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

(A Thesis)

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2021

ABSTRACT

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

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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.

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A Thesis

Submitted in a Partial Fulfillment of

The Requirements for S-2 Degree

MASTER IN ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2021

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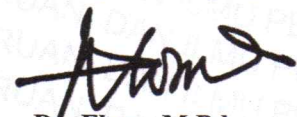NIP. 19590581986101001

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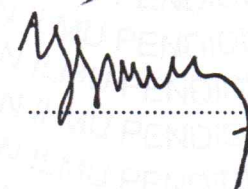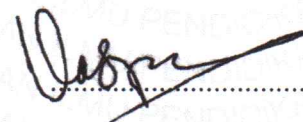NIP. 19600713 198603 2 001

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Yang membuat penyataan.

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CURRICULUM VITAE

The name of the researcher is Helena Gracya Lunaeldira. She was born on May 24th, 1996 in Metro, Lampung. She is the first child of three children of Mr. Paulus Paijo and Mrs. Yustina Suharwati. She has two younger brothers; their name are Nathanael Yonas Yusipa and Dionisius Yonas Yusipa. At present, they live in Tulang Bawang Barat, Lampung.

The researcher began her study in Elementary School at SD N 1 Bandar Sakti in 2002 and finished in 2008. After that she continued her school at Junior High School at SMPN 1 Tumijajar and finished in 2011. After that she continued her school at Senior High School at SMAN 1 Tumijajar and finished in 2014. In the next level, she continued her study to Sanata Dharma University in Yogyakarta as undergraduate student of Education and Teacher Training Faculty, Language and Art Education Department, English Language Education Study Program and finished in 2018. In the year of 2019 the researcher continued the study to Lampung University in Masters' Degree of English Education.

DEDICATION

I dedicate this thesis to The Almighty God, myself, Paulus Paijo, Yustina Suharwati, Nathanael Yonas Yusipa, Dionisius Yonas Yusipa, and everyone who loves me.

MOTTO

"DO EVERYTHING

IN LOVE"

(1 Corinthians 16:19)

Cry a river, build a bridge, get over it.

(Helena Gracya Lunaeldira)

ACKNOWLEDGEMENTS

First of all, I would like to express my deepest gratitude to The Almighty God, for blessing and guiding me to finish my thesis entitled "The Implementation of Describing-Drawing-Describing with Modified Women's Language Features Materials on Students' Speaking Skills and Motivation". He always holds my hands through the hardest time and becomes my power to go through this.

This thesis is submitted as a compulsory partial fulfillment of the requirements for Masters' Degree of English Education Study Program, Language and Art Education Department, Teacher Training and Education Faculty, Lampung University. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain masters' degree.

For those reasons, the researcher would like to thank the following people for their ideas, time and guidance for this script:

1. My beloved parents, Paulus Paijo and Yustina Suharwati. Thank you for the endless love, support, and prayers. I would also like to thank my twin brothers, Nathanael Yonas Yusipa and Dionisius Yonas Yusipa, for their love and support. Without their supports, I would never be here to finish this thesis.

2. Prof. Ag. Bambang Setiyadi, M.A., Ph.D as the writer's first advisor, I respectfully express my gratitude to him for giving me advice and guidance in finishing my thesis. He kindly encouraged me to give my best effort in finishing   my   thesis.

11. SMAK BPK Penabur Bandar Lampung, all the teachers and staffs who always give their support and understanding. Also the second grade students of who I love so much. Thank you for their understanding, supports, and endless prayers for me since the first day we met, also their participations in this research.

Finally, none or nothing is perfect and neither is this final project. Any correction, comments, and criticism for this final project are always open-heartedly welcome.

Bandar Lampung, September 2021

The Writer,

Helena Gracya Lunaeldira

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I. INTRODUCTION

This chapter describes the research background, identification of the problems, limitation of the problems, research questions, objectives, uses, scope, and definition of terms in conducting the research.

1.1 Research Background

Learning foreign language gives many benefits for the learners, it will improve the learners' memory, develop the critical thinking and perception, also gain their imagination. In other words, by learning foreign learning people can develop themselves to be better (Kartashova, 2015). Moreover, Kartashova (2015) stated that foreign language especially English is very important to be mastered nowadays because English is international language and used all over the world by very large number of people. Talking about English as first foreign language is very wide, because mastering English brings people to the higher level or status in the society and in the communication. It is a bridge for people from many places with different mother tongue to have communication without being confused or lost.

Therefore, based on those reasons, people are more aware about the importance of learning English and bring English to the language learning and teaching in the classroom to be taught to the students formally and in well-organized way. It is seen as a must element for supporting the successful of students' socialization and providing the better future career. In wider area, mastering English will mark the new identity for the speakers (Aliakbari et al., 2018).

These needs also have relation with the way of language which is used by the students in the classroom. This language use can be from what they produce or

even what they get from their surroundings. In the communication activity, females and males present difference ways of language use (Ning et al., 2010). For example, in delivering their ideas which are poured in the sentences they use in their conversations. Sarcastic and aggressive one belong to males' way of choosing the words to express their thought. Then, in the way they choose the topic discussion to be included in the conversation between one and another. Gossiping is much related to the females' topic discussion when they are having time together. Furthermore, the differences of women and men in using the language emerge the different linguistic features which can be a mark for the person who use it (Lakoff, 2004).

However, in the learning and teaching process, unconsciously this fact is never being discussed yet. The tendency of using language in communication will of course affect their acceptance of learning materials or their delivery of opinions or ideas on something. It is important to be studied because both men and women can place themselves well to avoid misunderstanding while communicating. There are many research give evidences that women and men have different features of language use, however usually those research are talking about the use of women's language features in daily life situation. Those research are focus on pure linguistic study on how females use their language which reflect women's language features which become an identity of women's way of communication. Those research talk about the communication intercourse in the daily life where the impacts are not seen to be important enough.

In the learning and teaching process all the participants do communication with one and another, their tendency in using the language in the daily life will

affect their way of communication or language use in the more formal situations and conditions. These problems can decrease the development of the materials itself, especially in English learning and teaching process. Therefore, the different delivering style of learning materials are expected to be useful in order to fulfil the needs of female and male students by considering their different language use. So that, the learning materials can be accepted well.

Besides that, in learning English there are many factors which support its effectiveness, the main issue being talked is influenced by motivation. Motivation is known as individual's belief in their ability to succeed is a significant factor in achieving or learning something (Oga-Baldwin et al., 2020). When someone get motivation on something they will develop themselves to adapt to the situation which leads to the goal they want to achieve. Moreover, motivation is the encouragement outside us which seeks for a change in ourselves and the environment we are in.

Therefore, realizing this fact, in the learning and teaching process students' motivation should be built. The students' motivation in learning English can be emerged by fulfilling their needs and it can be supported by the learning setting both from the way the teachers serve the materials and the materials itself (Oga-Baldwin et al., 2017). Furthermore, the teachers should make the speaking activities become interesting by developing their tricks in delivering the materials. The appropriate and proper strategy or technique the teachers can boost students' interest in developing their skills. Hence, the researcher as teacher used one model in cooperative learning which can increase students' motivation in learning English, especially in speaking.

Moreover, in the English learning, there are four skills which the students should comprehend and develop in order to have a good communication. Speaking is one of those skills and it has vital role in the communication intercourse which is considered as integrated skill in learning English (Idrissova et al, 2015). Speaking skill is very important for improving students' communication ability, because in learning language they should know what people said and how to respond them in appropriate and proper ways (Tavil, 2010). Therefore, being able to speak will lead the students to the effective communication intercourse in the real life. In another words, speaking skill is the way the speakers express their ideas and deliver the information to others.

This skill should be developed by the students in order to be able to communicate with other people well and effectively. Speaking can be said as the hardest skill to be mastered by the students because they should actively get involved in the communication intercourse. Based on that reason, the students' motivation in developing their speaking skill is highly needed more than other skills which are also important. Therefore, the students need to push themselves and because of it they need to be motivated to achieve the goal of learning language itself.

The problems appear when the vocabularies or language use of the teachers make the students get some difficulties in understanding the materials which are given. Based on the research done by Zendedel et al. (2013), Chandra et al. (2018), Ning et al. (2010), Namaziandost et al. (2018), and Zhu (2019), some women's language features have impacts towards the language use and the acceptance of the interlocutors when the speakers use it in their utterances. For example, the use of

fillers which are the meaningless particles in the utterances but have a big impact towards the utterances itself. It can be a signal of someone's less confidence and uncertainty therefore it can affect the interlocutors' acceptance towards the information which are served.

Moreover, the use of emphatic stress as boosting devices of the utterances which are used and it shows the confidence of the speakers who do not hesitate to emphasize what are their thoughts. Because the goal of learning language is to be able to communicate, so this problem affects the students' attraction to get involved in the activities, for example the discussion or presentation. Therefore, the students' motivation in performing their speaking skill cannot be boosted well. This problem should be decreased and the effective teaching and learning technique is needed namely Describing-Drawing-Describing or D3.

