THE EFFECT OF DIRECT METHOD TOWARD STUDENTS' VOCABULARY MASTERY AT GRADE X SMA N 01 KOTANOPAN

A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Educational (S.Pd) in English Educational Department

Written By:

SUCI APRINA RANGKUTI
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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2025**

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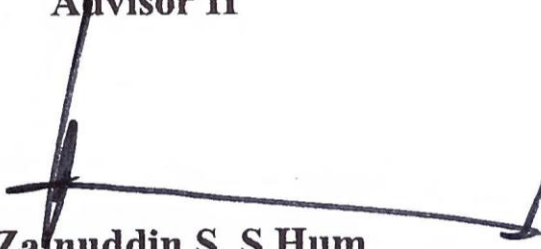
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2025

LETTER OF AGREEMENT

Term : Thesis
    a.n Suci Aprina Rangkuti

Padangsidimpuan,   May 2025
To;
Dean Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Warahmatullohi Wabarakatuh,

    After reading, studying and giving advice for necessary revise on thesis belongs to **Suci Aprina Rangkuti,** entitled ''The Effect of Direct Method Towad Students' Vocabulary Mastery at Grade X SMA N 01 Kotanopan'', the reseacher assume that the thesis has been acceptable to complete the requirment to fulfill for the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syeksh Ali Hasan Ahmad Addary Padangsidimpuan.

    Therefor, 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 Padangsidimpuan .
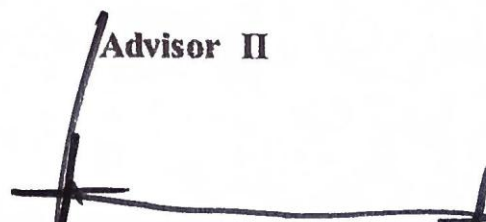
    Thank you

Wassalamu'alaikum Warahmatullohi Wabarakatuh

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DECRALATION OF SELF THESIS COMPLETION

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Time : 10.00 WIB s/d 11.48 WIB
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LEGALIZATION

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Written by	:	Suci Aprina Rangkuti
Reg. No	:	21 203 00027
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ABSTRACT

Name   : Suci Aprina Rangkuti
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Title of Thesis : The Effect of Direct Method Toward Students' Vocabulary
       Mastery at Grade X SMA N 01 Kotanopan

   This purpose of this research are to describe the students' Vocabulary Mastery before using Direct Method at grade X SMA N 01 Kotanopan, to describe the students' Vocabulary Mastery after using Direct Method at grade SMA N 01 Kotanopan, and to examine the results of using the Direct Method whether significant effect or not to students' vocabulary mastery at grade SMA N 01 Kotanopan. This research is a quantitative study with a pre-test and post-test control group design, experimental and class control. The population of the study was all students of class X SMA N 01Kotanopan , with a sample of 52 students divided into an experimental group (X-1, n = 26) and a control group (X- 4, n = 26). Data collection was carried out using a test to assess students' vocabulary mastery before and after the Direct method. Data analysis was carried out using a sample t-test with the help of SPSS software version 26. The result of this study indicate that avarege score of the experimental group is higher than the avarage post test score in the experimental class was 62.69 and the avarage post test score of the direct method experimental group was around 75.18 and the pre test score in the control class was around 55.93 and the avarage post test score ot the control group was around 66.36. In adition, t count 2.350 t table 1.708 which means Ha is accepted and Ho is rejected. Thus this study concludes that there is a significant difference in students' vocabulary mastery before and after learing using the Direct Method on vocabulary mastery of class X SMA N 01 Kotanopan.

Key words: *Direct Method, Vocabulary Mastery.*

ABSTRAK

Nama   : Suci Aprina Rangkuti
NIM   : 2120300027
Judul Skripsi : Pengaruh Metode langsung terhadap penguasaan Kosa Kata siswa terhadap kelas X SMA N 01 Kotanopan

      Penelitian ini dilatarbelakangi oleh hasil observasi di kelas X SMA N 01 Kotanopan yang menunjukkan bahwa sebagian siswa masih mengalami kesulitan dalam pembelajaran Bahasa Inggris khususnya pada penguasaan Kosa kata . Untuk mengatasi permasalahan tersebut, penelitian ini menerapkan penggunaan metode Direct Method terhadap pengusaan kosa kata siswa. Tujuan penelitian ini adalah untuk mengetahui ada tidaknya pengaruh yang signifikan metode Direct Method terhadap penguasaan kosa kata siswa. Penelitian ini merupakan penelitian kuantitatif dengan rancangan pre-test dan post-test, kelas eksperimen dan kelas kontrol desain. Populasi penelitian adalah seluruh siswa kelas X SMA N 01 Kotanopan, dengan sampel sebanyak 52 siswa yang terbagi dalam kelompok eksperimen (X-1, n=26) dan kelompok kontrol (X- 4, n=26). Pengumpulan data dilakukan dengan menggunakan tes untuk menilai penguasaan Kosa Kata siswa sebelum dan sesudah metode Direct Method. Analisis data dilakukan dengan menggunakan uji-t sampel dengan bantuan perangkat lunak SPSS versi 26. Hasil penelitian ini menunjukkan bahwa skor rata-rata kelompok eksperimen lebih tinggi daripada skor rata-rata kelompok kontrol. Skor pre test di kelas eksperimen sebesar 62.69 dan Skor rata-rata post test kelompok eksperimen metode Direct Method sekitar 75.18 dan skor pre test di kelas kontrol sekitar 55.93 dan skor post test rata-rata kelompok kontrol sekitar 66.36. Selain itu, t hitung 2.350 t tabel 1.708 yang berarti Ha diterima dan Ho ditolak. Dengan demikian, penelitian ini menyimpulkan bahwa terdapat perbedaan yang signifikan penguasaan kosa kata siswa sebelum dan sesudah pembelajaran menggunakan metode Direct Method terhadap penguasaan kosa kata siswa kelas X SMA N 01 K otanopan.

Kata Kunci*:Direct Method, Penguasaan Kosa Kata.*

لملخص

| الاسم | : | سوتشي أبرينا رانكوت |

| الرقم الجامع | : | ٢١٢٠٣٠٠٠٢٧ |

عنوان البحث : س تأثير الطريقة المباشرة على إتقان المفردات لدى طلاب الصف العاشر في المدرسة الثانوية الحكومية رقم ١٠ كوتانوبان

تستند هذه الدراسة إلى نتائج الملاحظة في الصف العاشر بالمدرسة الثانوية الحكومية رقم ١٠ كوتانوبان، والتي أظهرت أن بعض الطلاب ما زالوا يواجهون صعوبات في تعلم اللغة الإنجليزية، خاصة في إتقان المفردات. ولمعالجة هذه لتحسين إتقان الطلاب للمفردات. وتهدف دحرهجت مةتهؤد المشكلة، تطبق هذه الدراسة استخدام طريقة التعليم المباشر هذه الدراسة إلى معرفة ما إذا كانت هناك تأثيرات كبيرة لطريقة التعليم المباشر على إتقان المفردات لدى الطلاب.

تُعد هذه الدراسة دراسة كمية باستخدام تصميم اختبار قبلي وبعدي، مع وجود فصل تجريبي وفصل ضابط. وتتكون عينة ١ أخ، عددهم٦٢ الدراسة من ٢٥ طالبًا من طلاب الصف العاشر، حيث تم تقسيمهم إلى مجموعتين: مجموعة تجريبية ٤ أخ، عددهم ٦٢ طالبًا) ومجموعة ضابطة لدى طالبًا) وتم جمع البيانات باستخدام اختبار لتقييم مدى إتقان المفردات سبِس بمساعدة برنامج تةهستت الطلاب قبل وبعد تطبيق الطريقة المباشرة. وتم تحليل البيانات باستخدام اختبار الإصدار٦٢.

وأظهرت نتائج الدراسة أن متوسط درجات المجموعة التجريبية كان أعلى من متوسط درجات المجموعة الضابطة، حيث بلغ متوسط درجة الاختبار القبلي للمجموعة التجريبية ٩٦٢٦، ومتوسط درجة الاختبار البعدي ٨١٥٧، بينما بلغ متوسط درجة الاختبار القبلي للمجموعة الضابطة ٣٩٥٥، ومتوسط درجة الاختبار البعدي ٦٣٦٦. بالإضافة إلى ذلك، كانت قيمة (هو ورفض الفرضية الصفرية اه الجدولية ٨٠٧١، مما يعني قبول الفرضية البديلة T المحسوبة ٠٥٣٢، أكبر من قيمة ت وبالتالي، خلصت هذه الدراسة إلى أن هناك فرقًا معنويًا في إتقان المفردات لدى الطلاب قبل وبعد استخدام طريقة التعليم المباشر في تدريس المفردات لطلاب الصف العاشر في المدرسة الثانوية الحكومية رقم ٠١ كوتانوبان.

الكلمات المفتاحية: الطريقة المباشرة، إتقان المفردات.

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3. The Dean of Tarbiyah and Teacher Training Faculty.

4. The Chief of English Education Department.

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give me a lot of love, affection, attention, and big spirit how to be patient, survive and trying not to crack undera lot of pressure, may Allah guide us to His Jannah, aamiin.

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

Padangsidimpuan, 19 June   2025
Researcher
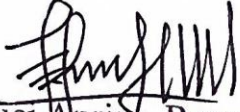
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is a worldwide language because almost all over the world use English where it is some countries using the language as a daily language and different in Indonesia. English education in Indonesia has undergone several changes over the years.[1] When English was once taught in schools around the world as a foreign/second language, the primary focuses of instruction were on the language's grammar and vocabulary. English is a language that is difficult to learn because starting from pronunciation or learning the language itself.[2] Difficult to understand such as speaking, vocabulary, listening, sentence structure and in English the first thing we have to know is vocabulary because from vocabulary we know what is meant by the word itself.

Vocabulary is one the most important element in study English as a foreign language and one of the most important components 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 Vocabulary takes precedence over grammar because it is this vocabulary.

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[1] Alek, "English Language in Indonesia A Glance of Preliminary Theoretical Review," *Repository.Uinjkt.Ac.Id*,2023, .repository.uinjkt.ac.id/dspace/bitstream/123456789/25301/1/Fandi Ahmad-FITK.pdf

[2] Mona Hosseini and Vahid Nimehchisalem, "Self-Assessment in English Language Teaching and Learning in the Current Decade (2010-2020): A Systematic Review," *Open Journal of Modern Linguistics* 11, no. 06 (2021): 854–72, https://doi.org/10.4236/ojml.2021.6066.

1

That allows the students' to speak effectively.[3] Furthermore, vocabulary is a component that connects the four skills of hearing, speaking, reading, and writing.

Vocabulary is the set of words for which we know the meanings when we speak or read orally. Vocabulary consists of those words for which the meaning is known when we write or read silently.[4] These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasing larger role in literacy than does the oral vocabulary. There are many factors that make students vocabulary is low. They come from internal factor and the external one. The internal means factors from the inside of the students themselves such as hard to memorizing, misunderstanding, motivation, interest and intelligence etc. External is factors from the outside of the students that affect their learning process such as economic background, learning materials, and teachers' performance including their teaching methods.

Based on the preliminary interview with some English teachers, the researcher at SMA N 01 Kotanopan.[5] The teachers who taught in tenth grade they said that the students' are difficult 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. More ever, based on interview with students of SMA N 01 Kotanopan was found that some students' vocabulary

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[3] Md. Harun Rashid, Yu Lan, and Wang Hui, *" The Importance of Vocabulary in Teaching and Learning in Applied Linguistics*," *Linguistics and Culture Review* 6, no. March (2022): 1548– 57, https://doi.org/10.21744/lingcure.v6ns2.2177.

[4] Margaret G.McKeown Mary E.Curtis, *The Nature of Vocabulary*, *Journal GEEJ*, vol. 7, 2020, doihttps://doi.org/10.4324/9781315802336.

[5] Herlina Sitorus S.Pd, "In Premilinary Interview Teacher of SMA N 01 Kotanopan (11 Oktober 2024)," n.d.

mastery is still very low especially about jobs and things vocabulary

Beside of that, the students' do not have enthusiasm in learnig English because the lesson is difficult and the teacher use Grammer Translation Method (GTM) in teaching vocabulary. Teacher ask students' to open the book to write and translate the vocabulary. This situation make students' easy to forget new vocabulary and become a problem when they are going to make sentences about certain topic.

Based on Siregar, teacher must prepare and find out interesting way, which will be presented to the students.[6] A good teacher should prepare him or herself with several of the method that always up to date. This means that some teachers in school must use certain method in teaching vocabulary. To make students' easier remembering vocabulary, showing and practicing the words very influenced towards students' memory. As Fandi said in his research that showing and practicing the words has really good impact on students' vocabulary mastery. Showing the things and practicing the words technique are known as Direct Method learning.

The direct method of teaching, which is sometimes called the natural method, and is often but not exclusively used in teaching foreign languages, refrains from using the learners' native language and uses only the target language.[7] The direct method in teaching a language is directly establishing an immediate and audiovisual association between experience and expression, words

[6] Fitri Rayani Siregar, "Using the World Card Tehnique in Teaching Vocabulary," *English Education : English Journal for Teaching and Learning 4 (02),1-13*, 2016 https://scholar.google.co.id/citations?view_op=view_citation&hl=en&user=u6WhVD0AAAA J&citationfor_view=u6WhVD0AAAAJ:YsMSGLbcyi4C.

[7] Michaela robb Naoko yamoto , Thom vreven, "A Direct Method Derivative Procedure 2020," n.d.htpps://doi.org/1016//0009-2614(96)00027-9..

and phrases, idioms and meanings, rules and performances through the teachers' body and mental skills, without any help of the learners' mother tongue. Direct method of teaching languages aims to build a direct way into the world of the target language making a relation between experience and language, word and idea, thought and expression rule and performance.[8] This method intends for students' to learn how to communicate in the target language. Direct method is such as a method of teaching and learning in which the English teacher will teach English Vocabulary by using Direct things or real object, picture, or oral interaction is pontaneous language use this reseacrh.

Ahmad stated that 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[9]. Direct method was more effective than using grammar translation method. Direct method has served a positive influence. Direct method has positive effect to students in teaching learning vocabulary. The second by Nurbaya, she said that This method help students to learn word specifically and builds connections among the word and students' prior knowledge. This method gives the effect to students in learning vocabulary.[10] So the researcher wants to prove the theory by conducting direct method as treatment while teaching vocabulary in experimental class by using this method, the teacher does not have to translate every single

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[8] Diane Larsen-Freeman and Marti Anderson, "Techniques-Principles-Language-Teaching 2020," n.d.

[9] Fandi Ahmad, "The Effect of Direct Method on Students Vocabulary Mastering," 2014, 1 –116, repository.uinjkt.ac.id/dspace/bitstream/123456789/25301/1/Fandi Ahmad -FITK.pdf.

[10] Ayu Nurbaya, *The Effect Of Using Direct Method On The Students Speaking*

unfamiliar word. Through Direct Method, the students Will be more active in developing vocabulary, because they will not depend on their teacher.

From the explanations above, the researcher wants to solve the students' problem in Vocabulary mastery. The researcher tries to make students having a better memory in learning vocabulary by using 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 senior high school. The researcher interest to face problems by using direct method in vocabulary mastery.

From the explanation above the researcher wants to carry out a research entiltle " The Effect of Using Direct Method on Students' Vocabulary Mastery at Grade X SMA N 01 Kotanopan".

B. The Identification of the Problem

Based on the background of the problem above, the researcher identified the problem as follow :

1. The students are still difficult in translating and memorizing the vocabularies.

2. The student vocabulary mastery is still low.

3. The students fell difficult and get bored in learning English.

4. Most of the students do not have comptent Vocabulary, so that the cannot carry their ideas, feeling and through well.

By identifying these problems , it is hoped that this reseach can provide solutions to improve the students' vocabulary Mastery by using Direct Method.

C. The Limitation of the Problems

This reseach not discuss all the problems. It is only discussed about the problems on Sports and Health of English Vocabulary. There are many method can be used in teaching vocabulary to encourage students' such as Grammer translation method, Total Physical Response (TPR), Audio Lingual Method, Silent Way, dan metode-metode yang lebih modern seperti Communicative Language Teaching (CLT), but in this reseach the reseacher choose direct method,direct method is involves teaching a new language through immersion. Teachers use the target language exclusively without translating to the learners' native language.

D. The Defenition of Operasional Variables

This reseacrh uses two variables there are Vocabulary Mastery and Direct Method :

a. Vocabulary Mastery

Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words.

b. Direct Method

The Direct Method is Language Teaching adopts an inductive approach to the meaning of the words or structures is not to be given through explanation in either the native tongue or the target language but is to be induced from the

way the form is used in a situation.

E. The Formulations of the Problem

Based on the background of the researcher formulated the formulation of the research is :

1. How is the students' vocabulary mastery before using learning Direct Method at SMA N 01 Kotanopan ?

2. How is students' vocabulary mastery after using learning Direct Method at SMA N 01 Kotanopan ?

3. Is there any significant effect students' vocabulary mastery before and after using Direct Method at Grade X SMA N 01 Kotanopan?

F. The Objectives of the Research

From the above formulation, the objectives of this research are:

1. To decribe the students' vocabulary mastery before using Direct Method at Grade X SMA N 01 Kotanopan.

2. To describe the students' vocabulary mastery after at Grade X SMA N 01 Kotanopan.

3. To examine there is or there no significant effect of using Direct Method on the students' Vocabulary Mastery at Grade X SMA N 01 Kotanopan.

G. The Significances of the Research

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

1. The Teachers

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. The Students

Able to benefit their ability in vocabulary mastery and makes students intrested in direct method especially learning how to conduct a reseach.

