

**A COMPARATIVE ANALYSIS BETWEEN DIRECT METHOD
AND AUDIO-LINGUAL METHOD IN TEACHING SPEAKING
(A Case Study of the Second Year Students of MTs Sudirman
Ngampin in the Academic Year 2003 – 2004)**

T H E S I S

Submitted to The Board of Examiners in Partial Fulfillment
of The Requirement for The Degree of Educational Islamic Studies (S. Pd. I)
in The English and Education Department



by :

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**ENGLISH DEPARTMENT OF ISLAMIC EDUCATIONAL FACULTY
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Bismillahirrahmanirrahim

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ATTENTIVE COUNSELOR NOTES

Salatiga, August, 17th 2004

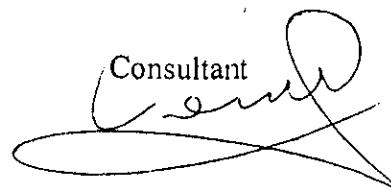
Case : Istikomah's Thesis

Dear,
The Head of State Islamic
Studies Institute Salatiga

Assalamu'alaikum wr.wb.

After reading and correcting Istikomah's thesis entitled "A Comparative Study between Direct Method and Audio Lingual Method in Teaching Speaking (A case study of the second year student of MTs. Sudirman Ngampin in the Academic year 2003 / 2004)", I have decided and would like to propose that if could be accepted by the educational faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum wr.wb.

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STATEMENT OF CERTIFICATION

**A COMPARATIVE ANALYSIS BETWEEN DIRECT METHOD
AND AUDIO-LINGUAL METHOD IN TEACHING SPEAKING
(A Case Study of the Second Year Students of MTs Sudirman
Ngampin in the Academic Year 2003 – 2004)**

ISTIKOMAH

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Has been brought to the board of examiners in August 30th 2004M / Rajab 14th 1425H, and hereby considered to completely fulfilled the requirement of the Degree of Sarjana in the English Departement of Educational Faculty.

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Acknowledgement

First and foremost, the writer wishes to thank God Almighty for the blessing, so that I am able to finish my graduating paper entitled A Comparative Analysis between Direct Method and Grammar Translation Method in Teaching Speaking and to realize my dream without your permission, it is impossible.

The writer realizes that without the contributions of other people, it is impossible for her to finish her work. Realizing the limitation of opportunity as well as ability and realizing the weakness that she has, she would like to thank to those who have been so kind helping her to accomplish her work. In this space, the writer would like to thank to:

1. Drs. Badwan, M. Ag, as the head of State Islamic Student Institute (STAIN) Salatiga. That his leadership able to develop the STAIN like as now. I hope always successful.
2. Drs. Sa'adi, M. Ag, as a chief of English Department and the consultan who give the advice, suggestions, and guidance patiently during arranging this thesis.
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5. My sisters and brothers, thanks for your pray.

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7. All of my classmates in English Department of STAIN Salatiga, because of their motivation so the writer finishes this thesis according to her targets.
8. All of my friends who cannot be mentioned one by one who always loyal and kind with me.

Finally, the writer realizes that this thesis is imperfect, the writer happily accepts constructive criticism for the readers that make this thesis better.

Although we have efforted as maximum as possible in finishing this thesis. but the writer is sure that there are many lack in this thesis. Therefore, the writer hopes the critique and suggestion for the complection of this thesis be able to give the function for the writer and the readers.

Salatiga, August 17th, 2004

The writer

Istikomah

Motto

Never put off till tomorrow what you can do today

Experience is the best teacher

Dedication

I can't believe its time for me to write the dedication on my thesis. This is a culmination of all the years I have spent in English Department and I have some incredible memories from these times. I remember how challenging the lecture of structure, and I remember those unforgetable moments while doing my PPL and KKN. In this space the writer dedicated her thesis to.

My beloved mother, who teach me to love with Allah SWT and knowledge. Thanks for all you sacrisfices. I don't know the reward that must I give to you, however you open my mind to study about everything in this live.

My dearest sisters and brothers Diah, Pardi, Susi, Bagus, Seno, Soni. I am very thankfull for your motivation, kindness and love. You take me the way to get my imagination and my dreams. And my nephews Pipit, Rayhan and Eka, you are my little angles.

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CHAPTER I INTRODUCTION

A. Background of the Problem

English is one of subjects taught since the elementary school. It means our society think that English is important as a international language.

The graduates of Junior High School who have been taught English for about 6 years still cannot speak English yet, whereas it is very necessary to communicate with it at present. They commonly have low ability in mastering English skill especially in speaking skill, the average of their speaking ability is low. According to the fact, it is clear that they have a lot of problems in mastering English.

Based on the observation in the classroom of the second year students of MTs. Sudirman Ngampin, the researcher found that students got difficulties in the speaking ability such as in pronunciation and spelling, because some of Indonesian words are pronounced differently from those of English, and also Indonesian structure is different from that of English. The other factors that they faced are that they never use English for daily conversation whereas to learn a language must be practiced in order to master it. They also find difficulties in comprehension and they are lack of mastering vocabulary.

comprehending them surely. In our society's opinion, English is the high class language and also the students are shy to speak and practice it to each other, and they are not confident to practice it.

Based on the problem above, the writer takes two methods as the topic of this research, they are Direct Methods and Audio-lingual Method. Thus, that is the reason why the writer chooses the title for this paper, "A Comparative Analysis Between Direct Method and Audio-lingual Method in Teaching Speaking to the Second Year Student of MTs. Sudirman Ngampin in the 2003-2004 Academic year".

B. Statement of the Problem

The problems that are discussed in this thesis can be stated as follows:

1. Are there any differences of the students speaking ability between students who are taught by Direct Method and Audio-lingual Method?
2. Are the differences of the students speaking ability between students who are taught by Direct Method and Audio-lingual Method is significant or not?

C. The objective and Benefit of the Study

1. The objective of the study

- a. To find the differences of the students speaking ability between students who are taught by Direct Method and Audio-lingual Method.
- b. To find the significance differences of the students speaking ability between students who are taught by Direct Method and Audio-lingual Method.

2. The benefit of the study

The writer hopes that the research on Direct Method and Audio-lingual Method in teaching ability will produce benefits and advantages for teacher and students.

1. The teacher

The teachers know the importance of using different methods, those are Direct Method and Audio-lingual Method in teaching speaking.

2. The students

The students are expected to have more attentions and interests to learning speaking because they have an interesting way in learning and they have a chance to practice their English ability

D. The Theoretical Framework

A certain technique is very important in teaching learning process. It is better for the teacher to be creative in preparing and applying it. One characteristic of a good technique is that it can be enjoyed when we learn it.

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.¹

According to Mackey, the methods of language teaching can be classified into 15 methods. These include:

1. Direct Method
2. Natural Method
3. Psychological Method
4. Phonetic Method
5. Reading Method
6. Grammar Method
7. Translation Method
8. Grammar Translation Method
9. Eclectic Method
10. Unit Method
11. Language – Control Method
12. Mimicry – Memorization Method
13. Practice – Theory Method

¹ Jack C. Richards, et. D., *Approaches and Methods in Language Teaching*, Cambridge University Press, Cambridge, 1986, Page. 15.

14. Cognate Method

15. Dual Language Method ²

Harris states that no language skill is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to differ our consideration of oral production test until last. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities often develop at different rates. ³

Regarding the statement above, the writer tries to conclude that speaking fundamentally is a mean of communication and must be an ordinary voice. It is also a matter of habits, it means to express ideas, feelings, wishes, etc.

E. Hypothesis

Based on the discussion concerning the favorable aspects of Direct Method and considering the advantages of the Grammar Translation Method of teaching speaking the following hypothesis can be stated.

The writer tries to determine the hypothesis of the research:

1. There is any difference of speaking ability between student who are taught by Direct Method and those who are taught with Audio-lingual Method.

² Dr Mansoer Pateda, *Linguistic Terapan*, Nusa Indah, Flores, 1991, page: 129

³ David P. Harris, *Testing English as a Second Language*, Mc. Grawhill, New York, 1969, page: 81

2. There is a significant difference of speaking ability between students who are taught by Direct Method and Audio-lingual method.