Describing-Drawing or known as Describing-Drawing-Describing (D3) is a technique which usually applied in teaching and learning speaking skill. D3 is developed by Jeremy Harmer in 2010 as part of cooperative learning. This technique is conducted by giving the students some clues related to the topic discussion, generally it is in the form of picture. Then, the students will describe the clues by explaining it with their own ideas and ways. It is highly motivating because the students can swap their roles in doing the activity (Harmer, 2010).

Since D3 is a technique to provide speaking activities to the students, it allows them to develop their creativity and it allows them to perform freely and comfortably. The students will be given a description of the activities they should do, in the term of clues or pictures. Here, the students will get involved and take

part in the discussion which allows their speaking skills will be used in the communication intercourse. They can express their ideas freely in describing the clues and when they can perform comfortably, their willingness in doing the task will be increased. Furthermore, when their motivation is increased so that directly their speaking skill will be developed.

Furthermore, the aim of learning English is being able to communicate well with other people and the aim of teaching English is to make sure students can develop their communication skill. However, students often find problems in learning speaking because they have to produce the language itself. Based on that, the teachers are forced to serve interesting yet meaningful materials by considering communicative-oriented teaching (Millrood, 2015). Therefore, the appropriate speaking materials which told by proper technique should be applied well. Relying on this students' problem, the use of D3 is very useful. It challenges students' skill in delivering the information and the communication intercourse happens in real.

D3 facilitated the teachers' explanation of the materials and it would be the bridge for the teachers to use women's language features in their utterances in order to improve both speaking and motivation of the students. This was used because female and male students had different tendency in using the language, however until now the materials which were developed do not consider these gender differences. Therefore, the materials which developed different gender in using the language created more effective learning and teaching process. This assumption challenged the teachers to make suitable learning materials for female and male students.

Moreover, the most popular topic discussion of using this particular language use is about women's language features. Therefore, the researcher focused on the way female students used language features in delivering their ideas, because women's language features were more varied and complex compared to the men's language features which were not specific. The materials promoted the speaking skill development integrated with female students' tendency in using language features. Then, its effects towards students' motivation in learning English especially in delivering ideas and transferring informations.

The researcher offered the new development of materials to teach English, especially for female students who had tendency in using women's language features in their utterances. The research investigated the use of the materials in English learning and teaching and its relation with gender differences, which materials were suitable with female students and which were not suitable. The materials development discovered an important solution for teachers to broaden their knowledge in adjusting the materials and at the end they would know that there were specific features used by the female students in their communication which had intended meaning. So that, the problems in accepting the information and delivering the ideas could be done effectively.

To sum up, this research aimed to develop the materials based on linguistic features of women by having D3 as a bridge to deliver the materials, it was different with the previous research which only focused on the sociolinguistics study of daily life communication. So, it waw more useful not only for linguists but also for teachers or people who had interest in language teaching. Because language could touch and reach wider area which were not only in its area. Then, it had wider

functions which could gain the readers' knowledge. It is important to be learned because teachers can give solution to the speaking problems which occur in the learning process and how to make the students get involved in the activities well by considering the language features they tend to produce and use.

1.2 Identification of The Problems

Based on the explanation written above, the researcher formulated the identification of problems as follows:

1. The students got difficulties in having spoken activities in English (fluency, pronunciation, grammar, vocabulary, language use, and organization of the content).

2. The female and male students delivered the opinion in different language use.

3. The students accepted the materials were affected by their gender differences.

4. The students might be not active in teaching and learning process.

5. The students frequently did not focus on the flow of speaking activities when they lost their words.

6. The students speaking motivation might be low.

7. The students were not interesting with the techniques of speaking generally.

8. The teachers used teaching methods which may be not suitable.

9. The teachers served the materials which may be not appropriate for developing speaking skill.

10. The students were given many tasks from the teacher without explanation clearly.

1.3 Limitation of The Problems

Based on the identification of problems, the researchers focused her research on the points as limitation of the problems in this research below.

1. The teachers delivered the materials without considering the students' gender differences.

2. The teachers served teaching materials which may be not appropriate for developing speaking skill.

3. The teachers used teaching techniques which may be not suitable.

4. The students' motivation in speaking skill might be low.

5. The students got difficulties in having spoken activities in English (fluency, pronunciation, grammar, vocabulary, language use, and organization of the content).

1.4 Research Questions

Based on the background of the research above, some research questions were formulated in order to explain specifically what this study attempted to learn or study. The formulation of research question as follows:

1. Was there a statistically significant difference of the students' speaking skills between the students who were taught through D3 with women's language features materials and those through D3 original?

2. Was there a statistically significant difference of the students' motivation between the students who were taught through D3 with women's language features materials and those through D3 original?

3. Was there any significant correlation between female students' motivation and female students' speaking skill after applying D3 with women's language features materials?

1.5 Research Objectives

By conducting the research, the research objectives were defined by the researcher, there are:

1. To discover significant effects of the students' speaking skills between the students who were taught through D3 with women's language features materials and those through D3 original.

2. To find out the significant difference of the students' motivation between the students who were taught through D3 with women's language features materials and those through D3 original.

3. To know the significant correlation between female students' motivation and female students' speaking ability after applying D3 based on women's language features in the teaching and learning activities.

1.6 Research Uses

After conducting this research, the researcher believes hat this research will be beneficial for several parties as follows:

1. This research provides examples related to the use of women's language features in real life situation. This research provides the female students' way of communicating and speaking. English teachers can use this research as a tool to understand more about women's language features. This research is expected to be the source for teaching and learning English, especially sociolinguistics

study. Through this research, English teachers can develop and design language-learning strategies based on the role of women's language features in learning and teaching English, especially its relation with speaking skill, so that English teachers can deliver the learning materials well.

2. The next significance is related for the future researchers who want to conduct future research about women's language features in the learning and teaching field and its relation with speaking skill. This research may become the additional source for the research because it serves the real examples of women's language features use in daily life situations of language learning and teaching process. The future researchers can replicate and recreate the new research by using different objects and different English learning and teaching situations and materials.

1.7 Research Scope

The scopes of this research were to explain some important information related to the research itself. The researcher stated that this research was about to focus on the women's language features and its relation with English learning and teaching process, which was presented in the materials to be taught. The foundation for analyzing the data was based on the women's language features by Lakoff (2004), Chandra et al. (2018), and Namaziandost et al (2018). Here, the researcher tried to make a connection to the English learning and teaching by relating to the materials and students' motivation in developing their speaking skill.

This research was limited in the teaching and learning process of speaking in the second grade of BPK Penabur Bandar Lampung Senior High School. The

place was chosen because the students were actively speak in English in their daily life and also the students were ready to develop their speaking skill. The students could deliver and present their ideas confidently so that they should be guided well in order to be able to communicate well. The material was taken based on the materials which were served in the curriculum applied in the school. There were many materials which topic discussion was assessing the speaking skill of the students. Hence, the women's language features and D3 supported the main purpose of the curriculum which was students centre.

1.8 Definition of Terms

In this research, there are some terms mentioned frequently. There are two terms, namely women's language features and English learning and teaching which will be described by the following explanation.

1. Women's Language Features

The different language used by women represents their lack power in society since a long time ago. They were placed in the lower position than men in the past time which give impacts to their life and it is brought until the recent days. Women's powerlessness affects the way they are talking and delivering the messages (Ishikawa, 2015). It affects the way they are expressing themselves which creates their special characteristics. Sometimes, women tend to speak politely, softly, and use less swear words in expressing their feeling and thoughts to other as lady-like reflection.

There are some characteristics on the way women speak (Lakoff, 2004). Lakoff (2004) identifies ten types of language features used by women commonly.

They are lexical hedges or fillers, tag questions, rising intonation on declaratives, empty adjectives, precise colour terms, intensifiers, hypercorrect grammar, superpolite forms, avoidance of strong swear words, and emphatic stress. These language features are used by women to get involved in the conversation without being underestimated by their interlocutors (Ishikawa, 2015). Moreover, it makes women to be kept in the social interaction and widen their roles in the society.

It is important to be discussed because women's language features reflect the identity of someone who use it. When we know the reasons someone use particular terms or ways of delivering their thoughts and transferring the information, we will have ability to put our position well in the communication intercourse, so that we will avoid the misunderstandings as the purpose of having communication which is to make the information given becomes clear and understood (Chandra et al., 2018).

2. Teaching Speaking

Speaking is the process which is done by people to express their ideas and deliver the informations in the form of spoken by considering some aspects to be mastered, such as pronouncing words, understanding the meaning of the words, using grammatical structure, expressing their ideas, sharing their opinions and analyzing the problems (Idrissova et al., 2015). Speaking skill is integrated skill in English learning, in another word it asks the students to produce the language actively. Moreover, teaching speaking is teaching the students how to express their ideas in a spoken form confidently and effectively by processing models provided which is suitable to their needs.

