

**IMPLEMENTING DIRECT METHOD TO INCREASE
STUDENTS' VOCABULARY MASTERY
AT THE FIRST GRADE OF MTS IUJ
DDI LERANG-LERANG PINRANG**



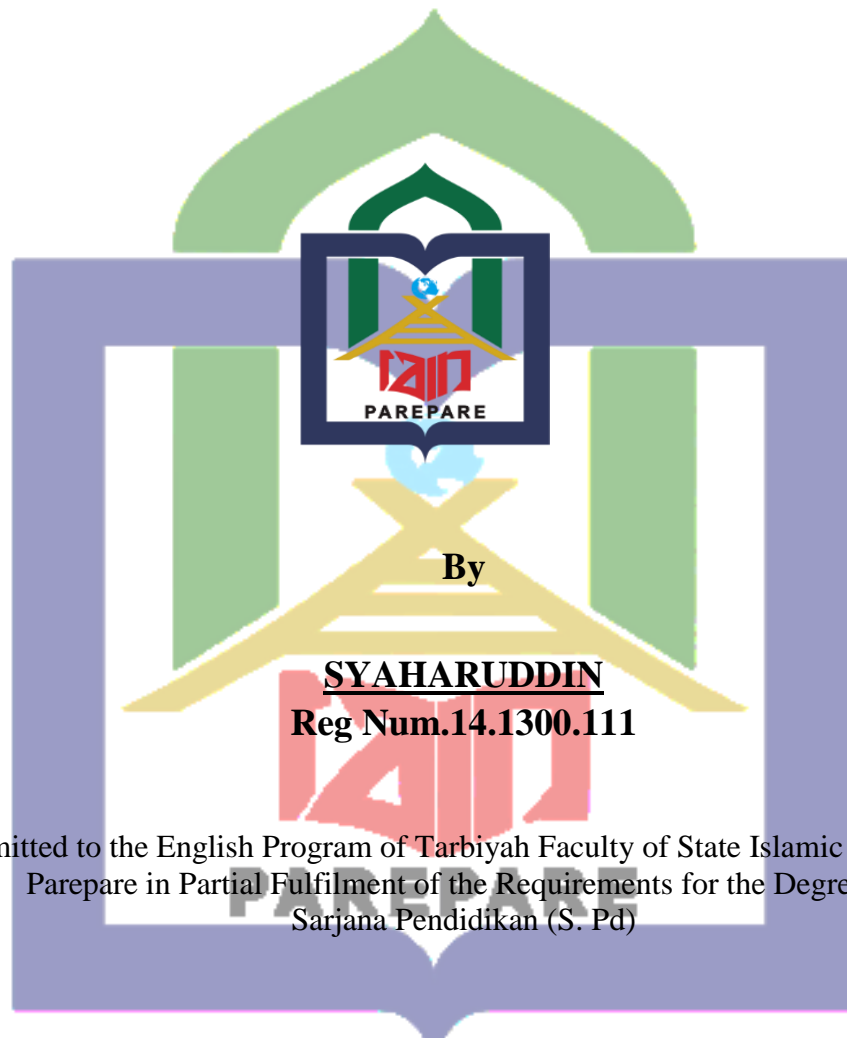
By

SYAHARUDDIN
Reg Num.14.1300.111

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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DDI LERANG-LERANG PINRANG**



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SYAHARUDDIN

Reg Num.14.1300.111

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S. Pd)

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Skripsi

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Sarjana Pendidikan (S.Pd)**



**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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May Almighty Allah SWT. Always be with us.

Parepare, 18th December 2018

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Stated this skripsi was his own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

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ABSTRACT

Syaharuddin: *Implementing Direct Method to Increase Students' Vocabulary Mastery at the First Grade of MTs IUJ DDI Lerang-Lerang (Supervised by Nurhamdah and Abdul. Haris Sunubi)*

This study was aimed to find out the implementation of direct method in increasing the students' vocabulary mastery at the first grade of MTs IUJ DDI Lerang-Lerang Pinrang. The researcher used a quatitative method using experimental research with pre-test and post-test design. The students did pre-test, got treatment and did post-test. It aimed to know whether the direct method can stimulate the students vocabulary mastery. The subject of this research is VII.I as sample in which each class consist of 26 students.

The subject of this research is VII.I class which is consisted of 26 students. The sample was taken by using cluster random sampling. The design in this research was pre-expremental with pre-test and post-test. The student did the pre-test, got the treatment and did the post-test. It aimed to know whether implementing direct method to increase students' vocabulary mastery.

The result in this research indicated that direct method can stimulate the students' vocabulary mastery. It was indicated by the students' mean score of post-test (74.42) was higher than pre-test (39.04). Even, For the level significant (α) 5% and $df=25$, and the value of the table is 1.708 while the value of t-test 17.07. it means that the t-test is higher than t-table ($17.07 > 1.708$). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatnent. So, the null hypothesis (H_0) is rejected and the alternatif hypothesis (H_a) is accepted.

Keywords: Vocabulary Mastery and Direct Method.

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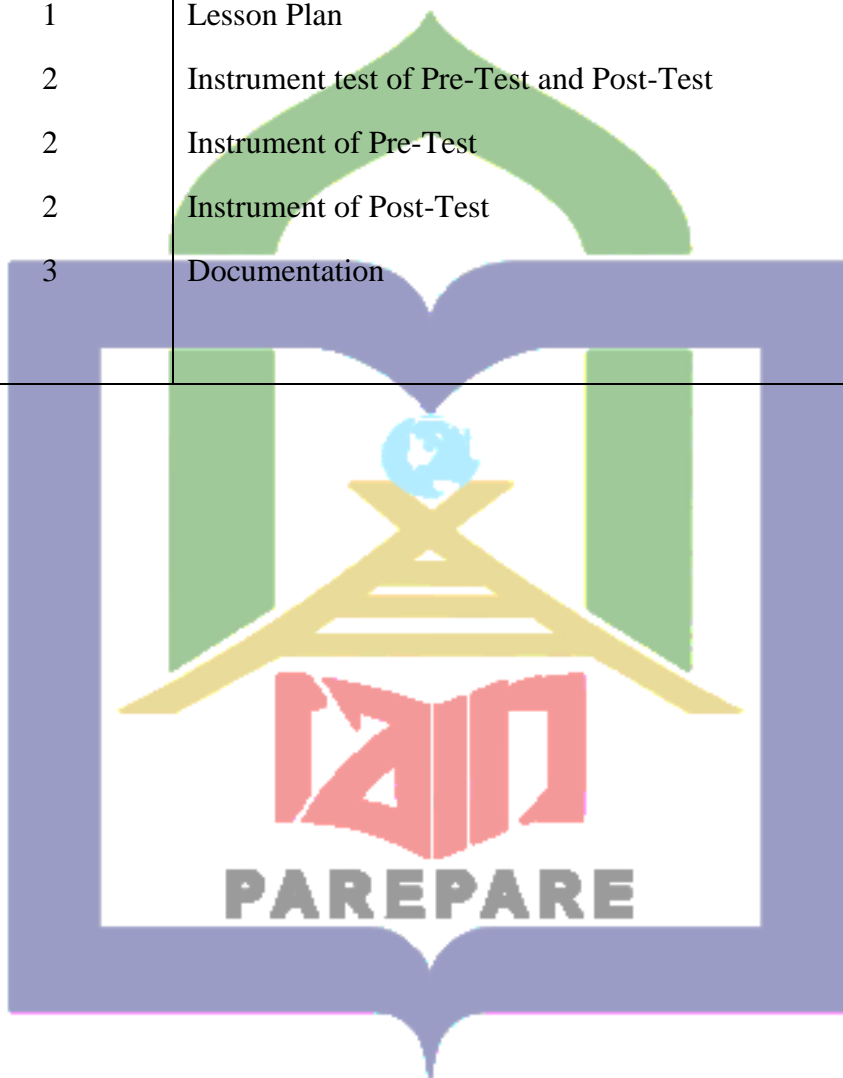
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CHAPTER I

INTRODUCTION

1.1 Background

Vocabulary is one of the language components that have an important role in the development of the language skills because for large majority of learners, the ultimate goal of studying is to be able to communicate. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.¹ For example the students can not read well if they do not have vocabulary because they will difficult to translate it. Some of students' opinions said that learn English is difficult subject especially in remembers the word or vocabulary. So that the students are difficult to speak in English because the lack of mastery of vocabulary and more teachers provide material vocabulary simply by having students look for vocabulary in the dictionary then asks students to memorize. Because of that, they are lack of motivation to study English and they need high motivation to learn English.

The study conducted by Dislen with a view to determining the reasons of lack of motivation in an EFL classroom at an Anatolian High School in Adana. stated that there are some lack motivation of English lesson. In the questionnaire, the questions were asked to the 9th grade students to find out their opinions on the issue of motivation. The responses of fifteen 9th grade students were analyzed in this study. The first question asked in which situations the students feel motivated towards lesson. As their answers reveal, teacher's use of humour in the lesson, teachers' being

¹Mofareh Alqahtani, "*The Importance of Vocabulary in Language Learning and How To Be Taught*," (International Journal of Teaching and Education, Vol III, No 3/2015), p. 22.

happy, positive and warm in the classroom, being well-prepared before coming to lesson, positive reinforcements such as praise, high grade or small presents and teacher's telling the lesson in an enjoyable manner with different activities play a big role in promoting students' will to learn. The factors which make learning difficult for the participants. Teacher is telling the lesson in a complex and boring manner, teacher is ignorance of students' psychological condition, difficult and dull subjects and reluctance to learn make learning process hard for the students and in such situations learning in real sense does not occur. In conclusion, motivation is one of the major keys to success. Considering students' age, level, interest and needs, making a few changes in the way of teaching and helping students take fun out of lesson contribute to motivation and effective learning²

In the implementation of English learning process, researcher often find the students in MTS IUJ DDI Lerang-Lerang, the school where the researcher will be research difficulties in achieving a basic competence. This is because the mastery of English vocabulary of students is not sufficient, so it is very disturbing achievement of competencies as listed in the curriculum. They often have difficult understanding the meaning of a word because their vocabulary comprehension is relatively inadequate so that the process of achieving a basic competence will run longer.

If students have difficulty in understanding the meaning of a word during the learning process then the teacher finally forced to give a shortcut on them by: 1) Asking students search for the meaning of the word on the dictionary. 2) Directly notify the meaning of the word. Although such a way if too often used is not good for

²Gokce dislen, "*the reasons of lack of motivation from the students' and teachers' voices*" Akademik sosyal araştırmalar dergisi the journal of academic social science Yıl: 1, Sayı: 1, Aralık 2013, s. 35-45

students because: 1) Only some students have dictionaries. 2) The student becomes dependent on the dictionary not on the understanding of the word context. 3) Students often wait on the meaning of the word that comes from the teacher. Standar vocabulary that students have to memoriz is 700 until 15.000 vocabularies.³

The main problem now is how to teach the learners the vocabularies. One of the effective teaching, especially in the vocabulary learning is teaching individual words. The effective vocabulary instruction is a long-term proposition, must be multifaceted, encompassing; teaching individual words; extensive exposure to rich language, both oral and written; and building generative word knowledge.⁴

Besides, for teacher, and for authors of textbooks, it is easy to see why in the beginning of lesson should introduced such words. One reason is that the meaning can easily be made clear like window, walls, desks, and doors are things that the student can see while they are hearing the foreign names for them. Furthermore, things in the classroom can also be touched. When students can touch something, in addition to hearing the word that names it, there is a stronger chance that the word will be learned. Even if there are practical reasons why each learner can touch the object, just seeing it while learning its name is helpful. At least those two senses (sight and hearing) are working together to focus the learner's attention.⁵

However, vocabulary is not easy to teach a language without using suitable method because each method has advantages and disadvantages. Teaching English,

³“Standar Vocabulary” Salamadian Muda & Berilmu. <https://salamadian.com/kosakata-bahasa-Inggris/>

⁴Alfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (London: Lawrence Erlbaum Associates, Publishers, 2005) p. 40

⁵Virginia French Allen, *Techniques in Teaching Vocabulary*, (Oxford University Press 1983) p. 1

especially vocabulary is like teaching other social science, which needs suitable techniques and method in order to get successful learning. So, in the process of language learning, teacher must use appropriate teaching strategies so that students can receive and understand what is being taught by the teacher.

