THE INFLUENCE OF DIRECT METHOD IN TEACHING VOCABULARY OF THE TENTH GRADE STUDENTS AT SMA NEGERI 11 KABUPATEN WAJO

(Pre- Experimental Research)

A THESIS

Submitted as the Fulfillment to Accomplish Sarjana Degree

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MOTTO

The hard struggle will produce big something.

God will raise people who are faithful among people you and people who are given some level of knowledge

(QS. Al- Mujadilah: 11)

DEDICATION

This thesis dedicated to my beloved family especially to my parents Abdul Hafid and Hj. Mardiana, my brother and sisters, my beloved partner and all people which always support me.

ABSTRACT

Hafriana, Noerhaetty. 2019. *The Influence of Direct Method in Teaching Vocabulary of The Tenth Grade Students at SMA Negeri 11 Kabupaten Wajo*. Thesis. Faculty of Teaching Training and Education. English Education Department Muhammadiyah University of Makassar. Guided by Ummi Khaerati Syam and Muh. Astrianto Setiadi.

This research aimed to find out whether or not the use of direct method improve the students' vocabulary mastery of the tenth grade students at SMA Negeri 11 Kabupaten Wajo.

This research used a pre- experimental which was implemented to 26 students in class X. MIPA 1, it selected by purposive sampling technique. The procedure of collecting the data in this research, it consisted of pre-test, gave treatment, and post-test.

The findings indicated that direct method has positive influence in improving students' vocabulary mastery. The result of the data indicated that there was difference between students' pre-test and post-test. The mean score of pre-test was 46,53 but after giving treatment the mean score of post-test become 73,61, so the improvement was 58,18%. From t-test, the researcher found that the value of t-test was 12,89 and t table was 2.059. It means that there was significant improvement of the students' vocabulary mastery by using direct method. It was also said that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Based on the findings and discussions of the research, the researcher concluded that the use of direct method could improve the students' vocabulary mastery of the tenth grade students at SMA Negeri 11 Kabupaten Wajo.

Key Words: direct method, vocabulary mastery.

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Alhamdulillah praise for the presence of Allah SWT who always give unlimited gifts and favors, to all creatures, especially humans. similarly, greetings and shalawat to our prophet Nabiullah Muhammad SAW who is our role model and example until the end of time with the belief that the writer can complete this thesis.

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Makassar,   November 2018

Noerhaetty Hafriana

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CHAPTER I

INTRODUCTION

A. Background of the research

English is one of the most language used in the world. In Indonesia, English is as a foreign language and formally it is taught in schools from junior high school until university. It has become an obligatory subject and as one of the subjects examined in the National Examination. So, learning English is a necessity and a must for all the people in the world, especially in Indonesian school.

Muhbubah (2000) stated that vocabulary is the content and function words of language which are learned through by that they become a part of the child's understanding, speaking, reading and writing. Second, vocabulary is words having meaning when hard or seen even though the individual produces it when communicating with others.

Gains and Redman (2000) concluded that by learning vocabulary the learners can recognize and comprehend the context of reading listening material and later as productively learners can remind and use them appropriately in speech and writing. But, in fact the students' vocabulary still low, they have some problems in learning vocabulary.

Thorn burry (2002) stated that factors often cause the problems in learning vocabulary are pronounciation, spelling, length and complexity, grammar, meaning, range ,connotations and idiomatic.

Based on previous observation of the tenth grade students at SMA Negeri 11 Kabupaten Wajo, the researcher found some problems, it consisted of the students not interested to study English, they was not active in the English class and not attention when the teacher explaining the material. They didn't understand what the teacher says because the lack of their vocabulary so they cannot communication with their teacher. Even though, the teacher have been applied some method in teaching vocabulary, but the students' vocabulary still low.

Therefore, the teacher role important to be applying method can make students attracted and enjoyed. The teacher must find out good way to make students interested in learning vocabulary. There are many method can use in teaching vocabulary. One of them is direct method.

According to Diane Larsen-Freeman (2000) direct method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. In fact, the direct method receives its name from the fact the meaning is to be connected directly with the target language, without going through the process of translating into the students' native language.

According to M.E.S. Elizabeth and Digumarti Bhaskara (2007) that the advantage of direct method in teaching vocabulary are for teaching vocabulary such as words or idioms this method more suitable

and it also make English easy and pleasant with use realia, picture or pantomime. It means that the direct method regarded effective in teaching vocabulary.

Based on all of explanation above, the researcher attracted to conduct a pre- experimental research entitled: *"The Influence of Direct Method in Teaching Vocabulary of The Tenth Grade Students at SMA Negeri 11 Kabupaten Wajo"*.

B. Problem of the research

Based on the previous background the researcher formulated the problems as follow: *"Does the use of direct method improve the students' vocabulary masteryof The Tenth Grade Students at SMA Negeri 11 Kabupaten Wajo?"*

C. Objective of the research

Related to the research question above, this research aimed to find out whether or not the use of direct method improve the students' vocabulary mastery of the tenth grade students at SMA Negeri 11 Kabupaten Wajo.

D. Significance of the research

Significances of the research were given to the teachers, students, and researcher.

1. Significance of theoretical informationcan be a reference information about vocabulary and direct method.

2. Significance of practical information

   a. The Teachers

   The result of this research is expected to be a useful for the English teachers to choose good wayand use teaching method that can make students' more active and interested when learning vocabulary.

   b. The Students

   The result of this research is hoped to be a usefulfor the students to improvetheir English vocabulary mastery.

   c. The Researcher

   This researchis hoped to bereference to other research especia'' information about vocabulary and direct method.

E. Scope of the research

Cameroon (2001) stated that vocabulary as one of the knowledge areas in in language, plays a great role for learners in acquiring a language. In this research, the researcher focussed on the process of teaching that were enjoyable and interesting by using the direct method in improve students' vocabulary mastery especially in reading descriptive text to identify adjective and preposition.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Fandi Ahmad (2014) in thesis with the title "*The Effect of Direct Method on Students' Vocabulary Mastering",* this research used quantitative method, the result of this research showed that teaching vocabulary by using Direct Method was more effective than using Grammar Translation Method. Direct Method has positive influence at first grade students at SMA Triguna Utama, Ir. H. Juanda, Tangerang Selatan in teaching vocabulary.

Mayida Wae-Useng (2017) conducted research entitled"*The Effect of Direct Method on The Students' Ability in Learning Vocabulary at MAS PAB 1 SAMPALI"*. The result of this research that teaching vocabulary using direct method has given a positive effect. It could concluded that using direct method can improve students'vocabulary mastery.

Siti Juhaeriyah (2010) in thesis with the title *" The Influence of Using Direct Method in Teaching Vocabulary".* The result of this research indicated that teaching vocabulary by using Direct Method has been proved effective in improving students' vocabulary at the seventh grade students of SMP YPI Cempaka Putih Jakarta Selatan.

Wendy Hendry (2012) in thesis with the title *" The Effect of Using Direct Method on The Students' Speaking Ability at The First Year of*

Islamic Senior High School Daarun Nahdhah Thawalib Bankinang District of Bangkinang Seberang Regency of Kampar. This research used pre-experimental, the result of this research showed that there was significance difference of students' speaking ablity before and after giving treatment by using direct method.

Based on the previous findings above, this research has similarity with them about the use of direct method in teaching vocabulary while the different of this research is the scope of the research. This research focussed to identify adjective and preposition while the previous findings above focused to identify noun and verb.

Therefore, the researcher could concluded that the use of direct method can improve students' vocabulary mastery because direct method is a method that interesting and enjoyable so that students interested to learning vocabulary and more active in the class.

B. Some Pertinent Ideas

1. Some Concept of Vocabulary

a. Definition of Vocabulary

Rischard and Renandya (2002), they stated that vocabulary is a core component of languages of provides much of the basic for how well learners speak, listen, read and write.

Asmah (2009:12) stated that vocabulary is very important in a language when we learn in language including English it always mean

that we learn the word of the language. Marsuni (2005) also stated that vocabulary is ability to recognize individual letters that form a word.

In other statement Muhbubah (2000) said that vocabulary as the concept and function word of language which are so thoroughly that became a part a child's understanding speaking, reading and writing. Vocabulary is the word having meaning when heard or see even thought not proceed by the individual himself to communicate with other.

Based on the explanations above, the researcher could concluded that vocabulary is one of the important elements of language in teaching English.

b. The Types of Vocabulary

Some experts divided vocabulary into two types. Nation (2001: 24) divided vocabulary into two types:

1. Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by the students.

