



**THE EFFECT OF DIRECT METHOD  
TO VOCABULARY MASTERY  
AT GRADE VII STUDENTS OF MTs N 1 PADANGSIDIMPUAN**

**A THESIS**

*Submitted to State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfilment of the requirement for the Degree of Education  
Graduate (S. Pd) in English*

Written By :

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**STATE INSTITUTE FOR ISLAMIC STUDIES**

**PADANGSIDIMPUAN**

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*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Miss Ruhuda Akok**, entitled "**The Effect of Direct Method to Vocabulary Mastery at Grade VII Students of MTs N 1 Padangsidimpuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd.) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

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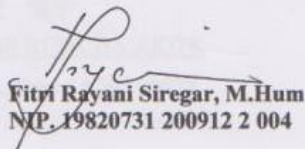
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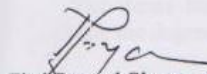
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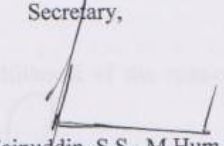
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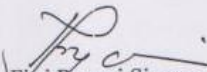
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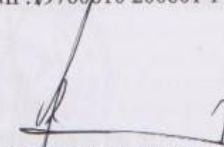
  
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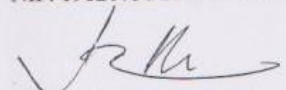
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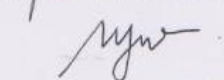
  
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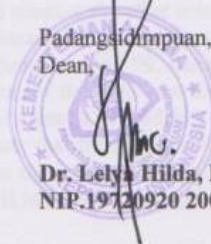
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**LEGALIZATION SHEET**

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### **ABSTRACT**

This research intended to examine the significant effect of Direct Method to the Students' Vocabulary Mastery and to identify the students' achievement in learning vocabulary through Direct Method. This research was quantitative method.

The research was experimental research. The populations was all of the grade VII students of MTS N 1 Padangsidimpuan located at Sutan Soripada Mulia in academic year 2018. The sample were VII-1 as experimental class that consisted of 31 students and VII-2 as control class that consisted of 32 students. The data was collected through pre-test and post-test in *multiple choice* forms about vocabulary mastery and analyzed by using t-test formula.

The finding showed that there was difference mean-score before and after using Direct Method and Conventional Method. Mean-score of experimental class before using Direct Method was 62.46 and mean-score after using Direct Method was 81.7. Meanwhile mean-score of control class before using conventional Method was 62.06 and mean-score after using conventional was 68.99. Based on the result of the research, researcher showed the description of the data was found that the result of experimental class was higher than control class ( $81.7 > 68.99$ ), and the score of  $t_{\text{count}}$  was bigger than  $t_{\text{table}}$  ( $5.43 > 2.000$ ). it means that the hypothesis alternative ( $H_a$ ) was accepted. It was concluded that there was the effect of using Direct Method to the Students' Vocabulary Mastery at Grade VII MTs N 1 Padangsidimpuan.

**Key Words:** *Direct Method, Conventional Method and Vocabulary Mastery.*



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Mastery at Grade VII MTS N 1 Padangsidempuan

### ABSTRACT

Penelitian ini dimaksudkan untuk menguji pengaruh signifikan Metode Langsung terhadap Penguasaan Kosakata Siswa dan untuk mengidentifikasi pencapaian siswa dalam mempelajari kosakata melalui Metode Langsung. Penelitian ini menggunakan metode kuantitatif.

Penelitian ini adalah penelitian eksperimental. Populasinya adalah semua siswa kelas VII MTS N 1 Padangsidempuan yang berlokasi di Sutan Soripada Mulia pada tahun akademik 2018. Sampelnya adalah VIII-1 sebagai kelas eksperimen yang terdiri dari 31 siswa dan VIII-2 sebagai kelas kontrol yang terdiri dari 32 siswa . Data dikumpulkan melalui pre-test dan post-test dalam bentuk pilihan ganda tentang penguasaan kosakata dan dianalisis dengan menggunakan rumus t-test.

Hasil penelitian menunjukkan bahwa ada perbedaan nilai rata-rata sebelum dan sesudah menggunakan Metode Langsung dan Metode Konvensional. Nilai rata-rata kelas eksperimen sebelum menggunakan Metode Langsung adalah 62.46 dan skor rata-rata setelah menggunakan Metode Langsung adalah 81.7. Sementara skor rata-rata kelas kontrol sebelum menggunakan Metode konvensional adalah 62.06 dan skor rata-rata setelah menggunakan konvensional adalah 68.99. Berdasarkan hasil penelitian, peneliti menunjukkan deskripsi data yang ditemukan bahwa hasil kelas eksperimen lebih tinggi daripada kelas kontrol ( $81.7 > 68.99$ ), dan skor t hitung lebih besar dari t tabel ( $5.43 > 2.000$ ). itu berarti bahwa alternatif hipotesis ( $H_a$ ) diterima. Disimpulkan bahwa ada pengaruh menggunakan Metode Langsung untuk Penguasaan Kosakata Siswa di Kelas VII MTS N 1 Padangsidempuan.

***Kata Kunci:*** Metode Langsung, Metode Konvensional dan Penguasaan Kosakata.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of the Problem**

English is one of the most important languages. English as an international language, takes an important role in communication among nations in the world. In Asian, English is the first foreign language that is taught in formal education institutions. The government, states English will be taught starting from junior high school degree. It becomes a new problem in teaching English since the students have less experience before. So, English is very important in communication process internationally.

English has four skills. They are listening, speaking, reading, and writing. Beside that students also study to about grammar, structure and vocabulary. The one of English components taught to students is vocabulary because it has primary role for all language skills.

Vocabulary is the one of importance to learn foreign language. Students can improve vocabulary mastery such as by reading book, watching TV, chatting among the country, watching film video. Mastering vocabularies, students will be easy to speak and to write in English. Not just it, when students read English book they will understand because they have



many vocabularies in their mind.<sup>1</sup> From the reason above explanation, large vocabulary will help students in understanding and conveying their feeling using target language. Learns able to communicate to other people effectively or express their idea in both oral and written form by mastering vocabulary.

There are many factors make students' vocabulary is low. First factor is internal factor such as motivation, interest, and intelligence etc. second factor that from outside of the students which can effect students in learning process such as economic background, learning materials, and teacher's performance including their method in learning and teaching process.<sup>2</sup> Based on the facts above, in teaching and learning process teachers read every paragraph than translate it to Indonesian language. If some students have unfamiliar words, they ask to the teacher. It can make students do not creative and active. It is one of the cause why students can not master vocabulary. Because the students do not interest and they become passive.

Mastering vocabulary is not easy, yet other aspects of the language are considered such as; sound, and structure. Vocabulary is one of the most important elements in a language. There can not speak the language well if do not master it. No matter how well learn grammar, how successfully the sound of the foreign language is mastered, without words to express a wider

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<sup>1</sup>Lanísia Helena Fortes Ferreira, *How to teach vocabulary effectively An analysis of the course book Eyes and Spies*, (Praia, 2007) p. 11

<sup>2</sup> Ahmad Nurul Furqon, *Using Direct Method In Teaching Vocabulary*, (Thesis, UIN, 2007), p.1

range of meanings, communication in the foreign language just cannot happen in any meaningful way.

Teaching English as a foreign language is not similar to teach of vernacular. Their know English is different from other languages whether on the vocabulary, phonology, and structure system. Those have great deal of influence to Indonesian students in learning English. Developing student's interest in learning vocabulary has always been one of the principal challenges for the learners. In addition, to help students in mastering English, teachers have to use different methods for the same purpose, to understand, to learn and to remember vocabulary more easily. In Indonesia, the usual technique to handle this problem is by supplying a list of words added with the meaning of them, or allows the students to consult a bilingual dictionary or teacher mentions the definition of every single word of the passage.

Vocabulary is important for English learners as a foreign language particularly for Indonesian students but is still a problem for some students especially at grade VII MTs N 1 Padangsidempuan. The researcher did private interview with the students grade VII of MTs N 1 Padangsidempuan. There are some problems identified.

*First*, the students difficulties in learning English comes from there are the learning of teaching. They came from how teacher taught the students. *Second*, some of students had less vocabulary. It was caused by some of

students at grade VII did not memorize vocabulary when they were at Junior High School. As result, some of them did not have good ability in doing English Language activities.<sup>3</sup> Another problem of students at grade VII of MTS N 1 Padangsidempuan is some of students knew the surface meaning of English word only. It means, they just knew basis meaning of the word. *Next*, students had less knowledge about the word it more they have lack vocabulary. The *last*, some of students just learned vocabulary at school because they did not know the enjoyable way to learn vocabulary. So, they seldom to practice their vocabulary that they got from school at daily activity.

Based on the facts above, it is necessary for anyone who concerns in teaching English to find out the easier technique of the method, which can improve student's motivation for improving his or her vocabulary.

Methods in teaching vocabulary will help students to memorize, and give the opportunity for students to self-assess their progress in learning vocabularies. The teacher is hoped to be smart to choose an approach and method of teaching that is suitable for the condition and the need of the learners, so the goal of teaching and learning can be achieved. Based on the method the teacher would decide the procedures, the activities and the instruments that are needed in teaching-learning process, even though there are other factors that determine the success of teaching learning process.

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<sup>3</sup> Nur 'Ainun, A Student at Grade VII MTS N 1 Padangsidempuan, *Private Interview*, (MTS N 1 Padangsidempuan: Oct 02<sup>nd</sup>, 2017 at 10.00)

From the description above the researcher chooses this study to examine the effectiveness of the direct method of teaching English in enhancing the students' English achievement especially on vocabulary achievement.

Direct method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate.<sup>4</sup> The direct method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target language through the using of demonstration and visual aids, with no recourse to the students' native language.<sup>5</sup> From the reasons above explanation, teaching vocabulary must be interesting. Teacher can make innovation to make interesting teaching vocabulary such as using the effective method. There are so many methods in teaching vocabulary.

All method above can be an alternative to do innovation in teaching vocabulary. However, the researcher only suggests "Direct Method" among other. This method help students to learn word specifically and builds connections among the word and students' prior knowledge. However, the researcher is doubt about the theory. There is hesitation that make researcher

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<sup>4</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*.(Oxford: Oxford University Press, 2000), p. 23

<sup>5</sup>*Ibid...*p. 23.



wants to know this theory is proved or not. The method can build connection among words and students' prior knowledge or not. This method gives effect to students or not in learning vocabulary. 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 unfamiliar word. Through Direct Method, the students will be more active in developing vocabulary, because they will not depend on their teacher.

## **B. The Identification of the Problem**

Based on the Background above, there are some problems in vocabulary mastery at grade VII of MTS N 1 Padangsidempuan. *First*, some of students had less vocabulary. *Second*, some of students knew the surface meaning of English word only. *Next*, students do not know the enjoyable way to learn vocabulary. *Last*, the teacher did not have innovation in teaching vocabulary that can make students were interested in learning vocabulary.

## **C. The Limitation of the Problem**

Based on the identification of the problem above, the researcher limited the problem on fourth problem; the English teacher must do

innovation such as conducting a direct method that can make students are interested in learning vocabulary. Then, the problem in vocabulary was solved by doing method, it is direct method. It was focused on noun: concrete noun with the topics: “animals, vegetables, and fruits”.

#### **D. The Formulation of the Problem**

The formulation of the problems of this research as follows:

1. How was the students' vocabulary mastery at grade VII of MTS N 1 Padangsidimpuan before using Direct Method?
2. How was the students' vocabulary mastery at grade VII of MTS N 1 Padangsidimpuan after using Direct Method?
3. Is there any significant effect of using direct method to the students' vocabulary mastery at grade VII MTS N 1 Padangsidimpuan?

#### **E. The Purpose of the Research**

From above formulation of the problem, the purpose of this research were:

1. To examine the students' vocabulary before using direct method at grade VII of MTS N 1 Padangsidimpuan.
2. To examine the the students' vocabulary after using direct method at grade VII of MTS N 1 Padangsidimpuan.

3. To examine the effectiveness effect of direct method to students' vocabulary mastery at grade VII of MTS N 1 Padangsidempuan.

#### **F. The Significance of the Problem**

The result of this research was expected to be useful as:

1. Theoretically, this research can be reference to the next researchers for studying to other subjects in the field of language teaching.
2. Practically, the result of the research is expected to be useful for the teacher as information and as source of teaching in MTS N 1 Padangsidempuan, especially in teaching and learning of vocabulary with using direct method.
3. The result of the research is expected to be used for the writer as information, source and experience in teaching vocabulary by using direct method.

#### **G. The Definition of Operational Variables**

1. Direct Method is not a real method since there is no overall plan of language teaching. The method only refers to assumptions about language and language learning, and some techniques that have been developed from the assumptions.<sup>6</sup>

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<sup>6</sup>Ag. Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Penerbit Graha Ilmu, 2006, p. 52

2. Students' vocabulary mastery is the students' ability in comprehending the vocabulary. It means the students can comprehend the meaning of vocabulary; they are people, foods, buildings, and transportations.

#### **H. The Systematic of Thesis**

The systematic of this research was divided into five chapters. Each chapter consists of many sub chapters with detail as follow: Chapter one, it consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significances of the research, definition of operational variables, and systematic of the thesis.

Chapter two, it consisted of the theoretical description, which consist of sub chapters such as theoretical consists of description of direct method, and description of vocabulary. Then, review of related findings, conceptual of frame work and hypothesis.

Chapter three, it consisted of research methodology which consist of time and place of the research, research methodology, population and sample, instrument of research, the technique of data collection and the last techniques of data analysis and outline of the thesis.

Chapter four, it is the result of the research talking about the analysis of data. This chapter four, it consists of description of data, hypothesis testing, discussion and the threats of research.

*Finally*, chapter five consists of conclusion that is giving conclusion about the result of research and suggestion that given suggestion to students and teacher by researcher.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Direct Method

###### a. Definition of Direct Method

Direct method is a method of language teaching associated. The method came about as much needed replacement for the Grammar Translation method. The history of the method took a long way before it had its relatively typical feature. At first the method was given different names in different countries and the sort of teaching engendered by the direct method quite different among the countries.<sup>1</sup> The direct method has one very basic rule. 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.<sup>2</sup> From the reasons above explanation, teaching vocabulary must be interesting. Teacher can make innovation to make interesting teaching vocabulary such as using direct method the effective method.

