USING TOTAL PHYSICAL RESPONSE (TPR) METHOD ON TEACHING VOCABULARY AT MTs. SYARIFUDDIN WONOREJO LUMAJANG

THESIS

Presented in Partial Fulfillment of the Requirement for the English Education Degree in State Institute for Islamic Studies Sunan Ampel Surabaya

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ABSTRACT

USING TOTAL PHYSICAL RESPONSE (TPR) METHOD ON TEACHING VOCABULARY AT MTs. SYARIFUDDIN WONOREJO LUMAJANG.

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Key words: Method, Total Physical Response, Teaching and Vocabulary.

This study is about Using Total Physical Response (TPR) method on teaching vocabulary at MTs Syarifuddin Wonorejo Lumajang. Actually, many methods can be used to teach English. One of the methods is Total Physical Response (TPR) method. According to research conducted by James Asher states that TPR attempt to teach language through physical (motor) activity. This method for teaching vocabulary, in which the teacher acts out the vocabulary being taught and the students learn new vocabulary by imitating the teacher's model. The teachers' role as the model and the students are as imitator. Students can enjoy in learning English by using this method, because it allows them to move and to be active.

This study takes one main problem: Is there any influence of TPR method on teaching vocabulary for the students? The purpose of the study is to find out the influence of TPR method on teaching vocabulary for the students.

The population in this research is all the students of seventh grade in 2009-2010 academic years. The sample in this research is VIIC is several of the students which taken by random sampling. This study is Quasi- Experimental by using Pre-test and Post-test design. The researcher used data analysis of non parametric statistic to analyze Questionnaire of data has been disquantification by using" Likert Scale" is Wilcoxon signed-rank test formula. And also analysis of non statistic that used to analyze of Quantitative data.

The researcher uses Wilcoxon signed-rank test to analyze the data of Questionnaire. The result of Zhitung is -3, 5476 and the determiner of Ztabel from the list is 1, 96 score. Because of the experiment is done by 2side, so the Ztabel also has -1, 96 score. And also researcher conclude that Zhitung < - Ztabel. It means that there is Influence of TPR Method on Teaching Vocabulary for the students after this method is applied.

Finally, it was expected that the teacher should consider the use of TPR as one of the techniques especially on teaching vocabulary. Since it could be easily for the students to memorize vocabulary without memorizing the meaning (a list of English words) and also be able to creating interesting atmosphere on teaching learning process to avoid the students' boredom.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In International society, English is the most popular language and people in almost every country in the world are urgently required to have a much better command of English. It means that English as one of the most important International language is widely used by most people in the world.

In Indonesia, English has been taught as compulsory subject. It means that English must be taught in any schools where the society regards it's necessary. So, mastering foreign language must be acquired thought a process. For the English students especially the beginner, the first ability that must be required is vocabulary mastery and also has an important role for those skills. [1]

In this country, most of teachers teaching English lesson especially vocabulary by asking the students to memorize the meaning (a list of English words). It is not effective to improve student's ability. Otherwise, it makes the students get bored.

So, the English teacher has to create conducive learning atmosphere in the class, choose appropriate teaching material and select the best techniques to teach vocabulary.

[1] Arry Tri Yuana, *Using Total Physical Response in teaching Vocabulary,* (Surabaya: UNESA University Press, 2006), p.3

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> As what Achmad Djazuli as cited from Nilamsari has state: Guru memegang peranan penting dalam proses belajar mengajar. Untuk itu guru harus mampu menetapkan alat pelajaran, metode, termasuk menetapkan penilaian untuk mengukur keberhasilan pengajaran.[2]

It means that teacher processes an important role during teaching learning process. They have the authority in selecting and choosing any kinds of teaching material and techniques as long as the selected material and techniques are in live with curriculum.

Furthermore, English teacher should give motivation and encouragement to the students in learning vocabulary by providing or creating various techniques in order to make students enjoy and fun in learning vocabulary. James Asher, said that the situation which bring foreign language to life in the classroom are provided by gesture, handling or touching things, incidents and activities, picture, interesting stories, and also certain games or contest.[3]

Related to this, many kinds of methods create fun activity in classroom. Total Physical Response (TPR) method can be alternative to teach English especially vocabulary. Total Physical Response is language teaching method built around the coordination of speech and action. It is attempt to teach language through physical (motor) activity, and it was developed by James Asher.[4]

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[2] Yuli Nilamsari, *The Effect of Using Wall Chart to Teach Vocabulary, laporan penelitian* (Surabaya: UNESA University Press, 2006), p. 3
[3] http://www.tpr-world.com/what.html.online accessed on July 29,2009
[4] Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching,* (Hawaii: Cambridge University Press, 1980), p.87

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TPR method gives pleasant situation in the classroom, so the students are interested to study. And it helps the students figure out the vocabulary taught so that they could acquire the vocabulary easily.

Considering to the benefit of Total Physical Response Method explained above, the researcher intends to have an experiment research to apply the Total physical Response method to makes students easily to absorb the new vocabularies. And easy to memorize it thus are automatically motivate them in learning second language especially vocabulary. As a result, the writer decides to present the research with title "Using Total Physical Response Method in Teaching Vocabulary at MTs. Syarifuddin Wonerejo Lumajang".

B. Problems of the Study.

In this study there is one main problem: Is there any influence of TPR method on teaching vocabulary for the students?

C. Objective of the Study.

The objective of this study is to find out the influence of TPR method on teaching vocabulary for students.

D. Hypothesis.

To prove that teaching vocabulary by using TPR method is significant or not, the researcher considers the following hypothesis.

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1. The alternative hypothesis (H_0) for this research is, there is no any influence of TPR method on teaching vocabulary for students.
2. The null hypothesis (H_1) for this research is, there is any influence of TPR method on teaching vocabulary for students.

E. Significance of the Study.

The researcher expects the study be able to give contribution on the development of knowledge. The study can be useful for the English teacher, so that they can be creating interesting atmosphere in teaching learning process in order to avoid the students' boredom. And also can be guide for English teacher in teaching English vocabulary for the development of the students' ability in acquiring their vocabulary.

F. Scope and Limitation.

The subject of this study is the seventh grader of MTs. Syarifuddin Wonerejo Lumajang. Whereas, the scope in teaching English as a foreign language, especially teaching vocabulary through TPR method. Actually, TPR can be used to teach listening, speaking, writing, and reading. However the study focus on teaching vocabulary in particular to teach action verbs, because the students are young learner so abstract vocabulary are not taught in the study.

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G. The Definition of the Key Terms.

