ABSTRACT

Luchia Nurulita, 2312.070. The Effectiveness of using Direct Method Toward Students' Vocabulary Mastery Of The Second Grade Students Of Junior High School At Diniyyah Pasia Boarding School. A thesis, State Islamic Institute Bukittinggi, 2017.

This research aimed to reveal the effectiveness of using Direct Method in improving students' vocabulary mastery. although, the teacher had applied this method, the students' test result were still various. Thus, the writer has done the research in Diniyyah Pasia Boarding School to know whether the use of Direct Method is effective or not in improving students' vocabulary mastery.

The research is descriptive quantitative research. The researcher used documentation as instrument that is students' test result had gotten from the teacher. The population of this research is second grade students of Diniyyah Pasia Boarding School. They are 6 classes as much as 129 students. To determine the sample, the researcher used purposive sampling. It means the researcher take the sample because some consideration. The sample is 21,22 and 23 because the students of those classes have been applied Direct Method in vocabulary class and they were taught by the same teacher. To analyze the data collected, the researcher used table of frequency and percentage table of students' ability. The researcher used rating scale table to see the level of effectiveness.

The result showed that the research observation had proved that the teacher applied Direct Method continuously. The test result showed that the mean score of the students' mastery in vocabulary was gotten 71.32. The percentage of the students is between 54-71 %. It means, the use of Direct Method is effective in improving students' vocabulary mastery at Second grade students of Diniyyah Pasia Boarding School.

Key word : effectiveness, vocabulary mastery.

ABSTRAK

Luchia Nurulita, 2312.070. Keefektifan Direct Method Terhadap Penguasaan Kosa Kata Siswa Kelas VIII Smp Di Diniyyah Pasia. Skripsi , Institut Agama Islam Negri Bukittinggi , 2017.

Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan metode langsung untuk meningkatkan penguasaan kosa kata siswa kelas VIII di Pondok Pesantren Modern Diniyyah Pasia. Guru telah menerapkan Direct Method untuk meningkatkan penguasaan kosa kata siswa. Meskipun guru telah menerapkan Direct Method hasil tes siswa masih bervariasi. Jadi penelitian ini dilakukan untuk mengetahui apakah penggunaan metode ini efektif atau tidak untuk meningkatkan penguasaan kosakata siswa.

Penelitian ini berbentuk penelitian deskriptif kuantitatif. Instrument penelitian adalah peneliti menggunakan dokumentasi yaitu hasil tes kosa kata siswa setelah guru menggunakan Direct Method. Populasi dari penelitian ini adalah seluruh siswa kelas VIII yang berjumlah 129 siswa yang terdiri dari 6 kelas. Pemilihan sampel dilakukan dengan teknik purposive sampling dimana sampel diambil dengan mempertimbangkan tujuan tertentu. Sampel diambil dari kelas 2^1, 2^2, dan 2^3 karna di kelas tersebut guru telah menggunakan Direct Method ketika mengajarkan kosa kata dan diajarkan oleh guru yang sama. Pada analisis data peneliti menggunakan tabel distribusi frekuensi, tabel persentase, dan diagram. Sedangkan untuk tabel frekuensi peneliti menggunakan rumus data interval dan mean. Dan untuk tabel persentasi peneliti memasukkan ke dalam tabel skala penilaian.

Hasil penelitian pada data observasi menunjukkan bahwa guru telah menggunakan Direct Mothod secara berulang ulang dan ini membuktikan bahwa guru telah menggunakan Direct Method di dalam kelas. Hasil tes kosa kata siswa menunjukkan bahwa total rata-rata keseluruhan nilai siswa didapat dari tabel frekuensi adalah 71,32. Persentase dari nilai rata-rata siswa tersebut berada diantara rentang 54-71% artinya penggunaan Direct Method cukup efektif untuk meningkatkan penguasaan kosa kata siswa kelas VIII di pondok pesantren modern diniyyah pasia.

Kata kunci : keeffektifan, penguasaan kosa kata.

CHAPTER I

INTRODUCTION

A. Background of the problem

Vocabulary is one of important component to be mastered by students especially in English, because vocabulary is a tool to understand the language. Richards and Renandya stated that vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write[1]. It means the vocabulary gave big contribution to the learner to get mastery in the four-language skills mentioned above. In other word, without enough vocabulary, people often attain less potential and suffer from losing opportunities of receiving and producing language around them.

Vocabulary is one of the language components in English that should be mastered by students. Vocabulary is considered as the important component to be master, because the students who have lot of vocabulary often got the best result in English. In learning context, vocabulary should be learned and should be used in the classroom. So, the students must enlarge their vocabulary to encourage their capablility in English skills that is speaking, reading, writing and listening.

[1]Jack C Richard –WillY A . Renandya , *Methodolgy In Language Teaching , An Anthology of Current Practice.* Cambridge University Press 2002.P.255

There were many factors that made vocabulary low.They came from internal factors and external factors. The internal factors mean factors from the inside of the students such as motivation, interest, and intellegence. Furthermore, the external factors came from outside of students that influenced their learning process such as economic background, learning materials, and teachers' performance including their teaching methods.

A method is one factor that is needed by students for helping them to success in learning. Some methods are suitable to the student, and some others are not, depanding on the students' condition and capability in class. One of the method that has been used is Direct Method. Direct Method can help the students to master the vocabulary. Richard said that in Direct Method teacher encourages direct and spontaneous to use of the foreign language in the classroom. Learners would then be able to induce rules of grammar. The teacher replace the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration , and picture[2].It means that in using Direct Method, the teacher does not directly explain or show the points, but the students catches the point of what is being taught.

The principles of Direct Method have been applied by English teachers for many years. Most recently, it was reviewed as a method when

[2] Jack C. Richard. 2001. *Approaches and methods in language teaching second edition.*New York : Cambridge University Press, P. 11

the goal of instruction became learning how to use a foreign language to communicate. Larsen states that the Direct Method has one very basic rule that is no translation is allowed. In fact, the Direct Method receives from the fact that meaning is to be conveyed directly with the target language through the use of demonstration and visual aids, with no resource to the students' native language.[3]By using this method, the teacher doesn't have to translate every single unfamiliar word. Through Direct Method, the students will be more active in developing vocabulary because they will not depending on their teacher but they learn new vocabulary with their experience in learning. So, if the students master in vocabulary, it will make students better in writing, speaking, listening, and reading because the vocabulary is one of the core componenet in learning English.

