

**THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE
(TPR) TO ENHANCE STUDENTS' VOCABULARY MASTERY
(AN EXPERIMENTAL STUDY AT THE SEVENTH GRADE
OF SMP N 3 AJIBARANG) IN ACADEMIC YEAR 2009/2010**



A THESIS

Written by:

Nofra Ilwana

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**TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY SURAKARTA
2010**

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CONSULTANT APPROVAL

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ABSTRACT

Nofra Ilwana. THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE (TPR) TO ENHANCE STUDENTS' VOCABULARY MASTERY (AN EXPERIMENTAL STUDY AT THE SEVENTH GRADE OF SMP NEGERI 3 AJIBARANG) IN ACADEMIC YEAR 2009/2010. A Thesis. Surakarta. Teacher Training and Education Faculty of Sebelas Maret University. October. 2010.

The aims of this research are: (1) to identify whether Total Physical Response could improve students' vocabulary mastery of SMP N 3 Ajibarang in academic year 2009/2010, (2) to find out which method is more effective to enhance students' vocabulary mastery of junior high school students, Total Physical Response or Grammar Translation Method.

This study used an experimental research. This research was conducted from March 23, 2010 to April 29, 2010. The population of this research was all the seventh grade of SMP N 3 Ajibarang in 2009/2010 academic year. The writer took the sample by using cluster random sampling in which the students were divided into two groups, 34 students belong to the experimental group and 36 students belong to the control group. The research instruments used to collect the data in this study were test and documentation. The result of test was the students' scores of the experimental and the control group. The data, then, were analyzed by using t-test formula.

The data analysis of the research showed that (1) there was a significant difference in vocabulary achievement between students taught by Total Physical Response and those taught by Grammar Translation Method, (2) the group taught by Total Physical Response had a better achievement in vocabulary mastery than those taught by Grammar Translation Method.

computation showed that the t-observation (t_o) is 4.20. The critical value for the significance level of $\alpha = 0.05$ with the degree freedom (df) = 68 was 1.67. Since the obtained t-value (4.20) was higher than the theoretical value (1.67) or $t_{observation}$ was higher than t_{table} ($t_o > t_t$), there was a significant difference between the students taught using TPR (experimental group) and those taught using GTM

(control group). Besides, the writer found that the mean scores of two groups were different. The experimental group got a better mean score of the post test (7.76) compared to the control group who got (6.58), Total Physical Response (TPR) could enhance students' vocabulary mastery than Grammar Translation Method (GTM). So, the writer concludes that the use of Total Physical Response (TPR) enhances students' vocabulary mastery especially for the seventh grade of SMP N 3 Ajibarang in the academic year 2009/2010. It means that Total Physical Response is more effective than the use of Grammar Translation Method (GTM).

MOTTO

To be a good teacher, I have to be a good learner.

(Anonim)

Allah tidak akan membebani seseorang melainkan sesuai dengan kesanggupannya.

(QS Al-Baqarah: 286)

Don't give up, Keep in struggle, Run break through hesitation.

(Writer)

Karena sesungguhnya sesudah kesulitan itu ada kemudahan.

(QS Al-Insyirah: 6)

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Surakarta, October 2010

The writer

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English means learning the elements and skills in the language. Vocabulary, pronunciation, grammar, and spelling are language elements, while language skills are listening, writing, reading and speaking. In the process of learning a foreign language, the ability to understand the language greatly depends on one's knowledge of vocabulary besides the other elements of language itself. Vocabulary is one of the important language elements that learners must master. The learner who has more words has better chance in practicing English. In other word, they can more easily master reading, listening, speaking, and writing. McCarthy (1990: viii) states that the biggest component of any language course is vocabulary. In addition, Nunan (1998: 117) states that in the early stages of learning and using a second language, one is better served by vocabulary than grammar. This reason is strongly supported by Rivers (1983: 125) in Nunan (1998: 117) who argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and functions. We may have learned for comprehensible communication.

From the discussion above, it can be said that the main point of learning language especially learning English is vocabulary because vocabulary influences the ability of students in learning English. If students have mastered vocabulary well, they can learn the elements and skills in the language easily.