3. For other researcher

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

H. The Outline of the Research

Chapter I consisted of covers a general impact of the Direct Method on vocabulary acquisition, the introduction that consisted of the background of the problems, the identifications of the problem, the limitation of th problems, the formulation of the problem (Reseach question), aims of the significant of the reseach and writing system of the reseach.

Chapter II consisted of Literature review, this chapter presents the theoritical such as : Defenition of Vocabulary Mastery, Kind of vocabulary such as noun, verb, adjective, Types of vocabulary, The assessments of vocabulary, the materials of vocabulary, direct method such as: Defenition of direct method, principle of the direct method, advantages and disadvantages of the direct method in language teaching, the procedure in teaching vocabulary by using direct method, teaching vocabulary by using teachers method, The review of

related findings, The conceptual of framework, and The hypostesis.

Chapter III consisted of Methodology of the reseach, The reseach design, The time and the location of the reseach, The population and the sample, The instrument of data collection, Validity and reability instrument, The techniques of data analysis and Hypotesis test.

Chapter IV consisted of Reseach findings and discussion, description of data, description data before using direct method on vocabulary mastery, score of pre test in experimental class, pre test of control class, Description of data using direct method on vocabulary mastery, post test score of experimental class, post test in control class, Description of comparison the score of pre test and post test, comparison score of pre test and post test in experimental, comparison of score pre test and post test in control class, Data analysis, Normality test, Homogenity test, Hypostesis test, Discussion and Threats of the reseach.

Chapter V consisted of Closing and suggestion, conclusion, suggestion, Reseach implication.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Description

1. Vocabulary Mastery

a. The Defenition of Vocabulary Mastery

When students' Master Vocabulary it indicates that they have a through understanding of the words and their meanings. As well as their spoken and written forms, grammatical behavior, word derivation, collocations, regsiter (spoken and written) associations, and frequency claim that measuring students depth of vocabulary knowledge may only be possible by looking at their receptive and productive knowledge.[1] Mastering Vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word spoken and written the connotation or associations of the word and frequency.

Vocabulary is the most important element in learning English as a foreign language and one of the language components which is important to make clear communication. Vocabulary is the number of words which can be learned in a limited time.[2] Due Owing to Children must study language starting in elementary school since it plays such a significant role in all

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[1] Salawazo Susanto Ivan et al., "Analysis of Students' Vocabulary 2020 " 30 (2020): 469-75. https ://oneseacrh. id /author /Home? = salawazo %2c + Susanto.

[2] E.Curtis, *The Nature of Vocabulary Hlmn 4 (2019)*.

aspects of life since adults. young learners have unique needs, interests, and talents, educating them differs from teaching teenagers and adults. Young students choose enjoyable learning activities that they can participate in and find enjoyable. The language use of the young learners should come organically from the activities and language development, as they still have a limited conceptual awareness.

Ghalbei at el stated that vocabulary knowledge can be an important reason for making learners reluctant to be exposed to the skills of reading and listening.[3] Besides, a wide range of notable features are usually subsumed under the category of the challenge of vocabulary learning (and teaching) such as word frequency, saliency, learning burden, and learners' particular vocabulary needs and wants words we teach in the foreign language. However, a new item of vocabulary may be more than just 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.

Smitch stated that a useful convention is to cover all such cases by talking about vocabulary "items rather than" words.[4] In addition, defines vocabulary as the stock of words which is used by a person, class or profession. Vocabulary is central to language and of critical importance to the typical language learning. Furthermore, vocabulary is the knowledge of

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[3] Rezvan Ghalebi, Firooz Sadighi, and Mohammad Sadegh Bagheri, "Vocabulary Learning Strategies: A Comparative Study of EFL Learners," *Cogent Psychology* 7, no. 1 (2020), https://doi.org/10.1080/23311908.2020.1824306.

[4] Norbert Schmitt, *Vocabulary in Language Teaching (Cambridge Language Education) Hlmn 6-7*, *Canadian*, vol. 5, 2018, http://www.lextutor.ca/cv/Schmitt.htm.

words and word meanings.

From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

b. Kinds of Vocabulary

There are many kinds of vocabulary, according to Mareta says that vocabulary includes in the category of word. Word classes are subdivisions of words built around the grammatical characteristics of the words and their use in sentences. Words are analyzed on the basis of their formation and their use in sentences.[5] In addition, Evan state that there are   noun,   verb, adverb,   adjective, pronouns, preposition, conjunctions, and determiner. In this   research, it will be focused on noun, verb, and adjective because they are included in syllabus.

Those can be described the some kinds of vocabulary are :
1) Noun

A noun is a term that designates a concrete or abstract object, including living things, locations, activities, attributes, states of being, and concepts.[6] Within a phrase, clause, or sentence, a noun might function as the subject or the object. Especially in casual contexts, nouns are often define

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[5] Ivan et al., "Analysis of Students ' Vocabulary 2020."

[6] Geoffrey Huddleston, Rodney, "K. Pullum."Noun". The Cambridge Grammar of the English Language. (Cambridge: Cambridge University Encyclopedia Britannica Press,) 2024 p. 327," 2024.https://catdir.loc.gov/catdir/samples/cam03320010225630pdf.

terms of their Semantic qualities, or meanings Words that design ate a person,splace thing, event, substance, quality, number, etc are called nouns. There are some examples of nouns are:

a) Living thing : (including people dead or alive), dogs, rosebushes, Afro-Caribbeans, Mandela, bacteria, Klingons, etc.[7]

b) Concrete objects : atoms, stones, boots, shadows, Earth, pencils, hammers, guitars, etc.

c) Location : houses, Uluru, Antarctica, closets, temples, rivers, utopia,etc.

d) Individual or group actions: such as exercising, swimming,coughing, flying, electricity, embezzlement, etc.

e) Physical characteristics, such as hues, lengths, porosity, weights, symmetry, solidity, and roundness. Emotional or physical states: rage happiness, drowsiness, headaches, bewilderment, etc. Idioms often incorporate nouns in ways that may be unrelated to whatever nominal meaning they may have. example the phrase "rock and roll" does not actually refer to any "rock" or "roll"; lo stock, and barrel is merely dead metaphor that describes a lock, stock, or barrel in a figurative sense. Various language theories would be applied to analyze their teacher in this role. It is generally agreed upon that becoming is not an object, even though some would categorize it as a "predicate nominal over the subject" (as in the article Predicative expression). It is traditionally and widely categorize as a complement or predicative complement in

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[7]Germany Mannheim, *International Contrastive Linguistics Conference Zaragoza.Unam.Mx*,https://www.zaragoza.unam.mx/wp-content/Portal /publicaciones/revistas/rev_elec_psico/vol4_no2.pdf.2023 Hlmn 182.

standard .

2) Verb

A verb is one of the most important parts of speech in English. It shows an action, a state of being, or an occurrence. Verbs are essential because every complete sentence needs at least one verb to tell what the subject does, is, or feels.. A verb is a verb form that serves to describe an action or state directly or indirectly, visibly or invisibly. Simply put, a verb is an action word to describe something done by the subject.8 Verbs can function to tell about what happens to the subject so that a clause or sentence can produce a complete meaning. Verbs also change their forms based on tense (past, present, future) and subject. Without verbs, we cannot form meaningful or complete sentences. Understanding verbs helps us communicate clearly and correctly in both spoken and written English.

3) Adjective

Adjective is classified into one of the aforementioned categories, as shown however, that polysemic adjectives can be classified into more than one category. For instance, the adjective great can either denote size as in 'the great white whale', quality, as in 'the great person' or number, as in 'the great majority'.[9] while variations in classification exist (origin, material and type are often lumped together under the broad category of proper

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[8] Liliane Momeni et al., "Verbs in Action: Improving Verb Understanding in Video-Language Models," Proceedings of the IEEE International Conference on Computer Vision, 2023, 15533–45, https://doi.org/10.1109/ICCV51070.2023.01428.

[9] Eugenia Lukin et al., "Adjectives and Adverbs as Stylometric Analysis Parameters," International Journal of Digital Humanities 5, no. 2–3 (2023): 233–45, https://doi.org/10.1007/s42803-023-00065-y.

adjective), the order of adjectives is not generally disputed. Though syntactic arguments for adjective order have been made it seems that actual constraints on the order of adjectives as seen here are semantic.

So, a verb noun is a key part of a sentence. It shows verb what the subject does, is, or feels. Verbs are important adjective because they help us create complete and clear adjective sentences. Without verbs, communication would be confusing (adjective) and incomplete adjective. Understanding how to use verb verbs correctly helps improve your grammar and writing.

c. Types of Vocabulary

A word might have two types of vocabulary forms. The first is productive vocabulary refers to the words a person can understand when they hear or read. The Second is lexicon for receptive or recognation words that we know the meaning of when we write or read aloud are included in our print vocabulary. The specify that word knowledge can take one of two forms at minimum:

1) Productive vocabulary.

Productive vocabulary refers to the words a person can use actively in speaking and writing. These are the words you not only understand but can also produce yourself correctly and appropriately in communication. An individual's vocabulary that can utilize in writing or speaking is known as their productive vocabulary. Certain words are commonly cused, well

known, and comfortable.[10] Think of it as the toolbox of words you confidently reach for when you want to communicate. These are the words that come to mind relatively quickly and naturally when you're constructing sentences, whether verbally or in written form. The example is "I want to improve my English vocabulary because some words are difficult to understand."

2) Lexicon for receptive or recognition

A lexicon is the complete set of vocabulary items (words or phrases) in a language, or in a person's mental dictionary. Vocabulary for receptive or recognition is the collection of terms for which a person can interpret when reading or listening. These are terms that students frequently don't know as well as frequently use. People might able to interpret them in some way, even if they are unaware of i them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them perfectly. The example is "The **student** can **write** a **clear** sentence **quickly**, all the bolded words are part of lexical vocabulary".

Based on the types of vocabulary while receptive vocabulary is typically larger and develops earlier, productive vocabulary requires more time and practice to build. Both types are interdependent receptive vocabulary lays the foundation for developing productive vocabulary. Therefore, a well rounded vocabulary learning strategy should aim to expand both receptive

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[10] Hans Malmström, Diane Pecorari, and Marcus Warnby, "Teachers' Receptive and Productive Vocabulary Sizes in English-Medium Instruction," *Journal of Multilingual and Multicultural Development*0, no. 0 (2023): 1–19, https://doi.org/10.1080/01434632.2023.2260781.

understanding and productive use to ensure effective language acquaciation.

d. The Assessment of Vocabulary

Assessment is popular and sometimes misunderstood in current educational practice. To think of testing and assessing as synonyms terms. Test are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to effer peak performance, knowing that responses are being measured and evaluated. Assessment on the other hand, is an ongoing process taht encompasses a much wider domain.

Vocabulary assessment is the process of evaluating a learners' knowledge, understanding and use of words in a target language. Vocabulary is fundamental to all four skills listening, speaking, reading and writing knowledge involves:

1) Receptive vocabulary assessment

Goal to measures students' ability to recognixe and understand words when reading or listening. The types of assessment are Multiple choice, matching words to definitios or pictures.

2) Productive vocabulary assessment

Goal to evaluates how well students can uses vocabulary actively in speaking or writing. Types of vocabulary are sentence writing, fill in the blanks, paragraph writing

3) Vocabulary in Context

Goal to test students' ability to infer the meaning of a word from surrounding text. Types of vocabulary are contextual multiple choice, cloze

tasks

4) Vocabulary Depth

Goal to evaluates how well a students' understand nuances such as multiple choice , meanings, synonyms / antonym tasks, collocations, and usage exercise.

5) Spelling and Pronounciation

Goal to assess accuracy in spelling and speaking words. The types are dictation, oral tests, and phonetic tasks[11].

Vocabulary assessment plays a crucial role in measuring a student's language proficiency. It covers various aspects, starting with receptive vocabulary assessment, which focuses on the ability to recognize and understand words through reading and listening. In contrast, productive vocabulary assessment evaluates how effectively students can use vocabulary in speaking and writing tasks. Another important area is vocabulary in context, which tests a learner's skill in inferring word meanings from the surrounding text. Additionally, vocabulary depth examines a deeper understanding of language, including multiple meanings, synonyms, antonyms, collocations, and appropriate usage. Finally, spelling and pronunciation assessments focus on the accuracy of how words are spelled and spoken. Together, these types of assessments provide a well-rounded evaluation of a learner's vocabulary knowledge and language used.

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[11] H. Douglas Brown, *Language Assesment Principles and Classroom Practices 2019 Hlmn 6*, *Sustainability (Switzerland)*, vol. 11,2019.htpps://stioceta.caf.com/bitsream/handle/12345.

e. The Material of Vocabulary

There are many Materials in teaching Vocabulary. Form topics in English

book that used for the the book of SMA N 01 Kotanopan :

Figurative II.1 Material of the Sports and Health

Task 1

A Look and Answer

Look at the pictures then answer the questions.

Picture 3.1 Slouching on the couch

Picture 3.2 Doing exercises

Picture 3.3 Working in front of computers

Picture 3.4 Eating healthy food

Chapter 3 Sports and Health   55

Picture 3.9 Eating healthy food

Picture 3.10 Sleeping

Picture 3.11 Weighing his/her body

Picture 3.12 Relaxing

Picture 3.13 Doing exercises

Picture 3.14 Listening to music

Chapter 3 Sports and Health   57

Source : Textbook in SMA N 01 Kotanopan [12]

[12]Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih, *Bahasa Inggris Work-in-Progress Kelas X Hlmn 62*, 2022, https://buku.kemdikbud.go.id/katalog/Bahasa-Inggris-Work-in-Progress-untuk-SMASMKMA-Kelas-X.

2. Direct Method

a. The Defenition of Direct Method

Direct Method is Language Teaching adopts a inductive approach to the teaching of grammar. The meaning of words or structures is not to be given through explanation in either the native tongue or the target language bu t is to be induced from the way the form is used in a situation.13 "If we give the meaning of a new word, either by translation into the home language or by an equivalent in the same language, as soon as we introduce it, we weaken the impression which the word makes on the mind". Explanation is therefore discouraged, and the learner is expected to deduce the mean-ing of a particular structure or vocabulary item from the situation in which it is presented. Extending structures and vocabulary to new sit-uations takes place by generalization. The learner is expected to apply the language learned in a classroom to situations outside the classroom. This is how child language learning is believed to take place, and the same processes are thought to occur in second and foreign language learning, according to practitioners of situational language teaching.

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 in the target language through the use

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[13]Jack C. and Theodore S. Rogers Richards, "Approaches and Methods in Language Teaching: A Description and Analysis . Cambridge: Cambridge University Press," *The Canadian Modern Language Review* 44, no. 3 (2019): 551–551, https://doi.org/10.3138/cmlr.44.3.551.

of demonstration and visual aids, with no recourse to the students' native language.[14] Direct Method believe students need to associate meaning with the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime; he never translates it into the students' native language. Students speak in the target language a great deal and communicate as if they were in real situations. In fact, the syllabus used in the Direct Method is based upon situations (for example, one unit would consist of language that people would use at a bank, another of the language that they use when going shopping) or topics such as geography, money, or the weather. Grammar is taught inductively; that is, the students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be given. Students practice vocabulary by using new words in complete sentences.

In conclusion, the Direct Method is a language teaching approach that emphasizes learning through direct exposure to the target language, without the use of translation. Grammar is taught inductively, meaning learners infer rules through examples rather than explicit explanation. The method relies heavily on demonstration, visual aids, and real-life contexts to convey meaning, allowing students to associate words and structures directly with their use. By encouraging active communication and

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[14] Diane Larsen-Freeman and Marti Anderson, "Techniques-Principles-Language-Teaching 2019 Hlmn 45." https://acasearch.woerdpress.com/wp-content/uploads/2019.

vocabulary practice in realistic situations, the Direct Method aims to mirror the natural process of first language acquisition, making learners more capable of using the language fluently both inside and outside the classroom.

b. Principles of the Direct Method

Even thought 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.[15]

1) There is no translation from the source to the target language or vice-versa is required. It means that native language is ignored while learning another language. However, it is interesting that the mother tongue itself can also be learnt through the Direct Method.

2) Language teachers use visual aids, realia and the context extensively to help learners acquire new words and phrases which can involve the gestures, pictures and demonstrations in the learning process.

3) There is a strong emphasis on pronunciation. Correct pronunciation is prioritized from the beginning of the language learning.

4) The language is acquired naturally by mimicking the way children learn their first language.

The Direct Method promotes language learning without the use of translation, encouraging learners to think directly in the target language. It

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[15] Josephat Rugemalira, "Characteristics of the Direct Method" 11, no. 2 (2025): 1-21. https://egarp.it/index.php/article/view/155.

emphasizes the use of visual aids, real objects, and contextual clues to introduce new vocabulary, creating a more immersive and interactive learning experience. A key focus of this method is on developing correct pronunciation from the early stages. By mimicking the natural process of first language acquisition, the Direct Method helps learners absorb the new language in a more intuitive and effective way.

By applying these principles, the direct method seeks to equip learners with the ability to communicate fluently and spontaneously in the target langugae, with an intuitive understanding of its structure and meaning.

c. **Advantages and Disadvantages of the Direct Method in Language teaching**

The Direct Method, also known as the Natural Method, is a language teaching approach that emphasizes direct communication in the target language from the very beginning. It avoids the use of the learners' native language, translation, and explicit grammar rules. Instead, meaning is conveyed through demonstration, realia (real objects), pictures, and context.[16] Like any pedagogical approach, the Direct Method has its own set of advantages and disadvantages.

