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**THE COMPARATIVE STUDY BETWEEN THE STUDENTS
COMPETENCE IN READING COMPERHENSION BY USING
GRAMMAR TRANSLATION AND DIRECT METHODS
AT THE SIXTH GRADE STUDENTS OF *MI AL-IKHLAS*
*SETUPATOK***

A THESIS

Submitted to English Education Department of Tarbiyah Faculty of Syekh Nurjati

State Institute for Islamic Studies in Partial

Fulfillment of the Requirements of Islamic Scholar Degree in English Education



by:

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CIREBON
2013**



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ABSTRACT

SODIKIN : The Comparative Study between the Students' Competence in Reading Comprehension by using Grammar Translation and Direct Methods at the Sixth Grade Students of MI Al Ikhlas Setupatok

Language is very important and useful tools for human being on the world. It is used for communication either in writing or speaking especially reading skill. Reading is most useful and important skill for people. In reading there are many problems, and researcher is needed to give clarification about the problem; the main of the problem in this research is the students had difficulties to understand the content of short text especially to find out the mind idea of the text. Because of it is problem, the writer would like to overcome the students difficulties by using methods of teaching especially Grammar Translation and Direct Methods.

Reading is the processes by which the meaning of a written text is understood. Teaching reading can be effectively and efficiently if using the appropriate method. Grammar-Translation Method is a way of studying a language that approaches the language first through detailed analysis of it is grammar rules, followed by application of this knowledge to the task of translating sentence and texts into and out of target language. Direct Method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation, and without the study of formal grammar.

The methodology of the research, the writer uses quantitative approach. The resources of the data consist of the theoretical data and the empirical data. The theoretical data is taken from books and the empirical data is taken from the location of the research through observation, interview and test, then the writer uses the formula of t_{test} and t_{table} in processing and completing data. The data are obtained and presented by numbers and then interpreted by using statistical analysis.

Madrasah Ibtidaiyah (MI) is Elementary Education Department based on the Islamic teaching. *MI Al Ikhlas Setupatok* is located on Jln. Setupatok, Mundu, Cirebon. The collected of the data in this research is the comparative between the students' competence in reading comprehension by using Grammar Translation and Direct methods, it is known from the result of the students' competence in reading comprehension by using Grammar Translation Method (X_1 variable) is satisfactory with the mean sore 8.0 and the result of the students' competence in reading comprehension by using Direct method (X_2 variable) is enough categorized with the mean score 7.15.

From the calculation above, it is known the value of $t_o = 14.28$ is greater than $t_{\text{table}} = 2.14$. It can be interpreted that there is positive and significant difference between the students' competence in reading comprehension by using Grammar Translation and Direct Methods at the sixth grade students of MI Al Ikhlas Setupatok.



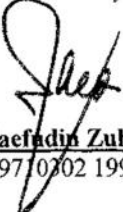
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RATIFICATION

The thesis entitled **"THE COMPARATIVE STUDY BETWEEN THE STUDENTS' COMPETENCE IN READING COMPREHENSION BY USING GRAMMAR TRANSLATION AND DIRECT METHODS AT THE SIXTH GRADE STUDENTS OF MI AL IKHLAS SETUPATOK"** written by **Sodikin**, Reg. Numbers **58430696** has been examined on January 31th, 2013. It has been recognized as one of the requirements for graduate degree in English Education Department of Tarbiyah Faculty Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon.

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PREFACE

In the name of Allah S.W.T most gracious and most merciful. All praises and thankfulness to Allah because of His permission the researcher has been able to finish this thesis. May Shalawat and Salam always be given to the prophet Muhammad S.A.W, his family, his colleagues, and followers up to the end of the world.

The title of the thesis is: **“THE COMPARATIVE STUDY BETWEEN THE STUDENTS’ COMPETENCE IN READING COMPREHENSION BY USING GRAMMAR TRANSLATION AND DIRECT METHODS AT THE SIXTH GRADE STUDENTS OF MI AL IKHLAS SETUPATOK”** is submitted to fulfill one of the requirements for achieving the Islamic Scholar Degree at the English Education Faculty of *Tarbiyah* of The Institute for Islamic Studies *Syekh Nurjati Cirebon*.

In writing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. In this opportunity, the writer would like to express his sincerity and profound thankfulness to:

1. Prof. Dr. H. Maksum Muktar, MA, the Rector of *IAIN Syekh Nurjati Cirebon*
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The researcher realizes that this thesis is still far from being perfect and there are many mistakes both in the arrangement and content of this thesis. Therefore, he would welcome the comments, and suggestions from the readers. Finally, the researcher does hope this thesis will be useful to the reader especially, for me and for English Education Faculty of *Tarbiyah* of *IAIN Syekh Nurjati Cirebon* as a reference in general.

Cirebon, January 21th 2013
The Writer,





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CHAPTER I

INTRODUCTION

A. The Research Background

A language consists of many skills such as; reading, speaking, listening, and writing. According to Patel and Jain (2008: 113) “Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit”.

The definition of reading, according to Jack Richard is the processes by which the meaning of a written text is understood. Reading is an important part to get much information's. In this case, Patel and Jain (2008: 114) said: “Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture”. Reading is certainly an important activity for expanding knowledge of a language. By reading the people can get much information from anywhere. Reading habits not only help the students to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing long period.

Reading constitutes important part in teaching and learning process, especially English, because reading is cannot separate from a language. In the every school, the

students willingly or unwillingly, they must be able to have some ability in learning English as one the subject in their school, one of them is mastering reading skill. According to English teacher of MI Al Ikhlas Setupatok, there are many students of MI Al Ikhlas Setupatok who are got the difficulties when they read, half of them felt confuse how to understand the content of the short text. In the sixth grade students of MI Al Ikhlas Setupatok felt that learning reading text, especially in answering the question based on the text is hard to understand, they were wrong to answer the topic of the text or they were difficult to find out the main idea of each paragraph of the text.