Hence, speaking is important skill to be developed times by times. Its purpose is to make the speakers become more expert in delivering the information and having communication intercourse in wider area and with more people around the world. Therefore, speaking skill should be assessed because it will allow the students a chance to have demonstration on their speaking ability to have active participation in a conversation (Srikaew et al., 2015).

3. Motivation

Motivation is the general desire or willingness of someone to do something which the condition is pushed inside us that desires a change, either in the self or the environment we are in. When someone get motivation on something they will develop themselves to adapt to the situation which leads to the goal they want to achieve (Oga-Baldwin et al., 2020). Therefore, having motivation is highly needed in someone's life because by having motivation people will be pushed to develop themselves.

It is important to be discussed because motivation will affect many aspects in human life, in this case is students. Motivation will affect their performance in English teaching and learning process. Therefore, the students' motivation when preforming their speaking skill should be boosted, for example by giving the materials which can be related to their personality, one of them is gender differences (Oga-Baldwin et al., 2020).

4. Describing-Drawing-Describing

Describing-Drawing or known as Describing-Drawing-Describing (D3) is a technique which usually applied in teaching and learning speaking skill. D3 is

developed by Jeremy Harmer in 2010 as part of cooperative learning. This technique is conducted by giving the students some clues related to the topic discussion, generally it is in the form of picture. Then, the students will describe the clues by explaining it with their own ideas and ways. It is highly motivating because the students should produce the language actively but without big pressure because they express their ideas freely (Harmer, 2010).

Using D3 is needed to be a bridge for the teachers to deliver the materials about speaking skill based on women's language features to the students. D3 will help the teachers to facilitate the learning and teaching process well because it asks the students to be more active in their performance of developing their speaking skills (Wolther et al., 2014). The materials are presented by including women's language features on the language used by the teachers and it will be about travel guides which allow the students to explore their imagination because they will be helped by D3 in presenting their ideas in the form of drawing of map and poster. This will be the examples of using D3 in speaking activities.

5. English Learning and Teaching

As the consequence of globalization, the needs of learning foreign language become higher. People around the world challenge themselves to be better than one and another, one of the way is becoming better in using language. Because of the reason before, directly language comprehension also gives impacts towards the education system. Learning foreign language becomes a very essential component in human life to be a development of continuous language education (Kartashova, 2015). It is also needed to be learned and taught to the students in the classroom.

Indonesian people realize that learning English is important because English is international language and it is very beneficial to be learned since we are forced to develop ourselves and to have wider society. The purpose of learning English is to be able to communicate well with other people from other country. It becomes the factor of having English in language teaching. In Indonesia, English becomes foreign language and it is taught in every school. There are many language learning model, technique, or even activities applied by the teachers which aim to maximize English learning and teaching process.

English learning and teaching presents the way of students to set and achieve their goals in learning foreign language which will improve their ability and comprehension about English. Moreover, mastering foreign language, stated as English, is believed that it can provide high quality academic for the students, people or society, so that later they can have good job opportunities and support their lives become better (Aliakbari et al., 2018). In Indonesia, English is becoming the compulsory subject which already prescript and set by education ministry. English learning and teaching is aimed to develop the students' four skills in mastering foreign language.

II. THEORETICAL FRAMEWORK

This chapter consists of speaking, there are the concept of speaking, the concept of speaking ability, and the process of speaking, the concept of motivation, the nature of descriptive speech (definition of descriptive speech, characteristics of descriptive speech, elements and generic structures of descriptive speech), the concept of D3 (definition of D3 model, basic features of D3 model, the procedures of D3 model, the use of D3 model), the concept of women's language features (WLF), the concept of integrating WLF in language teaching, the combining of D3 with women's language features, procedures of using D3 and D3 of women's language features in teaching speaking, advantages and disadvantages of D3 of women's language features in teaching speaking, theoretical assumption, and hypotheses.

2.1 Concept of Speaking

In English teaching and learning, speaking should be paid attention well in its process because the goal of teaching language is to make the students are being able to implement it directly. Moreover, speaking becomes one of the integrated skills which the students should master in order to have a good communication with other people in daily life interaction (Idissova et al., 2015). Through speaking, the students will have interaction with others because in conducting this activity, it needs more than one person to make it done.

Oradee (2012) argues that in the process of speaking comprehension, the students will express their opinion and ideas then they will be able to follow the culture and social language use of each person in communicating their thoughts.

Furthermore, they also can get the feedback or response directly to react to what they hear and give their contribution in the communication intercourse. Each speaker will give intention and attention because they need to interpret what is said by interlocutors in the terms of form and its meaning, then predict their response properly and appropriately.

Furthermore, according to Manurung (2015), speaking is one of the important topics to be studied in English learning in order to express their ideas, feelings, and thoughts in the form of dialogue or monologue because in the communication intercourse the speakers should be able to deliver the information they have in conducting the conversation with other people. Also, they should be able to give the response well to the flow of the conversation so it will be done appropriately with the context of the conversation itself.

Hence, based on the definitions and explanations of speaking served by experts, the researcher can conclude that speaking skill is the one of most important skill to be mastered in order to be able to communicate well with other people because the purpose of learning English is to be able to deliver the information, give proper response, and interpret what people said well in the conversation to make it flows appropriately. Moreover, in Indonesian curriculum, speaking skill is actively proposed along with writing skill which are integrated with one another. In every core competence, the students are asked to have performance on both speaking and writing. It is shown that the government give more attention on the importance of mastering speaking in English to have well communication intercourse.

2.2 Concept of Speaking Ability

Speaking is one of four skills to be learned in English learning and acquisition. Oradee (2012) states that speaking is an interactive process of constructing meaning which involves producing, receiving, and processing information activities both with other people or individually. Speaking asks the language learners to know how to elaborate the comprehension of linguistic competence such as grammar, pronunciation and vocabulary with their sociolinguistic competence in understanding when and how to use language also to whom and in what situation they use the language itself, in another words their ability to place themselves in the communication intercourse.

In addition, the concept of speaking ability is the process of implementing concept of speaking and how the language is used continuously. Moreover, the primary function of speaking is interactional which establish and maintain social relations between people. Hence, students' speaking ability in using language can be seen by some aspects which generally appeared, Thornbury (2005) indicates some aspects as marks of speaking comprehension which can become references as follows:

1. Spoken grammar, such as heads, tails, ellipsis, and discourse markers.

2. Pronunciation features, such as stress and intonation, rhythm, and chunking.

3. Communication strategies, such as paraphrasing, appealing for help, and formulaic language.

4. Conversational routines, such as openings, closings, interrupting, and changing topic.

5. Conversational rules and structure, such as turn-taking, adjacency pairs, and the co-operative principle.

6. Speech acts, such as inviting, requesting, and complimenting.

7. Registers, such as formal and informal language.

8. Scripts, such as service encounters, greetings, and telephone language.

9. Genres, such as making a speech, telling stories and jokes, and interviews.

10. Cultural factors, such as politeness, taboo topics, and use of gesture.

In speaking assessment, students' speaking skill can be seen from some indicators. For examples, the indicators which are stated by Thornbury in 2005, they are served below:

1. Grammar and vocabulary, it will observe students in the use of accurate and appropriate and various syntactic forms and vocabulary in order to deliver their thoughts and ideas on the particular topics being discussed.

2. Discourse management, it will assess students' ability to express ideas and opinions in coherent and simultaneous process which reflects their way of constructing sentences and producing utterances in order to convey the informations and to justify opinions. Moreover, it will look up to the students' ability to maintain language use flow appropriately.

3. Pronunciation, it will look at students' ability on producing the words, such as the correctness in stating a word, the use of appropriate linking of words, the proper stressing and intonation of their utterances in delivering their thoughts correctly, and the correct delivery even the students use source language accents.

4. Interactive communication, in presenting the information they want their interlocutors to know, the students should be able to have an ability to get involved in the interaction itself by stating their thoughts and responding appropriately and well required speed and rhythm in its process. Here, the students' socialization also assessed because they have to use functional language and strategies to maintain the interaction, for example in conversational turn-taking and being involved to develop the conversation with further ideas.

From the explanations and examples above, the researcher can conclude that speaking ability which students have is the ability to produce the utterances in order to deliver and express their ideas, opinions, and thoughts actively and it is also affected by their sociolinguistic comprehension to place themselves in the interaction and to get involved in the conversation to make the information transferring will be done well and flow smoothly.

2.3 The Process of Speaking

In the communication intercourse, when people hear someone speak, they will pay attention to what they hear and to the speakers themselves automatically. People have ability to interpret what they listen by making tentative and possible judgments about the intended meaning of the speaker's utterances and also the speaker's personality, attitudes, place of origin, and native or non-native speaker status to place themselves appropriately in the process of communication (Luoma, 2009). People's way of speaking will reflect their self-image they show to others consciously or unconsciously, for example the intonation and the speed of saying each word to impress their interlocutors and enhance what they are saying.

