proof of a scientific work that has been successfully written by the author. realistically whether students pass or not is determined by themselves, there must be evidence that they have completed the thesis or not. The presence of this thesis has gone through the bitter sweetness of the process, discussions with supervisors and friends, sacrificed a lot of time, emotions, feelings and health. A bloody struggle, therefore this thesis can be used as a source of knowledge, inspiration and even recommended for other students, both college students in the same year, and all students who want to write a thesis.

The authors would like to thank all parties, especially my supervisor who has helped in the completion of this thesis, and to all my friends who are members of TBIG 2017; I hope this thesis can be useful.

Author

Banyuwangi 20th July 2021

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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her 'skripsi' after a long effort of writing. peace blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

The gratitude and appreciation are addressed to:

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7. All of my big family and friends who have supported my spirit and have helped me to finish this thesis.

I do expect this thesis gives advantages to the world of education. To improve this thesis, I welcome warmly for any constructive suggestions. Hopefully, may God bless those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to be successful in their future life. Amin.

Banyuwangi, July 20th 2021

The writer

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CURRICULUM VITAE

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CHAPTER I

INTRODUCTION

This chapter contains the background of the study, research problem, objectives of the research, assumption, significance of the study, scope and limitation, and definition of the key terms.

A. Background of the study

English in this global era is very important for students or even the general public. In English, there are four aspects that support speaking skills that must be mastered, namely speaking, reading, listening, and writing. They are required to be proficient in speaking English in order to communicate with foreigners. Due to the large number of foreign tourists visiting Indonesia, and on average they do not know much about the Indonesian language, while the best communication to welcome foreign nationals requires friendliness and social closeness by using the foreign language, this has encouraged Indonesians to can be proficient in international languages which all foreigners have no difficulty communicating with Indonesian citizens. In addition, the use of social media as a virtual communication tool is an opportunity to introduce Indonesian culture to foreigners.

According to Savignon (1991: 2), Speaking is productive and the ability to speak directly. According to Ladouse (in Nunan, 1991: 23), speaking is an activity to explain someone in a certain situation or an

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activity to report something. According to Tarigan (1990: 8), speaking is a way to communicate that affects our daily lives. According to (Ciputra: 2020), states that "Speaking Skill or what is known as rhetoric is the art of speaking that can be owned by someone which aims to convey oral messages effectively, as a form of communication to others". Speaking can be interpreted as conveying one's intentions (ideas, thoughts, expressions of heart, and ideas) to another by using spoken language so that the meaning can be understood by others.

According to English teacher in eleventh grade, speaking skill is one of the skills which must be mustered in eleventh grade. However, in speaking English, students still have problems, namely the lack of vocabulary, pronunciation, fluency, and habituation of students' speaking practice or difficulty in speaking. The author conducted this research because he saw a deficiency in speaking to students. So these problems require the right method to improve the students' speaking skills. The solution to this problem is to use a direct method in teaching students.The author chose the research using a qualitative method which he considered appropriate with the title "The Use of Direct Method in Teaching Speaking Skill at eleventh Grade Students of SMA YPPI Belitang in Academic Year 2020/2021". Therefore, the researcher chose the Direct method to be used in teaching speaking skills to 11th grade students of SMA YPPI Wonorejo. This school has excellent programs in the fields of sports and music, as well as private institutions that are recognized for their excellence in sports and music in the East OKU area. So many are interested in going to

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school there.

Direct method according to Sukmadinata (2004: 148) is an effective and communicative English teaching system for students who have difficulty pronouncing the language. According to Richards Jack (1986: 9), the direct method is a learning model approach that is able to develop the speaking potential of students in learning English.

The advantages of the direct method are; direct Method can improve learning for students, especially in speaking. Direct methods can be used in learning so that students become active and critical, not only in speaking, but also in thinking, arguing and expressing something with certain ideas or ideas. Direct methods can be used for the natural approach, to facilitate learning and provide stimulation to students so that students' speaking skills improve.

At school, the English teacher applied a direct method during this odd semester because students were required to be proficient in speaking. In addition, the reason for the writer doing this research is to improve the habituation and learning of English to students, whether it was carried out or not, and the application of English can develop to what extent, is it already in practice or just a matter of course. Based on interviews with several teachers at YPPI Wonorejo High School, learning was carried out using an online or online application system in the WhatsApp Group, when face-to-face learning was prohibited in class due to the coronavirus disease-19 pandemic season. However, when the Covid-19 pandemic

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returned to normal, it was carried out directly face-to-face.

Study about direct method already done by some researchers. Jaya (2016) studied with the title "The Effect of Direct Method on Ninth Grade Students Speaking Ability at Sri Farida BaruWitya Junior High School". The results showed improvement after being taught by treatment. Ambalegin and Hulu (2018) made a research with the title "The Effectiveness of Direct Methods in Improving Students' English Speaking Capacity". The results are very good, it is concluded from the student's score, which before using the direct method the score was low, after using this method the student's score increased.Rahmawati (2018) studied with the title "The Implementation of Direct Method to Teach Vocabulary at Elementary School".The results obtained by using the direct form, students can improve their ability to remember English vocabulary. It can be concluded that the learning process in the classroom by using direct method went well.

B. Research Problem

The researcher concludes that the research question derived from the study's backdrop is "How is the use of direct method utilized in teaching speaking skills to students in class eleventh sains at SMA YPPI?"

C. Objective of the Study

Based on the backdrop of the research, the specific purpose of this study is to describe the use of direct approach in teaching speaking skills

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to students in the eleventh grade at SMA YPPI Belitang.

D. Significance of the Study

With this research, it is hoped that it can provide benefits to various parties both theoretically and practically.

1. Theoretically

a. Be a reference for other teachers to teach speaking and further researchers to find new theories.

b. Increase the study of scientific development, especially in learning English.

2. Practically

a. For English teachers, it can help improve students' ability in speaking.

b. For students, hopefully it can improve students' speaking skills by practicing the method actively.

c. For researchers, hopefully it helps them to get experience in solving problems, incresae knowlegde, motivation, and inspiration.

E. The Scope and Limitation

Due to the limited time to do research and the existence of government policies that require online teaching and learning processes,

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the meeting was only 2 times, each meeting was 90 minutes. The researcher focused her research on the learning process using the direct method in eleventh grade science at SMA YPPI Belitang.

F. Definition of Key Terms

Speaking skill is a language ability to pronounce articulated sounds or say words to express, state, convey ideas, thoughts, opinions, ideas, and tinsel.

The direct method is a method of delivering foreign language lesson content using oral language as an introductory language. A method of teaching foreign languages through conversation, discussion, and reading in the language itself without using students' language, without translation, and without learning formal grammar. "The first words are taught by pointing to objects, pictures or in taking action" (Patel, 2008). Students take sequences or knowledge with difficulty. When students make a mistake, give them the opportunity to ask a question by pointing to a visual aid or making a gesture.

The online speaking model used in learning utilizes social media in the form of a WhatsApp application which can send recorded speaking practice in the form of voice or video. In the offline learning model, using direct methods are considered appropriate techniques in learning.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the previous studies, definition of speaking skill, direct method, using the direct method for speaking skill, andthe definition of WhatsApp.

A. Previous studies

Dwi (2017) studied with the title “The use of Direct Method to Teach Integrated Skills for Super Kids 5 students in Purikids Yogyakarta”. He concluded that the fact that language skills are inseparable in real life, makes many people use all abilities in learning languages. The use of direct methods in the learning process can facilitate students in learning integrated skills. The results of this study indicate that the results of using the direct method with language unification can help students in learning English more deeply. And the direct method can also facilitate students in learning integrated skills.

Rahmawati (2018) studied with the title “The Implementation of Direct Method to Teach Vocabulary at Elementary School”. She concluded that the students' progress during the teaching and learning activity using the Direct Method is going well based on the findings of the study. To begin, the observation was repeated three times. The instructor introduced six to seven strategies based on the outcomes of each meeting. Based on the outcomes of each conference, the instructor

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applied six or seven direct method concepts and used appropriate media (pictures or real objects). The average efficiency of the direct approach is 54 percent. Based on the percentage results obtained using the direct form, it is possible to conclude that the learning process in the classroom is going well. Second, an analysis of student responses with 15 respondents and 20 questionnaires (13 positive statements and 7 negative statements) yielded an overall response score of 50% in the strong group. It can be concluded that students respond well to learning by using the direct approach. Students may find it simple to remember new vocabulary, understand it, and expand their vocabulary. to comprehend, to expand their vocabulary, and to encourage students to be more involved in their vocabulary learning by using the direct approach, it is possible to achieve the outcome that students have a positive response to learning vocabulary.

Ambalegin and Hulu (2018) made a research with the title “The Effectiveness of Direct Methods in Improving Students' English Speaking Capacity”. The result is a direct method natural approach in developing students English speaking skills was published. Regarding the direct methods efficacy in enhancing students English speaking abilities the outcomes are excellent. There were discrepancies in speaking abilities, as shown by the pre-test results, which revealed 10 students who scored below 60 (59 fewer) beads in the unsatisfactory category, scored 60-69 in the fair category, 15 students in the descent category scored 70-89, and two students in the best category scored 80 (excellent). The highest score

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was 80, which was only achieved by two students out of a total of 53. The results of the post-test revealed that seven students with scores ranging from 60 to 69 were classified as having reasonable potential. 22 students received a score of seventy or higher, with a range of 70 to 79 and were placed in the strong group (good category). In the really successful category, there were 20 students with a cumulative score of 80-89. During the pre-test, it was discovered that 10 students were in the lowest scoring group. Meanwhile, four students were found to be in the really successful group in the post-test with a range of 60 to 100, the average is 91.5. The researcher concluded that using the direct method of teaching motivates and enhances students' speaking abilities. The evidence is contained in the fact that the students' speaking abilities improve. 10 students were excluded from the study because the pre-test findings were suppressed.

Jaya (2016) studied with the title "The Effect of Direct Method on Ninth Grade Students Speaking Ability at Sri Farida BaruWitya Junior High School". Researchers found a major impact of direct method on ninth grade students' speaking capacity at Sri Farida BaruWitya Junior High School Yala Thailand. With the result proof of the post-test score between experimental and control groups. This study used a subjective test to obtain the speaking ability test to determine the effect of the direct method on students' speaking ability. The test asks students to describe parts of the body. The results showed improvement after being taught by treatment. The mean of the experimental group before treatment was 67.59 and after treatment was 72.41. It has a range of 4.82. On the other

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hand, the control group had a score of 66.85 before being treated and 68.15 after being treated. The difference is 1.3. Based on these results, the average of the experimental group increased higher than the control group. So, it can be concluded that there is a significant effect of the direct method on students' speaking ability.Regarding the direct methods' efficacy in enhancing students English speaking abilities, the outcomes are excellent. The gap between this study and previous of studies is the previous study not using the internet for interview and observation, but in this research, researchers use the internet.

B. Definition of Speaking Skill.

The definition of speaking skill is the ability to speak articulated sounds or speak words to express, convey ideas, thoughts, opinions, ideas, and feelings to others. As a speaker, a partner is based on self-confidence, honesty, truthfulness, and responsibility by eliminating psychological problems such as shame, low self-esteem, tension, heavy tongue, and others. Speaking is a process of conveying information, ideas or ideas from the speaker to the listener. In delivering information orally, a speaker must be able to convey it properly and correctly so that the information can be accepted by listeners. To be a good speaker, the speaker must be able to capture information critically and effectively. The online speaking model used in learning utilizes social media in the form of a WhatsApp application which can send recorded speaking practice in the form of voicenote or video.

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Based on Savignon (1991: 2), Speaking is productive and the ability to speak directly. According to Ladouse (in Nunan, 1991: 23), speaking is an activity to explain someone in a certain situation or an activity to report something. According to Tarigan (1990: 8), speaking is a way to communicate that affects our daily lives. According to Ciputra (2020), in fact is "Speaking Skillor what is referred to as rhetoric is the art of speaking that can be owned by someone which aims to convey oral messages effectively, as a form of communication to others". Speaking can be interpreted as conveying one's intentions (ideas, thoughts, heart's contents) to another by using spoken language so that the meaning can be understood by others.

Definition and understanding of speaking skills from several book sources: According to Iskandarwassid (2010), speaking skills are the skills to produce a flow of articulated sound systems to convey wills, feelings, needs and desires to others. This skill is also based on the confidence to speak naturally, honestly, truthfully, and responsibly by eliminating psychological problems such as shame, low self-esteem, tension, heavy tongue and others. According to Hermawan (2014) speaking skill is the ability to express articulated sounds or words to express thoughts in the form of ideas, opinions, desires or feelings to speaker partners. According to Utari and Nababan (1993), speaking skill is the knowledge of the forms of language and the meanings of the language, and the ability to use them at what time and to whom. Good speaking skill is a person's ability to convey information in good, correct and interesting language so that the

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listener can understand it.

According to Harris (in Tarigan, 2015: 3) there are 4 components of speaking skills that must be considered, namely: phonology (sound), sentence structure, vocabulary, fluency (accuracy). According to Hornby (1984:959). The term vocabulary (vocabulary) is a collection of several words that are combined, so that they have meaning or meaning. Vocabulary cannot be separated from the four skills in language, reading, writing, listening, and speaking. According to Tileston (2005, 55) the components of creativity are fluency, namely the ability to generate a number of ideas, and elaboration, namely the ability to develop and issue ideas. According to Ur (1996: 52), Purpose pronunciation learning is so thatstudents are able to pronounce awords like the accent of a native. (Gravberg W, 1997: 17). pronunciation is one part difficult in learning English. According to Luluk (volume 08 number 1 2017) How important is pronunciation in English is because it's wrong pronunciation of words in English can be very wrong result. Mispronouncing one consonants or vowels only in a word can be misunderstood. According to Ostler (1987:236) grammar is a study of language rules that explain the relationship between words, and the relationship between these words is the correct arrangement so that it gives meaning or meaning to anyone who uses the language.

The researcher concludes that the linkage of several important components in learning speaking is absolutely essential, because of the large number of vocabularies that must be memorized, to be able to

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generate a number of ideas and be developed by pronouncing it, even though pronunciation is declared the most difficult part in learning English because it is wrong to pronounce just one vowel or consonant. can make mistakes in meaning, therefore the pronunciation part is considered very important. Grammar in speaking functions on language rules that connect words with the correct language arrangement, so that they can understand listeners. So to master the ability in speaking, you must be able to master some of these aspects.

C. Direct Method

The definition of direct method is a direct model that presenting foreign language subject matter where the teacher directly uses the foreign language as the language of instruction and without using the language of the students at all in teaching. If there are words that are difficult for students to understand, the teacher can interpret them by using teaching aids, demonstrating, describing and so on. According to Jack (1986: 9), the direct method is a learning model approach that is able to develop the speaking potential of students in learning enlish.

According to oxford (2001) The advantages of this direct method are that it is very effective in creating fluent speakers, can concentrate on giving students intellectual understanding, imitates the natural thing about acquiring a first language, is ideally presented in a small class environment, makes learning interesting, the activity method facilitates student awareness and participation, as a basis strong as from further

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learning, through this method fluency of speech, good pronunciation and the power of correct expression are developed, students are encouraged to think in English to express themselves through English, have a lot of grammar practice, enable future students to understand conversations in foreign languages at a natural pace.

This direct method can improve students' speaking ability. Students have positive changes after learning the direct method compared to before, in addition to students being more active in speaking and able to speak English more when describing things, students also changed emotionally to be positive, who were shy, afraid of being wrong and not confident in speaking the language. In English, students become brave without fear and confident and also become creative in thinking independently to find out what words are spoken by often practicing speaking English.

According to As Duque (2009, p 89) Disadvantages of the direct method are many abstract words that cannot be interpreted directly in English, this method ignores systematic written work and reading activities and enough attention is not focused on reading and writing, the scarcity of teachers to be trained and interested in teaching English in this method In this case, it can paralyze the creativity of teachers.

In this case, it can also make students a little difficult to follow the lesson because basically students do not know what is conveyed by the teacher, so students are a little confused, and it pressures students to

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understand what the teacher's delivery means, by being forced to think creatively and find out. things that students have not known independently, are also forced to dare to ask questions, so it is a psychological challenge for shy students.

