

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research in this thesis by the title: “The Use of Direct Method in Teaching Concrete Nouns: A True Experimental Study with Students of 3rd grade at SD Patukangan 2 Kendal in Academic Year of 2008/2009” the researcher might draw conclusions.

The result of the research was done that Direct Method in teaching concrete nouns with students of third grade at SD Patukangan 2 Kendal there was different. It looked from the means of post-test experimental group higher than control group in study English vocabulary concrete nouns. To analyzing hypothesis test was used t-test formula. From the analysis hypothesis test turned out that experimental group better than control group. The test by means of t-test formula shown that $t_{\text{value}} = 2.968$ then, that result was consulted with t_{table} where $\alpha = 5\%$ $dk = n_1 + n_2 - 2$ ($40 + 40 - 2$) get $t_{(0,975)(78)} = 1.66$ because $t_{\text{value}} \geq t_{\text{table}}$ it means H_a acceptance, so its significant.

1. The students' achievement after taught using Direct Method at SD Patukangan 2 Kendal was the experimental group, where the experimental group achievement reached 85.875 as the mean of their post test score whereas at the first time the mean of their pre test score was 77.125. This result indicates that there is an improvement on their cognitive achievement.
2. The students' achievement after taught using non Direct Method at SD Patukangan 2 Kendal was the control group, where the control group's achievement reached 79.75 as the mean of their post test score whereas at the first time the mean of their pre test was 77.25. This case is the same as in the experimental group, which indicates that there is an improvement on their cognitive achievement.

The case in both groups is the same that there is an improvement in each group's cognitive achievement. However, the improvement on control group is not as much as on the experimental group. It is convinced by the statistical result of the hypothesis test. The test by means of t-test formula shown that $t_{\text{value}} = 2.968 > t_{\text{table}} = 1.66$ at 0.05 level of significance by 80 participants. It means that the using of Direct Method technique is more effective to improve the students' understanding on vocabulary concrete nouns than the using non Direct Method.

The observation form were computed by the teacher to measure the teacher's achievement in teaching concrete nouns using Direct Method by percentage 95.83 %

By using Direct Method as a technique in teaching, teacher hopes students can receive material easily and students can understood in teaching using target language. Dianee Larsen said that the goals of teachers who use Direct Method: "Teacher who uses the Direct Method intended that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language".¹

Teaching vocabulary concrete nouns by using Direct Method to the elementary school students has many advantages. It makes the students happy and enjoy the class, because it is demonstrated by media like picture or real object, so they can understand the meaning without any translation. Therefore, it helps the students learn and memorize better.

Teaching concrete nouns by using Direct Method has some weakness. It needs a lot of time for teacher to make preparation. It can make the students nervous when they are asked for the first time, because the rule of teaching using Direct Method is not making a speech but asking questions.

The main finding of the study were; the experimental and control group were equivalent at the beginning of the experiment and the teaching

¹ Dianee Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), 2nd Ed., p.28.

and learning of vocabulary concrete nouns through Direct Method technique played positive role in improving the students' academic achievement.

B. Recommendation

This research that was carried out in SD Patukangan 2 Kendal in academic year of 2008/2009 is not free from some lacks. The limitation that can be found in this research is about the time restriction. Actually the activities contained in Direct Method technique need more time. So, it is better for the English instructor to manage the time allocation when he or she wants to employ this kind of teaching and learning technique in classroom. He or she has to subdivide the time and sequence the activities contained in Direct Method in details so that the English teaching and learning may well-run. In addition, this kind of teaching and learning technique should not always be applied to teach concrete nouns only but it may be applied for abstract nouns as well.

Moreover, the researcher may suggest the next researcher to conduct further study that can enhance this research because this research actually can be broaden and extended to other subject and also in different setting. Finally, this research may be helpful and give positive contribution to English language learning context. Amen.