Teaching vocabulary, like teaching English elements in general, involves some elements working together in interdependency to achieve its goal. Teacher, learner, material, and method are some elements that give great contribution to the successful teaching-learning process. But the teacher and the method are often said as the important aspects to cause the success or failure of the teaching-learning process. The teacher, as one of the primary keys on the success of

teaching-learning process has some duties to guide, motivate, encourage, and activate the students to use the target language (English). To be successful, a teacher needs some kinds of support as stated by Brumfit (1997: vii) as follows:

"First, the teacher needs language. Basic competence is essential. Secondly, of course, the teacher needs competence in primary teaching methodology. The skills necessary for teaching at this level are very different from those needs elsewhere in the education system".

Actually, there are many methods and approaches that can be used by teacher to teach the material, especially vocabulary. Many new methods and approaches have been invented in the recent years and each proposes the most effective method in the teaching-learning process.

To learn and master vocabulary, the learners need appropriate method and appropriate material. Based on pre observation in Junior High Schools, some English teachers still use a traditional method for all materials. The teacher presents the material by focusing on grammar rules, memorizing vocabulary, translating text, and doing written exercises. Reading, structure, and writing are the primary skills that the students work on, by giving little attention to speak and listen. Actually, this method adopts the classical method that is well known as Grammar Translation Method. It is derived from traditional approaches to the teaching of Latin and Greek in the nineteenth century. It is a way of studying a language that approaches the language first thought detailed analysis of its grammar rules, followed by application of this knowledge through the task of translating sentences and text into and out of the target language (Richards and Rodgers, 2001: 5). In addition, Larsen and Freeman (2000: 4) state that Grammar Translation Method is used for the purpose of helping students read and appreciate foreign language literature. The major characteristic of Grammar Translation Method is a focus on learning the rules of grammar and their application in translation passages from one language into the other. Vocabulary in the target language is learned through direct translation from the native language (<http://www.nthuleen.com/papers/720report.html> in March 2010).

Those conditions result in the following: 1) some students will forget the material easily because they are not active during learning process or involved in learning process directly; 2) there are no good atmosphere and environment of learning process in the class because there is no interaction or response between students and teacher. The students just sit in their chairs and listen to teacher's explanation. It will make students bored. They do not enjoy the learning process, as strongly supported by Harmer (2007: 84) who states that the students must be encouraged to respond to texts and situations with their own thoughts and experiences, rather than just answering questions and doing abstract learning activities. The teacher must give them tasks which they are able to do, rather than risk humiliating them.

Over the years, many different approaches have been created and studied. Some have been developed by educational researchers by investigating the learning process. Other approaches have been developed by classroom teachers experimenting with their own teaching to solve specific classroom problems (Arends, 1997: 6). Thus the effectiveness of teaching English focusing on grammatical rule is not considered anymore.

In 1960s Dr. James J. Asher, a professor of psychology at San Jose State University, California, developed a method. It is a teaching technique that teacher uses to instruct students who are in the process of learning a second or foreign language. This approach, called the Total Physical Response or TPR, introduces the language through the use of commands (imperative sentences) and has students demonstrate their understanding through action responses. Asher (1977) as quoted by Richard (2001: 73) states that Total Physical Response (TPR) is "A language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity".

It can be simply said that Total Physical Response is a language learning method which is built around the coordination of command, speech, action, and attempts to teach language through physical activity.

Asher also claims that speech directed to young children or students consists primarily of commands, and then children or students will respond

physically before they begin to produce verbal response or speech. It is based on the way that children learn their mother tongue. Parents have body language conversation with their children. The parents instruct and the child physically responds to this. This method of course will make students feel interested in learning English in a different way.

Total Physical Response (TPR) is supposed to give more effective result than Grammar Translation Method in terms of the students' vocabulary achievement. To support this assumption, the writer tries to test the effectiveness of Total Physical Response to enhance students' vocabulary mastery.

B. Problem Identification

Based on the background of the study above, there are some problems which can be identified as follows:

1. Is the use of TPR effective to improve students' English vocabulary significantly better than the use of Grammar Translation Method?
2. Could TPR create a good atmosphere in the class?
3. Could TPR create a good environment in teaching-learning process?
4. What problems occur during the implementation of TPR in teaching vocabulary?
5. Could students use vocabulary appropriately?
6. Could students understand the meaning of vocabulary so they can use it properly?
7. Could students spell words correctly so they can speak and read well?
8. Do students enjoy the learning process through Total Physical Response?
9. Is the use of Total Physical Response effective to enhance Students' vocabulary mastery?