The Direct Method emphasizes direct communication in the target language from the outset, aiming to immerse learners in the new language much like they learned their first. This approach offers several significant benefits:

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[16]Mirko Babić and Ljiljana Babić, "Advantages and Disadvantages of Direct and Indirect Drying of Mercantile Grain and Seeds," *Journal on Processing and Energy in Agriculture* 24, no. 2 (2020): 81–84, https://doi.org/10.5937/jpea24-29698.

a. Promotes Fluency and Natural Communication

b. Develops Strong Oral Skills: The emphasis on speaking and listening from the outset leads to the development of strong oral communication skills.

c. Enhances Listening Comprehension: Constant exposure to the target language   in meaningful.

d. Improves Pronunciation: Teachers model correct pronunciation.

e. Creates a Direct Link Between Meaning and Language

f. Motivating and Engaging: The use of realia, visuals, and interactive activities.

g. Mimics Natural Language Acquisition: The method attempts to replicate the   way individuals learn their first language.

h. Develops Communicative Competence: The focus on using the language in meaningful.

The Direct Method offers several significant benefits that support effective language learning. It promotes fluency and natural communication by encouraging learners to use the target language in meaningful contexts. The method develops strong oral skills and listening comprehension through consistent practice and exposure. It also improves pronunciation as teachers model correct speech from the beginning. By creating a direct link between meaning and language, and avoiding translation, learners engage more deeply with the material. The

use of realia, visual aids, and interactive activities makes the learning process more motivating and engaging. Furthermore, the method mimics natural language acquisition and helps learners build communicative competence, making it a powerful and learner-centered approach to language teaching.

This term refers to various obstacles, difficulties, or disadvantages faced by language learners related to vocbulary. It is not about the vocabulry itself that has a deficiency, but rather about:

1. Can Be Time-Consuming: Conveying meaning without relying on translation.

2. Demanding on Teachers: Teachers need to be highly proficient in the target language

3. May Not Be Suitable for All Learners: Some learners may feel uncomfortable

4. Difficulty with Abstract Concepts and Grammar: Explaining abstract concepts.

5. Potential for Misunderstanding: Without the aid of translation, there is a higher risk of students misunderstanding the meaning of words or concepts.

6. Limited Focus on Reading and Writing Initially: While oral skills are prioritized.

The Direct Method can be a highly effective approach for developing fluency and natural communication skills, particularly in oral

communication. However, its success depends heavily on the teacher's proficiency, the learners' adaptability, and the availability of appropriate resources. A balanced approach that incorporates elements of the Direct Method alongside other techniques might be the most effective way to cater to the diverse needs of language learners in a classroom setting.[17]

d. The procedures in teaching by using direct method

The Direct Method follows a natural and immersive approach, where the target language is used exclusively in the classroom. The main goal is to help learners think and communicate directly in the target language. In applying the Direct Method there are several steps we must take, so this there are some steps of teaching Direct Method by Freeman[18] :

1) The teacher is calling the class to order as we find seats toward the back of the room. He placed a big map of the USA in the fron of the classroom.

2) The teacher has placed a big map of the USA in the front of the classroom. The lesson entitled " Looking at the map." as the students called one by one, they read a sentence from the reading passage at the beginning of the lesson.

3) Teacher asks the students to open their books to a certain page number

4) After the students' finish reading the passage, they are asked if they have any question.

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[17] Babić and Babić.
[18] Diane Larsen-Freeman and Marti Anderson, "Techniques-Principles-Language-Teaching 2019 Hlmn 45." https://acasearch.woerdpress.com/wp-content/uploads/2019

5) The teacher turns to the whiteboard and draws a series of inverted cones to illustrate a mountain range

6) The students nods and says," I undersatnd ". Another students asks what between means the teacher replies.

7) The teacher invites the students to asks question. Hands go up and the teacher calls on students' to pose question one at a time, to which the class replies

8) Finally the teacher asks the students to take out their notebooks, and he given the dictation.

These natural laguage learning principles providd the foundation for what came to known as the direct method which refers to the widely known of the natural method in practice it stood for the following procedures by Richards[19]

1) Classroom instruction was conducted exclusively in the target language

2) Only everyday vocabulary and sentences were taught

3) Oral communication skills were built up in a carefully graded progression organized around question and answerexchanges between teachers and students' in small intensive class

4) Grammer was taught inductively

5) New teaching points were introduced orally

6) Concrete vocabulary was taught through demonstration, objectives, and pictures, abstract vocabulary was taught by association of ideas

[19]Richards, "Approaches and Methods in Language Teaching: A Description and AnalysisCambridge:CambridgeUniversityPress."https://www.novaconcursos.com.br/blog/pdf/richards-jacks- &rodgers.pdf?slitd=AfmBOorNNxcfd.

7) Both speech and listening comprehension were taught

8) Correct pronounciation and grammer were emphasized

Based on the two theories that discuss teaching vocabulary using direct method the first steps takes a longtime to carry out the activity and hard to apply and the second steps is easier to apply and teach the students so, the reseacher using Richards' theory.

Table II.1
e. Teaching vocabulary by using direct methods[20]

Teachers Activities	Procedure	Students Activity
A .pre teaching 1. The teacher greeted the students in English.	1. Greetings with stydnets' English	1.Students answered what the teacher said
B. While Teaching 1. Teacher used the picture 2. The teacher brought pictures related to sports and healthy food	2. Classroom instruction was conducted exclusively in the target language	1. The students paid attention to what the teacher brough 2. The students observed the pictures the teacher showed
1. The teacher sharpened the students' vocabulary and sentences by correcting them. 2. The teacher asked the students to answer what they thought about the pictures.	3. Only everyday the vocabulary and sentences were taught	1. The students answered or guessed the good words or sentences. 2 The students tried to match the correct words..
1. The teacher tried to refine the correct sentences	4. Oral communication skills were built up in a	1. The students tried to answer correctly.

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[20] Richards.

again according to the pictures. 2. After the students answered correctly, the teacher threw the sentence to another student and asked again what their friend's answer had been. 3. The teacher re-corrected the good sentence structure.	carefully graded progression organized around question and answerexchanges between teachers and students' in small intensive class 5. Grammer was taught inductively	2. The students tried to memorize the correct answer that their friend had given previously. 3. The students repeated the words that had been corrected by the teacher.
1. The teacher showed the next picture. 2. The teacher showed the picture again and corrected the sentences that were conveyed by the students. 3. The teacher repeated the good sentence structures again, starting from picture 1 up to picture 3.	6. Conrete vocabulary was taught through demonstration, objectives, and pictures, abstract vocabulary was taught by association of ideas 7. Both speech and listening comprehension were taught	1. The students tried to answer correctly. 2. The students paid attention to the picture again and tried to answer correctly. 3. The students listened carefully to the sentences and adjusted them to the pictures
C. Post teaching 1. The teacher asked the students to read the three sentences and corrected the good pronunciation	8. Correct pronounciation and grammer were emphasized	1. The students read the sentences and repeated them again according to the teacher's direction.

f. The Procedures in Teaching Using Teacher's Method

The Grammar Translation Method (GTM) is one of the oldest and most traditional foreign language teaching methods. Although it is now widely

criticized, this method has a long history and was once the dominant approach in language teaching for centuries, especially in the instruction of classical languages like Latin and Ancient Greek.

GTM has its roots in the teaching of classical languages (Latin and Ancient Greek) in Europe, particularly during the 18th and 19th centuries. At that time, the primary goal of learning a foreign language was not for oral communication.

Based on personal review with the teacher's in class X SMA N 01 Kotanopan the procedures of teacher use Grammar Translation Method (GTM)

1. The teacher asked the students to open their textbooks.

2. The teacher asked the students to read the material.

3. The teacher asked the students to read the material together.

4. The teacher asked the students to interpret or translate each paragraph one by one.

5. The teacher gave the students time to read the translations of the paragraphs.

6. And then the teacher explained in more detail about the good translations of the paragraphs.[21]

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[21] Richards.

Table II.2

g. Teaching vocabulary by using teacher's method

Teacher's Activity	Procedure	Students Activity
A. Pre Teaching 1. The teacher ask to students to open the english book	1. The teacher ask to students to open the book	1. The students open the book
B. While Teaching 1. The teacher ask to students to read the material what the teacher ask before	2. The teacher asked the students to read the material.	1. the students ask read the material
1. The teacher ask to students to focus on the material	3. The teacher asked the students to read the material together.	1. the students focus on material
1. the students ask the teacher to translate it 2. the teacher ask to stduents give the time to tarnslate	4. The teacher asked the students to interpret or translate each paragraph one by one. 5. The teacher gave the students time to read the translations of the paragraphs	1. the students translate one by one the material 2. the students translate it
C. Post Teaching 1. The teacher ask to stduents to read more the expalanation	6. And then the teacher explained in more detail about the good translations of the paragraphs	1. The students focus on teachers ask

B. The Review of Related Findings

In writing this research ,which discussed learning by using the direct method .the researcher found some related research taht uses the direct method in teaching vocabulary mastery as follows :

The first study Afandi has done the researcher. After implementation this researcher method use is a type of quantitative ,the conclutions could be stated that use teaching vocabulary by using Direct Method has given a positive effect, shown from mean from post-test.[22] The mean of experiment class which use Direct Method is bigger then the mean of controlled class which use without Direct Method. The experiment class in X athmosphere is also more active.

The second study Akok has done the researcher. After implementation this researcher method use is a quantitative, the conclutions could be stated that After using Direct Method, researcher got the highest score of

experimental class became 95 and the lowest score 65 and the mean score of the experimental class was higher than control class $(81.7 > 68.99)$.[2023] It means that students' vocabulary mastery was getter afterusingDirectMethod.

The third study Asiva has done the researcher. After implementation this researcher method use is a quantitative, the conclutions could be stated that After using Direct Method researcher got the highest score of experimental class became 85 and the lowest score 55 and the mean score of the experimental class

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[22] Ahmad Afandi "The Effect of Direct Method on Students Vocabulary Mastering 2020 20." repository.uinjkt.ac.id/dspace/bitstream/123456789/25301/1/Fandi Ahmad -FITK.pdf.

[23] R Akok, "The Effect of Direct Method to Vocabulary Mastery at Grade Vii Students of MTSN 1 Padangsidimpuan 2020,",
http://etd.uinsyahada.ac.id/224/%0Ahttp://etd.uinsyahada.ac.id/224/1/14 203 00079.pdf.

was higher than control class.[24] It means that students' vocabulary mastery was getter after using Direct Method.

The fourth study Nurbaya has done the researcher. After implementation this researcher method use is a quantitative, the conclutions could be stated that After using Direct Method can improve vocabulary   in seventh grade of MTs As-Assaidiyah NW Tempos in academic year.[25] Conducted by Direct Method students more active and crowded. The English teaching and learning process became very fun and interesting

Based on the description above it can be seen that the Direct Method can improve students Vocabulary Mastery. The researcher hopes direct method can improve the students vocabulary and add to students interest in studying vocabulary. So, this research will be about improving students vocabulary mastery by using direct method at X SMA N 01 Kotanopan .

C. The Conceptual of Framework

Teaching vocabulary is one of important thought in language learning. The students need to learn vocabulary to know about the words meanings, the structures and the application of the words. Without the vocabulary knowledge, they would not be able to express and write his idea with using grammar and organized into sentence with meaning. Vocabulary plays very important role in developing the four English skills.

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[24] Asiva Noor Rachmayani, "The Effect Of Direct Method Towards Vocabulary Mastery At MTs Ridhayatul' Ulum In Academic Years Of 2020," n.d., 6.https://eprints. Ummetro.ac.id.600/.

[25] Nurbaya, *The Effect Of Using Direct Method on the Students Vocabulary Ability at Firts Year Grade of MTS As-Assaidiyah Nw Tempos in Academic Year 2021*.https:/ethess.uinmataram.ac.id/1546.

Knowing more vocabulary can make the learner easier to developing their four English skills. Therefore, vocabulary is the basis of a language, because its consists of words that have meaning and sometimes defined as a set of words that a person knows with their meanings. Someone can not read, communicate, interact or write in foreign language if he/she does not mastery the vocabulary.

Direct method technique appears as one of the promising learn concept offering some new views in teaching and learning a second language especially vocabulary learning. Particularly direct method gives the learner the opportunity to think for themselves, compare their thinking with other learner. It is expected in teaching and learning vocabulary that memorializing and spelling the words will be gotten by understanding the meaning with the context of phrase of larger in situation. From the reason above it is expected direct method technique can be suitable methods for teaching and learning vocabulary, although the question of which methods is most appropriate for teaching and learning a foreign language is still under debate. Although none is perfect, some way are expected more successful.

