



**THE EFFECT OF DIRECT METHOD ON THE STUDENT'S IN LEARNING  
VOCABULARY AT SMAS ISLAM NUR IHSAN TEMBUNG**

**A SKRIPSI**

*Submitted to the Faculty of Tarbiyah and Teachers Training UIN-SU Medan As a Partial  
Fulfillment of the Requirements for S-1 Program*

*By:*

**PUPUT ROSALIANA**

**34.15.4.154**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAINING  
STATE ISLAMIC UNIVERSITY OF  
NORTH SUMATRA  
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**31 Agustus 2020 M**  
**12 Muharram 1442 H**

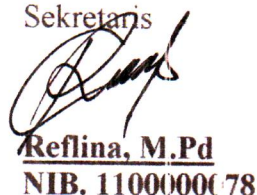
dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil dari karya saya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

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Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **Puput Rosaliana** yang berjudul : **The Effect of Direct Method on The Student's in Learning Vocabulary at SMAS Islam Nur Ihsan Tembung** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian surat ini kami sampaikan, atas perhatian saudaraku kami ucapkan terima kasih.

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## **Abstract**

**Puput Rosaliana : The Effect of Direct Method on The Student's in Learning Vocabulary at SMAS Islam Nur Ihsan Tembung**

**Keywords : Direct and Vocabulary Mastery**

The objective of this research was to get empirical evidence about the effect of conversation class program on the student's Vocabulary mastery and to identify the student's achievement in learning vocabulary through Comparative Adjective method. This research used quantitative method. The sample of this research was the first grade students of SMAS Islam Nur Ihsan, with the total number 25 students from each class. The research conducted in two different classes with comparative adjective 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 vocabulary by using comparative adjective was more effective than using conversation method. Comparative adjective has served a positive influence. So, it can be conclude that comparative adjective method has positive effect to the first grade students of SMAS Nur Ihsan in teaching vocabulary mastery.

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent, the merciful.

Praise be to Allah, the cherisher and Sustainer of the world, who has given the writer many things such as chance to learn, strength, motivation, and guidance for the writer, therefore this paper can be finished thoroughly. Peace and blessing be upon to Prophet Muhammad SAW, his families, his relatives, and all followers.

This thesis is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera (UIN SU).

In finding the research, I have encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. I realized that without much help from numerous people, this thesis wouldn't finish effectively. That's why obviously I would like to thanks to the following people:

1. Especially for most people and especially in my heart, namely my beloved Father Mansur and my lovely mother Sutria Rosmaidha, who has given birth, nurtured, raised, educated, encouraged and sent writers to college to completion, who always give love so great, prayer and blessing, hard work and sacrifice tirelessly and exhausted to meet the needs of the writer, so that this small work of the writer made it as an offering and to be the pride of both. Unhappily, both of them might not reach the educational journey until the Bachelor's degree.

2. My Beloved sister Amalia Rosintan S.E, who always give faithful, motivation and time to help me. I love you so much.
3. Prof. Dr. H. Syahrin Harahap, M. Ag as the rector of State Islamic University of North Sumatera ( UIN-SU).
4. Dr. H. Amiruddin Siahaan, M.Pd as a Dean of Faculty of Tarbiyah and Teachers' Training State of Islamic University of North Sumatera and all of the administration staff.
5. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as head master of English Department for the facilities that given to me during the completion this thesis, and who always give me a motivation.
6. Miss Reflina, M.Pd as secretary of the English education department who has provided advice and direction in carrying out the lecture process .
7. Dr. Abdillah, M.Pd as Thesis Advisor Lecturer (PS I) and Drs. H. A Ramadhan, M.A as Thesis Advisor (PS II) who have provided guidance and direction, and have spent time for writers, so that the thesis this can be resolved.
8. For all of lecturers in Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera, especially in English Department.
9. Sarmin S. PdI as Head of SMAS Islam Nur Ihsan and Teachers who have provided data and information assistance in research in this thesis.
10. My beloved students of SMAS ISLAM NUR IHSAN who helped me as the participants
11. Friends of English Language Education, especially for my friend Ilham Sinaga S.Pd, Tukma Putri anti S.Pd, Henidar Rambe S.Pd, Regita Yuliska S.Pd, Imas Fitriani S.Pd who at the beginning of the lecture until now are loyal to be friends who are always entertaining when we both feel fatigue in fighting, hopefully until whenever our



communication remains intertwined, there is no forgetting each other, may our 4-years struggle bring blessings in the world and in the hereafter.

12. My Beloved Second family Eka Sagita S.Pd and Dyafitri Zukhrufy S.Pd. friends always care me, who always give me attention, friends of sharing, thanks for the first semester until now we always can together. I can not say anything they are my souls. I Love them so much.

13. My Dear Friends Zuhijjah Damaiyanti Harahap S.Pd and Khairunnisa Dalimunthe S.Pd my best friends forever, who always care about me.

14. My beloved aunty and nephew : Amanah Nurhasanah Am.keb and Briptu Syafrida Dedek Nurwinda, Rahmadi, Apri Andrianto who always ask and motivate about my thesis.

Finally, the writer realizes that this paper is far from being perfect and to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will has some values for the writer and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Medan, 30 Juli 2020

Puput Rosaliana

34.15.4.154

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The English word and its meaning, one must know also how words work together in English sentences. That is, teach vocabulary is not only to give meaning to a word but also teaches the workings of a word in a sentence, because many words that have double meanings. In this case the grammar should be taught along with the vocabulary of the language learners to avoid many problems in learning English. Media can improve students' vocabulary because the media is anything that the sender used to provide information or interesting thoughts, feelings, and interests of students in learning vocabulary.<sup>1</sup>

The learning process should be varied to motivate students and make them feel that English is not difficult but fun to learn. There are many ways to get them interested in learning English. It is not attractive to students when a teacher asked them to memorize English vocabulary in a way that is not fair.

The use of English as much as possible in the classroom will emphasize to students that learning English is very different from other subjects in school. This will help keep the atmosphere good English, and will also help students focus on learning and using the language. In addition, if the teacher gives them instructions, ask questions, and make comments in English, students must listen carefully to what the teacher said all the time. This will make them think in English because we only use the language well when we think in that language. This means Direct

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<sup>1</sup> Rina lestiyaningsih, (2017), *The effectiveness of using video for teaching procedure text writing*. p.24



Methods suitable to help maintain good English language skills in the classroom and help students focus on learning and using the language.

Direct method is a method of teaching language for communication purposes, where teachers avoid using the student's mother tongue, and only use the target language. So that means no translation is allowed. Teachers will use the target language as simple as possible. She also gave some tricks to attract students from being bored in learning English by using this method. To avoid incorrect understanding of the information provided, the teachers also use several ways gestures, pictures, and graphics. In other words, the direct method is considered effective in teaching spoken English. Therefore, in this thesis, the researchers wanted to identify the use of the direct method in teaching vocabulary to determine the effect on teaching vocabulary in language courses.

In the Direct Method, the original language should not be used in the classroom due to associate meaning and target language directly, when the teacher introduces the word or phrase in a new target, he pointed out its meaning through the use of realia, pictures, or pantomime; he never translate into the native language of the student. Therefore, the vocabulary acquired more natural than memorizing a list of words.

Teachers have tried several methods, strategies and techniques in teaching English so that students easily understand the language applied in their lives. One way of teaching English is to use a strategy that can not be separated apart in education. Strategy refers to a plan of action designed to achieve a goal. Based on the above reasons that researchers are offering the solution is to implement a direct method in teaching vocabulary, using this method students will find it

easier to get new ideas without thinking about grammar. Teachers will use some images that tell a story or describe someone, something or somewhere using direct methods. It will guide students to explore and generate ideas for communication.

Based on the above, it is necessary for anyone who is involved in the teaching of English to know the techniques easier method, which can increase the motivation of students to increase their vocabulary.

So from the above description the author chose this research is a direct method which means interact or communicate with others, and teachers should not use images, gestures, or by using the target language in a word that is familiar to the students in his explanation.

