

THE EASIEST GRAMMAR UNDERSTANDING TO DEVELOP THE STUDENTS' ENGLISH SPEAKING SKILL

Tarmizi Rasul; Imam Suseno

Program of English Education, Faculty of Language and Art, University of Indraprasta PGRI
Jalan Nangka No. 58C Tanjung Barat, Jagakarsa, South Jakarta 12530
tarmiziguchi@gmail.com, susenobl@gmail.com

ABSTRACT

The data indicated that 85 % the students at both Jakarta and Depok Junior and Senior High School could not speak English. There were 80% of Jakarta Selatan Jagakarsa Cipadak Muhammadiyah Junior High School Students unconfident to speak English. There were some problems arised, two of them were the materials and method. The objective of this study was to compare a new method called *Oral questioning in L1 and Guidance (OQILAG)* with the conventional one. First, to examine whether the OQILAG method was really effective to improve the students' English speaking skills. Second, to see how significant the OQILAG method to improve the students' English speaking skills of Jakarta Selatan Jagakarsa Cipadak Muhammadiyah junior high school. The Finding of this study showed that the difference of the average scores between the first test and the second one or after the OQILAG method had been implemented. The data indicated that the test-t scores was 12,127 with the significant level (two tailed)=0,000 with $df = N-1 = 25$, so the t-table was 2,60 on significant level ($\alpha = 0,05$). It was because t-count (12,127) was bigger than t-table (2,060). So, the difference between the two conditions were significant.

key words: learning strategy, grammar understanding, english speaking skill

ABSTRAK

*Data menunjukkan bahwa 85 % siswa baik di SMP maupun SMA Jakarta tidak bisa berbicara bahasa Inggris. Sebanyak 80% siswa SMP Muhammadiyah Cipadak Jagakarsa Jakarta Selatan tidak percaya diri berbicara bahasa Inggris. Ada dua masalah muncul, dua diantaranya adalah bahan ajar dan metode. Tujuan dari penelitian ini adalah untuk membandingkan metode baru yang dinamakan *Oral questioning in L1 and Guidance (OQILAG)* dengan metode konvensional dengan cara membandingkan hasil test sebelum belajar dan sesudah belajar menggunakan metode OQILAG ini. Langkah pertama adalah menguji apakah metode OQILAG benar-benar efektif untuk meningkatkan keterampilan berbicara bahasa Inggris. Langkah kedua adalah untuk mengetahui seberapa berpengaruh metode OQILAG meningkatkan keterampilan berbicara bahasa Inggris siswa SMP Muhammadiyah Cipadak Jagakarsa Jakarta Selatan. Penemuan penelitian ini menunjukkan perbedaan skor rata-rata antara test pertama dan test kedua atau sesudah metode OQILAG dilaksanakan. Data menunjukkan bahwa skore test-t sebesar 12,127 dibandingkan dengan level signifikan (two tailed)=0,000 dengan $df = N-1 = 25$, jadi t-table sebesar 2,60 pada level signifikan ($\alpha = 0,05$). Ini karena t-count (12,127) lebih besar dari t-table (2,060). Jadi, perbedaan*

diantara dua kondisi atau metode OQILAG dan metode konvensional adalah signifikan.

Kata kunci: strategi belajar, pemahaman tata bahasa, keterampilan bahasa Inggris

INTRODUCTION

How important English as an international communication tool does not doubt anymore especially in getting a better job; therefore, the government should have increased the students' mastery of English, it is of course supported by English teachers' mastery of competence and performance. On the other hand, The English teachers' mastery of teaching English well plays an important role to teach their students especially to speak English. Furthermore, the method of teaching English needs improving to make the students understand English beside having an English speaking skill. At last, they are expected to communicate in English as the worker candidates in the other countries in the world after university.

In this case, English speaking skill teaching is not easy to develop since the students not only have the lack of English grammar understanding, but they also have the lack of vocabularies. Both of them determine the students' English speaking skills since they are required to pronounce and to have a well-accepted conversation. On the other hand, the students need both of them so well that they are able to speak English fluently. Thus, English speaking teaching not only develops the students' English speaking skill, but also enriches their vocabularies and improves their grammar understanding (Rasul, 2014:209) as well.