The speakers' way of speaking is produced based on the condition and situation they are in. The conversation will always run in spontaneous way, face-to-face and unplanned in the dynamic context of the topics discussion which flow smoothly. The communication intercourse can flow from one topic to another topic and the speakers here are asked to be able to follow it well because conversation is the activity in the form of a give and take (Hughes, 2011). The speakers should accommodate themselves to one another, take over the misunderstandings which may happen, and process the new or old information within conversation. They language use of the speakers is called the process of speech production.

According to Thornburry (2005), there are 4 stages of speech production, there are:

a. Conceptualization

This is the stage when the speakers form what they hear and what they want to express in the terms of discourse type, topic, and purpose of an utterance. The speakers should be able to place themselves and their desire in deliver the information in the appropriate moments. Hence, the speakers in responding their interlocutors, they need to be able to rely on their prior knowledge of the topic discussion.

b. Formulation

When the speakers already mapped out the ideas to be delivered, they enter the stage of formulation. In this stage, the speakers make the strategic choices at the level of discourse, syntax, and vocabulary. The speakers will formulate the steps of delivering their thoughts from what will be told in the beginning until the end. The structure of each utterance needs to be chosen related to its appropriateness

of the content which consistent with the topic discussion and interlocutor's intentions. Here, the speakers chain the content by how much information can be held and deliver it in the meaningful intonation. The information relies on the syntactic elements such as the tendency of the interlocutors in using the vocabulary, so that the conversation will be more meaningful.

c. Articulation

After the ideas is formulated, it should be stated. Articulation here is the process of stating the utterances have been managed which involves the use of speech organs to produce sounds. To make the meaningful utterances, the speakers engage the articulatory processes such as changes in loudness, pitch direction, tempo, and pausing to organize the sounds in order to form a word.

d. Self-Monitoring

People should have a quick self-correction ability in the communication intercourse, in another word it is stated as self-monitoring or a process which simultaneously happens with conceptualization, formulation, and articulation. Self-monitoring in conceptualization happen when the participants get the idea of the topic discussion. Then, self-monitoring in formulation happens in slowing down, pause, and the re-phrasing of an utterance. In addition, self-monitoring in articulation stage is in the kind of corrections which the speakers make when they make a mistake in choosing the words or the pronunciation of the words itself. Hence, self-monitoring is the ability to repairs the response and the informations conveyed among the interlocutors in a communication intercourse.

From the statements above, the researcher concludes that speaking process is the process of forming the utterances to be stated in the form of spoken language.

The utterances which produced past through 4 main stages which are done consciously by the speakers to have effective, appropriate, and proper language use. People will have good communication especially in speaking or delivering the thoughts when they follow the rules of speaking process, from conceptualization, formulation, articulation, and self-monitoring.

2.4 The Concept of Motivation

Motivation is a reason someone has for acting or behaving in a particular way. In language learning, motivation plays important role because it will build students' desire or willingness to perform their ability in the learning and teaching process. Motivation becomes the most important support for EFL learners in performing their comprehension because it mediates the attitudes toward the target language and the output of learning the language itself. Moreover, motivation becomes a complex psychological process which covers many aspects, such as decision making process, behavior and cognition, these aspects can affect learners' performance in language learning (Fandino et al., 2019).

Moreover, the motivation concept is divided into two which is stated by Gardner in 1972, there are integrative and instrumental motivation. Integrative motivation is a positive attitude from the language learner towards native speakers of target language and also its cultural aspects. Meanwhile, the instrumental motivation is language learners' desires to learn the target language in order to achieve higher goals in their life which can guarantee their better future (Oga-Baldwin et al., 2020).

Oga-Baldwin et al. (2020) stated that integrative motivation has bigger impact towards leaners target language output, because the higher integrative

motivation which learners have the better their target language comprehension. Learners who have higher integrative motivation tend to show positive attitude and condusive behavior. They tend to be more active, more enthusiatic, work hard, and not easily give up in the learning process. Otherwise, the learners who have higher instrumental motivation will consider the target language only as a tool to fulfill their needs, not as a mean to be close to the cultural aspects. When their needs is fulfilled, they will learn sufficiently.

Furthermore, motivation has three different orientations, there are intrinsic, extrinsic, and international orientations (Setiyadi et al., 2019). Setiyadi et al. (2019) proposed that intrinsic orientations are the learners' reasons for acting comes from their awareness inside themselves which deals with behaviors like the joy of doing particular activity. Meanwhile, the extrinsic orientations are the reasons which come from outside in order to get extrinsic rewards such as good scores in class. Then, international orientations are learners' willingness and interest in conducting interactions actively with native speakers of target language and also the non-native speakers who master the target language.

2.5 The Concept of Describing-Drawing-Describing

1. Definition of D3 Model

Learning strategy is needed for the students to gain their knowledge about a certain material and teaching strategy is useful for the teachers to adjust the needs of the students and the acceptance of the materials itself so that it can be achieved well by the students as the purpose of language learning for being able to communicate in appropriate and effective way (Namwong, 2012). Learning strategies can be some procedures which students take to process and perform the

materials and improve their comprehension of it, so that teachers' role in giving specific tasks of problem solving, making learning easier, more enjoyable, effective and transferable is required (Kunasaraphan, 2015).

Hence, based on the insistence above of the importance of learning strategies, the learning and teaching technique is made. In developing speaking skill, D3 is one of the effective techniques which can be used. D3 is the part of cooperative learning which develops students' speaking skill because the teachers will give a description about the materials and activities which the students should conduct, then the teachers will give some clues, usually in the form of drawing, related to the topic discussion and at the end the students will describe the clues by producing their own utterances and ideas by relying on their background knowledge (Harmer, 2010).

By having D3 activities, the students will work in pairs or groups so that they can build their teamwork together while giving encouragement in doing the task. Moreover, D3 focuses on students' background knowledge, not something which they don't know, and they can independently develop the knowledge itself (Hudges, 2003). The successful of learning language by using D3 technique will give successful outcome for both the teachers and students. The students can develop their speaking skill actively and confidently and the teachers can facilitate the students to be able to communicate well.

2. Basic Features of D3 Model

Harmer (2010) mentions that there are three basic features in D3 which become the reasons to provoke the students to develop their speaking skill by getting involved in the learning activities given by the teachers, which are:

1. Rehearsal, this allows the students to have a free discussion with their friends and the teachers which activities also connected to the discussion done outside the learning and teaching process in the classroom. Giving chances for the students to get involved actively in the discussion will make them familiar with the flow of communicating because they can express themselves freely and confidently by relying on their background knowledge.

2. Feedback, the activities served by the teachers are needed direct feedbacks for the students in following each of it. Therefore, the students can identify what should be improve from their speaking because they can use any language they know. The students also can gain their confidence and satisfaction in language use because the teachers give the encouragement and guidance by analyzing how well the activities are done.

3. Engagement, the teachers can set up interesting materials for the students by grouping, when the students learn together with their friends and help each other in the process, the activities will be enjoyable and less-pressure. The teachers adjust the materials based on the students' needs and their tendency in using language, so it will be highly motivating for them.

3. The Procedure of D3 Model

In conducting Describing-Drawing-Describing, the students should follow the instructions of learning activities which stated by Setiyadi et al. (2018), as follows:

1. Setting up

a. The students should be divided in pairs or groups, based on the need.

b. In grouping, one student will be the representative to face the back of the room.

c. Other members stay facing the front of the room.

d. One poster is put at each end on the wall of the room.

2. Activate stage

a. The teachers give an instruction for the students to face the front of the room to describe the clues to their partner who face the other way.

b. Their partner should draw the clues on a piece of paper.

c. The teachers make sure that they do not peep at the clues.

d. The students can create the interpretation in many creative way, for example the use of speech bubbles or comic strips.

e. The teachers tell the students who face the back of the room to describe their clues in same way.

f. The students who face the front of the room should draw.

g. All of the students are asked to face the same direction.

h. The teachers place the posters together.

i. The teachers ask the students to present the description of comparing each other's drawings.

3. Feedback

a. The teachers draw the something which represent the clues on the board differently.

b. The teachers ask the students to describe the drawings as creative as they can.

c. The descriptions will be discussed together by the teachers and the students.

D3 usually use pictures in the process as clues, however, the clues here can be adjusted to the needs of the students. Hence, the researcher here will adjust the clues by modifying the materials, so it will be more appropriate for the students

based on their tendency in using and producing language for developing their speaking skill.

