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**THE COMPARATIVE STUDY BETWEEN DIRECT METHOD AND
TRANSLATION METHOD TOWARD THE STUDENTS' READING ABILITY
AT THE SECOND YEAR OF *MTs NURUL HUDA MATANGAJI-SUMBER***

A THESIS

**Submitted to Education Departement of Syekh Nurjati Institute for Islamic Studies
in Partial Fullfillment of The requirement for the graduate degree in English
Education (S.Pd.I)**



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ABSTRACT

ILHAM PUJA SANTANA: “THE COMPARATIVE STUDY BETWEEN DIRECT METHOD AND TRANSLATION METHOD TOWARD STUDENTS READING ABILITY AT SECOND YEARS STUDENTS OF MTs NURUL HUDA MATANGAJI-SUMBER”

The government of Indonesia has decided English as the first foreign language to be taught by the teachers and to be learned by the students as the private and state schools in our country. One of the reasons why English is taught and regarded as a compulsory subject at our school is that English is used as international language.

Although the English teacher of MTs Nurul Huda Matangaji Sumber has taught English, especially reading ability, through translation method to the students, but they still find difficult to understand . for this reason, the writer would help the student improve their English by teaching this foreign language, particularly the teaching of reading ability through the direct method.

The aims of the research that will be obtained are to find out the data of the results of students ability in understanding reading texts taught through direct method, in understanding reading texts taught through translation method, and to find out the data of whether there is any positive comparisons between the direct method toward students ability in understanding reading texts.

After the data have been analyzed , the writer concludes that the result of students ability in understanding reading texts taught through direct method is categorized as ‘good’ because the mean score achieved by each student is 7.16, the results of students ability in understanding reading texts taught though translation method is categorized as ‘sufficient’ because the mean score achieved by each student is 6.07, and there is a positive comparison. it is proved by the data analysis using t-test formula which shows that the value of t-observed (3.323) is higher than the critical value of t-table (1.99) with the significance 5% and the degree of freedom 78. This becomes an accurate indicator that the direct method and translation method.



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PREFACE

In the name of Allah, the most gracious, and the most merciful. All praises due to Allah SWT and thankfulness be to Allah because of his permission the writer has been able to finish this thesis. My invocation and safety always be given to the prophet Muhammad SAW (peace be upon him) his family, his companions, and followers up to the end of the world. This thesis is entitled in ***“THE COMPARATIVE STUDY BETWEEN DIRECT METHOD AND TRANSLATION METHOD TOWARD STUDENTS READING ABILITY AT SECOND YEAR OF MTs NURUL HUDA MATANGAJI-SUMBER.***

”Presented to the English Educational Department of Tarbiyah Faculty IAIN Syekh Nurjati Cirebon in partial fulfillment of requirement for Scholar Degree in English Education.

In writing this thesis, there are so many people who have participated, supported, helped, and advised. So in this opportunity the writer would like to convey sincere propound thankfulness to:

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7. Drs. Kurmaedi TH: The Headmaster of Mts Nurul Huda Matangaji Sumber.
8. All teachers and school staff of Mts Nurul Huda Matangaji Sumber.
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10. My Father Edy Uhaedy and My Mother Eny Rokhaeni: who always give support and motivation.
11. And all my friends that can not be mentioned one by one for their motivation.

The writer realizes that this thesis is still far from being perfect and of course there are many mistakes both in the contents and in arrangement of this thesis. Therefore, any comments and suggestion given by the readers would be gladly welcome.

Hopely, this thesis will be useful for the readers especially, for the writer himself and also for English Department of Tarbiyah Faculty of Syekh Nurjati Cirebon.

Cirebon, July 2012

The writer



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CHAPTER I

INTRODUCTION

A. The Background of the problem

Language plays a vital role in learning. Many kinds of learning are dependent on the individual's mastery of language and facility with verbal symbols. It is a tool that helps us learn, retain, recall, and transmit information and control environment, Janet W learner (1985:310) argues that language also fulfills several very human functions; it provides a means for communicating and socializing with other human beings; it enables the culture to be transmitted from generation to generation, and a vehicle of thought.

Tinker and Cullogh (1968: 90) define that:

“Reading involves the identification and recognition of printed or written symbols which serve as stimuli or recall of meaning built up through past experience and further the construction of new meanings through reader's manipulation of relevant concepts which have been already in his mind”.

And English as a subject that is taught since the fourth year of elementary school up to university still become one of the students problems in Indonesia. Although it is not an obligatory subject, but there are many schools, mostly in towns in which English is taught to their students.