Ideally, It takes 700 hours up to 1000 hours to master English both productive and receptive level (Carnelius, 1979:5). In fact, students of

SMPN 131 Jakarta (Rasul, 2014:209). Then, Private Citra Negara Junior High School students in Beji Tanah Baru Kota Depok, 2016, Jagakarsa Cipadak Muhammadiyah Junior High School Students 2017 who learnt English since elementary School took around 405 hours and 20 minutes. The students of SMAN 2, SMAN 6 Kota Depok 2004-2006, the students of 97 Senior High School Jakarta 2010 who learnt English since Elementary school took around 672 hours (Rasul, 2012), Indraprasta University students semester 4 (learnt more than 700 hours), indicated that there were 85% of them to communicate unconfidently in English; in contrast, the reason why 15% of them were able to speak English confidently was that they took English course of outside of school system. This is the main issue since the English teachers who have been paid billions rupiahs by the government fail to teach their students to speak English.

To investigate why the students were not able to communicate in English, the researcher *asked the students (grade viii) to translate words, phrases or sentences into their L1, and then, back into English without looking at the original* (Harmer, 2004:39) at Jakarta Selatan Jagakarsa Cipadak Muhammadiyah junior high school implemented in October 23, 2017. The test resulted: 1) 95% of students were not able to distinguish between verb to do and verb to be, 2) 95% of them also wrote wrong questions, 3) 70% of them did not have much vocabularies and 30% did not write any English words in their writing. This is a reason why the

students were unconfident to speak English.

Based on the explanation above, the research questions are formulated: 1) what strategies or method did EFL teachers of Cipedak Jagakarsa Jakarta Selatan Muhammadiyah Junior high school need to enrich their students' vocabularies and to make their students understand grammar to develop their English speaking skill. 2) How significant was the effect of Oral Questioning in L1 and Guidance (OQILAG) method to develop Jakarta Selatan Jagakarsa Cipedak Muhammadiyah SMP Students' English speaking skill. While the objective of this study was to answer the research questions above.

Dorothy (2008:ii) in *Speaking 1* exposes that there are at least ten points which have to be remembered to teach speaking English as follow:

1. You are not unique in your fear of speaking in public
2. A certain amount of stage fright is useful. It is nature's way of preparing us to meet unusual challenges in our environment.
3. Never memorize a talk word for word.
4. Rehearse your talk with your friends.
5. Keep your attention of negative stimuli that may upset you.
6. Act confident and be your self.
7. Speak about something you have earned the right to talk about through experience.
8. Tell us what life has taught you.
9. Be sure you are excited about your subject
10. Be eager to share your talk with your listeners visualize

by demonstrating what you are talking about.

Dorothy's opinion indicates that English Speaking is not easy since there are many requirements which must have been mastered. The researcher thought that the students were not able to speak English if they had not had much vocabulary and understood grammar yet.

Dimiyati and Mudjiono (2006:5) illustrate that learning must change the students behaviour. For example, the students who study the English speaking skills for one semester, and the next semester, they are expected to have been able to speak English since they both have understood grammar and have had much vocabulary." What Dimiyati said is true since learning means to get skills. If there is no skills during learning and teaching process, it can mean the teacher fails to teach his/her students. Furthermore, 2013 curriculum emphasizes the affection, psychomotoric, and cognitive. In fact, these ones focus on how to improve the students communication skills.

Learning English in this oral questioning in L1 method means how to make the students think of materials in English. The students were drilled to think of processing of the communicative competence, while their facilitator directed and helped them produce the right utterances as a performance. To make all students succeed to speak English, learning groups were available. Why? The poor or weak students could learn how to understand their grammar and how to enrich their vocabulary from their peers. It was indeed, slow but sure, they were confident since their peers directed them to speak English. The process of the exercises took around 60 minutes.

Next, Harmer (2004:25) states that “There are twelve skills to belong to professional teachers, (1) personality, (to be his/her own character included how she/he performs), (2) adaptability (to be flexible enough), (3) teacher roles (controller, prompters, assessors, resource and tutor), (4) rapport (it occurs as a result of the way the teacher listens to and treats the students in the classroom, (5) recognizing his/her students, (knowing students’ name), (6) listening to the students(to be interested in what the students say), (7) respecting students (do not react with anger or ridicule when students to unplanned things, but instead use a respectful professionalism to solve the problem, (8) being even-handed (treating all students equally, though they are passive).”