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<sup>1</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Penerbit Graha Ilmu, 2006, p.44

<sup>2</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*. (Oxford: Oxford University Press, 2000), p. 23

The direct method is a method of English which the teacher teaches English directly. Without the use of medium language (mother tongue). In this method the teacher does not use the learners' mother tongue expression and translation. It is in harmony with the fries's definition. He stated that "the direct method is a method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading language it self, without the use of the pupil's language, translation and without the study of the formal grammar."<sup>3</sup> From the reason above explanation, teaching vocabulary must be interes. Teacher can make innovation to make interesting teaching vocabulary such as using the effective method. There so many methods in teaching vocabulary.

Direct method is such a method of teaching and learning, in which the English teacher will teach English vocabulary by using direct things or real object, bags, of oral intrection, spontaneous language use, there is not any translation between first and second language as well.<sup>4</sup> From the reason explanation above explanation, the direct method receives its name from the fact that meaning is to

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<sup>3</sup>Wuri Nugroho, "The Process of Teaching Reading by using the Direct Method, <https://webcache.googleusercontent.com/search?q=cache:Okz5LA9X81kJ:https://digilib.uns.ac.id/dokumen/download/16482/MzE2NDg%3D>, (Surakarta: Sebelas Maret Univesity, 2010), p.13

<sup>4</sup> Choiril Anwar-Diah Fitriani, Total Physical Response and Direct Method, [https://www.researchgate.net/publication/312074231\\_Total\\_Physical\\_Response\\_and\\_Direct\\_Method\\_in\\_Students%27\\_Vocabulary\\_Mastery\\_Learning/fulltext/586e45bc08ae8fce491b686c/312074231\\_Total\\_Physical\\_Response\\_and\\_Direct\\_Method\\_in\\_Students%27\\_Vocabulary\\_Mastery\\_Learning.pdf?origin=publication\\_detail](https://www.researchgate.net/publication/312074231_Total_Physical_Response_and_Direct_Method_in_Students%27_Vocabulary_Mastery_Learning/fulltext/586e45bc08ae8fce491b686c/312074231_Total_Physical_Response_and_Direct_Method_in_Students%27_Vocabulary_Mastery_Learning.pdf?origin=publication_detail), (Vol. 1, No.1, Januari-Juni 2016), p.84

be conveyed directly with the target language through the using of demonstration and visual aids, with no recourse to the students' native language.

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

#### **b. Principle of Direct Method**

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

- 1) Grammar is taught by situation and through inductive process.
- 2) The syllabus is based on situations and related to everyday vocabulary and structure.
- 3) Grammar and vocabulary is taught orally.
- 4) Concrete meanings are made clear by presenting physical objects and abstract ones through association of ideas, not through translation.
- 5) Repletion of new materials is encouraged to make language learners acquire the language naturally.
- 6) Listening and imitating sounds are drilled so that language learners become automatic in producing the sounds.
- 7) Language learners learn the target language in the class most of the time.



- 8) Sounds of the language are essential and presented at the beginning of the course.
- 9) Reading follows listening and speaking, and the reading texts are based on the materials of the two skills.
- 10) Many new items are presented in the same lesson in order to make the language natural.<sup>5</sup>

The principle of the Direct Method kept developing from year to year. There was always some effort to systemize the teaching of language and the method was also combined with other traditional methods. Descriptive phonetics and reading texts were also added to the method to meet the demands at that time.

### **c. Procedure of Direct Method**

As state earlier, language teaching presented through the Direct Method may take different forms. No standardized procedure characterized the method. Different people may develop their own procedure as long the procedure are based on the principle of the method. Nowadays, there is not much literature related to the method even through still many people use techniques that can be classified under the principles of the method in teaching another language in the classroom. The principle procedure is that language is first introduced through the ear, and then reinforced through the eye and hand by

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<sup>5</sup> Ag. Bambang Setiyadi, *Teaching English As*,.....p. 46-47

reading and writing. The procedure of the Direct Method are as follows :<sup>6</sup>

- 1) Each the students has a reading passage in front of him/her.
- 2) The students are called on one by one and they read the text loudly.
- 3) After the students finish reading the passage, they are asked in the target language if they have question.
- 4) The teacher answers the students' question in the target language.
- 5) The teacher work with the students on the pronunciation.
- 6) The teacher gives question to the students and the question and statements are about the students in the classroom.
- 7) The students make up their own questions and statements and direct them to other students in the classroom.
- 8) The teacher instructs the students to turn to an exercise in the lesson which asks them to fill in the blanks.
- 9) The students read a sentence out loud and supply the missing word as they are reading.
- 10) The asks the students to take out their notebooks and he/she gives them a dictation; the passage is about the topic that has been discussed.<sup>7</sup>

Based on the direct method these techniques are still popular among language teachers even though these techniques are not arranged procedurally.

#### **d. Advantages of Direct Method**

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

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<sup>6</sup> Diane Larsen-Freeman, *Techniques and Principles*.....p.28

<sup>7</sup> Ag. Bambang Setiyadi, , *Teaching English*.....p.48

- 1) This Method lays more emphasis on oral work. That ensures good pronunciation to the learners.
- 2) For teaching the idioms of English, this method is more suitable.
- 3) There is direct bond between thought and expression. So it helps the learner to have fluency in speech. It helps the students to have good command over the language.
- 4) Psychologically, this method is very sound because the teacher proceeds from particular to general and from concrete to abstract.
- 5) It makes the teaching of English easy and pleasant.
- 6) It helps the teacher and the learner to cover up more syllabuses in less time.<sup>8</sup>

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

#### **e. Disadvantages of Direct Method**

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

- 1) There is need of really competent teachers for teaching English by using this method. But we have dearth of such teachers. Sometimes the teacher fails to make the students understand the meaning of a particular word because the use of mother tongue is not allowed.
- 2) In this method, there is over emphasis on oral work. Reading and writing process of the language get less attention.
- 3) This method, cannot be used successfully for the average and the below average students.
- 4) It is an expensive method because the teacher has to use some aids for teaching.
- 5) This method does not lay emphasis on the selection and gradation of language material which is very important.

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<sup>8</sup> M.E.S, Elizabeth and DigumartiBhaskara, *Method of Teaching English*, (New Delhi Discovery Publishing House, 2007), p. 55.

- 6) At the early stages, sometimes this method may fail miserably.<sup>9</sup>

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

#### **f. Characteristics of Direct Method**

The major characteristics of learning vocabulary through direct methods are:

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

Students practice vocabulary by using new words in complete sentences.<sup>10</sup>

It can be conclude that there are the students can understand easily if the teacher uses direct method because this method enhances the communication skills of the students.

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<sup>9</sup> M.E.S, Elizabeth and DigumartiBhaskara, *Method of Teaching English*,.....p. 55-56

<sup>10</sup> Diane Larsen Freeman, *Technique and Principle...*(Oxford: Oxford University Press, 2000), p.23

### **g. The Steps of Using Direct Method**

There are some techniques that can be used in teaching vocabulary by using the direct method, they are:

#### 1) *Reading Aloud*

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

#### 2) *Question and Answer Exercise*

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

#### 3) *Getting Students to Self-correct*

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

repeat what the student said, stopping just before the error. The student knows that the next word was wrong.

#### 4) *Conversation Practice*

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

#### 5) *Fill-in-the-Blank Exercise*

All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induced the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

#### 6) *Dictation*

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

time the teacher again reads at a normal speed, and students check their work.

#### 7) *Map Drawing*

The class included one example of a technique used to give students listening comprehension practice. The students were given a map with the geographical features unnamed. Then the teacher gave the students directions such as the following, “Find the mountain range in the West. Write the words „Rocky Mountains“ across the mountain range.” He gave instruction for all the geographical features of the United States so that students would have a completely labeled map if they followed his instruction correctly. The students then instructed the teacher to do the same thing with a map he had drawn on the blackboard. Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature.

#### 8) *Paragraph writing*

The teacher in this class asked the students to write a paragraph in their own words on the major geographical features of the United States. They could have done this from memory, or they could have used the reading passage in the lesson as a model.<sup>11</sup>

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<sup>11</sup> *Ibid*, p. 30—31.

Based on explanation above, can be conclude that there are eight types of reading aloud, question and answer exercise, getting students to self-correct, conversation practice, fill-in-the blank exercise, dictation, map drawing and paragraph writing.

Direct Method is that students was learn to communicate in the target language, partly by learning how to think in that language and b not involving in the language learning process whatsoever. Objectives include teaching the students how to use the language spontaneously and orally, linking meaning with the target language through the use of reality, picture or pantomime. Teaching English Vocabulary through direct method can be done by the procedure.

#### **h. Ways of direct method processing in teaching learning**

##### **1) Pre Activity**

- a) Warming by up questioning students about general things related to the topic.
- b) Distribution the text

##### **2) Whist activity**

- a) Introducing the topic and tell them how they are going to learn it.
- b) Demonstrating the pronunciations by reading the text aloud.



- c) Asking the students to read aloud the text by themselves, after the teacher ask one students to read aloud and reply about the text.
- d) Bringing the students to the real condition by having discussions about the new vocabularies and their spelling, if it possible the teacher can bring some object or picture into the classroom.
- e) Asking the students if they have questions or not understand about the material.<sup>12</sup>

## **2. Vocabulary Mastery**

### **a. Definition of Vocabulary**

Vocabulary is one of the most obvious component of language and one of the first things applied linguists turned their attention to. What words should be taught in a second language? This depends on the objectives of the course and the amount of time available for teaching. Educated native speaker are thought to have a recognition vocabulary of some 17.000 word, but this is a much larger number of word than can be taught in language course.<sup>13</sup> From the reason above explanation, large vocabulary will help students in understanding and

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<sup>12</sup> *Ibid.*.p.32

<sup>13</sup> Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge University Press, 2001) p.4-5

conveying their feeling using target language. Learns able to communicate to other people effectively or express their idea in both oral and written form by mastering vocabulary.

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

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

Vocabulary is the number of words which can be learned in a limited time. So vocabulary is English words that are related to the meaning of the words and the way to use them in communication.

#### **b. Vocabulary Mastery**

There are many definition of vocabulary proposed by some expert. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, some learners will get difficulties for developing four skill they are speaking, listening, reading and writing. According Hatch and Brown, the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use.<sup>14</sup> Choice in vocabulary selection and method used in teaching vocabulary are very important. Vocabulary is a fundamental component of second language proficiency; one of primary goal of language learning in to know the meaning of the words. Hornby states that vocabulary is the total number of the words (with their meaning and their rules for combining them) making up the language.<sup>15</sup> From the definition above, it can be conclude that

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<sup>14</sup> Evelyn Hatch and Brown Cheryl, *Vocabulary, Semantic, and Language Education*,(Cambrdige: Cambridge University), p.1

<sup>15</sup> A. S Hornby, *Oxford Advanced Learners' Dictionary of Current English* (London: Oxford University Press 1995), p.985

vocabulary is the total number of words. A list or set of words in particular language that a person knows and uses.

Mastery is defined as the complete control of knowledge. This definition is supported by Hornby who defines mastery as skill or thorough knowledge. From there definition, it can conclude that mastery means the competency to understand and apply something learnt. Vocabulary mastery is always being as essential part of English. It is more important than grammar for communication purpose. Without having proportional English vocabulary students will get difficult in using English. It can be conclude that vocabulary mastery is a complete skill to understand the stock of words and their meaning of a particular language.

### **c. Function of Vocabulary**

Before discussing vocabulary function, first of all we should know the meaning of it. Vocabulary is total number of words which (with rules for combining them) make up a language, or (range of) words known to, or used by, a person, in trade, profession, etc.

The word “use” has a meaning as the function or the advantage. So we can say that from the definition-above the vocabulary use is the function or the use of words which are used in

language. It means that when we use words, we should know the function or the use of our words our vocabularies because it can guide us in understating the language which we learn.

Moreover, vocabulary is central to both the system and the use of language. The words that we pronounce write and organize into sentences and other grammatical combinations. Words are also, what ordinary users think of as language. For, they are accessible and reflected more fully the whole culture and respond more quickly to changes in society than do other aspects of language.<sup>16</sup> From the definition above it can be conclude 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.

Mastering vocabulary is the ability to get or and to receive lots of words. By having and mastering vocabulary, we will know the meaning of vocabulary in the context. It can also help to avoid making the mistakes in identifying a language with the dictionary and guide us in making the equivalence of the second language to the native language.

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<sup>16</sup>Suzanne Romaine, *The Cambridge History of the English Language*, Vol. IV (Cambridge: UK, 1998), p. 57

Students' vocabulary mastery is the students' ability in comprehending the vocabulary. It mean the students can comprehend the meaning of vocabulary; they are animal, vegetables, and fruits.

#### **d. Importance of Learning Vocabulary**

Vocabulary mastery is really important in learning English. Vocabulary, much more than grammar, is the key to students understanding what they hear and read in school; and then communicating successfully with other people. Although their structure is low, if they master on vocabulary, it will make them better on their English skills. Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching. Vocabulary is the most important aspect of language to teach. You can understand a reading text and make yourself understood with almost no grammar, but you can't get anywhere without vocabulary. It is more important than reading strategies for understanding a text. It is also the best single measure of proficiency.<sup>17</sup> It can be concluded that, vocabulary mastery is really important. Vocabulary, much more than grammar, is the key of understanding what they hear and read in school and for

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<sup>17</sup>Penny Ur, Teaching Vocabulary: Going Beyond the Textbook, [http://www.etai.org.il/handouts/risbon/vocabulary and % 20 textbooks.doc](http://www.etai.org.il/handouts/risbon/vocabulary%20and%20textbooks.doc), March 22<sup>nd</sup>, 2010

communicating successfully with other people. Although their structure is low, if they master on vocabulary, it will make them better on their English skill.

A good store of words is crucial for understanding and communication. A major aim of most teaching programs is to help students to gain a large vocabulary of useful words. In every lesson, students have to introduce new words and practice them, making clear the meanings and the ways in which each can be used.

Furthermore, a good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word, learners will be able to comprehend the reading materials, catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words used by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information.

