

**APPLYING AUDIO-LINGUAL METHOD AND DIRECT  
METHOD IN TEACHING VOCABULARY OF COMMON  
NOUNS FOR YOUNG LEARNERS**

**A THESIS**

Submitted in Partial Fulfillment of the Requirement for Obtaining  
the Degree of Bachelor of Education  
in English Language Education



**By**  
**VINSYA NAILA ZULFA**  
**Students Number: 1503046086**

**EDUCATION AND TEACHER TRAINING FACULTY**  
**WALISONGO STATE ISLAMIC UNIVERSITY**  
**SEMARANG**  
**2020**



## THESIS STATEMENT

I, The student with the following identity:

Name of Student : Vinsya Naila Zulfa  
Students Number : 1503046086  
Department : English Education Department

Certify that this thesis :

### **APPLYING AUDIO-LINGUAL METHOD AND DIRECT METHOD IN TEACHING VOCABULARY OF COMMON NOUNS FOR YOUNG LEARNERS**

is definitely my own work. I am completely responsible for the content of this thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 23<sup>th</sup> March 2020

The researcher,



Vinsya Naila Zulfa  
1503046086





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Hamka Km.2 Semarang 50185 Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

RATIFICATION

Thesis with following identification:

Title : **APPLIYING AUDIO-LINGUAL AND DIRECT  
METHOD IN TEACHING VOCABULARY OF  
COMMON NOUNS FOR YOUNG LEARNERS**

Name of Student : Vinsya Naila Zulfa

Student Number : 1503046086

Department : English Language Education

has been tested in Munaqasyah session by the team of thesis examiner of Education and Teacher Training Faculty Walisongo State Islamic University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Education Department.

Semarang, 23<sup>th</sup> March 2020

THE BOARD OF EXAMINERS

Chair Person

**Dr. Hj. Siti Mariam, M. Pd**

NIP.196507271992032002

Secretary

**Nadiyah Ma'mun, M. Pd**

NIP.197811032007012016

Examiner I

**Ma'rifatul Fadlillah, M. Ed.**

NIP. 196208051989032003

Examiner II

**Agus Pravogo, M. Pd.**

Advisor I

**Dr. Hj. Siti Mariam, M. Pd**

NIP.196507271992032002

Advisor II

**Nadiyah Ma'mun, M. Pd**

NIP.197811032007012016



## ADVISOR NOTE

Semarang, 23<sup>th</sup> March 2020

To  
The Dean of Education and Teacher Training Faculty  
State Islamic University of Walisongo

*Assalamualaikum wr. wb.*

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **APPLYING AUDIO-LINGUAL METHOD  
AND DIRECT METHOD IN TEACHING  
VOCABULARY OF COMMON NOUNS  
FOR YOUNG LEARNERS**

Name : Vinsya Naila Zulfa

Students Number : 1503046086

Department : English Education Department

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

*Wassalamualaikum wr.wb.*

Advisor I,



**Dr. Hj. Siti Mariam, M.Pd.**

NIP.196507271992032002





## ADVISOR NOTE

Semarang, 23<sup>th</sup> March 2020

To  
The Dean of Education and Teacher Training Faculty  
State Islamic University of Walisongo

*Assalamualaikum wr. wb.*

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **APPLYING AUDIO-LINGUAL METHOD  
AND DIRECT METHOD IN TEACHING  
VOCABULARY OF COMMON NOUNS  
FOR YOUNG LEARNERS**

Name : Vinsya Naila Zulfa

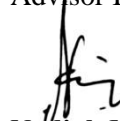
Students Number : 1503046086

Department : English Education Department

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

*Wassalamualaikum wr.wb.*

Advisor II,



**Nadiah Ma'mun, M.Pd.**

NIP.197811032007012016



## ABSTRACT

**Zulfa, Vinsya Naila.** 1503046086. 2019. *Applying Audio-Lingual and Direct Method in Teaching Vocabulary of Common Nouns For Young Learners*. Thesis. English Education Department. Walisongo State Islamic University Semarang. First Advisor: Dr. Hj. Siti Mariam, M.Pd. Second Advisor: Nadiah Ma'mun, M.Pd.

This study discusses the use of *Audio-Lingual Method* and *Direct Method* to teach Vocabulary, a comparative study of the fourth grade of SDI Roudlotul MujahidinPemalang in the academic year of 2019/2020. This study aimed at investigating the effectiveness of using *Audio-Lingual Method* and *Direct Method* to teach vocabulary. The method of the research was a quantitative approach and used quasi experimental design with the treatments held in 3 meetings for each experimental 1 class and experimental 2 class. The writer took one class, consisting of the experimental 1 class and the experimental2 class. The writer divided into 2 groups. Group A which consisted of 14 students as the experimental 1 class, and Group B which consisted of 13 students as the experimental 2 class. From the data analysis, it was found that the result of Independent T-test, the mean of *Direct Method* is 76.38 and for *Audio-Lingual Method* is 78.07. It can be concluded that T-observed of *Audio-Lingual Method* is more higher than T-observed of *Direct Method*. So, the use of *Audio-Lingual Method* is more effective than *Direct Method* to teach students' vocabulary. It means that there is an effectiveness of using *Audio-Lingual Method* and *Direct Method* to teach students' vocabulary.

**Keywords:** *Audio-Lingual Method, Direct Method, Teaching Vocabulary.*



## MOTTO

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهُ لَكُمْ وَعَسَى أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَكُمْ  
وَعَسَى أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ  
(البقرة: ٢١٦)

“It is obligatory upon you to fight, but at war it is something you hate.  
It may be that you hate something, when it is very good for you, and  
you may also do something, and it is very bad for you; Allah knows  
that you are not.”  
(Al-Baqarah: 216)<sup>1</sup>

*“Loving yourself isn’t vanity, it’s sanity.”*

**-Katrina Mayer-**

---

<sup>1</sup> Departemen Agama RI, *Al-Qur'an dan Terjemahnya*, (Jakarta: Sygma, 2005)



## **DEDICATION**

In the name of Allah the beneficent and the merciful. This thesis is  
dedicated to:

**All of my teachers who educated and taught me with great  
sincerity.**

**And**

**My parents who patiently educated me and my younger siblings  
who patiently waited for me**





## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Alhamdulillahirobbil 'alamin*, First and foremost I wish to take the opportunity to express my greatest gratitude to the Almighty God is Allah SWT, for giving the strength, health, kindness and blessing us until this thesis can be finished. Second, *Shalawat and Salam* are given to our beloved prophet Rasulullah Muhammad SAW. As an ordinary human, I realize that I cannot complete this final project without help, support, cooperation, and encouragement from a lot of people. Therefore, the researcher would like to express the deepest gratitude to:

1. The Dean of Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) Semarang, Dr. Hj Lift Anis Ma'sumah. M.Ag.
2. The Chief of English Education Department of Walisongo State Islamic University (UIN) Semarang, Sayyidatul Fadlilah, M. Pd
3. Nuna Mustika Dewi, M. Pd as the Secretary of English Language Education Department of Walisongo State Islamic University (UIN) Semarang.
4. Dr. Hj. Siti Mariam, M. Pd. and Nadiah Ma'mun, M. Pd., as the advisors for their support, advices, meaningful correction, useful suggestion during the consultation.
5. All lecturers in English Department and all lecturers of Education and Teacher Training Faculty for the valuable knowledge and guidance during the years of my study.
6. All of my beloved family members, especially my beloved Parent, (Bapak Nuroji'in and Ibu Ida Hijriyah), my beloved little sister and little brother (Atsna Kamila Khilma and M. Nafis Salju Faza) and all of my beloved big family. Thank you so much for the great

patience, motivation, love, and affection of your prayer is my success.

7. All of my syarifah roommates (Mba Leni, Mba Molly, Mba Eva, Mb Iqoh, Ainun Nisa', Listi, Mpit, Napis, Fala, Yana, Asiyah, Avia, Syakir, Mb Naela and Tikha ), thank you so much for your support, motivation, love and affection of your prayer is my success.
8. All of my classmates in PBI C 2015 that I can't mention the name one by one .
9. All of the fourth grade students of SDI Roudlotul Mujahidin Pemalang, thank you very much for your support, motivation and give me contribution in finishing my thesis.
10. My best friends (Fathimatus Sa'diyah, Indah Nadharatul Z., Saily Rahmatika, Ni'matul Maula And Indah Cahya Persada), and my new family of POSKO 28 Mijen (Malika, Ratna, Arum, Yani, Iis, Ro'i, Ani, Udin, Ikhya', Affan, Fahmi, Rizal, Aris ) thanks a lot for your help and support.
11. All of my families in Al-Hikmah Islamic Boarding thanks for support.
12. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and pray to the researcher to finish this thesis.

Finally, The researcher realizes that this thesis is still far from completeness, so the researcher expects this thesis be useful, especially for the researcher and generally for the readers.

Semarang, 23<sup>th</sup> March 2020  
The researcher

  
**Vinsya Naila Zulfa**  
NIM. 1503046086

## TABLE OF CONTENTS

<b>PAGE OF TITLE .....</b>	<b>i</b>
<b>THESIS STATEMENT .....</b>	<b>ii</b>
<b>RATIFICATION .....</b>	<b>iii</b>
<b>ADVISOR NOTE .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>MOTTO .....</b>	<b>vii</b>
<b>DEDICATION.....</b>	<b>viii</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>ix</b>
<b>TABLE OF CONTENTS.....</b>	<b>xi</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF FIGURES .....</b>	<b>xv</b>

### CHAPTER I INTRODUCTION

A. Background of the Research.....	1
B. Reason for Choosing Topic.....	8
C. Questions of the Research .....	9
D. Objectives of the Research .....	9
E. Significances of the Research .....	10
F. Scope of the Research .....	11

### CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Research .....	12
B. Literature Review .....	15
1. Teaching Vocabulary to Young Learner..	15
a. Definition of Teaching Vocabulary.....	15
b. Techniques of Teaching Vocabulary....	17
c. Teaching Vocabulary to Young Learner	18
2. Common Noun to Teaching Vocabulary....	21
3. Audio-Lingual Method to Teaching Vocabulary	23
a. Definition of Audio-Lingual Method..	23
b. Procedures of Audio-Lingual Method to Teaching Vocabulary .....	25

4. Direct Method .....	27
a. Definition of Direct Method.....	27
b. Procedures of Direct Method to Teaching Vocabulary .....	28
C. Research Hypothesis .....	30
D. Conceptual Framework .....	31

### **CHAPTER III RESEARCH METHOD**

A. Research Design .....	33
B. Research Setting.....	36
C. Population and Sampling .....	37
D. Research Variable .....	39
E. Data Collection Technique .....	40
F. Research Procedures .....	42
G. Scoring Technique .....	44
H. Data Analysis Technique .....	45

### **CHAPTER IV FINDING AND DISCUSSION**

A. Data Analysis .....	51
1. Fulfillment of the Assumptions .....	51
a. The Result of Normality Test .....	51
b. The Result of Homogeneity Test .....	53
c. The Result of Hypothetical Test ..	54
2. Discussion of the Research .....	55
B. Research Finding .....	58
1. Finding of the Pre-test and Post-test in Experimental 1 Class.....	58
2. Finding of the Pre-test and Post-Test in Experimental 2 Class .....	61

### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	64
B. Suggestion.....	66

**BIBLIOGRAPHY**  
**APPENDICES**  
**CURRICULUM VITAE**



## **LIST OF TABLES**

Table 3.1	Quasi-Experimental Design
Table 3.2	Total Research Respondent
Table 3.3	One group pre-test, post-test design
Table 3.4	Scoring Scale for Evaluating Students' Speaking Skill
Table 3.5	List of Frequency of observation





## **LIST OF FIGURE**

- |            |   |
|------------|---|
| Figure 4.1 | Column of the Pre-test in Experimental 1 Class  |
| Figure 4.2 | Column of the Post-test in Experimental 1 Class |
| Figure 4.3 | Column of the Pre-test in Experimental 2 Class  |
| Figure 4.4 | Column of the Post-test in Experimental 2 Class |



## **LIST OF APPENDICES**

Appendix 1	List of Sample of Research
Appendix 2A	Instrument of Pre-test
Appendix 2B	Instrument of Post-test
Appendix 3A	Lesson Planing for Experimental 2Class
Appendix 3B	Lesson Planing for Experimental 1Class
Appendix 4A	Students' Score of Pre-Test and Post-Test in Experimental 2 Class
Appendix 4B	Students' Score of Pre-Test and Post-Test in Experimental 1 Class
Appendix 5	Normality Test of Pre-test and Post-test in Experimental 1 Class and Experimental 2 Class
Appendix 6	Homogenety Test in Experimental Class and Experimental 2 Class
Appendix 7	Hypothetical Test
Appendix 8	Reliability Test
Appendix 9A	Students' Transcription on Pre-Test and Post-test in Experimental 1 Class
Appendix 9B	Students' Transcription on Pre-Test and Post-test in Experimental 2 Class
Appendix 10A	Picture of Treatment in Experimental 2 Class
Appendix 10B	Picture of Treatment in Experimental 1 Class



# CHAPTER I

## INTRODUCTION

This chapter highlights the introduction of the thesis. To reach this goal, the chapter explores some matters including the background of the research, the reasons why the researcher chooses the topic, research questions, objectives of the research, and significances of the research for certain agents like students, teachers, and researchers. This chapter describes the important subject which is the scope of the research.

### A. Background of the Study

Some people think that a successful English learner is a person who can speak English fluently. They do not know that a person who is a successful English learner is a person who masters all of English skills. English learners should master all the skills mentioned earlier, but the reality is different. To achieve these four skills, the basic requirement is to master the vocabulary.<sup>2</sup>

Many factors make the students' vocabulary is low. They came from the internal factor and the external one. The internal means factors from the inside of the students themselves such as motivation, interest, intelligence, etc., and the external is factors from outside of the students that affect their learning process such

---

<sup>2</sup>Ma'rifatul Fadhillah, *The Effectiveness of Written 'Peer Review' Towards English 3 Students' Writing Skills*. (UIN Walisongo Semarang, 2017), p.61

as economic background, learning materials, and teachers’ performance including their teaching methods.<sup>3</sup>

The teaching method is assumed as the factor that causes the students’ vocabulary is low. The method used by the teacher has often been said to be the cause of success or failure in language learning for it is ultimately the method that determines ‘the what’ and ‘the how’ of language instructions’.<sup>4</sup>

It is not easy to teach a language without using a suitable method because each method has advantages and disadvantages. Saroja said that any serious study, which aims at contributing new ideas to English Language Teaching Methods have to analyze, thoroughly the strength and weakness of the various language teaching methods erstwhile tried. The analysis of the methods includes the background in which the methods evolved the basic principles and characteristic features of the methods, the strength and weakness of each method and lastly the relevance of the method.<sup>5</sup>

Teaching English, especially vocabulary is like teaching other social science, which needs suitable techniques and

---

<sup>3</sup>Mayida Wae-Useng, 34 13 4 1 33, Faculty of Tarbiyah and Teachers Training State Islamic, *Undergraduate Thesis*, University North Sumatera Medan, The Effect of Direct Method on The Student’s Ability in Learning Vocabulary at Mas Pab 1 Sampali, (2017), p. 1

<sup>4</sup>William F. Mackey, *Language Teaching Analysis*, (London: Longman, Green and Co. Ltd, 1966), p. 138

<sup>5</sup>Saroja Kumari K.R., *English Language Teaching: Methods and Approaches*, (University of Calicut: 2002), p.50

methods to get successful learning. So, why it should be studied by teaching vocabulary related to the method that is to know the effectiveness of the method in teaching vocabulary.

In the audio-lingual method the learning process is viewed as one of habituation and conditioning without the intervention of any intellectual analysis. Followers and supports of Audio-lingual method were influenced by B.F. Skinner's 'Operant Conditioning' theories.<sup>7</sup>

The British linguist Henry Sweet also recognized its limitations. He argued that the direct method offered innovations at the level of teaching procedures, but lacked a thorough methodology basis. The direct method, Stern observes, "was a first attempt to make the language learning situation one of language use and to train the learner to abandon the first language as the frame of reference".<sup>8</sup>

One of the alternative methods is the Audio-Lingual Method. According to Gheeta, the Audio-Lingual Method can be traced back to the language teaching programs devised in America during the Second World War. Its focus was on the learner's ability to gain the communicative skills required in everyday discourse, particularly the skills of listening and

---

<sup>7</sup>Saroja Kumari K.R., *English Language*....., p. 73

<sup>8</sup>Saroja Kumari K.R., *English Language*....., p. 62-63

speaking in the target language.<sup>9</sup> Audio-Lingual Method represents a major step in language teaching methodology that was still aimed squarely at communicative competence. A teacher that can use the method well will generally be able to create what appears to be very “productive” students.

Direct Method is called as a Natural Method, its principle uses the way how most people have traditionally acquired languages in early stages. It means that it is a must to use the target language in presenting the new vocabulary and in communication, and the teacher must use the pictures, gestures, realia or by using the target language that is familiar to the students in explaining the new words.<sup>10</sup>

The method that is used by the teacher at SDI Roudlotul Mujahidin Pemalang in teaching vocabulary is the Direct Method. When the researcher observed at SDI Roudlotul Mujahidin Pemalang, the researcher found that the students who learn vocabulary by using the Direct Method feel bored and confused because they just see their teacher’s speaking and memorize the words.

Therefore, the researcher was applied between the audio-lingual method which used the original recorded voice of the researcher to teach new vocabulary. From this study, it would

---

<sup>9</sup>Nagaraj, Geetha, *English Language Teaching: Approaches, Methods, and Techniques* (Delhi: Sangam Books, 1996), P.79

<sup>10</sup>MayidaWae-Useng, 34 13 4 1 33, ....., p. 3



seem more effective where to teach vocabulary with the audio-lingual method or direct method.

