

THE IMPLEMENTATION OF DIRECT METHOD TO TEACH VOCABULARY AT ELEMENTARY SCHOOL

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Abstract

This aims of the study are implementing direct method to teach vocabulary at elementary school and explaining the students' response of direct method to teach vocabulary at elementary school. The data were collected through observation, interview and questionnaire. The data were analyzed through descriptive qualitative. Based on the results of data analysis, it is known from the student activity in the first meeting until the third meeting. Teacher implemented six until seven principles of direct method and used appropriate media (pictures or real object) in each meeting. It is good enough. The result on the students' response, students has shown that learning by using direct method can help students in the vocabulary learning process. Students can easy to remember new vocabulary, to understand, to enrich their vocabulary and motivated students to more active in learning vocabulary. It's supported by the result of students' responses got average 50%. It means that it has a strong category.

Keywords: Vocabulary, Young Learner, Direct Method.

Abstrak

Tujuan dari penelitian ini penelitian ini adalah menerapkan direct method untuk menagajar kosakata di sekolah dasar dan menjelaskan respon siswa dari pembelajaran menggunakan direct method. Data dikumpulkan melalui observasi, wawancara dan kuisisioner. Data di analisis menggunakan deskriptif kualitatif. Berdasarkan hasil analisis data, diketahui dari aktivitas siswa pada pertemuan pertama hingga pertemuan ketiga. Guru menerapkan enam sampai tujuh prinsip direct method dan menggunakan media yang tepat (gambar atau objek nyata). Penerapan ini dapat dikatakan cukup baik. Hasil dari respon siswa telah menunjukkan bahwa belajar menggunakan direct method dapat membantu siswa dalam proses pembelajaran kosakata. Siswa dapat mengingat serta memahami kosakata baru dengan mudah, untuk memperkaya kosakata dan memotivasi siswa untuk lebih aktif dalam pembelajaran kosakata. Hal ini didukung oleh hasil respon siswa rata-rata 50% yang berarti sangat kuat.

Kata Kunci: Kosakata, Siswa, Metode Langsung

1. INTRODUCTION

Vocabulary is the most important element in learning English as a foreign language and one of the language components which is important to make clear communication. According to El-Koumy (2004:40) "Vocabulary is the number of words which can be learned in a limited time".

Due to the important role vocabulary of all affairs, children have to learn vocabulary since elementary school. Teaching young learners are different from teaching teenagers and adults because the young learners have special needs, interests and abilities. Young learners like fun activities that can make them feel happy and enjoy during the learning process. The young learners still have a limited conceptual awareness and language use should arise naturally from the activities and language development (Reilly, Ward and Malley 1999:11).

Many teachers at elementary school give vocabularies to the student using attractive method. This means that some teachers in elementary school do not use certain method in teaching vocabulary. According to Finocchiaro (1974:173) teachers should need methods and techniques of teaching English as a second

language to develop certain knowledge, skills, and insight.

Therefore, teacher needs to find an interesting method to teach vocabulary. There are some interesting methods to teach vocabulary, one of the interesting methods is direct method. Direct Method is such a method of teaching and learning, in which the English teacher will teach English vocabulary by using direct things or real object, bags of oral interaction, spontaneous language use, there is not any translation between first and second language as well (Brown, 2000:21).

The English teacher at SDIT Hidayatul Mubtadi'in has applied the direct method in the vocabulary learning process. Different with the recent studies, many attempts have been tried to help students to improve their vocabulary result. Elaborates by Ambar Wahyuni 2013 entitled "*The Effectiveness Of Using Direct Method To Improve Students' Speaking Ability*" presents about students' performance before and after using a direct method. The result of this this action research is the majority of mean scores of pre test and post test are 67,67 to 69,71 in cycle 1, the mean scores of pre test and post test are 68,76 to 72,67 in cycle 2 and the mean scores of pre test and post test

are 72,57 to 74,19 in cycle 3. In every cycle always increase.

