

**THE EFFECT OF DIRECT METHOD
ON STUDENTS' VOCABULARY MASTERY
AT GRADE VIII SMPN 01 SAYURMATINGGI
TAPANULI SELATAN**



A Thesis

*Submitted to the English Educational Department of State Islamic
University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a
Partial Fulfillment of the Requirement for the Result Seminar in
English Department*

Written By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

THE EFFECT OF DIRECT METHOD ON STUDENTS' VOCABULARY MASTERY AT GRADE VIII SMPN 01 SAYURMATINGGI



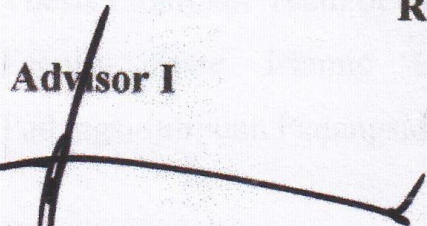
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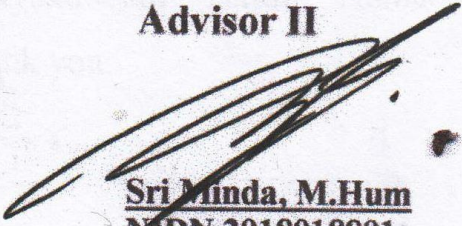
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2023

LETTER OF AGREEMENT

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Padangsidempuan, 28 Desember 2023
To:
Dean Tarbiyah and Teacher Training
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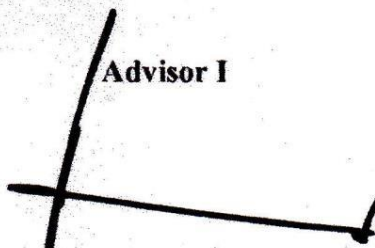
Assalamu'alaikum Wr.Wb

After reading, studying and giving advice for necessary revision on thesis belongs to **Vivi Agustina** entitled "The Effect of Direct Method on Students' Vocabulary Mastery at Grade VIII SMPN 01 Sayurmatangi Tapanuli Selatan" we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S.Pd) in English.

Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan Padangsidempuan. Thank you.

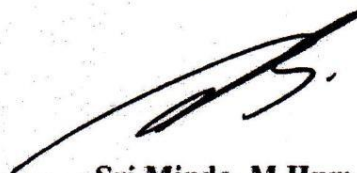
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ABSTRACT

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Department : English Education (TBI- 2)
Title of The Thesis : The Effect of Using Direct Method on Students' Vocabulary Mastery at Grade VIII SMPN 01 Sayurminatinggi

This research focused on using Direct Method on Students' Vocabulary Mastery at Grade VIII SMPN 01 Sayurminatinggi. The problem of this research students are hard to remember the vocabulary because students are less attention to spelling and telling the meaning of the word what students understand. The purpose of this research is to know whether there is the effect of using Direct Method on Students Vocabulary Mastery at Grade VIII SMPN 01 Sayurminatinggi. There were two identification of the problem in this research. First, Does Direct Method significantly effect the students' vocabulary mastery at grade VIII SMPN 01 Sayurminatinggi Tapanuli Selatan? Second, How does Direct Method significantly effect the students' vocabulary mastery at grade VIII SMPN 01 Sayurminatinggi Tapanuli Selatan ? This research was quantitative research in experimental form with pre- test and post- test control group design. The research instrument were pre- test and post-test. Data of the test was analyzed by using T- test formula to know the difference of students' vocabulary mastery between two classes. From the result of the data analysis, the mean score of experimental in pre- test was 31.55 and in post-test was 66.70 The proof was 35.15. Then, the mean score of control class in pre -test was 21.97 and in post-test was 52.30. Result of t- test where t_{count} was higher than t_{table} was. T_{table} was 1.668 and t_{count} was 1.88. It means that H_a was accepted, so there was a significant effect of using Direct Method on Students' Vocabulary Mastery at Grade VIII SMPN 01 Sayurminatinggi.

Key Words: *Direct Method, Students' Vocabulary Mastery*

ABSTRAK

Name : Vivi Agustina
Register Number 1820300038
Faculty : Tarbiyah And Teacher Training
Department : English Education (Tbi- 2)
Title of The Thesis : Efek Menggunakan Metode Langsung dalam
Menguasai Kosakata Siswa Kelas Delapan SMPN 01
Sayurmasinggi

Penelitian ini fokus membahas tentang efek dari menggunakan metode langsung dalam menguasai kosakata siswa kelas delapan SMPN 01 Sayurmasinggi. Masalah dalam penelitian ini adalah siswa sulit mengingat kosakata karena siswa kurang memerhatikan cara pengucapan dan menceritakan arti kata yang dipahami siswa. Tujuan dalam penelitian ini adalah untuk mengetahui apakah ada efek dari menggunakan metode langsung dalam menguasai kosakata siswa kelas delapan SMPN 01 Sayurmasinggi. Ada 2 identifikasi masalah dalam penelitian ini. Pertama, apakah metode langsung signifikan berpengaruh terhadap penguasaan kosakata siswa kelas VIII SMPN 01 Sayurmasinggi? Kedua, bagaimana metode langsung signifikan berpengaruh terhadap penguasaan kosakata siswa kelas VIII SMPN 01 Sayurmasinggi? Penelitian ini merupakan penelitian kuantitatif dalam bentuk eksperimen dengan rancangan pre test dan post test control group design. instrumen penelitian adalah pre test dan post test. data tes dianalisis dengan menggunakan rumus uji t untuk mengetahui perbedaan kemampuan siswa dalam menulis teks prosedur antara dua kelas. Dari hasil data analysis diperoleh, pada pre- test nilai rata- rata kelas eksperiment adalah 31.55 pada post-test adalah 66.70. Selanjutnya nilai rata- rata pada kelas control adalah 21.97 pada post-test adalah 52.30. Hasil dari t-test dimana t_{hitung} lebih tinggi daripada t_{table} . Nilai T_{table} adalah 1.668 dan nilai t_{hitung} adalah 1.88. Itu berarti bahwa H_a diterima, jadi ada efek yang signifikan dari menggunakan metode langsung dalam menguasai kosakata siswa kelas delapan SMPN 01 Sayurmasinggi.

Kata kunci : Metode Langsung , Penguasaan Kosakata Siswa

ملخص البحث

الاسم : فيفي أغوستين

رقم القيد : ١٨٢٠٣٠٠٠٣٨

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الشعبة : شعبة تعليم اللغة الانجليزية

موضوع البحث : أثر استخدام الطريقة المباشرة في إتقان المفردات لدى طلاب الصف الثامن في مدرسة الثناوية ١ سيور متينجي.

يركز هذا البحث على استخدام الطريقة المباشرة في إتقان المفردات لدى طلاب الصف الثامن في مدرسة الثناوية ١ سيور متينجي. التهجئة وإخبار معنى الكلمات التي يفهمها الطلاب. الهدف من هذا البحث هو معرفة ما إذا كان هناك تأثير لاستخدام الطريقة المباشرة على إتقان المفردات لدى طلاب الصف الثامن في مدرسة الثناوية ١ هناك نوعان من مشاكل تحديد الهوية في هذا البحث. أولاً، هل للطريقة المباشرة تأثير كبير على سيور متينجي. ثانياً، كيف المفردات لدى طلاب الصف الثامن في مدرسة إتقان مدرسة الثناوية ١ سيور متينجي تباين في جنوبية. يكون للطريقة المباشرة تأثير كبير على إتقان الطلاب للمفردات في الفصل الثامن مدرسة الثناوية ١ سيور متينجي هذا البحث هو بحث كمي في شكل تجربة مع تصميم المجموعة الضابطة للاختبار القبلي والاختبار تباين في جنوبية. البعدي. وأدوات البحث المستخدمة هي الاختبار القبلي والاختبار البعدي. تم تحليل بيانات الاختبار باستخدام لتحديد الاختلافات في إتقان الطلاب للمفردات بين الفصلين ومن نتائج تحليل البيانات كان متوسط صيغة اختبار الدرجة التجريبية في الاختبار القبلي وفي الاختبار البعدي . والدليل هو . وكان متوسط درجات الفصل الضابط في هو. وهذا يعني أن يتحكم هو و أكبر من يتحكم حيث يكون T الاختبار القبلي وفي الاختبار البعدي. نتائج اختبار مقبولة، لذلك هناك تأثير كبير لاستخدام الطريقة المباشرة على إتقان المفردات لدى طلاب الصف الثامن في مدرسة

الكلمات المفتاحية: الطريقة المباشرة، إتقان الطالب للمفردات

ACKNOWLEDGEMENT



First of all, let I say a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, chance and spirit so the researcher can accomplish her thesis entitled “The Effect Of Direct Method on Students’ Vocabulary Mastery at Grade VIII SMPN 01 Sayurmatangi Tapanuli selatan’. The Second, shalawat and salaam upon to the prophet Muhammad SAW that had guided the human beings from **the dark era to the bright era.**

In finishing this thesis, the researcher faced many troubles and difficulties. It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Mr. Zainuddin, M.Hum, as my first advisor and Mrs. Sri Minda, M.Hum, as my second advisor who have guided me for finishing this thesis, who have been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.
2. The Rector and the Vises of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, as the administrator that has accepted researcher as the university student in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.
3. The Dean of Tarbiyah and Teacher Training Faculty and Vises that has done the best improvement the faculty in creating various activity to increase students’ skill.
4. Special thanks to the of Chief English Education Department, Mrs. Fitri Rayani Siregar. M.Hum. who supported every requirements of finishing my thesis.

5. Mrs. Dr. Eka Sustri Harida, M.Pd, as my academic advisor and also my lecture who has given me motivation, and guidance as long as I was a students.
6. All lecturers and all the cavities academic of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan who had given so much knowledge and helped during I studied in this institute.
7. The lectures Mrs. Sokhira Linda Vinde Rambe, M.Pd., Mrs. Dr. Eka Sustri Harida, M.Pd., Ummi Yusni Sinaga, M.Hum., Mr. Dr. H. Fitriadi Lubis, M.Pd., Mrs. Sri Rahmadhani Siregar, M.Pd., Mrs. Ida Royani, M.Hum., and Mr. Dr. Hamka, M.Pd who have given me much knowledge.
8. Mrs. Leliyani Nasution SPd, who has been my validators. I would like to say thank you for helping me in arranged the written text and interview.
9. My beloved parents (Mrs. Jusridawati Nasution) and my lovely brother and sister (Herman Siahaan, Juwita Maya sari Siahaan, Mangara Zulfikri Siahaan, Zelfina, Hikma Yanti) and my nephwe (Zaher, Samudra) who always give me a lot of love, affection, attention, prayers and big spirit how to be patient and survive in any conditions by my own self, who always give me motivation to achieve my dream, and who have been my inspiration.
10. I want to say thanks to myself for believing me. I wanna thank me for doing all these hard work. I wanna thank me for always being a giver and trying to give more than I receive.
11. My beloved best friends (Annisa Putri rangkuti, , Husnul Br Hasibuan, Masni, Nurliana Agustina, Siti Asrodiah Siregar and Suri Wahyuni Harahap). who always give me motivation, suggestion and help me until finishing this thesis.
12. Mr. Drs. Ilyas Bartubara as a headmaster of SMPN 01 sayurmasinggi, who helped or gave permission for the researcher to do the research in that school.

13. My participants in this research, they are from VIII -1 and VIII -2 of SMPN Sayurmatinggi. I would like to say thank you very much for the kindness in helping me, may Allah rewards every kindness with the greatest thing.

I realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidimpuan, 28 December 2023
Researcher

VIVI AGUSTINA
Reg. No. 18 203 00038

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CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is the most important element in study English as a foreign language and one of the most important component to make clear communication especially for basic. Vocabulary plays a critical part in a students' language comprehension as a result of what the students hear or read in school.¹ Vocabulary takes precedence over grammar because it is this vocabulary that allows the students to speak effectively. Furthermore, vocabulary is a component that connects the four skills of hearing, speaking, reading, and writing.

Vocabulary is important in four skills. First, vocabulary is important in reading comprehension because it aids learners in understanding the text. Vocabulary is useful not just for understanding other people, but also for reading books and articles.² Due to important role vocabulary of all affairs, children have to learn vocabulary since they are young. Because teaching young students are different from teaching teenagers and adults, however the young students have special needs, interest and ability.³ Nowadays, teaching vocabulary is easier to get the information from variety of sources.

¹ Laura L. Meyer and Nobert Schimitt, "Vocabulary in Language Teaching," *TESOL Quaterly* 36 no. 2 (2002): 235, <https://doi.org/10.2307/3588334>.p.125

² Linda Diamond and Linda Gutlohn, *Teaching Vocabulary*, 2006, <https://book.doi.org/1234/3356>.p.53

³ Mohammad Sadegh Bagheri Rezan Ghalebi, Firoz Sadighi, "Vocabulary Learning Strategies; A Comparative Study of EFL Learners," *Cogent Psycology* 7 (2020): 9.

Students can find how to learning vocabulary and to obtain information from books, magazines, newspapers, brochures, and computers, if students have a strong vocabulary.⁴ On the other hand, students who have strong vocabulary will succeed in their studies since they grasp what the text about. However, vocabulary is one of important thing for mastering a foreign language (especially for beginner).

Based on curriculum of Junior High School, to reach KKM score (75), the students must memorize the new vocabulary and write in the book and students must fill in the blank the test that the teacher give. In the fact, the English teacher said that SMPN 01 Sayurmatinggi students in eight grade get low in vocabulary test is (70), besides the KKM score is 80. In fact, based on interview done by researcher at SMPN 01 Sayurmatinggi, her name is Leliyani Nasution, S.Pd. said: Students are hard to remember the vocabulary because students are less attention to spelling and telling the meaning of the word what students understand., in brief, students vocabulary mastery does not fullfill the expectacion.⁵ Students still hard in mastering and memorizing even a simple vocabulary.

Furthermore, based on an interview between researcher and Cahaya, one of the students in SMPN 01 Sayurmatinggi, she said the students difficulty in remembering new vocabulary because the differences between writen and

⁴ Jack C. Richard & Theodore S. Rongers, *Approaches and Methods in Language Teaching, a Description and Analysis* (New York: Cambridge University Press, 2001).p.4-5

⁵ *Privat Interview*. Leliyani Nasution, S.Pd English Teacher of SMPN 01 Sayurmatinggi (28 April 2022 13:47 in the school after finish study

spoken so the students easy to feel bored in learning and not interesting in learning process.⁶ Then, More ever an interview the researcher and Anggi one of the students in SMPN 01 Sayurmatangi . She said that she is lack in vocabulary especially jobs and things vocabulary, beside the students do not have enthusiasme in English, and the teacher does not ask them to practicing vocabulary.

Many teachers at school give vocabularies to the students using attractive method. Based on siregar, the teacher must be preparing and find out the interesting way, which will be presented to the students. A good teacher should prepare him or her self with various of the method that always up to date.⁷ This means that some teachers in school must use certain method in teaching vocabulary. Teachers should need methods and techniques of teaching English as a second language to develop certain knowledge, skills, and insight. Therefore, teacher needs to find an interesting method to teach vocabulary. There are some interesting methods to teach vocabulary, one of the interesting method is direct method.

Direct method is such a method of teaching and learning in which the English teacher will teach English vocabulary by using direct things or real object, bags of oral interaction, spontaneous language use.⁸ This reaseach was

⁶ *Privat Interview*. Cahaya Students of SMPN 01 Sayurmatangi (5 Mei 2022 9:10 in the canteen of school)

⁷ Fitri Rayani Siregar, "Using The World Card Technique In Teaching Vocabulary," *English Education* 4 No. 3 (2016): 2, <http://194.31.53.129/index.php/EEJ/article/view/1292/1093>.

⁸ A Tiiesis and Teacher Training Faculty, "The Effect of Using Direct Method on Students' Vocabulary Mastery at Grade VIII of SMPN 5" (n.d.), <http://etheses.iainponorogo.ac.id/2438/1/Amanatus%25Sakdiah.pdf>.p.35

applied by Sakdiah. She concluded that direct method in learning English especially vocabulary can make students more active and interest during the teaching learning process.⁹ The second was written by Ahmad. He concluded that direct method was more effective than using grammar translation method. Direct method has served a positive influence.¹⁰ Direct method has positive effect to students in teaching learning vocabulary.

From the explanations above, The researcher wants to solve the students' problem in vocabulary mastery. The researcher tries to use direct method, it is expected that students are easier to make affect in their vocabulary. Based on the problems that already explained above, actually there are many methods to face the problems in teaching vocabulary in junior high school. The researcher interest to face problems by using Direct Method in vocabulary mastery

Thus, explanation the researcher wants to carry out a research about The Effect of Using Direct Method on Students' Vocabulary Mastery at Grade VIII SMPN 01 Sayurmatinggi.

B. Identification of Problem

Based on the background of the problem, the researcher identification of the problem as follow :

1. The students are difficult in memorizing vocabulary that they have learned.

⁹ Tiiesis and Faculty.p.38

¹⁰ Fandi Ahmad, "The Effect of Direct Method on Students Vocabulary Mastering" (2016), <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/25301/1.p.10>

2. The technique that used by teacher has not been able to develop the students' vocabulary.
3. Most of the students do not have competent vocabulary so that they cannot carry their ideas, feeling, and through well.

C. The Limitation of the Problem

Based on the background of of this research, there are some difficulties of study vocabulary such as students difficult in memorizing vocabulary especially new words, the technique of the used by the teacher is not be able to master students' vocabulary, and most of students do not have background knowledge about vocabulary. The researcher not discuss all of them. The researcher only focused on mastering vocabulary by using direct method.

D. Formulation of the Problem

Based on limitation of the problem , the researcher formulated the problem as follow :

1. Does Direct Method significantly affect the students' vocabulary mastery at grade VIII SMPN 01 Sayurmatinggi Tapanuli Selatan?
2. How does Direct Method significantly affect the students' vocabulary mastery at grade VIII SMPN 01 Sayurmatinggi Tapanuli Selatan?

E. Objective of The Research

Based on formulation of the problem, the objective of the research as follow:

1. To know whether Direct Method significantly affect the students' vocabulary mastery at grade VIII SMPN 01 Sayurmatinggi Tapanuli Selatan.

2. To describe the Direct Method affect the students' vocabulary mastery at grade 2 SMPN 01 Sayurmatinggi Tapanuli Selatan.

F. Significances of the Problem

The researcher expects that the findings of this study will give benefits and some contributions, the expected contributions are :

1. English Teacher

Findings are expected to be positive and valuable information, especially for who are consideration in teaching and learning English as foreign language or second language.

2. Students

Able to benefit their ability in vocabulary mastery and make students interestec in Direct Method especially in learning how to conduct a research.

3. Researcher

It hopelly useful and valuable, especially for students and teachers of English to be consideration in teaching and learning process in the future.