The definition are intended to avoid he ambiguity in understanding some terms used in this study the following definitions are as follow:

1. *Total Physical Response* is a language teaching method built around the coordination of speech and action, which attempt to teach language through physical (motor) activity. So, the teacher uses physical motor activity to teach the students.[5]
2. *Method* is a way of doing something, it means the way in teaching language. So, the method in this research/study is about How TPR method is applied in teaching learning English languages especially in teaching vocabulary vocabulary. [6]
3. *Teach* is implied in the first definition of learning, may be defined as "showing or helping" someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.[7]
4. *Vocabulary* is a list of word with their meaning, especially in a book for learning a foreign language.[8]
5. *Influence* is to have an effect or influence on something or on their/its behavior.[9]

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[5] Jack Richards, *Approach...p.87*
[6] Jonathan Crowther, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press 1995), p.734
[7] H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Longman, 2000), p.7
[8] A. S. Hornby, *Oxford Dictionary Press*, (New York 2000), p.1056

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H. Review of Previous Study.

The previous study has observed "Using Total physical Response Method in Teaching Vocabulary". It was presented by Arry Tri Yuana the student of Surabaya University. The problem in the previous study is how TPR can be implemented the effectively a technique. In this study, she used not only library research but also action research in order to prove his assumption. Furthermore, the researcher want to analyze the problems by using experimental research, in order to know, is there any influence of TPR method on teaching vocabulary for the students.

Moreover, there is another research by using Total Physical Response. So, the researcher more interested to do research in different view, it is about Using TPR method on Teaching Vocabulary at MTs. Syarifuddin Wonorejo Lumajang. The method is using Wilcoxon signed-rank test to analyze the data of Questionnaire.

So, the researcher more tend to use TPR method, which is expected to give easily to the students especially the beginner in memorizing vocabulary without memorize the meaning (a list of English words). And also be able to creating interesting atmosphere in teaching learning process to avoid the students' boredom.

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[9] Jonathan Crowther, *Oxford.....p.543*

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, some literatures related to study are reviewed in order to help clarifying the present study.

A. Vocabulary.

When students are learning language, especially English as a second language, the students need to master vocabulary. The more vocabulary mastered by the students, the better performances there will be in all aspects of learning language. But, related to mastering vocabulary well, as Lado as cited from Arry Tri Yuana said that no one masters all the words of any of the language of the world.[10]

There are various definitions of vocabulary give by many experts, as one of them is Hornby, who states that vocabulary is collection of words and a list of words in language textbook usually alphabetically arranged and explain or defined.[11] The other definition about vocabulary said that vocabulary is vocabulary is all the words of a language, the sum of words used by, understood by, or at the command of a particular person or group.[12] A words of languages is called by vocabulary.

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[10] Arry Tri Yuana, *Using Total Physical Response in teaching Vocabulary,* (Surabaya: UNESA University Press, 2006), p.5

[11] http://www.brainyquote.com/words/vo/vocabulary237882.html.online accessed on July 29,2009

[12] http://www.your dictionary.com/vocabulary.online accessed on July29,2009

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Jack Richard, states that vocabulary, is a set of lexemes, including single words, compound words and idioms.[13] Moreover, Oxford Dictionary also defines that vocabulary is a list of words with their meaning, especially in a book for learning a foreign languages.[14]

From those definitions, the researcher can describe that vocabulary is a list of words or phrase and with their meaning that are used by person as the means of learning material and communication both of speaking and writing. Vocabulary is also the most important component of language power, which was responsibility for every student in mastering vocabulary to get better performances in all aspect of learning language.

1. The Important of Vocabulary

Vocabulary is basic to communication. If acquire do not recognized the meaning of the key words used by those who address them, they will be unable to participate in the conversation.

As what Scott Thornbury has stated that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[15] It means that no matter how well the students learn grammar or how successful the sound of the language is mastered, without words communication cannot occur in any meaningful way or they will be difficult in mastering the four

[13] Jack C. Richard and Richard Schmidt, " Dictionary of Language Teaching and Applied Linguistic", (London: Longman Pearson Education, 2002), p.580
[14] A. S. Hornby, *Oxford Dictionary Press,* (New York 2000), p.1056
[15] Scott Thornbury, *How to Teach Vocabulary,* (England: Longman 2004), p.13

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English skills. Therefore, mastering vocabulary has an important for those skills.

Vocabulary is an important component of a language. As Finocchiaro as cited from Ari tri yuana said that among the three component of language are distinctive sound, vocabulary and structure, vocabulary is central language.[16]

It means that Vocabulary is very important in language learning process especially in learning English as foreign language. Because if someone is learning a language, it means that she will deal with vocabulary. She will find vocabulary when she is studying reading, pronunciation, and structure and making dialogues. It is stated by Richard and Rodger that:

> There are always vocabulary items to be learned in all book of learning English in the classroom besides reading, structure, dialogue, and pronunciation. There are always words lists footnotes on reading and words exercises.

The students have lack vocabulary will find difficulties in the learning process and have little change to be successful in developing the language.

From the explanation above, we can say that vocabulary is essential for successful second language because without an extensive vocabulary, we will be unable to use the structure and functions we may have learned for

[16] Arry Tri Yuana, *Using Total Physical Response in teaching Vocabulary,* (Surabaya: UNESA University Press, 2006), p.6

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comprehensible communication. So that we cannot communicate with others in a certain language if we do not know much words of language.

2. **Type of Vocabulary.**

According to Scott Thornbury, there are two groups of words: function words (grammatical words) and content words.

The first part, grammatical words or function words are words that must be learned in connection with use in the sentence. These kinds of words such as: preposition, pronoun, determiners.

Function words (or grammatical words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

Function words might be prepositions, pronouns, auxiliary verbs, conjunctions, grammatical articles or particles, all of which belong to the group of closed-class words. Interjections are sometimes considered function words but they belong to the group of open-class words. Function words might or might not be inflected or might have affixes.

Function words belong to the closed class of words in grammar in that it is very uncommon to have new function words created in the course of speech, whereas in the open class of words (that is, nouns, verbs, adjectives, or adverbs) new words may be added readily (such as slang words, technical terms, and adoptions and adaptations of foreign words).

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Each function word either gives some grammatically information on other words in a sentence or clause, and cannot be isolated from other words, or it may indicate the speaker's mental model as to what is being said.

Grammatical words, as a class, can have distinct phonological properties from content words. Grammatical words sometimes do not make full use of all the sounds in a language. For example, in some of the Khoisan languages, most content words begin with clicks, but very few function words do.

The following is a list of the kind of words considered to be function words:

- Articles — *the* and *a*. In highly inflected languages, the articles may take on the case of the declension of the following noun.
- Pronouns — inflected in English, as *he* — *him*, *she* — *her*, etc.
- Ad positions — uninflected in English
- Conjunctions — uninflected in English
- Auxiliary verbs — forming part of the conjunction (pattern of the tenses of main verbs), always inflected
- Interjections — sometimes called "filled pauses", uninflected
- Particles — convey the attitude of the speaker and are uninflected, as *if*, *then*, *well*, *however*, *thus*, etc.