Based on the preliminary research at the second grade students of Junior High School at Diniyyah pasia Boarding School, on June 5th - 7th 2016, the researcher found that the teacher applied the Direct Method in the classroom as follows; First, the teacher showed a set of pictures in English. Second, the teacher described the picture. Third,the teacher asked questions about the picture. Forth, students answered the questions. Fifth, pronunciation was corrected, but grammatical structure was not. Sixth, students may also read a passage in English. Seventh, the teacher asked questions in the target language about the reading. The last, students answered questions.

[3]Diane Larsen –Freeman. 2000. *Techniques and principles in language teaching. Oxford: oxford university press.* p.23

Based on the information above, the teacher applied the Direct Method continuously in the classroom, but the teacher proposed that there were many problems related to vocabulary mastery. First, some students were lack vocabularies. Thus, they can not explain the picture by using English. For example, in describing something, they did not know the vocabulary to describe the thing. Second, some students were unwilling to practice the new vocabulary taught, and made their vocabulary forgettable. The last, some of them were afraid to make mistake when pronouncing their vocabulary in oral or written.

Based on the phenomenon above the researcher was interested to conduct a research about "***The Effectiveness of Using Direct Method TowardStudents' Vocabulary Mastery of the second grade students of Junior High School at Diniyyah pasia Boarding School*** "

B. Identification of the Problem

Based on the background of the problem, there were some problems occured in teaching vocabulary that were identified as follow:

1. Some students are lack of vocabularies. Thus, they can not explain the picture by using English.
2. Some students are unwilling to practice the new vocabulary taught.
3. Some students are afraid to make mistakes when pronouncing.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limited this problem on the effectiveness of using Direct Method toward students' vocabulary mastery at the second grade students of Diniyyah Pasia Boarding School. This limitation was done to avoid misunderstanding and also to reach the target of the research effectively.

D. Formulation of the Problem

Based on the identification of the problem above, the formulation of this research can be formulated as "**Is the use of Direct Method effective in teaching vocabulary of the second grade students of Junior High School at Diniyyah pasia Boarding School**?"

E. Purpose of the Research

The purpose of the research was to identify the effectiveness of Direct Method in improving students' vocabulary mastery.

F. Significance of the Research

It is hope that the research finding would give contribution to:

1. For teacher, it would be a solution in improving students vocabulary mastery.

2. The students as a way that can be used to improve their vocabulary mastery
3. The researcher, it is submitted as a partial fulfillment of the requirements to continiou for thesis proposal examination.

G. Definition of the Key Terms

Some essential terms used in this research are defined as follow :

1. The effectiveness is how far the target (quantity, quality, and time) is achieved.
2. Direct Method is the method which emphasizes the direct and spontaneous using of target language.
3. Vocabulary mastery is the ability of the students to understand the words and their meanings[4].

[4] Jack c. Richards and Willy A Rinandya. *Methodologi in language teaching*.(USA: Canbridge University Press, 2002). p.256.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Vocabulary

a. Definition of Vocabulary

Vocabulary is the important part of language because there were no language without vocabulary. Students have to find difficulty in English if they did not have enough vocabulary to create a sentence. In all language skills, words are vital. Without mastering of vocabulary, someone will never be able to acquire a language and cannot convey their idea clearly.

In line with Hiebert and Kamil "Generally, vocabulary is the knowledge of meaning of words"[5]. It means that vocabulary becomes important to be mastered by student, because it helps them to build their background knowledge, without vocabulary and strategies for getting new vocabulary, student often achieve less then their potential and may be discouraged from making use of language learning.

Carolin stated that "vocabulary is the collection of words that in individual knows[6]. So that is why the vocabulary become the important part of language . According to Arthur " vocabulary is

[5] Elfierda H. Hiebert and Michael L. Kamil. *Teaching and Learning vocabulary, Bringing Research to Practice*,(New Jersey: Lawrence ErlbaumAssociates,2005), p.3.
[6] Caroline T . Linse. *Practical English Lnaguage Teaching: Young Learners*, (New York: McGraw-Hill Companies, 2005), p.121

essential to the development and demonstration of linguistic skills"[7].

Without grammar very little can be talked and delivered, furthermore without vocabulary nothing can be talked. If someone spent most of his or her time studying grammar, his or her English would not improve very much, he or she would see most improvement when he or she learnt words and expressions. Someone can say very little with grammar, but can say almost anything with words.

Morover, Lado stated that vocabulary is a lexical unit or lexicon of language which is called as word[8]. Another definition comes from Hornby who defines vocabulary as a total number of words which construct a language[9]. In relation to this, many experts tried to define the nature of vocabulary based on their points of view. Even though they have a variety of definition about the nature of vocabulary, almost all of their definitions have the same substantial meaning.

Based on the nature of vocabulary above it was clear that vocabulary is the most important component in learning a language which is dynamic and flexible, because vocabulary is a part of human life that needed for communication.

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[7] Arthur Hughes. *Testing for Language Teachers*,(USA: Cambridge university press,1998), p.146
[8] R. Lado. *Language Testing*. (New York: McGraw Hill Book Company, 1964)
[9] A. S Hornby . *Oxford Advance Learner's Dictionary of Current English*. (London: Oxford University, 1986)

b. The Principles of Teaching Vocabulary.

There were some principles of teaching vocabulary, as stated by Linse some principles that were used for young learners at various stage of English-Language development which are as follow:[10]

1) Emphasize both direct and indirect teaching

   In this principle, the teacher teaches the students by giving the word, it can help them to figure out the meaning of words on their own comprehension.

2) Teach how to use context clues appropriately

   The students can utilize the context clues to guessing the meaning of word. Especially when reading, when they will not be able to figure out the meaning they can use the context to build their own meaning.

3) Present multiple exposures to new vocabulary items.

   When the student is exposed to the new vocabulary item as continually they can build their vocabularies.

4) Give opportunities for deep processing of vocabulary items.

Deep processing means working with information at a high cognitive and/or personal level.

[10] Caroline T . Linse, *Practical English Language Teaching* : *Young Learners*, (New York: McGraw-Hill Companies, 2005), p.123

5) Teach students to use dictionaries

The use of dictionaries as a tool for EFL and ESL instruction has come back into style. The students can utilize from using dictionary. They will keep the word longer in their memory when they find the word by themselves.

