

AN UNDERGRADUATE THESIS

USING DIRECT METHOD TO INCREASE THE STUDENTS'
ENGLISH LEARNING ACHIEVEMENT AT THE THIRD
GRADE OF SDN 2 KOTA GAJAH CENTRAL LAMPUNG
IN ACADEMIC YEAR OF 2012/2013



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**USING DIRECT METHOD TO INCREASE THE STUDENTS' ENGLISH
LEARNING ACHIEVEMENT AT THE THIRD GRADE OF SDN 2
KOTAGAJAH CENTRAL LAMPUNGIN ACADEMIC YEAR 2012/2013**

Persented As A Apartial Fulfillment Of The requirements

For The Degree Of Sarjana Pendidikan Islam

In English Education Programme

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**STATE ISLAMIC COLLAGE
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2012/2013**

**PENGUNAAN METODE LANGSUNG UNTUK MENINGKATKAN
PRESTASI BELAJAR BAHASA INGGRIS SISWA DI KELAS TIGA SDN 2
KOTAGAJAH TAHUN AJARAN 2012/2013**

ABSTRAK

**Oleh
Alviana Sari**

Metode dideskripsikan sebagai keseluruhan rencana untuk penyajian bahasa secara sistematis berdasarkan pendekatan yang telah dipilih. Dalam proses belajar mengajar metode memiliki peraturan yang penting, terutama dalam pengajaran bahasa asing. Karena metode membantu guru dalam penyampaian materi secara jelas dan siswa dapat memahami pelajaran secara mudah. Disamping itu, metode akan membuat proses belajar mengajar didalam kelas lebih efektif, akhirnya tujuan guru dan murid dapat tercapai.

Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan prestasi belajar bahasa Inggris siswa. Tujuan utama dalam penelitian ini adalah untuk mengetahui penggunaan metode langsung dalam meningkatkan prestasi belajar bahasa Inggris siswa kelas III SDN 2 Kotagajah tahun ajaran 2012/2013, yang terdiri dari 28 siswa. Dalam penelitian ini, penulis menggunakan penelitian tindakan kelas (PTK) sebagai metode penelitian yang terdiri dari perencanaan, tindakan, pengamatan dan pencermiran. Tes, observasi, dan dokumentasi digunakan sebagai metode pengumpulan data. Penelitian dilaksanakan secara collaborative dengan guru bahasa Inggris SDN 2 Kotagajah.

Tahapan-tahapan dalam proses penelitian adalah sebagai berikut. Dalam tahap awal, peneliti memberikan pre-test kepada siswa untuk mengetahui prestasi belajar bahasa Inggris siswa. Kemudian, peneliti memberikan tindakan atau perlakuan kepada siswa dalam setiap siklusnya sebagai bentuk tindakan lanjut hasil pre-test yang dilakukan. Selanjutnya, perubahan nilai dari masing-masing siswa akan dapat diketahui melalui hasil post-test yang telah dilakukan dalam setiap siklusnya. Tes ini terdiri dari 20 soal pilihan ganda. Kemudian, berdasarkan penelitian yang telah dilakukan, peneliti mendapatkan hasil penelitian dengan nilai rata-rata pre-test 53.9 naik 59.5 pada post test 1, kenaikan sekor yaitu 5.6, post-test II adalah 80.2 kenaikan sekor dari post-test 1 dan post-test II yaitu 20.7.

Kesimpulanya, dengan menggunakan metode langsung, prestasi belajar bahasa Inggris siswa kelas III SDN 2 Kotagajah tahun akademik 2012/2013 mengalami peningkatan.

**USING DIRECT METHOD TO INCREASE THE STUDENTS' ENGLISH
LEARNING ACHIEVEMENT AT THE THIRD GRADE OF SDN 2
KOTAGAJAH IN ACADEMIC YEAR 2012/2013**

ABSTRACT

**By
Alviana Sari**

Method was described as an overall plan for systematic presentation of language based upon a selected approach. In teaching learning process method had the important rule, especially in teaching foreign language. Because the method helped the teacher to deliver the materials clearly and the students could understand the lesson easily. Besides that, method would make the process of teaching and learning in the classroom effective, finally the purpose of the teacher and students could be achieved.

The researcher had outlined the problem in this research focused in the students' English learning achievement. The primary goal of this research was to know the students' English learning achievement by using Direct Method at the third grade of SDN 2 Kotagajah in academic year 2012/2013, that consist of 28 students. This research was classroom action research consisted of 4 steps namely, planning, acting, observing, and reflecting. Test, observation, and documentation were used as the data collecting methods. This research was conducted through collaboration with an English teacher of SDN 2 Kotagajah.

Regarding to the research process, the researcher gave the pre-test to the students to know their English learning achievement. Then, the researcher did the treatment for the students. In addition, the change of students English learning achievement could be known through post-test that had been given in every cycle. The test consisted 20 items of multiple choices form. The result of the research illiustrated the average of the students English learning achievement in pre-test 53.9 increase 59.5 in post-test I, the increasing score was 5.6 and 80.2 in post-test II, the increasing was 20.7.

In summing up it could be stated that by using Direct Method, the students' English learning achievement at the third grade of SDN 2 Kotagajah in academic year 2012/2013 increased.



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Assalamu'alaikum wr.wb.

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Demikianlah harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalammu'alaikum wr.wb.

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Assalamu'alaikum wr.wb.

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It has been agreed so it can be continued to the Tarbiah Departement in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum wr.wb.

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RATIFICATION PAGE

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The Undergraduated Thesis entitled: USING DIRECT METHOD TO INCREASE THE STUDENTS ENGLISH LEARNING ACHIEVEMENT AT THE THIRD GRADE OF SDN 2 KOTA GAJAH CENTRAL LAMPUNG IN ACADEMIC YEAR OF 2012/2013, written by: Alviana Sari, Student Number 0844637, English Education Study Program, has been examined (Munaqosyah) in Tarbiyah Department on Friday, December 21st 2012 at 02.30 – 03.30 PM.

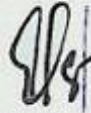
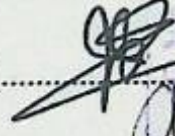
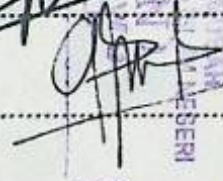
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MOTTOS

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

"Allah will raise by several levels those who are pious amongst you and those who have been given knowledge."

(Q.3 Al-Mujadalah: 11)

"You have to endure caterpillars if you want to see butterflies"

(Antoine De Saint)

DEDICATION PAGE

This piece of work is dedicated to:

1. The first the writer gives dedicated to almighty Allah SWT, thanks God all about the precious gift inside to me.
2. My beloved Father Suroto and my Mother Ervina Sari thanks for your love, support, and always remind me to do the best for everything.
3. My beloved sister Putri Nur Leha and my brother Edo Muhammad Sholeh thanks for your motivation and your prayer all day for my successful.
4. My beloved friends, Sigit Rahmawan, Ika, Yullaika, Willy, Dina, thanks for your spirit, you are always in my heart.
5. My almamater STAIN Jurai Siwo Metro.
6. My beloved principle of SDN 2 Kotagajah, Drs. Suroto, it not be real without your assistance.

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In this opportunity the researcher would like to express thank and appreciate to Prof. Dr Edi Kusnadi, M.pd as the head of State Islamic Collage (STAIN) of Jurai Siwo Metro and the sponsor, Dedi Irwansyah, M.Hum as the head of English Education program and Ahmad Subhan Roza, M.pd as the co sponsor who has given the researcher a lot of suggestions, comments, and ideas in completeness this research undergraduated thesis, my beloved parents, my beloved brother and sister, my beloved friends who always support me.

The researcher realized that this script still far from perfect. For this, the researcher hopes positive suggestion or critique to improve this research proposal. Finally, the researcher hopefully this research proposal will be useful for the researcher and all the reader.