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. As well as Linse states that learners' vocabulary development is an important aspect of their language development. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.<sup>11</sup>

Researcher using one of content words are a useful one in analyzing vocabulary, it is common nouns. Researcher using common nouns because it is the generic name for a person, place or thing in a class or group.<sup>12</sup> The material taught by the researcher is a part of common nouns namely things in the school.

By mastering vocabulary, the students will be easy to learn English. Allah SWT has given us the ability to do everything even to communicate especially in developing vocabulary. He says the words in Al-Qur'an Surah Al-Baqarah in the 31<sup>st</sup> verse:

---

<sup>11</sup>Mofareh Alqahtani, *The Importance Of Vocabulary In Language Learning And How To Be Taught*.(Saudi Arabia: King Khaled Academy. 2015), p.1-2

<sup>12</sup>Lydia Amalia, Faculty of Teacher Training and Education, *Undergraduated Thesis*, University of Lampung, Teaching Vocabulary Through Movie to Improve Vocabulary Mastery of The First Grade at SMPN 26 Banda Lampung, (2017), p. 17

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

“And He taught Adam the nature of all things; then he placed before the angel, and said: “Tell me the nature of these if you are right (31).<sup>13</sup>

Teaching English for Elementary level is very important for preparing students to be the ready and well-prepared generation to be met with future demands like communication and technology.<sup>14</sup>

Early language learning for children is increasingly common, and the majority of parents and the public do not see it as superfluous or overburdening children. Moreover, teaching a foreign language to very young children has been an increasingly dominant trend in most globalized societies. While there is abundant literature that supports teaching a foreign language at an early age through language immersion programs, little is known about the efficiency of strategies used to explicitly teach new vocabulary words in a foreign language to young learners.<sup>15</sup>

---

<sup>13</sup>Departemen Agama RI Al-Qur'an dan Terjemahnya, (Jakarta: Sygma, 2005), p.6

<sup>14</sup>Rusiana & Nuraeningsih, Teaching English to Young Learners Through Traditional Games. (*Language Circle: Journal of Language and Literature X/2*, 2016), p.193

<sup>15</sup>Amir Toghyani Khorasgani & Mansour Khanehgir, Teaching New Vocabulary to Iranian Young FL Learners: Using Two Methods Total Physical Response and Keyword Method. (*IJLAT*, 2017), p.90

Concerning the teaching of vocabulary for young learners, it is interesting to know the methods used in teaching vocabulary to young learners at *SDIRoudlotul Mujahidin*. On the preliminary observation, the students think memorizing English vocabulary is not easy because writing with the pronunciation is different, while the nature of young students who tend to be curious about what they will and why they should learn it. Therefore, researchers do by applying the direct method which is commonly used to teach vocabulary in combination with the audio-lingual method which is commonly used to improve students' speaking abilities.

The observation was conducted two times for that class to find out the similar techniques used by the English teacher at *SDI Roudlotul Mujahidin Pemalang* in teaching vocabulary in grade 4<sup>th</sup> the different methods used in teaching vocabulary at grade 4<sup>th</sup>. By the end of the research, the information on applying the appropriate methods used in teaching vocabulary for 4<sup>th</sup> grade will be collected.

Therefore, researcher has applied the direct method which is commonly used to teach vocabulary in combination with the audio-lingual method.

Nurul in her research that teaching vocabulary using audio-lingual method can improve students' mastery of vocabulary

using song, so students more active and interest to study using song.<sup>16</sup>

While Furqon in his research that teaching vocabulary using direct method is not more effective to teaching vocabulary when he compare direct method with grammar translation method, because direct method doesn't have a significant difference influence in teaching vocabulary.<sup>17</sup>

It doesn't attempt to argue that a certain strategy is more effective than others for teaching Vocabulary for young learners. However, to know scientifically which one is better between the direct method and audio-lingual method in finding the most represent learning method to the students' needs and effective learning. The writer refers to research by the case of those two learning methods by comparing them.

## **B. Reasons for Choosing the Topic**

Researchers chose this topic for the reason, students assume that English is very difficult. It turns out the difficulty of students starts from a lack of vocabulary. Students also have difficulty in pronouncing or memorizing English vocabulary that feels strange in their speech and brain.

---

<sup>16</sup>Nurul Agustina Indrawati, A 320 070 145, School of Teacher Training and Education, *Undergraduate Thesis*, Muhammadiyah University of Surakarta, The Implementation of Audio-Lingual Method in Teaching Vocabulary Using Song, (2011)

<sup>17</sup>Ahmad Nurul Furqon, 103014026986, Faculty of Tarbiyah and Teacher Training, *Undergraduate Thesis*, Syarif Hidayatullah State Islamic University, Using Direct Method in Teaching Vocabulary, (2007), p. 39

Students think memorizing English vocabulary is not easy because writing with the pronunciation is different, while the nature of young students who tend to be curious about what they will and why they should learn it.

### **C. Question of The Research**

From the background analyzes above, the problem to be discussed in this final project can be formulated by the researcher as follow:

1. How is the students' mastery of vocabulary of common nouns using the audio-lingual method at 4<sup>th</sup> graders of SDI Roudlotul Mujahidin Pemalang in the Academic Year 2019/ 2020?
2. How is the students' mastery of vocabulary of common nouns using the direct method at 4<sup>th</sup> graders of SDI Roudlotul Mujahidin Pemalang in the Academic Year 2019/2020?
3. Are there any significant differences between students' mastery of vocabulary of common nouns using the audio-lingual method and direct method at 4<sup>th</sup> graders of SDI Roudlotul Mujahidin Pemalang in the Academic Year 2019/ 2020?

### **D. Objectives of The Research**

Based on the research statement, this particular study aimed at:

1. To analyze the audio-lingual method on students' mastery of vocabulary of common nouns at 4<sup>th</sup> graders of SDI Roudlotul Mujahidin Pemalang in the Academic Year 2019/2020.

2. To analyze the direct method on students' mastery of vocabulary of common nouns at 4<sup>th</sup> graders of SDI Roudlotul Mujahidin Pemalang in the Academic Year 2019/2020.
3. To explain the differences in using the audio-lingual method and direct method in teaching vocabulary of common nouns for young learners at 4<sup>th</sup> graders of SDI Roudlotul Mujahidin Pemalang in the Academic Year 2019/2020.

#### **E. Pedagogical Significance**

The result of this study is expected to be able to give the following benefit for:

1. The student

The result of this study will give many benefits to students because they can know the way to enhance their vocabulary understanding by audio-lingual or direct method.

2. The teacher

The teacher will get inspiration and motivation to use audio-lingual or direct method to improve students' understanding of vocabulary well. The also can make their students get actively engaged with each other in the learning process.

3. The readers

The researcher hopes this study will add more information and contribute knowledge to the reader and become an additional reference for the next improvement research.

4. The other researchers

As information and comparison for the other researchers who want to conduct the relevant researcher.

## **F. Scope of Research**

The scopes of the study are limited to the subject and object investigated.

1. The topic is finding out the appropriate between the Audio-Lingual Method and Direct Method in teaching vocabulary for young learners.
2. The study is an experimental study.
3. The population is limited to the 4<sup>th</sup> graders of SDI Roudlotul Mujahidin Pemalang in the Academic Year 2019/2020.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher discusses some theories related to the research. They are previous research, literature review, and hypothesis.

#### **G. Previous Research**

Considering the topic discussed in this research, there are some studies have been done related to this topic. They are:

1. Related to the focus of this research, some previous researches can be reported in this sections, the research was conducted by Selinda Febriani, entitled “The Teaching of English Vocabulary to Young Learners (A Case Study at B Group Students of TK Negeri Pembina I Kota Tangerang Selatan in Academic Year 2015/2016)”. This study indicated the current implementation of techniques used in teaching vocabulary to young learners at TKN Pembina I. The first major finding that the researcher got is the answer to the research question. It can be concluded that there is some inappropriateness between the theory and the teacher did in teaching English vocabulary. Then common techniques in teaching vocabulary to young learners can be divided into three groups. For presenting new words, using flashcards and miming is preferred by the teacher in this study. In getting students to practice the words



they have learned, the teacher mostly employed identifying and matching tasks that applied in the B group.

The weakness of this research is in the final stage in teaching vocabulary, producing, the teacher familiarized both completion and creation in sentence and text. The first major finding that the researcher got is the answer to the research question. It can be concluded that there is some inappropriateness between the theory and the teacher conducted in teaching English vocabulary.

The similarity of both studies is the same teaching vocabulary to young learners.

The differences between both kinds of researches are in the method and the object of research.<sup>18</sup>

2. The next research was conducted by Mayida Wae-Useng, entitled “The Effect of Direct Method on The Student’s Ability in Learning Vocabulary at Mas Pab 1 Sampali”. Based on the data could be drawn that teaching vocabulary by using the Direct Method has given a positive effect, shown from mean from post-test. The mean experiment class which used the Direct Method was bigger than the mean of controlled class which uses without the Direct Method. The experiment

---

<sup>18</sup>Selinda Febriani, 1111 014 0000 86, The Faculty of Educational Sciences, *Undergraduate thesis*, UIN Syarif Hidayatullah Jakarta, The Teaching Of English Vocabulary To Young Learners A Case Study at B Group Students of TK Negeri Pembina I Kota Tangerang Selatan in Academic Year 2015/2016, (2016), p. 1

class in XA atmosphere was also more active. So, they enjoy the teaching-learning process and learned the materials easily. In control class XB, the students seem bored and less motivation. And these all could be seen from the result of the research which was held by the writer. Based on the results above it could be concluded that was using of the Direct Method can enhance the students' vocabulary.<sup>19</sup>

The similarity between our research is using the direct method to improve students' English vocabulary.

The difference is in the research subject, namely young learners and senior high school, and in the study of the writer comparing it with other methods.

3. The last research was conducted by Uswatun Khasanah, entitled "Teaching Learning Speaking by Using Audio-Lingual Method at The First Semester of The Eighth Grade at Smp N 9 Bandar Lampung in the Academic Year of 2017/2018". Based on the teacher's problems faced by the teacher in the learning speaking through Audio-Lingual method were, first the teacher difficult to handle the class, they seemed noisy during process teaching and learning because some students were busy with their activity like

---

<sup>19</sup>MayidaWae-Useng, 34 13 4 1 33, Faculty of Tarbiyah and Teachers Training State Islamic, *Undergraduate Thesis*, University North Sumatera Medan, The Effect of Direct Method on The Student's Ability in Learning Vocabulary at Mas Pab 1 Sampali, (2017), p. 46

chatting and some students not pay attention in learning process. The second, the teacher was not used a textbook.

The students' problems in learning speaking through the Audio-Lingual method were difficult to pronounce the words and memorize the words. Also, some students did not want to come forward, it happened because they were ashamed and also afraid of making mistakes.<sup>20</sup>

The similarity between our research is using the Audio-Lingual Method.

The difference is in the subject of research, namely young and senior students, as well as in the study of the author using the audio-lingual method to improve students' English vocabulary.

## **H. Review of Related Literature**

### **1. Teaching Vocabulary to Young Learners**

#### **a. Definition of Teaching Vocabulary**

Vocabulary is an important part of how to study and master English. Sometimes vocabulary is also considered easy because of the introduction stage in learning English. Vocabulary, as one of the knowledge areas in language,

---

<sup>20</sup> Uswatun Khasanah, 1211040149, Tarbiyah And Teacher Training Faculty, *Undergraduate Thesis*, Raden Intan State Islamic University Lampung, Teaching Learning Speaking by Using Audio-Lingual Method at The First Semester of The Eighth Grade at Smp N 9 Bandar Lampung in the Academic Year of 2017/2018, (2017), p. 86

plays a great role for learners in acquiring a language. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. The importance of vocabulary is demonstrated daily in and out of school. In the classroom, achieving students possess the most sufficient vocabulary.<sup>21</sup> Furthermore, Hatch and Brown define that vocabulary as a list of a word for a particular language or a list or set of word that individual speakers of language might use.<sup>22</sup>

Linse defines that vocabulary is the collection of words that an individual knows.<sup>23</sup> Vocabulary is crucial to be mastered by the learner to understand the language. Vocabulary master is needed to express our ideas and to be able to understand other people's sayings. From the definition above, it can be concluded that vocabulary is a set of words of a particular language including single words, compound words, and idioms that individual speakers of a language might use.

---

<sup>21</sup>Mofareh Alqathani, *The Importance of Vocabulary in Language Learning and How to be Taught*, (Saudia Arabia: King Khaled Academy. 2015), p.1-2

<sup>22</sup>Hatch E.M., C.Brown, *Vocabulary Sentence and Language Education*, (Cambridge:Cambrige University Press. 1995), p.1

<sup>23</sup>Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill Companies. 2005), p.121

In teaching vocabulary, teachers should know what vocabulary to be taught. According to Finocchiaro vocabulary is divided into two types: function word. It needs to be learned as quickly as feasible (in a logical order and sequence, however) and Content word. It can be learned in small groups around “life” situations.

There are some aspects in teaching vocabulary namely, pronounce, spelling, meaning, and word use. As Ur states that form (pronounce and spelling), grammar, collocation, meaning, and word formation are the aspects of vocabulary which are needed to be taught. This research was limited to three aspects. They are meaning, pronunciation, grammar, and part of speech especially nouns.<sup>24</sup>

#### **b. Techniques of Teaching Vocabulary**

As mentioned above, there are three main stages in teaching vocabulary. In another word, there are some common techniques used in each stage as follow:

- 1) Techniques in Presenting. Yet it is the important stage that the student is introduced with the new words. As an English teacher, we should know the techniques of teaching vocabulary which is suitable for the students.

---

<sup>24</sup>Setiani Lelawati. Selma Dhiya. Putri Nurazijah Mailani, The Teaching of English Vocabulary to Young Learners. (*Professional Journal of English Education*, Vol.1, No. 2, 2018), p. 96

- 2) Techniques in Practicing. In the practicing stage, there are a variety of tasks that can be used to help move words into long-term memory.
- 3) Media is the main instrument in the teaching and learning process. It is used to attract the students' attention and deliver the information easily. Teachers of young learners have to use some visuals in their teaching activities to facilitate their teaching. According to Wright, there are various kinds of media, but visual is appropriate media for young learners in learning vocabulary.<sup>25</sup>

**c. Teaching Vocabulary to Young Learners**

Cameron stated that building up a useful vocabulary is central to the learning of a foreign language at primary level. It means that in English language teaching and learning, vocabulary is very important because vocabulary is the basic lesson for young learners before they start to study about English language further.<sup>26</sup> In addition, Rubin says, "a good vocabulary and a good reading go hand in hand, unless you know the meaning of words, you will have difficulty in understanding what is read." In the other words, if the young learners do not know the meaning of words, they will

---

<sup>25</sup>Setiani Lelawati. Selma Dhiya. Putri Nurazijah Mailani, *The Teaching .....*, p. 96

<sup>26</sup>Cameron, L., *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001), p. 71

have difficulty in understanding what they see, read and learn.<sup>27</sup>

According to Sarah, there are some points to make the process of teaching English to young learners more enjoyable and stimulating experience for the children as young learners:

- 1) The activity should be simple enough for the children to understand what is expected from them.
- 2) The task should be within their abilities. It needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work.
- 3) The activity should be largely orally based indeed, with their young children listening activities will take up a large proportion of class time.<sup>28</sup>

Meanwhile, Wallace gives some principles in teaching vocabulary that the teacher should pay attention. They are:

- 1) The aims of teaching vocabulary  
The teacher has to decide the goals that the learners supposed to reach. The aims to be clear for the teacher. How many of things listed does the teacher expect the learner to be able to achieve the vocabulary? What kinds of words?

---

<sup>27</sup> Rubin, D., *Gaining Word Power (3rd ed.)*, (New York: McMillan, 1991), p.91

<sup>28</sup> Sarah Philip, *Young Learners*. (Oxford: Oxford University Press, 1993), p. 7

2) The quantity of vocabulary

If there are too many words, the learner may become confused and discouraged.

3) The students need

Teacher must select the suitable words according to the topic and students need. The teacher should also create the appropriate environment in which the student could be capable to communicate and internalize the words they need. Frequent exploration and repetition in learning English vocabulary, young learners need a certain amount practice and repetition to make them understand it.

4) Meaningful presentation

Teacher should have good and clear presentation, so the learners have understanding of the English vocabulary words that are taught.

5) Situational presentation

Teacher should focus on the topic when they teach English vocabulary to young learners. In teaching English vocabulary, teacher should present the familiar context to the children.<sup>29</sup>

Teacher should be able to identify the young learner's characteristic and the young learner's needs. Besides,

---

<sup>29</sup>Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press, 1998), p.11-12



teacher should choose kinds of materials and suitable techniques to the young learners. In order to guide, facilitate and build a conducive condition to the learners, teachers should look for a good way to teach them by considering many factors influencing in teaching. So the goals of teaching and learning English vocabulary can be successful.

## **2. Common Noun**

According to Laid Law in her book that, “nouns are word that are used to name of person, place or thing”.<sup>30</sup> A thing may be real object (head), an idea (honor), an action (arrival), quality (honesty), anima (cat), condition (sick), or a material (iron).

Nouns can be classified into five kinds:

### **a. Proper nouns**

A proper noun is the name of a particular person or thing, i.e. a name used for an individual person or place, river, or mountain. Example: Mary, Rahul, Godavari, India, Everest.

### **b. Common nouns**

A common noun refers to any and every person or thing of the same kind or class, not to a particular person or thing: cow, dog, girl, boy, man, woman.