4. The Use of D3 Model

D3 model is a popular technique for teaching speaking which found by Harmer in 2010. By using D3, the students can get involved in the classroom communication intercourse well. D3 allows the students to actively participate along with the cooperative learning which center is on the students (Mutmainna et al., 2018). The activities need at least 2 group members to have transactional speaking which will stimulate their fluency in filling each other's weakness who have opportunity to practice speaking English in class (Ismaili et al., 2016). Below are the explanations of the three steps which are taken in conducting D3 in the learning and teaching process which mentioned by Setiyadi et al. (2018), as follow:

a. Setting up

In setting up, the whole activities which should be followed in the learning and teaching process is prepared. The teachers make a decision on the purpose of learning certain materials. The knowledge of D3 is told to the students in order to map out the background knowledge of following the whole activities. Therefore, the students know which one should do and should not do also how to do the instructions given by the teachers later. In conducting D3, the students are challenged to actively describe and illustrate what is described. Then, the teachers decide who will speak and listen first by giving the tools and media of describing clues.

b. Activate stage

In this step, the students follow the instruction directed by the teachers actively by relying on their background knowledge of conducting D3 activities. The speaker and the receiver will take turn, so that they can have opportunity to deliver the informations they have arranged. The receiver cannot look at the clues which is described by the speaker, therefore they can gain their imagination and creative thinking.

c. Feedback

When the teachers give the feedbacks, it means the activities are already done, the students already switch the roles and have described the clues which are given also its combinations. The teachers comment on the works and also how well the students use the language. It build students' confidence because the teachers respect on their work and give the corrections directly so they can avoid making same mistakes. Therefore, it is very important in order to sharpen students' ability in speaking.

2.6 The Concept of Women's Language Features

There are many differences which are presented by females and males in the communication activity (Ning et al., 2010). Davis et al. (2018) says that it is affected by the social place difference of women and men. It is commonly known that men have higher position than women in society. Eckert (2003) states that women are conservative in speaking than men. Sarcastic and aggressive one belong to males' way of choosing the words to express their thought when female tend to avoid strong language as reflection of politeness (Morikawa, 2018). Language use linked to gender are not only something that we have, but also something that we

do, and something that have done to us (Herk, 2012). One of the studies which become the foundation of women's language features research is conducted by Lakoff (2004). There are some characteristics in women's language and the way they are using the language in speaking (Lakoff, 2004).

a. Lexical Hedges or Fillers

Lexical hedges and fillers are different form of words, however, the function is same which to show their uncertainty at something. According to Lakoff (2004) women use lexical hedges are you know, I think, I guess, and kind of. Moreover, the example of fillers are well, um, uh. The example of using hedges and filler in the sentence are: "Story telling is easy, you know." "Umm, actually I do not like making procedure text." The words "you know" and "umm" do not contribute much to the utterances and if it is erased it will not change the meaning of the utterances.

The use of lexical hedges can be a sign of someone's lack of confident but this features also can used by women to make their words or utterances become more polite. The politeness of the words can be reflected on the use of lexical hedges because some of them are used to make the meaning of the utterances not too offensive (Namaziandost et al., 2018).

b. Tag questions

Women use this feature as the signal of their lack of confidence because it used for asking an agreement or confirmation from other people about the thing that they are thinking about (Herk, 2012). Tag questions can be "don't you?", "really?", and "haven't we?" These are some examples of tag questions in the sentence: "You passed the speaking test, didn't you?" The speaker is already predicting the answer but need confirmation from interlocutors to strengthen their claim (Lakoff, 2004).

c. Precise Color Terms

Women have some specific terms of color which are not familiar for men. They have some vocabularies of color that describe the color specifically from one basic color because they have more color receptors in their brains. Some specific color terms are lilac, burgundy, milo, aquamarine, and mustard. Women tend to precise color terms because it has relation with their interest in their work on home decorating. Detail in classifying the color shows the feminists of women and the color-blindness of men shows the masculinity of them (Lakoff, 2004).

d. Intensifiers

The intensifiers emphasize the meaning of a statement become deeper and more meaningful (Zendedel et al., 2013). Intensifiers imply intense sentences of what speakers say for decreasing or increasing it. There are so, very, really, and such. As seen in the example of the use of intensifiers in the sentence, "I really like to read poetry in front of the class", shows that the speaker has strong feeling of like. Intensifiers are classified as women's vocabulary because women use it more than men (Lakoff, 2004).

e. Avoidance of Strong Swear Words

In language, using strong swear words usually used by men. It is known widely in the society that women must not talk roughly. It has been a mind-set for people if women swear, they can be considered as unladylike (Lakoff, 2004). Women and men have very different ways in swearing, for example:

Women: "Oh My God, I don't bring my homework."

Men: "Shit! I don't bring my homework!"

f. Emphatic stress

Emphatic stress is often founded in the spoken language used by women to show their confidence (Chandra et al., 2018). The function of emphatic stress is to specify what women words are and also emphasize the words that are important based on women's opinion. This feature appears because in the past women could not study as much as men and they were put in the lower position in the society rather than men. So, they did assimilation to the words so that the words that they said would be considered as important words (Lakoff, 2004). They would get more attention from other because their words sounded serious. The examples of the use of emphatic stress are seen in these sentences:

1) Our materials for today is PASSIVE VOICE.

2) I think you guys did a GREAT job!

g. Empty Adjective

Empty adjectives are expression of admiration of something, women use this feature to specifically admire something. Empty adjectives are the reflections of feminism because they are commonly used by women (Jin, 2018). However, there are also some empty adjectives that are used only by women and if men use this, it may create wrong perception and they can be considered as a feminist (Lakoff, 2004). These empty adjectives are listed below:

Women only	Neutral
Loveable	Great
Charming	Wide
Gorgeous	Terrible
Dear	Cool

h. Rising Intonation on Declaratives

Women use rising intonation in speaking and its aim is to seek for a confirmation and ensure the accuracy of an information they are not sure about (Lakoff, 2004). Rising intonation on declarative is the way of changing a positive sentence becomes interrogative. The form of the sentence is still a positive but the way it is spoken turn into question. The examples of those sentences are, *we have a speaking test? we can go now?, ohhh… around eight o'clock?,* and *the dinner is ready?*

i. Hypercorrect Grammar

In the past time, women were placed in the lower position in society than men. Eckert et al. (2003) state that women needed symbol to be considered in the society. Because of that, women made a self-defence in case of using language. Women tend to use hypercorrect grammar, it shows that women will have higher position in the society. Furthermore, women tend to use hypercorrect grammar in their speaking because it is related to politeness. When someone is talking in grammatically order it is considered as polite and women tend to be polite than men. Hence, not only grammatically correct, but hypercorrection also includes the right way of pronouncing the words and also the using of standard forms (Lakoff, 2004).

j. Super polite Forms

Super polite forms are used to soften their words or choose softer dictions when the speakers request, command, or even respond to their interlocutor's statements. It is used to make their words sound polite because this is the way for women to show their elegance by softening their statements (Eckert et al., 2003). It can be considered as super polite forms features when the utterances show

avoidance of strong swear words, use euphemism, and add more particles in request sentence (Talbot, 2010). Since women are required to talk softly and to show their ladylike-ness, super polite forms have important role in women's talking. For example, the use of word passed away rather than die, *Her father passed away two years ago* sounds more polite than *Her father died two years ago*. Lastly, in making the words more polite, women will add some particles in their sentences, for example the word please behind their utterances. Moreover, it is very rare that men use this feature because please sounds un-masculine.

2.7 The Concept of Integrating Women's Language Features in Language Teaching

In the learning and teaching process, we have communication intercourse which is built by the conversation participants. While communicating, we can know how the participants use and produce the language. The language production and use are affected by the characteristics of people who conduct it (Ning et al., 2010). Specifically, talking about women language features means talking about their way of expressing thoughts and opinions, for example in choosing the vocabularies and expressing the intended meaning of an utterance. Therefore, the communication which happens in the classroom also can be affected by this facts and give impact to the flow of the communication itself.

Women seem to be more cooperative than men who are competitive. In the discussion, women usually try to sympathize with one another in the way of supporting and admiring the ideas and contributions to one another (Zendedel et al., 2013). Moreover, women tend to communicate using their feelings or emotional beliefs, so they will be more polite and smoother in delivering their opinions

towards something. In the language learning and teaching process, there must be discussion and conversation because the goal of learning English is to be able to communicate with others. Therefore, the characters of women in delivering the informations will happen and it can be integrated in language learning and teaching directly and indirectly.

2.8 The Combining of D3 with Women's Language Features

Speaking is one of the four main skills which is necessary to be mastered by English learners. However, the learners usually face most problems in conducting speaking because of their lack of confidence and also knowledge of vocabulary and grammar (Boonkit, 2010). Speaking is a productive skill, therefore the teachers have to facilitate activities and build situations for the learners appropriately so that they can achieve the goal of language learning which is being able to communicate well. In order to eliminate students' fear of making errors in the learning process, the teachers should make them comfortable with their language use and production.