6) Have students keep vocabulary notebooks.

Vocabulary notebooks provide students with opportunities to develop a variety of vocabulary acquisition strategies and also help students have more control over their laerning. When the students are not able to recall the words, they can refer to their notebooks.

In addition according to Brown, that there were five principles for teaching vocabulary:

1. Allocate specific class time to vocabulary learning
2. Help students to learn vocabulary in context
3. Play down the role of bilingual dictionary
4. Encourage student to develop strategies for determining the meaning of words.
5. Engage in "unplanned" vocabulary teaching.[11]

[11] H. Douglas Brown, *Teaching by principles; An interactive Approach to language pedagogy second ed*, (NY; Pearson Education)p. 377

In conclusion, some principles to teach vocabulary to the students should be considered by the teacher. By paying attention to those principles, the teacher focused on the vocabulary development. In addition, the students would be more interested to learn since the process of learning includes various principles.

c. Testing vocabulary

Testing is an important part of every teaching and learning experience. The purpose of vocabulary tests is to measure the comprehension of vocabulary that hes been learned by the students. According to Brown, " a test is a method of measuring a person's ability, knowledge of performance in a given domain" [12]. Without testing , there is no reliable means to knowing how effective a teaching sequance. Testing provided a feedback between students and teacher. As stated to Read, " vocabulary test to find out whether the students can match each word with synonym, a dictionary-type definition or an equivalent word in their own language[13]. There were many types of test that can used by a teacher to measure the students

[12] H. Douglas Brown, *Language Assessment Principles And Classroom Practices,* (New York: Longman, 2003),p,.. 3
[13] John Read, *Assesing Vocabulary,*(UK: Cambridge University Press, 2000), p,.. 16

ability. As stated by Madsen, there are four general kinds of vocabulary test : [14]

1) Limited response

Limited response is a test which suitable for children and beginning level adult, because in this test the students used directed physical response. For this test, the students don't have to know how to read and write. Directed physical responses can easly be used when the teacher test one students at time. In testing vocabulary by using limited response, there are four steps suggested by Madsen. The steps are describing as follow :

a) Write out five commands that students can perform (individual) by moving about the room, and five commands that he can perform while sitting room.
b) Write out five commands or questions that student can respond to (individually) by pointing to a picture that you have found. Include the picture.
c) Using the picture from activity b, prepare five requests that require students' to follow instruction by drawing.
d) Using original line drawings or pictures (from your students' text) showing activities, prepare five vicabulary questions that require short answers.

[14] Scott Thornburry , *How To Teach Vocabulary ,.... p. 132-133*

Those are some steps that can be used by the teacher to measure students' vocabulary by using limited response. This test is suitable for beginning level adult (junior high school) because it less stress or nervousness than other types of tests. Then, it can be scored easly and objectively. The resaercher arranges the test based on one of this step and also ask the teacher about the vocabulary that has been learnt by the students.

2) Multiple – Choice Completion

Multiple choice completion is a test in which a sentence with a missing word is presented ; students should choose one of four vocabulary to complete the sentence. This test is good for students who can read in the foreign language.

3) Multiple Choice Paraphrase

Multiple choice paraprhase is a test in wich a sentence with one word underlined is given. Students can choose the word that close in meaning to the underlined item.

4) Simple Completion (words)

This test requires the students to fill in missing parts of words that appear in the sentence. These missing parts are usually prefixes and suffixes[15].

From the explanantion above it can be concluded that there are four kinds in testing students' vocabulary . the teacher can use limited response, multiple choice completions, multiple choice paraphrase, and simple completion. Teacher should consider the test that most suitable for students level.

d. Types of vocabulary

Based on Stuart webb, the people capability in implementing the vocabulary. Paul Nation mentioned two types of vocabulary, those are:

1. Receptive vocabulary: knowing a word involves being able to recognize it when it is heard (what is sound like) or when it seen (what does it look like) and having an expectation of what grammatical pattern the word will accurate. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.
2. Productive vocabulary: knowing a word involves being able to pronounce the word, how to pronounce a word, how to

[15] Harold S. Madsen , *Technique in Testing ,* (New York : Oxford University Press,1983), p. 13

write and to spell it, how to use it in grammatical pattern along with the word in usually colacotes with it. It also involves not using the word too often if it is typically a low frequency word and using it in suitable situation. Using the word to stand for meaning suitable substitutes for the word if there any.[16]

In conclusion, receptive vocabulary is students' knowledge about vocabulary. Receptive vocabulary does not emphasize students to be able use vocabulary in speaking or writing but students have to be able recognize the word or the pattern when it seen or heard.

In contrast, productive vocabulary was not only knowledge but also a skill for students. Students had to be able use the vocabulary that involves pronunciation, spelling, writing, and grammatical pattern.

e. The Activities of Teaching Vocabulary

Cranmer explained some activities of teaching vocabulary, some of them are as follows :

1. Definition

[16] Stuart Webb, *Receptive and Productive vocabulary learning*, (SSLA 27, 23-52, Cambcridge Univarsity Press, 2005). P.2

The teacher teaches new vocabulary by using definition. The teacher gives the explanation about the vocabulary clearly. For example, “pen”, pen is a tool for writing.

2. Concept through situation

   The teacher teaches new vocabulary by giving the situation for example, to teach disappointed give a situation such as : “if a daughter wants a doll, but she gets a book from her father, she will be disappointed”.

3. Demonstration

   The teacher may perform some physical actions to show the meaning of vovabulary, such as: Jump, the teacher will jump in front of the students so that they understand the meaning of jump.

4. Acting

   Acting is a little bit similar to demonstration. The teacher teaches vocabulary by doing the action. For example, “stand up”, the teacher shows the word by standing up from her/his seat and says the word loudly.

5. Mime

The teacher can use the expressions of face to show a word. For example, “smile”, teacher teaches the word while smiling and point out the mouth.

6. Realia

   Realia use a media that terms for real things, concrete objects used in the classroom to build background knowledge, e.g. bringing into class items of fruits to teach fruit words.

7. Pictures – photos, magazine picture, illustrations

   Pictures of many types and colors can be used succesfully to show the meaning of words and sentence. Picture can be board drawings, wall picture and charts, flashcards, magazine picture and any other non-technical visual reprasentation. Picture can be used to explain the meaning of vocabulary item : teachers can draw things on the board or card and also give full color.