---

<sup>30</sup>Laid Law, *Laidlaw English*, (River Forest, Illinois: Laidlaw Brother Publisher, 1987),p.56

Common nouns	Proper nouns
Girl	Latha
Dog	Rover
Man	Aslam

c. Collective nouns

A collective noun is the name of a collection, group of people, or things of the same kind: class, team, government jury, federation.

d. Material nouns

A material noun is the name of a material, substance, or ingredient things are made of. They can be articles of food or drink as well: iron, copper, steel, gold, coal, silver, rice, wheat, milk, water, tea, sugar.

A material noun is a type of common noun but a distinction is made between the two. A common noun is usually a countable noun but a material noun is an uncountable noun. The cow gives us milk. Cow is a common noun (countable), but milk is a material noun (uncountable).

e. Abstract nouns

An abstract noun is the name of a quality, state, or concept: beauty, sweetness, childhood, love. Concrete nouns are names of material things, i.e. things having a material form, shape or size.

Abstract nouns are the names of qualities found in various kinds of objects.

Since they have no material form, they cannot be seen or touched. We can know of them only through our mind:

<u>Concrete nouns</u>	<u>Abstract nouns</u>
Sugar	Sweetness
Book	Beauty
Milk	Hatred
Patna	Fear

We can see sugar but cannot see sweetness, so sugar is a concrete noun and sweetness an abstract noun. In short, concrete nouns refer to physical properties and abstract nouns to mental properties.<sup>31</sup>

### **3. Audio-lingual Method to Teaching Vocabulary**

#### **a. Definition of Audio-Lingual Method**

Audio Lingual Method is a style of teaching used in teaching foreign language. It was derived from Skinner's Behaviorist Psychology. It is one of the methods in English teaching-learning process. Audio Lingual Method trains students in order to reach conversational proficiency in a variety of foreign language, and puts the emphasis on behavior. Audio Lingual Method drills students in the use of grammatical sentence patterns. In Audio Lingual Method,

---

<sup>31</sup> Laid Law, *Laidlaw English*, ....., p.57-58

the teacher wants their students to be able to use the target language communicatively.

Audio Lingual Method uses repetition, replacement, and question answer to drill speaking skill especially student's vocabulary. The teacher is easier to control the student's behavior and student's vocabulary. After that, the teacher can know the memorization of the students' vocabulary. As mentioned, lesson in the classroom focuses on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation.

Based on Freeman, the Audiolingual Method was developed in the United State during World War II. At that time, there was a need for people to learn foreign language rapidly for military purposes. The objective of the army programs was for students to attain conversational proficiency in a variety of foreign languages. Since this was not the goal of conventional foreign languages courses in the United States, new approaches were necessary.<sup>32</sup>

She also stated that applied to language instruction, and often within the context of the language lab, this means that the instructor would present the correct model of a sentence and the students would have to repeat it. The

---

<sup>32</sup> Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 1986)

teacher would then continue by presenting newwords for the students to sample in the same structure. In audiolingualism, there is no explicit grammar instruction, everything is simply memorized in form. The idea is for the students to practice the particular construct until they can use it spontaneously. In this manner, the lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing that will result in a student receiving negative feedback.

#### **b. Procedure of Audio-Lingual Method to Teaching Vocabulary**

Richards & Rodgers cited by Irwanah Jurmasari<sup>33</sup> explained the procedures of Audilingual Method:

- 1) Students hear a model dialogue (either read by the teacher or on tape) containing the key structures that re the focus of the lesson. They repeat each line of the dialogue, individually and in chorus.the teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immidiate. The dialogue is memorized gradually, line by line. A line may be broken down into several phrases if necessary. The dialogue is read aloud

---

<sup>33</sup>Irwanah Jurmasari, T.20401110035, Tarbiyah and Teaching Science Faculty, Alauddin State Islamic University Makassar, *Undergraduate Thesis*, The Implementation of Audio lingual Method to Improve Students' Speaking Skill, (2014), P. 16

in chorus one half saying one speaker's part and the other half responding. The students do not consult their book throughout this place.

- 2) The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students.
- 3) Certain key words or phrases may be changed in the dialogue are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this is kept to an absolute minimum.
- 4) The students may refer to their textbook, and follow-up writing, or vocabulary activities based on the dialogue may be introduced. At the beginning level, writing is purely imitative and consists of little more than copying out sentences that have been practiced. As proficiency increases, students may write out variations of structural items they have practiced or write short compositions on given topics with the help of framing questions, which will guide their use of the language.

5) Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.<sup>34</sup>

#### **4. Direct Method to Teaching Vocabulary**

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

People can learn vocabulary through many methods. One of the methods is through direct method. The direct method is not new. Its principle has been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate.<sup>35</sup>

The direct method, which arrived at the end of the nineteenth 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. The

---

<sup>34</sup>Jack J.C. Richards & Rodgers T.S, *Approaches and Methods in Language Teaching a Description and Analysis*, (United Kingdom: Cambridge University, 1989), p. 58-59

<sup>35</sup> Diane Larsen Freeman, *Techniques and Principles in Language Teaching*.(Oxford: Oxford University Press, 2000), p. 23.

sentence was still the main object of interest, and accuracy was all important.<sup>36</sup>

The direct method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target language through the use of demonstration and visual aids, with no recourse to the students' native language.<sup>37</sup> The direct method, in rejecting the use of translation developed as a reaction to such highly intellectual approaches to language learning.<sup>38</sup> As Schmitt states, direct method emphasized exposure to oral language, with listening as the primary skill. Meaning was related directly to the target language without the step of translation, and explicit grammar teaching was done played. Direct Method had its problem. It required teacher to be proficient in the target language.<sup>39</sup>

#### **b. Procedures of Direct Method to Teaching Vocabulary**

According to Mora that the lessons taught by the Direct Method begin with a dialogue using a modern

---

<sup>36</sup>Jeremy Harmer, *The Practice of English Language Teaching*. (London: Pearson Education, 4th ed, 2007), p.63.

<sup>37</sup>Diane Larsen Freeman, *Techniques and Principles..*, p. 23.

<sup>38</sup>Jeremy Harmer, *How to Teach Vocabulary*.(London: Longman. 2002), p.78.

<sup>39</sup>Norbert Schmitt, *Vocabulary in Language Teaching*, (New York: Cambridge University Press, 2000), p. 12.



conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used and there is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative and questions are answered in the target language. Grammar is taught inductively--rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively and it is considered as an important aspect of learning the language.<sup>40</sup>

Meanwhile, Richards shows the principles and procedures of Direct Method as follows: (a) Classroom instruction was conducted exclusively in the target language, (b) Only everyday vocabulary and sentences were taught, (c) Oral communication skills were built up graded progression organized around question and answer exchanges between teachers and students in small intensive classes, (d) Grammar was taught inductively, (e) New teaching points were introduced orally, (f) Concrete vocabulary was taught

---

<sup>40</sup>Jill Kerper Mora, *Second-Language Teaching Methods, Principles & Procedures*. The Article is Accessed on April 16th, 2007.

through demonstration, objects and pictures; abstract vocabulary was taught by association of ideas, (g) Both speech and listening comprehension were taught, (h) Correct pronunciation and grammar were emphasized.<sup>41</sup>

## **I. Research Hypothesis**

Hypothesis is assumption about something which is made by analyzing something that often to be cropped to check it.<sup>42</sup> The hypothesis of this research is using audio-lingual and direct method in teaching vocabulary for young learners tp the 4<sup>th</sup> grade of SDI Roudlotul Mujahidin Pemalang in academic year 2019/2020.

The testing hypothesis will bring the conclusion of accept or reject the hypothesis. Thus, there are two options, so that in the formulation one, of the choices can detail specified and easier to do. It is provotional truth determined by researcher that should be tested and proved.

Comparative hypothesis is the statement that shows assumption score in one variable or more on the different sample.<sup>43</sup> There are two kind of hypothesis:

---

<sup>41</sup>Jack C. Richard & Theodore S. Rodgers.*Approaches and Methods in Language Teaching, a Description and Analysis*. (New York: Cambridge University Press, 1986), p. 26

<sup>42</sup>Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p. 219

<sup>43</sup>Sugiyono, *Statistika Untuk Penelitian*, (Bandung: CV. Alfabeta, 2006), p.88

1. Working Hypothesis (Ha)

There is a significant difference value in teaching vocabulary using audio-lingual and direct method for young learners.

2. Null Hypothesis (Ho)

There is no significant difference value in teaching vocabulary using audio-lingual and direct method for young learners.

**J. Conceptual Framework**

The important things in teaching vocabulary is make the students motivate, active, and engage in learning. It is important to make the class situation fun and enjoy in teaching and learning process. *Audio-Lingual Method* and *Direct Method* are the method that creates fun and make the students understand. *Audio-Lingual Method* is focus on the learner's ability to gain the communicative skills required in everyday discourse, particularly the skills of listening and speaking in the target language.<sup>44</sup>

The interested one of this method is sometimes the message will change to another message or information. And *Direct method* is the method that is used in teaching a language by using the target language without going through the translation to the native language. The teacher must use pictures, gestures,

---

<sup>44</sup>Geetha Nagaraj, *English Language Teaching: Approaches, Methods, and Techniques*, (Delhi: Sangam Books, 1996), p. 79

pantomimes or the target language that is familiar to the students to explain a word.<sup>45</sup>

From the statement above, the writer thinks that teaching English Vocabulary using *Audio-Lingual Method* and *Direct Method* can make the students more active and they will be interesting and enjoy in their study.

---

<sup>45</sup>Ahmad Nurul Furqon, 103014026986, Faculty of Tarbiyah and Teacher Training, *Undegraduate Thesis*, UIN Syarif Hidayatullah Jakarta, Using Direct Method in Teaching Vocabulary, 2007, p. 12

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the source of data, research approach, research setting, population, and sample technique of research, variable and indicator of research, data collection technique, research instrument, research procedures, scoring scale for evaluating students' speaking ability, validity, and reliability of the test and data analysis technique.

#### **K. Research Design**

In this study, the researcher used a quantitative approach to measure students' ability to study vocabulary using the audio-lingual and the direct method. Margono said that the emphasis of quantitative research is on collecting and analyzing numerical data; it concentrates on measuring the scale, range, frequency, and others, of phenomena.<sup>46</sup>

This research is a comparative study, as this research is comparing the effect of two different methods there are direct method and audio-lingual. The comparison itself comes from the researcher curiously that in some researches those two methods implied that they are just as gave powerful influences in teaching vocabulary.

---

<sup>46</sup>S. Margono, *Methodology Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2013), p.105.

In this research, the writer used an experimental design. The experimental design sets up the conditions required for demonstrating cause-and-effect relationships.<sup>47</sup>

**Tabel 3.1**  
**The Design of Quasi-Experimental Research**

O1 X O2
---------

Experimental design involves a pre-test (O1), post-test (O2) and treatments in collecting data (X). Best, in his book “Research in Education” states that: Experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variables.<sup>48</sup> The selection of particular design is based upon the purposes of the experimental, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted. The design deals with such practical problems as how subjects are to be selected for experimental 1 class and experimental 2 class, the way variables are to be manipulated, how observations are to be made, and the type of statistical analysis to be employed in interpreting data relationships. The qualities of the subjects elected firstly by

---

<sup>47</sup>Donald Ary, *et.al*, *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010), p.271.

<sup>48</sup> John W. Best, James V. Kahn, *Research in Education*, (The United States of America, 1998), p.68.

pre-testing them (O1). Then the experimental treatment was given to the experimental group. The two groups were taught with the same topic but with different media. The experimental 1 was taught with the *Audio-Lingual Method*. The experimental 2 was taught with the *Direct Method*. Both groups did the same test that is composition essay with what they have done in the pre-test. The results (O2) were counted statistically as the object of the study.

The research was conducted to find out the effect of using *Audio-Lingual Method* and *Direct Method* to teach students' Vocabulary. The research design was chosen by one group of students. Furthermore, from the group 1 was treated using *Audio-Lingual Method* and group 2 using *Direct Method*. O1 is the vocabulary score of students before given the treatment. O2 is the vocabulary score of students after getting treatment. The effect of using *Audio-Lingual Method* and *Direct Method* to teach student vocabulary is  $(O_1) - (O_2)$ .<sup>49</sup>

The writer selected two classes consisting of experimental 1 class and experimental 2 class. The experimental 1 class treated using *Audio-Lingual Method*. Whereas, the experimental 2 class treated by *Direct Method*. In this research, the students conducted the pre-test to know their vocabulary understanding before treatment and post-test to know their vocabulary understanding

---

<sup>49</sup>Sugiyono. *Metode Penelitian Pendidikan*. Bandung: Anggota Ikatan Penerbit Indonesia (IKAPI) p.115

after the treatment using *Audio-Lingual Method* and *Direct Method*. The pre-test and post-test were conducted for experimental 1 class and experimental 2 class.

This research used a statistical technique of regression analysis used to predict changes the value of the dependent variable, the value of the independent variable manipulated.<sup>50</sup> The result of the analysis is then interpreted to find out the influence of *Audio-Lingual Method* and *Direct Method* in students' vocabulary understanding.

## **L. Research Setting**

SDI Roudlotul Mujahidin was established in 2013, , whose position remained centered in Kauman Comal Pemalang, precisely located in Jl. Raya Kauman km 1, RT. 06 / RW. 02, Kauman, Comal, KabupatenPemalang, Jawa Tengah 52363.

Vision of SDI Roudlotul Mujahidin:

“Excellent in achievement, highly competitiv, noble in character, and care for the inerests of the nation and state.”

Mision of SDI Roudlotul Mujahidin:

- a. Realizing superior graduates, namely achieving academicand non- academic fields, with intensive learning and training.

---

<sup>50</sup>Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2010), p. 260



- b. Carry out an active, innovative, creative, effective, and fun learning process (PAIKEM) using the Islamic religious education approach.
- c. Carry out school management based on school-based management (SBM) concept.
- d. Realizing adequate financing and orderly, transparent and accountable financial management, by empowering all parties involved.
- e. Implement a comprehensive, authentic, objective, and sustainable assessment system.
- f. Realizing educators and education personel who meet the requirements of academic qualifications and professional competence with further studies and various training.
- g. Realizing adequate educational facilities and infrastructure in terms of quantity and quality.

This research was undertaken on 1<sup>st</sup> of September 2019 until 5<sup>th</sup> of October 2019 at SDI Roudlotul Mujahidin Pemalang, which is located at Jl. Raya Kauman km 1, RT. 06 / RW. 02, Kauman, Comal, Kabupaten Pemalang, Jawa Tengah 52363. To find out the solution to the problems posted in the previous chapter, the researcher needs some data.

## **M. Population and Sampling**

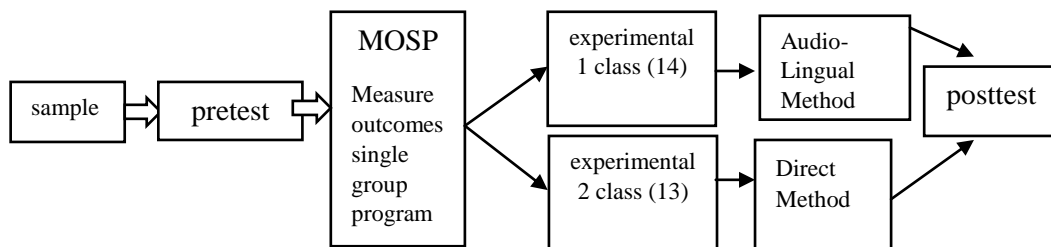
### **1. Population**

The population is a subject that will be investigated in the study.<sup>51</sup> According to Sugiyono, the population is general objects or subjects that have specific quality and characteristic decided by the researcher to explorer and then take a conclusion.<sup>52</sup> The population in this research will be the fourth grade of SDI Roudlotul Mujahidin Pemalang in the academic year of 2019/2020 which consists of six classes, but the researcher just conducted the research on one class and the number of students is 27.

**Table 3.2**  
**Total research Respondent**

No	Class	Total
1	Group 1	14
2	Group 2	13
<b>Total</b>		<b>27</b>

**Table 3.3**  
**One Group Pretest, Posttest Design**



<sup>51</sup>Syahrum and Salim, *Metodologi Penelitian Kuantitatif*, (Bandung: Cipta pustaka Media, 2012), p.113

<sup>52</sup>Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, R&D*, (Bandung: CV Alfabeta, 2010), p. 80

## 2. Sample and Sampling Technique

The sample is part of a population that is investigated by the study.<sup>53</sup> This study is experimental research, so the researcher needs to take one class as a sample that was an experimental class from the fourth grade of the population.

Sugiono argued that “sample was a representative of a population which was studied.” The sample about 10-15% or 20-25% or more depends on the researcher’s capability, wide or tight the range of research area and the risk of the researcher.<sup>54</sup> The researcher took one class in fourth grade at different time and a different method with a similarity score as the samples. Firstly it was used the Audio-Lingual method and secondly used the direct method in the experimental class.

## N. Research Variable

According to Arikunto, a variable is the object of research that becomes the concern of the research.<sup>55</sup> There are two variables in this research:

### 1. Independent Variable (x)

---

<sup>53</sup> Syahrums And Salim, *Metodologi Penelitian Kuantitatif*,..., p.113-114

<sup>54</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, R&D*,... p. 117

<sup>55</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.161

The independent variable is a kind of variable that influences or causes change or emergence of the dependent variable.<sup>56</sup> While according to Donna M. Mertens, the independent and predictor variables are the variables on which the groups in research study differ, either because exposed them to different treatments (independent variable) or because of some inherent characteristics of the groups (predictor variable).<sup>57</sup> In this study, the independent variables were the use of the audio-lingual method and direct method to teach vocabulary for young learners.