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- Expletives — take the place of sentences, among other functions.
- Pro-sentences — *yes*, *okay*, etc.[17]

Second part, content words are words whose meaning is recorded in dictionaries and often stated by means of definitions, synonyms, antonyms, and contextual explanation. These kinds of words are noun, verbs, adjectives, and adverb.[18]

Words that are not function words are called content words (or lexical words): these include nouns, verbs, adjectives, and most adverbs, although some adverbs are function words (e.g., *then* and *why*). Dictionaries define the specific meanings of content words, but can only describe the general usages of function words. By contrast, grammars describe the use of function words in detail, but treat lexical words in general terms only.

On the other hand, grammatical words are a closed. Traditionally, grammatical words belonged to the domain of grammar teaching, while the teaching of vocabulary was more concerned with content words. However, the rigid division between grammar and vocabulary has become blurred recently.

And also typically, content words are an open set. There is no limit to the number of content words that can be added recently.

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[17] http://en.wikipedia.org/wiki/Function_word

[18] Scott Thornbury, *How to Teach Vocabulary,* (England: Longman 2004), p.4

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3. Level of Vocabulary.

Based on the level of difficulty Stainback as cited from Fitria divides vocabulary into three levels there are: elementary vocabularies, intermediate vocabularies, and advanced vocabularies.

Elementary vocabulary is words that are easy to learn. It usually consists of simple words like person, animals, or thing in the classroom. The words door, table, pencil, eraser, boy, girl, woman, are easy because the meaning of the words easily can be made by seeing and touching them. In this way, numbers of sense are involved. And it is very important to get success in language learning as they can strengthen students' memorization of vocabulary being taught. Repeating of the words after teacher mentioned them involved sense of hearing, and when the students and teacher are be able to touch the thing together, it involves sense of touch. Moreover, these ways are effective to attract students' attention.

Intermediate vocabulary is vocabulary of normal difficulty. It is best to teach intermediate. Vocabulary in contextual areas such as: food, clothing, work, school, shopping, arts, the human body, a city, a country; an exploration, geography, education and government. If the areas is food then teacher may show or composite picture of variation dishes. To introduce the words lunch, breakfast, dinner and supper the key situation words can be morning, noon, and evening or teacher night say," This morning, she is eating breakfast" etc.

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Finally, Advanced vocabulary in this level the students will learn new vocabularies that are more difficult that before. English dictionary became very important in this case. However, context is still needed to get meaning. Because in the dictionary words are explain in context and example of how to use the words properly in sentence. Therefore, they can compose good sentences in correct structure. The students who consult the dictionary and practices the words in communication habitually will give more advantages to get a good pronunciation and clear meaning, also to make the words stay longer in mind, if it's always practiced.[19]

4. Teaching Vocabulary.

One way to learn foreign language is through vocabulary. Vocabulary as one of the language skills should be mastered by the students who are learning the language. Some vocabularies are often difficult to learn by the students, the teacher has to be able to guide and create an interesting way to teach vocabulary. It is not an easy duty for the teacher. It is really needed a good teacher who does not only teach his or her students but he or she must do more than to teach successfully. As a good facilitator and coordinator, the teacher should be able to make the students' learning process easy. The teacher should enrich his or her knowledge about ways and technique how to teach vocabulary.

[19] Anggraeny Fitria, *Teaching Vocabulary through Folktales to the students, laporan penelitian* (Surabaya: UNESA University Press 2005), p.7

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In fact in the class, teachers usually use monotonous way to teach vocabulary whereas students need something interesting in teaching learning process. Teacher also can use nonverbal communication in teaching learning process technique in order to avoid the students' bored. Gestures as one of nonverbal communication may used to convey the meaning of some words. Certain descriptive, adjective, such as tall, thin, fat, happy, lend themselves trough pantomime and gestures. Preposition of place can also be effectively taught by movement for example: the book is on the table, the pencil is on the book, the book is under the pencil etc.

B. Total Physical Response Method.

The founder of the Total Physical Response (TPR) James Asher noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical response (reaching, grabbing, moving, looking and so forth). And also gave some attention to right-brain learning.[20]

Asher introduced the idea of teaching languages using Total Physical Response (TPR) over thirty years ago. His first paper on TPR showed how language can be taught using commands: The teacher gives the commands,

[20] H. Douglas Brown, *Principles of Language Learning And Teaching*, (San Francisco: Longman 2000),p.107

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models the movement, and the student performs the action. Students are not asked to speak, only to try to understand and obey the command.[21]

TPR is an astoundingly successful beginning language teaching method (or technique). TPR students have outperformed comparison students convincingly in method comparison studies, both in those done by Asher and his associates as well as those done by other scholars. It has been shown to be effective for both children and adults, and has been used for a variety of languages.

Here are just a few of Asher's results: In Asher, adult TPR students of German who had had only 32 hours of instruction outperformed two control groups who had traditional instruction, one that had 40 hours and another that had 80 hours. Baretta noted that in Asher, the same activity was used as a class activity as well as a post-test, which, he suggests, explains why TPR students of German did better than controls.

Baretta also noted that TPR and control students performed equally on a reading comprehension test. Baretta does not report Asher in full. First, TPR students in Asher also did better than controls on a listening test that did not include the repeated activity. In addition, controls had 35% more class hours exposure to German and had much more emphasis on reading and writing and also TPR students still did spectacularly well in this study and in other studies.

[21] http://www.languageimpact.com/articles/other/krashentpr.htm

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According to current theory, TPR works because it is an excellent way of providing students with comprehensible input; the teacher's movement provides the background knowledge that makes the command more comprehensible. Evidence that this is so is the finding that those who observe TPR activities do about as well on tests involving physical movement as those who actually do the physical movements.

TPR was invented by Asher based on the association between language and body movement. Even though Asher aligned his teaching with Krashen and Terell's Natural Approach, much of TPR teaching actually follows behavioral methods of teaching, such as shaping of response and fading of reward. In TPR students respond to oral commends that are simultaneously modeled.[22]

According to Richard J, TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.[23] And also according to Larsen and Diane, TPR is "The comprehension approach". It means that this method is an approach of foreign language by using imperative instruction.[24]

TPR is a method that promotes initial immersion in a high quantity of comprehensible input. In making use of the immediate environment of the

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[22] Lynne T Diaz-Rico, *Teaching English Learners*, (California: Pearson 2004), p.34
[23] Jack C Richard and Theodore S.Rodger, *Approaches and Methods in Language Teaching*, (Hawaii: Cambridge University Press 1980), p.87
[24] Http: www.amazon.com/Approaches-Method-Language Teaching/Cambridge/dp/0521008433.online accessed on August 29,2009

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classroom, and of the thing that can be brought into the classroom, the intention is to replicate the experience of learning one's mother tongue.[25]

Moreover, Dictionary of Language Teaching and Linguistic also defines that a Language Teaching Method developed by Asher in the last time. In which items are presented in the foreign language as orders, command, and instructions requiring a physical response from the learners (e.g.: opening a window or standing up). TPR gives greater emphasis to comprehension than many other teaching methods. Both this and the emphasis on teaching language through physical activity are lead to more effective.[26]

Sarah said that TPR is a hands-on approach to second language learning in which is the teachers infuses language through commands and by which the student responds with kinesthetic (body) movement to show total comprehension.