Furthermore, learning is “a conscious process where separate items from the language are studied and practiced in turn” (Krashen in Harmer, 2004:47). The most important single factor influencing learning is what the learners already know, ascertain this and teach them (Dahar, 1996). Learning is a thinking process where the new knowledge is referred to the old one. When teaching, a teacher is to make his/her students engage, study, and activate (Harmer, 2004:52). Learning by doing (Dewey in Dimiyati, 2006:44). Engage them means how to push the students’ potential to study and to work out. It is certainly supported by materials. There were two ones. First, material in L1 which enabled the students to think how the one to be processed by the learners. This referred to production. Before the students did an action to process the materials in L1 to be English, teacher presented the theory of grammar.” Doing the materials in L1 to be well arranged needs exercises.” This is what it calls

“practice. Learning is how to make the students active. It is like to make the students do the planned things. Harmer (2004:51) shows that current language teaching practice generally gives students the opportunity to think about how a piece of grammar works.

If the students understand the first step of grammar, let them think the second one through challenging. To see whether the students have understood the grammar or not, they have to write the materials in L1 to write back into English well. It is a stepping stone to make the students think so easily that they can study the next material better. Next, explain the grammar and involve them orally to think to practice speaking properly. It is like a conversation which is designed in L1 to speak English grammatically. Challenge them in group learning to read the L1 material in English in front of his/her group members. When he/she is wrong, his/her croup-mate reminds and helps him/her read it well. One by one with a different title not only enrich their vocabulary, but also revise their grammar understanding since the materials are written in L1. Field theory stated by Kurt Lewin (in Dimiyati, 2006:47) showed that students would study strongly and actively, if they had a challenging. For example, “read the L1 text in English”, the students will be enthusiastic to read the L1 text in English grammatically.

Each student is a part of learning, for he/she needs the same treatment. Learning in group after engaging him/her to understand the first step of grammar is the way to make him/her participate individually. All students need to practice their English grammar since it is the way to exposure them to master it both spoken and written. To help them understand how to implement their grammar; indeed, the easiest

grammar understanding texts are distributed among of their learning group members. The different students' characters and intelligences can be overcome if learning groups are activated (Davies, 1987:32). Therefore, it is better to avoid classifying the students into a superior, a medium and a low group or class because they make the students selfish and never make them mutual assistance. What 2013 curriculum emphasizes on the affection indicates that the superior, medium, and low class setting should be forbidden at school area since the students can assist to each other especially from the smart students to the poor ones in learning group.

When someone speaks is influenced by the elements of the language such as, (1) grammar, (2) vocabulary, (3) pronunciation. Grammar is the knowledge of how the words are well arranged in Rudi and Wilkinson (2008:13). Grammar is the system of rules governing the conventional arrangement and relationship of word in a sentence. Our sentence depends, for its success, on putting a number of elements in the correct order (Harmer, 2004). Consequently, certain classroom objectives and tasks might demand a focus on grammar (Brown, 2001:41).

When the teacher teaches, he can not avoid explaining English grammar since it is crucial to talk or to write. The way to explain the grammar varies; however, the teacher should use the challenging English materials to arouse his/her students' potential. English speaking is interesting to teach if it refers to grammar and the challenging English textbook materials. The English textbooks are challenging if they are written in L1 (bahasa Indonesia). Harmer (2004:48) stated that *Where bilingual teachers help students*

translate what they want to say from their first language in the language they are learning advocated. If it is stringed between speaking to be taught grammatically with the translation emerges the technique of teaching speaking; furthermore, the facilitator directs in L1 of his/her students to speak English grammatically. This is what the researcher called "oral questioning in L1 and Guidance (OQILAG) method.