### e. Assessment Vocabulary

Assessment is ongoing process that encompasses a much wider domain.<sup>18</sup> Routman states that in order for vocabulary assessment teachers should consider the following:

- 1) Be thoroughly familiar with developmental learning process and curriculum.
- 2) Articulate a philosophy of assessment and evaluation.
- 3) Know about and have experience collecting, recording, interpreting and analyzing multiple source of data.
- 4) Be flexible and willing to try out multiple assessment procedure.
- 5) Be committed to understanding and implementing an approach to evaluation that informs students and direct instruction.<sup>19</sup>

Based on explanation above teachers should consider it to make students' evaluation more useful.

Based it, there are some basic points to remember in the assessment of vocabulary of English language learners, they include:

- 1) Activity for assessment vocabulary should be based on activities for teaching vocabulary.

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<sup>18</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, (USA: Longman, 2004), p.188

<sup>19</sup> J. Michael O' Malley and Lorriaine Valdez Piercer, *Authetic Assesment for Authetic Assesment for English Language Leaeners*, (USA : Addison Wesley Publishing Company, Inc., 1996). P. 97-98



- 2) Assessment of vocabulary, like instruction, take planning, time, and experience.
- 3) Assessment of vocabulary should include students' attitudes and feelings toward vocabulary.
- 4) Assessment of vocabulary should be conducted regularly and be ongoing.
- 5) Students should be actively involved in their own assessment, whether it will be in setting criteria, engaging in self-assessment, or evaluation peers.
- 6) Teacher observation of vocabulary should be recorded systematically.
- 7) Assessment of vocabulary should consist of multiple assessments for each student in order to monitor students' progress.
- 8) Result of vocabulary assessment should be used inform students, parents, and teachers of needed changes in student performance and instruction.<sup>20</sup>

Based on explanation above, can be concluded that in assessing students' vocabulary, a vocabulary teacher should remember and bend on the twentieth point. So do researcher who wants to research about students' vocabulary.

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<sup>20</sup> *Ibid.*, p. 132-133

There are some indicators in assessment students' vocabulary, as follow:

**Table 1: Indicator of Vocabulary Assessment**

No	Indicator of Vocabulary Assessment
1	Able to identify the meaning of vocabulary terms of definition, characteristics.
2	Able to understand the given of vocabulary. <sup>21</sup>

Based on indicator of vocabulary assessment above, the students should able to identify the meaning of vocabulary terms of definition, characteristics, and able to understand the given of vocabulary. There indicators will be an escort for a teacher assessing students' vocabulary mastery. So do researcher who want to research in a vocabulary class.

## **B. Review of Related Findings**

This study relates to a research made. This research used quantitative method. The sample of this research was the first grade of SMA Triguna Utama. The research conducted experiment in two different classes with Direct Method was employed in an experimental class and other technique was employed in a controlled class. The data were collected through the

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<sup>21</sup> Silabus, "Bahasa Inggris-wajib SMP Kelas VII", kurikulum 2013, retrived from <https://www.jagoanbahasainggris.com/2017/03>

achievement of pre-test and post-test from two classes. The result showed that teaching vocabularies by using Direct Method was more effective than using Grammar Translation Method.<sup>22</sup>

This study relates to a research made. This research has studied and analyzed. He has studied to find the empirical data whether or not there is significant difference between students' score in learning vocabulary by using cooperative learning and by using grammar translation method. The conclusion that the Students Team achievement Division (STAD) in teaching vocabulary is really helpful in increasing the students' ability and achievement in English vocabulary.<sup>23</sup>

Studied and analyzed the effectiveness of teaching the simple present tense by using grammar translation method (an experiment study at the seventh grade of SMPN 1 Pebayuran). The aim of his research is to gain the information about is the usage of grammar translation method effective than the audio lingual method for teaching the simple present tense at the seventh grade of SMP Pebayuran. He conclude that teaching the Simple Present Tense

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<sup>22</sup> Fandi Ahmad, *The Effect of Direct Method on Student's Vocabulary Mastering at First Grade of SMA in 2013/2014 Academic Year*,  
<http://repository.uinjkt.ac.id/dspace/bitstream/123456789/25301/1/FANDI%20AHMAD-FITK.pdf> ( Jakarta University, 2014)

<sup>23</sup> M. Adrian , *Teaching vocabulary by using cooperative learning ( An experiment study at first year of SMP Dasussalam, Ciputat Tangerang Selatan)*,  
<http://repository.uinjkt.ac.id/dspace/bitstream/123456789/33875/1/%28Watermark%29%20Siti%20Nurmeliya%20Baskarani%20%281112014000086%29.pdf>, Jakarta: State Islamic University,2012) published.

by using Grammar Method has a significant influence and more effective than teaching the simple present tense by using Audio Lingual Method.<sup>24</sup>

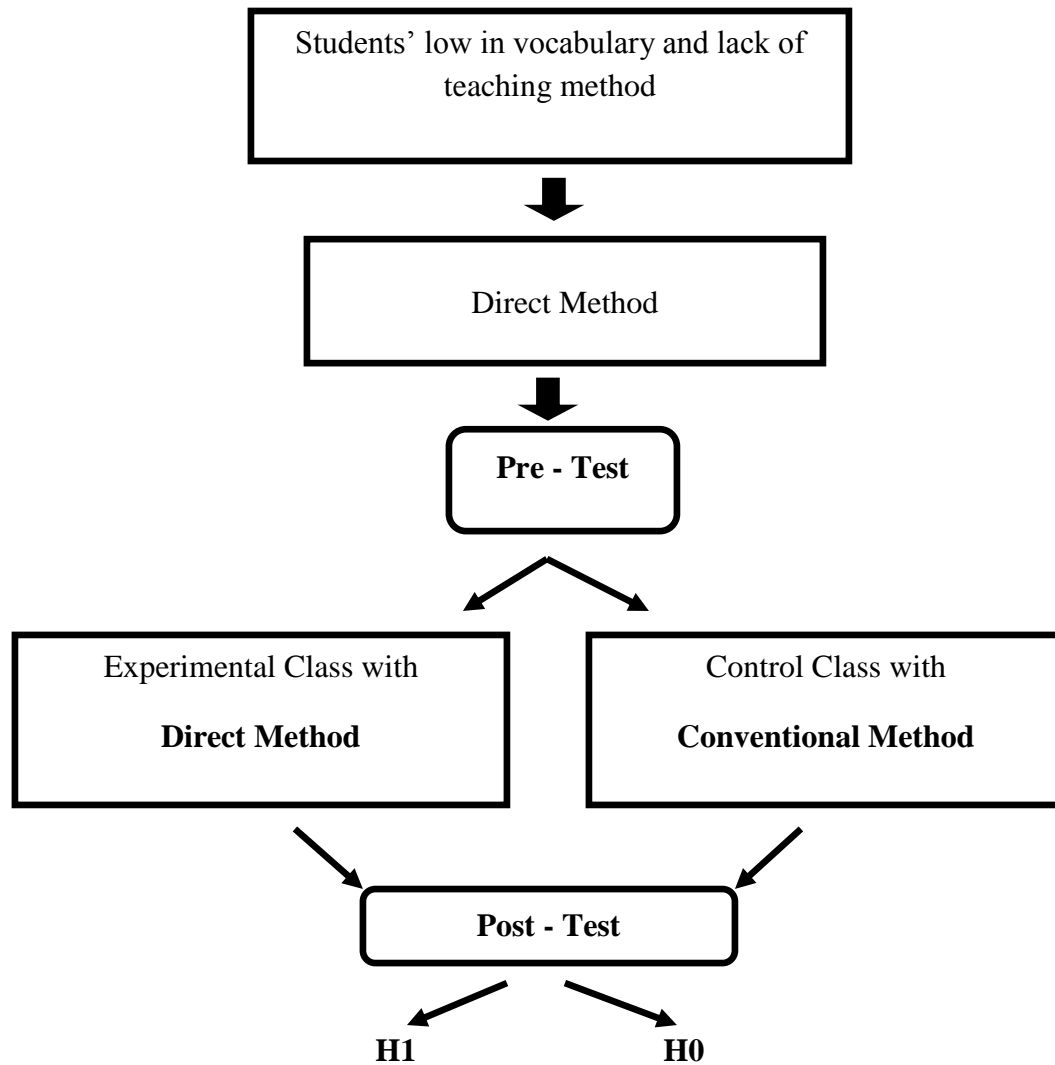
In summary, from the descriptive above, the researcher concludes that strategy or method can increase the students' vocabulary mastery. So, the researcher hopes that direct method can increase the students' vocabulary mastery and this research will complete and contribute previous finding. Moreover, the researcher wants to research about "The Effect of direct method to the students' vocabulary mastery at Grade VII MTS N 1 Padangsidimpuan.

### **C. Conceptual Framework**

The researcher found the problem that students' vocabulary mastery is low and lack of teaching method. Therefore, in this researcher uses Direct Method to solve the problem. Before doing Direct Method, researcher will give pre-test control to Control and Experimental Class. After that, researcher will teach Vocabulary Mastery with Direct Method to Experimental Class, and the English Teacher with conventional method to control class. Next, both are two classes are give Post-test, Experimental and Control class. Finally, the Experimental and Control class.

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<sup>24</sup> Mahyudin, The Effectiveness of Teaching the Simple Present Tense by using Grammar Translation Method (An experiment study at the seventh grade of SMPN 1 Pebayuran), [http://www.aessweb.com/pdf-files/ijass-3\(12\)-2469-2476.pdf](http://www.aessweb.com/pdf-files/ijass-3(12)-2469-2476.pdf), (Jakarta: State Islamic University, 2012) published.



#### D. Hypothesis

Based on the above theoretical framework and conceptual framework, the writer formulates the following hypothesis:

$H_a$  : There is a significant effect of using direct method on the students' mastery in learning vocabulary.

$H_o$  : There is no effect of using direct method on the students' mastery in learning vocabulary.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of the research**

The location of this research conducted at MTs N 1 Padangsidimpuan, which located on Jl. Sutan Soripada Mulia No.27, Sadabuan Padangsidimpuan, Kec. Padangsidimpuan Utara. Then, the time of this research will be done from September 2017 up to December 2018. The subject of this research the seventh grade of the students.

#### **B. Research Design**

In this research, the researcher used Quantitative approach. Quantitative approach emphasized the analysis of the numerical data which is processed by statistic. Furthermore, the research design, the research uses the experimental research.

In this research, the researcher used the quasi-experimental nonequivalent (pre-test and post-test) control group design in teaching vocabulary in two different classes. They are experiment class and control class. The process of the research includes pre-test, experimental treatment, and post-test. In the experimental class the researcher taught vocabulary by using Direct Method. To know the effect of direct method to students' vocabulary mastery, the researcher gives pre-test and post-test both class. The pre-test gives before the treatment, then the post-test gives after the researcher

gives treatment to experimental class. This researcher is intended to know whether the use direct method give effect or not to the seventh grade students of MTS N 1Padangsimpuan.

**Table 2: The Design of the Research**

Group	Activity Learning	Pre-test	Post-test
Experimental Group	Treated by using Direct method	✓	✓
Control group	Treated by using Conventional method	✓	✓

### **C. Population and sample**

#### **1. Population**

The population as the data sources of this research are all of the seven grade students of MTS N1 Padangsidimpuan at Sadabuan that consist of four classes. It can be seen in the following table:

**Table 3: The distribution of Population based on class**

<b>No</b>	<b>Class</b>	<b>Population</b>
<b>1</b>	<b>VII<sup>1</sup></b>	<b>31</b>
<b>2</b>	<b>VII<sup>2</sup></b>	<b>32</b>
<b>3</b>	<b>VII<sup>3</sup></b>	<b>38</b>
<b>4</b>	<b>VII<sup>4</sup></b>	<b>36</b>
<b>Total</b>		<b>137</b>

## 2. Sample

The researcher chose two classes as a sample in this researcher. The first class as experimental class 1 was taught by using Direct Method. Meanwhile the second class as control class will be taught by using Conventional Method.

So, the researcher chose two classes that have similar competence in English based on their score result, the information from the teacher. After that, the researcher used normality and homogeneity test.

Normality test is used to know whether the data of research is normal or not. To know the normality, the researcher use Chi-Square formula. The formula is as follow:<sup>1</sup>

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<sup>1</sup> Bailey, K. D., *Method of Social Research*, (3<sup>nd</sup> ed), (New York: The Free Press, 1978), p.81



$$x^2 = \sum \frac{(fo - fe)^2}{fe}$$

Where :

$X^2$  = value of chi-square

$f_o$  = observed frequency

$f_e$  = expected frequency

Homogeneity test is used to know whether both experimental class have the same variant or not. If both classes are same, it can called homogenous. To find the homogeneity, the researcher will use Harley test.

The formula is follow:<sup>2</sup>

$$F = \frac{\text{Thebiggestvariant}}{\text{Thesmallestvariat}}$$

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

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

#### **D. Instrument of Collecting Data**

Instrument is a tool that can be used by the researcher to collect the data.<sup>3</sup> In this research, the test consisted of 40 questions, in which 20 questions for pre-test and 20 questions for post-test. The test that used in this research is multiple choice test consists of four options a, b, c and d. This test

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<sup>2</sup>Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya*, Padang: P2LPTK Departemen Pendidikan Nasional, 2003, p.276

<sup>3</sup> Donald Ary, Etal, *Introduction to Research in Education*....., p.201

give to experiment class and conventional class. Each question give 5 score to get the students' score in answering the questions. So, the maximum score of test is 100.

This test instrument is in accordance with the material that has been studied by grade VII students, the topics used in the test instrument are animal, vegetable, and fruit. The test have three topic.

**Table 4: There are the indicators of vocabulary Pre test**

No	Indicator	Topics	Items	Numbers of Items	Score	Total score
1.	Identifying the meaning of vocabulary	Animals	7	1, 2, 3, 4, 5, 6, 7	5	35
		Vegetables	5	10, 11, 15, 16, 17	5	25
		Fruit	8	8, 9, 12, 13, 14, 18, 19, 20	5	40
TOTAL			20			100

**Table 5: There are the indicators of vocabulary Pos test**

No	Indicator	Topics	Items	Numbers of Items	Score	Total score
1.	Identifying the meaning of the Word	Animals	7	13, 14, 15, 16, 17, 18, 19,	5	35
		Vegetables	4	3, 5, 7, 20	5	20
		Fruits	9	1, 2, 4, 6, 8, 9, 10, 11, 12	5	45
TOTAL			20			100

## E. Validity and Reliability Instrument

### 1. Validity

The test consist of 60 questions of multiple choice questions, 30 for pre-test and 30 for post-test before validity.