D. Using the Direct Method foe the Speaking Skill

Learning foreign languages according to language teaching experts in Germany, namely Charles Berlitz, towards the 19th century (Acep Hermawan, 2011:175) the direct method is a method that emphasizes the use of the target language (the language being studied) in language learning and is not allowed to use the language. Mother. According to Sumardi Mulyono, 1979:32 the direct method can be interpreted as a way of presenting foreign language learning materials, namely the teacher directly applies the foreign language as the language of instruction without using the language of the students in the slightest in learning, if there is one word that is difficult for students to understand, then teachers can interpret by using props, demonstrating, describing, and others. Among the special features of the direct method are:

1. Prioritizing speaking skills instead of reading, writing and translating skills.
2. Stay away from and think there is no need to translate into the mother tongue, in other words, the mother tongue has no place at all.

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3. Apply the meaning of difficult words or sentences in English in various ways. Among them are explaining the meaning of words/sentences, mentioning synonyms or opponents and so on.
4. Using direct comparisons between words and their meanings (in English) as well as direct comparisons between sentences and situations.
5. Using imitation and memorization techniques, where students repeat sentences, songs and conversations that help them solidify their target language.

Taking into account the special characteristics above, the procedure for applying the Direct Method in language learning follows the following steps:

1. All learning activities use English.
2. In explaining the meaning of words, techniques are sought, including:
    a. showing concrete objects which are the meanings of the words in question, such as pens, books and so on to explain the meaning and so on.
    b. Demonstrating with actions to explain the meaning of the sentence, for example: the teacher opens the door to explain the sentence open the door Play a role (drama).
    c. Mention the opposite of the word.

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d. Mention synonym

e. Association, such as mentioning words that remind the mind of mentioning other words, such as when mentioning the word preparation is called the word prepare and so on.

f. Mention the main sentence, Explain the meaning of the word or sentence.

3. Translating into the language of instruction.

With procedures and techniques as above, the Direct Method has advantages in displaying language in live situations by means of dialogue and is practical in using vocabulary, structures and expressions of the target language, so that students are easy and fast in using English in daily conversation. However, the main problems that arise in implementing the direct method are:

1. This method sometimes provides free speech in unprogrammed situations. Usually students mix up a foreign language and their mother tongue.
2. The mother tongue is isolated from the second language, as a result, students only know the meaning of the structure from the context. Meanwhile, understanding the structure through context can only be done by intelligent students.

This approach uses a number of technical groups that potentially

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combine to produce a wide range of contexts and audiences. On the offline learning model the application of the direct method in speaking is considered effective to improve students' speaking, namely students taking information or sequences aloud. When students make mistakes, students are given the opportunity to ask questions. The direct method approach uses teaching vocabulary with facility material, namely vocabulary music, and can also make songs about vocabulary or creative songs (using a parody of the original song) which is played to sharpen memory.

E. The Definition of WhatsApp

Definition from internet source id.m.wikipedia.org whatsapp is an application usedfor communication that is available in electronic devices in the form of software. This application is an instant messaging application that can be downloaded in the Playstore for android. It serves to send text messages, videos, photos, voice calls, etc. In this application you can also create a WhatsApp group message. It requires an internet network. This application is famous, used by many people, and very helpful in long distance communication.

F. The Use of Whatsapp Aplication in Teaching Speaking English

In this day and age, the WhatsApp application is one of the choices for teachers and students in a consistent learning process. It is because the average student has the application on their mobile. To conduct the online learning process by using WhatsAppgroup, teachers create

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WhatsAppgroup and entering all students' WhatsAppnumbers into the group. The teacher ensures the students' readiness to follow the learning material by asking students to fill out a list of absences made in the form of an absent list message for English learning classes.Students are asked tostudy the material; those are in the form oftext, audio, or video. The teacher invites students to ask questions about the material and answer those questions related to the material. After that, students are asked to make video and audio assignments to practice their speaking and asked to send their assignments to online learning groups or to the teacher's personal WatsAppnumber. After the learning hours have ended, the teacher informs the material that was be discussed at the upcoming virtual learning meeting to students.

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CHAPTER III

RESEARCH METHOD

This chapter contains research design, subject of the research, research instrument, setting of the research, data source, procedure of collecting data, data analysis, validity of the data, research stages, research of systematic.

A. Research design

This study uses qualitative research design. Descriptive type of qualitative research describes the conditions as they are without giving treatment manipulation to the variables studied and is a type of obtaining data. This study emphasizes more on the results. According to Mukhtar (2013:10) qualitative descriptive research method is a method used by researchers to find knowledge or theories about research at a certain time. Patricia and Brown (1996: 168) state that qualitative research intends to know development and improvement, understands the phenomena experienced by research subjects such as action, behavior, perception, motivation, action, etc., in real terms, and by being active in practice, expressing, describing objects in the form of words and language on a collaborative between two or more people who generate benefits for each other. Moeleong (2006: 6) also states that qualitative research is a special context that is natural and by utilizing various natural methods. The researcher chose this type of research because it aims to describe the

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application of the Direct method in speaking learning which is carried out in the eleventh grade of SMA YPPI Wonorejo.

B. Subject of the Research

Research subject in this study is tenth grade students of SMA YPPI Wonorejo in the academic year 2020/2021. There are 30 students of Sains, in English teacher, and headmaster.

C. Research Instrument

Sugiyono (2010: 222) states that the qualitative research instrument is the researcher himself. It functions to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and draw conclusions on findings. Instrument is a tool that is used to measure the natural and social phenomenon that was observed. As a key instrument, researcher in this research conducted interviews and observations with eleventh grade students. Researcher observed English teacher in teaching speaking by using the direct method.

In qualitative research, the presence of researchers is absolute because researchers must interact with the environment, both human and non-human in the research arena. In this research, researcher act as an instrument as well as data collectors. The non-human instruments used by the researcher were observation guidelines, interview guidelines, and documentary guidelines.

During interviews with informants, namely teachers and students,

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researchers focused more on descriptive qualitative research, students' enthusiasm in participating in direct English learning, on improving students' English speaking, on student assessments and on students' emotional aspects from the effects of direct method teaching, and Have students applied the four components (vocab, fluency, pronunciation and grammar) to master students' English speaking skills. When the researchers conducted observations of students in learning using the direct method, the researchers observed the positive or negative effects of students and the improvement of students' speaking skills, and the researchers found several problems with students' speaking skills related to the four components that must be mastered in speaking English. vocab is still lacking, pronunciation is still not correct, pronunciation is not right, there is no mastery of grammar for good grammar in speaking English, and students' ability to speak is still in the process of increasing from low quality to medium quality, also on emotional students to be brave, confident, and eliminate shyness, in speaking English becomes a challenge for shy students. In online observations by researchers in learning, students who were given the task of making a video description of something, a dialogue displayed by a student and students demonstrated into two characters. In complying with the task, they also appear confident in the recorded video. Students become brave, confident, and not ashamed of the researcher's assessment after making observations. In this case, the researcher as interviewer, and observer of information, data, learning situations and learning effects of the direct

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method, which directly collects data from information sources by asking, asking, listening, and taking. Then observe and compare the data that has been obtained from several informants. And also on student documentation in learning, as a reinforcement of the information that has been obtained. Aims for various data and information, to be valid data.Validation is carried out after the data comparison is complete, starting from May to July 2021

D. Setting of the Research

This research was conducted at SMA YPPI Wonorejo bk8 Oku Timur, South Sumatra. The location of this school is in Wonorejo village bk8, Belitang sub-district, East OKU district, South Sumatra province. Learning English is carried out using the WhatsApp Group application because it is still affected by the Covid-19 pandemic. The facilities provided are in the form of an internet network for virtual continuity of learning.

This school hasexcellence in sports and arts, sports can channel students to school, district, and provincial olympic levels, it is hoped that it will reach national and even international levels. At the international level olympiads that schools expect, of course, these students must be able to communicate well using English as an international language. including the art of voice in singing, there are many students who excel in singing, there are many songs that they memorize, including songs that are in English, but sometimes they don't quite fit the pronunciation of words or sentences in songs, and many students want to be able to sing. songs in

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English properly and correctly. It is proven that there are many students from various regions in South Sumatra such as Lampung, Oki and Oku who come from many student villages who study there, these privileges encourage researchers to give new movements in adding to these privileges, because at these schools, there is no forum or facility to develop skills. speaking to students, even though there are actually many students who have this potential to be developed and need encouragement and an accommodating environment so that they do not consider English as a language of prestige. And the direct method in student learning at this school is still rarely used, so that with the presence of researchers to examine the direct method for students' speaking skills at this school it can be applied. In addition, according to researchers, this school is still included in the small class category to apply direct methods in teaching, it is very suitable for the provisions of the direct method in teaching small classes, students are easily enthusiastic, easy to manage and direct methods can provide benefits for students in further learning in class. greater speech ability.

E. Procedures of Collecting Data

The way researchers collect data is through interviews and observations. According to Esterberg in Sugiyono (2015: 72) an interview is a meeting conducted by two people to exchange information and an idea by means of question and answer, so that it can be reduced to a conclusion or meaning in a particular topic.

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1. Interview Method

To get good results and relevant data, researcher gave questions that had been planned to the English teacher, head master, and eleventh grade students at SMA YPPI high school in Wonorejo village, BK8, Belitang, East OKU district, South Sumatra province.

2. Observation Method

Observation according to Sugiyono (2017: 203) is a data collection technique that has specific characteristics when compared to other techniques. The researcher's way of observing is that the researcher joins the class. Due to the pandemic corona virus season, observation was carried out online and offline. Researcher joined the class virtually using WatsApp application. After the class is over, researcher conducted an interview regarding the learning method, the benefits of the method, the effect of the method on students, and the results of using the method.

3. Documentation

Documentation according to Sugiyono (2015: 329) is a method used to obtain data and information in the form books, archives, documents, written numbers and images in the form of reports and information that can support research. In this research, using information documentation of student and teacher interviews, documentation in the form of photos of

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student activities in filling out interview texts, documentation of interviews with English teachers, photo documentation of screenshots of online school activities in groups in English learning networks, screenshots of online student assignments, student archives in the form of eleventh grade student data, learning material books, and screenshots of online student information in the form of an absent list. All of these documentations can support research in the eleventh grade SMA YPPI Belitang High School.

F. Validity of the Data

After going through several steps of checking the accuracy of the data obtained by the researcher from several sources of informants and facts known to the researcher, the data can be concluded to be valid data after going through several steps of checking the accuracy of the data obtained by the researcher from several sources of informants and facts known to the researcher. To check the validity of data, researcher used triangulation. With evidence of collected data such as archives, teaching material, books, time sheet, and lesson plan. According to Moleong (2010: 330), triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison to the data.

In qualitative research, the main instrument in collecting this data is humans, namely, the researcher himself, the researcher tests the trustworthiness and validity, extends observations, increases accuracy in

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research, by applying triangulation steps to check the validity of the data. After the researchers conducted interviews with informants, namely students and teachers, the results of the interviews were recorded neatly for the continuation of the application of the research, from student informants to one another, and teacher information with slight similarities and differences was then compared to draw conclusions. Then the researcher observed student learning on the ongoing learning schedule, after the researcher observed student learning the researcher could describe the application of the direct method to improving students' speaking skills, in situations, conditions and student activities. In several steps that have been carried out by the researcher, the data resulting from the information are compared true or not, appropriate or not and balanced or not with the results of information obtained from teacher and student interviews as well as observations and descriptions of researchers. After all the data sources have been collected, they are declared appropriate, correct and balanced, analyzed, reviewed the data with more observations, and repeated again selectively. After the data does not differ between the data obtained by the researcher and the data that actually occurs in the object of research, the researcher can state that the data is valid and can be accounted for, after the final result of the application of the triangulation step.

a. Research Stages

The research stage is an overview of the researcher's

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implementation strategy and research. The steps are:

a. Step-by-step investigation

The research's planning consists of the following steps:

1) The first step is to select the piece.
2) Locate the data source.
3) Provide details.
4) Come to a conclusion.

The researcher purposefully chose the subject of his or her study. The presence of the object can be determined by the researcher using the appropriate selection criteria; if he makes direct observations, he enters the field. Finally, the object is chosen after careful thought. to figure out where the data came from, namely the outcomes of interviews with the chosen item Since the analysis is qualitative, the findings of the data are presented in the form of a summary. The data's findings are presented and explained, after which they are related to the theory discovered from the data. Conclusions are drawn based on the findings of the study implementation.

The measures and research strategy to be followed in order to acquire data sources are referred to as research implementation. The following are the two components of the implementation process:

b. Interviews and analyses should be conducted.

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Implementated the strategy based on research. Starting with the preliminary researcher, choose the study piece. Make a list of potential interviewees. Then, for the next move, look at the results of the data from the interview. Determine the actual method by determining the theory during design development. Then move on to writing the study based on the theory of findings. Get to the root of a research theory's problem. Researcher assumes the significance of the problem mentioned, as well as its function and benefits. The problem boundaries and meanings were modified to the research method and data analysis, resulting in the discovery of a new theory, namely the theory of "student ability," which is linked to improving students' speaking skills.

c. Methodological reflection

It is the replication or representation of data analysis findings. The aim of the study is to figure out how to boost students' foreign language speaking abilities, so further research is expected to continue.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contain of research data explanation, research findings, and discussion. For a more detailed explanation, consider the following.

A.Data Explanation

Researchers arrived at school on May 8th, 2021, to request a study permit by submitting a research permit from the Darussalam Islamic Institute campus. Because of government policy for online schools, the researcher only met a few picket teachers and the head deputy of curriculum at the school office, intending to meet the principle. As a result, learning at YPPI High Schools was networked through the internet in whatsapp group.The researcher then discussed his permit application with the deputy head of curriculum. Mrs. Nurul, the deputy head of curriculum, greeted him warmly and courteously, and he provided the principal's whatsapp contact information. Researchers were instructed to contact the principal and request permission via whatsapp message,Finally, the principal answered positively and granted authorization to the researcher to undertake research, as well as a permit to conduct research, to be handed over to Mrs. Nurul, who was on duty as deputy head of the curriculum at the time. The researcher then requested permission from Mrs. Nurul or the deputy head of curriculum to submit information about

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the YPPI High School's profile,The researcher also inquired about the curriculum utilized in learning, as well as the ongoing online learning approach. Mrs. Nurul also provided researchers with a wealth of information on school profiles, including information on the school's vision and mission, information on school quality, information on the school's board of educators, school structure, and information on student learning, among other things. The eleventh grade study and learning process was place in an online classroom at SMA YPPI WONOREJO Senior High School. In the field, data was collected through interviews, observations, and documentation, which was then analyzed.

On May 26, 2021, researchers arrived at YPPI High School Wonorejo, BK 8 Belitang to request authorization to conduct study, resulting in the issuance of a research permit. Mrs. Nurul, a teacher at YPPI High School who is also the deputy head of the curriculum, told the researcher at the time, "The school is still online, madam, since the East OKU district is currently being sentenced to a red zone, thus children are temporarily not allowed to go to school."

Due to the continuing influence of Covid 19, the researcher asked various questions concerning school, including which schools are still using social distancing and which schools are opting for online learning. Because of the coronavirus outbreak, the principal explained, the school was held online. The principal granted the researcher permission to do research on the learning process of English. Permission came from the principal. The researcher was granted permission to do study in grade 11

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science by the principal.

The researcher received a positive reaction from the English instructor of class 11 science, who agreed to allow the researcher to watch in his class on Monday, July 12th, 2021. On June 4th, 2021, the researcher acquired permission to do research from the chief deputy of curriculum, and had a very positive response as well as his own recommendations The deputy head of curriculum inquired about the type of study that would be undertaken, the type of data that would be required, and the style of interview that would be sought. He also mentioned that teacher councils are willing to assist researchers.Researchers started gathering information by interviewing the chief deputy of curriculum, English language teachers, and others.