F. Methodology of the Research

The writer has tried to arrange the research methodology systematically in order to be capable to analyze the collected data easily.

The writer uses an analytical inferential research to confirm the difference of the means among the two treatments is significant or not. Those are: collecting data, analyzing them and drawing conclusion about them.

The research methodology of this thesis organization is:

1. Population

Population is all subjects intended to investigated.⁴ The population of the research is the students of MTs. Sudirman Ngampin. The total numbers of the students of this school are 155 students and in the second grade are 62. They are divided into two classes, that are in A and B class. And each class consists of 31 students.

2. Sample

Suharsimi Arikunto stated that sample is part of population which is researched by reseacher.⁵The writer attempted to get the result as well as possible. Although they are only in the second grade, they were supported

⁴ Sutrisno Hadi, *Metode penelitian*, Yayasan Penerbit IKIP, Yogyakarta, 1990, page:220

to represent for all the population of the research. A chosen sample must really represent the population because the result of the research will be generated toward the entire population. Representative sample will influence the validity of result.

The numbers of the population are 62 students. The writer followed the procedure written by Suharsimi Arikunto that if the respondents are less than 100, it is better to take them all as sample.

G. Data Analysis

The data analysis method, which is used in this research is comparative analysis. It means that both the groups are compared. So that the writer will find whether there is a significant difference of using Direct Method and Audio-lingual Method of both experiment groups. The writer uses t-test Sample Randomized Design (SDR) before they were given the treatments. The t-test formula is as follows:

$$t_o = \frac{M_a - M_b}{\left(\frac{\sum X_a^2 + \sum X_b^2}{N_a + N_b - 2} \right) \left(\frac{1}{N_a} + \frac{1}{N_b} \right)}$$

Explanation :

Ma = the average of group A

Mb = the average of group B

⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, jakarta, Rineka Cipta, 1998,

- ΣX_a^2 = Standard Deviation of group A
- ΣX_b^2 = Standard Deviation of group B
- N_a = the number of subject in group A
- N_b = the number of subject in group B
- t_o = Coefficient of the mean difference

Then the result will be consulted with t-table. The writer also uses t-test that is single randomized design after giving different treatment in order to find whether there are significance differences between group A and group B. The t-test formula in pre-test is the same with the formula of post-test.

H. The Outline of the Thesis

Chapter I, Introduction present the Background of the problem, the Statement of the problem, the Objective and Benefit of the study, the Theoretical framework, Hypothesis, Methodology research, Data analysis, the Outline of the thesis

Chapter II, Theoretical framework, presents definition of speaking, definition of Direct Method, definition of Audio-lingual Method, the language teaching method, the teaching speaking skill.

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II. The Outline of the Thesis

Chapter I, Introduction presents the Background of the problem, the Statement of the problem, the Objective and Benefit of the study, the Theoretical framework, Hypothesis, Methodology research, Data analysis, the Outline of the thesis

Chapter II, Theoretical framework, presents definition of speaking, definition of Direct Method, definition of Grammar Translation Method, the language teaching method, the teaching speaking skill.

Chapter III, The Research Methodology, presents, The type of research, population and sample, The method of collecting data, The general description of MTs. Sudirman Ngampin, Data presentation, Analysis of the data.

Chapter IV, Data analysis, it contains Description of the data analysis and result of the research.

Chapter V, Closure, presents conclusion and suggestion.

Bibliographies

Chapter III, The Research Methodology, presents, The type of research, population and sample, The method of collecting data, The general description of MTs. Sudirman Ngampin, Data presentation, Analysis of the data.

Chapter IV, Data analysis, it contains Description of the data analysis and result of the research.

Chapter V, Closure, presents conclusion and suggestion.

Bibliographies

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Definition of speaking

Speaking skill is very important because language is primarily speech. Oral communication is seen as basic skill, so it needs not only serious treatment in teaching but also a great effort in order to be able to master the skill.

The most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

According to Bygate, speaking is the oral interactions that can be characterized in terms of routines, which are conventional ways of presenting information which can either focus on information or interaction.¹

According to Webster International Dictionary, speaking is the act or an instance of uttering words.²

Students who are speak a language so as to express their personal meaning need much practice. In this process of generating new sentences to suit their purposes. In authentic communication the process is not always an initiatory one.

¹ David Nunan. *Language Teaching Methodology*. Prentice. New York. 1991. P : 40

² *webster's international Dictionary vol. 3*. Marriam-Webster Inc Chicago. 1981.

As well as sentence type, the speakers have to choose the style of language in which to express the message. In the Five Clocks, Joss (1961) discusses at length what is involved in the choice from among five styles of English speech.

1. Intimate
2. Casual
3. Consultative
4. Formal
5. 'Frozen'³

The speaker has to articulate the whole utterance by muscle movements which will enable the listener to get the full message. The muscle movements determine not only the individual sound in complicated relationships with other sounds in the flow of speech, but also duration, stress, intonation and juncture phenomena, among with such expressive features as pauses, hesitations, voice quavers, loudness, and facial expression.

B. The Definition Of Direct Method

Gouin had been one of the first of the nineteenth century reformers that attempt to build a methodology around observation of child language learning. Other reformers toward the end of the century also turned their attention to naturalistic principles of language learning and for this reason they are some referred to as advocates of a

³ Wilga M. Rivers. *Teaching Foreign Language Skills*. The University of Chicago Press. Chicago. 1981 P : 190

“natural” method.⁴ In fact at various times throughout the history of language teaching, attempts have been made to make second language learning more like first language learning.

The believers in the Direct Method argued that a foreign language could be thought without translation or the use of the learner’s native tongue if meaning was conveyed directly through demonstration and action.⁵

Direct Method is a teaching method where no translation is allowed. In fact, the Direct method receives its name from the fact that meaning is to be connected directly with the target language, without going through the process of translating into the student’s native language.

According to Franke, a language could best be taught by using it actively in the classroom, rather than analytical procedures that focus on explanation of grammar rules. In classroom teaching, teacher must encourage direct and spontaneous use of the foreign language in the classroom.⁶

Learners would then be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstrations and pictures.

The principles and procedures of Direct Method

1. Classroom instruction was conducted exclusively in the target language.

⁴ J.C. Richards & Theodore S. Rodgers. *Approaches & Methods in Language Teaching*. Cambridge University Press. Cambridge. 1986. P. 9

⁵ Henry Guntur Tarigan. *Pengajaran Pemerolehan Bahasa*. Angkasa. Bandung. 1988. p:231

⁶ J.C. Richards opp cit P. : 128

Audio-lingual Method

Around the middle of the century the unique advances of both linguistics and psychology had a profound and lasting effect on language teaching methodology. Structural had provided tools for dissecting language into its smallest parts and for contrasting two languages “Scientifically” and behavioral psychology had provided a model for teaching virtually any behavior by operant conditioning. The two theoretical stances merged perfectly to give language teachers a method firmly grounded in theory: the Audio-lingual Method. Oral-aural activity was emphasized and translation was forbidden in most versions of the Audio-lingual Method. Conversation centered around topical dialogues, with a great deal of drilling activity and emphasis on pronunciation.

The Audio-lingual Method come from Broomfield and Skinner, its based on the structural linguistic and behavior psychology that we know as the *stimulus-response theory*.¹ Based on their theory, the accomplishment technique of the Audio-lingual is by giving a drill and patten practice. The main characteristic of this method is the intensive drill in the speaking and reading by a conversation, memorization, and pattern practice.

For many years the Audio-Lingual Method enjoyed widespread acceptance. It seemed that the last word in language teaching had been delivered from on high. But was not to be. Beginning with Wilga Rivers’ classic criticisms, *The Psychologist and Foreign Language Teacher* (1964). Linguists, psychologists and language teachers hammered away at the shortcomings of the method.

¹ Mansoer Pateda. *Linguistik Terapan*. Nusa Indah. Flores. 1991. P: 137

Generative linguistics had shown that language could not be neatly dissected into linear and discrete units, that language was a hierarchical structure in which all the bits and pieces do not add up to a single whole.