The researcher gets in curriculum 2014 that the students must have vocabulary mastery 2500 for senior high school and 1000 for the junior high school. So, the teacher try students to give students vocabulary 20-30 every meeting so that the students can be mastery 1000 vocabulary until they have graduated.⁶

One of the methods that can be used is the direct method. Direct method is a method often used language learning and direct method also can be seen as a facilitator in creating communicative English language, which put forward the practice of this method directly, so the teacher must use the foreign language as introduction and always invite students to interact and communicate with English language, so that students feel happy because the direct benefit of what they have learned in the classroom.

In this research, the researcher wants to do a research about the effectiveness of direct method in learning English. The researcher implementing direct method to stimulate students' vocabulary mastery at the first grade of MTS IUJ DDI Lerang-Lerang Pinrang which is less considered capable of receiving direct method. Students' vocabulary mastery are less because in teaching English teacher rarely use English in explained material. So the students are less in vocabulary and also teacher does not give daily vocabulary for the students to mastery and that why students have

⁶A. Muh. Nur Ikhsan, *Increasing The Students' Vocabulary Mastery Through Direct Method* (At The Eight Grade Students of SMPN 5 Malimpung Kabupateng Pinrang) English Program Tarbiyah Department State Islamic College (STAIN) Parepare, p.3.

not interest in learning English because they have difficult in mastery vocabulary.

Therefore it is necessary to do a research on the effectiveness of learning by implementing direct method. The direct method can increase students' vocabulary mastery, besides that students are trained to avoid awkward to communicate with native speaker or foreigner. One reason the researcher chooses this research because the researcher wants to know how many vocabularies that students have through direct method. Based on the statement above researcher is interested in studying the effectiveness of direct method in learning English.

1.2 Problem Statement

The research question of this research can be stated as follow:

- 1.2.1 Is implementing direct method effective to increase students' vocabulary mastery at the first grade of MTs IUJ DDI Lerang-Lerang pinrang?
- 1.2.2 How is the effectiveness of direct method to increase the students' vocabulary mastery?

1.3 Objective of the research

The objective of the research is to find out whether or not implementing of direct method effective to increase students' vocabulary mastery at the first grade of MTS IUJ DDI Lerang-Lerang Pinrang and the way the effectiveness of direct method to increase students' vocabulary

1.4 Significant of the research.

The result of this research is expected to be useful information for the English teachers, students and the researcher.

1.4.1 For the students

By this experiencing implementing direct method to increase students' vocabulary mastery. This research also expected to encourage the students mastering the English lesson, the students feel relax and enjoy when they learn English lesson. And solve their problems in understanding the meaning of word in the sentence, because the teacher uses the suitable technique in teaching. Therefore, the students can use the vocabulary, they have learned in the communication.

1.4.2 For the Teachers

Using this research, it is hoped that teachers can make their teaching learning process effective and enterprise by using direct method. It is expected also that the teacher becomes more aware that the teacher becomes more aware that learning is so wide, and the teacher can use everything to facilitate the students to learn. Therefore the teacher becomes creative person and always up-date the information and selects appropriate method to make teaching-learning process effective.

1.4.3 For the researchers

This researcher expected to give a new knowledge of the further of researcher to do the better research of teaching and learning cases, and to solve the students' vocabulary problems, and also the teachers that have the similar problem with this researcher.

CHAPTER II

REVIEW AND RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Vocabulary

2.1.1.1 Defenition of vocabulary

Vocabulary is one of the most important elements in a language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language.¹It means that people can not write a word or make a sentence well, when they do not master it

Talking about vocabulary, there are many definitions of vocabulary according to some experts. Willian Morris stated that: vocabulary is defined as a list of words and often phrases, usually arranged alphabetically and defined or translated; a lexion or glossary.² Meanwhile Jack C. Richards and Willy A Renandya said that: vocabulary is a core one component of language profeciensy and provides much of the basis for how well learners speak,listen, read, and write.³ According to some explanations above, it can be concluded that vocabulary is index of words that have been used by people to communicate, it is usually arranged alphabetically, and it is also part of language component. So, it is very essential when people communicate each other.

¹Virgina French Allen,*Techniques in Teaching Vocabulary*, (Oxford University Press, 1983) p 7

²William morns, *The American Heritage Onary of The English Language* . (Boston American Heritage Publishing Co Inc) p 1434

³Jack C Richads and Willy A Renandya, *Medhodolgy in Language Teachung, on Anthology of Current Practice*, (New York Cambridge University Press 2002) p 255

The researcher concludes that vocabulary not only contains list of words but also contains all of information about using word, and it also contains meaning of word in a language. So, it becomes a basic for people to communicate, because it is hard to communicate each other without vocabulary

2.1.1.2 Types of Vocabulary

Words and phrases are small elements but can make up a language as function to express idea. It is important to know types of vocabulary. Harmer divided vocabulary into two types:

1. Active vocabulary

Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by the students. Martin Manser notes that an active vocabulary "consists of the words that [people] use frequently and confidently. If someone asks them to make up a sentence containing such and such a word—and they can do it—then that word is part of their active vocabulary."

2. Passive vocabulary

Passive vocabulary refers to words, which students will recognize when they meet them but they will probably not be able to produce.⁴ A learner's passive vocabulary is the words that they understand but don't use yet. This can be compared with active vocabulary, which are words that learners understand and use in speaking or writing. The active and passive vocabulary of a learner changes constantly.

Based on the explanation above, Words and phrases are small elements but can make up a language as function to express idea. So that's why, The researcher has to

⁴Jeremy Harmer, *The Principle of English Language Teaching* (New York: Longman 1991), p. 159

know types of vocabulary that are active and passive vocabulary. It is better to recognize both of them.

2.1.1.3 Kinds of vocabulary:

1. Listening Vocabulary

This types of vocabulary refers to the words people can hear and understand. Starting in the content, can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various word when they are awake and thus someone grow up listening to different word. Most people can identify and comprehend almost 50.000 words. Children who are deaf are exposed to visual listening as they are exposed to sign language. But in this case, the number of words developed is far less than a normal child's secondary listening vocabulary.

2. Speaking Vocabulary

Talking about speaking vocabulary refers to speaking someone. Most of the adults use almost 5000 to 10000 words to communicate. The number of words used in this case is far less than listening vocabulary , the reason being the level of comfort in usage. It means that a person's speaking vocabulary is all the words that uses in communication.

3. Reading vocabulary

This vocabulary refers to the words the people recognise when read any text because reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media writing. People can read and understand many words. But people do not use them in speaking vocabulary. This is the second largest vocabulary. Needless to say, vocabulary grows with reading.

4. Writing Vocabulary

This type of vocabulary represents those words which we regain while writing to express ideas. It is easy to explain what they want to show to people with using express their self, but using the same words for communicating the same concept or thought through writing, It is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.⁵

So the text above explain, the most important that the reseacher has to know types vocabulary. The types of vocabulary can help the researcher to stimulate students' vocabulary and also easy do these tpyes. However, for advance classes needs all of types vocabulary because it is not easy to do these tpyes without understand such as lestining, speaking, reading and writing.

2.1.1.4 Important of vocabulary

Vocabulary is used in human daily life to communicate each others. People express their ideas, love desire, ambitio, gratitude, joys, sorrow, frustration, etc. By using vocabulary. to communicate, people need to understand what the others mean.

In the context of learning and teaching English, the vital vocabulary is inevitable. This has been claimed by many linguists. According to Michael lessad-Clouston, vocabulary is central of English language teaching because without enough vocabulary. Students are not able to understand others or express their own ideas.⁶

If you speed most of your time studying grammar, yourEnglish will not improve very much. You will see most improvement if you learn more words and

⁵“Types of Vocabulary” *Wikipedia the Free Encyclopedia*.<http://en.Wikipedia.org/wiki/vocabulary.honday>(4 may 2009).

⁶Michael Lessad-Clouston, *Teaching Vocabulary*, p. 2

expressions. You can say very little grammar, but you can say almost anything with words.⁷

Based on the explanation above, it does not necessarily means lowering the important of grammar. That merely shows that learning vocabulary plays an equally vital role as a grammar. If the students are mastering the vocabulary, they will be easy to study all parts of English.

2.1.1.5 Teaching Vocabulary

Teaching individual words explicitly should be done meaningfully and through a systematic approach so that students will establish routines for learning.⁸ Vocabulary is very important for second language learners, only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. They should have a good ideas of how to explain their vocabulary so that they can improve attracted in learning the language. Language teacher, therefore, should posses considerable knowledge on how to manage an attracting classroom so that the learners can gain a great success in their vocabulary learning.

In Jermy Harmer's, there are some aspects that the teachers need to pay attention in teaching vocabulary, such as selecting vocabulary, what do the students need to know, stage in teaching vocabulary, and technique in teaching vocabulary

1. Selecting vocabulary

One of the problems of teaching vocabulary is how to select what words to teach. Each word has one or more meaning. In a dictionary, there are many meaning

⁷Scott Thornbury, *How to Teach Vocabulary* (Longman: Malaysia, 2002), p. 13.

⁸Susan Hanson and Jennifer F.M Padua, *Teaching Vocabulary Explicitly* (U.S:Pacific Resources for Education and Learning) p. 13.

for a word and will represent a small function of all the possible words in a language.

General principles of vocabulary selection are:

- a. Teaching more concrete words at lower levels and gradually becomes more abstract.
- b. Frequently. We can decided which words we should teach on the basis of how frequently they are used by the speakers of the language. The words which are commonly used are the ones we should teach first.
- c. Coverage. A word is more useful if it covers more thing than if it only has one very specefit meaning.⁹

In selection vocabulary, the words which should be given to the students, such the words which are frequently used by native speakers and have greater coverage than note book, exercise book, text book, and also concrete words.

Based on the explanation above, selecting vocabulary is one of important things in learning and teaching process. The teachers have to give more attention to the students' vocabulary needs, because from the students' vocabulary, they are able to communicate and express their selves.

2. What do the students need to know

In studying vocabulary, the teachers have to look at words in more details, since it clears that there is far more to a vocabulary item than just one meaning. So in learning process the students need to know what the meaning real is how words are used, word formation and word grammar. In teaching vocabulary, the teachers are able to summaries knowing a word for the students in the meaning, word use, word formation, word grammar

⁹Jeremi Harmer, *The Principle of English Language Teaching*, p, 155.