From the definition of Total Physical Response Method above we know that the method introduces the language through the use of commands (imperative sentences) and has students demonstrate their understanding through action responses. And TPR involves active learning, whose are students directly through utterances and physical activity from the teacher.

So, the researcher tends to Asher theory to develop my research, because Asher theory stated that TPR makes easily to memorize vocabularies the students

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[25] Scott Thornbury, *How to Teach Vocabulary*, (England: Longman 2004), p.79

[26] Jack C. Richard and Richard Schmidt, " Dictionary of Language Teaching and Applied Linguistic", (London: Longman Pearson Education, 2002), p.559

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especially for the students that have difficulties in memorizing vocabulary by attempt to teach language through physical (motor) activity.

1. The Use of TPR Method in Language Learning.

Silver in his book said that:

> "Asher's model often called the TPR method or learning another language through action, offers one of the most exciting prospect for foreign language learning in which the students silently act out command given by the teacher, which aids them in acquiring a cognitive map of the language".

He also adds that:

> "It is readily observable that there is an intimate relationship between a child's body and language. Students listen to the command, watch the teacher, and do what the teacher has commanded. After a short time the students demonstrate that they can physically respond without the teacher's modeling".[27]

The students not only hear to new language all the time but also practice the language with their friends. As the students laugh with each other, rather than each other a feeling of acceptance, mutual respect and group spirit develops.

James Asher also notes that:" Children in learning their first language appear to do a lot of listening before they speak, and that their listening is accompanied by physical response (reaching, grabbling, moving, looking, and

[27] Arry Tri Yuana, *Using Total Physical Response*... ... ... .p.11

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so forth)". And also "Trying even a simple actions force the children to think, observe and take decision".[28]

This idea explains that before the children perform the action they have to think first how to do the action by observing the action that their teacher does. Then they have to decide how to act out the action, of course by imitating the action.

2. Characteristics of Teaching Learning Process in TPR Method.

The TPR method has its characteristics, which make it different from other methods. There are some phases that usually happen when the TPR method is employed in the teaching learning process. According to Diane Larsen- Freeman the phases are:

The first phase of a lesson is one of modeling. The teacher (instructor) issues commands to a few students then perform the action with them. In the second phase, these same students demonstrate that they can understand the commands by performing them alone. The observers also have an opportunity to demonstrate their understanding.

The teacher next recombines elements of the command to have the students develop flexibility in understanding unfamiliar utterances. These commands, which students perform, are often humorous..

[28] H. Douglas Brown, *Principles of Language Learning And Teaching*, (San Francisco: Longman 2000),p.107

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After learning to respond to some oral commands, the students learn to read and write them. When students are ready to speak, they become the ones who issue the commands. After students begin speaking, activities expand to include skits and games.[29]

From the clarification above, we know that it is some characteristic of the teaching learning process of TPR, which in order to increase our understanding of the Total Physical Response Method.

3. The Principles to Use TPR Method.

Larsen and Freeman stated that there are some principles to increase the understanding of the TPR method they are:

1. Teacher who uses TPR method believes in the important of having their students enjoy their experience in learning to communicate in a foreign language. In fact the TPR method was developed in order to reduce the stress people when studying foreign language and thereby encourage students to persist in their study beyond a beginning level of proficiency. The way to do this, Asher believes, is to base foreign language learning upon the way children learn their native language.
2. In TPR method the role of the teacher was as director of all students' behavior. The students were imitator of the teacher nonverbal model.

[29] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (England: Oxford University Press, 1986), p.116

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3. The first phase of a lesson is one of modeling. The teacher (instructor) issues commands to a few students then perform the action with them. In the second phase, these same students demonstrate that they can understand the commands by performing them alone. The observers also have an opportunity to demonstrate their understanding.
4. The teacher interacted with the whole group of students and with individual students. Students performed the action together. Students could learn by watching each other.
5. One of the main reasons that TPR method was developed was to reduce the stress people feel when studying foreign languages. One of primary ways this was accomplished was to allow learners to speak when they were ready. Forcing them to speak before then would only create anxiety. Also, when students begun to speak, perfection should not be expected.
6. Grammatical structures and vocabulary were emphasized over other language areas. These were embedded within imperatives. Imperatives were single words and multi-words chunks. One reason of the use of imperatives was their frequency of occurrence in the speech directed at young children learning their mother tongue.[30]

[30] *Ibid*, p.115-117

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4. The Procedure to Use TPR Method.

According to Larsen and Freeman, the procedures are:

1. The teacher introduces the importance of vocabulary items by pronouncing them without telling the meanings (Action words, Request and Order, Preposition).
2. The teacher sets up the classroom situation (Setting up).
3. The teacher asks some of the students to be volunteers.
4. The teacher speaks out the vocabularies taught and action out (Demonstration).
5. The teacher asks the volunteers to imitate him.
6. The teacher repeats doing the action several times while uttering the commands.
7. While reading lesson, the teacher asks the volunteers do the action (Students' modeling).
8. The teacher repeat step number 7.
9. The teacher reads the lesson and has the whole class (role- reversal).[31]

C. The Using of TPR Method in Teaching Vocabulary.

Asher introduces a method to help children's to learn language easier because the children's are actively involved and participated in the learning

[31] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (England: Oxford University Press, 1986), p.119

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activity. Researcher uses this method for teaching vocabulary from imperative language and action words. By instructs or commands her students to follow her commands. The commands are about imperative language and action words by using gesture.

Asher claimed that "reacting to the command of the teacher and classmates develop a high degree of fluency in listening comprehension and subsequently in speaking by reacting to the words or the commands", it will be a great help for the students in studying English.[32]

Silver said that it is readily observer able that there is an intimate relationship between a child's body and language. The students listen to the command, watch the teacher, and do what the teacher commanded. After a short time the student's demonstrate that they can physically respond without the teacher modeling silently act out command given by the teacher, which aids them in acquiring a cognitive map.[33]

D. Type of Learning and Teaching Activities.

Imperative drills are the major classroom activity in Total Physical Response. They are typically used to elicit physical action and activity on the part of the learners.

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[32] Jack C Richard and Theodore S. Rodger, *Approaches and Methods in Language Teaching,* (Hawaii: Cambridge University Press 1980), p.89
[33] *Ibid,* p.94

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1. Learners Roles

Learners is Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative-based format for lessons. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak that is, when a sufficient basis in the language has been internalized.

2. Teacher Roles

The teacher plays an active and direct role in Total Physical Response. "The instructor is the director of a stage play in which the students are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably.

Asher stresses, however that the teacher's role is not so much to teach as to provide opportunities for learning. The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language. Thus the raw materials for the "cognitive map" that the learners will constructs' in their own minds. The teacher should also allow speaking abilities to develop in learners at the

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learners' own natural pace.

