THE INFLUENCE OF USING DIRECT METHOD IN
TEACHING VOCABULARY

(An Experimental Study at the First Grade of SMP YPI Bintaro
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CHAPTER I
INTRODUCTION

A. Background of the Study

Communication in a language is impossible without the mastery of the words used in that language. It is mainly through using words that we compose and express our thoughts to others. Language is important for human beings to communicate with each other. Hornby said, “Language is human and non instinctive method of communicating ideas, feeling, and desires by means of system of sound and symbol”\(^1\)

English that is the most widely spoken language now is one of the languages in the world that becomes international language. It is also used as the main language when people communicate with others, from different nations with different cultures and habits. Indonesian practices and uses English, especially to face the globalization era.

English has played an important role in some parts of people’s life; it is used either verbally or literally. Many people need English to support their goals in life, especially in education. Related to that case, Edge in her book states, “English as the international language serves many people as a bridge into the worlds of higher education, science, international trade, politics,

tourism or any other venture which interest them. For instance in Indonesia the government has realized that English language being the first foreign language in this country that must be learnt by students at schools from primary level until tertiary level. The Indonesian government has also shown its attention in the 2004 English curriculum.

“Mata pelajaran bahasa Inggris bertujuan mengembangkan kemampuan berkomunikasi dalam bahasa tersebut, dalam bentuk lisan dan tulis. Kemampuan berkomunikasi meliputi menyimak (listening), berbicara (speaking), membaca (reading), dan menulis (writing).”

Based on the statement above, in learning English students have to master the four Language skills that are listening, speaking, reading, and writing. All Language skills always include vocabulary in their activities. And the students at the first grade of Junior High School is hoped to be master ± 500 words, by having a lot of vocabularies learner will be easier to show their ideas, making compositions, and many other activities dealing with language. In other words, by knowing and understanding the vocabulary, students will successfully achieve the four English language skills.

Large vocabulary helps us to express our ideas precisely in communication. Vocabulary knowledge enables language use, language use enables increase of vocabulary knowledge, and knowledge of the world enables the increase of vocabulary knowledge and language use and so on.

Mastering vocabulary is not easy, yet other aspects of the language are considered such as; sound, and structure. Vocabulary is one of the most important elements in a language. We cannot speak the language well if we do not master it. No matter how well we learn grammar, how successfully the sound of the foreign language is mastered, without words to express a wider

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range of meanings, communication in the foreign language just cannot happen in any meaningful way.

Teaching English as a foreign language is not similar to teaching of vernacular. We know English is different from other languages whether on the vocabulary, phonology, and structure system. Those have great deal of influence to Indonesian students in learning English. Developing student’s interest in learning vocabulary has always been one of the principal challenges for the teachers. In addition, to help students in mastering English, many teachers have used different methods for the same purpose, to understand, to learn and to remember vocabulary more easily. In Indonesia, the usual technique to handle this problem is by supplying a list of words added with the definition of them, or allows the students to consult a bilingual dictionary or teacher mentions the definition of every single word of the passage.

There are many methods that can be used in teaching or learning vocabulary. However, there are some advantages and disadvantages in every method.

Based on the fact above, it is necessary for anyone who concerns in teaching English to find out the easier technique of the method, which can improve student’s motivation for improving his or her vocabulary.

Methods in teaching vocabulary usually help the students to memorize, and give the opportunity for students to self-assess their progress in learning vocabularies. The teacher is hoped to be smart to choose an approach and method of teaching that is suitable for the condition and the need of the learners, so the goal of teaching and learning can be achieved.

Based on the method the teacher would decide the procedures, the activities and the instruments that are needed in teaching-learning process, even though there are other factors that determine the success of teaching learning process.

From the description above the writer chooses this study to examine the effectiveness of the direct method of teaching English in enhancing the
students’ English achievement especially on vocabulary achievement compared with grammar translation method.

Grammar translation method and direct method are two different methods that can be used in the process of teaching and learning vocabulary.

Grammar Translation method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.4

Direct method is not new. Its principles have 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. Since the grammar translation method was not very effective in preparing students to use the target language communicatively, the direct method became popular.5

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.6

By using this method, the teacher does not have to translate every single unfamiliar word. Through Direct method, the students will be more active in developing vocabulary, because they will not depend on their teacher.

Based on the discussion above, the writer wants to know whether there are some differences in student’s vocabulary achievement if they learn vocabulary through direct method compared with grammar translation method.

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6 *Ibid...* p. 23
B. Statement of the Problem

Vocabulary is very important in learning a new language and can be one of the factors that determine someone success in learning the language, this study is intended to find out the influence of using direct method in teaching vocabulary compared with grammar translation method.

Formulation of the problems is stated in the following questions:
Do the students who are taught by using a direct method have better vocabulary achievement rather than the students who are taught by using Grammar Translation Method?

C. Objective of the Study

The objective of this research is to find out whether there is a significant difference of students’ achievement in learning vocabulary through direct method and grammar translation method.

D. Method of the Research

This writing is accomplished by using field research. The field research in the first year student of Junior High School YPI Bintaro Academic year 2009-2010.

E. Significant of the Study

The significance of this writing might be expected as follows:
1. The result of this study hopefully can give useful contribution for the institution and the practice of foreign language teaching.
2. The research is expected to be useful input for the students to encourage them to master and improve their English vocabulary.
3. Finally, the researches who are interested in the teaching of English at Junior High School get useful information from the result of this study and leading them to further research on different aspect field.
F. Definition of the Terms

In order to avoid unnecessary misunderstanding, some terms are clarified as follow:

- Direct method: A method 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, pantomimes or the target language that is familiar to the students to explain a word.
- Grammar translation method: A traditional way in learning foreign language. It is a method that has been used since nineteenth century. Here, vocabulary is taught in the form a list.
- Vocabulary: List of words and its meaning. It has a correlation in compression ability. The more vocabulary we have, the better comprehension we have.
A. Vocabulary

Vocabulary is very important in English teaching and learning. If the learners do not know the meaning of the words, they will have difficulty in understanding what they see, read, and learn. Their vocabulary will increase if they read more words. This reason makes vocabulary very important; a bad vocabulary will cause bad understanding of the text.

Vocabulary has an important role in determining the successful achievement of each skill. Daily communication needs vocabulary. The more vocabulary the learners have, the more easily they will communicate and express what they want to say. The four language skills that are listening, speaking, reading, and writing always include vocabulary in their activities. By having a lot of vocabularies learner will be easier to show their ideas, making compositions, and many other activities dealing with language. In other words, by knowing and understanding the vocabulary, learners will successfully achieve the four English language skills.

1. Definition of Vocabulary

Vocabulary is considered to be the main focus of learning a foreign language since there is a belief that learning a foreign language is similar to learning its vocabulary, in order to comprehend more about why vocabulary
has an important role in learning the language, it is better to look at the
definition of the vocabulary first.

In Webster’s dictionary, we can see that vocabulary is defined as follows:

a) A list or collection of words and phrases usually alphabetically
    arranged and explained or defined

b) A sum or stock of words employed by a language group individual
    or work or in relation to a subject: scope of language

c) A list of a foreign language textbook of the words and phrases taught
    or used

Hornby defines vocabulary as “The total number words which (with rule
combining them) make up a language and (range of) words known to, or used
by, a person, in trade, profession, etc.”

Schmitt Broadly defined “We must consider what we mean by
vocabulary. The first idea that probably springs to mind is words, a
formulation that is admirably adequate for the layperson”. Acquiring
vocabulary is a very important tool to master a language. It is impossible to
learn a language without vocabulary, as Zimmerman said: Vocabulary is
central to language and of critical importance to the typical language learner.

Murcia said that “Vocabulary can be defined, roughly, as the words we
learn in the foreign language.”

In other references by Richards and Renandya, it is stated that vocabulary
is a core component of language and provides much of the basic for how well
learners speak, listen, read and write.

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From the previous definitions above, it has come into the conclusion that vocabulary is a set of words known to a person or other entity, or that are parts of a specific language. Vocabulary gives a big even the biggest contribution in learning new language. However, learning vocabulary is not an easy thing especially. The students often face difficulties in memorizing and using the word in a sentence. That is why teachers should encourage themselves to be creative in selecting the approach and the method of teaching English in order to make it easier and fun in learning a new vocabulary.