## **2. Dependent Variable (y)**

This dependent variable is described as a variable that is affected the result, because of the existence of the independent variable.<sup>58</sup> In another definition, the dependent variable is the variable that the researcher is interested in measuring to determine how it is different for groups with different experiences (dependent) or characteristics (creation).<sup>59</sup> The dependent variable of this research itself is students' achievement learning vocabulary for young learners.

## **O. Methods of Collecting Data**

---

<sup>56</sup> Sugiyono, *Statistika Untuk Penelitian*, ....., p. 3

<sup>57</sup> Donna M. Mertens, (SAGEPublication, Inc, 2009), 3<sup>rd</sup> ed, p. 3

<sup>58</sup> Sugiyono, *Statistika Untuk Penelitian*, ....., p. 4

<sup>59</sup> Donna M. Mertens, (SAGEPublication, Inc, 2009), ....., p. 4

## 1. Test

The test is one of the ways to measure the student's ability, especially in mastery teaching vocabulary. In this research, there is a pre-test and the last is post-test. To measure the existence of the object that is researched, it requires to use test. This kind of instrument can be used in measuring the basic skill and accomplishment or achievement.<sup>60</sup> To gain data in this research, the researcher used two kinds of test, they were; pre-test and post-test.

### 1. Pre-test

The first step of the data collection technique is the pre-test. Before the researcher conduct treatment, the researcher gives a test to both of the class in the same way.

### 2. Post-test

The difference of this test with the previous test is the test was taught after treatment done. The treatment in this research was taught vocabulary by using the audio-lingual method and the direct method.

## 2. Documentation

Documentation is material that provides official information subject of the research's need and progress.<sup>61</sup> Documentation is required to see the class situation during the

---

<sup>60</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*,..., p.266

<sup>61</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*,..., p. 162

lesson. In the documentation itself, there are some data such as a list of names and attendance lists of students.

## **P. Research Procedures**

In conducting the research, the researcher applied to some procedures:

### **1. Finding the Subject of the Research**

The researcher has chosen the students of the fourth-graders of SDI Roudlotul Mujahidin Pemalang in the academic year of 2019/2020 as the subject of the research. There was one class as the subject of this research.

### **2. Administering the Pre-Test**

The pre-test was conducted before treatment. The teacher will start with the vocabulary of common nouns related to the material to be studied. The teacher asks students to remember the vocabulary they have learned. the researcher gave the student time to finish their memorizing in fifteen minutes maximally.

### **3. Conducting Treatments**

The treatment was given three times after the pre-test. In require 2x35 minutes for each meeting. In the treatment, the writer as the teacher taught the students using the *Audio-Lingual Method and Direct Method*. The students got an explanation about the goals and instructions of using the

Audio-Lingual Method and Direct Method. For the Audio-Lingual Method, the teacher asks students to listen to the audio played by the teacher related to vocabulary that is being studied. And the last for the Direct Method, the teacher tells English from the pictures and the teacher asks students to impersonate the vocabulary based on the image. The teacher and the students read with students impersonate a vocabulary teacher who has been studied.

#### **4. Administering the Post-Test**

Post-test was given after the treatments and the difficulty of the post-test was the same as a pre-test, it was used to measure the students' understanding in improving vocabulary after treatments. The test had been done by the test worksheets to measure their understanding after given treatment.

#### **5. Analyzing the Result of Post-Test**

In analyzing the result, the writer compared the result of the post-test in the experimental class to see whether the post-test score of the experimental class is higher than the other class or not.

#### **Q. Scoring Technique**

The researcher has given a vocabulary test to the students to analyze their score on phonemic, alphabetic, and mix. Analytic scoring of vocabulary can be seen on the following table.

**Table 3.4**

### The analytical scoring of vocabulary

Aspect	Score	Description
Phonemic	10	a. Write down the results of the word into phonemes.
	10	b. Write phonemes based on the order in which appear.
	10	c. Write phonemes according to sound when pronounced as a word.
	10	d. Write phonemes according to the number of occurrences in the word.
Alphabetic	10	a. Write down the results of the word into phonemes.
	8	b. Write phonemes based on the order in which appear.
	6	c. Write each phoneme according to the sound as one letter.
	6	d. Write phonemes according to the number of letters contained in the word.
Mix	10	a. Write down the results of the word into phonemes.
	8	b. Write phonemes based on the order in which appear.
	6	c. Write down one phoneme or more according to the sound as a huruf
	6	d. Write down one phoneme or more according to the sound as in the word

Based on “Guideline for Analysis of Spelling Ability of English Elementary school”.<sup>62</sup>

---

<sup>62</sup> Rashmi Ramdhini. Dian Indihadi. Ghulam Hamdu, *Analisis Kemampuan Spelling English Vocabulary Siswa Sekolah Dasar Berdasarkan Kondisi Gender*, (Universitas Pendidikan Indonesia Kampus Tasikmalaya: PGSD, 2016), p.191-192



## **R. Methods of Analyzing Data**

The researcher used the T-test formula, to analyze the data. The reason for using this formula is that this study aims to determine whether there are significant differences between the two sample means or not. Before the data analysis by t-test was done first be tested for normality and homogeneity of data. F-test is then performed to determine the significance test of the effect of one variable or a combination perhaps independent variable dependent variable. Then, a further test is carried out by the T-test. All submissions analyzes are performed on significance level 0, 05.

### **1. Analysis of Pre-test**

#### **a. Normality Test**

It is used to know the normality of the data that is going to be analyzed whether both method have normal distrubution or not. The normality test with Chi-square is done to find out the distribution data.

Step by step Chi-square test is as follows:

- 1) Determine the range (R): the largest data reduced the smallest.
- 2) Determine many interval classes (C) with formula  $C = 1 + (3,3) \log$
- 3) Determine the length of the class, using formula  $P = \frac{\text{range}}{\text{number of class}}$
- 4) Make a frequency distribution table table

- 5) Determine the class boundaries (be) of each class interval
- 6) Calculating the average  $\bar{X}$  with the formula  $\bar{X} = \frac{\sum y_1 x_1}{\sum y_1}$
- 7) Calculate variances, with the formula  

$$s^2 = \frac{n \sum f_i x_1^2 - (\sum f_i x_i)^2}{n(n-1)}$$
- 8) Calculate the value of Z, with the formula:  $Z = \frac{x - \bar{X}}{s}$   
 $X$  = Limit class  
 $\bar{x}$  = Average  
 $S$  = Deviation standard
- 9) Define the board area of each class interval.
- 10) Calculate the frequency expository ( $E_i$ ), with the formula:  
 $E_i = n \times \text{wide area}$  with the  $n$  number of sample
- 11) Make a list of frequency of observation ( $O_i$ ), with the frequency expository as follows:

Class	Bc	Z	P	L	Ei	Oi	$\frac{O_i - E_i}{E_i}$
-------	----	---	---	---	----	----	-------------------------

Table 3.3 List of Frequency of observation

- 12) Calculate the Chi-square ( $\chi^2$ )

$$\chi^2 = \sum_{E_i}^k \frac{(O_i E_i)^2}{E_i}$$

Notice:

$\chi^2$  : chi-square

$O_i$  : frequency from observation

$E_i$  : expected frequency

- 13) Determine  $dk = k - 1$  and  $\alpha = 5\%$
- 14) Determining the value of  $\chi^2_{\text{table}}$
- 15) Determining the distribution normality with test criteria:

If  $X^2_{\text{count}} > X^2_{\text{table}}$  so the data is not normal distribution and the other way if the  $X^2_{\text{count}} < X^2_{\text{table}}$  so the data is normal distribution.

### **b. Homogeneity Test**

It used to know whether audio-lingual method and direct method are taken from population have same variant or not. The formula is:

$$F \frac{Vb}{Vk}$$

Notice:

Vb : bigger varian

Vk : smaller varian

The hypothesis in homogeinity test are:

Ho : homogeny variant

Ha : non homogeny variant

If calculation result of F is lower than F table by 5% degree of significance so Ho is accepted, it means both method have some variant.

### **c. Test of the Average**

The researcher used a T-test to differentiate the significances between the studetns' vocabulary result through the audio-lingual method and the student's vocabulary through the direct method.

If  $\sigma_1^2 = \sigma_2^2$  (has the same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with} \quad s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}$$

where:

- $\bar{x}_1$  : an average of the audio-lingual group
- $\bar{x}_2$  : an average of the direct group
- N1 : number of audio-lingual groups
- N2 : number of direct groups
- $s_1^2$  : deviation standard of the experimental group
- $s_2^2$  : deviation standard of both group

If  $\sigma_1^2 \neq \sigma_2^2$  (has no same variant), the formula is:

$$t^1 = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

The hypothesis is:

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

$\mu_1$  : average data of the Audio-Lingual Method group

$\mu_2$  : average data of Direct Method group

If  $t^2_{\text{count}} > t^2_{\text{table}}$ , so  $H_0$  is rejected and there is no difference in average value from both groups. Moreover, the other way if  $t^2_{\text{count}} < t^2_{\text{table}}$  so  $H_0$  is accepted and there is a significant difference in average value from groups.<sup>63</sup>

## 2. Analysis of Post-test

To examine the hypothesis that had been stated, these following steps were used:

---

<sup>63</sup> Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2001), 6<sup>th</sup> ed, p. 272

a. Normality test

The normality test of the second step is the same as the normality test on the initial data.

b. Homogeneity test

The homogeneity test of the second step is the same as the homogeneity test on the initial data.

c. Test of the average (Right-hand Test)

Proposed hypothetical test average similarity with the right test as follow as:

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 > \mu_2$$

The test t-test formula is used:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with} \quad s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

where:

$\bar{x}_1$ : average of experimental group (Audio-Lingual method)

$\bar{x}_2$ : average of experimental group (Direct Method)

N1: number of experimental group (pre-test)

N2: number of experimental group (post-test)

$s_1^2$ : deviation standard of experimental group (pre-test)

$s_2^2$ : deviation standard of both group (post-test)<sup>64</sup>

---

<sup>64</sup> Sudjana, *Metode Statistika*, ....., p. 239



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter discusses description of research, data analysis and hypothesis test, the result of the finding and discussion of the research.

#### A. Data Analysis

##### 1. Fulfillment of the Assumptions

###### a. The Result of Normality Test

The Normality test is used to measure whether the data in their experimental 1 class and experimental 2 class are normally distributed or not.

Researchers calculate data for test normality using SPSS application, by entering the data and processing it according to the procedure to find the sample result Kolmogorov-Smirnov, which is the result of data normality test. After the data entered in accordance with the procedure will be out the results of the test calculation normality of the sample data Kolmogorov-Smirnov as follows:

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			14
Normal Parameters <sup>a</sup>	Mean		.0000000
	Std. Deviation		6.42454663
Most Extreme Differences	Absolute		.161
	Positive		.161
	Negative		-.130

Kolmogorov-Smirnov Z	.601
Asymp. Sig. (2-tailed)	.863
a. Test distribution is Normal.	

Based on SPSS output table above known in the significance value of Asymp. Sig (2-tailed) for 0.863 that is greater than 0.05. So in accordance with the basis of decision making in the test of normality Kolmogorov-Smirnov above, it can be concluded that the data is normal distribution. Thus, the assumptions or requirements of normality in the regression model are fulfilled.

The hypothesis formula were:

Ho: the data has a normal distribution

Ha: the data do not has a normal distribution

Criteria of acceptance were:

Ho is accepted if L-observed is higher than L-critical, means that the distribution of the data is normaly distributed.

Ho is rejected if L-observed is lower than L-critical, means that the distribution of the data is not normally distributed.

For the description of each group's normality data as follows:

Based on the data of normality test on appendix 9, it could be seen that the L-observed of the post-test and pre-test in the experimental 1 class were 0.060 and 0.010 and L-critical= 0.05. It means L-observed was higher than L-



critical. Therefore,  $H_0$  was accepted. And the data of experimental 1 class was in normal distribution. Meanwhile, the L-observed of post-test and pre-test in the experimental 2 class were 0.093 and 0.006 and L-critical= 0.05 it means L-observed higher than L-critical. Therefore,  $H_0$  was accepted. And the data of experimental 2 class was in normal distribution.

#### **b. The Result of Homogeneity Test**

The homogeneity test is used to measure whether the data in the experimental 2 class are homogenous or not.

The hypothesis formula were:

$H_0$ : the variance of the data is homogenous

$H_a$ : the variance of the data is not homogenous

Criteria of acceptance were:

$H_0$  is accepted if F-observed is higher than F-critical at a certain level of significance. It uses the level of significance 0.05. To test homogeneity researchers also use the SPSS application to get results from the calculation of each group's data.

#### **Test of Homogeneity of Variances**

Hasil Belajar siswa

Levene Statistic	df1	df2	Sig.
.313	1	25	.581

Based on the output data "Test Homogeneity of Variances " Above can be known the value of Significance

(Sig.) The variable results of Vocabulary learning in the students Group 1 and Group 2 is 0.581 0.05, so as the basis of decision making in the test Homogeneity above, it can be concluded that the variance of data learned results vocabulary in Students Group 1 and Group 2 is there or homogeneous.

Based on the data of homogeneity test on appendix 10, it could be seen that the F-observed of experimental 1 class and experimental 2 class were 1.69 and F-critical= 1.708. It means F-observed was lower than F-critical. Therefore,  $H_0$  was accepted, and the data was homogenous.

### **c. The Result of Hypothesis Test**

Based on the previous explanations, the result of the normality and homogeneity test in experimental 1 class and experimental 2 class were satisfied. Therefore, in this research, the researcher used independent sample t-test to test the hypothesis.

The hypotheses are:

$H_a$ :

There is a significant difference of achievements in students speaking skill who are taught using *Audio-Lingual Method* and those who are taught using *Direct Method* at the fourth graders students of SDI Roudlotul Mujahidin Pemalang in the academic year of 2019/2020.

Hipotesis null ( $H_0$ ):

There is no a significant difference of achievements in students speaking skill who are taught using *Audio-Lingual Method* and those who are taught using *Direct Method* at the fourth graders students of SDI Roudlotul Mujahidin Pemalang in the academic year of 2019/2020.

While the criteria acceptance or rejection of the hypothesis was:

$H_a$  is accepted if  $t$ -observed is higher than  $t$ -critical. Based on the result of calculation using independent sample  $t$ -test on appendix 11, it could be seen that the  $t$ -observed of post-test in experimental 1 class and experimental 2 class was 1.6568 and  $t$ -critical= 0.684.  $t$ -observed was higher than  $t$ -critical, so,  $H_a$  was accepted.

## **2. Discussion of the Research**

Applying audio-lingual method and direct method in teaching vocabulary of common nouns for young learners that lasted for three times meeting is one of alternative method that can be used by teacher. This method made students to enrich the vocabulary, fosfering the spirit of leaning.

The learning process through direct method is well. This can be seen from the observation of teacher activities and student activities during the learning process. Based on the results of data analysis, it is known that the student activity from the first meeting until the third meeting. Teacher has implemented six until seven principles of direct method in each

meeting. It was good enough. According to Indriani, the teacher has implemented ten of thirteen principles of direct method. The teacher applied direct method in each meeting.<sup>65</sup>

In learning process at SDIT Hidayatul Mubtadi'in, teacher still used mother tongue because the students are lack of understanding in English. Sometimes the teacher used the mother tongue to explain the material in learning process. It was similar with Handayani research. The researcher conducted the research in kindergarten level. Teacher often translated and explained the material. Teacher knew who her students and the abilities of each individual. According to Handayani We must have extra power to teach them, because the children have certain characteristics and need a certain treatment. So we must give the basic vocabulary to make them understand English. Before continuing to the next step teacher must have preparations to teach the children.<sup>66</sup>

Based on the result, teacher presented the material which supported by media such as pictures, real object or illustration to help students understand the meaning. According to Richard & Rodgers, that pictures and other visual aids are essential, because they supply the content for communication. They

---

<sup>65</sup>Roisa Indriani, IAIN Salatiga, *Undergraduate Thesis*, The Use of Direct Method and Suggestopedia to Improve Students' Vocabulary Mastery, (2016)

<sup>66</sup>Untari Handayani, STKIP Siliwangi Bandung, *Undergraduate Thesis*, Teaching English Vocabulary Using Direct Method To Kindergarten Students At Kuntum Cemerlang School Bandung, (2010)

facilitate the acquisition of a large vocabulary within the classroom. Other recommends materials include schedules, brochures, advertisements, maps and books at levels appropriate to the students, if a reading component is included in the course.<sup>67</sup>

The questionnaire divided into three kinds. That were interesting, understanding and implementation. The interested student can be known from the questionnaire students' response. Students gave five score in average. They said that they were like to study vocabulary through direct method. Students enjoyed in learning process. Understanding questionnaire has the second highest score and the implementation is in third. Students have shown the progress in learning vocabulary by using direct method. They have been able to enrich their vocabulary. Analysis of the responses of students with the number of 15 respondents and 20 items questionnaires got an average response score of 50% in strong category. It can be interpreted that students have a positive response to learning by using direct method.