3. Stages in teaching vocabulary

According to Thornbury there are three stages in teaching vocabulary namely presenting, practicing and revising.

a. Presenting

The first stage is introduction new lexical items to the students. At the every least students need to know both the meaning and the form a word.

b. Praciting

The second stage is practicing. In studying English, the students often need a little time for new vocabulary items. The students may recognize new item but often delay putting into active use. It makes the students forget the vocabulary easily. In this case, the students need to practice the vocabulary. Practice is typically taken the form of the kind of oral repeton, such as drill. This notion of mechanical practice underlies the popular belief that practice make perfect.¹⁰

4. Technique in teaching vocabulary

In teaching vocabulary, the teachers needs some effective ways in teaching. One of way is looking for a technique which suitable with learner situation. According to Nation, technique is a useful way to teach new vocabulary, in particular beoming familiar with the spoken form ofthe word and linking it to its meaning.¹¹

In teaching vocabulary, Virgina divides the students three level of students. The first is beginner classes, intermediate classes and advanced classes. In the researcher will explain the students's level of biginner calasess to the first grade of MTS IUJ DDI Lerang-Lerang.

¹⁰Scott thornbury, *How to Teach Vocabulary* (longman: Malaysia,2002), p. 93.

¹¹I. S. P. Nation, *Learning Vocabulary in Another Languag*, ed. Carol A. Chapelle and Susan Hunston, p. 95.

2.1.1.6 Techniques of teaching vocabulary

Learning vocabulary is not simple matter. Everyone has a special technique. In learning English vocabulary, the students have to memorize them well and use them in a real communication, at least in the classroom.

Harmer provided some strategies in teaching vocabulary. They are realia, pictures, mime, action and gestures, contrast, enumerations, explanation, and translation.

1. Realia

Teaching vocabulary through this strategy, the teacher brings the realities thing (object) used in the classroom and introduce it to the students such as pen, pencil, ruler, book, etc. According to Retno, the ways to increase their vocabulary using realia are by providing the real object as a media in teaching vocabulary and providing pictures which are related to the objects. The advantages of using realia in teaching vocabulary for the students are: increasing the student's memory about the vocabulary given, increasing the understanding of the students and decreasing the monotonous teaching learning process especially in teaching vocabulary.¹²

2. Picture

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. Pictures can be used to explain the meaning of vocabulary items: the teacher can draw pens, rulers, pencils, and books in the blackboard/whiteboard, or have magazines picture of trucks, bicycle, train, or bus onto cardboard. The teacher might bring in a wall picture showing three people in

¹²Retno Sumarni, *Inreacing Students' Vocabulary Mastery Using Realia at the Fifth Year of SDN 1 Blimbing Ampelgading Pemalang*, (A thesis of Muhammadiyah Surakarta 2008) p.46

a room that could be used for introducing the meaning of the sentence, for instance: there are three people in the classroom.

3. Mime, action, and gestures

It is often impossible to explain the meaning of words and grammar either with realia or in picture. An action, in particular, is probably better explained by mime. Gesture is useful for explaining words like ‘from’, ‘to’, etc. or indicating that the past is being talked about (the teacher gestures backwards over his shoulder)

4. Contrast

Teaching vocabulary by contrast is closely relevant to show the antonyms. The teacher, in this case, shows the student's word and asks to find out the contrast of the word. For example, the meaning empty by contrasting it with full, cold by contrasting it with hot, etc.

5. Enumeration

Teaching vocabulary through enumeration, the teacher introduces word by enumeration then with their general meaning, for instance animals, the teacher introduces this word and asks the students to find out some specific words relate to animals such as cat, dog, lion, snake, etc.

6. Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanations. It will be important in giving such explanations to make sure that the explanations include information about when the item can be used. For example, it would be unsatisfactory just to say that “mate” is a word for “friend” unless you point out that it is colloquial informal English and only be

used in certain context.

7. Translation

For many years, translation went out of fashion and was considered as something of sin. Clearly, if the teacher is always translating, this will impede the students' learning since they want to hear and use the target language, it was not their own. Nevertheless, it seems silly not to translate, a lot of time can be saved. If the students do not understand a word and the teacher cannot think how to explain it, he can be quickly translate it.

Teaching vocabulary by using translation, the teacher asks the students to translate given words into their mother tongue. This strategy is very useful for the beginner learners.

Based on explanation above, it is imposible that the teacher will not be easy to teach only giving materials. So everyone has a spesial technique. In learning English vocabulary. However, the researcher will be eay to teach the students using strategies in teaching vocabulary. The researcher uses strategies to biginner clases to stimulate students' vocabulary.

2.1.2 Concept of The direct method

2.1.2.1 Definition of direct method

People can learn vocabulary through many methods. One of the methods is through direct method. The direct method is not new. Its principle has been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the grammar translation method was not very effective in

preparing students to use the target language communicatively. The direct method becomes popular.¹³

The direct method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target language through the use of demonstration and visual aids, with no recourse to the students' native language.¹⁴ The direct method, in rejecting the use of translation developed as a reaction to such highly intellectual approaches to language learning as grammar translation method.¹⁵

So, direct method is the method that use in teaching a language by using the target language without going through the translation to the native language. The teacher must use pictures, gestures, pantomimes or the target language that is familiar to the students to explain a word.

2.1.2.2 Characteristics of direct method

The major characteristics of learning vocabulary through direct methods are:

1. The teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime; he never translate it into the students' native language.
2. Students speak the target language great deal and communicate as if they were in real situations.
3. Grammar is taught inductively; that is the students are presented with examples and they figure out the rule or generalization from the example.

¹³Diane Larsen Freeman, *Techniques and Principles in Language Teaching*. (Oxford: Oxford University Press, 2000),p. 23

¹⁴Freeman, *Techniques and Principles..*, p. 23

¹⁵Jeremy Harmer, *How to Teach Vocabulary*.(London: Longman.2002), p.78

An explicit grammar rule may never be given.

4. Students practice vocabulary by using new words in complete sentences.¹⁶

2.1.2.3 Techniques of direct method

1. Reading aloud

The students take turns reading sections of passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear.

2. Question and answer exercise

This exercise is conducted only in target language. Students are asked questions and answer in full sentences so that they practice with new words and grammatical structure. They have the opportunity to ask questions as well as answer them.

3. Getting students to self-correct

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternate answer he supplied. There are, however, other ways of getting students to self-correct. For example, a teacher might simply repeat what a student has just said; using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong.

4. Conversation practice

The teacher asks students a number of questions in the target language,

¹⁶Freeman, *Techniques and Principles...*, p. 29

which the students have to understand to be able to answer correctly. In the class observed, the teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure.

5. Fill-in-the-blank exercise

This technique has already been discussed in the Grammar Translation Method, but differs in its application in the Direct Method. All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induced the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

6. Dictation

The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.

7. Map drawing

The class included one example of a technique used to give students listening comprehension practice. The students were given a map with the geographical features unnamed. Then the teacher gave the students directions such as the following, "Find the mountain range in the West. Write the words 'Rocky Mountains' across the mountain range." He gave instruction for all the geographical features of the United States so that students would have a completely labeled map if they followed his instruction correctly. The students

then instructed the teacher to do the same thing with a map he had drawn on the blackboard. Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature.

8. Paragraph writing

The teacher in this class asked the students to write a paragraph in their own words on the major geographical features of the United States. They could have done this from memory, or they could have used the reading passage in the lesson as a model.¹⁷

2.1.2.4 The principle teaching by using direct method

According to wikipedia.com, there are several principles teaching by using direct method as follow:

1. Classroom instructions are conducted exclusively in the target language.
2. Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.
3. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar is taught inductively.
5. New teaching points are introduced orally.
6. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
7. Both speech and listening comprehensions are taught.
8. Correct pronunciation and grammar are emphasized.
9. Student should be speaking approximately 80% of the time during the

¹⁷Freeman, *Techniques and Principles*, pp. 30-32

lesson.

10. Students are taught from inception to ask questions as well as answer them.¹⁸

Meanwhile, Jack C. Richards and Theodore S. Rodgers States in their book some principles teaching by using direct method as follow:

1. Never translate: demonstrate
2. Never explain: act
3. Never speak with single words: use sentences
4. Never speech too much: make the students speak much
5. Never use the book: use our lesson plan
6. Never go to fast: keep the pace of the student
7. Never speak too slowly: speak normally
8. Never speak quickly: speak naturally
9. Never speak loudly: speak naturally
10. Never be impatient: take it easy.¹⁹

Stenbergs Denny, in his book states that as the natural method, direct method emphasized the learning speech, acquiring meaning in environmental context and learning grammar through introduction.²⁰

The principles of direct method above show that the principles is complete between one to the other. Besides that, there some principles are for example, the

¹⁸Wikipedia.com, *direct method (education)*, <http://en.wikipedia.org/wiki/direct-method-%28education%29>, Retrieved on 25 th march 2015

¹⁹Jack C Richard and Theodore S. Rodgers, *Approaches and Method in Language Teaching* (United States of America: Cambridge University Press, 1995) p. 10

²⁰Stenberg Denny, *Psycholinguistics*, (United States of America: Longman Group Limited, 1982) p. 188.

both principles by states that in direct method the students should be much speak. In the case the students dominate speaking in the learning process.

Based on principles above, the research thinks that this method is very interesting to use by the English teacher in teaching English especially in the teaching vocabulary. For example, we can use demonstrate technique and the other ways we have to make students to more active in learning process by speech more much.

2.1.3 Advantages and Disadvantages Direct Method

2.1.3.1 Advantage Direct Method

Although the Direct Method has been violently criticized under multiple grounds, yet it is not devoid of positive traits. The advantages of the Direct Method are as follows:

1. It makes the learning of English interesting and lively by establishing direct bond between a word and its meaning.
2. It is an activity method facilitating alertness and participation of the pupils
3. According to Macnee, "It is the quickest way of getting started". In a few months over 500 of the commonest English words can be learnt and used in sentences. This serves as a strong foundation of further learning.
4. Due to application of the Direct Method, students are able to understand what they learn, think about it and then express their own ideas in correct English about what they have read and learnt.
5. Psychologically it is a sound method as it proceeds from the concrete to the abstract.
6. This method can be usefully employed from the lowest to the highest class.

7. Through this method, fluency of speech, good pronunciation and power of expression are properly developed.²¹

2.1.3.2 Disadvantage Direct Method

Despite its wide acceptance, the Direct Method has been criticized for a number of shortcomings:

1. There are many abstract words which cannot be interpreted directly in English and much time and energy are wasted in making attempts for the purpose.
2. This method is based on the principles that auditory appeal is stronger than visual. But there are children who learn more with visual than with their oral-aural sense like ears and tongue.
3. The method ignores systematic written work and reading activities and sufficient attention is not paid to reading and writing.
4. Since in this method, grammar is closely bound up with the reader, difficulty is experienced in providing readers of such kind
5. There is teachers trained and interested in teaching English in this method.
6. This method may not holl well in higher class where the translation method is found suitable.
7. In larger classes, this method is not properly applied and teaching in this method does not suit or satisfy the needs of individual students in large classes.²²

²¹“*The Direct Method*, Principles and Methodology”.