G. Defenition of the Key Term

- a. Defenition of Direct Method

Direct method is a method of language teaching associated. The method came about as much needed replacement for the Grammar Translation method. The history of the method took a long way before it had its relatively typical feature. At first the method was given different names in different countries and the sort of teaching engendered by the direct

method quite different among the countries. The direct method has one very basic rule.

b. Vocabulary Mastery

Vocabulary is one of the most obvious component of language and one of the first things applied linguists turned their attention to. What words should be taught in a second language? This depends on the objectives of the course and the amount of time available for teaching. Educated native speaker are thought to have a recognition vocabulary of some 17.000 word, but this is a much larger number of word than can be taught in language course.

H. Outline of the Research

The outline of this script is divided into five chapters. Chapter one consist of background of the problem, limitation of the problem, formulation of the problem, significances of the research, definition of the key term, and outline of the research.

Chapter two consist of the theoretical description. It is divided into subchapters which consist of definition of direct method, definition of vocabulary mastery, related finding, and hypothesis.

Chapter three consist of methodology of the research which is divided into subchapters ; the place and time of the research, the research design, population and sample, instrument of the research, validity and reliability, technique of collecting data, and technique of analysis data.

Chapter four consist of the data description, hypothesis, discussion, and threats of the research. Chapter five consist of the conclusion about the result of the research and suggestion that given by the researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Direct Method

a. Definition of Direct Method

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.¹ The key aspect of this method introduction of new word, number, alphabet character, sentence or concept. These aspects will be the important one for mastering another language especially an English language for beginner (students).

The direct method of teaching which is sometimes called the natural method, and it is often (but not exclusively) used in teaching foreign languages. The direct method in teaching a language is directly establishing an immediate and audiovisual association between experience and expression, words, and phrases, idioms and meanings, rules and performances through the teacher' body and mental skills, without any help.

¹ Diane Larsen Freeman, *Technique and Principle* (Oxford University: Oxford, 2015), <https://books.google/23456/5&/Teaching+Principle/890%258.p.23>

Direct method of teaching languages aims to build a direct way into the world of the target language making relation between experience and idea, thought and expression and performance. This method intends for students to learn how to communicate in the target language.² This method is according to assumption that the students should experience the new language in the same way as he/she experienced his/her mother tongue without considering the existence of it.

The direct method is a method of English which the teacher teaches English directly. Without the use of medium language (mother tongue).³ In this method the teacher does not use the learners' mother tongue expression and translation. It is in harmony with the fries's definition. He stated that "the direct method is a method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading language it self, without the use of the students' language, translation and without the study of the formal grammar. So the students just say directly the English sentences first and at the end the teacher will correct what students said.

Direct method is a method of language teaching associated. The method came about as much needed replacement for the Grammar Translation method.⁴ The history of the method took a long way before

² E. V Gatenby, *A Direct Method English Course*, 3rd edn (London : Longman, 1958); Wuri Nugroho, *The Process of Teaching Reading by Using the Direct Method* (Surakarta: Sebelas Maret University, 2015).

³ Ruhuda Akok, "The Effect of Direct Method to Vocabulary Mastery at Grade VII Students of MTsN Padangsidempuan" (2019), <https://etd.uinsyahada.ac.id/224/.p.7>

⁴ Nugroho, *The Process of Teaching Reading by Using the Direct Method*.p.8

it had its relatively typical feature. At first the method was given different names in different countries and the sort of teaching engendered by the direct method quite different among the countries. The direct method has one very basic rule. Brown argued that there are some principles by using direct method :

1. Classroom instruction is conducted exclusively in the target language.
2. Only everyday vocabulary and sentence are taught.
3. Oral communication skills are built up in a carefully traded progression organized around question and answer exchanges between teachers and students in a small, intensive classes.
4. Grammar are taught inductively.
5. New teaching points are taught through modeling and practice.
6. Concrete vocabulary is taught through demonstration, objects, and pictures.
7. Both speech and listening are taught.
8. Correct pronunciation and grammar are emphasized.⁵

From the theories above, the researcher get conclusion the direct method is the method that is used in teaching a language by using the target language without going through the translation to the native language. The teacher can demonstrate the word by using real thing such as picture, gesture, or pantomimes.

b. Principle of Direct Method

Even though the Direct Method has derived from psychology, the method has some principles related to learning foreign languages. The following principles are some of the characteristics of the Direct Method regarding to language learning.

⁵ Nugroho, p.13

1. Reading in the target language should be taught from the beginning of language instruction; however, the reading skill will be developed through practice with speaking. Language is primarily speech. Culture consists of more than the fine arts.
2. Objects (e.g. realia or pictures) present in the immediate classroom environment should be used to help students understand the meaning.
3. The native language should not be used in the classroom.
4. The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language form and meaning.
5. Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists.
6. The purpose of language learning is communication (therefore students need to learn how to ask questions as well as answer them).

The principle of the Direct Method kept developing from year to year.⁶ There was always some effort to systemize the teaching of language and the method was also combined with other traditional

⁶ Fandi Ahmad, "The Effect of Direct Method on Students Vocabulary Mastering" (2016), <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/25301/1.p.37>

methods. Descriptive phonetics and reading texts were also added to the method to meet the demands at that time.

c. Advantages of 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. This Method lays more emphasis on oral work. That ensures good pronunciation to the learners.
2. For teaching the idioms of English, this method is more suitable.
3. There is direct bond between thought and expression. So it helps the learner to have fluency in speech. It helps the students to have good command over the language.
4. Psychologically, this method is very sound because the teacher proceeds from particular to general and from concrete to abstract. It makes the teaching of English easy and pleasant.
5. It helps the teacher and the learner to cover up more syllabuses in less time.⁷

Based on explanation above, can be conclude that teacher use the direct method believe students need to associate meaning and the target language directly.

d. Disadvantages of Direct Method

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

1. There is need of really competent teachers for teaching English by using this method. Sometimes the teacher fails to make the students

⁷ Nugroho, *The Process of Teaching Reading by Using the Direct Method*.p.25

understand the meaning of a particular word because the use of mother tongue is not allowed.⁸

2. There is over emphasis on oral work. Reading and writing process of the language get less attention.⁹
3. This method cannot be used successfully for the average and the below average students.¹⁰
4. It is an expensive method because the teacher has to use some media or aids for teaching.¹¹
5. This method does not lay emphasis on the selection and gradation of language material which is very important.¹²
6. At the early stages, sometimes this method may fail miserably.¹³

Based on explanation above, can be conclude that teacher use the direct method believe students need to associate meaning and the target language directly. To do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of picture, or pantomime; never translates into the students' native language.

e. Ways of Direct Method Processing

The researcher has collected some of ways of direct method processing as follow:

1. Pre Activity
 - a. Warming by up questioning students about general things related to the topic.
 - b. Distribution the text
 - c. Whist activity

⁸ Nugroho.p.25

⁹ Nugroho.p.25

¹⁰ Nugroho.p.26

¹¹ Nugroho.p.26

¹² Nugroho.p.26

¹³ Nugroho.p.27

1. Introducing the topic and tell them how they are going to learn it.
2. Demonstrating the pronunciations by reading the text aloud.
3. Asking the students to read aloud the text by themselves, after the teacher ask one students to read aloud and reply about the text.
 - a. Bringing the students to the real condition by having discussions about the new vocabularies and their spelling, if it possible the teacher can bring some object or picture into the classroom.
 - b. Asking the students if they have questions or not understand about the material.¹⁴

2. Vocabulary Mastery

a. Definition of Vocabulary Mastery

Vocabulary is one of the most obvious component of language and one of the first things applied linguists turned their attention to. What words should be taught in a second language? This depends on the objectives of the course and the amount of time available for teaching. Educated native speaker are thought to have a recognition vocabulary of some 17.000 words, but this is a much larger number of word than can be taught in language

¹⁴ S. Philips, *Young Learners* (New York: Oxford University Press, 2014), <https://www.googleleaderservices.com/pagead/aclk?sa=L&ai=.p.55>

course.¹⁵ However the native speaker should know a lot of vocabulary that can be taught to people around the world.

Vocabulary is as a powerful carrier of meaning. Additionally, suggest that vocabulary is the knowledge of words and their meanings.¹⁶ This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognize words, and know their meanings as well.¹⁷ Thus, when a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.

Vocabulary can be defined, roughly, as the words studied in the foreign language.¹⁸ However a new item of vocabulary may be more than a single word, for example. Post office and mother-in-law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, which the meaning of the phrase cannot be deduced from an analysis of the component word.

¹⁵ Bambang setiyadi.Ag., *Theaching English as a Foreign Language* (Yogyakarta: Graha ilmu, 2006).p.5

¹⁶ H.Dughlas Brown, *Language Assesment Practical and Langage Practice* (San Francisco: Longman, 2003).p.123

¹⁷ Jack C. Richard & Theodore S. Rongers, *Approaches and Methods in Language Teaching, a Description and Analysis* (New York: Cambridge University Press, 2001).p.69

¹⁸ B. Setyadi, *Teaching English as Foreign Language*, 2016, <https://books.google.co.id/567%25pengantar+evaluasi+pendidikan75478%250987124.p.25>

b. Function of Vocabulary

One of the most important factors that affect language learning is vocabulary knowledge and it is agreed that vocabulary knowledge helps language learning improvement if learners read more, they will enhance their vocabulary knowledge. Vocabulary learning not only develops learners' spelling but also their writing proficiency.

In vocabulary learning, learners will be constantly tested to find out their level of improvement in vocabulary knowledge.¹⁹ If learners do not have sufficient vocabulary knowledge, they will have difficulties in recognizing the content thereby failing the vocabulary learning test and lose interest in reading. Vocabulary important for students' can help them memorize the word and to know many words in English.

¹⁹ Mohammad Sadegh Bagheri Rezan Ghalebi, Firoz Sadighi, "Vocabulary Learning Strategies; A Comparative Study of EFL Learners," *Cogent Psychology* 7 (2020): 9.

c. Kinds of Vocabulary

There are five aspects of vocabulary must the teacher and learners give their attention. They are as follow:

1. Form.

The mastery of Vocabulary involves the mastery of pronunciation and spelling.²⁰ The learner has to know how the word is sounded and how the word is spelled. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned

2. Grammar.

The grammar of a new word needs to be taught if this is not obviously covered by general grammatical rules. A word may have an unpredictable change of form in certain grammatical contexts.²¹ It is important to provide learners with the information at the same time the teacher teaches the base form of a word.

3. Collocation.

The collocation typical of particular items is another factor that makes a particular combination sound 'right' or 'wrong' in a given context. This is another piece of information about a new item which may be worth

²⁰ M. Finocchiaro, *The Foreign Language Learner: A Guide for Teacher* (New York: Regent Publishing Company, 2017), http://sevenenglish.kr/teacherapplicationform/english/?gchild=hdfkj_wB.p.65

²¹ Freeman, *Technique and Principle*.23

teaching.²² Collocation is also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.

4. Aspect of Meaning Denotation

Connotation, Appropriateness. Denotation is the meaning of a word that primarily refers to the real world. It is often the sort of definition in dictionary. Meanwhile, a less obvious component of the meaning of an item is its connotation, the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition.²³ Besides denotation and connotation, an aspect of meaning that also needs to be taught is whether a particular item is appropriate one to use in a certain context or not. It is useful for a learner to know that a certain word is very common, or relatively rare, or 'taboo' in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal situation, or belongs to a certain dialect.

²² Finocchiaro, *The Foreign Language Learner: A Guide for Teacher*.p.66

²³ A.E Koumy, "Teaching and Learning English as a Foreign Language: A Comprehensive Approach," *Educational Resources Information Center (ERIC)*, 2014, http://www.deguyster.com/journal.key/cjal/html?utm_source=lead_generation&gclid.p.21

5. Meaning Relations.

How the meaning of one item relates to the meaning of others can also be useful in teaching.²⁴ There are various such relationship, they are: synonyms (item that mean the same or nearly the same); antonyms (items that mean the opposite); hyponyms (item that serve as specific examples of a general concept); co-hyponyms or co-ordinates (other items that are the same kind of thing); superordinates (general concepts that cover specific items); and translation (words or 83 Vocabulary Mastery by Using Storytelling Sektalonir Oscarini Wati Bhakti; Marwanto expression in the learners' mother tongue that are equivalent in meaning to the item being taught)

6. Word Formation.

Vocabulary items, whether one-word or multi-word, can often be broken down into their components exactly how these words are put together is another piece of useful information. Teachers may teach the common prefixes and suffixes.²⁵ However, they should be warned that in may

²⁴ M.F Parel, *English Language Teaching* (Jipur: Sunrise Publisher, 2018), <http://pdf.drive.com.p.117>

²⁵ Koumy, "Teaching and Leraning English as a Foreign Language: A Comprehensive Approach."p.89

common words, the affixes no longer have any vocabulary items are built is by combining two words to make one item.

It could be concluded that vocabulary is the complete skill which from master some those vocabularies, the learners also learn how to pronounce, listen, and write correctly. The better they master the vocabulary, the better they speak and write in English.

d. Classification of Vocabulary

Nation classifies vocabulary into four categories based on how frequently it occurs in the language (its frequency) and how widely it occurs (its range). The four categories of vocabulary are namely high frequency words, academic words, technical words, and low frequency words.

1. High Frequency Words

There is a small group of high frequency which very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses the language.²⁶

2. Academic Words

The text is from academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text.²⁷

3. Technical words

The text contains some words that are very closely related to the topic and subject of the text. These words conclude indigenous, regeneration, pod carp, beech, rimy, and timber.

²⁶ Sudarman Nasir and Sumalee Chinokul, *The English Vocabulary Size and Level of English*, Fourth Edi, 2018, [https://books.google.co.id/books?id=onepage&q=aspect of vocabulary](https://books.google.co.id/books?id=onepage&q=aspect+of+vocabulary).p.123

²⁷ Chinokul.p.123

These words are reasonably common in this topic area but not so common elsewhere. As soon as we see them we know that topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.²⁸

4. Low Frequency Words

This group included words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5% of the words in an academic text. There are thousands of them in the language, by far the biggest group of words. They consist of the technical words for other subject areas, proper nouns, words that almost got the high-frequency list and words that we rarely meet in our use in the language.²⁹

Based on quotation above, the researcher can take the conclusion that high frequency words are quite simply those words which occur most frequently in written material, for example “and”, “the”, “as”, and “it”. Those are often words that have little meaning on their own, but these do contribute a great deal to the meaning of a sentence. Academic words, these words are common in academic texts, but not so common in everyday writing or speech. This why these not so easy to learn, but why at the same time, it is very important for students to learn them. Technical words are words that talk about technology and almost science too can be referred as technical words, and low frequency words are words that uncommonly occur in a language, such as “apopemptic”, “diaphoretic” and “rebarbative” in English.

²⁸ Chinokul.p.124

²⁹ Chinokul.p.124

e. Aspect of Vocabulary

Vocabulary is one of the language aspects which should be learn. Learning is important because in order to be able to speak, write, and listen the students have to know vocabulary first. A person said to “know” a word if they can recognize its meaning when they see it.³⁰ It means that learning vocabulary the students have to know the meaning of it and also understand then can use it in a sentence context. The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on form, meaning, and use.

According to Nation in Clouston, the form of a word involves its pronunciation (spoken form), spelling (written form), and any parts of words that make this particular item such as prefix, root, and suffix.³¹ An example for part of word can be seen with the word uncommunicative, where the prefix un- means negative or opposite, communicate is the root word, and -ive is a suffix denoting that someone or something is able to do something. Here these all go together to refer to someone or

³⁰ Mofareh Alqahtani, “The Importance of Vocabulary In Language Learning and How To Be Taught,” *International Journal Of Teaching and Education* III No.3 (2015): 25.

³¹ Michael Lessard-Clouston, *Vocabulary and Its Importance in Language Learning, Teaching Vocabulary*, 2013.p.75

something that is not able to communicate, hence uncommunicative.

Nation stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refer to, and the associations that come to mind when people think about a specific word or expression.³² Nation involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on it uses in terms of frequency, level, and so forth. For form, meaning, and use, Nation declared there is both a receptive and productive dimension.

According to Lado as cited in Isterya and Basri, there are some aspects of learning vocabulary.³³ They are meaning, spelling, pronunciation, word classes, and word use.

1. Meaning

In learning foreign language, students should know the meaning of word. Knowing the meaning of the word will make students easier to communicate on written or oral.

2. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted

³² Lessard-Clouston.p.75

³³ Isterya and Hasan Basri, "Improving Vocabulary Mastery Through Text Twist Game," *E-Journal of English Language Teaching Society (ELTS)* 1 (2003): 1–9.

standard and an arrangement of letters that form a word or part of word the proses of forming words by putting letters together. In learning vocabulary, spelling is very important. It can tighten the connection between sound and letters. Spelling and listening also have a common factor, proficiency with language. There are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The students have to know what a word' sound is like (pronunciation) and what it looks like (spelling).

3. Pronunciation

This means learning some symbols which are different from the letters of the English alphabet. Students need to be able to speak English well with a good pronunciation so that that students can communicate with others without hindrance. Pronouncing the words also enable students to remember it longer and identify it more ready when students hear or read it.

4. Word Classes

Word class (alternatively part of speech) describes the category of grammatical behavior of a word.³⁴ Word class

³⁴ Laura L. Meyer and Nobert Schmitt, "Vocabulary in Language Teaching," *TESOL Quarterly* 36 no. 2 (2002): 235, <https://doi.org/10.2307/3588334>.p.235

usually abbreviations noun, adjective, etc. whether noun is countable or uncountable, and whether a verb is normally transitive (needs an object) or intransitive (doesn't need an object).

5. Word use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus become the subject of profound analysis.³⁵ Based on statement above, the researcher make the conclusion that the students could not do well in comprehension without large vocabulary.

f. Problems in Learning Vocabulary

There are so many problems or difficulties showed that the students still faced the problems or difficulties in vocabulary learning. Kinds of problems or difficulties faced by students in vocabulary learning are various :

1. Almost all of students have difficulties in pronouncing the words.
2. How to write and spell vocabulary.
3. The different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary.

³⁵ Schmitt.p.65

4. In addition, the students found difficulties in choosing the appropriate meaning of the words.
5. Students still confuse in using the word based on the context.
6. The students were also still confuse when they find words or expression that were idiomatic.³⁶

There are also some factors that caused students difficulties in learning vocabulary :

1. The written form is different from the spoken in English.
2. The number of words that students need to learn is exceedingly large.
3. The limitations of sources information about words.
4. The complexity of word knowledge, knowing a words involves much ore than knowing its dictionary definition.
5. Causes of lack of understanding of grammatical of the words.
6. The incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.³⁷

In Indonesia especially, the average vocabulary that students should master is 382 words per year, it is from the age of 4 to 15

³⁶ Chinokul, *The English Vocabulary Size and Level of English*.p.65

³⁷ Heri Susanto, "A Study on Students' Difficulties in Learning Vocabulary," *Journal of English Language and Pedagogy* 4 (2021): 46.

years old.³⁸ For this reason, teachers especially the English teachers are required to be able to make appropriate techniques or strategies in memorizing students' vocabulary (to make students master in vocabulary), which is certainly fun and interesting so that students do not feel bored when learning vocabulary.

g. Assessment of Vocabulary

Assessment is ongoing process that encompasses a much wider domain. Brown states that in order for vocabulary assessment teachers should consider the following:

1. Be thoroughly familiar with developmental learning process and curriculum.
2. Articulate a philosophy of assessment and evaluation.
3. Know about and have experience collecting, recording, interpreting and analyzing multiple source of data.
4. Be flexible and willing to try out multiple assessment procedure.
5. Be committed to understanding and implementing an approach to evaluation that informs students and direct instruction.³⁹

Based on explanation above teachers should consider it to make students' evaluation more useful. Based it, there are some basic points to remember in the assessment of vocabulary of English language learners, they include:

³⁸ Fabien Snauwert, "How Many Words Do You Need to Speak English?," n.d., <https://clickandspeak.com/blog/id/4/how-many-words-to-speak-english/>.