8. Explanation

   Explanation the meaning of vocabulary can be difficult, especially for beginner in unior high shcool. But for the intermediate students such as technique can be used. It is important remembered that explaining the meaning of a word must include explaning any facts of words. If teacher is explaining the meaning of “mate”

(friend) teachers have to point out that it is a colloquial word used in informal contexts

9. Antonym

The teacher teaches vocabulary by comparing words of opposite meaning. Such as, *small and big, fast and slow, open and close, high and short.*[17]

So, those are some ways that can improve students' vocabulary mastery. The teachers should choose the most appropriate way in teaching learning process based on the students' level.

In addition, according to Baumann and Kame'enui stated that teaching vocabulary to the students, teachers can start choosing words with school material. Moreover, except school materials there are many other sources of words to teach based on students' environment, community event and television programs.

As Baumann and kame'enui said that there were several activities that could be used in teaching vocabulary in improving students' knowledge about words:

1. **Picture Walk**

This was an activity that showed the pictures or environment to the students methodically and carefully in order to

[17] David cranmer, *Teaching The vocabulary of a text,*http://www.britishcouncil.org/portugal-inenglish-1998apr-teaching-the-vocabulary-of-a-text.pdf Retrieved on februari 11,2014

invite the students' prediction about the meaning of the words based on the pictures given.

2. Word Wizard

Word Wizard was an activity designed to serve the students to wide range of words in front of certain places and to provide spirit and stimulation in learning new vocabulary items.

3. Teaching students to classify

This is an activity which classify the words in its attributes, such as "which one does not belong?" activity. As an example proposed by Baumann and Kame'enui that the teacher gives the students picture of bird, an air plane, a cat, and a kite. And ask them which one does not belong. In this case, the teachers want the students to express that a bird, an air plane, and a kite fly or are in the air, while cats does not fly.

4. Semantic map

A semantic mapping lesson activity has four parts:

4.1 Brainstorming. Relates between ideas and the topic if the text is given

4.2 Mapping. Drawing vocabularies into a map based on its categories

4.3 Reading. Students and teachers involve in this activity after making a map.

4.4 Completing the map. Students and teachers together complete another category of the words.[18]

2. Definition Vocabulary Mastery

Mastering the vocabulary was the ability to get and receive a lot of words, by having and mastering it, we would know the meaning of vocabulary in the context it could also help to avoid making the mistakes in identifying a language with dictionary and guide the students in making the equivalence of second language to native language, so that mean:

a. Help the student master kinds or level of meaning. In mastering the kinds or levels of meaning such as the words with their lexical meaning, they are by no means the only essential meaning in the symbols and devices of a language and also the lexical content the various words as listed and defined in a dictionary.[19]

b. Vocabularies find in a language, this is because the languages we use consist of vocabularies. Whatever else people may do when they come together whether

[18] Baumann and Kame'enui, Vocabulary Instruction : Research to Practice.(New York : the Guildford press,2014)

[19] Victoria Fromkin and Robert Rodman, an introduction to language, (Victoria : Holt Rineheart and Winston, Inc , 1974), p.1

they play, flight, and talk; we live in a world of words.[20] Television furthers more of words. As a hardly moment of our waking lives is free from word, we talk to our pets sometime we talk to ourselves.

c. Words can express our ability. When a person demonstrated his speech in front of the public, his word can bring ourselves to the other world, his ability in speech is well known all over the world, and that all start from word.

d. Vocabulary involved in all aspects in students learning and that can improve their skill in English, whether in Listening, Speaking, Reading or Writing. Student cannot speak well if they do not know the vocabulary, they also do not listen carefully if they do not know vocabulary, they may stucked in reading if they do not know the vocabulary. So it's mean that vocabulary helps students to learn the language and improve it. In writing vocabulary function as a tool to express as successful learning, it shows a good feedback to the learning. According to William, he said that "Writing is a language skill which needs a lot of words in it because no words no writing". In reading the reading section of

[20] Victoria Fromkin and Robert Rodman, an introduction to language, (Victoria : Holt Rineheart and Winston, Inc , 1974), p.1

each book contains materials on techniques of reading studying, as well as on such skills as test taking test and reasoning.

From those could be conclude that vocabulary was involved in each aspects of our live, and that mean it was crucial to be acquire, especially when we talk.

3. The Nature of Direct Method

a. The Definition of Direct Method

Direct method is the method that used in teaching a language by using the target language without going through the translation to the native language. The teacher must used picture, gestures, pantomimes or the target language that is familiar to the students to explain a word. According to Richard, Direct Method means that teacher encourages direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration , and picture[21].

[21] bJack C.Richard and Rodgers, Theodore S, *Aproachesand method in language teaching, a Discription and Analysis* . New York : Cambridge University Press.1986

The direct method is the learning of language in relevant setting. The direct method of teaching, sometimes called the Natural Method. Not limited to but often used in teaching foreign languages, the method refrains from using the learners' native language and uses only the target language.

The direct method has one basic rule and that is no translation is allowed. The meaning of the name ―Direct Method‖ comes from the fact that meaning is to be conveyed directly into the second language through demonstration and visual aids,with no recourse to the students' native language[22].

b. **Principles of Direct Method**

The main purpose of direct method was mastery of foreign language orally so learner are able to communicate English language that is using on this method. To reach this purpose, learners gave exercises to understand words and sentences with meaning through demonstration, shows,

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

actions, also mime. According to Richard, to practice it stood for the following principles and procedures:[23]

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught
3. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract voca bulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

[23] Jack C. Richard and Rodgers, Theodore S, *Aproachesand method in language teaching, a Discription and Analysis* . New York : Cambridge University Press.1986

c. **Strategies in teaching Direct Method**

There were some strategies in teaching vocabulary, especially in direct method. As stated by Norland, there are some strategies in teaching Direct Method : [24]

1. The teacher shows a set of pictures that often portray life in the country of the target language.
2. The teacher describes the picture in the target language.
3. The teacher asks questions in the target language about the picture.
4. Students answer the questions as best they can using the target language.
5. Pronunciation is corrected, but grammatical structure is not.
6. Students may also read a passage in the target language.
7. The teacher asks questions in the target language about the reading.
8. Students answer questions as best they can use the target language.