C. Problem Limitation

The scopes of these problems are too large to study. It is nearly impossible to study all of these problems. For that reason, the problems are limited on the effectiveness of TPR in teaching vocabulary for junior high school students of SMP N 3 Ajibarang, especially the seventh grade students.

D. Problem Formulation

1. Is there a significant difference in vocabulary mastery achievement between the students taught by Total Physical Response and those taught by Grammar Translation Method?
2. Which group has a better vocabulary mastery achievement, the group taught by Total Physical Response or the group taught by Grammar Translation Method?

E. The Aim of the Study

The aims of this study are:

1. To identify whether Total Physical Response can improve students' vocabulary mastery of SMP N 3 Ajibarang in academic year 2009/2010.
2. To find out which method is more effective to enhance students' vocabulary mastery to junior high school, Total Physical Response or Grammar Translation Method.

F. The Benefit of the Study

This study is expected to give some benefits or contributions in teaching-learning vocabulary. Theoretically, the result of this study is to know whether there is a significant difference in students' vocabulary mastery achievement, between those taught using Total Physical Response and taught by Grammar Translation Method. Practically, the result of this study can help the teacher of

junior high school in conducting the teaching-learning process, especially in teaching vocabulary better. It also can give some information about the teaching vocabulary, the students' difficulties in vocabulary learning, and the causing factors of difficulties in learning vocabulary. Hopefully, the teacher can use the appropriate method or approach to improve the junior high school students' vocabulary mastery achievement.



CHAPTER II

LITERATURE REVIEW

A. General View of Vocabulary

1. Definition of Vocabulary

In general, students interpret vocabulary as a matter of words. They feel difficult to memorize words or new words. Therefore, the students actually need to know the nature of vocabulary and vocabulary in order to make them recognize the importance of vocabulary. McCarthy (1990: 3) defines vocabulary of language like English consists of several hundred thousand words. Hornby (1995: 1331) confirms this statement that 1) Vocabulary is the total number of words in a language; 2) List of words with their meanings. Hayward and Sparkes (1982: 1255) define vocabulary is a list collection of words used in language.

Another expert, Murcia (2001: 285) states that vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Vocabulary is important for communication. McCarthy (1990: viii) also states that vocabulary is the biggest component of any language course. Vocabulary often seems to be the least systematized and the least well catered for all the aspects of learning of foreign language.

While, Moon in Schmitt and McCarthy (1997: 105) argues that traditionally, vocabulary has been seen as individual words, which could be used with a great deal of freedom, only constrained by grammatical considerations. However, he also argues that vocabulary consists not only of single words; lexemes are often made up of strings of more than one word.

Based on the definition above, it can be concluded that vocabulary is a list of words in a particular language. It is also a basic component of language. Vocabulary has important role in every skill of language that individual speaker or group might use vocabulary with their meanings.

2. Kinds of Vocabulary

There are two kinds of vocabulary, active or productive and passive or receptive vocabulary. Haycraft (1978) quoted by Hatch and Brown (1995: 370) gives a distinction between receptive vocabulary and productive vocabulary as follows:

Receptive vocabulary is “words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly,” and productive vocabulary is “words which the student understands, can pronounce correctly and use constructively in speaking and writing”.

From the statement above, it can be concluded that there are two kinds of vocabulary, namely receptive and productive vocabulary.

a) Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they are used in context, but which they can not produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use in speaking and writing.

b) Productive Vocabulary

Productive vocabulary is the words which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive language can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

3. Vocabulary Mastery

Vocabulary is always an essential part of English as a foreign language instruction material. It is true that vocabulary plays an important role in the four English language skills. Hence vocabulary is so important that the teaching of it should be carried out as well as possible in English language teaching at school.

Vocabulary mastery deals with words and meanings. Teacher should concern with what words are suitable to be taught to the students. He should select and grade the words according to the level of the students in a certain way so their students will learn easily. The words will be taught to the students are common and suitable for their level.

Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). Cronbach (1942) in Schmitt and McCarthy (1997: 315) states “vocabulary” at that time focused only on the first two: generalization and application. In addition Schmitt and McCarthy (1997: 326) state “receptive and productive knowledge; may prove the only realistic way to measure depth of vocabulary knowledge”. Words that the learners recognize and understand when they occur in context called as receptive knowledge while productive knowledge related to words which the learners understand, can pronounce correctly and use constructively in speaking and writing. Further, Madsen (1983: 12) states the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. The meaning shows that the vocabulary mastery can be measured when someone is able to comprehend and produce the words used in speaking and writing.

It is necessary to consider some aspects of vocabulary when teaching a second or foreign language so that learners are able to get the meaning from words or texts. There are five or six aspects of vocabulary that must be considered by the teacher, as follows:

a) Form: Pronunciation and Spelling

Pronunciation is what a word sound likes, while spelling is what it looks like. In teaching, teacher needs to make sure that both these aspects are accurately presented and learned.

b) Grammar

According to Ur (1996: 75) grammar is sometimes defined as ‘the way words are put together to make correct sentences’. The grammar of a new item will need to be taught if this is not

obviously covered by general grammatical rules. An item may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the base form. The changes like verb in tenses, irregular verb, plural noun, transitive or intransitive, etc.

c) Collocation

The collocations typical of particular items are another factor that makes a particular combination sound ‘right’ or ‘wrong’ in a given context. For example the words throw *a ball* but *toss a coin*.

d) Meaning (1): denotation, connotation, appropriateness

1) Denotation

Denotation is the meaning of a word which primarily refers to in the real world. For example of the word *cat is an animal with soft fur and whiskers*.

2) Connotation

Connotation refers to “the association of positive or negative feelings a word evokes, which may or may not be indicated in a dictionary definition”. This means that words can suggest different things depending on the context they occur in. A learner who fails to understand the connotation of a word will probably fail to get the message of the text.

For example the word ‘*dog*’ has positive connotations of friendship and loyalty by most British people, whereas in Arabic, the word ‘*dog*’ has negative associations of dirt and inferiority by most people in Arab.

3) Appropriateness

Appropriateness is useful for a learner to know that a certain word is very common, or relatively rare, or ‘taboo’ in polite conversation, or tends to be used in writing but not in

speech, or is more suitable for formal than informal discourse, or belongs to a certain dialect.

- e) Meaning (2): meaning relationships (synonyms, antonyms, hyponyms, co-hyponyms, superordinates, translation)
 - 1) Synonyms: items that mean the same, or nearly the same; for example, *bright*, *clever*, *smart* may serve as synonyms of *intelligent*.
 - 2) Antonyms: items that serve as specific examples of a general concept; *dog*, *lion*, *mouse*, are hyponyms of *animal*.
 - 3) Co-hyponyms or co-ordinates: other items that are the ‘same kind of thing’; *red*, *blue*, *green*, and *brown* are co-ordinates.
 - 4) Superordinates: general concepts that ‘cover’ specific items; *animal* is the superordinate of *dog*, *lion*, *mouse*.
 - 5) Translation: words or expressions in the learners’ mother tongue those are (more or less) equivalent in meaning to the item being taught.
- f) Word Formation

Word formation is vocabulary items, whether one-word or multi-word, can often be broken down into their component ‘bits’. Vocabulary items are built by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one item: a single compound word, or two separate, sometimes hyphenated words (*bookcase*, *follow-up*, *swimming pool*).

(Ur, 1996: 60-62)

From all explanations above, it can be concluded that vocabulary mastery is students’ ability to recognize words and to understand their meanings when they meet them in a certain context. Furthermore, the mastery of vocabulary should be based on the students’ level of education. It is the teachers responsible to select suitable vocabularies for their students, which are vocabulary that the students really need to learn and master. In this case, vocabulary mastery can be measured by the requirements of receptive and

productive vocabulary. But the writer will measure the students' vocabulary mastery based on word meaning. Students are expected to be able to understand and define the meaning of words in listening and reading, and then use it appropriately in speaking and writing. Success in learning English requires vocabulary mastery. Indeed, a large vocabulary cannot guarantee the learners' competence in learning English, but it is true that an inadequate vocabulary minimizes their chances to make success in learning English. In short the learners' lack of vocabulary will obstruct their development in learning language.

