

**THE EFFECT OF DIRECT METHOD ON STUDENTS'  
VOCABULARY MASTERY**

(A Quasi-Experimental Study to the Seventh Grade Students of Al-Mawaddah  
Islamic Boarding School for Girl Coper Jetis Ponorogo)

**THESIS**



By

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## ABSTRACT

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**Key word: Direct Method and Vocabulary Mastery**

It is very essential to learn vocabulary in order to support the mastery of English skill. The most common factors that become the obstacles are the limited number of words mastered and the difficulties to memorize the meaning of the words. In this case, it is necessary for the teacher to apply certain method or technique to solve these problems and make students interested to learn English.

Dealing with the explanation above, it is important to conduct a research with title “The Effect of Direct Method on Students’ Vocabulary Mastery (A Quasi-Experimental Study to the Seventh Grade Students of Al-Mawaddah Islamic Boarding School for Girl Coper Jetis Ponorogo)”. The statement of the problem as follow “Do students who are taught by using direct method have better vocabulary score than those who are not taught by using direct method.

This study employed a quasi experimental research. It is conducted at Al-Mawaddah Islamic Boarding School for Girl Coper Jetis Ponorogo. The undertaken population of this research were the whole students of VII class consisted of 131 students. The sample was VII E as experiment class and VII C as a control class which consisted 23 students. The researcher employed clauster random sampling as a sampling technique. The data was taken by administrating test and documentation. To analyze data, the researcher used the formula “t” test as procedure of data analysis.

The result of data analysis showed that the value of  $t_o$  between students’ vcabulary achievement who are taught by using direct method and those who are not taught by using direct method is 4,86. After being consulted with 5% significance level with  $db=44$ , that was  $t$  index = 2,02, therefore, the  $t_o$  is higer than  $t_t$ . It implied that  $H_a$  is accepted and  $H_o$  is refused.

Based on the research above the teacher should be able to use appropriate method or thechnique in learning English especially vocabulary to make students more active and interest during the teaching and learning process.

## CHAPTER I

### INTRODUCTION

#### A. Background of the study

English is an international language in the world because English is Lingua Franca (international language) so it is important for people to learn it. By learning English, the students are expected to absorb and keep up with the development of science, technology, art, and etc.

Today English as one of the subject matters learned by students at any educational level, such as elementary school, intermediate school, and upper intermediate level. It is the key to face the globalization era. As an international language, it plays an important role in many aspects of life such as education, economic, international relationship, technology, and etc. English language covers four language skills that must be mastered if someone wants to be successful in English, those are: listening, speaking, reading, and writing as a central point. Beside that vocabulary is one of the four aspect that support four skill in teaching English.

Vocabulary is the most important elements that should be taught for the first in teaching English. It is the basic learning in teaching and learning English. Teacher should be creative in choosing and simplifying the materials which can make students mastery the vocabulary.

Large vocabulary will help students in understanding and conveying their feeling using target language. Learner is able to communicate to other people effectively or express their idea in both oral and written form by mastering vocabulary.

Mastering vocabulary is not easy, moreover other aspect of the language are sound and structure. Vocabulary is the important element in language. People can not communicate without language and language would not exist without vocabularies.<sup>1</sup>Its mean that the first thing in learning English is the capability of vocabulary mastery, because we learn English as foreign language, we have to master and comprehend many skills.

There are many factors that students can't master vocabulary or low in vocabulary. First factor is from internal factor such as motivation, interest, and intelligence etc. Second factor is external factor that from outside of the students which can effect to the students in learning process such as economic background, learning materials, and teacher's performance including their method in learning and teaching process.<sup>2</sup>

Based on the observation, in teaching and learning process teacher read every paragraph than translate it to indonesian language. And if some students have difficult word, they should ask to the teacher. All can make students do not

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<sup>1</sup>Horby, *Oxford advanced learner's or current English* (New York: Oxford University Press, 1995), 1331.

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

creative and active. It is one of cause why that students can not master the vocabulary. Because the students do not interest and they become passive.

Developing student's interest in learning vocabulary has always been of the principle challenges for the teacher. In addition, to helps students in mastering vocabulary, many teacher have used different method for the same purpose, to understand, to learn, and to remember vocabulary more easily.

Based on the fact above, it is necessary for anyone who concerns in teaching English to find out the easier technique or the method, which can improve student interest and motivate students for improving their vocabulary.

One of the method that can be applied by the teacher on students' vocabulary mastery is direct method. Direct Method is such a method of teaching and learning, in which the English teacher will teach English vocabulary by using direct things or real object, bags of oral interaction, spontaneous language use, there is not any translation between first and second language as well.<sup>3</sup>

Direct method is natural method. The direct method has one basic rule: No translation is allowed. Direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students native language.<sup>4</sup>One of the characteristic of direct method is teacher shows the meaning of the sentence with

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<sup>3</sup>Choiril Anwar-Diah Fitriani, "Total Physical Response and Direct Method in Students' Vocabulary Mastery Learning", Vol. 1, No. 1 (Januari-Juni 2016), 84.

<sup>4</sup>Diana Larsen Freeman, *Technique and principles in Language Teaching* (Oxford: Oxford University Press, 2000), 23.

help of gestures, postures, and action. It all can make students interested and natural for learners.<sup>5</sup>From the explanation above, it can be conclude that direct method is effective in teaching vocabulary. It also stated by Phillips.<sup>6</sup>

“Vocabulary is best learned when the meaning of the word (s) is illustrated, for example by a picture, an action, or a real object. The children should then meet and use the word (s) in relevant context, in order to ‘fix’ them in their mind. This helps establish their relationship to other words, so that a vocabulary network is built up.

Some empirical investigation also show to us that the direct method is effective. Based on Budi Setiawan Research that the progress during the teaching and learning activity by using Direct Method was good. The students’ achievement in English vocabulary was improved. Because vocabulary is easier to learn if it is used naturally and direct method makes good atmosphere to the students in using English more communicatively.

From the description above the writer choose this study to examine the effectiveness of direct method of teaching English in enhancing the students’ English achievement especially on vocabulary achievement.

The writer wants to know whether there are some difference in students’ vocabulary achievement if they learn vocabulary through direct method.

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<sup>5</sup>M. F. Parel and Praveen M. Jain, English Language Teaching (Jipur: Sunrise Publisher, 2008), 80.

<sup>6</sup>Sarah Phillips, Young Learners (New York: Oxford University Press, 1993), 74.

## **B. Limitation of the study**

Based on the background of study that has explained above, the researcher gives limitation of problem to avoid the far ranging of discussion. The limitation of study are:

1. This study focuses on the use direct method on students' vocabulary mastery
2. The research takes the seventh class students of Al-Mawaddah Islamic Boarding School for Girl Coper Jetis Ponorogo

## **C. Statement of the problem**

Based on the background above, the formulation of the problem's of this research identified as follow. Do students who are taught by using direct method have better vocabulary score than those who are not?

## **D. Objective of the study**

Based on the formulation of the problem above, the objective of this research is to know whether the students who are taught by using direct method have better vocabulary score than those who are not taught by using direct method to the seventh grade students of Al-Mawaddah Islamic Boarding School for Girl Coper Jetis Ponorogo.

## **E. Significance of the study**

The results of this study are expected can give both theoretical and practical contribution in educational environment.

1. The Teacher of Al-Mawaddah

The result of this study hopefully can give contribution for the institution and the practice of foreign language teaching.

2. The Students of Al-Mawaddah

The research is expected to be useful input for the students to encourage them to master and improve their English vocabulary.

3. The Reader

Finally, the researcher who are interested in the teaching of English at Junior High School get useful information from the result of this study.

#### **F. Organization of the thesis**

In this research, the researcher uses the organization of the study that consist of five chapter as follows:

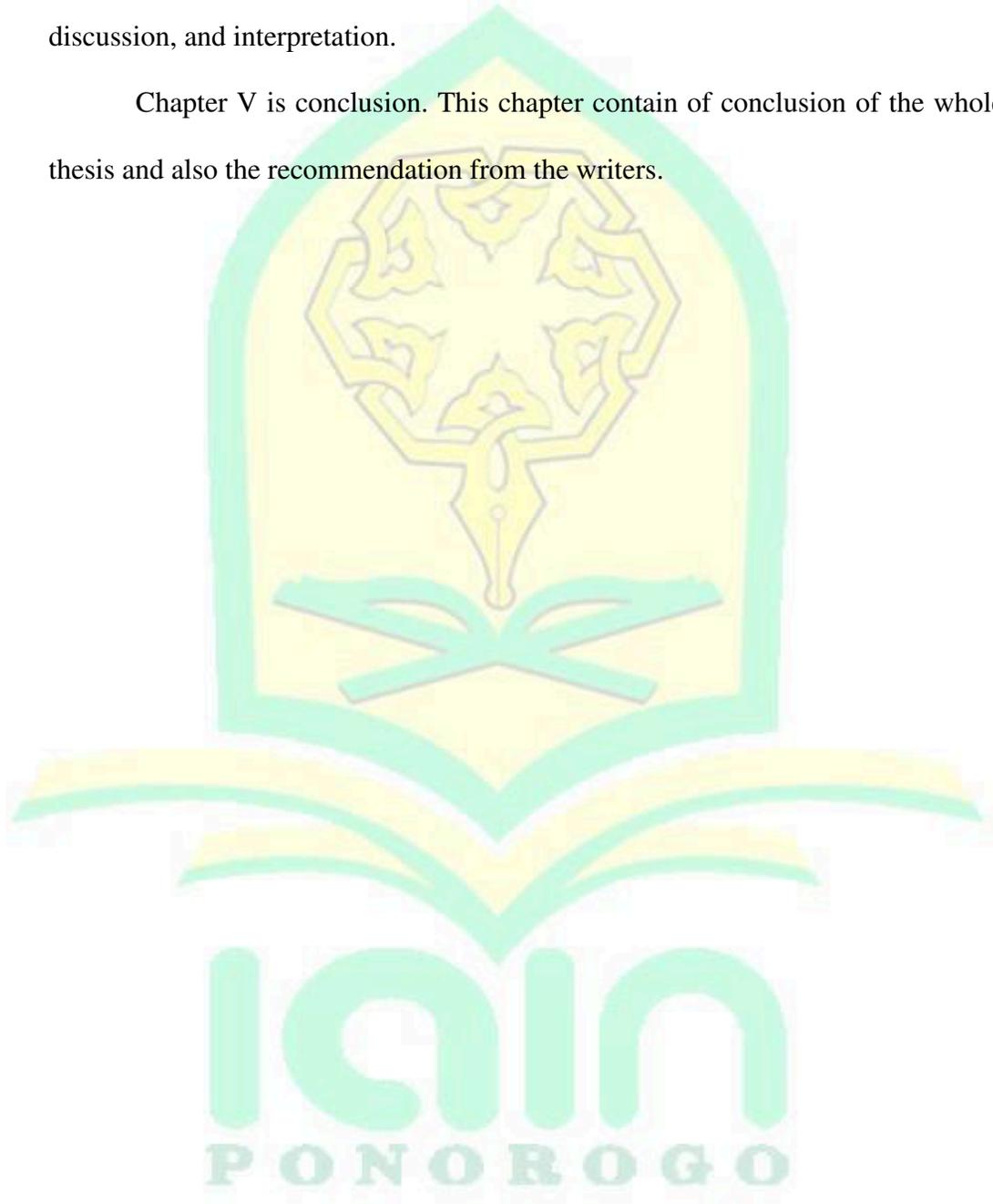
Chapter I is introduction. This chapter is global description about whole content of the thesis. It consists of background of study, limitation of the problem, research problem, objective of study, and significance of study.

Chapter II is review related literature that consist of theoretical background, previous research finding, theoretical framework, and hypothesis,.

Chapter III is research methodology consist of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV is finding and discussion. This chapter contains a discussion of research result include findings from the research. It includes data analysis, discussion, and interpretation.

Chapter V is conclusion. This chapter contain of conclusion of the whole thesis and also the recommendation from the writers.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

The review of related literature includes of theoretical background, previous study research finding, theoretical framework and hypothesis.

#### A. Theoretical Background

##### 1. Vocabulary Mastery

###### a. The Definition of Vocabulary

Vocabulary can be defined, roughly, as the words we teach in the foreign language.<sup>7</sup> However, a new item of vocabulary may be more than just a single word: for example post office, and mother-in-law which are made of two or three words but express a single idea. Thus, vocabulary is list of words that is used by, understood by, or at the command of a particular person or group. Burns defines vocabulary as “the stock of word which is used by a person, class, or profession. Vocabulary is written or spoken unit of language.<sup>8</sup> In addition, according to Preece, vocabulary means a list of words used in a meaning, glossary, sum of words used in a language or particular books or a branch of science. It means that vocabulary is words used for communication. Nunan said that vocabulary

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<sup>7</sup>Penny Ur, *Teaching Vocabulary*, (USA: Cambridge University Press, 1996), 60

<sup>8</sup>*Oxford Learners' Pocket Dictionary*, (Oxford University Press, 2008), 513

is a sum or stock list of words employed by a language group, individual or in relation to subject.<sup>9</sup>

Vocabulary is list of words which have a certain language and give meaning when we used that language.<sup>10</sup>

According to Hornby, vocabulary is:<sup>11</sup>

- a. Total number of words which (with rules for combining them) make up a language
- b. (Range of) words known to, or used by a person, in a trade, profession, etc.

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

### **b. Vocabulary Mastery**

There are many definition of vocabulary proposed by some expert. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, some learners will get difficulties for developing four skill they are speaking, listening, reading

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<sup>9</sup>Ratno, The Effectiveness of Using Direct Methdo Compared with Total Physical Response in Teaching Vocabulary on Hobbies and Daily Activities to Sixt Graders Students. Vol. XX, No. 2, Juni 2013.

<sup>10</sup>Kasihani K. E Suyanto, English for Young Learners (Jakarta: PT Bumi Aksara, 2007), 43.

<sup>11</sup>AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Sixt Edition, (London: Oxford University Press, 1974), 959.

and writing. According Hatch and Brown, the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use.<sup>12</sup> Choice in vocabulary selection and method used in teaching vocabulary are very important. Vocabulary is a fundamental component of second language proficiency; one of primary goals of language learning is to know the meaning of the words. Hornby states that vocabulary is the total number of the words (with their meaning and their rules for combining them) making up the language.<sup>13</sup> The primary thing in learning a language is the acquisition of vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary can not ensure the learners competence in learning English but in sufficiency of vocabulary will obstruct their chances to make success in learning English.

From the definition above, it can be conclude that vocabulary is the total number of words. A list or set of words in particular language that a person knows and uses.

Mastery is defined as the complete control of knowledge (Oxford Advanced Dictionary). This definition is supported by Hornby who defines mastery as skill or thorough knowledge. From there definition, it

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<sup>12</sup>Evelyn Hatch and Brown Cheryl, *Vocabulary, Semantic, and Language Education* (Cambridge: Cambridge University), 1.

<sup>13</sup>A. S Hornby, *Oxford Advanced Learners' Dictionary of Current English* (London: Oxford University Press 1995), 985.

can be conclude that mastery means the competency to understand and apply something learnt. Vocabulary mastery is always being as essential part of English. Lewis and Hill say that vocabulary mastery is important for the students. It is more important than grammar for communication purpose. Without having proportional English vocabulary students will get difficult in using English. It can be conclude that vocabulary mastery is a complete skill to understand the stock of words and their meaning of a particular language.

### c. Type of Vocabulary

In language learning, vocabulary is an essential component that links the four skill of listening, speaking, reading, and writing all together. Some experts have classified types of vocabulary.

Haycraft quoted by Haatch & Brown divides two kinds of vocabulary, namely receptive and productive vocabulary.<sup>14</sup>

#### 1) Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which can not produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learners only receives thought from others. In language application,

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<sup>14</sup>Evelyn Hatch and Brown Cheryl, Vocabulary, Semantic, and Language Education, 370

the receptive vocabulary considered the basic vocabulary. it is much larger than productive vocabulary because there are many words recognized when the learners hears or reads but do not use for speaking and writing.

## 2) Productive Vocabulary

Productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressd as an active process, because the students can produce the words to express their thought to others.

### **d. The Function of Vocabulary**

Vocabulary is total number of words which (with rules for combining them) make up a language, or (range of) words known to, or used by, a person, in trade, profession, etc.<sup>15</sup>

The words “use” has a meaning the function or the advantage. Then from the definition above we can say that, vocabulary use is the function or the use of words which are used in language. We use for communicating to other people in the world. It means that when we use words, we should know the function or the use of our words our

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<sup>15</sup>Hornby, *Oxford Advanced Learner's Dictionary*, 1959.

vocabularies because it can guide us in understating the language which we learn.

Mastering vocabulary is the ability to get or receive a lot of words. By mastering vocabulary, we will know the meaning of words in the context and avoid us in making a mistake of the second language.

**e. How to Teach Vocabulary**

Vocabulary is the basic for communicating. So, we have to make some keyword or way in order to listener understand what we mean. Then they will able participate in the conversation.

In teaching vocabulary, the teacher hopes use some technique in order to make students understand of new words easily. Not only for remembering the new words but also to avoid of the students in boredom. Harmer mentions that the following aids can help to explain new vocabulary:<sup>16</sup>

1) Realia

This is the word to refer the use of real object in the classroom. Thus the words 'book', 'pencil', 'chair', can be easily explained by showing students a book, a ruler, or a chalk. This is clearly satisfactory for certain single words, but the use of realia is limited to things that can be taken easily from the classroom.

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<sup>16</sup>Jeremy Harmer, *The Principle of Language Teaching*, (London: Longman, 1983), 85-86

## 2) Picture

Picture are clearly indispensable for the language teacher since they can be used in so many ways. Pictures can be used to explain the meaning of vocabulary items: the teacher can draw pens, rules, pencils, and books in the blackboard/whiteboard, or have magazine picture of trucks, bicycle, train, or bus on the cardboard.

## 3) Mime, action, and gesture

It is often impossible to explain the meaning of words and grammar either with realia or in picture. An action, in particular, is probably better explained by mime. Gesture is useful for explaining word like 'from', 'to', etc. Indicating that the past is being talked about (the teacher gesture backwards over his shoulder)

## 4) Contrast

A visual element sometime may not be sufficient to explain meaning and contrast can be used. Thus, the meaning of "full" is better understood in context of "empty", "big" in the context of "small", etc.