1. Interview steps

The researcher began by interviewing the curriculum deputy, English teacher, and students to gather information. To obtain good results and relevant data, researchers conducted interviews with informants, including English teachers and eleventh grade students at YPPI High School in Wonorejo Village, BK8, Belitang, East OKU Regency, South Sumatra Province. The teacher stated in the results of interviews obtained from informants regarding the direct method in teaching to improve students' speaking skills that the average student's ability was still lacking, that they were afraid of making mistakes in speaking, and that students still did not master a lot of vocabulary, making it difficult for students to learn

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speaking. Students are asked to create dialogues in English and then practice them with their friends, and students are encouraged to use daily language in English learning meetings. According to the teacher, using the direct method allows students to memorize a large amount of new vocabulary while learning to speak English,Aside from that, they can practice it with their classmates. Students are challenged to speak English more confidently, as well as to investigate their ability to memorize vocabulary and attempt to uncover the meaning of words on their own. One student stated in the interview that students enjoy English classes but struggle to understand online learning in all disciplines, making them lazy to study. Students appear to struggle with online learning and hope to learn offline face to face. Teachers and students can learn to speak English appropriately and correctly right away using the direct technique,Students claim to be able to practice and know how to pronounce words and sentences correctly using the direct speaking method of instruction. Another student stated that learning to speak English directly was easier to grasp based on the findings of student interviews. Others think it's better, that it's a lot of fun, that it offers insight and learning, and that it's a lot of fun,This is a fantastic way to practice pronouncing spoken language. Other students said that the material with video and audio was very nice, but that the voice was not always clear, that they had a pleasant impression, that they couldn't learn English optimally, and that it wasn't fun,Because the online learning videos teach about retaining words, it's quite simple to understand. Students enjoy it because

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they can be trained to pronounce it, and they like it because they can learn more English. However, other students say they dislike it because they have to memorize a lot of terminology, dislike it because they don't understand, and like it because they get extensive explanations.Other students stated that the difference in students' abilities after learning the direct method versus before learning the direct method was that it was easier to understand vocabulary to be memorized, that it was easier to remember vocabulary, that the meaning of language in speaking English was a little better, and that after the direct method was applied, it could train clearly in pronunciation,They were unfamiliar with the pronunciation because applying the direct method was tough in the past. Differences in whether or not students improve their capacity to practice speaking English, in terms of pronunciation, pronunciation, and vocabulary, have yet to be mastered; it is still difficult to understand the meaning of vocabulary and pronounce it correctly.

2. Observation steps

Sugiyono (2017: 203) defines observation as a data gathering technique with unique characteristics when compared to other techniques. The researcher observes by participating in a learning group with the class of students. Observations were made online due to the coronavirus pandemic season. Researchers use the WhatsApp app to hold virtual classes. Researchers looked at the data more carefully this time, examining it until there was nothing different, balanced, or similar between

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the facts that actually happened and the data gathered from interviewing informants. Following the conclusion of the observations in the direct English learning class, The researchers conducted interviews on students' interest in learning in online learning, the effect of students after engaging in direct method learning, enhancing the direct method in learning, and the benefits of the technique at two student learning meetings. The interview was with teachers and students to discuss the direct technique and its impact on students.The outcomes of numerous observations and interviews by researchers in order to develop a truly valid data trust test.

3. Documentation steps

Documentation to gain data and information as a supplement to and reinforcement of previously collected information. in the form of photographs of activities following student learning, photographs of student learning activities while online in a Whatsapp group, photographs of the outcomes of collecting student online assignments, After observation, photographs of teacher and student interview activities were taken, as well as student archives in the form of student absence lists.

4. Using the Direct Method to Teach English Online

During the pandemic, students were divided into WA groups to learn. They must adhere to the group's guidelines. When students join a WhatsApp group, the teacher invites them to be active in the group, then greets and greets them, then asks them to fill in the absent list in the form of a message on a regular basis,Anyone who has access to the internet

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and fills out the registration form is registered to attend the online learning meeting, which is designed to assess students' readiness to participate in online learning. The teacher conveys the subject to be discussed when the pupils are ready to learn. The material is then delivered by the teacher via messages, videos, and audio. Following that, pupils are asked to ask questions via text messages, to which the teacher responds. Students initially found the implementation of the direct method in speaking English directly to be extremely difficult because they lacked vocabulary and did not understand the meaning of the words conveyed by the teacher; however, when the teacher demonstrated with props, students only understood the meaning of what was described,& As the students gain a better understanding of the content being taught, the teacher asks them to memorize at least 15 new words in a pleasant fashion, such as singing while demonstrating objects from the vocabulary named. The utterance of the term "cheek," for example, is a limb named "cheek" and touching the cheek itself,to sing and touch the syllables of numerous body parts in order to demonstrate the meaning of the term That manner, children are motivated to memorize new vocabulary, resulting in a large vocabulary pool, making it easier for them to learn English. Students are also given activities in the form of brief dialogues to practice pronunciation, pronunciation, and attitude so that they become accustomed to speaking English and dare to discuss things without being shy. The instructor, as a role model for providing material, must be active and imaginative in order to create an online classroom atmosphere,full of sympathy and eager

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students in participating in learning, by presenting films and audio speaking English, which students may listen to, imitate, and listen to.

B. FINDING

The findings of this study discuss the use of the direct method, the description of the direct method in online learning, the effect of the direct method, and problems in students' speaking.

1. The Use of Direct Method

The direct method that researchers have observed in teaching English subject matter in the eleventh grade, in which the teacher employs English as the primary language of instruction and does not use the student's language at all, is used in the online group. Students first struggled to understand the terms, vocabulary, and pronunciations provided by the teacher in the Whatsapp group videos,because the children didn't understand the meaning of the words The teacher then demonstrates the goal by displaying the word in issue, as well as exhibiting, describing, and using particular tools as an explanation in a video that the teacher created and that students listened to. In order to think and recall, students must absorb vocabulary and attempt to memorize grammatical formulae. Even if students find it challenging to imitate, particularly when absorbing material presented via videos, audio, and messaging,It was sent to the teacher's whatsapp contact, and they found it quite intriguing.

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The effect of employing the direct technique can improve students' ability to speak English, according to observations made by researchers, the findings of interviews with eleventh grade students at YPPI High School, and interviews with English teachers. When students learn the direct technique, they are really happy and enthusiastic,Students can understand where the error is when speaking or in an English dialogue, which ones need to be justified in their speech when pronouncing and pronouncing them, and the teacher can immediately justify, give a response feedback to assess student errors or deficiencies, according to one student.

The improvement of students' speaking skills, according to the English teacher's assessment after being given the direct method, is that students can understand the material given by the teacher even though the material is delivered in English, the vocabulary that was previously considered difficult becomes easier to remember, in better pronunciation, and students become active rather than monotonous,Students become more daring and confident in speaking English as a result of their emotional growth. Pupils can train themselves to become accustomed to speaking English and to discover new language that is still regarded alien on their own, allowing the teacher, as a motivator and student assessor, to continue to urge students to practice.Based on this observation, the researcher can infer that using the direct technique to teach English is acceptable since it can increase students' speaking abilities while also making them more emotionally fearless and confident.

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2. Describe the direct method in remote or online learning.

The teacher sets various regulations that must be followed in the group in the form of group rules during the teaching and learning process via WhatsApp group. These are the ones:

a. Do not allow the uploading of odorous items or images that are political, racist, contentious, pornographic, or distressing in any way.

b. Do not bring up personal issues in front of the group.

c. Avoid making too many jokes that could lead to a disagreement.

d. Posting something that has a harmful influence on others is prohibited.

e. Everyone in the group has an equal say in maintaining the group's order and comfort.

f. make a point of reminding each other.

Beginning in July 2021, the usage of the direct approach for students in online learning in the eleventh grade at YPPI SMA will be implemented.The teacher forms a learning group called the YPPI SMA eleventh grade English group. Students are ensured to be included in the online learning group and engaged in the WhatsApp application group before learning begins. The instructor then ensures that students are ready to participate in learning by doing the following:

- ✔ The teacher extends his greetings.

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- ✔ Students will be greeted with audio and English greetings.
- ✔ In the form of a new list message in the group, pupils are asked to fill in the absent list.

In online classrooms, teachers use the following methods to distribute instructional materials to students:

- ✔ The material to be discussed is dictated by the teacher.
- ✔ The teacher sends the study group a video recording of his class.
- ✔ Then instruct pupils to pay close attention to the video.
- ✔ Following that, the teacher invites pupils to ask questions on the material covered in the film.
- ✔ Students are encouraged to search the video for information.
- ✔ Then students are challenged to create speaking video assignments that are uploaded to social media and listened to by teachers and other friends in order to receive feedback and suggestions for speaking that has been heard by the audience.
- ✔ Also, complete the speaking practice activity, which is video or audio recorded and delivered to the teacher's Whatsapp contact.

Researchers have discovered that conditions, scenarios, and student tolerances are extremely good in the direct method learning process. This

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is because researchers watch and observe students while in learning groups, and students are very passionate in engaging in online learning, Students actively inquire about topics that they do not comprehend and that the teacher has delivered. Students respond to the information gleaned from the teacher's video footage, which has been shared with the online learning community. Students are also very obedient to the teacher's instructions to carry out and finish assignments.

According to the researcher's observations at the first learning meeting, when students were given teaching materials using the direct method, the teacher informed a learning material followed by giving a theory of speaking practice in the video recorded by the teacher and distributed in the online learning group, by presenting an example of the practice of describing an object in English without translating it into Indonesian, it appears that many pupils still do not understand, with only a few youngsters claiming to grasp the group's response to their messages. The students' comments in the messages reflect this, with several asking the teacher "what is truly said in the video, and many also ask the teacher to interpret it." The teacher then distributes a video tape of himself speaking on the same topic, However, it is presented using the props that were intended, and the teacher does it without translating it into the students' language. Then, after watching the second film, some of the pupils who had before declared "their lack of understanding" said they "understood." Students are requested to retell what they've learned, and they can also immediately respond to stimulus or provocation questions

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from the teacher; the problem is that they can't talk, and they don't understand the meaning of specific language. The teacher next demonstrated how to memorize English vocabulary while singing a parody of a popular song on video and audio, The vocabulary for learning speaking is then sent to a group of pupils for them to listen to. The teacher then instructs pupils to recall at least 15 words, as demonstrated by the teacher in the video and audio, and only vocabulary related to learning English. The goal is for pupils to comprehend the meaning of the keywords presented in the teacher's learning material. The teacher instructs pupils to study terminology while singing a free song parody; this makes the students happy, and they confess that they memorize it faster this way.

Some students expressed their desire to "make a video but cover their face with emoticons so they don't show their embarrassed face" before completing a video or audio recording assignment, but the teacher rejected the students' request, stating that "exceptions are only given to students who truly need them." A signal's ability to send audio is extremely tough, While there is no need to record a video if the face must be covered with emoticons, the teacher will be able to watch and assess the way the pronunciation is done in the video assignment." The students then record their memorization and send it in groups as video or audio recordings, Some of the messages are sent to the teacher's Whatsapp contact. Because students' houses have varied signal ranges, causing a loss of signal fluency, there are no special allowances for students in delivering

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their vocab memorizing tasks; they must be in the form of video or audio only, Some of the messages are sent to the teacher's Whatsapp contact.Because students' houses have varied signal ranges, causing a loss of signal fluency, there are no special allowances for students in delivering their vocab memorizing tasks; they must be in the form of video or audio only. And the teacher gives the option of sending assignments in video or audio format, but only in the same context as the results of the assignments that the teacher has requested. During this initial meeting's student learning activities, The researchers discovered that pupils' problems with English were still unsolved, and that only a small portion of their vocabulary had been memorized. When the researcher looked at the opposite side of learning English, the students were highly excited about learning speaking, quite engaged in participating in the learning, and very curious.

Without a clear explanation from the teacher and a demonstration by the teacher, students still struggle to understand the meaning. As a result, the teacher must be more patient while giving explanations and demonstrating by repeating the explanation, as well as pay closer attention to which aspects of the lesson are still perplexing students and provide further instruction, by giving students assignments so that they are more engaged in speaking and memorizing the meaning of the words that will be used in his conversation After students share what they've learned, they complete the teacher's assignments, and the teacher provides feedback on the students' completed assignments, The content

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that will be presented at the next meeting is conveyed by the teacher. The teacher then concludes the learning session with welcomes, which are returned by the students.

According to the researcher's observations, the direct method teaching applied to students had a positive effect at the second learning meeting, after observing the direct method at the first online learning meeting and making students feel difficult and not understanding in the learning, this second researcher, after observing the direct method at the first online learning meeting and making students feel difficult and not understanding in the learning, The researcher saw and observed a number of students who stated that they were "embarrassed to make a video description of an object that had been assigned by the teacher, they said that they were ashamed to practice speaking," and others who stated that they "cannot speak because the vocabulary and pronunciation are different according to him, so they are afraid of being wrong," Another student stated, "They lack confidence and do not dare to speak English because English is difficult to him; additionally, if they speak English, they are afraid of being considered cringe by other friends (which means good English style or prestigious)," leading the researcher to believe that the environment has a significant impact on students' English speaking abilities. However, the teacher continues to encourage students to practice speaking English by telling students in the learning group that if they get used to practicing speaking gradually, they will be able to, and the teacher continues to provide learning materials using direct teaching

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methods, thereby indirectly forcing students to be able to and continue to practice English. When students listen to a video or audio clip of the teacher speaking, they are constantly exposed to new vocabulary that they must understand.

Following that, students are asked to locate the knowledge contained in the teacher's video or audio speech that has been shared with the group, and then they are provided a stimulus to ask the teacher questions regarding the material that has been learned. Following that, pupils are given two tasks: one is to create a video speaking about an object, and the other is to create a video speaking about an object, and create a small dialogue with two sorts of sounds that each student may display (students are invited to play two characters in the short dialogue they created and practice speaking) Students delivered the assignment to the teacher's WhatsApp group or personal contact, The outcomes of completed student assignments in the online learning group were examined by the researcher, who focused on pronunciation issues that still need to be addressed, since many pronunciations are still unsuitable for pronunciation and must be modified to the rules. Students must practice their English because they are still not competent enough in speaking to be able to describe anything more broadly.The outcomes of completed student assignments in the online learning group were examined by the researcher, who focused on pronunciation issues that still need to be addressed, since many pronunciations are still unsuitable for pronunciation and must be modified to the rules. Students must practice their English because they are still not

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competent enough in speaking to be able to describe anything more broadly their listening. Students' spoken phrases do not match the pronunciation in accurate English sentences; for example, they already grasp the meaning and purpose of the term 'writing,' but the letter 'w' is still pronounced incorrectly; it should be pronounced appropriately, specifically 'raiting.' That is why the pronunciation needs to be adjusted once more,as well as a number of other sentences that, according to the study, are still a long way from matching the correct pronunciation. When the researcher sees and watches two student assignments that make a video description of an object and a brief discussion in speaking, the researcher finds that there is still not a wide explanation of something in speaking. Some students stated that "they can carry out the task of speaking fluently, despite having some difficulty in speaking, and they are getting used to speaking English and gradually can, and they want to continue to study harder so that they can speak well and correctly," while others stated that "they can carry out the task of speaking fluently, despite having a little difficulty in speaking, and they are getting used to speaking English and gradually can, and they want to continue to study harder so that they can speak well and correctly." In terms of students' speaking skills, which were less mastered, and emotional aspects of students who were bold without being ashamed and confident without being frightened of making mistakes, the researchers found that students appear to be better schooled in speaking than before. In terms of students' speaking skills, which were less mastered, and emotional aspects of students who

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were bold without being ashamed and confident without being frightened of making mistakes, the researchers found that students appear to be better schooled in speaking than before. After the teacher has given feedback on the pupils' completed tasks,It must be concluded by the teacher and students, but before that, the teacher instructs the students to practice speaking frequently in order to become accustomed to and capable of speaking English; this is the key to ensuring that he does not become bored while learning and training. The teacher then concluded the lesson with English pleasantries and farewell greetings.

3. Researchers observe the effect of direct method

After the end of the learning process using the direct method in teaching the eleventh graders of YPPI, the researcher asked permission from the English teacher to interview about the process and the effect of using the direct method on students, the teacher was willing to be interviewed after the lesson was over. in order to obtain more accurate and reliable data,which is obtained not only from the researchers' observations, but also from interviews and requests for documentation of teacher teaching. Documents provided after the learning process include teacher lesson plans, student absent lists totaling 30 students in one eleventh-grade science class, and speaking learning materials. According to the researcher's inquiries, some of the study questions presented to the English teacher were replied in order. "Pupils still haven't acquired much language," the teacher explained before using the direct method, "so students find it difficult to learn speaking, and their ability in speaking is

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inadequate, and they are fearful of making mistakes." The teacher stated that "students can try to explore their ability to memorize vocabulary more, try independently to find the meaning of words they don't know, students are trained in speaking practice, students often practice speaking, and students are accustomed to making short dialogues." in English and then practice it in speaking using the direct method.

