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Describing Picture Technique in Improving Students' Speaking Skill at the Second Grade of SMP Swasta Taruna Karya Kupang in the school year 2023/2024

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Abstrak

Tulisan ini berjudul “*Describing Picture Technique in Improving Students' Speaking Skill at the Second Grade of SMP Swasta Taruna Karya Kupang* tahun ajaran 2023/2024. Penelitian ini dilakukan untuk mengetahui tingkat kemampuan siswa kelas dua SMP Taruna Kupang pada tahun ajaran 2023/2024 dalam kemampuan berbicara bahasa Inggris dan untuk mengidentifikasi kesulitan yang dihadapi oleh siswa kelas dua SMP Taruna Kupang pada tahun ajaran 2023/2024 dalam kemampuan berbicara bahasa Inggris. Dalam penelitian ini, penulis menggunakan metode deskriptif. Metode ini digunakan untuk mendeskripsikan kemampuan siswa kelas dua SMP Taruna Kupang pada tahun ajaran 2023/2024 dalam menulis kemampuan berbicara bahasa Inggris dan mendeskripsikan kesulitan yang dihadapi oleh siswa kelas dua SMP Taruna Kupang pada tahun ajaran 2023/2024 dalam kemampuan berbicara bahasa Inggris. Populasi dari penelitian ini adalah siswa kelas dua SMP Taruna Kupang di sekolah yang terdiri dari 30 siswa dan penulis mengambil sampel melalui sampel acak. Kemampuan siswa kelas dua SMP Taruna Kupang pada tahun ajaran 2023/2024 dalam kemampuan berbicara bahasa Inggris dengan persentase tingkat sangat baik adalah 40%, tingkat sangat baik 33,33%, tingkat baik 20%, dan tingkat cukup 6,66%. Dari persentase di atas membuktikan bahwa siswa kelas VIII SMP Swasta Taruna Karya Kupang tahun ajaran 2023/2024 termasuk ke dalam *level excellent*, karena persentase level excellent adalah yang tertinggi kemudian disusul dengan *level very good*, *level good*, dan yang terakhir level fair. Oleh karena itu. Siswa kelas VIII SMP Swasta Taruna Karya Kupang mengalami peningkatan keterampilan mendeskripsikan gambar dengan metode langsung.

Kata kunci : *metode langsung, peningkatan, dan keterampilan berbicara*

Abstract

This study entitled "*Describing Picture Technique in Improving Students' Speaking Skill at The Second Grade of SMP Swasta Taruna Karya Kupang in the school year 2023/2024*. It was conducted to know the ability level of the second-grade students of SMP Taruna Kupang in the school year 2023/2024 in English speaking ability to identify the difficulties encountered by the second-grade students of SMP Taruna Kupang in the school year 2023/2024 in English speaking ability. In this research, the writer used descriptive method. It was used to describe the ability of the second-grade students of SMP Taruna Kupang in the school year 2023/2024 in writing the English-speaking ability and to describe the difficulties encountered by the second-grade students of SMP Taruna Kupang in the school year 2023/2024 in English speaking ability. The population of this study was the second-grade students of SMP

Taruna Kupang in the school that consist of 30 students and the writer took sample trough random sample. The ability of the second-grade students of SMP Taruna Kupang in the school year 2023/2024 in English speaking ability with the percentage of excellent level was 40%, very good level 33,33%, good level 20%, and fair level 6,66%. From the percentage above it proved that the students the second-grade students of SMP Swasta Taruna Karya Kupang in the school year 2023/2024 were included into excellent level, because the percentage of excellent level was the highest then it followed by very good level, good level and the last was fair level. Therefore. The second semester students of SMP Swasta Taruna Karya Kupang had improved trough described picture with direct method.

Keywords; *direct method, improving and speaking skill*

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INTRODUCTION

Teaching is the style of learning which it is the way to study about the methods, approaches and the characteristics manner which the teacher carries out with the instructions, Richards and Schmidt (2010-21). Therefore, teaching is a way to help someone to get an appropriate way for getting a good knowledge.