In addition, D3 is one of the speaking teaching technique which relies on students' background knowledge. When the students develop the language proficiency and communication ability from the current knowledge they have, they will be confident and feel comfortable because they can avoid fear of making mistakes (Ismaili et al., 2016). In D3, the materials and the language delivery will be modified based on the students' interest. The materials will be about the making of travel guide and the language delivery will be considered by women's language features. Hence, travel guide materials will facilitate the use of women's language features by both the teachers and the students in the learning and teaching process.

Travel guide materials becomes the consideration because nowadays travelling becomes popular trend done by many people around the world. Moreover, the students also done travelling in some places, so that it can rely on their background knowledge of tourism spot. Furthermore, in making the travel guide by drawing the maps and the posters the students can express their imaginations confidently and it will help the students later in describing the travel guides they have made in front of the class. Travel guide will be a bridge for the students to develop their speaking skill effectively by having deep analysis on the destination (Akgun et al., 2015).

Moreover, women's language features will appear in delivering the materials. Firstly, when the teachers describe the learning and teaching process by using D3 which the students will conduct. Then, by the female students in describing the travel guide which they have made. The use of women's language features here are seen from the choice of vocabulary which are more specific such as precise color terms, super polite forms, empty adjective, hypercorrect grammar, avoidance of strong swear words, lexical hedges and fillers. The language use as seen from the use of tag questions, rising intonations on declaratives, and emphatic stress. The use of women's language features here will emphasize the intended meaning of the informations delivered.

2.9 Procedures of Using D3 Original and D3 of Women's Language Features in Teaching Speaking

Table of Procedures D3 Original and D3 of Women's Language Features

No	Procedures of D3 Original	Procedures of D3 of Women's Language Features
1	Setting up	• Dividing the students into groups. • Describing the activities by considering the use of women's language features.
2	Activate stage	• Giving instructions to lead the students. • The students do drawing and describing activities. • The students present the final report.
3	Feedback	• Evaluating the activities. • Giving feedback for the students.

The table above shows how the researcher apply D3 by including women's language features in the language use and production by using travel guide materials which is adjusted to the students' speaking ability. According to Setiyadi et al. (2018) there are 3 main steps to be taken in conducting D3 in the learning and teaching and those procedures are explained in the following description.

1) Setting up

  a. In this stage, the teachers lead the students to distribute the students into groups.

  b. The teachers describe the activities which will be conducted by considering women's language features, such as the procedures and presentation delivery example. All of the instructions, descriptions, and explanations will be done by including women's language on it.

2) Activate stage

    a. The teachers firstly give instructions to do about travel guide materials by giving the clues of the destination in the form of sentences.

    b. The students capture the information and ask to formulate their ideas toward the clues.

    c. The teachers ask the students to make a travel guide in the form of poster and map about the destination written in the clues.

    d. After the students combine the map ad poster, they have to present the final report to class.

3) Feedback

    a. Here, the teachers and students collaborations is needed to evaluate the students' description of the travel guide together. It can be done in the question and answer session or critics and suggestions giving.

    b. The teachers give the feedback to the students' mistakes and achievement while doing the whole activities.

2.10 Advantages and Disadvantages of D3 of Women's Language Features in Teaching Speaking

D3 becomes one of the effective techniques to teach speaking because it challenges students' creativity, builds students' teamwork ability, and relates to their background knowledge of the information which will be delivered and developed (Hudges, 2003). Everything is balance, however in D3 the teachers will also find weaknesses which can be obstacles for conducting it in the learning and teaching process, the following sections will serve both advantages and

disadvantages in using D3 especially by considering the use of women's language features on it.

1. Advantages of D3 of Women's Language Features

a. The teachers can express the intended meaning of something while describing it clearly and deeply from their tendency in using features of women's language.

b. It allows students to develop their pronunciation, grammar, and vocabulary because they learn directly from the examples which their friends use in their utterances while explaining the travel guide.

c. The fluency in delivering the thoughts is done efficiently because rely on background knowledge of the students.

d. The students can learn about the accuracy of description or narration they formulate by referring to the use of women's language features because they can explain the topic specifically.

e. The students will gain their teamwork ability, because D3 model is about information gap activities which ask each student to fulfill the needs of other in the term of presentation.

f. The students will increase their creativity both through the drawings of the travel guide and even from the descriptions of the destination which can be attractive.

g. The students can reflect on their mistakes appropriately because the teachers give the feedback directly.

2. Disadvantages of D3 of Women's Language Features

a. D3 model asks the students to work independently, therefore their confidence in doing the tasks is required, so that the teachers should build students' confidence as well before conducting the activities.

b. The students who get involved in the activities should be familiar with English because they will rely on their background knowledge.

c. The students who are not active will be hardly attracted in the in discussion and actively participate in the whole process.

d. There are some classes which are hard to deal with because of the amount of the students in a class, their characteristics and personalities in the learning and teaching process.

2.11 Theoretical Assumption

Speaking is the process of producing the utterances in the spoken form in order to deliver and express the ideas, opinions, and thoughts actively and it is also affected by their sociolinguistic comprehension therefore they will be able to deliver the information, give proper response, and interpret what people said to place themselves in the interaction and to get involved in the conversation to make the information transferring will be done well and flow smoothly.

D3 is an organizational approach which develops the students' teamwork ability because they have to work actively and collaboratively with their friends. Here, the students should get involved and take part in the discussion which allows their communication skills to be used. While women's language features are used to make the utterances in the communication intercourse will be more meaningful and emphasize its intended meaning better. In applying women's language features

in the learning and teaching process, the materials to facilitate the delivery is needed. Moreover, the use of travel guide to make the women's language features which are used becomes easier.

Travel guide materials also will make the flow D3 activities run smoothly and effectively because it relies on their background knowledge and creativity in serving the details of a particular object and in presenting their creations to the class as well. Therefore, here the students' speaking ability development will be required in order to support their needs of language production in the presentation and communication intercourse.

2.12 Hypotheses

There are some hypotheses which proposed based on the research questions formulation in the previous chapter, as follow:

1. There is significant difference of the students' speaking skills between the students who were taught through D3 with women's language features materials and those through D3 original.

2. There is a significant differences of the students' motivation between the students who were taught through D3 with women's language features materials and those through D3 original.

3. There is significant correlation between female students' motivation and female students' speaking skill after applying D3 based on women's language features.

III. METHODS

In this chapter, the researcher will explain about ten crucial things in conducting this research. They are research design, variables, population and sample, research instruments, criteria for evaluating students' speaking ability, data collecting technique, research procedures, data analysis, and hypotheses testing.

3.1 Research Design

This research was a quantitative by nature which used experimental design. The researcher used experimental design because this research wanted to investigate a topic discussion which had not conducted yet and the results had not found yet. Moreover, experimental design was constructing a scenario to examine particular subjects in a controlled environment (Phakiti, 2014). By using experimental design, the researcher wanted to see whether a teaching strategy or activity could enhance students' learning performance. Furthermore, the development would be found before and after treatment which were given by the researcher. Hence, the researcher implemented the *Control Group Pre test-Post test Design* formulated by Setiyadi (2018) which is seen below:

Table 3.1 Research Design

Class	Pre-test	Independent Variable	Post-test
E	T1	X1	T2
C	T1	X2	T2

The pre-test was used to get the learners' speaking skill to know their comprehension in using the language. Then, the treatments were given in the form of learning activities about travel guide materials by using D3 based on women's language features. After that, the post test was held to discover the improvement of

the students' speaking skill. The speaking test was used for examining the students' development and the questionnaire was given to find out the motivation of the students in learning the materials of travel guide by applying D3 based on women's language features.

Furthermore, as for the third research question, the researcher used *ex post facto* design since the researcher wanted to find the correlation between female students' motivation and their speaking achievement (Setiyadi, 2018). Moreover, this research question only focused to the experimental group, hence it was called co-relational study. The research design is presented below:

T1 T2

In the research design above, T1 is identified as female students' motivation and T2 is symbolized as female students' speaking achievement. The researcher here wanted to focus to the female students since the research aimed was to find the women's language features.

3.2 Variables

In conducting a research, variables are necessary to be described. Based on the title which had been explored in the chapter one, the researcher analysed two variables in this research. There are:

a. The independent variables. (X)

The independent variable is D3 based on women's language features. (X1)

Original D3 is the independent variable. (X2)

b. The dependent variable. (Y)

The learners' motivation in speaking skill has a role as the dependent variable.

3.3 Population and Sample

The population of this research was the second grade senior high school students of SMAK BPK Penabur Bandar Lampung, which consists of 67 students, 49 of them are females and 18 of them are males with age range is about 16-17 years old. Then, the sample of this research was the students of second grade of SMAK BPK Penabur Bandar Lampung school year 2020-2021 which consist of 15 female students and 15 male students here the researcher wanted to compare first the female and male students to know the effect towards female students.