## 5) Enumeration

The words "vegetable" is difficult to explain visually. If, however, the teacher rapidly lists (or enumerates) a number of vegetables, the meaning will become clear.

#### 6) Explanation

Explaining the meaning of vocabulary items can be extremely difficult just a grammatical explanation. It will be important in giving such explanation to make sure that the explanations includes information about when the item can be used. For example, it would be unsatisfactory just to say that “mate” is a word for “friend” unless you point out that it is colloquial informal English and only be used in certain context.

#### 7) Translation

From many years translation went out of fashion and was considered as something of sin. Clearly, if the teachers always translating, this will impede the students learning since they want to hear and use target language, not their own. Nevertheless, it seems silly not to translate if by doing so; a lot of time can be saved. If the students do not understand a word and the teacher cannot think how to explain it, he can quickly translate it.

#### **f. The Important of Learning Vocabulary**

Vocabulary is one of most important aspect to master English. By mastering vocabulary, the learners will able to improve their knowledge, especially English language. Vocabulary is central to English language teaching because without sufficient vocabulary learners cannot understand others or express their own ideas.

Vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.<sup>17</sup>

Wilkins wrote that “...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”<sup>18</sup> This point that, even without grammar, with some useful words and expression, we can often manage to communicate. By mastering vocabulary, students can express their opinions, thinking, and also idea in their society. And also can helps students master English for their purpose.

Dellar H and Hocking D: ‘if you spend most of your time studying grammar, your English will not improve very much. You will most improvement if you learn more word and expressions.’<sup>19</sup>

A good vocabulary is a vital of effective communication. A command of many words will make you better writer, speaker, listener, and reader. Studies have shown that students with a strong vocabulary, and students who work to improve a limited vocabulary, are more successful in school. And one research study found that a good

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<sup>17</sup>Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge University Press, 2002), 255

<sup>18</sup>Walter Grauberg, *The Elements of Foreign Language Teaching*, (Multilingual Maters, 1997), 5.

<sup>19</sup>Scott Thornbury, *How To Teach Vocabulary*, (Malaysia:Bluestone Press, 2002), 13

vocabulary, more than any other factor, was common to people enjoying successful careers.<sup>20</sup>

It can be conclude that, vocabulary mastery is really important. Vocabulary, much more than grammar, is the key of understanding what they hear and read in school and for communicating successfully with other people. Although their structure is low, if they master on vocabulary, it will make them better on their English skill.

#### **g. Problem in Learning Vocabulary**

In learning vocabulary students might get some difficulties. Some factor that often cause this problems are:<sup>21</sup>

##### 1) Pronunciation

Research show that the words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

##### 2) Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word's difficulty. words that contain silent letter are particularly problematic:

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<sup>20</sup>John Langan, *English Skill*, (New York: Mcgraw—Hill Education, 2002), 566.

<sup>21</sup>Scott Thornbury, *How To Teach Vocabulary*, 27-28.

foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

3) Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learnability'.

4) Grammar

Also problematic is the grammar associated with the words, especially if this different from that of its L1 equivalent.

5) Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

6) Range, connotation and idiomaticity

Words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrow range.

Learning vocabulary seems to be easy to learn. But these are also the hardest thing to do. Because in learning vocabulary we not only know

or learn the meaning but also learn the usage, pronunciation, grammar and so on. It is often make difficulties for students to comprehend vocabulary.

## 2. Direct Method

### a. The Definition of Direct Method

The direct method is a method of English in which the teacher teaches English directly without the use of medium language (mother tongue). In this method the teacher does not use the learners' mother tongue expression and translation. It is in harmony with the Fries's definition. He state that *"the direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion, and reading in the language it self, without the use of the pupil's language, translation and without the study of the formal grammar"*,<sup>22</sup>

Direct Method is such a method of teaching and learning, in which the English teacher will teach English vocabulary by using direct things or real object, bags, of oral interction, spontaneous language use, there is not any translation between first and second language as well.<sup>23</sup>

According to Richards and Rodgers, Sauveur and other believers in the Natural Method/Direct Method argue that foreign language can be

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<sup>22</sup>Wuri Nugroho, Thesis: "The Process of Teaching Reading by Using The Direct Method to the first grade students of SMPN Negeri 1 Gatak" (Surakarta: Sebelas Maret University, 2010), 13.

<sup>23</sup>Choiril Anwar-Diah Fitriani, "Total Physical Response and Direct Method in Students' Vocabulary Mastery Learning", Vol. 1, No. 1, Januari-Juni 2016, 84.

taught without any translation or the use of the learners' native language if the meaning is conveyed directly through demonstration and action. The Direct Method was finally developed in different directions in different countries. Direct Method truly contributed a great deal of improvement in teaching another language in the world.<sup>24</sup>

The direct method is not new. Its principle has been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate.<sup>25</sup>

The direct method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.<sup>26</sup>

Classroom instruction and classroom activities are carried out in the target language; therefore students are actively involved in using the target language. Conversational activities hold an important place in this method. Through using language in real contexts, students stand a better chance of thinking, and speaking in the target language. Similarly, stren

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<sup>24</sup>Ibid.,

<sup>25</sup>Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), 23.

<sup>26</sup>Freeman, *Techniques and Principle*, 23.

point out that Direct Method is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique.<sup>27</sup>

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

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

According to Richards and Rodgers there are some principles of the direct method.<sup>28</sup>

- 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 exchange between teachers and students in small, intensive classes.
- 4) Grammar was taught inductively.
- 5) New teaching points were taught through modeling and practice.

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<sup>27</sup>International Journal of Academic Research Business and Social Sciences

<sup>28</sup>H. Douglas Brown, *Teaching by Principles*, (California: Longman, 2nd ed, 2000), 21

- 6) Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
- 7) Both speech and listening comprehension were taught.
- 8) Correct pronunciation and grammar were emphasized.

**c. The Techniques of Using Direct Method**

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

1) Reading Aloud

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

2) Question and Answer Exercise

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

3) Getting Students to Self-correct

The teacher of this class has the students self-correct by asking them to make a choice between when they said and an alternate answer he supplied. There are, however, other ways of getting students to self-correct. For example, a teacher might simply repeat what a students has

just said; using a questioning voice to signal to the students that something was wrong with it. Another possibility is for the teacher to repeat what the students said, stopping just before the error. The students know that the next words were wrong.

#### 4) Conversation Practice

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

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

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

#### 6) Dictation

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

### 7) Map Drawing

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

### 8) Paragraph Writing

The teacher in this class asked the students to write a paragraph in their own words on the major geographical features of the United States. They could have done this from memory, or they could have used the reading passage in the lesson as a model.<sup>29</sup>

Direct Method is that students was learn to communicate in the target language, partly by learning how to think in that language and by not involving L1 in the language learning process whatsoever. Objectives include teaching the students how to use the language spontaneously and

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<sup>29</sup>Diane Larsen Freeman, Techniques and Principles in Language Teaching, 30-31

orally, linking meaning with the target language through the use of reality, picture or pantomime.<sup>30</sup> Teaching English Vocabulary through direct method can be done by the procedure by Freeman 1996.

**Ways of direct method processing in teaching learning are:**

Pre Activity

1. Warming up by questioning students about general things related to the topic.
2. Distributing the text.

Whilst activity

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

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<sup>30</sup>Hartini, The Implementation of Modified Direct Method In Vocabulary Teaching Learning Through Group Work By Using Pictures at Second Year of SMP Negeri 11 Bandar Lampung, Undergraduate Theses from Lampung University, 2012

#### **d. Characteristic of Direct Method**

- 1) There is no interference of mother tongue. In TG method at first child comes with the contact of mother tongue and after with the target language.
- 2) In this method, there is direct bond of target language. Child thinks into target language and express into target language.
- 3) 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.
- 4) Direct method is full activities. The teacher shows object or performs the action to clear his concept.
- 5) Direct method is interesting and natural for learners.
- 6) 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.
- 7) The teaching learning process is carried out in English environment.<sup>31</sup>

#### **e. The Advantage and Disadvantage of Direct Method**

According to M. F. Parel and Praveen M. Jain the advantage of direct method are:<sup>32</sup>

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<sup>31</sup>M. F. Parel and Praveen M. Jain, English Language Teaching, (Jipur: Sunrise Publisher, 2008), 79-80.

<sup>32</sup>Ibid., 80-81

### 1) Advantage

- This method is called natural method. The English is taught as the child learns his mother tongue
- The pronunciation, accent, intonation, and rhythm are essential for better and effective communication. This method helps to speak language effectively.
- This method is based on the principle of “Learning by Doing”. Thus this method is scientific and very effective.
- New teaching points were introduced orally.
- Both comprehension and speech were taught.
- It observe scientific path of language acquisition
- To learn any language means speak that language with fluently. Thus this method creates this ability in students.
- This method helps learners to enjoy the language. So the learners start using the language without fear.
- Grammar was taught inductively.

