



**IMPROVING INTERMEDIATE-TWO VOCABULARY
THROUGH DISCOVERY-DISCUSSION TECHNIQUE
IN CONVERSATION CLASSES
AT GLOBAL LINGUA TEGAL**

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**POST GRADUATE PROGRAM
APPLIED LINGUISTICS – ENGLISH DEPARTMENT
STATE UNIVERSITY OF SEMARANG
2006**

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ABSTRACT

Bahri, Seful. 2006. The Effectiveness of Discovery-Discussion Technique on Intermediate-Two Students' Vocabulary Master: An Experiment reseach at Conversation Classes of Global Lingua tegal. A Thesis. Post Graduate Program, Appied Linguistics- English Education Department, State University of semarang.

Advisors: I. Drs. H. Hartoyo, M.A., Ph.D., II. Prof. H. Mursid Saleh, Ph.D

Key Words: Intermediate-two level, vocabulary mastery, Discovery-Discussion technique, conversation class.

The objective of this research is to find out whether or not the combination of discussion and discovery techniques gives better effect to the students' vocabulary mstery than that of vocabulary-drill discussion technique.

Based on review of related theories, the proposed hypothesis of this research is as follows: the use of discovery-discussion technique gives a positive and significant effect in improving intermediate-two students' vocabulary mastery better than that of vocabulary-drill discussion technique.

The population of this research is all intermediate-two level students of Global Lingua Tegal. For the purpose of this research, I randomly took eighteen out of fifty-five students as the research sample which were then grouped into two groups (with equal number of students in each group), the experimental group and the control group.

I used vocabulary test in the form of multiple choice with four options as the research instrument. The analysis of the data is done using t-test. And from the computation using SPSS, it shows that the result of t-test is 1.047 while t-table with degree of freedom (d.f) is 16 in the level of significance of 5 % is 1.745. Thus Ho is accepted and Ha is rejected because t-ratio is lower than t-table ($1.047 < 1.745$)

Based on the result of the above analysis, it can be inferred that the discovery-discussion technique does not give better and more significant effect than the vocabulary-drill discussion one in improving intermediate-two students' vocanary mastery in a conversation class.

TABLE OF CONTENTS

	Page
TITLE	i
APPROVAL	ii
ACKNOWLEDGEMENT	iii
MOTTO AND DEDICATION	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
CHAPTER I. INTRODUCTION	
1.1. Background of the Problem	1
1.2. Identification of the problem.....	5
1.3. Limitation of the Problem	5
1.4. Formulation of the Problem	6
1.5. Objective of the Study.....	6
1.6. Significance of the study	7
1.7. Organization of the Thesis	7
CHAPTER II. REVIEW OF RELATED THEORY	
2.1 Speaking and teaching Speaking in Indonesia	9
2.2. Vocabulary: The Role of It in Speaking	12
2.2.1 The Nature of Intermediate-Level Vocabulary	13
2.2.2 The Common Sense Stuff We Know about Vocabulary Learning ..	14
2.3. The Communicative Approach (CA).....	16

2.4 Techniques in Teaching Speaking & Vocabulary.....	21
2.4.1. Techniques in Teaching Speaking.....	21
2.4.2. Techniques in Teaching Vocabulary.....	22
2.5. Discovery-Discussion Combination Technique.....	25
2.5.1. Discussion and Types of Discussion.....	26
2.5.2. Some consideration in Using Discovery-Discussion Combination Technique.....	27
2.5.3. Some Advantages of Discovery-Discussion.....	29
2.5.4. Class Management in a Conversation Class.....	31
2.5.4.1. Student Grouping & Seating Arrangement.....	31
2.5.4.2. The Roles of Teachers and learners in a Conversation Class.....	34
2.6. Intermediate-Two Level in Private English Courses.....	37
2.8. Theoretical Framework.....	39
2.9. Hypothesis.....	40
 CHAPTER III. RESEARCH METHODOLOGY	
3.1. Research Design.....	41
3.2 Research Time and Place.....	43
3.3 Population, Sample, and Sampling Technique.....	47
3.4 Method of Data Collection.....	48
3.5 Instrument of the Research.....	49
3.6 Try Out of the Instrument.....	51

3.6.1. Test Validity	51
3.6.2. Test Reliability	53
3.6.3. Item Difficulty	54
3.7. Research Procedures	54
3.8. Material for Treatment	57
3.9. Data Analysis Technique	65
3.10. Statistical Hypothesis	66
CHAPTER IV. FINDINGS AND DISCUSSION	
4.1 Application of Discovery-Discussion Technique	67
4.2 Suitable Discussion-Topics for Intermediate-two level	74
4.3 The Result of T-Test	75
CHAPTER V. CONCLUSION AND SUGGESTION	
5.1 Conclusion	77
5.2 Suggestion	79
REFERENCES.....	80
APPENDICES	83

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

It is undeniable that the ability to communicate in English (whether the communication involves the productive or receptive skills) is a valuable asset for anyone in this global information era, an era in which information is easily exchanged between different countries or cultures. People in Indonesia, for instance, can keep up with the latest news about, -when I wrote my thesis proposal, these news were actual ones-, the funeral of Pope John Paul II in Vatikan, the career of Arnold Swachzeneger from being a governor in California, French government policy forbidding the use of religion symbol at schools, and the ongoing agreements between Palestine and Israeli leaders via radio and television channels. Stockbrokers could also know today's values of currency in some stock exchanges in some countries from business programs in international television channels. It is likely that people could easily keep up with such information from the very first main source when they understand the world language used, in this case English.

It is a fact that English is spoken and taught in many countries, either as the first, second, or foreign language, more than any other languages. In our country, Indonesia, English is the only foreign language that is officially taught in formal education since junior high school until university levels, and according to PP (Government Regulation) number 28, 1990, as a local content subject in the

elementary school level. So, if a student has completed his/her senior high school, he or she has learned English for at least six years. Six years is not a short period for someone to master a language. However, in reality, it is very difficult to find senior high school graduates or even university graduates who have good command of English: they are lack of vocabulary, reluctant or even not able to speak or write, and have serious difficulties to comprehend reading texts (Agustien. 2002). Only very few of these Indonesian students could have the ability to communicate actively in English.. Indeed, since English is the foreign language (L3) in this country, reading ability, instead o speaking, is the main objective of the English teaching - learning. However, Graddol in Retmono (2002) states that in this 21st century, L3 speakers will shift toward L2 speakers, meaning that “many L3 speakers will have the skill and ability in English on par with L2 speakers”. This might happen because in this modern era, English is now utilized in various activities or aspects such as in international organizations and conferences, economic affairs and trade, and international tourism. Hence, I can say that communication skill , particularly speaking, is very important.

Speaking is seemingly the language skill that many students find it the most difficult. Most of them say that their problems in mastering speaking lie in grammar, pronunciation, and vocabulary as well as the teacher’s bad quality. In fact, the first three problems are closely related, but vocabulary is likely the most serious one, because, as Dardiri (1993) states, “it is possible to communicate without the knowledge of grammar but it becomes unthinkable to do it without the recognized vocabulary”. Whereas the fourth problem may refer to unprofessional

teachers who can be seen from their bad language competence, in this case speaking skill, and teaching competence (for instance, inappropriate teaching technique they use; many teachers still provide a boring list of vocabulary and dialogues to be memorized by students).

Referring to the above paragraph, I would like to highlight one of the students' problems in mastering speaking; that is the lack of vocabulary mastery. Another problem related to this lies on the teacher, that is inappropriate teaching technique. These two points interest me to conduct a research on how to improve students' vocabulary mastery so that their speaking ability is also improved. The first thing comes in my mind is what teaching techniques are theoretically appropriate to be applied in teaching vocabulary and speaking, from which leads me to the various kinds of teaching technique proposed by Harmer (1991:122), they are discussion, simulation, communicative games, problem solving activities, role play, as the techniques in teaching speaking, presentation techniques,-which include Realia, Pictures, Contrast, Enumeration, Explanation, Translation-, and discovery techniques, -which include Matching words with picture and Completing vocabulary network-, as the techniques in teaching vocabulary.

Related to the discussed techniques, I am interested to do an experiment of applying a combination of discovery and discussion techniques, which is later called "discovery-discussion technique" (Hamer. 1991: 123) to improve students' vocabulary mastery in a speaking class. The term discovery-discussion technique means a teaching technique in which the students are given activity of discovery as the way to introduce new language before the discussion phase, and after the discussion (to recall the wyords they have been used during the discussion). My

reasons for choosing this technique are because: (1) it stimulates the students to speak English, (2) Students really practice the language for communication, (3) it makes it possible for students to help each other to correct their own mistakes. (Helgesen.2001).

The discovery-discussion activity is best applied to students who have relatively adequate knowledge of English (Tarigan.1988). In the formal education, students who are supposed to have adequate knowledge of English are those in senior high school level, because they have been learning English for at least three years out of six-years learning they will have when they finish high school. Nevertheless, since there is not a specific speaking class in a formal education, - only in an English department at universities-, and the class in a formal education is usually too big (in the number of students), I choose a private English course as my research place, where speaking classes or it is usually called 'conversation program / class are available. And the research subjects I choose are students who are sitting in intermediate-two level because their English knowledge is similar to that of senior high school level students (see chapter two).

1.2 Identification of the Problem

From the background of study, I identify some problems which are related to my research, they are:

English learners in Indonesia have difficulties in mastering speaking skill (communicative competence) because of some problematic factors such as that in vocabulary.

Inappropriate teaching techniques will make the learning objective hard to achieve.

Discovery-discussion technique is an alternative technique in teaching speaking and improving students' vocabulary mastery.

Discovery-discussion technique is best applied in a small class, which means it is hard to be used in a formal school where the number of students are usually forty, but possible to be used in private English courses.

1.3 Limitation of the Problem

From the problems identified above, I would like to limit the problems on the use of discovery-discussion technique to improve intermediate-two students' vocabulary mastery in a conversation class of a private English course.

The reasons for limiting the problems are because: (1) the lack of vocabulary is the most serious problem in mastering speaking, compares to the problems in grammar and pronunciation, (2) the combination of discovery and discussion techniques is a good combination to teach both speaking and vocabulary because it stimulates the students to speak English, makes it possible for students to help each other to correct their own mistakes, and the students really practice the language for communication, (3) this technique is likely best applied to intermediate-two students in a conversation class of a private English course.

1.4 Formulation of the Problem

Based on the background, the identification and the limitation of the problem, the problems can be formulated into this following question.

Does the discussion-discovery technique in conversation classes of a private English course have better effect than vocabulary-drill discussion technique in improving intermediate-two students' vocabulary mastery?

1.5 Objective of the Study

In line with the problem formulated above, the objective of this research is to find out whether there is positive and significant influence of discussion-discovery technique on the students' vocabulary mastery.

1.6 Significance of the Study

This study will hopefully be able to provide two advantages as follows:

To the students, it could be one of the alternative ways to overcome their difficulties in mastering speaking and improving vocabulary.

To the teachers, it could provide English teachers (especially in a private English course) an alternative procedure in teaching both speaking and vocabulary using this suggested technique.

1.7 Organization of the Thesis

This thesis is written in five chapters. The first chapter tells about the reason back grounding my interest to write the above theme and the objective of the research. In chapter two, I explore some theories underlying what I try to seek in my research; chapter three is the research methodology that I apply and the steps of the research procedures. After conducting the research, I report the result

of data analysis and discuss it more detail in chapter four. And finally, this research report is closed in chapter five mentioning the conclusion of the whole research.



CHAPTER II

REVIEW OF RELATED THEORY

This chapter reviews and discusses theories underlying how to improve students' vocabulary mastery through the combination of discovery and discussion techniques. To provide a clear understanding of the study, this chapter also discusses some related theories, such as the teaching of speaking, vocabulary and the teaching of vocabulary, communicative approach, teaching techniques, discovery-discussion technique, vocabulary-drill discussion technique, and implementation of discussion-discovery technique.

2.1 Speaking and Teaching Speaking in Indonesia

In learning a language, learners are supposed to have good command of four basic language skills, namely speaking, reading, listening and writing. Harmer (1991: 16) groups these skills into two major skills: productive skill, for speaking and writing, and receptive skill, for listening and reading.

Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving message and are therefore often referred to as receptive skills. (Harmer, 1991: 16)

Of these four skills, speaking seems to be the most difficult skill acquired by English learners in Indonesia based on the fact that almost all senior high school graduates can hardly speak English although they have learned English for

at least six years, since they were in the first year of junior high school (Kompas, January 2003).

There are many possible causes of this students' incapability to speak English, such as the curriculum which does not emphasize speaking ability as the priority goal in English learning, the environment (in-school and out-school) which does not support the students practicing their English, and improper teaching technique which makes the students reluctant to speak.

In line with my research, I would like to highlight the last possible cause that is the improper teaching technique that makes students reluctant to speak. To avoid this, speaking should be taught in such a way that students are given many opportunities to practice it by creating some communicative activities, -such as discussion, games, role-playing-, which support the students in practicing speaking.

To make the activities 'communicative', a teacher should consider what Harmer (1991:50) says about the characteristics of communicative activities.

"...The first is a desire to communicate. The second is a communicative purpose The third is expressed as "content not form". The fourth is variety of language The fifth is that there are no teacher intervention and no material control."