Not only did the researchers interview several students who were the subject of the direct method's use in the eleventh grade, but they also sought for information to determine the authenticity and validity of the data. "They are satisfied with the direct approach speaking learning model since it allows them to widen their horizons, learn to talk more," some students said, can comprehend and memorize certain terminology that they find challenging ".. Some students stated that when the researcher inquired about online direct method learning, "Students prefer to learn by speaking, but with the distance learning model via the internet network, they do not understand all subjects and cannot directly ask questions, as they can with face-to-face learning, preventing individuals from explicitly asking questions, such as in face-to-face learning slow to learn, often hampered by internet network connections, making online learning tough to participate in, and some indicated that they appeared positive in participating in online speaking direct method learning." Some students also stated that "the pronunciation of speaking is difficult to pronounce in certain sentences because they are not used to it," "many vocabulary are not memorized, not fluent in speaking, not used to speaking practice, lack

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of confidence," and "the pronunciation of speaking is difficult to pronounce in certain sentences because they are not used to it, bashful and fearful of being labeled as cringing (in the context of a prestigious or decent speaking style)". The students claimed that after using the teacher's direct style, "their pronunciation began to improve since they frequently practiced speaking, they got brave and confident, and thought that being able to speak English was fairly cool, and they acquired more vocabulary than before." The direct technique, according to the researcher, can produce a theory in the form of a theory of students' skills when applied to eleventh grade English learning at SMA YPPI Belitang. Because viewing and observing comments from a variety of informants, as well as researchers as research instruments who are directly involved as observers of the direct method's application, The direct technique, according to the researcher, can produce a theory in the form of a theory of students' skills when applied to eleventh grade English learning at SMA YPPI Belitang. Because viewing and observing comments from a variety of informants, as well as researchers as research instruments who are directly involved as observers of the direct method's application.

4. Students Problem in Speaking

During the eleventh grade speaking learning process, pupils encountered a number of issues that they had to overcome before becoming more adept in speaking. Researchers acting as observers, professors, and students all spoke about the difficulties students face

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during the learning process. Specifically, as follows:

a. Lack of vocabulary

The pupils' issue in this case is a lack of vocabulary, which stops them from practicing English with their peers. They learn language that is only relevant to their academic activity. They still lack the will and motivation to learn English on their own. Students find it challenging to speak English, even with very short words, based on observations. Several issues were discovered by the researcher during the observation. There is a language barrier. When the researcher attempted to have a brief interview discussion with the students in English, they battled to answer question after question by guessing the meaning of the word in question, until the researcher ultimately supplied the meaning and meaning of the word thrown at the student. When the researchers inquired about their issues, they said: They claimed that they were unsure of the meanings of several words in the questions they were given, as well as how to articulate the English words they wished to pronounce. because vocabulary memorization is still a rare skill among kids.

The teacher also stated that the kids' speaking skills was still poor due to a lack of vocabulary acquisition on their part. The majority of them have a limited command of the English language. It is not only theirs, but also their teachers', particularly their English teachers', responsibilities. To make sure they learn as much language as they can, Teachers can provide students guidance during the learning process and encourage them to use

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technology and the internet to help them learn English more efficiently. autonomously, finding up the definitions of new terminology that pupils are interested in learning.

b. student pronunciation that must be improved

Some students mentioned during the interview that they had trouble pronouncing specific English vocabulary. Students make mistakes from time to time, and even when they are obliged to repeat what the teacher just stated, they mispronounce it. When they attempted to read the content in English, they were unsuccessful, Exactly the same thing occurred. They face difficulties when they don't know how to pronounce the words correctly. They may be self-conscious and uncomfortable even if they know how to say it. The bulk of them are frightened of uttering the words incorrectly. Because, as the previous student mentioned, when they made mistakes in pronouncing English words, their peers would instantly laugh at them, the majority of them lacked confidence in their ability to speak English words.

c. Fluency problem

There were various issues that posed a challenge to the kids' fluency abilities. The researcher discovered observations in the classroom during the learning of speaking skills when the teacher sought to direct one of the pupils to mention the language about the objects around them, The students expressed difficulty with fluency since the word they felt was correctly articulated was yet incorrect. Students do it in the mother tongue

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that has been passed down to them. The teacher stated that whether students are fluent or not is not a major issue, This will grow if they frequently practice fluently copying a foreign language, which they can do both during the learning process and independently outside of it. Students frequently believe that learning pronunciation and vocabulary, let alone becoming proficient, is still tough, despite the fact that they can do so by listening to sentences, dialogues, and English terminology frequently. When there is one student who is a little fluent, the rest of students blaspheme with a brilliant manner like English, it can sometimes weaken students' drive and courage to improve their talents. The ultimate need for success while speaking English is fluency. Fluency is a language ability that describes how rapidly and readily a person can learn and perform one of the four primary language skills: speaking, listening, reading, and writing. Fluency applies to all four language skills, however it is most closely associated with speaking. Especially in class XI at SMA YPPI Wonorejo OKU Timur, When it comes to the teaching and learning of English, fluency has been emphasized. “I ask pupils to practice speaking English every day, even in short sentences,” stated another English teacher (Prasetio, 11 June 2021).

d. Habituationof Students' Speaking Practice

Pupils can truly speak English thanks to a fun strategy that encourages students to be more enthusiastic and self-reliant in improving their speaking abilities. The majority of them are unwilling to learn English

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because they believe it is extremely tough to master. Students grow disinterested or less attentive to the language as a result of their infrequent practice with it, even if they don't like it or find it attractive. Teachers, on the other hand, believe that, even if the learning process is online, direct approach teaching will be very engaging and successful for them, and that they will respond strongly if the learning process is always offline. Because of the direct manner used, students are pushed to respond and follow the speaking exercise. Researchers are able to watch and observe students in class both in person and online. Because mother tongue is a language that is frequently used in everyday life, the teacher suggests that students use the internet to learn from educational videos.

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C. DISCUSSION

1. The Use of Direct Method

The teacher uses the direct way of delivering videos to conduct the Speaking class. In this video, the teacher uses a song to demonstrate how to describe talking about items and language. He posted the video to a WhatsApp group and challenged the kids to emulate the teacher's actions. The majority of kids are passionate about the task and complete it. According to student statements stated by the teacher before online learning, only a few do not carry out their responsibilities because they do not have a data package and occasionally do not have internet data credit. When the condition of online learning is adopted in schools,According to the teacher in online learning, all students can engage in online learning and have data pulses grouped in groups, causing pupils to be less effective in learning. During online learning, students are given numerous assignments ranging from English to other disciplines, Students feel pressed and sluggish when it comes to completing multiple tasks from various topics.

Becauseof the school's policy to achieve effectiveness and enthusiasm, the researcher came to the school after observation to obtain information about the effect of the direct method on improving students that had been carried out and interviews with teachers, namely when students entered active schools face to face or offline. The researcher also asks permission from the teacher to enter class XI IPA to distribute

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student interview worksheets that must be filled out by students, and the teacher also allows the English teacher to schedule lessons at 08:35 am on August 4, 2021,despite the fact that they must be closed and students do not wear uniforms, and the researcher also asks permission from the teacher to enter clapplication The researchers did not conduct face-to-face direct interviews with students since they are currently practicing social distance, but instead distributed question sheets linked to learning that students had to answer.Each lesson begins at 08:00 in the morning. The teacher uses whatsapp to greet pupils in the learning group.ass XI IPA to distribute student interview worksheets that must be filled out by students, The teacher's purpose is to determine whether or not students are ready to learn, and whether or not students are alert in groups, the teacher educates students about the content to be addressed.Then students are urged to research the content,as well as reveal what they already know,and to participatein practical activitiesas modeled by the teacher.

The teacher offered a video example in the WhatsApp group on the second day and urged pupils to study it. Students are also encouraged to ask the teacher any questions they may have about the content. The teacher assigned the job of making a video recording of one person performing a dialogue using two dolls or two photos as puppets at the end of the lesson. Because speaking is linked to three other skills, reading, listening, and writing, students' fluency in speaking requires not only speaking practice but also exposure to the other three skills. As a result,

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videos are distributed for students to watch and listen to, and the teacher also writes dialogue texts in the target language. The movie is intended to help students learn to read and write, So, while students still observe many flaws in speaking, as described above, there is creativity and new passion for YPPI Wonorejo Belitang High School students in this scenario.

a. **Describe the direct method in remote or online learning.**

For teachers and students, using direct approaches in online learning is a little challenging during the learning process. Following the formation of the learning group and the instructor's establishment of group rules, the teacher follows the lesson plan in an organized manner, beginning with greetings and ending with greetings. When a teacher uses the direct method to impart material, he or she must record a video or audio message so that students can readily understand the theory and be informed about what has been conveyed. However, it was a pain for the teacher, who had to be extremely patient, Because several students complained that their village's internet network couldn't watch the video that the teacher had provided, the teacher had to redo the delivery of the information by recording voice and writing messages that were delivered again in the language group. As a student learning group in eleventh grade English. Each speaking learning meeting begins with the teacher delivering the material, followed by students being asked to locate the information contained in the material, followed by the teacher giving exercises to students, as well as student practice assignments, which are then sent to the teacher and checked. Following the teacher's evaluation on the

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student's assignment, the learning concluded with pleasantries and greetings, which were then returned by the pupils. Following the teacher's evaluation on the student's assignment, the learning concluded with pleasantries and greetings, which were then returned by the pupils.

b. Researchers observe the effect of direct method

Researchers discovered that the direct way of teaching speaking has a positive impact on pupils through observations, and that the results of interviews with informants, such as teachers and students, are more accurate and compelling. an instructor who indicated that students can test their abilities to practice speaking on a regular basis, Memorize vocabulary and aim to be self-sufficient in determining the meaning of unfamiliar words. Students were also more engaged, more eager, and more trained to set beyond their shyness, fear, and insecurity, compared to before the direct method was used to teach.

Several pupils stated that the direct technique is very well implemented in learning as a result of the knowledge, because it can be seen in the acknowledgement of students who are happy with the learning model because they think it is fun, makes them confidence, helps them pronounce words better than before, memorizes more vocabulary, and allows them to actively practice speaking. As a result of the researcher's findings, it can be inferred that the 'excellent' direct technique is used in teaching, particularly with students.

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c. Students Problem in Speaking

During the eleventh grade speaking learning process, pupils encountered a number of issues that they had to overcome before becoming more adept in speaking. Researchers acting as observers, professors, and students all spoke about the difficulties students face during the learning process. Specifically, as follows:

a. Lack of Vocabulary

Vocabulary, according to Kamil and Hiebert (2005), is a general awareness of the meaning of words. Meanwhile, due to a lack of vocabulary knowledge, the majority of the pupils were unable to talk much during the learning process. The most crucial aspect of English is vocabulary, which serves as the foundation for all other aspects of the language. When researchers discovered that they lacked vocabulary, they decided to do something about it,In interviews with pupils at SMA YPPI Wonorejo OKU Timur, students stated that they have a vocabulary problem. They are unable to fully practice speaking English because their vocabulary is limited. The researcher determined from interviews with pupils that the majority of them struggled with vocabulary when speaking English. As a result, pupils in this scenario are necessary to memorize in order to acquire a new vocabulary with a higher degree of mastery in order to communicate with the interlocutor effectively and actively, and to avoid becoming confused while transmitting ideas in speaking, for example, When students talk in a conversational discourse, they feel stuck because

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they don't know what to say. They want to convey something, but articulating it in English is difficult since they don't know the English word.

b. Student pronunciation that must be improved

The researcher noticed that there was still a lot that needed to be addressed in terms of the pupils' pronunciation in order for it to conform to the rules of perfect English pronunciation. In the video recording assignment of students distributed to the study group, it appears that the majority of students' English pronunciation does not match the example; The word 'writing' should be pronounced 'raiting,' but pupils say 'wraiting' instead. Some pupils recognized that their pronunciation might use a lot of work. Students claimed in the interview that "they find English challenging since the way it is pronounced in a written sentence or word differs from the way it is pronounced in a spoken sentence or word," so that when the learning process takes place online,The teacher who has identified the pupils' errors in pronouncing words instructs them on how to pronounce sentences correctly and then asks them to repeat the process until they have memorized the correct pronunciation.

The teacher use this strategy to help students improve their ability to speak clearly and correctly."Training pupils' habituation and independence, in accepting English speaking practice, using the direct manner of instructing," the teacher explained.According to study, in teacher teaching, the teacher who uses the direct method always invites pupils to practice speaking in order to get used to speaking. Pupils are taught how to locate

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and correct students' pronunciation faults, as well as which sentences need to be improved.

c. FluencyProblem

Researchers have witnessed and observed the difficulty of students' fluency in speaking English. They seemed less fluent in the grammar that was given while explaining the results of the assignment of making video recordings of pupils speaking English. Having a delivery style that is yet unclear enough for the video's audience to understand. Students' English speaking reveals that they are still not fluent in English, as well as a lack of ability to develop a big number of ideas, and a lack of creative and critical thinking. Students' ability to construct and deliver verbal concepts is still limited. Speaking fluency, which refers to a student's ability to communicate fluently, encourages pupils to practice consistently, both during and outside of the learning process. It is necessary for pupils to be adept at listening to the material presented by the teacher via video, audio, and texts, Even though they are not proficient at writing or reading, they prefer to train their ears rather than their eyes. However, students have a tremendous desire to be able to speak English as often as possible. Students can understand what is said in English because they hear it frequently, and they can also repeat terms that they hear frequently. Even though they are not proficient at writing or reading, they prefer to train their ears rather than their eyes. However, students have a tremendous desire to be able to speak English as often as possible. Students can understand what is said in English because they hear it frequently, and they can also

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repeat terms that they hear frequently. However, because listening is the most crucial aspect in increasing fluency, you should also use social media to listen to English videos and audios. Listening to English on a regular basis, according to the English teacher, is critical to gaining fluency.

d. Habituationof Students' Speaking Practice

The ability to enunciate sentences in order to explain, articulate, and convey thoughts, ideas, and sentiments, according to Arsjad and Mukti (1993). The ability to converse orally with others is referred to as speaking ability. According to an interview with a student at SMA YPPI Wonorejo OKU Timur, the student stated, "English is really challenging for me, Uncertain sciences such as mathematics, like English, take a long time to master." Many students still assume that English is a difficult science to grasp, despite the fact that it only requires abilities and the habit of listening, speaking, writing, and reading, according to the interview. After speaking with an English teacher on the students' abilities to communicate in English, the researcher learned that pupils are brave, energetic, and independent in learning new English vocabulary, and that they are pleased. Because there is an increase in pronunciation skills, the value of student assignments compared to student scores before using the direct technique is different.After speaking with an English teacher on the students' abilities to communicate in English, the researcher learned that pupils are brave, energetic, and self-sufficient in learning new English vocabulary, and that they are pleased. Because there is an increase in pronunciation skills, the worth of student assignments compared to

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student scores prior to employing the direct approach differs.

There is a slight increase in students' speaking ability when using the direct method, indicating that the direct method is appropriate for use in the development of speaking English for students who are still in the learning process, because there are still many shortcomings in vocabulary, pronunciation, and fluency. Speaking abilities of students, However, after students have learned several of the three components, they will move on to grammar, which is crucial in mastering student speech. As a result, the teacher stresses speaking activities, particularly remembering a large amount of vocab in a variety of enjoyable and easy-to-memorize ways. Make speaking practice alone, then practice talking to someone else, Additionally, the teacher instructs pupils to use electronic devices as training medium to develop their independent listening to English videos and audio. The teacher instructs the students to repeat as many English words as they can hear in order for the vocabulary to stick in their minds.

Students' speaking skills should gain from the direct method, which is supposed to make learning English easier for them. Students' desire to speak English properly and correctly is particularly strong. The employment of the direct method can assist students in improving their English fluency, as well as their enjoyment of the active learning process and their ability to concentrate. despite the fact that students do not fully comprehend what is being said in the teacher's language Students, on the other hand, will comprehend if they pay attention to what the instructor

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describes, teaches, and demonstrations. For example, the teacher illustrates the meaning of the word cheek by holding the cheek, demonstrating that the meaning of the word is meant. The researcher was able to see the pupils' passion for learning English as a result of this.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The results of using the direct method have a positive impact on students, can assist students in practicing speaking English, in the learning process can make it easier for students to learn and practice speaking, can assist students in overcoming their difficulties in learning to speak English, such as a lack of memorized vocabulary, poor pronunciation, Speaking fluency that hasn't been learned, as well as issues with students' speaking abilities. According to the researcher, the notion of student ability should be used while training students' speaking skills, and the direct method should be used.