Based on the result, students gave a positive response in the implementation of direct method to teach vocabulary. It can be seen during the learning process and the result of questionnaire. Students have received the explanations from the

---

<sup>67</sup>Jack C. Richard & Rodgers, Theodore S. *Approaches and Methods in Language Teaching, a Description and Analysis*. (New York: Cambridge University Press: 1986)

teacher well. They gave a positive response during the learning process. In line with Ahmadi Positive response is an action or attitude that show to accept, acknowledge, approve and implement the norms that apply in the class.<sup>68</sup>

## **B. Research Finding**

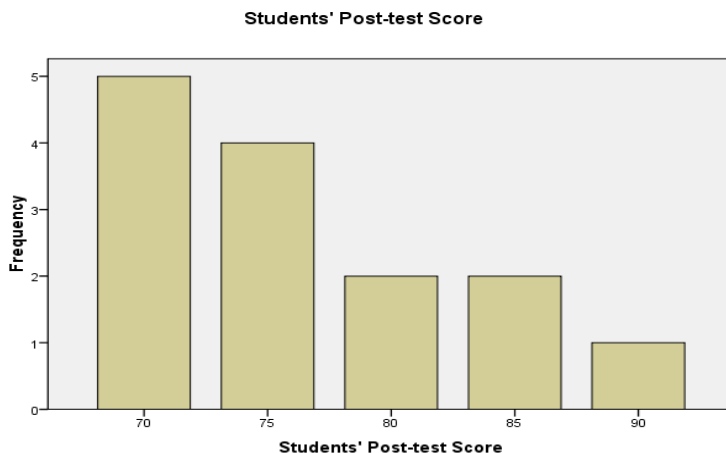
### **1. The Pre-Test and Post Test in Experimental 1 Class Using Audio-Lingual Method**

As Delucchi says, a pre-test is necessary established prior knowledge.<sup>69</sup> It was done to know the students' understanding about vocabulary of common nouns before treatment. The pre-test score of the students' speaking ability in the experimental class could be seen in figure 4.1.

---

<sup>68</sup>A. Ahmadi, *Psikologi Sosial*, (Jakarta: PT. Rineka Cipta, 1999), p. 166

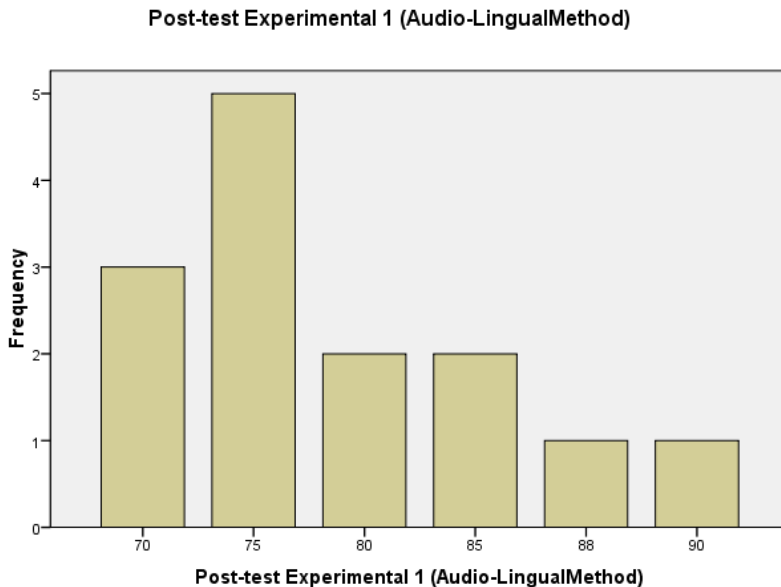
<sup>69</sup>Michael Delucchi, Measuring Students Learning in Social Statistic: A Pretest-Posttest Study of Knowledge Gain, *a Journal of American Sociological Association*, p. 232, published on july 2, 2011, available at [tso.sagepub.com](http://tso.sagepub.com), accessed on 05 November 2018 at 01.00 pm.



**Figure 4.1**  
**Graphs of the Pre-test in Experimental 1 Class**

Based on figure 4.1, the mean of pre-test in experimental 1 class was 75.71, the standard deviation was 4.23, N was 14, the minimum score was 70, and the maximum score was 80. It showed students' Vocabulary ability before the treatments. It can be seen in appendix. After conducted the pre-test, the researcher gave the treatment using *Audio-Lingual Method*.

The researcher also gave post-test in the Experimental 1 class to see students' Vocabulary after the treatment. The scores of post-test in the experimental 1 class are presented in figure 4.2.



**Figure 4.2**  
**Graphs of the Post-Test in Experimental 1 Class**

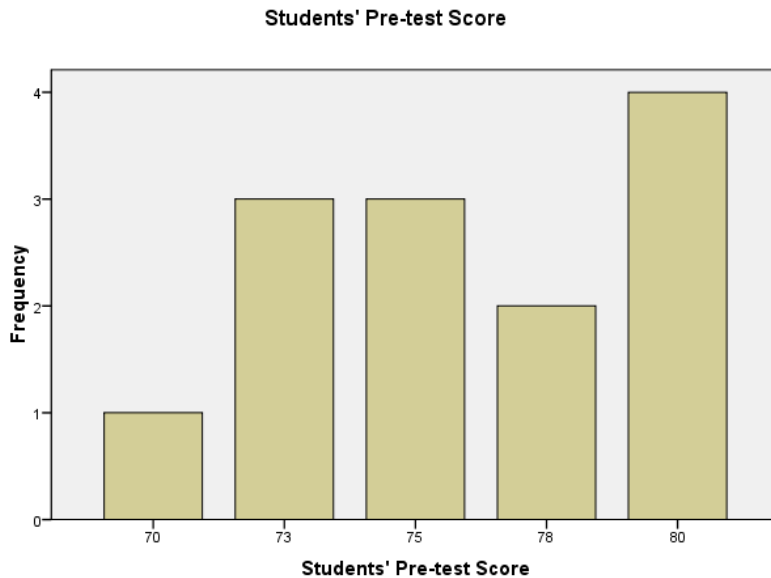
Based on figure 4.2 that mean of the post-test in experimental 1 class was 78.07, the standard deviation was 6.71, N was 14, the minimum score was 70, and the maximum score was 90. It showed students' Vocabulary after treatments. It can be seen in appendix 8.

Based on the explanation above, we can see a significant difference of improvement score after treatment. From the mean of both data, for the pre-test, it was 75.71. Meanwhile, the mean of post-test was 78.07. The mean of pre-test score < the mean of post-test score, it means there is an improvement.



## 2. The Pre-Test and Post-Test in the Experimental 2 Class Direct Method

The researcher also gave pre-test and post-test in experimental 2 class. The pre-test score of the students' Vocabulary in Experimental 2 class could be seen in figure 4.3.

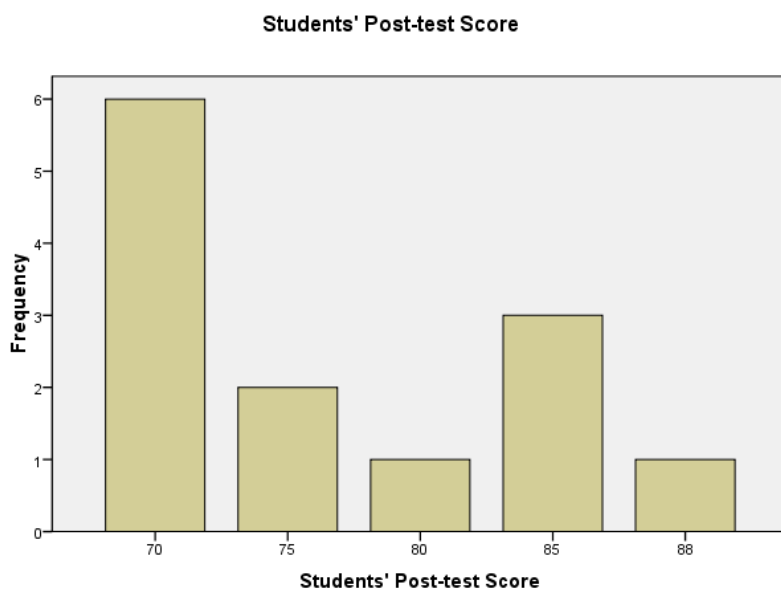


**Figure 4.3**  
**Graphs of the Pre-Test in Experimental 2 Class**

Based on figure 4.3, the mean of pre-test in experimental 2 class was 76.15, the standard deviation was 3.38, N was 13, the minimum score was 70, and the maximum score was 80. It showed students' Vocabulary ability before the treatments. It can be seen in

appendix. After conducted the pre-test, the researcher gave the treatment using *Direct Method*.

The researcher also gave post-test in the Experimental 1 class to see students' Vocabulary after the treatment. The scores of post-test in the experimental 2 class are presented in figure 4.4.



**Figure 4.4**  
**Graphs of the Post-Test in Experimental 1 Class**

Based on figure 4.4 that mean of the post-test in experimental 2 class was 76.38, the standard deviation was 7.18, N was 13, the minimum score was 70, and the maximum score was 88. It showed students' Vocabulary after treatments. It can be seen in appendix 8.

Based on the explanation above, we can see a significant difference of improvement score after treatment. From the mean of both data, for the pre-test, it was 76.15. Meanwhile, the mean of post-test was 76.38. The mean of pre-test score < the mean of post-test score, it means there is an improvement.

From previous explanation, the researcher treated the experimental 1 class using *Audio-Lingual Method* and *Direct Method* for the experimental 2 class. Based on the result before, there was an improvement in both classes. But the experimental 1 class showed more improvement than in the experimental 2 class. It can be proved by differencing of mean score. In the experimental 1 class, the score difference was 0.72. Meanwhile, the score difference in the experimental 2 class was just 0.20. The score difference of experimental 1 class was higher than the score difference of experimental 2 class. Therefore, the treatments using *Audio-Lingual Method* more improve students' Vocabulary than using *Direct Method*.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher discussed the conclusion of the research and suggestions.

#### **A. Conclusion**

The students were taught by using *Audio-Lingual Method* in the experimental 1 class and *Direct Method* in the experimental 2 class. The material was two topics of describing things in the school for the first and second meeting and memorizing vocabulary about things in the school for the third meeting. Before conducting *Audio-Lingual Method* and *Direct Method*, the researcher explained to the students what *Audio-Lingual Method* and *Direct Method* were and its procedures. The researcher conducted the pre-test on 9<sup>th</sup> Agust 2019 and got the data. The students' Vocabulary were still low. Furthermore, the researcher gave the treatments. It was conducted from 1<sup>st</sup> September 2019 to 5<sup>st</sup> October 2019.

According to the teacher, all activities could run well. All students were paying attention to the teacher while presenting the lesson. The students were not worried and nervous anymore and they participated in the class well. The treatments were interesting for the students. Although at the first meeting the students still felt shy and confused when they were trying to speak. But then, the students seemed more enthusiastic and motivated in learning process especially in memorizing vocabulary. The last of the

research, the post-test was given to measure the improvement of students' vocabulary in both classes after treatments done. Based on the analysis of the data and testing hypothesis, the result of the calculation found that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. From the analysis above, the researcher knew that *Audio-Lingual Method* got a better score.

Based on the result of research, it showed that *Audio-Lingual Method* more effective to teach speaking than *Direct Method*. Besides that, *Audio-Lingual Method* could improve each aspect of students' Vocabulary ability including speaking, comprehension, fluency, listening and pronunciation.

Based on the descriptions above, it can be concluded that *Audio-Lingual Method* is an appropriate Method in teaching vocabulary. It can increase student's motivation in learning activities, makes students feel engaged in the class, and also can increase the students' vocabulary.

After conducting the research and analyzing the data, the researcher concluded as follows:

1. There was an improvement score who was taught using *Audio-Lingual Method*. The mean of pre-test in experimental 1 class who taught using *Audio-Lingual Method* namely 75.71. And the mean of post-test namely 78.07.
2. There was an improvement score who was taught using *Direct Method*. The mean of pre-test in experimental 2 class who

taught using *Direct Method* namely 76.15. And the mean of post-test namely 76.38.

3. By comparing the different average scores (means) of both groups and the scores achieved by each group in two tests (pre-test and post-test), the writer makes the conclusion that the use of *Audio-Lingual Method* was given an effectiveness in the improvement of the students' vocabulary, and it is effective to be used in teaching vocabulary.

## **B. Suggestion**

Based on the conclusion above, the researcher gave some suggestions as follow:

1. The Teachers
  - a. In this research, the researcher found out that *Audio-Lingual Method* can be used to develop and motivate the students in vocabulary. English teacher could help students increase their vocabulary in memorizing by using *Direct Method* or other effective techniques. It can be done among others by providing certain based on the techniques. It means that the students can increase their vocabulary appropriately.
  - b. The English teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in memorizing vocabulary.
2. The Students

The students should study hard and more practice in memorizing vocabulary to improve their confidence, so they can improve their English vocabulary. They also should be active and creative in the learning activity, it would be better if the students arrange and plan the strategy in the learning process.

### 3. The Further Research

In this research, the researcher focuses on the significant differences of *Audio-Lingual Method* and *Direct Method* to teach vocabulary. Therefore, it is suggested for the next researcher to investigate the influence of other techniques toward other English skill such as speaking skill, listening skill, reading skill, or writing skill.



## BIBLIOGRAPHY

- Ahmadi, A. 1999. *Psikologi Sosial*. Jakarta: PT. Rineka Cipta.
- Alqathani, Mofareh. 2015. *The Importance of Vocabulary in Language Learning and How to be Taught*. Saudia Arabia: King Khaled Academy.
- Amalia, Lydia. 2017. Faculty of Teacher Training and Education. University of Lampung. Teaching Vocabulary Through Movie to Improve Vocabulary Mastery of The First Grade at SMPN 26 Banda Lampung. *Undergraduated Thesis*.
- Amir Toghyani Khorasgani & Mansour Khanehgir. 2017. *Teaching New Vocabulary to Iranian Young FL Learners: Using Two Methods Total Physical Response and Keyword Method*. *IJLAT*, VOL.2, No.1.
- Ary, Donald. 2010. *et.al, Introduction to Research in Education*. Wadsworth: Cengage Learning.
- Brown, Hatch E.M., C. 1995. *Vocabulary Sentence and Language Education*. Cambrige: Cambrige University Press.
- Cameron, L. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Departemen Agama RI *Al-Qur'an dan Terjemahnya*. 2005. Jakarta: Sygma.
- Fadhilah, Ma'rifatul. 2017. *The Effectiveness of Written 'Peer Review' Towards English 3 Students' Writing Skills*. UIN Walisongo Semarang.
- Febriani, Selinda. 2016. 1111 014 0000 86. The Faculty of Educational Sciences. UIN Syarif Hidayatullah Jakarta. The Teaching Of English Vocabulary To Young Learners A Case Study at B Group Students of TK Negeri Pembina I Kota Tangerang Selatan in Academic Year 2015/2016. *Undergraduate thesis*.

- Freeman, Diane Larsen. 1986. *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Freeman, Diane Larsen. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Furqon, Ahmad Nurul. 2007. 103014026986. Faculty of Tarbiyah and Teacher Training. UIN Syarif Hidayatullah Jakarta. Using Direct Method in Teaching Vocabulary. *Undergraduate Thesis*.
- Geetha, Nagaraj. 1996. *English Language Teaching: Approaches, Methods, and Techniques*. Delhi: Sangam Books.
- Handayani, Untari. 2010. STKIP Siliwangi Bandung. Teaching English Vocabulary Using Direct Method To Kindergarten Students At Kuntum Cemerlang School Bandung. *Undergraduate Thesis*.
- Harmer, Jeremy. 2002. *How to Teach Vocabulary*. London: Longman.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. London: Pearson Education, 4th ed.
- Indrawati, Nurul Agustina. 2011. A 320 070 145. School of Teacher Training and Education. Muhammadiyah University of Surakarta. The Implementation of Audio-Lingual Method in Teaching Vocabulary Using Song. *Undergraduate Thesis*.
- Indriani, Roisa. 2016. IAIN Salatiga. The Use of Direct Method and Suggestopedia to Improve Students' Vocabulary Mastery. *Undergraduate Thesis*.
- Jack J.C. Richards & Rodgers T.S. 1989. *Approaches and Methods in Language Teaching a Description and Analysis*. United Kingdom: Cambridge University.
- Jurmasari, Irwanah. 2014. T.20401110035. Tarbiyah and Teaching Science Faculty. Alauddin State Islamic University Makassar. The Implementation of Audiolingual Method to Improve Students' Speaking Skill. *Undergraduate Thesis*.

- K.R Saroja Kumari. 2002. *English Language Teaching:Methods and Approaches*. University of Calicut.
- Kahn, John W. Best, James V. 1998. *Research in Education*. The United States of America.
- Khasanah, Uswatun. 2017. 1211040149. Tarbiyah And Teacher Training Faculty. Raden Intan State Islamic University Lampung. Teaching Learning Speaking by Using Audio-Lingual Method at The First Semester of The Eighth Grade at Smp N 9 Bandar Lampung in the Academic Year of 2017/2018. *Undergraduate Thesis*.
- Law, Laid. 1987. *Laidlaw English*. River Forest, Illinois: Laidlaw Brother Publisher.
- Linse, Caroline T. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Companies.
- Mackey, William F. 1966. *Language Teaching Analysis*. London: Longman, Green and Co. Ltd.
- Mailani, Setiani Lelawati. Selma Dhiya. Putri Nurazijah. 2018. The Teaching of English Vocabulary to Young Learners. *Professional Journal of English Education*, Vol.1, No. 2.
- Margono, S. 2013. *Methodology Penelitian Pendidikan*. Jakarta: Rineka Cipta.
- Mora, Jill Kerper. 2007. *Second-Language Teaching Methods, Principles & Procedures*. The article is accessed on April 16th.
- Philip, Sarah. 1993. *Young Learners*. Oxford: Oxford University Press.
- Rashmi Ramdhini. Dian Indihadi. Ghulam Hamdu. 2016. *Analisis Kemampuan Spelling English Vocabulary Siswa Sekolah Dasar Berdasarkan Kondisi Gender*. Universitas Pendidikan Indonesia Kampus Tasikmalaya: PGSD.