The above characteristics suggest that in the communicative activities, students should have a desire to communicate or want to be involved in a communication, otherwise the activities will not be effective. The students should also have some kind of communicative purpose when they use language. In other

words, they should use the language in some way to achieve an objective or purpose, and this objective should be the most important part of the communication. When students learn a language, they should pay attention to the content of what is being used, and not to the form or grammatical patterns. This means that the students will have to deal with a variety of language rather than focus on one grammatical pattern. The teacher should not interfere while the students are engaged in the communicative activity. However, the teacher may be involved in the activity as a participant, listening and watching the students' activity.

From what Harmer says about communicative characteristics, I find it very hard to create an activity which meets all these characteristics. Take for example, a discussion activity where a teacher walks around the group to observe what the students do while repeatedly corrects the students' bothering grammatical mistakes, might be said 'violates' characteristic number three and five. So, I will say that if there is an activity which covers more than seventy percent of the communicative characteristics suggested by Harmer, it can be considered "communicative".

Indeed, such an activity is created to make students practice their speaking can not stand by itself, but should be put as one of the stages in the speaking teaching process. That is why Harmer (1991:50-51) further states that a teacher should follow three major stages in teaching speaking:

- (1) Introducing new language

What is meant by a new language is the language that the teacher thinks the students are not yet able to use. At this stage, the teacher presents the students

with clear information about the language they are learning, shows the students what the language means and how it is used. The teacher are also to show students the grammatical form of the new language and how it is uttered.

(2) Practice

This is a stage at which a teacher is to get students to practice oral English. There are some suggested activities that the teacher could conduct at this stage such as oral drills, information gap activities, games, personalization and localization and oral practice.

(3) Communicative activities

At this stage, the students are actively involved in activities that give them opportunities and motivate them to practice speaking in the target language. Some considered-activities which comply as far as possible with the reaching consensus are discussion, relaying instructions, communication games, problem solving, talking about yourself, simulation and role play.

From these stages, stage one has something to do with the teaching of vocabulary, pronunciation and grammar. In line with my research, I would like to discuss vocabulary and how a teacher presents or teaches vocabulary to the students in the following pages.

2.2 Vocabulary: The Role of It in Speaking

It is likely that without mastering sufficient English words (vocabulary), one can not speak English well. The importance of vocabulary can also be seen in private English courses, particularly in a conversation program, where the amount

of English words that a learner possesses will determine him/her to be grouped in a certain level (whether in the elementary, intermediate, or advanced). That is why Assofi (1993) says that vocabulary is the most important element compared to the other two, that is grammar and pronunciation. It is possible to communicate without the knowledge of grammar but it becomes unthinkable to do it without the recognized vocabulary.

Similar to Assofi, Reade (2001:12) states that a learner who has a good amount of vocabulary but not really good at grammar often makes effective communication than those who are perfect in grammar but have vocabulary of 100 words only or less.

To give another proof of the above statement, let us take a look at a result of study about English vocabulary acquisition for a young Japanese done by Yoshida in Reade (2001:19):

“...he found that Miki had acquired productive use of 264 words after seven months’ of exposure to English in an English-speaking nursery school. His English syntax was almost non-existent, yet he was communicating effectively with peers. Almost 75 per cent of Miki’s words were nominals and his seven major semantic categories were: food and drink, animals, toys, vehicles, outdoor objects, people, and clothes.”

The above statement convinced me more that vocabulary plays a very important role in speaking or communication more than that of grammar. However, there must be a question of how many and what English words a

teacher should give to students in intermediate-two level. Hence, I would like to review the nature of intermediate-level vocabulary.

2.2.1. The Nature of 'Intermediate' Vocabulary

Depdikbud which is now is called Diknas, as quoted from Bahri (1999) mentions that students in Intermediate level should posses 3,500 English words. This number of English words is relevant to what Waring (2001) says that English learners need about 3,000 "word families" to be good at English.(A word family is a group of words that share the same meaning such as help, helping, helped, helpless, etc).

Waring (2001) further says that in term of Speaking, an English learner who acquires 3,000 word families can do "daily conversation with some ease, unpredictable conversation is difficult especially abstract topics, may feel lost especially when listening in to a natives' conversation, constant need to ask for clarifications or to checks one's understanding, collocation and idiomatic expression is a problem."

Before preceding to vocabulary teaching theory, it is also of a necessity to understand the common sense stuff we know about vocabulary learning and the principle of vocabulary development (Shawna: 2001)

2.2.2. The common sense things we know about vocabulary learning:

Shawna (2001) says that a teacher should have to understand the following nature of vocabulary:

There are many things to learn about a word. This is one of the difficulties that students face in memorizing the vocabulary since one English word may mean more than just one. Take for instance, the words 'bank' (in bahasa Indonesia means Bank and Tepi), 'interest' (may mean Bunga Bank and Menarik/tertarik) , and 'love' (Cinta, and Nol).

Not all words are equally frequent. Some words are frequently used in a communication, some are not.

There is a core useful vocabulary everyone needs (about 2,000 word families)

Not everyone needs the other 99 % of the words in English. Students should learn the most frequent and useful words first, later they can specialize

Words live with other words, can not stand by itself (not in isolation)

Initial word knowledge is very fragile. Memories of new words that are not met again soon will be lost easily.

Because we teach a word doesn't mean they learn this word.

Because they finished reading the text book doesn't mean they know all the words in the book.

Further, Shawna (2001) continues her explanation to make a guidance of how the vocabulary teaching should be done, they are:

Teacher must offer direct instruction of technique or procedure for developing a broad and varied vocabulary

New vocabulary terms must be connected to students' previous knowledge and experiences

Students should be able to contextualize the vocabulary terms they have learned and use them in society

Practice and repetition are important methods by which students can become familiar with new words and understand how they may be used properly

Teacher should model an enthusiasm for and curiosity about new words through their own behaviours and attitudes.

Allowing students to conference with teachers and fellow students.
(Shawna:2001)

The above fact about the nature of vocabulary provides us important information about the kinds of English words should be taught to intermediate level, namely those used in daily conversation (for instance: introduction, showing direction, daily activity, hobby, etc) and a little abstract topic (for example: ideal teacher, education). And by reading the common stuff about vocabulary and the principle of vocabulary teaching , it is hoped that a teacher could select the English words that the students need to learn and anticipate the problem that might arise in vocabulary learning by selecting or applying the appropriate vocabulary teaching technique (which is of course the ‘vocabulary-list memorization’ will not be taken into account since it is boring and makes students easily forget the memorized-words). However, before proceeding to review the techniques in teaching speaking and vocabulary, I would like to explore the communicative approach or communicative language teaching first as the “umbrella” of the teaching technique that I apply in my research.

2.3 The Communicative Approach (CA)

Little wood (1981:1) states that one of the characteristic features of the communicative approach or communicative language teaching (CLT) is that it pays systematic attention to functional as well as structural aspects of language.

Littlewood (1981: X) further states that:

the communicative language teaching or communicative approach open a wider perspective an language; one begins to considers language not only in terms of it structures, but also that of the communicative function that it perform In other words, one begin to look at language forms as well as what people will do with these forms when they want to communicate with each other. The communicative approach also opens up a wider perspective on language learning. This approach ensures that the learner is taught only what relevant to his or her needs and this kind of knowledge is easily activated in actual language behaviour. Littlewood (1981: X)

The purposes of CLT, according to little wood (1981: 117-18) are four in number: “(1) to provide whole task practice, (2) to improve motivation, (3) to allow natural learning, 4) to create a context which support learning”.

The mean of providing the learner with whole task practice in the classroom (principle one) is trough various kinds of communicative activity, for examples discussion, discovery, and role-playing, which are designed in order to suit the learners' level of ability. The second purpose means that in CA, taking part in communication activity is the ultimate the objective for the learners. So when they notice that their learning is related to this objective, and they could take

part in communication with others, their motivation to learn is more likely to be sustained.

Explaining the third and the fourth purposes, Many aspects of language learning can take place only through natural processes, which operate when one is involved in using the language for communication. Then a communicative activity is an important part of the total learning process.(4) to create a context which support learning. A communicative activity provides opportunities for positive personal relationship to develop among learners and between learners and teachers.

Littlewood in Madya (1994:16) besides the purposes of CA, there are also five principles that should be taken into account:

(1) Principle one, "Know what you are doing." This principle implies that every lesson should focus on the performance of some operations with the student want to perform in the target language. Both the teacher and students should understand what and why they are doing something and for what purposes is done. The learners are also supposed to see clearly that they could do something that they could not do at the beginning of the lesson.

(2) Principle two, "The whole is more than the sum of the parts." This principle implies that the elements are interrelated in developing a meaningful whole and the meaning of each element is determined in that whole.

(3) Principle Three "The processes are as important as the forms." It means that the method will try to replicate as far as possible the process of

communication. Accordingly , the practice of the forms of the target language can take place within a communicative framework.

(4) Principle four, "To learn it, to do it". In learning a language communicatively, only by practice can student learn to communicate . Teachers should provide the students opportunities to practice and experience with the language through procedures which allow the development of grammatical and communicative competence.

(5) Principle Five, "Mistakes are not always a mistake." Making mistakes is normal in language learning , even it is a part of language learning process. Therefore, teachers should tolerate students who make mistakes as long as the causes of mistakes are still acceptable and make student aware of their own learning.

It seems that communicative activities is the main activities in the teaching learning process under this communicative approach. However, an activity which involves students 'to communicate or to speak' is not always considered "a communicative activity" if it does not cover the requirements of communicative activities as proposed by Harmer (2002:85) that an activity is said to be communicative if: (1) the learners have a desire to communicate, (2) there is a communicative purpose, (3) the activity focuses on the content, not on the form, (4) the learners try to use variety of language, (5) there is no teacher intervention, and (6) there is no material control. In contrast to the communicative activity, Harmer (2002:85) further describes some points which make an activity is said to be non-communicative as we can see in the following figure:

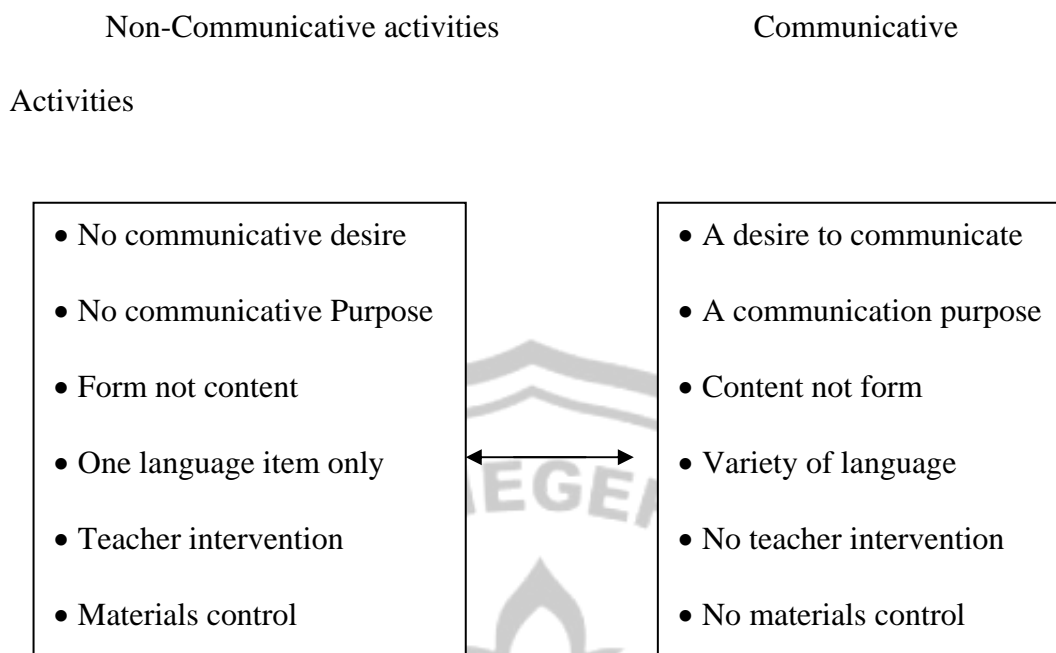


Figure 1. communication continuum (Harmer.2002:85)

The above continuum line shows that the activities created in a communicative approach must cover all the requirements of communicative activities written in the right box or else they are said to be non-communicative ones. However, in real application, it is difficult to find an activity that belongs to either extreme communicative or non-communicative one, for example, an activity which meets the requirements of “communication purpose”, “content not form”, and “no teacher intervention”, but it might not meet that of “a desire to communicate”. This activity is then put in a continuum line closer to the communicative activity. So, continuum line shows how close it is to either the right line (communicative) or the left line (non-communicative).

Referring to the discussed statement, the main objective in communicative language teaching is to make students able to communicate in English or to make

them have communicative competence which covers four components, as Savignon (1983) states, they are:

1) Grammatical competence. It is a linguistic competence in the restricted sense that provides grammatical well-formedness in performing the language

2) Sociolinguistic Competence. This competence requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction, in order to make "proper" communication

3) Discourse Competence. This is concerned with the connection of a series of sentences or utterances to form a meaningful whole (not with the interpretation of isolated sentences)

4) Strategic Competence. It is the strategy that one uses to compensate for imperfect knowledge of rules or for limiting factors in their application such as fatigue, distraction, and inattention. The strategies might include rephrasing, repetition, emphasis, seeking clarification, circumlocution, avoidance (of words, structures, topics), and even message modification.