By using this method, the teacher does not need to be translated into any foreign word. Because of the direct method for students to be more active and creative in developing vocabulary, because students are not dependent on the teacher, and will increase his thoughts.

## **B. Identifications of the Study**

From the author's experience in the moment of observation. Identify the problem in this study include:

- 1) Most students find it difficult to memorize and communicate in vocabulary
- 2) Most of the students often don't know the pronounce the words well.

## **C. Limitations of the Study**

The researcher will be focus on the impact or effect in direct method for students ability in learning vocabulary.

#### **D. Formulation of the Study**

The formulations in this study of this research identified as follows. Is there any effect of using direct method towards students vocabulary?

#### **E. Objectives of the Study**

Based on the description above, the aims of this study are:

- 1) To describe the implementation of direct method in English learning at SMAS ISLAM NUR IHSAN TEMBUNG
- 2) To describe there is the effect or not in used direct method in learning English especially in vocabulary.

#### **F. Significances of the Study**

Researchers hope the study of comparative studies and the effect of using this method produces several benefits, namely:

##### **1. Practically**

Identify the current school level, and figure out the best method between the direct method and with no direct methods to improve students' skills in vocabulary.

##### **a. For all of the researchers**

The important thing that should be known by the teachers is to understand more about the direct method and also to enhance the students' ability to master the vocabulary by using direct methods.

##### **b. For all of the teachers**

Some things you need to know as a teacher is recommending teachers to pick and choose the appropriate method to improve students' skills in



vocabulary. And also the teachers know the importance of using a different method, a direct method to improve students' vocabulary skills.

c. For all of the students

In this section, all students should be aware that this method can motivate students to be more active in learning vocabulary, and also motivated to learn English.

**2. Theoretically**

Results from this study is expected to add some language teaching particular concepts and vocabulary teaching concept as a reference or resource for other researchers who want to study this problem more intensively.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Vocabulary**

There are many definitions of vocabulary expressed by some experts. It's important for one to know what it was before discussing vocabulary vocabulary. The vocabulary in large amounts is very important for foreign language learners. Without the hang of it, of course, foreign language learners would have difficulty in developing the four language skills.

One of the important things in English is vocabulary. With the students' vocabulary more easily understood in English learning process such as writing, reading, listening, speaking. Students need a lot of words to improve their vocabulary, to begin to learn the small things in daily activities. Sample know the words already known. Students must have the ability to use strategies other people to create new words to the vocabulary they know, from this strategy students much easier to communicate well. Because without a strategy, students feel difficulties in the learning process. Therefore, students become lazy and do not know what to do.

Good language for effective communication vocabulary, mastering many words that will make students become better writers, speakers, listeners, and readers. Research has shown that students with a strong vocabulary, and students who want to improve vocabulary is limited, they do better in school. And a study found that a good vocabulary more than other factors, it is

common for people who like it. caregivers successful.

We can conclude that the vocabulary is very important. Vocabulary, more than just grammar, is the key to understand what they hear and read in school and to successfully communicate with others. Although their structure is low, but if they master the vocabulary, will make them better in their English skills. Thus, students will extensive knowledge, they can master various sciences. We can know that a lot of foreign language reference needs to know its meaning, so that students can know the progress of science and information both at home and abroad with reading.

In Quran also, it has written that vocabulary is very important, for example Allah SWT has given us ability to do whatever and everything even to communicate especially for developing vocabulary, He says that word in holy al-Quran in surah Al-Baqarah 31-33 verse.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾ قَالُوا سُبْحَنَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾ قَالَ يَقَادُمُ أَنْبِئُهُمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَغْلَمُ غَيْبَ السَّمَوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ ﴿٣٣﴾

*Meaning: "And He taught Adam all the names, then showed them to the angels, saying: tell me the names of these, if ye (31). They said: Glorified! We do not have the knowledge to save what You have taught us. Lo! You, only you*

*know, wise (32). He said: o Adam! let them know about their names, and when he told them about their names, He said: Did not I tell you that I know the secrets of heaven and earth, "and I know what ye reveal and what ye conceal (33)."*<sup>2</sup>

For the above description, explained Allah Ta'ala told - to show qudrat, science and wisdom that requires us to worship only him that he taught Adam the names of all existing (object) in the earth, then he elevated revealed the same things to the angels, saying: "Mention I name these things if you're right!" in your indictment as being the most noble and the most knowledgeable, but they can not prove it and announce their recognition, saying: "The Holy One, none of which we know in addition to what you have taught us". Then Allah Almighty said to Adam: "tell them the names of these things". Then he told them and to name them one by one even the smallest tray (not to be missed). Here the glory of Adam appeared above them, so that they denounced Rabb with His words: "Did not I tell you that I really know the secrets of heaven and earth and knows what you have endured and what you hide." It can be concluded that the vocabulary can be used by all people like fields, class, profession and certainly useful for all parties to improve the quality of the vocabulary they have.

Learning vocabulary is very important, this statement is supported by Hadits our prophet Muhammad (peace be upon him).<sup>3</sup>

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<sup>2</sup> M. QuraishShihab, *Tafsir Al-Misbah*, (Jakarta :LenteraHati, 2002), p. 147.

<sup>3</sup> Abul Jauzaa. 2011. *Salaf Antara Mencatat dan Tak Mencatat Ilmu*. (<http://abul-jauzaa.blogspot.co.id/2011/10/salaf-antara-mencatat-dan-tak-mencatat.html?m=1>) Accessed on August 31<sup>st</sup> 2020, 17.21 pm

نَا فَاكْتُبْهُ وَلَوْ فِي ثَنَاءٍ وَكِيعٍ، عَنْ أَبِي كِيرَانَ، قَالَ: سَمِعْتُ الشَّعْبِيَّ،  
قَالَ: " إِذَا سَمِعْتَ شَيْئًا خَائِطٍ "

The meaning: Have told us Wakii, from Abu Kiiran, he said: I heard Asy-Sya'biy said:

“When you hear something (knowledge), record or write it even though in the walls”. [Narrated from Abu Khaitsamah in Al-‘Ilmu number.146; shahih].

Based on the Hadits above explained that learning vocabulary and then we write it down is so important for us as a human because humans are the creatures that are easy to forget. So we must be spirit of remembering or memorizing what we have learned, either by rote or by writing. If we were not eager to repeat the lessons that we have got, the science has achieved could be lost in vain or we will forget it.

According to Al- Qur'an<sup>4</sup>, learning vocabulary and then we write it down also an important skill that should be learned and there is verse that states the existence of writing that be stated in Al-Qur'an that is surah Al-Alaq:4-5 :

الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

The meaning : *who taught by the pen (writing). Who taught man what he did not know.*<sup>5</sup>

<sup>4</sup> Latief Awaluddin, (2010), *Al-Qur'an dan Terjemahan untuk Wanita*, Jakarta: WALI, p. 597

<sup>5</sup>M.A.S. Abdel Haleem, (2004), *The Quran*, United States: Oxford University Press, p. 428

From the verse above, it can be concluded that we should study to get knowledge Qolam in this verse means as a pen which is used to write the knowledge included vocabulary. Pen is not a creature. But by pen, people can write many things that get add people knowledge and information.. It means that everyone who write, will make the process of thinking to create ideas in writing to understand its meaning and purpose.

### **3. Type of Vocabulary**

For there are two kinds of vocabulary vocabulary means that both types are important for use in the vocabulary, because it helps students to memorize words and knowing how to pronounce the word, how to write and spell.

Active Vocabulary (productive) use in speech or writing and consists of the words that come to mind someone as soon as he had to make oral or written sentence. On the other hand, passive vocabulary (receptive) already known but not used by someone. People understand when heard or read. Several groups of passive vocabulary, usually greater than in the active vocabulary. Obviously, both of them together.

Which of the above statements, we can conclude that this type of vocabulary can be divided into two categories: active vocabulary and passive vocabulary, and from other experts there are four groups that function words, vocabulary, word contents.