4. Factors Influencing Vocabulary Mastery

Vocabulary development is definitely related to the motivation of the children, but also depends upon their environments and the richness of words, which they have provided. The following are factors increasing vocabulary mastery stated by Petty and Jensen (1980: 286) as follows:

- a) Manipulate activities that involve handling various materials, tools, and equipments; learning new names and understanding directions; discussing plans and result.
- b) Social experience within the classroom, such as 'show and tell', the daily news period, and committee work that calls for planning and discussion, free conversations period, and general class discussion.
- c) Development of children's interest in the natural environment and community activities by means of field trips that entail preliminary discussion of plan, training in observation, eventual discussion of the total experience.
- d) Observation and handling of specimens and articles brought into the classroom in connection with science or social studies.
- e) Encouragement of children's interest and increased curiosity about words.

Realizing many factors above, the teachers have to consider many activities and provide learning experience when delivering the material in various ways to improve students' interest and curiosity in vocabulary learning.

5. The Importance of Vocabulary in Language Learning

McCarthy (1990: viii) states that the importance of vocabulary in language learning as follows, "No matter how well the students learn grammar, no matter how successfully the sounds of second language are mastered, without words to express a wider range of meanings, communication in second language just cannot happen in any meaningful way".

While Vermeer (in Schmitt and McCarthy, 1997: 140) states that knowing words is the key to understand and being understood. The bulk of learning new language consists of learning new words. Grammatical knowledge does not make for great proficiency in a language.

From the explanation above, it is known that vocabulary is recognized as central to any language acquisition process. Everyone who learns a language must have enough vocabulary knowledge, without having enough vocabulary knowledge; the learning process is a very hard thing to do. No matter how well the learners learn grammar without words to express meaning, communication in a foreign language may not occur in any meaningful ways.

6. Teaching Vocabulary to Junior High School

a) The Nature of Teaching

Traditionally, teaching is thought of to be an act of transferring knowledge from one person to another. What important here is giving and getting knowledge, those giving knowledge are called teacher, while those getting knowledge are called students. Modern definition has a broader sense. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning (Brown, 1994: 7). While Kimble and Garmezy (in Brown, 1994: 7) state that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Teaching cannot be defined apart from learning. As stated by Ur (1996: 4) teaching is intended to result in personal learning for students, and is worthless if it does not do so. This statement is supported by Gage in Brown (1994: 7) who notes “to satisfy the practical demands of education, theories of learning must be ‘stood on their head’ so as to yield theories of teaching”. He states that teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning. In other words, the concept of teaching is understood here as the process that is intrinsically and inseparably bound up with learning.

Teacher plays an important role in the teaching and learning process. According to Brown (1994: 7), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge and causing him or her to know or understand. The teacher acts as a motivator, which is, motivating students to be more confident in studying English at their next levels. Teaching is also guiding and facilitating learning, enabling the learners to learn and setting the condition for learning (Brown, 1994: 7). The teacher should provide conditions that support the children’s language learning process.

Based on the several definitions above, it can be concluded that teaching is an interactive process between the teacher and the learners in which the role of the teacher are helping, guiding, and facilitating students to learn and develop their knowledge.

b) The Nature of Junior High School Students

Junior high school is an educational program for young adolescents, which includes those from ages 11 or 12 to 15 or 16. Dealing with this study, because the writer talks about the effectiveness of Total Physical Response to enhance junior high school students’ vocabulary mastery, it is necessary to deal with some theories about adolescents.

Adolescents, as young learners, have their own special characteristics that differentiate them from adult learners; hence the teaching approach required is obviously different from that for adults. The teacher of young learners should pay attention not only on how the right implementation of teaching technique and teaching method is used, but also on how the technique and method is suited to the students' characteristics as children.