2. Kinds of Vocabulary

In language learning, vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing all together. There are many clarifications made by the experts in language area about the kinds of vocabulary. According to Aebersold and Lee vocabulary is divided into two:

a. Receptive Vocabulary is the vocabulary that readers have a general sense of a word’s meaning but are not sure of its many meanings or nuances of meaning.

b. Productive vocabulary is the vocabulary that people actually use to speak or write.7

Furthermore, Schmitt mention vocabulary into two parts. “Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking or writing, then that are considered productive knowledge (passive and active are alternative term).” 8

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7 Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher,* (New York: Cambridge University Press, 1997), p. 139

8 Schmitt, *Vocabulary in Language Teaching,* ……p. 4
Meanwhile Read stated vocabulary divided into two kinds, namely: Function words and content words.\(^9\)

Dealing with the characteristics of the words, Nation divided vocabulary into two kinds:

1. **Receptive knowledge**, involves knowing how to recognize the word when it is heard or when it is seen, being able to distinguish it from word with a similar form, being able to judge if the word form sounds right or looks right, being able to recall its meaning when it is met, being able to see which shade of meaning which most suitable for the context that it occurs in, and being able to make a various associations with other related words.

2. **Productive knowledge**, involves knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns, and using word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there are any.\(^10\)

Cameron stated that “The words of a language split into two groups according to how they are used to construct sentences, namely:

1. Content words are those that carry a lexical meaning, even out of the context.

2. Function words seem to be mainly used to carry grammatical meaning.”\(^11\)

According to Gass and Selinker, vocabulary is classified into two kinds; they are Potential Vocabulary and Real Vocabulary. Potential vocabulary consist of words learners will recognize even though they have not seen them

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\(^11\) Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), p. 82
in second language, and the real vocabulary is words the learners are familiar with after (and because of) exposure.\textsuperscript{12} No matter how many experts classifying vocabulary, words are a part of people’s way of living or words are tools to communicate in language which used by a person for showing and telling their opinions and ideas.

3. How to Present New Vocabulary

Vocabulary is basic to communication. If people do not recognize the meaning of the key words used by those who address them, they will not be able to participate in the conversation. If they want to express ideas or ask for information, they must be able to produce words to convey their meaning. Thus vocabulary learning is very crucial in developing competence in a second or foreign language.

In teaching vocabulary, the teachers are hoped to have some techniques in order to make students familiar with the vocabulary so that they understand new word easily. The techniques functions not only to help the students grasp the meaning of new words quite easily, but also to vary the teaching activity in order to avoid the boredom on the part of students. Harmer mentions that the following aids can help to explain new vocabulary are:\textsuperscript{13}

a. Realia

This is the word to refer the use of real objects in the classroom. Thus the words ‘book’, ‘pencil’, or ‘chair’, can be easily explained by showing students a book, a ruler, or a chalk. This is clearly satisfactory for certain single words, but the use of realia is limited to things that can be taken easily from the classroom.

b. Pictures

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. Pictures can be used to explain the meaning of


\textsuperscript{13} Jeremy Harmer, The Practice of Language Teaching, (London: Longman, 1983), pp. 85-
vocabulary items: the teacher can draw pens, rulers, pencils, and books in
the blackboard/whiteboard, or have magazines picture of trucks, bicycle,
train, or bus onto cardboard. The teacher might bring in a wall picture
showing three people in a room that could be used for introducing the
meaning of the sentence, for instance: there are three people in the
classroom.
c. Mime, action, and gesture

It is often impossible to explain the meaning of words and grammar either
with realia or in picture. An action, in particular, is probably better
explained by mime. Gesture is useful for explaining words like ‘from’,
‘to’, etc. or indicating that the past is being talked about (the teacher
gestures backwards over his shoulder)
d. Contrast

A visual element sometime may not be sufficient to explain meaning and
contrast can be used. Thus, the meaning of “full” is better understood in
the context of “empty”, “big” in the context of “small”, etc.
e. Enumeration

The word “vegetable” is difficult to be explained visually. If, however,
the teacher rapidly lists (or enumerates) a number of vegetables, the
meaning will become clear. The same is true of a word like “clothes”.
f. Explanation

Explaining the meaning of vocabulary items can be extremely difficult
just as grammatical explanations. It will be important in giving such
explanations to make sure that the explanations include information about
when the item can be used. For example, it would be unsatisfactory just to
say that “mate” is a word for “friend” unless you point out that it is
colloquial informal English and only be used in certain context.
g. Translation

For many years, translation went out of fashion and was considered as
something of sin. Clearly, if the teacher is always translating, this will
impede the students’ learning since they want to hear and use the target
language, not their own. Nevertheless, it seems silly not to translate if by doing so; a lot of time can be saved. If the students do not understand a word and the teacher cannot think how to explain it, he can quickly translate it.

Translation then, seems a useful measure if it is used sparingly, but it is hoped to be used with caution. These aids and measure may be useful for explaining the meaning of a word or a sentence.

4. Techniques in Teaching Vocabulary

Vocabulary teaching is how the teachers teach a list of a word with their meanings, especially in a book for learning a foreign language to the students. Vocabulary teaching includes some of the most complex problems in the field of education. Vocabulary teaching is influenced by ideas on the nature of language in general, by ideas on the particular language being taught, and by ideas on how the language is learned.

According to Allen, three techniques can be used for teaching vocabulary:

1) Alphabetical order: Even for a list of new words, alphabetizing way is appropriate in helping students to find a word.

2) Showing the meaning of words through pictures, explanations in mother tongue, and definitions in simple English.

3) Drawing attention to meanings before drilling words.14

The characteristic of students is complex. So it makes the teacher difficult to engage with them. Before the teacher teach the students new word, they is hoped to understand the characteristic of their students. Teaching vocabulary through objects and actions, the teacher has to do a great deal of talking and acting in order to establish some link in learners’ mind between what is said and what is done.

B. Direct Method

1. Understanding 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. Since the grammar translation method was not very effective in preparing students to use the target language communicatively. The direct method becomes popular.\(^\text{15}\)

The direct method, which arrived at the end of the ninetieth century, was the product of reform movement which was reacting to the restrictions of grammar translation. Translation was abandoned in favour 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 sentence was still the main object of interest, and accuracy was all important.\(^\text{16}\)

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.\(^\text{17}\) The direct method, in rejecting the use of translation developed as a reaction to such highly intellectual approaches to language learning as grammar translation method\(^\text{18}\). As Schmitt state, direct method emphasized exposure to oral language, with listening as the primary skill. Meaning was related directly to the target language without the step

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\(^{17}\) Freeman, *Techniques and Principles...* p. 23

of translation, and explicit grammar teaching was done played. Direct Method had its problem. It required teacher to be proficient in the target language.19

2. Characteristics of Direct Method

The major characteristics of learning vocabulary through direct methods are:
1. The teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime; he never translate it into the students’ native language.
2. Students speak the target language great deal and communicate as if they were in real situations.
3. Grammar is taught inductively; that is the students are presented with examples and they figure out the rule or generalization from the example. An explicit grammar rule may never be given.
4. Students practice vocabulary by using new words in complete sentences.20

3. Techniques of Direct Method

There are some techniques that can be used in teaching English by using the direct method, they are:

1. Reading Aloud

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

2. Question and Answer Exercise

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

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20 Freeman, *Techniques and Principles*, p. 29
3. **Getting Students to Self-correct**

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternate answer he supplied. There are, however, other ways of getting students to self-correct. For example, a teacher might simply repeat what a student has just said; using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong.

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. In the class observed, the teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure.

5. **Fill-in-the-Blank Exercise**

This technique has already been discussed in the Grammar Translation Method, but differs in its application in the Direct Method. All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induces the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

6. **Dictation**

The teacher reads the passage three times. The first time the teacher reads it at a 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. The last time the teacher again reads at a normal speed, and students check their work.
7. *Map Drawing*

The class included one example of a technique used to give students listening comprehension practice. The students were given a map with the geographical features unnamed. Then the teacher gave the students directions such as the following, “Find the mountain range in the West. Write the words ‘Rocky Mountains’ across the mountain range.” He gave instruction for all the geographical features of the United States so that students would have a completely labeled map if they followed his instruction correctly. The students then instructed the teacher to do the same thing with a map he had drawn on the blackboard. Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature.

8. *Paragraph writing*

The teacher in this class asked the students to write a paragraph in their own words on the major geographical features of the United States. They could have done this from memory, or they could have used the reading passage in the lesson as a model.\(^2\)\\

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\(^2\) Freeman, *Techniques and Principles*, pp. 30-32
intelligently; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.22

Grammar Translation Method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language23.

Typically, grammar translation methods did exactly what they said. Students were given explanations of individual points of grammar, and then they were given sentences which exemplified these points. These sentences had to be translated from the target language (L2) back to students’ first language (L1) and vice versa.24

In grammar translation method, the students are given detailed explanation about the grammatical pattern in their native language. Then, the sentences in their language were translated into the target language.