So to get the validity of the test, the formula of *r point biserial* can be used as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where :

$r_{pbi}$  :coefficient item validity

$M_p$  :mean score of the total sore

$SD_t$  :Standard Deviation of the total score

$P$  :presentation of the right answer of the item tested  
validity

$q$  :presentation of the wrong answer of the item tested  
validity.

When the coefficient correlation was under 0.361, it can be conclude that the item was not valid instrument. Thus, the item said to be valid instruments if the coefficient correlation of magnitude more than 0.361. Example of items No.1 (in the multiple – choice test):

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{19.77 - 18.76}{2.97} \sqrt{\frac{0.7}{0.3}}$$

$$r_{\text{pbi}} = \frac{1.01}{2.97} \sqrt{2.33}$$

$$r_{\text{pbi}} = 0.34 \times 1.526$$

$$= 0.518 \text{ (Valid)}$$

To test the validity and reliability of the instrument, the researcher took a sample 30 respondent used 30 items of vocabulary test.<sup>4</sup> Validity of the item calculated item instrument to 30 item about vocabulary test, there were 27 is valid.<sup>5</sup>

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<sup>4</sup> See Appendix 12

<sup>5</sup> See Appendix 13

## 2. Reliability of the Test

An instrument of the research must be reliable. A reliable test is consistent and dependable<sup>6</sup>. To get the reliability of the test, Suharsimi Arikunto said that to obtain the reliability of the test, the researcher uses formula K-R 20<sup>7</sup>.

The formula:

$$R_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S_{t2} - \sum pq}{S_{t2}} \right)$$

Where:

$R_{11}$  :Reliability of the Instrument

N :Total of the Questions

$S_t^2$  :Variants Total

P :Proporsi Subject who is right answer(1)  
N

Q :Proporsi Subject who is wrong answer(0)  
N

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable  $r_{\text{count}} > r_{\text{table}}$  by using formulation KR 20 with  $r_{\text{table}}$  0.70.

Criteria of test reliability is as follows:<sup>8</sup>

$r_{11} = 0,70$  high correlation (reliable)

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<sup>6</sup> H. Douglas Brown, *Language Assessment Practical and Language Practice*, San Francisco: Longman, 2003, p.21

<sup>7</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, 1995, p.188

<sup>8</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan...*p.209

$r_{11} > 0,70$  high correlation (reliable)

$r_{11} < 0,70$  low correlation (un-reliable)

Formulation correlation coefficient value into formula KR-20:

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

$$N = 30$$

$$\sum Xt = 563$$

$$\sum Xt^2 = 10823$$

$$\sum pq = 6.38$$

$$\begin{aligned} S_t^2 &= \sum Xt^2 - \left( \frac{\sum xt}{N} \right)^2 \\ &= 10823 - \left( \frac{563}{30} \right)^2 = 10823 - 18.76^2 = 10823 - 351.93 = \\ &10471.07 \end{aligned}$$

$$S_t^2 = \frac{\sum Xt^2}{N} = \frac{10471.07}{30}$$

$$S_t^2 = 349.04$$

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

$$R_{11} = \left( \frac{30}{30-1} \right) \left( \frac{349.04 - 6.38}{349.04} \right) = \left( \frac{30}{29} \right) \left( \frac{342.66}{349.04} \right)$$

$$= (1.03) (0.98)$$

$$= 1.0094 (r_{11} > 0.70 = \text{reliable})$$

The calculation of reliability above can know the value of the variable instrument reliability of students' vocabulary mastery of class VII. Values 1.0094

then consulted with “r” table on the significant level 5 % is 0,70. Because “r” count with “r” count (1.0094) > “r” table (0.70), so the instrument can be said reliable.<sup>9</sup>

## **F. Procedure of the Research**

In the collecting data, the research conducted to find twice of test for these classes. They were pre-test and post-test like in the table below:

The process of data collection as follow:

### 1. Pre test

The pre-test is conducted to find out the homogeneity of the sample. The function of the pre-test is to find out the mean scores of the of the direct method group and conventional group before giving treatment to the experimental group. In this case, the researcher used some steps. They are:

- a. The researcher prepared the test 20 items.
- b. The researcher distributed the paper of the test to students of experimental class and control class.
- c. The researcher explained what students to do.
- d. Giving time.
- e. The students answered the question.
- f. Collecting their paper test to researcher.
- g. The researcher checks the answer of the students and fined the mean score of control and experimental class.

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<sup>9</sup> See Appendix 14

## 2. Treatment

Experimental Class and control class are give some material, which is consisted of reading ability aspect that will be taught by the teacher in different ways. Experimental class is give treatment, it is taught by using direct method, and control class is taught by conventional class.

The procedure of treatment for Experimental class by using direct method , they were:

### a. For the first meeting

- 1) Researcher used two meeting for teaching and learning process.
- 2) Researcher started the class with greeting and teaching direct method and the indicators of vocabulary.
- 3) Researcher give some topic to the students.
- 4) Researcher explains and teachers the material by using direct method.
- 5) Researcher and the students make the conclusion of their learning process.

### b. For the second meeting

- 1) Researcher distributed kind of noun
- 2) Researcher give explanation like the previous meeting
- 3) Researcher orders the students to read the word by using direct method.



- 4) Researcher will give enough time for answering the questions with the word that the researcher gives about noun.

The procedure of the teaching and learning in control class used conventional method. In this class, researcher used two meetings and explain texts about noun. The procedure are as follow:

c. For the first meeting

- 1) Apperception.
- 2) Researcher explain about the topic and purpose of the learning.
- 3) Researcher asked the students about noun.
- 4) Researcher explain about noun clearly.
- 5) Researcher and students give conclusion about their learning process.

d. For the first meeting

- 1) Researcher continue the explanation about noun with the same explanation with previous meeting.
- 2) Researcher give the exercise to students make the noun by referring to the indicators that had been taught in the first meeting.

3. Post-test

After giving treatment, the researcher conducted a post-test which the different test with the pre-test, and has not been conducted in the previous of the research. this post-test is the final test in the research, especially

measuring the treatment, whether there is an effect or not. After conducting the pre-test, the researcher analyzed the data, and then, the researcher found out the effect of using direct method in the experimental class. The researcher has some procedure. There were:

- a. The researcher prepares the test 20 items.
- b. The researcher distributes the paper of the test to students of experimental class and control class.
- c. The researcher explained what students to do.
- d. Giving time.
- e. The students answered the question.
- f. Collecting their paper test to researcher.
- g. The researcher checked the answer of the students and fined the mean score of control and experimental class.

#### **G. Technique of Data Analysis**

In this research, the researcher uses the technique of the data analysis as follow:

##### **1. Scoring Technique**

To know the score, the researcher will use the steps below:

- a. Total maximal score is 100
- b. True answer will be give score and there's score for false answer.

Total score  $5 \times 20 = 100$

c. Maximal score  $= \frac{\text{Total of true answer}}{\text{Total of test}}$

It meant in the enough level. It based on the table below:

**Table 6: Level of the Score**

Interval	Predicate	Description
85-100	A	Very Good
70-84	B	Good
55-69	C	Enough
40-54	D	Less
0-39	E	Fail <sup>10</sup>

## 2. Requirement Test

a. Normality test by using Chi-Quadrate formula, as follow:

$$x^2 = \sum \frac{(fo - fe)^2}{fe}$$

Where :

$X^2$  = value of chi-square

$f_o$  = observed frequency

$f_e$  = expected frequency

b. Homogeneity test

To test the data whether homogeny or not, the researcher uses

Harley rest, as follow:<sup>11</sup>

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<sup>10</sup> Oemar Hamalik, *Teknik Pengukur dan Evaluasi Pendidikan* (Bandung: Mandar Maju, 1989), p.122.

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

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

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

c. Hypothesis test

Hypothesis is the provisional result of the research. So, the researcher needs to analyze the data which have been divided into two group: experiment class and control class.

The researcher had calculated the normality and homogeneity of the post-test before analyzing the data to find the hypothesis. It is used to know whether the data is normal and homogenous or not. If the data is normal and homogenous, the formula that must be used to test hypothesis is t-test but if the data is not normal and homogenous, the formula that must be used to test hypothesis is Chi-Quadrate. Because the result of post-test in this research was normal and homogenous, the data had been analyzed by using t-test formula. The formula is as follow:<sup>12</sup>

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t :the value which statistical significance

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<sup>11</sup> Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya*, Padang: P2LPTK Departemen Pendidikan Nasional, 2003, p.276

<sup>12</sup> Sugiyono, *Statitika untuk Penelitian*, (Bandung: alfabeta, 2006), P.135

$X_1$	:the average score of the experimental class
$X_2$	:the average score of the control class
$s_1^2$	:deviation of the experimental class
$s_2^2$	:deviation of the control class
$n_1$	:number of experimental
$n_2$	:number of control class

## CHAPTER IV

### THE RESULT OF RESEARCH

In this chapter, researcher collected the data and gave the test about vocabulary mastery to the sample. The sample of this research is class VII-1 for experimental class and class VII-2 for control class. The test was divided in to two aspect, they are pre-test and post- test. Pre-test was done before conducted the treatment, and post-test was done after conducted the treatment. Researcher applied quantitative analysis by used the formulation of *t-test*. It is done to know the effect of direct method to the students' vocabulary mastery. Then, researcher will describe the result based on the data that has been research as follow.

#### A. The Description of Data

##### 1. The Description of Data before Using Direct Method

###### a. Score of Pre-test Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The score of pre-test experimental class 1 can be seen in the following table:

**Table 7: The Score of Experimental Class in Pre-test**

Total	1845
Highest score	75
Lowest score	45
Mean	62.46
Median	66.65
Modus	61.75
Range	30
Interval	5
Standard deviation	8.7
Variants	78.92

Based on the above table the total score of experimental class in pre-test was 1845, Mean was 62.46, Standard deviation was 8.7, Variants was 78.92, Median was 66.65, Range was 30, Modus was 61.75, Interval was 5. The researcher got the highest score was 75 and the lowest score was 45. It can be seen on appendix 18-19.

From the mean score above, could be known that the level of students' vocabulary mastery in experimental class before using Direct Method was 63.25. It mean in the enough level. Then, the computed of the frequency distribution of the students' score of the experimental class can be applied into table frequency distribution as follow:

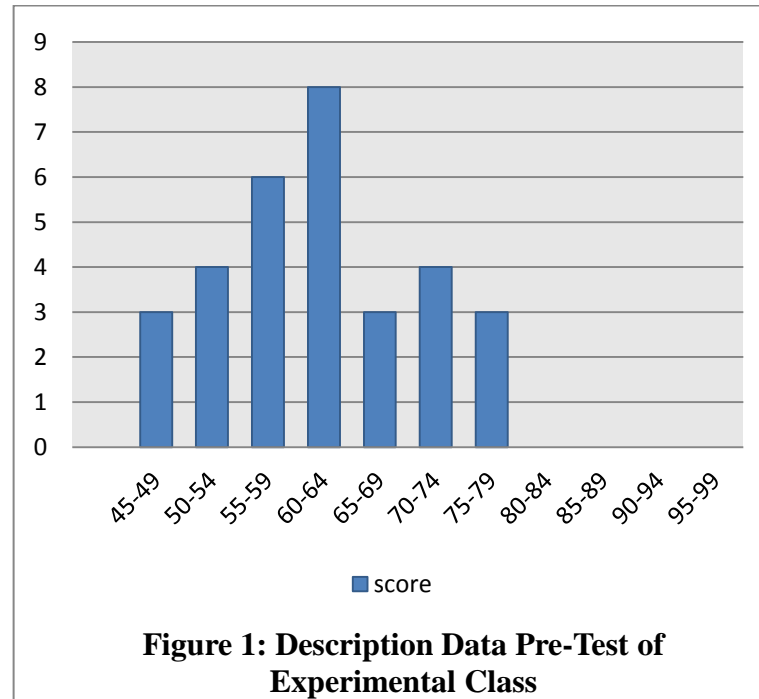
**Table 8: Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1	45-49	3	9.6%
2	50-54	4	12.9%
3	55-59	6	19.35%
4	60-64	8	25.8%
5	65-69	3	9.6%
6	70-74	4	12.4%
7	75-79	3	9.6%
$i = 5$		31	100%

From the table above, the students' score in class interval between 45 – 49 was 3 students (9.6%), class interval between 50 – 54 was 4 students (12.9%), class interval between 55 – 59 was 6 students (19.35%), class interval between 60 – 64 was 8 students (25.8%), class interval between 65 – 69 was 3 students (9.6%), class interval between 70 – 74 was 4 students (12.4%) and the last class interval between 75 – 79 was 3 students (9.6%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:





From the histogram above, the students' score 45-49 was 3 students, the students' score 50-54 was 4 students, the students' score 55-59 was 6 students, the students' score 60-64 was 8 students, the students' score 65-69 was 3 students, the students' score 70-74 was 4 students, and the last students' score 75-79 was 3 students.

#### **b. Score of Pre-test Control Class**

In the pre-test of control class, the researcher calculated result that had been gotten by the students in answering the question (test). The score of pre-test control class can be seen in the following table:

**Table 9: The Score of Control Class in Pre-test**

Total	1900
Highest score	75
Lowest score	45
Mean	62.06
Median	69.5
Modus	61.75
Range	30
Interval	5
Standard deviation	9.95
Variants	42.13

Based on the above table the total score of control class in pre-test was 1900, mean was 62.06, standard deviation was 9.95, variants was 42.13, median was 69.5, range was 30, modus was 61.75, interval was 5. The researcher got the highest score was 75 and the lowest score was 45. It can be seen on appendix 18-19.

From the mean score above, could be known that the level of students' reading comprehension in control class was 61.05. It meant in the in enough level. It based on the description level in table 8.