Generally, the students in the junior high school are in the process of changing from childhood to adulthood. Nordberg, Bradfield, and Odell (1962: 17) state that adolescents, those who are in transition from childhood to adulthood learn through experience as do all human. This transition is the period of change, of new experiences, of learning new roles, of uncertainty, of instability, and one of the most trying times in life. This statement is strongly supported by Brown (1994: 95) who argues that the "terrible teens" are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teens are "in between" childhood and adulthood, and therefore a very special set of considerations applies to teaching them. In the process of transition, the individual differences in physical, intellectual, social, and emotional growth are striking. Nordberg, Bradfield, and Odell also argue that the secondary student ranges in maturity from late childhood to early adulthood, but the great majority are in some stage of adolescence (p.27).

Moreover, Lewin in Nordberg, Bradfield, and Odell (1962: 27) confirms that adolescents are uncertain as what they should or should not do, how they are expected to act, what responsibilities they have and what privileges, much as an emigrants or any other transitional group, they manifest the tensions involved in such transition.

It is not surprising that most adolescents tend to use experience directly in the process of language learning, it can be called learning by doing. In this case, the students must be actively involved in the learning process.

It can be concluded that junior high school students are pupils of secondary school which includes those from ages 11 or 12 to 15 or 16 and the pupils are in transition period. Junior high school students are more attracted in experiences than theory. In addition, they are interested to learn by doing or actively involved in the learning process.

c) Teaching Vocabulary

Vocabulary is always an essential part of English as a foreign language instruction material. Everyone who learns a language must learn the vocabulary of the language first in order to make the learning process is easier. So, it is necessary for the students to enrich vocabulary continually.

Teaching vocabulary is clearly more than just presenting new words, it is also teaching the meaning and how to use them in correct order. Ur (1996: 60) proposes five needs to be taught in teaching vocabulary, namely: form, grammar, collocation, aspects of meaning (such as denotation, connotation, appropriateness, synonyms, antonyms, hyponyms, co-hyponyms, superordinates, and translation) and word formation.

In fact, teaching and learning vocabulary are not easy as one thinks. There are many difficulties one faces, such as the way how vocabulary is learnt, the choice of the words which must be learnt, the choice of meanings that must be learnt, etc. Teaching vocabulary is a complex task because the teaching included not only the meaning(s) of word but also the use, the spelling, the sound or the pronunciation of words, etc. It is also needed to limit the words that are taught. If too many words are taught, students will be impeded by the need to absorb them.

Dealing with vocabulary, the lesson in which teachers teach vocabulary is in English lesson, not in a vocabulary lesson. Teacher focuses on vocabulary, as it is necessary to achieve the objectives of the total lesson. They usually find students quickly forgetting the new words

they learn and, if they remember the words, they can not use them appropriately. They should not feel desperate over those problems. They should always find strategies to help the students to improve their vocabulary and to expand it.

In learning vocabulary, students should not learn a new word individually, asking them to memorize a list of words is time consuming and misleading. A word does not really mean anything, as it is used without context and without referring to something that will be expressed.

Meanwhile, in teaching vocabulary the teacher has the job of managing the students learning to master the target vocabulary. According to Wallace (1982: 27-30) at www.digilib.unnes.ac.id/gsdl/cgi-bin/library?, there are some principals on which teaching vocabulary is based. Those principals are:

- 1) Aim. Aim means the goal that wants to be achieved by the teacher in the teaching and learning process. In teaching and learning process the teacher has to be clear about his/her aims. He has to decide on what is involved in vocabulary learning. He also decides the words that should be mastered by the students. How many vocabularies and what kind of words does the teacher expect the learners to master.
- 2) Quantity. Quantity means the number of new words that should be mastered by students. The teacher has to decide on the quantity of vocabulary to be learned. The decision of the new words in lesson is very important. The actual number is depends on a number of factors varying from class and learners. If there are too many words, the learners may become confused, discouraged, and frustrated.
- 3) Need. Need means the word really needed by the students based on the situation. In teaching vocabulary the teacher has to choose the words really needed by his students in communication. The students should be put in a situation where they have to communicate and get the words they need.

- 4) Frequent exposure and repetition means the new words should be introduced repeatedly. It is seldom for us to remember new words by only hearing them for one or two times. In learning vocabulary students should do more and more until they have already mastered the vocabulary of the target language.
- 5) Meaningful presentation means the clear and unambiguous meaning of words. The learner must have a clear and specific understanding of what a word denotes or refers to, i.e. its meaning. This requires that the words be presented in such a way that its denotation or reference is perfectly clear and unambiguous.
- 6) Situation presentation means the words chosen should be based on the situation. In teaching vocabulary, the choice of words can vary according to the situation in which we are speaking and how well we know the person to whom we are speaking (from informal to formal). So that a learner should learn words in situation in which they are appropriate.