Metro, November 2012

The writer

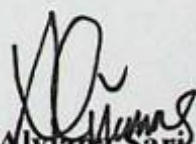

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CHAPTER I

INTRODUCTION

A. Background of The Study

In globalization era, the government realizes that English is very important and human resource should be able to communicate in English. English is one of the international languages, English is also taught to as a local content. This statement is supported by Kasihani who states that "English lesson can be taught formally in Elementary school as a lesson of local content".¹ This condition makes English very important to learn, so the government insists on English teaching and learning for Elementary school.

Brown states that "In teaching learning process method has the important rule. Method can help the teacher in explaining or teaching the material because it is the key in reaching the goal of learning. Generally, method is described as an overall plan for systematic presentation of language based upon a selected approach."²

Mackey in Setiadi adds "Method may mean different things to different people".³ It means a set of teaching procedures; for others, the avoidance of teaching procedures. For some, it is the primary of a language skill; for others, it is the type and amount of vocabulary and structure. And setiadi says that, "The term "method"

¹ Kasihani K.E Suyanto. *English for Young Learners*. Bumi Aksara: 2007,p.1

² H. Douglas Brown, *Teaching By Principle*, (San. Fransisco: Sanfransisco State University, 2001), p. 14

³ Bambang Setiadi, *Teaching English as a Foreign Language*, Yogyakarta: Graha Ilmu, 2008, p.12

in the Direct Method may refer to a single aspect of language teaching: presentation of material”⁴

Based on the statement above, we can know that method is really important in teaching learning process, especially, in teaching foreign language. Because the method helps the teacher to deliver the materials clearly and the students can understand the lesson easily. Beside that, method will make the process of teaching and learning in the classroom effective, finally the purpose of the teacher and students can be achieved.

At the Elementary school level, the English language is still at the basic introduction stage. The method for teaching children especially at Elementary school should maintain the characteristic of children in order that the students can learn the target language optimally. One of the common principles that may be considered to choose methods for children is that learning foreign language should be fun and natural. From this principle a language researcher chooses direct method.

There are many reasons why the researcher chooses the Direct Method. The Direct Method is an interesting method when teaching English. The teacher can use it by using real objects, pictures, and etc, it is make their learning fun and natural. This statement is supported by Wendy A. Scott who states that “You will need to have plenty of objects and pictures to work with and to make full use of the school and your surroundings”.⁵ In direct method the teacher never translates to the students’

⁴ *Ibid*

⁵ Wendy A. Scott, *Teaching English to Children*, London New York, Longman, p.5

native language so they are habited to use and listened English. Of course, this method is an effective method when teaching at Elementary school and can increase this English learning achievement.

At the SDN 2 Kotagajah the English teacher at Elementary school 2 has decided 6.00 as the completeness' standard (KKM). In fact, a lot of students don't reach completeness' standard (KKM) yet. It can be seen at the result of students' achievement at the table below:

Table 1
Scores of English Learning Achievement among the third grade students of Elementary School 2 of Kotagajah

No	Score	Frequencies	Percentage	Category
1	30 – 49	13	46.5 %	Poor
2	50 – 59	9	32.1 %	Fair
3	60 – 89	4	14.3 %	Good
4	90 – 99	2	7.1 %	Very good
	100	-	-	Excellent
		N = 28	100 %	

From the table above we know that just 6 students that complete in learning English. It can be said that 21.4% and 78.6% the other students don't reach completeness' standard (KKM) yet.

Based on the problem above, the researcher wants to do classroom action research and it is hoped that the overcome of teaching and learning English will be better and student's English learning achievement will increase.

B. Problem Identification

Based on the background above, the researcher would like to identify the problems as follows:

1. The students have poor English learning achievement.
2. The students think that English is a difficult subject.
3. The students have low motivation in learning English
4. The supporting facilities of English at school are still lack.

C. Problem Formulation

The problems that will be studied in this research are formulated as follows:

1. Can the direct method increase the students' English learning achievement?
2. How does direct method be used to increase the students' English learning achievement?

D. Problem Solving

The researcher hopes by using direct method can help the student to increase the English learning achievement because the direct method will make the students are able to learn naturally. This method employs everything around us as teaching media directly and the teacher can use the real objects, pictures, etc. in order to the students understand easily.

E. Objective and Benefit of the Study

1. Objectives of the Study

The objectives of the studies are:

- a. To increase the students' English learning achievement.
- b. To find out whether the direct method can be used to increase the students' English learning achievement.

2. Benefit of the Study

The benefits of the study are:

- a. For the students, to improve their English learning achievement.
- b. For the English teachers, give information about using direct method to increase students' English learning achievement and the researcher hopes them to be more creative in applying the direct method and using real object, picture, etc.
- c. For school, it can be used as an information to improve learning English in the future.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Direct Method

a. The concept of Direct Method

The Direct Method is a method of language teaching associated with Francois Gouin and Charles Berlitz.¹ The Direct Method was an answer to the dissatisfaction with the Grammar translation Method. It was established in Germany and France around the 19th century.²

According to Haviz Mutoharoh "Direct method is a method which target language is used in teaching learning process without translating in the students' native language, if there is a word that is difficult to understand by students, the teacher can be interpreted by using real media, picture, and others".³ According to Larsen-Freeman "The direct method has one basic rule: No translation is allowed".⁴ It means that the teacher should not translate when she teaches about the material.

In addition Diane Larsen Freeman says that "Since no translation is allowed in Direct Method, object (such as, real, pictures etc) presented in the

¹ Bambang Setiyadi, *Teaching English as a Foreign Language*, Yogyakarta: Graha Ilmu, 2008, p.44

² <http://ira-mutiaraningrum.blogspot.com/2011/04/direct-method.html>

³ <http://alhafizh84.wordpress.com/2010/02/05/metode-langsung-direct-method/>

⁴ Diana Larsen-Freeman, *Technique and principles in language teaching*. (England: Oxford University Press, 1986), p. 18

immediate classroom environment should be used to help students understand the meaning.⁵ It means that in Direct Method, the teacher can use everything around the school environment as teaching media directly to facilitate the student understand the meaning of sentences.

According to [http://en.wikipedia.org/wiki/Direct_Method\(education\)](http://en.wikipedia.org/wiki/Direct_Method(education)) “The direct method, sometimes also called natural method, is a method to teaching foreign languages that refrains from using the learners native language and just uses the target language”.⁶

Brown states that “The direct method includes lots of oral interaction, spontaneous use of language, the teacher discourages translation between first and second languages, and puts little emphasis on grammar rules”.⁷

Based on theory above, the researcher assumes that in Direct Method, second language learning should be more like first language learning, no translation into the students’ native language. The teacher can use everything around the school environment as teaching media directly to facilitate the student understand the meaning of sentences.

According to Diane Larsen-Freeman the principles of the direct method that can be inferred as follows:

⁵ *Ibid*, p.22

⁶ [http://en.wikipedia.org/wiki/Direct_Method\(education\)](http://en.wikipedia.org/wiki/Direct_Method(education))

⁷ H. Douglas Brown, *Teaching By Principles*, (San Fransisco: Sanfransisco State University, 2001) p. 21

- 1) Reading in the target language should be taught from the beginning of language instruction; however, the reading skill will be developed through practice with speaking language is primarily speech.
- 2) Objects (e.g., realia or pictures) present in the immediate classroom environment should be used to help students understand the meaning.
- 3) The native language should not be used in the classroom.
- 4) The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language and meaning.
- 5) Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word list.
- 6) The purpose of language learning is communication (therefore students need to learn how to ask questions as well as answer them).
- 7) Pronunciation should be worked on right from the beginning of language instruction.
- 8) Self-correction facilitates language learning.
- 9) Lesson should contain some conversational activity some opportunity for students to use language in real contexts. Students should be encouraged to speak as much as possible.
- 10) Grammar should be taught inductively. There may never be an explicit grammar rule given.
- 11) Writing is an important skill, to be developed from the beginning of language instruction.
- 12) The syllabus is based on situations or topic, not usually on linguistics structures.
- 13) Learning another language also involves learning how speakers of that language live.⁸

Richards and Rodgers in Brown summarized the principles of the

Direct Method:

- 1) Classroom instruction was conducted exclusively in the target language.
- 2) Only everyday vocabulary and sentences were taught.
- 3) Oral communication skill was built up in a carefully graded progression organized around question-and answer exchanges between teacher and students in small, intensive classes.
- 4) Grammar was taught inductively.
- 5) New teaching points were taught through modeling and practice.