³⁹ H. Douglas Brown, *Language Assessment : Principles and Classroom Practice* (San Francisco State University, 2004).p.97

1. Activity for assessment vocabulary should be based on activities for teaching vocabulary.
2. Assessment of vocabulary, like instruction, take planning, time, and experience.
3. Assessment of vocabulary should include students' attitudes and feelings toward vocabulary.
4. Assessment of vocabulary should be conducted regularly and be ongoing.
5. Students should be actively involved in their own assessment, whether it will be in setting criteria, engaging in self-assessment, or evaluation peers.
6. Teacher observation of vocabulary should be recorded systematically.
7. Assessment of vocabulary should consist of multiple assessments for each student in order to monitor students' progress.
8. Result of vocabulary assessment should be used inform students, parents, and teachers of needed changes in student performance and instruction.⁴⁰

Based on explanation above, can be concluded that in assessing students' vocabulary, a vocabulary teacher should remember and

⁴⁰ Linda Diamond and Linda Gutlohn, *Teaching Vocabulary*, 2006, <https://book.doi.org/1234/3356.p.43>

bend on the twentieth point. So do researcher who wants to research about students' vocabulary.

B. Review of Related Finding

There are some related findings that relate to this research and to support argument in this research. Then the researcher also used it as the reference and comparison with other research, they are:

The first was Sakdiah the objective of this research was to know the empirical evidence about the effectiveness direct method on students' vocabulary understanding in the seventh grade. The researcher took two classes as the subject of this study that were experimental class and controlled class. The researcher had compared the pre-test score before treatment was given and after treatment was given. The result of gained score of pre-test and post-test in the experimental class was higher than the controlled class. It can be concluded the Direct Method is effective on students' vocabulary understanding in the seventh grade of Al-Mawaddah Islamic Boarding School for Girl Coper Jetis Ponorogo.⁴¹

The second was Ahmad , he aimed to find out the improvement of the students' vocabulary by using direct method at Grade of SMA. Triguna Utama, Ir. H. Juanda, Tangerang Selatan, he used pre-experimental design with one group pre-test and post-test. The population of the research was the seventh grade which consisted of 72 students. The sample of the research was the VII_B

⁴¹ Amanatus Sakdiah, "The Effect of Using Direct Method on Students Vocabulary Mastery at Grade VIII of SMPN 5" (2020), [http://etheses.iainponorogo.ac.id/2438/1/Amanatus Sakdiah.pdf](http://etheses.iainponorogo.ac.id/2438/1/Amanatus%20Sakdiah.pdf).

which consisted of 22 students. Then he used completion test as the instruments of her research. Based on her research findings, the result showed that using direct method was effective to improve students' vocabulary. It is proved by the mean score of post-test. he assumed that using direct method could improve students' vocabulary and could be one of good method in teaching vocabulary.⁴²

The third was akok, she assumed that Direct Method is planning for making students work in a group in improving students' vocabulary. Then in this research, the objective there was significant influence of using Direct method toward students' vocabulary mastery at the first semester of the seventh grade of MTsN 1 Padangsidimpuan . The methodology of this research was experimental design. The researcher did three steps in conducting this research ; pre-test, treatment, and post-test. The population of this research was the seventh grade of MTsN 1 Padangsidimpuan, Based on the statistical analysis, there was significant influence of using Direct Method towards students' vocabulary mastery in Vocabulary mastery at the first semester of MTsN 1 Padangsidimpuan.⁴³

Based on the related findings above, some researchers used Direct method to improve students' vocabulary mastery, and it will different with these research. The researcher will use Direct method to improve students' vocabulary mastery. This research will focus on students' vocabulary mastery conducted by researcher to complete the previous research.

⁴² Ahmad, "The Effect of Direct Method on Students Vocabulary Mastering."

⁴³ Akok, "The Effect of Direct Method to Vocabulary Mastery at Grade VII Students of MTsN Padangsidimpuan."

C. Conceptual Framework

Vocabulary is important in four skills. First, vocabulary is important in reading comprehension because it aids learners in understanding the text. Vocabulary is useful not just for understanding other people, but also for reading books and articles. Students will find it easier to obtain information from a variety of sources, including books, magazines, newspapers, brochures, and computers, if they have a strong vocabulary. On the other hand, pupils who have a strong vocabulary will succeed in their studies since they will grasp what the text is about.

Based on curriculum for junior high school, to reach the KKM score (75), the students must memorize the new vocabulary and write in the book and students must fill in the blank the test that the teacher give. In the fact, the English teacher said that SMPN 01 Sayurmatangi students in eight grade get low in vocabulary test is (70), besides the KKM score is 75.

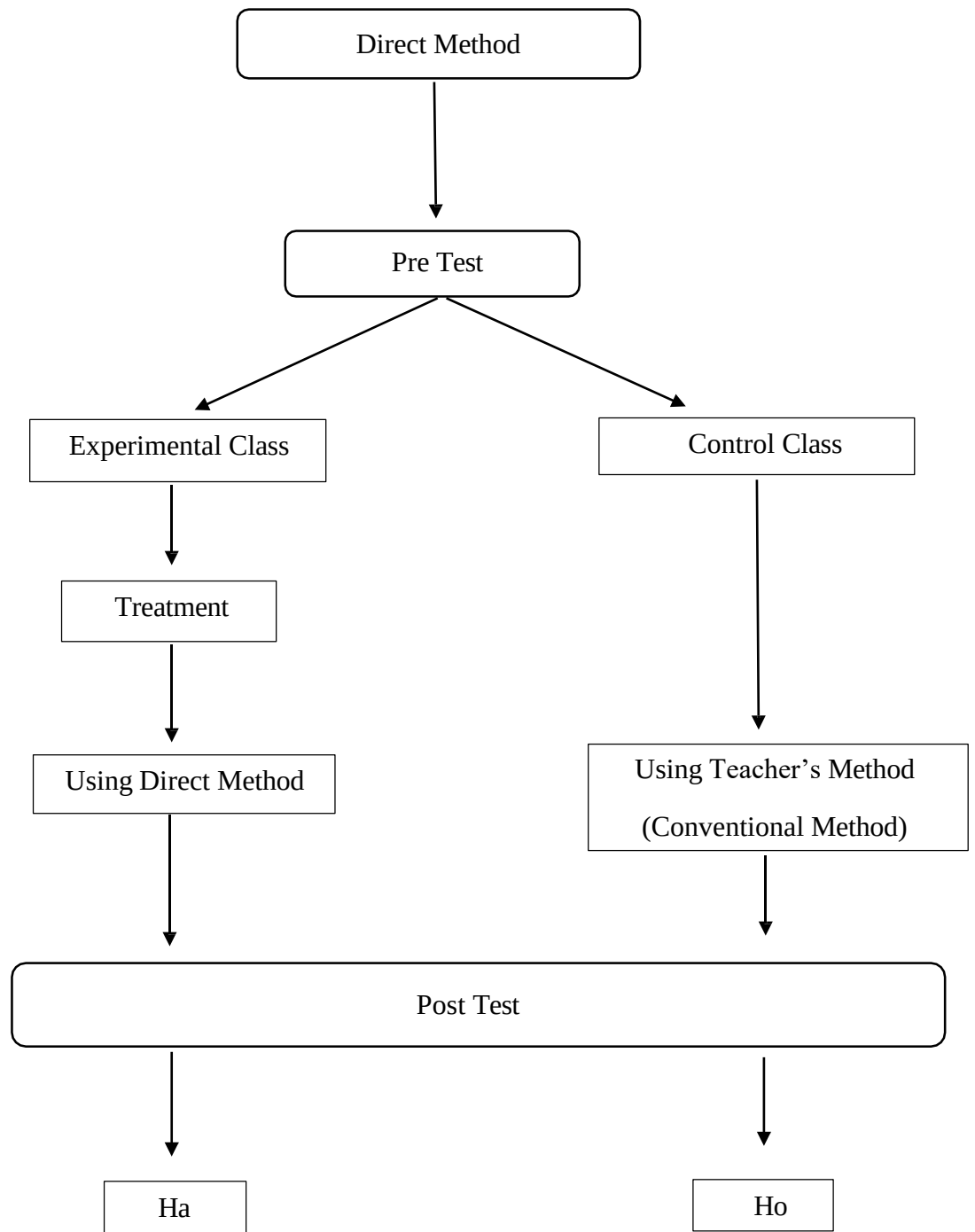
In fact, Based on interview done bt researcher with teacher at SMPN 01 Sayurmatangi, her name is Leliyani Nasution, S.Pd. she said: The students especially in the VIII class was lazy to bring their dictionary for study , they prefer the teacher give to them the translate the vocabulary, and they often forgot about vocabulary they have learn or practice before, in brief, students vocabulary mastery does not fulfill the expectation.

Furthermore, based on an interview between researcher and cahaya one of the students in SMPN 01 Sayurmatangi, she said the students difficulty in remembering new vocabulary because the differences between written and

spoken so the students easy to feel bored in learning and not interesting in learning process.

Then, More ever an interview the researcher and Anggi one of the students in SMPN 01 Sayurmatinggi . She said that she is lack in vocabulary especially jobs and things vocabulary, besides the students do not have enthusiasm in English, and the teacher does not ask them to practicing vocabulary.

So, the researcher wants to investigate to know whether there is significant effect on students' vocabulary mastery by using Direct method at VIII grade of SMPN 01 Sayurmatinggi. So that, the researcher will do research with pre test -post test and control group.

Figure II. 1 Conceptual Framework

D. Hypothesis of the Research

There is a significant effect using Direct method on students' vocabulary mastery at VIII grade SMPN 01 Sayurmatinggi.

CHAPTER III

RESEARCH METODOLOGY

A. Place and Time of the Research

The location of the research is SMPN 01 Sayurmatinggi. It is located on Sayurmatinggi. The time of this research had been done from 2022 up to 2023. The subject of this research is the eighth grade of students.

B. Research Design

This research use test that kind of this reserach is quantitave research with true experimental research in this research there are two types of text namely pre test and post test, the first is pre test is given or carried out for both, the control class and experimental class, the function of this is to know students ability in vocabulary mastery . After giving a test for experimental class the researcher treated the class by using direct method. Finally after doing the steps above the researcher will give post-test for both of class.

The goal is to find the effect of direct method on students vocabulary mastery in SMPN 01 Sayurmatinggi. Finally the researcher looks at the result of the students' data both classes, namely the experimental class and control class, it the table below.

Table III.1
Research Design

Class	Test	Treatment	Test
Experimental Class	Pre Test	Teaching vocabulary by using direct method	Post Test
Control Class	Pre Test	Teaching vocabulary by using Teacher's Method	Post Test

C. Population and Sample

1. Population

Population is the group of individuals or subjects in a region and time with certain qualities, The population in this study was students of class VIII SMPN 01 Sayurmatinggi Tapanuli Selatan. The population in this research is students class of VIII in SMPN 01 Sayurmatinggi there are three classes they are :

Table III.2
Population of the Research

No	Class	Total
1.	VIII 1	31
2.	VIII 2	30
3.	VIII 3	25
Total		86

2. Sample

Sample is part of the population that includes several selected members of the population. The researcher used random sampling to take the sample. The Sample of this research 2 classes, experimental class is for VIII 1 total 32 students does not use direct method, for control class is VIII 2 total 33 students that use the gesture method. The goal is the researcher want to see the ability from two classes in SMPN 01 Sayurmatangi. They are :

Table III.3
Sample of the Research

No	Class	Students
1.	Experimental class	31
2.	Control class	30
Total		61

D. Instrument of Collecting Data

The researcher collected the data by giving examine of the students' at VIII grade SMPN 01 Sayurmatangi . The test in this research is vocabulary based on the multiple choice and optional test . Here researcher give the test to the students' talk about vocabulary . The students write based on the topic that the researcher gave on first meeting and gave time limitation is 60 minutes to write their idea.

For pre-test and post-test. The first is pre test is given or carried out for both, the control class and experimental class, the function of this is to know

students ability in vocabulary mastery.¹ After giving a test for experimental class the researcher treat the class by using Direct method. Finally after doing the steps above the researcher will give post-test for both of class. It can be seen the mean score below.

Table III.4
The Indicator of Vocabulary²

No	Indicator	Learning objectives	Type of question	Question numbers	Total
1.	Able to identify the meaning of vocabulary terms	Determine the meaning of the italicized words	Multiple Choice	7,18, 19	3
2.	Able to identify the characteristic of vocabulary	Use appropriate vocabulary to complete the sentences	Multiple Choice	4,6,8,9,10,11,12,13,15,16,17,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50	42
3.	Able to know how to spelling the vocabulary	Rearrange the certain sentences	Multiple Choice	5,14	2
4.	Able to understand the given of vocabulary	Guessing the pictures given by the teacher	Multiple Choice	1,2,3	3

¹ Dkk Tatang Ary Kumanti, *Metode Penelitian Pendidikan* (Jakarta: Mitra Wacana, 2016), <https://www.detik.com/edu/d-55300636/penelitian-pendidikan.p.76>

² H. Douglas Brown, *Language Assessment : Principles and Classroom Practice* (San Francisco State University, 2004).p.133

Assessment : Result score x 2
 NB : If correct get the score 100
 If wrong get the score 0

E. Validity and Reliability

1. Validity

The researcher use of multiple choice test. To make the test become valid the researcher apply construct validity. To get the validity of an achievement test can be used to ways.³ The test was valid by construct validity to know whether the test valid or not by using expert judgement of English teacher class VIII of SMPN 01 Sayurmatangi Tapanuli Selatan.

2. Reliability

To check reability test, the researcher use Saharsimi Arikunto formula to make sure the test reliable. Saharsimi Arikunto said the reability of the test, the formula :

$$R_{11} = \left(\frac{\sum p}{n-1} \right) \left(\frac{\sum p^2 - \frac{(\sum p)^2}{n}}{\sum p^2} \right)$$

Where:

- R_{11} : Reliability of the instrument
 n : Total of Question
 S_t^2 : Variant Total
 p : Proporsi subject who is right answer⁴

³ Tatang Ary Kumanti, *Metode Penelitian Pendidikan*.p.80

⁴ Arikunto, *Suharsimi Arikunto.Pdf, Prosedur Penelitian Suatu Pendekatan Praktik-Revisi Ke X* (jakarta: rineka cipta, 2013), <https://pdf.drive.co/324.09/prosedure+penelitian=098%25.p.32>

F. Technique of Analysis Data

After collecting their answer the researcher analyzed the data by quantitative data; it was presented in statistic formula. The data analysis as follows :

1. Normality test by using Chi – Quadrat formula, as follow:

$$\chi^2 = \sum \frac{(\chi_o - \chi_h)^2}{\chi_h}$$

Where :

χ^2 = Value of Chi-Square

χ_o = Observed Frequency

χ_h = Expected Frequency⁵

2. Homogeneity Test

The test that is used to know whether both of the experimental class have the same variant or not. If both of them are same, it can be called homogenous. To find the homogeneity, the researcher used *Harley Test*. The formula is:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2015), <https://www.pdf.drive.com/980/5%25>.

Notes :

Hypothesis is accepted if $F_{(count)} \leq F_{(table)}$ Hypothesis is

rejected if $F_{(count)} \geq F_{(table)}$

Hypothesis is rejected if $F \leq F(n_1, 1) (1=n_2-1)$, while if $F_{(count)} >$ ⁶

3. Hypothesis Test

From the hypothesis is to answer the result of the research. The technique of analysis data that used in this research is Independent T-test formula. The hypothesis test start as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where :

t : the value which the statistical significant
 $\bar{x}_1$: the average score of the experimental class
 $\bar{x}_2$: the average score of the control class
 s_1^2 : deviation standard of the experimental class
 s_2^2 : deviation standard of the control class
 n_1 : number of experimental class
 n_2 : number of control class⁷

⁶ Arikunto, *Suharsimi Arikunto.Pdf*.p.45

⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*.p.79

CHAPTER IV

RESULT OF THE RESEARCH

To analyze the data as mentioned in earlier chapter, in order to evaluate the effect of using direct method on students' vocabulary mastery, the researcher has calculated the data from pre-test and post-test. Pre-test is done before conducting the treatment and post-test is done after conducting the treatment. Researcher apply quantitative analysis by using the formulation of T-test. It is done to know the effect of Using Direct Method on students' vocabulary mastery. Then, researcher describes the data as follow:

A. The Description of Data

The pre test score is obtained before teaching in experimental class and control class.

