



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

**THE COMPARATIVE STUDY BETWEEN STUDENTS' COMPETENCE  
IN DAILY CONVERSATION BY USING DIRECT METHOD AND  
COMMUNICATIVE LANGUAGE TEACHING AT THE TENTH YEAR  
STUDENTS OF SMA PRAKARYA SANTI ASROMO MAJALENGKA**

**A THESIS**

**Submitted to English Education Department of *Tarbiyah* Faculty of Syekh  
*Nurjati* state Institute for Islamic Studies in Partial Fulfillment of the  
Requirement for Scholar Degree in English Education (S.Pd.I)**



**By :**

**ASEP BUDIMAN**

**Reg. Number : 58430750**

**ENGLISH EDUCATION DEPARTMENT OF *TARBIYAH* FACULTY  
OF *SYEKH NURJATI* STATE FOR ISLAMIC STUDIES  
CIREBON**

**2013**



## ABSTRACT

### **ASEP BUDIMAN : “The Comparative Study Between Students' Competence in Daily Conversation By Using Direct Method and Communicative Language Teaching At The Tenth Year Students of SMA Prakarya Santi Asromo Majalengka.”**

As an international language, almost all countries have adapted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It is learned started from primary school up to university. There are four skills in teaching and learning a language : listening, speaking, reading, writing, but out of the four skills, speaking is considered as the most essential skill to be mastered. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols.

A lot of learning to improve the ability of Speaking, for example: Conversation. Conversation is so intertwined with daily interactions that it is difficult to define. Also, various fields of study have informed conversation: linguistics, psychology, anthropology, and sociology. In this thesis, apply appropriate method and techniques of teaching speaking or conversation. The method used is direct method and communicative language teaching.

Direct Method is a combination of a natural approach to language learning. Learning was developed to improve the ability to communicate verbally emphasizing the provision of a pronunciation based on the rules of language learning. Communicative Language Teaching is generally regarded as an approach to language teaching. As such, communicative language teaching reflects a certain model or research paradigm, or a theory. It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence.

The aims of the research are to find out the students' competence in daily conversation by using direct method, to find out the students' competence in daily conversation by using communicative language teaching, and to find out if there is any positive and significant comparative study between the students' competence in daily conversation by using direct method and communicative language teaching.

The result of the comparison between students' competence in daily conversation by using direct method and communicative language teaching, the significant value of  $t_{obs} > t_{table}$  that is  $5.50 > 2.02$ . from the statistical analysis above, so  $H_0$  is rejected and  $H_a$  is accepted. it can be assumed that the result of the students' competence in daily conversation by using direct method ( $X_1$  variable) is better than result of the student' competence in daily conversation ( $X_2$  variable). In other words, it can be considered that there is positive and significant comparative study between the students' competence in daily conversation by using direct method ( $X_1$  variable) and communicative ( $X_2$  variable).



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengemukakan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
 Hak Cipta Diindungi Undang-Undang

## RATIFICATION

This thesis which is entitled in **THE COMPARATIVE STUDY BETWEEN STUDENTS' COMPETENCE IN DAILY CONVERSATION BY USING DIRECT METHOD AND COMMUNICATIVE LANGUAGE TEACHING AT THE TENTH YEAR STUDENTS OF SMA PRAKARYA SANTI ASROMO MAJALENGKA** written by Asep Budiman with students number 58430750 has been examined on January 31<sup>th</sup>, 2013 and has been accepted by the examiner.

It has been recognized as on of the requirements fot Degree of Islamic Scholar In the English Education of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies *Cirebon*.