### **4. The problems of vocabulary**

There are some issues or components of vocabulary in the language of reason, first, because of the different vocabulary gives a very different returns to



learning, which means it is very important to ensure that learners have good control over the high-frequency words of the language. Second, the opportunity to learn the vocabulary and vocabulary learning quality can be greatly enhanced through careful design both vocabulary and other skills activities. That is, students do not rely on teachers, because with this lesson the students will be active.

Many of the problems that initially lacking motivation vocabulary to memorize vocabulary, because according to them memorize is the most boring thing. Therefore the role of the teacher is very important to resolve the problem so that students can increase the desire to memorize. At least teachers provide targeted vocabulary every day. Second, the lack of understanding of the importance of the vocabulary. So it's worth before learning the teacher gives stories that build students' vocabulary memorization spirit. Before starting the lesson students memorize vocabulary by pointing system. so students feel that memorizing vocabulary is his responsibility. Third, the lack of confidence in its expression. Nowadays we know that bullying often happens so that students feel inferior to his ability. The teacher's role here is to make students feel happy and excited. We know that the importance of vocabulary is understood four English skills of reading, speaking, listening, writing. fourth, pronunciation, we can see that students find it difficult when they want to sound out words, because words are potentially difficult usually contain sounds unusual for some groups of students. Fifth, Spelling, most students when they want to say many obstacles, one of which is the spell. So that students' difficulties to spell vocabulary. Example: muscles, headaches, etc.

So that there is some difficulty in learning vocabulary, especially in the

vocabulary itself. Usually the trouble to learn the vocabulary can not be separated from the spelling, pronunciation, context, etc. So, to learn the vocabulary also needed the ability to master several factors which the difficulty in learning the vocabulary itself.

## **2. Direct Method**

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

Direct method should be associated with the target language directly. The aim is to provide language learners with practical communication method is useful to know immediately you just used by many teachers. That is, this method is very important to teach or apply the vocabulary, and useful to improve the ability of students in the learning process.

To understand the communication, it is worth mentioning something. This means that here the teacher can use this method to apply in the classroom how to make it easier in the vocabulary.

So here the students easily understand the lesson, and students can communicate well. This means that this method makes creative teachers to share their knowledge to their students, because this method does not translate word for word.

From the above theory, the study concluded that the Direct Method is a method used in teaching languages by using the target language without translation into the mother tongue. Teachers can demonstrate a word using real objects such as images, gestures, or pantomime.

### **b. Characteristics of Direct Method**

There are some characteristics of learning vocabulary through direct method are:

- 1) Classroom instruction is conducted exclusively in the target language. It means that the teacher introduce a new target language word or phrase.
- 2) Only everyday vocabulary and sentences are taught.
- 3) students speak the target language graet deal and communicate as if they were in real situation.
- 4) Grammar is taught inductively, it means 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.
- 5) Students practice vocabulary by using new words in complete sentences.
- 6) In this method, there is direct bond of target language. Student thinks into target language and express into target language.
- 7) Unit of teaching is sentence. Teacher performs such activities which tell the meaning of the sentence in the context. Teacher performs an action related to the sentence which show meaning of the sentence.
- 8) Direct method is full activities. The teacher shows object or performs the action to clear his concept.
- 9) Direct method is interesting and natural for learners.
- 10) Teacher shows the meaning of the sentence with help of gestures, postures and action. It enable student to establish direct method between words and expression.

The role of language teaching in the direct method is the purpose of the material which makes the class will become active and meaningful, for example by providing materials that can help students to communicate in classroom activities. material derived from the real world, the goal is to convey a better understanding and communication. Images and other props are very important, because it enables students to improve vocabulary easily. Recommended materials are brochures, advertisements, and book with the appropriate level for students.

### **c. Regular Concept of Direct Method**

Reactions to the grammar-based approach and a subsequent call to use the more traditional way to learn another language comes from various sources and in different ways with different labels. Approaches that are called natural, psychological, phonetics, new, reform, direct, analytical, clone, and so forth. The equation they have is that they refer to the traditional ways of doing the learning is based on the use of language in communicative situations usually without the help of the native language.

The first trend to establish itself with the name is a natural method. Twelve committee report in 1901 from the Modern Language Association describes it as follows:

- In the extreme form of this method consists of a series of monologues by teachers interspersed with question and answer exchange between teachers and students. With the help of this movement, by listening attentively, and with much repetition, students begin to associate certain actions and objects with a specific sound combinations and finally reached the point of

reproducing foreign words from the phrase. Study grammar reserved for the next period.

- Series method advocated by Francois Gouin is probably the most well-known technique used by the expert psychological methodology. The technique is simple: it consists of a series of related activities associated with a particular activity.
- Phonetic method is also included in this group because of its emphasis on oral expression. The students were first drilled in discrimination and sound production of new languages using idiomatic phrases short and liberal use of phonetic symbols.

Direct methods are also very popular in certain circles in the United States in the early 20th century. This, with slight modifications, the method favored by academics and outstanding schools whose main purpose is to train people in skills in other languages. The immediate method is to learn the language in a relevant environment. This method has one basic rule, that the translation is not allowed. Meaning of the name "Direct Methods" comes from the fact that the meaning conveyed directly into the second language through demonstrations and visual aids. Some of the advantages and disadvantages in using the direct method, as follows:

1. The Principles of the Direct Method are as follows:

- Classroom was conducted exclusively in the target language.
- Only everyday vocabulary and sentences were taught.

- Oral communication skills were build up in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class
- Grammar was taught inductively
- New teaching points were introduced orally
- Concrete vocabulary was taught demonstration, objects, and pictures, whereas abstract vocabulary was taught by association of ideas
- Both speech and listening comprehension were taught, and
- Correct pronunciation and grammar were emphasizes

The main purpose of the direct method is the mastery of a foreign language orally so that learners are able to communicate in English. The disadvantage of the direct method is:

- This method has principles, probably can used by privates schools which have few the lessons. But, this method can't be used by state schools which have more the lessons
- This method require teacher which can speak fluently like native speaker.

## **B. Related Study**

Studies related to this observation is that, first, "the study related to the research conducted by Ratna Dewi Pohan (UIN SU2011) entitled" Comparison Project and Clustering Methods on Student Writing Ability paragraph Descriptive MAS-Taufiqurrahman Ponpes At North. LabuhanBatu. The population in this study is the first year students MAS Ponpes At-Taufiqurrahman North Labuhan Batu, amounting to 112 students. So the study sample totaled 52 students. Data



collection was conducted through interviews and tests. In analyzing the data the authors use the t-test formula ". Second, "This research relates to research conducted by Fandi Ahmad titled" The Effect of Direct Methods Vocabulary Students Against Mastery "in Class I high school. TrigunaUtama, Ir. H. Juanda, South Tangerang. This study uses a quantitative method. Samples were high school students in grade I TrigunaUtama. With the number of students in each 20 people.

This study was conducted experiments in two different classes with Direct Methods used in the experimental class and other techniques used in the control class. Data collected through the pre-test and post-test of the two classes. The results showed that teaching vocabulary by using Direct method is more effective than using the Grammar Translation Method ".

### **C. Conceptual Framework**

Based on a review of relevant studies, the conceptual framework in this observation is the direct method and the best method of learning vocabulary because this method is used by beginners in learning the language. This method is used to meet the language learning with the conventional method or the method used by the teacher. In addition, more and more people from different European countries to establish communication among themselves because they feel the urgent need to master the language can be active and productive in the lingua franca. Direct methods used by teachers to present material foreign language lessons where the teacher directly in a foreign language as the language of instruction, and without the use of language students, in teaching.

#### **D. Hypothesis**

Based on the theoretical above and the conceptual framework, the researcher make conclusion to do the hypothesis. The research formulates the hypothesis are below:

1. Null Hypothesis ( $H_0$ ): there is no positive effect of achievement between teaching using Direct Method and teaching using without Direct Method.
2. Alternative Hypothesis ( $H_a$ ): there is a positive effect of comparative achievement between teaching using Direct Method and teaching using without Direct Method.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Objective of the Research

The purpose of this study was to determine whether there is a positive influence between learning achievement and the direct method of learning without the direct method in SMAs Nur Ihsan Islam which is located on Jl. Together with No. 83A Medan Bandar Congratulations, district Tembung Medan North Sumatra.