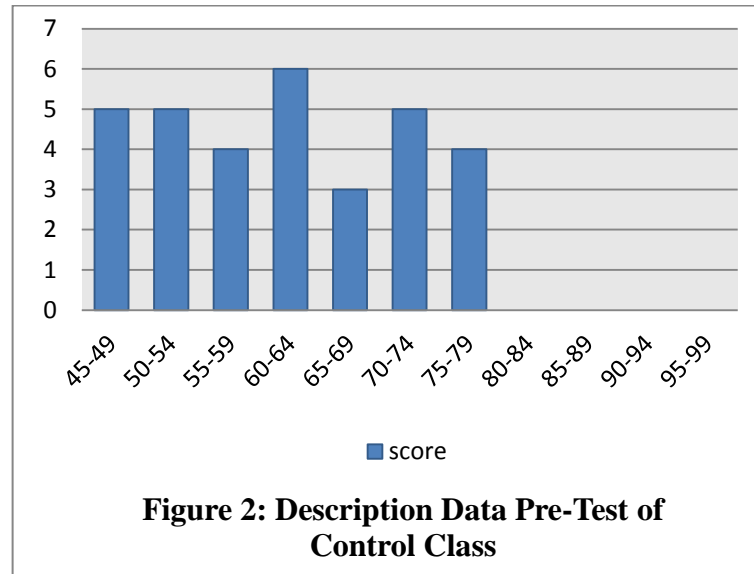
Then, the computed of the frequency distribution of the students' score of the control class can be applied into table frequency distribution as follow:

**Table 10: Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1	45 – 49	5	15.62%
2	50 – 54	5	15.62%
3	55 – 59	4	12.5%
4	60 – 64	6	18.75%
5	65 – 69	3	9.37%
6	70 – 74	5	15.62%
7	75 – 79	4	12.5%
<i>i = 5</i>		32	100%

From the table above, the students' score in class interval between 45–49 was 5 students (15.62%), class interval between 50 – 54 was 5 students (15.62%), class interval between 55 – 59 was 4 students (12.5%), class interval between 60 – 64 was 6 students (18.75%), class interval between 65 – 69 was 3 students (9.37%), class interval between 70– 74 was 5 students (15.62%) and the last class interval between 75 – 79 was 4 students (12.9%)

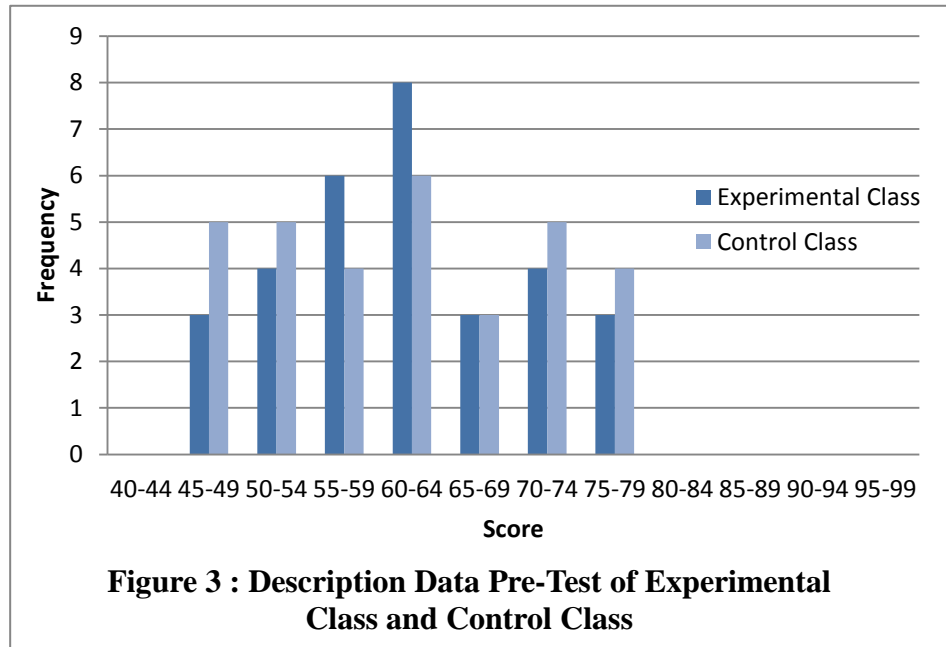
In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From the histogram above, the students' score 45-49 was 5 students, the students' score 50-54 was 5 students, the students' score 55-59 was 4 students, the students' score 60-64 was 6 students, the students' score 65-69 was 3 students, the students' score 70-74 was 5 students, and the last students' score 75-79 was 4 students.

**c. The Comparison between Description Data Pre-Test of Experimental Class and Control Class**

Based on above histogram, researcher compared between description data pre-test of experimental class and description data of control class on the following figure:



From the histogram above, the students' scores of experimental class was same with the students' scores of control class.

## 2. The Description of Data After Using Direct Method

### a. Score of Post-Test Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using Direct Method. The score of post-test experimental class can be seen in the following table:

**Table 11: The Score of Experimental Class in Post-test**

Total	2490
Highest score	95
Lowest score	65
Mean	81.7
Median	84.2
Modus	81.75
Range	30
Interval	5
Standard deviation	7.45
Variants	59.89

Based on the above table the total score of experiment class in post-test was 2490, mean was 81.7, standard deviation was 7.45, variants was 59.89, median was 84.2, range was 30, modus was 81.75, interval was 5. The researcher got the highest score was 95 and the lowest score was 65. It can be seen on appendix 20.

From the mean score above, could be known that the level of students' reading comprehension in experimental class after using Guide Reading was 83.75. It meant in the good level. It based on the description level in table 7.

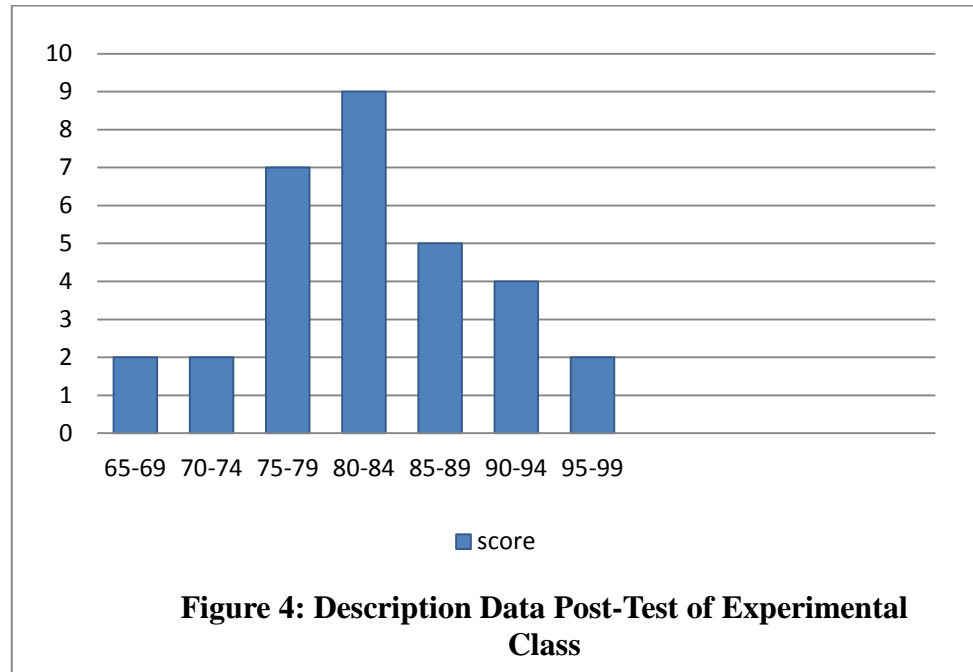
Then, the computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

**Table 12: Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1	65 – 69	2	6.45%
2	70 – 74	2	6.45%
3	75 – 79	7	22.5%
4	80 – 84	9	29.03%
5	85 – 89	5	16.12%
6	90 – 94	4	12.9%
7	95 – 99	2	6.45%
$i = 5$		31	100%

From the table above, the students' score in class interval between 65 – 69 was 2 students (6.45%), class interval between 70 – 74 was 2 students (6.45%), class interval between 75 – 79 was 7 students (22.5%), class interval between 80 – 84 was 9 students (29.03%), class interval between 85 – 89 was 5 students (16.12 %), class interval between 90 – 94 was 4 students (12.9 %) and the last class interval between 95 – 99 was 2 students (6.45%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From the histogram above, the students' score 65-69 was 2 students, the students' score 70-74 was 2 students, the students' score 75-79 was 7 students, the students' score 80-84 was 9 students, the students' score 85-89 was 5 students, the students' score 90-94 was 4 students, and the last the students' score 95-99 was 2 students.

#### **b. Score of Post-Test Control Class**

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test) without treatment. The score of post-test control class can be seen in the following table:



**Table 13: The Score of Control Class in Post-test**

Total	2300
Highest score	90
Lowest score	50
Mean	68.99
Median	81.47
Modus	72.65
Range	40
Interval	7
Standard deviation	15.33
Variants	122.7

Based on the above table the total score of control class in post-test was 2300, mean was 68.99, standard deviation was 15.33, variants was 122.7, median was 81.47, range was 40, modus was 72.65, interval was 7. The researcher got the highest score was 90 and the lowest score was 50 It can be seen on appendix 20.

From the mean score above, could be known that the level of students' reading comprehension in control class after test without treatment was 58.25. It meant in the enough level. It based on the description level in table 7.

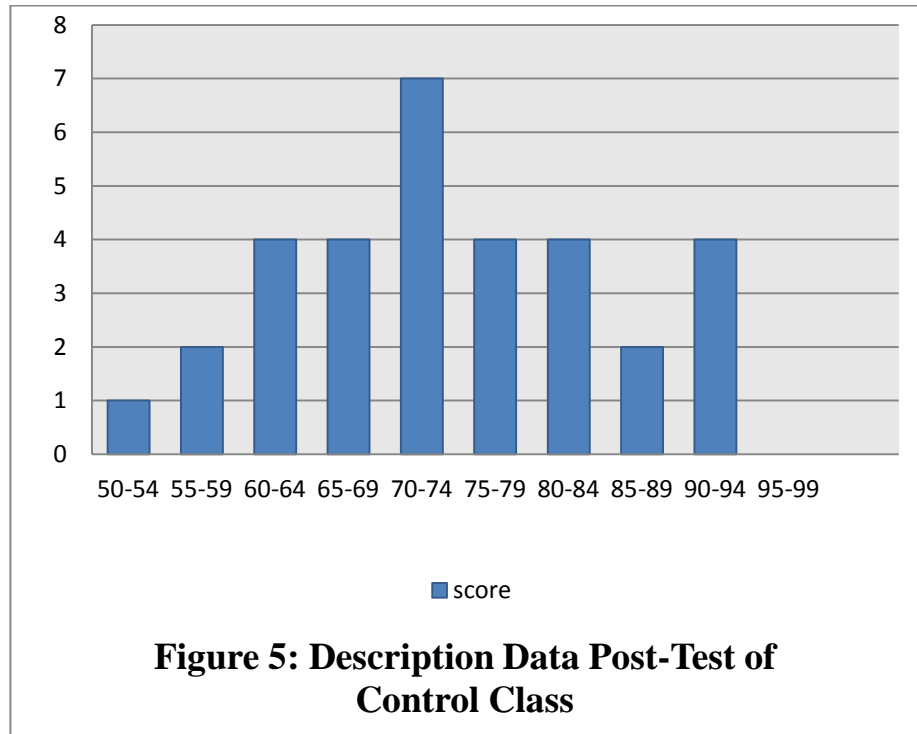
Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

**Table 14: Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1	50 – 54	1	3.12%
2	55 – 59	2	6.25%
3	60 – 64	4	12.5%
4	65 – 69	4	12.5%
5	70 - 74	7	21.87%
6	75 - 79	4	12.5%
7	80 - 84	4	12.5%
8	85 – 89	2	6.25%
9	90 – 94	4	12.5%
<i>i = 5</i>		32	100%

From the table above, the students' score in class interval between 50 – 54 was 1 students (3.12%), class interval between 55 – 59 was 2 students (6.25%), class interval between 60 – 64 was 4 students (12.5%), class interval between 65 - 69 was 4 students (12.5%), class interval between 70 – 74 was 7 students (21.87 %), class interval between 75 – 79 was 4 students (12.5%), class interval between 80 – 84 was 4 students (12.5%), class interval between 85 – 89 was 2 students (6.25%), and the last class interval between 90 - 94 was 4 students (12.5%).

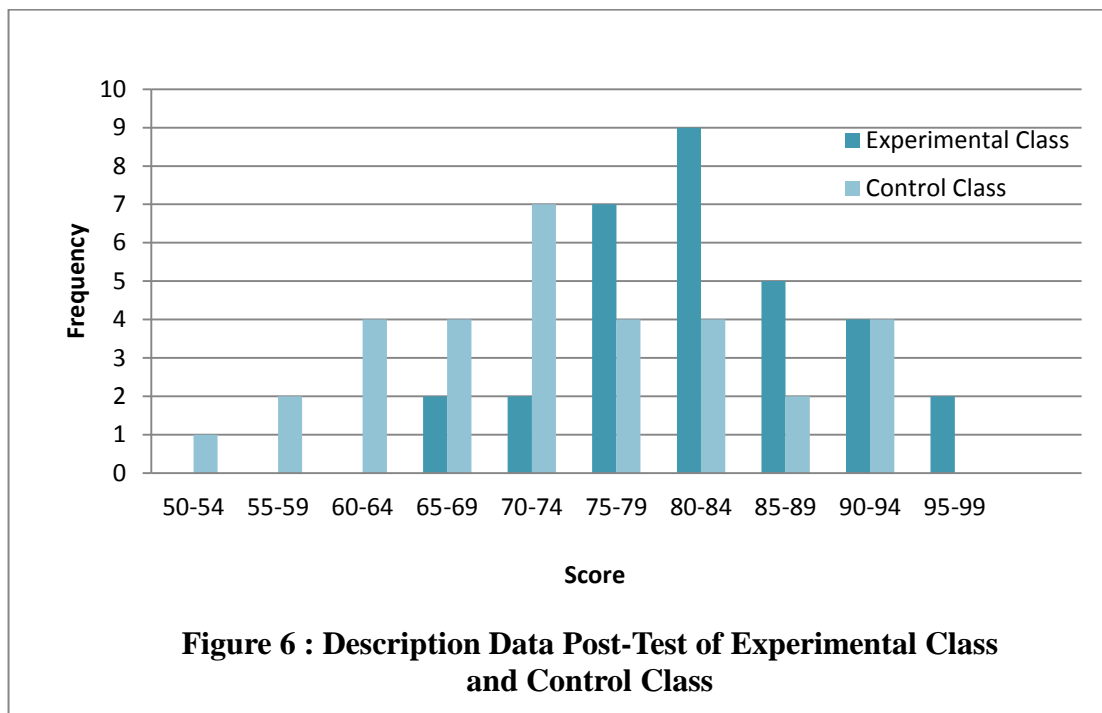
In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



From the histogram above, the students' score 50-54 was 1 students, the students' score 55-59 was 2 students, the students' score 60-64 was 4 students, the students' score 65-69 was 4 students, the students' score 70-74 was 7 students, the students' score 75-79 was 4 students, the students' score 80-84 was 4 students, the students' score 85-89 was 2 students and the last the students' score 90-94 was 4 students.