In giving feedback to learners, the teacher should follow the example of parents giving feedback to their children. At first, parents correct very little, but as the child grows older, parents are said to tolerate fewer mistakes in speech. Similarity teacher should refrain from too much correction in the early stages and should not interrupt to correct errors, since this will inhibit learners. As time goes on, however, more teacher intervention is expected, as the learners' speech becomes "fine tuned."

Asher cautions teachers about preconceptions that he feels could hinder the successful implementation of TPR principles. First, he cautions against the "illusion of simplicity," where the teacher underestimates the difficulties involved in learning a foreign language. This result in progressing at too fast a pace and failing to provide a gradual transition from one teaching stage to another's.[34]

E. The Advantages and Disadvantages of TPR Method.

1. The Advantages.

There are some advantages that can be got whenever teacher uses this method. This method can be applied in teaching any languages even in

[34] Jack C Richard and Theodore S. Rodger, *Approaches and Methods in Language Teaching*, (Hawaii: Cambridge University Press 1980), p.93

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mother tongue, children also apply it. TPR is also fun. Its can attract the student' interest in studying language.

It fulfills children's nature because it is easy to be understood even by a little kid. In its practice, TPR method does not need much conversation. The students can understand easily the meaning of the action clearly without saying much. They just act out the action and directly understand the meaning. The teacher can use other aids to support their techniques by using cassette, picture, or even games.[35]

Lynne T. Diaz- Rico, said that this method focus on training the body (oral) language behavior as well as kinesthetic. The strength of TPR method is the reinforcement to memory provided by physical action. The strength of direct teaching and mastery learning in the ability to built discrete skills.[36]

Some earlier versions of TPR focused each TPR activity on a particular point of grammar. For example, to "practice" definite and indefinite articles in English, one might have an activity such as:

Go to the bookshelf. Take a book. Open the book. Look at the book.
Close the book. Put the book back on the bookshelf.

Because these activities are constrained by the perceived need to focus on "the grammar rule of day," it is very hard to make them interesting. The

[35] Jack C Richard and Theodore S. Rodger, *Approaches and Methods in Language Teaching*, (Hawaii: Cambridge University Press 1980), p.87
[36] Lynne T Diaz-Rico, *Teaching English Learners*, (California: Pearson 2004), p.36

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good news is that this is not necessary, nor is it helpful for the acquisition of grammar. According to the Input Hypothesis, if enough comprehensible input is available, all the grammar rules that the acquirer is "ready" to acquire will be present in the input (in technical terms, "i+1" will always be there; Krashen, This takes enormous pressure off the materials developer and gives the teacher much more flexibility:[37]

2. **The Disadvantages.**

TPR method is not appropriate to apply in the large class. Because it will make the chaos if there are more than thirty students involved.

Lynne T. Diaz- Rico said that the drawback of TPR is the tendency to focus on sensory- motor actions. The weakest part of direct teaching is student's lack of ownership of the goals of learning, even though mastery learning may permit students to control their own instructional pacing.[38]

F. Measurement Scale.

Measurement scale is the convention that used as reference to determine the instrument interval in the measurement device, so if the device is use in measurement will be produce quantitative data. The kinds of scale that can be use for the administration, education and social research such as:

1. Likert Scale.
2. Guttman Scale.

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[37] http://www.languageimpact.com/articles/other/krashentpr.htm
[38] Lynne T Diaz-Rico, *Teaching English Learners,* (California: Pearson 2004), p.36

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3. Rating Scale.

If those use in the measurement will be able to get interval and rasio data.

From those four scales, the researcher used Likert scale to measure the questionnaire response before and after applying TPR method. The Likert scale is use to measure ones' or people opinion, suggestion, perception or social phenomenon. By using Likert scale, the variables will be described to be indicator of variables. Then the indicator is use as point to arrange the instrument items in the form of question and statement.

Each answer of the instrument that use Likert scale has gradation from positive to the negative ones', it can be words and Quantitative analysis needs, so the answer can be scored, for example:

1. Positive.
2. Negative.

The instruments that use Likert scale can be arranged in the form of check list or multiple choices.[39]

[39] Sugiono, Metode Penelitian Kuantitatif, Kualitatif, (Bandung: Alfa Beta, 2009), cet.6, p.92-94.

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CHAPTER III
RESEARCH METHODOLOGY

Methodology is one of the important factors in research activity. By using suitable methods, the research activity will get a good result. In order to get valid finding, the research methods provide rules and procedures. In this chapter describes the steps of the research variables, research procedure, research instrument method of data collection data analysis.

A. Research Design.

A research in this study is classified as Quasi_Experimental because this research only used the experimental group without the control group. Based on the statement above, it could be said that this study was experimental research, designed in form of *"Pre-Test And Post-Test Group"*. In carrying out this study, the observation conducted twice, before and after treatment. The observation before experiment/treatment done (O_1) called Pre-Test and after experiment/treatment (O_2) called Post-Test. The formulas are:

O_1 X O_2

Where:

O_1 : The data is gotten before treatment, by giving Questionnaire for the students before treatment.

X : Total Physical Response Method (TPR)

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O_2 : The data is gotten after treatment, by giving Questionnaire for the students after treatment.[40]

B. Research Population and Sample.

1. Population.

   Population in this study is students in VII grade of MTS Syarifuddin Wonerejo Lumajang.

2. Sample.

   There are 5 classes for VII grade, A-E. In order to collect the data, the observer takes the sample randomly (random sampling). By this way, researcher got VII class to be treated. To collect data students' response data, researcher takes the sample from students that are in VIIC class randomly.

C. Research Variables.

1. Independent Variable (X)

   The use of TPR method on the teaching vocabulary.

2. Dependent Variable (Y)

   Teaching vocabulary.

[40] Suharsimin Arikunto, *Prosedure Penelitian*, (Jakarta: Rineka Cipta 2000), p.8

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D. Research Procedure.

1. Preparation.
   a. The researcher chooses the material of the study.
   b. The researcher chooses the topic about "Action Words".
   c. The researcher prepares Lesson Plan.
   d. The researcher prepares material and students' worksheet.
   e. The researcher prepares research instruments: Questionnaire
   f. The reseracher discusses with the English teacher.
2. Activity.
   a. The first time, observer gives a pre-test (questionnaire) for the students. Every student is given a paper which has is questions than it needs yes/no answer. That questionnaire, it wants to know the students opinion about mastery vocabulary.
   b. Observer does the teaching and learning process. So, the observer here also becomes teacher in the class. She teaches the vocabulary for students by using TPR method.
   c. Students do the exercises. If the teacher has implemented TPR method or explained the material of vocabularies.
   d. Observer gives a post-test. A post test is used to know the result the students' opinion after using TPR method.
   e. And the last, observer analyzes the research. She analyzes the result of pre-test and post-test by the students.

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E. Research Instrument.