However, Indonesian people have their own lessons, so that there are some important lessons which are taught at school. There are Math, Physic, History, Biology, and English in this case English is taught in whole world because sometimes some lessons written in. English is the international language and becomes the second language in our country as stated by Patel & Jain (2008.30) English has the key role in educational system and national life. It has a big contributed to the advancement of learning.

According to Saville-Troike (2006:40) teaching listening is a critically important activity, however, the learner who wants or need to participate in oral interpersonal communication and for the learners who want or need to receive information by using video media broadcast. In teaching reading, it is important area of activities for individuals to engage the development of second language competence. Teaching writing is the important part in productive activity for second language learners to develop the usage of language for academic purposes in such doing their written assignments and assay examinations While teaching speaking is a very important subject of the activity of L2 learners if they will be using language for interpersonal purposes in such, they speak orally by using English.

However, teaching English needs to have a good method or approach. Method could be considered as a way of learning process which must be taken to

realize the plans that have been taught by a teacher in real and practical activities in the classroom to achieve learning activities. Whereas the strategy is a plan to achieving the goals while the method is a way for achieving goals. Method is general way in which activity is conducted. One of the methods which appropriate with improving the student's speaking skill in direct method.

Direct method (DM) is one of some methods which as the good way to teach the students how they use the target language by speaking and without the native language. As stated by Rozeg (2011:6) DM is revision of Grammar Translation Method for this method cannot make the students communicate well about the native language. Therefore, in this method is emphasized to speak orally by using the conversation practice and describing some pictures. Based on the definition above, the writer is interesting to conduct the research under the title Describing Picture Technique in Improving Students' Speaking Skill at the Second Grade of SMP Swasta Taruna Karya Kupang in the School Year 2023/2024. This study is carried out to find the answer of the following questions: (1). What problems encountered by the second-grade students of SMP Swasta Taruna Karya Kupang in school year 2023/2024 in improving English speaking used direct method", (2). How to solve the problems of direct method in improving English speaking skill encountered by the second-grade students of SMP Swasta Taruna Karya Kupang in school year. The aims of this writing are: (1). To find out the speaking problems that faced by the second-grade students of SMP Swasta Taruna Karya Kupang in school year 2023/2024. (2). To find out the solution of problems in improving English speaking skill of SMP Swasta Taruna Karya Kupang in school year 2023/2024.

REVIEW OF RELATED LITERATURE

Speaking

Speaking is the four basic competences that consist of speaking, reading, listening, and writing. In this case, the students should gain well about the four basic competences. However, the most basic competences that used is speaking. It has an important role in communication. Speaking is one of the language skills which are most frequently used by people in whole world. The skill of speaking is very complex. It requires all at once to be used of the number of abilities which often developed at different rates.

According to Noam Chomsky (2004:6) distinguished America linguist argued that the native speakers make many errors when speaking the target language. It is also a general habit of system arbitrary vocal symbols to represent the meaning which come from human experiences. Therefore, speaking is carried out when someone of native speaker wants to say or give their opinion about their experiences even though there is little errors in speaking.

As stated by Fauzia (2002:70) that as a part of communication, speaking is regarded more representing what the speaker wants to say. Through speaking, someone can express out their minds, ideas and thoughts freely and spontaneously. People master the skill of speaking is the single most important aspect of learning a second of foreign language and success is measured in term of the ability to carry out a conversation in the language.

Furthermore, as Nunan (1991:32) stated that speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently and also speaking is a tool express, to report an act or situation or ideas. Therefore, speaking is what we say to that we see, feel and thinking, when we feel something or we want someone can hear us. As stated by Lado (1992:15) that speaking ability is the ability is to express, to report the act or situation in appropriate words and ability is to converse, by a sequence of the ideas is a system of pronunciation, stress, intonation, grammar and vocabulary speaking

can be divided into three part, they are good category, average and bad category.

1. Good category
2. Average
3. Bad category

There are three types of second language acquisition that can be connected with the students speaking, such as:

- a. Monitor over-user
- b. Monitor under-user
- c. Optimal monitor-user

Theory of Direct Method

Direct method appeared as the reaction against the grammar translation method. The basis of this method was developed in Europe by Francois Gouin in the 1880s. It was best to learn about another language by listening and speaking at the learners do instead of learning a set of grammar rules and vocabulary items. From this idea, direct method as an antithesis to the grammar translation approach. Other aspects of direct method include the classroom instruction spontaneously in the target language, only everyday the language is taught and grammar rule learned inductively.

