



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 Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

**THE COMPARATION STUDY BETWEEN THE STUDENTS'
VOCABULARY MASTERY BY USING GRAMMAR
TRANSLATION METHOD AND SILENT WAY AT THE
SECOND GRADE STUDENTS OF *MTs INTIBAHUSYSYUBBAN*
*UJUNGSEMI KABUPATEN CIREBON***

A THESIS

**Submitted to the English Language Teaching Department of
Tarbiyah and Teacher Training Faculty of Syekh Nurjati State
Islamic Institute in Partial Fulfillment of the Requirements of
Islamic Scholar Degree in English Education Department**



By:

HASYIM AS'ARI
Reg. Number: 58430572

**THE ENGLISH LANGUAGE TEACHING DEPARTMENT OF
TARBIYAH AND TEACHER TRAINING FACULTY OF
SYEKH NURJATI STATE ISLAMIC INSTITUTE CIREBON**

2015



ABSTRACT

Hasyim As'ari: "The Comparison Study Between The Students' Vocabulary Mastery by Using Grammar Translation Method and Silent Way At The Second Grade Student of *MTs Intibahusyubban Ujungsemi Kabupaten Cirebon*"

The aims of the research is to find out about the comparison between the students' vocabulary mastery by using Grammar Translation Method and Silent Way.

The method of this research was quantitative method. It means that the writer did the research by using the formula of statistic, especially by using the formula of t-test. The writer took one of three classes then gave the pre-test and post-test to know the students' ranks before applying Grammar Translation method and Silent Way, then compared both ranks to find the better ranks.

The techniques of collecting data are to know the students' vocabulary mastery by using grammar Translation Method and Silent Way, the writer has presented the test on vocabulary to the students of class 8 A who have been taught vocabulary mastery by using Grammar Translation Method and 8 B who have been taught vocabulary mastery by using Silent Way.

The first step in this thesis research based on the theoretical data resources and empirical data resources with 34 students as the research sample. The techniques for collecting the data is used by the writer is test. The data will be analyzed by using t-test formula.

After the data has been analyzed, it has been obtained the mean score of the students' vocabulary mastery by using grammar translation method is 72.3. it means that the students' vocabulary mastery by using grammar translation method is good. And the means score of the students' vocabulary mastery by using Silent way is 63.2. it means that the the students' vocabulary mastery by using Silent way is poor.

From the calculation mean scores above by using t-test formula, it has obtained the value of t_{observed} 3.29. It is higher than critical value of the t_{table} with the significance 5% that is 2.00. So the result of t_{test} is $3.29 > t_{\text{table}}$ 2.00. So, the result of the comparison is there is significance comparison between the X1 variable (the students' vocabulary mastery by using grammar translation method) and the X2 variable (the students' vocabulary mastery by using Silent way).



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 Dilindungi Undang-Undang

RATIFICATION

This thesis entitled "THE COMPARATION STUDY BETWEEN THE STUDENTS' VOCABULARY MASTERY BY USING GRAMMAR TRANSLATION METHOD AND SILENT WAY AT THE SECOND GRADE STUDENTS OF MTs INTIBAHUSYSYUBBAN UJUNGSEMI KABUPATEN CIREBON " written by Hasyim As'ari, student number 58430572 has been examined on 14th July 2015. It has been accepted by the board examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty Syekh Nurjati State Islamic Institute Cirebon.

	Date	Signature
The Head of English Language Teaching Department <u>Lala Bumela, M. Pd</u> NIP. 19821231 201101 1 011	24 th July 2015	
The Secretary of English Language Teaching Department <u>Wakhid Nashruddin, M. Pd</u> NIP. 19810308 201101 1 003	24 th July 2015	
Examiner I <u>Dr. Hj. Hurivah Saleh, M. Pd</u> NIP. 19610112 198903 2 005	22 th July 2015	
Examiner II <u>Mustopa, M.Ag</u> NIP. 19660815 200501 1 003	22 th July 2015	
Supervisor I <u>Drs. H. Udin Kamiludin, M.Sc</u> NIP.19630915 199603 1 001	23 th July 2015	
Supervisor II <u>Sumadi, SS, M. Hum</u> NIP. 19701005 200003 1 002	23 th July 2015	