#### B. Research Method

In carrying out this study, researchers used a descriptive method in which data collected during the study described and analyzed as Winarno (1982) says that the descriptive method not only to the data collection, but also including the interpretation of the meaning of data analysis.

The experimental research is used to observe the effect of the direct method in the class to teaching vocabulary. This research was conducted in front of a study group. Subjects examined fifty students were divided into two groups. Twenty-five students in the experimental group and twenty-five other students in the control group. The experimental group was given preferential treatment (direct method) in which a control group treated with conventional methods.

**Table B.1**

**Research Method**

Group	Treatment		
Experimental	Pre Test	Using Direct Method	Post Test
Control	Post Test	Using Conventional (as usual)	Post Test

### **C. Technique of Study**

Hence are some techniques that using in this study to apply the direct method and also supporting to complete this research:

1. Library research, was the first technique for the researcher to get the information about the research.
2. Classroom observation, the researcher made a classroom observation before conducting the research and will teach the second year students in using the direct method.

### **D. Description of Population**

The study population was fifty first-year students Nur Ihsan Islam SMAs Deli Serdang enrolled in two classes. Twenty-five students to the experimental group and twenty-five students for the control group. For a quasi-experimental design was no randomization of the population to be applied to the experimental and control groups, equity groups is not possible. Both classes of either the experimental group or the control group carried out in the morning.

### **E. Instrument of the study**

This is a research instrument vocabulary test consisting of 40 (forty) matter. The test is multiple choice which consisted of 20 items. Test material taken from textbooks of English students. Instrument tests given to the experimental group and the control group will be the same.

## **F. The Procedure of The Study**

The collection of data is important in this study can be defined. Data was collected by twice that pre-test and post-test was used:

### **1. Pre-test**

Experimental and control groups granted preliminary tests before the treatment. The pre-test was conducted to determine: 1) the homogeneity of the sample, 2) the average score of each group.

### **2. Post-test**

Post-test was given after treatment. It is intended to determine the difference in average scores of both experimental and control groups.

## **G. Technique in Analyzing Data**

In analyzing the data, researchers used a statistical calculation t-test to determine differences in achievement scores of students in learning vocabulary direct method compared with conventional methods. Data processing is a stage to know the results of the experimental class using the Direct Method as variables X and class control with conventional methods as a variable Y and the difference..

Researchers used a comparative technique. Comparative technique is the analytical techniques to evaluate hypotheses about the difference between two variables tested statically.

In the comparative technique, variable compared to determine whether the difference is significant or not. The author uses t-test formula adapted from Sri Wahyuna Before using t-test formula: The author has been looking for some

following formula.:<sup>6</sup>

1. Mean of sample 1 (experimental group)

$$M1 = \frac{\Sigma X1}{n1}$$

2. Mean of sample 2 (control group)

$$M2 = \frac{\Sigma X2}{n2}$$

3. Standard deviation of sample 1 (experimental group)

$$SD_1 = \sqrt{\frac{\Sigma x_1^2}{n^1}}$$

4. Standard deviation<sup>7</sup> of sample 2 (control group)

$$SD_2 = \sqrt{\frac{\Sigma x_2^2}{n^2}}$$

5. T-test Formula

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

Note:

t = score of computation

MD = average difference between pre-test and post test

$\Sigma D^2$  = different scores squared, then summed

$(\Sigma D)^2$  = difference scores summed then squared

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<sup>6</sup>Sri Wahyuna, *Statistik Pendidikan* (Medan: University Islamic Studies, 2016), p. 82-83



N = subject of sample

d.b = decided by N-1

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This research was aimed to improve students' vocabulary skill through using direct method. The study was held according to the steps that had been prepared before. The researchers focused on using the direct method to improve students' vocabulary. This chapter provides the research process.

#### **A. Data in Research**

The research was started by recognizing the problems in the classroom. The researcher began to observe the teaching and learning process in the classroom to know their vocabulary skill problems. To strengthen the findings, the researcher held interviews to both the students and the teacher as well. Generally, it was found that their vocabulary was still low. Their vocabulary competence did not actually meet the expectation yet. Actually, their problems were common ones are, vocabulary, grammar, pronunciation and motivation. In this chapter, the researcher served the data in experimental class and control class.

##### **1. Data of Experimental Class**

From the data that had gotten from experimental class, the result of pre-test and post test indicated in experimental group, it can be knowing that the lowest score for pre test is 40 and the higher scores is 80, while the lowest scores for the post test is 60 and the highest score is 100.

**Table 4.1****Pre Test and Post Test Scores in Experimental Group**

<b>No.</b>	<b>Initial Name</b>	<b>Score</b>		
		<b>Pre Test</b>	<b>Post Test</b>	<b>Guidance</b>
1	AH	60	80	20
2	AL	65	80	15
3	AM	65	85	20
4	AR	70	80	10
5	AY	75	85	10
6	DA	60	80	20
7	DFS	65	80	15
8	FH	60	85	25
9	HN	60	90	30
10	IH	65	95	30
11	IM	65	75	10
12	IS	70	80	10
13	KN	60	80	20
14	MFP	65	85	20
15	MI	70	75	5
16	MIS	50	90	40
17	MR	60	80	20
18	MSW	55	75	20
19	NN	60	85	25

20	NR	65	80	15
21	NS	70	75	5
22	PA	50	80	30
23	PP	60	80	20
24	RDL	55	90	35
25	RRA	75	95	20

## 2. The Data of Pre-test Scores of the Experimental Class

From the result of the pretest, it indicated that the result was not satisfying. After the researcher conducted interviews, observations, and pretest, she and the teacher as well collaboratively discussed advanced to find the solution of the problems. The researcher had accounted and calculated the data in Microsoft Excel 2013 manually. The statistical data can be seen in table 4.2 while the complete data analysis in Appendix.

In accounting mean ( $\bar{x}$ ):

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{1575}{25}$$

$$\bar{x} = 63$$

In accounting standard deviation (SD) and varians:

$$SD = \sqrt{\frac{\sum x^2}{n^2}}$$

$$= \sqrt{\frac{25.100275 - 2480625}{25.24}}$$

$$= \sqrt{\frac{2506875 - 2480625}{600}}$$

$$= \sqrt{\frac{26250}{600}}$$

$$= \sqrt{43.75}$$

$$S = \sqrt{43.75}$$

$$= 6.61$$

**Table 4.2**

**Pre Test Analyzes in Descriptive**

	N	Mean	Std. Deviation	Min Score	Max Score
<b>Pre Test</b>	25	63	6.61	50	75

**a) The Data of Post-Test Scores of the Experimental Class**

The researcher used statistical method to analyze the data. The researcher had calculated and accounted the data by using Microsoft Excel 2013 manually. The statistical data can be seen in table 4.3.

For accounting mean ( $\bar{x}$ ):

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{2065}{25}$$

$$\bar{x} = 82.6$$

For accounting standard deviation (SD) and variants:

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum x^2}{n^2}} \\
 &= \sqrt{\frac{25.171375 - 4264225}{25.24}} \\
 &= \sqrt{\frac{4284375 - 4264225}{600}} \\
 &= \sqrt{\frac{20150}{600}} \\
 &= \sqrt{33.58} \\
 S &= \sqrt{33.58} \\
 &= 5.79
 \end{aligned}$$

**Table 4.3**

**Post Test Score in Analyzing Descriptive**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Min Score</b>	<b>Max Score</b>
<b>Post Test</b>	25	82.6	5.79	75	95

**b) The Comparison of Pre Test and Post Test**

The researcher obtained the result of the students' score in experimental for pre test and post test data. The researcher held field researcher observes the teaching – learning process – and the writer got the data from pre test and post test. The researcher had accounted and calculated by using Microsoft Excel 2013



manually. Here the comparison between both scores are presented in table. 4.4

**Table 4.4.**

**Pre Test and Post Test in Experimental Class**

<b>Data</b>	<b>Pre Test</b>	<b>Post Test</b>
Number of Cases	25	25
Mean	63	82.6
SD	6.61	5.79

Further, the standard deviation (SD) for the pre-test was 6.61, while the post-test was 5.79. This shows that the SD of the pre-test higher than the SD of the post-test. It means that the treatment is useful in improving for students in method.