### 2) Disadvantage

According to M. F. Patel and Praveen M. Jain the advantage of direct method are:

PONOROGO

- For every sentence or subject matter, the teacher can't perform an action and show any object. It means that every subject matter can't be explained by an action or showing any object.
- This method does not help in important aspects of language learning like reading and writing.
- This method is not useful in overcrowded classes.

## **B. Previous Research Finding**

There is previous research that is found by the researcher. It is researched by Nila Andriyani the students of English Department Faculty of Language and Arts Yogyakarta State University with the title "*Using The Direct Method in Teaching To Improve Students' Speaking Skill at Purikids Language Course*". The findings of the research showed that the use of the direct method was able to improve students' speaking skill. The students could develop their ideas to produce a sort sentence with better vocabulary, sentence structure and pronunciation. They also enthusiastically joined the teaching and learning activities. The research showed that students' mean score for the speaking skill was improved.

The differences between research finding and this study is thesis from Nila Andriyani focused on Direct Method increase the students' speaking skill. This research finding used quantitative research design. While this study focused on Direct Method on students vocabulary mastery.

The other previous research finding relates to in this research was a thesis entitled "*Teaching Descriptive Paragraph Writing By Using Direct Method To The Eighth Grade Students of SMP PGRI 9 Denpasar In Academic Year 2013/2014* " which was written by Ni Kadek Nita Dewi. A thesis from Mahasaraswai Denpasar University. In his research, Nita Dewi used classroom action research with the subject Direct Method in teaching descriptive paragraph writing. The result of the research showed that there was improvement of the student's writing skill. Based on the result of mean score of pre-test which was found out in the pre-cycle showed that the students writing descriptive paragraph ability was 52.57 which was categorized as low in criteria of qualification. The finding of this research after applying direct method related two planned cycle, they were in cycle I the mean score of post-test I was 71.54 which was categorized as good in criteria of qualification. In addition, the mean score of cycle II which was found out in post-test II was 81.98 which was categorized as very good in criteria of qualification. From the explanation above, the students writing descriptive paragraph was improved.

The differences between research finding and this study is thesis from Nita Dewi focused on Direct Method increase the students' writing descriptive paragraph. This research finding used classroom action design. While this study focused on Direct Method on students vocabulary mastery. Hence, this study used quantitative experimental study.

### C. Theoretical Framework

Theoretical framework is the concept in the theory can be related with the factor which are identified as the important problem. The thesis is experimental research which explaining below:

Direct Method (as variable x)

Student's vocabulary mastery (as variable y)

Based on theoretical framework analysis above writer can apply the theoretical framework if using Direct Method in vocabulary mastery.

### D. Hypothesis

Hyphotesis is a temporary answer to the problem of theoretical research that is considered most likely and highest levels were correct.

There are two hyphoteses:

Ho : There is no significant effect of using direct method on student's vocabulary mastery to the seventh grade students of Al-Mawaddah Islamic Boarding School for Girl Coper Jetis Ponorogo

Ha : There is significant effect of using direct method on students vocabulary mastery to the seventh grade students of Al-Mawaddah Islamic Boarding School for Girl Coper Jetis Ponorogo

## **BAB III**

### **RESEARCH METHOD**

The existence of the research method has a goal of guiding the research in order to work systematically. The research method covers a set of research activities conducted by researcher. It involves research design, population, and sample, instrument of data collection, technique of data collection, and technique of data analysis.

#### **A. Research Design**

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

The basic intent of an experimental design is to test the impact of the treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome.<sup>33</sup> On the other hand, this research specifically was designed as quasi-experiment research. In quasi-experiment, the investigator uses control and experiment group but does not randomly assign participants to groups.<sup>34</sup> There are three types of quasi-experiment design: Nonequivalent (Pre-Test and Post-Test) Control-Group Design, Single-Group Interrupted Time-Series

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<sup>33</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (USA: SAGE Publications Inc, 2009), 145-146

<sup>34</sup>Ibid, 158-159

Design, and Control-Group Interrupted Time-Series Design.<sup>35</sup> In this research, the researcher uses the quasi-experimental nonequivalent (pre-test and post-test) control group design in teaching vocabulary in two different classes. They are experiment class and control class.

The process of the research includes pre-test, experimental treatment, and post-test. In the experimental class the researcher teaches vocabulary by using Direct Method. To know the effect of direct method on students' vocabulary mastery, the researcher gives pre-test and post-test both class. The pre-test gives before the treatment, then the post-test gives after the researcher gives treatment to experimental class.

This research is intended to know whether the use of direct method give effect or not to the seventh grade students of Al-Mawaddah Islamic Boarding School for Girl Coper Jetis Ponorogo.

## **B. Population and Sample**

### **1. Population**

Population is defined as all members of a real or hypothetical set of people, events, or object to which educational researcher wish to generalize the result of the research.<sup>36</sup> John W. Creswell stated that population is a group of individuals who have the same characteristic.<sup>37</sup>

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<sup>35</sup>Ibid, 160-161

<sup>36</sup> Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang: UM Press, 2014), 181.

<sup>37</sup> John W. Creswell, 142.

According to According to Sugiyono “populasi adalah wilayah generalisasi yang terdiri atas objek/subjek penelitian yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya.<sup>38</sup>

Based on that definition the researcher can conclude that population is whole subject of the research or all member of any well define class of people, events or object that have specific characteristic defined by the researcher to learn and be deduced.

In this research, the population was seventh grade of Al-Mawaddah. The total number of population were 131 students. There were 6 class. For those classes, the researcher chooses of the seventh grade as experiment class and controlled class. To select samples, the researcher used test data that has been done by the teacher. Then, from the result of score, the researcher measured the means and standard deviation of the classes to know whether or not the classes had similar characteristic of capability.

The result of homogeneity found that were only 3 classes that considered homogeny or had similar ability. They were B, C, E classes. Then among the three classes, it was chosen two classes that would be taken as experiment class and control class by using lottery technique. The result that class E became an experimental class and class C a control class.

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<sup>38</sup>Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D (Bandung: Alfabeta, 2016),

Meanwhile, class B was used as a validity class. Validity class was used to measure the validity of test before the data tested to experiment class and control class.

## 2. Sample

According to Sugiyono, sample is a part of the member and characteristic possessed by population.<sup>39</sup> Moreover, Suharsimi state that sample is partially or representative of the population studied.<sup>40</sup> Charles, C.M defines a sample as a small group of people selected to represent the much larger entire population from which it is drawn.<sup>41</sup> Sample is used as means to find the information about the population. The technique in deciding the sample was cluster random sampling. Cluster random sampling is based on the ability of the researcher to divide the sampling population into groups (based upon visible or easily identifiable characteristic).<sup>42</sup>

Based on the explanation above, the researcher chooses the simple from two classes that had same level background knowledge. The sample from seventh grade that researcher chooses C and E class. Each class consist of 23 students. E class became an experiment class and C class became a control class. Its mean that those classes are 7E which class would be taught

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<sup>39</sup>Ibid., 81.

<sup>40</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006)117.

<sup>41</sup>Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction*. 181

<sup>42</sup>Ranjit Kumar, *Research Methodology a Step-by-Step Guide for Beginners* (London, SAGE Publications Ltd, 2011), 187

by Direct Method (experiment class) and 7 C which class would taught by Conventional (control class). The result revealed that class E became an experimental class and class C as a control class.

### **C. Instrument of Data Collection**

This research's instrument to collect data primary is test. In this study, the test constructed by the researcher based on the standardized procedure of making test. The test is divided into two parts. They are pre-test and post-test. The pre-test is directed in the beginning study before the treatment and post-test is given after the treatment. Pre-test was to gain information about the students achievement before the treatment as the teaching process. Post-test was to gain information about the students achievement after finishing the teaching process.

In this research, the researcher used vocabulary test which had already been prepared by the teacher to find out the effect of direct method. There were 30 multiple choice items for the test.<sup>43</sup> The test measured the students' ability in mastering vocabulary achievement that had been previously taught by the teacher.

According to Suharsimi Arikunto, a good instrument must fulfill two important of requirements, they are valid and reliable. Therefore, the researcher used instrument test with two test, the first test is test of validity and the second test is test of reability.

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<sup>43</sup>See Appendix 1

## 1. Test of Validity

Validity is defined as the degree to which the researcher has measured what he has set out to measure (Smith 1991: 106). Broadly, the concept of appropriateness and accuracy as applied to a research process.<sup>44</sup> Validity is probably the single most important aspect of the design of any measurement instrument in educational research. To test the validity of the instrument in this research, the researcher used product moment correlation formula by Pearson. The formula is as follows:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Notes:

$r_{xy}$  = digit of index Product Moment Correlation

$\sum X$  = the total score X

$\sum Y$  = the total score Y

$\sum XY$  = the total of result multiplication between score X A and Y

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<sup>44</sup>Ranjit Kumar, Research Methodology a Step-by-Step Guide for Beginners, 167-168

n = total of respondent

When the coefficient correlation was under 0,30, it can be conclude that the item was not valid instrument. Thus, the item said to be valid instruments if the coefiencie correlation of magnitud more than 0,30.<sup>45</sup>

Example of item No. 1 (in the multiple-choice test):

$$\begin{aligned}
 r_{xy} &= \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} \\
 r_{xy} &= \frac{21(348) - (19)(375)}{\sqrt{[(21 \cdot 19 - (19)^2)][(21 \times 7025 - (375)^2)]}} \\
 r_{xy} &= \frac{7308 - 7125}{\sqrt{(399 - 361)(147525 - 140625)}} \\
 r_{xy} &= \frac{183}{\sqrt{(38)(6900)}} \\
 &= \frac{183}{\sqrt{262200}} \\
 &= \frac{183}{512,05} \\
 &= 0,357 \text{ (Valid)}
 \end{aligned}$$

<sup>45</sup>Sugiyono, Metode Penelitian, 126.