Increasingly English is becoming the major international language of written or printed information. A great deal of the world of scientific, commercial, economic, and technological knowledge is written in response to the needs for transferring technology and science, the government policy is to place English as the first and major foreign language studied at schools and universities. They are expected to have the four language skills, namely reading. Listening. speaking, and writing.

Reading as a part of mastering a language is closely linked to the other parts of language process; speaking, writing, and listening. Reading like other language process is a cognitive process. It is centered in the brain, and is involving all the processes that the brain uses in the formal course of mental activity.

It is perfectly true that the reading widely is an effective means of extending our command of a language, whether it is the first language or the foreign language.

The students role as a reader demands that the should make sense of the text for himself. From the beginning. He has to do for himself everything that she is capable of doing. This requires encouragement, especially the encouragement that comes from success; and success in turn comes from texts that are suitable.

As students, we have to collect information and file it away in our brain. In addition, we have to know where to find, how to evaluate, what to do with, and when we get it. In other words, we have to learn the art of intelligent reading because we will find ourselves to be the receivers of information and often the transmitters of information to the others.

The English teacher who uses the translation method for teaching English says that's that teaching English as a foreign language through the translation method is very simple and it makes the students understand more clearly the meanings of the words in the sentences. For example, the English teacher wants to teach this sentence "A teacher is a person who teaches students". He/she only translates the meanings of the words in the sentences into students' native language, those are : a = *seorang*, teacher = *guru*, person = *orang*, who = *yang*, teach = *mengajar*, students = *murid-murid* . So "a teacher is a person who teaches students" means "*seorang guru adalah orang yang mengajar murid-murid*."

Whereas the English teacher who uses the direct method for teaching English says that teaching English as a foreign language through the direct method obliges the teacher and the students to use and speak the target language from the beginning of the course till it ends. There is no translation of the English words into students' native language if it is not really needed. For example, the English teacher wants to teach the meaning of the word "tighten", he/she takes a



spanner and tries to tighten a car by saying "I am tightening a car" to the students.

Mts Nurul Huda Matangaji-Sumber, is one of the Islamic Junior High Schools in Sumber, that receives the English subject. In this case, the students most still consider English as one of the most difficult subject to be learned by them. This is because they do not know much about the English reading. It should be noted here that the English teacher at the second year of *Mts Matangaji Sumber* uses translation method for teaching English as a foreign language. One of them uses the translation method and the other one uses the direct method for teaching English. In this matter, the writer would like to know and will give more contribution for students reading ability.

Referring to the passage above, the writer is interested to do the research about "The comparative study between direct method and translation method toward the students reading ability at the second year students of *Mts Nurul Huda Matangaji Sumber*". And the writer finds it is important to know whether the method of teaching in English reading comprehension can influence the reader's success. This research also aimed at identifying the problem that the students encounter in reading and the research may help to contribute a way out to overcome the problem in order to help the students have better achievement in their entire process of learning English.

B. The Identification of the problem

1. The Research Field

The writer would like to the research in field reading ability in this context the writer would like to know whether this reading habit could comparative between Direct method and Translation method on teaching reading ability.

2. The Research Approach

The approach of this research is a descriptive approach. This means that the writer collect, organizes, analyzes, and summarizes, the data. This is as to make a systematic, valid, and reasonable indicators of the events and situation.

3. The Main Problem

The main problem in this research is the students weakness or lack of ability in learning English language, especially achievement in English reading. Therefore the writer tries to apply the direct method and translation method in reading ability, as the problem solving to solve the problem.

C. The Limitation of the Problem

In this thesis, the writer would like to limit the problem into three kinds, there must be four skills namely, listening, speaking, writing, and reading. In order not to have misunderstanding about the intention of



writing this thesis, the writer would like to limit the problem namely, in conversation and reading. And the reading can be one the ways to improve their ability on it.

D. The Questions of the Research

Based on the reason above, the writer has tired to give close attention to know:

1. How is the students achievement in learning reading ability through the direct method?
2. How is the students achievement in learning reading ability through the translation method?
3. Is there any positive comparison between direct method and translation method used for teaching the English reading ability?

E. The Aims of the Research

The aims of the research in this thesis are :

1. To find out the data of the students reading ability through the direct method.
2. To find out the data of the students reading ability through the translation method.
3. To find out the data of whether there is any positive comparison of the above two kinds of methods used for teaching the English reading ability.



F. The Uses of the Research

These are the use of this research :

1. Through the application of direct method and translation method for teaching reading focus, the students are expected can be motivated in learning English, so that, can increase the students achievement.
2. To know how is the English teacher use the of direct method and translation method, methodology teaching in English at school.
3. The material of direct method and translation method can implicated with English teacher to teach reading.





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