- Richard, Jack C. & Rodgers, Theodore S. 1986. *Approaches and Methods in Language Teaching, a Description and Analysis*. New York: Cambridge University Press.
- Rubin, D. 1991. *Gaining Word Power (3rd ed.)*. New York: McMillan.
- Rusiana & Nuraeningsih. 2016. Teaching English to Young Learners Through Traditional Games. *Language Circle: Journal of Language and Literature* X/2.
- Schmitt, Norbert. 2002. *Vocabulary in Language Teaching*. New York: Cambridge University Press.
- Sudjana. 2001. *Metode Statistika*. Bandung: Tarsito. 6<sup>th</sup>.
- \_\_\_\_\_. 2005. *Metode Statistika*. Bandung: Tarsito.
- Sugiyono. 2006. *Statistika Untuk Penelitian*. Bandung: CV. Alfabeta, 2006.
- \_\_\_\_\_. 2010. *Metode Penelitian Kualitatif, Kuantitatif, R&D*. Bandung: CV Alfabeta.
- Syahrum and Salim. 2012. *Metodologi Penelitian Kuantitatif*. Bandung: Ciptapustaka Media.
- Suharsimi, Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Wae-Useng, Mayida. 2017. 34 13 4 1 33. Faculty of Tarbiyah and Teachers Training State Islamic. University North Sumatera Medan. The Effect of Direct Method on The Student's Ability in Learning Vocabulary at Mas Pab 1 Sampali. *Undergraduate Thesis*.
- Wallace, Michael J. 1998. *Action Research for Language Teachers*. Cambridge: Cambridge University Press.

## Appendix 1

### List of the Sample of Research

No.	Students' Name	Code	No.	Students' Name	Code
1	Adina Askal Mila	A1	1	Mohamad Faizal Akbar	B1
2	Aini Arsyidah	A2	2	Mufadhol Afifa	B2
3	Amanda Fithrotul Amalia	A3	3	Muhamad Hanif Falahudin	B3
4	Ana Althafunisa	A4	4	Muhammad Fakhri Jamalulail	B4
5	Andini Asrianti	A5	5	Muhammad Sulthon Tsagif	B5
6	Arifatul Meilinda Farin	A6	6	Muhammad Titan Al Bakhiit	B6
7	Devi Rizky Amalia Putri	A7	7	Najwa Namira Zalfa'nisa	B7
8	Dita Novian Nurul Ummama	A8	8	Raffa Azizi	B8
9	Eka Febriani	A9	9	Riko Alfa Rizqi	B9
10	Farah Aulia Mufidah	A10	10	Risda Karunia Sari	B10
11	Hasna Zulfa Rihaadatul 'Aisy	A11	11	Sulis Wijayanti	B11
12	Khawa Aunal Ula	A12	12	Syarifah Dinda Azzahra	B12
13	Laelatul Nafiro	A13	13	Zaki Dwi Saputra	B13
14	Machalur Rizqi	A14			

## Appendix 2A

### PRE TEST

Name :

Class :

#### Instruction!

*Use the pictures below to fill in the words across and down in the puzzle!*

1.



2.



3.



4.



5.



6.



7.



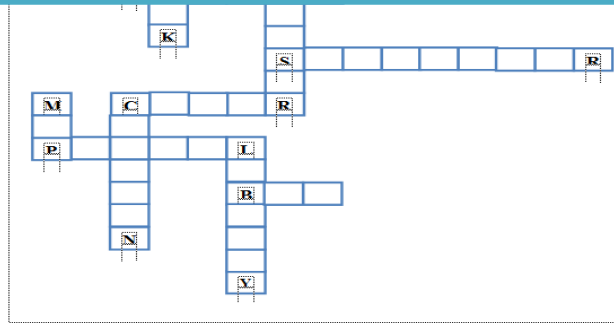
8.



9.



10.



## Appendix 2B

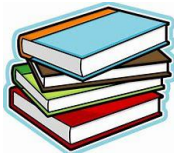
### POST TEST (Direct Method)

Name :

Class :

#### Instruction!

*Match the picture with the correct name!*



1.....



2. ....



3.....



4. ....



5.....



6. ....



7.....



8. ....



9. ....



10. ....



## **Appendix 2 C**

### **POST TEST (Audio-Lingual Method)**

Name :

Class :

#### **Instruction!**

***Listen to the Audio and Write it!***

1. Cupboard
2. Chair
3. Table
4. Book
5. Map

## Appendix 3A

### LESSON PLAN (AUDIO-LINGUAL METHOD)

School : SD Islam Roudlotul Mujahidin Pemalang  
Class : 4/I  
Subject : English  
Time Allocation : 2 x 35 Minutes

#### A. Standard of Competence

5. Understanding the simple intruction in the school context.

#### B. Basic Competence and Indicator

Basic Competence	Indicator
5.1 Responding by repeating new vocabulary or sentence in various games loud words.	5.1.1. Respon by repeating what the teacher says or hear from the CD in a loud voice.
	5.1.2. Respon by repeating what the teacher says or hear from the CD with correct pronunciation.

#### C. Learning Objectives

At the end of the study, students are be able to:

- Repeating what they hear from CD about new vocabulary.
- Answer vocabulary correctly according to available pictures.
- Students can apply new vocabulary in daily life.

#### D. Teaching Material

Things Around Us

Things in the School

Eraser	: Penghapus	Cupboard	: Lemari
Bag	: Tas	Map	: Peta
Book	: Buku	Clock	: Jam Dinding
Pen	: Bolpoin	Calender	: Kalender
Pencil	: Pensil	Canteen	: Kantin
Sharpener	: Rautan	Library	: Perpustakaan
Table	: Meja	Classroom	: Ruang kelas
Chair	: Kursi	Teacher's Office	: Ruang Guru
White board	: Papan tulis	Toilet	: Toilet
Putih			

### E. Source Materials

1. Student's handbook
2. Other relevant textbooks

### F. Teaching Method

Audio-Lingual Method

### G. Media

Pictures

Audio

### H. Learning Activities

#### Meeting 1

No.	Teacher Activities	Student Activities	Time Allocation
1.	<b>Pre Activity</b> 1. Teacher greets the students. 2. Teacher invites the students to pray before they start study. 3. Teacher checks student's	1. Students respond greeting from the teacher. 2. Students and the teacher praying together. 3. Students answer by	7 minutes

	<p>attendance.</p> <p>4. Linking materials / themes / learning activities that will be done with the experience of learners with the material / theme / previous activities.</p>	<p>saying “present”.</p> <p>4. Students answer depend on their memorize about the material last meeting.</p>	
<b>2.</b>	<p><b>Main Activity</b></p> <p>1. The teacher reexplained the vocabulary material that the previous meeting learned. (pre-test).</p> <p>2. The teacher asks students for listen to the audio played by the teacher related to vocabulary that are being studied.</p> <p>3. The teacher asks the students which part the student has not understood.</p> <p>4. Teachers provide worksheets to measure their understanding after given treatment. (post-test)</p>	<p>1. The students pay attention to the teacher.</p> <p>2. The students answer the teacher asks.</p> <p>3. The students do the worksheet. After that they submit the worksheet.</p>	<b>28 minutes</b>
<b>3.</b>	<p><b>Closing</b></p> <p>1. The teacher are making sure students understands what they have learned.</p> <p>2. The teacher had a meeting with a reading of the Hamdalah and reminded them to keep learning for the next chapter.</p>	<p>1. The students pay attention what teacher says.</p>	<b>3 minutes</b>

## I. Assessment

### 1. Attitude Assessment

a. Technique of assessment : Test (pre-test and post-test)

b. Instrument form : Puzzle and essay

Instrument Assessment Responsibility

No	Aspect Assessment	Score			
		1	2	3	4
1	Carrying out individual duties well				
2	Accept the risks of actions taken				
3	Not accuse others without accurate evidence				
4	Return borrowed items				
5	Apologize for the mistake done				
Number Scores					
Value					

Assessment Instructions : End-scale using scales 1 to 4

Calculation of the final score using formula

$$:\frac{\text{score obtained}}{\text{score maximal}} \times 4 = \text{end score}$$

### 2. Knowledge Assessment

a. Technique of assessment : Oral test

b. Instrument form : Read aloud the vocabulary

No.	Aspect	Criteria	Score
1.	Pronunciation	a. Native speaker Accents b. Certain accents c. Less perfect accent d. Wrong accent	
2.	Smooth	a. Very smoothly like	

		native speakers b. Smoothly c. Less fluent d. Not fluent	
3.	Understanding	a. Understand without difficulty b. Understand the majority c. Lack of understanding d. Not understand	

### 3. Skills Assessment

a. Technique of assessment : Test (pre-test and post-test)

b. Instrument form : Puzzle and essay

#### Writing skills

No.	Aspect	Description	Score
1.	Vocabulary	a. Almost perfect b. No fault but not disturbing meaning c. There are some mistakes and disturbing meanings d. Many mistakes and disrupts the meaning e. Too many mistakes making it difficult to understand	
2.	Word choice	a. Very varied and precise b. Varied and precise c. Quite varied and precise d. Less varied and precise e. Not varied and precise	

### Practice Skills

No.	Aspect	Description	Score
1.	Pronunciation	a. Almost perfect b. No fault but not disturbing meaning c. There are some mistakes and disturbing meanings d. Many mistakes and disrupts the meaning e. Too many mistakes and disrupts meaning	
2.	Fluency	a. Very smooth b. Smoothly c. Quite smoothly d. Less fluent e. Not fluent	

Calculation of the final score using formula:  $\frac{\text{score obtained}}{\text{score maximal}} \times 4 =$   
*end score*

Guru Mapel

Peneliti

Neneng Isnaeni, S.Pd.

Vinsya Naila Zulfa

## LESSON PLAN (AUDIO-LINGUAL METHOD)

School : SD Islam Roudlotul Mujahidin Pemalang  
Class : 4/I  
Subject : English  
Time Allocation : 2 x 35 Minutes

### A. Standard of Competence

5. Understanding the simple intruction in the school context.

### B. Basic Competence and Indicator

Basic Competence	Indicator
5.1 Responding by repeating new vocabulary or sentence in various games loud words.	5.1.1. Respon by repeating what the teacher says or hear from the CD in a loud voice.
	5.1.2. Respon by repeating what the teacher says or hear from the CD with correct pronunciation.

### C. Learning Objectives

At the end of the study, students are be able to:

1. Repeating what they hear from CD about new vocabulary.
2. Answer vocabulary correctly according to available pictures.
3. Students can apply new vocabulary in daily life.

### D. Teaching Material

Things Around Us

Things in the School



Eraser	: Penghapus	Cupboard	: Lemari
Bag	: Tas	Map	: Peta
Book	: Buku	Clock	: Jam Dinding
Pen	: Bolpoin	Calender	: Kalender
Pencil	: Pensil	Canteen	: Kantin
Sharpener	: Rautan	Library	: Perpustakaan
Table	: Meja	Classroom	: Ruang kelas
Chair	: Kursi	Teacher's Office	: Ruang Guru
White board	: Papan tulis	Toilet	: Toilet
Putih			

### E. Source Materials

1. Student's handbook
2. Other relevant textbooks

### F. Teaching Method

Audio-Lingial Method

### G. Media

Pictures

Audio

### H. Learning Activities

#### Meeting 1

No.	Teacher Activities	Student Activities	Time Allocation
1.	<b>Pre Activity</b> 1. Teacher greets the students.  2. Teacher invites the students to pray before they start study.	1. Students respond greeting from the teacher. 2. Students and the teacher praying together.	7 minutes

	<p>3. Teacher checks student's attendance.</p> <p>4. Linking materials / themes / learning activities that will be done with the experience of learners with the material / theme / previous activities.</p>	<p>3. Students answer by saying "present".</p> <p>4. Students answer depend on their memorize about the material last meeting.</p>	
<b>2.</b>	<p><b>Main Activity</b></p> <p>1. The teacher reexplained the vocabulary material that the previous meeting learned. (pre-test).</p> <p>2. The teacher asks students for listen to the audio played by the teacher related to vocabulary that are being studied.</p> <p>3. The teacher asks the students which part the student has not understood.</p> <p>4. Teachers provide worksheets to measure their understanding after given treatment. (post-test)</p>	<p>1. The students pay attention to the teacher.</p> <p>2. The students answer the teacher asks.</p> <p>3. The students do the worksheet. After that they submit the worksheet.</p>	<b>28 minutes</b>
<b>3.</b>	<p><b>Closing</b></p> <p>1. The teacher are making sure students understands what they have learned.</p> <p>2. The teacher had a meeting with a reading of the Hamdalah and reminded them to keep learning for the next chapter.</p>	<p>1. The students pay attention what teacher says.</p>	<b>3 minutes</b>

## I. Assessment

### 1. Attitude Assessment

- a. Technique of assessment : Test (pre-test and post-test)  
b. Instrument form : Puzzle and essay

#### Instrument Assessment Responsibility

No	Aspect Assessment	Score			
		1	2	3	4
1	Carrying out individual duties well				
2	Accept the risks of actions taken				
3	Not accuse others without accurate evidence				
4	Return borrowed items				
5	Apologize for the mistake done				
Number Scores					
Value					

Assessment Instructions : End-scale using scales 1 to 4

Calculation of the final score using formula

$$\frac{\text{score obtained}}{\text{score maximal}} \times 4 = \text{end score}$$

### 2. Knowledge Assessment

- a. Technique of assessment : Oral test  
b. Instrument form : Read aloud the vocabulary

No.	Aspect	Criteria	Score
1.	Pronunciation	a. Native speaker Accents b. Certain accents c. Less perfect accent d. Wrong accent	
2.	Smooth	a. Very smoothly like native speakers b. Smoothly	

		c. Less fluent d. Not fluent	
3.	Understanding	a. Understand without difficulty b. Understand the majority c. Lack of understanding d. Not understand	

### 3. Skills Assessment

- a. Technique of assessment : Test (pre-test and post-test)  
b. Instrument form : Puzzle and essay

#### Writing skills

No.	Aspect	Description	Score
1.	Vocabulary	a. Almost perfect b. No fault but not disturbing meaning c. There are some mistakes and disturbing meanings d. Many mistakes and disrupts the meaning e. Too many mistakes making it difficult to understand	
2.	Word choice	a. Very varied and precise b. Varied and precise c. Quite varied and precise d. Less varied and precise e. Not varied and precise	

#### Practice Skills

No.	Aspect	Description	Score
1.	Pronunciation	a. Almost perfect b. No fault but not disturbing meaning c. There are some mistakes	

		and disturbing meanings d. Many mistakes and disrupts the meaning e. Too many mistakes and disrupts meaning	
2.	Fluency	a. Very smooth b. Smoothly c. Quite smoothly d. Less fluent e. Not fluent	

Calculation of the final score using formula:  $\frac{\text{score obtained}}{\text{score maximal}} \times 4 =$   
*end score*

Guru Mapel

Peneliti

Neneng Isnaeni, S.Pd.

Vinsya Naila Zulfa

## Appendix 3B

### LESSON PLAN (DIRECT METHOD)

School : SD Islam Roudlotul Mujahidin Pemalang

Class : 4/I

Subject : English

Time Allocation : 2 x 35 Minutes

#### A. Standard of Competence

5. Understanding the simple intruction in the school context.

#### B. Basic Competence and Indicator

Basic Competence	Indicator
5.1 Responding by repeating new vocabulary or sentence in various games loud words.	5.1.1. Respon by repeating what the teacher says or hear from the CD in a loud voice.
	5.1.2. Respon by repeating what the teacher says or hear from the CD with correct pronunciation.

#### C. Learning Objectives

At the end of the study, students are be able to:

1. Repeating what they hear from CD about new vocabulary.
2. Answer vocabulary correctly according to available pictures.
3. Students can apply new vocabulary in daily life.