[24] Norland, L. Deborah and Terry Pruet. 2006. A Kalaidoscope of Models and Startegies for Teaching English to Speaker of Other Language. (Sard Wesport: CT. Libbraries Unlimited / Teacher Ideas Press)

In this research the researcher found that the teacher used the procedure as follows:

1. The teacher greets the students
2. The teacher shows the picture to the students and ask them to guess what it is or the teacher gives the students a reading text and then asks the students to read the text.
3. The teacher asks the questions related to the text or the picture.
4. The students response the teacher's question.
5. The teacher pronounces a new words.
6. The teacher gives the time to the students the time to ask the question about the words they do not know yet, and then the teacher answer them by using the target language, picture or gesture.
7. The teacher asks the students to ask the question to other friend related to the text or the picture and another student give the answer.
8. The teacher dictates a paragraph to the students related to the theme or the target vocabulary.
9. The teacher closes the meeting.

d. **The advantage and disadvantage of direct method**

According to M.E.S. Elizabeth and DigumartiBhaskara, there are some advantages and disadvantages of direct method [25]

a) The advantages of direct method

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 inless time.

b) The disadvantages of Direct Method

[25]M.E.S, Elizabeth and DigumartiBhaskara, *Method of Teaching English,* (New Delhi Discovery Publishing House, 2007), p. 55.

1. There is need of really competent teachers for teaching English by using this method. 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.
6. At the early stages, sometimes this method may fail miserably.because the use of mother tongue is not allowed.

From the advantage and disadvantage of direct method above , the English teacher should have to consider both for the students.

e. **Teaching vocabulary by using Direct Method**

Direct Method is one of the method in teaching language learning especially vocabulary. According to Richard Direct method means that teacher encourages direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration , and picture.[26] Based on Richard that direct method can be applied in teaching vocabulary by using mime, demonstration and picture.

B. Review of Related Studies

This part discussed the previous studies especially those concerning with the analysis about the effectiveness of using any method on students' vocabulary mastery. There are many studies had been done in order to analyze students' English skill. In this thesis, there are :

The first relevant study was conducted by Asep Muhammad Nurdin (2014) entittle The effectiveness of using Realia in improving students' vocabulary mastery. It was done at PMD Diniyyah Pasia. This

[26]Richard, Jack C and Rodgers, Theodore S, *Aproachesand method in language teaching, a Discription and Analysis* . New York : Cambridge University Press.1986

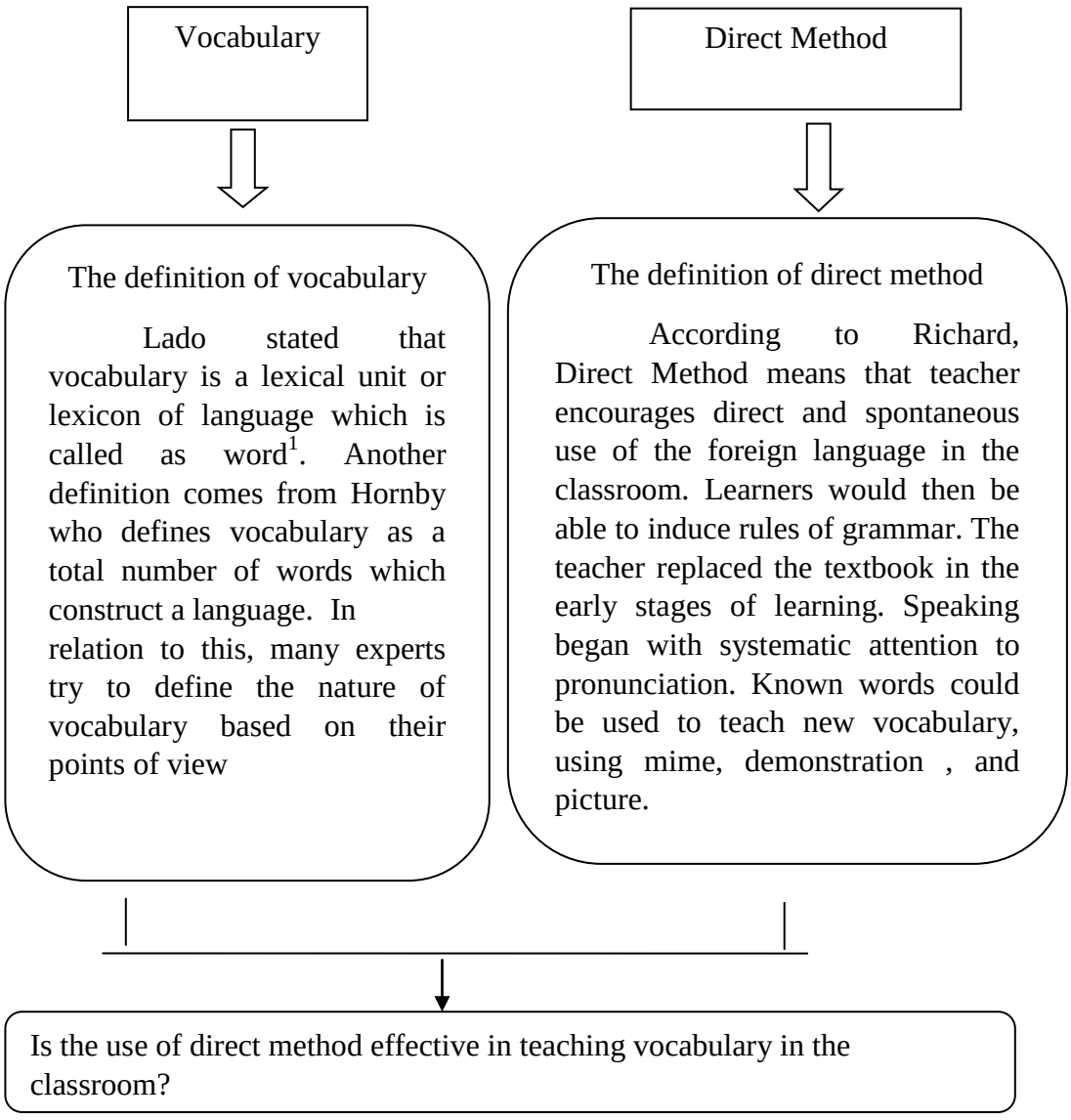
study has been proved that the use of realia was effective in improving students's vocabulary mastery .

The second relevant study was conducted by Andhani Mayang sari (2009) entittle The effectiveness of direct method in improving students' proficiency of vocabulary. The result was Direct Method effective in improving student proficiency of English vocabulary, and Direct Method makes good athmospher to student in using English more communicatively.