	Date	Signature
1. The Chairwoman <b>Dr. Hj. Huriyah Saleh, M.Pd</b> <b>NIP. 19610112 198903 2 005</b>	_____	_____
2. The Secretary <b>Sumadi, SS, M.Hum</b> <b>NIP. 19701005 200003 1 002</b>	_____	_____
3. Examiner I <b>Tedi Rohadi, M.Pd.SE.Dipl.TEFL</b> <b>NIP. 19680309 200801 1 017</b>	_____	_____
4. Examiner II <b>Farouk Imam Arrasyid, M.Pd.I</b> <b>NIP. 19830420 200901 1 009</b>	_____	_____
5. Supervisor I <b>Dr. Septi Gumindari, M.Ag</b> <b>NIP. 19730906 199803 2 002</b>	_____	_____
6. Supervisor II <b>Drs. Tohidin, M.Pd</b> <b>NIP. 19650308 199903 1 002</b>	_____	_____

Acknowledged By,  
 The Dean of *Tarbiyah* Faculty

**Dr. Saefudin Zuhri, M.Ag**  
**NIP. 19710302 199803 1 003**

## PREFACE

Bismillahirrahmanirrahim,

In the name of Allah, The Most Gracious, The Most Merciful. All praise and thanks are given to Allah SWT who has taught writing by pen. With his mercy and permission, the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Muhammad SAW , his families, and followers up to the end of the world.

This thesis is entitled in : **“THE COMPARATIVE STUDY BETWEEN STUDENTS' COMPETENCE IN DAILY CONVERSATION BY USING DIRECT METHOD AND COMMUNICATIVE LANGUAGE TEACHING AT THE TENTH YEAR STUDENTS OF SMA PRAKARYA SANTI ASROMO MAJALENGKA.”** Presented to the Study Program of English Education of Faculty of *Tarbiyah* IAIN Syekh Nurjati Cirebon in partial fulfillment of the requirements for the degree of the Islamic Scholar in English Education (S.Pd.I).

In writing this thesis, there are a lot of people who have participated supported, helped, and advised. So in this opportunity, the writer would like to convey his sincere gratitude to :

1. Prof. Dr. H. Maksum Muchtar, M.A, the rector of *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.
2. Dr. Saefudin Zuhri, M.Ag, dean of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.





3. Dr. Hj. Huriyah Saleh, M.Pd, the Chairwoman of English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.
4. Dr. Septi Gumindari, M.Ag, the first Supervisor.
5. Drs. Tohidin, M.Pd, the second Supervisor.
6. Drs. Masyudi, the Headmaster of *SMA Prakarya Santi Asromo*.
7. Ujang Jaenudin, S.Pd, the English teacher of *SMA Prakarya Santi Asromo*.
8. All Teachers and the school administrator of *SMA Prakarya Santi Asromo*.
9. The students of the tenth year of *SMA Prakarya Santi Asromo*.
10. His beloved parents who have looked after his from lullaby until now and never end.
11. All his friends that cannot be mentioned on by one for heir motivations.

The writer realize that this thesis is still far from being perfect and, of course there are many mistakes both in the arrangement and in the content. Accordingly, any comment and suggestion given by the readers would be happily welcome.

Hopefully, this thesis will be useful for the students of *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.

Cirebon, January, 2013

The Writer



## TABLE OF CONTENTS

ABSTRACT .....	i
RATIFICATION .....	ii
OFFICIAL NOTE.....	iii
LETTER OF AUTHENTICITY.....	iv
AUTOBIOGRAPHY .....	v
DEDICATION .....	vi
PREFACE .....	viii
TABLE OF CONTENT .....	x

## CHAPTER I : INTRODUCTION

A. The Background of the Problem .....	1
B. The Identification of the Problem.....	6
C. The Limitation of the Problem .....	7
D. The Questions of the Research .....	8
E. The Aims of the Research .....	8
F. The Usefulness of the Research.....	9



## CHAPTER II : THEORETICAL FOUNDATION

A. Definition of Conversation .....	10
1. Conversation Characteristics.....	10
2. Conversation Functions .....	12
3. Conversation Conditions.....	13
3. How Conversation tends to be Taught.....	13
4. Three Approaches to Conversation Teaching .....	14
B. Direct Method.....	17
C. Communicative Language Teaching .....	25
D. The Framework of Thinking .....	33
E. The Hypothesis of the Research .....	35