Because of the problems above, the writer would like to try to overcome the student's difficulties in learning process by using the methods. According to the syllabus of the school, a half the material of the English lesson is about the text. So understanding about the text is very important for the students. Here the writer would like to compare between the students' competence in reading comprehension that taught by using Grammar Translation and Direct Methods at the sixth grade of Al Ikhlas Setupatok

The first method that would like to the writer use is Grammar-Translation Method. According to Richards and Rodger (2001: 5), the Grammar-Translation Method is a way of studying a language that approaches the language first through detailed analysis of it is grammar rules, followed by application of this knowledge to the task of translating sentence and texts into and out of target language. It is constitutes the oldest method of teaching English. In this method the mother tongue is



used to teach English. This method is very famous in average teacher because it is very easy for them to use this method. In English words, phrases and sentences are taught with the help of this method. It tells that everything in English should be taught by translating into mother tongue. It is believed that vocabulary and phraseology of a foreign language can be learnt through translating its meaning into the mother tongue and the teacher points out the grammatical point and rules. The advantage of this method is when words and phrases are translated into mother tongue, his understanding of those words become very better and quicker.

The second method that would like to the writer use as the comparative study is Direct Method. The Direct Method has one very basic rule: no translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no the students native language (Diller, 1978). Direct Method is also called natural method because it is learnt naturally like mother tongue or first language and the first words are taught by pointing to objects or pictures or by performing actions. In this method, the classroom interaction was conducted exclusively in the target language and oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small intensive classes. This method also helps learners to enjoy the language. So the learners start using the language without fear because they are always practice it.



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The two methods above would like to used by the writer to find out the comparative study of that methods at the students' competence in reading comprehension, Therefore, the writer interested to observe and search more so that can give the contribution to the developing of language learning especially in the application of the Method of Teaching.

B. Identifications of the Problem

The identification of the problem is needed to give clarification about the problem that will be investigated. The writer arranged the identification of the problem referred to the background of the problem above, they are:

1. The Field of Study

The field of the study from the research is reading comprehension.

2. The Research Approach

The research approach of this research is quantitative approach.

3. The Kinds of the Problem

- The students felt confuse to understand the content of the text.
- The students cannot read correctly.
- The students are weak in grammatical error.
- The students felt that learning reading text is hard to understand.
- The students were wrong to answer the questions based on the text.



Based on the problems above, the main problem that will be investigated by the writer in the research is the students felt that learning reading text is hard to understand.

C. The Limitations of the Problem

In this research, the writer focus only on the comparative between Grammar Translation and Direct Methods in English learning to know the students competence in reading comprehension. The objects of this study are first: The students' competence in reading comprehension by using Grammar Translation Method at the sixth grade students of MI Al Ikhlas Setupatok, and the second objects is: The students' competence in reading comprehension by using Direct Method at the sixth grade students' of MI Al Ikhlas Setupatok

D. The Questions of Research

1. How is the students' competence in reading comprehension by using Grammar Translation Method at the sixth grade students of MI Al Ikhlas Setupatok?
2. How is the students' competence in reading comprehension by using Direct Method at the sixth grade students of MI Al Ikhlas Setupatok?



3. Is there any positive and significant comparative between the students' competence in reading comprehension by using Grammar Translation and Direct Methods at the sixth grade students of MI Al Ikhlas Setupatok?

E. The Aims of Research

1. To find out the students' competence in reading comprehension by using Grammar Translation Method at the sixth grade students of MI Al Ikhlas Setupatok
2. To find out the students' competence in reading comprehension by using Direct Method at the sixth grade students of MI Al Ikhlas Setupatok
3. To find out the positive and significant comparative between the students' competence in reading comprehension by using Grammar Translation and Direct Methods at the sixth grade of MI Al Ikhlas Setupatok.

F. The Frame of Thinking

Reading employs many different cognitive skills, including letter and word recognition, knowledge of syntax, and recognition of text types and text structure. The understanding that results is called reading comprehension. Comprehension that is based on clues in the text is referred to as bottom-up-processing, and comprehension that makes use of information outside of the text is known as top-down processing.



According to Oxford Dictionary reading is act of reading something or way in which something is understood. In this case, Bacon remarks in his essay that reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.

One of the ways to understand well about reading comprehension is by the method. Anthony (1963) defines the term 'Method' as: "It is a particular trick, strategy or contrivance used to accomplish an immediate objective". It must be consistent with a method and harmony with an approach as well.

In this research the writer takes the Grammar-Translation and Direct Methods as comparisons that will be increase the students' competence in reading comprehensions skill. The Grammar-Translation Method is the oldest method of teaching English. In this method the mother tongue is used to teach English (Richards and Rodger 2002: 73). This method is very famous in average teacher because it is very easy for them to use this method. In English words, phrases and sentences are taught with the help of this method. It tells that everything in English should be taught by translating into mother tongue. It is believed that vocabulary and phraseology of a foreign language can be learnt through translating its meaning into the mother tongue and the teacher points out the grammatical point and rules. The advantage of this method is when words and phrases are translated into mother tongue, his understanding of those words become very better and quicker.



According to Webster's New International Dictionary notes: Direct Method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation, and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.

Based on the statement above, the writer regard there is a positive and significant comparison between the students' competence in reading comprehension by using Grammar Translation and Direct Methods at the sixth grade students of MI Al Ikhlas Setupatok.

G. The Use of the Research

The research product hoped to be able to:

1. Increase the developing of language learning, especially in increasing the students' competence in reading comprehension.
2. Increase the students' ability to analyze the content of the text.
3. Increase the students' skill to read correctly.





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