B. SUGGESTION

Suggestions for the use of the direct method in learning English in this study are expected to provide benefits for various parties. For students, it is hoped that it will be useful to facilitate students' speaking skills by actively practicing the method. And can facilitate the study of the development of science, especially in learning English. For teachers, it is hoped that it can be useful as a reference for other teachers to teach speaking and further researchers to find new theories. And can help facilitate students' speaking ability. And it is recommended to be useful for researchers, hopefully it can help them gain experience in solving problems, increasing knowledge, motivation, and inspiration.

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APPENDICES

APPENDIX I : RPP

RPP MERDEKA BELAJAR

Mapel	: BahasaInggrisWajib
Kelas/Semester	: XI/1
MateriPokok	: Dialogue/asking for opinion
AlokasiWaktu	: 2 Pertemuan
Moda	: Direct Method

TujuanPembelajaran:

Setelah mengikuti pembelajaran, peserta didik diharapkan untuk:

- ✔ Mengidentifikasi pemahaman bahasa dan tata bahasa
- ✔ Memahami pokok bahasa yang dibicarakan pada video atau audio dalam memberi dan mencari informasi terkait peristiwa yang terjadi disekitar .
- ✔ Memahami unsur kebahasaan dari audio visual atau video speaking dalam memberi dan mencari informasi terkait peristiwa disekitar.

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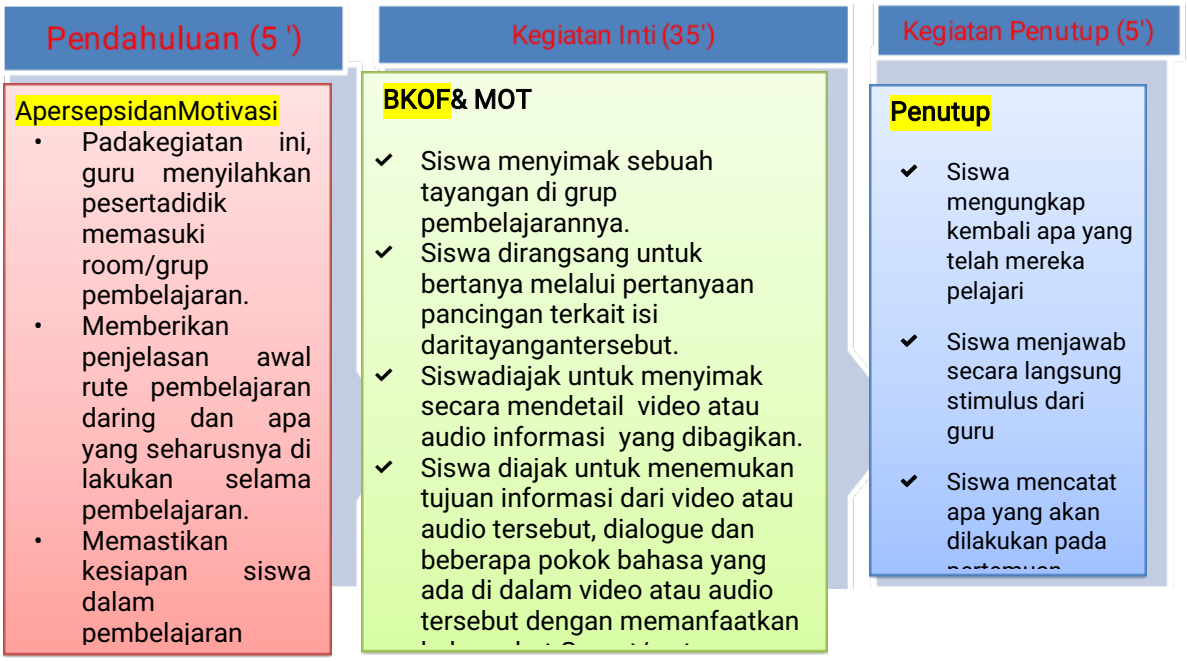
- ✔ Membuat sebuah video speaking atau audio recorder tentang deskripsi peristiwa bersejarah di Indonesia atau disekitar
- ✔ Menempelkan karyanya di dinding facebook, story watsapp atau akun medsos lainnya dan memberi ruang komentar untuk bertanya jawab dengan penonton atau pendengar (siswalain, guru) yang berkunjung menyimaknya

LangkahPembelajaran

Pertemuan1 (PJJ Online



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LangkahPembelajaran

Pertemuan 2 (PJJ Online)

ApersepsidanMotivasi	**TantanganBelajar**	**Penutup**
• Pada kegiatan ini, guru menyilahkan pesertadidik memasuki room/grup pembelajaran. • Penjelasan awal rute pembelajaran daring dan apa yang seharusnya di lakukan selama pembelajaran. • Memastikan kesiapan siswa dalam pembelajaran	✔ Siswa menyimak sebuah tayangan materi di grup pembelajarannya. ✔ Siswa dirangsang untuk bertanya melalui pertanyaan pancingan terkait isi dari tayangan tersebut. ✔ Siswa diajak untuk menyimak secara mendetail video atau audio informasi yang dibagikan dan kemudian siswa diberi tantangan untuk membuat tugas video atau audio speaking. ✔ Siswa menvelesaikan	✔ Memberikan penguatan dan timbal balik atas tantangan belajar yang telah diselesaikan oleh siswa.

Penilaian sikap dilaksanakan melalui pengamatan selama pembelajaran daring berlangsung yang meliputi kedisiplinan, kreatifitas dan kemandirian

2. Penilaian Pengetahuan

Penilaian pengetahuan dilaksanakan melalui penyelesaian tantangan belajar pada postingan karya video atau audio recorder di grup pembelajaran.

3. Penilaian Ketrampilan

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Penilaian ketrampilan dilaksanakan dengan mengamati kemampuan berbicara pada kegiatan pembelajaran yang berlangsung dan Proyek di akhir pembelajaran (*memposting)*

OKU Timur, 17 juli 2021

KepalaSekolah	Guru Pengampu
NURSETIO S.Pd	MARLINA S.Pd

Appendix II: Guidance card

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NIM	17112210849
NAMA	YULISTIARA
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20202
JUDUL	THE USE OF DIRECT METHOD IN TEACHING SPEAKING SKILL AT THE ELEVENTH GRADE STUDENTS OF SMA YPPI BELITANG OKU TIMUR IN ACADEMIC YEAR 20202021

No	Periode	Tanggal Mulai	Tanggal Selesai	Untuk Masalah	Keterangan
1	20202	25 Agustus 2021	27 Agustus 2021	instrumen penelitian kurang lengkap	menulis instrumen penelitian dan validasi data
2	20202	01 Agustus 2021	03 Agustus 2021	kurang lengkapnya finding dan discussion. perlu ditambah beberapa data. conclusion belum mewakili inti penelitian.	bab 4 dan 5
3	20202	28 Juli 2021	30 Agustus 2021	tulisan masih sangat mentah tanpa menghadirkan hasil dari penelitian	bab 4
4	20202	28 Juli 2021	31 Juli 2021	belum adanya validitas data	bab 4
5	20202	24 Juli 2021	27 Juli 2021	data masih bias	menerapkan validitas data
6	20202	17 Juli 2021	18 Juli 2021	masih menggunakan future tense dalam penulisan thesis	menggunakan past tense dalam menulis thesis
7	20202	25 April 2021	25 April 2021	bab 1-3	siap untuk seminar proposal
8	20202	14 April 2021	22 April 2021	bab 1-3 masih banyak kekurangan sehingga belum layak untuk mengikuti seminar proposal	merevisi isi dari proposal bab 1 sampai 3

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INSTITUT AGAMA ISLAM DARUSSALAM
IAIDA
FAKULTAS TARBIYAH DAN KEGURUAN
TERAKREDITASI
BLOKAGUNG - BANYUWANGI
Alamat : Pon. Pes. Darussalam Blokagung XIV Karangdoro Tegalsari Banyuwangi Jawa Timur - 68491 Telp. (0333) 847459, Fax. (0333) 846221, Hp. 085258405333, Website: www.iaida.ac.id-Email: iaidablokagung@gmail.com

Nomor : 31.5/211.11/FTK.IAIDA/C.3/IV/2021
Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Kepala SMA YPPI WONOREJO

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama	: **YULISTIANA**
TTL	: **OKU TIMUR, 11/04/1993**
NIM /NIMKO	: **17112210019/ 2017.4.071.0147.1.000046**
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program Studi	: Tadris Bahasa Inggris (TBIG)
Alamat	: Dusun II Rt 004 Rw 002 Kel.Banjar Rejo Kec. Belitang Jaya Kab. Ogan Komering Ulu Timur Prov. Sumsel
HP	: 082279852956
Dosen Pembimbing	: **Dewi Khawa, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

" THE USE OF DIRECT METHOD IN INCREASING STUDENTS SPEAKING SKILLS FOR THE TENTH GRADE OF SMA YPPI WONOREJO IN ACADEMIC YEAR 2020/2021"

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 26 April 2021
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001

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YAYASAN PEMBINAAN PERGURUAN ISLAM (YPPI)

SMA YPPI BELITANG

STATUS TERAKREDITASI

NSS: 302110806628 NPSN: 10606628

ALAMAT JLN. DARUSSALAM WONOREJO 001 BK VII 32182 JLN KEC. BELITANG KAB.OKU TIMUR TELP.0735 452049

E-mail sma yppi blt@gmail.com

SURAT KETERANGAN

Nomor :420/006/SMA YPPI.OKUT/XI/2021

Yang bertanda tangan dibawah ini kepala SMA YPPI Wonorejo OKU Timur menerangkan bahwa:

Nama : YULISTIANA

NIM : 17112210049

Study Program : Fakultas tarbiyah dan keguruan

Jurusan : Tadris Bahasa Inggris

Adalah Mahasiswa Institute Agama Islam Darussalam Blokagung Tegalsari Banyuwangi yang telah melaksanakan observasi studi di SMA YPPI Wonorejo OKU Timur terhitung mulai tanggal 12-14 July 2021 sebagai bagian dari tugas mata kuliah bahasa inggris mahasiswa tersebut diatas.

Demikianlah surat keterangan ini kami buat, semoga apa yang telah dilakukan dapat bermanfaat bagi SMA YPPI Wonorejo OKU Timur dan mahasiswa tersebut.

Wonorejo OKU Timur, 27 juli 2021

Kepala SMA YPPI Wonorejo OKU Timur

DINAS PENDIDIKAN SMA YPPI KEC. BELITANG

NURSETIO S.Pd

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APPENDIX III: Pedoman Wawancara Siswa

1. Apa kamu menyukai bahasa inggris?
2. Apa pendapatmu tentang proses belajar mengajar bahasa Inggris?
3. Apa yang kamu rasakan saat berbicara bahasa Inggris?
4. Apa kamu pernah mencoba berlatih berbicara bahasa Inggris didepan kelas?
5. Apa yang sering kamu alami saat praktek berbicara bahasa Inggris?
6. Menurut kamu apa saja yang menjadi hambatan saat berbicara dikelas saat proses belajar bahasa Inggris?
7. Apa yang membuat kamu enggan untuk berbicara bahasa Inggris?
8. Saat proses belajar bahasa Inggris apakah gurumu pernah memberikan kosa kata baru dan meminta mu untuk menghafalkannya dan di praktekkan didepan kelas?

APPENDIX IV : Pedoman Wawancara Guru

1. Bagaimana cara anda membiasakan siswa untuk berbicara dalam bahasa Inggris?
2. Bagaimana interaksi siswa saat proses belajar mengajar bahasa Inggris?
3. Menurut ibu apa upaya yang baik untuk meningkatkan kemapuan siswa dalam berbicara bahasa Inggris ?
4. Saat proses belajar mengajar bahasa Inggris, apa yang sering dialami siswa dalam menggunakan bahasa Inggris?
5. Apakah ibu menggunakan direct method saat mengajar dapat

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meningkatkan kemampuan bahasa inggris siswa terutama pada speaking, dengan memakai aspek pembiasaan praktik berbicara, vocabulary, pronunciation and fluency?

DRAFT INTERVIEW

FIRST INTERVIEW

Name : ANDREY

Status : Students

Class : XI SAINS SMA YPPI

Date : JULY, 15th 2021

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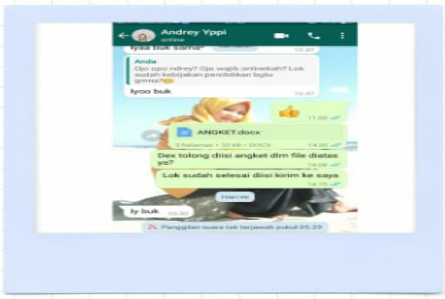

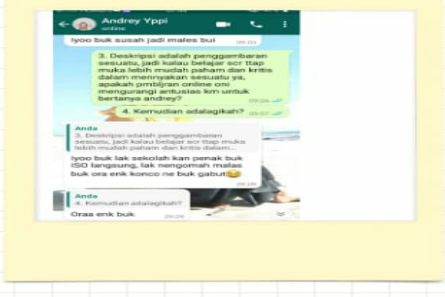

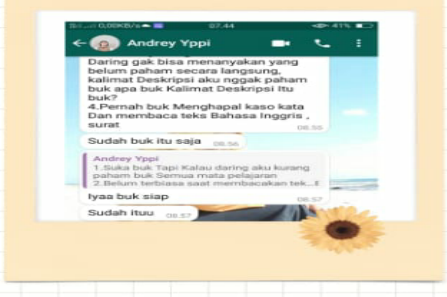

FORMALISM . ARTIST AND VISUAL

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TEXT INTERVIEW

Peneliti : assalamualaikum selamat pagi, andrey bersediakah kamu saya
ajak wawancara?

Siswa : baik bu saya bersedia.

Peneliti : Andrey suka tidak dengan pelajaran bahasa inggris?

Siswa : Suka bu tapi kalau dalam jaringan intenet aku kurang paham bu
pada semua mata pelajaran.

Peneliti : emm jadi pembelajaran online mengurangi pemahaman dalam
belajar ya andrey?

Siswa : iya bu, susah jadi males bu.

Peneliti : Apa yang kamu rasakan saat berbicara bahasa inggris?

Siswa : Belum terbiasa saat membacakan teks bahasa inggris bu.

Peneliti : menurut andrey pribadi apa saja yang menjadi hambatan saat
berbicara bahasa inggris?

Siswa : hambatannya kalau belajar semua mata pelajaran gak enak bu
kalau dalam jaringan internet, gak bisa menanyakan yang belum
paham secara langsung, kalimat deskripsi itu aku gak paham

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apa

bu?

Peneliti : deskripsi adalah penggambaran sesuatu, jadi kalau belajar secara

tatap muka lebih mudah paham dan kritis dalam menanyakan

sesuatu ya, apakah pembelajaran online ini mengurangi antusias

kamu untuk bertanya ndrey?

Siswa : iya bu, kalau sekolah kan enak langsung, kalau dirumahmalas bu

tidak ada teman nya gabut bu.

Peneliti : pernah tidak melatih bicara bahasa inggris dikelas tatap muka?

Siswa : pernah bu , menghafal kosa kata dan membaca surat berbentuk

teks bahasa inggris.

Peneliti : kemudian adalagikah?

Siswa : tidak ada bu, jarang online bu jadi malas mau mainan handphone.

Peneliti : terus bagaimana kalau diwajibkan online, apkah kamu bisa

mengusahakan untuk tidak malas menikuti pembelajaran online?

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Siswa : insyaallah bu.