⁸ Diane Larsen-Freeman, *Op. Cit.*, p. 21-24

- 6) Concrete vocabulary was taught through demonstration, objects, and pictures, abstract vocabulary was taught by association of ideas.
- 7) Both speech and listening comprehension were taught.
- 8) Correct pronunciation and grammar were emphasized.⁹

According to Diane Larsen –Freeman there are some techniques of Direct Method that can be used in teaching learning process, as follows:

1) Reading Aloud

Students take turns reading sections of a passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gesture, pictures, realia examples or other means to make the meaning of the section clear.

2) Question and Answer Exercise

The exercise is conducted only in the target language. Students are asked question and answer in full sentences so that, they practice with new words and grammatical structure. They have the opportunity to ask question as well as answer them

3) Dictation

The teacher reads the passage three times. The first time the teacher reads it at normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard.

4) Conversation Practice

The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly. The teacher asks individual students question about themselves. The questions contain the particular grammar structure. Later, the students are able to ask each other their own questions using the same grammatical structure.¹⁰

⁹ H. Douglas Brown, *Op. Cit.*, p. 21

¹⁰ Diana Larsen-Freeman; *Op.Cit.*, p. 26-27

2. English Learning Achievement

A. The concept of Learning Achievement

Suharsimi Arikunto explains that "Achievement that is value which must mirror the students level how far have earned to reach the target which have been specified in every study area".¹¹ According to AS Hornby, "achievement is a thing that has done successfully, especially using their own effort and skills".¹² While according to Syaiful Bahri Djamarah, "Achievement is changing the result of learning process".¹³ Based on theory above, the researcher assumes that achievement is the result that had been attained from the process of learning activities.

As for achievement level learns explained by Syaiful Bahri Djamarah and Aswan Zain shall be as follows:

- a. Special/maximum: if all the materials taught lessons can be mastered by students.
- b. Very good/optimal: if the majority (76% - 99%) had taught the lessons materials can be mastered by students.
- c. Good/minimal: if the lessons are taught only (60% - 75%) are controlled by students.
- d. Less : if the lessons are taught less than 60% controlled by students¹⁴

To measure and evaluate the learning success rate may be done by learning achievement test based on objectives and scope, learning achievement tests can be clarified into the following types of assessment:

¹¹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Jakarta, Bumi Aksara, 2003, p.276

¹² As Hornby, *Oxford Advanced Learners' Dictionary of Current English Sixth Edition* (New Jersey : oxford University Press, p.1096

¹³ Syaiful Bahri Djamarah, *Psikologi Belajar*, Jakarta, Rineka Cipta, 2002, p.141

¹⁴ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, Rineka Cipta, p.121

- 1) Formative test
This assessment is used to measure one or more specific subjects and aimed to get a picture of students absorption of particular subject.
- 2) Sub Summative test
This test include a number of specific teaching materials that have been taught in a certain time
- 3) Summative test
This test is performed to measure the absorption of the main topics that have been taught for one semester.¹⁵

So in this research, students measured through formative test, sub summative test, and summative test.

3. Teaching English in Elementary School

The children developing stage is not always same for every children. In the statement above, we can see that students of elementary school in Indonesia aged 6 – 12 years old. They are be in the end of preoperational stage to concrete operational stage. So, students of Elementary school need to get the appropriate step with their knowledge development and their intellectual skills.

Chotijah gives some tips for English teacher when teaching English in Elementary school, they are:

1. Speaking is not too fast
2. Using the easy and simple language that can be understood by the students
3. Always using English when speak or communicate whit the students
4. Using gesture, sign, or mime if they are needed
5. Using audio Visual aid, such as picture, puppet, realia.¹⁶

¹⁵ Ibid, p.120

¹⁶ Kasihani K.E Suyanto, English for Young Learners, Bumi Aksara : 2007, p.33

In language learning context it is believed that children will learn a foreign language more effectively under certain condition. Therefore, there are some assumptions about language learning that should be considered when teaching English as foreign language to children.

The following are some assumptions:

- 1) Learning should be fun and natural for children. In order for them to be successful in learning the target language, there must be absence of stress.
- 2) The language should be first presented through sounds, not written symbols.
- 3) Children are more sensitive to anything that touches the sense; they react easily to physical objects.
- 4) Meaning should be made perceptible through concrete objects or by the presentation of experience
- 5) The idea that teaching should start from what the students already know in order to encourage association processes seems to favor children.¹⁷

The method when teaching at Elementary school should be suitable with their characteristic as children. If the teacher uses interesting method to teach the materials, of course the students' English learning achievement will increase.

¹⁷ Bambang Setiyadi., *Op.Cit.*, p. 179

4. The Procedure of Teaching English through Direct Method

According to Jeremy Harmer, teaching English through Direct Method can be done by having the following procedures:

The teacher first select a number of objects, in batches of say from 10-20. The objects may be

- a. Those that are usually found in a place when the lesson is given, e.g. door, window, knife, match book; or parts of the body or articles of clothing.
- b. Those collected specially for the purposes of the lesson, e.g. a stick, a stone, a piece of wire, a piece of string etc.
- c. Those represented by pictures, such as those printed on picture cards or wall charts, or by rough. Drawing on the blackboard.

The teacher shown or points to each object in turn and names it. He says the name clearly (but naturally) three or four times [.....] when the pupil have had sufficient opportunity to hear the words and sentences (and to grasp their meaning) they are called upon to say them. In the first instance they may repeat them after the teacher.

Jeremy Harmer adds the repetition can be very useful for students especially at beginner level. It gives them a chance to see if they have understood what's happened so far and if they have, it gives them the confidence to try and use the language them selves.¹⁸

Based on procedure above, the researcher has proposed some sequences of implementation of Direct Method in the classroom. They are:

- a) The teacher selects a certain topic, for example about animals, so the teacher uses picture of animals.
- b) The teacher shows the pictures and put them on the whiteboard, than teacher mentions kinds of animals and writes one by one the words that has mentioned on the whiteboard. The teacher tells the students how to mention the words and the students imitate every word that

¹⁸ Jeremi Harmer, *How to teach English*, England:Bluestone press Longman,2001, p.60

the teacher says. The teacher asks some of the students to mention the words by showing the picture. Finally, to know whether the students understand or not, the teacher asks the students about the animals.

- c) The teacher repeats the process teaching for the several times.
- d) The teacher asks the students if they have questions
- e) The teacher asks the students to do the test based on the material in order to know the result of the students' acquisition of the lesson.

B. Action Hypothesis

Based on the frame of the theories, the researcher formulates the hypotheses as follows:

1. By using the Direct Method , the student will be able to increase their English learning achievement
2. By using the Direct Method, the students will be interest in following the class

CHAPTER III

RESEARCH METHODOLOGY

A. Action Object

The action object of this study is achievement, the students' English learning achievement especially. There are two variables in this research, those are Direct Method as independent variable and students English learning achievement as dependent variable.

As the object is students' English learning achievement, in teaching-learning process, the teacher or the researcher must pay attention to the Direct Method used. Using Direct Method is hoped that the teacher can deliver the materials clearly and the students can understand the lesson easily. The teacher must make English class joyful. It means that students feel fun in teaching learning process. The teacher can use real objects, pictures, and etc. It is make their learning fun and natural. Beside that, the teacher should also be able to make students active in the classroom. In addition, Direct Method will make the process of teaching and learning in the classroom effective, finally the purpose of the teacher and students can be achieved.

B. Setting and Subject of the Study

1. Setting of the study

SDN 2 Kotagajah is located on SMA Negeri 1 Kotagajah Street, Center Lampung. The total of the teacher here are 35 and the principal is 1.