(Savignon. 1983:35-41)

The above competency components become the teacher's focus in evaluating his students to see the students' achievement. The teacher should also be very wise in selecting the material and teaching technique to cope with the objective of teaching-learning under the communicative approach, that is to make students have communicative competence. In line with this, Nunan (1989:132)

offers some criteria of good communicative lesson. According to him, a good language lesson will:

- Derive input from authentic source involves learners in problem-solving activities in which they are required to negotiate meaning
- incorporate tasks which relate to learners' real life communicative needs.
- allow learners choices in what, how and when to learn
- allow learner to rehearse, in class, real-world language tasks
- require learner and teacher to adopt a range of roles, and use language in a variety of settings in and out of the classroom.
- expose learners to develop skill in learning how to learn
- integrate the four macro skills
- provide controlled practice in enabling micro skills.
- involve learners in creative language use.

(Nunan.1989:132)

The above criteria of a good language lesson is very ideal, however, I find it very hard for these criteria to be fulfilled if, for examples: the teacher does not have good command of English, the classroom is not conducive (too many students, for example), and the teaching technique selected is not appropriate nor consistent with this communicative approach. Talking about the teaching technique, Richard and Rodgers states that a technique is implementational which actually takes places in a classroom, and it must be consistent with a method and approach.

2.4 Techniques in Teaching Speaking and Vocabulary

2.4.1. Techniques in Teaching Speaking

Basically, the techniques in teaching speaking are those which support the students to experience with the spoken language. Referring to this, Harmer (1991) suggests some techniques in teaching speaking such as discussion, simulation, communicative games, problem solving activities, simulation, and role play. “These activities are designed to provoke spoken communication between students and or between the teacher and the students” (Harmer:1991:122).

Considering the nature of intermediate-level students in a conversation class of a private English course as my research subject and place (for example: students already have sufficient English words, and the conversation class is usually a small class), I prefer to choose discussion activity as a technique in teaching speaking.

2.4.2. Techniques in Teaching vocabulary

Teaching vocabulary is clearly more than just presenting new words in a list and asking students to memorize them. Even, such a teaching means making the words in isolation, whereas words are never found in isolation. They can not stand by themselves, but nearly always have partners that together form meanings in certain ways.

It is believed that learners learn vocabulary best when they are actively involved in words learning and at different level of mental activity. If a learner just repeats a word over and over, the processing is quite shallow because it is just

maintaining knowledge. Thus, writing the words again and again will result to little learning. Waring says that:

Learners should be trained to work with words deeply , by working with the collocate, looking at how the word is similar but different from other words, by forming 'networks' of word relationships in their minds and not just keeping words in isolation. (Waring:2001)

Extending the above explanation, Harmer (1991:161-163) says that a language learners must be given opportunities to notice new words for themselves, and made to correctly guess the meaning of these new words. They should also be given to chance to experiment with these new words in speaking for only by experimenting they will know whether or not their learning is successful. Harmer further states that a teacher should try not just present the meaning of a word to a learner, but let him or her work it out for himself, with guidance only if necessary.

In order the teaching of vocabulary doesn't end with the boring list memorization, let us take a look at some various vocabulary teaching techniques as suggested by Harmer (1991: 161-163):

Presentation and Explanation Techniques, the examples of them are:

Realia. This is one way of presenting words by bringing the things they represent into the classroom. The teacher holds up the object or point to it, says the word loudly and then ask students to repeat it

Pictures. Pictures in the form of board drawings, wall pictures and charts, flashcards, and magazine pictures can be used to explain the meaning of

vocabulary items. This is a good solution if realia technique is difficult to be done. For example, instead of bringing an elephant into a classroom, a teacher could draw a picture of it on the board.

Mime, Action, Gestures. These are used to explain vocabulary items that are hard / impossible to be explained by realia or pictures, such as ways of walking, face expression, smoking, certain preposition as to, towards, etc.

Contrast. To stimulate students' understanding that words exist because of their sense relation, a teacher can present the concept of word contrasting. For example presenting the meaning of `diligent' by contrasting it with `lazy', `rich' by contrasting it with `poor'

Enumeration. It means presenting a general word and explain it with related specific words. For example, a teacher say `clothes', and he explain the meaning of this word by enumerating or listing various items such as: trousers, shirt, t-shirt, coat.

Explanation. This is usually used at intermediate level class. When explaining the meaning of a word, a teacher should also explain any facts of word use which are relevant. For example, if a teacher explain the meaning of `mate', he should not only say that `mate is friend' but should also explain that it is a colloquial word used in informal context and that it is more often used for males than for females.

Translation. It is a quick and easy way to present the meaning of words. However, there are problems arise in this technique, they are: the first problem, it is not always easy to translate words, and the second one is, even where

translation is possible, it may make it a bit too easy for students by discouraging them from interacting with words.

2.4.3. Discovery technique

Harmer states that discovery technique is a teaching technique in which “students are encouraged to work out rules and meanings for themselves rather than being given everything by the teacher” (Harmer:1991:160). Some kinds of discovery technique:

Matching the words with picture. Students are asked to match the word (noun, adjective, preposition, etc) with the correct picture. This is usually given at elementary level.

Completing vocabulary network. Within this technique, a teacher usually gives some general words and the students are asked to find the specific ones or other words related to the general ones. Various activities can be used here, among others written individual completion and discussion.

In line with the research that I conduct, I am interested in selecting the discovery technique to improve students' vocabulary mastery based on the reason that this technique provides more opportunities for the students to interact among other and suits to the process of teaching speaking, that is making the students practice speaking.

2.5 Discovery-Discussion Technique

As the name implied, it is a combination of a discussion technique used in teaching speaking and a discovery technique used in vocabulary teaching. The

principle of using this combination technique is the students are given activity of discovery technique as the way to introduce new language before the discussion phase, and after the discussion (to recall the words they have been used during the discussion). In other words, the discovery activity is put in pre-teaching and post teaching phases which refers to the vocabulary teaching, whereas discussion activity is the whilst teaching dealing with the teaching of speaking. Since the discussion activity will be the whilst teaching of this combination technique, I would like to discuss more about this technique as the followings.

2.5.1. Discussion and Types of Discussion

According to Tarigan (1988), discussion is an activity in which the learners work in group, have a subject to talk about and react to something that is said. It will arouse problems and learners will try to achieve the solution in their discussion. The activity includes sharing information, expressing opinion and ideas, agreeing and disagreeing or reviewing others' opinion.

Discussion is one of teaching techniques included in social interaction activities (Littlewood, 1981:43). In these activities, the learner is expected to let social as well as functional consideration affect his choice of language, and accordingly, the language he produces will be evaluated in terms of its social acceptability as well as its functional effectiveness.

There are three types of discussion used in language teaching proposed by Harmer (1991: 124-125), they are: The first is Buzz group. In this type, students are put into loose groups of three or four and asked to think of the topic. The buzz

group can form the prelude to a larger discussion session. The second type is the one using controversial topics. In this type, the teacher gives controversial statements to the students and asks them to give their opinion about the given statements. This activity is a good example of using a small task to provoke discussion. The third type is Debate. This is an activity in which two sides argue about a certain case which is then put to the vote. Each side (each group) must have different opinions about this certain case and has to defend their opinion and even attack the opponent's argument. The group will be the winner of this activity when their opponent cannot argue anymore and or if the group is considered having better arguments than their opponent's.

These discussion activities are good to motivate and to give students many opportunities to practice the target language. The main thing to be considered in handling these activities is that proper organization can ensure their success. On the contrary, lack of this proper organization can provoke their failure. (Harmer, 1991:126)

2.5.2. Some Consideration in Using Discovery–Discussion Combination Technique in Teaching Speaking and Improving Intermediate-Two Level Students' Vocabulary Mastery

As mentioned in the previous chapter, there are many private English Courses offering conversation program as their main program. As the name implied, this program is aimed at improving the students' speaking ability. Speaking is the skill emphasized in this class without, of course, ignoring other

language skills and language elements. Since the emphasis is on the speaking skill, a teacher should apply the teaching techniques which are suitable for teaching this kind of skill.

My choice to apply the combination of discovery and discussion techniques in teaching speaking to intermediate-level students as well as improving their vocabulary mastery is based on some consideration subtracted from Waring (2001) and National Education Department (1998), they are:

1. Discovery-discussion combination technique is a suitable and appropriate one to be applied in teaching speaking to intermediate-two level students of an English course since it meets the objective of a speaking class (conversation class), that is, to improve the students' speaking ability.

2. It is assumed that students in intermediate-two level of an English course have sufficient English words (3500 English words), fairly good pronunciation, good grammar mastery, and adequate language functions mastery. Thus, they might not have difficulties in doing discovery and discussion tasks.

This technique meets the objectives of ENGLISH curriculum for Intermediate-two level proposed by the National Education Department. It is inferred from this curriculum that the students in Intermediate - two level are supposed to be able to express and experience the language functions such as agreeing, disagreeing, expressing like and dislike, ability, sympathy, and apology into more complex sentences. It could also be inferred that the emphasis in intermediate-two level is on functional practices. Then, the activities suitable for

this are also in line with the social- functional activities. One of the social-functional activities is the discovery-discussion activity.

4. Students in intermediate-two level already know a lot about the target language. Much of the time, they may not be learning anything "new" but learning better how to use what they already know.

5. Usually, a conversation class in private English courses is a small class so that it is possible to conduct a discovery-discussions activity effectively.

6. Grain (1986) says that by working in groups to find the meaning of words (discovery), learners can exchange knowledge and asking others to explain unknown items (:vocabulary). Hence, we can say that learners can get new vocabulary from a discovery-discussion activity.

2.5.3. Some advantages of Discovery-Discussion technique

The use of this combination technique in teaching speaking is clearly based on some reasons. In addition to the previous six considerations, there are also other reasons as the basis for the use of it. These other reasons are the advantages of discovery-discussion activity. The following description is some advantages of the use of discovery-discussion -that are subtracted from Helgesen (2001:29)in teaching speaking to intermediate-two level students of an English course.

1. It stimulates the students to speak English

It is assumed that the English vocabulary mastery of the intermediate - two level students is fairly sufficient for them to speak more than only a little English.

However, sometimes the students find it very hard to express their idea in English orally as they rarely practice English. Then, it is a good way to simulate them to practice speaking in a discovery-discussion setting.

2. Students really practice the language for communication.

The main function of language is as a communication means, a means to communicate and to exchange ideas, opinions, and information both in spoken and in written ways. Hence, we could say that in teaching English (especially in speaking class), the teacher should teach students how to use the target language and provide them with a suitable medium to practice (to use) it. In discovery-discussion activities, students are given chances to express their idea and opinion, share information with others, comment on other students' opinions, and the like. These make them practice the language for communication.

3. Discovery-Discussion activities make it possible for students to help each other to correct their own mistakes.

It is unavoidable that in the discovery-discussion activity, students use wrong grammar, inappropriate expression and incorrect pronunciation when they use the target language. This will motivate the other students to help students who make such mistakes to correct the mistakes. Such a situation is advantageous since the students really experience and work with the language and tend not to make the same mistakes.

4. Students will feel more comfortable to speak in discovery-discussion activities.

One of the main problems that the students have when they are practicing English is that they feel reluctant and shy to speak. This might occur since they are afraid of making mistakes and of people's noticing their mistakes. However, in discovery-discussion activities, such a feeling could be avoided as they speak with someone they already know. They will feel more comfortable in speaking and may not be afraid of making mistakes in using the target language.

5. Discovery-Discussion activities could increase students' self-confidence.

In a discovery-discussion activity, students are given a certain topic to talk about or a problem to solve. In solving the problem, they try hard to give the best solution which is based on their opinions. To be the solution of the problem, this will give them satisfaction and increase their self-confidence.

Related to the objective of the research stated in chapter one, I would like to compare the result of this discovery-discussion technique and that of 'ordinary' technique, that is vocabulary-list discussion techniques

6. Vocabulary-List Discussion Technique

One of the old and traditional techniques in teaching vocabulary is by giving the students a list of vocabulary that they have to memorize. Within this technique, a teacher might write a list of vocabulary (that they will need in a discussion) on the blackboard, say the English words accompanied with their translation, and the students repeat what the teacher says. This is done several times (drill) until the teacher is sure that his students have correct pronunciation and understand the meaning of the words they utter. After that, a teacher starts

asking students to discuss a certain topic. Even though Harmer said that this technique is boring, many teachers still use it in their teaching. (Harmer.1992:159)

2.5.4. Class management in a Conversation Class

7. Student Grouping and Seating Arrangement

There are many ways to group students in the discovery-discussion technique. From Harmer (1991:246), it could be inferred that there are three ways of student grouping: (1) sociogram technique, (2) mixing students of different level, and (3) mixing students of the same level and interest.

In sociogram technique, the teacher asks students to write down the name of students in the class they would most like to have with them in a group. This technique could tell the teacher who the popular and unpopular students are, but will not help to form groups of equal sizes. Sociogram may also not be appropriate to be used at the first meetings since students will often not know each other.

In mixing students of different levels, the teacher forms groups where weak and strong students are mixed together. This is often beneficial for the weak students since they will be motivated to speak. The strong students could also try to help them when the weak students have a problem in expressing their idea. However, there is a weakness of this technique when the strong students tend to dominate the discussion and then will not give the weak students a chance to participate.

In mixing students of the same level and interest, the teacher makes groups of strong students and groups of weak students. Each group is given different discussion tasks related to their level and interest.

It should be born in mind that it is advantageous to have one student in a group acting as a group leader . This group leader is to make sure that a task is properly done and that the information is properly collected.