²²Richard and Rodgers, *Approaches and Methods*, p. 10

2.2 The Previous Related Finding

There have been some finding related to this study. Some of them are:

Ambar Wahyuni in her research entitled “ the evectiveness of using direct methodto improve sudents’ speaking ability a classroom action research of the tenth grade students of SMAN 1 suruh in the Academic Year of 2012/ 2013”. In this research the writer was the teacher and assisted by an observer. She notes all of the process in learning activities. To find out the improve of students’ speaking ability she use test, namely pre test and post test. She used three cycles, in each cycle comprised of comprised of pre test and post test. Implementation of the action, observation, and reflection. The study show that the students involved activity in teaching learning process, they were more encourage and confident to speak in English than befor.base on field note in each meeting, it can be found that the effectiveness of using direct method has benifit to improve students’ ability in class. The result of this action research is the majority of mean scores of pre test are 67,67to 69,71 in cycle 1, the mean score of pre test and post test are 72,57 to 74,19 in cyle.²³

Anindhiasti Ayu Kusuma Asri in her skripsi “Improving Speaking Skill of Senior High School through the direct method (A Classroom Action Research on the Eleventh Grade of SMA Islam Surakarta in the 2009/2010 Academic year)”stated that direct method as the teaching method could help solving the students’ difficulties in improving speaking skill. In this research the writer was the teacher and assisted by an observer. She notes all of the process in learning students’ activities. To find out improve speaking skill of senior high school through the direct method or not, the

²³Ambar Wahyuni, The Effectiveness of Using Direct Method to Improve Students’ Speaking Ability (A Classroom Action Research of the Tenth Grade Students of SMAN 1 Suruh in the Academic year of 2012/2013) English Education Department STAIN Salatiga, 2013, p.90

researcher uses test namely pre-test and post-test. Implementation of this research uses test and observation. Students improve their speaking skill and confident based on field note in every meeting. From the pre-test the students' mean score is 3,08 while from the final post-test students' mean score is 3,76.²⁴

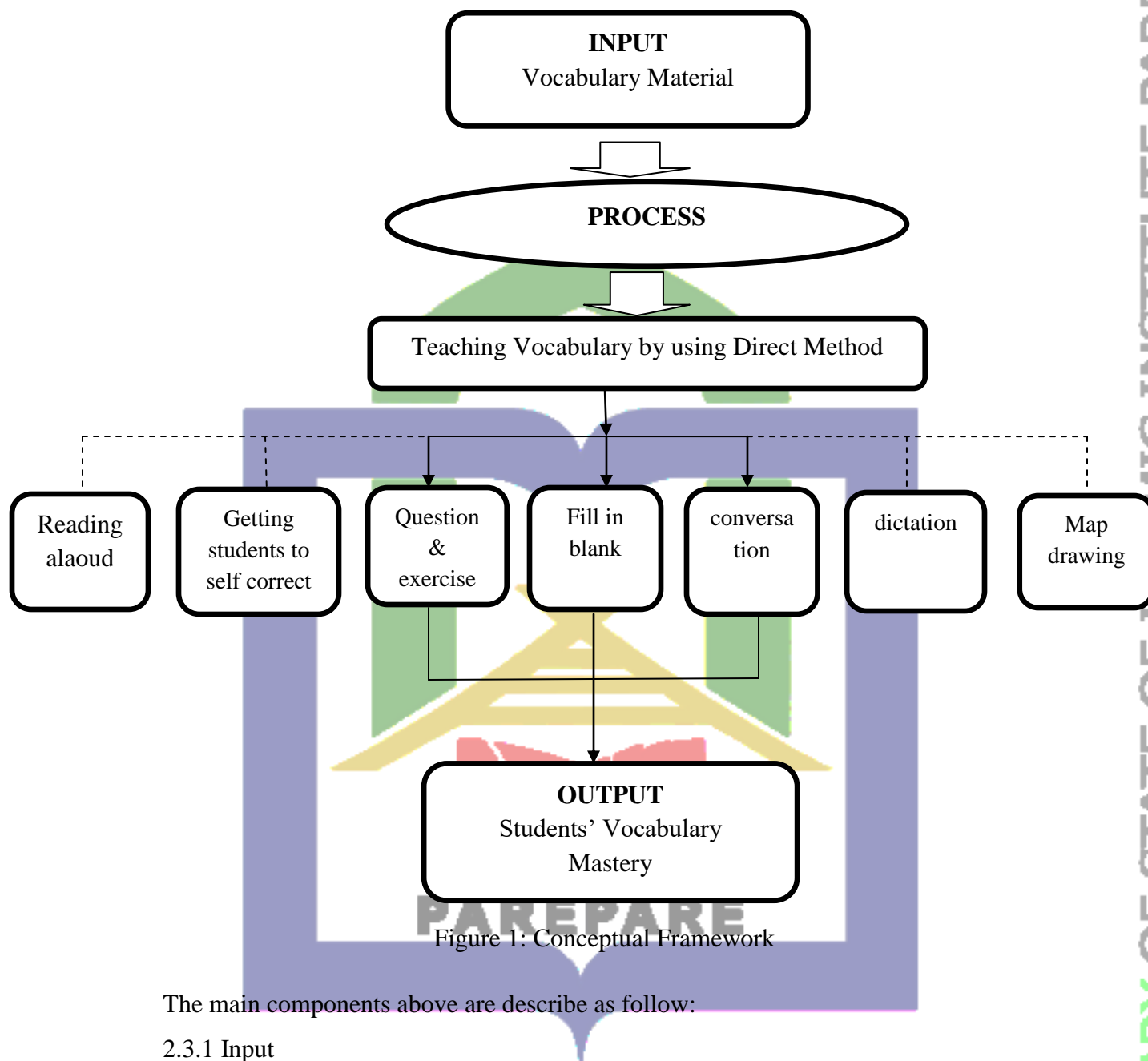
Based on some researchers above, the researchers can conclude that all of researchers are different from this research. The first and the last research used direct method to improve speaking skill, but it was different because the first research found that the students involved activity in teaching learning process, they were more encourage and confident to speaking in English than before. The second researcher found that direct method as the teaching method could help solving the students' difficulties improving speaking skill.

In contrast to the previous research, this research is implementing direct method to stimulate students' vocabulary mastery. This research is pre-experimental which the students give pre-test, treatment and post-test. So the research expects that this method can be effective to help the students to stimulate their vocabularies.

2.3 Conceptual Framework

The conceptual framework underlying this research given in the following diagram :

²⁴Anindhiasti Ayu Kusuna Asri, *Improving Speaking Skill of Senior High School Students through the Direct method* (A Class Room Action Research on the on the Eleventh Grade of SMA Islam Surakarta in the 2009/2010 Academic Year) English Education Department Muhammadiyah University Purwokerto. 2010, p. 63



The main components above are describe as follow:

2.3.1 Input

Input refers to the students were the teacher explain to the sudents about vocabulary materials. This material will be explained the sixth meeting and the teacher gives method to stimulate vocabulary students. Every students have to use English language during the materials.

2.3.2 Process

Process refers to implementing direct method to increase students' vocabulary mastery. The teacher will explain techniques of direct method to stimulate students' vocabulary. Several techniques will give the students for six meetings, in the six meetings the teacher only 3 methods that will give them. Every student has to use English and also using techniques of direct method.

2.3.3 Output

Output refers to increase students' vocabulary mastery. After implementing direct method in the classroom the researcher assumes that the students will have improvement in their vocabulary mastery. The researcher hopes that the students will not be difficult to say a word and know all the techniques of direct method. The research can be successful if the student can do all of techniques that the researcher has given.

2.4 Hypothesis

The researcher formulates the hypothesis as follows:

2.4.1 H_0 (Null hypothesis): Direct method can not increase students' vocabulary mastery at the first grade of MTS IUJ DDI Lerang-Lerang Pinrang.

2.4.2 H_1 (Alternative hypothesis): Direct method can increase students' vocabulary mastery at the first grade of MTS IUJ DDI Lerang-Lerang Pinrang.

2.5 Variable and Operational Definition

2.5.1 Variable of the research

According to Fred D. Klinger as cited by Arikunto that all experiments have one fundamental idea behind them: to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent

variable in experiment).²⁵ Variable is something that becomes object of research that form gist of research problem.²⁶

In this research, there are two variables. They are independent variable (x) and dependent variable (y).

2.5.1.1 Independent Variable is teaching vocabulary by using direct method

2.5.1.2 Dependent Variable is increasing students' vocabulary mastery.

2.5.2 Operational Definition of Variable

2.5.2.1 Direct method

Direct method is method in teaching English where in teaching: the researcher use English without translation. In way to explain a word, of that activity one was done by researcher is utilize question and body language. And also giving several techniques of direct method to apply them.

2.5.2.2 Vocabulary mastery

Vocabulary mastery is student ability know mean of word and also students know techniques of direct method to increase students' vocabulary mastery. Such as, reading aloud, question and answer exercise, getting students to self-corret, conversation practice, fill-in-the-blank exercise, dictation, map drawing, and Paragraph writing. But the researcher just gives several techniques of direct method to apply them.

²⁵Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Asdi Mahasatya, 2006), P. 119.

²⁶Suharsini Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2013), P. 22.

CHAPTER III

RESEARCH METHOD

This part describes about the description of the research design, location of the research, population, sampel, instrument of research, and procedure of collecting data.

3.1 Research Design

This research used pre-experimental design with pre test and post-test design. The design was present as follow:



Where: O₁: Pre-Test

X : Treatment

O₂: Post-Test¹

3.2 Location and Duration of The Research

The location of the research took a place at the first grade of MTS IUJ DDI Lerang-Lerang Pinrang. The researcher used the quantitative research that has several times to collect and analyze data. So, the researcher took one month for collecting the data.

3.3 Population and Sample

3.3.1 Population

The population of this research was students of the first grade of MTS IUJ DDI Lerang-Lerang Pinrang.

¹Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2015),p. 111.

Table 3.1 The Total students of MTs IUJ DDI Lerang-Lerang Pinrang.

No.	Class	Sex		Total
		Male	Female	
1.	VII. 1	20	6	26
2.	VII. 2	18	8	26
Total				52 Students

3.3.2 Sample

The sample took by cluster random sampling. The researcher took the class VII.1 which is consist of 26 students as the sample of this research.

3.4 The Instrument and Procedure of collecting Data

3.4.1 The Instrument

In this reseach, the researcher applied two instruments to colect the data. They are:

3.4.1.1 Test

In this research, the researcher was using vocabulary test as instrument. The test applies for pre-test-and the post-test. The pre-test was aim to know the students vocabulary mastery before the treatment while the post-test was aim to find out whethet the students vocabulary develop after the treatment.

3.4.1.2 Observation

Observation had may ways to do it such as interview and record. In this observation, the researcher observed students of implemanting direct method to increase students' vocabulary mastery at the first grade of MTS IUJ DDI Lerang-Lerang Pinrang.

3.4.2 Procedure of collecting Data

The researcher conducted testing in collecting data, pre-test and post-test. The pre-test was given to find out previous ability before conducting the material and the post-test showed the students' vocabulary mastery after presenting the material by direct method.

3.4.2.1 Pre-Test

Before the researcher gave the treatment, The researcher gave students pre-test the first activity. It aimed to find out vocabulary mastery of the students.