Cognitive psychology had begun to show that aspects of human behavior could not be drummed into and individual by rote repetition.² And language teachers were discovering that the Audio Lingual Method actually was not working. People were not learning the communicative functions of language. Though learners were acquiring reasonably good pronunciation and were able to produce language in memorized chunks, the meaningful function of language, if they were learned at all, were learned perhaps in spite of the Audio Lingual Method.

The methodology of this method like the Direct Method, derived from the intensity of contact with the target language rather than from any well-developed methodological basis. It was a program innovative mainly in terms of the procedures used and the intensity of teaching rather than in terms of its underlying theory.

Charles Fries, director of the Michigan University, was trained in structural linguistics. And he applied. Fries and his colleagues rejected approaches. For Fries, grammar was the starting point. It was identified with the basic sentence patterns and grammatical structures. The language was taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns. Pattern practice was a basic classroom technique.³

² Douglas Brown-*Principles of Language Learning and Teaching*. Prentice, New Jersey, 1980. P : 242

³ J.C. Richards. *Approaches and Methods in Language Teaching*. Cambridge University Press Cambridge, 1986. P : 46

According to Skinner, the main problem of this method is speech sound have to expressed like the other on verbal action. The right notations of this method are stimulus – response – reinforcement. Skinner was conclude that the duty of language target students', they have to organized so they have many chances to give the right responses. And make the students enjoy in learning the target language.⁴

Dialogues and drills form the basic be audio lingual classroom practices. Oral proficiency is equated with accurate pronunciation and grammar and the ability to respond quickly and accurately in speech situations. The teaching of listening comprehension, pronunciation, grammar, and vocabulary are all related to development of oral prior oral skills. Language is primarily speech in audio lingual theory, but speaking skills are themselves dependent upon the ability to accurately perceive and produce the major phonological features of the forget language, fluency in the use of the key grammatical patterns in the language, and knowledge of sufficient vocabulary to use with these patterns.

Dialogues provide the means of contextual key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language. Dialogues are used for repetition and memorization, Correct pronunciation, stress, rhythm, and intonation are emphasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern – practice exercises.

The focus of instruction is on immediate and accurate speech; there is little provision for grammatical explanation or talking about the language. As for as possible, the target language is used as the medium of instruction, and translation or use of the native tongue is discouraged

⁴ Sri Utari. *Metodologi Pengajaran Bahasa*. Gramedia. Jakarta. 1993. P : 31

linguistic and psychological foundations were put forth to justify the various translation and grammar activities, it was simply conclude that these were the essence of learning to read a foreign language. At that time little knowledge of general reading skills was available, and even less knowledge of foreign language reading skills.

D. Language Teaching Method

In describing methods, the difference between a philosophy of language teaching at the level of theory and principles, and a set of derived procedures for teaching a language, is central in an attempt to clarify this difference, a scheme was proposed by the American applied linguist, Edward Anthony, he identified three levels of conceptualization and organization, which he termed approach, method and technique.¹⁰

Approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

Method is an overall plan for the orderly presentation of language material. No part of which contradicts, and all of which is based upon, she selected approach.

A technique is implementation that which actually takes place in a classroom. It is particular trick, stratagem or contrivance used to accomplish an immediate objective.

⁹ Ibid. P : 4

¹⁰ Sri Utari Subyakto – Nababan. *Metodologi Pengajaran Bahasa*. PT. Gramedia Pustaka Utama. Jakarta. 1993 P : 10

Technique must be consistent with a method and therefore in harmony with on approach as well. ¹¹

For much of history, language teaching has been obsessed with a search for the "right" method it was felt that somewhere or other there was a method which would work for all learners in all contexts, and that once such a method had been found the language. ¹²

More recently, it has been realized that there never was and probably never will be a method for all, and the focus in recent years has been on the development of classroom tasks and activities which are consonant with what we know about processes of second language acquisition, and which are also in keeping with the language acquisition, and which are also in keeping with the dynamics of the classroom it self.

An appropriate way to encounter theories in practice is to examine major language teaching approaches methods of the twentieth century. Every language teaching method has as its foundation certain theoretical underpinnings. As these foundations almost always combine more than one discipline, for, as we have seen language teaching is not just linguistics, or just psychology, but involves both, along with pedagogical, sociological, and other interdisciplinary considerations.

Classroom interaction is the action interestedly performed by the teacher and the learners during instruction. Choudron states that class interaction is considered important for the following reasons :

¹¹ J.C. Richard Op Cit. P : 15

¹² David Nunan Op. Cit P : 228

1. Only through interaction can the learner decompose the target language structure and derive meaning from classroom events.
2. Interaction gives learners the opportunities to incorporate target language structures into their own speech.
3. The meaning full ness for learners of classroom events of any kinds, whether thought of as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and the learner.¹³

When we have an interaction in the class in order to language teaching learning process, we need some approach or method to support the successful teaching learning process it self.

According to Mackey, the methods of language teaching can be classified into is methods. These include: Direct Method, Reading Method, Grammar Method, Translation Method, Grammar Translation Method, Eclectic Method, Unit Method, Control Method, Mimicry-Memorization Method, Practice-Theory Method, Cognate Method, Dual Language Method.¹⁴

Each of the method has a characteristics, it depend on the teacher to apply it so we can get the best result in learning a languages.

¹³ Craig Chaydron. *Second Language Classroom Research on Teaching and Learning*. Cambridge University Press. Cambridge. 1988. P : 10

¹⁴ Mansoer Pateda. *Linguistik Terapan*. Nusa Indah. Flores. 1991 P = 129

E. Teaching Speaking Skill

Teaching cannot be defined a part from learning. Nathan Gage notes that to satisfy the practical demands of education, theories of learning must be “stood on the head” so as to yield theories of teaching. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.¹⁵

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at different rates.¹⁶

Either four or five components are generally recognized in analyses of the speech process :

1. Pronunciation

Way in which a language is spoken.

2. Grammar

Rules for forming words and combining them into sentences.

3. Vocabulary

Total number of words that make up a language.

4. Fluency

Quality or condition of being fluent.

To these should probably be added (5) comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it.

¹⁵ H. Douglas Brown Op. Cit. P : 8

¹⁶ David P. Harris testing English as a second Language. Mc. Graw – Hill, Inc Usa. 1969. P : 81

Language learning is an active process. It is not enough for learners just to have the necessary knowledge to make things meaningful, they must also use that knowledge. However, it is important to be clear what we mean by the term 'active'.¹⁷

In the teaching of speaking skill, we are engaged in two processes:

1. Forging an instrument
2. Giving the student practice in its use.¹⁸

The students already know how to use a similar instrument (their native language). Finding at first that the new instrument is difficult and frustrating, they tend to slip back, whenever possible, to the use of the instrument to which they are accustomed.

The teaching of the speaking skill thus involves two levels of activity. The forging an instrument requires much practice in the obligatory associations of the new language: lexical items, morphological and syntactical patterns, sentence types. At this level, students are asked merely to manipulate the elements of the new language code, so that they can express a number of possible meanings suggested to them by the exercise. When they have acquired facility with these customary associations, they need practice in setting in motion a number of interacting systems of a hierarchical nature. Speaking to express a personal intention is not a sequential or linear process, one item generating the next throughout the utterance and according to their purposes,

¹⁷ Tom Hutchinson and Alan Waters. *English for specific purposes*. Cambridge University Press. Cambridge. 1987. P : 128

¹⁸ Wilga M. Rivers Op. Cit. P : 190

CHAPTER III

RESEARCH METHODOLOGY

Research means a careful or diligent search, studious inquiry or examination, especially investigation or experimentation aimed at the discovery and interpretation of fact, revision of accepted theories or laws in the light of new fact, or partial application of such new or revised theories or laws to investigate thoroughly. While Sutrisno Hadi explains that research can be defined as an effort to find, develop and clarify the truth of science, done by using methodology of research.¹

Method is a guide, which is used to investigate and solve a problem. The goal of determining a method causes the goal in collecting data and drawing the conclusion. Methodology is the way to get knowledge or to solve the problem, so the method can be called scientific method, which is used to identify problems in a research.²

Based on the clarifications above, it can be defined that, research methodology is a regular set of way chosen carefully and diligently, based on the purpose developed and examined by using scientific procedures to find and identify problem, gathering facts, drawing conclusion and testing the accuracy of the conclusion.

