

## ABSTRACT

### **THE EFFECT OF DESCRIBING-DRAWING-DESCRIBING WITH MODIFIED WOMEN'S LANGUAGE FEATURES MATERIALS ON THE STUDENTS' SPEAKING SKILLS AND MOTIVATION**

By

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In learning English, there are four skills which should be mastered by the students, namely, listening, reading, writing and also speaking which becomes the most difficult skill. The aim of the research is to develop the materials based on linguistic features of women by having Describing-Drawing-Describing (D3) as a bridge to deliver the materials. The research applied control group pretest-post test design. The sample of this research was 30 second grade students of SMAK BPK Penabur Bandar Lampung school year 2020-2021. The instruments used in this research were questionnaire and speaking test. The data of the research were collected through Pre-test and Post-test. The data were analyzed by using SPSS 17.

The results of this research showed that there was significant improvement of students' speaking achievement after being taught through D3 with women's language features and D3 original. In the control class, the aspects of speaking which improved sequentially were comprehensibility, fluency, and accuracy. Meanwhile, in the experimental class there were fluency, comprehensibility and followed by accuracy in the last. Then, there were also differences in students' motivation in speaking after being taught by D3 with women's language features and D3 original. However, the students in experimental increased their motivation higher than those in the control class. Lastly, there was correlation between students' motivation and their speaking skill in the experimental class. Therefore, it can be concluded that the implementation of D3 with modified women's language features in teaching is better than D3 original in improving students' speaking achievement since the teacher's utterances made the explanations easier to be understood.

**Keywords:** Describing-Drawing-Describing, speaking skill, women's language features.