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty
 Syekh Nurjati State Islamic Institute Cirebon

Dr. Hman Nafi'a, M.Ag
 NIP. 19721220 199803 1 004



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

TABLE OF CONTENT

COVER	i
ABSTRACT	ii
APPROVAL	iii
RATIFICATION	iv
OFFICIAL NOTE	v
LETTER AUTHENTICITY	vi
AUTOBIOGRAPHY	vii
DEDICATION	viii
PREFACE	ix
TABLE OF CONTENTS	xi
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. The Identification of Problem	5
1. The field of the research.....	5
2. The kinds of Problem	5
3. The main problem	5
C. The limitation of the problem	5
D. The question of the Research	6
E. The aims of the research	6
F. The use of the research	6
CHAPTER II THEORITICAL FOUNDATION	8
A. The Description of Grammar Translation Method.....	8
1. The Definition of Grammar Translation Method.....	8
2. Characteristics of Grammar Translation Method.....	11
3. Advantages	12



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 Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

4. Disadvantages	13
B. The Description of Silent Way.....	16
1. The Definition of Silent Way.....	16
2. Types of learning and teaching activities.....	18
3. Learner roles.....	18
4. Teacher roles	19
C. Vocabulary	23
1. The definition of vocabulary	23
2. Vocabulary Types	27
D. General Meaning of Vocabulary Mastery	28
1. Vocabulary Mastery	28
2. The Role of Memory in Vocabulary	32
E. The Frame of Thinking	34
F. The hypothesis of the research	35

CHAPTER III THE METHODOLOGY OF THE RESEARCH..... 36

A. The Object of The Research.....	36
B. The Place and Time of The Research	36
C. The Method of Research	36
D. The variables of the research	37
E. The Population and Sample	37
F. The Techniques of Collecting Data	38
G. The Techniques of Analysis Data	39

CHAPTER IV THE RESEARCH FINDING..... 42

A. The Objective condition of the school	42
1. The Historical and background of the school	42
2. The general condition of the school	43
3. The facilities of the school	43
4. The process of teaching and learning at Islamic Junior High	



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

School of <i>MTs Intibahusysyubban Ujungsemi</i>	45
B. The research Findings	46
1. The Students' vocabulary mastery by using Grammar Translation Method	46
2. The Students' vocabulary mastery by using Silent Way	50
3. The differences between the students' vocabulary mastery by using Grammar translation method and Silent way	54
CHAPTER V CONCLUSION AND SUGGESTION	59
A. CONCLUSION	59
B. SUGGESTION.....	60
BIBLIOGRAPHY	61
APPENDIX	



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

CHAPTER I

INTRODUCTION

A. The Background of The Problems

Every teacher should have the skill required to support in any teaching and learning. As a teacher required teaching any material that will be conveyed to the students and can be accepted by students, so that the goal can be achieved with appropriate teaching. Mastering vocabulary is one of the important aspects of language, but it also remembering vocabulary closely related to other aspects.

Based on the observation and information from an English teacher in *MTs Intibahusysyubban Ujungsemi Kabupaten Cirebon*, the problem is a lack of student learning outcomes in English subject especially in vocabulary, and the method that used in the classroom is lecture, so the students feel bored and the students need a new ambience in learning process.

The students problem is certainly becoming the teachers' problems proved that in reality the students found a lot of difficulties in remembering vocabulary wherever they have an English teacher. In fact, the teacher in the teaching and learning process of the media of teaching or teaching aids. Therefore the teacher should make use of the teaching aids and be able to solve the students' difficulties. In this case, the teacher should find the way out to help the students, especially at the second grade of junior high school, when they learn to speak, to read and to write. The students fell that English is one difficult school subject beside mathematics, physics, and science. The school has no choice because it is very difficult to select or use the useful strategy and method in carrying out the process of teaching and learning. In the real teaching and learning process, the teacher tried to apply a strategy or method in teaching.



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.

After visiting the school, the writer can conclude that the ability to mastery the vocabulary in grades VIII it is less, therefore the writer would like to change the way they learn, one of them by using the grammar translation method and silent way, the method is expected to make students more capable of mastering a new vocabulary.