It should also be noticed that although students in the inter mediate -Two level are supposed to have relatively the same English ability , they are different individuals who have different characteristic and different interests toward the language learning . still there are always strong student and weak who could create problem in a class when the teacher file to make appropriate student grouping.

Things to consider in the student grouping are to form groups of equal sizes and to have one student in a group to be a group leaders whose duties are to lead the discussion in the group , to make every member of the group participate in the discussion to make sure that a task is a properly done, and or to present the result of the discussion before the other group.

However, Harmer further (2003) says that a teacher should anticipate the problems that often occur in grouping activities, such as:

(1) Finishing first. A problem that frequently occurs when students are working in pairs or group is that some of them finish earlier than others and clearly that they have had enough of the activity and want to do something else. An anticipative way to avoid this problem is to have a series of spare activities

handy so that when one group has finished early, the teacher can give them a short little task to complete while they are waiting

(2) Awkward Group. Although a teacher has done his best grouping, it is possible that the students themselves find they are put with 'the wrong guy' that make them not able to concentrate (or even feel reluctant) in doing the activity. The solution for this is to change the students' partner with those they are 'close' to. Teacher can observe how often each student speak to find out a good grouping. (Harmer:2003)

In addition to the student grouping, the teacher could use one of three ways to group students in discussion activities described by Harmer above, whether sociogram technique, mixing students of the same level and interest (but since the students here are intermediate -two level ones, the terms "strong students" and "weak students" could be used).

The ideal seating arrangement for a conversation class is when the members of the group could face each other for example the circle, square, or triangle seating, and these arrangement seems to be easily fulfilled in private English courses since most of them provide 'movable chairs'.

2.4.4.2.. The Roles of the Teacher and the Learner in a Conversation Class

(1) Teacher Roles

Breen and Candlin in Richards and Rogers (1986:77) describe two main roles for teachers in a speaking class: as a facilitator and as an independent participant..

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and tests. The second role is to act as an independent participant within the learning- teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities A learner, with much contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. (Bren & Candlin in Richards & Rogers. 1986:77)

Similar description about such roles is also enclosed by Harmer (1991:235). He mentions several roles of teacher.

a. The teacher as assessor

As an assessor, the teacher is to assess the students " work, to see how well they are performing or how good they performed.

b. The teacher as organizer

With this role, the teacher is to tell the students what they are going to discuss (to talk about), give clear instructions about what exactly their task is, get the activity going, and then organize feedback when it is over.

c. The teacher as prompter

With this role, the teacher will need to encourage students to participate in and to make suggestions about how students may proceed in an activity.

d. The teacher as a resource person

As a resource person, the teacher should always be ready to offer help to students if it is needed (note: only when it is needed).

e. The teacher as controller

As a controller, the teacher is in complete charge of the class. He controls not only what the students do, but also when they speak and what language they use.

f. The teacher as tutor

The teacher will act as a coach and a resource person where students are involved in their own work. The students call upon a teacher mainly for advice and guidance.

g. The teacher as investigator

With this role, the teacher will seek to enrich his understanding of what learning is all about and what works well in class by investigating, observing, and evaluating the teaching-learning process in the class.

Related to the discovery-discussion combination technique, it is likely that the roles of teacher which are mostly used are those of an organizer, prompter, and resource person. Within these roles, teacher could also participate in communicative activity to improve the atmosphere in the class and to give the students a chance to practice English with him (with someone who speaks English better than they do).

(2) Learners Roles

The role of learners in a conversation class is as a negotiator between himself; the learning process, and the object of learning which emerges from and interacts with the role of joint negotiator within the group and within the classroom procedure and activities which the group undertakes (Breen and Candlin in Richards and Rodgers, 1986: 77). It implies that the learners are expected to interact with others more rather than with the teacher.

Another related thing to be considered in teacher and student roles is the students characteristics. Students in intermediate level are usually at the ages of adult. Students in these ages have different characteristics, as stated in Harmer (2002:38-40) that the characteristics of adult learners are:

they can engage with abstract thought,

they have a whole range of life experiences to draw on

they have expectations about the learning process, and may already have their own set patterns of learning

adults tend to be more disciplined than some teenagers, and crucially, they are often prepared to struggle on despite boredom

they come into classrooms with a rich range of experiences which allow teachers to use a wide range of activities with them,

they often have a clear understanding of why they are learning and what they want to get out of it,

they can be critical of teaching methods,

they may have experienced failure or criticism at school which makes them anxious and under-confident about learning a language,

many older adults worry that their intellectual powers may be diminishing with age (: they are concerned to keep their creative powers alive, to maintain a 'sense of generativity'.

Harmer (2002:38-40)

From the above statement, it can be inferred that the students' age will determine the way a teacher delivers a lesson although, for instance, the objective of the lesson is the same. Teaching children is clearly different from teaching adult learners.

2.5. Intermediate-Two Level in Private English Courses

According to Petunjuk Teknis Pelaksanaan Kursus (Curriculum) of the English Course by the Central Java Regional Office of the Department of Education, in Bahri (1999), there are three main levels of students in an English course: Tingkat Dasar (Elementary), Terampil (Intermediate) and Mahir (advanced).

The first two levels are each divided into two levels, Dasar Satu and Dasar Dua (Elementary One and Elementary Two) and Terampil Satu and Terampil Dua (Intermediate One and Intermediate Two). Only one level is in an Advanced class. These levels are similar to those mentioned in Harmer (2002:44) that shows a bottom-up level started from real beginner, false beginner, elementary, lower

intermediate/pre-intermediate, mid-intermediate, upper intermediate, to advanced levels. However, still according to Harmer, “these labels of level can mean different things to different people; what one school or education system calls advanced may be more like intermediate to some other teachers.”

After all, the grading system in an English course according to this curriculum is based on the students' mastery of language skill and language elements proposed by the National Education Department of Indonesia. Below are the language skills and elements that students of intermediate-two level should possess (Bahri. 1999 : 9-10).

(1) In the matters of pronunciation, the students are supposed to know, to differ, and to be able to use correct stress and intonation, including word stress, sentence stress, rising intonation, and falling intonation.

(2) In matters of structure, they are supposed to possess more complex sentence patterns to be able to do both oral and written communication. They understand and are able to use direct speeches indirect speeches, active voices, passive voices, conditionals, modals, parts of speech, subjunctive, gerund, present participle, adjective, adverbial clauses, phrasal verbs in sentences.

(3) As for their vocabulary, they are supposed to have 3500 English words.

(4) Connected with reading, they are supposed to understand the reading text (of actual news) comprising of 3544 English Words.

(5) In speaking (communicative function), they are supposed to recognize and use the expression of certain language function (ability, effort, possibly,

need/necessity/obligation, logical necessity, prohibition, condition, and hypnotically situation.

It seems that the above criteria (especially on speaking) are based on the levels of communicative competence proposed by Allen in Yalden (1983:114)

Although the structural foundation model has a useful role to play in ESL curriculum, we believe that it should be interpreted of flexibility in materials design. This can be provided by making use of the concept that "grading should be the focus rather than exclusion " (Allen and Widdowson, 1974a). Thus, at level 1 the main emphasis is on structural practice, and functional and instrumental practice will be relatively speaking `out of focus', Similarly level 2 emphasizes functional practice, and level 3 instrumental practice, but at both levels the other types of practice remain in the background ready to be utilized as the need arises. By making use of a variable focus technique we give recognition to the fact that there are types of practice (structural, functional) which interrelate, which are interdependent and which coexist at all levels of language learning. At the same time, the notion of primary focus ensures that at all times the lesson content remain under control and adaptable and to the needs of the students at any given level of proficiency. (Allen in Yalden. 1983:114)

From the above explanation, I infer that students in intermediate two level will have no difficulties in doing the discovery-discussion activities, and this is the main reason I choose them as my research subject.

2.6. Theoretical Framework

Having discussed the above theories, the writer can draw a theoretical framework that:

Discussion technique is an appropriate and interesting technique to be applied in teaching speaking to students who have adequate knowledge of English (intermediate and advanced levels)

Vocabulary is one of the most importance elements supporting the ability of speaking, therefore it is of a necessity to include it (:vocabulary teaching) in a speaking or conversation class

Give chance to learners to practice with new vocabulary, not just asking them to memorize them in isolation.

Discovery is one of the techniques that can be used to avoid the boredom in a vocabulary teaching

It is a worth try to apply a combination of discussion and discovery technique in a conversation class in an attempt to improve the students vocabulary.

2.7. Hypothesis

Based on all previous statements, the proposed hypothesis of this study is as follows: "The use of discovery-discussion combination technique gives a positive and significant effect in improving intermediate-two level students' vocabulary mastery in a conversation class better than that of vocabulary drill discussion technique".

CHAPTER III

RESEARCH METHODOLOGY

An experiment research under descriptive-quantitative approach is the research method the writer uses in this study because the purpose of this study is to find out the effect of a certain treatment given to an experiment group and compare it to a control group. It means that the empirical data is obtained by giving treatment to the experiment group, observing the teaching-learning process in both experiment and control groups, and from which the data is then measured and analyzed in the form of statistical and descriptive analysis.

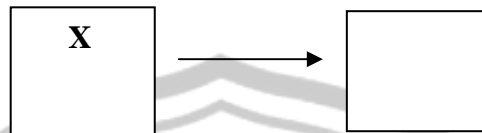
The type of experimental research that I choose is semi experiment with pretest-posttest control group design. It means that there are two different types of groups as the research subjects, experiment and control groups, and are assigned to do both pretest and posttest (Azwar.2003).

This chapter also explains more in detail about the research methodology that is used in this research. This includes research design, research time and place, population and sample, data collection method, instrument, instrument validity and reliability, and also technique of data analysis

3.1 Research Design

This research is concerned with two variables, they are: discovery-discussion technique in a conversation class (as the independent variable) and

students' vocabulary mastery (as the dependent variable). These variable can be drawn as follows:

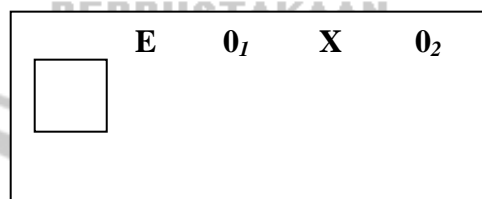


in which X = Discovery Discussion Technique

Y = Students' Vocabulary Mastery

In this research the writer uses experiment research with pretest-posttest control group design. It means that he would like to give a treatment to an experiment group by doing randomization and having a full control on this and compare its result to a control group.

This pretest posttest control group design can be seen as follows:



In which:

E = Experiment group

C = Control Group

R = Randomization

- O1 = Pretest for Experiment Group
- O2 = Posttest for Experiment group
- X = Treatment
- O3 = Pretest for Control Group
- O4 = Posttest for Control Group

3.2 Research Time and Place

The research was conducted in April and May 2005 at Global Lingua English Education Center Tegal Branch which is located in Gedung Dunia Bahari on the 2nd floor, Jl. Kaptan Sudibyo 74 Tegal Municipality. It is one of branch offices of Global Lingua. main office in Bantul, Yogyakarta. Other branches are in Tegal Regency, Brebes Regency, and Wates Kulonprogo Regency.

3.2.1 A Glance at Global Lingua Tegal

Global Lingua Tegal was established on May 2d 2002 in Tegal. Actually it is the first branch of Global Lingua Yogyakarta which was founded 6 months earlier. As a newest English course in Tegal at that time, Global Lingua has tried various marketing activities -distributing brochures, displaying banner, conducting English contests for school students, doing presentation in banks, local companies, schools, etc-, to introduce its name to the surroundings that cover Tegal municipality, Tegal regency, and Brebes regency. As a result, during the first six months (- a period that was determined by Diknas Tegal Municipality to evaluate whether a new non-formal educational institution can continue running

its `business'-), there were about 190 students (:children and adult ages) learning at Global Lingua Tegal.

Seeing the future prospect of English courses, some part-time instructors of Global Lingua Tegal were willing to `own' Global Lingua by franchise system. Nine months after Global Lingua Tegal was founded, a new franchise-branch was established in Brebes regency (January 2003), and only one month later (February 2003) was another franchise-branch founded in Tegal Regency. The interesting thing of these new offices are they are `owned' by former instructors of Global Lingua Tegal and by franchise system which is usually referred to a famous brand-name.

Like other English courses, the course programs offered in Global Lingua are Conversation, English for Academic Purpose, English for UNAS (national examination) English for children, TOEFL and TOEIC Preparation. Students are grouped based on the program they choose and their level as well, such as elementary 1,2,3, intermediate 1,2,3, advanced levels. Each level is to be completed in 24 meetings -which are usually finished in 3 months-, and as a non-formal education, students may stop or continue to the next level.

3.2.2 Placement Test for Students to-be

The students to-be (enrollers) are to do placement test with the purpose of placing them in the right level. The type of placement test varies based on the English program they choose.

In conversation program, the placement test consists of written test and interview. When an enroller has a good result in his placement test, he might be

assigned to “medium” or even advanced level although he has not joined the previous level in this English course nor could he show his course certificate issued by another English course. In addition, enrollers’ grade in their formal education -school, university- is not to be the consideration in conversation class grading system. Within this grading system, a first-grade high school student might be placed in a class together with his seniors.