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┌─────────────────────────────────────────┐
│ Students' are stiil difficult in translating │
│ and memorizing the vocabularies and fell │
│ difficult and bored in learning English  │
└─────────────────────────────────────────┘
                    │
          ┌──────────────────┐
          │   Direct Method  │
          └──────────────────┘
                    │
          ┌──────────────────┐
          │     Pre Test     │
          └──────────────────┘
         /                    \
┌──────────────┐          ┌──────────────┐
│ Experimental │          │ Control class│
│ Class        │          │              │
└──────────────┘          └──────────────┘
      │                          │
┌──────────────┐                 │
│  Treatment   │                 │
└──────────────┘          ┌──────────────┐
      │                   │ Using        │
┌──────────────┐          │ Teacher's    │
│ Using Direct │          │ Method       │
│ Method       │          └──────────────┘
└──────────────┘                 │
       \        ┌──────────┐    /
        \───────│ Post Test│───/
                └──────────┘
┌──────────────┐          ┌──────────────┐
│      Ha      │          │      Ho      │
└──────────────┘          └──────────────┘
```
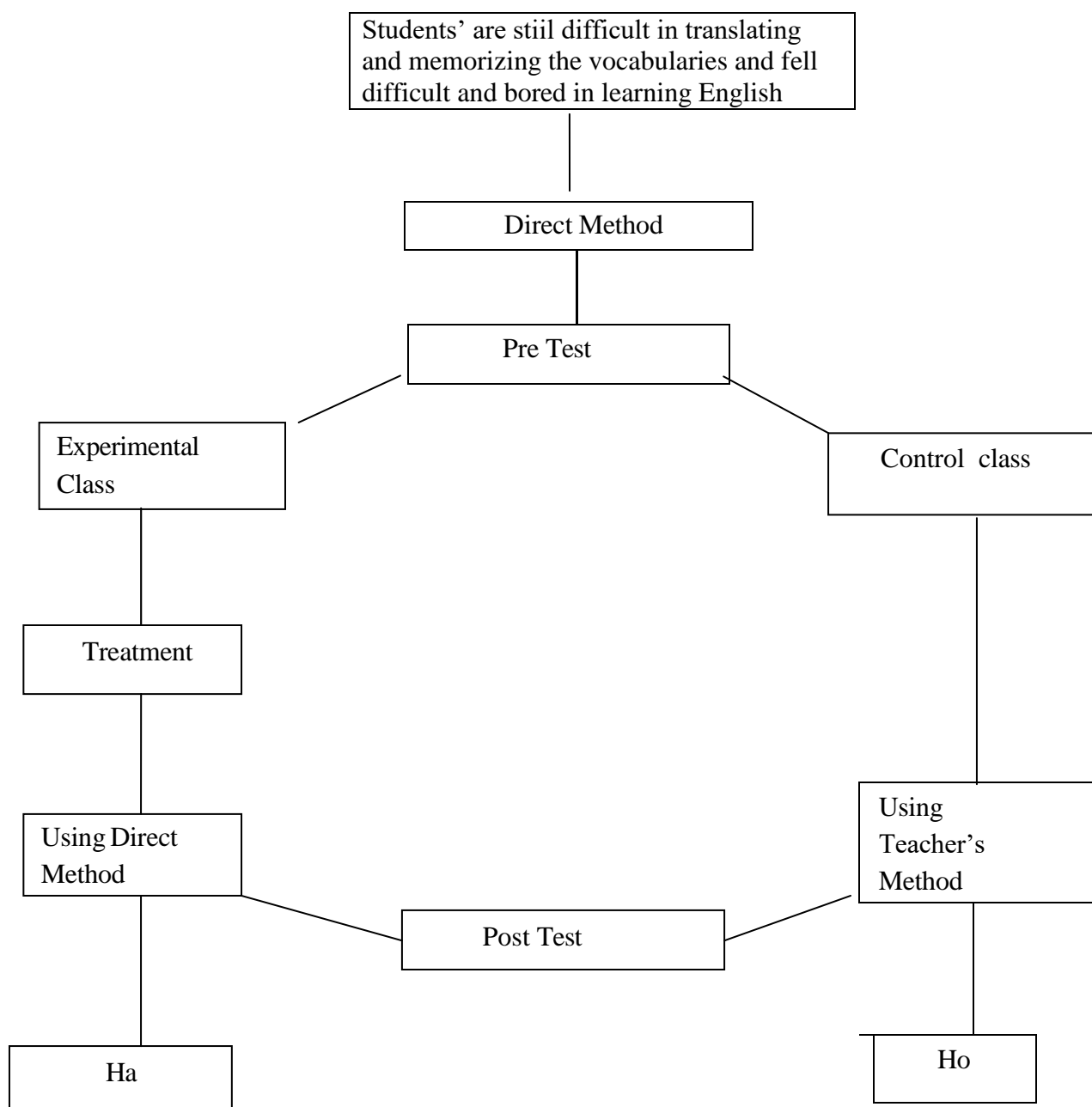
Figure II.2 Conceptual Framework

Based on the conceptual framework above, Direct Method is the method

that uses the researcher to make the students easier to understand the text. First,

the researcher gives a pre-test to the students before treatment. Then Researcher

gives the treatment by using Direct Method in the experimental class, and the teacher's strategy to control the class. Lastly, the researcher gave a post test to find out the effect of Direct Method Toward students vocabulary at grade X SMA N 01 Kotanopan.

D. The Hypotesis

Hypotheses are categorized into the null hypothesis (Ho) and alternative hypotesis (Ha). The hypotheses in this reseach were formulated based on the theories and reseach findings from and previous reseachers. The formulated can be seen follow:

1. Alternative hypothesis (Ha) : There is a significant effect of Direct Method toward students Vocabulary mastery at grdae X SMA N 01 Kotanopan.

2. Null hypothesis (Ho) : There is no significant effect of Direct Method toward student Vocabulary mastery at grade X SMA N 01 Kotanopan .

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The Design of this research is quatitative reseach in experimental research. The design of this reseach that can test hypotesis based on cause and effect relationship between two variable to other variable ,this design reseach is using pre- test and post test control group design. Thus, experimental reseach is resaech aims to looking for the effect of each variable. In this reaseach, the reseacher used two classes, as an experimental and control class. The experimental class is the class using Direct Method as treatment. The control class is the class using teacher's method or without treatment. The both class experiment and control class get pre test. Experimental and control class also get post test with the same question. The design of this reseach can be figure out as follow:

Tabel III.1

Quasi Expeimental Research Design (Non equivalent Control Group)

Group	Pre test	Treatment	Post test
Exprimental	O1	X	O2
Control	O1	-	O2

In which[1]:

O1 : Pre test of experimtal and control class

O2 : Post test of experimental and control class

X : Treatment using Vocabulary

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[1] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif , Kualitatif Dan R& G (Bandung : ALFABETA,Cv,2020*, n.d.

B. The Time and the Location of the Research

The location of the researcher was conducted in SMA N 01 Kotanopan it is located In Jln Kemerdekaan Kotanopan Mandailing Natal North Sumatera.This research was on may 2024/2025.

C. The Population and the Sample

a. Population

The Population of this reseach was the total number of individual units to be characteristics or subjects of research. The population of this study was all X class students of SMA N 01 Kotanopan . It consists of students in 4 classes there are X-1, X-2, X-3 and X-4 of the population can be seen in the table below:

Table III.2
The Population of the research Grade X SMA N 01
Kotanopan

No	Class	Total
1.	X - 1	26
2.	X - 2	28
3.	X - 3	30
4.	X - 4	26
Total		**110**

b. Sample

The reseacher took two classes as the sample of this research, which was stated as the experiment class and control class.Sampling is the process of selecting the number of individuals for study in such a way they represent the large group from which they are selected. The population of this research it must be divided into several classes or groups. In this research, researcher was used cluster samples taken from the population without relying on random sampling , but very close to assessment or school class. So, based on initial observations researchers and private interview with the English teacher in the school, students X -1 and X -4 have several abilities in Vocabulary lesson.

The source of this formation is student learning outcomes and English the teacher during the exam shows that all students passed the exam, which will be the goal of Perfection 52 So, from the facts above. There are X -1 and X-4. X-1 as an experimental class consisting of 26 students and X-4 the control class consisted of 26 students. Therefore, total samples are 52 students.

Table III.3
The Sample of the Research

No.	Class	Total
1.	Experimental Class/ X - 1	26
2.	Control Class/ X - 4	26
Total		**52**

D. The Instruments of Data Collection

Instrument are important things in reseach. The instrument of this reseach is a test. The test was Multiple Choice test. There are two tests in this reseach. There was a pre test and post test. The reseacher give a test about Vocabulary related to the M ultiple choice as the instrument for collceting the data. It can seen from the indicators below :

Tabel III.4
The Indicators of Vocabulary[2]

Indicators	Learning objectives	Numbers of item	Total items	score	Total Items
Students are able to identify the meaning of English Vocabulary well	Determine the meaning of the sporth and healt of English vocabulary	1,2,3,4,5,6, 7,8,9,10	10	4	40
Students are able to spell English vocabulary well	Rearreange the certain sentences	11,12,13,14 ,15,16,17 ,1 8,19,20	10	4	40
Students are able to use vocabulary in context	Guessing the pictures given by the teacher	21,22,23,24 ,25	5	4	20
Total			**25**		**100**

Score = <u>B</u> x 100 = <u>1</u> x 100 = 4
      N   25

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[2] Syamsidar Syamsidar et al., "Indikator on Mastery of Vocabulary in English Learning," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 2 (2023): 1801–6, https://doi.org/10.35445/alishlah.v15i2.3466.

B = Number of question answer correctly

N = number of question [3]

E. Validity And Reliability Instrument

1. Validity

The researcher   used of multiple choice test. To make the test become valid the researcher apply construct validity. To get the validity of an achievement test can was   be used to ways. The test was valid by construct validity to know whether the test valid or not by using expert judgement of English teacher class X SMA N 01 kotanopan .

After that, select the validation item hypothesis by using the Product Momenta with the formula:[4]

$$r_{xy} = \frac{N\,(\Sigma x)\text{-}\,(\Sigma y)}{\sqrt{(N\,(\Sigma x^{2)} - (\Sigma x)^2\,(N\,(\Sigma y^{2)} - (\Sigma y)^2)}}$$

rxy = Coeficient of Validity

N   = The Number of Students

Σ = The number of score item

Σy = The total of score

Σ = The result of th number of score item X the total score.

After finding the value of r $_{xy}$ it was compared with the value of r $_{table}$ with significant 0.05. The interpretation was if r $_{observed}$ is higher than r $_{table}$, than r $_{table}$ the item is valid. In other hand, if r $_{observed}$ is lower than r $_{table}$, the

[3] Asrul Rusydi Ananda dan Rosnita, *Evaluasi Pembelajaran ,Ciptapustaka Media (Bandung ;   Ciptapustaka   Media   ,2014)*,   n.d. https://www.scribd.com/document/377242484/Buku-Evaluasi-   Pembelajaran

[4] Ahmad Nizar Rangkuti, *Sttistik Untuk Penelitian Pendidikan Hlmn 100-101 20215*, 2015. http://jurnal.uinsyahada.ac.id/index.php/JP/article/view/.

item is invalid. After analyzing the quistionnaire by using the formula, the summary of questionaire validity is described.The question before valid there are around twenty seven questions and the valid questions there are twenty five, so the question that used of pre test and post test is twenty five questions.

Based on the calculation of the validity above, there were 25 items (2 ,3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27) were rejected. Thus, there were 25 items were used in this reseach to measure students vocabulary mastery

2. Reliability

The Reliability means the result of the test has similarity. The research instrument say to have a high reliability value, if the test make to have consistent result in a measure that would be measure. The researcher was use a multiple choice test to assess students' Vocabulary Mastery. In this research, the assessment criteria is Sporth and Health in English Vocabulary, the reseacher used Alpha Cronbach formula can be seen below:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma b^2}{\sigma t^2}\right)$$

Where :

$\sum \sigma b^2$ = Sum of variance means

σt^2 = Total Variace

k = Sum of items

r_{11} = Reability of instrument

Based on this formula, it is considered if the score of reability of the instrument is bigger than t $_{table}$, it means the data is reliable. Then, the calculation of the reability score was classified based on the reability categories as stated by Mallery as follow:

1. 0.00 – 0.20 : Instrument is not reliable

2. 0.021 – 0.40 : The reability of the test is low

3. 0.41 – 0.60   : The reability of the test is moderate

4. 0.61 – 0.80   : The reability of the test is high

5. 0.80 – 1.00 : The reability of the test is very high

Based on the calculation by using Croncbach's Alpha formula, it found that the value of quistionaire reliability (r $_{11}$) was 0.313. The interpretation of r $_{11}$ = 0.313 was categorized as very high realible. The calculation can be seen below:[5]

$$r_{11} = \left(\frac{k}{k-1}\right) \left(1 - \frac{\sum \sigma b^2}{\sigma t^2}\right) = \left(\frac{25}{25-1}\right)\left(1 - \frac{0.1553}{4.946}\right) = 1.04 \quad x$$

$$31.848 = 0.313$$

$$r_{11} = 0.313$$

F. The Technique Of Data Analysis

To analyze the data of Vocabulary Mastery test there were several procedures conducted by the reseacher After collceting data, normality and homogenity of the students' Vocabulary mastery score were

[5] P. George, D.Mallery, *SPSS for Windows Step by Step: A Simple Guide 15th Ed Routledge 2019 Https://Www.Routledge.Com/SPSS-for-Windows-Step-by-Step-A-Simple-Guide-and- -Windows-Step-by-Step-A-Simple-Guide-and-Reference/George-Mallery/p/book/9781138546197.*

analyzed. The reseacher then ensured that the data were normal and homogeneous, after that the data analysis was continued by hypotesis testing.

1. Normality test

Normality was analyzed in this normality test post test value data in the experimental class and control class, the aims of normality test was determine whether the data of each class in normality distribute or not. In this reseach, the reseacher used shapiro- wilk with Spss version 26, with the steps and formulated that were conducted as follow :

$$w = \frac{\left(\sum_{i}^{n}=1 \; \alpha i x(i)\right)2}{\sum_{i}^{n}=1 \; (x_{i-\bar{x}})2}$$

Where :

$w = Shapiro - wilk \; test \; statistic$

αi = Coefficients calculated based on the covariance matrix and sample size

$x_{(i)}$ = Data ordered from smallest to largest (order statistic)

x_i = Original data points

$\bar{x}$ = Mean of the data (x_i)

n= Number of data

points in the sample and the steps that were conducted as follow:

a. Sort the data

Arrange the data in ascending order

b. Calculate the Mean $(\bar{x})$:

$$\bar{x} = \frac{1}{n} \; \sum_{i=1}^{n} x_i$$

c. Calculate the denominantor

Compute the total variance

$$\text{Variance} = \sum_{i=1}^{n}(x_{i-\bar{x}})2$$

d. Calculate the numerator :

Coefficients α_i are determined using the normal distribution. These coefficients are provided in specific tables or through statistical software:

$$\sum_{i=1}^{n} \alpha_i \, x_{(i)}$$

e. Calculate w:

Substitute the numerator and determinator into the shapiro –wilk formula:

$$w = \frac{(\sum_{i=1}^{n} \alpha_i x_{(i)})}{\sum_{i=1}^{n}(x_{i-\bar{x}}) 2}$$

2. Homogeneity Test

Homogenity testing was used to see whether the data in the experimental class and control class were homogenous or not.[6] To see the homogenity of this reseach, the reseacher analyzed the data by using variance test (F- test). The formula can be seen as follow:

$$F = \frac{Sb^2}{sk^2}$$

Where :

F= Observed variance (F $_{observed}$)

$S_b{}^2$ = Highest variance

$S_k{}^2$ = Lowest variance

[6]M.B.(1965) Shapiro, S.S,, & wilk, *An Analysis of Variance Test of Normality (Complete Sample) 52(3/4), 591-611, 1965.*, 1965.

Based on the category of F-test, the data is homogeneous if $F_{observed} < F$ table ·

G. Hypothesis Test

In this reseach, the hypoteses testing was done by using t-test with SPSS version 26. Based on the hypotesis testing category, H_a is accepted if both sample and homogenous variance and if $t_{observed}$ is higher than t_{table} based on significance level 0.05 ($\alpha = 0.05$).[7]

1. Alternative hypothesis (Ha) : There is a significant effect of Direct Method toward students Vocabulary mastery at grdae X SMA N 01 Kotanopan.

2. Null hypothesis (Ho) : There is no significant effect of Direct Method toward student Vocabulary mastery at grade X SMA N 01 Kotanopan

The statsitic hypotesis can be written as follow:

$$H_a : \mu A_I \neq \mu A_2$$

$$H_o: \mu A_I \neq \mu A_2$$

Where :

μ : Students Vocabulary mastery achievment

A_1: Teaching vocabulary mastery by using direct method

A_2: Taeching vocabulary mastery by using convensional teacher's method

Hypotesis testing was computed by using t- test with SPSS version 26 The formula can be seens follow :

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[7] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif , Kualitatif Dan R& G (Bandung : ALFABETA,Cv,2020.*

$$t = \frac{\overline{x\,1 - x\,2}}{\sqrt{\frac{s1^2}{n\,1} + \frac{s2^2}{n\,2}}}$$

Where :

t   : t – test

X1   : Mean score of treatment class

X 2   : Mean score of control class