According to Tarigan (1985: 2), *Kualitas keterampilan berbahasa seseorang jelas tergantung pada kuantitas dan kualitas yang dimilikinya maka semakin besar kosakata yang kita miliki maka semakin besar pula kemungkinan kita terampil berbahasa.*(The quality of language skill depends on the quantity and quality of vocabulary. The more vocabulary we have, the bigger possibility to have a skill to use the language).

Mastering vocabulary is the ability to get or to receive a lot of words. By having and mastering vocabulary we will know the meaning of vocabulary in the context. Measuring vocabulary helps to avoid making mistakes in understanding.

In order to support the mastery of English skills as mentioned above, it is essential to learn vocabulary. It becomes a central part in English learning. Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use (Hatch and Brown, 1995: 1).

According to Haycraft in Hatch and Brown (1995: 370) vocabulary is defined into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which he cannot produce correctly. Productive vocabulary is word which the students understand, can pronounce correctly and use constructively in speaking and writing. Another expert, Paul Procter (1978:1229), states that vocabulary is (a) all the words known to particular person, (b) the special set of words used in a particular kind of work, business, etc., (c) a list of words, usually in alphabetical order and with explanations of their meanings, less complete than a dictionary. Vocabulary deals with words and meaning. Mastery it self means the



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.

comprehensive knowledge. Vocabulary mastery is comprehensive knowledge to recognize, understand, and produce stock of words and their meaning. In line with this, Lado (1964: 117) argues that to clarify the idea of vocabulary, three levels of vocabulary are distinguished, namely: (1) vocabulary to operate the patterns and illustrate pronunciation of the language, (2) vocabulary for communication in areas of wide currency, (3) esthetic and technical vocabularies.

The method is very much based on the written word and texts are widely in evidence. A typical approach would be to present the rules of a particular item of grammar, illustrate its use by including the item several times in a text, and practice using the item through writing sentences and translating it into the mother tongue. The text is often accompanied by a vocabulary list consisting of new lexical items used in the text together with the mother tongue translation. Accurate use of language items is central to this approach.

As with many other methods and approaches, Grammar Translation method tended to be referred to in the past tense as if it no longer existed and had died out to be replaced world-wide by the fun and motivation of the communicative classroom. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and their native language. Advanced students may be required to translate whole text word-for-word. If we examine the principal features of Grammar Translation, however, we will see that not only has it not disappeared but that many of its characteristics have been central to language teaching throughout the ages and are still valid today.

The Silent Way belongs to the latter tradition, which views learning as a problem-solving, creative, discovering activity, in which the learner is a principal actor rather than a bench-bound listener, learning tasks and activities in the Silent Way have the function of encouraging and shaping student oral response without direct oral instruction from or unnecessary modeling by the teacher. Basic to the method are simple linguistic tasks in



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.

which the teacher models a word, phrase, or sentence and then elicits learner responses. Learners then go on create their own utterances by putting together old and new information. Charts, rods, and other aids may be used to elicit learner responses. Teacher modeling is minimal, although much of the activity may be teacher directed. Responses to commands, questions, and visual cues thus constitute the basis for classroom activities.

From the description above and based on the fact that English is a foreign language, it is needed an appropriate method in teaching English especially grammar translation method and silent way, those method was used for the purpose of helping student easily to memorize and appreciate foreign language. It was also hoped that, through the study of the vocabulary of the target language, students would became familiar with the vocabulary and to remember of their foreign language and that this familiarity would help them speak and write their foreign language better.

Seeing that method of teaching have some types and characteristics, the writer tries to apply the grammar translation method and silent way to make the students' mastery in vocabulary. This is becoming the reason for the writer to give the title of this thesis: "The Comparative Study between the Students' Vocabulary Mastery by Using Grammar Translation Method and Silent Way at the Second Grade Students of *MTs Intibahusysyubban Ujungsemi Kabupaten Cirebon*".



B. The identification of the problem

The problem in this research is classified into the following sections:

1. The field of the research

The field of the research of this is method of teaching.