1. The Description of Data Before Using Direct Method

A. The Pre Test Score from Experimental Class

As the experimental class, the researcher took class VIII-2. In pre-test for experimental class, the researcher calculated the result that has been gotten by the students' vocabulary (multiple choice test). The researcher has calculated the students' score in appendix 5 and 6. The score of pre-test for experimental class can be seen in the following table:

Tabel IV.5**Table Score for Experimental Class in Pre Test**

Description	Pre-test
Total score	946
The hightes score	46
The lowest score	22
Mean	31.55
Median	38.50
Modus	44
Range	24
Interval	5
Standard deviation	1.03
Variant	1.07

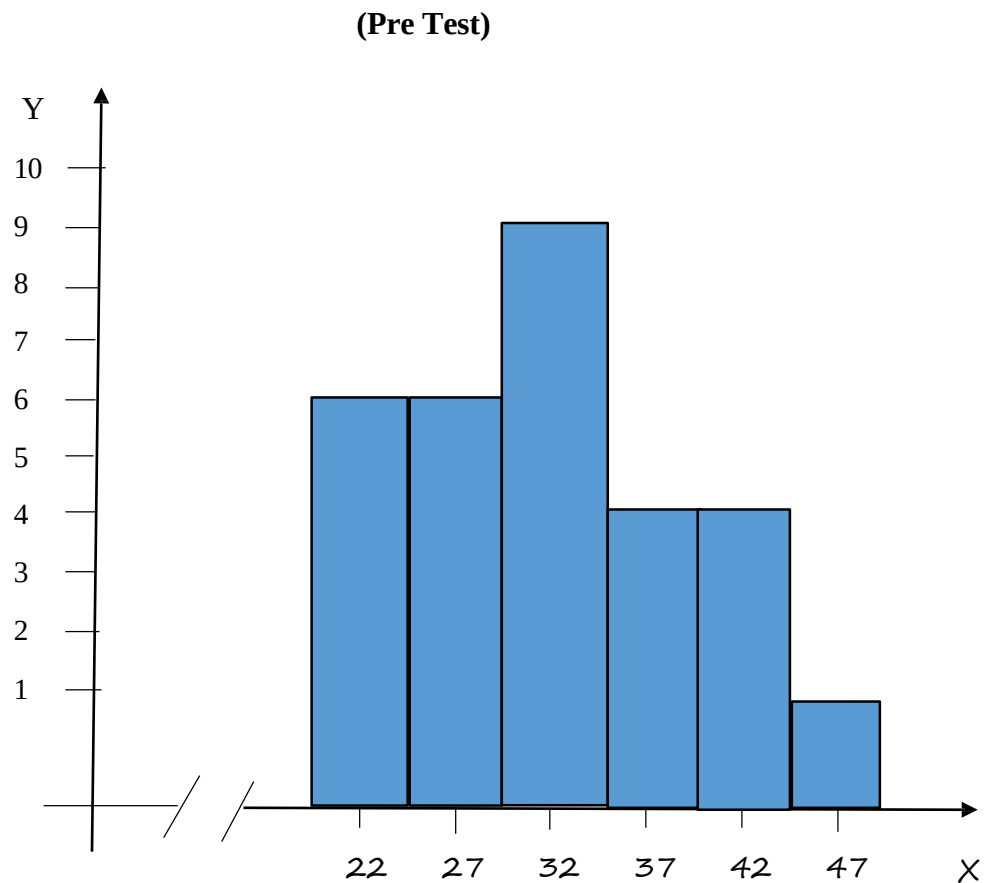
Base on the table IV.5 above, the total score of pre- test for experimental class is 946 , the average of values in a sample of experimental class (mean score) is 31.55, the extent of deviation for experimental class (standard deviation) is 1.03, the variant of students score is 1.07, the midpoint of frequency from students' score (median) is 38.50, the variation between upper and lower limits (range) is 24, the most frequently occurring value of students' score (modus) is 44, a range of numbers between two score (interval) is 5. The researcher get the lowest score is 22 and the highst is 46. Next the calculation of how to get it could be seen in appendix 11. Then the calculation of the prequency distribution of the students score is described as follow:

Table IV.6
Prequency Distribution of Experimental Class (Pre Test)

No	Interval	Mid point	Prequency	Percentages
1	20 – 24	22	6	18%
2	25 – 29	27	6	18%
3	30 – 34	32	9	27%
4	35 – 39	37	4	12%
5	40 – 44	42	4	12%
6	45 – 49	47	1	3%
Total			30	100%

From the table above, it can be concluded that the most students are in interval 30 – 34 which the highest frequency with total 9 students / 27%. The lowest are in interval 45 – 49 (1 students) or 3% . In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure 2 : Data Description of Students' vocabulary mastery in experimental class



Base on the figure of data description in experimental class (pre-test) the students score start from interval 20 – 24 up to 45 – 49. The highest frequency is interval 30 – 34 which total of 9 students.

B. The Pre Test Score from Control Class

In pre- test of control class, the researcher calculate the result that has been gotten from students vocabulary mastery (multiple choice test). The socre of pre- test for control class can be seen in the following table

Table IV.7**Table Score of Control Class in Pre Test**

Description	Pre-test
Total score	928
The hightes score	42
The lowest score	22
Mean	21.97
Median	46.3
Modus	30.5
Range	22
Interval	5
Standard deviation	0.8
Variant	0.65

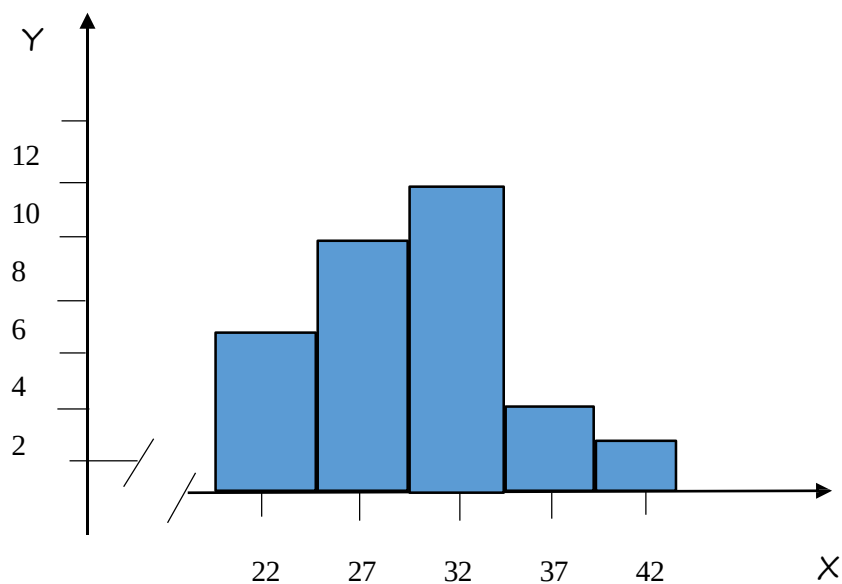
Based on the table IV.7 above, the total score of pre- test for control class is 928, the average of values in a sample of control class (mean score) is 21.97, the extent of deviation for control class (standard deviation) is 0.8, variant of students score is 0.65, the midpoint of frequency from students' score (median) is 46.3, the variation between upper and lower limits (range) is 22, the most frequently occurring value of students' score (modus) is 30.5, a range of numbers between two score (interval) is 5. The researcher get that the lowest score is 22 and the highest is 42. Next the calculation of how to get it can be seen in appendix 11. Then the calculation of the prequency distribution of the students score is described as follow:

Table IV.8**Frequency Distribution of Control Class (Pre Test)**

No	Interval	Mid point	Prequency	Percentages
1	20 – 24	22	6	18%
2	25 – 29	27	9	27%
3	30 – 34	32	11	33%
4	35 – 39	37	3	9%
5	40 – 44	42	2	6%
Total			31	100%

From the table IV.8 above, it can be concluded that the highest students' score are in interval 30 – 34 and in interval 55 – 59 with total 11 students / 33%. The lowest students are in interval 40 – 44 with total students 2/ 6%. In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

**Figure 3 : Data Description of Students' Vocabulary Mastery in Control Class
(Pre Test)**



Based on the figure of data description in control class (pre-test) the students score start from interval 20 – 24 up to 40 – 44. Most of the students or the highest frequency is in interval 30 – 34 with total 11 students.

2. Description of Data After Using Direct Method

A. The Post Test Score for Experimental Class

In post- test for experimental class, the researcher calculate that has been gotten from students in answering the test (multiple choice test) and researcher could give the score to students about their vocabulary mastery based on their answer in test. The score of post test for experimental class can be seen in the following table:

Table IV.9

Table Score of Experimental Class in Post Test

Description	Post-test
Total score	2104
The hightes score	84
The lowest score	50
Mean	79.30
Median	6.15
Modus	67
Range	34
Interval	5
Standard deviation	16.56
Variant	2742

Based on the table IV.9 above, the total score of post- test for experimental class is 2104, the average of values in a sample of experimental class (mean score) is 79.30, the extent of deviation for experimental class (standard deviation) is 16.56, variant of

students score is 2742, the midpoint of frequency from students' score (median) is 6.15, the variation between upper and lower limits (range) is 34, the most frequently occurring value of students' score (modus) is 34., a range of numbers between two score (interval) is 5. The researcher get the lowest score is 50 and the highest is 84. Next the calculation of how to get it could be seen in appendix 12. Then the calculation of the frequency distribution of the students score is described as follow:

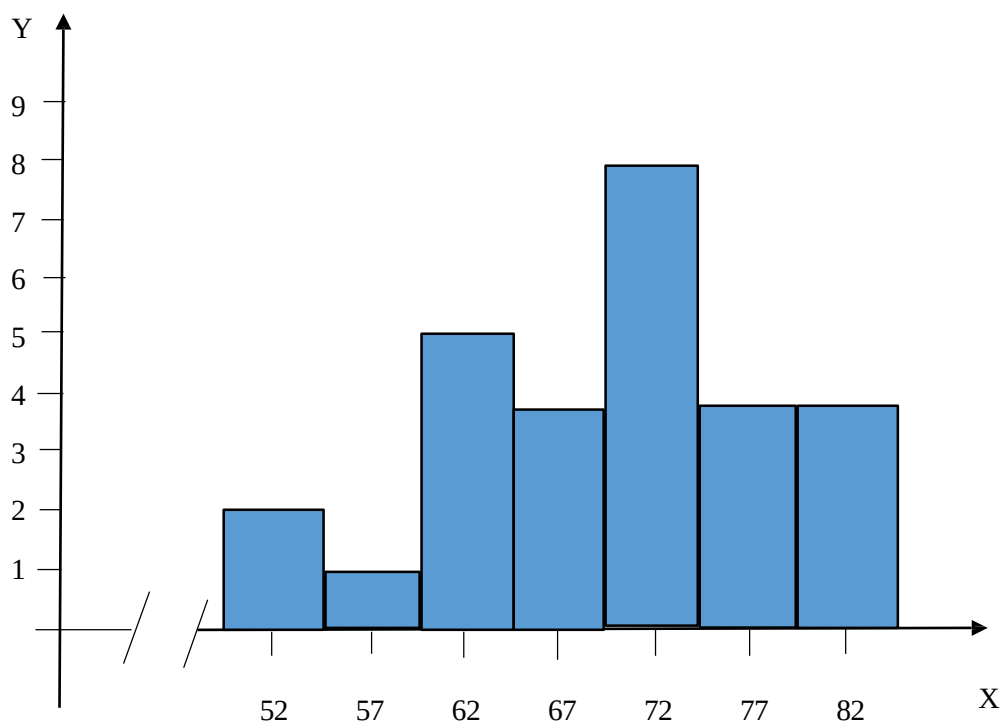
Table IV.10
Frequency Distribution of Experimental Class (Post Test)

No	Interval class	Mid Point	Frequency	Persentages
1	50 – 54	52	2	6%
2	55 – 59	57	1	3%
3	60 – 64	62	5	15%
4	65 – 69	67	4	12%
5	70 – 74	72	8	24%
6	75 – 79	77	4	12%
7	80 – 84	82	6	18%
Total			30	100%

From the table above, it can be concluded that the most students are in interval 70 – 74 which total (8 students 24%). The lowest students are in interval 55 – 59 (1 students 3%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure 4 : Data Description of Students' Vocabulary Mastery in Experimental Class

(Post Test)



B. The Post Test Score from Control Class

In post - test of control class, the researcher calculated the result that has been gotten by students vocabulary mastery (multiple choice test). The score of post- test for control class can be seen in the following table :

Table IV.11
Table score of Control Class in Post Test

Description	Post-test
Total score	1618
The hightes score	70
The lowest score	38
Mean	42.30
Median	12.5
Modus	51.58
Range	32
Interval	5
Standard deviation	1.31
Variant	10.72

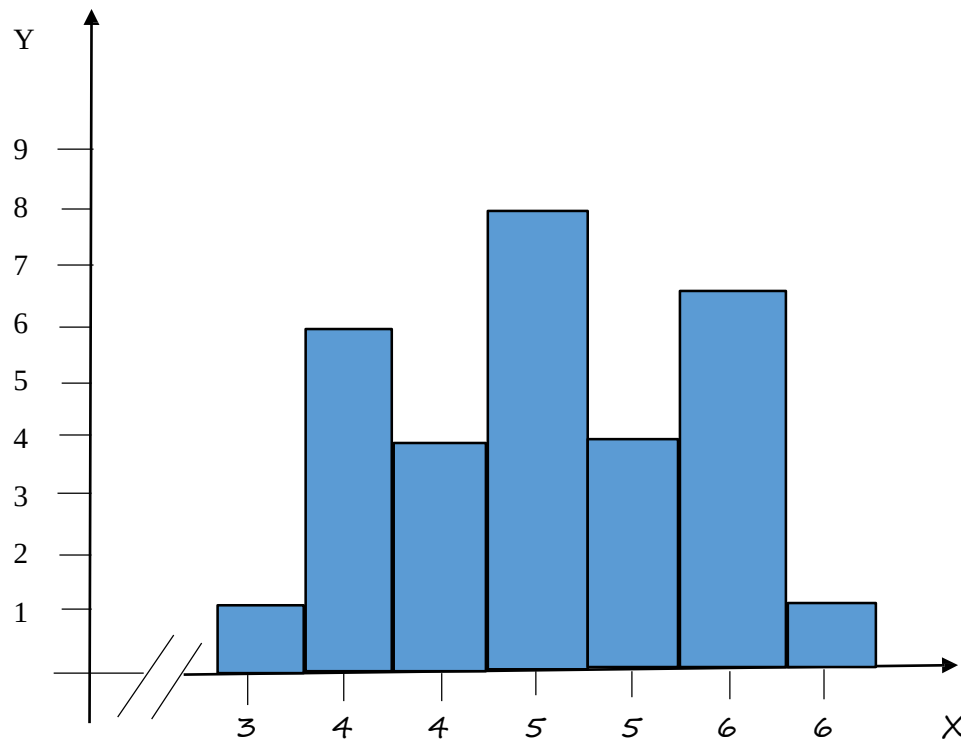
Based on the table IV.11 above, the total score of post- test for control class is 1618, the average of values in a sample of control class (mean score) is 42.30, the extent of deviation for control class (standard deviation) is 1.31, variant of students score is 10.72, the midpoint of frequency from students' score (median) is 12.5, the variation between upper and lower limits (range) is 32, the most frequently occurring value of students score (modus) is 51.58 a range of numbers between two score (interval) is 5. The researcher get the lowest score is 38 and the highst is 70. Next the calculation of how to get it could be seen in appendix 12. Then the calculation of the prequency distribution of the students score is described as follow:

Table IV.12
Prequency Distributon of Experimental Class (Post-test)

No	Interval	Mid point	Prequency	Percentages
1	35 – 39	37	1	3%
2	40 – 44	42	6	18%
3	45 – 49	47	4	12%
4	50 – 54	52	8	24%
5	55 – 59	57	4	12%
6	60 – 64	62	7	21%
7	65 – 69	-	-	-
8	70 – 74	67	1	3%
Total			31	100%

From the table above, it can be concluded that the most students are in interval 50 – 54 (8 students 24%). The lowest students are in interval 70 – 74 and 35 – 39 (1 student 1%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure :

**Figure 5 : Data Description of Students' Vocabulary in Control Class
(Post Test)**



Based on the figure of data description in control class (post-test) the students score start from interval 35 – 39 up to 70 – 74. The students in interval 35 – 39 is 1 student, interval 40 – 44 is 6 students, interval 45 – 49 is 4 students, interval 50 – 54 is 8 students, interval 55 – 59 is 4 students, interval 60 – 64 is 7 students, interval 65 – 69 is 0 student, interval 70 – 74 is 1 students and the highest frequency is in interval 50 – 54 which is total 8 students.

C. Data Before and After Learning By Using Direct Method

1. Students' Vocabulary Score by Using Direct Method

Based of the description of the data pre test and post test, researcher compared the score before and after gave the treatment in Experimental class as followed :

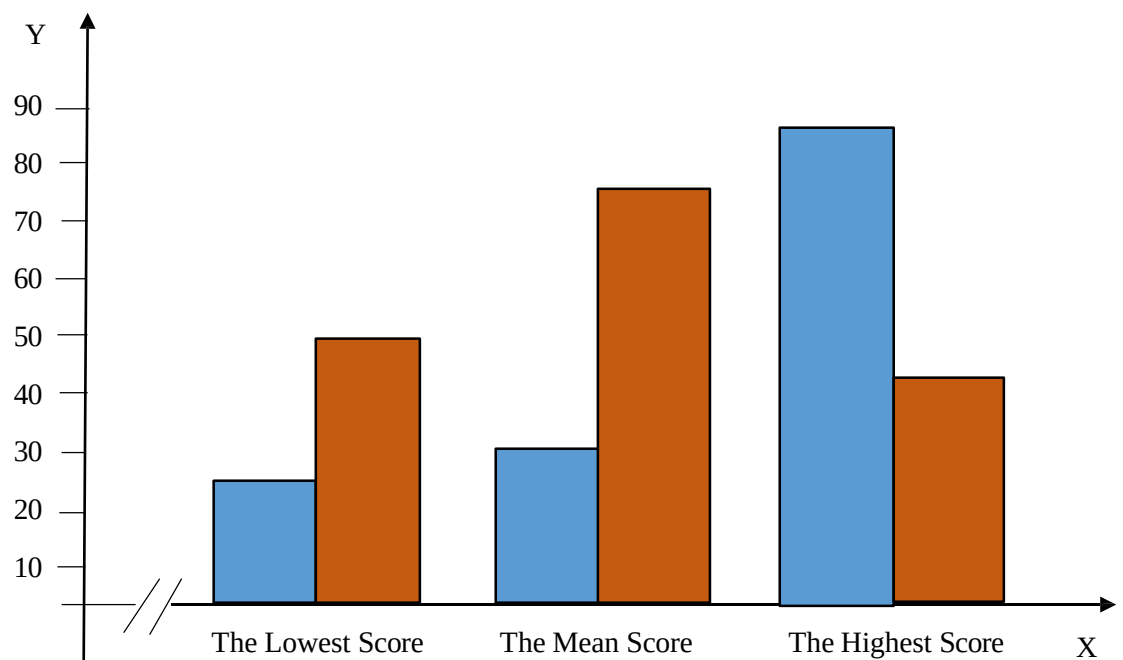
Table IV.13

Score of Pre Test and Post Test in Experimental Class

No	Name of Students (n)	Pre-Test	Post-Test
1.	ARD	30	52
2.	AS	34	50
3.	AGS	28	66
4.	AN	36	70
5.	AMN	32	70
6.	BE	40	58
7.	CHH	24	68
8.	DN	38	72
9.	DIMS	34	74
10.	DH	24	68
11.	HKS	26	70
12.	IRN	30	62
13.	ID	40	64
14.	K	42	80
15.	KAH	34	76
16.	MAH	30	70
17.	MR	24	66
18.	MD	26	82
19.	MJT	28	84
20.	NIP	38	76
21.	NR	38	78
22.	NHB	46	64
23.	RJK	26	76
24.	RS	24	72
25.	RH	30	80
26.	SNB	42	84
27.	SRS	22	70
28.	SAH	30	80
29.	TH	26	62
30.	YKR	24	60
Total		946	2104

Based of the table above, it can be concluded that the highest score in pre test was 46, the lowest score was 22 with the the total score was 946, meanwhile the highest score of post test was 84, the lowest score was 50, with the total score was 2104. To make it clear the researcher presented the data in histogram as followed :

**Figure 6 : Students Score Before and After Learning By Using Direct Method
(Pre Test and Post Test)**



Based on the figure above, the lowest score in pre test was 22 and the lowest score in post test was 50. The mean score in pre test was 31.55 and the mean score in post test was 79.30. The highest score in pre test was 46 and the highest score in post test was 84. The students score before learning by using direct method start from 22 – 46 beside that the students score after learning by using direct

method start from 50 – 84. The conclusion is using direct method in learning vocabulary has a significant effect. It can be seen from the lowest score, mean score, and the highest score of pre test was lower than the score from post test.