S1 2 : Variance of treatment class

S2 2 : Variance of control class

n1   : Number of the treatment class students'

n2   : Number of the control class students'

From the calculation of t test, t observed was compared with t table by using level significances 0.05. if t obserevd is equal to or greater than t atble value, then the null hypostesis (Ho) was rejected. It means taht the reseach hypotesis (Ha) is accepted. In other words, of t observed i smaller than table, then the null hypotesis (Ha) is accepted and reseach hypotesis (Ha) is rejected .

CHAPTER IV

RESULT OF THE RESEACH

This chapter is presents the result of the research. It talks about the effect of list gruop label Direct Method on vocabulary mastery. This research has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypotesis.

A. Description of Data

1. Description of Data Before using Direct Method on vocabulary mastery

a. Score of pre test in Experimental Class

This research used class X-1 as the experimental class. This research calculated the students scores based on their pre test respons, then ranked the results in the form class intervals, starting from the lowest to the highest scores. Scores, intervals, mean, median, mode, variance, and standart devitation were obtained by the reseacher through calculations. The total score of experimental class in pre test was 1.630, highest score was 96, lowest score was 20, range was76, interval was6, mean was 62.69, median was 68.00, mode was 37, varians was 52.38 standard devitation was 22.88. The score of pre test in experimental class can be seen in the following table:

Table IV.1
Score of Pre test in Experimental Class

No	Description	Statistic
1	Total Score	1.630
2	Highest score	96
3	Lowest score	20
4	Range	76
5	Interval	6
6	Mean	62.69
7	Median	68.00
8	Mode	37
9	Varians	52.38
10	Standard Devitation	22.88

After getting the result of the total score, highest score, lowest score, range, interval, mean median, mode, varians and standard devitation, the next steps was this research made it into precentages to see the dominant score of experimental class in pre test could be into table frequency distribution as follow:

Table IV.2
Frequency of students score (pre test) Experimental class

No	Interval	Mid- point	Frequency	Percentage
1	20 – 32	26	5	19.23%
2	33-45	39	2	7.69%
3	46-58	52	4	15.38%
4	59-71	65	2	7.69%
5	72-84	78	9	34.62%
6	85-97	91	4	15.38%
I=13		6	26	100%

From the table, the students' score in class interval between 20-32 was 5 students (19.23%), 33-45 was 2 students (7.69%), 46-58 was 4 students (15.38%), 59-71 was 2 students (7.69%), 72-84 was 9 students (34.62%), 85-97 was 4 students (15.38%). In order to get description od data clearly and completely, this reseach them in histogram on the following figure:

Frequency
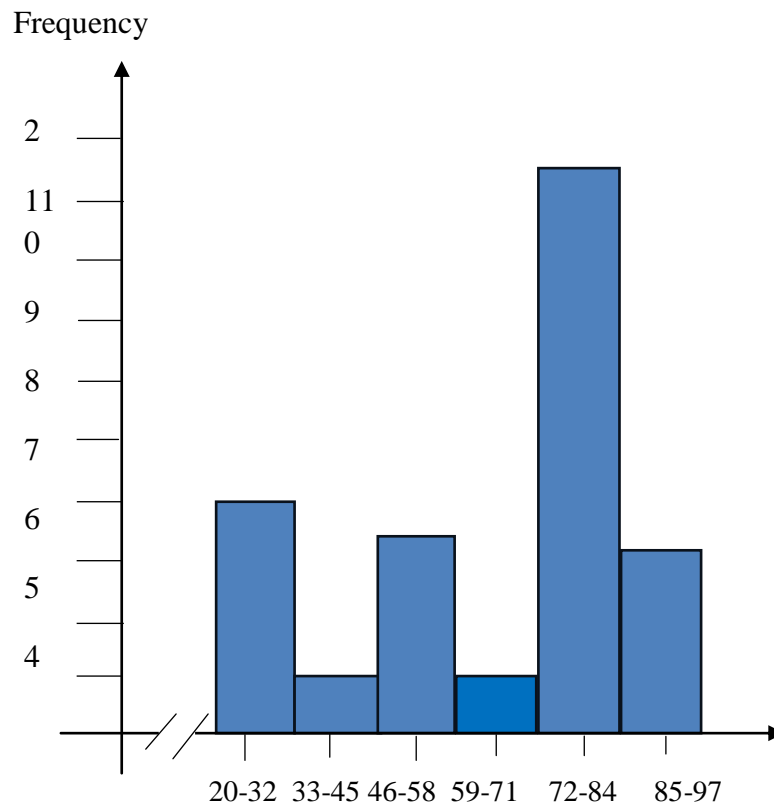
**Figure III.1 Data Descriptive of students' vocabulary mastery
In experimental Class (Pre -Test)**

From of histogram III.1, there are 5 students got mid-point 26 score in class interval between 20- 32, there are 2 students got mid-point 39 score in class interval between 33-45, there are 4 students got mid-point 52 score in class interval between 46-58, there are 2 students got mid-point 65 score in class interval between 59-71, there is 9 students got mid-point 78 score in class interval between 72-84, there are 4 students got mid-point 91 score in class interval between 85-97.This shows that students' vocabulary mastery before learning direct method in experimental class is very low.

b. Pre-test of Control Class

The pre-test in control class, this reseach choosed the X-4. The reseach has calculated thestudents score and arranged it from the lowest score until the

highest score in interval class form. This reseach calculated it used the SPSS

version 26. The score of pre-test in control class can be seen in the table below:

Table IV.3
The score of Pre test in Control class

No	Description	Statistic
1	Total Score	1.284
2	Highest score	96
3	Lowest score	12
4	Range	84
5	Interval	6
6	Mean	55.93
7	Median	56.00
8	Mode	46
9	Varians	61.40
10	Standard Devitation	24.78

Based on the data above, the total score of pre test in control class was

1.284, highest score was 96, lowest score was 12, range was 84, interval was 6,

mean was 55.93, median was 56.00 , mode was 46, varians was 61.40, standard

devitation was 24.78. After calculating and got the result above, this reseach made

it into percentages to see the dominat score that gotten by the students. The score of

pre test in control class could be applied into the table frequency distribution as

follow:

Table IV.4
Frequency of students Score (pre-test) Control class

No	Interval	Mid-Point	Frequency	Percentage
1	12-23	17,5	3	11.54%
2.	24-35	29.5	6	23.08 %
3.	36-47	41.5	5	9.23%
4.	48-59	53.5	6	23.08 %
5.	60-71	65.5	4	15.38%
6.	72-83	77.5	2	7.69%
	I=12	6	26	100%

From the table, the students' score in class interval between 12-23 was 3

students (11.54%), class interval between 24-35 was 6 students(23.08%), class

interval between 36-47 was 5 students (9.23%), class interval 48-59 was 6 students (23.08%), class interval between 60-71 was 4 students(15.38%), class interval between 72-86 was 2 students (7.69%). In order to get description of data clearly and completely, this reseach presents them in histogram on the following figure:

Frequency
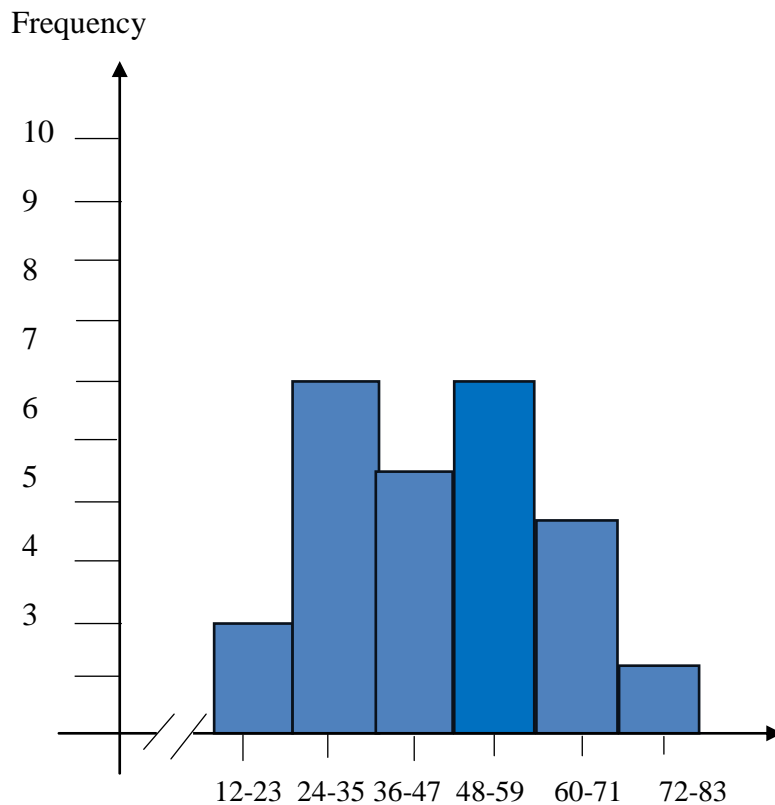
Figure III.2 Data Descriptive of students' vocabulary mastery

In Control Class (Pre -Test)

From of histogram III.2, there are 3 students got mid-point 17.5 score in class interval between 12-23, there are 6 students got mid-point 29.5 score in class interval between 24-35, there are 5 students got mid-point 41.5 score in class interval between 36-47, there are 6 students got mid-point 53.5 score in class interval between 48-59, there is 4 students got mid-point 65.5 score in class interval between 60 -71, there are 2 students got mid-point 77.5 score in

class interval between 72-83. This shows that students' vocabulary mastery before learning grammer translation method (GTM) in Control class is very low.

2. Description of Data Using Direct Method on Vocabulary Mastery

a. Post test Score of Experimental Class

After giving the vocabulary Direct Method treatment,the students did the post-test to know the Vocabulary Direct Method effects to the students vocabulary mastery. This reseach has calculated the students' score arranged it from the low score until the high score in intervl class from. The reseacher calculated using SPSS version 26.

Table V. 1
The Score of Post – test in Experiment Class

No	Description	Statistic
1	Total Score	2.022
2	Highest score	96
3	Lowest score	32
4	Range	64
5	Interval	5
6	Mean	75.18
7	Median	80.00
8	Mode	20
9	Varians	26.15
10	Standard Devitation	16.17

Based on the data above, the total score of pre test in control class was 2.022, highest score was 96, lowest score was 32, range was 64, interval was 5, mean was 75.18, median was 80.00, mode was 20, varians was 26.15, standard devitation was 16.17. After calculating and got the result above, this reseach made it into percentages to see the dominat score that gotten by the students. The score of post-test in Experimeent class could be applied into the table frequency distribution As follow:

Table V.2
Frequency of students score Post – test in Experiment Class

No	Interval	Mid- point	Frequency	Percentage
1	32 – 44	38.0	2	7.69%
2	45 – 57	51.0	0	0.00%
3	58 – 70	64.0	4	15.38 %
4	71 – 83	77.0	7	26.92%
5	84 – 96	90.0	13	50.00%
I=13		5	26	100%

From the table, the students' score in class interval between 32-44 was 2 students (7.69%), class interval between 45-57 was 0 students(0.00%), class interval between 58-70 was 4 students (15.38%), class interval 71-83 was 7 students (26.92%), class interval between 84-96 was 13 students(50.00%). In order to get description of data clearly and completely, this reseach presents them in histogram on the following figure:

Frequency
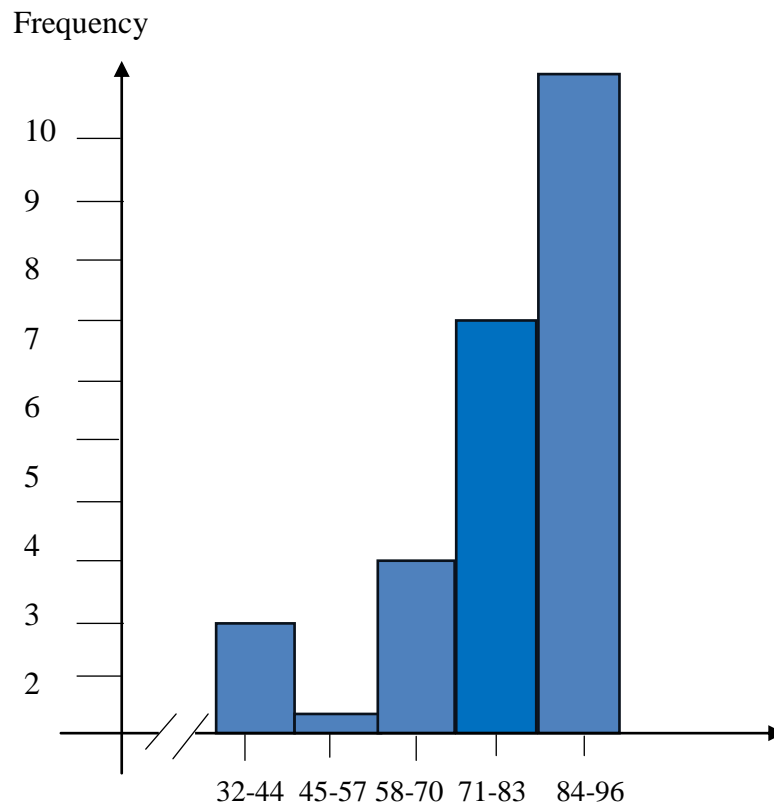
Figure III.3 Data Descriptive of students' vocabulary mastery

In Experiment Class (Post -Test)

From of histogram III.3, there are 2 students got mid-point 38.0 score in class interval between 32-44, there are 0 students got mid-point 51.0 score in class interval between 45-57, there are 4 students got mid-point 64.0 score in class interval between 58-70, there are 7 students got mid-point 77.0 score in class interval between 71-83, there is 7 students got mid-point 90.0 score in class interval between 84-96. This shows that students' vocabulary mastery After learning direct method in experimental class is very high than pre test.

b. Post- Test in Control Class

This reseach gave the Teacher Method to students for the treatment. Then, students did the post-test. The reseacher gave the test consists of 25

multiple choice and this reseach has calculated the students score and arranged it from the lowest score until the highest score in interval class from.The reseacher calculated it based on Spss version 26. This reseach calculted it to get the score of total score, highest score, lowest score,range,interval, mean. Median, mode, variant and standard devitation.The score of post-test in control class can be seen in the table below:

Table V.3
The Score of Post – test in Control Class

No	Description	Statistic
1	Total Score	1.772
2	Highest score	92
3	Lowest score	34
4	Range	58
5	Interval	5
6	Mean	66.36
7	Median	65.00
8	Mode	24
9	Varians	25.57
10	Standard Devitation	15.99

After calculating and got the result above, this reseach made it into percentages to see the dominant score that gotten by the students. The score of Post-test in Control classcould be applied into the table Frequency distribution as follow:

Table V. 4
Frequency of students score Post – test in Control Class

No	Interval	Mid- point	Frequency	Percentage
1	38 – 48	43.0	3	11.54%
2	49 – 59	54.0	4	15.38%
3	60 – 70	65.0	10	38.46%
4	71 – 81	76.0	3	11.54%
5	82 – 92	87.0	6	23.08%
	I=11		26	100%

From the table, the students' score in class interval between 38-48 was 3 students (11.54%), class interval between 49-59 was 4 students(15.38%), class interval between 60-70 was 10 students (38.46 %), class interval 71-81 was 3 students (11.54%), class interval between 82-92 was 6 students(23.08 %). In order to get description of data clearly and completely, this reseach presents them in histogram on the following figure:

Frequency
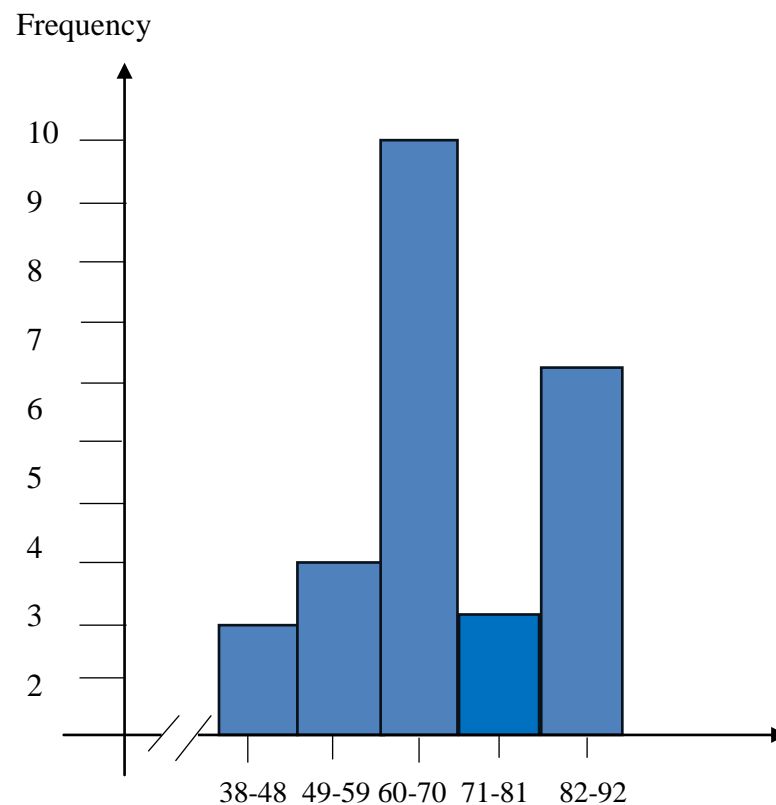
Figure III.4 Data Descriptive of Students' Vocabulary Mastery In Control Class (Post -Test)

From of histogram III.4, there are 3 students got mid-point 43.0 score in class interval between 38-48, there are 4 students got mid-point 54.0 score in class interval between 49-59, there are 10 students got mid-point 65.0 score in class interval between 60-70, there are 3 students got mid-point 76.0 score in class interval between 71-81, there is 6 students got mid-point 87.0 score in class interval

between 82-92. This shows that students' vocabulary mastery after learning

grammar translation (GTM) method in control class is very high than pre test but,

the comparison between ditect method and grammar transtation method on post test

higher direct method than GTM.

3. Description of Comparion the Score of pre-test and post test

a. Comparison Score of pre-test and Post –test in Experimental

After getting the score of Pre-test and post-test in experimental class,

this reseach made the comparison of score in form of table. The comparison

of score pre-test and post-test in experimental class can be seen in the table

below:

<div align="center">

Table VI.1
Comparison of score pre-test and post –test in
Experimetal Class

</div>

No	Description	Pre-test	Post -test
1	Total Score	1.630	2.022
2	Highest score	96	96
3	Lowest score	20	32
4	Range	76	64
5	Interval	6	5
6	Mean	62.69	75.18
7	Median	68.00	80.00
8	Mode	37	20
9	Varians	52.38	26.15
10	Standard Devitation	22.88	16.17

Based on the table above, this reseach found the different score pre –

test and post-test in experimental class, the most of students got the lowest

score in pre test was 20. But after got the treatment the lowest score in post-

test was 32. Based on the data, it can be concluded that the score of students'

vocabulary mastery was higher in the post-test than pre-test.

b. Comparison of Score Pre-test and post-test in Control class

After getting the score of pre-test and post-test in control class, this reseach made the comparison of score in form of table. The comparison of score of pre-test and post-test in control class can be seen in the table below:

Table VI.2
Comparison of score pre-test and post –test in
Control Class

No	Description	Pre-test	Post -test
1	Total Score	1.284	1.772
2	Highest score	96	92
3	Lowest score	12	34
4	Range	84	58
5	Interval	6	5
6	Mean	55.93	66.36
7	Median	56.00	65.00
8	Mode	46	24
9	Varians	61.40	25.57
10	Standard Devitation	24.78	15.99

Based on the table above, this reseach found the different score pre – test and post-test in Control class, the most of students got the lowest score in pre test was 12. But after got the treatment the lowest score in post- test was 34. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

B. Data Analysis

a. Normality test

Normality test is used to find out whether the data are normally distributed or not. The normaliry test of this reseach was done by using SPSS version 26 with Shapiro wilk test with significances level 0.05. The shapiro- wilk was chosen because the sample less than 50 students. The significances value of experimental class was .055 (sig> 0.05), while the significance value of control class .499 (sig> 0.05). it means that the data of

both experimental and control class were distributed normally, can be seen

as below:

Table VI.3
Normality Test

Shapiro - Wilk			
Class	**Statistic**	**Df**	**Sig**
Pre- test Expriment	.924	26	.055
Post-test Experiment	.864	26	.003
Pre-test Control	.965	26	.499
Post-test Control	.954	26	.294

In this reseach used the Shapiro-Wilk that the test is used for small

samples (less than 50). If the p-value is greater than 0.05, the data os considered

normal. So, based on the table test of normality above can be seen that the

sigificances > 0.05. So, 055> 0.05 it means the data is normal

b. Homogenity

Homogenity testing is used to fund out whether the data in both

experimental and control classes are homogenity or not. The test homogenity in

this reseach was analyzed by using Spss version 26 with levene stataistics test

significances level 0.05. the homogenity test was analyzed toward several data

group can be seen as below:

Table VI.4
Homogenity Test