To test the validity and reability of the instrument, the researcher took a sample 21 respondent used 30 item of vocabulary test.<sup>46</sup> Validity of the calculated item instrument to 30 item about vocabulary test, there were 25 items is valid.<sup>47</sup> Finally the result of the test validity is as follow:

**Table 3.1**  
**Recapitulation Test Item Validity**

No Item	'r' arithmetic	'r' table	Explanation
1	0,357	0,30	Valid
2	0,408	0,30	Valid
3	0,537	0,30	Valid
4	0,552	0,30	Valid
5	-0,820	0,30	Invalid
6	0,590	0,30	Valid
7	0,432	0,30	Valid
8	0,331	0,30	Valid
9	0,434	0,30	Valid
10	0,567	0,30	Valid
11	0,324	0,30	Valid
12	0,485	0,30	Valid
13	0,375	0,30	Valid
14	0,517	0,30	Valid
15	0,382	0,30	Valid

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<sup>46</sup>See Appendix 2

<sup>47</sup>See Appendix 3

16	0,319	0,30	Valid
17	-0,130	0,30	Invalid
18	0,467	0,30	Valid
19	0,416	0,30	Valid
20	-0,552	0,30	Invalid
21	0,420	0,30	Valid
22	-0,110	0,30	Invalid
23	-0,303	0,30	Invalid
24	0,309	0,30	Valid
25	0,383	0,30	Valid
26	0,403	0,30	Valid
27	0,382	0,30	Valid
28	0,573	0,30	Valid
29	0,432	0,30	Valid
30	0,492	0,30	Valid

Based on the table, among 30 questions, there are 25 questions was valid and 5 questions invalid. But the researcher still uses 30 questions for collecting the data with the revision test.

## 2. Test Reliability

Reliability means dependability. It means that the numerical result produced by an indicator do not very because of characteristic of the measurement process or measurement instrument itself.<sup>48</sup> Reliability refers to the stability or the consistency of the test scores. Beside having high validity;

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<sup>48</sup>W. Lawrence Neuman, Basic of Social Research, Qualitative and Quantitative Approach (Pearson Education, Inc, 2007), 116

a good test should have high reability too. Reability is a necessary characteristic of any good test; for it to be valid at all, a test must be reliable first as a measuring instrument. In this research, the researcher uses a method of Spearman Brown (Split half), KR. 20, KR 21 and Anova Hoyt. The formula is:

$$r_i = \frac{2r_b}{1+r_b}$$

Note:

$r_i$  = Internal Reability all instrument

$r_b$  = Product moment correlation between first fissure and second

No.	X	Y	X <sup>2</sup>	Y <sup>2</sup>	X.Y
1	8	11	64	121	88
2	5	7	25	49	35
3	9	11	81	121	99
4	6	6	36	36	36
5	5	4	25	16	20
6	5	4	25	16	20
7	9	11	81	121	99
8	11	13	121	169	143

<b>9</b>	4	7	16	49	28
<b>10</b>	9	9	81	81	81
<b>11</b>	9	11	81	121	99
<b>12</b>	9	9	81	81	81
<b>13</b>	2	4	4	16	8
<b>14</b>	8	11	64	121	88
<b>15</b>	9	11	81	121	99
<b>16</b>	5	8	25	64	40
<b>17</b>	8	7	64	49	56
<b>18</b>	9	12	81	144	108
<b>19</b>	3	5	9	25	15
<b>20</b>	6	6	36	36	36
<b>21</b>	9	11	81	121	99
<b>N</b>	148	178	1162	1678	1378
<b>Statistik</b>	$\Sigma X$	$\Sigma Y$	$\Sigma X^2$	$\Sigma Y^2$	$\Sigma XY$

$$r_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{21(1378) - (148)(178)}{\sqrt{[(21 \cdot 1162 - (148)^2)][(21 \cdot 1678 - (178)^2)]}}$$

$$r_{xy} = \frac{28938 - 26344}{\sqrt{(24402 - 21904)(35238 - 31684)}}$$

$$r_{xy} = \frac{2594}{\sqrt{(2498)(3554)}}$$

$$= \frac{2594}{\sqrt{8877892}}$$

$$= \frac{2594}{2979,57916491}$$

$$= 0.87059274361$$

Formulate correlation coefficient value into Spearman Brown formula:

$$r_i = \frac{2.r_b}{1+r_b} = \frac{2 \times 0,87059274361}{1 + 0,87059274361} = \frac{1,74118548722}{1,87059274361}$$

$$= 0.93082018689 (0,931)$$

The calculation of reliability above can know the value of the variable instrument reliability of student's vocabulary mastery of class VII.<sup>49</sup> Values 0,931 then consulted with "r" table on the significant level 5 % is 0,30. Because "r" count with "r" count (0,931) > "r" table (0,30), so the instrument can be said reliable. For more details can be seen in the following table:

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<sup>49</sup>See Appendix 4

**Table 3.2**  
**Test Item Reability**

“r” arithmetic	“r” table	Explanation
0,931	0,30	Reliable

#### **D. Technique of Data Collection**

The techniques of data collection in this research are:

##### 1. Test

A test is any procedure for measuring ability, knowledge, or performance. The test is a technique of collecting data in this research is used test. In this research, there are two kinds of test, pretest and post test that were given to the students as participants, either the experimental or the control group. Before carrying out the teaching, the pre- test is given to both groups in order to make sure that the two groups have similar and equal level of proficiencies. The post test is given to the experimental group after being taught by direct method. The multiple choice test in used to objective data of the students' vocabulary mastery teaches by using direct method.

##### 2. Documentation

Documentation method is used to find out the data from the written document, such as daily notes, transcript, books, newspaper.<sup>50</sup>It refers to the archival data that helps the researcher to collect the needed data. The

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<sup>50</sup>Arikunto, Prosedur, 231

researcher functioned the document related to the object research such as students name list to be used in determining the team for the experiment and students' examination score from the tests.

The documents used in this research were taken from student's result of the given test, teacher lesson plan, and the photograph of teaching-learning process.

### E. Technique of Data Analysis

The analysis method is used in research is statistic inferential technique. It uses to prove the probabilities theory, where it also uses for data analysis for explanation.

In this research, the researcher applies a Quasi-experimental research to compare the mean score of experimental group that taught by Direct Method and the mean score of control that is taught by conventional method. Through the analysis data, the researcher used statistic calculation of the t-test to determine the final calculation of  $t_o$  (T observation) that is done to measure the last score of the experiment class and controlled class and controlled class by using statistic calculation of t-test with significance degree 0,05 as follows<sup>51</sup>

$$T_0 \text{ Score: } t_o \frac{M1-M2}{SEm1-m2}$$

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<sup>51</sup>Anas Sudijono, Pengantar Statistik Pendidikan (Jakarta: PT. Raja Grafindo Persada 2005). 314-316

Before the researcher use t test, the researcher applied Assumption test, namely normality test and homogeneity test:

1. Normality test using Kolmogorov-smirnov test. Each of two populations being compared must follow a normal distribution. The step of analyzing normality test as follows:

a. Formulated hypothesis

Ho: the data have un-normal distribution

Ha: the data have normal distribution

b. Calculate the average (mean) to create a table

$$M_x = \frac{\sum fx}{n}$$

$$SD_1 = \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

c. Calculating the value of fkb

d. Calculated each frequency divided by the number of data (f/n)

e. Fkb calculating each divided by the number of data (fkb/n)

f. Calculated the value of Z by the formula X is the original value of data  
 $\mu$  is the populaton mean can be estimated using the evarage of the

sample or the mean while  $\sigma$  was the standard deviation of the sample values. Z values would be calculated each value after sorted smallest to target.

$$Z = \frac{X - \bar{X}}{\sigma}$$

- g. Calculate  $P < Z$
  - h. For  $a_2$  values obtained from the difference between columns 5 and 7 ( $f_{kb}/n$ ) and  $P < Z$
  - i. For  $a_1$  values obtained from the difference between columns 4 and 8 ( $f/n$  and  $a_2$ )
  - j. Comparing the highest number  $a_1$  with Kolmogorov-Smirnov table
  - k. Test the hypothesis
  - l. If  $a_1$  maksimum  $<$  kolmogorof simirnov table, receive  $H_a$  and data is normal distribution.<sup>52</sup>
2. Homogeneity test using Harley test. Homogeneity test is the variance test between two groups or more.<sup>53</sup> This can be tested by Harley test.

$$F(\max) = \frac{Var \max = SD^2 \max}{Var \min = SD^2 \min}$$

The step of analyzing homogeneity test as follows:

- a. Make a frequency distribution table

<sup>52</sup>Retno Widyaningrum, Statistik (Ponorogo: STAIN Ponorogo Press, 2009), 206-210.