2. Subject of The Study

The object of class room action is twenty students of class III C of SDN 2 Kotagajah because most of the students have poor achievement.

Table 1
The Object of the Research

Class	Sex		Total
	Male	Female	
III C	12	16	28
Total	12	16	28

C. Classroom Action Research (CAR)

Yonges Kumar Singh states that action research is a method for improving and modifying the working system of classroom in school.¹ It means that the action research does not contribute in the found of knowledge but it improves and modifies the current practices. Moreover, Suharsimi Arikunto explains that class room action research is the inquiry about teaching and learning by action in the class.² It means that classroom action research is a form of inquiry that enables practitioners

¹ Yonges Kumar Singh, *Fundamental of RESEARCH METHODOLOGY and STATISTICS*, Publishing for one world, New Delhi, 2006, p. 270

² Suharsimi Arikunto, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2007, p.3

everywhere to investigate and evaluate their work in the class. From the quotations above, it can be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

The aim of action research is to find the problem solving. In this research the researcher needs a collaborator to help her in this research it is caused as a new researcher. Arikunto defines that collaboration research is a research which be done together by helping friend.³ In this research the researcher ask Mrs. Silcilia Suparmi, Ama.,Pd as a collaborator.

The aim of action research are:

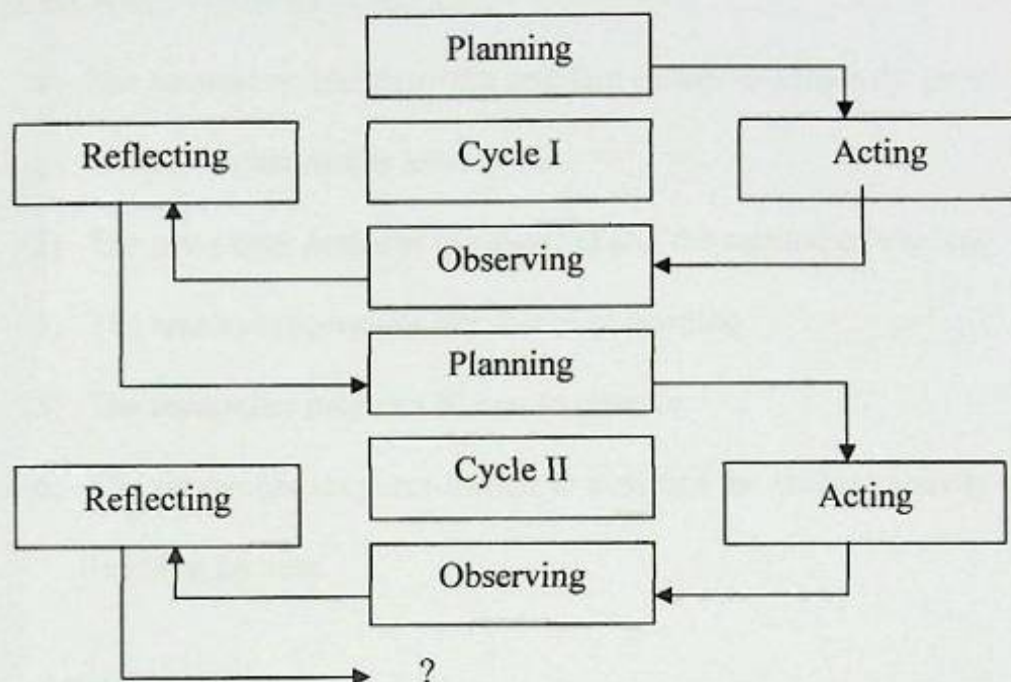
1. To get a new innovation in learning.
2. To develop the curriculum in regional/nation.
3. To improve the education professionalism.⁴

Action research deals with social and it involves the direct interaction of teacher and groups of students. It is portrayed as a cyclical spiral process involving steps of planning, acting, observing and reflecting. It is normal for a project to go through two or more cycles in an interactive process, the improvement of research can be seen from a series of cycles, each incorporating lesson from previous cycles.

³ *Ibid*, p.22

⁴ *Ibid*, p.108

The research procedures are shown as follows:



Picture 1. Spiral Classroom Action Research.⁵

From the picture above can be expressed the description of the classroom action research starting from the first cycle by following steps:

1. Cycle I

a. Planning

Planning is the first step in every activity, researcher explains about what, why, when, where, who and how the action is done.⁶ Without planning, the observer's

⁵ *Ibid*, p.16

⁶ *Ibid*, p.17

activity will not focus. The planning will be reference in doing action. Here is the step that the writer can make in planning:

- 1) The researcher identifies the problem causes and finds the problem solving
- 2) The researcher makes lesson plan
- 3) The researcher prepares the material and the method of teaching
- 4) The researcher prepares the source of learning
- 5) The researcher prepares format to observe
- 6) The researcher prepares format to evaluate the student activity after teaching learning process.

b. Acting

Doing action is the second step in activity. It is the realization from the planning the researcher has made.⁷ Without the action the planning just imagination that never can be real. After finishing the planning, the learning process will be done in the third class SDN 2 Kotagajah. It describes about teaching procedures of the research. In this step, the writer acts as follows:

- 1) The researcher applies the lesson plan
- 2) The researcher explains teaching English Direct Method
- 3) The researcher explains the advantages of Direct Method in teaching English
- 4) The researcher teaches by using Direct Method
- 5) The researcher guides the students in teaching learning process.

⁷ *Ibid*, p.18

c. Observing

Observing is the activity of recording the even and action. In this step, the researcher observes the process of teaching learning by using form observation. The outlines of observation in this step such, the students' ability memorize material, repetition command, students good participants, students' error and the students' ability to answer question, the important things in teaching learning process are noted by observer.

d. Reflecting

Reflection is the last step in this process. The writer analyzes and discusses the observation result during teaching process, like the weakness and strength from the action in this steps, the writer uses the data from evaluation to make improvement for the second cycle. The writer decides that the next cycle focuses on the weakness in preview cycle.

2. Cycle 2

a. Planning

- 1) The researcher identifies the problem and finds the problem solving from the first cycle
- 2) The researcher makes lesson plan
- 3) The research prepare the material and strategy of teaching
- 4) The researcher prepares the source of learning
- 5) The researcher prepares the format to observe



6) The researcher prepares the format to evaluate the students' activities after teaching learning process.

b. Acting

The researcher applies the action plan II

c. Observing

In this step, the researcher observes the process of teaching learning by using format of observation to collect the data in action plan II.

d. Reflecting

In this step, the researcher will compare the score of pre-test and post-test. The researcher reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

D.Data Collection Technique

To collect the data, the researcher uses the data collection method will as follows:

1. Observation

Observation is the election modification, registration, and coding combination in behavior and organism situation that suitable with empires goals.⁸

The researcher uses the method to get the data about children activities as students' ability in answering question. The teacher and the students' activities are observed and noted by the researcher.

⁸ Edi kusunadi, *Methodode Penelitian*, Metro:STAINMetro, 2008,p. 115

2. Test

Test is the sequence of questions or statements that is used to measure skill, knowledge, intelligence, ability that have by individual or group.⁹

The test consists of pre-test and post-test.

a) Pre-test

The pre-test was given in the first meeting before doing the treatments in order to know ability of the students before doing the action research.

b) Post-test

The post-test was given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students achievement in the class or not. The influence can be seen if the average score of post-test is higher than pre-test.

3. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others.¹⁰

The research uses this method to get the data about history of the school, the sum of the teachers, official employed and the students at SDN 2 Kotagajah.