Rouse and Applet (1925:52), said that Direct method (DM) follows that speaking precedes the writing learning, and the sentence is the unit. The method is largely oral, but not wholly so that a practice of direct methods is used from the meaning which is to be connected directly with the target language without translating into student's native language.

The Strategy of Direct Method

The strategy of direct method is important in other to apply this method in teaching and learning process in the classroom. The strategy often developed around the set of pictures that describes it in the target language, Norland and Pruett (2006:62)

From the beginning, students are taught and must respond by using the target language. Beside pictures, reality and simple action are used to get the same meaning. However, lessons often focused on around the question-and-answer dialogues. In strategy of direct method, the correct pronunciations also emphasized but correct structure is not.

Students may also read the passage for the information about the target language and the teacher may ask the question about the reading to check student's comprehension, but is not translated:

There are some strategies of direct method, they are as follow:

- a. The teacher shows the set of picture that portray life in the country of the target language.
- b. The teachers describe the picture by using the target language.
- c. The teacher asks question in the target language about the picture.
- d. The students answer the questions as well and they can be using the target language Pronunciation is corrected but the grammatical structure is not.
- e. The students may also read the passage in the target language.
- f. The teacher asks question in the target language about reading.
- g. Students answer question as well that they can use the target language.

The Teacher's role of Direct Method

In direct method, teachers introduce a new target language word or phrase to the students and there is no mother tongue. Therefore, the role of the teacher is as demonstrator because the teacher demonstrates the meaning of words through the use of real pictures, or pantomime. They never translate it into the student's native language. The teacher is also a facilitator because she facilitates the students with the target language. The teacher is the source for the students to know the words in target language. Therefore, the teacher is the important actor to give the target language of English in which there is no mother tongue and just giving the teacher's real picture and pantomime.

The teacher provides information of the target language including the culture consisting of the history of the people who speak the target language. The teacher is the partner of the students. Teachers interact with the students a lot, asking them questions about relevant topics and trying to use the

grammatical structure of the day in conversation.

The teacher can be the monitor of the students she watches the student's progress in using the target language the teacher has the student's self-correct by asking them to make a choice between what the said and an alternative answer supplied. Another possibility is for the teacher to repeat what the students said, stopping just before the error. The students know that the next word was wrong.

Teacher is also the initiator. She finds various techniques to get the students to self-correct whenever possible. The teacher can use paragraph with their own word about the lesson studied. The students can use their memory or use the passage in the lesson as the model.

The students' role of direct method

The teacher and the students are more like partners in the teaching learning process. Teacher or students' interaction become fuller, guessing of context or content, competing fill-ins and doing "cloze" exercises were the other of the day. The students' role in direct method is the active learning They are active in exploring new words, expression, etc, in target language.

Teacher's and student's Role of Direct Method

The students are also the observer and practitioner Indirect method, the student's observer the target language used by the teacher in teaching and they try to get the meaning based on the demonstration given and then they will practice the target language they observed and they use it to communicate with their friends and teacher in classroom

Application and example of direct method

Application and example of direct method are as follows;

1. The teachers have to show the picture of a beautiful beach in bali.
2. The teachers have to describe the picture.

The advantages and the drawbacks of direct method.

The advantages of direct method are as follows.

- a. This the fast way for the students to learnt about basic conversation skill.
- b. This teaching method is helpful to the teachers who do not know their first language (L1),
- c. It is natural method. It is teaching foreign language in the same way as one's way as the mother tongue The language is taught trough demonstration and conversation in context Pupils, therefore acquire fluency in speech. They are quick at understanding spoken English. They can converse in English with felicity and easy.
- d. There is no gap between active and passive vocabulary. This method is differentiating between active and passive vocabularies. According to this method whatever is required for expressing through it. If English taught through the mother tongue, the gulf between the active and passive vocabularies is widened.
- e. The learner acquires more or passive vocabulary because he concentrates on understanding English rather than expressing. This method is based on sound principles of education It believes in introducing the particular before general, concrete before abstract and practice before theory.