**c. The Comparison between Description Data Post-Test of Experimental Class and Control Class**

Based on above diagram, researcher compared between description data post-test of experimental class and description data of control class on the following figure:



From the histogram above, the students' scores of experimental class was higher than the students' scores of control class.

1. **The Comparison Data of Experimental Class and Control Class (Pre-Test and Post-Test)**
  - a. **The Comparison Data between Pre-Test and Post-Test of Experimental Class (Direct Method)**

The comparison score between pre-test and post-test of experimental class can be seen in the following table:

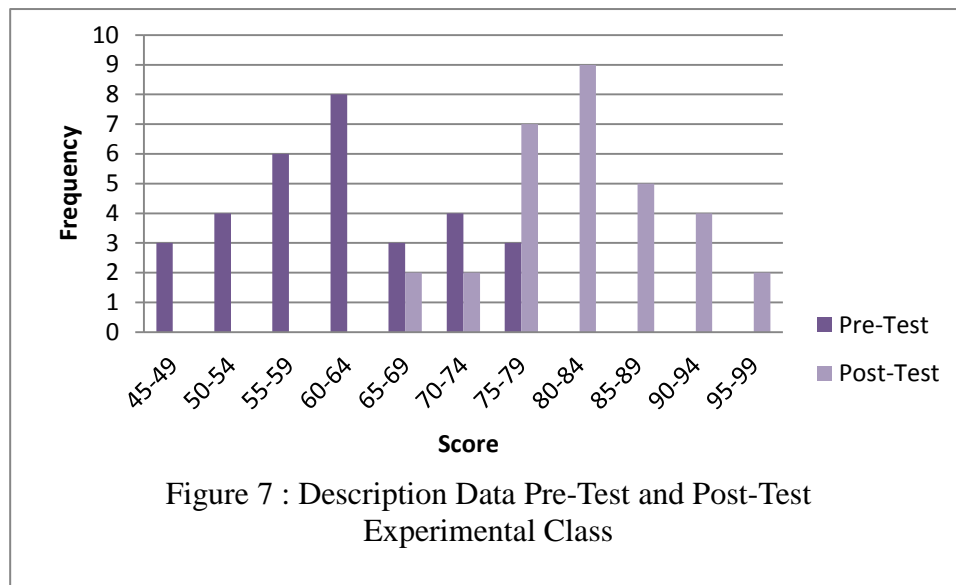
**Table 15: The Comparison Data of Experimental Class in Pre-test and Post-Test**

<b>Description</b>	<b>Pre-Test</b>	<b>Post-Test</b>
Total	1845	2490
Highest score	75	95
Lowest score	45	65
Mean	62.46	81.7
Median	66.65	84.2
Modus	61.75	81.75
Range	30	30
Interval	5	5
Standard deviation	8.7	7.45
Variants	78.92	59.89

Based on the above table the total score of experimental class in pre-test was 1845; post-test was 2490, pre-test mean score was 62.46; post-test was 81.7, pre-test standard deviation was 8.7; post-test was 7.45, pre-test variants was 78.92; post-test was 59.89, pre-test median was 66.65; post-test was 84.2, pre-test range was 30; post-test was 30, pre-test modus was 61.75; post-test was 81.75, pre-test interval was 5; post-test

was 5. The researcher got the highest score of pre-test was 75 and the lowest score was 45; meanwhile the highest score of post-test was 95 and the lowest score was 65.

In order to get the pre-test and post-test data description of experimental class clearly and completely, the researcher presents the histogram on the following figure:



From the histogram above, the students' scores of experimental class in post-test was higher than pre-test.

**b. The Comparison Data of Pre-Test and Post-Test of Control Class (Conventional Method)**

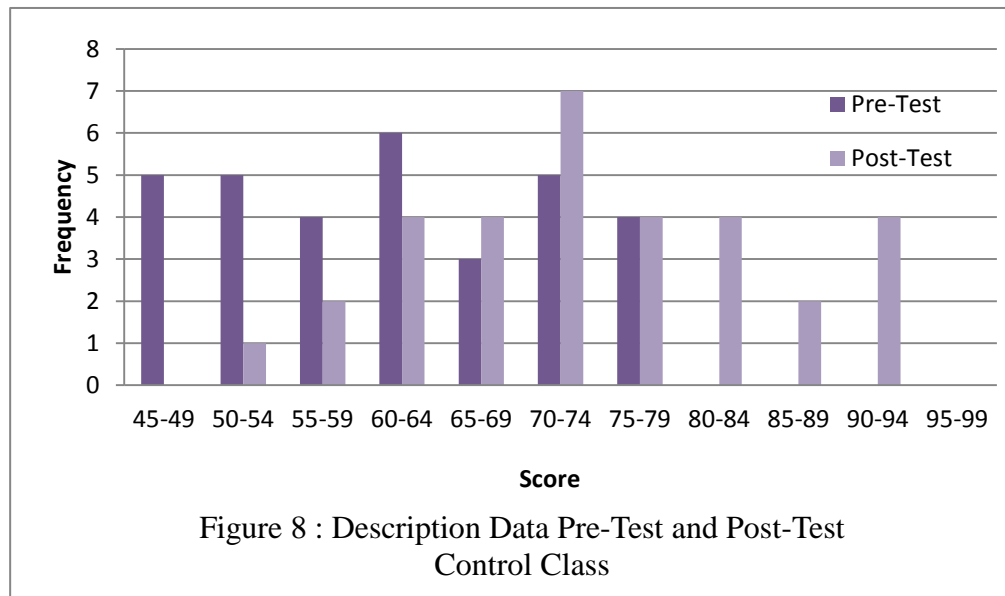
The comparison score between pre-test and post-test of control class can be seen in the following table:

**Table 16: The Comparison Data of Control Class  
in Pre-test and Post-test**

<b>Description</b>	<b>Pre-test</b>	<b>Post-test</b>
Total	1900	2300
Highest score	75	90
Lowest score	45	50
Mean	62.06	68.99
Median	69.5	81.47
Modus	61.75	72.65
Range	30	40
Interval	5	7
Standard deviation	9.95	15.33
Variants	42.13	122.7

Based on the above table the total score of control class in pre-test was 1900; post-test was 2300, pre-test mean score was 62.06; post-test was 68.99, pre-test standard deviation was 9.95; post-test was 15.33, pre-test variants was 42.13; post-test was 122.7, pre-test median was 69.5; post-test was 81.47, pre-test range was 30; post-test was 40, pre-test modus was 61.75; post-test was 72.65 pre-test interval was 5; post-test was 7. The researcher got the highest score of pre-test was 75 and the lowest score was 45; meanwhile the highest score of post-test was 90 and the lowest score was 50.

In order to get the pre-test and post-test data description of control class clearly and completely, the researcher presents the histogram on the following figure:



From the histogram above, the students' scores of control class in pre-test was higher than post-test.



## A. Technique of Data Analysis

### 1. Requirement Test

#### a. Normality and Homogeneity Pre-Test

##### 1) Normality of Experimental Class and Control Class in Pre-Test

**Table 17: Normality and Homogeneity in Pre-Test**

Class	Normality Test		Homogeneity Test	
	$x_{\text{count}}$	$x_{\text{table}}$	$f_{\text{count}}$	$f_{\text{table}}$
Experiment Class	2.2	5.991	1.83 < 2.042	
Control Class	0.82	5.991		

Based on the above table researcher calculation, the score of experimental class  $Lo = 2.2 < Lt = 5.991$  with  $n = 31$  and control class  $Lo = 0.82 < Lt = 5.991$  with  $n = 32$ , and real level  $\alpha 0.05$ . Cause  $Lo < Lt$  in the both class. So,  $H_a$  was accepted. It means that experimental class and control class were distributed normal. It can be seen in appendix 18-19.

##### 2) Homogeneity of Experimental Class and Control Class in Pre-Test

The coefficient of  $F_{\text{count}} = 1.83$  was compared with  $F_{\text{table}}$ . Where  $F_{\text{table}}$  was determined at real  $\alpha 0.05$ , and the same numerator  $dk = n-1 = 31-1 = 30$  and denominator  $dk n-1 = 31-1 = 30$ . So, by using the list of critical value at F distribution is got  $F_{0.05} = 2.042$ . It showed that  $F_{\text{count}} 1.83 < F_{\text{table}} 2.042$ . So, the researcher concluded that the

variant from the data of the Students' Vocabulary Mastery at MTS N 1 Padangsidempuan by experimental class and control class was homogenous. The calculation can be seen on the appendix 19.

**b. Normality and Homogeneity Post-Test**

**1) Normality of Experimental Class and Control Class in Post-Test**

**Table 18: Normality and Homogeneity in Post-Test**

Class	Normality Test		Homogeneity Test	
	$X_{\text{count}}$	$X_{\text{table}}$	$f_{\text{count}}$	$f_{\text{table}}$
Experimental Class	-1.04	5.991	0.49 < 2.042	
Control Class	1.46	5.991		

Based on the table above researcher calculation, the score of experiment class  $Lo = -1.04 < Lt = 5.991$  with  $n = 31$  and control class  $Lo = 1.46 < Lt = 5.991$  with  $n = 32$ , and real level  $\alpha 0.05$ . Cause  $Lo < Lt$  in the both class. So,  $H_a$  was accepted. It means that experimental class and control class were distributed normal. It can be seen in appendix 20-21.

**2) Homogeneity of Experimental Class and Control Class in Post-test**

The coefficient of  $F_{\text{count}} = 0.49$  was compared with  $F_{\text{table}}$ . Where  $F_{\text{table}}$  was determined at real  $\alpha 0.05$ , and the same numerator dk

=  $n-1 = 31-1 = 30$  and denominator dk  $n-1 = 32-1 = 31$ . So, by using the list of critical value at F distribution is got  $F_{0,05} = 2.042$ . It showed that  $F_{\text{count}} 0.49 < F_{\text{table}} 2.042$ . So, the researcher concluded that the variant from the data of the Students' Vocabulary Mastery at MTS N 1 Padangsidempuan by experimental class and control class was homogenous. The calculation can be seen on the appendix 18.

## 2. Hypothesis Test

After calculating the data of post-test, researcher found that post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative ( $H_a$ ) of the research was "There was the effect of Direct Method to the Students' Vocabulary Mastery at Grade VII Students of MTS N 1 Padangsidempuan". The calculation can be seen on the appendix 22.

**Table 19: Result of T-test from the Both Averages**

Pre-test		Post-test	
$t_{\text{count}}$	$t_{\text{table}}$	$t_{\text{count}}$	$t_{\text{table}}$
0.21	2.000	5.43	2.000

$$H_a: \mu_1 > \mu_2$$

$$H_0: \mu_1 \leq \mu_2$$

Where:

$H_a: \mu_1 > \mu_2$  “Direct Method is better than conventional method to Students’ Vocabulary Mastery at Grade VII of MTS N 1 Padangsidempuan”.

$H_0: \mu_1 \leq \mu_2$  “Direct Method is not better than conventional method to Students’ Vocabulary Mastery”.

Based on the calculation, researcher found that  $t_{\text{count}} 0.21$  while  $t_{\text{table}} 2.000$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 31 + 32 - 2 = 61$ . Cause  $t_{\text{count}} > t_{\text{table}} (5.43 > 2.000)$ , it means that hypothesis  $H_a$  was accepted and  $H_0$  was rejected. So, there is the significant effect of Direct Method to Students’ Vocabulary Mastery. In this case, the mean score of experimental class by using Direct Method was 62.06 and mean score of control class was 68.99 by using Conventional Method. The calculation can be seen on the appendix 22-23.

## B. Discussion

Based on the result of this research, the researcher has proved what had been stated by Gay Su Pinnell and Irene C Fountas,<sup>1</sup> and Penny Ur<sup>2</sup>, where

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<sup>1</sup> Pinnell Gay Su and Irene C Fountas., Guided Reading Program, accessed from [www.scholastic.com/guidedreading](http://www.scholastic.com/guidedreading), retrieved on, 26<sup>th</sup> Juli 2018

Vocabulary mastery is is the key to students understanding what they hear and read in school, and then communicating successfully with other people, and in this research, the researcher found that the mean score of students' vocabulary mastery before using Direct Method was 62.46 and after using Direct Method was 81.7. It meant there was the effect of Direct Method to the vocabulary mastery.

As it has been mentioned in chapter one that field research was conducted in order to know whether the effect of Direct Method on student's vocabulary mastery at SMA Triguna Utama is more effective that before it. To answer those questions above, the writer hypothesized that. The writer summarized that to "table" both in the positive effect Solo and in the positive effect (2.20 13.56 > 2.70), it means that the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted. Meanwhile, the researcher got the result by using Direct Method showed It mean the result and hypothesis testing showed that Direct Method had the effect, and hypothesis alternative ( $H_a$ ) was accepted and hypothesis zero ( $H_0$ ) was rejected. It was indicated that the score of experimental class was bigger than control class (81.7>68.99), and also indicated  $t_o > t_t$  (5.43>2.000).

