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3rd ImCoSS

THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES

5 - 7 JUNE 2015

BANDAR LAMPUNG UNIVERSITY
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PROCEEDINGS

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3rd IMCoSS 2015

**THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES**

5, 6 June 2015
Bandar Lampung University (UBL)
Lampung, Indonesia

PROCEEDINGS

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PREFACE

The Activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the **The Third International Multidisciplinary Conference on Social Sciences (The 3rd IMCoSS) 2015** organizing committee, we are very pleased with the very good response especially from the keynote speaker and from the participants. It is noteworthy to point out that about 112 technical papers were received for this conference.

I would like to express my deepest gratitude to the International Advisory Board members, sponsor and also to all keynote speakers and all participants. I am also gratefull to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who give us endless support to these activities, so that the conference can be administrated on time

Bandar Lampung, 6 June 2015

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THE IMPROVEMENT OF STUDENTS' VOCABULARY ACHIEVEMENT BY USING DIRECT METHOD OF SMP WIYATAMA BANDAR LAMPUNG

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ABSTRACT - *The objective of this research was aimed to find out the improvement of students' vocabulary achievement by using direct method of SMP Wiyatama Bandar Lampung. Bandar Lampung: English Education Study Program, Faculty of Teacher Training and Education, Bandar Lampung University. The main objective of this research was aimed to identify whether the use Direct Method was effective in improving the students' vocabulary achievement. In learning a language, the first step students will be watch a video. In order to learn a language well, she or he must be watching the video. Data were collected by incorporating two pre-test and two post-test in experimental group and control group. Treatment using the application of direct method that administered in experimental group, while control group received traditional teaching (TT). Data analysis was attempted using t-Test for two group design. Result indicated that p-value 1% = 2,66, 5% = 2,00, and t-value = 7,6. It means p-value is smaller than t-value. Therefore, hypothesis testing showed that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. The researcher concluded that The Improvement of Students' Vocabulary by using Direct Method more than traditional teaching. So, the students who taught by using Direct Method will perform better and get the higher score than the students who only taught y traditional teaching.*

Keywords: vocabulary achievement, direct method

1. INTRODUCTION

There are several methods and approaches in foreign language teaching. Every method and approach has advantages in learning and teaching activities. There are 2 advantages in teaching vocabulary through direct method. Firstly, the students pay more attention to word and use in oral communication because this method is more focus on the grammar and the ability to use it. Secondly, the teachers and students are like partner in teaching and learning process because they give questions and answers for each other. Some of them are more widely spread and put in practice than others. Here, the methods that would like to discuss on this research is Direct Method.

The direct method uses the target language. The students are not allowed to use their mother tongue to speak. They have to use the target language in the class because it is the rule of this pronunciation. It is the learning strategy of a direct method (Nosrati et al, 2013)

The requirement for learning strategy is used to get the direct impact on vocabulary achievement, the students need some progresses, so that they should learn the context and various properties of vocabulary knowledge, such as meaning, collocation, form, and register. Meaning is nation in semantics classically that has 2 components that are reference and sense. Reference is a word or expression. Sense is the system of a lexical unit and other lexical units in a language. Collocation is two or more words that often go together. Form is a window or screen that contains numerous fields or spaces to enter data. Register is used to indicate degrees in language use. The different registers or language styles that we use are sometimes called codes. Code is a system of words, letters, figures, or other symbols substituted for other words

or letters, especially for the purposes of secrecy. The students should be able to demonstrate the appropriate tactic to learn all of them. Student's progress can be seen from how much their activity and how much they use the tactic in the classroom (Schmitt, 2008).

2. THE IMPROVEMENT STUDENTS' VOCABULARY ACHIEVEMENT THROUGH DIRECT METHOD

The direct method developed one based on the process of L1/native language acquisition. The students of this method always give instruction by using L2/target language. So, in the learning process they have to use target language not native language. Classroom activities have a pragmatic purpose and teachers use action, pantomime, and context to convey meaning. Grammar rules are taught but not really clear because it is focus on the ability to use the language (Alosh, 2000). Meanwhile, Vocabulary has three basic parts of important elements. They are phonetics, vocabulary, and grammar. Vocabulary is the most important element in learning English as a foreign language. Base on the research of English teaching, grammatical translation is a common way to teach new words. The result is not satisfying when teachers teach words and phrases one by one, giving several sentences that are far from students' comprehension, and asking students to learn and remembering new words (Pan and Xu, 2011). Vocabulary knowledge should be improved for better learning and acquisition of second language. Listening comprehension is very much influenced by lexical knowledge. Moreover, students should have good skill in reading comprehension because without it, a second language student is not able to understand the meaning of written material completely that teachers' give (Nair, 2014).

The keyword method is shown to be an effective procedure for the acquisition of vocabulary in L2 learning. A number of studies have investigated the effects of instruction based on mnemonics on vocabulary learning. For example, compared the keyword technique, in which students learn words through the combination of an auditory and imagery link, with the context method and found the method before to be significantly more facilitative to learning than the latter (Tavakoli and Grami as cited in McDaniel and Pressley, 1989).