The Drawbacks of Direct Method

The drawbacks of direct method are as follows;

- a. Some students may be overwhelmed without access to their first language.
- b. Higher-order discourse is not likely to be learned through this method.
- c. Not appropriate for learning academic literacy skills.
- d. At 11 years of age, child is not interested in recognition of new living situation, child has normally learned the basic concepts and handle situation for ordinary. living purposes. So as far as 'learning to live' is concerned, no similarities between two processes of learning (not the case for immigrant children, they need to learnt

English for survival purposes. Therefore, motivating force is totally different.

- e. Older child has already at his disposal a first language, which is securely fixed to the universe of things, he is equipped with this advantage; first language learner does not have this.
- f. Older child is more mature and it would seem nonsensical to imitate first language learning processes totally for learning additional language.

RESEARCH METHOD

It is very significant for the writer to select a suitable method in order to obtain validity and reliability data which dealing with the problem and the aim of the investigation. In this side, the writer used descriptive qualitative method used to describe about speaking problems and find out the solution of problems that faced by the second-grade students of SMP Swasta Taruna Karya Kupang in school year 2023/2024. In this research, the researcher's role was as complete participants observer. In this section the writer describes two steps in obtaining the required data, namely: library research and field research. The research was conducted at the second-grade students of SMP Swasta Taruna Karya Kupang in school year 2023/2024. Firstly, the researcher inquires the head of SMP Swasta Taruna Karya Kupang about the research, and found the students to do the research. In this research the population of the study was the second-grade students of SMP Swasta Taruna Karya Kupang in the school year 2023/2024 with the total number was 120 students, that is consist of four classes and sample. Sample is a sub group of the population. This group represents the characteristic of the population. In terms of finding the sample for this research, the writer orientated to Arikunto (2002:72) who states that: (1). If the populations are under 100, the writer can take all of them, (2). If the populations are more than 100, the writer can take 50% and (3). If the populations are more than a thousand, the writer can take 15 to 25% as a sample. Research Instruments are test. To obtain the required data to answer the problem of research, two kinds of test that was given to the students are pretest and posttest.

The pretest will be given before conducting the research and the posttest will be given after conducting the action in order to know whether or not the use of describing picture technique to improve students' English-speaking skill implemented has improved significantly writing skill under investigation, namely the students of the second-grade students of SMP Swasta Taruna Karya Kupang in the school year 2023/2024. And recording used to get some data from the students for collecting some prominent data, which comprised based on the problems that faced by the students. To obtain the data, the writer joined with the speaking class.

Research instrument is a tool used to data, the instrument that the researcher uses in this research are observation and interview. In an attempt to collect the required data in favor of answering the problems and achieving the aims of this research, the way for data collection used were observation and test. The researcher used the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test was done before implementing role play technique it was used to measure students speaking ability at first. Meanwhile, the post-test was implemented after using the role play technique. The students did the oral test by playing a role in this case, the researcher gives test for the students who as sample of this research based on the test which have prepared by the writer.

Data collection procedures, the writer used some procedures to collect the data as follows: (1). The researcher prepared material related to the describing picture. 2). The researcher asked permission to the head master of SMP Swasta Taruna Karya Kupang for doing research. (3). The researcher consults with teacher who as English teacher to know about time schedule for teaching English trough describing picture.

Data analysis Technique that obtained from observation and recording was analyzed descriptively in the stages as follows: (1). The writer analyzed kinds of problems that always faced by the students after the test, (2). The writer identified the types of problems that encountered by the students, and (3). The writer transcribed the data into the table of problem in speaking skill to classify the

problems that faced by the student by computing the percentage of each point using the following formula based on Arikunto (1998).

$$p = \frac{x}{y} \times 100\%$$

Where :