2. Passive vocabulary refers to words, which students will recognize when they met them, but they will probably not be able to produce.

Furthermore, Schall in Amiruddin (2004) classified vocabulary into three types, namely:

1. Active vocabulary, the words are customarily used in speaking.

2. Reserve vocabulary, the words are we know, but we have rarely used them in ordinary speech. We use them in writing a letter and searching for synonyms.

3. Passive vocabulary, the words are recognizing vaguely, but we are sure of the meaningnever using them are either speech or writing, we just know them because we see them before.

Good (2005) also divided vocabulary into four parts, namely:

1. Oral vocabulary consists of word actively used in speech that comes readily to the tongue of the one's conservation.

2. Writing vocabulary is stock of words that comes readily to one's fingervocabulary. It commonly used in writing.

3. Listening vocabulary is stock of words, which a person can understand when hear it.

4. Reading vocabulary is the words where the people can recognize when they find it in written material.

c. The Part of Vocabulary

Many kinds of part of speech that all English words commonly classifies into seven parts of speech those are noun,verb, adjective, adverb,preposition, conjunction and interjection. But in this part, the researcher is going to discuss only four parts of speech, they are noun, verb, adjective and preposition.

1. Noun

According to Ba'dulu (2008: 16) stated that noun is the word or a word group that names a person, place an idea or a things (object, activity, quality, and condition).

2. Verb

   Oxford Dictionary (2008:492) explained that verb is a word phrase that expressed an action, an event *(*e.g.Happens*)* or a state.

3. Adjective

   a) Oxford Dictionary (2008:5) stated that adjective is a word that describes a noun, giving extra information about it. For example, a blue pen, a beautiful girl and so on.

   b) Dictionary Cambridge explained that adjective is one of the four major word classes, along with nouns, verbs and adverbs. Example of adjective are : big, small, blue, old,rich and nice. They give information about people, animals or things represented by nouns and pronouns.

   c) Collins Dictionary stated that adjective is a word such as big, dead,or financial that describes a person or thing, or give information about them. Adjective usually come before nouns or after link verbs.

4. Preposition

a) Hornby (1995) stated that preposition as word or group of words (e.g.in,from,to,outof,on behalf of) used before noun or pronoun to show e.g.place, position, time, or method.

b) Merriem Webster stated that preposition is a function word that typically combines with a noun phrase to form a phrase which usually expresses a modification or predicaton.

c) Collins Dictionary explained that preposition is a word such as by,for,into or with which usually has a noun group as its object.

d. The Function of Vocabulary

Gains and Redman (2000) concluded that by learning vocabulary the learners' can recognize and comprehend the context of reading listening, material and later as productively learners can remind and use them appropriately in speech and writing. In this case, the statement noted by Legget (2001) stated that by vocabulary the learners can recognize all the words in written and oral context and finally they can use them daily in speaking and writing.

e. The Importance of Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that

"lexical knowledge is central communication competence and to the acquisition of a second language. Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge.

Vocabulary is also important to express idea or to ask for certain important.If someone has a lack of vocabulary, he or she will find some difficulties in expressing his or her ides in oral or written.

f. Problem in Learning Vocabulary

In learning vocabulary, students might get some difficulties. Scott Thornbury (2002) stated that factors often cause this problem are:

1. Pronunciation

Research shows that words that are difficult to pronounce are moredifficult to learn. Potentially difficult words will typically be those thatcontain sounds that are unfamiliar to some groups of learners such as *regular* and *lorry* for Japanese speakers.

2. Spelling

Words that contain silent letters are particularly problematic, such as*foreign, listen, climbing, honest, etc.*

3. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as arule 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 learn ability.

4. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its first language equivalent. Scott Thornbury, *How to Teach Vocabulary,* (Essex: Longman, Pearson Education,2002), pp. 27—28.

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 idiomatic

Word that can be used in a wide range of contexts will generally beperceived as easier than their synonyms with a narrower range. Learning vocabulary seems to be one of the easiest things about learning, a language, but it is also one of the hardest things to do. It is because learning vocabulary does not only learn about the meaning of word. When learning vocabulary, students will also learn about other aspects of word such as usage,pronunciation, grammatical, and so on. So it often makes difficulties for the students to comprehend the vocabulary.

g. The Technique of Teaching Vocabulary

In teaching vocabulary, the teachers are hoped to have some techniques in order to make students familiar with the vocabulary so that they understand new word easily. The techniques functions not only to help the students grasp the meaning of new words quite easily, but also to vary the teaching activity in order to avoid the boredom on the part of students. Harmer (1983) mentions that the following aids can help to explain new vocabulary are:

1. Real

   This is the word to refer the use of real objects in the classroom. Thus thewords, book",pencil", or chair", can be easily explained by showingstudents 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.

2. Pictures

   Pictures are clearly in dispensable for the language teacher since they can be used in so many ways. Pictures can be used to explain the meaning ofvocabulary items: the teacher can draw pens, rulers, pencils, and books inthe blackboard/whiteboard, or have magazines picture of trucks, bicycle,train, or bus onto cardboard. The teacher might bring in a wall picture showing three people in a room that could be used for introducing themeaning of the sentence, for instance: there are three people in theclassroom.

3. Mime, action, and gesture

It is often impossible to explain the meaning of words and grammar either with real or in picture. An action, in particular, is probably better explained by mime. Gesture is useful for explaining words like „from",„to", etc. or indicating that the past is being talked about (the teacher gestures 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 the context of "empty", "big" in the context of "small", etc.

5. Enumeration

The word "vegetable" is difficult to be explained visually. If, however,the teacher rapidly lists (or enumerates) a number of vegetables, the meaning will become clear. The same is true of a word like "clothes".

6. Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanations. It will be important in giving suchexplanations to make sure that the explanations include 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

For many years, translation went out of fashion and was considered assomething of sin. Clearly, if the teacher is always translating, this will impede the students"learning since they want to hear and use the 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 aword and the teacher cannot think how to explain it, he can quickly translate it. Translation then, seems a useful measure if it is used sparingly, but it is hoped to be used with caution. These aids and measure may be useful for explaining the meaning of a word or a sentence.

h. The Principles for Teaching Vocabulary

Principle is beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making.

According to Wallace (1982) there are principles of teaching and learning vocabulary, they are:

1   Aim

The teacher has to be clear about his or her aims:how many of the things listed does the teacher expect the learner to be able to do and which word.

2   Quantity

The teacher may have to decide on the number of vocabulary items to be learnt. Many words in a lesson can students learn, but if there are too many words, the students may become confused, discouraged, and frustrated.

3   Need

The teacher may have to choose the vocabulary that will be taught on the students. The students are put in a situation where they have to communicate and get the words they need it.

4   Frequent exposure and repetition

It is seldom, however, that we remember a newword simply by hearing at the first time. Michael J. Wallace says that there has to be a certain amount of repetition until there is evidence that the student has learned the target word.

5   Meaning presentation

The teacher must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning- although 'meaning' involves many other things as well. This requires that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6   Situation presentation

The choice of words can vary according to the situation in which we are speaking and how well we know the person, to whom we are

speaking. So, students should learn words in the situation, in which they are appropriate.

According to Olha Madylus, in his article there are four principles for teaching and learning vocabulary. They are:

1) Recycling

It is vital to ensure that new vocabulary is regularly recycled or revised, because if students do not get the chance to put it into use they will easily begin to forget it.

2) Motivation

It is also important to ensure teenagers are paying attention and involved in their lessons and lots of ideas for practicing vocabulary are fun.

3) Exams

An aspect of language that is judged in examinations is the range of vocabulary that students have, so they must be able to use vocabulary they have learnt effectively in exam situations.

4) Communication

In order to communicate clearly and effectively a good range of vocabulary is needed. It enriches both spoken and written language.

i.   Vocabulary Mastery

William Collins (1979) stated that mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. According to Norbert Schmitt (2000) Vocabulary mastery is competence to know words and meaning.

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels.

In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary.

2. The Concept of Direct Method

a. Definition of Direct Method

People can learn vocabulary through many methods. One of them methods is through direct method. Diane Larsen-Freeman (2000) stated that 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. The direct method, which arrived at the end of

the ninetieth century, was the product of reform movement which was reacting to the restrictions of grammar translation. Translation was abandoned in favor of the teacher and the students speaking together, relating the grammatical forms they were studying to objects and pictures, etc. in order to establish their meaning.

b. The Characteristics of Direct Method

Diane Larsen-Freeman (2000) stated that the major characteristics of learning vocabulary through direct methods are:

1. The teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime; he never translate it into the students" native language.