One of the problems with Grammar Translation Method was that is focused on the ability to analyze language, and not the ability to use it. In addition, the emphasis on reading and writing did little to promote an ability to communicate orally in the target language.25

2. Characteristics of Grammar Translation Method

There are some principles were described by Richards and Rogers of Grammar Translation Method are:

1) The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study,

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22 Ibid,...... p. 11


25 Norbert Schmitt, Vocabulary in Language Teaching,......p. 12
2) Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.

3) Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual words lists, dictionary study, and memorization.

4) The sentence is the basic unit of teaching and language practice.

5) Accuracy is emphasized

6) Grammar is taught deductively

7) The student’s native language is the medium of instruction.26

The major characteristics of Grammar Translation Method can be summed up in the following list:

1. Instruction is given in the native language of the students.
2. There is little use of the target language for communication.
3. Focus is on grammatical parsing, i.e., the form and inflection of words.
4. There is early reading of difficult text.
5. Typical exercise is to translate sentences from the target language into the mother tongue.
6. The result of this approach is usually an inability on the part of the student to use the language for communication.
7. The teacher does not have to be able to speak the target language.27

The writer may conclude that Grammar Translation Method only emphasize on reading and writing and neglect listening and speaking skills, whereas the listening skill is necessary to developed speaking skill. The Role of the students in the classroom is as passive one; they only absorb and then reconstitute what they have absorbed.

26 Richards and Rodgers, *Approaches and Methods*, pp. 5-6

27 Marianne Celce-Murcia (ed.), *Teaching English as a Second or Foreign Language*, (Boston: Heinle & Heinle, 3rd ed 2001), p. 6
3. **Techniques of Grammar Translation Method**

There are some useful techniques associated with the Grammar Translation Method as described in the following list:

1. **Translation of a literary passage**
   Students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lesson.

2. **Reading comprehension questions**
   Students answer questions in the target language based on their understanding of the reading passage.

3. **Antonyms/synonymy**
   Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words.

4. **Cognates**
   Students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages. Students are also asked to memorize words that look like cognates but have meanings in the target language that are different from those in the native language.

5. **Deductive application of rule**
   Grammar rules are presented with examples. Exceptions to teach rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

6. **Fill in the blanks**
   Students are given a series of sentences with word missing. They fill in the blanks with new vocabulary items of a particular grammar type, such as prepositions or verbs with different tenses.

7. **Memorization**
   Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are
also required to memorize grammatical rules and grammatical paradigms such as verb conjugations.

8. Use word in sentences
In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

9. Composition
The teacher gives the students a topic to write about in the target language.

The topic is based upon some aspect of the reading passage of the lesson.28

From the list of techniques which is used in Grammar Translation Method, the writer may infer that language does not to teach primarily to learn oral communication but to gain reading proficiency in a foreign language.

D. Hypothesis
1. Alternative hypothesis (H_a): There is significance difference between teaching vocabularies by using Direct Method compared with Grammar Translation Method.

2. Null Hypothesis (H_o): There is no significance difference between teaching vocabularies by using Direct Method compared with Grammar Translation Method.

28 Freeman, *Techniques and Principles*.. pp. 19-20
CHAPTER III
RESEARCH METHODOLOGY

A. RESEARCH METHODOLOGY

1. Objective of the Research
   The objective of this research is to find out whether there is a significant difference of students’ achievement in learning vocabulary through Direct Method and Grammar Translation Method at SMP YPI Cempaka Putih Jakarta Selatan.

2. Time and Place
   The research was held at SMP YPI, which is located on Jl. Rempoa Raya No. 1 Bintaro Pasanggrahan Jakarta Selatan. It was started by observation to the school from April to June 2010.

3. Population and Sample
   The population of this research consists of six classes, namely VII.A, VII.B, VII.C, VII.D, VII.E, and VII.F. The sample of this research is 80 students, which is divided into two classes, namely VII.A and VII.F. The sample is taken by using Multi Stage Cluster Random Sampling.
4. **Technique of Data Collecting**

Collecting data is an important thing in this research that can be determined. The writer used pre-test and post-test to collect the data:

1. **Pre-test**
   
The pre-test is given in the beginning of attending class (pre-test is given the writer doing the experiment) to know the students' knowledge of the material that will be thought. The instrument consists of 30 items test consisting of two types:
   
a. Multiple choice, there are 20 items and each item is scored 3, so the total score of this type is 60.
   
b. Completing, there are 10 questions and each item is scored 4, so the total score of this type is 40.

2. **Post-test**
   
The writer gives the post-test after the lesson finished to know the students' ability in mastering just thought. The instrument consists of 30 items test consisting of two types:
   
a. Multiple choice, there are 20 items and each item is scored 3, so the total score of this type is 60.
   
b. Completing, there are 10 questions and each item is scored 4, so the total score of this type is 40.

5. **Technique of Data Analysis**

In analyzing the data, the writer uses statistical calculating of t-test to find out the difference scores of student’s achievement in teaching vocabulary using Direct Method compared with Grammar Translation Method. Data processing is the step to know the result of both experimental class using Direct Method as variable X and controlled class using Grammar Translation Method as variable Y, and their differences.

The writer used the comparative technique. The comparative technique is an analysis technique to evaluate hypothesis concerning the differences between two variables examined statically.
In the comparative technique, the variables are compared to recognize whether or not the differences are significant. The writer used t-test formula that adapted from Sudjiono Before using t-test formula; the writer has sought some formula below:

a. Determining Mean with formula:

\[
M_1 = M_1 + \frac{\sum fX'}{N}
\]

- \( M_1 \) = the average of variables score
- \( \sum fX' \) = sum of frequency multiply the student’s score
- \( N \) = number of students

b. Determining standard deviation score with formula:

\[
SD_1 = \sqrt{\frac{\sum fx^{'2}}{N} - \left( \frac{\sum fx'}{N} \right)^2}
\]

- \( SD_1 \) = standard deviation of gained score \( X \)
- \( \sum fx^{'2} \) = sum of squared gained score
- \( \sum fx' \) = sum of gained score
- \( N \) = number of students

c. Determining of standard Error mean with formula:

\[
SE M_1 = \frac{SD_1}{\sqrt{N-1}}
\]

- \( SE M_1 \) = standard error mean of gained score
- \( SD_1 \) = standard deviation of gained score
- \( N \) = number of students

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d. Determining standard error from mean of variable X and variable Y, with the formula:

\[ SE_{M_1 \cdot M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \]

e. Determining t-observation (t_o) with the formula:

\[ t_o = \frac{M_1 - M_2}{SE_{M_1} - SE_{M_2}} \]

f. Determining t - table (t_t) in significant level 5 % and 1 % with degree of freedom (df), with formula:

\[ df = (N_1 + N_2) - 2 \]

\[ df = \text{degree of freedom} \]

\[ N = \text{number of students} \]
1. Data Description and Data Analysis

As described in previous pages that the writer held the field research at SMP YPI Cempaka Putih Jakarta Selatan. She held the field research by taking students’ score of the tests (pre-test and post-test). The pre-test is given before the lesson is begun and the post-test is given after the lesson is finished.

To find out the result of test (pre-test and post-test) the writer makes the table of the students’ score as follow:

Table 4.1

The score of pre-test and post-test experimental class in the first year students of SMP YPI Cempaka Putih Jakarta Selatan

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
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<td>78</td>
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<td>80</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>80</td>
<td>85</td>
<td>5</td>
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<tr>
<td>6</td>
<td>82</td>
<td>85</td>
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</tr>
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</table>
Table 4.2
The score of pre-test and post-test controlled class in the first year students of SMP YPI Cempaka Putih Jakarta Selatan

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>28</td>
<td>73</td>
<td>82</td>
<td>9</td>
</tr>
</tbody>
</table>
The scores processed from student’s answer sheet

Table 4.3

The result calculating of the gained score

Both experimental class and controlled class

<table>
<thead>
<tr>
<th>Student</th>
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<th>Y</th>
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<td>0.01</td>
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<td><strong>total</strong></td>
<td><strong>ΣX=556</strong></td>
<td><strong>ΣY=257</strong></td>
<td><strong>ΣX=0</strong></td>
<td><strong>ΣY=0</strong></td>
<td><strong>ΣX^2=1856.3</strong></td>
<td><strong>ΣY^2=766.46</strong></td>
</tr>
</tbody>
</table>

From the table above the writer got \( \Sigma X = 556 \) by adding all scores in variable X, while \( \Sigma Y = 257 \) by adding all scores in variable Y, afterwards, the writer calculated them based on the steps of the t-test formula, as follow:

1. Determining Mean I with formula:
   
   \[
   \text{Mean Variable X} = \frac{\Sigma X}{N} = \frac{556}{35} = 15.88
   \]

2. Determining Mean II with formula:
   
   \[
   \text{Mean Variable Y} = \frac{\Sigma Y}{N} = \frac{257}{35} = 7.34
   \]