The previous studies have presented the success of the direct method in high and secondary school level. Therefore, the researcher is interested in researching this method at elementary school level. Researcher will analyze the application of the direct method in learning vocabulary outcomes in second grade at SDIT Hidayatul Mubtadi'in. Teacher use a picture with direct method to teach vocabulary in the second grade. The present research is “The Implementation of Direct Method to Teach Vocabulary at Elementary School”. The differences of this research with the previous study is in the research method and education level. Many researchers use quantitative research and classroom action research at the high and secondary level. However, this study will use qualitative research and at elementary school.

Based on the background, the researcher expects that teaching vocabulary by using direct method students can easy to remember new vocabulary, to enrich vocabulary and motivate students to more active learning vocabulary.

2. RESEARCH METHOD

According to Moleong (2002) qualitative research is a research procedure

that generates descriptive data in the form of the written word or spoken of people and behavior that can be observed. Descriptive research aimed to describe anything that is currently in effect. Inside the research were describing, recording, analyzing and interpreting the condition.

This research used qualitative research in exposed or described the results of observations about the implementation of direct method to teach vocabulary at second grade. Then, in this researcher used descriptive qualitative approach.

In this research, the researcher was the key instrument. And in particular way, the researcher used some instruments to support the chosen methods in collecting data from data sources. These instruments helped the researcher implemented the research. In this study, researcher used a construct validation. These were the instruments of research:

a. Observation

The researcher arranged this observation list in order to help the researcher to get the details of data. It included the teacher's way to deliver English material for the second grade student, to know the objectives of the implementation direct method and students' response

b. Interview Guideline

The researcher has used semi structured interview. The interview conducted after teaching and learning process. This interview conducted to gain students' response from the participants. The purpose of the interview in this research has to cross-check the data and to make sure that the data from the observation were really valid. The researcher has conducted interview the teacher to get the data.

c. Questionnaire

The researcher used a close questionnaire. This questionnaire arranged using a likert scale.

3. REASEARCH FINDINGS AND DISSCUSSION

Based on the data collected through observation, interview, and questionnaire, there are some major fields to note down. The research findings will be described in two subheadings including the (1) implementation of the direct method and (2) the students' response in learning vocabulary. It was also identified the best practices based on the implementation of direct method at SDIT Hidayatul Mubtadi'in which covers two major terms: the

classroom activities and the learning program. The practices were effective to teach English to the students as indicated by the students' responses.

a. FINDINGS

1) The implementation of direct method to teach vocabulary at elementary school.

There are two aspects to considered in relation to the implementation of the direct method to teach vocabulary at SDIT Hidayatul Mubtadi'in. Based on the data collected through observation, questionnaire and interview to the English teacher.

The first meeting had been observed on 8th May 2018. Teacher asked to the students to open their English book and explained the material to study today. Teacher will mention the animals pictures. Teacher said that she has prepared the syllabus and media before the lesson. The teacher took the picture than started to mention the animals pictures and student repeated what the teacher says. Teacher said that she brought a media (pictures or real object).

To find out how far students understood about the vocabulary being taught, the teacher gave a question about animal pictures and the students answered. This is a small class, so all students can turn to answer teacher question. Teacher said that she presented the material which supported by media such as pictures, real object or illustration to help students understand the meaning.

13 of 15 students can answer the teacher's question and 2 students just can answer a half of teacher's question. The teacher asked the students to come forward to mention the animal pictures. Teacher said that learning by using direct method more comfortable in elementary school level.

Based on observations at the first meeting the implementation level can be categorized good enough. That is, the teacher applied 12 of the 23 of observation checklist. Teacher had implemented six of the 13 principles of direct method as stated in the observation sheet. That are:

1. The teacher prepared the appropriated syllabus and lesson plan
2. The teacher prepared the media (picture or realia) for learning process
3. The teacher taught how the pronunciation.
4. The teacher encouraged the students to active in communication
5. The teacher made questions and the students answered the question
6. The teacher gave the task

Second Meeting had been observed on 15th May 2018.

Teacher asked to the students to open their English book, Teacher began to mention all the transportation pictures. To find out how far students understood about the vocabulary being taught, the teacher gave a question and the students answered the teacher question about the transportation pictures. This is a small class, so all students can turn to answer teacher question.

In this learning process, the teacher applied one of the techniques of direct method that is question and answer. The teacher considered question and answer is the right technique to do at elementary

school level. Through question and answer, students also can learn communicate.