2. Students speak the target language great deal and communicate as if they were in real situation.

3. Grammar is taught inductively; that is the students are presented with examples and they figure out the rule or generalization from the example. An explicit grammar rule may never be given.

4. Students practice vocabulary by using new words in complete sentences.

c. The Principles of Direct Method

Richards and Rodgers (2001) stated the principles of direct method as follows:

1. Classroom was conducted exclusively in the target language.

2. Only everyday vocabulary and sentences were taught.

3. Oral communication skills has build in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive clas.

4. Grammar was taught inductively

5. New teaching points were introduced orally

6. Concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught by association of ideas.

The direct method of teaching, sometimes called the natural method and often used in teaching foreign languages, the method refrains from using the learners' native language and uses only the target language. The main purpose of direct method is mastery of foreign language orally so learner able to communicate English language. To reach this purpose, learners had given exercises to understand words and sentences with meaning although demonstration, shows,actions, also mime.

In the direct method, language is learned for communication, as Larsen-Freeman (2000) states language is primarily speech. 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, Stern (1991) points out that

the 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.

These principles are seen in the following guidelines for teaching oral language, which are concluded as follows:

1. Never translate: demonstrate

2. Never explain: act

3. Never make a speech: ask questions

4. Never imitate mistakes: correct

5. Never speak with single words: use sentences

6. Never speak too much: make students speak much

7. Never use the book: use your lesson plan

8. Never jump around: follow your plan

9. Never go too fast: keep the pace of the student

10. Never speak too slowly: speak normally

11. Never speak too quickly: speak naturally

12. Never speak too loudly: speak naturally

13. Never be impatient: take it easy

d. The Advantages and Disadvantages of Direct Method

a. Advantages

According to M.E.S. Elizabeth and Digumarti Bhaskara (2007), the advantages of direct method, there are:

1) This Method lays more emphasis on oral work. That ensures good pronunciation to the learners.

2) For teaching the vocabulary and idioms of English, this method is more suitable.

3) There is direct bond between thought and expression. So it helps the learner to have fluency in speech. It helps the students to have good command over the language.

4) Psychologically, this method is very sound because the teacher proceeds from particular to general and from concrete to abstract.

5) It makes the teaching of English easy and pleasant.

6) It helps the teacher and the learner to cover up more syllabuses unless time.

b. Disadvantages

According to M.E.S. Elizabeth and Digumarti Bhaskara (2007), the disadvantages of direct method, there are :

1) There is need of really competent teachers for teaching English by using this method. But we have dearth of such teachers. Sometimes the teacher fails to make the students understand the meaning of a particular word because the use of mother tongue is not allowed.

2) In this method, there is over emphasis on oral work. Reading and writing process of the language get less attention.

3) This method, cannot be used successfully for the average and the below average students.

4) It is an expensive method because the teacher has to use some aids for teaching.

5) This method does not lay emphasis on the selection and gradation of language material which is very important.

6) At the early stages, sometimes this method may fail miserably.

C. **Conceptual Framework**

The three variables of the conceptual framework are including input, process and output. First, the input refers the students' previous knowledge about material vocabulary. Second, the process refers in the process teaching vocabulary in term adjective and preposition by using direct method in experimental class and the last, the output of refers to improvement students' vocabulary mastery.

The three variables of the conceptual framework in this research is given in the following diagram:
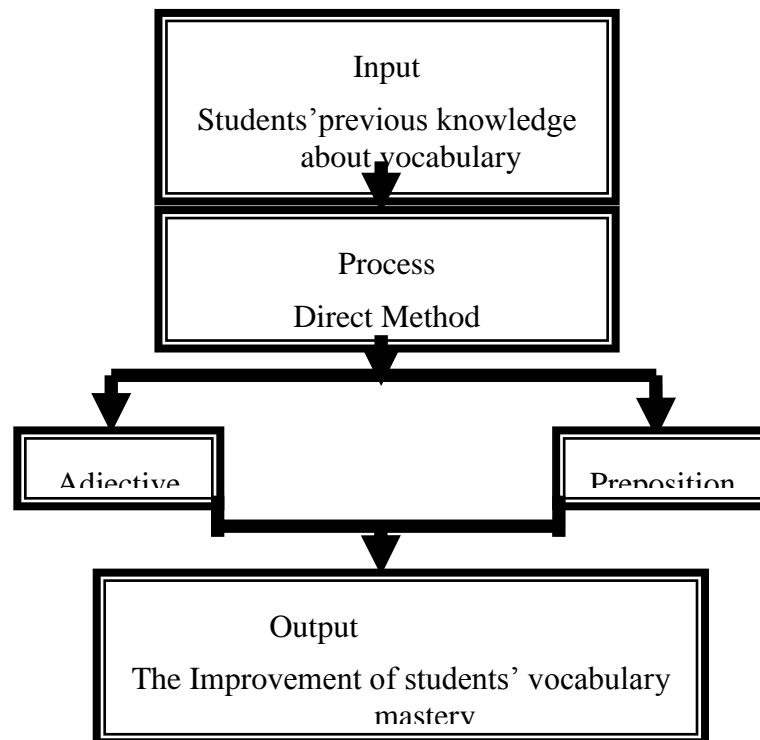
Figure 2.1 Conceptual Framework

D. **Hypothesis**

According to Subana (2000:17) the hypothesis test is used whether the hypothesis proposed by the writer is accepted or not. In this research the hypothesis can be stated as follows:

➢ Null hypothesis (H_0): The use of direct method cannot improve students' vocabulary mastery of the tenth grade students at SMA Negeri 11 Kabupaten Wajo.

➢ Alternative hypothesis (H_1) : The use of direct method can improve students' vocabulary mastery of the tenth grade students at SMA Negeri 11 Kabupaten Wajo.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a pre- experimental design with one group pre-test and post-test. It consisted of single class. Before the treatment, the researcher gave a pretest. At the end of the treatment the researcher gave post-test. The design of with one group pre-test and post-testas following the table:

Pre- test	Treatment	Post-test
X_I	Y	X_2

Table 3.1 Research Design

(Sugiyono, 2013)

B. Variable and Indicators of the research

1. Variable

In this research consisted of two variables, included independent variable and dependent variable.

a. Independent Variable

The independent variable of this research was the use of direct method.

b. Dependent Variable

The dependent variable of this research were students' vocabulary mastery.

2. Indicators

The indicators of this research was vocabulary (adjective and preposition).

C. Population and Sample

1. Population

According to Suharsimi Arikunto (2000), population is the whole of research subject, if someone wants to research all of the elements in research area his research was called population research on census study. In this research, population was the tenth grade students of SMA Negeri 11 Kabupaten Wajo in academic years 2018/2019. It consisted of five classes which the total number of students were 180 students.

2. Sample

According to Donald Ary (2010), sample is a group selected from population for observation in a study. In this research, the researcher used purposive sampling technique to taking the sample. The researcher took one class as a sample. They were class X MIPA.1 consisted of 26 students as the experimental class. The researcher chose the sample because by looking of characteristic and certain consideration which that they still need to improve their vocabulary.

D. Instrument of the research

The instrument of this research was vocabulary test for pre-test and post-test. Vocabulary test was used to get the students' vocabulary mastery. The test was divided into two test. They were multiple choices and fill in the blank. Multiple choices consisted of 10 items from number 1 to number 10. Fill in the blank consisted of 5 items from number 11 to number 15. The pre-test was used to see the students previous knowledge vocabulary before gave treatment by using direct method. Post-test was administered to know the improvement students' vocabulary after giving treatment by using direct method.

E. Procedure of Data Collecting

Data collecting was an important thing in this research. There were procedure of data collecting:

1. Pre-test

The pre-test was given in the beginning of attending class to know the students previous knowledge about vocabulary before giving treatment by using direct method.

2. Treatment

After doing the pre-test, the researcher gave the treatment for four times which was with use direct method in teaching and learning process to the students as practice to know their vocabulary mastery.

3. Post-test

The researcher gaves the post-test after the lesson finished to know the improvement students' vocabulary mastery by using direct method.