Research instrument is a tool or facilities that are used by the observer in order to collect data.[41]

In conducting in this research, the researcher used questionnaire. She gave it tenth times. The first was pre-test which was given before the treatment done. The second was teaching learning process (treatment) given eighth times. And the third was post-test which was after all of the treatment given.

F. Data Collection Technique.

To obtain the data, the researcher took the following steps:

a. Pre-test.

The researcher gave the pre-test only for the experimental group. The items of pre-test were 15 items of questionnaire. The students had to do the pre-test before they got the treatment.

(The questionnaire was hold by giving a set of question directly for the students, to get the data from the students about the influence of Total Physical Response Method (TPR). The assessment of the Questionnaire by use *Likert Scale.* Where, the respondent had fives answer.

For the question by negative criteria.

1. (SS) = sangat setuju
2. (S) = setuju

[41] *Ibid* p.149

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3. (KS) = kurang setuju
4. (TS) = tidak setuju
5. (STS) = sangat tidak setuju

For the question by positive criteria.

1. (STS) = sangat tidak setuju
2. TS = tidak setuju
3. KS = kurang setuju
4. S = setuju
5. SS = sangat setuju

b. The treatment.

The researcher gave the treatment four times.

c. Post-test.

The researcher gave the post-test, and compared the result of pre-test with the result of post-test.

G. Data Analysis.

To answer of the research question, the data needed to be analyzed. Based on he hypothesis, the researcher choose statistical calculation: non-parametric (Wilcoxon). The researcher used this formula in order to know the influence of

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Total Physical Response Method (TPR). Thus, before applied of step by step in Wilcoxon signed-rank test, so we have to do, are:

- Counting the questionnaire's score pre and post test the treatment.
- Putting the questionnaire's score of data into table of Wilcoxon signed-rank test.

These following are involved to Wilcoxon signed-rank test are:

1. Deciding of the hypothesis.
   - $H_0 = \mu 0 = 0$; there is no any influence of TPR method on teaching vocabulary for the students.
   - $H_{1 = \mu 0} \neq 0$; there is any influence of TPR method on teaching vocabulary for the students.
2. Deciding the significance level or critical level.

   Reliability level used is 95 %, so that the significance level is 5% or $\alpha = 0,05$
3. Deciding the different of the score and the sign between paired data.

   The different of the score and the sign between paired of data is counted by giving range (Yi-Xi), is the questionnaire score students before using TPR method. (Yi) is the questionnaire score of the students after using TPR method.

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4. Arrange of the different of rank without indicate the code.

   This step is conducted by giving rank to every significant of range (Yi-Xi). This rank was given from insignificant until the significant without observe to the code. If there are the same absolute of value, so the regular numbers of the rank taken from the average.

5. Deciding the code of the rank applied.

   This step is conducted by put the positive or negative code in each level of each differentiate or the range with the sign from the code. The differentiate of 0 is ignored.

6. Deciding the code of the rank applied.

   This step is conducted by calculating all the rank which have (+) code after that, calculating all the level which has negative sign/code. The fewest things get from this process, considered as dividing value T.[42]

7. For the n ≥ 30 so T considered as normal distribution with average and standard deviation.[43]

$$\mu T = \frac{n(n+1)}{4}$$

$$\sigma T = \sqrt{\frac{n(n+1)(2n+1)}{24}}$$

8. The criteria of testing / statistic, things used are:

$$Z_{hit} = \frac{T - \mu T}{\sigma T}$$

[42] Supranto J, *Statistik Jilid II*, (Jakarta:Erlangga, 1989), p.328-329
[43] Sudjana, *Metoda Statistika*, (Bandung:Tarsito, 1992), p.455

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By substitute μ_T and σ_T and the result is

$$Z_{hit} = \frac{T - \left(\frac{n(n+1)}{4}\right)}{\sqrt{\frac{n(n+1)(2n+1)}{24}}}$$

Where:

T = is the fewest data

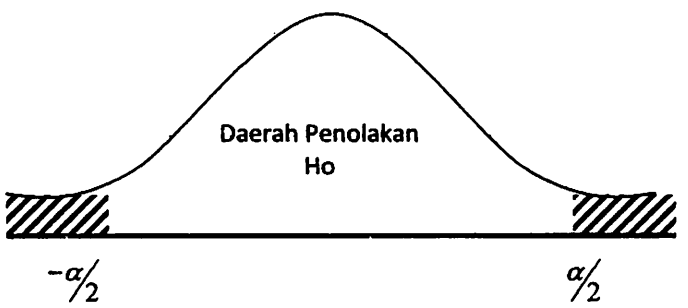
N = is the different number (Yi – Xi) which has (+) and (-).

$Z_{tab} = Z\ \alpha/_2$

9. Deciding criteria hypothesis.

Because this research sample was using $n \geq 30$ so the statistic of $\bar{Z}$ has a normal distribution, so to decide the criteria of hypothesis or testing, using list of the normal distribution.

By testing area as:



Ho accepted $= Z\alpha/_2 < Z < Z\ \alpha/_2$

Ho refused $= \bar{Z} < -\bar{Z}\ \alpha/_2$ or $\bar{Z} > \alpha/_2$

10. Conclusion.

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CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the result of the researcher which is intended to answer the problems of the study that mentioned in the first chapter. In this chapter will explain the influence of TPR method on teaching vocabulary for the students.

These result and data analysis are arranged based on data from research in VIIC class of MTs. Syarifuddin Wonorejo Lumajang. This research held on 21 July – 13 August 2009. In this study, researcher in order to know is there any influence of TPR method on teaching vocabulary for the students.

A. The Implementation of TPR Method on Teaching - Learning Vocabulary Process.

This TPR used Asher theory to implement in teaching learning process especially in teaching vocabulary.

In the Total Physical Response method, teaching and learning process is focus on JCOT phase with the assumption that the MOT phase was done in the several previous meeting and the students have the vocabularies from the action and instruction given.

This is a part of teaching learning process from the first meeting until the eight meeting:

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1. First Meeting.

In this first meeting, the researcher gave Pre-test and explained the aims then distributed the Questionnaires sheet as Pre-test and also asked instruction the students to do it.

2. Second Meeting

In the second meeting the researcher was as teachers, introduced the method which would be used to study English, and gave the explanation of "Action Words". To start the lesson, the teacher did not directly ask all the students to do the action, but first, the teacher divided the students into five groups based on their seat row. She called five names as volunteers come to the front of class and sat with her on chair that were lined up facing others. Teacher told other students to listen and to watch carefully.

The lesson was started in English, she said: "Stand up!", she stood up and gave signal to the five volunteers to rise from their seat together. They all stood up. "Sit down!" She said and they all sat. The teacher and the students stood up and sat down until several times according to the teacher issued new command, "Turn around!" the students followed the teacher' example and they were facing their chairs. "Turn around!" the teacher said again and this time they turned to face the other students as before. "Sit down! Stand up! Turn around! Stand up! She said "walk!" and they were beginning walked toward the front row of the students'. "Stop! Jump! Stop! Turn around! Walk! Jump! Stop! Turn around! Sit down!" The teacher gives the command and

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they all perform the action together. The teacher gave the command again, changed their order and said them quite quickly. "Stand up! Jump! Sit down! Turn around! Stop! Walk! Jump! Sit down! ".