¹ Sutrisno Hadi. *Statistik II*. Andi offset. Yogyakarta. 1986. P:220

² *ibid* P:21

A. Type of Research

In gathering the data needed for accomplishing the study, the writer conducted a kind of investigation, namely a field research. This study is a field research because of field study, for example on educational research that can be carried out at schools, in the societies, factories or hospital to achieve educational objectives.³ In this study, the writer use quantitative research.

B. Population and Sample

1. Population

Arikunto states that population means the entire subjects to be studied.⁴ The population of this study are the students of MTS Sudirman Ngampin in the academic year 2003 / 2004. The total numbers of the students are 155 students. And they divided into three grades. The first grades consist of 1 class, second grades are 2 classes, and the third grades are 2 classes.

2. Sample

Arikunto states that sample is the part of representative of population who are observed.⁵ Meanwhile, according to Sutrisno Hadi, sample is part of

³ Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Rineka Cipta. Yogyakarta. 1998. P:11

⁴ ibid P:102

⁵ ibid P:104

population which is investigated and assumed to be representative population.⁶

A chosen sample must really represent the population because the result of the research will be generated toward the entire population. Representative sample will influence the validity of result.

The number of population is 62 students. The writer followed the procedure written by Suharsimi Arikunto that if the respondents are less than 100, it is better to take them all as sample.⁷

C. Method of Collecting Data

To carry out the research, a researcher has several techniques of collecting data. Then the technique of collecting data is called instrument. The instrument for collecting data can be questionnaire, observation, interview, documentation, test etc. In this study, the writer uses a test as the main method.

1. Test

A test is series of question or other instrument which are used to measure individual's or group's skill, knowledge, intelligence, capability or talent.⁸

In this research, the writer gave twice tests to the students. The first is pre-test, it is used to find how far the students master the speaking materials

⁶ Sutrisno Hadi.op cit.P:221

⁷ Suharsimi Arikunto.op.cit.P:123

before teaching learning process was given. The second is post-test, it is done after the students got different treatments (group A is taught by using Direct Method and group B is taught by using Audio-lingual Method). The aims of the post-test is to find how far the students master the speaking materials after the treatment was given. Both of the tests are written consist of some items distributed to the students. There are 20 multiple choice items. That is 10 numbers of vocabulary tests and 10 numbers of grammar tests. And the other items are essay test. The first type is conversation text. It is used to find what extent the students comprehend a text with mastery and practice of conversation. And the second is short paragraph. It is used to find how far the students comprehend a text by using translation method.

2. Experiment

The subjects of this study are the students of MTS Sudirman Ngampin in the second year. They are divided into 2 classes, A class and B class. The writer gave different treatment to them. The A class is taught using the Direct Method and B class are given Audio-lingual Method with the same theme. The experimental design is:

⁸ ibid P:127

Teaching Learning By Using direct Method	Teaching Learning By Using ALM
<p>a. Teacher gives pre-test to the students.</p> <p>b. Teacher begins to teach the students with the pre-speaking stage</p> <p>1) Teacher gives motivation to the students in order to speak well</p> <p>2) Teacher gives explanation about making sentence properly.</p> <p>c. Teacher starts to teach the students by giving explanation of the material directly. It means the students were stimulated to comprehend the materials directly by using a conversation.</p> <p>d. The teacher asks the students to retell the material orally.</p> <p>e. Teacher gives post-test to the students.</p>	<p>a. Teacher gives pre-test to the students</p> <p>b. Teacher begins to teach the students with the pre-speaking stage</p> <p>1) Teacher gives motivation to the students in order to speak well</p> <p>2) Teacher gives the some problem and they must response it by giving the explanation. It means, the teacher gives them a <i>stimulus</i>.</p> <p>3) Teacher gives samples about speaking</p> <p>c. The teacher starts to teach the students by giving them some <i>stimulus's</i> and they can response</p>

	<p>it orally.</p> <p>d. Teacher gives post test to the students.</p>
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3. Documentation

It is finding data about variables in notes, book transcript, and the book history of MTs. Sudirman Ngampin. This method is used as a technique to know the condition of teachers, staffs, students, and location of the school. The source of this data is textbook or other supporting books in MTs Sudirman Ngampin.

D. General Description of MTs Sudirman Ngampin

The location of MTs. Sudirman Ngampin is in Jl. Ir. Sogiyopranoto 102 Ambarawa. According to the newest data collected when the writer carried observation out, the amount of the students studying at this school are 155 students. The students are divided into 3 grades. The first year students consist of 40 students, 62 students of the second year, and 52 students of the third year. The development of MTs. Sudirman Ngampin has achieved a better reputation, because the numbers of the students sometimes increase or decrease. On the other hand, the quality of the students who are graduated from this school is satisfying

enough. It is proved that there are many students graduated as new students at the favorite Senior High Schools.

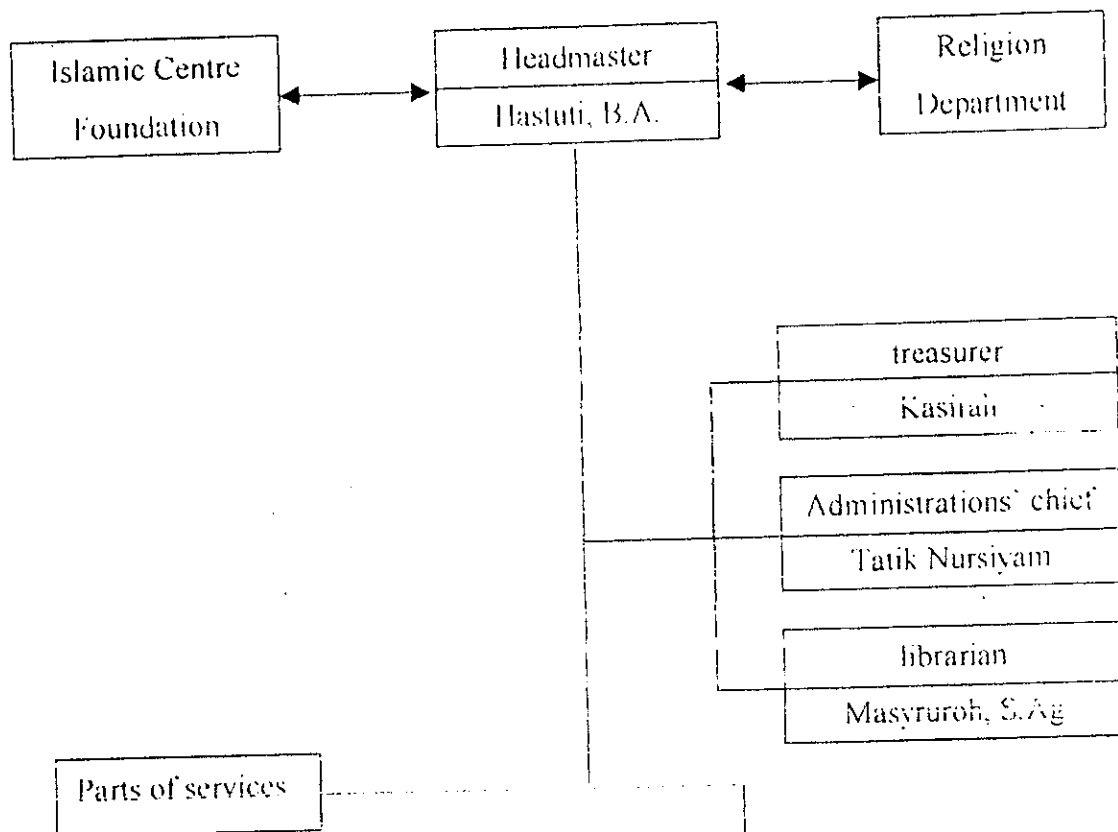
In improving their achievement, there is a students' organization as a forum of the extra curricular activities (OSIS, Sport, Scout etc). The activities also aim at training the students' discipline, to grow up their talent and ability, to strengthen, to confirm and to develop positive attitude and behavior.