2. Normality, Homogeneity and Hypothesis Test

After doing the calculation, for homogeneity test the researcher found that $F_{\text{count}} = 0.36$. It has been compared to F_{table} with α 5% and dk numerator and denominator are different ($n_1 = 30$; degree of freedom = $30 - 1 = 29$ and $n_2 = 31$; dk = $31 - 1 = 30$). From the distribution list F, researcher found that $F_{\text{table}} =$ cause $F_{\text{count}} < F_{\text{table}}$ ($0.36 < 4.12$). So, there is no difference that the variance between the VIII -1 class and VIII -2 class. It means that the variance is homogenous.

Normality test the researcher found that, in experimental class for pre- test ($X^2_{\text{count}} < X^2_{\text{table}}$ ($10.74 < 12.59$), and post test ($X^2_{\text{count}} > X^2_{\text{table}}$ ($78.92 > 12.59$) while in control class for pre- test ($X^2_{\text{count}} < X^2_{\text{table}}$ ($11.06 < 11.07$) and post- test ($X^2_{\text{count}} > X^2_{\text{table}}$ ($84.15 > 11.07$). From the data above the researcher concluded that the normality of the test in pre test and post test there is no difference between VIII - 1 class and VIII - 2 class. It means that the test was normal.

Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis of alternative (H_a)

of the research is “Direct Method has effect on Students’ Vocabulary Mastery at grade VIII SMPN 01 Sayurmatangi. The calculation can be seen in appendix 15 and 16. The result of the t- test is as follow:

Table IV.14
Result of T Test

Post- test	
t_{count}	t_{table}
1.880	1.701

Based on the researcher calculation in post- test, researcher found t_{count} 1.880 while t_{table} 1.668 with opportunity $(1-\alpha) = 1- 5\% = 95\%$ and degree of freedom $= n_1 + n_2 - 2 = 30 + 31 - 2 = 59$. Cause $t_{\text{count}} > t_{\text{table}}$ (1.880 > 1.701), it meant the H_a was accepted and H_0 was rejected. The calculation can be seen in appendix 16. Based on the result of the data analysis, the researcher got the mean score of experimental in post- test was 79.30. The calculation can be seen in appendix 12.

B. Discussion

Based on the result, the researcher conducted that the answer of formulation of the problem were: Before using direct method, the average of values in a sample of experimental class (mean

score) of pre-test was 31.55 and the average of values in a sample of control class (mean score) score of pre test was 21.97.

After using direct method the average of values in a sample of experimental class (mean score) was higher than before using direct method .The average of values in a sample of experimental class (mean score) of post-test was 79.30 and the average of values in a sample of control class (mean score) of post-test taught by direct method was 42.30.

The researcher found the research result of t-test where t_{count} was higher than t_{table} was. T_{table} was 1.701 and t_{count} was 1.880. It means that H_a was accepted, so there was a significant effect of using Direct Method on Students' Vocabulary Mastery at Grade VIII SMPN 01 Sayurmatinggi.

It also discussed with the theory and compared with the related findings that had been stated by researcher. The first was Sakdiah, The result of gained score of pre-test and post-test in the experimental class was higher than the controlled class. It can be concluded the Direct Method is effective on students' vocabulary understanding in the seventh grade of Al-Mawaddah Islamic Boarding School for Girl Coper Jetis Ponorogo.¹

¹ Amanatus Sakdiah, "The Effect of Using Direct Method on Students Vocabulary Mastery at Grade VIII of SMPN 5" (2020), [http://etheses.iaiponorogo.ac.id/2438/1/Amanatus Sakdiah.pdf](http://etheses.iaiponorogo.ac.id/2438/1/Amanatus%20Sakdiah.pdf).

The second was Ahmad , he aimed to find out the improvement of the students' vocabulary by using direct method at Grade of SMA. Triguna Utama, Ir. H. Juanda, Tangerang Selatan. Based of his research findings, the result showed that using direct method was effective to improve students' vocabulary. It is proved by the mean score of post-test. He assumed that using direct method could improve students' vocabulary and could be one of good method in teaching vocabulary.²

The third was akok, she assumed that Direct Method is planning for making students work in a group in improving students' vocabulary. Based on the statistical analysis, there was significant influence of using Direct Method towards students' vocabulary mastery in Vocabulary mastery at the first semester of MTsN 1 Padangsidempuan.³

Based on the result of the data analysis above, the researcher got that the average of values in a sample of experimental class (mean score) in pre- test was 31.55 and in post-test was 79.30 The proof was 47.75. Then, the average of values in a sample of control class (mean score) in pre -test was 21.97 and in post-test was 42.30. So, based on its comparism it can be concluded that the improvement of

² Fandi Ahmad, "The Effect of Direct Method on Students Vocabulary Mastering" (2016), <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/25301/1>.

³ Ruhuda Akok, "The Effect of Direct Method to Vocabulary Mastery at Grade VII Students of MTsN Padangsidempuan" (2019), <https://etd.uinsyahada.ac.id/22>

experimental class was higher than control class.

Automatically, Direct Method had the effect on students' vocabulary mastery.

C. The Threats of The Research

There are some aspect that can threat for this research as follow:

1. The researcher do not know how serious the students are in answering the test.
2. The students need more time in answering the test.
3. There are some of students were noisy while answering the test. So, it can disturb the concentration of the others.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using direct method, the mean score of pre-test for experimental class is 31.55 and the mean score of pre-test for control class is 21.97.
2. After using direct method, the mean score of experimental class is higher than before using Direct Method. The mean score of post-test for the experimental class is 79.30 and the mean score of post-test for control class teach by conventional method is 42.30.
3. The researcher find the research result of t-test where t_{count} is higher than t_{table} . T_{table} is 1.701 and t_{count} is 1.880. It means that H_a is accepted, so there is a significant effect of using Direct Method on Students' Vcabulary Mastery at grade VIII SMPN 01 Sayurmatinggi.

B. Implications

1. Theoretical implications
 - a. The teacher' effort to solve the students hard to memorize vocabulary and the method that used by teacher is not interest for the students, so in this theory students more quickly to memorize vocabulary without any translation and easy to understand the new words given by teacher.

- b. Student motivation has an influence on learning achievement English. Students with high learning motivation of course have better learning achievement than students with medium or low learning motivation. It is hoped that teachers can foster learning motivation in students in various ways according to the ability of the teacher and attractive to students.
- c. Although teacher and student interactions in the teaching and learning especially in teaching vocabulary and motivation to learn both high, medium and low in research . in this case, it is hoped that there could be collaboration between students, teacher and search the best solution in the process of mastering vocabulary of students by using Direct Method.

2. Practice Implication

The results of this research are used as input for teachers and prospective teacher. To improve self with the teaching that has been done and student learning achievement that have been achieved with pay attention to appropriate learning methods and learning motivation students, to make the students more understand and master in vocabulary.

C. Suggestion

After finishing the research, the researcher get many information in English teaching learning. Therefore, from that experience, the researcher show some things need to be proven. It makes the researcher give some suggestion, as follow :

1. From the researcher result it is expected to the headmaster to give the facilities to help the students in learning English.
2. From the research result it is also expected to the English teacher to apply direct method as a reference in teaching speaking to make learning process more active.
3. The researcher suggests to another researcher to use this method in solving another problems and find another factors that face by students in learning English process.

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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Experimental Class)

Sekolah : SMPN 01 Sayurmatinggi
Kelas / Semester : VIII /1
Tema : Vocabulary / Part of Body
Alokasi waktu : 2x35 menit
Peneliti : VIVI AGUSTINA

A. KOMPETENSI INTI

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman dan guru.
3. Memahami pengetahuan faktual dengan cara mengamati mendengar, melihat, membaca dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis dan sistematis, dalam karya yang estetis dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar	Indikator
Menentukan kosa kata tentang Part of Body dan panca indera serta perawatannya melalui teks pendek (berupa gambar, tulisan,)	Mengetahui bagian bagian dari Part of Body dan mampu mengucapkannya dalam Bahasa inggris
Menjelaskan dengan kosa kata yang tepat tentang anggota tubuh dan panca indera serta perawatannya (berupa gambar dan tulisan) dalam bahasa Inggris lisan dan tulisan.	Menunjukkan kosa kata tentang anggota tubuh dengan tepat dalam bahasa lisan atau tulisan. Mengetahui guna anggota tubuh.

C. TUJUAN

1. Dengan bermain “Teacher Said (Guru Berkata)”, siswa dapat menunjukkan anggota tubuhnya dengan benar.
2. Dengan berdiskusi bersama siswa dapat menunjukkan, serta Menuliskan anggota tubuh dan kegunaannya dengan tepat.
3. Dengan mengamati gambar anggota tubuh, siswa dapat menunjukkan guna anggota tubuh dengan tepat.
4. Dengan menirukan ucapan guru, siswa dapat menggunakan kosa kata tentang Part of Body.

D. MATERI

- Mengenal Nama-Nama Anggota Tubuh (Part of Body) melalui gambar

E. METODE PEMBELAJARAN

Metode : Direct Method, Tanya Jawab dan Diskusi

F. LANGKAH – LANGKAH KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	1. Guru memberi salam dan siswa menjawab salam saat guru masuk kelas. 2. Salah satu siswa diminta untuk memimpin doa sebelum pembelajaran dimulai supaya diberi kemudahan dalam menuntut ilmu (Religus) 3. Guru mengabsen siswa yang hadir. 4. Guru menyampaikan Tema yang akan dibelajarkan yaitu ”Part of Body” 5. Guru menyampaikan tujuan pembelajaran pada hari ini. 6. Guru menyampaikan tahapan – tahapan kegiatan yaitu Kegiatan bermain permainan Guru Berkata (Teacher Said), Bercerita , Mengamati, dan berlatih.	10 menit
Kegiatan Inti	7. siswa diminta untuk mengikuti instruksi dari Guru. Tapi, instruksi hanya boleh diikuti jika Guru terlebih dulu mengucapkan, “Teacher Said”. Jika Guru memberikan instruksi tanpa didahului oleh ucapan “Teacher Said ”, maka siswa tidak boleh mengikuti. 8. Guru memberikan contoh terlebih dulu: a. “Teacher Said , Touch your nose” (maka semua siswa memegang hidung). b. “Teacher Said, Touch your head ” (maka semua siswa memegang kepala). c. “Touch Yor eyes”. (siswa tidak boleh	50 menit

	mengikuti karena tidak didahului dengan ucapan “Teacher Said”. jika ada yang mengikuti berarti belum konsentrasi) 9. Setelah siswa paham aturan permainannya, maka Guru bisa langsung memulai permainan “Teacher Said” 10. Guru mengamati siswa yang dapat mengikuti dan tidak dapat mengikuti permainan tersebut. Setelah permainan selesai, Guru menanyakan kepada peserta didik bagaimana perasaan mereka setelah mengikuti permainan tersebut. Apakah ada yang sulit? Bagian mana? . 11. siswa diberi arahan untuk berdiskusi dan bercerita tentang bagian-bagian anggota tubuh keteman sebangkunya. 12. Guru memberi waktu 15 menit kepada setiap orang untuk menulis tentang hasil tukar cerita bersama temannya, yaitu menceritakan tentang bagian-bagian anggota tubuh beserta kegunaannya. 13. Guru mengamati kegiatan tersebut untuk mencari tahu seberapa banyak yang bisa diketahui siswa tentang bagian- bagian tubuh serta kegunaannya. 14. Setelah selesai Guru Menunjuk siswa untuk membacakan hasil diskusinya di depan kelas yaitu tentang bagian-bagian anggota tubuh beserta kegunaannya. 15. Setelah selesai Guru melanjutkan kegiatan berikutnya. 16. Guru menunjukkan gambar bagian- bagian tubuh dan menempelnya di papan tulis lengkap dengan nama dan kegunaannya. 17. Guru lalu meminta siswa melihat dan mengamati gambar yang di tempel. 18. siswa diminta untuk menirukan ucapan Guru saat membacakan kata yang ditunjuk oleh Guru pada gambar. 19. Guru menguji konsentrasi siswa dengan menghilangkan nama yang ada pada gambar. 20. Untuk mengetahui ketercapaian pengetahuan tentang anggota tubuh peserta didik diminta untuk mengerjakan latihan yang sudah Guru siapkan 21. Setelah selesai Guru meminta siswa untuk mengumpulkannya untuk diberikan nilai. 22. Guru memberikan penguatan terhadap hasil latihan siswa untuk mengumpulkannya	
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	untuk diberikan nilai.	
Kegiatan Penutup	Siswa bersama guru melakukan refleksi atas pembelajaran yang telah berlangsung : Apakah yang kita pelajari hari ini anak-anak ? Manfaat apa yang dapat kamu ambil dari pembelajaran hari ini ? Guru menutup kelas dan berdoa diakhir pembelajaran	15 menit

A. PENILAIAN

1. **Penilaian Sikap:** Observasi dan pencatatan sikap siswa selama kegiatan

2. **Pedoman Penilaian**

$$\text{Nilai akhir} = \frac{\text{skor maksimal}}{\text{skor maksimum}} \times 100$$

Keterangan :

Jumlah skor maksimal x 10 : 10

Nilai Maksimal : 100

$$\text{Nilai Siswa} : \frac{\text{skor yang diperoleh}}{\text{skor maksimum}} \times 100$$

ENGLISH TEACHER

RESEARCHER

Lely Nasution, S.Pd
NIP.-

Vivi Agustina
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APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Control Class)

Sekolah : SMPN 01 Sayurmatinggi
Kelas / Semester : VIII /1
Tema : Vocabulary / Part of Body
Alokasi waktu : 2x35 menit
Peneliti : VIVI AGUSTINA

G. KOMPETENSI INTI

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman dan guru.
3. Memahami pengetahuan faktual dengan cara mengamati mendengar, melihat, membaca dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis dan sistematis, dalam karya yang estetis dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

H. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar	Indikator
Menentukan kosa kata tentang Part of Body.	Mengetahui bagian bagian dari Part of Body dan mampu mengucapkannya dalam Bahasa inggris
Menjelaskan dengan kosa kata yang tepat tentang anggota tubuh dan panca indera serta perawatannya dalam bahasa Indonesia lisan dan tulisan.	Menunjukkan kosa kata tentang anggota tubuh dengan tepat dalam bahasa lisan atau tulisan. Mengetahui guna anggota tubuh.

I. TUJUAN

1. Dengan berdiskusi bersama siswa dapat menunjukkan, serta Menuliskan anggota tubuh dan kegunaannya dengan tepat.
2. Dengan menjelaskan anggota tubuh, siswa dapat menunjukkan guna anggota tubuh dengan tepat.
3. Dengan menirukan ucapan guru, siswa dapat menggunakan kosa kata tentang Part of Body.

J. MATERI

- Mengenal Nama-Nama Anggota Tubuh (Part of Body)

K. METODE PEMBELAJARAN

Metode : menjelaskan,Tanya Jawab dan Diskusi

L. LANGKAH – LANGKAH KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	1. Gur memberi salam dan Siswa menjawab salam saat masuk dalam kelas. 2. Salah satu peserta didik diminta untuk memimpin doa sebelum pembelajaran dimulai supaya diberi kemudahan dalam menuntut ilmu (Religus) 3. Guru mengabsen siswa yang hadir 4. Guru menyampaikan Tema yang akan dibelajarkan yaitu "Part of Body" 5. Guru menyampaikan tujuan pembelajaran pada hari ini. 6. Guru menyampaikan tahapan – tahapan kegiatan yaitu Kegiatan bermain permainan Biskusi, Mengamati, dan berlatih.	10 menit
Kegiatan Inti	7. Guru menjelaskan tentang Part of Body kepada siswa serta apa kegunaanya 8. Siswa dikasih arahan untuk berdiskusi dan bercerita tentang bagian-bagian anggota tubuh keteman sebangkunya. 9. Guru memberi waktu 15 menit kepada setiap orang untuk menulis tentang hasil tukar cerita bersama temannya, yaitu menceritakan tentang bagian-bagian anggota tubuh beserta kegunaannya. 10. Guru mengamati kegiatan tersebut untuk mencari tahu seberapa banyak yang bisa diketahui siswa tentang bagian- bagian tubuh serta kegunaannya. 11. Setelah selesai Guru Menunjuk siswa untuk membacakan hasil diskusinya di depan kelas yaitu tentang bagian-bagian anggota tubuh	50 menit

	12. Untuk mengetahui ketercapaian pengetahuan tentang anggota tubuh siswa diminta untuk mengerjakan latihan yang sudah Guru siapkan 13. Setelah selesai Guru meminta siswa untuk mengumpulkannya untuk diberikan nilai.	
Kegiatan Penutup	Siswa bersama guru melakukan refleksi atas pembelajaran yang telah berlangsung : Apakah yang kita pelajari hari ini anak-anak ? Manfaat apa yang dapat kamu ambil dari pembelajaran hari ini ? Guru menutup kelas dan berdoa diakhir pembelajaran	15 menit

B. PENILAIAN

1. **Penilaian Sikap:** Observasi dan pencatatan sikap siswa selama kegiatan

2. **Pedoman Penilaian**

$$\text{Nilai akhir} = \frac{\text{skor maksimal}}{\text{skor maksimum}} \times 100$$

Keterangan :

Jumlah skor maksimal x 10 : 10

Nilai Maksimal : 100

$$\text{Nilai Siswa} : \frac{\text{skor yang diperoleh}}{\text{skor maksimum}} \times 100$$

ENGLISH TEACHER

RESEARCHER

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APPENDIX 3

The Instrument

The Test

(Pre-test)

Name :
Class :
Day/Date :
Time : 90 Minutes

Choose A, B, or C from The Questions Below!