The reasons why the researcher chose this class is because the researcher investigated the students' speaking skill development through D3 of travel guide materials based on women's language features. The students should be familiar and actively use English in their daily life, the second grade students had mature speaking ability because they already taught the speaking materials in the first grade and have background knowledge about it. Moreover, their speaking motivation had not been examined before, thus this was a great opportunity to figure out their speaking motivation.

3.4 Research Instruments

In conducting the research, the researcher used some research instruments which are suitable, there are questionnaire and speaking test.

3.4.1 Questionnaire

There were a motivational questionnaire to be given in this research. The questionnaire was used to investigate the students' motivation in learning English

of travel guide materials by using D3 based on women's language features. The questionnaire was presented based on 4 Likert scales and it was adapted the motivational orientations in learning English stated by Setiyadi (2018). The item range was from 1 up to 4, there are categories 4 for "strongly agree", 3 for "agree", 2 for "disagree", and 1 for "strongly disagree".

Here, the researcher took 4 scales instead of 5 scales because if there were odd scales in the choices, the participants would tend to choose the scale in the middle and the odd scales present that the choices is showing neutral attitude. The even scales were advised to be used in order to make the subjects to have clear position which represented their ideas towards the questions delivered. Moreover, if the subjects generally had neutral attitude towards the questions, the data which were collected will have less meaning to be analysed (Setiyadi, 2018).

3.4.2 Speaking Test

The speaking test also was the instrument in this research because the research was to investigate the speaking skill development of the students in learning English. The speaking test were conducted for pre-test and post-test as the steps to discover students' speaking ability. Besides, the pre-test was used to make sure that the classes (experimental and control classes) statistically equal. Both the pre-test and post-test were about same topic, it was a presentation of travel guides which the students have made. The scores which were got then became the data to be compared between students' ability before and after the treatment was given which was the use of D3 based on women's language features. Moreover, the pre-test and post-test were conducted directly in the class, the researcher herself was

the instructor to teach the travel guide materials in order to assess the students' speaking ability.

3.5 Criteria for Evaluating Students' Speaking Skill

In order to see the development of students' speaking skill, there were some criteria as reference. For the evaluation, the researcher took the criteria of assessing speaking skill based on Heaton (1991). Heaton (1991) mentioned some aspects related to speaking, there are accuracy, fluency, and comprehensibility of the topic discussion. Hence, each aspect was proposed in the scoring rubric for oral test related to the travel guide materials by using D3 based on women's language features which had same range of scoring.

3.6 Validity and Reliability

The following section is the explanations about validity and reliability of the instruments which were used in the research. These two aspects were very important in a research because it could guarantee the meaningfulness of the instruments (Setiyadi, 2018).

3.6.1 Validity

In conducting a research, the validity was the most important consideration which referred to the meaningfulness of the scores being taken to represent the concern of the research itself. Validity would show the quality of the research by showing the impacts of instruments towards the results (Luoma, 2009). Moreover, validity was a tool for measuring how far an instrument was measuring the things which should be measured. Even though an instrument had represented high

reliability by showing the consistent results of a test, but if the instrument itself was not considered as valid if it did not measure the thing which should be measured (Setiyadi, 2018).

a. Questionnaire validity

The researcher used a questionnaire of student's motivation which validity is acceptable for it has been applied by Setiyadi et al. (2019). There were 10 items listed in the questionnaire which consists of both integrative and instrumental motivation. The scores range was 1 to 4 with the ranging from "strongly disagree" to "strongly agree". The questionnaire measured the students' motivation, there are extrinsic, international, and intrinsic orientation. The following table will give description of each orientation stated.

Table 3.2 Description of Motivational Orientation Item

Construct	Item
	I want to improve my English because in the era of globalization I need English.
	I want to improve my English because it will allow me to have access to information spoken in English.
Extrinsic orientation	I want to improve my English because it will allow me to get a good job.
	I want to improve my English because it will allow me to get good scores of English in school.
	I want to improve my English because it will allow me to meet with more speakers of English.
	I want to improve my English because it will allow me to participate more freely in the activities of speakers of English.
International orientation	I want to improve my English because it will allow me to gain good friends more easily among speakers of English.
	I want to improve my English because it will enable me to better understand the cultures of speakers of English.

Construct	Item
Intrinsic orientation	I want to improve my English because I want to master a foreign language.
	I want to improve my English because I enjoy learning a foreign language.
	I want to improve my English because mastering English makes me confident.
	I want to improve my English for travelling.

b. Speaking test validity

The speaking test was used to measure students' speaking skill since the instrument could be said as valid when it measured what should be measured. There were two kinds of validity, namely content and construct validity. Firstly, content validity was the test which measures appropriate content, it means that the content of the test should represent the materials to be taught (Setiyadi, 2018). Hence, the researcher should be guided by the syllabus of the second grade senior high school which relate to the materials which is descriptive speech of travel guides. The following table will present the content validity of this research.

Table 3.3 The Content Validity of Speaking Test

A place to be visited	Students are able to give the information about the tourism destination to the customers and pretend to be the tour guide.	Take turns to present the topic by giving the map of the place.	Oral exercises	Iannuzi, S & Kelly, P (Student's book, Aim High 5)

Moreover, construct validity means the test measures the skills which should be measured. In construct validity, there were some aspects to be assessed

which represent such indicators. The components which were represented the students' achievement in the speaking test were proposed by Heaton (1991), which were in the terms of accuracy, fluency, and comprehensibility. The test were done by conducting a presentation about the topic discussion, which was travel guides. Before presenting the topic, the students were given the materials by the teacher in using D3 based on women's language features. Hence, the components to be assessed are presented in the following table.

Table 3.4 The Construct Validity of Speaking Test

Accuracy	Fluency	Comprehensibility
Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors nut only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but the most constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

of which cause confusion.		
Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood – and then with the consideration effort by someone who is used to listening to the speaker.
Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery.at times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

3.6.2 Reliability

When a particular instrument being used shows that it is consistent, so it would be said as reliable. Hence, reliability was how an instrument could measure same subjects in different time but it gave relatively same results (Vanderstoep et al., 2009). When an instrument could not give relatively the same results in different times from same subjects, the instrument itself had low reliability. In a research, to show the consistency of an instrument, it should be presented statistically by using correlation measurement by looking for the coefficient (Setiyadi, 2018).

a. Questionnaire reliability

After getting the data by giving questionnaire to the students, the next step which should be done to make the questionnaire which were used can be trusted as an instrument, then it should have reliability testing. Moreover, the researcher will adapt the questionnaire from Setiyadi et al. (2019). The

questionnaire were modified by the researcher and it is attached in the appendix. The researcher used Cronbach alpha to see the consistency of the questionnaire used.

b. Speaking test reliability

In order to know the reliability of the speaking test, the researcher applied inter-rater reliability. Inter-rater reliability was the used of two or more observers in checking same topic, this would happen when those observers have similar opinions towards topic discussion (Vanderstoep et al., 2009). Later, the data gotten were compared and aggregated. Then, Pearson Product Moment Correlation were applied to measure the correlation between the pretest and posttest score given by the researcher and the observers.

Moreover, the first rater was the teacher and researcher herself and another observer helped in giving the scores to the students' performance. The observers was not chosen randomly but the researcher recruited the observer related to some reasons that they had background knowledge of the topic discussion in this research such as D3 and women's language features. Moreover, the inter-rater was teacher who knew how to measure students' speaking skill. The use of inter rater was conducted to guarantee the trustworthiness of other people that read this research (Cohen et al., 2018).

3.7 Data Collecting Technique

After arranging the research instruments to be applied, the researcher used the instruments itself to collect the data to be analysed. The data collecting technique consisted of the steps to conduct to get the data. Moreover, in this research, the researcher used questionnaire and speaking test. Questionnaire was

used for collecting the data of students' motivation because the students could give complete report related to their motivation in learning English (Setiyadi, 2018). Then, speaking test was used because the researcher's purpose in conducting the research was to know students' speaking skills improvement. The researcher herself directly applied each step to the class of second grade senior high school students of SMAK BPK Penabur Bandar Lampung.

In collecting the data, the researcher was first distributed motivation questionnaire to the students before teaching the travel guide materials by using D3 based on women's language features. The researcher applied the motivational orientations questionnaire from Setiyadi et al. (2019). The questionnaire provided 10 items which should be answered by the students in order to know their motivation in performing their speaking skill. The researcher also gave the pre-test of speaking materials in the form of presentation about tourism destination in Indonesia. Here, the pre-test was used to see the initial capability of students' speaking and motivation and also to make sure that the experimental and control classes were statistically equal.

After getting the data of questionnaire and pre-test, then the researcher applied the D3 based on women's language features in teaching travel guide materials. Subsequently, the students had the speaking test in the form of presentation related to the topic discussion. The post-test was used to see whether there was any significant effect of using D3 based on women's language features towards students' speaking skill and motivation. Then, to sum up the whole process, the researcher distributed again the motivation questionnaire to the students which was applied by motivational orientations questionnaire by Setiyadi et al. in 2019.