3. Determining of Standard Deviation of variable X:
   
   \[
   SD_X = \sqrt{\frac{\Sigma X^2}{N}} = \sqrt{\frac{1856.3}{35}} = \sqrt{53.037} = \sqrt{7.2826506163622} = 7.28
   \]

4. Determining standard of error mean of variable Y:
   
   \[
   SD_Y = \sqrt{\frac{\Sigma Y^2}{N}} = \sqrt{\frac{766.46}{35}} = \sqrt{21.899} = \sqrt{4.6796367380385} = 4.67
   \]

5. Determining standard of error mean of variable X:
   
   \[
   SEM_X = \frac{SD_X}{\sqrt{N-1}} = \frac{7.28}{\sqrt{35-1}} = \frac{7.28}{\sqrt{34}} = \frac{7.28}{5.83} = 1.2487135506003 = 1.248
6. Determining standard of error mean of variable Y:

\[ SEM_Y = \frac{SD_X}{\sqrt{N-1}} = \frac{4.67}{\sqrt{35-1}} = \frac{4.67}{\sqrt{34}} = \frac{4.67}{5.83} = 0.8010291595197 = 0.801 \]

7. Determining standard of error mean difference of \( M_X \) and \( M_Y \):

\[ SEM_X - M_Y = \sqrt{SEM_X^2 + SEM_Y^2} = \sqrt{1.248^2 + 0.801^2} \]

\[ = \sqrt{1.557504 + 0.641601} = \sqrt{2.199105} = 1.483 \]

8. Determining \( t_o \) with formula:

\[ t_o = \frac{M_X - M_Y}{SEM_X - M_Y} = \frac{15.88 - 7.34}{1.483} = 5.7585974376 = 5.758 \]

9. Determining t-table in significant level 5% and 1% with df

\[ df = (N1 + N2 - 2) = (35+35-2) = 68 \]

The writer gained t-table

- S.L. 5% = 2.00
- S.L. 1% = 2.65

10. The comparison between t-score with t-table

\[ t-score = 2.00 < 5.758 > 2.65 \]
2. Test of Hypothesis

The writer states the hypothesis as follows:

1. Alternative hypothesis (Hₐ): There is significance difference between teaching vocabularies by using Direct Method compared with Grammar Translation Method.

2. Null Hypothesis (H₀): There is no significance difference between teaching vocabularies by using Direct Method compared with Grammar Translation Method.

The hypothesis criterion states that; If $t_o > t_t = H_a$ is accepted and $H_o$ is rejected, and if $t_o < t_t = H_a$ is rejected and $H_o$ is accepted. $H_a$ is the alternative hypothesis, $H_o$ null hypothesis, $t_o$ is t observation, and $t_t$ is t test.

The result of the statistic calculating indicates that the value of $t_o$ is 5.758 which is bigger than $t_{table}$ ($t_t$) at significance level $5\% = 2.00$ and $t_{table}$ ($t_t$) at significance level $1\% = 2.65$ it means that the Null Hypothesis ($H_o$) is rejected and the Alternative Hypothesis ($H_a$) is accepted.

3. Data Interpretation

From the data collected the test gained from experimental class that it thought by using Direct Method and controlled class that is thought by Grammar Translation Method; showed the average scores of test in experimental class was 15.88 while the average scores of test in controlled class were 7.34

Based on calculating above, it showed that there is obvious difference in learning, based on the score in freedom degree of “t” table, that is by df (N) as 35, at the significant $5\% = 2.00$ although at the significant $1\% = 2.65$. Based on calculating and average scores, getting the last score $t_o = 5.758$. As known $t_o$ is higher than “t” table as $2.00 < 5.758 > 2.65$

Because $t_o$ is higher than “t” table so the null hypothesis (H₀) is rejected, this mean that there is difference score in teaching vocabulary. It showed in teaching between using Direct Method and using Grammar Translation Method that difference significant. The conclusion that according to research, as certainly
it can be said using Direct Method in teaching vocabulary it showed the truth activity, that mean it can be traded as good method for teaching vocabulary the First Grade at SMP YPI Bintaro Academic year 2009-2010.
CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Teaching vocabulary by using Direct Method has given a positive influence, shown from mean from post-test. The mean of experiment class which use Direct Method is bigger then the mean of controlled class which use Grammar Translation Method.

The result of the analysis in the research, showed that the value of $t_o$ is bigger than $t_{table}$ ($t_i$) at significance level it means that the Null Hypothesis ($H_0$) is rejected and the Alternative Hypothesis ($H_a$) is accepted. Thus, there is positive significant difference between teaching vocabulary by using Direct Method and Grammar Translation Method.

B. SUGGESTION

Dealing with the conclusion, the writer would like to suggest as follow:

1. To the teacher:
   a. Teacher should improve their way in teaching English, especially in teaching vocabulary in order to increase the students’ vocabulary.
   b. Teacher should realize that there are many ways in teaching English to get the students’ attention in the classroom, especially in teaching vocabulary.
   c. Teacher should master many new vocabulary in teach students in classroom.
d. The teacher should determine the right method based on their objectives and learning situation, because different learning objectives and different learning situation need different teaching method.

2. To the students:
   a. Students should be active in learning English not just depending on the materials given by the teacher in the class.
   b. Students should increase their vocabulary by reading the books either fiction or non-fiction.
BIBLIOGRAPHY


RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Experimental Class menggunakan Direct Method)

SMP : SMP YPI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh)/2
Tema : Things around Us
Alokasi Waktu : 2 x 40 menit
Tahun Pelajaran : 2010-2011
Target words : Actor, bought, think, actually, enjoy, horrible, actress, beautiful, plays, see, film, favorite, new, one, horror, well, like, romantic, good, feel, happy, sad.

I. Standar Kompetensi
Berkomunikasi secara lisan dan tulis dengan menggunakan kosakata yang telah dipelajari dengan lancar dan akurat.

II. Kompetensi Dasar
1. Mampu mengucapkan kosakata dengan benar
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam percakapan

III. Indikator
Siswa mampu memahami kosakata di bawah ini:
Actor, bought, think, actually, enjoy, horrible, actress, beautiful, plays, see, film, favorite, new, one, horror, well, like, romantic, good, feel, happy, sad.

IV. Materi Pembelajaran
a. Percakapan yang memuat ungkapan-ungkapan meminta dan memberi pendapat sekaligus menyatakan rasa suka dan tidak suka:
Listen to the teacher’s voice carefully, and while listening for the second time, fill in the blanks according to what you have heard.

Aisyah is still in Fahri bedroom. They are talking about films and their favorite actors.

Aisyah : Wow, it’s my favorite film. I like the actor(1). It’s Tora Sudiro, right?
Fahri : Yes, but it’s not a new film. This one is new. I bought (2) it yesterday.
Aisyah : Let me see. Oh it’s a horror film.
Fahri : Yes, what do you think (3)?
Aisyah : Well, it’s OK.
Fahri : Do you like it?
Aisyah : Actually (4), I don’t like horror films
Fahri : Why not?
Aisyah : I don’t enjoy (5) them. They are horrible (6).
Fahri : what bout romantic films? Do you like them?
Aisyah : Yes, I like them, especially if the actors or actress (7) are good. I love romantic films because they are beautiful (8) and make us feel happy or sad.
Fahri : Who is your favorite actor?
Aisyah : I like Tora Sudiro. He plays (9) well in Banyu Biru
Fahri : And your favorite actress?
Aisyah : Dian Sastro Wardoyo. Do you have her films?
Fahri : I have one. Let me see (10), yes this one. Ada Apa Dengan Cinta. She plays with Nicholas Saputra. It’s very good romantic film. Nicolas Saputra is also my favorite actor.
Aisyah : I like them.

V. Metode Pembelajaran/ Teknik: Direct Method
VI. Langkah-langkah Kegiatan:

a. Kegiatan Pendahuluan

- Greeting (Memberi salam dan tegur sapa)
- Tanya Jawab berbagai hal terkait kondisi siswa
- Mengabsen siswa
- Memberi motivasi kepada siswa

b. Kegiatan Inti

- Guru menunjukan gambar tentang bacaan percakapan kemudian menanyakan kepada siswa tentang gambar tersebut.
- Guru memberikan hand out dan menyuruh siswa mengisi “blank space” setelah guru membaca percakapan.
- Guru menyuruh siswa untuk “perform” di depan kelas secara berpasangan.
- Guru membaca percakapan dan menerangkannya dengan bahasa Inggris, gambar atau “gesture”
- Guru memberikan pertanyaan kepada siswa tentang bacaan yang telah dipelajari secara lisan dan menyuruh siswa menjawabnya secara lisan.

c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menyanyikan kesulitan siswa selama KBM
- Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang diperlajari dalam situasi yang sesungguhnya.