10 students can answer all teacher's question and 5 students just can answer half. Teacher said that vocabulary in the second grade still in a low of difficulty level. The learning is only covered the names of fruit, animals, things in the class, transportation etc. So, they are familiar with that vocabulary. Therefore, they only need to remember the English vocabulary.

In learning by using direct method, students not only taught to speak, grammar or pronunciation but also writing principles. Teacher said that direct method is important to apply. Because, the principle of learning by using direct method it is not only emphasized on the grammar or the pronunciation, but also in writing.

The teacher always encouraged the students to do a question and answer. Especially when teacher said that those who can answer will be able to break first. Students can more interest to answer the teacher question.

Based on the observation at the second meeting the implementation was good enough. Teacher has implemented 13 of the 23 of observation checklist. That is, the teacher has applied 7 of the 13 of direct method principles.

Third meeting had been observed at 22nd May 2018. The teacher applied one of the principles direct method. That is writing. Finished correcting the task, the teacher gave the score and continued the material to be discussed.

The teacher asked to her student to open their book. All of the students opened their book. Teacher asked to Students to submit their stationery on the teacher's desk. Then the teacher delivered the material they will be learn. Teacher said that she brought a real object if it's easy to get. That was done by teacher to attract students to learn vocabulary.

Teacher taught students the pronunciation because pronunciation is an important element to speak. Before the lesson ended, teacher gave a review about the material that had been discussed. Based on the observation at the third meeting the implementation was good enough. Teacher applied six of direct method principles.

2) The students' response in learning vocabulary second grade in SDIT Hidayatul Mubtadi'in

To know the response of students in learning by using direct method, the researcher gave questionnaire to students of class 2 SDIT Hidayatul Mubtadiin.

Students' response can be known after learning by using direct method applied and by giving questionnaires to students. To describe the result of questionnaire, according to Khafidah (2011) students' response divided into three kinds. They are:

Interesting response has the highest score than other responses. In this part, we saw that student very interested with the direct method and the media to support the method. in the teaching and learning process, if students were interested with method or the media. The teacher conveyed the material easily. Students stated that direct method is fun. They also stated that direct method is not boring. But if the teacher only used the media, it affected the mood of students. Teachers must be able to be creative to create a conducive classroom atmosphere and students will always be enthusiastic to take English lessons

The second questionnaire response is understanding. The direct method helped the student to enrich their vocabulary. Teacher said after implementing the direct method with supporting the media. The students more understood about the material. Students can see and listen the picture directly. Students can learn vocabulary easily. They also can enrich their vocabulary through the direct method

with supporting the media or realia. This is evidenced by the all teacher's question that was be answered by twelve students. But only three students answered it. And in the other meeting, all students answered all the teacher's question. That is the reason why understanding questionnaire get a second highest point.

In the third point that is a implementation, teacher brought pictures and also realia during the vocabulary learning process. This media existed to support the direct method that applied by the teacher in the classroom. This media helped the students to understand the meaning of the vocabulary that the teacher mentioned in English. Actually, this grade 2 English teacher SDIT Hidayatul Mubtadiin has not fully applied the direct method principles.

The teacher only applied a number of principles that were suitable for the age of their current students and also in using existing facilities. but this method helped the students to learn vocabulary. With this method, they taught to read, write, pronounce, communicate and also question and answer. Students' responses in teaching through direct method can be known after using direct method. Students' response can

be known with questionnaire student's score.

Numb	Positive Statements					Negative Statements				
	SA	A	EA	D	SD	SA	A	EA	D	SD
1	15									
2	10	2	3							
3	13	2								
4	9	6								
5	7	6	2							
6		6								
7									6	9
8	11	4								
9	11	4								
10	11	3	1							
11			1						7	7
12									7	8
13	10	2	1						2	
14	7	7	1							
15									7	8
16									7	8
17	8	6	1							
18	12	3								
19									7	8
20									7	8
Total	133	51	10							
Average	50%									

Questionnaire distributed to 15 students, that is a second grade at SDIT Hidayatul Mubtadi'in. To find out the students responses, in this study analyzed each students' response and obtained. Questionnaires were distributed to 15 respondents with 20 items statements (13 is positive statements and 7 is negative statements) at second grade of SDIT Hidayatul Mubtadiin. To find out the

students' response, this study analyzed each student's response and obtain the following answers. Of the 20 statements in the questionnaire, the statement with the highest score is number the point interesting. Students gave score 5 on the statement that they like learning English. With the students' positive response the teacher delivered the material easily and students can learn English without difficulty. But the teacher must be good in making creativity media to support the learning. So that students were not bored. Students also stated that they like learning English by using direct method. The teacher revealed that his students were interested in the media that the teacher brought in learning process.