Hence, all the data which were gathered from the motivation questionnaires and speaking test were analysed.

3.8 The Research Procedure

In implementing the materials about travel guide by using D3 based on women's language features, the researcher applied the following procedures:

1. Determining the research problem

   The main purpose of conducting this research was finding whether female students' motivation in speaking skill were increased by the use of D3 based on women's language features about particular material.

2. Determining population and sample

   The population of this research was the second grade senior high school students of SMA BPK Penabur Bandar Lampung, while the sample of this research was the female students of second grade of SMA BPK Penabur Bandar Lampung school year 2020-2021 which consist of 15 female students and 15 male students.

3. Selecting the material

   The selected material of this research was about travel guides which were done in the form presentation. The material was chosen because it would gain students' knowledge on something which is familiar and close to them and also build their awareness about their surroundings (Roberson, 2018). Learning travel guide would also allow learners to describe the tourism spot and what the interesting things there are then it would build students' awareness of the tourism destination in their place. To sum up, the materials were taught by the teachers herself.

4. Administering motivation questionnaire and speaking pre-test before the treatment

    Before conducting the treatment to the class, the motivation questionnaire and speaking pre-test were held. The students randomly got a topic of speaking test which were different tourism destinations.

5. Conducting treatments

    The treatment were conducted for about 6 times meeting at class. There were a lesson plan as a guideline for the researcher to control the class activities' flow.

6. Conducting speaking test and questionnaire after the treatment

    After conducting the treatment, there were speaking post test. The students had presentation as a way of delivering their thoughts and ideas related to the topic discussion. The presentation of such material was a new thing because it will be combined with the drawing of the place. Moreover, there were motivation questionnaire being distributed.

7. Analysing the data

    After getting the data which were needed for the researcher, those data were analysed. The researcher examined the results by comparing before and after result of the test. Comparing the data was functioned to discover the aim of conducting the research.

3.9 Data Analysis

Before analyzing the data, the researcher conducted the normality and homogeneity test. The normality test was used to see whether the data were normality distributed or not before using independent group t-test. The normal distribution of the variables were tested by using Kolmogorov-Smirnov test.

Moreover, the homogeneity test was used to see whether the data were appropriate to be compared or not. When the data showed its normality distribution and showed the homogeneous, then the independent group t-test were applied.

In investigating the data, the researcher conducted some type of analysis. As stated in the previous discussion, the steps in data analysis were correlated with the research questions. The first research question is about to examine the significant difference between D3 based on women's language features and D3 original. Then, it was answered by organizing the data which were analyzed by using *independent group t-test.* The researcher recorded the students' presentation and it were analyzed together by the researcher herself and other observer.

Moreover, the second research question is about to find out the significant difference in female students' motivation presenting particular topics before and after treatment with women's language features in Describing-Drawing-Describing. Related to the second research question, it was answered by organizing the data about the students' learning motivation gotten through questionnaire at the pretest and posttest. The data were analyzed by using *independent samples test.* The data were in the form of choice which chosen by the students and gotten through questionnaire which was distributed at the pretest and posttest.

Last, to analyse the correlation between students' motivation and students' speaking ability, which is the third research question, the researcher used *paired samples test* since it compared two different data or mean of the same sample (Setiyadi, 2018). It was used to examine the average scores of the pre-test and post-test speaking test which the students had done. The correlation was taken from each aspect of speaking skill. There were 3 aspects which were correlated with students'

motivation in learning English one by one. Here, the researcher saw which speaking skills or components developed after applying such treatment to the class.

3.10 Hypothesis Testing

To answer the research questions, the researcher analyzed the correlation between independent variable (D3 based on women's language features) and the dependent variable (students' motivation in speaking skill). In analyzing the data, the researcher determined the null hypothesis when there is no significant correlation between variables and the alternative hypothesis when there is significant correlation between variables of this research. In checking the correlation of both variables, the data will be computed by using SPSS. Moreover, the criteria for accepting the hypothesis is when the significant correlation is lower than 0.05 ($p<0.05$). The first hypotheses are drawn as follows:

H_{01} : There is no significant difference of the students' speaking skills between the students who were taught through D3 with women's language features materials and those through D3 original.

H_1 : There is a significant difference of the students' speaking skills between the students who were taught through D3 with women's language features materials and those through D3 original.

In relation to the second research question, the hypotheses are figured as follows.

H_{01} : There is no significant difference of the students' motivation between the students who were taught through D3 with women's language features materials and those through D3 original.

H_1 : There is significant difference of the students' motivation between the students who were taught through D3 with women's language features materials and those through D3 original.

The third research question will have been presented hypotheses as follows:

H_{01} : There is no significant correlation between female students' motivation and female students' speaking ability after applying D3 with women's language features materials.

H_1 : There is a significant correlation between female students' motivation and female students' speaking ability after applying D3 with women's language features materials.

V. CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions of the research and suggestions for further researchers. It describes conclusions of students' speaking achievement and students' motivation in speaking skill also the correlation between students' motivation and speaking skill improvement. As well as the suggestions for the teachers and researchers in the future.

5.1 Conclusions

After arranging the discussion of the research findings in the previous chapter, the researcher composes these following conclusions. Based on the research, it could be concluded that the analysis of independent group t-test shows that there was a statistically significant difference in students' speaking achievements both the students who were taught by D3 of women's language features and the students who were taught by D3 original. It showed that both materials affected the students' speaking achievement. However, the students who were taught by D3 of women's language features had higher gain than those in the control class who were taught by D3 original.

Moreover, both classes had differences in aspects' significant value, it means that they had differences improvement in each aspect of speaking. The D3 of women's language features increased all aspects of speaking significantly, the highest was fluency then followed by comprehensibility and accuracy in the last place. The D3 original also increased each speaking aspect, however the highest was comprehensibility, fluency in the second place and followed by accuracy. Nevertheless, the D3 of women's language features was better in increasing

students' speaking achievement and could significantly increase the gain of students' writing achievement.

In addition, D3 of women's language features highly gained students' fluency in speaking skill since the activities of describing and drawing the map of tourism destinations asked them to be more active in speaking. The female students could gain their vocabularies because they wanted to to go through the details and make sure that their words were clear and understandable. Moreover, there, the students should pretend as tour guide, hence they learned how to speak politely by using good word choices or even proper intonations. Lastly, the drawing made made the details became easier to be explained.

However, the male students in the control class thought that there was no relation between drawing and speaking skill. Therefore, in D3 original, the aspect which gained highly was comprehensibility since the male students tend to deliver the information to the point and they thought there would be no considerations on how they delivered the informations as long as all informations were already delivered.

To sum up, the results showed that the students in both classes had increasing motivation towards speaking generally. In addition, there was significant correlation between the female students' motivation and their speaking achievements. It is believed that speaking motivation helped the students' difficulties in speaking. Furthermore, it is also believed that speaking motivation could affect the achievement, yet language learning strategies and activities applied might play a role in determining the result.

5.2   Suggestions

Referring to the conclusions, some suggestions could be listed for the teachers and researchers in the future.

5.2.1 For The Teachers

It is suggested to apply the D3 of women's language features to enhance the students' speaking achievements, especially for female students. Adding the materials based on women's language features and procedures of describing-drawing describing to the learning and teaching process, the teacher can attract students' willingness to actively get involved in the activities since the students can rely on their background knowledge or ideas and try to deliver it in front of the class confidently and fluently.

Furthermore, the teachers can give interesting topic discussions about the students' surrounding, for example travel guide to describe tourism destination. It will not only gain their speaking achievements but also their awareness towards the things around them and utilize it for presenting attractive contents in the classroom. Moreover, the exposure of women's language features will make the students and also the teachers to be used to using correct grammar, gaining their specific vocabularies and speaking politely in presenting particular topic. Not only in the classroom, it will be brought also in their daily life. Hence, the teachers' utterances should be really paid attention on because their words can affect the students' acceptance. The teachers are not only responsible to deliver the materials to the students but also have responsibility to the students' understanding towards the materials itself.

5.2.2 For Further Researchers

It is suggested for the future researchers to conduct more research in women's language features by using other techniques and more various materials. Since the use of women's language features in D3 of describing tourism destination focused most to the fluency, the future researchers can adjust the materials to improve other speaking aspects by considering the women's language features, such as comprehensibility and accuracy or other aspects from other theories.

In addition, the future researchers are suggested to conduct the research in longer period or conduct interview in collection the data of students' motivation to get better result and provide real data therefore it can be more valid. Moreover, the future researchers also can apply other sociolinguistics aspects, such as politeness or communication strategies, and relate them to the English learning and teaching activities to see whether the tendency in using language in daily life can affect the learning and teaching process or not.

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