VII. Sumber Belajar

- Kurikulum Bahasa Inggris (Grade VII)
- Script percakapan
• Hand out, word strips, pictures.

VIII. Penilaian.

Teknik : Tes lisan
Bentuk  : Dialog
Instrumen : Terlampir

IX. Pedoman Penilaian

a. Untuk tiap jawaban benar diberi = 1
b. Nilai maksimal = 10

c. Nilai siswa = \( \text{Skor perolehan} \times 10 \)

\( \text{Skor maksimal} \)
Listen to the teacher’s voice carefully, and while listening for the second time, fill in the blanks according to what you have heard.

Aisyah is still in Fahri bedroom. They are talking about films and their favorite actors.

Aisyah: Wow, it’s my favorite film. I like the .......... (1). It’s Tora Sudiro, right?

Fahri: Yes, but it’s not a new film. This one is new. I ..........(2) it yesterday.

Aisyah: Let me see. Oh it’s a horror film.

Fahri: Yes, what do you ..........(3)?

Aisyah: Well, it’s OK.

Fahri: Do you like it?

Aisyah: .......... (4) I don’t like horror films

Fahri: Why not?

Aisyah: I don’t ..........(5) them. They are ..........(6).

Fahri: what bout romantic films? Do you like them?

Aisyah: Yes, I like them, especially if the actors or .......... (7) are good. I love romantic films because they are .......... (8) and make us feel happy or sad.

Fahri: Who is your favorite actor?

Aisyah: I like Tora Sudiro. He .......... (9) well in Banyu Biru

Fahri: And your favorite actress?

Aisyah: Dian Sastro Wardoyo. Do you have her films?

Fahri: I have one. Let me .......... (10) yes this one. Ada Apa Dengan Cinta. She plays with Nicholas Saputra. It’s very good romantic film. Nicolas Saputra is also my favorite actor.

Aisyah: I like them.
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Experimental Class menggunakan Direct Method)

SMP : SMP YPI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh)/2
Tema : Things around Us
Alokasi Waktu : 2 x 40 menit
Jenis Teks : Interpersonal
Tahun Pelajaran : 2010-2011
Target words : Bike, to, school, carry, parcel, friend, home, walked, last night, open, door, key, information, get, internet, go.

I. Standar Kompetensi
Berkomunikasi secara lisan dan tulis dengan menggunakan kosakata yang telah dipelajari dengan lancar dan akurat.

II. Kompetensi Dasar
1. Mampu mengucapkan kosakata dengan benar
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam percakapan

III. Indikator
Siswa mampu memahami kosakata di bawah ini:
Bike, to, school, carry, parcel, friend, home, walked, last night, open, door, key, information, get, internet, go.

IV. Materi Pembelajaran
• How do you go to school? I go to school by bike
• How do you carry this parcel? I carry this parcel together with my friend
• How did you go home last night? I walked last night
• How do you open this door? I open this door by key
• How do you get the information? I get the information by internet

V. Metode Pembelajaran/ Teknik: Direct Method

VI. Langkah-langkah Kegiatan:

a. Kegiatan Pendahuluan
   • Greeting (Memberi salam dan tegur sapa)
   • Tanya Jawab berbagai hal terkait kondisi siswa
   • Mengabsen siswa
   • Memberi motivasi kepada siswa
   • Penjelasan tentang topic yang akan di bahas.

b. Kegiatan Inti
   • Guru menunjukan gambar yang berhubungan dengan pertanyaan kemudian menanyakan kepada siswa tentang gambar tersebut.
   • Guru menyuruh siswa untuk menanyakan cara dengan menggunakan gambar.
   • Guru menyuruh siswa untuk “perform” di depan kelas secara berpasangan.
   • Guru mengucapkan kosakata yang dipelajari lalu diikuti siswa
   • Guru memberikan pertanyaan kepada siswa tentang bacaan yang telah dipelajari secara lisan dan menyuruh siswa menjawabnya secara lisan.

c. Kegiatan Penutup
   • Menyimpulkan materi pembelajaran
   • Menyanyakan kesulitan siswa selama KBM
   • Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang diperlajari dalam situasi yang sesungguhnya.
VII. Sumber Belajar

- Kurikulum Bahasa Inggris (Grade VII)
- Script dialogue.
- Hand out, word strips, gambar-gambar yang relevan.

VIII. Penilaian.

Teknik : Tes lisan
Bentuk : pertanyaan lisan
Instrumen : Terlampir
Lampiran
Lembar Penilaian KBM (Kegiatan Belajar Mengajar)
Berbicara

- How do you go to school?
- How do you carry this parcel?
- How did you go home last night?
- How do you open this door?
- How do you get the information?
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Experimental Class menggunakan Direct Method)

SMP : SMP YPI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh)/2
Tema : Things around Us
Aspek/Skill : Membaca
Alokasi Waktu : 2 x 40 menit
Jenis Teks : Descriptive
Tahun Pelajaran : 2010-2011
Target Words : Classroom, school, library, big, clean, next, two, door, white, six, brown, window, wall, green, picture, table, chair, whiteboard, marker, health center, scout room, mosque, canteen, hall, school yard, security room, parking area, basket ball, volley ball, teacher, student, headmaster.

I. Standar Kompetensi
Berkomunikasi secara lisan dan tulis dengan menggunakan kosakata yang telah dipelajari dengan lancar dan akurat.

II. Kompetensi Dasar

1. Mampu mengucapkan kosakata dengan benar
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam percakapan

III. Indikator
Siswa mampu memahami kosakata di bawah ini:
Classroom, school, library, big, clean, next, two, door, white, six, brown, window, wall, green, picture, table, chair, whiteboard, marker, health center,
V. Materi Pembelajaran

Teks descriptive

I want to tell you about my classroom.

My classroom is next to the school library. It is big and clean classroom. It has two white doors and six brown windows. The walls are green and there are some pictures on them. There are twenty tables and forty chairs.

VI. Metode Pembelajaran/ Tekhnik: Direct Method

VII. Langkah-langkah Kegiatan:

a. Kegiatan Pendahuluan

- Greeting (Memberi salam dan tegur sapa)
- Tanya Jawab berbagai hal terkait kondisi siswa
- Mengabsen siswa
- Member motivasi kepada siswa
- Penjelasan tentang topic yang akan di bahas.

b. Kegiatan Inti

- Guru menunjukan gambar tentang “teks descriptive” kemudian menanyakan kepada siswa tentang gambar tersebut.
- Guru menyuuruh siswa untuk membaca bacaan tentang “teks descriptive”
- Guru membaca “teks descriptive” dan menerangkanannya dengan bahasa Inggris, gambar atau “gesture”
APPENDIXES

- Guru bertanya pada siswa apa ada kosakata yang tidak dimengerti, kemudian menerangkannya dengan bahasa Inggris, gambar atau “gesture”
- Guru memberikan pertanyaan kepada siswa tentang bacaan yang telah dipelajari secara lisan dan menyuruh siswa menjawabnya secara lisan.

c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menyanyakan kesulitan siswa selama KBM
- Menugaskan siswa untuk membuat teks descriptive yang lain

VIII. Sumber Belajar

- Kurikulum Bahasa Inggris (Grade VII)
- Handout, word strips, gambar-gambar yang relevan.

IX. Penilaian.

Teknik : Tes lisan dan tulisan
Bentuk : pertanyaan lisan dan tulisan
Instrumen : Terlampir
Lampiran
Lembar Penilaian KBM (Kegiatan Belajar Mengajar)

Menulis

Descriptive text has two main parts

1. Identification
2. Description

Identification
This part identifies a particular thing to be described. In his letter, Farhan wrote about his classroom, not classrooms in general. Identification usually answers the following questions:

- What is the topic of the text?
- What is the text about?

Description
This part describes the parts and characteristics. In his letter, Farhan described:

- The part off his classroom (doors, windows, tables, chairs and walls) and
- The characteristics of the classroom: size (big), color (brown, blue), quality (clean).
Fill in the following table, according to your school.