As a conclusion, in teaching vocabulary, teacher has to consider the factors above. The teacher has to know what the students' need and interest in learning English especially learning vocabulary. However, related to the condition of the seventh grade of SMP N 3 Ajibarang, the writer only consider aim, need, frequent exposure and repetition, and meaningful presentation, which influence the students in acquiring vocabulary given to them.

B. The Grammar Translation Method

Moris states that Latin has been studied for centuries, with the prime objectives of learning how to read classical Latin texts, understanding the fundamentals of grammar and translation, and gaining insights into some important foreign influences Latin has had on the development of other European languages. The method used to teach it overwhelmingly bore those objectives in

mind, and came to be known as the Classical Method. It is now more commonly known in Foreign Language Teaching circles as the Grammar Translation Method (<http://oswaldoipc.wordpress.com/2007/06/22/the-grammar-translation-method/> in April 2010).

The Grammar Translation Method of foreign language teaching is one of the most traditional methods. It was originally used to teach “dead” languages (literatures) such as Latin and Greek, involving little or no spoken communication or listening comprehension. It is a way of studying a language that approaches the language first thought detailed analysis of its grammar rules, followed by application of this knowledge through the task of translating sentences and texts into and out of the target language (Richards and Rogers, 2001: 5). As stated by Murcia (2001: 6) Grammar Translation Method is an extension of the approach used to teach classical languages to the teaching of modern languages. In addition, Larsen and Freeman (2000: 4) state that Grammar Translation Method was used for the purpose of helping students read and appreciate foreign language literature.

According to Larsen and Freeman (2000: 9-11), there are some principles of Grammar Translation Method, as follows:

1. Literary language is superior to the spoken language.
2. Translating each language into each other is an important goal for learners.
3. The authority in the classroom is the teacher.
4. The ability to communicate with target language’s speakers is not a goal of foreign language instructions.
5. The primary skills to be improved are reading and writing.
6. Native language equivalents for all target language words are possible to be found.
7. Learning is supported through attention to similarities between the target language and the native language.
8. Learning the form of the target language is important for learners.
9. Deductive application of an explicit grammar rule is a useful pedagogical technique.
10. Language learning provides good mental exercise.

11. Students should be conscious of the grammatical rules of the target language.
12. Wherever possible, verb conjunctions and other grammatical paradigms should be committed to memory.

It can be simply said that Grammar Translation method emphasized on vocabulary and grammar. It focuses on translation of the text. The skills emphasized in Grammar Translation Method are reading and writing.

Each method has different characteristics. Murcia (2001: 6) proposes some characteristics of Grammar Translation Method, as follows:

1. Instruction is given in the native language of the students.
2. Use little target language for communication.
3. Focus is on the grammatical parsing, i.e. the form and inflection of words.
4. There is early reading of difficult texts.
5. A typical exercise is to translate sentences from the target language into the mother tongue (or vice versa).
6. The result of this approach is usually an inability on the part of the students to use the language for communication.
7. The teacher does not have to be able to speak the target language.

The major characteristic of Grammar Translation Method is a focus on learning the grammar rules and their application in translating passages from one language into the other. Vocabulary in the target language is learned through direct translation from the native language, it is taught in the form of isolated word lists. Very little teaching is done in the target language. Instead, readings in the target language are translated directly and then discussed in the native language. Little or no attention is given to pronunciation. Grammar is taught with extensive explanations in the native language, and only later applied in the production of sentences through translation from one language to the other (Richard and Rodgers, 2001: 5-6).

Larsen and Freeman (2000: 13-14), provide expanded descriptions of some common or typical techniques closely associated with the Grammar Translation Method. Below are some techniques using this method:

1. Translation of a literary passages

Students translate a reading passage from the target language into the native language.

2. Reading comprehension questions

Students answer questions in the target language based on their understanding of the reading passage.