There are the data of Mts Sudirman Ngampin about the teachers and staffs.

Table 1
Table of Teachers and staffs

No	Name	Duty	Subject
1	Hastuti, BA	Head Master	Social science
2	Drs. Asrodin	Teacher	<i>Fiqh, BTA, Qur'an Hadist</i>
3	Drs. Idi Joko Sudono	Teacher	Civic Education, <i>Fiqh</i>
4	Tasbiqon, B.A	Teacher	Physics, Biology
5	Sino Ariarto S.Ag	Teacher	Physics, civic education, <i>Akidah Akhlak</i>
6	Sp. Wuryantini SPd	Teacher	English
7	Ame Oxe SE	Teacher	Mathematics
8	Mujiyati BA	Teacher	Social Science
9	Masyruroh S.Ag	Teacher	Arabic
10	M. Mudatsir S.Ag	Teacher	Indonesian

The Organization Structure of MT's Sudirman Ngampin



No	Name	Duty
1	Drs. Asrodin	Deputy of curriculum
2	M. Shidiq AS	Deputy of students
3	Hastuti B.A	Guidance and counseling
4	Sino Ariarto S.Ag	Home-room teacher of I class
5	Ame Oxe S.E	Home-room teacher of IIA class
6	M. Mudatsir S. Ag	Home-room teacher of IIB class
7	Sp. Wuryantini, S.Pd	Home-room teacher of IIIA class
8	Mujiyati, BA	Home-room teacher of IIIB class

E. Data Presentation

The Students of II^A class

No	Name	Pre-test score	Post-test score
1	Aan Istrianto	74	64
2	Anita Frika	84	76
3	Ashari	80	58
4	Asrodi	70	64
5	Cahyono	68	64
6	Darmawan	64	52
7	Edy Trengginas	84	76
8	Fanny Endar Y	72	70
9	Herry widayanto	82	66
10	Imam Nugroho	70	64
11	Irwan	58	68
12	Linda Setyo Rini	76	50
13	Mita Hidayati	84	50
14	Muthohar	70	62
15	Nur Rokhim	72	86
16	Putri Sintani	76	58
17	Ruwati	60	44
18	Siti Munawaroh	84	56
19	Siti Rohani	80	58
20	Sri Indarto	70	48
21	Suratinah	82	66
22	Tutik Sugiyarti	76	58
23	Yull Listyani	82	50
24	Zakia Nurbaiti	74	58
25	Abdul Khamid	80	62
26	Ida Gaulin K	74	56
27	Indang Murtinngsih	72	76
28	Slamet Ariyadi	80	66
29	Muhammad Rehan	64	76
30	Farid Eka Saputra	74	76
31	Murdaningsih	74	86

The students of II^B class

No	Name	Pre-test score	Post-test score
1	Ahmad Syarif	76	64
2	Ari setyanto	72	62
3	Aslamiyah	80	48
4	Buyung ely ariyanto	72	48
5	Catur putra P.	58	60
6	Djumiyati	74	80
7	Eka yuliana	76	54
8	Harni	82	50
9	Heypi Cahyono	72	48
10	Intan Erwinasari	70	60
11	Istianah	80	44
12	Mardiyah	74	62
13	Muh Zaini	80	78
14	Mutik Muslikah	80	62
15	Puji Rahayu S	56	60
16	Riyanto	56	64
17	Santo Kurniawan	60	78
18	Siti Nur Khasanah	74	58
19	Sobikah	64	60
20	Sri Suitma	72	62
21	Tumini	60	54
22	Walyyati	74	72
23	Zakaria	78	50
24	Zul Fathur Rohmah	80	60
25	Andi Setiawan	70	60
26	Achmad Suryadi	78	62
27	Tri Diah Candrawati	80	78
28	Untari	74	72
29	Diah Rahamati	72	62
30	Bagus Handoyo	64	64
31	Soni Yuwono	72	62

F. Method Of Data Analysis

After all the data are collected, the writer investigates the completeness of the data. Then she will organize the scores taken from documentation obtained from test activities and then sum up them.

The step used to analyze data are based on the formula as follow

$$t_u = \frac{M_a - M_b}{\sqrt{\left(\frac{\sum X_a^2 + \sum X_b^2}{N_a + N_b - 2} \right) \left(\frac{1}{N_a} + \frac{1}{N_b} \right)}}$$

Explanation

M_a = The average of group A in pre-test

M_b = The average of group B in post-test

Σ_a = Standard deviation of A

Σ_b = Standard deviation of B

N_a = The number of subject in group A

N_b = The number of subject in group B

t_o = Coefficient of the mean difference

Then the result was consulted with t-table. If the result shows that t_o equal with t-table, it means that there is a significant difference between the two groups. If the result shows that t_o is less than t-table, it means that there is no significant difference between them.

CHAPTER IV

DATA ANALYSIS

A. Description of the Data Analysis

To get the data, the writer used some kinds of test. There are two kinds needed in this research, they are pre-test and post-test. The pre-test is used to know the students speaking ability before getting different treatments. The post-test is used to know the result of the experiment.

After the pre-test scores of each respondent were found, the average of the scores was then calculated through the following steps:

- a. The mean of group A

$$N_a : 31$$

$$M_a : 74,52$$

$$\sum X_a^2 : 48,74$$

- b. The mean of group B

$$N_b : 31$$

$$M_b : 73,68$$

$$\sum X_b^2 : 47,35$$

- c. The difference of rate between two groups:

$$t_o = \frac{M_a - M_b}{\sqrt{\left(\frac{\sum X_a^2 + \sum X_b^2}{N_a + N_b - 2} \right) \left(\frac{1}{N_a} + \frac{1}{N_b} \right)}}$$

$$\begin{aligned}
&= \frac{74,52 - 73,68}{\sqrt{\left(\frac{48,74 + 47,35}{31 + 31 - 2}\right) \left(\frac{1}{31} + \frac{1}{31}\right)}} \\
&= \frac{74,52 - 73,68}{\sqrt{\left(\frac{96,09}{60}\right) \left(\frac{2}{62}\right)}} \\
&= \frac{74,52 - 73,68}{\sqrt{(1,60)(0,032)}} \\
&= \frac{0,84}{\sqrt{0,051}} = \frac{0,84}{0,226} \\
&= 3,72
\end{aligned}$$

This formula was used to know whether the difference of both groups was significant or not. From the calculation above, the result is 3,72. It is consulted to the t-table with 5% level of significance and the degree of freedom in this research is 60(31+31-2). The table of the figure is 2,00. The calculation above shows that t-test is higher than t-table. It means there is significant difference between the experiment groups.

Based on the fact above, the writer continued to carry out the research because the requirement was fulfilled. After the result of the pre-test was carried out, the two groups were given the post-test. The result of the post-test is then calculated using t-test. The steps are as follows:

- a. The mean of group A

Na : 31

$$Ma : 63,35$$

$$\sum X_a^2 : 84,26$$

b. The mean of group B

$$Na : 31$$

$$Mb : 61,22$$

$$\sum X_b^2 : 83,48$$

c. The difference of rate between two groups:

$$t_0 = \frac{Ma - Mb}{\sqrt{\left(\frac{\sum Na^2 + \sum Nb^2}{Na + Nb - 2} \right) \left(\frac{1}{Na} + \frac{1}{Nb} \right)}}$$

$$= \frac{63,35 - 61,22}{\sqrt{\left(\frac{84,26 + 83,48}{31 + 31 - 2} \right) \left(\frac{1}{31} + \frac{1}{31} \right)}}$$

$$= \frac{63,35 - 61,22}{\sqrt{\left(\frac{167,74}{60} \right) \left(\frac{2}{62} \right)}}$$

$$= \frac{63,35 - 61,22}{\sqrt{(2,79)(0,032)}}$$

$$= \frac{2,13}{\sqrt{0,089}} = \frac{2,13}{0,298}$$

$$= 7,15$$

The result above was then consulted to t-table 5% level of significance. The procedure of drawing a conclusion is the same as the requirement used in the pre-test, that is, there is a significant difference between group A and B, if t-test is more than t-table. The result of t-table with degree of freedom is 60 is 2,00. While the result of t-test is 7,15. It is shown that t-test is more than t-table.