This study relates to a research made. This research used quantitative method. The sample of this research was the first grade of SMA Triguna

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<sup>2</sup> Penny Ur, Teaching Vocabulary: Going Beyond the Textbook, [http://www.etai.org.il/handouts/risbon/vocabulary and % 20 textbooks.doc](http://www.etai.org.il/handouts/risbon/vocabulary_and_%20textbooks.doc), March 22<sup>nd</sup>, 2010

Utama. The research conducted experiment in two different classes with Direct Method was employed in an experimental class and other technique was employed in a controlled class. The data were collected through the achievement of pre-test and post-test from two classes. The result showed that teaching vocabularies by using Direct Method was more effective than using Grammar Translation Method.<sup>3</sup>

The effectiveness of teaching vocabulary concepts through direct experience and the influence on reading achievement and concept achievement were studied. Forty-two fifth-grade pupils divided into 21 pairs matched on sex and intelligence were assigned randomly to an experimental and control group. For 19 weeks, twice a week for a total of 40 lessons the experimental group reading test and a vocabulary list were administered as a pre- and post-test to measure reading achievement and concept achievement respectively. Both the experimental and control groups gained significantly in reading achievement and concept development. No significant difference in reading achievement between the groups was found. However, the experimental group showed significantly greater gains in concept

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<sup>3</sup> Fandi Ahmad, The Effect of Direct Method on Student's Vocabulary Mastering at First Grade of SMA in 2013/2014 Academic Year, <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/25301/1/FANDI%20AHMAD-FITK.pdf> (Jakarta University, 2014)

achievement. Teaching procedures and materials are described. Implications, suggestions for future research, and references are included.<sup>4</sup>

From the result of the research that is previously stated, it was proved that the students of the experimental class who were taught vocabulary mastery by using direct method got better result: 81.7 than the control class that were taught reading comprehension by using conventional method:68.99. It means there was effect of direct method to students' vocabulary mastery

### **C. Threats of the Research**

The researcher found the threats of the research as follows:

1. The students were not serious in answering the pre-test and post-test. Some of them still were cheating. It made the answer of the test was not pure because they did not do it by themselves.
2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Clearly, it made them can't get the teacher's explanation well and gave the impact to the post-test answer.

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<sup>4</sup> Liberman Jane E., the effect of direct instruction in vocabulary concepts on reading achievement, <https://eric.ed.gov/?id=ED010985&fbclid=IwAR20dFyBgaLUpCww02vMGxmvFfqYSm4U4PeAVBq-gmCyFE6sW14QEiU19E0>

3. The students were too enthusiastic in discussing the text. It made them be not followed the rule of treatment when the teacher gives other text, the students feel confused to understand the whole text.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

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

1. Before using Direct Method, students' vocabulary mastery was unsatisfied. It can be seen by the highest score of experimental class in pre test was 75 only and the lowest score was 45.
2. 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 ( $81.7 > 68.99$ ). It means that students' vocabulary mastery was better after using Direct Method.
3. Based on the calculation of  $t_{test}$ ,  $t_{count} = 5.43$  was higher than  $t_{table} = 2.000$  it means that there was a significant effect of using Direct Method to the students' vocabulary mastery of the grade VII MTs N 1 Padangsidimpuan, where  $H_a$  was accepted and  $H_0$  was rejected.

#### B. Suggestion

Based on the above conclusion, the researcher has some suggestions as follow:

1. It is suggested to the English teacher of MTs N 1 Padangsidimpuan to apply the innovative method such as direct method in teaching vocabulary.

2. For headmaster, provide tools and media for teaching vocabulary. It can make the teacher easier to teach, so do students, they will be more interested to learn by using the appropriate media and tools.
3. Other researcher can develop further study in the area of Direct Method in order to improve students' vocabulary mastery.

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## **CURRICULUM VITAE**

### **A. Identity**

Name : Miss Ruhuda Akok  
NIM : 14 203 00079  
Place and Birthday : Narathiwat, July 30<sup>th</sup>, 1995  
Gender : Female  
Religion : Islam  
Address : 6/2 M.2 Khoksato Ruso Narathiwat 96150

### **B. Parent**

1. Father's name : Mr. Rusning Akok  
2. Mother's name : Mrs. Sakeenah Cekcho

### **C. Educational Background**

1. Elementary School : Anuban Ruso School  
(2007)  
2. Junior High School : Nahdatulsyuban Pedau School  
(2010)

3. Senior High School : Nahdatulsyuban Pedau School

(2014)

4. College : IAIN Padangsidempuan

(2019)

## **Appendix 1**

### **Rencana Pelaksanaan Pembelajaran (RPP)**

Nama Sekolah	:MTs N 1 Padangsidempuan
Mata Pelajaran	:Bahasa Inggris
Kelas	:VII
Alokasi Waktu	: 4x40 menit (2x pertemuan)
Standar Kompetensi	:Memahami kosakata yang telah dipelajari dan dapat menggunakannya dalam membaca dan menulis dengan lancar dan akurat
Kompetensi Dasar	:1. Mampu mengucapkan kosa kata dengan benar 2. Memahami kosakata yang dipelajari 3. Mampu menggunakan kosakata yang pelajari dalam percakapan.

#### **1. Indikator :**

- a. Mampu mengidentifikasi arti istilah kosakata dari definisi dan karakteristik.
- b. Mampu memahami pemberian kosakata.

#### **2. Tujuan Pembelajaran :**

- a. Siswa dapat mengidentifikasi arti istilah kosakata dari definisi dan karakteristik.
- b. Siswa memahami pemberian kosakata.

#### **3. Metode Pembelajaran :**

- Direct Method

#### 4. Langkah-langkah Kegiatan :

NO	KEGIATAN PEMBELAJARAN	WAKTU
1.	Pendahuluan a. Greeting / Salam b. Absensi c. Berdo'a d. Menjelaskan indicator dan member motivasi	10 minute
2.	Kegiatan Inti a. Guru menjelaskan Direct Method kepada siswa b. Guru menunjukkan gambar yang berhubungan dengan pertanyaan dan kemudian menyuruh siswa bertanya dengan menggunakan bahasa target. c. Guru menjawab pertanyaan siswa dalam bahasa target. d. Guru melakukan pelafalan dengan siswa e. Guru memberi pertanyaan kepada siswa tentang gambar yang telah dipelajari dan meminta siswa menjawab secara lisan.	40 minute



3.	<b>Kegiatan Penutup</b> a. Guru memberikan refleksi terhadap materi yang diberikan b. Guru kesimpulan dari materi yang dipelajari c. Guru menutup pembelajaran dengan mengucapkan salam	10 minute
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### 5. Materi pembelajaran

- a. **Snake** : It is a snake. It has a long body. It is dangerous and poisonous. It bites.
- b. **Butterfly** : There is a butterfly. It has beautiful color. It's colorful. It flies
- c. **Bird** : There are some birds. They have colorful feather. They sings beautifully. The fly and perch on a tree..
- d. **Tiger** : That is a tiger. It has sharp claws and teeth. It roars and attacks its preys. It eats meat it belongs to carnivore animal
- e. **Fish** : There is a fish in the aquarium. It is a small fish. It live in the water. It swims

- f. **Pineapple** this fruit is orange or yellow. It has a green crown. It tastes sweet. It doesn't have seeds,
- g. **Grapes** this is healthy food. It is a fruit. It is round and small. It is purple.
- h. **Cow** : This is a cow. It belongs to a tame animal. It eats grass. It produces milk.
- i. **Onions** : Bermuda and pearl.
- j. **Lettuce** : Bibb and romaine.

**6. Alat/Sumber Belajar**

- Buku yang relevan, Kamus Bahasa Inggris, Internet, Papan tulis, Spidol, dan Peanghapus

**7. Penilaian:**

<b>Indicator pencapaian kompetensi</b>	<b>Teknik penilaian</b>	<b>Bentuk Instrument</b>	<b>Instrument Soal</b>
1. Mampu mengidentifikasi arti istilah kosakata dari definisi dan karakteristik. 2. Mampu memahami pemberian kosakata.	Tes lisan	Pilihan Ganda	Choose the correct answer by crossing ( x ) a, b, c, or d

- a. Pedoman penilaian

- 1) Jumlah skor maksimal keseluruhan adalah 100.
- 2) Setiap jawaban yang benar diberi skor 5. Jumlah skor keseluruhan  $5 \times 20 = 100$  (Tes Tertulis)
- 3) Maksimal skor =  $\frac{\text{Jumlah jawaban yang benar}}{\text{jumlah soal}}$

b. Instrument : Answer the question

c. Rubrik penilaian

Uraian	Skor
Jawaban Benar	5
Jawaban Salah	0

## Appendix 2

### Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : MTs N 1 Padangsidempuan  
Mata Pelajaran : Bahasa Inggris  
Kelas : VII  
Alokasi Waktu : 4x40 menit (2x pertemuan)  
Standar Kompetensi : Memahami kosakata yang telah dipelajari dan dapat menggunakannya dalam membaca dan menulis dengan lancar dan akurat

Kompetensi Dasar :1. Mampu mengetahui arti dari kosakata dengan tepat.  
 2. Mengerti kosakata yang dipelajari  
 3. Mampu menguunakan kosakata yang pelajari dalam membaca dan menulis

**8. Indikator :**

- c. Mampu memahami kosakata yang diberikan.
- d. Mengidentifikasi makna kosakata segi definisi, karakteristik, dan example dan non example.

**9. Tujuan Pembelajaran :**

- c. Siswa dapat mengidentifikasi arti istilah kosakata dari definisi dan karakterisistik.
- d. Siswa memahami pemberian kosakata.

**10. Metode Pembelajaran :**

- Conventional Method

**11. Langkah-langkah Kegiatan :**

NO	KEGIATAN PEMBELAJARAN	WAKTU
1.	Pendahuluan e. Greeting / Salam f. Absensi g. Berdo'a	10 minute

	h. Menjelaskan indicator dan member motivasi	
2.	<p>Kegiatan Inti</p> <p>f. Guru memberikan kosakata yang akan dipelajari dan kemudian memninta siswa untuk menuliskannya</p> <p>g. Guru meminta siswa untuk membaca kosakata yang diberikan</p> <p>h. Guru meminta siswa menemukan arti kosakata dalam kamus dan menerjemahkannya</p> <p>i. Guru meminta siswa untuk menghafal kosakata yang telah dipelajari</p> <p>j. Guru memberikan siswa tentang materi pada materi yang dipelajari kemudian menyuruhnya menerjemahkannya</p>	40 minute
3.	<p>Kegiatan Penutup</p> <p>d. Guru memberikan refleksi terhadap materi yang diberikan</p> <p>e. Guru kesimpulan dari materi yang dipelajari</p> <p>f. Guru menutup pembelajaran dengan mengucapkan salam</p>	10 minute

## 12. Materi pembelajaran

Bike = sepeda, to = samapi/untuk, school = sekolah, carry = membawa, parcel= hadiah, friend = teman, home = rumah, walk = bejalan, last night = kemarinmalam, open = buka, door = pintu, key = kunci, information = informasi, get = mendapat, internet = internet, go = pergi.

- How do you go to school? I go to school by bike
- How do you carry this parcel? I carry this parcel together with my friend
- How did you go home last night? I walked last night
- How do you open this door? I open this door by key
- How do you get the information? I get the information by internet

### 13. Alat/Sumber Belajar

- Buku yang releven, Kamus Bahasa Inggris, Internet, Papan tulis, Spidol, dan Peanghapus

### 14. Penilaian:

<b>Indicator pencapaian kompetensi</b>	<b>Teknik penilaian</b>	<b>Bentuk Instrument</b>	<b>Instrument Soal</b>
3. Mampu mengidentifikasi arti istilah kosakata dari definisi dan karakterisistik.	Tes lisan	Pilihan	Choose the correct answer by crossing ( x

4. Mampu memahami pemberian kosakata.		Ganda	) a, b, c, or d
---------------------------------------	--	-------	-----------------

d. Pedoman penilaian

4) Jumlah skor maksimal keseluruhan adalah 100.

5) Setiap jawaban yang benar diberi skor 5. Jumlah skor keseluruhan  $5 \times 20 = 100$  (Tes Tertulis)

6) Maksimal skor =  $\frac{\text{Jumlah jawaban yang benar}}{\text{Jumlah soal}}$

e. Instrument : Answer the question

f. Rubrik penilaian

Uraian	Skor
Jawaban Benar	5
Jawaban Salah	0

Padangsidempuan, 2018

Mengetahui

Validator

Researcher

Fitri Rayani Siregar, M.Hum

NIP.19820731 200731 2 004

Miss Ruhuda Akok

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Appendix 3

INSTRUMENTATION FOR PRE-TEST

**Choose the correct answer by crossing ( x ) A, B, C, or D**

1. What type of animal is a seahorse?
  - a. Crustacean
  - b. Arachnid
  - c. Fish
  - d. Shell
2. What color are zebras?
  - a. White with black stripes.
  - b. Black with white stripes.
  - c. Both of the above.
  - d. None of the above
3. What is the biggest animal that has ever lived?
  - a. Blue whale
  - b. African elephant
  - c. Apatosaurus(aka brontosaurus)
  - d. Spinosaurus
4. What pets do more families own?
  - a. Birds
  - b. Cats
  - c. Dogs
  - d. Horses
5. What animal lives the longest?
  - a. Ocean quahog (clam)
  - b. Red sea urchin
  - c. Galapagos tortoise
  - d. Rough eye rockfish
6. What are female elephants called?
  - a. Mares
  - b. Sows
  - c. Cows
  - d. Dams
7. Which of the following animals sleep standing up?



- a. Gorillas
  - b. Flamingos
  - c. Camels
  - d. Ravens
8. Honeydew and Crenshaw are varieties of \_\_\_\_?
- a. Ripen
  - b. Corn
  - c. Melon
  - d. Pear
9. What is the name of the sauce that is made by simmering dried fruits like apricots, currants and raisins?
- a. Carrot
  - b. Corn
  - c. Compote
  - d. Apple
10. A \_\_\_\_ is an example of a stem vegetable?
- a. Turnip
  - b. Carrot
  - c. Melon
  - d. Mushroom
11. A \_\_\_\_ is an example of a root vegetable?
- a. Turnip
  - b. Fruit
  - c. Corn
  - d. Acid
12. A \_\_\_\_ is an example of a summer fruit?
- a. Fruit
  - b. Drupes
  - c. Grape
  - d. Ripen
13. Mixing \_\_\_\_ with fresh fruit keeps the fruit from turning brown?