Peneliti : occay thanks andrey sudah meluangkan waktunya untuk bersedia

wawancara dengan saya

Siswa : iya bu sama-sama

Peneliti : wassalamualaikum Wr.Wb

Siswa : waalaikumsalamWr.Wb

SECOND INTERVIEW

Name : GUNANDA

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Status : Students

Class : XI SAINS SMA YPPI

Date : JULY, 15th 2021

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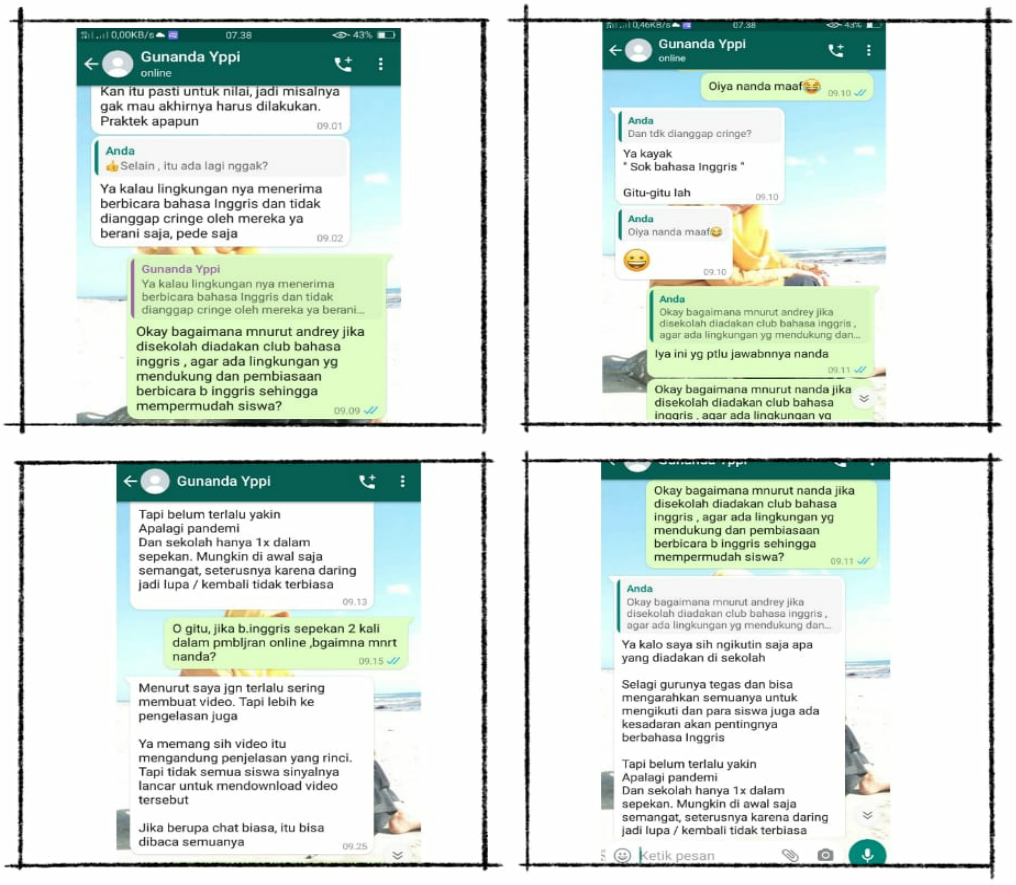

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TEXT INTERVIEW

Peneliti : assalamualaikum nanda bersediakah saya ajak wawancara sekarang?

Siswa : baik bu wawancara apa? Saya bersedia

Peneliti : menurut Nanda , pembelajaran bahasa inggris itu mudah,sedang atau sulit?

Siswa : bahasa inggris itu pelajaran yang sulit Miss, karena banyak yang harus dihafal dan tulisan dengan bacaannya berbeda.

Peneliti : Nanda sendiri suka pelajaran bahasa inggris?

Siswa : tidak terlalu suka tapi selalu berusaha untuk mampu mengerjakan soal-soal bahasa inggris

Peneliti : disaat belajar bahasa inggris, apa saja yang membuat Nanda enggan untuk berbicara bahasa inggris?

Siswa : saya belum hafal dan belum lancar penyebutannya miss.

Peneliti : jadi karena belum hafal dan belum lancar penyebutannya jadi enggan gitu ya, tapi percaya diri tidak,sebenarnya berani tidak jika dipaksakan?

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Siswa : berani saja miss, karena bisa bahasa inggris menurut saya hal
yang cukup keren.

Peneliti : selain itu ada lagi tidak?

Siswa : ya kalau lingkungan nya menerima berbicara bahasa inggris dan
tidak dianggap cringe oleh mereka, ya berani saja dan percaya diri
saja.

Peneliti : occay bagaimana menurut Nanda seaindainya disekolah diadakan
club bahasa inggris, agar ada lingkungan yang mendukung, dan
melatih pembiasaan berbicara bahasa inggris sehinggga
mempermudah siswa, dan tidak dianggap cringe?

Siswa : ya kalau saya sih ngikutin saja miss, apa yang diadakan
disekolah, selagi gurunya tegas,dan bisa mengarahkan semuanya
untuk mengikuti dan para siswa juga punya kesadaran akan
pentingnya berbahasa ingggris. Tapi belum terlalu yakin dapat
berjalan apalagi pandemi dan sekolah hanya 1x dalam sepekan.

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Mungkin diawal saja semangat, seterusnya karena dalam jaringan

jadi lupa atau kembali tidak terbiasa.

Peneliti : o begitu, jika pelajaran bahasa inggris sepekan 2 kali dalam pembeajaran online bagaimana menurut Nanda?

Siswa : menurut saya jangan terlalu sering membuat video pada saat

menjelaskan materi atau teori, tapi lebih kepenjelasannya juga. Ya

memang sih video itu mengandung penjelasan yang rinci. Tapi

tidak semua siswa sinyalnya lancaruntuk mendownload video

yang telah dishare tersebut. Jika berupa chat biasa, itu bisa dibaca

semuanya.

Peneliti : menurut Nanda inginnya belajar bahasa inggris seperti apa, misalkan drama ,puisi atau hal yang lain?

Siswa : diberikan lebih lengkap tentang penjelasan dan diberi soal yang

bertahap misalnya dari yang palingmudah, sedang sampai yng

sulit atau membutuhkan konsentrasi penuh.

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Peneliti : jadi Nanda inginnya guru menjelaskan sedetail mungkin dari yang mudah , sedang hingga tersulit, kemudian diberi tugas gitu

ya, Nnada maunya tugas tersebut berbentuk seperti apa, diadakan

pidato, baca puisi, mengadakan panggung drama atau bernyanyi?

Siswa : mendalami teori dulu sih, kalau prakteknya tergantung perintah

gurunya, kan itu pasti untuk nilai jadi misalnya tidak mau tapi akhirnya tetap harus dilakukan untuk praktik apapun.

Peneliti : dalam penyampaian materi,apa Nanda yakin jika hanya dengan

pesan chat digrup pembelajaran,akan dibaca oleh semua siswa

dan mereka semua paham hanya dengan pesan chat?

Siswa : yakin miss.

Peneliti : bagaimana menurutmu tentang pembelajaran praktik berbicara

bahasa inggris secara langsung?

Siswa : sangat menambah wawasan dan pembelajaran.

Peneliti : apa kesan kalian tentang pembelajaran berbicara bahasa ingggris

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langsung secara online?

Siswa : berkesan positif.

Peneliti : apa kamu suka atau tidak dengan pengajaran berbicara bahasa

inggris langsung praktik dalam pembelajaran? Jelaskan alasannya

Siswa : cukup suka karena bisa lebih banyak belajar bahasa inggris.

Peneliti : apa perbedaan kemampuan kalian setelah pembelajaran praktik

berbicara langsung dan sebelum pembelajaran praktik berbicara

langsung?

Siswa : sedikit lebih baik.

Peneliti : dalam segi apakah kalian bisa membedakan meningkat atau

tidaknya kemampuan kalian dalam pembelajaran praktik berbicara bahasa ingggris?

Siswa : kosakata miss.

Peneliti : baiklah terimakasih Nanda sudah meluangkan waktu untuk berwawancara

Siswa : iya miss.

Peneliti : wassalamualaikum

Siswa : waalaikumsalam.

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TIRTH INTERVIEW

Name : ERIANA

Status : Students

Class : XI SAINS SMA YPPI

Date : JULY, 15th 2021

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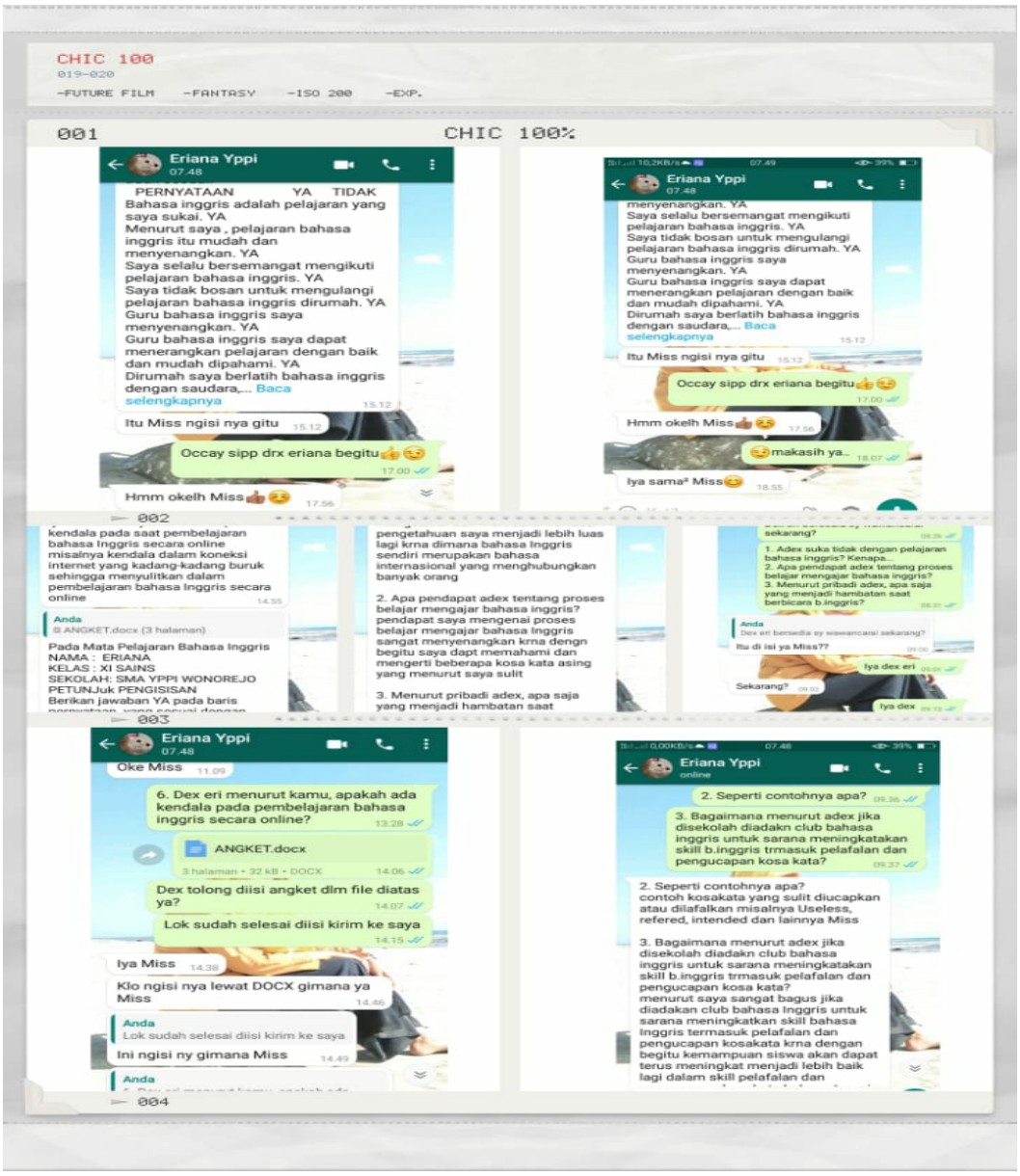

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TEXT INTERVIEW

Peneliti : assalamualaikum selamat pagi

Siswa : waalaikumsalam pagi miss

Peneliti : apakah eriana bersedia saya wawancarai ?

Siswa : siap miss saya bersedia

Peneliti : adex suka tidak dengan pelajaran bahasa inggris? Dan sebutkan

alasannya!

Siswa : iya saya suka miss, karena menurut saya dengan belajar bahasa

inggris saya dapat mengetahui dan membuka wawasan

pengetahuan saya menjadi lebih luas lagi karena dimana bahasa

inggris sendiri merupakan bahasa internasional yang

menghubungkan banyak orang.

Peneliti : apa pendapat kamu tentang proses belajar mengajar bahasa

inggris?

Siswa : sangat menyenangkan miss, karena dengan begitu saya dapat

memahami dan mengerti beberapa kosa kata asing yang menurut

saya sangat sulit.

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Peneliti : seperti apakah contohnya?

Siswa : contoh kosa kata yang sulit diucapkan atau dilafalkan misalnya

useless, refered,intended, dan lainnya miss.

Peneliti : menurut Eriana pribadi , apa saja yang menjadi hambatan saat

berbicara bahasa inggris?

Siswa : pelafalan atau pengucapan kosa katanya yang sulit.

Peneliti : bagaimana menurut Eriana jika disekolah diadakan club bahasa

inggris sebagai saran meningkatkan keampuan bahasa inggris

siswa termasuk pelafalan dan kosa kata?

Siswa : saya suka miss, karena dengan begitu kemampuan pelafalan dan

kosa kata saya akan meningkat lebih baik lagi dalam bahasa inggris.

Peneliti : menurut kamu apakah ada kendala pada pembelajaran bahasa

inggris secara online?

Siswa : iya miss, ada beberapa kendala pada saat pembelajaran bahasa

inggris secara online, misalnya kendala dalam koneksi

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internet

yang terkadang buruk sehingga menyulitkan pembelajaran bahasa

inggris secara online.

Peneliti : baiklah terimakasih atas informasi dan kesediaan waktu untuk

wawancara .

Siswa : iya miss sama-sama.

Peneliti : wassalamualaikum.

Siswa :waalaikumsalam miss.

FOURTH INTERVIEW

Name : AuliaAnjarWulandari

Status : Students

Class : XI SAINS SMA YPPI

Date : JULY, 15th 2021

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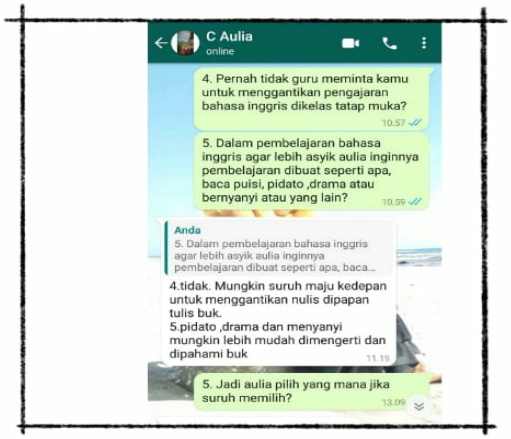

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TEXT INTERVIEW

Peneliti : assalamualaikum selamat pagi

Siswa : waalaikumsalam selamat pagi juga miss

Peneliti : saya ingin berwawancara dengan adex, bersediakah meluangkan waktunya?

Siswa : occay siap miss

Peneliti : aulia suka tidak dengan pelajaran bahasa inggris? Sebutkan alasannya

Siswa : suka miss, karena menurut saya metode nya asyik dalam menghafal

Peneliti : apa pendapat kamu tentang proses belajar mengajar bahasa inggris?

Siswa : ya asyik miss, semua tergantung guru yang mengajarkannya

Peneliti : menurut aulia pribadi, apa saja yang menjadi hambatan saat berbicara bahasa inggris?

Siswa : susahpengucapan karena bahasa asing, mungkin sedikit berbeda dan kurang terbiasa.

Peneliti : pernah tidak guru meminta kamu untuk menggantikan

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pengajaran

bahasa inggris?

Siswa : tidak, mungkin hanya disuruh maju kedepan untuk menggantikan

menulis dipapan tulis.

Peneliti : dalam pembelajaran bahas inggris agar lebih asyik kamu inginnya

pembelajaran dibuat seperti apa, baca puisi, pidato, drama,

bernyanyi atau yang lain?

Siswa bernyanyi lebih mudah miss.

Peneliti : terimakasih aulia sudah meluangkan waktu

Siswa : sama-sama miss.

Peneliti : wassalamualaikum

Siswa : waalaikumsalam miss.

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Documentation of students filling out interview answer sheets.

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INTERVIEW WITH ENGLISH TEACHER

TEXT INTERVIEW

Researcher : Assalamualaikum, BU.

Respondent : Waalaikumsalam.

Researcher : Sebelumnya terimakasih telah menyempatkan diri untuk sedikit
berbincang dengan saya, BU.