In this OQILAG method, the students think of English and express it grammatically, too. **The L1 textbook is only as a tool to load the English vocabulary which has ever been learnt by the students from their memory into their mind.** The grammar, which is learnt by students, is (1) noun (noun phrase), (2) pronoun, (3) adjective, (4) verb, (5) adverb (adverbial phrase), (6) preposition (prepositional phrase), (7) determiner, (8) conjunction, (9) degree of comparison, (10) the use of it, (11) gerund, (12) questions tags, (13) kinds of sentence (simple compound, complex, compound-complex), (14) direct and indirect speech, (15) the use of too, either or, neither nor, other or else, (16) exclamatory Remarks, (17) emphatic sentences, (18) causative have, make, and get. When his/her students speak, he/she reminds and helps them directly if they forget.

The other elements of English which the teachers should be sensitive are the sociocultural appropriateness. It refers to the context of the English uses, where, whom and when to talk included notional and functional. When the students talked is directed how the native speakers communicate in English. It is very interesting since the students are required to speak English during teaching and learning in the classroom setting.

When the students talked is also influenced by how much vocabulary they use. The facilitator is loading their vocabularies from their memory into their mind as much possible by oral questioning in L1. In this method, a facilitator is the sources of vocabulary and grammar understanding in the classroom setting. The form of vocabulary can also be formed, for it is made of morphology or it is an antonym, synonyms. Speakers' knowledge of a word also include an understanding of how the shape of that word can be altered so that its grammatical can be meaningful (Harmer, 2004:61).

ORAL QUESTIONING IN L1 AND GUIDANCE (OQILAG) METHOD.

The term of oral questioning in L1 emerged for the first time when the researcher did his research for a post graduate program. It is the way to stimulate the students to load or to pull out of their potential by directing them in L1 to speak English. On the other hand, it recalls their vocabularies and their grammar understanding from their memory into their mind. The power of the brains is incredible since it can be flexible to express everything which is being kept. According to Sheal (1989) the best learning is to say (70%) and to do 90%).

In OQILAG) method, the grammar is taught a few minutes before students are learning of the English speaking skill. Then practice it as much as possible. First, the students focus on grammar how to construct. Next, they start to speak and at the same time they choose the choice of words. The role of a facilitator or a teacher is to explain "how words change their shape depending on their grammatical function, and how they group together in phrases for his/her students since they

need to be aware of pronunciation features such as sounds, stress and intonation." too (Harmer, 2004:30). Therefore, the role of a facilitator or a teacher is how make his/her students enjoy engaging to study; on the contrary, don't scare your students like speaking English in front of them before students have much vocabulary and understand grammar.

METHOD

This study used research and development approach, Borg dan Gall (2007:589-599). Development means to encourage the students' courage to speak English based on *OQILAG method*, engaging of some steps of the research development: validity, research, try out, test of validity, systematic accuracy and efficiency. Gay, Mill and Airasian (2009:18-19) stated that the completeness of ideas of Borg and Gall were the research process which were based on the needs and then they were developed get a product to fulfil this needs. Education product such as training for lesson materials, learning materials, supporting materials, processing and connection materials.

The findings of this study is the product or learning model or method of *Oral Questioning in L1* which is developed based systematically on procedure of trying out to model output, quality or standard, and certain accuracy and efficiency. Borg and Gall (2009:589-596) said that there were ten steps to complete the circle of research and development implementation, namely 1) preview research, and collecting information, 2) planning, 3) draft, 4) try out (formative evaluation), 5) revision of main product, 6) the main try out, 7) revision of product operational, 8) operational try out (wide scale), 9) final product revising, 10) dissemination and implementation.

In this research and development model, the researchers determined one circle, then it was evaluated directly and produced the new model of *Oral Questioning in LI and Guiding* (OQILAG) which can accelerate the students to speak English especially for Muhammadiyah Junior High School Students Grade VIII.3.

The population used was the students of Muhammadiyah junior high schools grade VIII, while the sample was taken 25 (thirty) students grade VIII. The students had basically studied English before; however, they were unconfident. They were always nervous when they tried to speak English. In fact, they spoke English ungrammatically that they made wrong conversation, and most of them were speechless.

On November 2017 to February 2018, the data were collected since the students grade VIII of Muhammadiyah Junior High School had English test. The test used the direct performance. The type of data collected in this study was qualitative. The Qualitative data type was narative which was based on interview and observation in the field. It consisted of the information acquisition procedure steps which had been planned sistematically by using *Guidance* (OQILAG) method. The researcher collected the data at the end or half period of teaching and learning process.