## CHAPTER III : METHODOLOGY OF RESEARCH

A. The Objective of The Research .....	36
B. The Place and Time of the Research.....	36
C. The Approach of the Research .....	37
D. The variables of the research .....	37
E. The Population and the Sample of the Research .....	37
F. The Techniques of Collecting Data .....	38
G. Instrument of Test.....	40



H. Procedures of Research .....	43
I. The Techniques of Analysis Data .....	40
J. The Statistical Analysis .....	47

#### CHAPTER IV : RESEARCH FINDING

A. The Objective Condition of the School.....	49
B. The Implementation of Research.....	54
C. Research Findings.....	55
1. The Students' Competence in Daily Conversation by Using Direct Method .....	55
2. The Students' Competence in Daily Conversation by Using Communicative Language Teaching .....	57
3. The Comparison between Students' Competence in Daily Conversation by Using Direct Method and Communicative Language Teaching	60

#### CHAPTER V : CONCLUSION AND SUGGESTION

A. CONCLUSION .....	63
B. SUGGESTION.....	64

#### BIBLIOGRAPHY

#### APPENDIX







## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Globalization affects the opening of relations between nations in all fields, especially with the advancement of information and communication technology. The development of the international sphere in the era of globalization requires the use of language for global communication. Language is a tool of communication. It is very important for human beings. There is no reason to say that language is less crucial than the others for the lives of human. In the process of teaching and learning, language plays an important role. Without a language this process cannot be carried out properly. So In Webster's news Collegiate Dictionary (1981:641) states, "Language is a systematic means of communicating ideas or feeling by the use of conventionalized signs, sounds, gestures, or marks having understood meaning."

Wardough (1972:3) stated that, " language is a system of arbitrary vocal symbols by means of which a social group cooperates". On that statement, the writer considers that language is an oral system of a communication means.

Crystal (1980:202) states, "Language is a particular variety or level of speech or writing and people use language for special purpose". People use both spoken and written language to convey their ideas or feelings in various purposes and reasons. Without using a language one can not establish social relationship and interact with others.

In addition, Hornby (1995:700) states, “Language is sytem of sound, word pattern, etc used by human to communicate thoughts and feelings’.

In another definition, Pei & Gaynor (1954:119) states,” language is a system of communication by sound i.e, through the organs of speech and hearing, among human of certain group or community, using vocal symbol possessing arbitrary conventional meaning.”

And according to John Algeo (2005: 2) language is a system of conventional vocal signs by means of which human beings communicate.

Bram’s (1955:2) defines that language as a structured system of arbitrary vocal symbols by means of which members of a social group interact.

We can use more than one language if we learn other languages besides our native language. The language that we learn first is called first language. Richards (1985:106) says that first language is a person’s mother tongue or the language acquired first. The first language may be used to communicate with family members. Other people of the same ethnic group or it is the language of the country where we are living. We will find problems when we have to speak in the other languages which are different from our first language. Therefore, we need to learn second language. The word “Second” in Second Language Acquisition may refer to any language that is learned subsequently to the mother tongue of first language. Our mother tongue is Indonesia language while other language that we want to learn is called Second Language.

A good communication between someone to the others can be achieved if they are able to use the medium perfectly. If the language they are applying is not understood by the speakers, of course, the communication cannot reach the goal.



Communication is a process in which a person or persons, groups, organizations, and communities to create, and use information in order to connect with the environment and other people. In general, communication is done verbally or verbally that can be understood by both parties. If no verbal language that can be understood by both, communication can still be done using body gestures, showing certain attitudes, such as smiling, shook his head, shrugged his shoulders. This method is called the language of nonverbal communication.

Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill.

English language is one of foreign language. It becomes very important in educational aspect. Because English language includes several language lesson in our country. It has several functions of foreign language; a. international communication and study of language, b. language as a system of communication, c. the most complex of man's tool, d. each language is structurally different system. (lado, 1961:1)



According to Oxford Advanced Learner's Dictionary (2010: 865) "Language is the system of communication in speech and writing that is used by people of a particular country or area." And according to John Algeo (2005: 2) language is a system of conventional vocal signs by means of which human beings communicate.