P = Percentage

X =Frequency of speaker

Y =Total Number of speakers

FINDINGS AND DISCUSSION

FINDINGS

In this part, the research presents the data which took from the result of gave test and did interview. There are two parts presented in this chapter The first part presents some research findings and the second part present the discussion. In the first part, the collected data were presented in tables then found the frequency of speaker and the percentage of speaker based on such problems of speaking, especially for percentage of speaker the writer uses the following formula based on J. B Heaton (1974.97) to get the result:

$$p = \frac{x}{y} \times 100\%$$

Where :

P = Percentage

X =Frequency of speaker

Y =Total Number of speakers

Table of Rubric Assessment with Point Obtained by Students in Speaking Test

Judging Criteria	Suggested Point Value																															
	EXCELLENT (A++)	VERY GOOD (A)	GOOD (B)	STUDENT NAME																												
	100	80	60	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Fluency	25	20	24	23	20	24	22	25	20	25	10	10	20	25	15	15	15	15	12	22	20	25	25	25	25	20	15	10	15	15	17	
Accuracy	15	25	22	15	15	17	20	25	25	20	25	20	20	15	15	15	15	12	19	20	25	25	25	15	20	20	10	20	15	13		
Pronunciation	25	20	24	25	15	15	25	25	25	10	20	20	25	15	15	20	20	10	25	12	20	20	20	25	24	15	10	15	15	13		
Performance skill (grammar)	20	25	20	25	20	20	25	25	25	10	10	20	25	15	20	20	10	25	12	25	25	25	25	20	22	10	25	15	17			
Sum	85	88	80	88	70	60	90	90	90	65	65	70	90	65	65	66	70	44	90	64	95	95	95	85	80	62	40	75	60	60		

Table of the Students Individual Score

No	Student Name	Score	Excellent	Very Good	Good	Fair
1		85	✓			
2		88	✓			
3		80		✓		
4		60			✓	✓
5		70		✓		
6		60			✓	✓
7		93	✓			
8		93	✓			
9		90	✓			
10		65		✓		
11		65		✓		
12		70		✓		
13		90	✓			
14		65		✓		
15		86	✓			
16		66		✓		
17		70		✓		
18		44				✓
19		90	✓			
20		64			✓	✓
21		95	✓			
22		95	✓			
23		95	✓			
24		85	✓			
25		80		✓		
26		62			✓	✓
27		40				✓
28		75		✓		
29		60			✓	✓
30		60			✓	✓
Sum	30		12	10	6	2

Based on the table above, it shows that there was (twelve) 12 students who included into excellent level because the range of score between 85 to 100. Ten (10) students who included into very good level because the range of score between 65 to 84, 6 (six) students who included into good level because the range of score between 45 to 64, 2 (two) students who included into fair level because the range of score 25 to 44. The highest score is (95) was achieved three students and the lowest score is (40) was achieved one student. So the ability the second grade students of SMP Swasta Taruna Karya Kupang in the school year 2023/2024 at intermediate level was included into excellent level because there are 12 students achieved the excellent scores which many, then it was followed by very good level, good level and fair level.

The Student Ability Level

In this part the writer presented the percentage of the student's ability in construct sentences using possessives adjectives. There were 30 students who join the test which the writer has determined. It can be obtained by counting the

total number of students in each level and divided by the total number of students who join the test.

For example 12 students included in excellent level, it can be calculate as follows:

$$X = \frac{Y}{N} \times 100\%$$

$$X = \frac{12}{30} \times 100\%$$

X= 40

X= 40%

Where:

X= the students ability level

Y= total of students included ability level

N= the total of students who joined the test

Excellent Level

For measuring the percentage of excellent level, the total numbers of the students of excellent level were 12 students and total numbers of students who join the test is 30. So it can be calculated as follow:

$$X = \frac{Y}{N} \times 100\%$$

$$X = \frac{12}{30} \times 100\%$$

X = 40%

The percentage of excellent level is 40%

Very Good

For measuring the percentage of good level, the total numbers of the students of good level were 9 students and total numbers of students who join the test is 30. So it can be calculated as follow:

$$X = \frac{Y}{N} \times 100\%$$

$$X = \frac{10}{30} \times 100\%$$

X = 33,33

X= 33,33%

The percentage of good level was 33,33%

Good Level

For measuring the percentage of fair level, the total numbers of the students of fair level were 6 students and total numbers of students who join the test is 30. It can be calculated as follow:

$$X = \frac{Y}{N} \times 100\%$$

$$X = \frac{6}{30} \times 100\%$$

$$X = 20$$

$$X = 20\%$$

The percentage of fair level is 20%

Fair level

For measuring the percentage of poor level, the total numbers of the students of poor level were 2 students and total numbers of students who join the test is 30. It can be calculated as follow:

$$X = \frac{Y}{N} \times 100\%$$

$$X = \frac{2}{30} \times 100\%$$

$$X = 6,66$$

$$X = 6,66\%$$

The percentage of poor level is 6,66%

Based on the calculation of the student's ability level, it shows that the percentage of excellent level was 40%, very good level 33,33%, good level 20%, and fair level 6,66%. From the percentage above it proved that the students the second-grade students of SMP Swasta Taruna Karya Kupang in the school year 2023/2024 were included into excellent level, because the percentage of excellent level was the highest then it followed by very good level, good level and the last was fair level. Arikunto (1995:194) to describe the student's ability the following formula used:

$$LA = \frac{X}{Y} \times 100\%$$

Where: *LA* = Students ability level in using possessive adjective

X = Where Total amount of correct

Y = Total amount of items

Table of Percentage of Students Score Range Percentage

NO	Level	Range Score	Percentage
1	Excellent	85-100	40%
2	Very Good	65-84	33,33%
3	Good	55-64	20%
4	Fair	-25-44	6,66%

Based on the result in table the percentage of students' score range percentage, it was seen that most of the student's ability in speaking was improved because the excellent level as first which has percentage 40%. The second was very good level with percentage 33.33% The third was good level with percentage 20% And the last was fair level with percentage 6,66%. Therefore, it can be concluded that the second semester students of SMP Swasta Taruna Karya Kupang had improved trough described picture with direct method.

DISCUSSION

Based on the result above, the problem statement that proposed in the chapter I was representatively answered as the following The first question "What problems encountered by the second grade students of SMP Swasta Taruna Karya Kupang in the school year 2023/2024 in improving their speaking English?" was answered that there are 5 basic problems that faced by the second grade students of SMP Swasta Taruna Karya Kupang in the school year 2015/2016, there are problems of pronunciation, Grammar, Vocabulary, Fluency and comprehend, and each of problems above the writer found that there are some specific problems that faced by the student when they speaking.

The second question was "How to solve the problems in improving speaking skill?" the results shown that the second-grade students of SMP Swasta Taruna Karya Kupang in the school year 2023/2024 have problems in speaking skill, this was proved by the frequency of problems of the students in each sub skills of speaking ability was to high.

Based on the result, the writer may propose some solution to solve the problems of the students in speaking:

1. The students should be have strong motivation to explore their English especially in speaking skill.
2. The students have to practice their speaking skill, very daily dialog, role play etc, it should be understood with both demonstration and practice how of its word or sentence contribution to increase their speaking skill. For this reason the students must spend up their time to train them self.
3. the students must creating a new strategy of learning to develop their speaking skill in this case the writer propose the communicative strategy to give more space for the students to explore their ability.

CONCLUSION

Conclusions

Based on the description on the previous chapter, the writer comes to the following conclusion The Fourth Semester students have problems in speaking skill like Pronunciation, Grammar, Lack of vocabulary, Fluency and comprehend.

Suggestion

To overcome the problems which have been mentioned in the part of conclusion, the writer offers the following suggestion:

1. For the Teacher.
 - a. English speaking teacher should specially pay more attention to the students who have difficulty especially in understanding the speaking words.
 - b. The teacher should use variation method in teaching English in order to attract the students' attention in learning English
 - c. The teacher should give support and motivation while teaching English

so the students will enjoy learning English.

- d. The teacher should give more exercises in speaking material.
2. For the students:
 - a. Students should add their knowledge about English through reading books, magazine and other communication media.
 - b. Students should practice speaking English not only in the classroom, but also out side the classroom.
 - c. Students should realize that English is important in acquiring knowledge of the SMP Swasta Taruna Karya Kupang.

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