B. Result of the Research

The score of the post-test from group A is higher (63,35) than the score of group B (61,22). From the explanation above, the writer concludes that the Direct Method was more helpful for improving the students' speaking ability. It can be seen on the scores of the experiment group before and after the treatment (the scores of pre-test and post-test).

By using Direct Method, students can increase their speaking ability than the students who are taught by Audio-lingual Method. There is a significant difference of using Direct Method in teaching learning process toward the speaking ability of the students.

CHAPTER V

CLOSURE

A. Conclusion

Based on the findings in this research, the writer can draw conclusions as follows:

1. There is a difference in the result of teaching learning process between the students who are taught by Direct Method and those who are taught by Audio-lingual Method. In fact, there is a different mean between the two groups. The mean of the experiment group is 63,35, which is higher than the mean of the control group 61,22. While t-test proves that the difference is significant because the result of t-test is 7,15 which is higher than the figure shown on t-table (2,00).
2. The alternative hypothesis is accepted because the t-test is higher than t-table.
3. Teaching speaking using Direct Method, which is used in the experiment group gives a significant contribution to the students speaking ability. The students of experiment group had better speaking ability than those of controlled group because by giving Direct Method, they are able to improve their speaking ability. So, they will not make the same speaking mistakes on the other days. In other words, teaching speaking using Direct Method is more effective than that of using Audio-lingual Method. It means the students who

are taught using Direct Method get better speaking ability than those who are taught by using Audio-lingual Method.

a. Direct Method

- 1) The Direct method can be used to encourage the students to speak fluently.
- 2) The students are more confident in the speaking exercise.
- 3) The purpose of Direct Method is to encourage the students to speak well.

b. Grammar Translation Method

- 1) The purpose of Audio-lingual Method is to encourage the students to speak the grammar of the language.
- 2) The selection of grammar and vocabulary in their speaking exercise is limited.

B. Suggestion

Regarding the result of the research, the writer thinks that the students must be given Direct Method in teaching speaking to increase their speaking ability. Because by hearing the dialogue directly, the students are seemed to get the real situation.

1. For the teacher

1. For the teacher

- a. By using Direct Method, the teacher did not waste much time in teaching speaking. Because the teaching instruments like the model of speaking tasks, students' answer sheet, and key answers are prepared by the teacher before teaching speaking.
- b. Make the students interest in learning English by giving some techniques.

2. For the Students

The students speaking ability can be increased by practice it in their conversation, especially in their English class.

The Result of the Pre-Test

Subject	Ma	Mb	Xa	Xb
1.	74	76	1	4
2.	84	72	81	4
3.	80	80	25	36
4.	70	72	25	4
5.	68	58	49	256
6.	64	80	121	36
7.	84	76	81	4
8.	72	82	9	64
9.	82	72	49	4
10.	70	70	25	16
11.	58	80	289	36
12.	76	74	1	0
13.	84	80	81	36
14.	70	80	25	6
15.	72	72	9	4
16.	76	56	1	324
17.	60	80	225	36
18.	84	74	81	0
19.	80	64	25	100
20.	70	72	25	4
21.	82	60	49	196
22.	76	74	1	0
23.	82	78	49	16
24.	74	80	1	36
25.	80	80	25	36
26.	74	80	1	36
27.	72	80	9	36
28.	80	74	25	0
29.	64	73	121	4
30.	74	64	1	100
31.	74	72	1	4
Σ	1.310	2.284	1.511	1.468

The Result of the Post-Test

Subject	Ma	Mb	Na	Nb
1.	64	64	9	16
2.	76	62	25	4
3.	58	48	9	144
4.	64	48	9	144
5.	64	60	9	0
6.	52	80	81	400
7.	76	54	25	36
8.	70	50	81	100
9.	66	48	25	144
10.	64	60	9	0
11.	68	44	49	144
12.	50	62	121	4
13.	50	78	121	324
14.	62	62	1	4
15.	86	60	625	0
16.	58	64	9	16
17.	44	78	286	324
18.	56	58	25	4
19.	58	60	9	0
20.	48	62	169	4
21.	66	54	25	36
22.	58	72	9	144
23.	50	50	121	100
24.	58	60	9	0
25.	62	60	1	0
26.	56	62	25	4
27.	76	78	25	324
28.	66	72	25	144
29.	76	62	25	4
30.	76	64	25	16
31.	86	62	655	4
Σ	1.964	1.898	2.612	2.588

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The Pre-test of Using Direct Method and Grammar Translation Method

Perhatian :

- a. Semua jawaban dikerjakan pada lembar jawab yang tersedia.
- b. Nama/ absent ditulis pada sudut kanan atas lembar jawab.
- c. Hasil test ini tidak berpengaruh pada nilai raport anda

A. Choose the correct answer by crossing a, b, c or d!

1. We can keep some vegetables, fruits and meat fresh in the....

- | | |
|-----------------|----------------|
| a. cup board | c. plastic bag |
| b. refrigerator | d. basket |

2. Next Sunday, my brother..... a birthday party for me.

- | | |
|---------------|--------------|
| a. holds | c. held |
| b. is holding | d. will hold |

3. Shopgirl : " Can I help you, Mom?"

Mrs. Anita: " Yes, I need a kilogram of sugar.....?"

Shopgirl : " It's Rp 3.600."

- a. How much is the change
- b. How much money do you have
- c. May I bargain
- d. What is the price

4. If you want to buy chili, salt, cooking oil, butter and other food stuff, go to the.....

- | | |
|------------|-------------|
| a. florist | c.grocery |
| b. bakery | d. toy shop |

5. I have bought various kinds of daily needs. Now there is only.....money left in my purse.

- | | |
|-------------|----------|
| a. many | c. a few |
| b. a little | d. much |

6. Don't waste water! You.....turn off the tap after use.

- | | |
|--------|-----------|
| a. can | c. must |
| b. may | d. should |

7. Adi : “ Wawan?”
 Wawan: “ I’m playing video game.”
 a. what are you doing
 b. what do you do
 c. what did you do
 d. what are you going to do
8. Arif : “Where is Halimah now?”
 Nisa : “ She is out at the moment. She in the shopping centre.”
 a. shops
 b. is shopping
 c. will shop
 d. shopped
9. Endah likes to help her mother in the kitchen. She learns how to make a cakes.
 Now she can make a delicious cakes. Her hobby is.....
 a. gardening
 b. singing
 c. cooking
 d. reading
10. A : “Please buy me a.....of soap. I want to take a bath.”
 B : “All right.”
 a. loaf
 b. bar
 c. tube
 d. packet
11. Niken :” Do you want to add.....salt into the soup?”
 Indang :” Yes. It will make more delicious.”
 a. any
 b. a few
 c. many
 d. some
12. Which sport cannot be done in a team?
 a. football
 b. basket ball
 c. chess
 d. hockey
13. A: “How much sugar do you want in your tea?”
 B: “ I want a.....of sugar in it.”
 a. tin
 b. kilogram
 c. jar
 d. spoonful
14. Adiansyah is aboy. He always helps his mother.
 a. lazy
 b. stupid
 c. careless
 d. diligent

15. Mother : "Here is your pocket money, Nadya."
Nadya : "....., Mom."
a. fine, thanks
b. sorry
c. good bye
d. thank you
16. Rayhan : ".....?"
Pipit : "my name is Pipit."
a. what are you
b. what is your name
c. what year are you in
d. where are you from
17. Dina : "Tomorrow is holiday, what about going to beach?"
Devi : "....."
a. never mind
b. fine, thank you
c. yes, of course
d. that's a good idea
18. Nico : "Is he your brother?"
Lina : "No, he is my father's younger brother. So, he is my...."
a. uncle
b. nephew
c. grandfather
d. cousin
19. A: "What is your hobby?"
B: "Swimming. How about you?"
A: "I..... swimming. I'm afraid to play in water."
a. love
b. like
c. enjoy
d. hate
20. Sukma : "Where are the students of II A?"
Ayu : "they are in the They are experimenting with butterflies."
a. library
b. cafeteria
c. garden
d. laboratory

B. Read this!

Mr. Herman is in the Bank Negara Indonesia, now he wants to transfer his money for his son in Jakarta.