2. The kinds of the problem

In English there are four skills that should be mastered. But in the fact, all of them are not easy to be mastered. Sometimes the students face or find the difficulties in learning English. Vocabulary is a basic part of understanding what you read. A word here and there may not stop you, but if there are too many words you don't know, comprehension will suffer. The content of textbooks is often difficult enough, you don't know to work as well on understanding the word which expresses that content. (Smith, 1998: 1).

3. The main problem

The main of the problem in this research is founding data about the students' vocabulary mastery by using Grammar Translation method and Silent Way, and to know the comparison between both of methods. The writer would like to know whether the importance of students' vocabulary mastery by using grammar Translation method and Silent Way, especially to the second grade of *MTs Intibahusysyubban Ujungsemi Kabupaten Cirebon*.

C. The limitation of the problem

A clear limitation is important in any scientific operative since it will function as the line of the analysis. In conducting the research, the writer has limited the problem, the writer has divided it into three kinds of the problem; they are the students' vocabulary mastery by using Grammar translation Method, the students' vocabulary mastery by using Silent way and analyzing the data.



D. The questions of the research

1. How good the students' vocabulary mastery by using Grammar Translation Method?
2. How good the students' vocabulary mastery by using Silent Way?
3. How good the comparison between the students' vocabulary mastery by using Grammar Translation Method and the students' vocabulary mastery by using Silent Way?

E. The aims of the research

1. To find out the students' vocabulary mastery by using Grammar Translation Method.
2. To find out the students' vocabulary mastery by using Silent Way.
3. To find out the comparison between students' vocabulary mastery by using Grammar Translation Method and Silent Way.

F. The use of the research

1. Teacher

The usefulness of the research in writing this thesis is to help the teacher to teach English better by applying the more effective method and make the teacher creative in teaching. It is expected that the research can give inspiration to the teachers at *MTs Intibahusyubban Ujungsemi* to have had efforts in developing various teaching techniques.

2. Students

The usefulness of the research in writing this thesis is to make the student easier in learning English and the research product hoped to be able to increase developing of language learning, especially in increasing the students' vocabulary mastery by using Grammar Translation Method and Silent Way.



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

3. Other Researcher

The last the writer hopes the result of this research is one of the ways in students' vocabulary mastery. It is expected that the findings will be used as starting points to conduct another research. There are many others techniques to make the teaching and learning process more effective.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the writer would like to conclude the result of the research which entitled “The Comparative Study between the Students’ Vocabulary Mastery by using Grammar Translation Method and Silent Way at The Second Grade Students of *MTs Intibahusysyubban Ujungsemi*” as follows:

1. The averages score the students who use Grammar translation method in vocabulary mastery is 72.3. The highest score is 85. It was achieved by three students. The lowest score is 55. It was achieved by only one students. The average of 72.3 can be considered as good. It means that the students’ vocabulary mastery by using grammar translation method is good.
2. The average score the students who use Silent way in vocabulary mastery is 63.2. The highest score is 75. It was achieved by two students. While the lowest score is 45 and it was achieved by only one student. It means that the students’ vocabulary mastery by using Silent way is poor.
3. From the calculation average scores above, by using t-test formula, it has obtained the value of t_{observe} 3.29. It is higher than critical value of the t_{table} with the significance 5% that is 2.00. So the result of t_{test} is $3.29 > t_{\text{table}}$ 2.00. It means that there is significance comparison between the students’ vocabulary mastery by using Grammar translaton method and Silent way.



B. Suggestion

Relating to the conclusion above, the writer would like to give some suggestions as follows:

1. The students should realize that English is important because it's an international language. So students should study hard about English and practice many times especially in mastery vocabulary. The students should be invited to learn and read all kinds of books about vocabulary to know what the good they memorized and mastery in vocabulary.
2. The teacher should make the students like to memorized vocabulary. Because if the students do not know vocabularies, they feel that English is difficult to learn. But if the students can use kinds of the dictionary they will improve their English automatically by memorizing some vocabularies to be mastery.
3. For the next writer in the same or similar objective of research, the writer should get better result of the research. And the next writer should search and find another method in order to get more various results to increase the students' skills. Then, in arranging the research, the next writer should use more examined instruments from the expert. This suggestion would help the next writer in developing and enrich the research. So, the next writer will find better and more valid research.