**c) Data of Control Class**

The writer used statistical method to analyze the data. The data used was pre test and post test scores. In this researcher, the researcher used the data to analyze the central tendency and t-test analyzes, and the comparing t test with t table. The researcher used Microsoft Excel 2013 to calculate and to analyze the data manually, for the data of the pre-test score and post-test score of the control class in table 4.5 and it is explained as follow:

**Table 4.5**

**Pre Test and Post Test Scores in Control Group**

<b>No.</b>	<b>Initial Name</b>	<b>Score</b>		
		<b>Pre Test</b>	<b>Post Test</b>	<b>Guidance</b>
1	AK	50	70	20

2	AL	65	75	10
3	AKL	50	85	35
4	AR	45	75	30
5	AS	65	80	15
6	DA	55	80	25
7	EG	40	70	30
8	FH	65	85	20
9	HN	65	90	25
10	IH	60	80	20
11	IM	65	70	5
12	IS	65	85	20
13	KN	50	75	25
14	LP	70	80	10
15	MO	75	85	10
16	MIS	75	90	15
17	MR	65	75	10
18	NT	70	90	20
19	NN	65	80	15
20	NR	70	90	20
21	NS	50	75	25
22	PA	65	80	15
23	PK	85	90	5
24	RY	60	75	15

25	RS	75	70	-5
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**d) The Data of the Pre-Test Scores of the Control Class**

The researcher had analyzed and calculated the quantitative data by using Microsoft Excel 2013 manually, the mean score was 62.6 with the standard deviation of 10.6. The maximum score was 85 and the minimum score was 40. The statistical data can be seen in table 4.6 while the complete data analysis in Appendix.

For accounting mean ( $\bar{x}$ ):

$$= \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{1565}{25}$$

$$\bar{x} = 62.6$$

For accounting standard deviation (SD) and varians:

$$SD = \sqrt{\frac{\sum x^2}{n^2}}$$

$$= \sqrt{\frac{25.100675 - 2449225}{25.24}}$$

$$= \sqrt{\frac{2516875 - 2449225}{600}}$$

$$= \sqrt{\frac{67650}{600}}$$

$$= \sqrt{122.75}$$

$$S = \sqrt{122.75}$$

$$= 10.6$$

**Table 4.6**

**Pre Test in Analyzing Descriptive Control Class**

	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Min Score</b>	<b>Max Score</b>
Pre Test	25	62.6	10.6	40	85

**e) The Data of the Post-Test Scores of the Control Class**

The researcher had calculated and analyzed the data manually by using Microsoft Excel 2013. The statistical data can be seen in table 4.1.1 while the complete data analysis in Appendix.

For accounting mean ( $\bar{x}$ ):

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{2000}{25}$$

$$\bar{x} = 80$$

For accounting standard deviation (SD) and variances:

$$\begin{aligned} SD &= \sqrt{\frac{\sum x^2}{n^2}} \\ &= \sqrt{\frac{25.161150 - 4000000}{25.24}} \\ &= \sqrt{\frac{4028750 - 4000000}{600}} \end{aligned}$$

$$= \sqrt{\frac{28750}{600}}$$

$$= \sqrt{47.9}$$

$$S = \sqrt{47.9}$$

$$= 6.9$$

**Table 4.1.1**

**Post Test in Analyzing Descriptive Control Group**

	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Min Score</b>	<b>Max Score</b>
Post Test	25	80	6.9	70	90

**f) Comparison Pre-Test and Post-Test Scores in the Control Class**

For knowing the systematic of the comparison of pre-test and post-test of the control class in Vocabulary mastery, as we can see from the table below:

**Table 4.1.2**

**Comparison of Pre Test and Post Test**

<b>Data</b>	<b>Pre Test</b>	<b>Post Test</b>
Number of Cases	25	25
Mean	62.6	80
SD	10.6	6.9

**g) Scores Pre-Test and Post test in Experimental Class and Control Class by Using T-Test**

The researcher writes involve two classes that consists of 50 students. So, the writer uses a small sample which connects each other (T-Test for one sample, that are value between pre-test and post-test). The following is the result of data analysis was from students' achievement after being taught by using direct method especially in vocabulary.

**I. Statistical Result of Experimental Class by Using T-test**

The table 4.1.3 showed the statistical result of experimental class by using t-test. It means that the researcher put this data to know the  $t_{\text{count}}$  and compared between  $t_{\text{count}}$  and  $t_{\text{table}}$  to find out the implication about the method.

**Table 4.1.3**

**T-Test Results of Experimental Class**

No.	Initial Name	Pre-Test(x)	Post Test(y)	D(y-x)	D <sup>2</sup>
1	AH	60	80	20	400
2	AL	65	80	15	225
3	AM	65	85	20	400
4	AR	70	80	10	100
5	AY	75	85	10	100
6	DA	60	80	20	400
7	DFS	65	80	15	225
8	FH	60	85	25	625
9	HN	60	90	30	900

10	IH	65	95	30	900
11	IM	65	75	10	100
12	IS	70	80	10	100
13	KN	60	80	20	400
14	MFP	65	85	20	400
15	MI	70	75	5	25
16	MIS	50	90	40	1600
17	MR	60	80	20	400
18	MSW	55	75	20	400
19	NN	60	85	25	625
20	NR	65	80	15	225
21	NS	70	75	5	25
22	PA	50	80	30	900
23	PP	60	80	20	400
24	RDL	55	90	35	1225
25	RRA	75	95	20	400
<b>Total</b>		<b>1560</b>	<b>1575</b>	<b>2065</b>	<b>490</b>

Based on the table 4.1.3 showed that the total of the pre-test score was 1575, the total post test score was 2065, the total score of  $D(y-x)$  was 490, and the total score of  $D^2$  was 11500. The scores will be analyzed to find out the result of  $t_{\text{count}}$ .

a. For the result of mean “D” is:

$$\begin{aligned}
 MD &= \frac{\sum D}{N} \\
 &= \frac{490}{25} \\
 &= 19.6
 \end{aligned}$$

b. For the result of  $t_{\text{count}}$  is:

$$\begin{aligned}
 t &= \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 t &= \frac{19.6}{\sqrt{\frac{11500 - \frac{(490)^2}{25}}{25(25-1)}}} \\
 &= \frac{19.6}{\sqrt{\frac{11500 - \frac{240100}{25}}{25(24)}}} \\
 &= \frac{19.6}{\sqrt{\frac{11500 - 9604}{600}}} \\
 &= \frac{19.6}{\sqrt{\frac{1896}{600}}} \\
 &= \frac{19.6}{\sqrt{3.16}} \\
 &= \frac{19.6}{1.77} \\
 &= 11.07
 \end{aligned}$$

To know the degree of freedom, we can find the result from the formula below:



$$d.b = N - 1 = 25 - 1 = 24$$

## II. Statistical Result of Control Class by Using T-Test

The table 4.1.4 showed the statistical result of experimental class by using t-test. It means that the researcher put this data to know the  $t_{\text{count}}$  and compared between  $t_{\text{count}}$  and  $t_{\text{table}}$  to find out the implication about the method.