Respondent : Oh iya, bagaimana.

Researcher : Jadi begini, disini saya sedang melaksanakan penelitian tentang
masalah yang dihadapi beberapa siswa dalam pembelajaran
bahasa Inggris khususnya dalam English speaking. Menurut ibu,
bagaimana kemampuan speaking siswa disini?

Respondent : Kemampuannya rata-rata masih kurang, masalahnya mungkin

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takut salah begitu. Researcher : Bagaimanacara anda membiasakansiswauntukberbicaradalambahasaInggris?

Respondent : siswa membuat dialog singkat dalam bahasa inggris serta mempraktikkan dengan temannya.

Researcher : Bagaimanainteraksisiswasaat proses belajarmengajarbahasa Inggris?

Respondent : siswa mencoba menggunakan bahasa sehari-hari dalam bahasa inggris.

Researcher : Menurutibu apaupaya yang baikuntukmeningkatkankemapuan siswadalamberbicarabahasaInggris?

Respondent : siswa harus menghafal kosa kata bahasa inggris dan sering mempraktekkan dengan teman sekelas.

Researcher : Saat proses belajarmengajarbahasaInggris, apa yang sering dialamisiswadalammenggunakanbahasaInggris?

Respondent : siswa banyak yang belum menguasai kosakata sehingga mereka sulit untuk belajar speaking.

Researcher : Apakahibu menggunakan direct method saatmengajar dapat meningkatkan kemampuan bahasa inggris siswa terutama

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pada

speaking,dengan memakai aspekpembiasaan praktik

berbicara,vocabulary, pronunciation and fluency?

Respondent : ya.. karena dengan direct method siswa harus berusaha menggali

kemampuannya untuk lebih menghafal vocabularies dan berusaha

mandiri untuk mencari arti kata yang belum mereka ketahui

sehingga mereka terbiasa untuk membuat suatu dialog singkat

dalam bahasa inggris.

Researcher : berarti kembali lagi ke siswanya ya bu ya bagaimana cara mereka

melatih pembiasaan dan kemandiriannya dalam menerima

pembelajaran bahasa Inggris tersebut?

Respondent : iya betul.

Researcher : Terimakasih banyak atas informasinya yang sangat membantu,

sudah diizinkan observasi dikelas ibu, dan sebagainya. Mohon

maaf sudah banyak merepotkan.

Respondent : nggak pa apa, saya juga sama, pernah kuliah, pernah juga ada

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diposisi kamu sekarang.

Researcher : Kalau begitu terimakasih bu, selamat pagi. wassalamu'alaikum

Wr.Wb.

Respondent : Sama-sama, wa'alaikumsalam Wr.Wb.

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Documentation of teacher interview

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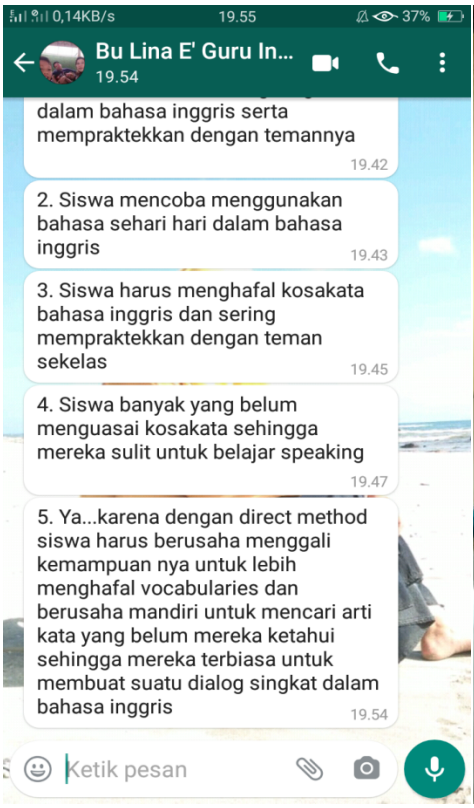

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Book documents for speaking materials in online classes, whatsapp groups, and student absence lists:

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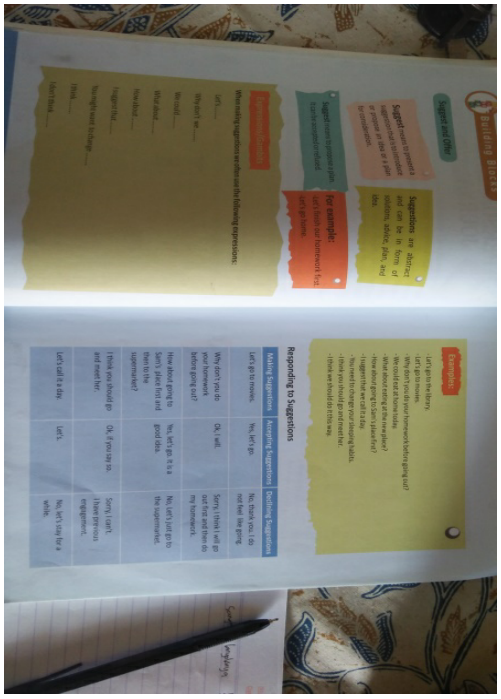

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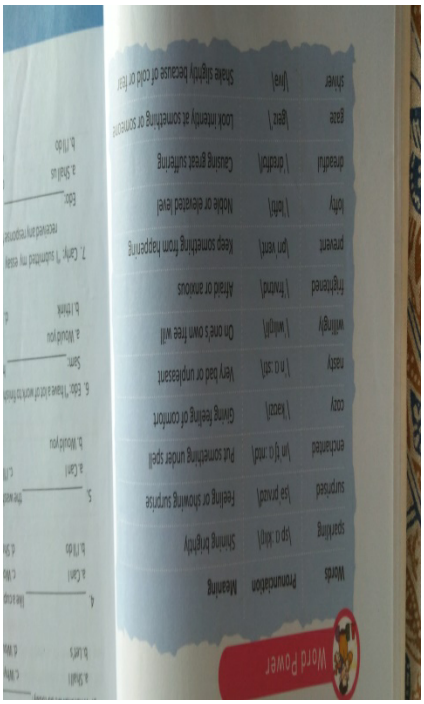

Documentation pictures of signatures and stamps of certificates that have carried out observations:

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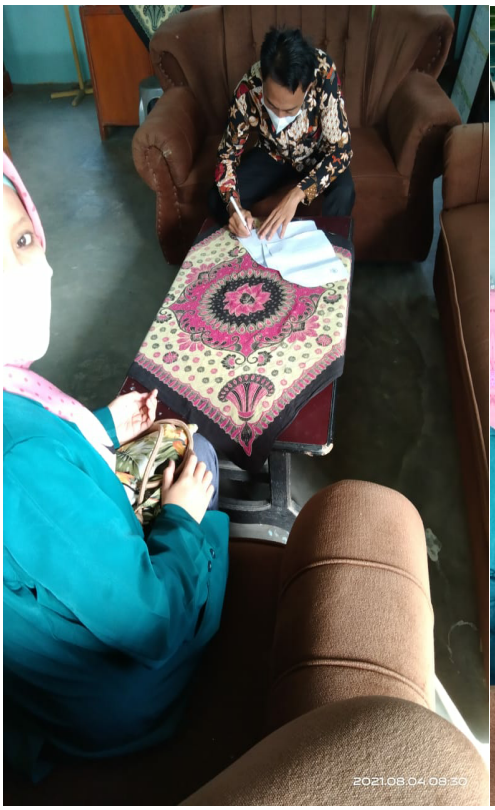

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APPENDIX IV : DOCUMENTATION PICTURES

Documentation with teacher and students of class eleventh after the research is finished:

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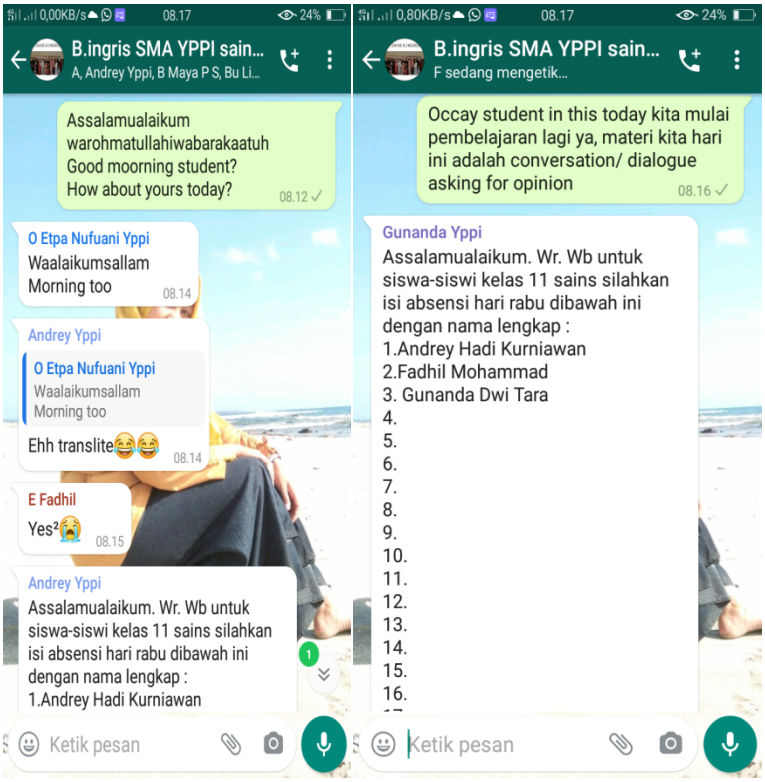
Documentation of online learning students activities:



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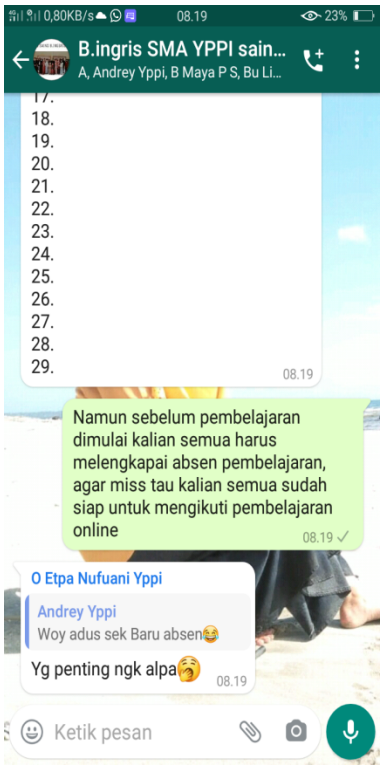

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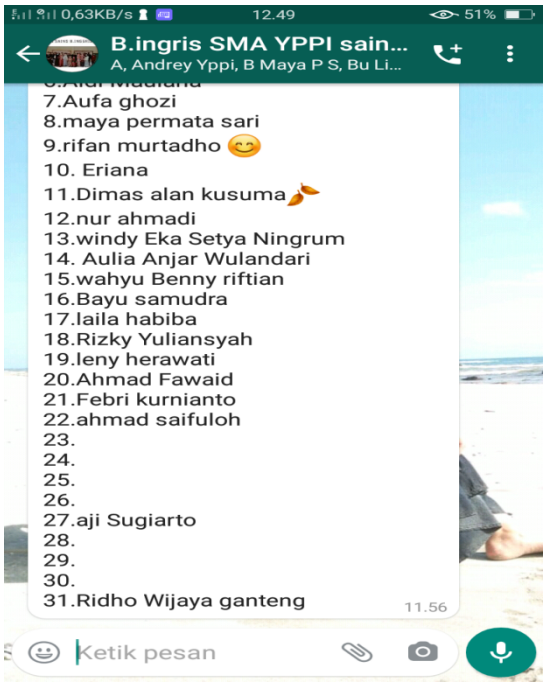

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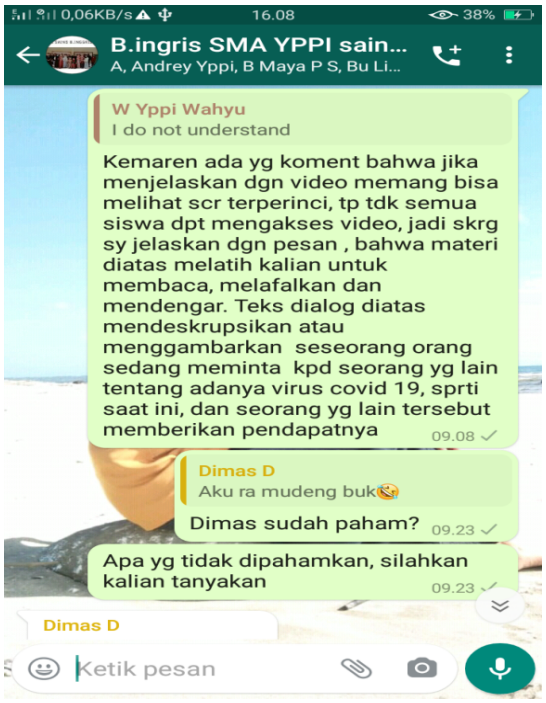

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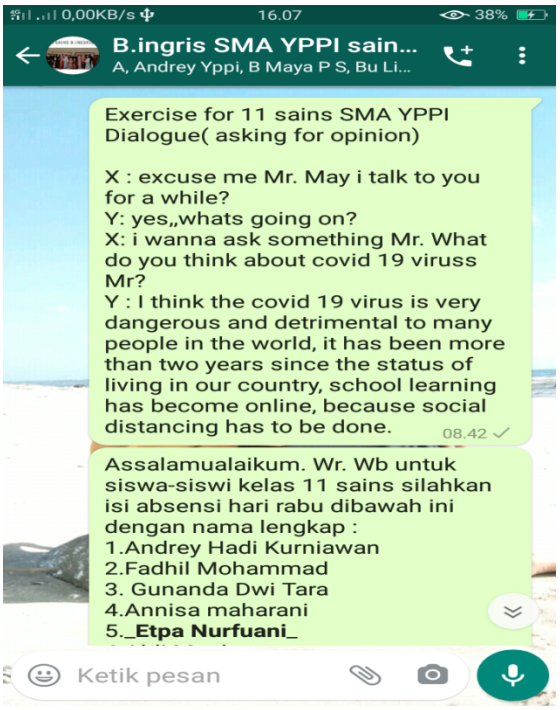

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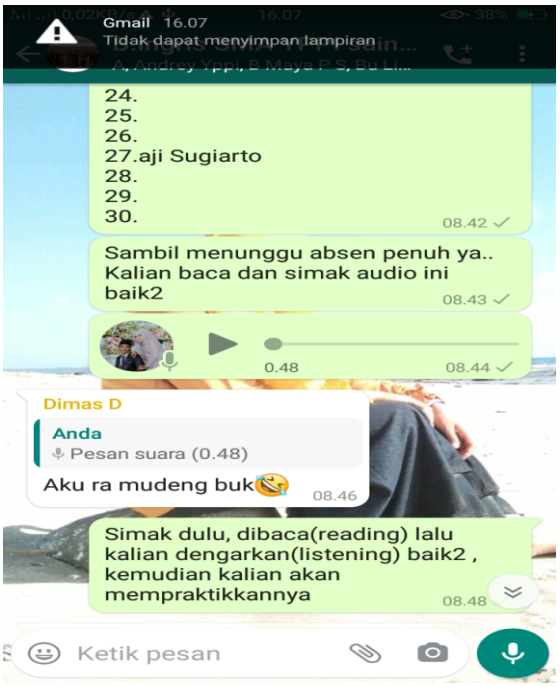