The method of data collection in this research dan development model was based on an interview and an observation. Creswell (2007:132-138) stated that "Collection of complete of qualitative data used interview and observation."

To get the accuracy and effeciency of this *OQILAG model*, the researcher interviewed the students of Muhammadiyah Junior High School

grade VIII, and the directed observation during this period implemented by him was to know the real situation and condition in the classroom setting. The test was to evaluate of learning resulted on this method to determine how far it influenced. Interview was about the questions which was systematically related to attitude and manner of the students especially the students of Muhammadiyah Junior High School in answering the questions of the interviewer. Observation was the report and implementation of OQILAG method in the classroom setting as an object of the research. The test was oral questions to the students of junior high school related to their ability in speaking English based on this OQILAG method.

In analyzing of qualititative data reduction, Usman (2004:87) said that: 1) the data reduction was the data collected from the field document which was reduced and adjusted to this research, 2) the data displayed must formulate the data in matric or graph to avoid overlapping of the data, 3) making a decision and verification to determine the pattern, model and some conclusions. In this case, there were some steps needed to categorize theme or subtheme which was talked through the verification to reduce so that the researchers can make a conclusion based on the research findings.

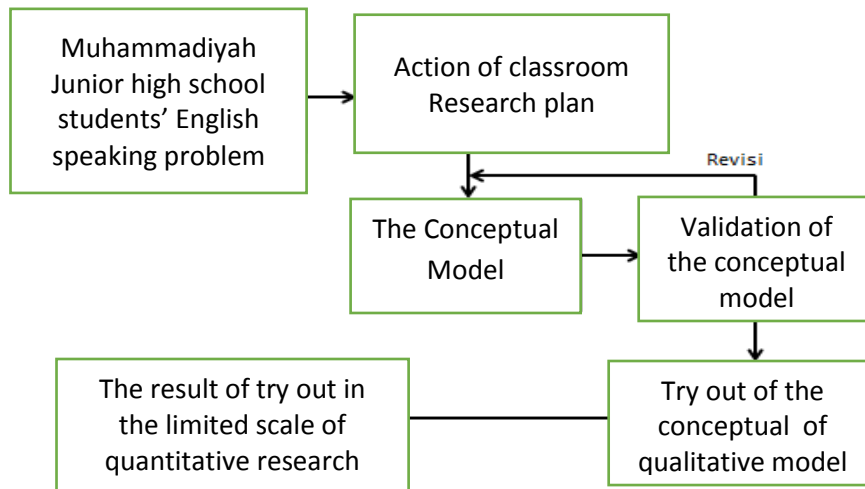
Getting a qualitative data analysis was taken based on the needs and arranged as good as possible to give an information about the advantages and disadvantages of this OQILAG method. Qualitative data was orally and written by numbering and interpreted by descriptive qualitative analysis.

Statistical Hypothesis

In Quantitative study, the researchers used two hypotheses. First, null

Hypotheses (H₀). Second, alternative hypotheses (H₁).

Flow Chart of The Research Process:



RESULTS AND DISCUSSION

This study or research was undertaken in Muhammadiyah Junior High School grade VIII Srengseng Cipadak South Jakarta. This junior high school is not a favorite one, but this one has implemented of eight of national education standard well. They are: (1) Passing competence standard, (2) Content standard, (3) Process standard, (4) The educator standard and the educational manpower, (5) Infarastructure standard, (6) Processing standard, (7) Educational expence standard, and (8) Education assessment standard so that status of the education unit has been accredited by BAN Dikdasmen.

This one was indicated by school management that had been running well by implementing school management base. It was led by a principle who had got the high solidarity spirit to encourgae all sides so hard that he worked proffessionally in making the education unit, comfortable, excited in his school area. This was the way to create the teaching and learning process to run well to develop the students' potential.

In this finding, It was highlighted from two sides both researcher and learners. Here are the explanation and steps of the research process at the time:

1. At the beginning of the lesson, the researcher opened by saying basmallah and all students followed him. After that, the teacher explained the sentence. Listen! The researcher began teaching his students.