**Table 4.1.4**

### T-Test Result of Control Class

No.	Initial Name	Pre-Test(x)	Post Test(y)	D(y-x)	D <sup>2</sup>
1	AH	50	70	20	400
2	AL	65	75	10	100
3	AM	50	85	35	1225
4	AR	45	75	30	900
5	AY	65	80	15	225
6	DA	55	80	25	625
7	DFS	40	70	30	900
8	FH	65	85	20	400
9	HN	65	90	25	625
10	IH	60	80	20	400
11	IM	65	70	5	25
12	IS	65	85	20	400
13	KN	50	75	25	625
14	MFP	70	80	10	100
15	MI	75	85	10	100

16	MIS	75	90	15	225
17	MR	65	75	10	100
18	MSW	70	90	20	400
19	NN	65	80	15	225
20	NR	70	90	20	400
21	NS	50	75	25	625
22	PA	65	80	15	225
23	PP	85	90	5	25
24	RDL	60	75	15	225
25	RRA	70	75	5	25
<b>Total</b>		<b>1560</b>	<b>2005</b>	<b>445</b>	<b>9525</b>

Based on the table 4.1.4 showed that the total of the pre-test score was 1560, the total post test score was 2005, the total score of  $D(y-x)$  was 445, and the total score of  $D^2$  was 9525. The scores will be analyzed to find out the result of  $t_{\text{count}}$ .

c. For the result of mean “D” is:

$$\begin{aligned}
 MD &= \frac{\sum D}{N} \\
 &= \frac{445}{25} \\
 &= 17.8
 \end{aligned}$$

d. For the result of  $t_{\text{count}}$  is:

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

$$t = \frac{17.8}{\sqrt{\frac{9525 - \frac{(445)^2}{25}}{25(25-1)}}$$

$$= \frac{17.8}{\sqrt{\frac{9525 - \frac{198025}{25}}{25(24)}}$$

$$= \frac{17.8}{\sqrt{\frac{9525 - 7921}{600}}}$$

$$= \frac{17.8}{\sqrt{\frac{1604}{600}}}$$

$$= \frac{17.8}{\sqrt{2.67}}$$

$$= \frac{17.8}{1.63}$$

$$= 10.9$$

To know the degree of freedom, we can find the result from the formula below:

$$d.f = N - 1 = 25 - 1 = 24$$

Which are some inferential analysis describes pre-testing analysis and hypothesis testing as to check out the improvement of using direct method presented in normality test, reliability test, homogeneity test and hypothesis test.

The inferential analysis are:

### a. The Normality Testing

The test of Normality was aimed at finding out whether the data of the scores show a normal distribution. In this case, the Kolmogorov-Smirnov test was employed. *“For theoretically, the value of  $p$  is greater than 0.05, the data are said to be normal. If it below 0.05, the data significantly deviate from a normal distribution”*. Meanwhile, the complete computation is enclosed in Appendix.

**Table 4.1.5**

**Normality Test for Pre Test and Post Test for Students Mastery in  
Vocabulary**

Variables	P value	Mean	Decision
Pre Test of Experimental Group	0.77	0.005	Normal
Post Test of Experimenatl Group	0.248	0.005	Normal
Pre Test of Control Group	0.105	0.005	Normal
Post Test of Control Group	0.33	0.005	Normal

The conclusion is made that the answer is the data distribution of students' vocabulary mastery had a normal distribution.

### b. The Reliability Testing

The characteristic in reliability is sometimes termed consistency. Meaning that, we can say the test is reliable when an examinee's results are consistent on repeated measurement. In this case, the Cronbach- Alpha test was employed. In this chapter III *“there is coefficient of reliability test”* according to Suharto. There

are two method in this research. The reliability score for teaching direct method in SPSS version 23.0 is in table 4.1.6. It was accounted in SPSS v 23.0.

**Table 4.1.6**  
**Reiability Scores for Ex and Control Group**

<b>Cronbach's Alpha Based</b>	<b>N</b>
0.71	2

From Table 4.1.6, as we know that from the tables, the reliability score is 0.710 is greater than 0,600 and it is in the high level position. It means that the reliability test for flipped classroom method in experimental class is sufficient reliability and all of the items are reliable.

#### **4. The Homogeneity Testing**

The researcher used the homogeneity test by applying the homogeneity test in SPSS version 23.0. The researcher used the homogeneity test to find out whether the simple variance is homogeneous or not. In SPSS version 23.0/, the researcher used the *Lavene test* that connected to ONE WAY ANOVA. The relationship can be considered homogeneous if the significant value is higher than level of significance of 0.05.

**Table 4.1.7**  
**Homogeneity Test for Pre Test in Two Groups**

	<b>Lavene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>	<b>Interpretation</b>
Vocabulary	3.772	1	48	0.6	Homogeneous

**Table 4.1.8**  
**Homogeneity Test for Post Test in Two Groups**

	<b>Lavene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>	<b>Interpretation</b>
Vocabulary	0.561	1	48	0.457	Homogeneous

Based on the table, the researcher made the conclusion that for homogeneity testing, the sampling was homogeneous sampling and test.

### **1. The Hypothesis Testing**

The hypothesis testing had a purpose to reveal whether there is a positive effect of comparative achievement between teaching using Direct Method and teaching using without Direct Method.

1. When the value of  $t_{\text{count}} > t_{\text{table}}$  in  $d.b=24$  with the significant level 0.05, the Alternative Hypothesis ( $H_a$ ) was accepted and the Null Hypothesis ( $H_0$ ) was rejected. It meant that there is a positive effect of comparative achievement between teaching using Direct Method and teaching using without Direct Method.
2. When the value  $t_{\text{count}} > t_{\text{table}}$  in  $d.b=24$  with the significant level 0.05, the Null Hypothesis ( $H_0$ ) was accepted and the Alternative Hypothesis ( $H_a$ ) was rejected. It meant that there is no a positive effect of comparative achievement between teaching using Direct Method and teaching using without Direct Method

### **2. Interpretation of Findings**

The writer summarized that to “ $t_0$ ”. First, the researcher had considered the

*d.b.*  $d.b = N - 1$  with the *d.b* ( $25 - 1 = 24$ ). The researcher had consulted the score table “t”, at the significance level of 0.05. In fact, with the *d.b* of 24 and the critical value at 0.05 significance  $t_{table}$  is (2.796).

For comparison the “t” that the researcher had gotten in calculation  $t_{count} = 11.07$  for the experimental class and  $t_{count} = 10.9$  for the control class, the value of “t” on the t score table  $t_{0.05} = 2.796$ , it is known that  $t_{count}$  is bigger than  $t_{table} = 11.07 > 2.796$  (experimental class),  $t_{table} = 10.9 > 2.796$ .

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

According to the result of the analysis of the research, it shows that the value of calculation  $t_{\text{count}} = 11.07$  for the experimental class and  $t_{\text{count}} = 10.9$  for the control class, the value of “t” on the t score table  $t_{0.05} = 2.796$ , it is known that  $t_{\text{count}}$  is bigger than  $t_{\text{table}} = 11.07 > 2.796$  (experimental class),  $t_{\text{table}} = 10.9 > 2.796$ . It can be concluded that teaching vocabulary through the direct method is success. It can be seen from the calculations above and from the tables of the students’ scores that although the students vocabulary scores taught by the Direct Method was high.

So, the conclusion can be drawn that teaching vocabulary by using direct method has given a positive effect, shown from mean for post test. The mea of experimental class which use direct method is bigger than the mean od controlled class which use without direct method. The experimental class in X.1 atmosphere is also more active. So that, they enjoy the teaching-learning process and learned the materials easily. In control class X.2, the students seem bored and less motivation. And these all can be seen from the result of the research which is held by the researcher.

#### B. Suggestion

See from the conclusion above, the researcher propose several suggestions, they are:

1. For all researchers

All of the researchers have been known from the result of the study that



using direct method could improve the students vocabulary. The researcher suggest that the result of this study can be used as additional references for further research with different sample.

2. For all teacher

- a) The teacher should make study will be fun or enjoy for the students.
- b) The teacher should using direct method, it is recommended for the teacher to apply easier.

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## **APPENDIX I**

### **LESSON PLAN I ( CONTROL CLASS)**

Subject	: SMAS ISLAM NUR IHSAN
Subject Students	: English Language
Class	: X
Time Meeting	: 2x45 minutes
Target Language	: <b>Actor, bought, think, actually, enjoy, horrible, actress, beautiful, plays, see, film, favorite, new, one, horror, well, like, romantic, good, feel, happy, sad</b>

#### **I. Standard of competence**

Communicate orally and in writing using a vocabulary that has been learned fluently and accurately

#### **II. Basic competencies**

1. Able to pronounce vocabulary correctly
2. Understand the vocabulary learned
3. Being able to use the vocabulary learned in reading and writing.