3.4.2.2 The field not

A field note referred to a note created by researchers. This field note was a way for researchers to easily remember and record behavior, student activities during the course of the process. Field notes were intended to be read as evidence of research results. Check and re-check the students situation by fill or write the note.

3.4.2.3 Treatment

After giving the pre-test, the research used Direct Method in teaching to treat the sample pre-exprement class. The treatment would be done in six times activity and each meeting run for 90 minutes. The teaching process included to give greeting and motivation to students, the explanation about materials.

1. The first meeting

- a. The researcher gave greeting
- b. The researcher gave motivation the students before teaching material.
- c. The researcher introduced direct method and also techniques of direct method.
- d. The researcher gave lesson about question and answer exercise

- e. The researcher showed picture that related question then ask students about the picture.
- f. The researcher asked the students to ask how to use picture.
- g. The researcher asked to the students perform in front class in everycopples
- h. The research closed the class.

2. The scond meeting

- a. The researcher gave greeting to the students.
- b. The researcher continued lesson about question and answer exercise
- c. The researcher closed the class.

3. The third meeting

- a. The researcher gave greeting.
- b. The researcher gave motivation to the students.
- c. The researcher gave lesson about fill-in-the-blank exercise
- d. The reseacher showed the picture abaout reading conversation and than ask the student “what was it?”
- e. The reseacher gave convecration task to the students and asking students to fill in blank space after researcher reads convecration.
- f. The researcher asked to the students perform in front class in every couples
- g. The researcher road conversation taks and explained by using English language,pictutre or gesture.
- h. The researcher closed class

4. The fourth meeting

- a. The researcher gave greeting.
- b. The researcher continued lesson about fill-in-the-blank exercise
- c. The researcher closed class.

5. The fifth meeting

- a. The researcher gave greeting.
- b. The researcher gave motivation to the students.
- c. The researcher gave lesson about conversation practice
- d. The researcher showed conversation picture to the students
- e. The researcher gave conversation task to the students
- f. The researcher asked to the students perform in front class every couples
- g. The researcher closed the class

6. The sixth meeting

- a. The researcher gave greeting.
- b. The researcher continued lesson about conversation practice.
- c. The researcher gave motivation the students to study hard riview the subject from the first meeting and the last meeting.
- d. The researcher asked the students' opinion ababout learning by using direct method
- e. The researcher closed the class.

3.4.2.3 Post-Test

After the treatment the researcher carried out a post-test. It was intended to know the treatment success or not. The post-test had a same procedure with the pre-test.

3.5 Technique of Data Analysis

The data was collect through pre- test and post- test, the following procedure was used:

3.5.1 Scoring the students' answer

$$Score = \frac{\text{students correct answer}}{\text{The Total Number Of Item}} \times 100$$

3.5.2 Classifying the score five levels classification is as follow:

Table 3.2 The Classifying the score five levels classification

No.	Classification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

(Dirjen Pendidikan Dasar dan Menengah, 2005:2)²

3.5.3 Finding out the mean score would use the following formula.

Where:

$$X = \frac{\sum Xi}{n}$$

X: Mean

$\sum Xi$: Total Score

² Dirjen Pendidikan dasar dan menengah, Peraturan directorat jendral pendidikan dasar dan menengah tentang : *penilaian perkembangan anak didik* (Jakarta: Depdiknas,2005), p.2.

N: The total number of Students³

3.5.4 Calculating the rate percentage of the students score:

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

Where:

P: the percentage of the student respond

F: the frequency of the student respond

N: the total number of sample

3.5.5 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = test of significance

D = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference⁴

N = the total sample.

³Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi (Jakarta: Bumi Aksara, 2009), p.298.

⁴Gay L.R. Educational Research, Competencies for Analysis and Application second Iedition.331.

3.5.5 Field note

Field notes must be descriptive, given dates and times, and were recorded by including basic information such as where information was obtained, who was present, physical environment settings, social interactions, activities that occur, etc.

researchers should pay attention when making observation notes:

- a. description of the context;
- b. description of the person being studied;
- c. a description of who observes;
- d. a description of the behavior of the person being studied;
- e. interim interpretation of research on observed events,
- f. consideration of alternative interpretations; and
- g. exploration of researchers' feelings and appreciation of the observed events.⁵

All field note in every meeting with analyze qualitatively.

⁵Teknologi Pendidikan Just Another Wordpress.Com weblog

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of the findings in this research and its discussion. It provides information about the result of the data collected through test that can be discussed in this section below:

4.1 Finding

The finding of this the research consists of the classification students' pre-test and post-test. It aimed to find out the answer of research question. The researcher gave two test which are pre-test and post test. Pre-test was given before treatment to stimulate the students' vocabulary mastery then post-test was given to stimulate students' vocabulary after doing the treatment. From the result of the post-test, it aimed to find out that implementing direct method to stimulate students' vocabulary mastery at the first grade of MTS IUJ DDI Lerang-Lerang.

4.1.1 Students' Vocabulary Mastery by Implementing Direct Method

This section described the result of data analysis in implementing direct method to stimulate students' vocabulary mastery at MTS IUJ DDI Lerang-Lerang

4.1.1.1 The students' score in Pre-test

The researcher gave written test to students as the pre-test to know the students' vocabulary master. Every students had to answer the question from written test. After giving the pre-test to the students. The researcher prepared to give treatment to the students. The result was shown in the following table:

Table 4.1 The students' score in Pre-Test

No	Students	Pre-Test		
		Correct Answer	Score (X_1)	$(X_1)^2$
1	AS	9	45	2025
2	IQ	7	35	1225
3	KH	10	50	2500
4	CH	9	45	2025
5	MA	9	45	2025
6	MA	9	45	2025
7	NH	8	40	1600
8	ZA	8	40	1600
9	MA	9	45	2025
10	MJ	8	40	1600
11	NU	8	40	1600
12	AK	8	40	1600
13	AR	5	25	625
14	BA	7	35	1225
15	MR	9	45	2025
16	TA	7	35	1225
17	SI	10	50	2500
18	SE	7	35	1225
19	MB	7	35	1225
20	MA	8	40	1600
21	FI	7	35	1225
22	FA	9	45	2025
23	MA	6	30	900
24	MS	5	25	625
25	AF	6	30	900
26	AM	8	40	1600
Total		203	1015	40775

(data' source: the students score in the pre-test)

Based on the score above, it can be classified into five level classification as follow:

Table 4.2 The students' classification score in Pre-test

NO	Classification	Score	Frequency	Percentage (%)
1	Very good	86-100	0	0%
2	Good	71-85	0	0%
3	Fair	56-70	0	0%
4	Poor	41-55	9	34,62%
5	Very Poor	≤40	17	65,38%
Total			26	100%

(Data source: the rate percentage of the frequency of pre-test)

The table above showed the students' classification score and the rate percentage of frequency in Pre-test. It showed that the students' vocabulary mastery was low. Because most of them got very poor and poor score. The following are the process of calculation to find out the mean score and standard deviation based on the calculation of students' score in pre-test the table 4.2.

$$X = \frac{\sum x}{N}$$

$$X = \frac{1015}{26}$$

$$X = 39.04$$

Thus, the mean score (X_1) of pre-test is 39,04

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 39,04. From that analyzing, it could be seen that almost of the 26

students' vocabulary mastery was still low because most of students got poor and very poor score.

The standard deviation of pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{40775 - \frac{(39.04)^2}{26}}{26-1}}$$

$$SD = \sqrt{\frac{40775 - \frac{1524.122}{26}}{25}}$$

$$SD = \sqrt{\frac{40775 - 58.62}{25}}$$

$$SD = \sqrt{\frac{40716.38}{25}}$$

$$SD = \sqrt{1628.66}$$

$$SD = 40.36$$

Thus, the standar deviation (SD) of the pre-test is 40,36

4.1.1.2 The students' score in Post-test

Meanwhile , the students score in post-test would be presented in the following table:

Table 4.3 The students' score in Post-Test

No	Students	Pre-Test		
		Correct Answer	Score (X_2)	$(X_2)^2$
1	AS	13	65	4225
2	IQ	13	65	4225
3	KH	14	70	4900
4	CH	13	65	4225
5	MA	14	70	4900
6	MA	18	90	8100
7	NH	15	75	5625
8	ZA	14	70	4900
9	MA	15	75	5625
10	MJ	15	75	5625
11	NU	14	70	4900
12	AK	16	80	6400
13	AR	16	80	6400
14	BA	15	75	5625
15	MR	15	75	5625
16	TA	18	90	8100
17	SI	15	75	5625
18	SE	14	70	4900
19	MB	16	80	6400
20	MA	15	75	5625
21	FI	16	80	6400
22	FA	15	75	5625
23	MA	13	65	4225
24	MS	16	80	6400
25	AF	15	75	5625
26	AM	14	70	4900
Total		387	1935	145125

(data' source: the students score in the post-test)

Table 4.4 The students' classification score in Post-test

NO	Classification	Score	Frequency	Percentage (%)
1	Verry good	86-100	2	7,69%
2	Good	71-85	14	53,85%
3	Fair	56-70	10	38,46%
4	Poor	41-55	0	0%
5	Very Poor	≤40	0	0%
Total			26	100%

(Data source: the rate percentage of the frequency of post-test)

The table above showed the students' classification score and the rate percentage of frequency in Post-test. It showed that implementing direct method is effective to stimulate students' vocabulary mastery. Because most of them got very good, good, and fair score. The following are the process of calculation to find out the mean score and standard deviation based on the calculation of students' score in post-test the table 4.4.

$$X = \frac{\sum x}{N}$$

$$X = \frac{1935}{26}$$

$$X = 74.42$$

Thus, the mean score (X_2) of post-test is 74.42

Based on the result of the pre-test, the data showed that the mean score of the post-test is 74.42. From that analyzing, it could be seen that almost of the 26 got good and very good score. It showed that implementing direct method is effective to stimulate students' vocabulary mastery.

The standard deviation of pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{145125 - \frac{(74.42)^2}{26}}{26-1}}$$

$$SD = \sqrt{\frac{145125 - \frac{5538.34}{26}}{25}}$$

$$SD = \sqrt{\frac{145125 - 213.01}{25}}$$

$$SD = \sqrt{\frac{144912}{25}}$$

$$SD = \sqrt{5796.48}$$

$$SD = 76.14$$

Thus, the standar deviation (SD) of the pre-test is 76.14

4.1.1.3 The result of Pretest and Post-test presented in the following:

Tabel 4.5 The mean score and standar deviation of pre-test and post-test

Test	Mean score	Standard Deviation (SD)
Pre-test	39.04	40.36
Post-test	74.42	76.14

(Data' source: the main score and standar deviation of pre-test and post-test)

The data in tabel 4.5 shows that the mean score of pre-test was 39.04 (X_1) while the mean score of the post-test increased 74.42 (X_2). The standard deviation of pre-test was 40.36 while the standar deviation of post-test was 74.14.

As the result at this item, the mean score of the post-test was greater than the mean score in pre-test. It means that students' vocabulary mastery had improvement after doing the learning process that implementing direct method.