This seems an ideal grading system, however, most of the time the management of Global Lingua find it hard to strictly follow this system when they are faced with another rule of ‘opening class requirement’ that: one conversation class must consist of minimum 6 students. This requirement sometimes makes the management of this English course mix students from different levels (:which are found out from the placement test result) into one level whenever they cannot fulfill the minimum number of students in a class at the same level.

3.2.3 Instructor & Management Staff

There are ten freelance instructors and six full-time management staff (two of them also teaches) who run this English course. Like in the grading system for students, the instructors are also classified into four levels, Instructor A, B, C, D.

This grading determines the instructors’ rights such as their teaching fee and the right to be prioritized to be given classes to teach. Level A is the highest level, however, instructor level A is not always academically the cleverest because this instructor’s grading is determined by whether or not his students like him/her. Some of the considerations in instructor’s grading system are:

Success in bringing a certain number of students or class continue to next level

a certain number of students or class request him / her to keep teaching them / the class in the next level

a certain number of new classes request him / her to be their teacher

a certain number of students or class who reject him during a certain period of teaching.

ability in keeping the number of students at the beginning the same as at the end of the program

This criteria is understandable since an English course, like any other business-oriented institution, could survive if there are many people (students) paying for studying there. Therefore a teacher who is loved by his / her students is a very valuable asset for such an institution. On the contrary, a teacher who is academically genius might be fired when he couldn't deal with his students want.

3.3 Population, Sample, and Sampling Technique

3.3.1 Population

The population of this research is all students of Intermediate-two level of Global Lingua English Education Center, Tegal municipality branch. When I conducted the research, there were 55 (fifty-five) students of intermediate-two level in the on-going six conversation classes. Unlike in a formal education which has many students in one class, the number of students in an English course is

indeed limited for the purpose of better learning. In a conversation class, the number of students usually ranges from 6 to 15.

Here is the number of students in each class :

Class	Number of Students
Intermediate-2A	11
Intermediate-2B	8
Intermediate-2C	10
Intermediate-2D	8
Intermediate-2E	10
Intermediate-2F	8
TOTAL (POPULATION)	55

3.3.2 Sample and Sampling Technique

From the total population of 55 students, I took 18 students randomly as my research sample from which 9 students are assigned to the experiment group, and the other 9 are in the control group. The use of random sampling technique is based on the consideration that it is best applied to the experiment research since it avoids introducing a systematic basis of selection by reducing to chance the probability that more of one type of person than another is in the experimental or control group. (Tuckman. 1978:104).

3.4 Method of Data Collection

There are two focuses explored in this research, they are the discovery-discussion technique in a conversation class and its effect on improving students' vocabulary mastery. Therefore, the method in collecting data considers these two things.

Of many methods of data collection in research, such as observation, interview, test, questionnaires, etc., I use test, observation, and documentation. The test that is used here is to test students' mastery on vocabulary, whereas observation is done to see the process of students' using English in the discussion, and documentation is used to seek for the topics of discussion which the students have discussed during time of their study. The result of this observation and documentation is explained descriptively as complimentary objectives of this research which are inferred in chapter two, they are:

1. to describe how to apply the discovery-discussion technique in teaching speaking to intermediate-two level student of an English course and
2. to give alternative suitable topics of discussion for intermediate-two students of an English course.

On the other hand, the result of vocabulary test is explained and analyzed in a statistical analysis as to meet the third objective of this research, that is to find out whether there is significant and positive effect of the discovery-discussion technique on the students' vocabulary mastery

3.5 Instrument of the Research

As mentioned above, I use written vocabulary test in the form of multiple choice. This kind of researcher-made test is categorized into achievement test which measures the amount of knowledge that an individual has acquired in a number of discrete subject matter areas at one or more discrete grade level -in this case is students' vocabulary mastery after being given discovery-discussion technique treatment-. (Tuckman. 1978:173)

These tests are given twice, the first is as pretest which is given before the research subjects are given the treatments, and the second one, as posttest, is given after the treatments.

It is important to be noted that since this is an experimental research, the use of pretest here is not to be a basis on grouping the subjects into both experiment and control groups, but is used only to compare or examine scores change between posttest and pretest. So, there is no group reassignment as the result of pretest, group assignment is completely done using randomization.

The number of questions in pretest and posttest is the same, 60 multiple -choice questions. In order not to go beyond the competence of the research subjects who are in the intermediate level of a private English course, the vocabulary items selected to be tested here consider the followings:

1. Active vocabulary. That is the vocabulary which the students have been taught or learned and which they are expected to be able to use it. (Harmer. 1991:159). I take these active vocabulary from students' book.

2. the criteria issued by National Education Department that is supposedly to be possessed by an intermediate level student (see chapter two).

3. typical speaking skill of an English learner's who acquires around 3,000 word families that can : do daily conversation with some ease, find difficulties in unpredictable conversation especially abstract topics, feel lost especially when listening in to a natives' conversation, have a problem in collocation and idiomatic expression, and also often ask for clarifications or to checks one's understanding. (see chapter two)

The following is numbers of vocabulary items made to be tried out and analyzed:

Items tested (vocabulary related to)	Number of each items In try out	Number of each items As the research instrument
Verb	15	12
Noun	15	10
Adjective	12	11
Adverb	12	8
Pronoun	10	8
Preposition	7	5
Conjunction	7	5
Language Function	7	6
TOTAL	85	60

As stated previously, the above instrument test is used to measure the students' vocabulary mastery. Apart from instrument of vocabulary test, I also use documentation to find out the students' interest in the topic of discussion. The document that I use is 'teaching report'. In the teaching report, a teacher writes some information about the lesson he has given., including the students' activity and the material. What I need from this teaching report is some information about the topics that had been discussed in the conversation class.

3.6 Try Out of the Instrument

The writer asked 19 students out of the sample to do the test try out. Try out is necessary to do before the items of test is given to the sample to find out whether or not the research instrument made is good. If it is good (valid), it can be used for collecting the data. if not, it has to be revised.

3.6.1 Test Validity

Briefly, the validity of a test is the extent to which it measures what it is supposed to measure and nothing else (Tuckman. 1978:201). Every test, whether it is a short, informal classroom test or a public examination, should be as valid as the construction can make. The test must aim to provide a true measure of the particular skill that it is intended to measure: to the extent that it measures external knowledge and other skill at the same time, it will not be a valid test (Arikunto, 1998 : 165). To measure the validity of each item, the writer uses Pearson Product Moment (calculated with SPSS) in which the score of each test item is correlated with total score of the items (Nurgiyantoro, 1987:107). Then if the result of r-test

is higher than r table, the item can be said valid. The following table (taken from appendix 2) shows the result of test validity in as follows:

Table 1

The result of validity in Try Out

Item number	r-test	r-table	note	Item number	r-test	r-table	note
1	0.147	0.219	Not Valid	44	0.066	0.219	Not Valid
2	0.147	0.219	Not Valid	45	0.237	0.219	Valid
3	0.178	0.219	Not Valid	46	0.166	0.219	Not Valid
4	0.111	0.219	Not Valid	47	0.581	0.219	Valid
5	0.219	0.219	Valid	48	0.718	0.219	Valid
6	0.360	0.219	Valid	49	0.110	0.219	Not Valid
7	0.315	0.219	Valid	50	0.436	0.219	Valid
8	0.427	0.219	Valid	51	0.116	0.219	Not Valid
9	0.005	0.219	Not Valid	52	0.718	0.219	Valid
10	0.460	0.219	Valid	53	0.027	0.219	Not Valid
11	0.560	0.219	Valid	54	0.279	0.219	Valid
12	0.305	0.219	Valid	55	0.574	0.219	Valid
13	0.340	0.219	Valid	56	0.367	0.219	Valid
14	0.912	0.219	Valid	57	0.298	0.219	Valid
15	0.027	0.219	Not Valid	58	0.775	0.219	Not Valid

16	0.108	0.219	Not Valid	59	0.157	0.219	Not Valid
17	0.183	0.219	Not Valid	60	0.157	0.219	Valid
18	0.532	0.219	Valid	61	0.530	0.219	Valid
19	0.502	0.219	Valid	62	0.367	0.219	Valid
20	0.391	0.219	Valid	63	0.336	0.219	Valid
21	0.516	0.219	Valid	64	0.372	0.219	Valid
22	0.335	0.219	Valid	65	0.624	0.219	Valid
23	0.274	0.219	Valid	66	0.601	0.219	Valid
24	0.449	0.219	Valid	67	0.305	0.219	Valid
25	0.563	0.219	Valid	68	0.553	0.219	Valid
26	0.270	0.219	Valid	69	0.407	0.219	Valid
27	0.484	0.219	Valid	70	0.427	0.219	Valid
28	0.372	0.219	Valid	71	0.382	0.219	Valid
29	0.553	0.219	Valid	72	0.336	0.219	Valid
30	0.387	0.219	Valid	73	0.207	0.219	Not Valid
31	0.286	0.219	Valid	74	0.175	0.219	Not Valid
32	0.305	0.219	Valid	75	0.908	0.219	Valid
33	0.076	0.219	Not Valid	76	0.491	0.219	Valid
34	0.068	0.219	Not Valid	77	0.315	0.219	Valid
35	0.237	0.219	Valid	78	0.468	0.219	Valid
36	0.168	0.219	Not Valid	79	0.294	0.219	Valid
37	0.581	0.219	Valid	80	0.133	0.219	Not Valid

38	0.718	0.219	Valid	81	0.188	0.219	Not Valid
39	0.110	0.219	Not Valid	82	0.201	0.219	Not Valid
40	0.434	0.219	Valid	83	0.449	0.219	Valid
41	0.305	0.219	Valid	84	0.328	0.219	Valid
42	0.420	0.219	Valid	85	0.293	0.219	Valid
43	0.076	0.219	Not Valid				

From the above table, it shows that there are 25 items are not valid (number 1, 2, 3, 4, 9, 15, 16, 17, 33, 34, 36, 39, 43, 44, 46, 49, 51, 53, 58, 59, 73, 74, 80, 81, 82) and thus will not be used as the research instrument. Instead, the other 60 items are valid and will be used as the research instrument.

3.6.2 Reliability of the Test

Test reliability means that a test is consistent which means that the result of the test will not be very much different when it is tested to the same person in different occasion. The writer uses alpha formula and it was calculated using SPSS.

In line with the reliability of the test, Arikunto gives the level of reliability a test might possess:

0.800-1.00 Very High

0.600 - 0.800 High

Fair

0.200 - 0.400 Low

0.00- 0.200 Very low

The result of test reliability is 0.8355 (appendix 3) from which it can be said that the test has a very high reliability.

3.6.3. Item Difficulty (ID)

The difficulty index or the facility value of an item shows how easy or difficult the particular item is accepted in the test. Heaton (1979: 173) notes that an item is said to be too difficult if the index of difficulty is less than 0.30, whereas it is said to be too easy if the index of difficulty is more than 0.70. This is supported by Arikunto (1992:209) who gives the difficulty index as follows:

0.00 to 0.30	difficult
0.30 to 0.70	fair
0.70 to 1.00	easy

This means that an item which has an index of difficulty 0.30 - 0.70 can be selected and considered a good item in an achievement test.

From appendix 4 (frequency table / item difficulty), the result tried-out test that there are 11 items (numbers 3,4,5,15,20,34,39,43,48,53,54) belonging difficult category, 9 items (2,8,17,22,36,40,45,49,50) in easy category, and the other 65 items are in fair category.

3.7 Procedures:

What I mean by procedure is the orderly steps I have done when conducting the research. From the phase of pre-collection data, data collection, and writing the research report. Here are the steps:

I asked permission to Global Lingua branch operational manager that I wanted to conduct a research at Global Lingua office.

After being permitted, I started to seek for the information needed concerning with his research such as Global Lingua in general, the population of intermediate-two level students, the books used in teaching-learning, the instructors, and the management staff.

Having found adequate data, I then made instrument of test that would be tested on try out, pretest and posttest.

I then did randomization to get sample. As the willingness to conduct a full control, I decided to have two groups only, one as experiment and another one is as control group. In a conversation class, small number of students are required, thus I would put 9 students in each group. Therefore, there are 18 students taken as sample of the 55 total population in intermediate-two level of conversation classes. The way this random sampling done was: Names of 55 students were written in alphabetical order and was given number for each student. Then, I randomly picked the numbers belongs to three-added number (students number 3, 6, 9, 12, 15, 18, ...55). These students are selected as the sample of research, and the other numbers were eliminated. This 18 samples were, again, picked randomly using a lottery way, and put in either experimental and control groups. Each of these groups consists of 9 students.

The next step was collecting the data; the pretest, treatment, and posttest. Pretest was given not to group the subjects in either experimental and control groups, nor to find out whether they are homogenous in their early knowledge of

vocabulary. It was given just to find out or to compare the scores change between pretest and posttest results. In the treatment process (teaching and learning session), both groups have the same teaching materials but different teaching techniques: the discovery-discussion technique is applied in the experimental group while in the control group, the teacher uses 'regular' discussion technique (with the combination of vocabulary drill). The time allocated for each meeting/treatment is one and a half hour or ninety minutes. The teaching material or topic to discussed in these groups are:

First meeting: "Dating" / "Going out with someone special"

Second meeting: "Ideal teacher"

Third meeting: "Man is cleverer than woman"

Here is the complete schedule:

A. Day/Date	B. Activity
C. Saturday, 16 April 2006	D. Try Out (non-sample students)
Saturday, 23 April 2005	Pretest (for experiment & control groups)
Tuesday, 26 April 2005	First treatment (in the experiment group)
Thursday, 28 April 2005	First meeting (in the control group)
Saturday, 30 April 2005	Second treatment (in the experiment group)
Tuesday, 3 May 2005	Second meeting (in the control group)
Thursday, 5 May 2005	Third treatment (in the experiment group)
Saturday, 7 May 2005	Third meeting (in the control group)
Tuesday, 9 May 2005	Posttest (for experiment & control groups)

After data has been collected, I analyzed the data using the help of computer program, and finally made a report.