A sentence was similar to the family, There was a mom, a dad, and children and a servant as well. Each of them had a special role. He said “Mom is as a subject, Dad is as a predicate, Children are as an object, and a servant as a helper.”

Let us discuss it deeper. The reasearcher said. “A mom has a special role as a subject which consists of Pronoun.” First, “they, we, I you,” second, the third person “she, he, it. He continued. “While dad consists of full verb which is called “ sibling father” (verb to do) like “study.” The character of sibling father is “ a moving” or an action. Next, it is a step father

which is “ verb to be: is, am, are, was, were, be, “The function of step father was to fill in the position of the sibling father who was not in charge his family anymore.” Example: first: a place like at home, in the classroom, or second: human character such as tall, beautiful, handsome, sick, third: weather, cold, Fourth: price like, cheap, expensive, Fifth: taste like hot.

If the subject or mom was not followed by an action or the sibling father, or there was none who did something again” in the house. It meant the family had to seek a step father to replace a sibling father. He explained. So, the family needed a step father (verb to be) to replace the position of a sibling father. “S”he, he, it: one group, there “s” So, the step father was “is.” While “they, we, you: one group, there was “e” the step father was “are.” The last one is “I.” The step father was “ am and was” Next, Mom (subject), father or step father was as a predicate (verb), and the children or an object. An object consist of Noun. These were the key words to understand the simple sentence. (Rasul, Dieksis, 2014: 207).

Furthermore, what it was called “none or there is no in the family” like question words such as “what, why “ and “not.” They are not family, not a mom, not a dad/father or, not children or a noun; however, they were houseworks. Therefore, when “they come” must be followed by a servant like, the sibling father’s servant was “do, does, did. Example: “Where does she live?” Look. The servant “stand” in front of the subject or mom to do the

housework “where” “why does” because there was “es” which the same as with “s”he (she). Why “does “Why not “do.” “This is the explanation:” “es” is actually belonged to the father or what it called “a married ring” which was used to pay the servant. Look! The “she” or mom had “s” as a ring, too. On the other hand, the sibling father paid the servant with his ring. “The step father does not have “ a ring” So, he paid by himself. Look at the second example. “She does not come to school today. “the servant “does” comes after the subject or mom or before “ not.” Meanwhile, the step father example was. Why was Najwa sleepy?” look “was” is the step father who function as a helper or servant.

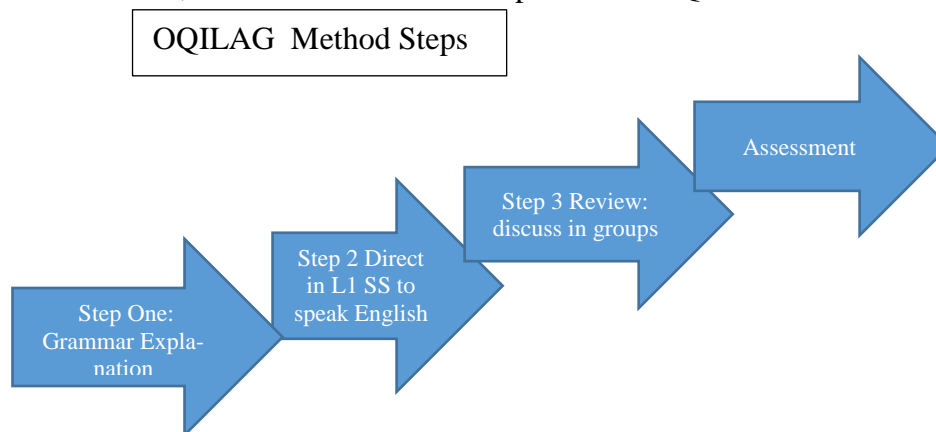
If the sibling father “do” was promoted. Let us discuss it deeper. The servant of the sibling father was different since it was promoted to be “did and done.” If it was promoted to be “done.” The sibling father must be guarded by a special servant “have” or has. Example. The students have done homework. Next, the example in interrogative: why have the students done homework? Look! Have was placed after “why. In negative, If “not.” Look!, not was placed after “have.” Example. The students have not done homework. Remember “ the role of have or has.” Only as a servant. These were the summary how to teach “ English structure.” Then, after teaching structure or grammar. The researcher directed students of Jakarta Jagakarsa Cipedak Muhammadiyah Junior High School by OQILAG method. On the other hand, To make the students understand English

structure and enrich their vocabulary, the researcher directed his students of SMP Muhammadiyah by OQILAG method.