English is one kinds of languages. As an international language, it used to communicate among people in the different country. Like in the Indonesia country, english language learned since elementary school. So, it need the best method to teaches. In the otherhands we will must know about significance this study, especially to the teachers and students.

According to Oxford Advanced Learner's Dictionary (2010: 301) Communication : the activity or process of expressing ideas and feelings or giving people information. Communication is always carried by every person in the world, communication is needed by everyone, regardless of the communication will be difficult to get an update or something. Communicating should be understood by others, lest when we communicate is difficult to understand. Every day also, people always do a conversation, a conversation not only in school, or at a market, but the conversation always happens everywhere.

As an international language, it is used to communicate among people in the different country. Because of that, it can be an important too that it should be learned by the students.

In our country, English learned since elementary school. Because English is not our native language, the students are difficult to learn it, based on that statement,



English is taught with many methods to make student easily to learn English as their second language.

According to Oxford Advanced Learner's Dictionary (2010: 332) Conversation an informal talk involving a small group of people or only two; the activity of talking in this way. In learning English takes a lot of practice and practice. Moreover, the English language is a skill or skills rather than knowledge. Conversation is the most basic form of activity undertaken by humans to establish contact with each other. In a conversation, people are able to express their thoughts and feelings, and it is also, to exchange information to meet their needs.

Conversation is a multifaceted construct. Thornbury and Slade point that this complexity derives from conversation being so ubiquitous in our daily language usage (2006:5). In other words, conversation is so intertwined with daily interactions that it is difficult to define. Also, various fields of study have informed conversation: linguistics, psychology, anthropology, and sociology (Gumperz, 1999: 98).

Conversation is one of the most important language skills possessed by students who are learning a foreign language. Many people assume that the conversation is a difficult skill possessed by both teachers and students. This is because in practice, schools speaking skills only apply to the extent the theory: it is the implementation and practice are lacking.

Conversation includes skills that are considered difficult and rarely performed by the students. For that conversation in learning should be applied. It aims to increase the students to be more active and creative. It is also in the process of learning to be monotonous and boring.





In general, in daily conversations, both formal and informal conversations to follow the rules or patterns that have been agreed upon by both parties, and one of these patterns involves matching pair (adjacency pairs) which is a minimal pair that became the basis of the formation and the fulfillment of a process conversation.

Based on the explanation above, that one way to improve the ability to speak English is to conduct a conversation. Conversation is indispensable to enhance the ability to speak English. Learn to speak English, not simply a theory but it requires a lot of practice. And the writer would to know students competence in daily conversation by using direct method and communicative language.

## B. The Identification of the Problem

The identification of the problem in writing this thesis is as follows:

### 1. The Field of Study

The field of the research in writing this thesis is daily conversation. In Learning English takes a lot of practice and practice. Moreover, the English language is a skills rather than knowledge. Therefore, in daily conversation is very important to improve language skills.

### 2. The kinds of the problem

The kinds of the problem of this thesis as as follows:

- a. The students do not practice every day conversation
- b. The students get difficulties in pronunciation
- c. The students are still a little in vocabulary



- d. The students do not understand that need a lot of practice to learn to speak

The Points above are some problems in the process of learning and teaching, especially in speaking or conversation. in fact there are still many problems experienced by students in learning English. Therefore, the writer of this thesis arranged from the above problems.

### 3. The Main of the Problem

The main problem of doing research is about the students' competence in daily conversation. Therefore, The researcher tries by using direct method and communicative language teaching.

## C. The Limitation of the Problem

To avoid run discussion, this study focuses on some concern identified as follow:

1. The subject of study is the tenth class of the students of *SMA Prakarya Santi*
2. The Object of study is the students competence in daily conversation
4. The methods of collecting data are observation, interview and test
5. The data analysis is quantitative approach

## D. The Questions of the Research

The questions of the research in writing this thesis are as follows:

1. How is the students' competence in daily conversation by using direct method?



2. How is the students' competence in daily conversation by using communicative language teaching?
3. Is there any positive and significant comparative study between the students' competence in daily conversation by using direct method and communicative language teaching?

