Teaching Vocabulary Mastery Through Direct Method: An Experimental Research

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abstrak — Penelitian ini bertujuan untuk mengetahui pengaruh metode langsung terhadap penguasaan kosakata bahasa Inggris siswa kelas VIII SMP ISLAM AL ALY KALITIDU. Desain penelitian ini menggunakan penelitian deskriptif kuantitatif. Metode yang digunakan adalah Quasi-Experiment dengan teknik pengumpulan data menggunakan kuesioner. Subyek penelitian ini adalah siswa kelas VIII SMP ISLAM AL ALY KALITIDU tahun ajaran 2021/2022 yang berjumlah 20 siswa. Teknik analisis data menggunakan analisis deskriptif kuantitatif berupa persentase.Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara rata-rata nilai posttest kelas eksperimen dan kelas kontrol siswa kelas VIII SMP Islam Al Aly. Nilai posttest pada kelas kontrol adalah 50,20 sedangkan untuk kelas eksperimen adalah 66,80. Untuk hasil pengujian hipotesis terdapat pengaruh yang signifikan antara model pembelajaran direct method terhadap hasil belajar bahasa Inggris siswa. Hal ini terlihat pada keunggulan model pembelajaran metode langsung.
Kata kunci: Kosakata, Pembelajaran Metode Langsung, Bahasa Inggris.

Abstract — This study aims to determine the effect of the direct method on English vocabulary mastery of eighth grade students of SMP ISLAM AL ALY KALITIDU. This research design uses descriptive quantitative research. The method used is Quasi-Experiment with data collection techniques using a questionnaire. The subjects of this study were class VIII students at SMP ISLAM AL ALY KALITIDU for the academic year 2021/2022 which presented 20 students. The data analysis technique used quantitative descriptive analysis in the form of a percentage.The results showed that there was a significant difference between the average posttest scores of the experimental class and the control class for the VIII grade students of SMP Islam Al Aly. The posttest score in the control class was 50.20 while for the experimental class it was 66.80. For the results of hypothesis testing, there was a significant influence between the direct method learning model on students' English learning outcomes. This can be seen in the advantages of the direct method learning model.
Keywords: Vocabulary, Direct Method Learning, English.

INTRODUCTION

Teaching vocabulary or vocabulary plays a very important role in learning English. Vocabulary teaching is directed to develop language skills which include listening, speaking, reading, and writing so that graduates are able to communicate and speak in English well. Ability understanding vocabulary can be seen in reading and

listening activities, while the ability to use vocabulary appears in writing and writing activities speak. In the education unit level curriculum, vocabulary teaching taught implicitly means that vocabulary teaching is taught together with interviews that appear at the time of learning at that time, or not directly independent. Along with the advancement of science and technology in this era, increasingly globalized, it is undeniable that the ability to foreign language, especially English is very important.Setiani, N. (2021) "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The low interest in learning English and the lack of students' ability to learn vocabulary are indicators that learning has not been successful. Vocabulary not only contains vocabulary only, but also pay attention its use.

Based on the information obtained in the observation of the teaching and learning process of English conducted at SMP ISLAM AL ALY KALITIDU, the researchers found a problem, namely the lack of students' ability to memorize vocabulary. In general, students have a final score in English learning that is close to the KKM value, while the KKM value for SMP ISLAM AL ALY KALITIDU is 75 and it can be seen from 65% of students that it is difficult to fail vocabulary in learning English.

Vocabulary in language learning, including English, is one of the important things to master (Herlina, 2016). This happens because most students have difficulty in memorizing vocabulary, grammar. This study aims to explain the obstacles that occur in learning English, the second goal is to find out students' solutions in learning English. the second is related to the students' lack of interest in learning vocabulary, namely the lack of confidence in speaking English makes students less optimal in speaking English, which becomes an obstacle in the learning process. there are no other learning media such as language laboratories.

RESEARCH METHOD

This research is experimental research (experimental). Experimental research is research that is used to find out the effect of certain treatments on others under different conditions uncontrollable, uncontrollable conditions in question are results from research convert into numbers, for analysis that used is to use statistical analysis (Sugiono, 2015), while the type of research used in the research is a quasi-experimental design research. The subjects of this qualitative research were the eighth-grade students of Al Aly Islamic Junior High School, Kalitidu District, Bojonegoro Regency with a total of 20 students. At the time of giving the written test all students were given questions with the same weight but after that they were grouped into 2 groups, namely the control group and the experimental group.