F. Technique of Data Analysis

In the analysis the data, the data was collected through pre-test and post-test. The researcher used the formula as follows:

1. Scoring the students' correct answer pre-test and post-test

Students' Score = $\dfrac{\text{The number of student's correct answer}}{\text{Total number of items}}$ x100

(Gay, 2012)

2. Classifying the score of the students' using the following scale :

Score 91-100	Very Good
Score 76-90	Good
Score 61-75	Fairly
Score 51-60	Poor
Score less than 50	Very Poor

Table 3.2 Classifying the score

(Depdikbud, 2006)

3. Computing the frequency and the rule percentage of the students' score

$$P = \frac{F}{N} X 100$$

Where :

P = Percentage

F = Frequency

N = The total number of students

(Gay, 2012)

4. Calculating the collection data from the students in answering the test, the researcher used formula to get the mean score of the students as follows:

$$X = \sum \frac{X}{N}$$

Where:

X = Mean score

$\sum X$ = The sum of all scores

N = The total number of samples

(Gay, 2012)

5. Find out the standard deviation of the students' vocabulary mastery:

$$SD = \sqrt{\frac{\sum_X 2 - (\frac{\sum X}{N})2}{N\text{-}1}}$$

Notation :

SD = The total square of the sudents's score

$\sum x$ = The total score of the students'

N = The number of students'

(Gay, 2012)

6. To find the students' improvement the formula as follows:

$$\% = \frac{x2-x1}{x1} \text{ x } 100$$

Where :

% = the students' improving

X_1 = the mean score of post-test

X_2 = the mean score of pre-test

(Gay, 2012)

7. Finding out the the significant difference between the score of the pre-test and post-test by using the formula:

$$T = \frac{\bar{D}}{\sqrt{\dfrac{\sum_D 2 - (\frac{\sum D}{N})2}{N\ (N\text{-}1)}}}$$

Where :

$\bar{D}$ = Mean Score

$\sum D$ = The sum of all scores

N= The total number of students

T= Test of significance

(Gay, 2012)

8. The criteria for the hypothesis testing was as follows:

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

Table 3.3 Hypothesis Testing

(Gay,2012)

The table above means (1) the t-test value was smaller than t-table value, the null hypothesis was accepted, while the alternative hypothesis was rejected, and (2) the t-test value was greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. The Effectiveness of Direct Method in Improving Students' Vocabulary Mastery.

The findings of this research were based on the results of the data analysis. The data analysis was used to collect the data. The vocabulary test consisted of pre-test and post-test. The pre-test gave to know the students' vocabulary mastery before presenting direct method, and the post-test gave to find out the improvement of students' vocabulary mastery after giving treatment by using direct method.

The application of direct method was effective in improving students' vocabulary mastery of the Tenth Grade Students at SMA Negeri 11 KabupatenWajo.

After calculating the result of the students' score, the mean score of students' vocabulary mastery was presented in the following table:

Table 4.1 The Students' Mean Score on Vocabulary

Indicator	Students' Mean Score		Improvement
	Pre-test	Post-test	
Vocabulary (Adjective and Preposition)	46,53	73,61	58,19 %

The table 4.1 showed that the students' mean score in pre-test was 46,53 and the students' mean score in post-test was 73,61. So, the improvement of the students' mean score of pre-test and post-test was 58,19%. It means that, the mean score of post-test was higher than pre-test in experimental class.

Based on the Table 4.1, the condition of students' vocabulary masterycan be seen on the figure below:
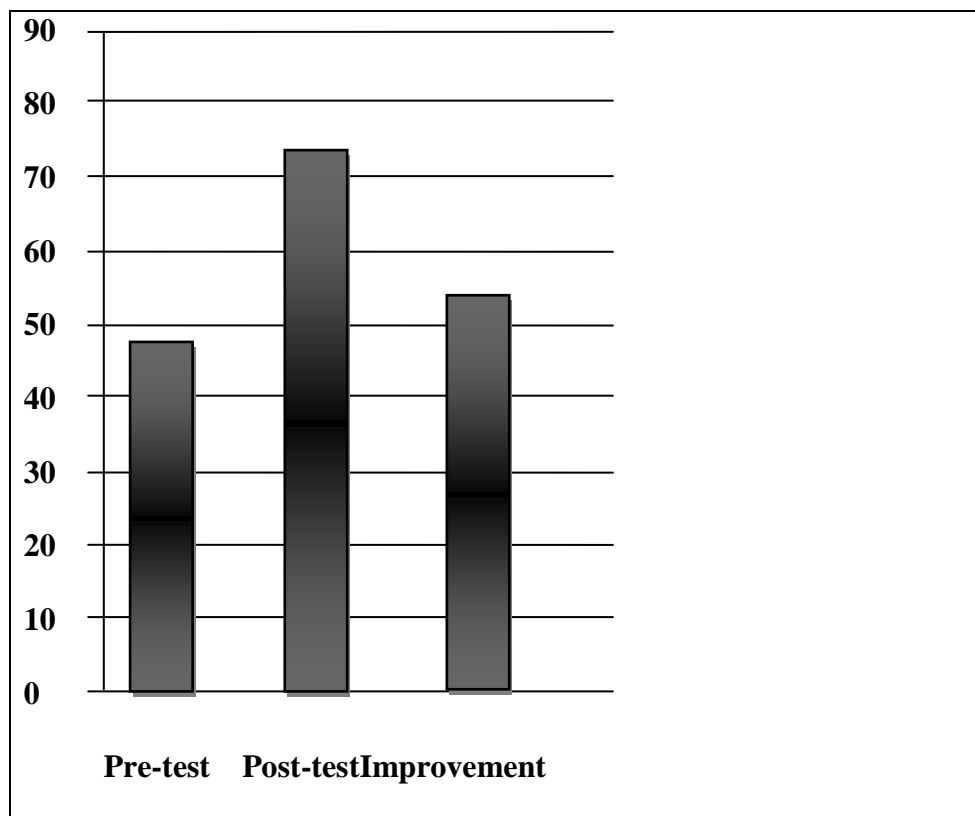
Figure 4.1 Mean score of Students' Vocabulary Mastery.

The Figure 4.1 showed that the mean score of students' vocabulary in post-test was higher than the mean score in pre-test after giving treatment by using direct method. So, there was improvement of the students' mean score of pre-test to post-test.

2. **The Classification of Students' Pre-test and Post-test Scores in Experimental Class.**

Table 4.2 The Rate Percentage Score of Students' Vocabulary in Pre-Test:

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	0	0%
3	Fairly	61 – 75	4	15,38 %
4.	Poor	51 – 60	7	26,92 %
5.	Very Poor	Score less than 50	15	57,69 %
	Total		26	100%

Table 4.2 showed that the rate percentage of score pre-experimental class in pre-test from 26 students, none of the student got very good and good. There were 4 students or 15,38% got fairly, 7 or 26,92% students got poor and the last 15 or 57,69% students got very poor score.

Table 4.3 The Rate Percentage Score of Students' Vocabulary in Post-Test :

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0
2.	Good	76 – 90	9	34,61 %
3	Fairly	61 – 75	17	65,38 %
4.	Poor	51 – 60	0	0
5.	Very Poor	Score less than 50	0	0

Total	26	100%

Table 4.3 showed that the rate percentage of score pre-experimental class in post-test from 26 students. None of the students got very good. There were 9 or 34,61 % students got good, and 17 or 65,38 % students got fairly. And the last none of the students got poor and very poor.

Based on the result above, it could concluded that the rate percentage in post-test was greater than the rate percentage in pre-test.

Table 4.4 The Mean Score and Standard Deviation

The following the table showed the distribution of mean score and standard deviation of pre-test and post-test:

Indicator	Mean Score of Pre-test	Standard Deviation	Mean Score of Post-test	Standard Deviation
Vocabulary	46,53	12,90	73,61	8,03

Table 4.4 showed that the result of data analysis from pre-test and post-test of students' vocabulary that the mean score of pre-test was 46,53 categorized as very poor and the standard deviation was 12,90 and the mean score of post-test was 73,61 categorized as fairly and the standard deviation was 8,03. It means that the students achieved better score after giving treatment.

3. The significant Differences of T-test and T-table

In order to know whether or not the mean score is significantly different from the result of the pre-test and the post-test at the level of significance 0,05 with the degree of freedom (df) = N-1 Where N= Number of students (26) then the value of t-table is 2.059 t-test statistical, analysis for independent sample is applied. The following table showed the result of the t-test and t-table analysis:

Table 4.5 The t-test and t-table of The Students' Vocabulary Mastery.

Indicator	t-test	t-table	Comparison	Classification
Vocabulary	12,89	2.059	T-Test>T-Table	Significantly Different

The Table 4.5 showed that t-test value was greater than t-table. The result of the test showed there was significant difference between t-table and t-test (2.059<12,89). It means that, t-table was lower than t-test. Therefore, there was significant students' vocabulary mastery before and after giving treatment by using direct method (12,89> 2.059).