⁹ *Ibid*, p.105

¹⁰ *Ibid*, p.119

E. Data Analysis Method

Data analysis will be conducted by taking the average score of the pre-test and the post-test in cycle 1 and cycle 2. The formula to get the average of pre-test and post-test as follow:

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

Note:

$\bar{X}$ = Average

$\sum X$ = Total of Score

N = Total of Students¹¹

Furthermore, to know the result the researcher will compare between pre-test and post-test. Then, the result is matched by completeness standard (KKM) at the school at least 60. If from cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in class room action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

¹¹ Burhan Nurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, Yogyakarta, Gajah Mada University Press, 2004, P.64

F. Indicator of The Research

In this research researcher has success indicator to know increasing the students' achievement through direct method in English learning. Indicator of the research if 80% of the students got score minimum 60 in the post test. It means that using direct method in English learning success to used and it can increase the students achievement.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Location

1. The History of SDN 2 Kotagajah

SDN 2 Kotagajah was established in 1965 by the society of subdistric Purwosari Sukadana. At the first time, the name of SDN 2 Kotagajah was Sekolah Rakyat (SR) in Purwosari Sukadana, where become district of Central Lampung in that time. Finally on 1977 became SDN 2 Kotagajah Lampung Tengah distric until now.

Since it was established the leader headmaster of this school had been changed as follows:

- Mr. Pariyan, (1965 until 1974)
- Mr.Karno, (1974 until 1978)
- Mr.Margono, (1978 until 1998)
- Mr.H.Misdi, (1998 until 2003)
- Mr.Drs. Y. Selamat Priyono, (2003 until 2005)
- Mr.Najamudin, BA, (2005 until 2006)
- Mr.Drs.H.Jamalludin, (2006 until 2009)
- Mr.Sudarman, Spd, (2009 until 20011)
- Mr.Drs.Suroto (2011 until now)

The location of SDN 2 Kotagajah SMA Negeri 1 Kotagajah street number statistic school (NSS) 10120223364, Kotagajah subdistric of Lampung Tengah that has wide about 2.160m with number 59102/57/K6/01/1998 the border as follows:

- a. On the north with Mr. Rubijo's field
- b. On the south with SMA N 1 Kotagajah
- c. On the east with Mr. Rubijo's house
- d. On the west with Mr. Anton's house

2. The Building Condition of SDN 2 Kotagajah

SDN 2 Kotagajah has buildings as follows:

- a. 11 classroom
- b. 1 head master's room
- c. 1 teacher's room
- d. 2 student's bathrooms
- e. 1 teacher's bathroom
- f. 1 library
- g. 1 computer laboratory
- h. 1 School health service room
- i. 1 sport instruments room

3. The Vision and Mission of SDN 2 Kotagajah

a. Vision

Make SDN 2 Kotagajah be aschool wich has safe, neat, discipline, full of respond ability, care and supported environment so that the students are able to develop their maximum potential,

b. Missions

- 1) Believes and faith the God
- 2) Creating conducive environment for students life skill
- 3) Developing spirit to study, discipline and frieandliness among scool society
- 4) Creating, challenging learning process and developing students responsibility
- 5) Providing effective and efficient learning time
- 6) Involving all school society in doing activity
- 7) Creating physician school environment

4. The goal of SDN 2 Kotagajah

SDN 2 Kotagajah has some goals, as follows:

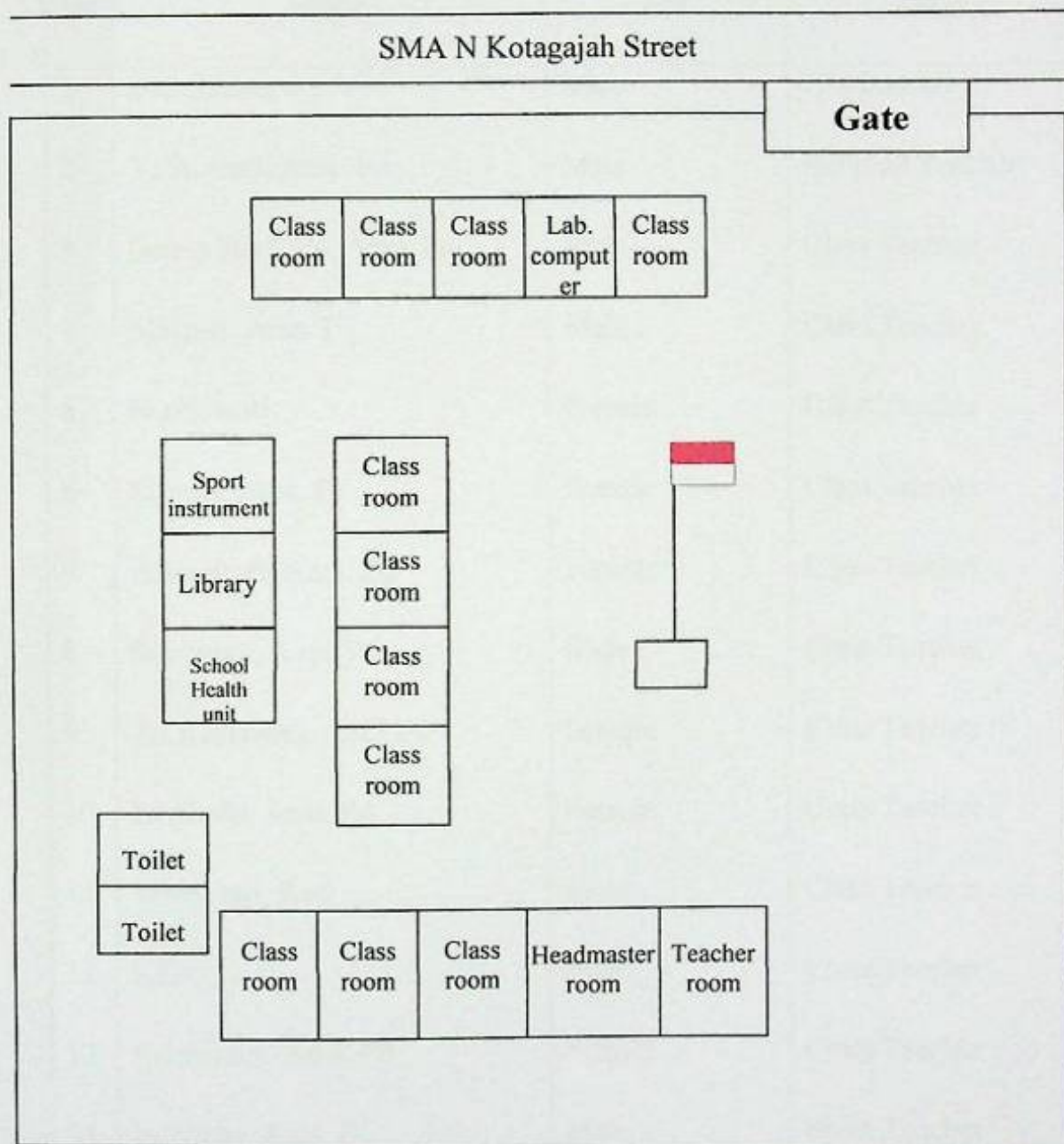
- 1) Students obey and work ship to God and have to God
- 2) Joyful learning process
- 3) Clean and healty classroom

- 4) Complete equipments
- 5) Healty body and soul

5. The condition of SDN 2 Kotagajah in the academic year 2012/2013

- 1) School's name : SDN 2 Kotagajah
- 2) School's addres : SMA Negeri Kotagajah street, Kotagajah
- 3) The status : State
- 4) School map :

Figure 1
School Map of SDN 2 Kotagajah



5) Teacher and staff names :