Student’ Name : 
Name of school : 
Address : 
Name of Principle : 

<table>
<thead>
<tr>
<th>No</th>
<th>Rooms</th>
<th>Yes</th>
<th>No</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Headmaster’s room</td>
<td></td>
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<td>3</td>
<td>Teacher’s room</td>
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<tr>
<td>4</td>
<td>Staff’s room</td>
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<tr>
<td>5</td>
<td>Small mosque</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Science laboratory</td>
<td></td>
<td></td>
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<td>7</td>
<td>English laboratory</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Library</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>School health centre</td>
<td></td>
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<tr>
<td>10</td>
<td>Counseling room</td>
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<tr>
<td>11</td>
<td>Scout room</td>
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<td>12</td>
<td>Student organization room</td>
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<tr>
<td>13</td>
<td>Rest room</td>
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<tr>
<td>14</td>
<td>Canteen</td>
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<td></td>
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<tr>
<td>15</td>
<td>School yard</td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td>Security room</td>
<td></td>
<td></td>
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<tr>
<td>17</td>
<td>Hall</td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>Parking area</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19</td>
<td>Basket ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Volley ball</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Arrange the following words to make good sentences

1. Studying- we-school-at-are
2. near-the-is-canteen-laboratory-the
3. Teacher’s office-the-is-where-?
4. books-borrow-can-we-library-from-the
APPENDIXES

5. Anita-is-Miss-teacher-English-our
6. Sweeps-the attendant-floor-the
7. leave-we-the school-can-now
8. home-he-go-may-now
9. hard-you-study-should
10. Will-they-here-come
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(Experimental Class menggunakan Direct Method)

SMP : SMP YPI
Mata Pelajaran  : Bahasa Inggris
Kelas/Semester  : VII (Tujuh)/2
Tema   : Things around Us
Aspek/Skill  : Menulis
Alokasi Waktu  : 4 x 40 menit
Jenis Teks : Procedure
Tahun Pelajaran : 2010-2011
Target Words : Apple, ingredient, water, sugar, tool, blender, glass, make, pour, mix, blend, material, step, make, cut, piece, peel, deserve.

I. Standar Kompetensi
Berkomunikasi secara lisan dan tulis dengan menggunakan kosakata yang telah dipelajari dengan lancar dan akurat.

II. Kompetensi Dasar
1. Mampu mengucapkan kosakata dengan benar
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam percakapan

III. Indikator
Siswa mampu memahami kosakata di bawah ini:
Apple, inggridient, water, sugar, tool, blender, glass, make, pour, mix, blend, material, step, make, cut, piece, peel, deserve.
V. Materi Pembelajaran

Teks Procedure

How to make apple juice

Here is the recipe you need to make apple juice.

- Ingredients:
  - Apple
  - Water
  - Sugar
- Materials/tools:
  - Blender
  - glass
- How to make/ step:
  - First of all, peel the apple and cut it into pieces
  - Then, mix all ingredients and blend it
  - Next, pour the juice into glass
  - Finally, apple juice can be deserved.

VI. Metode Pembelajaran/ Teknik: Direct Method

VII. Langkah-langkah Kegiatan:

a. Kegiatan Pendahuluan

- Greeting (Memberi salam dan tegur sapa)
- Tanya Jawab berbagai hal terkait kondisi siswa
- Mengabsen siswa
- Memberi motivasi kepada siswa

b. Kegiatan Inti

- Guru menunjukan “real object” kemudian menanyakan kepada siswa tentang “real object” tersebut dengan menggunakan bahasa Inggris.
- Guru menyuruh siswa untuk mengeja kosa kata yang dipelajari.
APPENDIXES

- Guru mempraktekan cara membuat sesuatu di depan kelas dengan menggunakan bahasa Inggris.
- Guru meminta siswa untuk “perform” di depan kelas untuk mempraktekan cara membuat sesuatu.
- Guru bertanya pada siswa apa ada kosakata yang tidak dimengerti, kemudian menerangkannya dengan bahasa Inggris, gambar atau “gesture”
- Guru memberikan pertanyaan kepada siswa tentang bacaan yang telah dipelajari secara lisan dan menyuruh siswa menjawabnya secara lisan.

c. Kegiatan Penutup
- Menyimpulkan materi pembelajaran
- Menyanyakan kesulitan siswa selama KBM
- Menugaskan siswa untuk membuat teks procedure yang lain

VIII. Sumber Belajar

- Kurikulum Bahasa Inggris (Grade VII)
- Handout
- Script procedure teks, word strips, realia.

IX. Penilaian.

a. Teknik : Tes tulis
b. Bentuk : Tertulis
c. Instrumen : Terlampir
Lampiran
Lembar Penilaian KBM (Kegiatan Belajar Mengajar)
Menulis

How to make ........................................
Here is the recipe you need to make..................

<table>
<thead>
<tr>
<th>Ingredients:</th>
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<table>
<thead>
<tr>
<th>Materials/Tools:</th>
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</tbody>
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<table>
<thead>
<tr>
<th>How to make/ Step:</th>
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</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Controlled Class menggunakan Grammar Translation Method)

SMP : SMP YPI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh)
Tema : Things around Us
Alokasi Waktu : 2 x 40 menit
Jenis Teks : Interpersonal
Tahun Pelajaran : 2010-2010
Target Language : Actor, bought, think, actually, enjoy, horrible, actress, beautiful, plays, see, film, favorite, new, one, horror, well, like, romantic, good, feel, happy, sad.

I. Standar Kompetensi
Memahami makna kosa kata yang telah dipelajari dan bisa menggunakankanya dalam bacaan dan tulisan dengan lancar dan akurat.

II. Kompetensi Dasar
1. Mampu mengetahui arti kosakata dengan tepat
2. Memahami kosa kata yang dipelajari
3. Mampu menggunakan kosa kata yang dipelajari dalam bacaan dan tulisan.

III. Indikator
Siswa mampu memahami kosakata di bawah ini:
Actor, bought, think, actually, enjoy, horrible, actress, beautiful, plays, see, film, favorite, new, one, horror, well, like, romantic, good, feel, happy, sad.
IV. Materi Pembelajaran

Aisyah is still in Fahri bedroom. They are talking about films and their favorite actors.

Aisyah : Wow, it’s my favorite film. I like the actor. It’s Tora Sudiro, right?
Fahri : Yes, but it’s not a new film. This one is new. I bought it yesterday.
Aisyah : Let me see. Oh it’s a horror film.
Fahri : Yes, what do you think?
Aisyah : Well, it’s OK.
Fahri : Do you like it?
Aisyah : Actually, I don’t like horror films
Fahri : Why not?
Aisyah : I don’t enjoy them. They are horrible.
Fahri : what bout romantic films? Do you like them?
Aisyah : Yes, I like them, especially if the actors or actress are good. I love romantic films because they are beautiful and make us feel happy or sad.
Fahri : Who is your favorite actor?
Aisyah : I like Tora Sudiro. He plays well in Banyu Biru
Fahri : And your favorite actress?
Aisyah : Dian Sastro Wardoyo. Do you have her films?
Fahri : I have one. Let me see, yes this one. Ada Apa Dengan Cinta. She plays with Nicholas Saputra. It’s very good romantic film. Nicolas Saputra is also my favorite actor.
Aisyah : I like them.
V. Metode Pembelajaran/ Teknik: Grammar Translation Method

VI. Langkah-langkah Kegiatan:

a. Kegiatan Pendahuluan
   • Greeting (Memberi salam dan tegur sapa)
   • Tanya Jawab berbagai hal terkait kondisi siswa
   • Mengabsen siswa
   • Memberi motivasi kepada siswa

b. Kegiatan Inti
   • Guru memberikan kosakata yang akan dipelajari kemudian menyuruh siswa untuk membaca san mencatatnya.
   • Guru menyuruh siswa untuk membaca bacaan yang diberikan.
   • Guru menyuruh siswa untuk membaca bacaan yang diberikan.
   • Guru menyuruh siswa untuk menerjemahkan bacaan yang diberikan kedalam bahasa Indonesia.
   • Guru memberikan soal kepada siswa tentang materi yang telah dipelajari.

c. Kegiatan Penutup
   • Menyimpulkan materi pembelajaran
   • Menyanyakan kesulitan siswa selama KBM ketika mempelajari kosa kata. Kemudian menjawabannya dengan Bahasa Indonesia.
   • Guru menutup pelajaran dengan mengucap salam.

VII. Sumber Belajar

• Kurikulum Bahasa Inggris (Grade VII)
• Script percakapan
APPENDIXES

- Hand out, word strips.

VIII. Penilaian.

Teknik : Tes lisan
Bentuk  : Dialog
Instrumen : Terlampir

IX. Pedoman Penilaian

a. Untuk tiap jawaban benar diberi = 1
b. Nilai maksimal = 10
   c. Nilai siswa = \( \text{Skor perolehan} \times 10 \)
      \[ \text{Skor maksimal} \]
Aisyah is still in Fahri bedroom. They are talking about films and their favorite actors.

Aisyah: Wow, it’s my favorite film. I like the actor. It’s Tora Sudiro, right?

Fahri: Yes, but it’s not a new film. This one is new. I bought it yesterday.

Aisyah: Let me see. Oh it’s a horror film.

Fahri: Yes, what do you think?

Aisyah: Well, it’s OK.

Fahri: Do you like it?

Aisyah: Actually, I don’t like horror films.

Fahri: Why not?

Aisyah: I don’t enjoy them. They are horrible.

Fahri: what bout romantic films? Do you like them?