The first researcher studied The Effectiveness of Realia in Teaching Vocabulary and the second researcher studied about The Effectiveness of Direct Method in Teaching Vocabulary. Accordingly, the researcher studied The Effectiveness of Using Direct Method in Teaching Vocabulary to ensure that this method is really effective to be used in teaching vocabulary

C. **Conceptual Framework**

In this research, the researcher figured out the effectiveness of using Mirect method toward students' vocabulary mastery at second grade of Diniyyah Pasia Boarding School.



The scheme above showed that there were two variables which the researcher has discussed in the figure, they are definition of vocabulary and Direct Method.

According to Lado vocabulary is a lexical unit or lexicon of language which is called as word[1]. Another definition came from Hornby who defined vocabulary as a total number of words which construct a language. In relation to this, many experts try to define the nature of vocabulary based on their points of view.The definition of direct method According to Richard, Direct Method means that teacher encourages direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration , and picture.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

The researcher used the descriptive quantitative research. The researcher analyzed the phenomenon that had been found during the research. Descriptive research used to describe phenomena which happened in the place. According to Gay, descriptive research involves collecting data in order to answer questions concerning the current status of the subject of the study [27]. A descriptive study determined and report the way things are. Moreover, according to Suharsimi Arikunto descriptive research is describing about reality, condition, and the effect [28]. This research was done for getting information, find out, analyze and describe about the effectiveness of Direct Method toward students' vocabulary mastery at second grade Diniyyah Pasia Boarding School 2016/2017 academic year.

To measure students' ability the researcher used the descriptive quantitative research. According to Margono, quantitative research is a process to find knowledge using the numeral data as the instrument to find information about everything that will be found[29]. It means that quantitative research used the data shape of the number of statistic analyze. This research used quantitative research to measure the students'

[27] L.R. Gay , *Educational research*, 1990. (Singapore: Publishing Company, third edition), p. 189
[28] Suharsimi Arikunto, 2010. *Menajemen Penelitian*, (Jakarta : PT . Rineka Cipta), p. 234
[29] Margono. 2007. *Metodologi Penelitian Pendidikan*. (Jakarta : Rineka Cipta)

mastery in vocabulary. It measured students' test result after the teacher used the direct method. Thus, this research was expected to describe and to inform whether the using of Direct Method in teaching vocabulary and learning process was effective to improve students' vocabulary mastery.

B. Population and Sample

The population and sample were necessary elements to get the data for research. The population and sample of this research are :

1. Population

The population is all of the subject and object that will be researched by researcher. Gay stated that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable[30]. Moreover, Rasingers defines the population as the group of people we are generally interested[31]. Thus, the population of this research was all of the second grade students of junior high school at Diniyyah Pasia Boarding School in 2016/2017 academic year, which consist of six classes. The amount of these three classes will be showed by the table below :

[30]L.R. Gay , *Educational research*, 1990. (Singapore: Publishing Company, third edition), p. 102

[31] Rasingers, Sebastian M., *Quantitative Research in Linguistic : An Introduction*. (Great Britain : Continuum International Publishing Group, 2008) p. 4

Table 3.1 : The Total Population of the Second Grade Students in Diniyyah Boarding School in 2016/2017 period

No	Classes	Students Totality
1	2.1	22
2	2.2	16
3	2.3	20
4	2.4	28
5	2.5	24
6	2.6	19
	Total	129

Source : Administration Staff of Diniyyah Boarding School

The reason why the researcher choosen the second grade students of Diniyyah Boarding School as the population because it was easy for the researcher to access and got the data from this school due to the preliminary research that the researcher has done at this school. On the other hand, the researcher found the problems in these classes. Since the population of the research was large, the researcher needs to do sampling. Rasingers stated that if the population is large what we need then is to break down the population into smaller chunks; we need a group size we can actually realistically work with

the sample [32]. In short, after the population was chosen, the researcher choosed the sample by using sampling technique.

2. Sample

Sample is a small number of individuals that was chosen for the research. Gay stated that sampling is the process of selected a number of individual for a study in such a way that the individuals represent the larger group from wich they were selected[33]. It indicated that the sample is taken to represent the population. According to Margono, sample is a part of population as the sample which is taken by using certain ways [34]. The researcher determined the sample by using purposive sampling technique.

Moreover, Suharsimi Arikunto states that purposive sampling technique is a technique that is used by researcher if the researcher has some considarations to determine the samples[35]. As the result, the researcher choose three of six classes as the samples. The researcher choosed 2^1, 2^2 and 2^3 classes as the samples because Direct Method had been applied by the teacher in teaching vocabulary and the students were taught by the same teacher.

[32] Rasingers , Sebastian M. Quantitative Research in Linguistic : An Introduction……. P. 47
[33] L.R. Gay , *Educational research*, 1990. (Singapore: Publishing Company, third edition), p. 101
[34] Margono, *Metodologi Penelitian Pendidikan*,…. , p. 121
[35] Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta : Rineka Cipta, 2007)p.97

C. Instrumentation

Instrument is a tool used to collect data. In this research the instrument was the students' vocabulary test result that had been taugh by the teacher by using Direct Method

D. Technique of Data Collection

In this research , the researcher used test result of vocabulary that has been given by the teacher based on the theory as documentation for the instrument. Documentation is a technique of data collection by using document. According to Burhan, documentation is a technique of collecting and analyzing the documents, such as letters, diaries, souvenir, reports, etc[36]. Moreover, Arikunto stated that documentation is the data about circumstances or variable which is like notes, trancripts, books, newspaper, magazine, prasasti, meeting notes, legger, diaries, and etc[37]. The researcher took the students' test result of vocabulary by using Direct Method that had been given treatment by the teacher.

E. Technique of Data Analysis

In analyzing the data, the researcher used the descriptive quantitative analysis as below :

1. Analyze the students' score by arranging scores from the lowest to the highest.

[36] Burhan, Bungin, *Penelitian Kualitatif*, (Jakarta: Kencana Prenada Media Group, 2010) p.121-122
[37] Suharsimi, Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998) p. 236

2. Find out the interval of the data by using the following formula, as stated by Ine,

   R = (H-L) + 1

   B = 1+(3,3) log n (n: total sample).