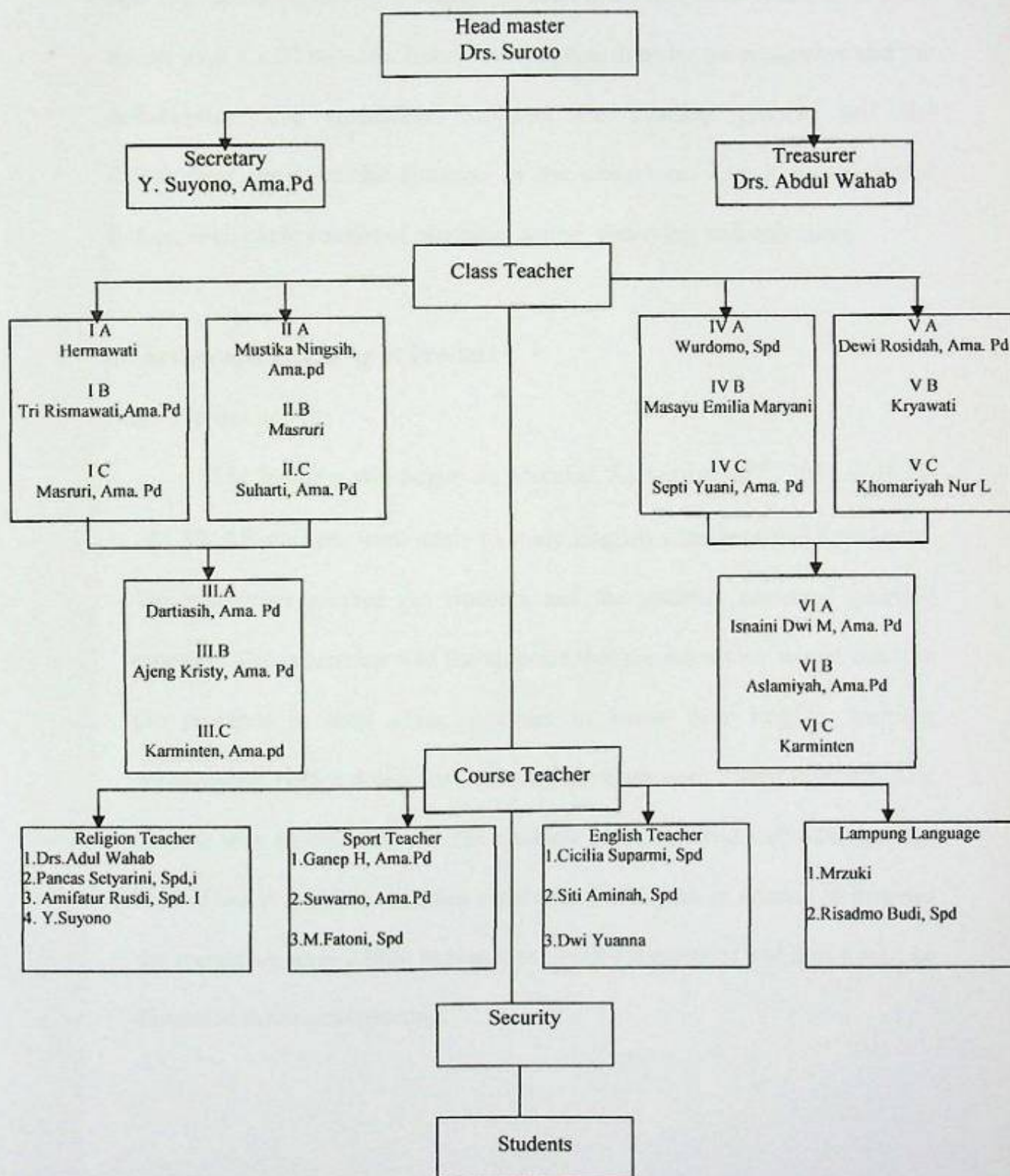
Table 1
Teacher and Staff Names

No	Name	Sex	Occupation
1	Drs. Suroto	Male	Headmaster
2	Y. Suyono, Ama. Pd	Male	Religion Teacher
3	Ganep Haryono, Ama. Pd	Male	Class Teacher
4	Masruri, Ama. Pd	Male	Class Teacher
5	Hermawati	Female	Class Teacher
6	Suharti, Ama. Pd	Female	Class Teacher
7	Aslamiyah, Ama. Pd	Female	Class Teacher
8	Sukirman, Ama. Pd	Male	Class Teacher
9	Tri Risnawati, Ama. Pd	Female	Class Teacher
10	Dartiasih, Ama. Pd	Female	Class Teacher
11	Wurdomo, S.pd	Male	Class Teacher
12	Klino	Male	Class Teacher
13	Karminten. Ama. Pd	Female	Class Teacher
14	Suwarno, Ama. Pd	Male	Sport Teacher
15	Drs. Abdul Wahab	Male	Religion Teacher

16	Karyawati	Female	Class Teacher
17	Khomariyah Nurlaili	Female	Class Teacher
18	Masayu Emilia Maryani	Female	Class Teacher
19	Sarijan	Male	Class Teacher
20	Sumarno, Ama. Pd	Male	Class Teacher
21	Risadmo Budi Nurwanto, S.pd	Male	Computer Teacher
22	Dewi Rosidah, Ama. Pd	Female	Class Teacher
23	Isnaini Masruroh, Ama. Pd	Female	Class Teacher
24	Marzuki	Male	Official Staff
25	Siti Aminah, S.Pd	Female	Lampungnese T
26	Amifatur Rusdi, S.pd.i	Male	Religion Teacher
27	Muhammad Fatoni, S.pd	Male	Sport Teacher
28	Septi Yuani, Ama. Pd	Female	Class Teacher
29	Cicillia Suparmi, S.Pd	Female	English Teacher
30	Mustika Ningsi, Ama. Pd	Female	Class Teacher
31	Ajeng Kristy Adi, Ama. Pd	Female	Class Teacher
32	Pancas Setyarini, S.Pd.i	Female	Class Teacher
33	Dwi Yuanna	Female	Religion Teacher

6) The structural school's of SDN 2 Kotagajah in academic 2011/2012

Figure 2
The Structural of SDN 2 Kotagajah



B. Description of Findings

This research is conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about two meetings in each cycle and each meeting in these cycles took 2 x 30 minutes. Every meeting was done by the researcher and the collaborator. The researcher conducts the learning process and the collaborator observes the situation in the classroom. As it is mentioned before, each cycle consist of planning, acting, observing and reflecting.

1. Action and Learning at Pre-test

a. Pre-test activity

The learning was begun on Monday, September 27th, 2012 at 10.00 - 11.30. All students were ready to study English when teaching time came. The researcher greeted the students and the students answered greeting together. The researcher told the students that the researcher would conduct the research in their class in order to know their English learning achievement before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test is multiple choiches consisted of 20 items. In around 10 minutes the researcher gave a little explanation about the material and that would be discussed in the next meeting.

b. The Students' Pre-Test Result

Table 2. Students' Score at Pre-test

No.	NAME	Score of the students activity
1	AV	75
2	DI	55
3	DN	70
4	DC	75
5	DK	40
6	EE	75
7	FI	40
8	FE	50
9	FR	55
10	AG	85
11	IM	45
12	ME	65
13	MR	30
14	MK	40
15	NC	35
16	RI	70
17	RY	50
18	SD	50
19	SE	65
20	TO	35
21	LU	60
22	IS	60
23	RE	50
24	IR	35
25	SH	50
26	AG	55
27	RA	50
28	NU	40
Total		1.510
Average		53.9

Table 3. The frequency of students' Score at Pre-test

No.	Students' score	Frequency	Percentages	Category
1	30 – 49	9	32.1%	Poor
2	50 – 59	11	39.3%	Fair
3	60 – 89	8	28.6%	Good
4	90 – 99	-	-	Very good
5	100	-	-	Excellent
		N = 28	100%	

Based on the result, 20 students (71%) were not successful and 8 others students (29%) were successful. The successful students were those who got the minimum standard at SD N 2 Kotagajah at least 60. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average 53.9 so, the result was unsatisfactory. It was the reason why the researcher uses Direct Method (using real object and picture) as an alternative media to increase the students' English learning achievement.

2. Cycle 1

1) Planning

In the planning stage, the researcher has identified and found the problem at the first and the end of learning activities, and the researcher planned to give the evaluation to measure the student's mastery on given materials. Therefore, the researcher directly prepared several things related for teaching and learning and learning process such as: the lesson plan, the

material, media (pictures and real media), task, observation sheet for the students and evaluation.