3. METHOD

The research was quantitative research and it was analyzed the data taken through pre- test and post test. The result of tests of the experimental group and control group statistically was analyzed using t-Test for two group design in order to find out if there was a significant difference between the means of the two groups. The formula of t-Test for two group design was :

$$t = \frac{|M_x - M_y|}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

df: (+ - 2)

This study involved 78 senior high school students of grade XI at MAN 2 Tanjung Karang. There are 31 students in control group class and 31 students in experimental group class.

4. RESULT AND DISCUSSION

The Calculation of pre-test and post test of experimental group (y)

- N = 31
- Pre Test $\sum y_1$ = 1576
- Post Test $\sum y_2$ = 2414
- $\sum y$ = 838
- $\sum y_2$ = 23652

There were 31 numbers of subjects; the score of experimental group (y) was gained from the score of post-test (y2) which was reduced by the score of pre-test (y1), after that the summary of the score of experimental group (y) was 838 , the score of experimental group (y)times 2 to gain quadrate score, and the summary was 23652. Based on the results of pre-test and post-test which administered control group (x), the writers calculated both of them to find out the score of experimental group (y) and y2.

To know the calculation of pre-test and post-test of control group (x) were

- N = 31
- Pre Test $\sum x_1$ = 1448
- Post Test $\sum x_2$ = 1866
- $\sum x$ = 418
- $\sum x_2$ = 6500

There were 31 numbers of subjects; the score of control group (x) was gained from the score of post-test (x2) which was reduced by the score of pre-test

(x1), after that the summary of the score of control group (x) was 418, the score of control group (x) times 2 to gain quadrate score(x2), and the summary was 6500 . From the calculation above, the writer found the result of two pre-tests and post-tests of two groups. Furthermore, the writer statistically calculated to gain the whole score based on the

Equation of t-Test whether the treatment towards experimental group would have the improvement of students' vocabulary achievement by using direct method and control group was not without direct method. Below is the statistical calculation experimental group and control group as follows:

$M_x = \frac{\sum x}{N}$	$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$
$M_x = \frac{418}{31}$	$\sum x^2 = 6500 - \frac{(418)^2}{31}$
$M_x = 13,48$	$\sum x^2 = 6500 - \frac{174724}{31}$
	$\sum x^2 = 6500 - 5636,26$
	$\sum x^2 = 863,74$

Fig 1: Calculation of pre-test and post-test of Experimental Group

$M_y = \frac{\sum y}{N}$	$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$
$M_y = \frac{838}{31}$	$\sum y^2 = 23652 - \frac{(838)^2}{31}$
$M_y = 27,03$	$\sum y^2 = 23652 - \frac{702244}{31}$
	$\sum y^2 = 23652 - 22653,03$
	$\sum y^2 = 998,97$

Fig 2: Calculation of pre-test and post-test of control group

$t = \frac{ M_x - M_y }{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$	
$t = \frac{13,48 - 27,03}{\sqrt{\left(\frac{863,74 + 998,97}{31 + 31 - 2}\right)\left(\frac{1}{31} + \frac{1}{31}\right)}}$	
$t = \frac{+13,55}{\sqrt{\left(\frac{1862,71}{60}\right)\left(\frac{2}{31}\right)}}$	
$t = \frac{+13,55}{\sqrt{(31,04)(0,06)}}$	
$t = \frac{+13,55}{\sqrt{1,86}}$	
$t = \frac{+13,55}{1,36}$	
$t = 9,92$	
df	= nx + ny - 2 = 31 + 31 - 2 = 60
P Value	1% = 2,00 5% = 2,66

Fig 3: Calculation of t-Test of experimental group and control group

Result indicated that $p\text{-value} = 1\% = 2,00$ $5\% = 2,66$ and $t\text{-value} = 9,92$ it means $p < t \longrightarrow 2,00 / 2,66 < 9,92$. It was statistically significant. This calculation shows that $p\text{-value}$ was smaller than $t\text{-value}$. Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. So direct method can improve students' vocabulary achievement.

5. CONCLUSION AND RECOMENDATION

It belong the result score and the result of conclusion of this chapter.

The whole score of $\sum y_1$ is 1576. The whole score of $\sum y_2$ is 2414. The whole score $\sum y$ is 838. The score of $\sum y^2$ is 23652. The result of the mean is 27,03. The result of $\sum y^2$ is 998,97. The whole score of $\sum x_1$ is 1448. The whole score of $\sum x_2$ is 1866. The whole score of $\sum x$ is 418. The score of $\sum x^2$ is 6500. The result of the mean is 13,48. The result of $\sum x^2$ is 863,74. The result score of t-Test is 9,92.

The degree of freedom is 60. $p\text{-value}$ 1% is 2,66 and 5% is 2,00. The score of $p\text{-value}$ is smaller than $t\text{-value}$ ($p < t$). The result scores of pre-test and post-test of experimental group have significant progress. The result scores of pre-test and post-test of control group have lower progress than the students score in the experimental group. There were some recommendations that can be given.

The researcher would like to propose some recommendations For the teachers in general a want to improve the learning product, especially students' vocabulary achievement, by using Direct Method should be able to construct the students' knowledge (entry behavior) based on the teacher's performance because the teacher will use the action, pantomime, and context to convey meaning. The teacher should motivate students to be active in the classroom by giving them the activities that can stimulate interaction for example asking some questions or preparing some interesting media before going to the materials. So, the students should increase their ability in learning English from many sources. Moreover, they should learn actively in the classroom when the teacher gave the instruction.

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