Aisyah: Yes, I like them, especially if the actors or actress are good. I love romantic films because they are beautiful and make us feel happy or sad.

Fahri: Who is your favorite actor?

Aisyah: I like Tora Sudiro. He plays well in Banyu Biru

Fahri: And your favorite actress?

Aisyah: Dian Sastro Wardoyo. Do you have her films?

Fahri: I have one. Let me see, yes this one. Ada Apa Dengan Cinta. She plays with Nicholas Saputra. It’s very good romantic film. Nicolas Saputra is also my favorite actor.

Aisyah: I like them.
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Controlled Class menggunakan Grammar Translation Method)

SMP : SMP YPI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh)/2
Tema : Things around Us
Alokasi Waktu : 2 x 40 menit
Jenis Teks : Interpersonal
Tahun Pelajaran : 2010-2011
Target Words : Bike, to, school, carry, parcel, friend, home, walked, last night, open, door, key, information, get, internet, go.

I. Standar Kompetensi
Memahami kosa kata yang telah dipelajari dan bisa menggunakannya dalam bacaan dan tulisan dengan lancar dan akurat.

II. Kompetensi Dasar
1. Mampu mengetahui arti kosa kata dengan tepat
2. Memahami kosa kata yang dipelajari
3. Mampu menggunakan kosa kata yang dipelajari dalam bacaan dan tulisan.

III. Indikator
Siswa mampu memahami kosa kata di bawah ini:
Bike, to, school, carry, parcel, friend, home, walked, last night, open, door, key, information, get, internet, go.

IV. Materi Pembelajaran
Bike = sepeda, to = samapi/untuk, school = sekolah, carry = membawa, parcel = hadiah, friend = teman, home = rumah, walk = bejalan, last night = kemarin
APPENDIXES

calam, open = buka, door = pintu, key = kunci, information = informasi, get = mendapat, internet = internet, go = pergi.

- How do you go to school? I go to school by bike
- How do you carry this parcel? I carry this parcel together with my friend
- How did you go home last night? I walked last night
- How do you open this door? I open this door by key
- How do you get the information? I get the information by internet

V. Metode Pembelajaran/ Teknik: Grammar Translation Method

VI. Langkah-langkah Kegiatan:

a. Kegiatan Pendahuluan
- Greeting (Memberi salam dan tegur sapa)
- Tanya Jawab berbagai hal terkait kondisi siswa
- Mengabsen siswa
- Memberi motivasi kepada siswa
- Penjelasan tentang topic yang akan di bahas.

b. Kegiatan Inti
- Guru memberikan kosa kata yang akan dipelajari kemudian menyuruh siswa untuk mencatatnya.
- Guru menyuruh siswa membaca kosa kata yang diberikan
- Guru menyuruh siswa untuk mencari arti kosa kata dalam kamus dan menerjemahkannya.
- Guru menyuruh siswa untuk menghafal kosa kata yang telah dipelajari
- Guru memberikan soal pada murid tentang materi yang dipelajari kemudian menyuruhnya untuk menerjemahkannya.
c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Guru menutup pelajaran dengan mengucap salam.

c. Sumber Belajar

- Kurikulum Bahasa Inggris (Grade VII)
- Script dialogue.
- Hand out, word strips.

VII. Penilaian.

<table>
<thead>
<tr>
<th>Teknik</th>
<th>Tes lisan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bentuk</td>
<td>pertanyaan lisan</td>
</tr>
<tr>
<td>Instrumen</td>
<td>Terlampir</td>
</tr>
</tbody>
</table>
• How do you go to school?  I go to school by bike
• How do you carry this parcel? I carry this parcel together with my friend
• How did you go home last night? I walked last night
• How do you open this door? I open this door by key
• How do you get the information? I get the information by internet
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Controlled Class menggunakan Grammar Translation Method)

SMP           : SMP YPI
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: VII (Tujuh)/2
Tema          : Things around Us
Aspek/Skill   : Membaca
Alokasi Waktu : 2 x 40 menit
Jenis Teks    : Descriptive
Tahun Pelajaran: 2010-2011
Target words  : Classroom, school, library, big, clean, next, two, door, white, six, brown, window, wall, green, picture, table, chair, whiteboard, marker, health center, scout room, mosque, canteen, hall, school yard, security room, parking area, basket ball, volley ball, teacher, student, headmaster.

I. Standar Kompetensi
Memahami kosakata yang telah dipelajari dan bisa menggunakankannya dalam bacaan dan tulisan dengan lancar dan akurat.

II. Kompetensi Dasar
1. Mampu mengetahui arti kosakata dengan tepat
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam bacaan dan tulisan.
APPENDIXES

III. Indikator

Siswa mampu memahami kosakata di bawah ini:

Classroom, school, library, big, clean, next, two, door, white, six, brown, window, wall, green, picture, table, chair, whiteboard, marker, health center, scout room, mosque, canteen, hall, school yard, security room, parking area, basket ball, volley ball, teacher, student, headmaster.

V. Materi Pembelajaran

Classroom = kelas, school = sekolah, library = perpustakaan, big = besar, clean = bersih, next = selanjutnya, two = dua, door = pintu, white = putih, six = enam, brown = coklat, window = jendela, wall = tembok, green = hijau, picture = gambar, table = meja, chair = kursi, whiteboard = papan tulis, marker = spidol, health center = pusat kesehatan, scout room = ruang pramuka, mosque = mesjid, canteen = kantin, hall = aula, school yard = halaman sekolah, security room = ruang satpam, parking area = tempat parkir, basket ball = bola basket, volley ball = bola volly, teacher = guru, student = siswa, headmaster = kepala sekolah.

Teks descriptive

I want to tell you about my classroom.

My classroom is next to the school library. It is big and clean classroom. It has two white doors and six brown windows. The walls are green and there are some pictures on them. There are twenty tables and forty chairs.

VI. Metode Pembelajaran/ Tekhnik: Grammar Translation Method
VII. Langkah-langkah Kegiatan:

a. Kegiatan Pendahuluan
   - Greeting (Memberi salam dan tegur sapa)
   - Tanya Jawab berbagai hal terkait kondisi siswa
   - Mengabsen siswa
   - Memberi motivasi kepada siswa
   - Penjelasan tentang topic yang akan di bahas.

b. Kegiatan Inti
   - Guru memberikan kosa kata yang akan dipelajari kemudian menyarankan siswa untuk mencatatnya.
   - Guru menyuruh siswa membaca kosa kata yang diberikan
   - Guru menyuruh siswa untuk mencari arti kosa kata dalam kamus dan menerjemahkannya.
   - Guru menyuruh siswa untuk menghafal kosa kata yang telah dipelajari
   - Guru memberikan soal pada murid tentang materi yang dipelajari kemudian menyarankan untuk menerjemahkannya.

c. Kegiatan Penutup
   - Menyimpulkan materi pembelajaran
   - Guru menutup pelajaran dengan mengucap salam.

VIII. Sumber Belajar

- Kurikulum Bahasa Inggris (Grade VII)
- Handout
IX. Penilaian.

Teknik : Tes lisan dan tulisan
Bentuk : pertanyaan lisan dan tulisan
Instrumen : Terlampir
Descriptive text has two main parts

1. **Identification**
2. **Description**

**Identification**
This part identifies a particular thing to be described. In his letter, Farhan wrote about his classroom, not classrooms in general. Identification usually answers the following questions:

- What is the topic of the text?
- What is the text about?

**Description**
This part describes the parts and characteristics. In his letter, Farhan described:

- The part of his classroom (doors, windows, tables, chairs and walls) and
APPENDIXES

- The characteristics of the classroom: size (big), color (brown, blue), quality (clean).

Fill in the following table, according to your school.

Student’ Name :

Name of school :

Address :

Name of Principle :

<table>
<thead>
<tr>
<th>No</th>
<th>Rooms</th>
<th>Yes</th>
<th>No</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Headmaster’s room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher’s room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Staff’s room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Small mosque</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Science laboratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>English laboratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>School health centre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Counseling room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Scout room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Student organization room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Rest room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Canteen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>School yard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Security room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Hall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Parking area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Basket ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Volley ball</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIXES

Arrange the following words to make good sentences

1. Studying- we-school-at-are
2. near-the-is-canteen-laboratory-the
3. Teacher’s office-the-is-where-?
4. books-borrow-can-we-library-from-the
5. Anita-is-Miss-teacher-English-our
6. Sweeps-the attendant-floor-the
7. leave-we-the school-can-now
8. home-he-go-may-now
9. hard-you-study-should
10. Will-they-here-come
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Controlled Class menggunakan Grammar Translation Method)

SMP : SMP YPI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh)/2
Tema : Things around Us
Alokasi Waktu : 4 x 40 menit
Jenis Teks : Procedure
Tahun Pelajaran : 2010-2011
Target words : Apple, ingredient, water, sugar, tool, blender, glass, make, pour, mix, blend, material, step, make, cut, piece, peel, deserve.