'Once again' the teacher gave the commands. The five volunteers responded to her command without the teacher's model. "Stand up! Sit down! Walk! Turn around! Walk! Stop! Sit down!" The students responded perfectly. Next, the teacher gave signal that she would ask one of the volunteers to follow her command alone. One student raised his hand and performed the actions from the teachers' commands. Finally, the teacher approached the other students who were sitting and observing the teacher and the five volunteers. "Stand up!" she said and the class responded. "Sit down! Standup! Jump! Sit down!" Even though they were not done the action before, the students were able to perform the teachers' commands.

The teacher was satisfied that the class could implement the six commands. And then she introduced some new instructions. "Point to the door!" she ordered. She extended her right arm and right fore finger in the direction of the doors at the side of the classroom. The volunteers did the same thing together with the teacher. "Point the desk!" She pointed to her own big teachers' desk at the front of the class. "Point the chair!" She pointed to the chair behind her desk and the students followed her. "Stand up!" The students stood up. "Point the door!" The students pointed together. Te teacher continued to give commands and the students followed her. "Point the desk!

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Walk to the desk! Touch the desk! Point the door! Walk to the door! Touch the door! Point the chair! Touch the chair!" After the teacher practiced these new commands together with the students several times, the teacher remained sit and the five volunteers carried out the commands by themselves. Only once action the students seem confused, at which point the teacher repeated the command that caused difficulty and performed the action together with them.

Then she ordered the five of volunteers to back to their seat and joined with their group. Then she gave some instructions related with the commands that they had mastered and practiced together. Then each group had to respond the teachers' commands. As the last step of the lesson, the teacher wrote the new commands on the blackboard. Each time she wrote a command, she acted it out. The students copied the sentences from the blackboard into the notebook. As evaluation, she gave he exercise about action words to the students. There were 7 exercised that the students had to answer. She did this just as evaluation and to know the improvement of the students' vocabulary mastery.

3. Third Meeting

In the third meeting the researcher explained "Request and Order" sentence. Generally the activities in the third meeting were almost the same with the second meeting, before the teacher started the teaching learning activities. The teacher reviewed the previous lesson. The she stimulated the

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students' knowledge about the topic by giving them simple examples action. The description of the third meeting was as follows.

Stand up!	Sit down!
Sit down!	Turn!
Stand up!	Jump!
Walk!	Sit down!

The Expanded to:

Walk to the door!	Touch the window!	Walk to the window!
Walk to the table!	Touch the table!	Walk to the door!
Touch the door!	Walk to the chair!	Touch the chair!

After students performed, she gave instruction to the individual student. She selected randomly. She said:

Dita , stand up and walk to the window!

Winda, stand up and walk to the window!

Rani, walk to the table and touch the chair!

She did the instructions above until several times to difference students. She was as the director of a stage play in which the students were the actors. She did this to move the students as rapidly as they were able to respond successfully.

And then she asked the students to arrange their seat in semicircle position; the teacher had a table on which were pencils, books, and papers. She said, "Rico, stand up and walk to the table" when the student responded,

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the teacher let her around the table so both of the teacher and the student faced the class with the table in front of them.

Then she said:

> Touch the pencil! (She and the students touched pencil)
> Pick up the pencil! (She picked up a pencil and gestured to Rico to pick up a pencil, which she did)
> Put down the pencil! (They both put their pencil on the desk)
> Touch a book! (They both picked up the book)
> Pick up the book! (They both picked up the book)
> Put down the book! (Rico put down the book before the teacher could move, which indicated that assimilation as occurring)
> Touch the paper! (Now she delayed her response slightly to let Rico demonstrated her understanding)

Then she varied with commands such as:

> Pick up the paper and the pencil!
> Put down the paper only!
> Now put down the pencil!
> Pick up the pencil and the book!
> Put down the book but do not put down the pencil!

In this direction, "short" words such as: now, only and not were presented in context and seemed to be assimilated easily.

When the students selected randomly, they were able to perform quickly and confidently, familiar utterances were recombined to produce commands the students had never heard before but could instantly understand.

Rara, stand up. Walk to the table. Pick up the pencil and paper. Walk to the window and put the pencil on the floor. Put down the pencil on your chair. Rini, stand up. Pick up the pencil from Rara's chair and gives the pencil to the Rico.

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The teacher uttered one command at a time, then two in a row of students moved all over the room. The object was always maximum involvement, which can be achieved by continual activity from each student. She kept an interesting pace by continually calling upon different students. She did not work with one student too long. She kept them moving and made them happy in teaching learning process.

Like at the second meeting, the teacher gave all students the exercise related the topic in the third meeting as evaluation.

4. Fourth Meeting

In this meeting, researcher explained the topic "Preposition" like the second and third meeting before the teacher explained the topic. The researcher previewed the previous lesson and explained the use of 10 kinds of the preposition. Those were: on, in, at, beside, behind, inside, outside, between, above, under. After the students understood, she commanded the students to practice it. She was recombining of familiar constituents. The descriptions were as follow:

Eka, put the book on your feet and then put your wristwatch under your chair.

Chika, put the chair between the table and me sit down.

Diana, stand up beside Tika.

Yuli, put the book behind you and give it to me. Etc

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Almost of the students understood, even though they had never heard the exact utterance spoken by the teacher before

5. Fifth Meeting

In this meeting, researcher gave Post-test and then distributed questionnaire sheet as a Post-test and also instructed the students to do it.

6. Sixth Meeting

In the last meeting, researcher gave award for the students that had been done good response.

B. The Result.

Wilcoxon Signed - Rank Test.

Wilcoxon signed – rank test, is done to know the influence of TPR method on teaching vocabulary for the students. There are step that must be done such as:

1. Deciding the hypothesis.
   - $H_0 = \mu 0 = 0$; there is no any influence of TPR method on teaching vocabulary for the students.
   - $H_1 = \mu 0 \neq 0$; there is any influence of TPR method on teaching vocabulary for the students
2. Deciding the significant level and critical level.
3. Determining the different of the score and the sign between paired of data.