   1 = R/B

Figure 3.2: formula of Interval

Where: I = Interval of the data

R = Highest Score – Lowest Score +1

B = 1+ 3.3 Log n (n = total sample)[38]

3. Find out the highest frequency of the data
4. Put the scores into distribution table
5. Create tha bar diagram of frequency
6. The reseacher determines the mean. The researcher used formula as follows [39]:

$$mean : x = \frac{\sum f\, x}{}$$

Figure 3.2: Formula of Mean

Where:

x = Mean

$\sum f\, x$ = The sum of midpoint

N = Number of cases

[38] Ine I. Amirman Yousda, *penelitian dan statistic pendidikan* (Jakarta : Bumi Aksara,1993), p.165
[39] Sugiyono*, Metode Penelitian kuantitatif, kualitatid dan R&D* (bandung: alfabeta , 2010),p. 149

The score of percentage was arranged into the table of rating scale. The researcher used rating scale to arrange the level of effectiveness. Thus, the researcher arranged the students' score of percentage table that was presented for each indicator. The researcher gave the interpretation of the result by using the table, which was described below:

Table 3.2 : The Data interpretation of Students' Test Result

Percentage of Rating Scale	**Rating Quality**
90% - 100%	Very Effective
72% - 89%	Effective
54% - 71%	Sufficientlty Effective
36% - 53%	Not Effective
18% - 35%	Less than Effective
0% - 17%	Not very Effective

Source :Suharsimi Arikunto

7. The researcher makes the conclusion based on the result of the percentage of the students' score and what rating quality of students' vocabulary in using direct method is. It showed whether direct method was effective or not to improve students' vocabulary.

CHAPTER IV

FINDING AND DISCUSSION

In this part, the researcher described finding and discussion about the application of using direct method and the data of students' test result.

A. Findings

This research used documentation to analyze the data which gotten in the field. The documentation was transcript score of students' vocabulary mastery that taught by using Direct Method in order to answer the question ; " Is the use of Direct Method effective to improve students' vocabulary mastery of the second grade at Diniyyah Pasia Boarding School?". The finding showed that the students' vocabulary with the score percentage 71.32 was sufficiently effective. As the result, the students' vocabulary mastery by using Direct Method was sufficiently effective.

1. Description of the Data

The data of this research were students' vocabulary scores that taught by using Direct Method. In order to measure the effectiveness of using Direct Method in improving students' vocabulary mastery at the second grade of Diniyyah pasia Boarding School, the researcher found out the mean score and interpret the effectiveness by using rating scale.

Students' vocabulary scores were gotten from 33 items of the test which were given by the teacher after implementing Direct

Method. To make it clear, the researcher put the data from the teacher into the table below:

Table 4.1 : Students' test result by applying Direct Method

No	Names	Students' Score
1	A H M	74
2	A R K	93
3	A F	33
4	A M Z	86
5	A D Y	18
6	A T K	77
7	FM F	90
8	F E	98
9	H H	92
10	K H	90
11	M. H A	87
12	M S	12

13	M AL H	32
14	M EL B	91
15	M H	77
16	M I	100
17	R M H	93
18	R H	96
19	R M S	90
20	R Y	89
21	W G	98
22	Y R	93
23	A H P	67
24	A S	89
25	D K	85
26	A R	80
27	F	77
28	F	77
29	F M	64

30	M A H	80
31	M R	62
32	M R	64
33	N M	67
34	R A S	77
35	R A	79
36	R P	76
37	T R	73
38	Z A	79
39	A R P	46
40	B S	62
41	D D S	65
42	E PI	60
43	F M R	53
44	F I	57
45	F S A	48
46	F I P	40

47	H EL K	53
48	H F	65
49	I Q	42
50	M. A G	51
51	M D F	74
52	M R S	65
53	M A R	92
54	M F	39
55	N A	48
56	R A.Y	61
57	R FI P S	68
58	V A	64

Source: English teacher

The table above showed that the students' vocabulary score after using Direct Method at the second grade of Diniyyah pasia Boarding School at the academic year 2016-2017. The researcher obtained the students' score from the teacher. The score had been calculated by teacher. The table showed that the scores of 58 students was various that the highest score was found 100 and the lowest score was 12.

2. **Analysis of Data**

The researcher collected the data of students' test result after the students learnt vocabulary. Then, the researcher identified the students' vocabulary mastery scores by arranging the scores from the lowest to the highest as bellow:

Table 4.2 Tally of students' test scores

score	Tally	Frequency	score	Tally	Frequency
12	I	**1**	**73**	I	**1**
18	I	**1**	**74**	II	**2**
32	I	**1**	**76**	I	**1**
33	I	**1**	**77**	IIIII	**5**
39	I	**1**	**79**	II	**2**
40	I	**1**	**80**	II	**2**
42	I	**1**	**85**	I	**1**
46	`I	**1**	**86**	I	**1**
48	II	**2**	**87**	I	**1**
51	I	**1**	**89**	II	**2**
53	II	**2**	**90**	III	**3**
57	I	**1**	**91**	I	**1**

60	I	**1**	**92**	II	**2**
61	I	**1**	**93**	III	**3**
62	II	**2**	**96**	I	**1**
64	III	**3**	**100**	II	**2**
65	III	**3**			
67	II	**2**			
68	I	**1**			

Source: The teacher of English Lesson

The table above showed the score of the test ranging from the lowest to the highest score. It calculated to find range, B, and interval by using the formula bellow:

I = R/B

n = 58

R = (H - L) + 1

= (100 - 12) + 1

= 89

B = 1+ (3.3) Log n

= 1 + (3.3) log 58

= 1 + (3.3) 1.76

= 1 + 5.81

= 7

I = R/B

=89/7

= 13

So, range (R) of the data is 89, amount of class (B) is 7, and interval (I) is 13. Then, it was put into the distribution frequency table as follow:

Table 4.3 : Distribution Table of the Students' Vocabulary Score

Score	F	X	Fx
90 – 102	13	96	1248
77 – 89	14	83	1162
64 – 76	13	70	910
51 – 63	8	57	456
38 – 50	6	44	264
25 – 37	2	31	62
12 – 24	2	17,5	35
Total	58		∑fx = 4137

Based on the table distribution above, the table showed the students' range score, totality and how to determine the mean. The researcher found the mean (X) of the students' vocabulary score as follow;