- a. Lemon juice
- b. Melon
- c. Mincing
- d. Lettuce

14. Which vegetable classification is an avocado?

- a. Fructose
- b. Acid
- c. Fruit
- d. Turnip

15. Bermuda and pearl are varieties of \_\_\_\_\_?

- a. Corn
- b. Melon
- c. Onions
- d. Mincing

16. Black Beauty and Japanese are varieties of \_\_\_\_\_?

- a. Eggplant
- b. Grape
- c. Pear
- d. Apple

17. An example of a tuber type vegetable is a \_\_\_\_\_?

- a. Compote
- b. Carrot
- c. Corn
- d. Fruit

18. Which fruit is of better quality when it is stored in cool dry place where moisture can't get to it?

- a. Blueberries
- b. Cleaned
- c. Lettuce

d. Vegetable

19. Gala and Granny Smith are varieties of \_\_\_\_?

- a. Apple
- b. Ripen
- c. Acid
- d. Pear

20. A \_\_\_\_ is an example of a tropical fruit?

- a. Apple
- b. Grape
- c. Cleaned
- d. Banana

21. Which of the following dogs is the smallest?

- a. Dachshund
- b. Poodle
- c. Pomeranian
- d. Chihuahua

22. Tempura are sticks or pieces of raw \_\_\_\_ that is served with a dipping sauce?

- a. Vegetables
- b. Lettuce
- c. Grape
- d. Cleaned

23. Before serving any fruit, it must be \_\_\_\_?

- a. Pear
- b. Acid
- c. Grape
- d. Cleaned

24. Which finishing technique gives vegetables a glossy appearance?

- a. Poaching

- b. Mincing
- c. Acid
- d. Glazing

25. What is the fastest water animal?

- a. Porpoise
- b. Sailfish
- c. Flying fish
- d. Tuna

26. An example of a tuber type vegetable is a \_\_\_\_?

- a. Compote
- b. Carrot
- c. Corn
- d. Fruit

27. Which fruit is of better quality when it is stored in cool dry place where moisture can't get to it?

- a. Blueberries
- b. Cleaned
- c. Lettuce
- d. Vegetables

28. Which cooking method is used to make tempura vegetables?

- a. Deep frying
- b. Glazing
- c. Poaching
- d. Fruit

29. Which vegetable is the main ingredient in guacamole?

- a. Avocado
- b. Acid
- c. Grape
- d. Corn

30. A(n)\_\_\_\_\_ is an example of a winter fruit?

- a. Pear
- b. Acid
- c. Grape
- d. Apple

Padangsidempuan,

2018

**Mengetahui**

**English Teacher**

**Researcher**

**Yusniati Siregar, S.Pd**

**NIP. 19701203 200604 2 0001**

**Miss Ruhuda Akok**

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**Kepala Sekolah**

**MTS N 1 Padangsidempuan**

**H. Zamil Hasibuan, S. Ag, M.Pd**

**NIP. 19720210 199203 1 001**

## Appendix 7

### Calculation of Pre-Test

1. Mean score from score total ( $M_t$ )

$$M_t = \frac{\sum X_t}{N}$$

$$M_t = \frac{563}{30} = 18.76$$

2. Standard Deviation ( $SD_t$ )

$$SD_t = \sqrt{\frac{\sum X_t^2}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$

$$SD_t = \sqrt{\frac{10823}{30} - \left(\frac{563}{30}\right)^2}$$

$$SD_t = \sqrt{360.76 - 18.76^2}$$

$$SD_t = \sqrt{360.76 - 351.93}$$

$$SD_t = \sqrt{8.83} = 2.97$$

3. Mean Score ( $M_p$ )

#### Item 1

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_1}$$

$$M_{pl} = \frac{24+18+16+16+22+17+19+18+20+24+19+18+17+23+19+19+24+19+20+22+20+21}{22}$$

$$M_{pl} = \frac{435}{22} = 19.77$$

#### Item 2

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_2}$$

$$M_{pl} = \frac{18+13+16+16+18+16+19+18+20+19+16+18+23+18+24+19+22+20+21}{19}$$

$$M_{pl} = \frac{354}{19} = 18.63$$

#### Item 3

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_3}$$

$$M_{pl} = \frac{13+12+18+16+22+17+24+19+19+16+18+17+23+19+18+24+19+20+22+20+21}{21}$$

$$M_{pl} = \frac{397}{21} = 18.9$$

#### Item 4

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_4}$$

$$M_{pl} = \frac{24+18+16+16+22+17+19+18+20+24+19+18+17+23+19+19+24+19+20+22+20}{21}$$

$$M_{pl} = \frac{414}{21} = 19.71$$

### Item 5

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_5}$$

$$M_{pl} = \frac{24+18+16+22+19+18+20+24+16+16+23+20+22+20+21}{15}$$

$$M_{pl} = \frac{299}{15} = 19.93$$

### Item 6

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_6}$$

$$M_{pl} = \frac{24+13+12+16+16+18+16+17+16+20+23+19+18+24+19+20+21}{17}$$

$$M_{pl} = \frac{312}{17} = 18.35$$

### Item 7

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_7}$$

$$M_{pl} = \frac{18+16+22+17+20+24+19+19+16+18+17+23+19+24+20+21}{16}$$

$$M_{pl} = \frac{313}{16} = 19.56$$

### Item 8

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_8}$$

$$M_{pl} = \frac{24+18+13+12+18+16+22+17+19+18+19+16+16+18+19+19+18+24+19+20}{20}$$

$$M_{pl} = \frac{365}{20} = 18.25$$

### Item 9

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_9}$$

$$M_{pl} = \frac{24+18+13+16+22+17+19+20+24+19+16+18+17+19+18+24+21}{17}$$

$$M_{pl} = \frac{325}{17} = 19.11$$

### Item 10

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{10}}$$

$$M_{pl} = \frac{16+16+17+19+18+20+24+19+19+16+17+23+19+24+20+22+20+21}{18}$$



$$M_{pl} = \frac{350}{18} = 19.44$$

### Item 11

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{11}}$$

$$M_{pl} = \frac{24+18+13+12+16+16+18+18+24+19+19+16+16+18+23+19+18+24+19+20+21}{21}$$

$$M_{pl} = \frac{370}{21} = 17.61$$

### Item 12

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{12}}$$

$$M_{pl} = \frac{24+18+13+12+16+16+19+18+24+19+16+18+17+23+19+24+19+20+22+20}{20}$$

$$M_{pl} = \frac{377}{20} = 18.85$$

### Item 13

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{13}}$$

$$M_{pl} = \frac{24+18+16+16+18+16+22+17+18+20+19+16+18+23+19+18+24+19+22+20+21}{21}$$

$$M_{pl} = \frac{404}{21} = 19.23$$

### Item 14

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{14}}$$

$$M_{pl} = \frac{24+18+12+16+16+18+16+17+18+24+19+16+18+17+23+19+24+19+20+22+20+21}{22}$$

$$M_{pl} = \frac{417}{22} = 18.95$$

### Item 15

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{15}}$$

$$M_{pl} = \frac{24+18+16+18+22+19+18+20+24+19+16+16+17+19+18+24+19+22+20+21}{20}$$

$$M_{pl} = \frac{390}{20} = 19.5$$

### Item 16

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{16}}$$

$$M_{pl} = \frac{24+18+12+16+18+16+22+24+19+19+16+16+18+17+23+19+18+24+19+22+21}{21}$$

$$M_{pl} = \frac{401}{21} = 19.09$$

### Item 17

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$M_{pl} = \frac{24+16+18+16+22+17+19+20+24+18+23+19+24+20+21}{15}$$

$$M_{pl} = \frac{301}{15} = 20.06$$

### Item 18

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{pl} = \frac{24+18+13+16+22+24+19+19+18+17+23+19+18+20+20}{15}$$

$$M_{pl} = \frac{290}{15} = 19.33$$

### Item 19

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n19}$$

$$M_{pl} = \frac{18+13+16+18+22+17+19+18+20+24+19+19+16+23+19+18+24+19+22+20}{20}$$

$$M_{pl} = \frac{368}{20} = 18.4$$

### Item 20

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$M_{pl} = \frac{24+18+12+18+22+19+20+19+16+17+23+19+19+24+19+20+22+21}{18}$$

$$M_{pl} = \frac{334}{18} = 18.55$$

### Item 21

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$M_{pl} = \frac{24+13+12+16+18+22+19+20+24+19+23+19+19+24+20+22+20+21}{18}$$

$$M_{pl} = \frac{345}{18} = 19.16$$

### Item 22

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n22}$$

$$M_{pl} = \frac{24+18+16+16+16+22+19+18+24+19+17+23+19+19+20+22+21}{17}$$

$$M_{pl} = \frac{315}{17} = 18.52$$

### Item 23

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{pl} = \frac{24+13+12+16+17+19+18+24+19+16+18+23+19+19+20+22+21}{17}$$

$$M_{pl} = \frac{320}{17} = 18.82$$

### Item 24

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{pl} = \frac{24+16+18+22+17+19+18+20+24+19+16+16+18+17+23+18+24+19+20+22+20}{21}$$

$$M_{pl} = \frac{410}{21} = 19.52$$

### Item 25

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{24+16+22+17+18+20+24+19+19+16+18+23+19+18+19+20+22+20}{18}$$

$$M_{pl} = \frac{354}{18} = 19.66$$

### Item 26

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{24+18+12+16+18+18+20+24+19+19+16+17+19+19+18+24+20+22+20+21}{20}$$

$$M_{pl} = \frac{384}{20} = 19.2$$

### Item 27

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{24+18+16+16+16+22+19+20+19+19+16+19+19+18+24+19+20+20+21}{19}$$

$$M_{pl} = \frac{365}{19} = 19.21$$

### Item 28

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{13+12+16+18+22+19+18+24+19+16+16+17+19+19+18+24+20+22+21}{19}$$

$$M_{pl} = \frac{353}{19} = 18.75$$

### Item 29

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{24+13+16+18+22+17+20+24+19+16+16+19+19+18+24+19+20+22}{18}$$

$$M_{pl} = \frac{327}{18} = 18.16$$

### Item 30

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{24+16+22+17+19+20+24+19+19+16+18+17+23+19+19+18+22+20+21}{19}$$

$$M_{pl} = \frac{373}{19} = 19.63$$

## Appendix 21

### HOMOGENEITY TEST (POST-TEST)

#### 1. EXPERIMENTAL CLASS

NO	Xi	Xi <sup>2</sup>
1.	65	4225
2.	65	4225
3.	70	4900
4.	70	4900
5.	75	5625
6.	75	5625
7.	75	5625
8.	75	5625
9.	75	5625
10.	75	5625
11.	75	5625
12.	80	6400
13.	80	6400
14.	80	6400
15.	80	6400
16.	80	6400
17.	80	6400
18.	80	6400
19.	80	6400
20.	80	6400
21.	85	7225
22.	85	7225
23.	85	7225
24.	85	7225
25.	85	7225
26.	90	8100
27.	90	8100
28.	90	8100
29.	90	8100
30.	95	9025
31.	95	9025
<b>Total</b>	2490	201800

$$n = 31$$

$$\sum xi = 2490$$

$$\sum_{xi}^2 = 201800$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{31(201800) - (2490)^2}{31(31-1)} \\ &= \frac{6255800 - 6200100}{31(30)} \\ &= \frac{55700}{930} \\ &= 59.89 \end{aligned}$$

## 2. CONTROL CLASS

NO	$X_i$	$X_i^2$
1.	50	2500
2.	55	3025
3.	55	3025
4.	60	3600
5.	60	3600
6.	60	3600
7.	60	3600
8.	65	4225
9.	65	4225
10.	65	4225
11.	65	4225
12.	70	4900
13.	70	4900
14.	70	4900
15.	70	4900
16.	70	4900
17.	70	4900
18.	70	4900
19.	75	5625
20.	75	5625
21.	75	5625
22.	75	5625
23.	80	6400
24.	80	6400
25.	80	6400
26.	80	6400
27.	85	7225
28.	85	7225
29.	90	8100
30.	90	8100
31.	90	8100
32.	90	8100
<b>Total</b>	<b>2300</b>	169100

$$N = 32$$

$$\sum x_i = 2300$$

$$\sum x_i^2 = 169100$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{32(169100) - (2300)^2}{32(32-1)} \\ &= \frac{5411200 - 5290000}{32(31)} \\ &= \frac{121200}{992} \\ &= 122.17 \end{aligned}$$

The Formula was used to test the hypothesis was:

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

1. VII-1 and VII-2 :

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

So:

$$\begin{aligned} F &= \frac{59.89}{122.17} \\ &= 0.49 \end{aligned}$$

After doing the calculation, researcher found that  $F_{\text{count}} = 0.49$  It had been compared to  $F_{\text{table}}$  with  $\alpha 5\%$  and dk numerator  $n1-1=31-1=30$  and deminator  $n2-1=32-1=31$ . From the distribution list F, researcher found that  $F_{\text{table}} = 2.042$ , so  $F_{\text{count}} < F_{\text{table}}$  ( $0.49 < 2.042$ ). It could be concluded that there is



no difference variant between the VII-1 class and VII-2 class. It means that the variant is homogenous.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
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Nomor : Et - 1972 /In.14/E/TL.00/11/2018  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

02 November 2018

Yth. Kepala MTs N 1 Padangsidempuan,  
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Miss Ruhuda Akok  
NIM : 1420300079  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Salambue

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Direct Method to the Students' Vocabulary Mastery at Grade VII MTs N 1 Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Dekan  
Dr. Lely Hilda, M.Si.  
NIP. 197209202000032002

KEMENTERIAN AGAMA  
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93 /In.14/E.6a/PP.00.9/ 09 /2017

Padangsidimpuan, 27 September 2017

: Biasa

:-

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

1. Eka Sustris Harida, M.Pd (Pembimbing I)
2. Fitri Rayani, M.Hum (Pembimbing II)

Di-

Padangsidimpuan

*Assalamu 'alaikum Wr. Wb*

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI-4

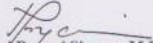
Judul Skripsi : THE EFFECT OF DIRECT METHOD TO VOCABULARY  
MASTERY AT GRADE VII STUDENTS OF MTs N 1  
PADANGSIDIMPUAN

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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