1. This is my

- a. Fingers
- b. Leg
- c. Arm



2. Look at the picture, what is it?

- a. Teeth
- b. Mouth
- c. Lips



3. It is

- a. Arm
- b. Arms
- c. Ears

4. I can listen to the music with my

- a. Ear
- b. Ears
- c. Hand

5. Is – this – legs – my

- a. This is my legs
- b. Is this legs my
- c. Legs this is my

6. I bite pizza with my

- a. Teeth
 - b. Teeths
 - c. Teth
7. Perut in English is
- a. Stomach
 - b. Stomache
 - c. stomaches
8. Pancak silat is a full body fighting from Grappling and throwing.
- a. kick
 - b. strike
 - c. swim
9. We use our legs to
- a. walk
 - b. bite
 - c. write
10. We can watch a video with our
- a. Nose
 - b. Eyes
 - c. Mouth
11. We use our nose to ...
- a. Write
 - b. Eat
 - c. Smell
12. We can kick a ball with our
- a. Feet
 - b. Hand
 - c. Arm
13. We want to touch something by use
- a. Hand
 - b. Leg
 - c. Hair
14. Taste – I – can – tongue – with – my
- a. I can taste with my tongue
 - b. Taste my tongue with I can
 - c. I can tongue with my taste
15. Nose is part of our
- a. Leg
 - b. Feet
 - c. Face
16. Every hands Fingers
- a. Ten
 - b. Five
 - c. Seven

17. We have Ears
- Two
 - Three
 - Four
18. *"Kita mempunyai satu kepala"*
The English sentence is
- We have one for head
 - We have one knee
 - We have one back
19. *"Saya punya dua kaki"*
The English sentence is
- I have two ears
 - I have two legs
 - I have to elbows
20. My head is covered by
- Arm
 - Hair
 - Teeth
21. Which part of the body is responsible for pumping blood?
- Lungs
 - Heart
 - Stomach
22. Which part of the body do we use to see?
- Ears
 - Eyes
 - Nose
23. Which part of body do we use to smell?
- Mouth
 - Ears
 - Nose
24. Which part of body do we use to taste?
- Ears
 - Nose
 - Mouth
25. Which part of body help use to hear?
- Mouth
 - Nose
 - Ears
26. Which part of the body do we use to breath?
- Stomach
 - Lungs
 - Heart
27. Which part of body do we use to walk?

- a. Feet
 - b. Hands
 - c. Eyes
28. Which part of body do we use to write?
- a. Hands
 - b. Feet
 - c. Eyes
29. Which part of body do we use to speak?
- a. Nose
 - b. Mouth
 - c. Eyes
30. Which part of body do we use to think and remember?
- a. Heart
 - b. Brain
 - c. Liver
31. Which part of body do we use to chew our food?
- a. Eyes
 - b. Mouth
 - c. Ears
32. Which part of body help us to balance?
- a. Eyes
 - b. Ears
 - c. Nose
33. Which part of body do we use to touch and feel things?
- a. Mouth
 - b. Ears
 - c. Skin
34. Which part of body help us to swallow our food?
- a. Lungs
 - b. Heart
 - c. Esophagus
35. Which part of body do we use to run and play?
- a. Hands
 - b. Legs
 - c. Eyes
36. Which part of our body help us to hold and carry things?
- a. Feet
 - b. Hands
 - c. Nose
37. Which part of the body help us to sense temperature and pain?
- a. Mouth
 - b. Ears
 - c. Nerves

38. Which part of body help us to digest food?
- a. Brain
 - b. Stomach
 - c. Lungs
39. Which part of body do we use to smile and express emotions?
- a. Eyes
 - b. Mouth
 - c. Ears
40. Which part of the body help us to filter waste and produce urine?
- a. Kidneys
 - b. Heart
 - c. Liver
41. Which part of body protects your organs?
- a. Skin
 - b. Bone
 - c. Muscle
42. Which part of body helps you move?
- a. Skin
 - b. Bone
 - c. Muscle
43. Which part of body carries oxygen and nutrients to your cells?
- a. Skin
 - b. Muscle
 - c. Blood
44. Which part of body is the largest organ?
- a. Skin
 - b. Brain
 - c. Heart
45. Which part of body controls your thoughts and actions?
- a. Brain
 - b. Liver
 - c. Skin
46. Which part of the body do we use to hear sounds?
- a. Mouth
 - b. Ears
 - c. Nose
47. Which part of the body help us to smell different scents?
- a. Eyes
 - b. Ears
 - c. Nose
48. Which part of body help us to taste different flavours?
- a. Eyes
 - b. Ears

- c. Tongue
49. Which part of the body help us to breath the air?
- a. Mouth
 - b. Nose
 - c. Ears
50. Which part of body help us to talk andmake different sounds?
- a. Lungs
 - b. Mouth
 - c. Heart

APPENDIX 4

The Instrument

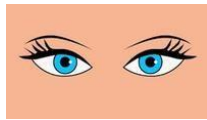
The Test

(Post-test)

Name :
Class :
Day/Date :

Time : 90 Minutes

Choose A, B, or C from The Questions Below!



1. Look at the picture, what is it?

- a. Mouse
- b. Teeth
- c. Eyes



2. This is

- a. Foot
- b. Nose
- c. Finger



3. I can With my nose

- a. Smell
- b. Bite
- c. Grap



4. I can With my ears

- a. Hear
- b. Kick
- c. Smell

5. Nose is part of our
 - a. Leg
 - b. Foot
 - c. Face
6. We use our hand to ...
 - a. Write
 - b. Eat
 - c. Read
7. Feet function is to
 - a. Kick a ball
 - b. Smell
 - c. See
8. My head is covered by
 - a. Arm
 - b. Hair
 - c. Teeth
9. We have Ears
 - a. Two
 - b. Three
10. "*Saya punya dua kaki*"
The English sentence is
 - a. I have two ears
 - b. I have two legs
 - c. I have to elbows
11. Taste – I – can – tongue – with – my
 - a. I can taste with my tongue
 - b. Taste my tongue with I can
 - c. I can tongue with my taste
12. My head is covered by
 - a. Arm
 - b. Hair
 - c. Teeth
13. I eat cupcake with my
 - a. Mouth
 - b. Nose
 - c. Ear
14. Stomach in Indonesia is
 - a. Perut
 - b. Lengan
 - c. Jari
15. Is – this – leg – my
 - a. This is my leg
 - b. Is leg my this

- c. My leg is this
- 16. I – taste – can – tongue – with – my
 - a. Can tongue taste with my
 - b. I can taste with my tongue
 - c. My tongue can taste with i
- 17. There are many function of mouth except ...
 - a. Eat
 - b. Smell
 - c. Talk
- 18. We can watch a television with our
 - a. Nose
 - b. Hand
 - c. Eyes
- 19. We walk with our
 - a. Hands
 - b. Feet
 - c. Legs
- 20. "*Saya punya dua mata*"
The sentence in English is
 - a. I have two eyes
 - b. Have I two eyes
 - c. Two eyes have i
- 21. Which part of body we use to hold and manipulate objects?
 - a. Hands
 - b. Feet
 - c. Head
- 22. Which part of body help us to taste sweetness?
 - a. Nose
 - b. Tongue
 - c. Eyes
- 23. Which part of the body connects your head to your shoulders?
 - a. Neck
 - b. Chest
 - c. Back
- 24. Which part of body has nails?
 - a. Fingers
 - b. Toes
 - c. Both a and b
- 25. Which part of body is divided into two halves called hemispheres?
 - a. Lungs
 - b. Brain
 - c. Heart
- 26. Which part of body has joints that allow you to bend and move?

- a. Bones
 - b. Muscles
 - c. Skin
27. Which part of body converts your bones and give you shape?
- a. Bones
 - b. Muscles
 - c. Skin
28. Which part of body has hair follicles that produce hair?
- a. Bones
 - b. Muscles
 - c. Skin
29. Which part of body is responsible for converting food into energy?
- a. Stomach
 - b. Liver
 - c. Pancreas
30. Which part of body help us to see things clearly?
- a. Pupil
 - b. Retina
 - c. Cornea
31. Which part of body is responsible for regulating body temperature?
- a. Skin
 - b. Lungs
 - c. Heart
32. Which part of the body do we use to taste sweetness, sourness, bitterness, and saltiness?
- a. Nose
 - b. Ears
 - c. Tongue
33. The is responsible for protecting our internal organs.
- a. Skin
 - b. Hair
 - c. Muscles
34. The is responsible for carrying oxygen to our body parts.
- a. Lungs
 - b. Heart
 - c. Brain
35. The are the organs that remove excess water and salts from your body
- a. Lungs
 - b. Kidneys
 - c. Spleen
36. The are organs that produce hormones and regulate growth and development
- a. Glands

- b. Muscles
 - c. Bones
37. The is organ that helps fight infections and recycles old red blood
- a. Lungs
 - b. Kidneys
 - c. Spleen
38. The are organs that transmit signals from your brain to your body and vice versa.
- a. Glands
 - b. Muscles
 - c. Nerves
39. Hidung in English is.....
- a. Ear
 - b. Hand
 - c. Nose
40. I can With my foot
- a. Write
 - b. Sing
 - c. Walk
41. I use my nose to
- a. Write
 - b. Run
 - c. Breath
42. We can bite an apple with....
- a. Stomach
 - b. Teeth
 - c. Tongue
43. Which one is not the part of body?
- a. Mouth
 - b. Book
 - c. Ear
44. Susi ate my chocolate yesterday. Today she gets
- a. Headache
 - b. Toothache
 - c. Stomachache
45. These statement are true, except
- a. I have two ears
 - b. I have two cheeks
 - c. I have one hair
46. Berlin loves to eat cake. She thinks the taste of the cakes is delicious. What does she use to taste the cake?
- a. Teeth
 - b. Tongue

- c. Mouth
- 47. What do you use to dribble the ball?
 - a. Head
 - b. Hand
 - c. Foot
- 48. She is hungry and her Starts rumbling
 - a. Finger
 - b. Stomach
 - c. Back
- 49. My mother always kisses my Before going to work
 - a. Hand
 - b. Cheek
 - c. Stomach
- 50. My sister puts on mascara on her
 - a. Eyes
 - b. Eyebrows
 - c. Eyelashes

APPENDIX 5

Score of Experimental Class in Pre-Test

No	Name of Students (n)	Pre- Test
1.	ARD	30
2.	AS	34
3.	AGS	28
4.	AN	36
5.	AMN	32
6.	BE	40
7.	CHH	24
8.	DN	38
9.	DIMS	34
10.	DH	24
11.	HKS	26
12.	IRN	30
13.	ID	40
14.	K	42
15.	KAH	34
16.	MAH	30
17.	MR	24
18.	MD	26
19.	MJT	28
20.	NIP	38
21.	NR	38
22.	NHB	46
23.	RJK	26
24.	RS	24
25.	RH	30
26.	SNB	42
27.	SRS	22
28.	SAH	30
29.	TH	26
30.	YKR	24
Total		946

APPENDIX 6

Score of Control Class in Pre-Test

No	Name of Students (n)	Pre- Test
1.	AS	26
2.	AS	30
3.	AS	28
4.	APJ	32
5.	AS	28
6.	AL	34
7.	AA	30
8.	DI	26
9.	DMBH	24
10.	FGS	34
11.	GH	22
12.	HM	28
13.	KJM	32
14.	LKT	32
15.	LML	26
16.	LN	24
17.	LAP	30
18.	MSH	24
19.	NPS	24
20.	PEPS	22
21.	PPP	32
22.	RFR	38
23.	RPS	42
24.	RA	42
25.	SL	36
26.	SAG	34
27.	SRM	26
28.	UR	28
29.	VH	30
30.	WFS	36
31.	RA	28
TOTAL		928

APPENDIX 7

Score of Experimental Class in Post-Test

No	Name of Students (n)	Pre- Test
1.	ARD	52
2.	AS	50
3.	AGS	66
4.	AN	70
5.	AMN	70
6.	BE	58
7.	CHH	68
8.	DN	72
9.	DIMS	74
10.	DH	68
11.	HKS	70
12.	IRN	62
13.	ID	64
14.	K	80
15.	KAH	76
16.	MAH	70
17.	MR	66
18.	MD	82
19.	MJT	84
20.	NIP	76
21.	NR	78
22.	NHB	64
23.	RJK	76
24.	RS	72
25.	RH	80
26.	SNB	84
27.	SRS	70
28.	SAH	80
29.	TH	62
30.	YKR	60
Total		2104

APPENDIX 8

Score of Control Class in Post-Test

No	Name of Students (n)	Pre- Test
1.	AS	60
2.	AS	70
3.	AS	58
4.	APJ	56
5.	AS	48
6.	AL	38
7.	AA	46
8.	DI	50
9.	DMBH	50
10.	FGS	52
11.	GH	62
12.	HM	60
13.	KJM	54
14.	LKT	58
15.	LML	44
16.	LN	42
17.	LAP	48
18.	MSH	40
19.	NPS	50
20.	PEPS	52
21.	PPP	56
22.	RFR	60
23.	RPS	62
24.	RA	64
25.	SL	64
26.	SAG	50
27.	SRM	52
28.	UR	48
29.	VH	42
30.	WFS	40
31.	RA	42
Total		1618

APPENDIX 9

Score of Pre-Test and Post-Test in Experimental Class

No	Name of Students (n)	Pre-Test	Post-Test
1.	ARD	30	52
2.	AS	34	50
3.	AGS	28	66
4.	AN	36	70
5.	AMN	32	70
6.	BE	40	58
7.	CHH	24	68
8.	DN	38	72
9.	DIMS	34	74
10.	DH	24	68
11.	HKS	26	70
12.	IRN	30	62
13.	ID	40	64
14.	K	42	80
15.	KAH	34	76
16.	MAH	30	70
17.	MR	24	66
18.	MD	26	82
19.	MJT	28	84
20.	NIP	38	76
21.	NR	38	78
22.	NHB	46	64
23.	RJK	26	76
24.	RS	24	72
25.	RH	30	80
26.	SNB	42	84
27.	SRS	22	70
28.	SAH	30	80
29.	TH	26	62
30.	YKR	24	60
Total		946	2104

APPENDIX 10

Score of Pre-Test and Post-Test in Control Class

No	Name of Students (n)	Pre-Test	Post-Test
1.	AS	26	60
2.	AS	30	70
3.	AS	28	58
4.	APJ	32	56
5.	AS	28	48
6.	AL	34	38
7.	AA	30	46
8.	DI	26	50
9.	DMBH	24	50
10.	FGS	34	52
11.	GH	22	62
12.	HM	28	60
13.	KJM	32	54
14.	LKT	32	58
15.	LML	26	44
16.	LN	24	42
17.	LAP	30	48
18.	MSH	24	40
19.	NPS	24	50
20.	PEPS	22	52
21.	PPP	32	56
22.	RFR	38	60
23.	RPS	42	62
24.	RA	42	64
25.	SL	36	64
26.	SAG	34	50
27.	SRM	26	52
28.	UR	28	48
29.	VH	30	42
30.	WFS	36	40
31.	RA	28	42
Total		928	1618

APPENDIX 11

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of Experimental Class (VIII-2)

1. Result of VIII -2 Class in pre-test from low score to high score :

22	24	24	24	24	24	26	26	26	26
28	28	30	30	30	30	30	32	34	34
34	36	38	38	38	40	40	42	42	46

2. High = 46

Low = 22

Range (R) = High Score – Low Score

$$= 46 - 22$$

$$= 24$$

3. Total of Classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (30)$$

$$= 1 + 3.3 (1.30)$$

$$= 1 + 0.08$$

$$= 1.08$$

$$= 2$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{24}{2} = 12$

Interval Class	Fi	Fk	Xi	Fi.xi	Xi ²	Fi.xi ²
20 – 24	6	6	22	132	484	2904
25 – 29	6	12	27	162	729	4374
30 – 34	9	21	32	288	1024	9216

35 – 39	4	25	37	148	1369	5476
40 – 44	4	29	42	168	1769	7076
45 – 49	1	30	47	47	2209	2209
I = 5	30	-	207	945	7584	31250

5. Mean

$$\begin{aligned}\bar{x} &= \frac{\sum fxi}{\sum fi} \\ &= \frac{945}{30} = 31.55\end{aligned}$$

6. Median

$$\begin{aligned}\text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 31.5 + 5 \left(\frac{\frac{1}{2}(30) - 8}{5} \right) \\ &= 31.5 + 5 \left(\frac{15 - 8}{5} \right) \\ &= 31.5 + 5 \left(\frac{7}{5} \right) \\ &= 31.5 + 5 (1.4) \\ &= 31.5 + 7 \\ &= 38.50\end{aligned}$$

7. Modus

$$\begin{aligned}\text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\ &= 31.5 + 5 \left(\frac{-5}{-5 + 3} \right) \\ &= 31.5 + 5 \left(\frac{-5}{-2} \right) \\ &= 31.5 + 5 (2.5) \\ &= 31.5 + 12.5 \\ &= 44\end{aligned}$$

8. Variant

$$\begin{aligned}
S^2 &= \frac{\sum f i x_i^2 - \left(\frac{\sum f i x_i}{n}\right)^2}{n-1} \\
&= \frac{31250 - \left(\frac{31250}{30}\right)^2}{30-1} \\
&= \frac{31250-1.08}{29} \\
&= \frac{31.24}{29} \\
&= 1.07
\end{aligned}$$

9. Standard Derivation

$$\begin{aligned}
S &= \sqrt{S^2} \\
&= \sqrt{1.07} \\
&= 1.03
\end{aligned}$$

Table of Normality Test with Chi-Quadrate Formula

Interval of Score	Class Limit	Z-Score	Cumulative Probability of The Area	Area of Z-table	F_e	F_o	$(F_o - F_e)^2$
20 – 24	19.5	0.24	0.5910	0.0353	0.70	6	28.09
25 – 29	24.5	0.15	0.5557	0.0358	0.71	6	27.98
30 – 34	29.5	0.06	0.5199	0.0119	0.23	9	76.91
35 – 39	34.5	0.03	0.5080	0.0358	0.71	4	10.82
40 – 44	39.5	0.12	0.5438	-0.0394	0.78	4	10.36
45 – 49	44.5	0.22	0.5832	-0.0394	-0.78	1	3.16
-	192	0.82	3.3016	0.04	-	30	-

$$\begin{aligned}
X^2 &= \sum \frac{(f_o - f_e)^2}{f_e} \\
&= \left(\frac{28.09}{0.70}\right) + \left(\frac{27.98}{0.71}\right) + \left(\frac{76.91}{0.23}\right) + \left(\frac{10.82}{0.71}\right) + \left(\frac{10.36}{0.78}\right) + \left(\frac{3.16}{-0.78}\right) \\
&= 40.128 + 39.408 + 33.439 + 15.239 + 13.282 + -4.051 \\
&= 10.74
\end{aligned}$$

Based on table above, the researcher found $X^2_{\text{count}} = 10.74$ while $X^2_{\text{table}} = 12.59$ cause X^2_{count}

$< X^2_{\text{table}}$ ($10.74 < 12.59$) with degree of freedom $= 7 - 1 = 6$ and significant level $\alpha = 5\%$. So distribution

of experimental class (VIII-2) in pre-test is normal.