The data collection technique compiled in this study used a written test. This Written Test contains 20 questions with an allocated time of 60 minutes. Written tests are given periodically 3 times with the same weight but using different questions. The results of the analysis obtained are used to obtain an overview or profile of the influence of direct learning methods on vocabulary mastery.

After the data is collected, the Prerequisite test is carried out which includes the Normality test and Homogeneity test. Data normality test is a procedure used to de-

termine whether the initial data is normally distributed or not. The normal distribution is a symmetrical distribution with the mean, median, and mode at the center. The homogeneity test was carried out to obtain the assumption that the research sample started from the same or homogeneous conditions, which in turn was to determine the statistics to be used in hypothesis testing. After the data is declared normal and homogeneous, the new data can be carried out to test the hypothesis. Test t carried out to obtain a significant difference from the results

Data	*Pretest* **Experiment Class**	*Pretest* **Class Control**
Score maksimum	60	60
Score minimum	44	24
Mean ($\overline{X}$)	53,0	45,60
Median (Me)	54,00	46
Mode (Mo)	44	44
Standard Deviation (SD)	6,055	12,103
Variance (S^2)	36,667	146,489

FINDINGS AND DISCUSSION

   a)   *The Result of Data*

   b)

The results of this data explain the general description of the data that has been obtained. The data obtained are in the form of pretest and posttest results from both classes. An overview of these data includes learning outcomes scores, highest scores, lowest scores, average values, median, mode, and standard deviation values as well as variance values.

Results of the Pretest Control Class and Experiment Class

Thus, it is clear that the learning outcomes scores of the control class students are not much different from the experimental class students. This is because students in both classes are still in the initial knowledge stage, namely the extent to which students have knowledge of Vocabuary before being taught by the teacher.

Based on the results of the calculation of research data obtained from the control class pretest, the highest score was 60 and the lowest value was 24, the average value (X) was 45.60; median (Me) is 46; mode (Mo) of 44; standard deviation (SD) of 12.103 and variance (S2) of 146.489. For the results of the experimental class pretest, the highest score was 60 and the lowest score was 44, the average value (X) was 53.0; median (Me) is 54.00; mode (Mo) of 44.0; standard deviation (SD) of 6.055 and variance (S2) of 36.667. The results of these calculations can be seen in appendix 1 and appendix 3. For more details, can be seen in table 4.1.

Result of Posttest Control Class and Experiment Class

Thus, the final knowledge (posttest) obtained by students in the experimental class is very large, the average score is 62 to a score of 68. So, it can be said that students in the experimental class have increased knowledge, so student learning outcomes have also improved well.

Based on the results of the calculation of research data obtained from the control class posttest, the highest score was 68 and the lowest value was 20, the average value (X) was 44.23; the median (Me) of 32.5; mode (Mo) of 38.5; standard deviation (SD) of 12.26 and variance (S2) of 150.31. For the calculation results from the experimental class posttest, the highest score was 80 and the lowest score was 32, the average value (X) was 63.7; median (Me) of 55.3; mode (Mo) of 63; standard deviation (SD) of

9.96 and variance (S2) of 99.20. The results of the calculations obtained can be seen in appendix 2 and appendix 4. For brevity, see table 4.2.

Table 4.2 Learning Outcomes of Control and Experiment Class Posttest

Data	Posttest Experiment Class	Posttest Control Class
Score maksimum	80	68
Score minimum	48	30
Mean (X)	66,80	50,20
Median (Me)	70,00	50
Mode (Mo)	68	48
Standard Deviation (SD)	11,003	12,309
Variance (S²)	121,067	151,511

Data Recapitulation

The following is a table of data recapitulation obtained during the study.

Table 4.3 Recapitulation of Control and Experiment Class Study Results.

Data	Experiment Class		Control Class	
	Pretest	Posttest	Pretest	Posttest
Score maksimum	60	80	60	68
Score minimum	44	48	24	30
Mean (X̄)	53,0	66,80	45,60	50,20
Standard Deviation (SD)	6,055	11,003	12,103	12,309
Variance (S²)	36,667	121,067	146,489	151,511

c) *Data Analysis Results*

Based on the hypothesis proposed in this study, what is analyzed is the influence of the learning model on learning outcomes. Therefore, what was analyzed for the purpose of testing the hypothesis was only the posttest scores obtained from the two classes. The following is a data analysis that includes statistical analysis prerequisite tests and hypothesis testing.