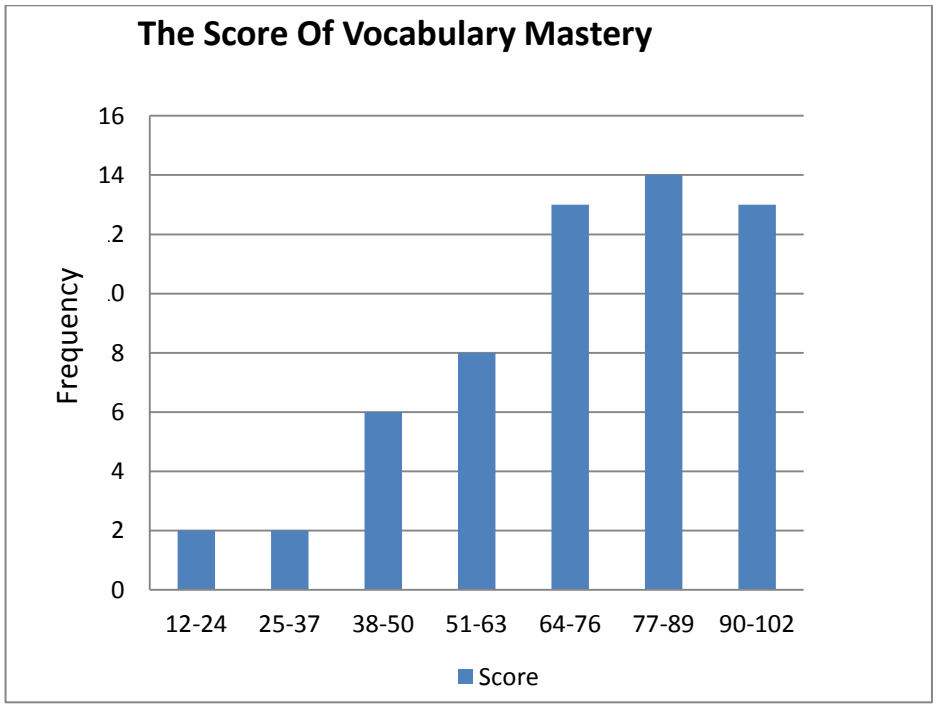
mean : $x = \frac{\sum f\, x}{n}$

$$= \frac{4137}{58}$$

$$= 71{,}32$$

So, mean score from the calculated above was 71.32. Mean score is the average score of the students' score. The students' score in vocabulary was showed in the diagram below:

Figure 4.1 The Bar Diagram of The Students' Vocabulary Score



The bar diagram showed that 13 students got the score between 90 – 102, 14 students got the score between 77 – 89, 13 students got the score between 64 – 76, 8 students got the score between 51 – 63, 6 students got the score between 38 – 50, 2 students got the score between 25 – 37, 2 students got the score between 12 – 24 as the lowest score. The scores

were obtained from students' vocabulary score that taught by using Direct Method. It is found that the highest score was obtained by 13 students.

Then, the result of the students' mean score of percentage in vocabulary was arranged into the table of rating scale. Thus, the researcher used rating scale to find the level of effectiveness. The researcher gave interpretation of result by using table bellow :

Table 4.4 : The Interpretation of Students' Vocabulary Score

Rating Scale	**Mean Score**	**Rating Quality**
90% -100%		**Very Effective**
72% - 89%		**Effective**
54% - 71%	**71.32**	**Sufficiently Effective**
36% - 53%		**Less Effective**
18% - 35%		**Not Effective**
0% - 17%		**Not Very Effective**

Source: Suharsimi Arikunto

The interpretation table showed that the percentage of the students mean score was 71.32. The scores were obtained from the students' vocabulary by using Direct Method. The finding showed that the students' vocabulary with the score percentage 71.32% was sufficiently effective.

As the result , the students' vocabulary mastery by using Direct Method was sufficiently effective.

B. Discussion

Based on the description and analysis of the students' vocabulary score data above, the researcher found that the using of Direct Method in improving students' vocabulary mastery was sufficiently effective at the second grade of Diniyyah pasia boarding school. It showed from the mean scores of students' vocabulary scores. The mean score was 71.32 in range 54-71 %. Based on the table of interpretation, it indicated that using of Direct Method in improving students' vocabulary mastery is sufficiently effective.

After the researcher counted the scores of the students, it found that the highest score is 100 and the lowest score was 12. Based on the diagram of score distribution, it was known that 13 students got the score between 90 – 102, 14 students, got the score between 77 – 89, 13 students got the score between 64 – 76, 8 students got the score between 51 – 63, 6 students got the score between 38 – 50, 2 students got the score between 25 – 37. The last, 2 students got the score between 12 – 24.

Based on the description above, the researcher summarized that the using of Direct Method sufficiently effective in teaching vocabulary because by using Direct Method the students more interest and easy to understand. They not only can touch, feel and see what they have learnt

but also they had real experience with real things. Thus, the students should be active in developing vocabulary because they not depend on their teacher but they learnt new vocabulary with their experience in learning. Larsen stated that the Direct Method has one very basic rule that is no translation is allowed. In fact, the Direct Method receives from the fact that meaning is to be conveyed directly with the target language through the use of demonstration and visual aids, with no resource to the students' native language. In addition, Direct Method was effective method to build background knowledge and vocabulary.

Finally, the theories has supported the finding. It was implied in the finding that using of Direct Method was sufficiently effective in improving students' vocabulary mastery. Direct Method as used by the teacher in English learning process can be considered as an effective media in improving students' vocabulary mastery. In addition, the English teachers expected to be able to create innovation of effective teaching method, to increase students' interest in vocabulary

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and the discussion, the researcher concluded that the use of Direct Method in teaching vocabulary to the second grade students of Diniyyah Boarding School was sufficiently effective. The mean score of the test obtained was 71.32 % and it categorized into sufficiently effective, according to Arikunto.

B. Suggestion

Based on the finding above, it had been proved that the use of Direct Method was sufficiently effective in improving students' vocabulary mastery at the second grade of Diniyyah pasia Boarding School . As could be seen on the result of the research, the researcher would like to propose some suggestions as follows:

1. It is expected that the English teachers can consider using Direct Method in improving students' vocabulary mastery in English learning process.
2. It is expected that who have more time to practice their vocabulary used this method not only with the teacher but also could be done with their friend.
3. Since the research is only a beginning research, further research is expected to be done to see other findings that have not been covered by this researc