Result	Levence Statistic	Df 1	Df 2	Sig
Based on mean	.021	26	47	0.78
Based on Median	.001	26	50	.0.50
Based On Median and with adjusted df	.001	26	47.160	979
Based on trimmed mean	.000	26	50	.993

From the table of homogenity test of the variance above, based on mean of post-test experimental class and post test experimental class and post-test control class, sig is 0.78. So, 0.78>0.05. It means that there is no sogificant difference in the variances between the groups of data tested. In other words, the assumptionn of homogenity of variance is met.

c. Hypotesis Test

in this resaech, the characteristics of the data were appropiate to be tested by using T- test. While the characteristics of the data with formula mean. In computing and processing the data, SPSS version 26 for windows was used

(Ha) : There is a significant effect of Direct Method toward students Vocabulary mastery at grdae X SMA N 01 Kotanopan.

(Ho) : There is no significant effect of Direct Method toward student Vocabulary mastery at grade X SMA N 01 Kotanopan

The result of the students vocabulary mastery test showed that the mean score of students' vocabulary mastery who were thaught by using direct method in experimental class was significanlty better than the score of students' vocabulary mastery in control class who are taught by using conventional teacher's method. It can be seen as the following table :

Table VI.5
Result of hypotesis

Classification	Experimental	Control
N	26	26
Mean	75.18	66.36
Variane	26.15	25.57
T $_{observed}$	2.350	
T$_{table}$	1.708	
Df	26+ 26-2 = 50	
Conclusion	Tobserved > t $_{table}$ (2.350 > 1.708) Ha = accepted	

The table above shows the result of t – test analysis. It shows that t $_{observed}$ was 2.350 was higher than t $_{table,}$ (t $_{observed}$ > t $_{table}$), statiscally null hypotesis (Ho) was rejected and alternative hypotesis (Ha) was accepted. It means that the students who were taught by using direct method got significanlty higher result in vocabulary mastery score than those who were taight by using conventional teacher's method students' of SMA N 01 Kotanopan, and can be seen the gain score of in experimental class and control class below:

Table VI.6
Gain of score in Experimental Class and Control class

Class	Pre test	Post test	Enhance ment	Gain score
Experimental Class	62.69	75.18	77.77	9.62
Control Class	55.93	66.36	68.15	

The score of control class for pre test was 55.93 and post-test 66.36 . Then the enhancement was 68.15. In experimntal class it was62.69 for pre test and 75.17 or post test. Then, the enhancement value was 77.77 and the different in scores between control class and experimental class was 9.62 .

Based on the data above, it can be concluded that experimental class that used direct method on vocabulary mastery in learning had a positive effect of increasing students grades.

C. Discussion

This reseach was conducted to determine the significance of the theory from the data analysis results in order to find the t-score and H_a. The result of the reseach proved theory from Freeman[1]. Which stated that direct method on vocabulary mastery with school students has been affective means for" increasing the understanding of students vocabulary knowledge and for developing students ability to be strategies, independent word learners'' In this reseach, found the result of experimental class in pre test and post test, before using the direct mehod ,the mean score of pre test in experimental class was 68.15 , the highest score was 92 , and the lowest score was 34, and after using direct method,the mean score of post test in experimental class was 75.18, the highest score was 96 and the lowest score was 12. The post test scores higher than pre test score.From the score, it can be concluded that this reseach cn prove the thoer Diane ann Brown.

Based on the result of this reseach, the reseacher found that direct method has the significant effect taught vocabulary .The reseacher discussed the result

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[1] Diane Larsen-Freeman and Marti Anderson, "Techniques-Principles-Language-Teaching 2019 Hlmn 45," n.d.https://acasearch.wordpress.com/wp-content/uploads/2019 technques in language teaching pdf.

this reseach and compared with related findings. The first the reseach by Afandi[2] resul of the reseach showed that the implementation of voacabulary mastery using direct method can improve and positive affect students vocabulary mastery, than Akok[3] point getter after using direct merhod to students vocabulary mastery, then Rachmayani[4] point getter and have impact after using vocabulary of students vocabulary mastery and the last Nurbaya point process become very fun and interesting after using direct merhod to students vocabulary mastery.

From the result of the significant effect taught by vocabulary from the reseacher both compared different with the related findings direct method can improve the vocabulary mastery of the students. The direct method brings good changes and has a positives impact on the vocabulary mastery learning process and makes students more intrested or even happy in learning vocabulary

In conclusion on the comparison of the four studies examining the used of the direct method in vocabulary acquistion, it can be conducted that this method consistently shows a positive impact on students' vocabulary mastery. The findings from the reseachers reveal that using the target language directly without translation, encouranges students to become more active, familiar, and confident in applying new vocabulary. Contextual interactions, such as conversational, role plays, and the used of real objects, help reinforce understanding and retentation of vocabulary and the learning motivation increases.

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[2] Diane Larsen-Freeman and Marti Anderson.

[3] R Akok, "The Effect of Direct Method to Vocabulary Mastery at Grade Vii Students of MtsN 1 Padangsidimpuan 2020," 2019, http://etd.uinsyahada.ac.id/224/%0Ahttp://etd.uinsyahada.ac.id/224/1/14 203 00079.pdf.

[4] Asiva Noor Rachmayani, "The Effect Of Direct Method Towards Vocabulary Mastery At MTs Ridhayatul' Ulum In Academic Years Of 2019/2020," n.d., 6.

D. Threats of the Reseach

The reseacher found some threats of the reseach as follow:

1. The students were not focused when aswering the test because noisy and annoyed each other.

2. Some of them were not interested in learning English and give the impact to their answer

3. They were not connecting in following the learning process. Some of them talked to their friends and some of them did someting uotside the teacher's rule.Clearly, it made them can't get the teacher's explanation well ang gave the impact to te post test answer

4. Then they lazy to seach the answer .

CHAPTER V

CLOSING AND SUGGESTION

A. Conclusion

Based on the result of the reseach, the conclusion of the reseach are:

1. The students ' vocabulary mastery at X grade of SMA N 01 Kotanopan before learning direct method is low. It can be seen from the students' score of pre test. The result of the mean score in pre test is 66.36.

2. The students ' vocabulary mastery at X grade of SMA N 01 Kotanopan after learning direct method is high. It can be seen from the students' score of post test. The result of the mean score in pre test is 75.18.

3. The result found that T table Tcount was 2.350   and t table was 1.714(2.350> 1.714). It means, there is a significant effect of direct method of vocabulary mastery at grade X SMA N 01 Kotanopan.

B. Suggestion

After finishing the research, this reseach got many information in English teaching   learnings. There for ,from thet experience , this reseach shows some things need to be proven . it makes the reseacher give some suggestions, as follow:

1. For head master of school, as the information and knowledge about Direct Method to vocabulary mastery in learning English .

2. For English teacher, as the information and knowledge about Direct Method to vocabulary mastery and can be applied in their class

3. For reseacher, as a refrence to the next resechers who are interested in taking the same title related to Direct Method as a factor in Vocabulary mastery

C. Reseach Implication

Based on reseach conducted on Direct Method to students vocabulay mastery at grade X SMA N 01 Kotanopan. Then some of the implementation obtained from the result of the study include:

1. Vocabulary Direct method can be used as alternative in creating in fun learning method for students because this strategy creates as group, so students are more active in the class and more interesting and fun. So students don't get bored in participating in learning.

2. Based on the analysis of the experimental class and the control class, it can be seen that the scores obtained in the experimental class during the post test were higher, this indicates that students are interested and easier to understand vocabulary using this strategy.

3. This reseach can be used as input for english teacher in junoir high schools using this strategy, which can increase learning activity, sand is easy to understand, and there needs to be an appropiate time setting in using this method.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Ekperimental class)

Sekolah : SMA N 01 KOTANOPAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X -1/2

Materi Pokok : Sporth and Health

Alokasi Waktu : 1 x Pertemuan (1 x 45 Menit)

A. Kompetensi Inti (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerja sama, toleran, perkembangan anak dilingkungan keluarga, sekolah, masyarakat dan linkungan alam sekitar,bangsa, negara, kawasan regional, dan kawasan international.

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Menentukan kosa kata tentang olahraga dan makanan sehat dalam kosa kata bahasa inggris	Siswa mampu mengidentifikasi kata dari teks bacaan dan mengetahui dari arti kata tersebut
Menjelaskannya dengan kosa kata dalam bentuk gambar dan dalam bahasa inggris tulisan.	Siswa mampu mengidentifikasi Sporth and Health dari teks tersebut dan siswa dapat mengucapkan kata kata dengan benar dan mampu mengetahui kosa kata dengan benar

C. Karakteristik siswa yangndi harapakan

1. Dapat di percaya (Can be trusted)

2. Rasa hormat dan perhatian (Respect and Attention)

3. Disiplin dan Tekun (Discipline and perseverance.

D. MATERI

Mengenal kosa kata(Vocabulary) dengan mengaitkan Sporth and Healthy dalam pembelajaran

E. METODE PEMBELAJARAN

: Sporth and Health English of vocabulary and pictures

F. Kegiatan Pembelajaran

Teachers Activities	Procedure	Students Activity
A.Pre Teaching 1. Guru menyapa siswa dalam bahasa inggris		1. siswa menjawab apa yang dikatakan oleh guru
B. While Teaching 1.Guru menggunakan gambar 2. Guru membawa gambar yang berhubungan dengan olahraga dan makanan sehat	1. pembelajaran di kelas dilakukan secara eksklusif dalam bahasa target	1. Siswa memperhatikan apa yang disampaikan oleh guru 2. Siswa mengamati gambar yang ditunjukkan guru
1. Guru mempertajam kosa kata dan kalimat siswa dengan mengkoreksinaya 2. Guru meminta siswa untuk menjawab apa yang dipikirkan tenatng gambar tersebut	2. Hanya setiap hari kosakata dan akalimat di ajarkan	1. Siswa menjawab atau menebak kata atau kalimat yang baik 2. Siswa mencoba mencocokkan kata kata yang tepat
1. Guru mencoba menyempurnakan lagi kalimat yang benar berdasarkan gambar 2. Setelah siswa menjawab dengan benar, guru melemparkan kalimat tersebut kepada siswa lain dan menanyakan kembali apa jawaban temannya 3. Guru mengoreksi kembali struktur kalimat yang baik	3. keterampilan komunikasi lisan di bangun dalam perkembangan yang dinilai secara hati hati yang diatur berdasarkan pertukaran pertanyaan dan jawaban antara guru dan siswa dalam kelompok kecil 4. tata bahasa diajarkan secara induktif	1. para siswa mencoba menjawab dengan benar 2. Para siswa mencoba mengingat jawaban yang benar yang telah diberiakn oleh temannya sebelumnya 3. para siswa mengulangi kata kata yang telah dikoreksi oleh guru

1. guru menunjuk gambar tersebut 2. guru menujnjukkan gambar itu lagi dan mengoreksi kalimat kalimat yang disampaikan ole siswa	5. poin poin pengajaran baru diperkenalkan secara lisan 6. kosa kata konkret diajarkan melalui demonstrasi, tujuan dan gambar kosa kata abstrak di ajarakan melalui asosiasi ide	1. siswa mencoba menjawab dengan benar 2. siswa memperhatikan ke gambar nya lagi untuk menjawabnya dnegan benar
1. Guru mengulangi kembali struktur kalimat yang baik mulai dari gambar 1 sampai dengan gambar 3.	7. Baik pemahaman berbicara dan mendengarkan diajarkan	1. siswa mendengarkan dengan hati hati kalimat dan dibenarkan mereka dengan gambar
C. Post teaching 1. Guru meminta siswa untuk meembaca tiga kali kalimat tersebut dan mengoraksi pengucapannya	8. pengucapan dan tata bahasa yang benar ditekankan	1. Siswa membaca kalimat tersebut dan mengulanginya lagi sesuai dengan arahan guru

E. PENILAIAN PEMBELAJARAN

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap ,tes tertulis, instrument unjuk kerja dengan rubrik penilaian percakapan .

Kotanopan, 16 May 2025
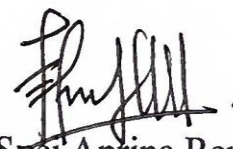
Mengetahui

Guru Mata pelajarann

Peneliti

Herlina Sitorus, S.Pd,
NIP. 19750523 200502 2 003

Suci Aprina Rangkuti
NIM. 2120300027

F. PENILAIAN

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

2. Pedoman Penilaian

$$Nilai\ Akhir = \frac{Nilai\ maksimal}{Nilai\ Maksimum} \times 100$$

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Control class)

Sekolah   : SMA N 01 KOTANOPAN

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X -4 /2

Materi Pokok   : Sporth and Health

Alokasi Waktu   : 1 x Pertemuan (1 x 45 Menit)

A. Kompetensi Inti (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerja sama, toleran, perkembangan anak dilingkungan keluarga, sekolah, masyarakat dan linkungan alam sekitar,bangsa, negara, kawasan regional, dan kawasan international.

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Menentukan kosa kata tentang olahraga dan makanan sehat dalam kosa kata bahasa inggris	Siswa mampu mengidentifikasi kata dari teks bacaan dan mengetahui dari arti kata tersebut
Menjelaskannya dengan kosa kata dalam bentuk gambar dan dalam bahasa inggris tulisan.	Siswa mampu mengidentifikasi Sporth and Health dari teks tersebut dan siswa dapat mengucapkan kata kata dengan benar dan mampu mengetahui kosa kata dengan benar

C. Karakteristik siswa yangndi harapakan

1. Dapat di percaya (Can be trusted)

2. Rasa hormat dan perhatian (Respect and Attention)

3. Disiplin dan Tekun (Discipline and perseverance)

D. MATERI

Mengenal kosa kata(Vocabulary) dengan mengaitkan Sporth and Healthy dalam pembelajaran