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The different of the score and the sign between paired of data is counted by giving range (Yi-Xi), is the questionnaire score students before using TPR method. (Yi) is the questionnaire score of the students after using TPR method that can be seen table 4.4 (a) above

The Measurement to Wilcoxon Signed – RankTest Procedure

Table 4.4

No	Post test (yl)	Pre test (xl)	The differences (y1-x1)	The Rank without sign	The Signed Rank	
					Positive	Negative
1	65	39	+26 31	31	31	
2	55	50	+ 5 12	13	13	
3	54	-53	+1 1	1.5	1.5	
4	59	56	+3 6	7.5	7.5	
5	62	60	+2 3	4	4	
6	55	59	-4 10	10.5		10.5
7	69	42	+27 32	32.5	32.5	
8	57	55	+2 4	4	4	
9	55	61	-6 15	15		15
10	50	-42	+8 19	21	21	
11	56	49	+7 16	17	17	
12	55	63	-8 20	21		21
13	56	51	+5 13	13	13	
14	70	42	+28 34	34	34	
15	56	42	+14 26	26	26	
16	71	44	+27 33	32.5	32.5	
17	63	55	+8 21	21	21	
18	65	53	+12 24	24	24	
19	56	52	+4 11	10.5	10.5	
20	54	47	+7 17	17	17	
21	56	57	-1 2	1.5		1.5
22	65	63	+2 5	4	4	
23	53	50	+3 7	7.5	7.5	
24	56	43	+13 25	25	25	
25	58	41	+17 28	28	28	
26	65	42	+23 30	30	30	
27	55	52	+3 8	7.5	7.5	
28	55	52	+3 9	7.5	7.5	

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29	51	59	-8 22	21		21
30	58	42	+16 27	27	27	
31	55	55	0 -	-	-	-
32	53	61	-8 23	21		21
33	61	43	+18 29	29	29	
34	54	47	+7 18	17	17	
35	60	55	+5 14	13	13	
36					505	90

n = Total of relevant observation

= Total of Positive + Negative

= 28 + 6

= 34

T = the maximum score

= 90

4. Arranging the different of rank without indicate the sign.

This step is done by giving rank for every significant of the range (Yi-Xi).this stage is given from insignificant until significant score without indicate the sign. If there is average which has same significant value, so the regular number is take from the average. The result of account can be seen on the table 4.4 (b) above.

5 Deciding the code of the rank applied.

This stage is done by giving positive and negative mark in every rank for every difference for every mark. Zero is ignored.

For example: the difference of paired data for Aziz is 37 ranks. Because of the differences, so we can write the differences more than +37. The sign for the

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other student are from same way. More clearly we can see in the table 4.4 (c) above.

6. Calculating the rank.

This step is done by add the positive (+) and negative (-) rank. The smallest from this calculating is determined as "nilai hitung (T)". From the table 4.4 above we can see that the positive rank is 504 and negative rank is 90, so we can conclude that nilai hitung (T) = 90.

7. Accounting of average and standard deviation.

From the table 4.4 above, we know that:

Positive rank = 28

Negative rank = 6

Zero (0) = 1

So, the total of real observation is 34 which are gotten by at positive and negative rank.

$$M_t = \frac{n(n+1)}{4}$$
$$= \frac{34(34+1)}{4} = \frac{34(35)}{4}$$
$$= 297,5$$

$$r_+ = \sqrt{\frac{34(34+1)(2(34)+1))}{24}}$$
$$= \sqrt{\frac{34(35)(69)}{24}}$$
$$= \sqrt{3421,25}$$
$$= 58,49$$
$$T = 90$$

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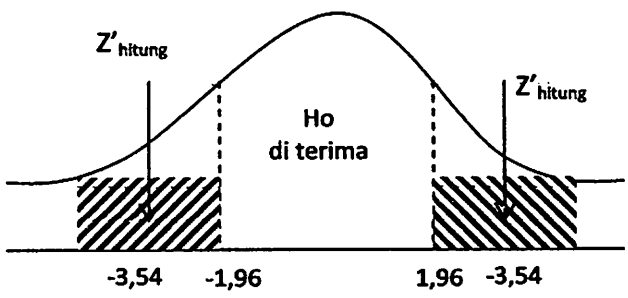
8. The criteria of statistic test used are:

$$Zhit = \frac{T - M_t}{T_t}$$
$$= \frac{90 - 297,5}{58,49}$$
$$= -3,5476$$

Z_{tabel} can be account for the second table, by x = 0, 05 and two side test (0, 05:2 = 0,025), so normal curve = 0, 5 – 0,025 = 0,475, because of two side test. So, table Z = 0,475. So, Z_{tabel} score = 1, 96 and -1, 96

9. Deciding decision based on Z_{hitung} score and Z_{tabel} score from the calculation above. The result is Zhitung = -3, 5476 and Ztabel = -1, 96.

Because Zhitung <-Ztabel , so H_0 is refused and Hi is received by area examination.



10. Conclusion.

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This research is concluding that Zero hypothesis (H0) which is stated that there is no influences of TPR method on teaching vocabulary for the students is refused. It means that there is an influence of TPR method on teaching vocabulary for the students.

C. Discussion.

In measuring the effectiveness of the technique that was used in this teaching learning activity, the researcher had collected the students' exercises that were given at the end of every meeting.

From the result of the experimental research, it was founded there is influence of TPR method on teaching vocabulary for the students. The influence such as: the students are easier to memorize some of vocabulary; the students are not boredom to learn the lesson.

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CHAPTER V

CLOSING

A. Conclusion

Based on the result of study Using Total Physical Response Method on Teaching Vocabulary at MTs. Syarifuddin Wonorejo Lumajang., it can be concluded that:

Based result of Questionnaire data that accounted non parametric statistic is by using signed-rank test, is known that Z_{hitung} = 2,21and determiner of Z_{tabel} score from the list of the result Z score = 1, 96. so, it can be concluded that $Z_{hitung} > Z_{tabel}$, so the hypothesis assumed that is there any influence of TPR method on teaching vocabulary for the students before and after TPR method is applied.

It means that, there is influence of the TPR method on teaching vocabulary for the students before and after TPR method is applied.

Based on the result of Questionnaire data, which is accounted by non parametric scale using Wilcoxon signed-rank test, is known that Z_{hitung} = -3, 5476 and determiner of Z_{tabel} score from the result of z score = 1,96. Because of experiment is done 2 sides, so Z_{tabel} = -1, 96

We can concluded that $Z_{hitung} < - Z_{tabel}$, so the hypothesis is any influence of TPR method on teaching vocabulary for the students before and after TPR method is applied. It means that it any influence of TPR method on teaching vocabulary after applied.

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B. Suggestions

Based on the result of the research, it seems need to order some suggestions for education development, especially English. Here are the suggestions:

1. Teacher

Students' activeness in learning process is very important for finding knowledge. The English teacher has to create conducive of learning atmosphere in the class, choose appropriate teaching material and select the last techniques to teach English especially vocabulary. One of method that give influence of students' mastery vocabulary and easily to memorize the words.

TPR method is language teaching method built around the coordination of speech and action that the emphasis on teaching language through physical activity. And also to creates interesting atmosphere on teaching learning process to avoid the students' boredom. Besides that it also makes students realize that need to learn, to think, to solve problems. Based on that indication, researcher suggest that TPR method should applied by English teacher in teaching learning process, especially on teaching vocabulary.

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2. Students.

Students could be avoid the boredom of memorizing words without memorize the meaning (a list of words). And also students more effective to learn Foreign Languages as compulsory subject.

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