Data Analysis Prerequisite Test

Before testing the hypothesis, it is necessary to test the analysis requirements first on the research data. Some of the test requirements that must be met are:

d) *Normality Test*

In the Lilliefors normality test the significance value is in the Kolmogrov-Smirnov column. Based on the output results above, it is known that the significance value of the Experimental Posttest is 0.095 > 0.05. In accordance with the decision-making rules of the Lilliefors normality test, it can be concluded that the data variables have a normal distribution. Then based on the above output, it is known that the significance value of Posttest Control is 0.200 > 0.05. In accordance with the decision-making rules of the Lilliefors normality test, it can be concluded that the data variables have a normal distribution.

Homogeneity Test

Based on the above output, it is known that the significance value (Bsed on mean) is 0.746 > 0.05. In accordance with the decision-making rules for the homogeneous test, it can be concluded that the variable originates from a homogeneous population.

e) *Hypothesis Testing*

Based on the calculation results, it is found that the tcount value is 7.003 and the ttable value obtained using a significant level of 0.05 is 2.262.

Thus, for the test criteria on the calculation results, it is found that – t table < t count or t table < t count = -2.262 < 7.003 or 2.262 < 7.003 means accept Ha, reject Ho. So it can be concluded that there is a significant effect of direct method learning on students' English learning outcomes in Vocabulary.

f)

g) *Discussion of Research Results*

Based on the findings obtained during the study, namely that the tcount was 7.003 and the t-table at a significant level of 0.05 was 2.262. The test results are related to the two-way test hypothesis, namely -2.262 < 7.003 or 2.262 < 7.003 which means accept Ha, reject Ho. Based on this, it can be concluded that there is a significant effect on the use of direct method learning on students' English learning outcomes. The learning outcomes obtained by the experimental class, namely the class that uses the direct teaching model (Direct Method Learning) have increased. This is reinforced by the acquisition of the experimental posttest mean score (63.7) > the control posttest means (44.23).

According to (Pritandahari, 2017), Direct Method Learning is specifically designed to support student learning processes related to declarative knowledge and

procedural knowledge that are well structured and can be taught with a gradual pattern of activities step by step. Direct Method Learning is a teaching that is designed systematically and has a big influence on individual development. This is reinforced by the results of research (Prasetyo, 2010) that the use of the Direct Method Learning model on learning achievement is more effective than conventional methods. This is indicated by the acquisition of tcount = 3.4936 > ttable = 1.67.2

Therefore, teaching and learning activities using direct instruction are more complete in obtaining knowledge, both declarative knowledge and procedural knowledge. This knowledge is obtained through mental experience (cognitive), physical experience (psychomotor), and social experience (affective).

In general, the use of learning models carried out by teachers aims to increase student learning outcomes. This is different from the findings in this study, namely the use of the drilling model the average obtained for students' initial knowledge (pretest) 45.6 is greater than students' final knowledge (posttest) 50.20. This is because students who use conventional models in the form of discussion methods when answering posttest questions, namely by making up answers and giving questions at the last hour of class, so students feel bored and the questions given are answered in a hurry.

The character of students who use the Direct Method Learning model is very enthusiastic. This is indicated by the acquisition of the posttest mean score of 66.8 > the average pretest score of 53.0. In short, students who use the direct instruction model experience an increase in student learning outcomes. This is reinforced by the research of Akok and Ardiyanto, stating that the results of the statistical analysis of the t-test were obtained that the learning outcomes of students' products taught by the Direct Method Learning model were better than the learning outcomes of students' products which were taught with the usual learning carried out by schools by combining the lecture method, question and answer, and assignment.

Thus, based on the description above, the results of this study indicate that using the direct teaching model on Vocabulary can improve students' English learning outcomes.

CONCLUSION

Based on the results and discussion, the conclusion in this study is that there is a significant difference between the average posttest scores of the experimental class and the control class in class VIII students of SMP Islam Al Aly. For the results of hypothesis testing, there is a significant effect between the direct teaching model (Direct Method Learning) on students' English learning outcomes. This can be seen in the advantages of the Direct Method Learning model.

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