E. METODE PEMBELAJARAN

: Sporth and Health English of vocabulary and pictures

F. Kegiatan Pembelajaran

Teachers Activities	Procedure	Students Activity
A.Pre Teaching 1. Guru meminta siswa untuk membuka buku	1. Guru meminta siswa untuk membuka buku	1. Para siswa membuka buku
B. While Teaching 1.Guru meminta siswa untuk membaca materi apa yang disampaikan guru sebelumnya	2. Guru meminta siswa untuk membaca materi	1. Para siswa membaca materi yang disampaikan guru
1. Guru meminta siswa fokus dalam materi	3. Guru meminta siswa untuk menterjemahkan setiap paragraph	1. siswa fokus ke materi
1. Guru meminta siswa untuk berfikir	4. Guru meminta siswa untuk menterjemahkan setiap paragraph 5. Guru memberikan siswa waktu untuk menterjemahkan secara bagus	1. Siswa menterjemahkan satu per satu 2. Siswa menterjemahkan secara detail
C. Post Teaching 1. Guru meminta siswa untuk membaca penjelasannya	6. Dan kemudian guru menjelaskan lebih detail tentang terjemahan secara bagus	1.Siswa fokus pada penjelasan guru

K. PENILAIAN PEMBELAJARAN

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap ,tes tertulis, instrument unjuk kerja dengan rubrik penilaian percakapan .

Kotanopan, 16 May 2025

Mengetahui

Guru Mata pelajarann

Peneliti

Herlina Sitorus, S.Pd,
NIP. 19750523 200502 2 003

Suei Aprina Rangkuti
NIM. 2120300027

K. PENILAIAN

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

2. Pedoman Penilaian

$$\text{Nilai Akhir} = \frac{\text{Nilai maksimal}}{\text{Nilai Maksimum}} \times 100$$

Keterangan : jumlah scor maksimal 4 x 25 = 100
$$\text{Nilai siswa} : \frac{\text{Skor yang di peroleh}}{\text{Skor Maksimum}}$$

Appendix 3

The instrument of invalid question

1. What is the primary connection between

   "sport" and **"health"**?

   a. Sport is only for professional athletes.

   b. Engaging in sport is a key way to maintain

   c. Health is a prerequisite for doing any sport.

   d. Sport is merely a recreational activity.

2. What does the word *"athlete"* mean?
   a. A doctor
   b. A person who plays sports
   c. A teacher
   d. A musician

3. What is the meaning of *"endurance"*?
   a. Quick reaction
   b. Long-lasting physical strength
   c. Flexibility
   d. Sudden movement

4. Which word means *"the condition of being physically fit and healthy"*?
   a. Nutrition
   b. Exercise
   c. Fitness
   d. Energy

5. What does *"injury"* refer to?
   a. Training
   b. Healing
   c. Harm to the body
   d. A type of food

6. What is a *"referee"*?
   a. Someone who plays basketball
   b. A coach
   c. A judge in a sports match
   d. A doctor

7. When we talk about **"healthy food"**, what is its main purpose related to our body?

   a. To make us gain weight quickly for energy storage.

   b. To provide the necessary nutrients for growth.

   c. To satisfy our cravings for sweet and fatty tastes.

   d. To make us feel full so we don't eat too much

8. Which of the following is a *team sport*?
   a. Tennis
   b. Running
   c. Soccer
   d. Boxing

9. What does the word *"hydration"* mean?
   a. Getting sunlight
   b. Drinking enough water
   c.Taking medicine
   d. Sweating a lot

10. What does *"warm-up"* mean?
    a. A break during exercise
    b. A cool drink
    c. Gentle exercise before a workout
    d.Training at night

11. What is the meaning of *"flexibility"*?
    a. Ability to lift weights
    b. Ability to stretch and move easily
    c. Ability to run fast
    d. Ability to sleep well

12. Which word means *"eating the right kind of food"*?
    a. Fitness
    b. Lifestyle
    c. Nutrition
    d. Health care

Choose the correct arrangement of words to form a grammatically correct sentence.
13. Arrange the words :   energy - gives   - healthy - us -food
                          A   B   C   D   E
      a. D-C-B-A-E
      b. C-E-B-D-A
      c. E-D-B-C-A
      d. B-A-C-E-D

14. Arrange the words: is - important - for - health - exercise - our
                         A   B   C   D   E   F

      a. E-A-B-C-F-D
      b. A-E-B-C-D-F
      c. E-A-C-B-F-D
      d. B-E-A-C-D-F

15. Arrange the words: and - vegetables - fruit - eat - should - you - fresh
                           A   B   C   D   E   F   G

      a. F-E-D-G-C-A-B
      b. F-D-E-G-C-A-B
      c. D-F-E-G-C-A-B
      d. F-E-G-C-A-B-D

16. Arrange the words: strong - our - makes - muscles - sports
                          A   B   C   D   E

      a. E-C-B-A-D
      b. E-C-B-D-A
      c. E-A-C-B-D
      d. A-B-C-D-E

17. Arrange the words: enough - every - get -you - water - should - day
                           A   B   C D   E   F   G

      a. D-F-C-A-E-B-G
      b. D-C-F-A-E-B-G
      c. F-D-C-A-E-B-G
      d. D-F-A-C-E-B-G

18. Arrange the words: is - a - good - way - to - walking - stay - fit
                         A B   C   D   E   F   G   H

      a. F-A-C-D-E-G-H-B
      b. F-A-B-C-D-E-G-H
      c. F-A-C-D-G-H-B-E
      d. F-A-D-C-B-E-G-H

19. Arrange the words: processed - food - avoid - your - for -you - should - health
                          A   B   C   D   E   F   G   H

      a. F-G-C-A-B-E-D-H
      b. F-C-G-A-B-E-D-H
      c. C-F-G-A-B-E-D-H
      d. F-G-A-B-C-E-D-H

20. Arrange the words: keeps - our - body - active - regular - exercise
                         A   B   C   D   E   F

      a. E-F-A-B-C-D
      b. F-E-A-B-C-D
      c. E-F-A-C-B-D
      d. A-B-C-D-E-F

21. Arrange the words: <u>full</u> - <u>feel</u> - <u>you</u> - <u>fiber</u> - <u>makes</u> - <u>food</u> - <u>with</u>
                            A   B   C   D   E   F   G

   a. F-G-D-E-C-A-B
  b. F-G-D-C-E-A-B
  c. F-G-E-D-C-A-B
  d. F-E-C-A-B-G-D

22. Arrange the words: <u>can</u> - <u>sports</u> - <u>also</u> - <u>help</u> - <u>reduce</u> - <u>stress</u>
                            A   B   C   D   E   F
  a. B-A-D-E-C-F
  b. B-A-C-D-E-F
  c. B-C-A-D-E-F
  d. C-B-A-D-E-F

23. Which food is best for providing sustained energy for the body?
   Look at the picture !

  a. Candy
  b. Vegetables and fruits
  c. Sugary drinks
  d. Potato chips

24. Which sport involves intense full-body movement and is good for heart health?

  a. Weightlifting
  b. Chess
  c. Swimming
  d. Archery

25. Which is a good source of animal protein for building and repairing muscles?

   a. White bread
   b. Skinless chicken meat
   c. Packaged fruit juice
   d. Sweet cake

26. Which sport typically requires a racket and is played on a court with a net?

   a. Football (Soccer)
   b. Basketball
   c. Tennis
   d. Golf

27. What is the most important and recommended liquid to drink during and after exercise?

   a. Coffee
   b. Water
   c. Soda
   d. Chocolate milk

Appendix 4
Instrument of valid question
(Experimental class and Control class)

Choosen the correct meaning of the word 1-10
 1. What does the word "athlete" mean?
    a. doctor
    b. person who plays sports
    c. teacher
    d. musician

2. What is the meaning of "endurance"?
    a. Quick reaction
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3. Which word means "the condition of being physically fit
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   a. D-C-B-A-E
   b. C-E-B-D-A
   c. E-D-B-C-A
   d. B-A-C-E-D

12. Arrange the words: is - important - for - health - exercise - our
                           A   B   C   D   E   F
   a. E-A-B-C-F-D
   b. A-E-B-C-D-F
   c. E-A-C-B-F-D
   d. B-E-A-C-D-F

13. Arrange the words: and - vegetables - fruit - eat - should - you - fresh
                        A   B   C   D   E   F   G
   a. F-E-D-G-C-A-B
   b. F-D-E-G-C-A-B
   c. D-F-E-G-C-A-B
   d. F-E-G-C-A-B-D

14. Arrange the words: strong - our - makes - muscles - sports
                         A   B   C   D   E
   a. E-C-B-A-D
   b. E-C-B-D-A
   c. E-A-C-B-D
   d. A-B-C-D-E

15. Arrange the words: enough - every - get -you - water - should - day

A   B   C   D   E   F   G
   a. D-F-C-A-E-B-G
   b. D-C-F-A-E-B-G
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16. Arrange the words: is - a - good - way - to - walking - stay - fit
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17. Arrange the words: processed - food - avoid - your - for -you - should - health
                            A   B   C   D   E   F   G   H
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   b. F-C-G-A-B-E-D-H
   c. C-F-G-A-B-E-D-H
   d. F-G-A-B-C-E-D-H

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                        A   B   C   D   E   F
   a. E-F-A-B-C-D
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   c. E-F-A-C-B-D
   d. A-B-C-D-E-F

19. Arrange the words: full - feel - you - fiber - makes - food - with
                        A   B   C   D   E   F   G
   a. F-G-D-E-C-A-B
   b. F-G-D-C-E-A-B
   c. F-G-E-D-C-A-B
   d. F-E-C-A-B-G-D

20. Arrange the words: can - sports - also - help - reduce - stress
                        A   B   C   D   E   F
   a. B-A-D-E-C-F
   b. B-A-C-D-E-F
   c. B-C-A-D-E-F
   d. C-B-A-D-E-F

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c. Soda
d. Chocolate milk

Appendix 5

Key answer invalid question

1. c
2. b
3. c
4. c
5. c
6. b
7. a
8. c
9. c
10. c
11. b
12. c
13. b
14. a
15. d
16. b
17. a
18. a
19. a
20. a.
21. b
22. b
23. b
24. c
25. b
26. c
27. b

Appendix 6

1.b

2.b

3.c

4. c

5. c

6. b

7. c

8. c

9. b

10. c

11. b

12. a

13. d

14. b

15. a

16. a

17. a

18. a

19. b

20. b

21. b

22. c

23. b

24. c

25. b

Appendix 7

No Responden	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
										1	0	1	0	1	0	0	0	1
										0	1	0	1	1	1	0	1	0
										0	0	1	0	0	1	1	0	1
										1	1	1	1	1	0	1	0	1
1	1	0	0	1	0	1	1	1	0	1	0	0	1	0	1	0	1	0
2	1	1	0	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1
3	0	1	0	1	0	1	1	0	0	1	1	1	1	1	0	1	0	1
4	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1
5	1	1	0	1	0	0	1	1	0	0	0	1	1	0	1	1	0	1
6	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0
7	1	1	1	0	1	0	0	1	0	1	1	0	1	1	1	1	0	0
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0
10	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1
11	1	1	0	1	0	1	0	1	0	0	1	0	1	0	1	1	1	1
12	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	1	0	1
13	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1
14	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	0	1
15	0	1	1	1	0	0	1	1	1	1	0	0	1	0	1	0	1	1
16	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1
17	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1
18	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	0	0	0
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21	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1
22	1	1	1	1	0	1	1	1	0									
23	1	1	1	0	1	1	0	1	0									
24	1	1	1	1	1	1	0	1	0	0,150924	0,541137	0,34211	0,223311	0,340227	0,103388	0,595316	0,071913	0,464623
25	1	1	1	0	1	1	1	1	1									
r hitung	0,098685	0,002864	0,547811	0,3036	0,521372	-0,126604	-0,002363	0,047936	0,514348									
r tabel	1,714																	
							Tidak			Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

				Skor dari Uji Validitas					
19	20	21	22	23	24	25	26	27	Hasil
1	0	1	1	0	1	0	1	1	15
1	0	1	0	1	0	0	1	1	17
0	1	1	1	1	1	1	1	1	16
1	1	1	1	1	1	1	1	1	21
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1	1	1	1	0	1	1	1	1	20
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0	1	1	1	1	1	0	1	1	18
1	1	1	0	1	1	1	1	1	25
1	1	0	1	1	1	0	1	1	19
0	1	1	0	1	1	1	1	1	20
1	1	1	1	1	1	1	1	1	21
1	1	1	1	1	0	1	1	1	21
0	1	0	0	1	1	0	0	1	18
1	1	1	1	0	1	1	1	1	21
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0	1	0	1	1	1	1	1	1	21
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1	0	0	1	1	1	1	0	1	18
0	1	0	1	1	1	1	1	0	18
1	0	1	1	1	0	1	0	1	22
0	1	1	1	1	1	1	0	1	23
0,060 77	0,45464 6	0,15733 3	0,21879 1	0,10338 8	0,19408 2	0,59531 6	0,25770 8	0,30531 7	
Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	

Appendix 8

P 1

No	x	y	xy	x^2	y^2
1	0	13	13	0	169
2	1	16	16	1	256
3	1	15	15	1	225
4	0	19	19	0	361
5	1	10	10	1	100
6	1	17	17	1	289
7	1	19	19	1	361
8	1	25	25	1	625
9	1	18	18	1	324
10	1	16	16	1	256
11	1	17	17	1	289
12	1	23	23	1	529
13	1	17	17	1	289
14	1	19	19	1	361
15	1	20	20	1	400
16	1	19	19	1	361
17	1	16	16	1	256
18	0	20	20	0	400
19	1	15	15	1	225
20	1	20	20	1	400
21	0	19	19	0	361
22	1	16	16	1	256
23	1	17	17	1	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	22	466	466	22	8588

p2

responden	x	y	xy	x2	y2
1	0	13	13	0	169
2	0	16	16	0	256
3	0	15	15	0	225
4	1	19	19	1	361
5	0	10	10	0	100
6	1	17	17	1	289
7	1	19	19	1	361
8	1	25	25	1	625
9	0	18	18	0	324
10	0	16	16	0	256
11	0	17	17	0	289
12	1	23	23	1	529
13	0	17	17	0	289
14	1	19	19	1	361
15	1	20	20	1	400
16	1	19	19	1	361
17	1	16	16	1	256
18	1	20	20	1	400
19	0	15	15	0	225
20	0	20	20	0	400
21	0	19	19	0	361
22	1	16	16	1	256
23	1	17	17	1	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	15	466	466	15	8588

r = 1864

r = -440904

r = -0,0042

r = 5126

r= -440649

r= -0,0116

P3

responden	x	y	xy	X^2	Y^2
1	1	13	13	1	169
2	1	16	16	1	256
3	1	15	15	1	225
4	0	19	19	0	361
5	1	10	10	1	100
6	1	17	17	1	289
7	0	19	19	0	361
8	1	25	25	1	625
9	1	18	18	1	324
10	1	16	16	1	256
11	1	17	17	1	289
12	0	23	23	0	529
13	1	17	17	1	289
14	0	19	19	0	361
15	1	20	20	1	400
16	1	19	19	1	361
17	1	16	16	1	256
18	1	20	20	1	400
19	1	15	15	1	225
20	1	20	20	1	400
21	1	19	19	1	361
22	1	16	16	1	256
23	0	17	17	0	289
24	1	21	21	1	441
25	0	21	21	0	441
26	1	18	18	1	324
	20	466	466	20	8588

p4

responden	x	y	xy	X^2
1	1	13	13	1
2	1	16	16	1
3	1	15	15	1
4	0	19	19	0
5	1	10	10	1
6	1	17	17	1
7	0	19	19	0
8	1	25	25	1
9	1	18	18	1
10	1	16	16	1
11	1	17	17	1
12	0	23	23	0
13	1	17	17	1
14	0	19	19	0
15	1	20	20	1
16	1	19	19	1
17	1	16	16	1
18	1	20	20	1
19	1	15	15	1
20	1	20	20	1
21	1	19	19	1
22	1	16	16	1
23	0	17	17	0
24	1	21	21	1
25	0	21	21	0
26	1	18	18	1
	20	466	466	20

r = 5126

r= -440649

r= -0,0116

r = 12116

r = -223665

r = -0,0542

P5

	x	y	xy	x2	y2
1	1	13	13	1	169
2	1	16	16	1	256
3	1	15	15	1	225
4	1	19	19	1	361
5	0	10	10	0	100
6	1	17	17	1	289
7	0	19	19	0	361
8	1	25	25	1	625
9	1	18	18	1	324
10	0	16	16	0	256
11	1	17	17	1	289
12	1	23	23	1	529
13	1	17	17	1	289
14	1	19	19	1	361
15	0	20	20	0	400
16	1	19	19	1	361
17	1	16	16	1	256
18	0	20	20	0	400
19	1	15	15	1	225
20	0	20	20	0	400
21	1	19	19	1	361
22	1	16	16	1	256
23	1	17	17	1	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	20	466	466	20	8588

p6

	x	y	xy	x2	y2
1	1	13	13	1	169
2	1	16	16	1	256
3	0	15	15	0	225
4	0	19	19	0	361
5	1	10	10	1	100
6	0	17	17	0	289
7	1	19	19	1	361
8	1	25	25	1	625
9	1	18	18	1	324
10	1	16	16	1	256
11	1	17	17	1	289
12	1	23	23	1	529
13	1	17	17	1	289
14	0	19	19	0	361
15	1	20	20	1	400
16	0	19	19	0	361
17	1	16	16	1	256
18	1	20	20	1	400
19	0	15	15	0	225
20	1	20	20	1	400
21	0	19	19	0	361
22	1	16	16	1	256
23	1	17	17	1	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	19	466	466	19	8588

p7

	x	y	xy	x2
1	0	13	13	0
2	1	16	16	1
3	0	15	15	0
4	1	19	19	1
5	0	10	10	0
6	1	17	17	1
7	0	19	19	0
8	1	25	25	1
9	1	18	18	1
10	1	16	16	1
11	0	17	17	0