B. Result of Normality Test of Control Class (VIII - 1)

1. Result of VIII 1 Class in pre-test from low score to high score :

22 22 24 24 24 24 26 26 26 26
 28 28 28 28 28 30 30 30 30 32
 32 32 32 34 34 34 36 36 38 42
 42

2. High = 42

Low = 22

Range (R) = High Score – Low Score

= 44 – 22

= 22

3. Total of Classes (K) = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (31)$

= $1 + 3.3 (1.49)$

= $1 + 3.41$

= 4.41

=4

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{22}{4} = 5.5$

Interval Class	Fi	Fk	Xi	Fi.xi	Xi ²	Fi.xi ²
20 – 24	6	6	22	132	484	2904
25 – 29	9	15	27	243	729	6561
30 – 34	11	26	32	352	1024	11264

35 – 39	3	29	37	111	1369	4107
40 – 44	2	31	42	84	1764	3528
P = 5	31	-	160	922	5370	28364

5. Mean

$$\bar{x} = \frac{\sum fxi}{\sum fi}$$

$$= \frac{922}{31} = 21.97$$

6. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 29.5 + 5 \left(\frac{\frac{1}{2}(31) - 6}{3} \right)$$

$$= 29.5 + 5 \left(\frac{15.5 - 6}{3} \right)$$

$$= 29.5 + 5 \left(\frac{9.5}{3} \right)$$

$$= 29.5 + 5 (3.16)$$

$$= 29.5 + 15.8$$

$$= 45.3$$

7. Modus

$$Mo = b + p \left(\frac{b1}{b1 + b2} \right)$$

$$= 29.5 + 5 \left(\frac{2}{2+8} \right)$$

$$= 29.5 + 5 \left(\frac{2}{10} \right)$$

$$= 29.5 + 5 (0.2)$$

$$= 29.5 + 1$$

$$= 30.5$$

8. Variant

$$\begin{aligned}
 S^2 &= \frac{\sum f i x i^2 - \left(\frac{\sum f i x i}{n} \right)^2}{n-1} \\
 &= \frac{28364 - \left(\frac{922}{31} \right)^2}{31-1} \\
 &= \frac{28364 - 8.82}{30} \\
 &= \frac{19.54}{30} \\
 &= 0.65
 \end{aligned}$$

9. Standard Derivation

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{0.65} \\
 &= 0.8
 \end{aligned}$$

Table of Normality Test with Chi-Quadrate Formula

Interval of Score	Class Limit	Z-Score	Limit of Large of The Area	Large of Z-table	F_e	F_o	$(F_o - F_e)^2$
20 – 24	19.5	0.04	0.080	-0.0120	0.31	6	3.23
25 – 29	24.5	0.07	0.199	-0.0250	0.33	9	7.51
30 – 34	29.5	0.10	0.438	0.0568	0.41	11	1.12
35 – 39	34.5	0.12	0.557	0.0770	0.51	3	6.20
40 – 44	39.5	0.15	0.832	0.0770	0.51	2	2.22
	147.5	0.48	2.106	0.1738		31	

$$\begin{aligned}
 X^2 &= \sum \frac{(f_o - f_e)^2}{f_e} \\
 &= \left(\frac{3.23}{0.31} \right) + \left(\frac{7.51}{0.33} \right) + \left(\frac{1.12}{0.41} \right) + \left(\frac{6.20}{0.51} \right) + \left(\frac{2.22}{0.51} \right) \\
 &= 1.04 + 2.27 + 2.73 + 1.21 + 4.35
 \end{aligned}$$

$$= 11.6$$

Based on table above, the researcher found $X^2_{\text{count}} = 11.6$ while $X^2_{\text{table}} = 11.07$ cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($11.6 < 11.07$) with degree of freedom (dk) $= 6 - 1 = 5$ and significant level $\alpha = 5\%$. So distribution of experimental class (VIII 1) in pre-test is normal.

APPENDIX 12

RESULT OF NORMALITY TEST IN POST-TEST

C. Result of Normality Test of Experimental Class (VIII - 2)

1. Result of VIII - 2 Class in post-test from low score to high score :

50	52	58	60	62	62	64	64	66	66
68	68	70	70	70	70	70	72	72	74
76	76	76	78	80	80	80	82	84	84

2. High = 84

Low = 50

Range (R) = High Score – Low Score

= 84 – 50

= 34

3. Total of Classes (K) = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (30)$

= $1 + 3.3 (1.47)$

= $1 + 3.23$

= 4.23

= 4

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{34}{4} = 8.5$

Interval Class	Fi	Fk	Xi	Fi.xi	Xi ²	Fi.xi ²
50 – 54	2	2	52	104	2704	10816
55 – 59	1	3	57	57	3249	3249
60 – 64	5	8	62	496	3844	246016

65 – 69	4	12	67	268	4489	71824
70 – 74	8	20	72	576	5184	331776
75 – 79	4	24	77	308	592	94864
80 – 84	6	30	82	192	6724	36864
I = 5	30	-	469	9870	32123	795409

5. Mean

$$\bar{x} = \frac{\sum fxi}{\sum fi}$$

$$= \frac{98740}{30} = 79.30$$

6. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 64.5 + 5 \left(\frac{\frac{1}{2}(30) - 12}{9} \right)$$

$$= 64.5 + 5 \left(\frac{15 - 12}{9} \right)$$

$$= 64.5 + 5 \left(\frac{3}{9} \right)$$

$$= 64.5 + 5 (0.3)$$

$$= 64.5 + 1.6 = 6.15$$

7. Modus

$$Mo = b + p \left(\frac{b1}{b1 + b2} \right)$$

$$= 64.5 + 5 \left(\frac{4}{4 + 4} \right)$$

$$= 64.5 + 5 \left(\frac{4}{8} \right)$$

$$= 64.5 + 5 (0.5)$$

$$= 64.5 + 2.5$$

$$= 67$$

8. Variant

$$\begin{aligned}
S^2 &= \frac{\sum f i x i^2 - \left(\frac{\sum f i x i}{n} \right)^2}{n-1} \\
&= \frac{795409 - \left(\frac{2001}{30} \right)^2}{30-1} \\
&= \frac{795409-4448}{29} \\
&= \frac{795404}{29} \\
&= 2742
\end{aligned}$$

9. Standard Deviation

$$\begin{aligned}
S &= \sqrt{S^2} \\
&= \sqrt{2742} \\
&= 16.56
\end{aligned}$$

Table of Normality Test with Chi-Quadrate Formula

Interval of Score	Class Limit	Z-Score	Limit of Large of The Area	Large of Z-table	F_e	F_o	$(F_o - F_e)^2$
50 – 54	49.5	0.15	2.946	1.60	2.13	2	0.016
55 – 59	54.5	0.17	4.013	3.50	7.02	1	4928
60 – 64	59.5	0.21	0.512	0.211	2.42	5	6656
65 – 69	64.5	0.29	0.631	0.501	2.11	4	3572
70 – 74	69.5	0.33	0.789	0.563	2.15	8	34222
75 – 79	74.5	0.37	0.801	0.631	2.19	4	3276
80 – 84	79.5	0.43	0.812	0.716	2.22	6	142884
	45.15	1.95	6.962	77.22		30	195554

$$\begin{aligned}
X^2 &= \sum \frac{(f_o - f_e)^2}{f_e} \\
&= \left(\frac{0.016}{2.13} \right) + \left(\frac{49.28}{7.02} \right) + \left(\frac{66.56}{2.42} \right) + \left(\frac{35.72}{2.11} \right) + \left(\frac{34.222}{2.15} \right) + \left(\frac{32.76}{2.19} \right) + \left(\frac{14.288}{2.22} \right) \\
&= 0.007 + 07.10 + 27.50 + 16.92 + 15.91 + 14.90 + 64.46
\end{aligned}$$

$$= 78.92$$

Based on table above, the researcher found $X^2_{\text{count}} = 78.92$ while $X^2_{\text{table}} = 12.59$ cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($78.92 > 12.59$) with degree of freedom = $6 - 1 = 5$ and significant level $\alpha = 5\%$. So distribution of experimental class (VIII 2) in pre-test is normal.

D. Result of Normality Test of Control Class (VIII - 1)

1. The score of VIII - 1 class in post-test from low score to high score

38	40	40	42	42	42	44	46
48	48	48	50	50	50	50	52
52	52	54	56	56	58	58	60
60	60	62	62	64	64	70	

2. High = 70

$$\text{Low} = 38$$

$$\text{Range (R)} = \text{High Score} - \text{Low Score}$$

$$= 70 - 38$$

$$= 32$$

3. Total of Classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (31)$$

$$= 1 + 3.3 (1.33)$$

$$= 1 + 1.97$$

$$= 2.97$$

$$= 3$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{32}{3} = 10.6$

Interval Class	Fi	Fk	Xi	Fi.xi	Xi ²	Fi.xi ²
35 – 39	1	1	37	37	1369	1369
40 – 44	6	7	42	252	1764	63504
45 – 49	4	11	47	188	2209	35344
50 – 54	8	19	52	416	2704	173056
55 – 59	4	23	57	228	3249	51984
60 – 64	7	30	62	434	3844	188356
65 – 69	-	-	-	-	-	-
70 – 74	1	31	67	67	4489	4489
I = 4	31		364	1622	19628	518102

5. Mean

$$\bar{x} = \frac{\sum fxi}{\sum fi}$$

$$= \frac{1622}{31} = 42.30$$

6. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 49.5 + 4 \left(\frac{\frac{1}{2}(31) - (-3)}{-2} \right)$$

$$= 49.5 + 4 \left(\frac{15.5 - (-3)}{-2} \right)$$

$$= 49.5 + 4 \left(\frac{18.5}{-2} \right)$$

$$= 49.5 + 4 (9.25)$$

$$= 49.5 + -37$$

$$= 12.5$$

7. Modus

$$Mo = b + p \left(\frac{b1}{b1 + b2} \right)$$

$$= 49.5 + 4 \left(\frac{11}{11 + 10} \right)$$

$$= 49.5 + 4 \left(\frac{11}{21} \right)$$

$$= 49.5 + 4 (0.5)$$

$$= 49.5 + 2.08$$

$$= 51.58$$

8. Variant

$$S^2 = \frac{\sum f i x i^2 - \left(\frac{\sum f i x i}{n} \right)^2}{n-1}$$

$$= \frac{518102 - \left(\frac{1622}{31} \right)^2}{31-1}$$

$$= \frac{518102-27.3}{30}$$

$$= \frac{51.807}{30}$$

$$= 10.72$$

9. Standard Derivation

$$S = \sqrt{S^2}$$

$$= \sqrt{10.72}$$

$$= 1.31$$

sTable of Normality Test with Chi-Quadrate Formula

Interval of Score	Class Limit	Z-Score	Limit of Large of The Area	Large of Z-table	F_e	F_o	$(F_o - F_e)^2$
35 – 39	34.5	-0.05	42858	-2762	-60.6	1	37.94
40 – 44	39.5	-0.08	45620	-3183	-70.02	6	57.91
45 – 49	44.5	-0.12	48803	4376	98.20	4	88.73
50 – 54	49.5	-0.19	5040	-11.0	-3.13	8	23.71
55 – 59	54.5	0.09	5596	-287	-6.07	4	17.08
60 – 64	59.5	0.09	5596	-287	-2.80	7	17.08
65 – 69	64.5	0.16	6051	-661	-6.71	-	45.02
70 – 74	69.5	0.20	7011	-710	-8.91	1	9820

	416	0.29	166298	-3617		31	
--	-----	------	--------	-------	--	----	--

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

$$= \left(\frac{37.94}{-60.6} \right) + \left(\frac{57.91}{-70.1} \right) + \left(\frac{88.73}{98.2} \right) + \left(\frac{23.71}{-3.31} \right) + \left(\frac{64.80}{-4.05} \right) + \left(\frac{17.08}{-6.07} \right) + \left(\frac{45.02}{-6.71} \right) + \left(\frac{98.20}{-8.91} \right)$$

$$= -62.60 + -82.61 + 90.35 + -7.16 + -1.60 + -2.81 + -6.70 + -11.02$$

$$= -84.15$$

Based on table above, the researcher found $X^2_{\text{count}} = -84.15$ while $X^2_{\text{table}} = 11.07$ cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($-84.15 < 11.07$) with degree of freedom = $6 - 1 = 5$ and significant level $\alpha = 5\%$. So distribution of experimental class (VIII - 1) in pre-test is normal

APPENDIX 13

HOMOGENEITY TEST (PRE-TEST)

Homogeneity test is used to test the homogeneity of the data of experimental class (sample 1) and control class (sample 2) in pre-test by using this formula :

A. Variant of Experimental Class (VIII - 2)

1. Variant

$$\begin{aligned} S^2 &= \frac{\sum f i x i^2 - \left(\frac{\sum f i x i}{n} \right)^2}{n-1} \\ &= \frac{31250 - \left(\frac{945}{30} \right)^2}{30-1} \\ &= \frac{31250 - 99225}{29} \\ &= 23.43 \end{aligned}$$

2. Standard Derivation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{23.43} \\ &= 4.84 \end{aligned}$$

B. Variant of Control Class (VIII - 1)

1. Variant

$$\begin{aligned} S^2 &= \frac{\sum f i x i^2 - \left(\frac{\sum f i x i}{n} \right)^2}{n-1} \\ &= \frac{28364 - \left(\frac{922}{31} \right)^2}{31-1} \\ &= \frac{28364 - 8844}{30} \\ &= 65.06 \end{aligned}$$

2. Standard Derivation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{65.06} \end{aligned}$$

$$= 8.06$$

Both of variants from experimental class and control class researcher is used the formula to test the homogeneity between them with the formula below :

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$= \frac{2343}{6506}$$

$$= 0.36$$

From the calculation above researcher found $F_{\text{count}} = 0.36$. it has been compared to F_{table} with a 5% and degree of freedom numerator and dominator are ($n_1 = 30$ degree of freedom = $30 - 1 = 29$ and $n_2 = 31$, degree of freedom = $31 - 1 = 30$). From the distribution list F, researcher found that $F_{\text{table}} = 4.12$, cause $F_{\text{table}} < F_{\text{table}}$ ($0.36 < 4.12$). So, it means that the variant is homogenous.

APPENDIX 14

HOMOGENEITY TEST (POST-TEST)

Homogeneity test is used to test the homogeneity of the data of experimental class (sample 1) and control class (sample 2) in post-test by using this formula :

A. Variant of Experimental Class (VIII - 2)

1. Variant

$$\begin{aligned} S^2 &= \frac{\sum f i x i^2 - \left(\frac{\sum f i x i}{n} \right)^2}{n-1} \\ &= \frac{795409 - \left(\frac{2001}{30} \right)^2}{30-1} \\ &= \frac{795409 - 44889}{29} \\ &= \frac{750520}{29} \\ &= 25.880 \end{aligned}$$

2. Standard Derivation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{25.880} \\ &= 16.08 \end{aligned}$$

B. Variant of Control Class (VIII - 1)

1. Variant

$$\begin{aligned} S^2 &= \frac{\sum f i x i^2 - \left(\frac{\sum f i x i}{n} \right)^2}{n-1} \\ &= \frac{518102 - \left(\frac{1622}{31} \right)^2}{31-1} \end{aligned}$$

$$= \frac{518102-27373}{30}$$

$$= \frac{490729}{30}$$

$$= 16.35$$

2. Standard Derivation

$$S = \sqrt{s^2}$$

$$= \sqrt{16.35}$$

$$= 4.04$$

Both of variants from experimental class and control class researcher is used the formula to test the homogeneity between them with the formula below :

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$= \frac{25880}{1635}$$

$$= 1.58$$

From the calculation above researcher found $F_{\text{count}} = 1.58$. it has been compared to F_{table} with a 5% and degree of freedom numerator and dominator are ($n_1 = 30$ degree of freedom = $30 - 1 = 29$ and $n_2 = 31$, degree of freedom = $31-1 = 30$). From the distribution list F, researcher found that $F_{\text{table}} = 4.12$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.56 < 4.12$). So, it means that the variant is homogenous.

APPENDIX 15

T-test of Both Averages in Post-test

Researcher uses the averages of experimental class and control class in pre-test to analyze the hypothesis stated that there is no difference between both classes. It could prove the hypothesis stated that there is a significant effect of using Direct Method Technique. After doing treatment. To answer the hypothesis, the researcher uses T-test formula as follows :

$$\begin{aligned} t' &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S^2_A + S^2_B}{n_A + n_B}}} = \frac{66.70 - 52.30}{\sqrt{\left(\frac{2742}{30} + \frac{1720}{31}\right)}} \\ &= \frac{28.88}{\sqrt{91.40 + 0.05}} \\ &= \frac{28.88}{\sqrt{91.45}} \\ &= \frac{28.88}{3.9} \\ &= 1.88 \end{aligned}$$

Based on the calculation of the result of homogeneity test from both averages, researcher found $t_{\text{count}} = 1.88$ with opportunity $(1-\alpha) = 5\% = 95\%$ and degree of freedom $n_1 + n_2 - 2 = 30 + 31 - 2 = 59$, $t_{\text{table}} = 1.701$ so $t_{\text{count}} < t_{\text{table}}$ ($1.88 > 1.668$), it means that no difference between both averages of experimental class (VIII - 2) and control class (VIII - 1) in post-test.