4.1.1.4 The rate percentage of the Frequency of the pre-test and post-test

The following table showed the percentage of the pre-test and post-test

Table 4 .6 The rate percentage of frequency of the pre-test and post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-Test	Pre-Test	Post-Test
1	Very Good	86-100	0	2	0%	7,69%
2	Good	71-85	0	14	0%	53,85%
3	Fair	56-70	0	10	0%	38,46%
4	Poor	41-55	9	0	34,62%	0%
5	Very Poor	≤40	17	0	65,38%	0%
Total			26	26	100%	100%

(Data' source: the rate percentage of the frequency of the pre-tes and post-test)

The data of the table above indicated that rate percentage of the pre-test and post-test increased, from the very poor classification of the students changed into poor classification. The percentage in post-test that students got very good score was higher than percentage in pre-test. It showed that students were able to stimulate students' vocabulary mastery after treatment through implementing direct method.

4.1.2 Implementing Direct Method to Stimulate Students' Vocabulary Mastery at the first grade of MTs IUJ DDI lerang-lerang Pinrang.

This part presented the result of data analysis about implementing direct method to stimulate students' vocabulary mastery at the first grade of MTS IUJ DDI Lerang-Lerang.

4.1.2.1 T-test value

The following was the table to find out the difference of the mean score between pre-test and post-test.

Tabel 4.7 The worksheet of calculation of the score on pre-test and post-test on the students' vocabulary mastery.

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	D $(X_2 - X_1)$	$(X_2 - X_1)^2$
1	45	65	2025	4225	2200	4840000
2	35	65	1225	4225	3000	9000000
3	50	70	2500	4900	2400	5760000
4	45	65	2025	4225	2200	4840000
5	45	70	2025	4900	2875	8265625
6	45	90	2025	8100	6075	36905625
7	40	75	1600	5625	4025	16200625
8	40	70	1600	4900	3300	10890000
9	45	75	2025	5625	3600	12960000
10	40	75	1600	5625	4025	16200625
11	40	70	1600	4900	3300	10890000
12	40	80	1600	6400	4800	23040000
13	25	80	625	6400	5775	33350625
14	35	75	1225	5625	4400	19360000
15	45	75	2025	5625	3600	12960000
16	35	90	1225	8100	6875	47265625
17	50	75	2500	5625	3125	9765625
18	35	70	1225	4900	3675	13505625

19	35	80	1225	6400	5175	26780625
20	40	75	1600	5625	4025	16200625
21	35	80	1225	6400	5175	26780625
22	45	75	2025	5625	3600	12960000
23	30	65	900	4225	3325	11055625
24	25	80	625	6400	5775	33350625
25	30	75	900	5625	4725	22325625
26	40	70	1600	4900	3300	10890000
	$\Sigma X = 1015$	$\Sigma X = 1935$	$\Sigma X1^2 = 40775$	$\Sigma X2^2 = 145125$	$\Sigma D = 104350$	$\Sigma D^2 = 456343750$

To find out D used the formula as follow:

$$D = \frac{\Sigma D}{N} = \frac{104350}{26} = 4013.46$$

The Calculation of the T-test Value

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{4013.46}{\sqrt{\frac{456343750 - \frac{104350^2}{26}}{26(26-1)}}$$

$$t = \frac{4013.46}{\sqrt{\frac{456343750 - \frac{10888922500}{26}}{26(25)}}$$

$$t = \frac{4013.46}{\sqrt{\frac{456343750 - 418804711.5}{650}}}$$

$$t = \frac{4013.46}{\sqrt{\frac{37539038.5}{650}}}$$

$$t = \frac{4013.46}{\sqrt{57752.37}}$$

$$t = \frac{4013.46}{240.32}$$

$$t = 17.07$$

Thus, the t-test value is 17.07

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$Df = 26 - 1$$

$$Df = 25$$

After obtaining the degrees of freedom, looking at t-table at the degree of freedom 25 in significant degrees of 0,05 (5%), the table is 1,708. This research used pre-experimental design with pre-test and post-test design. The data below showed that the value was higher than t-table value. It indicated that there was significant difference between the result students' pre-test and post-test.

Table 4.8 The test of significant

Variable	T-test	T-table value
Pre-test – post-test	17.07	1.708

4.1.2.2 Hypothesis Testing

For the level significant (α) 5% and $df=25$, and the value of the table is 1.708 while the value of t-test 17.07. it means that the t-test is higher than t-table ($17.07 > 1.708$). Thus, it can be that implementing direct method is effective to stimulate students' vocabulary mastery at the first grade of MTS IUJ DDI Lerang-Lerang Pinrang.

4.1.3 The effectiveness of direct method increase students' vocabulary mastery.

There were several ways of the researcher to increase students' vocabulary mastery not only implementing techniques of direct method, but also researcher was implementing techniques of teaching vocabulary. So, the students can increase their vocabulary mastery because it was also helped by media that effective, innovative, and creative and easier to memorize the vocabulary.

Question and answer exercise was technique of direct method that stimulate students' vocabulary mastery. The technique applied in the first meeting. The researcher had given a treatment and procedure of technique. The students' vocabulary mastery increased because they were able to memorize 20 vocabularies that was given by the researcher in every meetings without recognizing it. The students were able to pronounce a word well. In this technique the students could speak English in full sentences and also they practiced new words and grammatical structure that given by the researcher. there was a learning media that students were easy and spirit to learn it.

However, this exercise is conducted only in target language. Students are asked questions and answer in full sentences so that they practice with new words and grammatical structure. They had the opportunity to ask questions as well as answer them. The researcher also divided into groups or couples in order to more intensively practice each other because every couples had to perform in front of the class to show their proficiency in English as well as their self-confidence.

The next technique was conversation practice. In the previous chapter said that the teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly. In the class

observed, the teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure because the researcher had given the list of expressions how to ask and how to response. The results of this technique were able to speak in target language dan grammatical grammar. the Students talk about 80% of the time during the lesson. Body language, gestures and students' actions were seen when students practice with their couples.

Fill in the blank. Students only practice filling in the blanks that have been read by the researcher and the researcher road the conversation text twice. the researcher gave a conversation in which there are already empty words. Based on the explanation said that This technique has already been discussed in the Grammar Translation Method, but differs in its application in the Direct Method. All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induces the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson. Students are able to translate it, they confidently answer and fill in blank their answers and there is no doubt.

The result of research after students did a treatment that implementing direct method efektif to increase students' vocabulary mastery. However, the students were able to speak English by using grammatical sructure, media that had been provided, confidence, able to pronouce vocabulary correctly and understand it, and able to use vocabulary tha was given by the researcher. Students' vocabulary mastery did not stimulate without implementing direct

method. This method was very helpful for students in learning English.

4.2 Discussion

Based on the result of data analysis, mean of the students' score after having treatment were higher than before giving treatment. Mean score of pre-test was 39.04 meanwhile mean score of post-test was 74.42. It meant that Direct method was able to stimulate students' vocabulary mastery. Another reason based on the students' responses because most students find that Direct method is enjoyable.

After conducting the research, the researcher found that the students really looked excited with the implementation direct method in the class . So, they followed the teaching and learning process enthusiastically. According to Freeman on his book about Techniques and Principles in previous chapter say that direct method is the method that use in teaching a language by using the target language without going through the translation to the native language. The teacher must use pictures, gestures, pantomimes or the target language that is familiar to the students to explain a word.

But the problem the students still face difficulty to express their ideas orally in English because they lack of vocabularies and did not have self-confident. They tend to keep silent when the researcher invites them to interact using English in asking something. The students seem to be unmotivated and have favorable attitudes toward English. These problems cannot only be attributed to the students' personal factors but also to the types of teaching the materials. Therefore, they got trouble in answering the test that is given by the researcher.

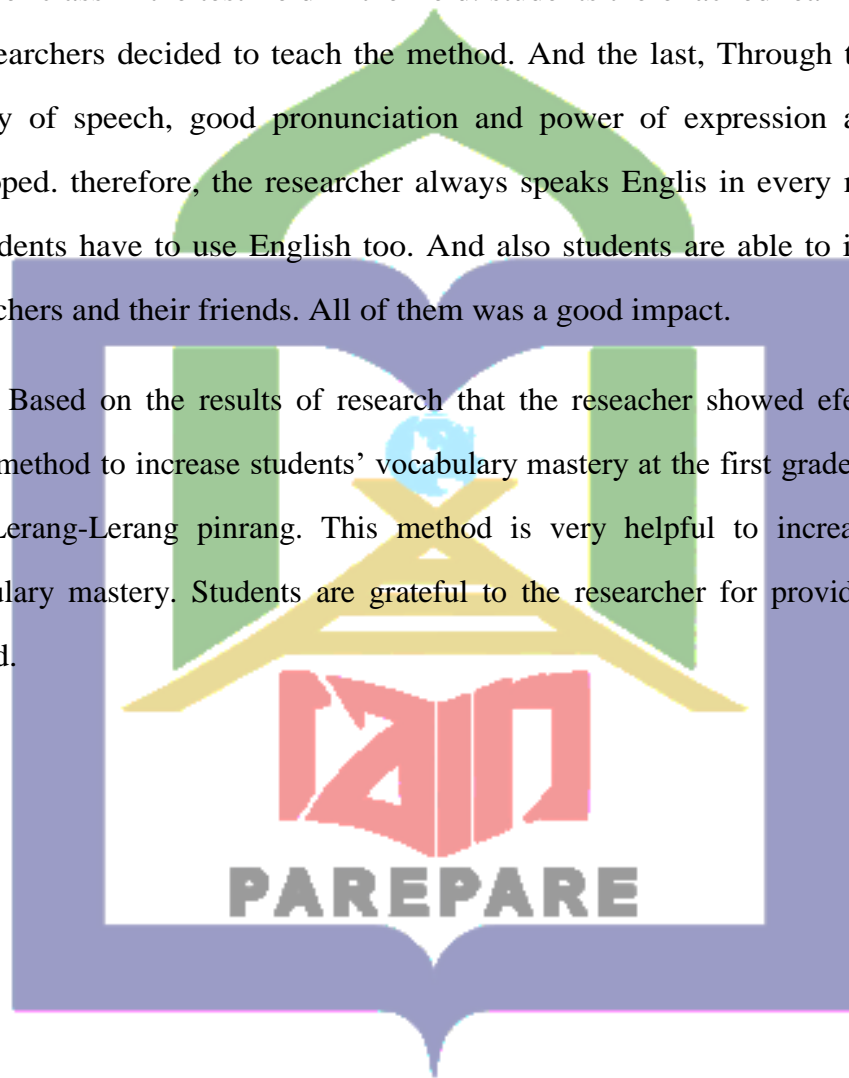
Therefore, the researcher had a method of teaching direct methods using the technique of direct method. There were seven direct method techniques but only

researchers apply only three techniques in the treatment, namely question & answer exercise, fill in the blank and conversation practice. According to Freeman on his book about Techniques and Principles in previous say that 1).Question and answer exercise. This exercise is conducted only in target language. Students are asked questions and answer in full sentences so that they practice with new words and grammatical structure. They have the opportunity to ask questions as well as answer them. 2).Fill-in-the-blank exercise. This technique has already been discussed in the Grammar Translation Method, but differs in its application in the Direct Method. All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induces the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson. 3).Conversation practice. The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly. In the class observed, the teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure.