#### **III. Indicator**

Students are able to communicate the vocabulary below:

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

#### **IV. Learning Materials**

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

## **V. Metode Pembelajaran/ Teknik: Grammar Translation Method**

### **VI. Activity Steps:**

- a. activities Introduction
  - greeting ( Giving greetings and scolds greeting)
  - FAQ various matter related to the condition of students
  - roll students
  - Provide motivation to students
  - An explanation of the topic that will be discussed.
- b. Core activities
  - Teacher provide a vocabulary that will be studies and then asks the students to write down.
  - The teacher asks the students to read a given vocabulary.
  - The teacher ask the students to find the meaning of vocabulary in a dictionary and translate.
  - The teacher ask the students to memorize vocabulary that has been learned.
  - Teacher provide students about the matter of material learned then told to translate it.
- c. Closing activities
  - Summing up the learning material
  - Asking for trouble students during a lecture
  - assign students to use the phrase learned in real situation.
- d. Learning Resources
  - Curriculum English ( Grade X )
  - English Book
  - Script dialogue
  - Hand out, word strips

## **VII. Assessment**

Techniques : Oral test  
Form : Oral questions  
Instrument : Attached

### **Attached**

**Intan is still in lela bedroom. They are talking about films and their favorite actors.**

Intan : Wow, it's my favorite film. I like the actor. It's Tora Sudiro, right?  
Lela : Yes, but it's not a new film. This one is new. I bought it yesterday.  
Intan : Let me see. Oh it's a horror film.  
Lela : Yes, what do you think?  
Intan : Well, it's OK.  
Lela : Do you like it?  
Intan : Actually, I don't like horror films  
Lela : Why not?  
Intan : I don't enjoy them. They are horrible.  
Lela : what bout romantic films? Do you like them?  
Intan : Yes, I like them, especially if the actors or actress are good. I love romantic films because they are beautiful and make us feel happy or sad.  
Lela : Who is your favorite actor?  
Intan : I like Tora Sudiro. He plays well in Banyu Biru  
Lela : And your favorite actress?  
Intan : Dian Sastro Wardoyo. Do you have her films?  
Lela : I have one. Let me see, yes this one. Ada Apa Dengan Cinta. She plays with Nicholas Saputra. It's very good romantic film. Nicolas Saputra is also my favorite actor.  
Intan : I like them.



## **APPENDIX II**

### **LESSON PLAN II ( CONTROL CLASS)**

Subject	: SMAS ISLAM NUR IHSAN
Subject Students	: English Language
Class	: X
Time Meeting	: 2x45 minutes
Target word	: Policeman, Secretary, Dentist, Waitress, Typist, Hairdresses, Lawyer, type, examines, looks after, defends, hard, patient, brave, his, her, their, serve, profession

#### **I. Standard of competence**

Communicate orally and in writing using a vocabulary that has been learned fluently and accurately

#### **II. Basic competencies**

1. Able to pronounce vocabulary correctly
2. Understand the vocabulary learned
3. Being able to use the vocabulary learned in reading and writing.

#### **III. Indicator**

Students are able to communicate the vocabulary below:

Policeman, Secretary, Dentist, Waitress, Typist, Hairdresses, Lawyer, type, examines, looks after, defends, hard, patient, brave, his, her, their, serve, profession.

#### **IV. Learning Materials**

Policeman = polisi, Secretary = sekretaris, Dentist = dokter gigi, Waitres = pelayan restoran, Typist = juru ketik, Hairdresses = penata rambut, Lawyer = pengacara, type = mengetik, examines = memeriksa, look after = menjaga, defends = membela, hard = keras, patient = sabar, brave = berani, his = nya (lk), her = nya (pr), their = mereka, serve = melayani, profession = pekerjaan.

## **V. Metode Pembelajaran/ Teknik: Grammar Translation Method**

### **VI. Activity Steps:**

#### **a. activities Introduction**

- greeting ( Giving greetings and scolds greeting)
- FAQ various matter related to the condition of students
- roll students
- Provide motivation to students
- An explanation of the topic that will be discussed.

#### **b. Core activities**

- Teacher provide a vocabulary that will be studies and then asks the students to write down.
- The teacher asks the students to read a given vocabulary.
- The teacher ask the students to find the meaning of vocabulary in a dictionary and translate.
- The teacher ask the students to memorize vocabulary that has been learned.
- Teacher provide students about the matter of material learned then told to translate it.

#### **c. Closing activities**

- Summing up the learning material
- Asking for trouble students during a lecture
- assign students to use the phrase learned in real situation.

#### **d. Learning Resources**

- Curriculum English ( Grade X )
- English Book
- Hand out, word strips

#### **e. Assessment**

Techniques : Oral test

Form : Oral questions

Instrument : Attached

Attached

- a. Type the report                      \* Waitress
- b. Examines the patients           \* Lawyer
- c. Serves the customer              \* Typist
- d. Defends people in court       \* Dentist
- e. Types the letter                   \* Secretary
- f. Where does a doctor work?
- g. Where does a secretary work?
- h. Where does a typist work?
- i. Where does a waitress work?
- j. Where does a dentist work?

### **APPENDIX III**

#### **LESSON PLAN III EXPERIMENTAL CLASS**

Subject : SMAS ISLAM NUR IHSAN  
Subject Students : English Language  
Class : X  
Time Meeting : 2x45 minutes  
Targer words : Bike, to, school, carry, parcel, friend, home, walked, last night,  
open, door, key, informations, get, internet, go.

#### **I. Standard of competence**

Communicate orally and in writing using a vocabulary that has been learned fluently and accurately.

#### **II. Basic competencies**

1. Able to pronounce vocabulary correctly
2. Understand the vocabulary learned
3. Being able to use the vocabulary learned in the conversation

### **III. Indicator**

Students are able to communicate the vocabulary below:

Bike, to, school, carry, parcel, friend, home, walked, last night, open, door, key, information, get, internet, go.

### **IV. Learning materials**

- 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 information? I get information by internet

### **V. Learning method/ Technique: Direct method**

### **VI. Activity Steps:**

- a. activities Introduction
  - greeting ( Giving greetings and scolds greeting)
  - FAQ various matter related to the condition of students
  - roll students
  - Provide motivation to students
  - An explanation of the topic that will be discussed.
- b. Core activities
  - Teacher image that relate to the questions and then asking students about the picture.
  - The teacher asks the students to ask how to use picture.
  - The teacher asks the students to “ perform” in front of the class in pairs.
  - Teachers say the vocabulary learned and then followed by the students.
  - Teachers provide questions to the students about the reading has been learned orally and having students answer orally.

- c. Closing activities
  - Summing up the learning material
  - Asking for trouble students during a lecture
  - assign students to use the phrase learned in real situation.
- d. Learning Resources
  - Curriculum English ( Grade X )
  - English Book
  - Script dialogue
  - Hand out, word strips.

## VII. Assessment

Techniques : Oral test  
 Form : Oral questions  
 Instrument : Attached

Attached

- How do you go to school?
- How do you carry this parcel?
- How did you go home last night?
- How do you open this door?
- How do you get information

## APPENDIX IV

### LESSON PLAN IV (EXPERIMENTAL CLASS)

Subject : SMAS ISLAM NUR IHSAN  
 Subject Students : English Language  
 Class : X  
 Time Meeting : 2x45 minutes  
 Targer words : **Actor, bought, think, actually, enjoy, horrible, actress  
 beautiful, plays, see, film, favorite, new, one, horror, well,**

**like, romantic, good, feel, happy, sad**

## **I. Standard of competence**

Communicate orally and in writing using a vocabulary that has been learned fluently and accurately.