12	1	23	23	1
13	0	17	17	0
14	1	19	19	1
15	1	20	20	1
16	1	19	19	1
17	0	16	16	0
18	1	20	20	1
19	1	15	15	1
20	1	20	20	1
21	1	19	19	1
22	0	16	16	0
23	0	17	17	0
24	0	21	21	0
25	1	21	21	1
26	1	18	18	1
Total	16	466	466	16

P5:

r	12116
	-223665
r	0,0542

p6:

r	3262
	-440783
r	0,0074

p7:

r	4660
	-440680
r	-0,0106

p8

	x	y	xy	x2	y2
1	1	13	13	1	169
2	0	16	16	0	256
3	0	15	15	0	225
4	1	19	19	1	361
5	1	10	10	1	100
6	0	17	17	0	289
7	1	19	19	1	361
8	1	25	25	1	625
9	0	18	18	0	324
10	1	16	16	1	256
11	1	17	17	1	289
12	1	23	23	1	529
13	1	17	17	1	289
14	1	19	19	1	361
15	0	20	20	0	400
16	1	19	19	1	361
17	1	16	16	1	256
18	1	20	20	1	400
19	1	15	15	1	225
20	1	20	20	1	400
21	1	19	19	1	361
22	1	16	16	1	256
23	1	17	17	1	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	21	466	466	21	8588

r   2330
    -440862

r   -0,0053

p9

	x	y	xy	x2	y2
1	0	13	13	0	169
2	1	16	16	1	256
3	0	15	15	0	225
4	1	19	19	1	361
5	0	10	10	0	100
6	0	17	17	0	289
7	1	19	19	1	361
8	1	25	25	1	625
9	0	18	18	0	324
10	0	16	16	0	256
11	1	17	17	1	289
12	1	23	23	1	529
13	0	17	17	0	289
14	1	19	19	1	361
15	1	20	20	1	400
16	0	19	19	0	361
17	1	16	16	1	256
18	1	20	20	1	400
19	0	15	15	0	225
20	1	20	20	1	400
21	1	19	19	1	361
22	1	16	16	1	256
23	0	17	17	0	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	16	466	466	16	8588

r   4660
    -
    440680

r   -
    0,0106

p10

	x	y	xy	x2	y2
1	1	13	13	1	169
2	0	16	16	0	256
3	1	15	15	1	225
4	1	19	19	1	361
5	0	10	10	0	100
6	1	17	17	1	289
7	1	19	19	1	361
8	1	25	25	1	625
9	1	18	18	1	324
10	1	16	16	1	256
11	0	17	17	0	289
12	1	23	23	1	529
13	1	17	17	1	289
14	0	19	19	0	361
15	0	20	20	0	400
16	0	19	19	0	361
17	1	16	16	1	256
18	1	20	20	1	400
19	0	15	15	0	225
20	1	20	20	1	400
21	1	19	19	1	361
22	0	16	16	0	256
23	1	17	17	1	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	18	466	466	18	8588

r   3728
    -440746

r   -0,0085

P 11

	x	y	xy	x2	y2
1	0	13	13	0	169
2	1	16	16	1	256
3	0	15	15	0	225
4	1	19	19	1	361
5	1	10	10	1	100
6	0	17	17	0	289
7	1	19	19	1	361
8	1	25	25	1	625
9	1	18	18	1	324
10	1	16	16	1	256
11	1	17	17	1	289
12	1	23	23	1	529
13	0	17	17	0	289
14	1	19	19	1	361
15	1	20	20	1	400
16	1	19	19	1	361
17	1	16	16	1	256
18	0	20	20	0	400
19	1	15	15	1	225
20	0	20	20	0	400
21	1	19	19	1	361
22	1	16	16	1	256
23	0	17	17	0	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	19	466	466	19	8588

r 3262
-440783
-

P 12

1	x	y	xy	x2	y2
0	1	13	13	1	169
1	1	16	16	1	256
0	0	15	15	0	225
1	1	19	19	1	361
1	0	10	10	0	100
1	1	17	17	1	289
0	1	19	19	1	361
1	1	25	25	1	625
1	0	18	18	0	324
1	1	16	16	1	256
1	1	17	17	1	289
1	1	23	23	1	529
0	1	17	17	1	289
0	1	19	19	1	361
0	0	20	20	0	400
1	0	19	19	0	361
0	0	16	16	0	256
1	1	20	20	1	400
1	0	15	15	0	225
1	1	20	20	1	400
1	1	19	19	1	361
1	1	16	16	1	256
1	1	17	17	1	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	19	466	466	19	8588

r 3262
-
440783
-
r -0,0074

P 13

	x	y	xy	x2	y2
1	0	13	13	0	169
2	1	16	16	1	256
3	1	15	15	1	225
4	0	19	19	0	361
5	1	10	10	1	100
6	1	17	17	1	289
7	0	19	19	0	361
8	1	25	25	1	625
9	1	18	18	1	324
10	1	16	16	1	256
11	1	17	17	1	289
12	1	23	23	1	529
13	1	17	17	1	289
14	1	19	19	1	361
15	1	20	20	1	400
16	1	19	19	1	361
17	1	16	16	1	256
18	1	20	20	1	400
19	1	15	15	1	225
20	1	20	20	1	400
21	1	19	19	1	361
22	1	16	16	1	256
23	1	17	17	1	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	23	466	466	23	8588

r 1398
-
440949
-
r -0,0032

	x	y	xy	x2	y2
1	0	13	13	0	169
2	0	16	16	0	256
3	1	15	15	1	225
4	1	19	19	1	361
5	0	10	10	0	100
6	1	17	17	1	289
7	1	19	19	1	361
8	1	25	25	1	625
9	1	18	18	1	324
10	1	16	16	1	256
11	1	17	17	1	289
12	1	23	23	1	529
13	1	17	17	1	289
14	0	19	19	0	361
15	1	20	20	1	400
16	1	19	19	1	361
17	0	16	16	0	256
18	1	20	20	1	400
19	0	15	15	0	225
20	1	20	20	1	400
21	1	19	19	1	361
22	0	16	16	0	256
23	0	17	17	0	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
					8588
Total	18	466	466	18	8

r 3728
-44074
6

	x	y	xy	x2	y2
1	0	13	13	0	169
2	1	16	16	1	256
3	0	15	15	0	225
4	0	19	19	0	361
5	1	10	10	1	100
6	0	17	17	0	289
7	0	19	19	0	361
8	1	25	25	1	625
9	0	18	18	0	324
10	1	16	16	1	256
11	0	17	17	0	289
12	1	23	23	1	529
13	1	17	17	1	289
14	1	19	19	1	361
15	1	20	20	1	400
16	0	19	19	0	361
17	1	16	16	1	256
18	0	20	20	0	400
19	1	15	15	1	225
20	1	20	20	1	400
21	1	19	19	1	361
22	0	16	16	0	256
23	1	17	17	1	289
24	1	21	21	1	441
25	0	21	21	0	441
26	1	18	18	1	324
Total	15	466	466	15	8588

r 5126
-440649

r -0,0116

	x	y	xy	x2	
1	1	13	13	1	
2	0	16	16	0	
3	1	15	15	1	
4	1	19	19	1	
5	0	10	10	0	
6	1	17	17	1	
7	1	19	19	1	
8	1	25	25	1	
9	1	18	18	1	
10	0	16	16	0	
11	0	17	17	0	
12	1	23	23	1	
13	0	17	17	0	
14	1	19	19	1	
15	1	20	20	1	
16	1	19	19	1	
17	1	16	16	1	
18	1	20	20	1	
19	1	15	15	1	
20	1	20	20	1	
21	1	19	19	1	
22	0	16	16	0	
23	1	17	17	1	
24	1	21	21	1	
25	1	21	21	1	
26	1	18	18	1	
Total	20	466	466	20	8

r 2796
-440821

r -0,0063

p 17

	x	y	xy	x2	y2
1	1	13	13	1	169
2	1	16	16	1	256
3	0	15	15	0	225
4	1	19	19	1	361
5	1	10	10	1	100
6	1	17	17	1	289
7	1	19	19	1	361
8	1	25	25	1	625
9	0	18	18	0	324
10	1	16	16	1	256
11	0	17	17	0	289
12	1	23	23	1	529
13	1	17	17	1	289
14	0	19	19	0	361
15	1	20	20	1	400
16	1	19	19	1	361
17	0	16	16	0	256
18	1	20	20	1	400
19	1	15	15	1	225
20	0	20	20	0	400
21	1	19	19	1	361
22	1	16	16	1	256
23	0	17	17	0	289
24	1	21	21	1	441
25	0	21	21	0	441
26	1	18	18	1	324
Total	18	466	466	18	8588

r 3728
-440746

r -0,0085

P 18

	x	y	xy	x2	y2
1	0	13	13	0	169
2	0	16	16	0	256
3	1	15	15	1	225
4	1	19	19	1	361
5	0	10	10	0	100
6	1	17	17	1	289
7	1	19	19	1	361
8	1	25	25	1	625
9	1	18	18	1	324
10	0	16	16	0	256
11	1	17	17	1	289
12	1	23	23	1	529
13	1	17	17	1	289
14	1	19	19	1	361
15	1	20	20	1	400
16	1	19	19	1	361
17	1	16	16	1	256
18	1	20	20	1	400
19	0	15	15	0	225
20	1	20	20	1	400
21	0	19	19	0	361
22	0	16	16	0	256
23	1	17	17	1	289
24	0	21	21	0	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	18	466	466	18	8588

r 3728
-440746

r -0,0085

P 19

	x	y	xy	x2	y2
1	1	13	13	1	169
2	1	16	16	1	256
3	1	15	15	1	225
4	1	19	19	1	361
5	1	10	10	1	100
6	1	17	17	1	289
7	1	19	19	1	361
8	1	25	25	1	625
9	1	18	18	1	324
10	0	16	16	0	256
11	1	17	17	1	289
12	1	23	23	1	529
13	0	17	17	0	289
14	1	19	19	1	361
15	1	20	20	1	400
16	1	19	19	1	361
17	0	16	16	0	256
18	1	20	20	1	400
19	1	15	15	1	225
20	0	20	20	0	400
21	1	19	19	1	361
22	0	16	16	0	256
23	0	17	17	0	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	20	466	466	20	8588

r 2796
-
440821

r -0,0063

p 20

	x	y	xy	x2	y2
1	1	13	13	1	169
2	0	16	16	0	256
3	1	15	15	1	225
4	1	19	19	1	361
5	0	10	10	0	100
6	1	17	17	1	289
7	1	19	19	1	361
8	1	25	25	1	625
9	1	18	18	1	324
10	0	16	16	0	256
11	1	17	17	1	289
12	0	23	23	0	529
13	1	17	17	1	289
14	0	19	19	0	361
15	1	20	20	1	400
16	1	19	19	1	361
17	0	16	16	0	256
18	1	20	20	1	400
19	1	15	15	1	225
20	1	20	20	1	400
21	1	19	19	1	361
22	1	16	16	1	256
23	1	17	17	1	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	20	466	466	20	8588

P 21

	x	y	xy	x2	y2
1	0	13	13	0	169
2	1	16	16	1	256
3	1	15	15	1	225
4	1	19	19	1	361
5	1	10	10	1	100
6	1	17	17	1	289
7	0	19	19	0	361
8	1	25	25	1	625
9	1	18	18	1	324
10	1	16	16	1	256
11	1	17	17	1	289
12	1	23	23	1	529
13	1	17	17	1	289
14	1	19	19	1	361
15	1	20	20	1	400
16	1	19	19	1	361
17	1	16	16	1	256
18	0	20	20	0	400
19	1	15	15	1	225
20	1	20	20	1	400
21	1	19	19	1	361
22	1	16	16	1	256
23	1	17	17	1	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	23	466	466	23	8588

P 22

	x	y	xy	x2	y2
1	1	13	13	1	169
2	0	16	16	0	256
3	1	15	15	1	225
4	1	19	19	1	361
5	0	10	10	0	100
6	0	17	17	0	289
7	1	19	19	1	361
8	1	25	25	1	625
9	1	18	18	1	324
10	0	16	16	0	256
11	1	17	17	1	289
12	1	23	23	1	529
13	1	17	17	1	289
14	1	19	19	1	361
15	1	20	20	1	400
16	0	19	19	0	361
17	1	16	16	1	256
18	1	20	20	1	400
19	1	15	15	1	225
20	1	20	20	1	400
21	0	19	19	0	361
22	1	16	16	1	256
23	1	17	17	1	289
24	0	21	21	0	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	19	466	466	19	8588

r   2796
     -440821

r   -0,0063

r   1398
     -440949

r   -0,0032

r   3262
     -440783

r   -0,0074

P 23

	x	y	xy	x2	y2
1	0	13	13	0	169
2	0	16	16	0	256
3	1	15	15	1	225
4	1	19	19	1	361
5	0	10	10	0	100
6	0	17	17	0	289
7	1	19	19	1	361
8	1	25	25	1	625
9	1	18	18	1	324
10	1	16	16	1	256
11	0	17	17	0	289
12	1	23	23	1	529
13	0	17	17	0	289
14	1	19	19	1	361
15	1	20	20	1	400
16	1	19	19	1	361
17	0	16	16	0	256
18	1	20	20	1	400
19	0	15	15	0	225
20	1	20	20	1	400
21	1	19	19	1	361
22	1	16	16	1	256
23	1	17	17	1	289
24	1	21	21	1	441
25	1	21	21	1	441
26	1	18	18	1	324
Total	18	466	466	18	8588

r 3728
-440746

r -0,0085

p 24

	x	y	xy	x2	y2
1	1	13	13	1	169
2	1	16	16	1	256
3	1	15	15	1	225
4	1	19	19	1	361
5	0	10	10	0	100
6	0	17	17	0	289
7	1	19	19	1	361
8	1	25	25	1	625
9	1	18	18	1	324
10	0	16	16	0	256
11	1	17	17	1	289
12	1	23	23	1	529
13	1	17	17	1	289
14	1	19	19	1	361
15	1	20	20	1	400
16	1	19	19	1	361
17	0	16	16	0	256
18	1	20	20	1	400
19	0	15	15	0	225
20	1	20	20	1	400
21	1	19	19	1	361
22	0	16	16	0	256
23	1	17	17	1	289
24	0	21	21	0	441
25	0	21	21	0	441
26	1	18	18	1	324
Total	18	466	466	18	8588

r 3728
-440746

r -0,0085

p25

	x	y	xy	x2	y2
1	1	13	13	1	169
2	1	16	16	1	256
3	1	15	15	1	225
4	1	19	19	1	361
5	0	10	10	0	100
6	1	17	17	1	289
7	1	19	19	1	361
8	1	25	25	1	625
9	1	18	18	1	324
10	1	16	16	1	256
11	1	17	17	1	289
12	1	23	23	1	529
13	1	17	17	1	289
14	1	19	19	1	361
15	1	20	20	1	400
16	1	19	19	1	361
17	1	16	16	1	256
18	1	20	20	1	400
19	1	15	15	1	225
20	1	20	20	1	400
21	0	19	19	0	361
22	1	16	16	1	256
23	0	17	17	0	289
24	1	21	21	1	441
25		21	21	0	441
26	1	18	18	1	324
Total	22	466	466	22	8588

r 1864
-
440904

r -0,0042

No Responden	1	2	3	4	5	6	7	8	9	10
1	0	0	1	0	1	1	0	1	0	1
2	1	0	1	1	1	1	1	0	1	0
3	1	0	1	0	1	0	0	0	0	1
4	0	1	0	0	1	0	1	1	1	1
5	1	0	1	0	0	1	0	1	0	0
6	1	1	1	1	1	0	1	0	0	1
7	1	1	0	1	0	1	0	1	1	1
8	1	1	1	1	1	1	1	1	1	1
9	1	0	1	0	1	1	1	0	0	1
10	1	0	1	1	0	1	1	1	0	1
11	1	0	1	0	1	1	0	1	1	0
12	1	1	0	1	1	1	1	1	1	1
13	1	0	1	0	1	1	0	1	0	1
14	1	1	0	1	1	0	1	1	1	0
15	1	1	1	0	0	1	1	0	1	0
16	1	1	1	1	1	0	1	1	0	0
17	1	1	1	0	1	1	0	1	1	1
18	0	1	1	1	0	1	1	1	1	1
19	1	0	1	0	1	0	1	1	0	0
20	1	0	1	1	0	1	1	1	1	1
21	0	0	1	1	1	0	1	1	1	1
22	1	1	1	0	1	1	0	1	1	0
23	1	1	0	1	1	1	0	1	0	1
24	1	1	1	1	1	1	0	1	1	1
25	1	1	0	1	1	1	1	1	1	1
26	1	1	1	1	1	1	1	1	1	1
r hitung	-0,0042	-0,0116	-0,0542	-0,0542	-0,0542	-0,0074	-0,0106	-0,0053	-0,0106	-0,0085
r tabel	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41
hasil	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid

11	12	13	14	15	16	17	18	19
0	1	0	0	0	1	1	0	1
1	1	1	0	1	0	1	0	1
0	0	1	1	0	1	0	1	1
1	1	0	1	0	1	1	1	1
1	0	1	0	1	0	1	0	1
0	1	1	1	0	1	1	1	1
1	1	0	1	0	1	1	1	1
1	1	1	1	1	1	1	1	1
1	0	1	1	0	1	0	1	1
1	1	1	1	1	0	1	0	0
1	1	1	0	1	1	0	1	1
1	0	1	1	1	1	1	1	1
1	0	1	1	0	1	1	1	1
1	0	1	0	1	1	0	1	0
0	1	1	1	0	1	1	1	1
1	0	1	0	1	1	1	0	1
0	1	1	1	1	1	0	1	0
1	1	1	1	1	1	1	0	1
1	1	1	0	0	0	1	0	0
0	1	1	0	1	1	0	1	0
1	1	1	1	1	1	1	0	1
1	1	1	1	0	1	0	1	1
1	1	0	1	0	1	0	1	0
								-
-0,0074	-0,0074	-0,0032	-0,0085	-0,0116	-0,0063	-0,0085	-0,0085	-0,0063
0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41
valid	valid	valid	valid	valid	valid	valid	valid	valid

results of validity and reability

20	21	22	23	24	25	Hasil
1	0	1	0	1	1	13
0	1	0	0	1	1	16
1	1	1	1	1	1	15
1	1	1	1	1	1	19
0	1	0	0	0	0	10
1	1	0	0	0	1	17
1	0	1	1	1	1	19
1	1	1	1	1	1	25
1	1	1	1	1	1	18
0	1	0	1	0	1	16
1	1	1	0	1	1	17
0	1	1	1	1	1	23
1	1	1	0	1	1	17
0	1	1	1	1	1	19
1	1	1	1	1	1	20
1	1	0	1	1	1	19
0	1	1	0	0	1	16
1	0	1	1	1	1	20
1	1	1	0	0	1	15
1	1	1	1	1	1	20
1	1	0	1	1	0	19
1	1	1	1	0	1	16
1	1	1	1	1	0	17
1	1	0	1	0	1	21
1	1	1	1	0	1	21
1	0	1	0	1	1	19
-	-	-	-	-	-	
0,0063	0,0032	0,0074	0,0085	0,0085	0,0042	
0,41	0,41	0,41	0,41	0,41	0,41	
valid	valid	valid	valid	valid	valid	

Appendix 10

The Score of the Individual Students in Experiment class

No.	Nama	Pre Test	Post Test
1	HS	72	76
2	AF	88	88
3.	ARB	60	84
4	NAL	72	80
5	AA	24	84
6	ARA	72	76
7	RJ	64	80
8	AM	24	84
9	AA	44	84
10	RHH	76	76
11	PAS	84	96
12	ML	58	92
13	Y	48	92
14	IA	56	60
15	MAA	28	80
16	DAS	80	92
17	BGGD	72	84
18	NRN	32	66
19	NN	88	88
20	RA	56	64
21	SH	56	72
22	AIH	20	40
23	NW	96	96
24	AZN	84	88
25	MMZL	88	92
26	RA	88	92
Total Score		1.630	2.022

Appendix 11

The Score of the Individual Students in Control class

No	Name	Pre test	Post test
1	MK	80	92
2	CP	84	92
3	KA	84	92
4	FAA	56	56
5	IRH	32	68
6	YY	24	64
7	AA	52	84
8	DJ	56	84
9	DE	60	84
10	MA	56	60
11	SR	44	88
12	MP	44	68
13	AH	38	46
14	RIK	48	68
15	AA	20	58
16	JH	64	80
17	KA	24	64
18	J	56	68
19	SN	64	72
20	ML	20	66
21	R	12	38
22	NH	76	56
23	FMS	32	64
24	RA	72	80
25	JA	34	44
26	RSPH	52	56
	Total	1.284	1.772

Appendix 12

Tests of Normality

	kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
result of vocabulary	Pre-test experiment	.158	26	,094	.924	26	.055
	Post test experiment	.187	26	,020	.864	26	.003
	Pre test control	.089	26	.200[*]	.965	26	.499
	Post test control	.158	26	.094	.954	26	.294

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.021	26	47	0.78
	Based on Median	.001	26	50	.0.50
	Based on Median and with adjusted df	.001	26	47.160	.979
	Based on trimmed mean	.000	26	50	.993

Appendix 13

Result of hypotesis
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil belajar vocab	Equal variances assumed	.111	.740	2.350	50	.023	9.231	3.927	1.342	17.119
	Equal variances not assumed			2.350	49.940	.023	9.231	3.927	1.342	17.119

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
Result	Post test experiment	26	75.18	13.913	2.729
	post test control	26	66.36	14.403	2.825

Appendix 14

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

dk	α untuk uji dua fihak (two tail test)					
	0,50	0,20	0,10	0,05	0,02	0,01
	α untuk uji satu fihak (one tail test)					
	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 15

TABEL III
NILAI-NILAI r PODUCT MOMENT

N	Taraf Signifikan 5%	Taraf Signifikan 1%	N	Taraf Signifikan 5%	Taraf Signifikan 1%	N	Taraf Signifikan 5%	Taraf Signifikan 1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix 16

1. Pre test experimental class X-1

2. Pre test in Control class x-4

3. post test in experiment class x-1

4. post test in control class x-4

CURRICULUM VITAE

I. Personal Identify

Name : Suci Aprina Rangkuti
Reg Number : 2120300027
Gender : Female
Place / Date of Birth : Panyabungan / 02 April 2003
Child : 2^{nd}
Nationality : Indonesia
Status : Single
Religion: Islam
Complete Address : Kotanopan,Kec, pasar kotanopan,
 kab Mandailing Natal, Sumatra utara.
No Hp : 085218418845
E- Mail : suciaprina699@gmail.com

II. Parents

1. Father

Name : Indra Sakti
Job : Entreprenuer
Address : Kotanopan,Kec, pasar kotanopan,
 kab Mandailing Natal Sumatra utara

Telp/Hp : 085270040660

2. Mother

Name : Adawiyah Nasution
Job : Housewife
Address : Kotanopan,Kec, pasar kotanopan,
 kab Mandailing Natal Sumatra utara
Telp/Hp : 091234567889

III. Educational background

Elementary school : SD Negeri 1 Kotanopan graduated in 2015
Junior High School : SMP Negeri 1 Kotanopan graduated in 2018
Senior High school : SMA N 01 Kotanopan graduated in 2021
College /institude : Uin Syekh Ali Hasan Ahmad Addary Padangsidimpua

IV . Organization : HMPS Tadris Bahasa Inggriss