According to Richard and Rodgers on their book, Approaches and Methods in previous chapter say that Although the Direct Method has been violently criticized under multiple grounds, yet it is not devoid of positive traits. The advantages of the Direct Method are as follows. The first, Due to application of the Direct Method, students are able to understand what they are learning, think about it and then their own ideas are correct English about what they have read and learned. this proves that students can understand what they are learning based on previous

explanations that the techniques applied by researchers greatly stimulate students' vocabulary by using direct method. The second, This method can be used to work from the lowest to the highest class. Therefore, the direct method is applied to the beginner class in the test field in the field. students there lacked learning methods so researchers decided to teach the method. And the last, Through this method, fluency of speech, good pronunciation and power of expression are properly developed. therefore, the researcher always speaks English in every meeting that all students have to use English too. And also students are able to interact with researchers and their friends. All of them was a good impact.

Based on the results of research that the researcher showed effectiveness of direct method to increase students' vocabulary mastery at the first grade of MTs IUJ DDI Lerang-Lerang pinrang. This method is very helpful to increase students' vocabulary mastery. Students are grateful to the researcher for providing learning method.



CHAPTER V

COCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about implementing direct method to increase students' vocabulary mastery at the first grade of MTs DDI Lerang-Lerang Pinrang.

5.1 Conclusion

As the end of this research, the researcher would like to give a conclusion as started below:

- 5.1.1 Based on the result of data analysis and discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' vocabulary mastery and class situation. Therefore, the researcher concluded there is significant difference of the students' vocabulary mastery before and after treatment. The following are the description of the conclusion: (1) T-test result in which the value of t-test was 17.07. it was higher than t-table 1.708 at the level significance 0.05 and degree freedom (df) was 25. (2) The mean score of pre-test (39.04), standard deviation (40.36), and the mean score of post-test (74.42) and the standard deviation (76.14).
- 5.1.2 The research of data analysis showed that some students able to increase students' vocabulary mastery by implementing direct method, it means that the researcher can apply techniques of direct method to the students six meeting in the treatment. Students can do the techniques and also students' vocabulary got improvement. Their vocabulary increase that can pronouce well, speak English by using grammatical structure, memorize more words before given

treatment, based on finding and discussion. After doing it, the researcher saw the result of research. However, implementing the direct method effectively to increase students' vocabulary mastery at the first grade of MTs IUJ DDI Lerang-Lerang Pinrang.

5.2 Suggestion

Based on the research, the researcher gives some suggestions as follows:

- 5.2.1 In teaching vocabulary, the teacher is hoped more creative and has a good feedback in teaching his students in order to maximize the teaching learning process and does not make the students to be bored.
- 5.2.2 The teacher should be active in giving the feedback to involve the students in the teaching learning process.
- 5.2.3 The students should be more active and not afraid of making mistakes during the teaching learning process.
- 5.2.4 The direct method can be applied in the English teaching learning process, particularly the attempt to stimulate the students' vocabulary mastery.

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Appendix 1 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP I)

SMP : MTs IUJ DDI Lerang-Lerang
 Kelas : VII.1
 Standar kompetensi : Berkomunikasi secara lisan dan tulis dengan menggunakan kosakata yang telah dipelajari dengan lancar dan akurat
 Kompetensi dasar :

1. Mampu mengucapkan kosakata dengan benar
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam percakapan

Jenis Teks : interpersonal

Tema : question and answer exercise

Alokasi waktu : 2 x 40 menit

Pertemuan : I-II

1. Indikator

- Merespon dengan mengulang kosakata yang didengarnya dengan suara lantang.
- Merespon dengan memperagakan kosakata yang terdapat pada gambar.
- Siswa dapat memahami kosakata yang telah di berikan

2. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Mengulang kosakata yang didengarnya dengan suara lantang.

- Memahami kosakata yang diberikan
- ❖ Karakter siswa yang diharapkan : percaya diri (Confidance)
 - Rasa hormat dan perhatian (Respect)
 - Tekun (diligent)
 - Tanggung jawab (Responsibility)

3. Materi Pembelajaran

- How do you go to school;? I go to school by bike
- How did you go home last night? I walked last night
- How do you open this door? I open this door by key
- How do you get the information? I get the information by internet

4. Metode Pembelajaran :Direct method

5. Langkah-langkah kegiatan

A. Kegiatan pendahuluan

- Greeting (Memberi salam dan tegur sapa)
- Tanya Jawab berbagai hal terkait kondisi siswa
- Mengabsen siswa
- Memberi motivasi kepada siswa
- Penjelasan tentang topic yang akan di bahas

B. Kegiatan Inti

- Guru menunjukan gambar yang berhubungan dengan pertanyaan kemudian menanyakan kepada siswa tentang gambar tersebut.
- Guru menyuruh siswa untuk menanyakan cara dengan menggunakan gambar.

- Guru menyuruh siswa untuk “perform” di depan kelas secara berpasangan.
- Guru mengucapkan kosakata yang dipelajari lalu diikuti siswa
- Guru memberikan pertanyaan kepada siswa tentang bacaan yang telah dipelajari secara lisan dan menyuruh siswa menjawabnya secara lisan.

C. Kegiatan penutup

- Menyimpulkan materi pembelajaran
- Menyanyakan kesulitan siswa selama KBM
- Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang dipelajari dalam situasi yang sesungguhnya

6. Sumber belajar

- Gambar-gambar atau kosa kata yang berkaitan dengan materi
- Buku pembelajaran yang relevan.

7. Penilaian

$$\text{Score} = \frac{\text{students correct answer}}{\text{The Total Number Of Item}} \times 100$$

No.	Classification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP II)

SMP/MTS : MTs IUJ DDI Lerang-Lerang

Kelas/semester : VII.1

Standar kompetensi : Berkomunikasi secara lisan dan tulis dengan menggunakan kosakata yang telah dipelajari dengan lancar dan akurat

Kompetensi dasar :

1. Mampu mengucapkan kosakata dengan benar
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam percakapan

Tema : talking about films and favorite actors

Aspek skill : fill-in-the-blank exercise

Alokasi waktu : 2 x 40 menit

Pertemuan : III-IV

1. Indikator

Siswa mampu memahami kosakata di bawah ini:

Actor, bought, think, actually, enjoy, horrible, actress, beautiful, plays, see, film, favorite, new, one, horror, well, like, romantic, good, feel, happy, sad.

2. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Mengulang kosakata yang didengarnya dengan suara lantang.
 - Memahami kosakata yang telah diberikan.
- ❖ Karakter siswa yang diharapkan : percaya diri (Confidance)

- Rasa hormat dan perhatian (Respect)
- Tekun (diligent)
- Tanggung jawab (Responsibility)

3. Materi Pembelajaran

Percakapan yang memuat ungkapan-ungkapan meminta dan memberi pendapat sekaligus menyatakan rasa suka dan tidak suka:

Listen to the teacher's voice carefully, and while listening for the second time, fill in the blanks according to what you have heard.

Aisyah is still in Fahri bedroom. They are talking about films and their favorite actors.

Aisyah : Wow, it's my favorite film. I like the actor(1).

It's Tora Sudiro, right?

Fahri : Yes, but it's not a new film. This one is new. I bought (2)

it yesterday.

Aisyah : Let me see. Oh

it's a horror film. Fahri :

Yes, what do you think(3)?

Aisyah : Well, it's OK.

Fahri : Do you like it?

Aisyah : Actually (4), I don't

like horror films Fahri : Why

not?

Aisyah : I don't enjoy (5) them. They are horrible(6).

Fahri : what bout romantic films? Do you like them?

Aisyah : Yes, I like them, especially if the actors or actress (7) are good. I love romantic films because they are beautiful (8) and make us feel happy or sad.

Fahri : Who is your favorite actor?

Aisyah : I like Tora Sudiro. He plays (9)

well in Banyu Biru Fahri : And your favorite actress?

Aisyah : Dian Sastro Wardoyo. Do you have her films?

Fahri : I have one. Let me see (10), yes this one. Ada Apa Dengan Cinta. She plays with Nicholas Saputra. It's very good romantic film. Nicolas Saputra is also my favorite actor.

Aisyah : I like them.

4. Metode Pembelajaran : direct method

5. Langkah-langkah kegiatan

A. Kegiatan pendahulua

- Greeting (Memberi salam dan tegur sapa)
- Tanya Jawab berbagai hal terkait kondisi siswa
- Mengabsen siswa
- Memberi motivasi kepada siswa

B. Kegiatan Inti

- Guru menunjukkan gambar tentang bacaan percakapan kemudian menanyakan kepada siswa tentang gambar tersebut.
- Guru memberikan hand out dan menyuruh siswa mengisi “blank space” setelah guru membaca percakapan.
- Guru menyuruh siswa untuk “perform” di depan kelas secara berpasangan.
- Guru membaca percakapan dan menerangkannya dengan bahasa Inggris, gambar atau “gesture”
- Guru memberikan pertanyaan kepada siswa tentang bacaan yang telah dipelajari secara lisan dan menyuruh siswa menjawabnya secara lisan.

C. Kegiatan penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa selama KBM
- Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang dipelajari dalam situasi yang sesungguhnya.

6. Sumber belajar

- Kosa kata dan Gambar-gambar yang berkaitan dengan materi
- Buku pembelajaran yang relevan.

7. Penilaian

$$Score = \frac{\text{students correct answer}}{\text{The Total Number Of Item}} \times 100$$

No.	Classification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP III)

SMP/MTS : MTS IUJ DDI Lerang-Lerang
 Kelas/semester : VII.1
 Standar kompetensi : Berkomunikasi secara lisan dan tulis dengan menggunakan kosakata yang telah dipelajari dengan lancar dan akurat

Kompetensi dasar :

1. Mampu mengucapkan kosakata dengan benar
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam percakapan

Jenis Teks : conversation practice

Tema : talking about films and favorite actors

Aspek skill : Mendengarkan dan meniru

Alokasi waktu : 2 x 40 menit

Pertemuan : V-IV

1. Indikator

Siswa mampu memahami kosakata di bawah ini:

Actor, bought, think, actually, enjoy, horrible, actress, beautiful, plays, see, film, favorite, new, one, horror, well, like, romantic, good, feel, happy, sad.

2. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Mengulang kosakata yang didengarnya dengan suara lantang.

- Memahami kosa kata yang telah diberikan.

❖ Karakter siswa yang diharapkan : percaya diri (Confidance)

- Rasa hormat dan perhatian (Respect)
- Tekun (diligent)
- Tanggung jawab (Responsibility)

3. Materi Pembelajaran

Actor = aktor, bought = membeli, think = berpikir, actually = sebenarnya, enjoy = santai, horrible = mengerikan, actress = aktris, beautiful = cantik, play = bermain, see = melihat, film = film, favorite = kesukaan, new = baru, one = satu, horror = menakutkan, well = baik, like = suka, romantic = romantis, good = bagus, feel = berpikir, happy = senang, sad = sedih.

Aisyah is still in Fahri bedroom. They are talking about films and their favorite actors.

Aisyah : Wow, it's my favorite film. I like the actor. It's Tora Sudiro, right?

Fahri : Yes, but it's not a new film. This one is new. I bought it yesterday.

Aisyah : Let me see. Oh

it's a horror film. Fahri :

Yes, what do you think?

Aisyah : Well, it's OK.

Fahri : Do you like it?

Aisyah : Actually, I don't

like horror films Fahri :

Why not?

Aisyah : I don't enjoy them. They are horrible.