2. At the beginning of English lesson or before oral questioning in L1 and guidance (OQILAG) method implemented, the rate of students' scores were 5,769. While standard deviation were 0,765 and variation

score were 0,585 among 26 students. The students English speaking skills scores were less than standard English scores which were determined: namely 70.

The above description 1) showed the process of implementation of Oral Questioning in L1 and Guidance (OQILAG) method. The below chart shows the steps of teaching and learning process of OQILAG method.



The English teacher was a source of the raw material in L1 which must be spoken and written in English. At the end the lesson, the students based on his guidance produced the English textbook since they were required to think structure and to remember or to recall their vocabularies in their minds. During teaching and learning process, the students obtained the competence

(the structure understanding) and performance (speaking and writing skills) at the same time.

The result of the limited scale try out showed the students' English speaking ability. Data description of English speaking ability before having test 1, and after having English performance test 2 given a treatment (OQILAG) show as follows:

Table 1
The Try Out of Statistics Recapitulation

Statistics		Test1	Test2
N	Valid	26	26
	Missing	0	0
Mean		6,6731	7,4423
Median		7,0000	7,2500
Mode		7,00	7,00
Std. Deviation		,64718	,62172
Variance		,419	,387
Range		2,00	2,50
Minimum		6,00	6,50
Maximum		8,00	9,00
Sum		173,50	193,50

Table 4,1 showed that the quantitative data used to answer the research question above. The previous data collected of pre-test was the highest score: 8,00, and the lowest score: 6,00 so that the range score was 2,00 of 1-10 ranges. The rate scores of students' speaking ability was 6,6731, still under minimal score which was determined by the local English Teacher. By data deviation was 0,647 which was still normal level.

Next, the result of English speaking learning process by implementing OQILAG method was the highest: 9,00 with the score range was 2,5 score of 1-10 score range. While the

average scores which were found 7,44 were the expected scores by English teacher. By score deviation was 0,621 included the normal deviation standard category.

The Quantitative data of the limited try out scale result on Oral Questioning in L1 method before and after learning English speaking implemented on the junior high school education unit showed the significant difference. Using the SPSS data processing program version 22,00 was obtained the difference analysis between the scores before the first test with after the second test showed as follow:

Table 2
The Comparison Scores Before And After Treatment

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Test1 - Test2	-,76923	,32344	,06343	-,89987	-,63859	-12,127	25	,000

Tabel (*paired sampel test*) showed that the difference of the average scores between the first test and the second one or after researcher had implemented OQILAG method. The data showed that the test-t scores was 12,127 with the significant level (two tailed)=0,000 with $df = N-1 = 25$, so the t-table was 2,60 on significant level ($\alpha = 0,05$). It was because t-count (12,127) was bigger than t-table (2,060). So, the difference between the two conditions were significant. It means there are significant difference of students' English speaking ability

between before and after learning of OQILAG method. On the other hand, the treatment of OQILAG method which was implemented to develop the students' English skills had influenced the students of Jakarta Selatan Jagakarsa Cipadak Muhammadiyah Junior High School grade VIII significantly.

The below the table showed that the model of OQILAG method was implemented. The teacher spoke in L1 to direct his students to speak English during teaching & learning process.

Table 3
OQILAG Method Implemented

Oral Question in L1 directed by English teacher	Muhammadiyah Students' response in English	The teacher or researcher also spoke English correctly and reminded his students if they forgot.
Para siswa biasanya mengerjakan PR	The students usually do their homework	Good! He said and he repeated after his students' utterances in English correctly.
Apa biasanya yang dikerjakan para siswa	What usually the students do?	The researcher reminded his students. No. Remember the basic concept: mother, father and servant. "Follow me" he said. What do the students usually do?
Mereka tidak mengerjakan PR	They not do homework	No, remember "servant" do. They don't do homework.

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