3.8 Material for Treatment

Subjects in this research are Global Lingua English course students who are joining a conversation class in intermediate-two level. Students in this level and class are already getting used to learn English by practicing their English in a discussion, besides other activities for instance role play, dialogue completion, and question & answer. Even, it is the technique the teachers mostly used to teach speaking in English course.

Since the main activity in a conversation class is to make students speak, speaking practice is the priority and the language components are 'taught' integratedly, or sometimes neglected. Knowing this, I try to conduct an experiment by combining the discussion with discovery technique to see whether this combination will result s positive and significant difference to the students vocabulary development compared to the 'regular' discussion technique.

As stated previously, in term of material for treatment in this research, both groups are given the same 'material' (:or it is more appropriate to say 'topics for discussion).. They have the same topic to discuss, but the technique in 'delivering' this material is different between the experiment and control groups, that is: in the experiment group, discovery technique is applied before and after the discussion process, while in the control group is not. In the control group, vocabulary drill is used before the discussion process.

The material for treatments can be seen in the following pages:



Material for Treatment 1:

Topic of Discussion : Dating (going out with someone special)

..... Guid

ed questions to be discussed:**

What is your opinion about dating?

Do you agree or disagree with it? Give your reason. (you could base your reasons on psychological view or religion's view)

Are kissing, hugging, and caressing the best ways to express your love? Why or why not?

What may or may not be done when you go out with your girlfriend / boyfriend?

What is the 'best age' to have someone special?

When is the best moment to say "I love you"?

Is it OK for a girl to tell directly how she feels to the boy she likes?

When you are interested in someone but you don't have a gut to tell her/him, what will you do?

Must a dating relationship end with marriage?

for boys: If your girlfriend were (sorry) pregnant because of you, what would you do?

for girls : If your boyfriend whom you love VERY MUCH had an affair with another girl, and this girl were pregnant, what would you do to him?

**Notes: You may add or change the questions as the discussion goes on.

Material for Treatment 2 :

Topic of Discussion : Ideal Teacher

..... Guid

ed questions to be discussed:**

Do you have a favorite teacher(s) ?

What subject does he/she teach?

Are you good at the subject he/she teach?

Do you understand when he / she is explaining the lesson?

Do your friends also like him / her?

Could you describe his/her physical characteristics?

Are you close to him / her?

What is your friend opinion about him / her?

So, why do you like her / him?

What is the criteria of an ideal teacher ?

**Notes: You may add or change the questions as the discussion goes on.

Material for Treatment 3

For Student A (Affirmative Party)

Topic of Discussion : Man is Cleverer than Woman

Instruction: This is a debate-like discussion. You are an affirmative party that believe, agree with and support the statement that 'Man is cleverer than woman'. Prepare your self for the negative other party's argument. Read the 'list of questions/statements' that help you prepare for the debate.

Question/Statement List for Affirmative Party:

Most Nobel Prize winners are men

Do you know: Habibie, Nurcholis Majid, Amin Rais, Yusri Ihza Mahendra, Gus Dur, Ki Hajar Dewantara, Muhammad Natsir ?

Do you know: Zakiyah Darajat, Sri Mulyani, Pratiwi Sudarmono ?

Almost all presidents, company leaders, and school headmasters in this world are men

Recent research shows that of 3 genius people (:seen from their IQ), only one of them is woman.

More men hold Sarjana degree than women

**Notes: you can add as much information as you can get for your argument

Material for Treatment 3

For Student B (Negative Party)

Topic of Discussion : Man is Cleverer than Woman

Instruction: This is a debate-like discussion. You are a negative party who strongly disagree with the statement of 'Man is cleverer than woman'. Prepare your self for criticizing and giving argument to refuse the statement that is hold by your opposite, the negative party. Read the list of questions/statements' that help you prepare for the debate.

Question/Statement List for Affirmative Party:

female babies can speak a language earlier than male babies

When a man is angry, he tends to do physical action. On the contrary, woman uses verbal action. This means that woman has 'brain'

Many wives are more successful than their husbands. To mention some: Krisdayanti, Tamara Blezinky, Elma Theana, Megawati, Jenifer Lopez, Madonna.

Religion's dogma doesn't give enough space for women to 'dig up' and 'show off' their intelligence.

Woman is more adaptable to new environment

**Notes: you can add as much information as you can get for your argument

3.9 Data Analysis Technique

In this study, I use type of statistical analysis, those are :

1. Calculating the descriptive analysis

Descriptive analysis is calculated for observation and measures at the pretest or post test stage of experimental designs. These statistics are means, median, mode and standard deviation

Finding the t-test

Because I want to know whether or not discovery-discussion technique improves intermediate-two students' vocabulary mastery in a conversation class, I use comparative technique to compare the result achieved by two groups. After the experiment, I compare this result by calculating the means of two groups using t-test formula:

$$t = \frac{|M_x - M_y|}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

M_x : The mean of control group.

M_y : The mean of experiment group.

$\sum x^2$: The sum of quadrate, gain pre-test and post-test in control group.

$\sum y^2$: The sum of quadrate, gain pre-test and post-test in experiment group.

N_x : The number of students of control group.

N_y : The number of students of Experiment group.

(Arikunto, 1998: 302-303).

3.10 Statistical Hypothesis

The hypothesis of this research is formulated as follows as follows :

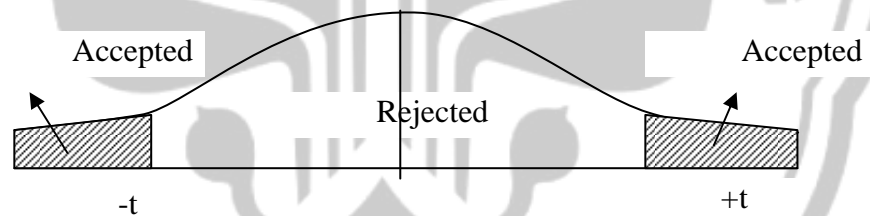
$H_0 : \beta = 0$: Discovery-discussion technique gives better and more significant effect than vocabulary-drill discussion one in improving intermediate – two level students' vocabulary.

$H_a : \beta \neq 0$: Discovery-discussion technique does not give better nor significant effect than vocabulary-drill discussion one in improving intermediate – two level students' vocabulary

The criteria of Hypothesis testing with degree of freedom (d.f) = (n-1) = 16 in the level of significant 5% ($\alpha/2 = 0.05$) is as follows:

H_0 is accepted and H_a is rejected if $-t \text{ ratio} > -t \text{ table}$ or $t \text{ ratio} < t \text{ table}$

H_0 is rejected and H_a is accepted if $-t \text{ ratio} < -t \text{ table}$ or $t \text{ ratio} > t \text{ table}$



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CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, I would like to disclose the result of the research. As stated in chapter three (methodology of the research), the analysis employed is descriptive quantitative analysis. The descriptive-only explanation is for answering the complimentary objectives of the research, they are:

to describe how this discovery-discussion combination technique is applied in the conversation classes (: data taken by observing the process of treatments) and,

to mention common discussion topics for intermediate-two level students in a conversation class (data taken from documentation).

Whilst the statistical description is used in explaining the result concerning with the objective of this research, that is:

(3) to find out how far the discovery-discussion combination technique increases the students' vocabulary mastery.

4.1. Application of Discovery-Discussion Combination Technique

There are three times of treatments done in this experiment using this technique. Each treatment needs one and a half hour to complete. Here is the report of my observing the process of the treatment.

Treatment I. (time allotment: 90 minutes)

Topic of discussion : “ Dating”

Phase 1. Discovery activity (15 minutes), aimed at introducing ‘new language’.

In this phase, the teacher, Mr. Solihin, a level-A English instructor of Global Lingua, grouped students in three groups of three (:buzz group). The grouping was based on the teacher’s consideration that all members in a group were relatively close to each other. Then, students were introduced to new language by given a short-reader (which was made by the writer) to read. Here was the short reader:

“I have a boyfriend. His name is Asep. I’ve been going out with him for about three months. My friends say that he is a sympathetic , awesome, and cool guy. Yesterday, he asked me out for dinner. It was a romantic dinner. He held my hands and caressed my hair gently while talking about engagement and marriage. Wow... don’t you think it’s too early?? After all, I love him very much. I want my love story ends up in a happy ending. I can’t imagine if he breaks me up like what he did to Jamilah, my best friend.”

After the students read that short reader, the teacher wrote the underlined words and word-group columns on the whiteboard and asked the groups to match them. The result of this activity was:

words like gorgeous, cool, sympathetic, awesome, handsome, and the like, were put in the adjective column.

the words to kiss, caress, hold, embrace, smile, go out with, break up with, shake hand, were put in the verb column

words like tenderly, gently, nicely, go into adverb column

the words engagement, marriage, happy ending were in the noun column.

Then, students were asked to work together to find the meanings of these words by guessing from the context and confirmed them to the teacher (: no dictionary allowed in this phase). When all groups were done, the teacher told students that they would have a discussion with the topic of Dating.

Phase 2. Discussion activity (60 minutes) aimed at encouraging students to practice speaking and develop their vocabulary

The teacher explained what the students would do in the discussion. He asked all groups to choose the moderator whose main duty was to lead the discussion (: but the moderator was also a member who was to give opinion as other members did). The guided questions (see chapter three: Material for treatment) to be discussed was given to each moderator. When all were ready, the teacher asked them to start the discussion. The teacher walked around the class to monitor the students' practicing their English. Students sometimes asked or confirmed to the teacher about the words they didn't know or were in doubt (such as the English words for: pacaran jarak jauh, terlalu pilih-pilih, berdosa, kawin lari, dijodohkan, kawin paksa,terlalu menuntut) .

During the process of discussion, students seemed very enthusiastic, they practiced speaking in English without being afraid of making mistakes in grammar. Other members of the group also seemed didn't find it necessary to correct mistakes like: "he visit me last Sunday". However, they often corrected

the mistakes which they thought were bothering like those in pronoun (: should be she but he, they but it, her but his).

When there was a word or phrases they didn't know, they asked other members or asked the teacher, and right away used this 'new' word or phrase (:some of the words were even 'new' for the teacher. In such a situation, he asked students to look up in the dictionary). The writer also noticed that there were much 'laughs' and 'smiles' when they were involved in discussion, indicating that they were interested in the topic.

After around 35 minutes discussing in a group, the teacher asked each group to write the concluding remark of their discussion (the time given to do this was 5 minutes) which then was reported orally by group representatives within 5 minutes each (:didn't have to be the moderator, but could be any other members). The teacher gave his comment on students' report and performance

Phase 3. Discovery activity (20 minutes). Aimed at remembering the 'new words' they find and used in the discussion

In this phase, students were told to keep working in a group of their own and asked each member of the groups to mention the new words he / she found and used in the previous discussion activity. These new words were grouped as noun, adjective, verb, and miscellaneous then written with its translation on a large manila-paper provided by the teacher. What were 'new' to one student might not be 'new' to some others, however, these words had to be written and considered as new words. After that, all groups were asked to put their new--

words-written manila paper on the white board. The teacher mentioned all the words and asked students to repeat after him to make sure they made proper pronunciation. The teacher then closed the class.

Treatment II. (time allotment: 90 minutes)

Topic of discussion : “ Idea Teacher”

Phase 1. Discovery activity (15 minutes), aimed at introducing ‘new language’.

Same as in the first phase of treatment I, but the members of the group were changed, different from those in the first treatment. This time, the grouping was based on mixing ‘strong students’ with ‘weak students’ (that he found out from the first treatment process). The discovery activity given in this phase was also the same as in treatment 1, short reader.

“Being a teacher is my call. When I was a kid, I always dreamed of standing before the class, holding a long big ruler, and speaking with sophisticated language to my students. And, here I am now, A TEACHER !!. I am proud of my job. I can be mad when people underestimate my job. Last week, I scolded my student because he didn’t do his homework. To me, it meant he underestimated me, he was a rebel, and I couldn’t tolerate this. I punished him to run around the school yard 100 times but he refused do it. I stared at him with my big red eyes like a tiger wanted to eat a lamb. Finally, he run around the school yard. After one time running around, he suddenly fainted!!

The next morning, my headmaster called me into his office, snapped me and FIRED me for causing his SON fainted. And now, I am no longer working as a senior high school teacher, but a Kindergarten Teacher.”

Exactly the same as in the first treatment. Students read for about 5 minutes, the teacher wrote the underlined words and word-group columns on the white board and asked the groups to match them.

The result of this activity was:

words like, sophisticated, proud of, made, went to the adjective column.

the words snapped, fired, stared, standing before, and the like, were put in the verb column

words like suddenly was in the adverb column

the words rebel, my call were in the noun column.

Then, students were asked to work together to find the meanings of these underlined words and other ‘new words’ by guessing from the context and confirmed them to the teacher (: no dictionary allowed in this phase). When all groups were done, the teacher told students that they would have a discussion with the topic of Ideal Teacher.