Fahri : what bout romantic films? Do you like them?

Aisyah : Yes, I like them, especially if the actors or actress are good. I love romantic films because they are beautiful and make us feel happy or sad.

Fahri : Who is your favorite actor?

Aisyah : I like Tora Sudiro. He plays well in Banyu Biru Fahri : And your favorite actress?

Aisyah : Dian Sastro Wardoyo. Do you have her films?

Fahri : I have one. Let me see, yes this one. Ada Apa Dengan Cinta. She plays with Nicholas Saputra. It's very good romantic film. Nicolas Saputra is also my favorite actor.

Aisyah : I like them.

4. Metode Pembelajaran : direct method

5. Langkah-langkah kegiatan

A. Kegiatan pendahulua

- Greeting (Memberi salam dan tegur sapa)
- Tanya Jawab berbagai hal terkait kondisi siswa
- Mengabsen siswa

- Memberi motivasi kepada siswa

B. Kegiatan Inti

- Guru memberikan kosakata yang akan dipelajari kemudian menyuruh siswa untuk membaca dan mencatatnya.
- Guru menyuruh siswa untuk membaca bacaan yang diberikan.
- Guru menyuruh siswa untuk membaca bacaan yang diberikan.
- Guru menyuruh siswa untuk menerjemahkan bacaan yang diberikan kedalam bahasa Indonesia.
- Guru memberikan soal kepada siswa tentang materi yang telah dipelajari.

C. Kegiatan penutup

- a. Menyimpulkan materi pembelajaran
- b. Menyanyakan kesulitan siswa selama KBM
- c. Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang dipelajari dalam situasi yang sesungguhnya.

6. Sumber belajar

- Kosa kata dan Gambar-gambar yang berkaitan dengan materi
- Buku pembelajaran yang relevan.

7. Penilaian

$$Score = \frac{\text{students correct answer}}{\text{The Total Number Of Item}} \times 100$$

No.	Classification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

Appendix 2 Instrument of the pre-test and post-test

Pre-test

Name :

Date :

Class :

Sex : Male/ Female

A. Multiple Choice

Choose the best answer by crossing a, b, c, or d!

Text for no 1 – 5

Sports keep our body fit and strong. There are two kinds of sports, cheap sport and expensive sports. Golf, tennis, and badminton are included as expensive sport. While jogging, running, or walking are included as cheap sport.

Walking is a very simple and cheap sport. It does not cost anything. Everyone can do that as long as they are willing to do that.

Iwan and I like walking very much. We walk about five or six kilometers every morning. We get up early in this morning and then we go out to walk along the roads in town.

On Sunday, there are more people who like walking just like us. They enjoy the morning fresh air. It makes them fit and healthy.

1. Which kinds of the following sport does not spend much money?



2. What sport is cheap to do?



3. When do Iwan and the writer walk along the road? They walk along the road....

a. in the morning

c. in the evening

b. in the afternoon

d. at night

4. Which sport can not be done in a team?



5. They usually need tents, ropes, pegs, and sticks in their activities. Their hobby is....

a. Sport

c. art

b. camping

d. cooking

B. Complete the following paragraph using words provided in the box.

Cooking is a good hobby (1) For the girls because the girl will be a (2) in the future. And they must prepare the(3) for the family. We can do this (4) Seriously. Then we can be professional..... (5) to earn money. We can study from our mother or by(6) some(7) from the mass media like(8), magazine, radio or TV. We can make many kinds of (9) in the kitchen. Although, we sometimes fail to make good cake, we still feel (10) to enjoy our product.

- | | |
|---------------|-------------|
| a. Good | f. recipe |
| b. Hobby | g.housewife |
| c. Especially | h.reading |
| d. Cuisine | i.meals |
| e. Cook | j.newspaper |

C. Berilah tanda silang (x) salah satu jawaban yang tepat pada pertanyaan di bawah ini !

- | | | |
|--------------------|----------------|----------------|
| 1. Chair. ... | | |
| a. Meja | b. Papan Tulis | c. Kursi |
| 2. Pen. ... | | |
| a. Pensil | b. Polpen | c. Spidol |
| 3. Scissors. ... | | |
| a. Gunting | b. Klip | c. Penggaris |
| 4. Whiteboard. ... | | |
| a. Kursi | b. Penghapus | c. Papan tulis |
| 5. Ruler. ... | | |
| a. Penggaris | b. Lem | c. Jam dinding |

Post-test

Name :

Date :

Clas :

Sex : Male/ Female

A. Multiple Choice

Choose the best answer by crossing a, b, c, or d!

Text for no 1 – 5

Rosin's Activities

Today is Sunday. Rosin goes to school everyday except Sunday morning. Rosin often plays football every Friday, Saturday, Sunday, Tuesday Wednesday and Thursday. He will follow Football's competition on next month. So he often Practice with his friends.

1. What day was yesterday, based on the text?

- | | |
|-----------|-------------|
| a. Sunday | c. Saturday |
| b. Friday | d. Monday |

2. When doesn't he play football?

- | | |
|-------------|-----------|
| a. Tuesday | c. Friday |
| b. Saturday | d. Monday |

3. When doesn't Rosin go to school?

- | | |
|-----------|-------------|
| a. Monday | c. Sunday |
| b. Friday | d. Saturday |

4. When will Rosin follow the Competition?

- | | |
|----------------|------------------|
| a. Next Monday | c. Next month |
| b. Next Friday | d. Next Saturday |

5. What does month come before August?

- | | |
|---------|--------------|
| a. June | c. may |
| b. July | d. September |

B. Complete the following paragraph using words provided in the box.

Desi and her..... (1) club had a(2)to Bandung for a national junior basketball match. The match (3) from Monday to Wednesday . They went to Jakarta on Sunday morning by.....(4). They stayed at a..... (5) after they..... (6) in Bandung. Desi and her team(7) in semi final match. They didn't get any(8)from all the matches, but they felt(9). Desi and her..... (10) went home town on Thursday morning.

- | | |
|------------|---------------|
| a. Club | f. Happy |
| b. Lost | g. Trip |
| c. Bus | h. Hotel |
| d. Started | i. Arrived |
| e. Prize | j. Basketball |

C. Berilah tanda silang (x) salah satu jawaban yang tepat pada pertanyaan di bawah ini !

- | | | | |
|--------------------|----------------|-----------------|-----------|
| 1. Map. ... | a. Kertas | b. Peta | c. Gambar |
| 2. Paper. ... | a. Buku | b. Kertas | c. Kamus |
| 3. Clock. ... | a. Jam Dinding | b. Hetter | c. Klip |
| 4. Glue. ... | a. Penggorok | b. Gunting | c. Lem |
| 5. Dictionary. ... | a. Kamus | b. Buku catatan | c. Kertas |

Appendix 3 documentation







KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 3301 /In.39/PP.00.9/12/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : SYAHARUDDIN
Tempat/Tgl. Lahir : PINRANG, 23 Mei 1995
NIM : 14.1300.111
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : KARAPUA, KEL. SALO, KEC. WATANG SAWITO, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah KAB. PINRANG dalam rangka penyusunan skripsi yang berjudul :

"IMPLEMENTING DIRECT METHOD TO STIMULATE STUDENTS' VOCABULARY MASTERY AT THE FIRST GRADE OF MTS IUJ DDI LERANG-LERANG"

Pelaksanaan penelitian ini direncanakan pada bulan Desember sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

3 Desember 2018

A.n Rektor

Plt. Wakil Rektor P.2

Pengembangan Lemh. : 1000





PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH

Jl. Bintang No. Telp. (0421) 923058 - 922914
PINRANG 91212

Nomor : 070/ 719 /Kemasy.
Lampiran : -
Perihal : Rekomendasi Penelitian.

Pinrang, 03 Desember 2018
Kepada
Yth, Kepala MTS Iuj DDI Lerang-lerang
di-
Tempat.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor:3301/In.39/PP.00.9/12/2018 tanggal 03 Desember 2018 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama : SYAHRUDDIN
NIM : 14.1300.111
Pekerjaan/Prog.Studi : Mahasiswa/Pendidikan Bahasa Inggris
Alamat : Karapua, Kel. Salo, Kec. Watang
Sawitto, Kab. pinrang
Telepon : .082345882467.

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul "**IMPLEMENTING DIRECT METHOD TO STIMULATE STUDENTS' VOCABULARY MASTERY AT THE FIRST GRADE OF MTS IUJ DDI LERANG-LERANG** " yang pelaksanaannya pada tanggal 03 Desember 2018 s/d 28 Desember 2018.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. **SEKRETARIS DAERAH**
Asisten Pemerintahan dan Kesra

Drs. RISMAN LAUPE
Pangkat: Pembina Utama Muda
Nip : 19590305 199202 1 001

Tembusan:

1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Kantor Kementerian Agama Kab.Pinrang di Pinrang;
5. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
6. Plt.Wakil Rektor Bidang APL IAIN Parepare



**MADRASAH TSANAWIYAH
ITTIHADUL USRATI WAL JAMA'AH
DDI LERANG-LERANG KEC. PALETEANG
KABUPATEN PINRANG**

Jl. Sungai Saddang Kd. Benteng Samitto Kec. Paletang Kab. Pinrang Telp

SURAT KETERANGAN PENELITIAN

Nomor : 21.01.17/08/DDI-LR/I/2019

Yang bertanda tangan dibawah ini :

Nama : MEGAWATI, SE., S.Pd., MM.
Jabatan : Kepala MTs IUJ DDI Lerang - Lerang
Alamat : Jl. Sungai Saddang

Dengan ini menerangkan bahwa :

Nama : Syaharuddin
Nim : 14.1300.111
Fakultas : Tarbiyah dan Adab
Universitas : IAIN Parepare


Adalah benar telah melakukan penelitian dalam rangka penulisan skripsinya yang berjudul
*"Implementing direct method to stimulate students' vocabulary master at the first grade of
MTS IUJ DDI Lerang – Lerang Pinrang."*

Sejak tanggal 04 Desember sampai dengan 20 Desember 2018 dan telah pula membahas materi
hasil penelitian dengan kami.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Pinrang, 07 Januari 2019

KEPALA MADRASAH TSANAWIYAH
IUJ DDI LERANG-LERANG


MEGAWATI, SE, SPd, MM
NIP. 197307022003 12 2 001

CURRICULUM VITAE



SYAHARUDDIN. The writer was born on May 23th. 1995 Karapua, Pinrang Regency. He is the last child from five children in his family. From the couple, Amiruddin Botma and Hj. Wala. He has two brothers and two sisters. He began his study in Elementary School at SDN 23 Sarempo and graduated

on 2007. In same year, he continued his study to SMPN 4 Salo and graduated on 2010. He continued his study boarding school islamic Madrasah Aliyah (MA) Ihtihadul Ustratil Waljamaah (IUJ) DDI Lerang-Lerang Pinrang and graduated on 2013. However, he continued his study at Institute Islamic College of Parepare on 2014. During his study at IAIN Parepare, the writer actives in one of organization is Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) 2014-2018 and he is the cheap of Ikatan alumni Pesantren (IKAP IUJ). He completed his skripsi in the tittle “Implementing Direct Method to Stimulate Students’ Vocabulary Mastery at the First Grade of MTs IUJ DDI Lerang-Lerang Pinrang”.

PAREPARE