Mr. Herman : "Good morning."

Banker : "Good morning. What can I do for you?"

Mr. Herman : "I'd like to transfer one million rupiahs for my son is studying in Jakarta."

Banker : "Yes. Have you got an account with this bank?"

Mr. Herman : " Yes. Here is my cheque book."

Banker : " Do you want to take the transfer to your son?"

Mr. Herman : " Yes, please. He's got an account with BNI in Jakarta. This is the number."

Banker : " And his name?"

Mr. Herman : " Agus Muhammad."

Banker : " Would you like to make the transfer by transfer or by telex?"

Mr. Herman : " By telex please."

Banker : " Could you sign this, please? Thank you."

Mr. Herman : "You're welcome."

Read the text carefully to answer the following questions!

1. Who wants to transfer the money for this son?
2. Where does Mr. Herman son's stay?
3. What is Mr. Herman son's name?
4. How much money does Mr. Herman want to transfer?
5. In what way does Mr. Herman want to transfer the money?

C. Read this !

Indonesia has a lot of forest. The forest is very numerous. They are Sumatera, Java, Kalimantan, Sulawesi, Irian jaya and in other some island. We can find a large number of plants and animals in their forest. Therefore, many

foreigners make a study of our forest. They want to study about the Indonesian plants and animals.

◦ Some of the animals are monkeys, tigers, elephants, wild-bulls, rhinoceroses, etc. There are wild animals. We can find them in some forest in our country. If we don't want to go the forest, we can see them in the zoo. Now days the number of the wild animals become smaller because people like to hunt them down. Our government are very concerned about this matter, that's why some animals are protected.

Animals that are protected by the government are the rhinoceroses, elephants, bulls, orangutans, Sumateran tigers, comodos, peacocks, cendrawasih, etc. Our government built games reservation to protect them. The government also constitute hunting laws to reduce animals killing. We should help the government, so that the animals will not be extinguished.

Adapted from "English for Junior High school Second Year".

By. Drs Tri Pudyatmoko.

Read the text carefully to answer the following questions!

1. What can we find in the forest?
2. Mention some protected animals that you know!
3. What has the government built to protect the rare animals?
4. What has the governments constituted to reduce the animals killing?
5. What will happen to the animals if the governments lets the people hunt them down?

The key answers

B

1. Mr. Herman wants to transfer the money for his son.
2. Mr. Herman's son stay in Jakarta
3. Mr. Herman's son name is Agus Muhammad
4. Mr. Herman wants to transfer one million rupiahs for his son.
5. Mr. Herman wants to transfer by telex.

C

1. In the forest we can find a large number of plants and animals.
2. The protected animals are rhinoceroses, elephants, bulls, orangutans, comodos, peacocks, cendrawasihs, and tigers.
3. The government built games reservation to protect them.
4. The government constitute hunting laws to reduce animal killing.
5. If the government lets the people hunt the animals down so they will be extinguished.

KEY ANSWERS

B.

1. Four peoples. They are the Teacher, Kiki, Doni and Roy.
2. The dialogue are happen at the first period yesterday.
3. The dialogue take place in Kiki's class.
4. They are talking about the Indonesia population.
5. According to the dialogue, the Indonesia population is over populated.

C.

1. One-way communication means that we only hear or receive the broadcast, but we cannot send news or information to the broadcasters.
2. From the listening to the radio, we can get pleasure, knowledge and important news.
3. The radio broadcasting can be received by many people because almost every family owns it.
4. The RRI's program that have to broadcast by private radios are news and some national programs.
5. The young people like listening to the private radio because the private radio broadcast some interesting programs for them.

The Post-Test of Using Direct Method and Grammar Translation Method

Perhatian :

- a. Semua jawaban dikerjakan pada lembar jawab yang tersedia.
- b. Nama/ no absent ditulis pada sudut kanan atas lembar jawab.
- c. Hasil test ini tidak berpengaruh pada nilai report anda.

A. Choose the correct answer by crossing a, b, c or d!

1. A person who helps a guests carry his luggage in a hotel is called.....
 - a. guide
 - b. bell boy
 - c. waiters
 - d. receptionist
2. Mr. Andi need afor breakfast. He orders roasted bread , boiled eggs and hot milk.
 - a. room service
 - b. luxurious room
 - c. room key
 - d. information
3. Mr. Rahmat.....the nights in 'Sahid' hotel several times.He spent the nights there aweek ago.
 - a. spend
 - b. is spending
 - c. is going to spend
 - d. has spent
4. A :” Don't forget to stick a....on the envelope before you post it! “
B :” All right!”
 - a. post code
 - b. stamp
 - c. seal
 - d. address
5. Mr. Jono look very tired. Hein the rice field since this morning.
 - a. is working
 - b. is going to work
 - c. worked
 - d. has worked
6. A:”Could I go to the entertainment centre tonight, Dad?”
B:”.....you must prepare your maths test tommorrow.”
 - a. sure
 - b. yes, of course
 - c. I'm afraid not
 - d. yes, certainly

7. A : "May I borrow your ruler?"
 B : ".....I am not using it now."
 a. I'm afraid not c. I am sorry
 b. not at all d. yes, of course
8. A : " I think Anita will win in the pop singer contest."
 B : "....."
 a. I hope so c. I'd love too
 b. it doesn't matter d. that's good idea
9. A : ".....do the fisherman catch the fish?"
 B : " They catch the fish three times a week."
 a. how far c. how long
 b. how many d. how often
10. A : "How is the?"
 B : "It's very hot. The sun is shining brightly."
 a. weather c. climate
 b. scenery d. season
11. A: "What did your mother buy this morning?"
 B: "she.....some manggoes."
 a. buys c. bought
 b. will buy d. has bought
12. Rano : "where does the racing cars events take place?"
 Karno: "In the....."
 a. circuit c. stadium
 b. gymnasium d. fitness centre
13. The land of our country is very.....Everything can grow well here.
 a. humid c. dry
 b. large d. fertile
14. Dessy : "How often do you swim a week?"
 Windy: "Actually twice. But last week I only.....once, because I had to prepare my exams."
 a. Swim c. will swim
 b. swam d. have swum

15. Mrs. Ery : "How much are the grapes?"
 Fruit seller : ".....?The green ones or the red ones?"
 Mrs. Ery : "The green ones."
 a. which ones c. which colour
 b. what colour d. what grapes
16. It's wild animals. It has two hands and two legs. Its looks like a very big monkey.
 It can walk like a man. It is.....
 a. an elephant c. a commodo
 b. a giraffe d. a gorilla
17. Dinda : "There is Westlife show in Senayan.to see it Mom?"
 Mother : "I'm afraid not. It will be very crowded. And its dangerous for a young girl like you."
 a. do you go c. can I go
 b. did I go d. will you go
18. Alwi : "Im not sure he.....do the job well."
 Lia : "Trust me. He ios really a programmer."
 a. may c. cannot
 b. can d. may not
19. Officer : "Could I have your name please!"
 Ali : " Its Topan. Ali Topan."
 Officer : "And.....are you, Mr. Topan?"
 Ali : "I'm 25 years."
 a. how old c. someone
 b. how tall d. how heavy
20. A : "Who is still in the room?"
 B : "They've gone away."
 a. all c. someone
 b. no one d. everybody

B. Read this!

Yesterday Kiki's class had geography lesson at the first period.

The teacher : "Kiki, what is the total population of Indonesia now?"

Kiki : "If I'm not mistaken, it is more than 220 million people Sir."

The teacher : "What do you think of the situation, Roy?"

Roy : "Indonesia is over populated, Sir."

The teacher : "Good. Are there any problems caused by over population?"