<sup>53</sup>Ibid, 214.

b. Using the formula Harley

$$F(\max) = \frac{\text{Var max} = SD^2 \max}{\text{Var min} = SD^2 \min}$$

c. Comparing F (max) result calculated with F (max) table, with db = (n-1; k)

3. T-test is used to determine whether the means of two groups are statistically different from one other.

The data analysis used T-test non-independent experiment with 5% significance level with this formula as follow:

a. Determining of mean variable I and II with formula:

$$M_1 = \left( \frac{\sum fx'}{N} \right) \quad M_2 = \left( \frac{\sum fy'}{N} \right)$$

b. Determining of standard deviation of variable I and II with formula:

$$SD_1 = \sqrt{\frac{\sum fx'^2}{N_1} - \left( \frac{\sum fx'}{N_1} \right)^2}$$

$$SD_2 = \sqrt{\frac{\sum fy'^2}{N_2} - \left( \frac{\sum fy'}{N_2} \right)^2}$$

c. Determining of standard of error mean variable I and II with formula:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}} \quad SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

- d. Determining the differentiation standard error between the mean variable I and variable II.

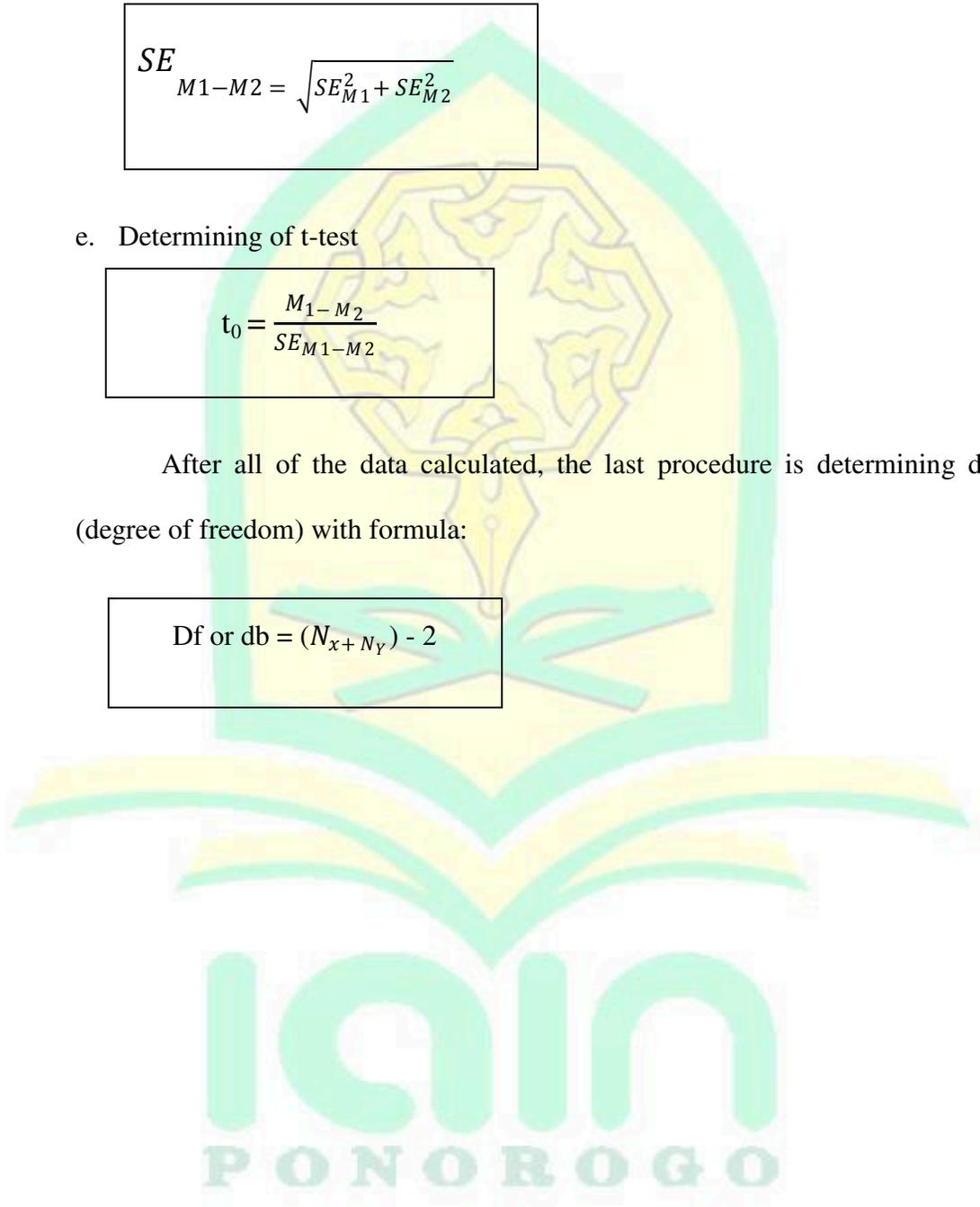
$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

- e. Determining of t-test

$$t_0 = \frac{M_1 - M_2}{SE_{M1-M2}}$$

After all of the data calculated, the last procedure is determining df (degree of freedom) with formula:

$$Df \text{ or } db = (N_x + N_y) - 2$$



**Notes:**

$M_1$  = Mean of variable x

$M_2$  = Mean of variable y

$\sum fx'$  = Sum of frequency and x'

$\sum fy'$  = Sum of frequency and y'

$N_x$  = The number of sample variable x

$N_y$  = The number of sample variable y

$SD_1$  = Standard deviation of variable x

$SD_2$  = Standard deviation of variable y

$SE_{M_1}$  = Standard error of mean x

$SE_{M_2}$  = Standard error of mean y

$SE_{M_1-M_2}$  = Standard error between the mean from variable I and variable II



## CHAPTER IV

### RESEARCH FINDING

In this chapter the researcher report on research location, data description, data analysis, and discussion

#### **A. Research Location**

The researcher conducted the research at Al-Mawaddah Islamic Boarding School for Gir. It s located in Coper Village at Jetis District Ponorogo. Al-Mawaddah Islamic Boarding School for Girl is department of Islamic education organized as girl boarding school. This boarding school stands on wakaf land in 9 of Dzul-Qa'dah 1409 H/ 21October 1989 M as the realization from the idea and aspiration KH. Ahmad Sahal as the establisher of Pondok Modern Gontor.

Pondok Modern Gontor was established in 1926, the students consist of man and girl coming from neighborhood area and carrying together in a school named Tarbiyatul Athfal (TA). In 1936 was founded Kuliyyatul Mu'allimin al-Islamiyah (KMI) as continue from TA. KMI stand after KH. Imam Zarkasyi after he had finished the study from Padang.

After Pondok Modern Gontor known in public and the students increase they don't accept girl students anymore, but this is not stay KH. Ahmad Sahal thought to build create education from girl "The girl boarding must be held, and the location separate from Pondok Modern Gontor."

The boarding school was established by Nyai Hj. Soetichah Sahal named “Ma’hadul Mawaddah al-Islamiy Lil Banat” realization from instruction with Nyai Hj. Soetichah Sahal and their child. Initially Al-Mawaddah boarding school would be established in Nglumpang Village Mlarak Ponorogo, but because family reason, and the condition of the land, and also near from Pondok Modern Gontor, finally the boarding school is established in Coper Jetis Ponorogo.

The aspiration was testament and realization by Nyai Hj. Soetichah Sahal (Mr. KH. Ahmad Sahal’s wife) by founding Pesantren Putri Al-Mawaddah in 1989, and developed by Al-Arham foundation (act of notary No. 12 year 1989). In 1989 “Al-Mawaddah Islamic Boarding School for Girl” was established as the name of the boarding school based on QS. Asy-Syura verse 23

..... قُلْ لَا أَسْأَلُكُمْ عَلَيْهِ أَجْرًا إِلَّا الْمَوَدَّةَ فِي الْقُرْبَىٰ

The meaning of it: “ I don’t ask some commision for my exclamation to you, only affection in clannish”.

Vision and Mission Al-Mawaddah boarding school for girl

Vision of Al-Mawddah boarding school for girl: product the muscleman generation to be independent, creative, productive, and quality.

Mission of Al-Mawaddah boarding school for girl is to build a quality young generation in forming mar’atus sholihah as a pioneer and leeder of the

mankind, and alimah-sholihah, highly dedicate, skilled, creative, innovative and independing partnership (Ukhuwah) in Ridho Allah.

Pesantren Putri Al-Mawaddah use curriculum unnification from Pondok Modern Darussalam Gontor curriculum and Minister of Education (MTsN/MAN). The curriculum team flues and simplify both of curriculum with the purpose looking for efficiency and relevancy the aim of education in Pesantren Putri Al-Mawaddah in forming al-mar'atus sholehah which is moral being, physical being, intellectual being, social being, and religious being that hold on the nature of the character.