2) Acting

a) The first meeting

The first meeting was done on Monday, September 3rd, 2012 it was opened by praying, greeting, checking the attendance list, and asking the condition of the students. The researcher as a teacher directly gave material about things in the classroom.

Firstly, the teacher asked the students about what kinds of things in the classroom that they knew, in teaching and learning process the teacher used simple words so that the students easy to understand the meaning."Well the students today we will study about things in the classroom, do you know what kinds of things in the classroom?" the students were quite they did not understand what the teacher said to help the students then the teacher was showing some pictures to the students and put on the whiteboard then the teacher asked the students "What is it?" then the students answer "Book", "Yes, it is a book" then the teacher wrote vocabularies on the whiteboard. After that the teacher read these vocabularies and the students imitate every word that the teacher said. The teacher and the students mentioned the words by showing the pictures. The repetition was done to make the students familiar with the words, then the teacher was asking some of

students with showing the picture “Rafli, do you have a book” and then Rafli showing his book .

Secondly, the teacher was asking the students to match the vocabulary based on the pictures on the whiteboard and asked to other students what the vocabulary was true or no. The teacher asked the students to given applause and always given motivation, then the teacher gave conclusion about the material.

Learning end after 60 minutes, and the teacher asked the students to always keep studying and close the lesson.

b) The second meeting

The second meeting was done on Monday, September 10th, 2012 at 10.00 – 11.30 am. The researcher began the lesson by praying, greeting, checking attendance list and asking the students’ condition. Then, the researcher gave post-test 1 to the students’. Kinds of test were multiple choices which consisted of 20 items. The result of students’ test in post test 1 was better than test in pre-test before. The result score of post-test 1 as follow:

Table 4. Students' Score at Post-Test

No.	NAME	Score of the students activity
1	AV	80
2	DI	60
3	DN	80
4	DC	85
5	DK	50
6	EE	75
7	FI	50
8	FE	55
9	FR	50
10	AG	90
11	IM	55
12	ME	65
13	MR	40
14	MK	45
15	NC	40
16	RI	70
17	RY	50
18	SD	55
19	SE	75
20	TO	45
21	LU	70
22	IS	70
23	RE	50
24	IR	50
25	SH	60
26	AG	50
27	RA	55
28	NU	50
Total		1.665
Average		59.5

Table 5.
The frequency of students' Score at Post-Test cycle 1

No.	Students' score	Frequency	Percentages	Category
1	30 – 49	4	14.2%	Poor
2	50 – 59	12	42.9%	Fair
3	60 – 89	12	42.9%	Good
4	90 – 99	-	-	Very good
5	100	-	-	Excellent
		N = 28	100%	

Based on table above, shows that 12 students were success and 16 students were not success. It was more be higher than the result of pre-test. The criteria of students who was successful in mastering the material was the students who got minimum score of 60, while the class can be said successful in achieving the material if 80% of the students in that class got score at least 60. And from the result pre-test, the researcher got the average 59.5, the result was unsatisfactory.

3) Observing

The observing is done by researcher and collaborator during learning process. There was some observation that had been such as: observation on the students activities and observation on the result of the evaluation. The researcher 2 meetings in cycle 1. The students felt so happy and enjoyable because in teaching and learning process the researcher used picture and real media this process made the students learnt naturally so the students English learning achievement will be able to increase.

Definitely, this cycle showed that the average of the score in the pre-test were 53.9. Meanwhile, the average of the score in the post-test of the students were 59.5, the increasing were 5.6 it showed that was any significant effect between pre-test and post-test in this cycle.

4) Reflecting

Generally, there was increasing the students' English learning achievement through Direct Method in this cycle. Although, it was good enough, there were some problems in learning process that should be revised. Some problems that should be revised are student's motivation, and management class. The management class must be revised so that there is no noise. Some students also still unfocused on learning process that make them have low achievement.

3. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The step of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were many weakness on cycle I. Then the researcher and collaborator to give material for the students used Direct Method.

The researcher and collaborator prepared lesson plan, media (picture and real media), observation sheet and gave the exercises to the students then checked and analyzed students answers to know the students English learning achievement.

2) Acting

a) The first meeting

The implementation of this cycle was doing on two meetings. The first meeting was done on Monday, 17th September, 2012 the learning was begun at 10.00 a.m. All of the students were in the class and ready to have a subject. This meeting was opened by praying, greeting, checking the attendance list. The researcher as a teacher gave material about fruits. In this cycle the researcher gave more motivation, practised and the class more be control.

Firstly, as warming up, the teacher asked to the students "What kind of fruit do you like?" the students give various answers. There was a student said that "Apple", and there was a student said that "banana". Then, the teacher told to the students if today will study about fruits.

Secondly, the teacher was showing some pictures and some real objects to the students and put on the whiteboard like at the cycle 1 then the teacher wrote kinds of fruits on the whiteboard. After that the teacher read

these vocabularies and the students imitate every word that the teacher said. The teacher and the students mentioned the words by showing the real objects or pictures. The repetition was done to make the students familiar with the words. In order to know the ability of the students the teacher asked some of students "Aveline, what kinds of fruits do you like?" then Aveline answer " Watermelon" then, the teacher asked the other students "Oci, do you like watermelon?" Oci said "Yes" this question repeat for several times.

After that, the teacher was asking the students to match the vocabulary based on the pictures on the whiteboard and asked to other students what the vocabulary was true or no. The teacher asked the students to give applause. Before the closing the teacher asked the students studied at home and always gave motivation.

b) The second meeting

This meeting was done on Monday, 24th September, 2012. this meeting was opening by praying, greeting, checking the attendance list and motivating to the students. This meeting was the post-test day which consist 20 multiple choices. The teacher was asking the students to finish them individually. 30 minutes to do 20 exercises. The result score of post-test II as follow:

Table 6. Students' Score at Post-Test II

No.	NAME	Score of the students activity
1	AV	100
2	DI	90
3	DN	90
4	DC	85
5	DK	85
6	EE	90
7	FI	85
8	FE	85
9	FR	50
10	AG	100
11	IM	85
12	ME	85
13	MR	60
14	MK	60
15	NC	60
16	RI	85
17	RY	80
18	SD	85
19	SE	85
20	TO	65
21	LU	85
22	IS	85
23	RE	60
24	IR	85
25	SH	85
26	AG	85
27	RA	85
28	NU	65
Total		2.246
Average		80.2

Table 7. The frequency of students' Score at Post-Test II

No.	Students' score	Frequency	Percentages	Category
1	30 – 49	-	-	Poor
2	50 – 59	-	-	Fair
3	60 – 89	23	82.1%	Good
4	90 – 99	3	10.7%	Very good
5	100	2	7.1%	Excellent
		N = 28	100%	

After the treatment, the students' English learning achievement was increase, it can be seen from the result score of post-test II, were the highest score is 100 and the lowest score is 60. Where the average score in III.C grader is 80.2%.based on the minimum standard (KKM), all of the students gave score ≥ 60 with the percentage 100% in post test II. It means that cycle II was success.

3) Observing

In this step, the researcher presented two meetings in teaching English by using direct method. In the first meeting, the teacher gave material about fruits, in teaching and learning process the teacher used pictures and real media made the students interesting and enthusiasm in following the class.

Based on the result of post-test on cycle II, all of the students gave score ≥ 60 with the percentage 100% in post test II. It means that cycle II was success.

4) Reflecting

Direct Method (using real objects and pictures) is one of method that can be used as a media in teaching learning process. The implementation of using Direct Method in teaching English in cycle II is more be better than in cycle I. The researcher felt satisfied about the result of the research. It looked all of the students passed the exam that means the students English learning achievement increase in cycle II. Based on the result of post-test in cycle II, the researcher concluded that this research is successful and would be not continued in the next cycle.