4. Hypothesis Testing

Seeing the result above, it could concluded that the null hypothesis (H$_o$) was rejected and while alternative hypothesis (H$_1$) was accepted. It means that there was significant the use of direct method in teaching vocabulary of the tenth grade students at SMA Negeri 11 Kabupaten Wajo. So, teaching vocabulary by using direct method was effective in improving the students' vocabulary mastery.

B. Discussions

This research concerned the use of direct method in improving students' vocabulary mastery of the tenth grade students' at SMA Negeri 11 Kabupaten Wajo. It has similarity with the some previous findings. There were as below:

Fandi Ahmad (2014) in thesis with the title " The Effect of Direct Method on Students' Vocabulary Mastering", this research used quantitative method, the result of this research showed that teaching vocabulary by using Direct Method was more effective than using Grammar Translation Method. Direct Method has positive influence at first grade students at SMA Triguna Utama, Ir. H. Juanda, Tangerang Selatan in teaching vocabulary.

Mayida Wae-Useng (2017) conducted research entitled "The Effect of Direct Method on The Students' Ability in Learning Vocabulary at MAS PAB 1 SAMPALI". The result of this research that teaching vocabulary using direct method has given a positive effect. It could concluded that using direct method can improve students' vocabulary mastery.

Siti Juhaeriyah (2010) in thesis with the title " The Influence of Using Direct Method in Teaching Vocabulary". The result of this research indicated that teaching vocabulary by using Direct Method has been proved effective in improving students' vocabulary at the seventh grade students of SMP YPI Cempaka Putih Jakarta Selatan.

Wendy Hendry (2012) in thesis with the title " The Effect of Using Direct Method on The Students' Speaking Ability at The First Year of Islamic Senior High School Daarun Nahdhah Thawalib Bankinang District of Bangkinang Seberang Regency of Kampar. This research used pre-experimental, the result of this research showed that there was significance difference of students' speaking ablity before and after giving treatment by using direct method.

The findings above have proven that direct method can improve students' vocabulary mastery. The description of the data collection in this research through the test as explained in the previous section showed that the students' vocabulary was better after giving treatment by using direct method that the students' mean score in post-test was higher than the students' mean score in pre-test.

In the first meeting whenthe researcher gave pre-test, researcher looked most of students did not know how to differentiate which were adjective and preposition. It caused by student lack of vocabulary. It could be seen in the mean score of pre-test was very poor.

After the students had given treatment by using direct method, the mean score of students in post-test had improved. It was higher than pre-test score. There was improvement score of student from low to high by using direct method.

It means that use of direct method as treatment of students' at SMA Negeri 11 Kabupaten Wajo was effective improve students' vocabulary mastery.

Richards and Rodgers (2001) stated that some principles of direct method included only everyday vocabulary and sentences were taught and also concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught by association of ideas.

According to M.E.S Elizabeth and Digumarti Bhaskara (2007) stated that the advantages of direct method for teaching the idioms and vocabulary this method are more suitable and also makes the teaching of English easy and pleasant.

From the explanation above, the researcher analyzed that direct method could improve the students' vocabulary mastery. It was proved by the result of students achievement in vocabulary.

Based on the discussions above, it couldstated that the use of direct method of the Tenth Grade Students at SMA Negeri 11 Kabupaten Wajo has given a positive influence.

Further, the researcher concluded that using direct method in learning can make students more active, enjoy and motivated in teachi learning process. It means that the direct method can be used as one of the alternative to teach vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data described previously, the conclusion could drawn that teaching vocabulary by using direct method has given a positive influence. It showed from the result of the students mean score of pre test was 46,53 and the students mean score post-test was 73,61.

The result of the analysis in the research, showed that the value of t-test was bigger than t- table at significance level (12,89> 2.059). It means that the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. Thus, there was significant improvement of the students' vocabulary mastery by using direct method.

Based on the results above it could concluded that the using of direct method could improve the students' vocabulary mastery of the tenth grade students at SMA Negeri 11 Kabupaten Wajo.

B. Suggestion

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

1. For the students, they should study and improve their vocabulary. The students should love vocabulary and took a note when they get some new vocabularies.

2. For the teacher, the English teacher should be more creative to choose way in teaching vocabulary, so that the students will be more interested and motivated to study English, especially vocabulary.

3. For the next researcher, this thesis could be reference for those would like to continue this research or conduct with the same case. However, this research has not been perfectly so that there were still some weakness of it.

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APPENDICES

Appendix A

Instrument of Pre-test and Pos-test

PRE-TEST

NAME :

CLASS :

A. Choose the correct answer by crossing (X) the letter a, b, c, or d!

1. The pillow is…I want to sleep there.

   a. large c. soft

   b. dirty d. shiny

2. Riki is a student. He must …. to study

   a. smart c. lazy

   b. diligent d. stupid

3. Diana's Barbie is broken. Diana is very…

   a. confuse   c. happy

   b. sad   d. charm

4. Cut up onion and chili …. small pieces.

   a. in   c.at

   b. to   d.into

5. My mother is a beautiful person. She always has a smile…. her face.

   a. to   c. on

   b. of   d. by

6. I have a cat in my house, the cat is male. His body is ….

   a. flat   c. thin

   b. fat   d. big

7. I don't drink a cup …… at night because it keeps me awake.

   a. in coffee   c. for coffee

   b. of coffee   d. with coffee

8. I see her run to east …. her fer friends.

    a. to   c. with

    b. for   d. in

9. She always sing a song ….. her friends.

    a. for   c. of

    b. to   d. at

10. I go to school….. motorcycle

    a. In   c. by

    b. for   c. at

B. Complete the following sentences by using the word in the box!

beautiful round in
loves on long

Her full name is Natasha Wilona. She was born (11) ….. December 15, 1998 (12) ….. Jakarta. She works as an actress and model.

Natasha is (13) ….. She has long hair, white skin, pointed nose, and (14) …. eyes. She is not really tall. It is around 166 cm.

Natasha like eating pizza. She (15) …. it very much. Her favorite drink is starbukcs. Her favorite color is blue and pink. Her hobbies are dance and swimming.

Answer Key Pre-Test

A. Multiple Choices

1. C   6. B
2. B   7. B
3. B   8. C

    4.   D   9. A

    5.   C   10. C

B. Complete the sentences

   11. on

12. in

13. beautiful

14. round

15. loves

POST- TEST

NAME   :

CLASS   :

A. Choose the correct answer by crossing (X) the letter a, b, c, or d!

1. Riki is a student. He must …. to study

   a. smart   c. lazy

   b. diligent   d. stupid

2. I drink a glass….. coffee this morning.

   a. of   c. at

   b. in   d. by

3. Yulia made Lasagna …. her boyfriend, she is going to his house now.

   a.in   c. for

   b. on   d. with

4. The pillow is…I want to sleep there.

   a. large   c. soft

   b. dirty   d. shiny

5. I have a cat in my house, the cat is male. His body is…..

   a. flat   c. thin

   b. fat   d. big

6. Diana is win in the olimpiade sains. Diana is very…

   a. Confuse   c. Happy

   b. Sad   d. Charm

7. Walking is very simple and …. sport.

   a. cheap   c. hard

   b. Dangerous   d. interesting

8. My mother is a beautiful person. She always has a smile…. her face.

   a. by   c. of

   b. to   d. on

9. I see her run to east …. her friends.

   a. to   c. of

   b. in   d. with

10. She always sing a song ….. her friends.

   a. to   c. of

   b. for   d. by

B. Complete the paragraph below using the word in the box!

| for tall pointed |
| of cheerful to |

Verrel is one (11) …….. new artist in Indonesia. He has short hair black eyes, and (12) …. Nose. He has firm chin oval face high forehead small ears, board shoulders muscular build and he is (13) ……body. He is serious and (14) …… boy. He like go to mall to buy some hat and shoes because he like collect some hat and shoes. He also like cassava although he is an artist but he also like traditional food (15) ……. him, traditional food is healthy.

Answer Key Post-Test

A. Multiple Choices

1. C   6. C

2. A   7. A

3. C   8. D

4.   C   9. D

5.   B   10. B

B. Complete the paragraph

11. of

12. pointed

13. tall

14. cheerful

15. for

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata Pelajaran   : **Bahasa Inggris**

Kelas   : **X**

Alokasi Waktu   : **2 x 60 Menit (2jam)**

Jenis Teks   : **Descriptive Text**

Pertemuan   : **1**

A. Kompetensi Inti

- **KI-1 dan KI-2:Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang, benda, dan binatang pendek dan sederhana, sesuai dengan konteks penggunaannya	• Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait orang,benda dan binatang. • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait orang,benda dan binatang. • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait orang, benda dan binatang.
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait orang,benda dan binatang.	• Menyusun kalimat meminta infromasi terkait orang,benda dan binatang. • Menjawab pertanyaan tentang orang, benda dan binatang.