Teacher are figure to be good example for all the students. The teacher has act as an advisor for the students in developing creativity and self potential motivator that help students raising their goal and aspiration. Teachers of MTs Al-Mawaddah consist of asatidz (school master in married conditional) and ustadzatz (lady teacher) from many institutes such as grated from Pondok Modern Gontor, Pondok Pesantren Wali Songo Ngabar, ITB Bandung, IPB, Bogor, Brawijaya University, STAIN, IAIN, IPD Gontor, UIN, UNEJ, LIPIA, IAIRM Ngabar and staff dedication from alumni Pesantren Putri Al-Mawaddah.

Students are the one important component in course of education. The Situation of students in MTs Al-Mawaddah Coper Jetis Ponorogo in academic year 2016/2017 as whole reach 386students consist of 131 students class VII, 133 students class VIII, and 122 students class IX.

In Madrasah Tsanawiyah Al-Mawaddah there are three facilities such as IPA, IPS, and SMK.

## **B. Data Description**

The population that was used in this research was the seventh grade students of Al-Mawaddah Ponorogo. The research took 46 students as a sample. From the 46 students as sample, the researcher divided them into two groups. Each group consisted of 23 students. The first group as experimental group was taught using direct method and the second group as control group was not taught using direct method.

The learning process done in a set of the learning process involved in this study such as pre-test, first and second treatment with the direct method and post-test. Pre-test was held on April, 22<sup>th</sup> 2017, first and second treatment were held on April, 23<sup>th</sup> 2017, and April, 25<sup>th</sup> 2017. Finally, the post test was held on April, 29<sup>th</sup> 2017.

For pre-test, there are 30 items of test. The test is multiple choice. The students choose and answer the correct vocabulary related of the descriptive text. In scoring of the test the researcher has the criteria as follow:

- a. The 0 score was assigned if the students was incorrect answer.
- b. The 1 score was assigned if the students was correct answer.

After giving some treatments by using direct method, the writer held post-test to know the students achievement. The table below showed the score of

students' vocabulary achievement in pre-test and post-test for experimental and control class. The score students' vocabulary achievement are:

### 1. The Result of Students' Pre-Test and Post-Test In Experimental Class

**Table 4.1**

**The Score of Students Class VII E as Experimental Class**

No	Name	Score	
		Pre-Test	Post-Test
1	Agnes Adhiyaksa	60	86
2	Aisyah Putri	60	80
3	Amel Lia Febrianti	80	90
4	Aura Nazwa	63	83
5	Aurelli Regina Gitami	77	86
6	Dwi Nora Kharisma	63	86
7	Dyah Hanum Palmatiwi	57	77
8	Elok Maulida	63	77
9	Enggar Nasywa Sasadara	63	80
10	Fadhilah Nur Salsabila	60	80
11	Farida Amalina Fahrulloh	70	83
12	Fifih Musfiroh	77	86
13	Inka Rismaningrum	80	90

14	Keysha Bilbina Anjani B	80	86
15	Kharisma Harahap	57	70
16	Maghfirotul Luthfia	70	83
17	Miftahul Jannah	60	86
18	Nabila Nur Azizah	70	83
19	Nabila Pudya Az-Zahra	63	86
20	Raisah Az-Zahra	53	73
21	Siti Aisyah Hilwa Tazurra	77	83
22	Syah Niar Audia Larasati	70	86
23	Wulan Kharisma	80	90
Total		1553	1910

It can be seen in the table 4.1 that the experiment class higher pre-test score is 80 while lowest pre-test score is 53. Meanwhile, the highest post-test score is 90 and the lowest score is 73. The total of experiment class score for pre-test is 1553 and the total score for post-test is 1910.

## 2. The Result of Students' Pre-Test and Post-Test In Control Class

**Table 4.2**

**The Score of Students Class VII C as Control Class**

No	Name	Score	
		Pre-Test	Post-Test
1	Adinda Devandy	77	86
2	Adinda Thalia Salsabila	70	77
3	Amanda Shinta Oktaviani	70	67
4	Aprilia Izzatu Tsania	63	73
5	Archil Inayatus saidah	77	86
6	Firqotu Naajiyah	67	73
7	Icha Rosyita Nurhaliza	57	60
8	Kamalin Qisthi Nurfatayati	73	70
9	Kanza Jiana Ahsanti	70	77
10	Khansa Amany Ula	77	80
11	Lenny Martina Naura Tilova	57	70
12	Nadia Salwa Fauzia	70	73
13	Nahda Aulia Salwa	60	63
14	Nika Nencyana Fadila	77	86
15	Pegi Wulida Ahsanti	60	73

16	Putri Elfareta	73	77
17	Risna Zahwa Tarifah	73	80
18	Risya Latul Masruroh	60	60
19	Rofifah Khairun Nisa	70	70
20	Rohmah Khabibah	70	73
21	Sabrina Adelia Dwi Marinsa	77	80
22	Salwa Dzakiyyatul A'idah	63	67
23	Zulfaa Haiman	67	77
Total		1578	1690

It can be seen in the table 4.2 that the control class higher pre-test score is 77 while lowest pre-test score is 57. Meanwhile, the highest post-test score is 86 and the lowest score is 63. The total of control class score for pre-test is 1578 and the total score for post-test is 1690.

### 3. The result of Assumption Test for Parametric Statistic

#### a. Normality Test

Normality test was conducted to known whether the data distribution was normal distribution or not. For this test, it would be proposed the hyphothesis as follow:

Ho: the data have normal distribution

Ha: the data have un-normal distribution

**Table 4.3**  
**Normality Data and Calculation of the Students' Post Test in**  
**Experimental Class**

X	F	FX	X <sup>2</sup>	FX <sup>2</sup>
90	3	270	8100	24300
86	8	688	7396	59168
83	5	415	6889	34445
80	3	240	6400	19200
77	2	154	5929	11858
73	1	73	5329	5329
70	1	70	4900	4900
Total	23	1910	44943	159200

Calculate the average:

$$\begin{aligned} M_x &= \frac{\sum fx}{n} \\ &= \frac{1910}{23} \\ &= 83,04 \end{aligned}$$

Calculate the deviation standard:

$$\begin{aligned} SD_1 &= \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \\ &= \sqrt{\frac{159200}{23} - \left(\frac{1910}{23}\right)^2} \\ &= \sqrt{6921,17 - (83,04)^2} \\ &= \sqrt{6921,17 - 6895,64} \\ &= \sqrt{25,53} \\ &= 5,05 \end{aligned}$$

**Table 4.4 The Result Normality Test for Experimental Class**

X	F	fk <sub>b</sub>	f/n	fk <sub>b</sub> /n	Z	P ≤ Z	a <sub>2</sub>	a <sub>1</sub>
1	2	3	4	5	6	7	8	9
90	3	23	0,130435	1	1,378218	0,9147	0,0853	0,045135
86	8	20	0,347826	0,869565	0,586139	0,719	0,150565	0,197261
83	5	12	0,217391	0,521739	-0,007921	0,5	0,021739	0,195652
80	3	7	0,130435	0,304348	-0,60198	0,2743	0,030048	0,100387
77	2	4	0,086957	0,173913	-1,196039	0,117	0,056913	0,030044
73	1	2	0,043478	0,086957	-1,988119	0,0239	0,063057	-0,01958
70	1	1	0,043478	0,043478	-2,582178	0,0049	0,038578	0,0049

D (0, 05, 23) from index is 0,27

Ha was accepted if  $a_1 \max \leq D_{Index}$

Based on the table above, the maximum value of  $a_1$  was 0,197261 (0,19) in which the index was less then the  $D_{table}$ , so Ha is accepted. It can be concludes that for significant 5%, the data from experimental class have normal distribution.

**Table 4.5**  
**Normality Data and Calculation of The Students' Post Test in Control Class**

X	F	FX	$X^2$	$FX^2$
86	3	258	7396	22188
80	3	240	6400	19200
77	4	308	5929	23716
73	5	365	5329	26645
70	3	210	4900	14700
67	2	134	4489	8978
63	1	63	3969	3969
60	2	120	3600	7200
Total	23	1698	42012	126596

Calculate the average:

$$\begin{aligned} M_x &= \frac{\sum fx}{n} \\ &= \frac{1698}{23} \\ &= 73,82 \end{aligned}$$

Calculate the deviation standard:

$$\begin{aligned} SD_1 &= \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \\ &= \sqrt{\frac{126596}{23} - \left(\frac{1698}{23}\right)^2} \\ &= \sqrt{5504,17 - (73,82)^2} \\ &= \sqrt{5504,17 - 5449,39} \\ &= \sqrt{54,78} \\ &= 7,40 \end{aligned}$$

**Table 4.6**

**The Result Normality Test for Control Class**

X	F	fkB	f/n	fkB/n	Z	P ≤ Z	A2	A1
1	2	3	4	5	6	7	9	10
86	3	23	0,13043	1	1,6459	0,9495	0,0505	0,079935
80	3	20	0,13043	0,86957	0,8351	0,9664	-0,09683	<u>0,22727</u>
77	4	17	0,17391	0,73913	0,4297	0,6628	0,07633	0,097583
73	5	13	0,21739	0,56522	-0,1108	0,4562	0,109017	0,108374
70	3	8	0,13043	0,34783	-0,5162	0,305	0,042826	0,087609
67	2	5	0,08696	0,21739	-0,9216	0,0274	0,189991	-0,10303
63	1	3	0,04348	0,13043	-1,4621	0,0721	0,058335	-0,01486
60	2	2	0,086957	0,086957	-1,8676	0,0314	0,055557	0,0314

$D(0, 05, 23)$  from index is 0, 27

Accept  $H_0$  if  $a_1 \max \leq D_{Index}$

Unaccepted  $H_0$  if  $a_1 \max \geq D_{Index}$

Based on the table above, the maximum value of  $a_1$  was 0, 22727 (0, 23) in which the index was less than the  $D_{table}$ , so  $H_0$  is accepted. It can be concludes that for significant 5%, the data from experimental class have normal distribution.

b. Homogeneity Test

Homogeneity test is used in the analysis of variance to verify that different groups have a similar variance. This can be tested by Harley test.