#### D. Teaching Material

Things Around Us

Things in the School

Eraser	: Penghapus	Cupboard	: Lemari
Bag	: Tas	Map	: Peta
Book	: Buku	Clock	: Jam Dinding
Pen	: Bolpoin	Calender	: Kalender
Pencil	: Pensil	Canteen	: Kantin
Sharpener	: Rautan	Library	: Perpustakaan
Table	: Meja	Classroom	: Ruang kelas
Chair	: Kursi	Teacher's Office	: Ruang Guru
White board	: Papan tulis Putih	Toilet	: Toilet

### E. Source Materials

1. Student's handbook
2. Other relevant textbooks

### F. Teaching Method

Audio-Lingual Method

### G. Media

Pictures

Audio

### H. Learning Activities

#### Meeting 1

No.	Teacher Activities	Student Activities	Time Allocation
1.	<b>Pre Activity</b> 1. Teacher greets the students. 2. Teacher invites the students to pray before they start study. 3. Teacher checks student's	1. Students respond greeting from the teacher. 2. Students and the teacher praying together. 3. Students answer by saying "present".	<b>7 minutes</b>

	<p>attendance.</p> <p>4. Linking materials / themes / learning activities that will be done with the experience of learners with the material / theme / previous activities.</p>	<p>4. Students answer depend on their memorize about the material last meeting.</p>	
2.	<p><b>Main Activity</b></p> <p>1. The teacher provides images related to vocabulary that will learn.</p> <p>2. The teacher asks if anyone knows the English of the picture shown.</p> <p>3. The teacher tells English from the pictures and the teacher asks students to impersonate the vocabulary based on the image.</p> <p>4. The teacher writes a vocabulary on the white board based on the picture shown.</p> <p>5. The teacher and the students read with students impersonate a vocabulary teacher who has been written on the white board.</p> <p>6. The teacher tells</p>	<p>1. Students pay attention to the pictures.</p> <p>2. Students answer by their own.</p> <p>3. Students imitates the teacher says about the vocabulary.</p> <p>4. The students pays attention to the teacher.</p> <p>5. The students read aloud with the teacher.</p> <p>6. The students writes down the vocabulary on their books.</p> <p>7. The students do the practice.</p>	<p><b>25 minutes</b></p>



	<p>students to write vocabulary in their books on the white board.</p> <p>7. The teacher gives practice about the vocabulary that has been studied (post-test).</p>		
3.	<p><b>Closing</b></p> <p>1. Teachers end the lesson and remind students to keep learning the vocabulary that has been studied.</p>	<p>1. The students pay attention what teacher says.</p>	<p><b>3 minutes</b></p>

## I. Assessment

### 1. Attitude Assessment

- a. Technique of assessment : Test (pre-test and post-test)
- b. Instrument form : Puzzle and essay

#### Instrument Assessment Responsibility

No	Aspect Assessment	Score			
		1	2	3	4
1	Carrying out individual duties well				
2	Accept the risks of actions taken				
3	Not accuse others without accurate evidence				
4	Return borrowed items				
5	Apologize for the mistake done				
Number Scores					
Value					

Assessment Instructions : End-scale using scales 1 to 4

Calculation of the final score using formula

$$\frac{\text{score obtained}}{\text{score maximal}} \times 4 = \text{end score}$$

## 2. Knowledge Assessment

- a. Technique of assessment : Oral test
- b. Instrument form : Read aloud the vocabulary

No.	Aspect	Criteria	Score
1.	Pronunciation	a. Native speaker Accents b. Certain accents c. Less perfect accent d. Wrong accent	
2.	Smooth	a. Very smoothly like native speakers b. Smoothly c. Less fluent d. Not fluent	
3.	Understanding	a. Understand without difficulty b. Understand the majority c. Lack of understanding d. Not understand	

## 3. Skills Assessment

- a. Technique of assessment : Test (pre-test and post-test)
- b. Instrument form : Puzzle and essay

### Writing skills

No.	Aspect	Description	Score
1.	Vocabulary	a. Almost perfect b. No fault but not disturbing meaning c. There are some mistakes and disturbing meanings d. Many mistakes and disrupts the meaning	

		e. Too many mistakes making it difficult to understand	
2.	Word choice	a. Very varied and precise b. Varied and precise c. Quite varied and precise d. Less varied and precise e. Not varied and precise	

### Practice Skills

No.	Aspect	Description	Score
1.	Pronunciation	a. Almost perfect b. No fault but not disturbing meaning c. There are some mistakes and disturbing meanings d. Many mistakes and disrupts the meaning e. Too many mistakes and disrupts meaning	
2.	Fluency	a. Very smooth b. Smoothly c. Quite smoothly d. Less fluent e. Not fluent	

Calculation of the final score using formula:  $\frac{\text{score obtained}}{\text{score maximal}} \times 4 =$   
*end score*

Guru Mapel

Peneliti

Neneng Isnaeni, S.Pd.

Vinsya Naila Zulfa

## LESSON PLAN (DIRECT METHOD)

School : SD Islam Roudlotul Mujahidin Pemalang

Class : 4/I

Subject : English

Time Allocation : 2 x 35 Minutes

### A. Standard of Competence

5. Understanding the simple intruction in the school context.

### B. Basic Competence and Indicator

Basic Competence	Indicator
5.1 Responding by repeating new vocabulary or sentence in various games loud words.	5.1.1. Respon by repeating what the teacher says or hear from the CD in a loud voice.
	5.1.2. Respon by repeating what the teacher says or hear from the CD with correct pronunciation.

### C. Learning Objectives

At the end of the study, students are be able to:

1. Repeating what they hear from CD about new vocabulary.
2. Answer vocabulary correctly according to available pictures.
3. Students can apply new vocabulary in daily life.

### D. Teaching Material

Things Around Us

Things in the School

Eraser	: Penghapus	Cupboard	: Lemari
Bag	: Tas	Map	: Peta
Book	: Buku	Clock	: Jam Dinding
Pen	: Bolpoin	Calender	: Kalender
Pencil	: Pensil	Canteen	: Kantin
Sharpener	: Rautan	Library	: Perpustakaan
Table	: Meja	Classroom	: Ruang kelas
Chair	: Kursi	Teacher's Office	: Ruang Guru
White board	: Papan tulis Putih	Toilet	: Toilet

## E. Source Materials

1. Student's handbook
2. Other relevant textbooks

## F. Teaching Method

Audio-Lingial Method

## G. Media

Pictures

Audio

## H. Learning Activities

### Meeting 1

No.	Teacher Activities	Student Activities	Time Allocation
1.	<b>Pre Activity</b> <ol style="list-style-type: none"> <li>1. Teacher greets the students.</li> <li>2. Teacher invites the students to pray before they start study.</li> <li>3. Teacher checks student's attendance.</li> <li>4. Linking materials / themes / learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Students respond greeting from the teacher.</li> <li>2. Students and the teacher praying together.</li> <li>3. Students answer by saying "present".</li> <li>4. Students answer depend on their</li> </ol>	<p><b>7 minutes</b></p>

	activities that will be done with the experience of learners with the material / theme / previous activities.	memorize about the material last meeting.	
<b>2.</b>	<b>Main Activity</b> 1. The teacher provides images related to vocabulary that will learn. 2. The teacher asks if anyone knows the English of the picture shown. 3. The teacher tells English from the pictures and the teacher asks students to impersonate the vocabulary based on the image. 4. The teacher writes a vocabulary on the white board based on the picture shown. 5. The teacher and the students read with students impersonate a vocabulary teacher who has been written on the white board. 6. The teacher tells students to write vocabulary in their	1. Students pay attention to the pictures. 2. Students answer by their own. 3. Students imitates the teacher says about the vocabulary. 4. The students pays attention to the teacher. 5. The students read aloud with the teacher. 6. The students writes down the vocabulary on their books.	<b>25 minutes</b>

	books on the white board. 7. The teacher gives practice about the vocabulary that has been studied (post-test).	7. The students do the practice.	
3.	<b>Closing</b> 1. Teachers end the lesson and remind students to keep learning the vocabulary that has been studied.	1. The students pay attention what teacher says.	<b>4 minutes</b>

## I. Assessment

### 1. Attitude Assessment

- a. Technique of assessment : Test (pre-test and post-test)
- b. Instrument form : Puzzle and essay

#### Instrument Assessment Responsibility

No	Aspect Assessment	Score			
		1	2	3	4
1	Carrying out individual duties well				
2	Accept the risks of actions taken				
3	Not accuse others without accurate evidence				
4	Return borrowed items				
5	Apologize for the mistake done				
Number Scores					
Value					

Assessment Instructions : End-scale using scales 1 to 4

Calculation of the final score using formula

$$\frac{\text{score obtained}}{\text{score maximal}} \times 4 = \text{end score}$$

## 2. Knowledge Assessment

- a. Technique of assessment : Oral test
- b. Instrument form : Read aloud the vocabulary

No.	Aspect	Criteria	Score
1.	Pronunciation	e. Native speaker Accents f. Certain accents g. Less perfect accent h. Wrong accent	
2.	Smooth	e. Very smoothly like native speakers f. Smoothly g. Less fluent h. Not fluent	
3.	Understanding	e. Understand without difficulty f. Understand the majority g. Lack of understanding h. Not understand	

## 3. Skills Assessment

- a. Technique of assessment : Test (pre-test and post-test)
- b. Instrument form : Puzzle and essay

### Writing skills

No.	Aspect	Description	Score
1.	Vocabulary	a. Almost perfect b. No fault but not disturbing meaning c. There are some mistakes and disturbing meanings d. Many mistakes and disrupts the meaning e. Too many mistakes making it difficult to understand	
2.	Word choice	a. Very varied and precise b. Varied and precise c. Quite varied and precise	



		d. Less varied and precise e. Not varied and precise	
--	--	---	--

### Practice Skills

No.	Aspect	Description	Score
1.	Pronunciation	a. Almost perfect b. No fault but not disturbing meaning c. There are some mistakes and disturbing meanings d. Many mistakes and disrupts the meaning e. Too many mistakes and disrupts meaning	
2.	Fluency	a. Very smooth b. Smoothly c. Quite smoothly d. Less fluent e. Not fluent	

Calculation of the final score using formula:  $\frac{\text{score obtained}}{\text{score maximal}} \times 4 =$   
*end score*

Guru Mapel

Peneliti

Neneng Isnaeni, S.Pd.

Vinsya Naila Zulfa

## Appendix 4A

### Student's Score of Pre-test and Post-test in Experimental 1 Class Students' score of Experimental1 Class (Audio-Lingual Method)

No.	Experimental Class	
	Pre-test	Post-test
1	75	75
2	80	85
3	78	75
4	80	70
5	70	85
6	70	70
7	70	75
8	78	80
9	73	75
10	80	90
11	70	75
12	78	70
13	78	88
14	80	80
Total Score	<b>1060</b>	<b>1093</b>
Mean	<b>75,71428571</b>	<b>78,07142857</b>
S Variance	<b>17,91208791</b>	<b>45,14835165</b>

## Appendix 4B

### Student's Score of Pre-test and Post-test in Experimental 2 Class Students' score of Experimental 2 Class (Direct Method)

No.	Experimental Class	
	Pre-test	Post-test
1	70	70
2	80	88
3	80	80
4	80	85
5	75	70
6	78	70
7	80	85
8	73	75
9	75	70
10	75	70
11	73	85
12	73	70
13	78	75
Total Score	<b>990</b>	<b>993</b>
Mean	<b>76,15384615</b>	<b>76,38461538</b>
S Variance	<b>11,47435897</b>	<b>51,58974359</b>

## Appendix 5

### Normality Test of Pre-Test and Post-Test in Experimental 1 Class and Experimental 2 Class

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experimental 2 (Direct Method)	.180	13	.200*	.889	13	.093
Post-test Experimental 2 (Direct Method)	.275	13	.008	.795	13	.006
Pre-test Experimental 1 (Audio-Lingual Method)	.271	13	.010	.814	13	.010
Post-test Experimental 1 (Audio- LingualMethod)	.278	13	.007	.874	13	.060

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		14
Normal Parameters <sup>a</sup>	Mean	.0000000
	Std. Deviation	6.42454663
Most Extreme Differences	Absolute	.161
	Positive	.161
	Negative	-.130
Kolmogorov-Smirnov Z		.601
Asymp. Sig. (2-tailed)		.863
a. Test distribution is Normal.		

## Appendix 6

### Homogeneity of Post-Test in Experimental 1 class and Experimental 2 Class

#### The hypothesis for the homogeneity tests are:

Ho : the variance of the data is homogenous

Ha : the variance of the data is not homogenous

#### The testing criteria are:

Ho is accepted if F-observed is lower than F-critical at certain level of significant. It uses the level of significant 0.05. From data in normality test, we can see the data are follow:

	N	S <sup>2</sup> Varian
Experimental 1 Class	14	45.15
Experimental 2 Class	13	51.59

#### Formula of comparative study (pre-test and ppost-test)

Uji homogenety test:

$$\text{Uji F} = \frac{\text{Varian terbesar}}{\text{varian terkecil}} \\ = \frac{78.07}{76.38} = \mathbf{1.69}$$

F tabel = 1.708

Jadi : F hitung < F tabel

$$1.69 < 1.708$$

varian homogen

So, F-critical = 1.708 Conclusion: F<sub>observed</sub> = 1.69 is lower than F-critical 1.708. So, Ho is accepted and those data are homogeny.

#### Test of Homogeneity of Variances

Hasil Belajar siswa

Levene Statistic	df1	df2	Sig.
.313	1	25	.581

## Appendix 7

### Hypothetical Test

Ha:

There is a significant difference of achievements in students' Vocabulary who are taught by using *Audio-Lingual Method* and those who are taught by using *Direct Method* at the fourth graders students of SDI Roudlotul Mujahidin Pemalang in the academic year of 2019/2020.

Hipotesis null (Ho):

There is no a significant difference of achievements in students' Vocabulary who are taught by using *Audio-Lingual Method* and those who are taught by using *Direct method* at the Fourth graders students of SDI Roudlotul Mujahidin Pemalang in the academic year of 2019/2020.

From normality test, we can see the data are follow:

	Mean	Varian	N
<b>Experimental1 Class</b>	76.43	45.15	14
<b>Experimental2 Class</b>	76.38	51.59	13

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{78.07 - 76.38}{\sqrt{\frac{(14-1)6.72 + (13-1)7.18}{14 + 13 - 2} \left( \frac{1}{14} + \frac{1}{13} \right)}}$$

$$t = \frac{1.69}{\sqrt{\frac{87.36 + 86.16}{25} \left( \frac{27}{182} \right)}}$$

$$t = \frac{1.69}{\sqrt{\frac{4701.24}{4550}}}$$

$$t = \frac{1.69}{\sqrt{1.03324}}$$

$$t = \frac{1.69}{1.02} \quad t = \mathbf{1.6568}$$

$$df = n_1 + n_2 - 2$$

$$= 14 + 13 - 2 = 25$$

$$t \text{ tabel} = 0.684$$

$$t \text{ hitung} > t \text{ tabel}$$

$$1.6568 > 0.684$$

### **Conclusion:**

**t-observed was higher than t-critical, therefore,  $H_a$  was accepted. And based on the mean of post-test in experimental 1 class and experimental 2 class, the researcher concluded that *Audio-Lingual Method* more effective than *Direct Method* to teach speaking at the fourth grade of MA Salafiyah Kajen Pati in the academic year of 2019/2020. It means that there were a significant differences between *Audio-Lingual Method* and *Direct Method*.**

## Appendix 8

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	70	70	4900	4900	4900
2	80	88	6400	7744	7040
3	80	80	6400	6400	6400
4	80	85	6400	7225	6800
5	75	70	5625	4900	5250
6	78	70	6084	4900	5460
7	80	85	6400	7225	6800
8	73	75	5329	5625	5475
9	75	70	5625	4900	5250
10	75	70	5625	4900	5250
11	73	85	5329	7225	6205
12	73	70	5329	4900	5110
13	78	75	6084	5625	5850
14	75	75	5625	5625	5625
15	80	85	6400	7225	6800
16	78	75	6084	5625	5850
17	80	70	6400	4900	5600
18	70	85	4900	7255	5950
19	70	70	4900	4900	4900
20	70	75	4900	5625	5250
21	78	80	6084	6400	6240
22	73	75	5329	5625	5475
23	80	90	6400	8100	7200
24	70	75	4900	5625	5250
25	78	70	6084	4900	5460
26	78	88	6084	7744	6864
27	80	80	6400	6400	6400
Jumlah	2050	2086	156020	162418	158654

Based on the table above, we know that:

$r_{xy}$  = Coefficient Correlation Between X and Y

$N$  = 27

$\sum XY$  = 158654

$\sum X$  = 2050

$\sum Y$  = 2086



$$\sum X^2 = 156020$$

$$\sum Y^2 = 162418$$

**The statistic formula is**

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

$$r_{xy} = \frac{27(158654) - (2050)(2086)}{\sqrt{[27(156020) - (4202500)](27(162418) - (4351396))}}$$

$$r_{xy} = \frac{4283658 - 427300}{\sqrt{[(4212540 - 4202500)(4385286 - 4351396)]}}$$

$$r_{xy} = \frac{7358}{\sqrt{[(10040)(33890)]}}$$

$$r_{xy} = \frac{7358}{\sqrt{340255600}}$$

$$r_{xy} = \frac{7358}{18446.1} = \mathbf{0.39889 \text{ Reliability is Enough}}$$

## Appendix 9A

### Students' Transcription on Pre-Test and Post-test in Experimental 1 Class

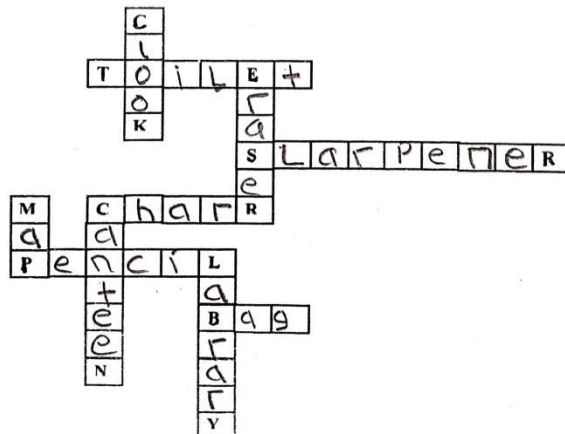
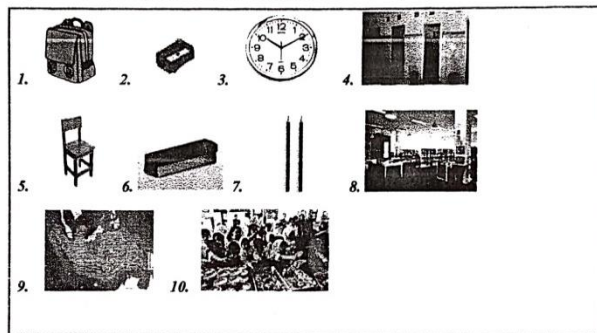
#### PRE TEST

Name : Andini ASRIANTI

Class : IV / NO:5

Instruction!