Phase 2. Discussion activity (60 minutes) aimed at encouraging students to practice speaking and develop their vocabulary

The teacher decided the leader of the discussion. He chose the strong student in each group to be the moderator who would lead and responsible for ‘the success’ of the discussion. (This was different from the way the moderator chosen

in treatment 1, which was selected by other members of the group or voluntarily offered to be the moderator. The reason of mixing the strong-weak students in one group was the writer wanted to observe whether all members in the group could freely practiced their English like when they were grouped with their 'close' mates, and whether the strong student could bring 'spirit' of motivating others to practice speaking).

The guided questions to be discussed was given to each moderator (see chapter III) . As they all were ready, the teacher asked them to start the discussion. The teacher monitored the process of discussion.

The writer observed that the students looked familiar and interested in the topic as they all tried to be actively involved in the discussion. It also seemed that the moderator, the strong student, in some positive way 'dominated' the discussion. And since he knew he was 'better' than other members, he had high self confidence and determination in leading the discussion. The weak students, as the writer noticed, tried to 'balance' the moderator, instead of being reluctant to speak. Often, these weak students asked the English words of something they didn't know and confirmed whether what they said properly or not, before they asked the teacher. Some words they asked to the teacher were: guru galak, mbosenin, tepat waktu, ramah, bahenol, jujur, genit, berwibawa, pengertian, necis, kinclong, rendah hati, sederhana.

After around 35 minutes discussing in a group, the teacher asked each group to write the concluding remark of their discussion (the time given to do this was 5 minutes) which then was reported orally by group representatives within 5

minutes each (:didn't have to be the moderator, but could be any other members).

The teacher gave his comment on students' report and performance

Phase 3. Discovery activity (20 minutes). Aimed at remembering the 'new words' they find and used in the discussion

In this phase, students were told to keep working in a group of their own and asked each member of the groups to mention the new words he / she found and used in the previous discussion activity. Same as in the previous treatment, these new words were grouped as noun, adjective, verb, miscellaneous, and written with its translation on a large manila-paper provided by the teacher.

After that, all groups were asked to put their new-words-written manila paper on the white board. The teacher mentioned all the words and asked students to repeat after him to make sure they made proper pronunciation. The teacher then closed the class.

Treatment III. (time allotment: 90 minutes)

Topic of discussion : "Man is Cleverer than Woman"

Phase 1. Discovery activity (15 minutes), aimed at introducing 'new language'.

Teacher grouped the class into two groups of four and five. The technique in grouping was putting the students with relatively same ability (:strong students with strong students, weak students with weak students). They were then given the following discovery technique:

“My name is Kuncung. I am 10 years old. I want to tell you about my father. He is Prof. Dr. dr. Ir. Mangkulangit, M.Ed.. M.Sc., MA. Ph.D. He spends almost all his life to study, study, and study. People often invite him to speak in many seminars or to be a juror of many contests (last month he became a juror in a cooking contest). Yes, he is a very famous person. My friend asked me what it’s like to have a genius father like him. I replied surprisingly: Genius?? He is not genius. He can’t cook, can’t help me doing my mathematics homework, can’t iron his own shirt, can’t bathe my little sister, can’t wash dishes, and so many other can’ts. My mom does all these stuff. My mom is more talkative than my father and cooks delicious food. So, why people invited my father to speak and tasted food instead of my mom??

Students read for about 5 minutes, the teacher wrote the underlined words and word-group columns on the white board and asked the groups to match them.

The result of this activity was:

words like, famous, delicious, talkative were in adjective column.

the words tasted, invite, bathe, wash, replied, and the like were put in the verb column word surprisingly was in the adverb column

the words stuff, juror, were in the noun column.

Then, students were asked to work together to find the meanings of these underlined words and other ‘new words’ by guessing from the context and confirmed them to the teacher (: no dictionary allowed in this phase). When all groups were done, the teacher told students that they would have a debate-like discussion. Statement to be debated was: ‘Man is Cleverer than Woman’

Phase 2. Discussion activity (60 minutes) aimed at encouraging students to practice speaking and develop their vocabulary

In a group of four, the teacher decided two students who belonged to the affirmative side, and another two took the negative side. In the group of five, the teacher decided two students were in the affirmative side, and the other three were in the negative side. He then gave the 'information/question list' to each member based on their position (see chapter 3. instrument material), and asked the students to study that information in 15 minutes to prepare for the debate. Right after all parties were ready, teacher told them to start.

From the writer's observation, this kind of debate-like discussion could reach its goal that was to make students communicate. Both sides argued, with the given information list and some other information of their own. This debate started by the affirmative group who restated the topic of debate and gave their argument supporting the topic. The opposite side, the negative one, argued them and expressed their denial.

The teacher, as always, monitored the process of the discussion, gave answers to students, and sometimes correcting students' mispronunciations and inappropriate diction. Some of words or phrases the students asked to the teacher were: pemasungan hak asasi, kesediaan berbagi, adil, rendah diri, gengsi, beban, rumah tangga, perkasa. This debate run for 40 minutes.

Phase 3. Discovery activity (20 minutes). Aimed at remembering the 'new words' they find and used in the discussion

The teacher and students did the same like what they did in the previous treatments. Class dismissed.

4.2. Suitable Discussion-Topics for Intermediate-two Level

After studying the teaching report made by English instructors in intermediate level conversation class, I get some topics of discussion that were worked out when they were given to the students in this level. I classified these 'successful' topics into three categories from which we can say that the topics under these categories are suitable to be given to students in intermediate levels. Here are the topics (that were successfully discussed in intermediate level) and the categories:

Category 1. Topic the students are familiar with.

The topics included here are those that the students have known. And they might often discuss such topics in their mother tongue. Using this kind of topics, they seem to have more than sufficient ideas or opinion to express. Below are the examples:

ideal teacher

smoking is dangerous

What do you want to be?

Category 2. Topics about actual news

As adolescent, they are usually interested in keeping up with actual news. Then, it is good for a teacher to give the students such topics since they will stimulate students to discuss. Here are the examples:

Students demonstration

General Election

The mushrooming of political parties

Category 3. Controversial Topics

These topics are good to provoke students to come into discussion. Students in the intermediate-two level of English courses are usually adult learners who are assumed to have relatively high analytical and critical senses. They already have their views and opinions toward something and tend to defend what they think is right. They also want to comment on as well as criticize something. It is good for them to have topics or statements which are controversial. Here are the examples of them:

Man is stronger than woman

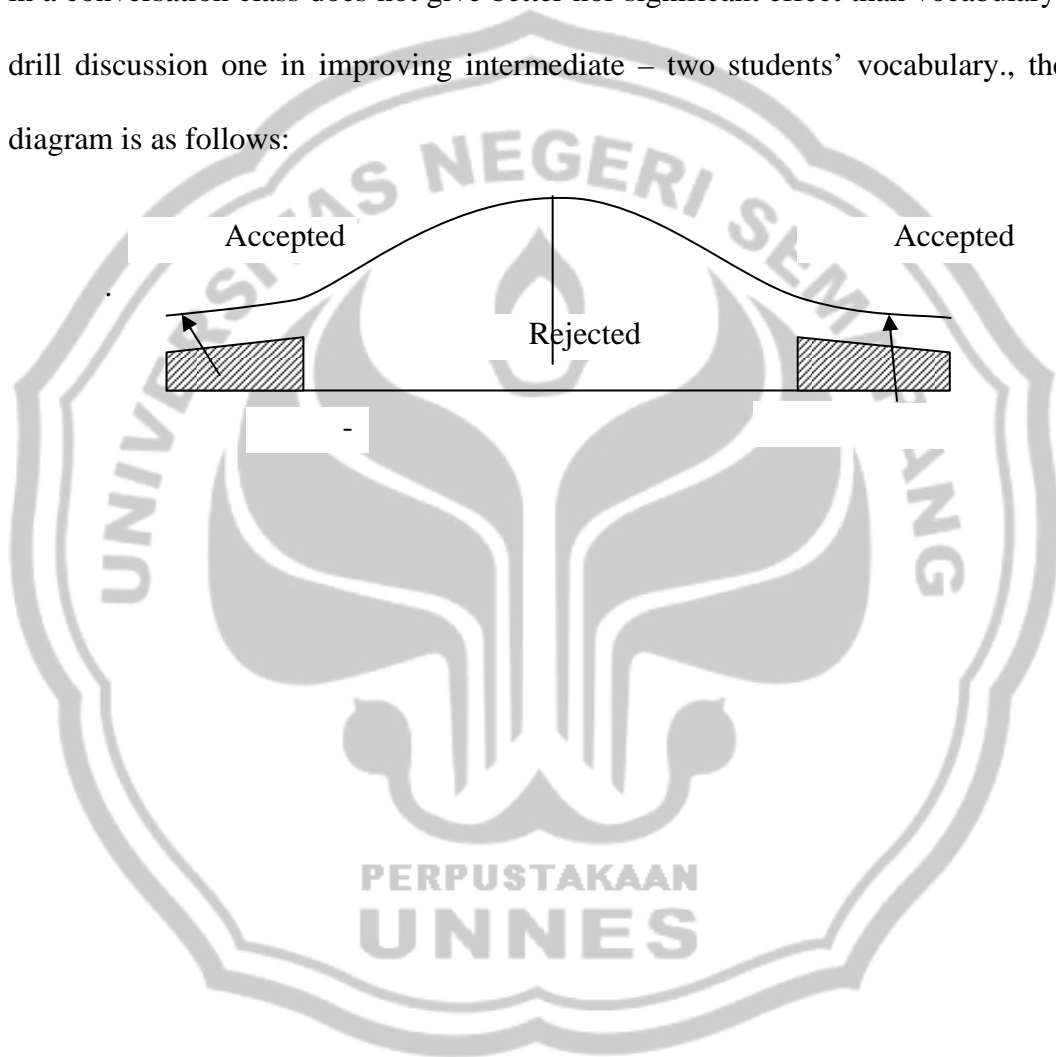
Woman should not be a president

State universities are better in quality than private ones.

4.3. The Result of T-test

From Appendix 4 it can be seen that the mean of pre test in experiment group is 41.55, while the mean of post-test is 46.55. The mean of pre-test in control group is 40.77, while the post-test is 44.00. From this data it is shown that the mean of students is increased from pre-test to post-test both in Experiment and control group. The standard deviation of pre test in experiment group is 3.94, while the standard deviation of post-test is 4.09. The standard deviation of pre-test in control group is 3.30, while the post-test is 4.82.

From the computation using SPSS in Appendix 7, I find that the result of T-test is 1.047 while t-table with degree of freedom (d.f) = 16 in the level of significance 5 % is 1.745, thus H_0 is accepted and H_a is rejected because t ratio is lower than t table ($1.047 < 1.745$) it means that discovery-discussion technique in a conversation class does not give better nor significant effect than vocabulary-drill discussion one in improving intermediate – two students' vocabulary., the diagram is as follows:



CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusions

Having known the result of this research, I might need to renew my belief that “new” technique is not always significantly better than the “old” one. The comparative result shows that both discovery-discussion technique and vocabulary-drill discussion technique could improve intermediate-two students’ vocabulary mastery. Although the scores gained by the students which are taught using discovery-discussion technique is higher than the ones gained by students taught using vocabulary-drill discussion technique, this scores change is not significantly different.

However, I have no doubt to say that discovery-discussion technique is one of the teaching techniques worth to be applied in the effort of improving the vocabulary mastery of intermediate-two students’ of a conversation class in an English course. The reasons why it is so are based on the reasons concerning the students’ characteristics and course objective, and also the advantages that this technique has.

The intermediate-two students of an English course are assumed to have good language competence, and they are in the level of functional practice level, and so they will not have difficulties in doing such an activity. Discovery-discussion technique is also a good medium for students to accomplish the purpose stated in English Curriculum for Intermediate-Two students of an English

course. Within this technique, students will learn and develop new vocabulary through short-reader and discussion activity. In addition, this technique can make students really practice the language, stimulate them to speak, make them feel motivated to correct their own mistakes, make them feel comfortable to speak, and increase their self-confidence.

In conducting the discovery-discussion activity, the teacher should learn that suitable topics of discussion could determine the success of the activity. The topics suitable for students in intermediate-two level are those which are interesting and familiar to students, actual, and controversial.

There are three phases involved in the application of this discovery-discussion combination technique, they are: phase one, Discovery activity, aimed at introducing 'new language', Phase two, discussion activity aimed at encouraging students to practice speaking and develop their vocabulary, and Phase three, discovery activity, aimed at remembering the 'new words' they find and used in the discussion.

Although it is interesting, it can be a horrible technique and might make a teacher loses his face should he does not have adequate knowledge and horizon about the topics. Therefore, it is better for the teacher to inform students the topic they are going to discuss at least one meeting in advance. This will give the teacher (:as well as students) more time to prepare himself to conduct the discussion phase.

To make the discovery-discussion activity more effective, one of the ways is to have a conducive classroom. It is ideal to conduct such an activity in a small

class (between eight and fifteen students). The classroom equipment also takes important roles. It is suggested that the chairs are movable so that it is easier for the teacher to arrange the chairs into proper arrangement (circles arrangement, for instance) in order to make the students in a group could face each other and the teacher could also walk around the discussion-groups more freely.

5.2. Suggestion

In spite of the fact which is revealed in this research that the discovery-discussion techniques does not give better and more significant effect than the vocabulary-drill discussion in improving the students' vocabulary mastery, it could still give a positive effect on students' vocabulary mastery seeing from the scores change between pretest and posttest. However, based on this research result, I will not suggest anyone to preferably select this technique better than other techniques, especially vocabulary-drill discussion technique, in the effort of improving students' vocabulary mastery .