$H_0$ : the data is homogeneous

$H_a$ : the data is un-homogeneous

$$F(\max) = \frac{Var \max = SD^2 \max}{Var \min = SD^2 \min}$$

$$F(\max) = \frac{Var \max = 7,40^2}{Var \min = 5,05^2}$$

$$F(\max) = \frac{Var \max = 54,76}{Var \min = 25,50}$$

$$F(\max) = 2,15$$

$$D_b = n-1;k$$

$$23-1;2 = 22;2$$

So  $F_{max}$  was 2, 15 in which the index was less than the  $F_{max}$  index (2,95), so the decision was to accept  $H_0$ , which meant the data have homogeneity distribution.

### C. Data Analysis

To obtain data, the researcher uses vocabulary test to 23 students for experimental group and 23 students for control group, to know the vocabulary mastery students at seventh grade of Al-Mawaddah Coper Jetis Ponorogo effective or not, the researcher applied “t” test formula as stated below.

#### 1. The Computation of Students’ Post Test in Experimental Class

**Table 4.7**

X	F	FX	$X^2$	$FX^2$
90	3	270	8100	24300
86	8	688	7396	59168
83	5	415	6889	34445
80	3	240	6400	19200
77	2	154	5929	11858
73	1	73	5329	5329
70	1	70	4900	4900
Total	23	1910	44943	159200

a. Finding Average (Mean) of the variable X

$$\begin{aligned}
 M_x &= \frac{\sum fx}{n} \\
 &= \frac{1910}{23} \\
 &= 83,04
 \end{aligned}$$

b. Look for SD<sub>x</sub>

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \\
 &= \sqrt{\frac{159200}{23} - \left(\frac{1910}{23}\right)^2} \\
 &= \sqrt{6921,74 - (83,04)^2} \\
 &= \sqrt{6921,74 - 6895,64} \\
 &= \sqrt{26,1} \\
 &= 5,11
 \end{aligned}$$

From the calculation above, it is known M<sub>x</sub> = 83,04 and SD<sub>x</sub> = 5,11

## 2. The Computation of Students' Post Test in Control Class

**Table 4.8**

X	F	FX	X <sup>1</sup>	FX <sup>2</sup>
86	3	258	7396	22188
80	3	240	6400	19200
77	4	308	5929	23716
73	5	365	5329	26645
70	3	210	4900	14700
67	2	134	4489	8978
63	1	63	3969	3969
60	2	120	3600	7200
Total	23	1698	42012	126596

a. Finding Average (Mean) of the variable Y

$$\begin{aligned} My &= \frac{\sum fx}{n} \\ &= \frac{1698}{23} \\ &= 73,82 \end{aligned}$$

b. Look for SDy

$$\begin{aligned} SD \quad y &= \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \\ &= \sqrt{\frac{126596}{23} - \left(\frac{1698}{23}\right)^2} \\ &= \sqrt{5504,17 - (73,83)^2} \\ &= \sqrt{5504,17 - 5450,87} \\ &= \sqrt{53,3} \\ &= 7,30 \end{aligned}$$

From the calculation above, it is known  $My = 73,82$  and  $SDy = 7,30$

### 3. Testing Hypothesis ( $t_{test}$ )

From both table above the researcher compare the mean score of students vocabulary mastery taught using direct method (X) and the students' vocabulary not taught using direct method (Y) with this step:

a. Finding Average (Mean) of the variable X and Y

$$\begin{aligned} M_x &= \frac{\sum fx}{n} \\ &= \frac{1910}{23} \\ &= 83,04 \end{aligned}$$

$$\begin{aligned} M_y &= \frac{\sum fy}{n} \\ &= \frac{1698}{23} \\ &= 73,82 \end{aligned}$$

b. Look for SDx and SDy

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \\ &= \sqrt{\frac{159200}{23} - \left(\frac{1910}{23}\right)^2} \\ &= \sqrt{6921,74 - (83,04)^2} \\ &= \sqrt{6921,74 - 6895,64} \\ &= \sqrt{26,1} \\ &= 5,11 \end{aligned}$$

$$\begin{aligned} SD_y &= \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum fy}{n}\right)^2} \\ &= \sqrt{\frac{126596}{23} - \left(\frac{1698}{23}\right)^2} \\ &= \sqrt{5504,17 - (73,83)^2} \\ &= \sqrt{5504,17 - 5450,87} \end{aligned}$$

$$= \sqrt{53,3}$$

$$= 7,30$$

c. Determining standard error mean variable X and Y

$$SE_{MX} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$SE_{MX} = \frac{5,11}{\sqrt{23 - 1}}$$

$$SE_{MX} = \frac{5,11}{\sqrt{22}}$$

$$SE_{MX} = \frac{5,11}{4,70}$$

$$SE_{MX} = 1,087234044255$$

$$SE_{MY} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$SE_{MY} = \frac{7,30}{\sqrt{23 - 1}}$$

$$SE_{MY} = \frac{7,30}{\sqrt{22}}$$

$$SE_{MY} = \frac{7,30}{4,70}$$

$$SE_{MY} = 1,55319148936$$

d. Difference standard error score of the means variable X and variable Y

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$SE_{M1-M2} = \sqrt{1,087234044255^2 + 1,55319148936^2}$$

$$SE_{M1-M2} = \sqrt{1,18207786697 + 2,41240380262}$$

$$SE_{M1-M2} = \sqrt{3,59448166959}$$

$$SE_{M1-M2} = 1,89591183064$$

e. to score

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$$t_o = \frac{83,04 - 73,82}{1,89591183064}$$

$$t_o = \frac{9,22}{1,89591183064}$$

$$t_o = \frac{9,22}{1,89591183064}$$

$$t_o = 4,86309534599 (4,86)$$

Based on the calculation of t-test above, the result is 4,86. Furthermore, the writer compare the t-value to the t-table. The result is t-value  $\geq$  t-table. It means that there is an effect of direct method on students vocabulary mastery.

#### D. Discussion

From the calculation above, it was shown that the difference coefficient of students taught by using direct method and the students no taught by using direct method is 4,86 it was used to find out whether the difference coefficience was a

significant or not, and furthermore it could be used as a basis to generate the population. The test of hypothesis stated below:

- 1) If the  $t_o \geq t_t$   $H_a$  was accepted. It means that there is a significant difference both of variables.
- 2) If the  $t_t \leq t_o$   $H_a$  was rejected. It means that there is no significant difference both of variables.

The writer determines the df/df and consults with  $t_t$  score:

$$\begin{aligned}
 Db &= (N1 + N2) - 2 \\
 &= (23 + 23) - 2 \\
 &= 46 - 2 \\
 &= 44
 \end{aligned}$$

The result of the statistical calculation indicates that the value of  $t_o$  is 4,86 and the value of df (44) on a degree of significance 5 % is 2,02. Comparing the  $t_o$  with each value of the degree of significance, the writer finds that  $4,86 \geq 2,02$ . It means that there was a significant difference between students taught by using the direct method and the students not taught by using the direct method. It implies that the students which taught by using the direct method achieve a better score.

From the data above, the researcher concludes that there is a significant difference on students' vocabulary mastery between students which taught by using

direct method and the students which not taught by using direct method. In other word, direct method is adequate success. It means that there is significant different influence of using direct method on students vocabulary mastery.



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the data described previously, the researcher takes a conclusion that using direct method has given positive effect on students' vocabulary mastery. The students who taught using direct method have a mean score bigger than the students who not taught using direct method. The atmosphere of experimental class also more active. They can learn the materials easily.

The result of this research in this study is the mean score of the post-test from the experimental class is higher (83,04) than post-test from controlled class (73,83). It has been found that the comparison value  $t_o$  between students who are taught using direct method and who are not taught using direct method is 4.86. This is higher than " $t_t$ " value in the table, which is  $t_t = 2,02$  at the level of significant 5%, with  $db = 44$ . So  $H_a$  is accepted.

Based on the results above, it can be concluded that the using of Direct Method can enhance students' vocabulary mastery.

## B. Suggestion

Dealing with the conclusion, the writer would like to suggest as follow:

1. For the English Teachers
  - a. Teachers should develop the teaching learning process in order to know and find the suitable method or technique in order to make successful teaching learning process.
  - b. Teacher had to understand about the students' problem in teaching and learning process.
  - c. Direct method can be used in teaching and learning process especially in teaching vocabulary because it has many features and make students more active and interest.
2. For the Students
  - a. Students should be active and creative in learning English especially vocabulary.
  - b. The students are expected to understand easily by using direct thing or real object. And they must assume that English is easy to learn.

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