*Use the pictures below to fill in the words across and down in the puzzle!*

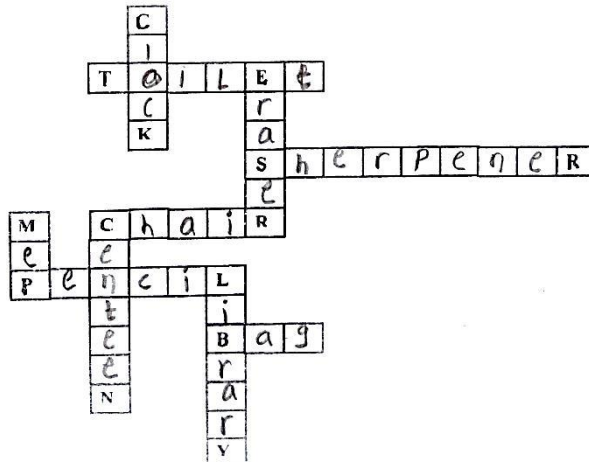
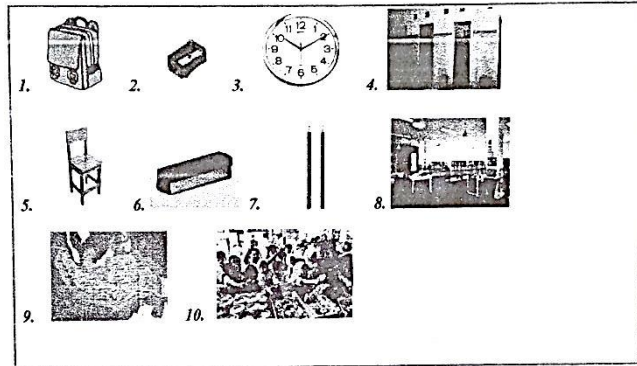


# PRE TEST

Name : HASNA ZULFA S  
Class : IV (CERPU-2) / No: 10

Instruction!

Use the pictures below to fill in the words across and down in the puzzle!



## POST-TEST OF AUDIO-LINGUAL METHOD

Nama = (Alma) class = 4 (ewrat) No: 14.  
Machalurriz ai

1. CUP BOARD = Lemari

2. CHAIR = kursi

3. TABLE = Perpustakaan

4. BOOK = Buku

5. MAP = Peta

Nama: LOETUL NAFIROH  
Kelas: IV No. 13

1 CUPBOARD = Lemari

2 Chair = Kursi



3 Table = Meja

4 Book = Buku

5 Map = Peta

NAMA : Parah aulia mufidoh

KELAS : IV (Empat)

NO : 9

1. Cupboard = Lemari

2. Chair = Kursi

3. Table = Meja

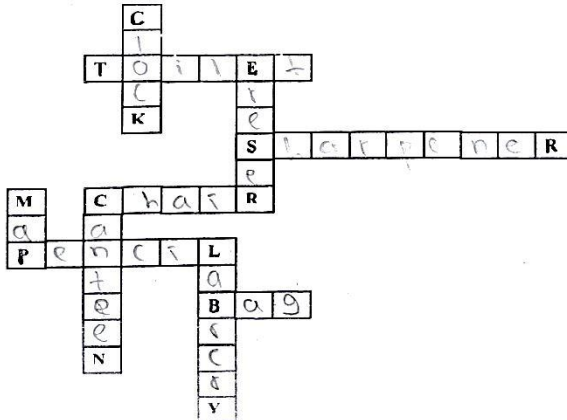
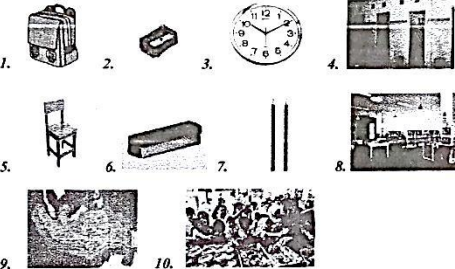
4. Book = Buku

5. Map = Peta

### Students' Transcription on Pre-Test and Post-test in Experimental 2 Class

Name : Majwa Wamiro Zakaria  
Class : IV

Use the pictures below to fill in the words across and down in the puzzle!



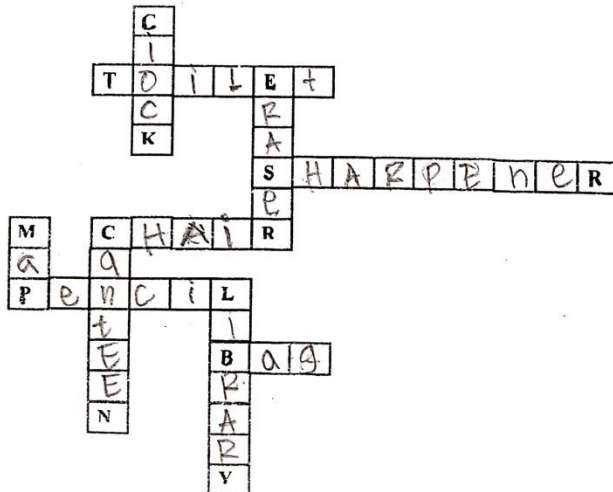
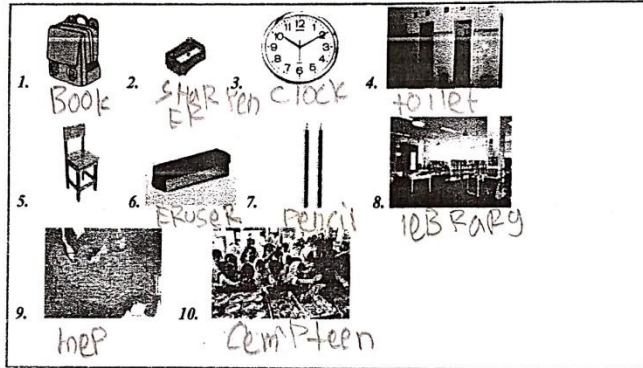
PRE TEST

Name : Sulis Wijayanti

Class : (4) (25)

Instruction!

Use the pictures below to fill in the words across and down in the puzzle!



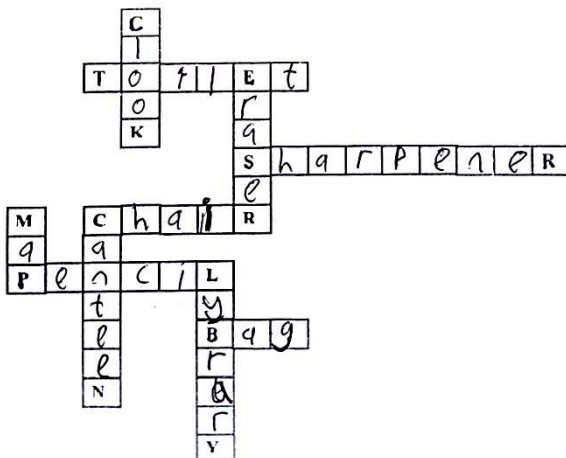
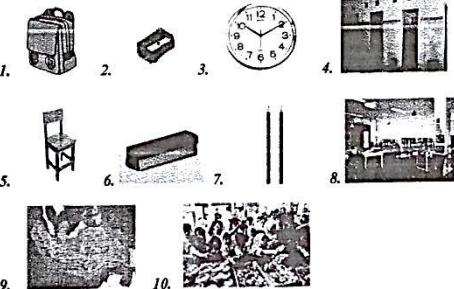


## PRE TEST

Class : 4

**Instruction!**

*Use the pictures below to fill in the words across and down in the puzzle!*




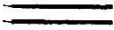








# POST TEST

Name : Mufodhol afifa

Class : IV (empol) / NO:16

Instruction!

Match the picture with the correct name!

 <p>1. Book ✓</p>	 <p>2. Pencil ✓</p>
 <p>3. Clock ✓</p>	 <p>4. whit board ✓</p>
 <p>5. toilet ✓</p>	 <p>6. Sharperner ✓</p>
 <p>7. cup board ✓</p>	 <p>8. calender ✓</p>
 <p>9. Table ✓</p>	 <p>10. SCHOOL ✓</p>


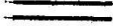








POST TEST

Name : RAFA / 22

Class : 4

Instruction!

Match the picture with the correct name!

 <u>1. Book</u> ✓	 <u>2. Pencil</u> ✓
 <u>3. clock</u> ✓	 <u>4. whiteboard</u> ✓
 <u>5. toilet</u> ✓	 <u>6. Chanabo</u> ✓
 <u>7. cupboard</u> ✓	 <u>8. calendar</u> ✓
 <u>9. Table</u> ✓	 <u>10. school</u> ✓











# POST TEST

Name : Rizda Karunia Sari

Class : 9 (Empat) IV

Instruction!

Match the picture with the correct name!

 1. Book ..... ✓	 2. Pencil ..... ✓
 3. Clock ..... ✓	 4. ....
 5. Toilet ..... ✓	 6. ....
 7. ....	 8. calendar ..... ✓
 9. table ..... ✓	 10. School ..... ✓

## Appendix 10 A

Picture of Observation, Teacher explains the chapter that they learn.



Picture of Observation, student pay attention to teacher's explanation.



## Appendix 10 B

Picture of Treatment, the teacher tells the material of the lesson.



Picture of Treatment, students pay attention to the teacher's explanation.





Students do the pre-test.



Students do the post-test.





**YAYASAN ROUDLOTUL MUJAHIDIN  
SD ISLAM ROUDLOTUL MUJAHIDIN**

**SURAT KETERANGAN PENELITIAN**

Nomor : 421.2 / 140 / 2019

Yang bertanda tangan di bawah ini Kepala Sekolah Dasar Islam Roudlotul Mujahidin Comal Kab. Pemalang, menerangkan bahwa:

Nama : VINSYA NAILA ZULFA  
NIM : 1503046086  
Prodi : Pendidikan Bahasa Inggris  
Asal Mahasiwa : Universitas Negeri Walisongo Semarang

Sesuai surat izin dari Universitas Islam Negeri Walisongo Semarang nomor: B-5278/Un.10.3/D.1/TL.00.8/2019 tanggal 5 Agustus, yang bersangkutan telah melakukan penelitian pada tanggal 7 Agustus s/d 8 Oktober 2019 di Sekolah Dasar Islam Roudlotul Mujahidin Comal, sebagai syarat penyusunan dan pembuatan skripsi yang berjudul:

**" APPLYING AUDIO-LINGUAL AND DIRECT METHOD IN TEACHING VOCABULARY FOR YOUNG LEARNERS"**

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat digunakan sebagaimana mestinya.



Pemalang, 15 November 2019  
Kepala Sekolah,

AHMAD SYARIFUDIN, S.Pd.I

Alamat : Jl. Kauman Km. 1 Kauman Comal Pemalang ☎ 52363  
Email: sdi.roudlotulmujahidin@gmail.com





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

Nomor: B -5728/Un 10.3/D.1/TL.00/8/2019

5 Agustus 2019

Lamp : -

Hal : Mohon Izin Riset

a.n. : **VINSYA NAILA ZULFA**

NIM : 1503046086

Yth.

**Kepala SDI Roudlotul Mujahidin  
di Pemalang**

Assalamu'alaikum Wr Wb ,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Vinsya Naila Zulfa

NIM : 1503046086

Alamat : Desa Kauman Rt. 01 Rw. 03 Kec.Comal Kab. Pemalang

Judul Skripsi : APPLYING AUDIO-LINGUAL AND DIRECT METHOD IN  
TEACHING VOCABULARY FOR YOUNG LEARNERS

Pembimbing :

1. Dr. Hj. Siti Maryam, M. Pd. sebagai Pembimbing I
2. Nadiyah Ma'mun, M. Pd. sebagai Pembimbing II

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 1 bulan, mulai tanggal 7 Agustus 2019 sampai dengan tanggal 8 Oktober 2019. Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih. Wassalamu'alikum Wr.Wb.



a.n. Dekan,

Wakil Dekan Bidang Akademik

HA SYUKUR

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)  
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Mambur Kim OI Ngilalan Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakulsmi@yahoo.com

**PENELITI** : Vinsya Naila Zulfa  
**NIM** : 1503046086  
**JURUSAN** : Pendidikan Bahasa Inggris  
**JUDUL** : APPLYING AUDIO-LINGUAL METHOD AND DIRECT METHOD IN  
TEACHING VOCABULARY OF COMMON NOUNS FOR YOUNG  
LEARNERS

## HIPOTESIS:

### a. Hipotesis Uji Homogenitas Data Tahap Awal

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

### b. Hipotesis Uji Homogenitas Data Tahap Akhir

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

### c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

### d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

## HASIL DAN ANALISIS DATA

### Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	Variable 1	Variable 2
Mean	75.71428571	76.15384615
Variance	17.91208791	11.47435897
Observations	14	13
df	13	12
F	1.561053472	
P(F<=f) one-tail	0.22417901	
F Critical one-tail	2.660177458	

### Keterangan:

Sig. = 0.224 > 0.05, maka  $H_0$  diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)  
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. Dr. Hamka Km 01 Ngaliyan Tambak Ayu Semarang, 50815 Telp. 024-7608786 fax 024-7619177 email : baakaismu@yahoo.com

## Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	Variable 1	Variable 2
Mean	76.38461538	78.07142857
Variance	51.58974359	45.14835165
Observations	13	14
df	12	13
F	1.142671697	
P(F<=f) one-tail	0.405683278	
F Critical one-tail	2.603660748	

### Keterangan:

Sig. = 0.405 > 0.05, maka  $H_0$  diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).

## Uji Perbedaan Rata-Rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

	Variable 1	Variable 2
Mean	76.15384615	75.71428571
Variance	11.47435897	17.91208791
Observations	13	14
Pooled Variance	14.82197802	
Hypothesized Mean Difference	0	
df	25	
t Stat	0.296428071	
P(T<=t) one-tail	0.384675918	
t Critical one-tail	1.708140761	
P(T<=t) two-tail	0.769351836	
t Critical two-tail	2.059538553	

### Keterangan:

Sig. = 0.769 > 0.05, maka  $H_0$  diterima artinya bahwa tidak terdapat perbedaan rata-rata nilai Kelas Eksperimen 1 dan Kelas Eksperimen 2



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)  
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngaliun Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakulsm@yahoo.com

## Uji Perbedaan Rata-Rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	Variable 1	Variable 2
Mean	78.07142857	76.38461538
Variance	45.14835165	51.58974359
Observations	14	13
Pooled Variance	48.24021978	
Hypothesized Mean Difference	0	
df	25	
t Stat	0.630545108	
P(T<=t) one-tail	0.26703005	
t Critical one-tail	1.708140761	
P(T<=t) two-tail	0.534060101	
t Critical two-tail	2.059538553	

### Keterangan:

Sig. = 0.534 > 0.05, maka  $H_0$  diterima artinya bahwa tidak ada perbedaan antara rata-rata nilai Kelas Eksperimen 1 dan Kelas Eksperimen 2

Semarang, 07 Februari 2020

Kepala Laboratorium



Deden Istiawan, S.Si., M.Kom



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
**PUSAT PENGEMBANGAN BAHASA**

Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185  
email : ppb@walisongo.ac.id

# شهادة

B-0810/U.n.10.0/P3/PP.00.9/03/2018

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

VINSYA NAILA ZULFA : الطالبة

Pemalang, 25 September 1997 : تاريخ و محل الميلاد

1503046086 : رقم القيد

قد نجحت في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ١ مارس ٢٠١٨

بتقدير: مقبول (٣١٠)

وحررت لها الشهادة بناء على طلبها.

سمارانج، ٨ مارس ٢٠١٨

مدير،

الدكتور محمد سيف الله الحاج

وظائف : ١٩٧٠٠٣٢١١٩٩٦٠٣١٠٠٣



ممتاز : ٤٥٠ - ٥٠٠

جيد جدًا : ٤٠٠ - ٤٤٩

جيد : ٣٥٠ - ٣٩٩

مقبول : ٣٠٠ - ٣٤٩

راسب : ٢٩٩ وأدناها

رقم الشهادة - 220180436



Scanned with  
CamScanner



MINISTRY OF RELIGIOUS AFFAIRS  
STATE ISLAMIC UNIVERSITY WALISONGO  
**LANGUAGE DEVELOPMENT CENTER**  
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp/Fax : (024) 7614453 Semarang 50185  
email : ppe@walisongo.ac.id

## *Certificate*

Nomor : B-2928/Un.10.0/P3/PP.00.9/07/2019

This is to certify that

**VINSYA NAILA ZULFA**

Date of Birth: September 25, 1997

Student Reg. Number: 1503046086

the TOEFL Preparation Test

Conducted by

Language Development Center  
of State Islamic University (UIN) "Walisongo" Semarang

On June 15th, 2019

and achieved the following scores:

Listening Comprehension	: 44
Structure and Written Expression	: 45
Reading Comprehension	: 46
<b>TOTAL SCORE</b>	<b>: 450</b>



ang. July 5th, 2019

Dr. H. Muhammad Saifullah, M.Ag  
NIP. 19700321 199603 1 003

Certificate Number: 120191781

\* TOEFL is registered trademark by Educational Testing Service.  
This program or test is not approved or endorsed by ETS.

## CURRICULUM VITAE

Name : Vinsya Naila Zulfa  
Student's Number : 1503046086  
Place and Date of Birth : Pemalang, September 25<sup>th</sup>, 1997  
Home Address : Ds. Kauman Rt. 001/ Rw. 003 Kec.Comal  
Kab. Pemalang  
Phone : 081392613675  
E-mail : [vinsyanaila25@gmail.com](mailto:vinsyanaila25@gmail.com)

### Education

1. SD N 09 Purwoharjo Comal Pemalang, Graduated in 2009
2. SMP N 1 Comal Pemalang, Graduated in 2012
3. MA Darul Amanah Sukorejo Kendal, Graduated in 2015
4. Education and Teacher Training Faculty Walisongo State Islamic University Semarang

Semarang, March 23<sup>th</sup>, 2020  
The Researcher,



**Vinsya Naila Zulfa**  
**NIM. 1503046086**