#### **E. The Aims of the Research**

The aims of the research in writing this thesis are as follows:

1. To find out the students' competence in daily conversation by using direct method?
2. To find out the students' competence in daily conversation by using communicative language teaching?
3. To find out if there is any positive and significant comparative study between the students' competence in daily conversation by using direct method and communicative language teaching?

#### **F. The Usefulness of the Research**

The usefulness of the research is hoped to be able to increase the developing of language learning; especially in increasing the students competence in daily conversation, especially in speaking.



## BIBLIOGRAPHY

- Algeo, John. *The Origins and Development of the English Language: Sixth Edition*. Wadsworth: Cengage Learning, 2005.
- A.S. Hornby. *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press, 2010.
- Arends, Richard I. *Learning to Teach*. California, USA : McGraw-Hill Higher Education, 2007.
- Aries Siswanto, Victoria. *Starategi dan Langkah-Langkah Penelitian*. Jogjakarta : Graha Ilmu, 2012.
- Arikunto, Suharsimi, Dr. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 1991.
- Brannen Julia. *Mixing Methods : Qualitative and Quantitative*. USA : Avebury, 1992.
- Brown, D. *Principles of Language Learning and Teaching*. New York: Longman. 2000.
- Cane, G. 'Teaching Conversation Skills More Effectively.' *The Korea TESOL Journal*, 1998.
- Cook, G. *Discourse*. Oxford: Oxford University Press. 1989.
- Collins COBUILD Dictionary for Advanced Learners*. Harper Collins Publishers. 2001.
- Cooper, James. *Classroom Teaching Skill*. Lexington: DC. Head, 1992
- Crewell, J. *Research Design: Qualitative, Quantitative and Mixed Methods Approach*. (3<sup>rd</sup> ed.) Los Angeles: Sage Publications. 2009
- Dörnyei, Z. and Thurrell, S. *Conversation and Dialogues in Action*. Hemel Hempstead: Prentice Hall. 1992.
- FIP-IKIP. *Pengantar Didaktik Metodik Kurikulul PBM*. Surabaya : CV. Rajawali Jakarta, 1976.



- Halim (ed). *Pusat Pembinaan dan Pengembangan Bahasa*. Jakarta: Politik Bahasa Nasional 2. Balai Pustaka, 1980.
- Hedge, T. *Teaching and learning in the language classroom*. New York: Oxford University Press, 2000
- Jack C. Richards. *Communicative Language Teaching Today*, New York, Cambridge University press, 2006
- Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. New York: Oxford University Press, 1986.
- Lyons, John. Al-Mutawa, N. & Kailani, T. *Methods of Teaching English to Arab Students*. Longman Group Ltd, 1986.
- Lyons, John. *Language and Linguistics: An Introduction*. Cambridge University Press, 1981.
- O'Connor, J. D. 1967, *Better English Pronunciation*, New York: Cambridge University Press.
- Richards, J. C. & Rogers, T. S. *Approaches and methods in language teaching: A description and analysis*. Cambridge, UK: Cambridge University Press.
- Richards, J. C. *Communicative Language Teaching Today*. New York. Cambridge University Press, 2006.
- R. Sujoko. 2000, *the Fastest Way to Master Daily English Conversation*, M2S: Bandung
- Savignon, Sandra J. *Interpreting Communicative Language Teaching*. London: Yale University Press New Haven, 2002
- Sudijono, Anas, Prof. Dr. *Pengantar Evaluasi Pendidikan*. Jakarta: PT. RajaGrafindo Persada, 2011.
- Sugiyono, Prof. DR. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R & D)*. Bandung : Penerbit Alfabeta, 2012.
- Tannen Deborah. 1984, *Conversation Style: Analyzing Talk Among Friends*, Ablex Publishing Corporation: New Jersey.
- Thornbury, Scott. *How to Teach Speaking*. New York: Longman