C. Materi Pembelajaran

  a. Descriptive Text :

   Descriptive text is a text which says what a person or a thing is like.
   Its purpose is to describe and reveal a particular person, place, or thing.

b. **Generic Structure of Descriptive Text** :

1) Identification: contains the identification of matter / a will be described.

2) Description: contains the explanation / description of the thing / person to mention a few properties.

c. **Purpose of Descriptive text:**

1) To describe person, thing or place in specific

2) To describe a particular person, thing or place

d. **Example of descriptive text:**

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes colors are like honey and her color skin light brown,and she has a beautiful smile.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

D. **Metode Pembelajaran: Direct Method**

E. **Media/ Sumber Pembelajaran**

❖ Picture/ Internet

F. Alat/Bahan

❖ Penggaris, spidol, papan tulis.

G. Langkah-Langkah Pembelajaran :

Pertemuan Ke-1
Kegiatan Pendahuluan
- Greeting (Memberi salam dan tegur sapa)   - Berdoa   - Mengecek kehadiran siswa.
Kegiatan Inti
- Guru menjelaskan materi yang akan dipelajari.   - Guru memberikan sebuah teks deskriptif beserta gambar yang berhubungan dengan teks kepada siswa.   - Guru meminta salah satu siswa untuk membaca teks tersebut.   - Guru meminta siswa menggunakan bahasa target untuk bertanya hal yang tidak dimengerti tentang teks yang telah diberikan. Siswa menggunakan bahasa target untuk bertanya.   - Guru menjawab pertanyaan siswa dengan menampilkan gambar atau melalui gesture.   - Guru bertanya kepada siswa tentang kosakata yang ada dalam teks secara lisan dan dijawab oleh siswa secara lisan.   - Guru meminta siswa untuk membuat pertanyaan lisan tentang teks tersebut dan dijawab oleh siswa yang lain.   - Guru memberikan tugas tertulis kepada siswa.
Penutup
- Menyimpulkan materi pembelajaran   - Menanyakan kesulitan siswa selama proses pembelajaran   - Mengakhiri pembelajaran dengan salam.

H. Penilaian.

- ❖ Teknik   : Tes lisan dan tulisan
- ❖ BentukInstrumen   : Uraian Teks dan Essay

Instrumen

Read the following the text. Then, answer the questions.

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

Answer the following questions according to the text above!

1. What is description text?
2. What is the topic of the text above ?
3. Write down the generic structure of of the text above!
4. Write down the maximal 5 adjective that include in the text above!
5. Find out preposition that include in the text above!

Answer key

1. Descriptive text is a text which says what a person or a thing is like.
2. The topic of the text is My Mother.
3. The generic structure of the text above are
   a. Description : My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile.

b. Identification :

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

4. Beautiful,smile,friendly,lovely,patient
5. To,with,on

I. Rubrik Penilaian Jawaban Singkat

Setiap soal memiliki bobot nilai 20, jumlah skor 100.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata Pelajaran	**: Bahasa Inggris**
Kelas	**: X**
Alokasi Waktu	**: 2 x 60 Menit (2jam)**
Jenis Teks	**: Descriptive Text**
Pertemuan	**: 2**

A. Kompetensi Inti

- **KI-1 dan KI-2:Menghayati dan mengamalkan** ajaran agama yang dianutnya.**Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang, benda, dan binatang pendek dan sederhana, sesuai dengan konteks penggunaannya	• Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait orang,benda dan binatang. • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait orang,benda dan binatang. • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait orang, benda dan binatang.
4.4 Teks deskriptif • 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait orang,benda dan Binatang.	• Menyusun kalimat meminta infromasi terkait orang,benda dan binatang. • Menjawab pertanyaan tentang orang,benda dan binatang.

C. Materi Pembelajaran

My Cat

I have a cat in my house, the cat is male. I like call him "Papay". He is an adorable cat, my cat is cute. His body is fat. He has black and white fur.

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

"Papay" often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then he eats the mouse in the back of my house for himself.

D. Metode Pembelajaran: Direct Method

E. Media/ Sumber Pembelajaran

❖ Picture/ Internet

F. Alat/Bahan

❖ Penggaris, spidol, papan tulis.

G. Langkah-Langkah Pembelajaran :

Pertemuan Ke-2
Kegiatan Pendahuluan
- Greeting (Memberi salam dan tegur sapa)   - Berdoa   - Mengecek kehadiran siswa.
Kegiatan Inti
- Guru mereview materi sebelumnya.   - Guru memberikan sebuah teks deskriptif beserta gambar yang berhubungan dengan teks kepada siswa.   - Guru meminta salah satu siswa untuk membaca teks tersebut.   - Guru meminta siswa menggunakan bahasa target untuk bertanya hal yang tidak dimengerti tentang teks yang telah diberikan. Siswa menggunakan bahasa target untuk bertanya.   - Guru menjawab pertanyaan siswa dengan menampilkan gambar atau melalui gesture.   - Guru bertanya kepada siswa tentang kosakata yang ada dalam teks secara lisan dan dijawab oleh siswa secara lisan.   - Guru meminta siswa untuk membuat pertanyaan lisan tentang teks tersebut dan dijawab oleh siswa yang lain.   - Guru memberikan tugas tertulis kepada siswa.
Penutup
- Menyimpulkan materi pembelajaran   - Menanyakan kesulitan siswa selama proses pembelajaran   - Mengakhiri pembelajaran dengan salam.

H. Penilaian.

- ❖ Teknik   : Tes lisan dan tulisan
- ❖ BentukInstrumen : Uraian Teks dan Essay

Instrumen

Read the following the text. Then, answer the questions.

My Cat

I have a cat in my house, the cat is male. I like call him "Papay". He is an adorable cat, my cat is cute. His body is fat. He has black and white fur.

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

"Papay" often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then he eats the mouse in the back of my house for himself.

Answer the following questions according to the text above!

1. What is the topic of the text above ?
2. What is the purpose of the text above?
3. Write down the maximal 5 adjective that include in the text above!
4. Write down the maximal 5 prepositon include in the text above!
5. Write down and underlined the adjective and preposition that include in the sentences below**!**

When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

Answer key

1. The topic of the text is My Cat
2. The purpose of the text to describe about cat.
3. Cute, fat, soft, tired. sleepy
4. preposition that include in the text above are with, of, for, .in, to

5. When he feels <u>tired or sleepy</u>, he usually sleeps <u>on the sofa in</u>

                    Adjective   Preposition

the living room or sometime <u>under</u> th table.

                                Preposition

I. Rubrik Penilaian Jawaban Singkat

Setiap soal memiliki bobot nilai 20. Total Score 100.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata Pelajaran   : **Bahasa Inggris**

Kelas   : **X**

Alokasi Waktu   : **2 x 60 Menit**

Jenis Teks   : **Descriptive Text**

Pertemuan   : **3**

A. Kompetensi Inti

- **KI-1 dan KI-2:Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang, benda, dan binatang pendek dan sederhana, sesuai dengan konteks penggunaannya	• Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait orang,benda dan binatang. • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait orang,benda dan binatang. • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait orang, benda dan binatang.
4.5 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait orang,benda dan binatang.	• Menyusun kalimat meminta infromasi terkait orang,benda dan binatang. • Menjawab pertanyaan tentang orang,benda dan binatang.

C. Materi Pembelajaran

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

D. Metode Pembelajaran/ Tekhnik: Direct Method

E. Media/ Sumber Pembelajaran

- ❖ Picture/ Internet

F. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis.

G. Langkah-Langkah Pembelajaran :

Pertemuan Ke-3
Kegiatan Pendahuluan
➢ Greeting (Memberi salam dan tegur sapa)   ➢ Berdoa   ➢ Mengecek kehadiran siswa
Kegiatan Inti
➢ Guru mereview materi sebelumnya.   ➢ Guru memberikan sebuah teks deskriptif beserta gambar yang

berhubungan dengan teks kepada siswa.

➢ Guru meminta salah satu siswa untuk membaca teks tersebut.

➢ Guru meminta siswa menggunakan bahasa target untuk bertanya hal yang tidak dimengerti tentang teks yang telah diberikan. Siswa menggunakan bahasa target untuk bertanya.