I. Standar Kompetensi
Memahami kosakata yang telah dipelajari dan bisa menggunakankannya dalam bacaan dan tulisan dengan lancar dan akurat.

II. Kompetensi Dasar
1. Mampu mengetahui arti kosakata dengan tepat
2. Memahami kosakata yang dipelajari
3. Mampu menggunakan kosakata yang dipelajari dalam bacaan dan tulisan.

III. Indikator
Siswa mampu memahami kosakata di bawah ini:
Apple, ingredient, water, sugar, tool, blender, glass, make, pour, mix, blend, material, step, make, cut, piece, peel, deserve.

V. Materi Pembelajaran
Apple = apel, ingredient = bahan, water = air, sugar = gula, tool = alat, blender = blender, glass = gelas, make = membuat, pour = taburkan, mix =
How to make apple juice

Here is the recipe you need to make apple juice.

- **Ingredients:**
  - Apple
  - Water
  - Sugar

- **Materials/tools:**
  - Blender
  - glass

- **How to make/step:**
  - First of all, peel the apple and cut it into pieces
  - Then, mix all ingredients and blend it
  - Next, pour the juice into glass
  - Finally, apple juice can be deserved.
APPENDIXES

b. Kegiatan Inti

- Guru memberikan kosa kata yang akan dipelajari kemudian menyuruh siswa untuk mencatatnya.
- Guru menyuruh siswa membaca kosa kata yang diberikan
- Guru menyuruh siswa untuk mencari arti kosa kata dalam kamus dan menerjemahkannya.
- Guru menyuruh siswa untuk menghafal kosa kata yang telah dipelajari
- Guru memberikan soal pada murid tentang materi yang dipelajari kemudian menyelesaikannya untuk menerjemahkannya.

c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Guru menutup pelajaran dengan mengucap salam.

VIII. Sumber Belajar

- Kurikulum Bahasa Inggris (Grade VII)
- Handout

IX. Penilaian.

a. Teknik : Tes tulis
b. Bentuk : Tertulis
    c. Instrumen : Terlampir
Lampiran
Lembar Penilaian KBM (Kegiatan Belajar Mengajar)
Menulis

| How to make ..................................... |
| Here is the recipe you need to make.................. |

<table>
<thead>
<tr>
<th>Ingredients:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials/Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How to make/Step:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>Standar Kompetensi</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
</tbody>
</table>
| Mampu menggunakan dan memahami kosakata dengan lancar dan akurat. | Mampu mengetahui, memahami, menggunakan arti kosakata dengan tepat dalam bacaan, tulisan dan percakapan. | 1. Siswa mampu menentukan:  
  - Informasi dalam text  
  - Specific information  
  - Gagasan pendukung  
  2. Siswa mampu menentukan ungkapan untuk merespon:  
  - Request, order, asking, giving opinion  
  3. Siswa mampu menentukan kosakata yang tepat untuk kalimat  
  4. Siswa mampu menempatkan kosakata dalam kalimat dengan benar | Fill in     | 21, 22, 23, 24, 25, 26, 27, 28, 29, 30                                      | 10          |
|                   |                                                                                |                                                                           | MC         | 9, 10, 11, 12, 7, 8, 13, 14, 19, 20                                 | 20          |
APPENDIXES

VOCABULARY TEST

Name :      Date :
Class :      Sex : Male/ Female

A. Multiple Choice

Choose the best answer by crossing a, b, c, or d!

Text for no 1 – 6

Sports keep our body fit and strong. There are two kinds of sports, cheap sport and expensive sports. Golf, tennis, and badminton are included as expensive sport. While jogging, running, or walking are included as cheap sport.

Walking is a very simple and cheap sport. It does not cost anything. Everyone can do that as long as they are willing to do that.

Iwan and I like walking very much. We walk about five or six kilometers every morning. We get up early in this morning and then we go out to walk along the roads in town.

On Sunday, there are more people who like walking just like us. They enjoy the morning fresh air. It makes them fit and healthy.

1. Which kinds of the following sport does not spend much money?

<table>
<thead>
<tr>
<th>a.</th>
<th>c.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="a.png" alt="Image" /></td>
<td><img src="c.png" alt="Image" /></td>
</tr>
</tbody>
</table>

2. What sport is cheap to do?

<table>
<thead>
<tr>
<th>a.</th>
<th>c.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="a.png" alt="Image" /></td>
<td><img src="c.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b.</th>
<th>d.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="b.png" alt="Image" /></td>
<td><img src="d.png" alt="Image" /></td>
</tr>
</tbody>
</table>
APPENDIXES

3. When do Iwan and the writer walk along the road?
   They walk along the road…..
   a. in the morning       c. in the evening
   b. in the afternoon     d. at night

4. It does not cost anything (first sentence paragraph two)
   The word is refers to….
   a. 
   b. 
   c. 
   d. 

5. “Walking is very simple and cheap sport”
   The word “simple” means…
   a. hard       c. interesting
   b. easy       d. dangerous

6. Which sport can not be done in a team?
   a. 
   b. 
   c. 
   d. 

7. They usually need tents, ropes, pegs, and sticks in their activities.
   Their hobby is…..
   a. sport       c. art
   b. camping     d. cooking

8. X : What is philatelist?
   Y : Philatelist is a person who ……. stamps for hobby. He usually
       puts the stamps on an album.
APPENDIXES

9. Sarah : Do you have .......... Money to buy stamps?
   Betty : Yes I do
   a. any        c. many
   b. a few      d. several

10. X  : good morning, madam?
      Can I ..........you.
   Y  : Well, I ..........a kilogram of eggs.
   a. need – help    c. buy - pay
   b. help – need    d. choose – buy

11. Agus : Do you like playing volley ball. Eka?
    Eka  : ..............
    Agus : Let’s play it now.
    Eka  : Okay
    a. Yes, I am        c. No, I don’t
    b. Yes, I do        d. No, I am not

12. Reni : What do you think of Mop magazine
    Shinta : I ..........it is good for students. It gives them useful information.
    a. don’t think     c. think
    b. don’t think so  d. think so

13. Ali likes swimming very much. He always brings a ........ to swim.
   a.               c.
   b.               d.

14. Mr. Harno bought a ........ Yesterday. He wants to fish in Begawan Solo River
   a.               c.
APPENDIXES

Text for no 15-18

Tutik : What hobby do you like?
Heni : I like collecting stamps.
Tutik : Why do you like it?
Heni : It’s very interesting. I know many kinds of beautiful stamps. It will remain me the impression and experience in the past time.
Tutik : Oh!! You are a real philatelist.
Heni : Do you like collecting stamps too?
Tutik : No, I don’t like it, because I seldom send and receive letters. I like gardening.
Heni : Good. I am sure, you have many kind of flowers, don’t you?
Tutik : I have started gardening since ten months ago. So I don’t have many kinds of flowers yet.
Heni : I like flowers very much. Can I look at your garden?
Tutik : of course, why not. Please come any time.

15. What is Heni’s hobby?
   a. planting flowers   c. collecting stamps
   b. philatelist       d. gardening

16. Why does she like her hobby? Because it will ..........the past impression and experience.
   a. remind him   c. remind me
   b. get boring   d. remind her

17. Who is as a philatelist?
   a. Tutik   c. no one
   b. Heni   d. Tutik and Heni
APPENDIXES

18. How long has Tutik done gardening?
   a. ten months ago   c. more than ten months
   b. ten months      d. less than ten months

19. Dani : What is fishing?
     Iwan : Fishing is an …….. Activity to find by using a stick, string and
           ……..we put a prey on it.
   a. outdoor, food    c. indoor, food
   b. outdoor, hook    d. indoor, hook

20. Mira : What kinds of hobby are outdoor activities?
     Tony : They are………..
          a. fishing, biking         c. playing billiard, playing card
          b. collecting stamps, singing d. cooking, gardening

B. Complete the following paragraph using words provided in the box.
   Cooking is a good hobby ………….. (1) For the girls because the girl will
   be a ………….. (2) in the future. And they must prepare the …………..(3) for the
   family.
   We can do this ………….. (4) Seriously. Then we can be professional
   ………….. (5) to earn money. We can study from our mother or by …………..(6)
   some …………..(7) from the mass media like …………..(8), magazine, radio or TV.
   We can make many kinds of ………….. (9) in the kitchen. Although, we
   sometimes fail to make good cake, we still feel ………….. (10) to enjoy our
   product.

   a. Good   f. recipe
   b. Hobby   g. housewife
   c. Especially h. reading
   d. Cuisine i. meals
   e. Cook j. newspaper
APPENDIXES

Answer Key

3. A   13. D   33. D