APPENDIX 16

Table Chi Square

Dk	Taraf Signifikansi					
	50%	30%	20%	10%	5%	1%
1	0.455	1.074	1.642	2.706	3.481	6.635
2	0.139	2.408	3.219	3.605	5.591	9.210
3	2.366	3.665	4.642	6.251	7.815	11.341
4	3.357	4.878	5.989	7.779	9.488	13.277
5	4.351	6.064	7.289	9.236	11.070	15.086
6	5.348	7.231	8.558	10.645	12.592	16.812
7	6.346	8.383	9.803	12.017	14.017	18.475
8	7.344	9.524	11.030	13.362	15.507	20.090
9	8.343	10.656	12.242	14.684	16.919	21.666
10	9.342	11.781	13.442	15.987	18.307	23.209
11	10.341	12.899	14.631	17.275	19.675	24.725
12	11.340	14.011	15.812	18.549	21.026	26.217
13	12.340	15.19	16.985	19.812	22.368	27.688
14	13.332	16.222	18.151	21.064	23.685	29.141
15	14.339	17.322	19.311	22.307	24.996	30.578
16	15.338	18.418	20.465	23.542	26.296	32.000
17	16.337	19.511	21.615	24.785	27.587	33.409
18	17.338	20.601	22.760	26.028	28.869	34.805
19	18.338	21.689	23.900	27.271	30.144	36.191
20	19.337	22.775	25.038	28.514	31.410	37.566
21	20.337	23.858	26.171	29.615	32.671	38.932
22	21.337	24.939	27.301	30.813	33.924	40.289
23	22.337	26.018	28.429	32.007	35.172	41.638
24	23.337	27.096	29.553	33.194	35.415	42.980
25	24.337	28.172	30.675	34.382	37.652	44.314
26	25.336	29.246	31.795	35.563	38.885	45.642
27	26.336	30.319	32.912	36.741	40.113	46.963
28	27.336	31.391	34.027	37.916	41.337	48.278
29	28.336	32.461	35.139	39.087	42.557	49.588
30	29.336	33.530	36.250	40.256	43.775	50.892

APPENDIX 17

Table Z

Z	0,00	0,01	0,02	0,03	0,04	0,05	0,06	0,07	0,08	0,09
-3,8	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001
-3,7	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001
-3,6	0,0002	0,0002	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001
-3,5	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002
-3,4	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0002
-3,3	0,0005	0,0005	0,0005	0,0004	0,0004	0,0004	0,0004	0,0004	0,0004	0,0003
-3,2	0,0007	0,0007	0,0006	0,0006	0,0006	0,0006	0,0006	0,0005	0,0005	0,0005
-3,1	0,0010	0,0009	0,0009	0,0009	0,0008	0,0008	0,0008	0,0008	0,0007	0,0007
-3,0	0,0013	0,0013	0,0013	0,0012	0,0012	0,0011	0,0011	0,0011	0,0010	0,0010
-2,9	0,0019	0,0018	0,0018	0,0017	0,0016	0,0016	0,0015	0,0015	0,0014	0,0014
-2,8	0,0026	0,0025	0,0024	0,0023	0,0023	0,0022	0,0021	0,0021	0,0020	0,0019
-2,7	0,0035	0,0034	0,0033	0,0032	0,0031	0,0030	0,0029	0,0028	0,0027	0,0026
-2,6	0,0047	0,0045	0,0044	0,0043	0,0041	0,0040	0,0039	0,0038	0,0037	0,0036
-2,5	0,0062	0,0060	0,0059	0,0057	0,0055	0,0054	0,0052	0,0051	0,0049	0,0048
-2,4	0,0082	0,0080	0,0078	0,0075	0,0073	0,0071	0,0069	0,0068	0,0066	0,0064
-2,3	0,0107	0,0104	0,0102	0,0099	0,0096	0,0094	0,0091	0,0089	0,0087	0,0084
-2,2	0,0139	0,0136	0,0132	0,0129	0,0125	0,0122	0,0119	0,0116	0,0113	0,0110
-2,1	0,0179	0,0174	0,0170	0,0166	0,0162	0,0158	0,0154	0,0150	0,0146	0,0143
-2,0	0,0228	0,0222	0,0217	0,0212	0,0207	0,0202	0,0197	0,0192	0,0188	0,0183
-1,9	0,0287	0,0281	0,0274	0,0268	0,0262	0,0256	0,0250	0,0244	0,0239	0,0233
-1,8	0,0359	0,0351	0,0344	0,0336	0,0329	0,0322	0,0314	0,0307	0,0301	0,0294
-1,7	0,0446	0,0436	0,0427	0,0418	0,0409	0,0401	0,0392	0,0384	0,0375	0,0367
-1,6	0,0548	0,0537	0,0526	0,0516	0,0505	0,0495	0,0485	0,0475	0,0465	0,0455
-1,5	0,0668	0,0655	0,0643	0,0630	0,0618	0,0606	0,0594	0,0582	0,0571	0,0559
-1,4	0,0808	0,0793	0,0778	0,0764	0,0749	0,0735	0,0721	0,0708	0,0694	0,0681
-1,3	0,0968	0,0951	0,0934	0,0918	0,0901	0,0885	0,0869	0,0853	0,0838	0,0823
-1,2	0,1151	0,1131	0,1112	0,1093	0,1075	0,1056	0,1038	0,1020	0,1003	0,0985
-1,1	0,1357	0,1335	0,1314	0,1292	0,1271	0,1251	0,1230	0,1210	0,1190	0,1170
-1,0	0,1587	0,1562	0,1539	0,1515	0,1492	0,1469	0,1446	0,1423	0,1401	0,1379
-0,9	0,1841	0,1814	0,1788	0,1762	0,1736	0,1711	0,1685	0,1660	0,1635	0,1611
-0,8	0,2119	0,2090	0,2061	0,2033	0,2005	0,1977	0,1949	0,1922	0,1894	0,1867
-0,7	0,2420	0,2389	0,2358	0,2327	0,2296	0,2266	0,2236	0,2206	0,2177	0,2148
-0,6	0,2743	0,2709	0,2676	0,2643	0,2611	0,2578	0,2546	0,2514	0,2483	0,2451
-0,5	0,3085	0,3050	0,3015	0,2981	0,2946	0,2912	0,2877	0,2843	0,2810	0,2776
-0,4	0,3446	0,3409	0,3372	0,3336	0,3300	0,3264	0,3228	0,3192	0,3156	0,3121
-0,3	0,3821	0,3783	0,3745	0,3707	0,3669	0,3632	0,3594	0,3557	0,3520	0,3483
-0,2	0,4207	0,4168	0,4129	0,4090	0,4052	0,4013	0,3974	0,3936	0,3897	0,3859
-0,1	0,4602	0,4562	0,4522	0,4483	0,4443	0,4404	0,4364	0,4325	0,4286	0,4247
0,0	0,5000	0,5040	0,5080	0,5120	0,5160	0,5199	0,5239	0,5279	0,5319	0,5359

Z	0,00	0,01	0,02	0,03	0,04	0,05	0,06	0,07	0,08	0,09
0,0	0,5000	0,5040	0,5080	0,5120	0,5160	0,5199	0,5239	0,5279	0,5319	0,5359
0,1	0,5398	0,5438	0,5478	0,5517	0,5557	0,5596	0,5636	0,5675	0,5714	0,5753
0,2	0,5793	0,5832	0,5871	0,5910	0,5948	0,5987	0,6026	0,6064	0,6103	0,6141
0,3	0,6179	0,6217	0,6255	0,6293	0,6331	0,6368	0,6406	0,6443	0,6480	0,6517
0,4	0,6554	0,6591	0,6628	0,6664	0,6700	0,6736	0,6772	0,6808	0,6844	0,6879
0,5	0,6915	0,6950	0,6985	0,7019	0,7054	0,7088	0,7123	0,7157	0,7190	0,7224
0,6	0,7257	0,7291	0,7324	0,7357	0,7389	0,7422	0,7454	0,7486	0,7517	0,7549
0,7	0,7580	0,7611	0,7642	0,7673	0,7704	0,7734	0,7764	0,7794	0,7823	0,7852
0,8	0,7881	0,7910	0,7939	0,7967	0,7995	0,8023	0,8051	0,8078	0,8106	0,8133
0,9	0,8159	0,8186	0,8212	0,8238	0,8264	0,8289	0,8315	0,8340	0,8365	0,8389
1,0	0,8413	0,8438	0,8461	0,8485	0,8508	0,8531	0,8554	0,8577	0,8599	0,8621
1,1	0,8643	0,8665	0,8686	0,8708	0,8729	0,8749	0,8770	0,8790	0,8810	0,8830
1,2	0,8849	0,8869	0,8888	0,8907	0,8925	0,8944	0,8962	0,8980	0,8997	0,9015
1,3	0,9032	0,9049	0,9066	0,9082	0,9099	0,9115	0,9131	0,9147	0,9162	0,9177
1,4	0,9192	0,9207	0,9222	0,9236	0,9251	0,9265	0,9279	0,9292	0,9306	0,9319
1,5	0,9332	0,9345	0,9357	0,9370	0,9382	0,9394	0,9406	0,9418	0,9429	0,9441
1,6	0,9452	0,9463	0,9474	0,9484	0,9495	0,9505	0,9515	0,9525	0,9535	0,9545
1,7	0,9554	0,9564	0,9573	0,9582	0,9591	0,9599	0,9608	0,9616	0,9625	0,9633
1,8	0,9641	0,9649	0,9656	0,9664	0,9671	0,9678	0,9686	0,9693	0,9699	0,9706
1,9	0,9713	0,9719	0,9726	0,9732	0,9738	0,9744	0,9750	0,9756	0,9761	0,9767
2,0	0,9772	0,9778	0,9783	0,9788	0,9793	0,9798	0,9803	0,9808	0,9812	0,9817
2,1	0,9821	0,9826	0,9830	0,9834	0,9838	0,9842	0,9846	0,9850	0,9854	0,9857
2,2	0,9861	0,9864	0,9868	0,9871	0,9875	0,9878	0,9881	0,9884	0,9887	0,9890
2,3	0,9893	0,9896	0,9898	0,9901	0,9904	0,9906	0,9909	0,9911	0,9913	0,9916
2,4	0,9918	0,9920	0,9922	0,9925	0,9927	0,9929	0,9931	0,9932	0,9934	0,9936
2,5	0,9938	0,9940	0,9941	0,9943	0,9945	0,9946	0,9948	0,9949	0,9951	0,9952
2,6	0,9953	0,9955	0,9956	0,9957	0,9959	0,9960	0,9961	0,9962	0,9963	0,9964
2,7	0,9965	0,9966	0,9967	0,9968	0,9969	0,9970	0,9971	0,9972	0,9973	0,9974
2,8	0,9974	0,9975	0,9976	0,9977	0,9977	0,9978	0,9979	0,9979	0,9980	0,9981
2,9	0,9981	0,9982	0,9982	0,9983	0,9984	0,9984	0,9985	0,9985	0,9986	0,9986
3,0	0,9987	0,9987	0,9987	0,9988	0,9988	0,9989	0,9989	0,9989	0,9990	0,9990
3,1	0,9990	0,9991	0,9991	0,9991	0,9992	0,9992	0,9992	0,9992	0,9993	0,9993
3,2	0,9993	0,9993	0,9994	0,9994	0,9994	0,9994	0,9994	0,9995	0,9995	0,9995
3,3	0,9995	0,9995	0,9995	0,9996	0,9996	0,9996	0,9996	0,9996	0,9996	0,9997
3,4	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9998
3,5	0,9998	0,9998	0,9998	0,9998	0,9998	0,9998	0,9998	0,9998	0,9998	0,9998
3,6	0,9998	0,9998	0,9999	0,9999	0,9999	0,9999	0,9999	0,9999	0,9999	0,9999
3,8	0,9999	0,9999	0,9999	0,9999	0,9999	0,9999	0,9999	0,9999	0,9999	0,9999

APPENDIX 18

Table t

df	Tingkat signifikansi uji satu arah					
	0,10	0,05	0,025	0,01	0,005	0,0005
	Tingkat signifikansi uji dua arah					
	0,20	0,10	0,05	0,02	0,01	0,001
1	3,078	6,314	12,706	31,821	63,657	636,619
2	1,886	2,920	4,303	6,965	9,925	31,599
3	1,638	2,353	3,182	4,541	5,841	12,924
4	1,533	2,132	2,776	3,747	4,604	8,610
5	1,476	2,015	2,571	3,385	4,032	6,869
6	1,440	1,943	2,447	3,143	3,707	5,959
7	1,415	1,895	2,365	2,998	3,499	5,408
8	1,397	1,860	2,306	2,896	3,355	5,041
9	1,383	1,833	2,262	2,821	3,250	4,781
10	1,372	1,812	2,228	2,764	3,169	4,587
11	1,363	1,796	2,201	2,718	3,106	4,437
12	1,356	1,782	2,179	2,681	3,055	4,318
13	1,350	1,771	2,160	2,650	3,012	4,221
14	1,345	1,761	2,145	2,624	2,977	4,140
15	1,341	1,753	2,131	2,602	2,947	4,073
16	1,337	1,746	2,120	2,583	2,921	4,015
17	1,333	1,740	2,110	2,567	2,898	3,965
18	1,330	1,734	2,101	2,552	2,878	3,922
19	1,328	1,729	2,093	2,539	2,861	3,883
20	1,325	1,725	2,086	2,528	2,845	3,850
21	1,323	1,721	2,080	2,518	2,813	3,819
22	1,321	1,717	2,074	2,508	2,799	3,792
23	1,319	1,714	2,069	2,500	2,807	3,768
24	1,318	1,711	2,064	2,492	2,797	3,745
25	1,316	1,708	2,060	2,485	2,787	3,725
26	1,315	1,706	2,056	2,479	2,779	3,707
27	1,314	1,703	2,052	2,473	2,771	3,690
28	1,313	1,701	2,048	2,467	2,763	3,674
29	1,311	1,699	2,045	2,462	2,756	3,659
30	1,310	1,697	2,042	2,457	2,750	3,646
40	1,303	1,697	2,021	2,423	2,704	3,551
60	1,296	1,671	2,000	2,390	2,660	3,460
120	1,289	1,658	1,980	2,358	2,617	3,373
∞	1,282	1,645	1,960	2,326	2,576	3,291

APPENDIX 19

Table F

Probabilitas 5%

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
46	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.15	2.09	2.04	2.00	1.97	1.94	1.91	1.89
47	4.05	3.20	2.80	2.57	2.41	2.30	2.21	2.14	2.09	2.04	2.00	1.96	1.93	1.91	1.88
48	4.04	3.19	2.80	2.57	2.41	2.29	2.21	2.14	2.08	2.03	1.99	1.96	1.93	1.90	1.88
49	4.04	3.19	2.79	2.56	2.40	2.29	2.20	2.13	2.08	2.03	1.99	1.96	1.93	1.90	1.88
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.99	1.95	1.92	1.89	1.87
51	4.03	3.18	2.79	2.55	2.40	2.28	2.20	2.13	2.07	2.02	1.98	1.95	1.92	1.89	1.87
52	4.03	3.18	2.78	2.55	2.39	2.28	2.19	2.12	2.07	2.02	1.98	1.94	1.91	1.89	1.86
53	4.02	3.17	2.78	2.55	2.39	2.28	2.19	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
54	4.02	3.17	2.78	2.54	2.39	2.27	2.18	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
55	4.02	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.06	2.01	1.97	1.93	1.90	1.88	1.85
56	4.01	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
57	4.01	3.16	2.77	2.53	2.38	2.26	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
58	4.01	3.16	2.76	2.53	2.37	2.26	2.17	2.10	2.05	2.00	1.96	1.92	1.89	1.87	1.84
59	4.00	3.15	2.76	2.53	2.37	2.26	2.17	2.10	2.04	2.00	1.96	1.92	1.89	1.86	1.84
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89	1.86	1.84
61	4.00	3.15	2.76	2.52	2.37	2.25	2.16	2.09	2.04	1.99	1.95	1.91	1.88	1.86	1.83
62	4.00	3.15	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.99	1.95	1.91	1.88	1.85	1.83
63	3.99	3.14	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
64	3.99	3.14	2.75	2.52	2.36	2.24	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
65	3.99	3.14	2.75	2.51	2.36	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.85	1.82
66	3.99	3.14	2.74	2.51	2.35	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.84	1.82
67	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.98	1.93	1.90	1.87	1.84	1.82
68	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.97	1.93	1.90	1.87	1.84	1.82
69	3.98	3.13	2.74	2.50	2.35	2.23	2.15	2.08	2.02	1.97	1.93	1.90	1.86	1.84	1.81
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86	1.84	1.81
71	3.98	3.13	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.97	1.93	1.89	1.86	1.83	1.81
72	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
73	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
74	3.97	3.12	2.73	2.50	2.34	2.22	2.14	2.07	2.01	1.96	1.92	1.89	1.85	1.83	1.80
75	3.97	3.12	2.73	2.49	2.34	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.83	1.80
76	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.82	1.80
77	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.96	1.92	1.88	1.85	1.82	1.80
78	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.80
79	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.79
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.91	1.88	1.84	1.82	1.79
81	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.82	1.79
82	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.81	1.79
83	3.96	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.91	1.87	1.84	1.81	1.79
84	3.95	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.90	1.87	1.84	1.81	1.79
85	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.79
86	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.78
87	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.87	1.83	1.81	1.78
88	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.86	1.83	1.81	1.78
89	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.90	1.86	1.83	1.80	1.78
90	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.90	1.86	1.83	1.80	1.78

DOCUMENTATION









**PEMERINTAH KABUPATEN TAPANULI SELATAN
DINAS PENDIDIKAN DAERAH
SMP NEGERI 1 SAYURMATINGGI**

Alamat : Jln. Mandailing Km.35 Desa Sayurimatinggi, Kecamatan Sayurimatinggi
NIS : 200300 NPSN : 10207137 NSS : 201071011001 Kode Pos : 22774 EMAIL :
smp.sayurimatinggi@yahoo.com

SURAT KETERANGAN

Nomor : 422/ 200 / SMP.002/2023

Kepala SMP Negeri 1 Sayurimatinggi, Kecamatan Sayurimatinggi Kabupaten Tapanuli Selatan Provinsi Sumatera Utara dengan ini menerangkan bahwa :

Nama : VIVI AGUSTINA
NIM : 1820300038
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tatris Bahasa Inggris
Alamat : Aek Libung

Bahwa benar telah melaksanakan penelitian pada SMP Negeri 1 Sayurimatinggi Kecamatan Sayurimatinggi Kabupaten Tapanuli Selatan mulai tanggal 23 Maret 2023 s /d 18 Mei 2023 dengan judul Skripsi" The Effect of Direct Method on Students' Vocabulary Mastery at Grade VIII SMPN 01 Sayurimatinggi

Demikian Surat keterangan ini diperbuat, untuk dapat dipergunakan seperlunya.

Sayurimatinggi, 19 Juni 2023
Kepala Sekolah

Dr. IL YAS BATUBARA, M.Pd
NIP. 19650503 199412 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 6972 /Un.28/E.1/TL.00.9/12/2023 4 Desember 2023
Lampiran : -
Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala SMPN 1 Sayurminggi

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Vivi Agustina
NIM : 1820300038
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Aek Libung Kec. Sayurminggi Kab. Tapanuli Selatan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Direct Method on Student's Vocabulary Mastery at Grade VIII SMPN 01 Sayurminggi"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
NIP 19801224 200604 2 001

VALIDATION LETTER

I am the one who signed this letter

Name : Lely Nasution, S.Pd.

Job : English Teacher in SMPN 01 Sayurmatinggi

Has provided interview guide sheet on students' vocabulary mastery for completeness of the research entitled:

"The Effect of Direct Method on Students' Vocabulary Mastery at Grade VIII SMPN 01 Sayurmatinggi"

Arranged by:

Name : Vivi Agustina

NIM : 18 203 00038

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department (TBI-2)

The input that I have given as follow:

1. The question can be mixed with the pictures so the students feel interesting to answer it.
- 2.
- 3.

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good interview.

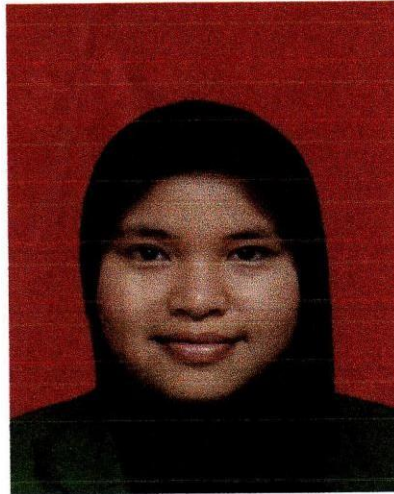
Sayurmatinggi, 09 November 2022

Validator



Lely Nasution, S.Pd.
NIP.-

CURRICULUM VITAE



A. Identity

1. Name : Vivi Agustina
2. Reg.No. : 18 203 000 38
3. Place/Birth : Perumnas, 28st August 1999
4. Gender : Female
5. Religion : Islam
6. Adress : Aek Libung, Kec Sayurmasinggi, Kab Tapanuli Selatan

B. Parents

1. Father's Name : Zenfiter Siahaan
2. Mother's Name : Jusridawati Nasution

C. Educational Backgrounds

1. Elementary School : SD N 101120 Silaiya (2012)
2. Junior High School : MTsN 1 Tolang Julu (2015)
3. Senior High School : MAN Siprok (2018)
4. Institute : UIN Syekh Ali Hasan Ahmad Addary (2023)