C. Interpretations

1. Action and Learning Result at cycle I

Table 5

Table of the Result Score of Students' Pre-Test and Post-Test I

No.	NAME	Pre-test score	Post-test score	Increasing score	Percentages %	Note
1	AV	75	80	5	6.6	Increase
2	DI	55	60	5	9.1	Increase
3	DN	70	80	30	42.8	Increase
4	DC	75	85	10	13.3	Increase
5	DK	40	50	10	25	Increase
6	EE	75	75	0	0	Constant
7	FI	40	50	10	25	Increase
8	FE	50	55	5	10	Increase
9	FR	55	50	5	9.1	Increase
10	AG	85	90	0	0	Constant
11	IM	45	55	5	11.1	Increase
12	ME	65	65	0	0	Constant
13	MR	30	40	10	33.3	Increase
14	MK	40	45	5	12.5	Increase
15	NC	35	40	5	14.2	Increase
16	RI	70	70	0	0	Constant
17	RY	50	50	0	0	Constant
18	SD	50	55	5	10	Increase
19	SE	65	75	10	15.3	Increase
20	TO	35	45	10	28.5	Increase
21	LU	60	70	10	16.6	Constant
22	IS	60	70	10	16.6	Increase
23	RE	50	50	0	0	Constant
24	IR	35	50	25	71.4	Increase
25	SH	50	60	10	10	Increase
26	AG	55	50	5	9.1	Increase
27	RA	50	55	5	10	Increase
28	NU	40	50	10	25	Increase
Total		1.510	1.665	195	424.5	
Highest score		85	90			
Average		53.9%	59.5%	5.6%		
Lowest score		30	40			

In this research pre-test and post-test was individually. It was aimed at knowing the ability of the students before and having a treatment. From the result of pre-test and post-test, it is known that there was an increasing from the students result score. It can be seen from the average 53.9% becomes 59.5%, the increasing score was 5.6%.

From the from the analysis conducted by the researcher, the students' result in pre-test found that most students had low motivation, the students were confused when the researcher asked them to did the task because the researcher only gave little explanation.

Beside from the post-test cycle I score, it can be seen that there was increasing because the researcher had given more explanation used Direct Method and used interesting media such as: pictures and real objects it was made teaching and learning process more fun and natural.

2. Action and Learning result at cycle II

In cycle II process of teaching and learning stay on climax situation, there are very grateful progress of students. Here are the result score of student's post-test I and post-test II.

Table 6

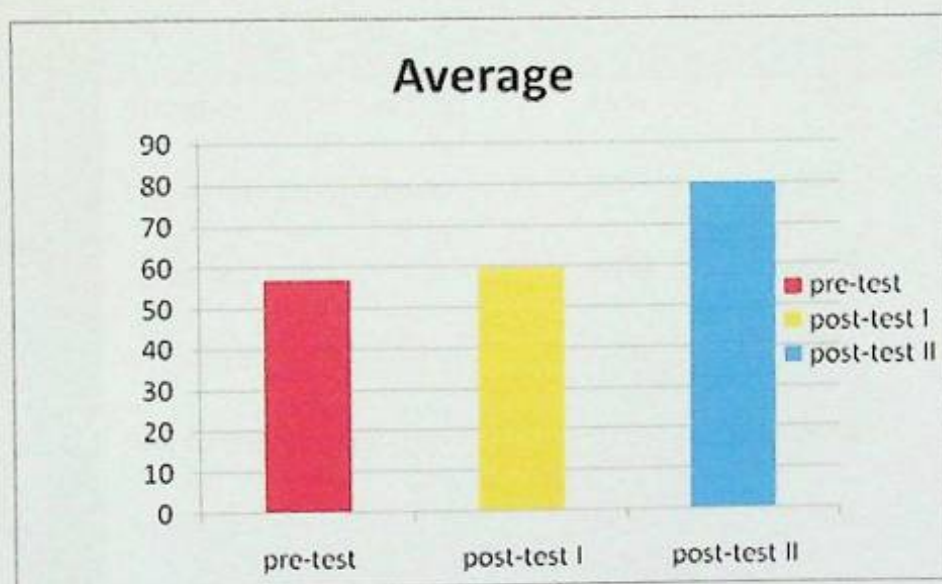
Table of the result Score of Student's post-test I and Post-test II

No	NAME	Post-test cycle I	Post-test cycle II	Increasing score	Percentages %	Note
1	AV	80	100	20	25	Increase
2	DI	60	90	30	33.3	Increase
3	DN	80	90	10	12.5	Increase
4	DC	85	85	0	0	Constant
5	DK	50	85	35	70	Increase
6	EE	75	90	15	20	Increase
7	FI	50	85	35	70	Increase
8	FE	55	85	30	54.5	Increase
9	FR	50	50	0	0	Constant
10	AG	90	100	10	11.1	Increase
11	IM	55	85	30	54.5	Increase
12	ME	65	85	20	30.7	Increase
13	MR	40	60	20	50	Increase
14	MK	45	60	15	33.3	Increase
15	NC	40	60	20	50	Increase
16	RI	70	85	35	50	Increase
17	RY	50	80	30	60	Increase
18	SD	55	85	30	54.5	Increase
19	SE	75	85	10	13.3	Increase
20	TO	45	65	20	44.4	Increase
21	LU	70	85	15	21.4	Increase
22	IS	70	85	15	21.4	Increase
23	RE	50	60	10	20	Increase
24	IR	50	85	35	70	Increase
25	SH	60	85	25	41.6	Increase
26	AG	50	85	35	70	Increase
27	RA	55	85	30	54.5	Increase
28	NU	50	65	15	30	Increase
Total		1.665	2.246	585	1.066	
Highest score		90	100			
Average		59.5%	80.2%	20.7%		
Lowest score		40	60			

Based on the table above, it can be inferred that the students English learning achievement have increased it can be seen from their average score in post-test I 59.5% become 80.2% in post-test II, the increasing was 20.7%. It means that the students can achieve the target the target is 80% students gain score 60 or more.

3. The comparison of Pre-test and Post-test

Based on the explanation above, it can be inferred that, there was an increasing the students 'English learning achievement through Direct Method. There is progress from 53.9 to 59.5 and to 80.2. The researcher shows the graph of the result pre-test, post-test I, and post-test II.



Based on the table above, it can be inferred that Direct Method can increase student's English Learning achievement. It is supported by the increasing score of the students.

2. The Result of the Students' Observation Sheet

This observation sheet result was gotten when the learning happened by the researcher. The result of the students' learning activity can be seen in this table as follow:

Table 7

The Result of the Students' Participation

No	Students' Activity	Cycle I	Cycle II	Increasing
1	Attention to the teacher	39%	63%	24%
2	To answer the question	74%	84%	10%
3	To do the task	84%	88%	4%
4	Active in the class	40%	77%	37%
5	Ask to the teacher	32%	54%	22%
	Average	54%	73%	19%

From the observation sheet, it can be said that the students' activities in cycle II were better than in cycle I. There was a progress the students more interest in joining the class by using Direct Method.

CHAPTER V

CONCLUSION AND SUGGESTION

1. Conclusion

Based on the result of classroom action research that is done by using Direct Method, the researcher would like to concludes:

1. Direct Method as an alternative method can increase the students' English learning achievement. It can be seen from the result of the pre-test, post-test I and post-test II. In the pre-test, average score of classroom action research was 53.9 while in the post-test I was 59.5 and in the post-test II was 80.2. As a result, using Direct Method to increase the students' English learning achievement.
2. The students were interested and active, enthusiastic and enjoy during teaching learning activity. Through Direct Method, the students learn new vocabulary in an easier way. And it is one of the ways to make the students to be better in comprehending the vocabularies because the students are able to learn naturally, teacher may use the pictures or real objects to help the students understand the meaning of sentences. The result in cycle 2 more be better than cycle 1, it mean that pictures and real objects could increase the students English learning achievement.

1. Suggestion

Based on the result of the research that was performed at the third grade of SDN 2 Kotagajah the researcher would like to constructively give suggestions as for:

1. It is suggested to the teacher to use the direct method in teaching English because it can increase the students' English learning achievement.
2. It is suggested to the students to Increase their English achievement.
3. It is suggested to the researcher to should enhance her knowledge to support her research.

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CURRICULUM VITAE



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