Roy : " Yes, Sir. Among others there are unemployment, housing problems and educational problems."

The teacher : "Doni, do you know how the governments solves the problems?"

Doni : " Yes, Sir. One of the solutions is by carrying out the family planning program. And in the field of education, the governments has set up a lot of school buildings and promoted the compulsory education for the seven to fifteen years old children."

The teacher : "Excellent."

Adapted from English Junior High School 3

By. Drs. Tri Pudyatmoko

Read the text carefully, then answer the following questions!

1. How many people are there in the dialogue? Who are they?
2. When did the dialogue happen?
3. Where did the dialogue take place?
4. What are they talking about?
5. According to the dialogue, how is the Indonesian population?

C. Read this!

There are some means of communication. One of them is radio. It is used for one-way communication. We can only hear or receive the broadcast, but we cant send news or information to the broadcasters. Although it is just one-way

communication, people like it because it can give pleasure. We also get knowledge and important news by listening to the radio.

Radio is one of mass media. Its broadcasting can be received by many people, because almost every family owns it. Its price is cheap. It is portable, so we can bring it everywhere to listen. It plays an important role in giving information to people. Therefore, the government needs to organize the programs of the radio.

RRI is the government radio. The programs broadcasting materials, officers etc are organized by the government. There is an RRI station in every city, but the central is in Jakarta.

The other stations belong to privates. They organize their program by themselves although they must broadcast RRI's programs like news and some national programs. Young people usually like private radios because they broadcast some interesting programs for them.

Nowadays we can listen to the radio everytime morning, afternoon, and night. We just turn the short wave (SW) or the medium wave(MW). We will get news-national, regional and local news. We also get any other programs such as knowledge, family, health, religion, announcement, advertisement, etc. sometimes we can listen to some special programs or live programs.

Adapted from "Bahasa Inggris 3"

Drs. Tri Pudyatmoko

Answer the questions based on the text above!

1. What is meant by one-way communication?
2. What do you get from listening to the radio?
3. Why can the radio broadcasting be received by many people?
4. What kinds of RRI programs must the private radio broadcast?
5. Why do young people like listening to the private radio?

KEY ANSWERS PRE-TEST

- | | |
|-------|-------|
| 1. B | 11. D |
| 2. D | 12. C |
| 3. D | 13. D |
| 4. C | 14. D |
| 5. B | 15. D |
| 6. C | 16. B |
| 7. A | 17. D |
| 8. B | 18. A |
| 9. C | 19. D |
| 10. B | 20. D |

The key answers

B

1. Mr. Herman wants to transfer the money for his son.
2. Mr. Herman's son stay in Jakarta
3. Mr. Herman's son name is Agus Muhammad
4. Mr. Herman wants to transfer one million rupiahs for his son.
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1. In the forest we can find a large number of plants and animals.
2. The protected animals are rhinoceroses, elephants, bulls, orangutans, comodos, peacocks, cendrawasihs, and tigers.
3. The government built games reservation to protect them.
4. The government constitute hunting laws to reduce animal killing.
5. If the governments lets the people hunt the animals down so tey will be extinguished.

THE KEY ANSWER OF THE POST-TEST

- | | |
|-------|-------|
| 1. B | 11. C |
| 2. A | 12. A |
| 3. D | 13. D |
| 4. B | 14. B |
| 5. D | 15. A |
| 6. C | 16. D |
| 7. D | 17. C |
| 8. A | 18. C |
| 9. D | 19. A |
| 10. A | 20. B |

KEY ANSWERS

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1. Four peoples. They are the Teacher, Kiki, Doni and Roy.
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NIM : 11300008

Wali Studi : Hanung Triyoko Ss
Jur / Progdi : Tarbiyah / TBI

No	Jenis Kegiatan	Pelaksanaan	Jabatan	Nilai
1	ORMASS STAIN Salatiga	20-30 Agustus 2000	Peserta	3
2	Porseni antar STAIN Se-jateng	23-30 Maret 2003	Panitia	5
3	English Friendship Camp	7-8 Oktober 2000	Peserta	3
4	Seminar Hukum Regional	19 November 2002	Peserta	4
5	Sarasehan Sehari HMJ Tarbiyah STAIN Salatiga	18 Maret 2004	Panitia	4
6	Seminar Menwa dalam rangka HUT RI Ke 56	18 September 2001	Peserta	3
7	Bedah Film Erin Brochovich	12 Maret 2002	Peserta	3
8	Seminar Hukum HMJ Syariah	11 Juni 2001	Peserta	3
9	Music In Campus V	23 Desember 2003	Panitia	4
10	Konser Music Amal SMC	30 September 2002	Peserta	3
11	Pendidikan Dasar SMC	13-15 Oktober 2002	Peserta	3
12	Seminar Nasyyiatul Aisyiah Cabang Ambarawa	5 Desember 2003	Peserta	3
13	Sarasehan Remaja dan Bahayanya dalam Sex Education	18 februari 2003	Panitia	4
14	Seminar "Program Study Bahasa Inggris" STAIN Salatiga	16 Desember 2002	Peserta	3
15	Seminar Gerakan Pemuda Muhammadiyah	6 September 2002	Peserta	3
Jumlah				51

Salatiga, 19 Agustus 2004

Pembantu Ketua III


Drs. H Nasafi
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KETERANGAN PROPOSAL SKRIPSI

Proposal skripsi mahasiswa:

Nama : ISTIKOMAH
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Judul : A COMPARATIVE ANALYSIS BETWEEN DIRECT
METHOD AND GRAMMAR TRANSLATION METHOD
IN TEACHING SPEAKING
(A case study of the second year students of
Mts. Sutirman Ngampin in the 2003-2004 Academic Year)

Dinyatakan : ~~Diterima~~ / Diterima dengan syarat

Catatan : setiap konsultasi, aspek
grammar hrs sdg benar.
Pembimbing : Drs. Sa'adi, M. Ag.

Salatiga, 26 04 2004

Ketua Progdil TBI

Drs. Sa'adi, M. Ag.

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NB.

Surat ini digunakan untuk meminta
Surat Nota Pembimbing Skripsi
ke Subbag. Akademik (Pelayanan Skripsi).

(P. Yalug Sahy)



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LEMBAR KONSULTASI SKRIPSI*)

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 Judul Skripsi : A COMPARATIVE ANALYSIS BETWEEN DIRECT METHOD
AND AUDIO - LINGUAL METHOD IN TEACHING SPEAKING
 Pembimbing : Drs. Sa'adi M. Ag
 Asisten Pembimbing :

No	Hari/Tanggal	Isi Konsultasi	Catatan Pembimbing	Paraf
1	040504	Chptr I	noo	
2	310504	Test Instrument	noo	
3	020804	Chptr II	noo III & IV to be Revised	
4	120804	Chptr III	to be revised IV, V - to be revised	
5	170804	Chptr III, IV, V	noo noo noo	

*) Lembar konsultasi ini harus dibawa setiap berkonsultasi dengan Pembimbing/Asisten Pembimbing

**) Coret yang tidak perlu

Salatiga, 170804

Pembimbing



**MADRASAH TSANAWIYAH (MTs.) SUDIRMAN
NGAMPIN - AMBARAWA
STATUS : DISAMAKAN**

Alamat : Jl. Ir. Sugiyopranoto 102 Ambarawa Kode Pos 50651

Ambarawa, 15 Juni 2004

Nomor : 445 /295 /2004

Lampiran :-

Hal : Laporan Penelitian

Yang terhormat :

Ketua STAIN Salatiga

Di Salatiga

Kami sampaikan dengan hormat bahwa:

Nama : ISTIKOMAH

NIM : 113 00 008

Fakultas/jurusan : Tarbiyah / TBI

Telah melaksanakan penelitian di MTs. Sudirman Ngampin dengan judul skripsi :

“A Comparative Analysis Between Direct Method and Audio-lingual Method in Teaching Speaking” (A Case Study of the Second Year Students of MTs. Sudirman Ngampin in the Academic Year 2003-2004)

Demikian untuk menjadikan maklum.

Mengetahui
Kepala sekolah