From the calculation and description of each student above, it can be seen that the learning by using the direct method obtained 50% average that can be categorized strong. In other words it can be interpreted that students have a good response to learning vocabulary by using direct method. From the result can get the conclusion that students like to learn vocabulary by using direct method. Students can enrich their vocabulary and they can motivate to active in learning vocabulary.

b. DISCUSSION

The implementation of learning by using direct method on vocabulary learning that lasted for three times meeting is one of alternative method that can be used by teacher. This method made students to enrich the vocabulary, fostering the spirit of learning. In this direct method learning students understood the material in their book.

The learning process through direct method is well. This can be seen from the observation of teacher activities and student activities during the learning process. Based on the results of data analysis, it is known that the student activity from the first meeting until the third meeting. Teacher has implemented six until seven principles of direct method in each meeting. It was good enough. According to Indriani (2015), the teacher has implemented ten of thirteen principles of direct method. The teacher applied direct method in each meeting.

In learning process at SDIT Hidayatul Mubtadi'in, teacher still used mother tongue because the students are lack of understanding in English. Sometimes the teacher used the mother tongue to explain the material in learning process. It was similar with Handayani research (2014). The researcher conducted the research in

kindergarten level. Teacher often translated and explained the material. Teacher knew who her students and the abilities of each individual. According to Handayani (2014) We must have extra power to teach them, because the children have certain characteristics and need a certain treatment. So we must give the basic vocabulary to make them understand English. Before continuing to the next step teacher must have preparations to teach the children.

Based on the result, teacher presented the material which supported by media such as pictures, real object or illustration to help students understand the meaning. According to Richard & Rodgers (1986), that pictures and other visual aids are essential, because they supply the content for communication. They facilitate the acquisition of a large vocabulary within the classroom. Other recommends materials include schedules, brochures, advertisements, maps and books at levels appropriate to the students, if a reading component is included in the course

The questionnaire divided into three kinds. That were interesting, understanding and implementation. The interested student can be known from the questionnaire students' response. Students gave five score in average. They said that they were like to

study vocabulary through direct method. Students enjoyed in learning process. Understanding questionnaire has the second highest score and the implementation is in third. Students have shown the progress in learning vocabulary by using direct method. They have been able to enrich their vocabulary. Analysis of the responses of students with the number of 15 respondents and 20 items questionnaires got an average response score of 50% in strong category. It can be interpreted that students have a positive response to learning by using direct method.

Based on the result, students gave a positive response in the implementation of direct method to teach vocabulary. It can be seen during the learning process and the result of questionnaire. Students have received the explanations from the teacher well. They gave a positive response during the learning process. In line with Ahmadi (1999:166) Positive response is an action or attitude that show to accept, acknowledge, approve and implement the norms that apply in the class.

4. CONCLUSION

Based on the result of the analysis, the researcher concluded that the students' progress during the teaching and learning

activity by using Direct Method is running well.

Firstly, the observation conducted in three times. From the each meeting result, teacher implemented six until seven principles of direct method and used appropriate media (pictures or real object). The implemented direct method can be average 54%. Related to the percentage results in the application of the direct method, it can get the result that the learning process carried out in the classroom has been going well.

Secondly, Analysis of the responses of students with the number of 15 respondents and 20 items questionnaires (13 is positive statements and 7 is negative statements) got an average response score of 50% in strong category. It can be interpreted that students have a good reaction to learning by using direct method. Students can easy to remember new vocabulary, to understand, to enrich their vocabulary and motivate students to more active in learning vocabulary. It can get the result that students have a good response to learning vocabulary by using direct method.

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