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Appendix 9 Try Out

Name/Number :

Class :

Choose the Correct Answer.

If your mother, who is a widow, married a widower with a daughter, who is this girl to you?

- a. step daughter b. step father c. step sister d. sibling

“Gorgeous” has the same meaning as?

- a. charming b. faithful c. mean d. patient

“My mother is a very faithful wife”. Find the word below which has similar meaning to ‘faithful’

- loyal b. passionate c. sensitive d. patient

If someone says that he has just lost his watch, what will you say to him to show your sympathy?

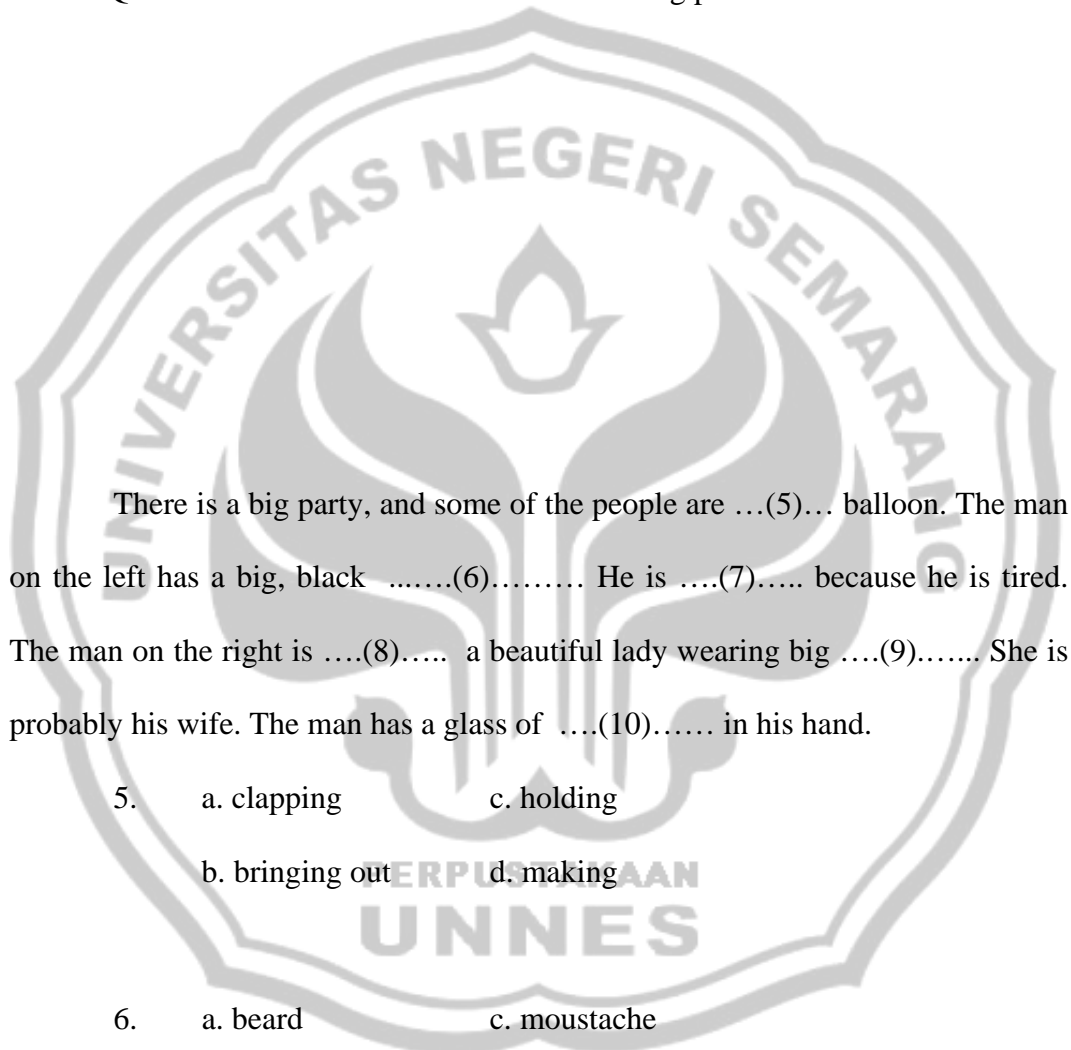
“Sorry for loosing his watch”

“Sorry to hear that”

“None of my business”

“I’ll watch him”

Questions 5 to 10 are based on the following picture:



There is a big party, and some of the people are ...(5)... balloon. The man on the left has a big, black(6)..... He is(7)..... because he is tired. The man on the right is(8)..... a beautiful lady wearing big(9)..... She is probably his wife. The man has a glass of(10)..... in his hand.

5. a. clapping c. holding

b. bringing out d. making

6. a. beard c. moustache

b. hair d. whiskers

7. a. yielding c. yelling

b. yawning d. grasping

8. a. kissing c. kidding
b. caressing d. kicking

9. a. neglect c. watch
b. necklace d. earrings

10. a. vine c. grape
b. bread d. wine

11. My teacher always encourages us to study

- a. hard c. with hard
b. hardly d. by hard

12. A : “Why are you late?”

B : “My car is running out of gas”

The underlined words means:

- walking to the gas c. no more gas in the car
there is a leak in the gas d. there is full of gas in the car

“Look at that pretty girl! I am really interested her”

- a. with b. to c. in d. by

Galih : “I never talk to girls”

Wahyu: “ why?

Galih : “They are very I’m afraid if I hurt their feeling “

- a. creative b. clever
c. pretty d. sensitive

Aming : “There is a party in Eli’s house. Are you coming?”

Bulan : “I’d love to, but I have many homework to do.”

The underlined words mean that Bulan... ..

is going to the party

loves parties

loves Aming

cannot go to the party

“Mr. Saiful is my English teacher. I like him very much. That’s why I
always his class”

- a. follow b. attend c. attend to d. come on

Kanti : “ I like a teacher who is punctual”

Kinta: “ Me, too. That’s why I like Mrs. Oneng. She always comes
.....”

- a. in time c. on time
b. at the time d. timeless

“What makes you think you could pass this interview?”

“I can speak English

- a. with good b. goodly c. well d. by good

Both English mathematics are my favourite subjects.

- a. and b. but c. or d. nor

A model teacher is seen not only from the way he teaches the way he deals with his students

- a. and b. also c. as well as d. but also

Antok is really a diligent student. He goes to school his being sick.

- a. although b. despite of c. in spite of d. because

Akrom : “I’ve found this money in your room. Let’s go having lunch.
I’ll
treat you”

Bandi : “That money is Give it back to me!”

your money

mine

yours

money of me

A : “I can’t take my eyes off Shinta. Do you think she has a crush on me?”

B : “ Don’t ask me. Ask her!!”

The underlined words can be replaced by

- a. likes c. feels a pity
b. crashes d. hates

34. After the lesson, our teacher that she will give us a test the next day.

- a. announces b. attends c. entrances d. introduces

35. "It's 8 o'clock. I got to go". Find the synonym of "go" in this sentence.

- a. get in b. leave c. move d. come

36. I did my homework all day long. Now I'm very

- a, sleeping b. exhausted c. excited d. thin

37. Andy: “I’ve never seen such a beautiful wedding ceremony”

Anti: “..... it was really great”

- a. I got it now c. I quite agree
b. I was very satisfied d. I wouldn't say that

38. When your mother is cooking, she is usually wearing a/an....

a. stove b. apron c. jacket d. glasses

39. Which word has different meaning from 'big'?

a. huge b. great c. colossal d. strong

40. The horses run when a tiger came after them.

a. fastlv b. quickly c. quick d. slow

41. Ita : "How do you like our uniform, sir? "

Teacher: "Wonderful. "

a. I really like it b. I am a bit disappointed
c. I wondered about it d. I am certain about it.

42. His daughter is always very polite. The antonym of polite is

a. impolite b. unpolite c. well-behave d. shy

43. "Don't be ! It's not a ghost. It's your mother wearing masker."

a. afraid b. surprising c. scary d. naughty

44. Which one of these positions is the highest in rank?

a. Minister c. Prime minister
b. Deputy Prime Minister d. Expert Staff to Minister

c. mean to me

d. hits me

50. Asih : “I couldn’t sleep last night. This toothache really kills me!!!”

Burik : “Why don’t you see a doctor?”

The underlined words mean that Burik

forbids A not to go to a doctor

suggests A to go to a doctor

will take A to a doctor

suggests A to watch a doctor

51. Neither my father my mother plays badminton

a. and

b. but

c. or

d. nor

52. If you don’t understand, you can always questions

a. ask

b. do

c. make

d. say

53. Indonesian government has built a hospital in Tegal ... memory ...

Kardinah

a. to .. in

b. to .. about

c. in ...about

d. in ..of

54. My son was born ... Tegal.. January 4th, 2005

a. on..in

b. in..in

c. in..on

d. at..in

55 Alika : “Have you ever stayed in Bahari Inn? It’s the only 3-star hotel in Tegal”

Baruni: “ No, I haven’t. but I hope to be able to do it someday.”

The italic words shows

a. refusal b. agreement c. invitation d. expectation

56. I did my homework all day long. Now I'm very

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- a. afraid b. surprising c. scary d. naughty

64. Which one of these positions is the highest in rank?

- a. Minister c. Prime minister
b. Deputy Prime Minister d. Expert Staff to Minister

65. This cakes are for Anto and ..,

- a. I b. me c. hers d. mine

66. Never ever try to smoke. It gives bad effect on your

- a. chest b. lungs c. fingers d. shoulder

67. Look at that monkey. tail is very long.

- a. it b. its c. it's d. their

68. I wrote to Anita yesterday and.... some photographs with my letter.

- a. closed b. enclosed c. put on d. shut in

69. I am sorry, I can't your request for more money.

- a. appear b. apply c. approve d. prove

Question 70 and 71.

Most audience (70)... a dance only for the beauty, costumes, and action of the dancer. They don't care about the (71)... of the dance. Every action of the dancer, however, has meaning.

70. a. enjoy b. entertain c. practice d. show

71. a. action b. way c. message d. information

72. "What a cute puppy!! Is that yours?"

"No, that belongs to my girlfriend". "I don't have any"

- a. pet b. pat, c. bird d. cat

73. Before I ate my bread, I jam on it.

- a. sport b. spread c. supposed d. surprised

74. Guruh : "Please these pictures."

Gusnul : "The small one is much better."

- a. company b. compare c. complain d. equal

75. Of my friends, Anto is because he has never been absence in attending classes during 3 years school.

- a. the most diligent c. the cleverest

- b. the laziest d. the strongest

76. Though I've made many mistakes, my mother is never angry with me.

She is very.....

a. funny b. patient c. understand d. weak

77. Yupi: "Which one is Dita or Bety?"

Yono : "Dita, she is 160 cm, whereas Bety is 170 cm

a. bigger b. taller c. shorter d. shooter

78. The girl is dancing ...

a. attractively b. attractingly c. attracting d. attractively

79. I don't like either this shirt that one.

a. and b. but c. or d. also

80. "This floor is very Could you please sweep it."

a. dirty b. clumsy c. joyful d. sweaty

81." Shhh. Don't speak ! The baby is sleeping."

a. slowly b. hardly c. loudly d. noise

82. Anik : "How is my interview, sir. Will I be accepted? "

Mr. Chandra: "I can't say that for sure."

The underlined words express

a. dissatisfaction c. disagreement

b. uncertainty d. ensuring

83. Ali : "It's cloudy. Do you think it's going to rain?"

Eli : "..... We are going to watch KD concert, aren't we?"

a. I hope not c. I think so

b. I couldn't help it d. I don't believe it

84. Dodo : “Do you get many eggs from your chickens?”

Mala : “Yes, they a lot of eggs”

- a. Lay
- b. lead
- c. lend
- d. lie

85. Jono: “Do you know where she lives?”

Kiki : “ Yes, she lives

- a. in Kjang street number 10, Semarang
- b. at Jalak street 11, Semarang
- c. at Semarang
- d. on Cucakrawa street number 9





51. Neither my father my mother plays badminton

- a. and b. but c. or d. nor

52. If you don't understand, you can always questions

- a. ask b. do c. make d. say

53. Indonesian government has built a hospital in Tegal ... memory ...

Kardinah

- a. to .. in b. to .. about c. in ...about d. in ..of

54. My son was born ... Tegal.. January 4th, 2005

- a. on..in b. in..in c. in..on d. at..in

55. Alika : "Have you ever stayed in Bahari Inn? It's the only 3-star hotel
in Tegal"

Baruni: " No, I haven't. but I hope to be able to do it someday."

The italic words shows

- a. refusal b. agreement c. invitation d.

expectation

===sepbahari===



51. A daughter of your sister is your

a. cousin b. nephew c. niece d. twin

52. Eko : "You look funny in that new haircut".

Eki : "I know. I will never go to that again!!"

a. barbershop b. butcher c. store d. hair cutter

53. One of my students was absent yesterday. friends said thatwas sick

- a. His.... he, c. Their they,
b. Their.... he d. His ... she

54. After the lesson, our teacher that she will give us a test the next day.

- a. announces b. attends c. entrances d. introduces

55. "It's 8 o'clock. I got to go". Find the synonym of "go" in this sentence.

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