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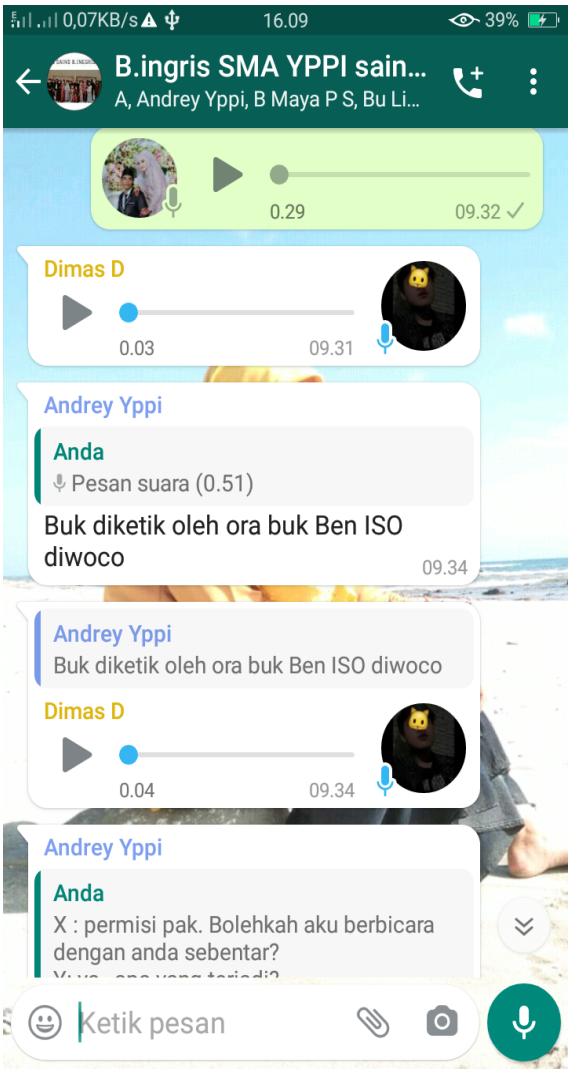

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Documentation activity task of learning result video and audio:

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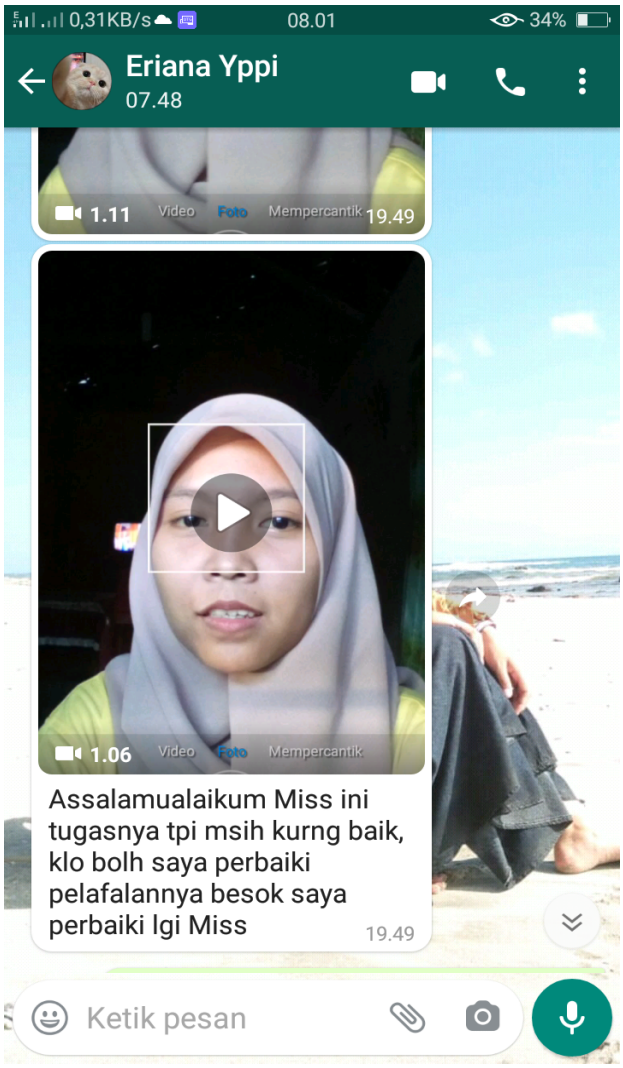

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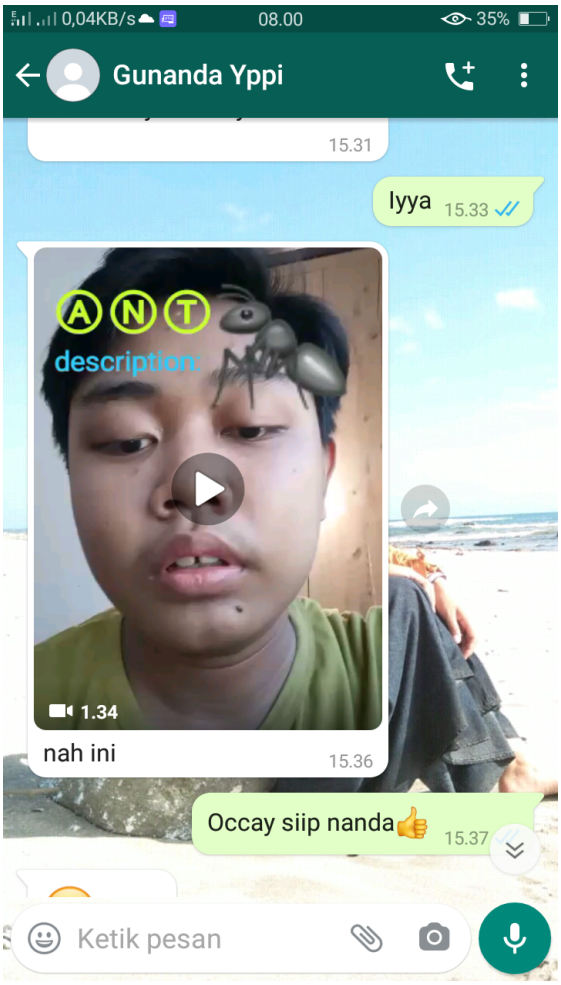

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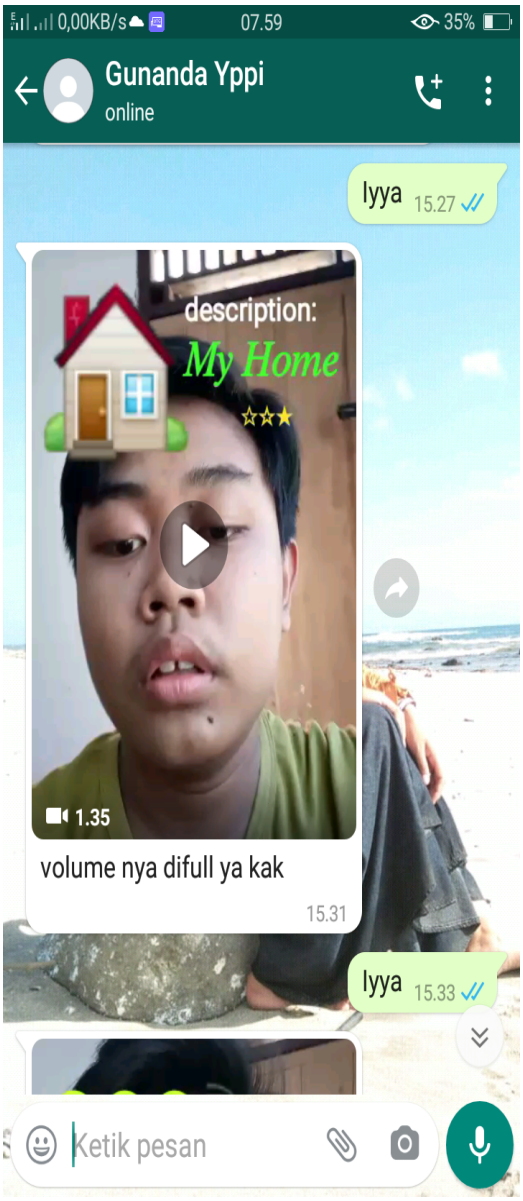

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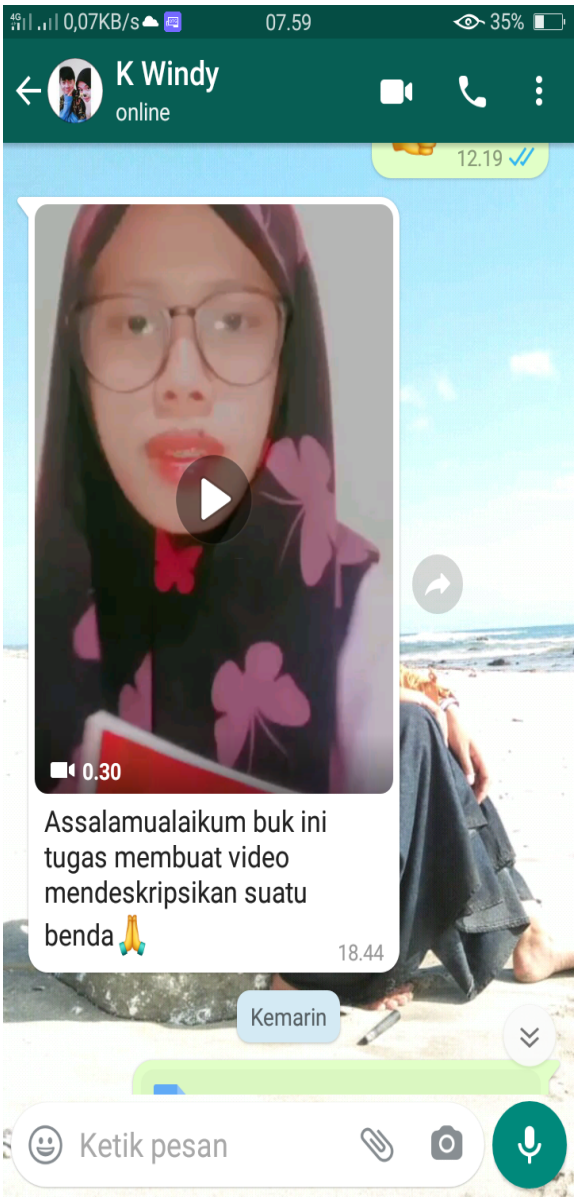

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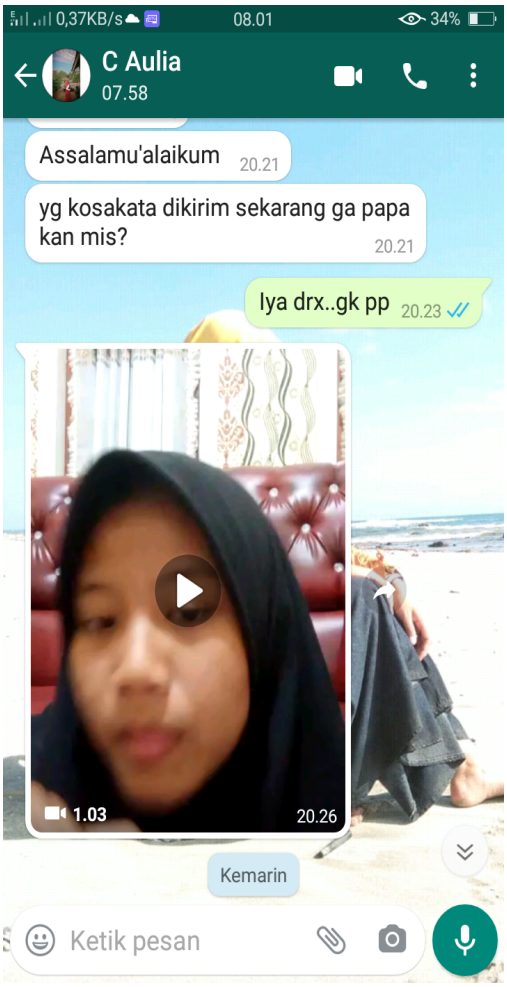

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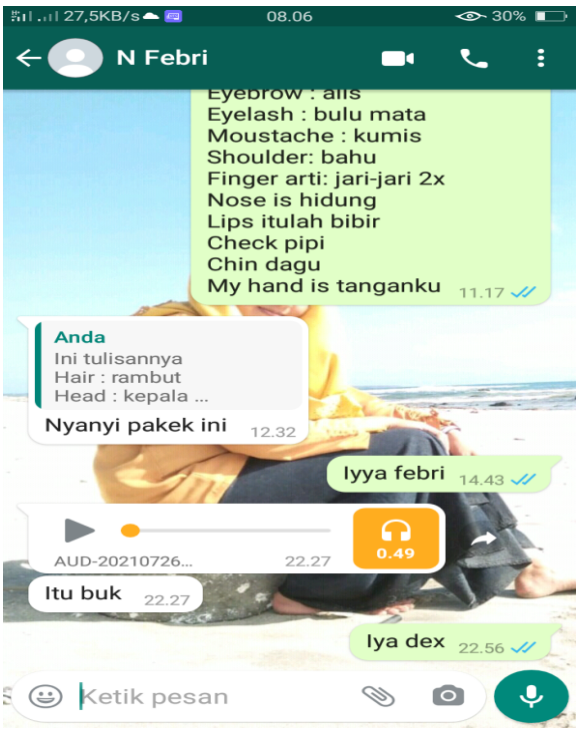

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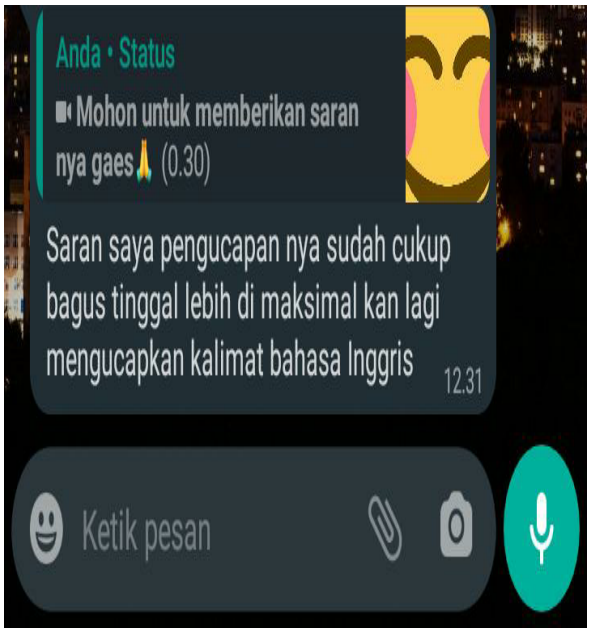

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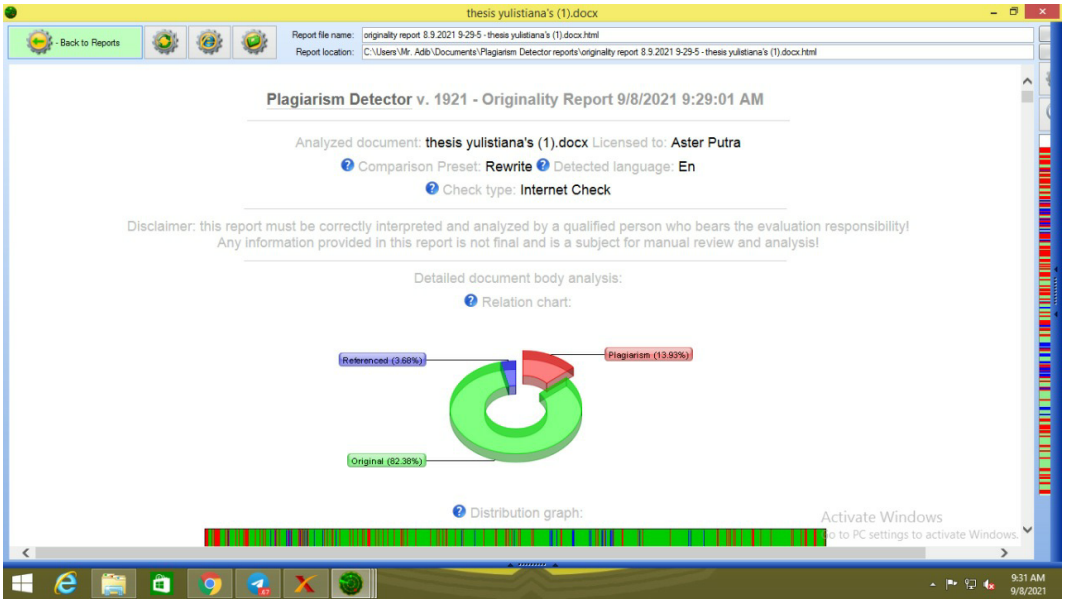

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DECLARATION OF AUTHORSHIP

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Declare that :

1) This thesis has never been submitted to any other tertiary education for any other academic degree.
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Banyuwangi july 20th 2021,

Declarator

YULISTIANA

CURRICULUM VITAE

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3	SMA YPPI Wonorejo	OKU Timur Sum-Sel	2012
4	Institute Agama Islam Darussalam	Blokagung Banyuwangi	2021

Banyuwangi, July 15 th 2021

Writer

YULISTIANA

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