## **II. Basic competencies**

1. Able to pronounce vocabulary correctly
2. Understand the vocabulary learned
3. Being able to use the vocabulary learned in the conversation

## **III. Indicator**

Students are able to communicate the vocabulary below:

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

## **IV. Learning material**

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

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

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

Intan : Wow, it's my favorite film. I like the **actor (1)**. It's Tora Sudiro, right?  
Lela : Yes, but it's not a new film. This one is new. I **bought (2)** it yesterday.  
Intan : Let me see. Oh it's a horror film.  
Lela : Yes, what do you **think (3)?**  
Intan : Well, it's OK.

Lela : Do you like it?

Intan : Actually (4), I don't like horror films

Lela : Why not?

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

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

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

Lela : Who is your favorite actor?

Intan : I like Tora Sudiro. He plays (9) well in Banyu Biru

Lela : And your favorite actress?

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

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

Intan : I like them.

## **V. Learning method/ Technique: Direct method**

### **VI. Activity Steps:**

#### **a. activities Introduction**

- greeting ( Giving greetings and scolds greeting)
- FAQ various matter related to the condition of students
- roll students
- Provide motivation to students
- An explanation of the topic that will be discussed.

#### **b. Core activities**

- Teacher image that relate to the questions and then asking students about the picture.
- The teacher asks the students to ask how to use picture.
- The teacher asks the students to “ perform” in front of the class in pairs.

- Teachers say the vocabulary learned and then followed by the students.
- Teachers provide questions to the students about the reading has been learned orally and having students answer orally.

c. Closing activities

- Summing up the learning material
- Asking for trouble students during a lecture
- assign students to use the phrase learned in real situation.

## VII. Learning Resources

- Curriculum English ( Grade X )
- English Book
- Script dialogue
- Hand out, word strips.

## VIII. Assessment

Techniques : Oral test  
Form : Oral questions  
Instrument : Attached

Attached

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

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

Aisyah : Wow, it's my favorite film. I like the ..... (1). It's Tora Sudiro, right?  
Fahri :Yes, but it's not a new film. This one is new. I.....(2) it yesterday.  
Aisyah : Let me see. Oh it's a horror film.  
Fahri : Yes, what do you .....(3)?  
Aisyah : Well, it's OK.  
Fahri : Do you like it?  
Aisyah : ..... (4) I don't like horror films



Fahri : Why not?

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

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

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

Aisyah : I like Tora Sudiro. He ..... (9) well in Banyu Biru

Fahri : And your favorite actress?

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

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

## APPENDIX V

### NORMALITY TEST

#### Case Processing Summary

	Class	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Result of Vocabulary	Pre Test of Experimental Class	25	100.0%	0	0.0%	25	100.0%
	Post Test of Experimental Class	25	100.0%	0	0.0%	25	100.0%
	Pre Test of Control Class	25	100.0%	0	0.0%	25	100.0%
	Post Test of Control Class	25	100.0%	0	0.0%	25	100.0%

### Tests of Normality

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Result of Vocabulary	Pre Test of Experimental Class	.239	25	.105	.939	25	.141
	Post Test of Experimental Class	.182	25	.330	.901	25	.020
	Pre Test of Control Class	.165	25	.770	.940	25	.147
	Post Test of Control Class	.273	25	.248	.876	25	.006

a. Lilliefors Significance Correction

## Appendix VI

### RELIABILITY TEST

#### Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded <sup>a</sup>	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.710	2

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Result of Direct Method Class	1.5000	.255	.720	.
	71.3000	155.929	.720	.

## Appendix VII

### HOMOGENEITY TEST

#### Test of Homogeneity of Variances

Result of Direct Method

Levene Statistic	df1	df2	Sig.
3.722	1	48	.600

#### ANOVA

Result of Direct Method

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.500	1	4.500	.059	.809
Within Groups	3656.000	48	76.167		
Total	3660.500	49			

#### Test of Homogeneity of Variances

Result of direct Method

Levene Statistic	df1	df2	Sig.
.561	1	48	.457

#### ANOVA

Result of direct Method

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	72.000	1	72.000	1.838	.181
Within Groups	1880.000	48	39.167		
Total	1952.000	49			

## Appendix VIII

### T TABLE

Titik Persentase Distribusi t (df = 1 – 40)

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92983
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10082	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08598	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33282
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

## Appendix IX

### TEST

#### TEST FOR PRE-TEST (EXPERIMENTAL CLASS AND CONTROL CLASS)

*Find out the answers from each parts!*

- a. Type the report                      \* Waitress
- b. Examines the patients            \* Lawyer
- c. Serves the customer               \* Typist
- d. Defends people in court        \* Dentist
- e. Types the letter                    \* Secretary
- f. Where does a doctor work?
- g. Where does a secretary work?
- h. Where does a typist work?
- i. Where does a waitress work?
- j. Where does a dentist work?

#### TEST FOR EXPERIMENTAL CLASS

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

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

Aisyah                : Wow, it's my favorite film. I like the ..... (1). It's Tora Sudiro, right?

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

Aisyah               : Let me see. Oh it's a horror film.

Fahri                 : Yes, what do you .....(3)?

Aisyah               : Well, it's OK.

Fahri                 : Do you like it?

Aisyah               : ..... (4) I don't like horror films

Fahri                 : Why not?

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

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

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

Aisyah : I like Tora Sudiro. He ..... (9) well in Banyu Biru

Fahri : And your favorite actress?

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

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

### TEST FOR CONTROL CLASS

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

**Intan is still in lela bedroom. They are talking about films and their favorite actors.**

Intan : Wow, it's my 1) ..... film. I like the actor. It's Tora Sudiro, right?

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

Intan : Let me see. Oh it's a horror film.

Lela : Yes, what do you think?

Intan : Well, it's OK.

Lela : Do you like it?

Intan : Actually, I don't like 3) ..... films

Lela : Why not?

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

Lela : what bout 4) ..... films? Do you like them?

Intan : Yes, I like them, especially if the actors or actress are good. I love romantic films because they are 5) ..... and make us feel 6) ..... or sad.

Lela : Who is your favorite 7) .....?

Intan : I like Tora Sudiro. He 8) ..... well in Banyu Biru

Lela : And your favorite actress?


Intan : Dian Sastro Wardoyo. Do you 9) ..... her films?

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

Intan : I like them.

## Appendix X

### RESEARCH LETTER

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jl. Willem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683  
Website : [www.fitk.uinsu.ac.id](http://www.fitk.uinsu.ac.id) e.mail : [fitk@uinsu.ac.id](mailto:fitk@uinsu.ac.id)

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Nomor : B-13471/ITK/ITK.V.3/PP.00.9/ 11/2019 Medan, 06 Nopember 2019  
Lampiran : -  
Hal : Izin Riset

**Yth. Ka. SMA Swasta Islam Nur Ihsan**  
*Assalamu 'alaikum Wr Wb*


Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : PUPUT ROSALIANA  
Tempat/Tanggal Lahir : Kalibening, 16 Juni 1997  
NIM : 34154154  
Semester/Jurusan : IX/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMA Swasta Islam Nur Ihsan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

**THE EFFECT OF CONVERSATION CLASS PROGRAM ON THE STUDENTS VOCABULARY MASTERY AT SMAS ISLAM NUR IHSAN**

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalam*  
  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Tembusan:  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



## Appendix XI

### DOCUMENTATION ON RESEARCH



The researcher began to share Pre-test.



The researcher began to explain the material that used Direct Method



The researcher explained the topic that need to learn for students



The researcher checked out the test that was done by students



The researcher used the Direct method through calling some students



The researcher collected the answer sheets that was done by students before.



## **BIOGRAPHY**



The writer's name is Puput Rosaliana. She was born on Juni 16<sup>th</sup> 1997 in Kali Bening at North Sumatera, Indonesia. She is 23 years old. She is Indonesian and a Muslim. Everyone calls her Puput. She is the second daughter from two daughters of Mansur and Sutria Rosmaidha.

Her formal education started from 2003-2008 in primary school, SDN 116878 Kali Bening. Then from 2009-2012, she continued her study in SMP MTS Alwashliyah Sigambal. And she finished from her study in SMA N 1 Rantau Selatan from 2012-2015, and she graduated from English Education Department of State Islamic University of North Sumatera.