➢ Guru menjawab pertanyaan siswa dengan menampilkan gambar atau melalui gesture.

➢ Guru bertanya kepada siswa tentang kosakata yang ada dalam teks secara lisan dan dijawab oleh siswa secara lisan.

➢ Guru meminta siswa untuk membuat pertanyaan lisan tentang teks tersebut dan dijawab oleh siswa yang lain.

➢ Guru memberikan tugas tertulis kepada siswa.

Penutup

➢ Menyimpulkan materi pembelajaran

➢ Menanyakan kesulitan siswa selama proses pembelajaran

➢ Mengakhiri pembelajaran dengan salam.

H. Penilaian.

❖ Teknik   : Tes lisan dan tulisan

❖ BentukInstrumen   : Uraian Teks dan Essay

Instrumen

Read the following the text. Then, answer the questions.

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

Answer the following questions according to the text above!

1. What is the topic of the text above ?
2. What is the purpose of the text above?
3. Write down the maximal 5 adjective that include in the text above!
4. Find out the prepositon include in the text above!.
5. Write down and underlined the adjective and preposition that include in the sentences below**!**

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

Answer key

1. The topic of the text is My small house.
2. The purpose of the text is to describe about my small house.
3. Small,bored,hungry,pleasure,smell
4. In,of,for.
5. I live in a <u>small house. </u>It has five rooms: there are two bedrooms, a

   Adjective

   living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living <u>in</u> here <u>for</u> wasting my spare time.

   Preposition

I. Rubrik Penilaian Jawaban Singkat

Setiap soal memiliki bobot nilai 20. Total Skor 100.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata Pelajaran : Bahasa Inggris

Kelas : X

Alokasi Waktu : 2 x 60 Menit (2 Jam)

Jenis Teks : Descriptive Text

Pertemuan : 4

A. Kompetensi Inti

- **KI-1 dan KI-2:Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang, benda, dan binatang pendek dan sederhana, sesuai dengan konteks penggunaannya	• Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait orang,benda dan binatang. • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait orang,benda dan binatang. • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait orang, benda dan binatang.
4.6 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait orang,benda dan binatang.	• Menyusun kalimat meminta infromasi terkait orang,benda dan binatang. • Menjawab pertanyaan tentang orang,benda dan binatang.

C. Materi Pembelajaran

Rabbit

Rabbits are small mammals found in several parts of the world. Rabbits are similar to rodents in that they have incisor teeth that continually grow. Rabbits are herbivores (plant eating) mammals. The eat vegetables, tree bark and herbs. A rabbit's diet is very important. The wrong food can kill a rabbit.

Rabbits have a long ears, which can be more than 10 cm long, and their ears are probably an adaptation for detecting predators. They have large, powerful hind legs. The two front paws have 5 toes, the extra called the dewclaw. The hind feet have 4 toes.

Their size can range anywhere from 20 cm in length and 0.4 kg in weight to 50 cm and more than 2 kg. The fur is most commonly long and soft, with colors such as shades of brown, gray, and buff. Rabbit's tail is a little plume of brownish fur, and rabbits can see nearly 360 degrees, with a small blind spot at the bridge of the nose.

D. Metode Pembelajaran/ Tekhnik: Direct Method

E. Media/ Sumber Pembelajaran

- ❖ Picture/ Internet

F. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis.

G. Langkah-Langkah Pembelajaran :

Pertemuan Ke-4
Kegiatan Pendahuluan
➢ Greeting (Memberi salam dan tegur sapa)   ➢ Berdoa   ➢ Mengecek kehadiran siswa
Kegiatan Inti
➢ Guru mereview materi sebelumnya.   ➢ Guru memberikan sebuah teks deskriptif beserta gambar yang berhubungan dengan teks kepada siswa.   ➢ Guru meminta salah satu siswa untuk membaca teks tersebut.   ➢ Guru meminta siswa menggunakan bahasa target untuk bertanya hal

yang tidak dimengerti tentang teks yang telah diberikan. Siswa menggunakan bahasa target untuk bertanya.
➢ Guru menjawab pertanyaan siswa dengan menampilkan gambar atau melalui gesture.
➢ Guru bertanya kepada siswa tentang kosakata yang ada dalam teks secara lisan dan dijawab oleh siswa secara lisan.
➢ Guru meminta siswa untuk membuat pertanyaan lisan tentang teks tersebut dan dijawab oleh siswa yang lain.
➢ Guru memberikan tugas tertulis kepada siswa.
Penutup
➢ Menyimpulkan materi pembelajaran
➢ Menanyakan kesulitan siswa selama proses pembelajaran
➢ Mengakhiri pembelajaran dengan salam.

H. Penilaian.

- ❖ Teknik　　　　　　　　: Tes lisan dan tulisan
- ❖ BentukInstrumen　　　: Uraian Teks dan Essay

Instrumen

Read the following text,then answer the question below!

Rabbit

Rabbits are small mammals found in several parts of the world. Rabbits are similar to rodents in that they have incisor teeth that continually grow. Rabbits are herbivores (plant eating) mammals. The eat vegetables, tree bark and herbs. A rabbit's diet is very important. The wrong food can kill a rabbit.

Rabbits have a long ears, which can be more than 10 cm long, and their ears are probably an adaptation for detecting predators. They have large, powerful hind legs. The two front paws have 5 toes, the extra called the dewclaw. The hind feet have 4 toes.

Their size can range anywhere from 20 cm in length and 0.4 kg in weight to 50 cm and more than 2 kg. The fur is most commonly long and soft, with colors such as shades of brown, gray, and buff. Rabbit's tail is a little plume of brownish fur, and rabbits can see nearly 360 degrees, with a small blind spot at the bridge of the nose.

Answer the following questions according to the text above!

1. What is the topic of the text above ?
2. What is the purpose of the text above?
3. Find out djective that include in the text above!
4. Find out the prepositon include in the text above!.
5. Write down and underlined the adjective and preposition that include in the sentences below**!**

Rabbit's tail is a little plume of brownish fur, and rabbits can see nearly 360 degrees, with a small blind spot at the bridge of the nose.

A**nswer key**

1. The topic of the text is Rabbit.
2. The purpose of the text is to describe about rabbit.
3. Small,soft,
4. In,of,for,at.
5. Rabbit's tail is a little plume of brownish fur, and rabbits can see nearly 360 degrees, <u>with</u> a <u>small</u> blind spot <u>at</u> the bridge of the nose.

Preposition Adjective preposition

I. Rubrik Penilaian Jawaban Singkat

Setiap soal memiliki bobot nilai 20. Total Skor 100.

APPENDIX C

Scoring the students' correct answer of pre-test and post-test

Students' score = $\frac{\text{The Number of students correct answer}}{\text{Total Number of Items}}$ x 100

Pre –Test   **Post-test**

1. Ambo Nasri   Ambo Nasri

   Students' score = $\frac{5}{15} x\ 100 = 33$ Students' score = $\frac{10}{15} x\ 100 = 67$

2. Andi Hildayani   Andi Hildayani

   Students' score = $\frac{5}{15} x\ 100 = 33$ Students' score = $\frac{10}{15} x\ 100 = 67$

3. Andi Zulfikar   Andi Zulfikar

   Students' score = $\frac{6}{15} x\ 100 = 40$ Students' score = $\frac{10}{15} x\ 100 = 67$

4. Andi Sappewali   Andi Sappewali

   Students' score = $\frac{8}{15} x\ 100 = 53$ Students' score = $\frac{10}{15} x\ 100 = 67$

5. Besse Erma Ananda Pratiwi   Besse Erma Ananda Pratiwi

   Students' score = $\frac{8}{15} x\ 100 = 53$ Students' score = $\frac{13}{15} x\ 100 = 86$

6. Cahyani   Cahyani

   Students' score = $\frac{5}{15} x\ 100 = 33$ Students' score = $\frac{11}{15} x\ 100 = 73$

7. Fadly   Fadly

   Students' score = $\frac{5}{15} x\ 100 = 33$ Students' score = $\frac{10}{15} x\ 100 = 67$

8. Hartina   Hartina

   Students' score = $\frac{5}{15} x\ 100 = 33$ Students' score = $\frac{11}{15} x\ 100 = 73$

9. Ismail   Ismail

   Students' score = $\frac{5}{15} x\ 100 = 33$ Students' score = $\frac{10}{15} x\ 100 = 67$

