

**INCREASING THE MASTERY OF LANGUAGE FUNCTION  
USING INTERACTIVE DIRECT INSTRUCTION FOR THE FIRST YEAR  
STUDENTS OF SMP MUHAMMADIYAH PURWODADI  
(A CLASSROOM ACTION RESEARCH)**



**RESEARCH PAPER**

**Submitted as Partial Fulfillment of the Requirement  
for getting Bachelor Degree of Education  
in English Department**

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**2008**

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In English teaching learning process of SMP Muhammadiyah Purwodadi, speaking is considered as the most difficult skill to be mastered by the students. One of the objectives of teaching English in the first year in Junior High School is to transfer the language function. One of the teaching English materials used in SMP Muhammadiyah Purwodadi is directive function which involves requesting, questioning, greeting, expressing a wish, apologizing, asking for help, etc.

SMP Muhammadiyah Purwodadi is situated in a suburb area and the students of the sixth grade never learned English subject before. The teacher told the researcher that the students were shy and afraid of speaking. They prefer keeping silent to speaking English because they are worried if the other students laugh at them. In the classroom, usually the teacher and the students have interaction. For example is when the teacher opens the meeting, the teacher said “Good morning student?” and the students just keep silent. And when the teacher asked the students to open the window, the students keep silent, just look at the door and no action.

From the conversation above, it can be inferred that English sentences are strange for the students. Thus, the students need to master English functioned as a means of communication to make a good transactional

communication which is suitable with the aims of curriculum in SMP Muhammadiyah Purwodadi. Transactional communication is an interaction between the speaker and hearer in a conversation that result in an action. So, the first thing need to do is motivating them to be involved in learning, encouraging them not to be shy and enhealing them to be confident.

Based on the problems above, the researcher tries to solve the problem faced by the student using the Interactive Direct Instruction technique. Interactive Direct Instruction is a method for teaching both declarative and procedures knowledge based on behavioral learning principles. Interactive Direct Instruction is bringing to mind the word lecture, drill and practice, and structure. The researcher uses the Interactive Direct Instruction because the first year students in learning language should be drilled and practiced directly, in order that the language will be mastered easily. Recently in SMP Muhammadiyah Purwodadi, the teacher uses lecturing methods and role play. There is no direct practice, such as when the teacher asks the student to “open the door” the students physically response the teacher direction. Interactive Direct Interaction is used to make practice in real condition. So, in this research the researcher will implement this technique to enable the students master the language function.

Based on the explanation above the researcher focuses her study on INCREASING THE MASTERY OF LANGUAGE FUNCTION USING INTERACTIVE DIRECT INSTRUCTION AT FIRST YEAR STUDENTS OF SMP MUHAMMADIYAH PURWODADI.

## **B. Previous Study**

There are some researchers who have conducted classroom action research. The first is Titik Ngawiyah (2006) with her study entitled “Improving Speaking Competence through Problem Solving at the Second Year Students of SMP Negeri I Wanadadi-Banjarnegara. The aim of the researcher is to find that the problem solving can improve speaking competence, speaking competence and the solve problems that appear in speaking class. The result of speaking competence is very interesting, because the students speaking competence from first cycle to second cycle always develop. It is proved that the they do not feel shy and unconfident again. It means that implementation of problem solving is successful and effective to the second year students of SMP Negeri I Wanadadi-Banjarnegara.

The other researcher is Wiwik Muryati (2007), in her research “The Study of Improving Students Pronunciation Ability by Using Audio aids: a Classroom Action Research on the Second Grade Students of SMK Muhammadiyah 2 KARANGANYAR 2006/2007 Academic Year. This research aims at describing three things, namely the implementation of teaching English pronunciation by using audio aids, the teaching result, and the student’s response. In achieving the objectives of the research, the writer uses Classroom Action Research procedure which involves four steps. The students have a positive response, in which they are not bored and more easily learn English pronunciation. The students looked braver and more confident to speak and express their feeling.

The difference of this research and that previous research is that in this research, the researcher will analyze the strategy of increasing the mastery of language function at the first year of SMP Muhammadiyah Purwodadi. The similarity of this research and the previous researches is in the mastery of speaking skill the student need conscious process and full awareness because the foreign language is difficult and need a good technique to mastering it.

### **C. Problem Statement**

Considering the background above, the problem statements are as follows:

1. How is the implementation of interactive direct instruction technique for increasing the mastery of language function?
2. Does Interactive Direct Instruction improve the student's mastery of language function?

### **D. Limitation of the Study**

From the background of study, the researcher limits the problem in teaching speaking and emphasized on the implementation of Interactive Direct Instruction technique to increase the mastery of language function. The researcher focused study in transactional communication. The subject of this study is the SMP Muhammadiyah Purwodadi students.

### **E. Objective of the Study**

Based on problem statement, the objectives of the study are to:

1. Describe the implementation of Interactive Direct Instruction technique in increasing the mastery of language function.
2. Improve the student's mastery of language function.

### **F. Benefit of the Study**

The researcher really hopes that this research has benefit theoretically and practically.

1. Theoretical Benefit
  - a. The result of the research becomes one of the references for further a researcher who is interested in teaching speaking.
  - b. By doing this research the researcher will get a better understanding about the ways to increase the teaching of speaking, so that it will increase her knowledge about speaking.
2. Practical Benefit
  - c. The findings of the research will also be useful to the readers who are interested in the study of speaking, so that it will increase their speaking skill
  - d. The results of this research will help the reader (teacher) in solving problem in speaking class.

## **G. Research Paper Organization**

In order to make this research paper is easy to follow, the researcher organizes it into some chapters. Chapter I is introduction. This chapter consists of the background of the study, limitation of study, problem statement, and objective of the study, benefit of the study and research paper organization. Chapter II is underlying theory. Chapter III is research method. This chapter is dealing with type of research, object of study, data and data source, method of data collection and technique for analyzing data. Chapter IV is findings and discussion, Chapter V is conclusion and suggestion.