10. Marwah

Students' score $= \frac{7}{15} \times 100 = 47$

Marwah

Students' score $= \frac{13}{15} \times 100 = 86$

11. Muh. Aldi Saputra

Students' score $= \frac{8}{15} \times 100 = 53$

Muh. Aldi Saputra

Students' score $= \frac{11}{15} \times 100 = 73$

12. Nanda Putri Arwini

Students' score $= \frac{9}{15} \times 100 = 60$

Nanda Putri Arwini

Students' score $= \frac{13}{15} \times 100 = 86$

13. Nurfadillah

Students' score $= \frac{8}{15} \times 100 = 53$

Nurfadillah

Students' score $= \frac{10}{15} \times 100 = 67$

14. Nurhalisah

Students' score $= \frac{11}{15} \times 100 = 73$

Nurhalisah

Students' score $= \frac{14}{15} \times 100 = 93$

15. Nurmulia

Students' score $= \frac{10}{15} \times 100 = 67$

Nurmulia

Students' score $= \frac{12}{15} \times 100 = 80$

16. Pendi Saputra

Students' score $= \frac{8}{15} \times 100 = 53$

Pendi Saputra

Students' score $= \frac{12}{15} \times 100 = 80$

17. Putri Rahmadani

Students' score $= \frac{6}{15} \times 100 = 40$

Putri Rahmadani

Students' score $= \frac{12}{15} \times 100 = 80$

18. Reski Juandi Putri

Students' score $= \frac{6}{15} \times 100 = 40$

Reski Juandi Putri

Students' score $= \frac{11}{15} \times 100 = 73$

19. Richal Akbar

Students' score $= \frac{10}{15} \times 100 = 67$

Richal Akbar

Students' score $= \frac{10}{15} \times 100 = 67$

20. Rini Sahara

Students' score $= \frac{10}{15} \times 100 = 67$

Rini Sahara

Students' score $= \frac{12}{15} \times 100 = 80$

21. Risma Yulita

Students' score $= \frac{5}{15} \times 100 = 33$

RismaYulita

Students' score $= \frac{10}{15} \times 100 = 67$

22. Sarfika

Students' score $= \frac{5}{15} \times 100 = 33$

Sarfika

Students' score $= \frac{10}{15} \times 100 = 67$

23. Suhartini

Students' score = $\frac{7}{15}$ x 100 = 47

24. Sulfitra

Students' score = $\frac{5}{15}$ x 100 = 33

25. Wanda Hamida

Students' score = $\frac{7}{15}$ x 100 = 47

26. Yuswanto

Students' score = $\frac{8}{15}$ x 100 = 53

Suhartini

Students' score = $\frac{10}{15}$ x 100 = 67

Sulfitra

Students' score = $\frac{10}{15}$ x 100 = 67

Wanda Hamida

Students' score = $\frac{12}{15}$ x 100 = 80

Yuswanto

Students' score = $\frac{10}{15}$ x 100 = 67

APPENDIX D

The Row Score of Student Pre-test and Post-test

No.	Nama Siswa	Pre-test Score (X_1)	X_1^2	Post-test Score (X_2)	X_2^2	D (X_2-X_1)	D $(X_2-X_1)^2$
1.	Ambo Nasri	33	1089	67	4489	34	1156
2.	Andi Hildayani	33	1089	67	4489	34	1156
3.	Andi Zulfikar	40	1600	67	4489	27	729
4.	Andi Sappewali	53	2809	67	4489	14	196
5.	Besse Erma Ananda Pratiwi	53	2809	86	7396	33	1089
6.	Cahyani	33	1089	73	5329	40	1600
7.	Fadly	33	1089	67	4489	34	1156
8.	Hartina	33	1089	73	5329	40	1600
9.	Ismail	33	1089	67	4489	34	1156
10.	Marwah	47	2209	86	7396	39	1521
11.	Muh.Aldi Saputra	53	2809	73	5329	20	400
12.	Nanda Putri Arwini	60	3600	86	7396	26	676
13.	Nurfadillah	53	2809	67	4489	14	196
14.	Nurhalisah	73	5329	93	8649	20	400
15.	Nurmulia	67	4489	80	6400	13	169

16.	Pendi Saputra	53	2809	80	6400	27	729
17.	Putri Rahmadani	40	1600	80	6400	40	1600
18.	Reski Juandi Putri	40	1600	73	5329	30	900
19.	Richal Akbar	67	4489	67	4489	0	0
20.	Rini Sahara	67	4489	80	6400	13	169
21.	Risma Yulita	33	1089	67	4489	34	1156
22.	Sarfika	33	1089	67	4489	34	1156
23.	Suhartini	47	2209	67	4489	20	400
24.	Sulfitra	33	1089	67	4489	34	1156
25.	Wanda Hamida	47	2209	80	6400	33	1089
26.	Yuswanto	53	2809	67	4489	14	196
	Total	**1.210**	**60.478**	**1.914**	**142.510**	**701**	**21.751**

The Mean Score of Pre-test and Post-test and The Students'

Improvement:

1. Mean Score

a. **Pre-test**

$$X_1 = \sum \frac{x}{N}$$

$$X_1 = \frac{1210}{26}$$

$$= 46{,}53$$

b. **Post-test**

$$X_2 = \sum \frac{x}{N}$$

$$X_2 = \frac{1914}{26}$$

$$= 73{,}61$$

2. The Students' Improvement :

$$\% = \frac{x2-x1}{x1} \text{ x } 100$$

$$= \frac{73{,}61-46{,}53}{46{,}53} \text{ x } 100$$

$$= \frac{27{,}08}{46{,}53} \text{ x } 100$$

$$= 0{,}58 \text{ x } 100$$

$$= 58{,}19$$

APPENDIX F

Standard deviation of pre-test and post-test

1. **Pre-test**

$$SD = \sqrt{\frac{\sum x^2 - \left(\frac{\sum x}{N}\right)^2}{N-1}}$$

$$= \sqrt{\frac{60.478 - \left(\frac{1.210}{26}\right)^2}{25}}$$

$$= \frac{\sqrt{60.478 - \frac{1464100}{26}}}{25}$$

$$= \frac{\sqrt{60.478 - 56.311,53}}{25}$$

$$= \frac{\sqrt{4166,47}}{25}$$

$$= 12,90$$

2. **Post-test**

$$SD = \sqrt{\frac{\sum x^2 - \left(\frac{\sum x}{N}\right)^2}{N-1}}$$

$$= \sqrt{\frac{140.710 - \left(\frac{1.914}{26}\right)^2}{25}}$$

$$= \frac{\sqrt{142.510 - \frac{3663396}{26}}}{25}$$

$$= \frac{\sqrt{142.510 - 140899,8}}{25}$$

$$= \frac{\sqrt{1.610,2}}{25}$$

$$= 8,03$$

APPENDIX G

The Significance Difference

a. t-Test

Notes: $\sum D = 701$

$\sum D^2 = 21.751$

$N = 26$

$D = \dfrac{\sum D}{N} = \dfrac{701}{26} = 26,96$

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

$= \dfrac{26,96}{\sqrt{\dfrac{21.751 \frac{(701)^2}{26}}{26(26-1)}}}$

$= \dfrac{26,96}{\sqrt{\dfrac{21.751 \frac{(49,1401)}{26}}{26(25)}}}$

$= \dfrac{26,96}{\sqrt{\dfrac{21.751-18900,038}{650}}}$

$= \dfrac{26,96}{\sqrt{\dfrac{2850,96}{650}}}$

$= \dfrac{26,96}{\sqrt{4,38}}$

$= \dfrac{26,96}{2,09} = 12,89$

b. t-Table

TABLE DISTRIBUTION OF T-VALUE

For level of significance (D) = 0,050

Degree of freedom (df) = N-1=26-1=25

t- Table = 2.059

Pr Df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326

37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127

DOCUMENTATION

Pre-test

Treatment

Post- test

CURRICULUM VITAE

Noerhaetty Hafriana, was born in Amessangeng Alau, Wajo Regency,on 24 Februari 1996. She is the first child from 4 childrens. Her father is Abdul Hafid and her mother is Hj. Mardiana. She graduated her elementary school in 2008 at SDN 107 Peneki, Wajo Regency.

She continued her study at SMPN 1 Takkalalla in 2011. Then her senior high school at SMAN 1 Takkalalla in 2014. After that,she continued the study at Muhammadiyah University of Makassar as a student of Education English Department.

At the end of her study, she could finish her thesis with the title "*The Influence of Direct Method in Teaching Vocabulary of The Tenth Grade Students at SMA Negeri 11 Kabupaten Wajo*".