3. Antonym/synonyms

Students are given one set of words and are asked to find antonyms in the reading passage.

4. Fill-in- the blanks

Students are given a series of sentences with words missing.

5. Cognates

Students are taught to learn the spelling or sound patterns that correspond between the native language and the target language.

6. Deductive application of rule

Grammar rules are presented with examples. Once students understand a rule, they are asked to apply it to some different example.

7. Memorization

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize list of words, grammatical rules and grammatical paradigms such as verb conjunctions.

8. Use words in sentences

Students are asked to create sentences to illustrate; it's useful to check that they know the meaning and use of new words.

9. Composition

Students are asked to write about topic using the target language and to create a composition of reading passage of the lesson based on the topic which is given by the teacher.

Besides, it has some useful techniques. This method also has some disadvantages, as follows:

1. This method gives pupils the wrong idea of what language is and of the relationship between languages. Language is seen as collection or words which are isolated and independent.
2. Worst effect of this method is on pupils' motivation. Because s/he cannot succeed-leads to frustration, boredom and indiscipline.
3. It seems there is no need for students to master the four skills of English (listening, speaking, reading and writing).
4. This method is the easiest for a teacher to employ. It doesn't require a teacher to speak good English or make good lesson preparation.

(<http://www.slideshare.net/vacoka/grammar-translation-method> in July 2010)

C. The Total Physical Response

1. Definition of Total Physical Response

Total Physical Response (TPR) is developed by James Asher, a professor of psychology at San José State University, California, USA, to aid learning foreign language. This method attempts to center attention to encouraging learners to listen and respond to the spoken target language commands of their teacher. In other words, TPR is a language learning method which is based on the coordination of speech and action; it attempts to teach language through physical (motor) activity. It is linked to the trace theory of memory, which holds that the more often or intensively a memory connection is traced, the stronger memory will be. In TPR classroom, students respond to commands that require physical movement.

Asher defines TPR based on the assumption that when learning a second language or a foreign language, that language is internalized through a process that is similar to first language development and that the process allows for long period of listening and developing comprehension prior to

production (http://en.wikipedia.org/wiki/Total_Physical_Response.com in May 2010).

Asher in Richard and Rodgers (2001: 73) states that TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. TPR is based on the premise that the human brain has a biological program from acquiring any natural language in the world including the sign language of the deaf. The process is visible when we observe how infants internalize their first language (www.tprsource.com/asher.htm in January 2010). Asher looks to the way that children combine both verbal and physical aspects. A child responds physically to the speech of the parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language without being able to speak. With TPR the teacher tries to mimic this process in class (http://en.wikipedia.org/wiki/Total_physical_response.com in May 2010).

TPR is also called “Comprehension Approach” since the focus is given to listening comprehension. In TPR, students listen and respond to the spoken target language commands of their teacher. Listening should be accompanied by physical movement. If they can perform the teacher’s instructions it means that they know the meaning of the words. Speech and other productive skills should come later. In other words, they will choose to speak naturally when they are ready.

Asher’s Total Physical Response is a “Natural Method” since Asher views first and second language learning as a parallel processes. He argues that second language teaching and learning should reflect the naturalistic processes of first language learning. For this reason, there are three central processes:

- a) Children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition, they can understand complex utterances that they cannot spontaneously produce or imitate.

- b) Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands; and
- c) When a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

From the explanation above, the writer concludes that TPR is based on the way in which children learn their mother tongue. TPR places more emphasis on the link between word and action. The activity, where a command is given in the imperative and the learners obey the command, is the main activity of TPR. Therefore, it will be easier for the students to recall the words they have learned if they use their body in learning vocabulary items. The powerful method of TPR is best applied to introduce new vocabulary and new grammatical feature at any level. TPR can be varied in any different activities such as storytelling, dialogue, games, or a pattern drill.

2. Characteristics of TPR

- a) The teacher directs and the students "act" in response. The instructor is the director of a stage play in which the students are the actors.
- b) Listening and physical response skills are emphasized over oral production.
- c) The imperative mood is the most common language function employed, even well into advanced levels. Interrogatives are also heavily used.
- d) Students are not required to speak until they feel naturally ready or confident enough to do so.
- e) Grammar and vocabulary are emphasized over other long areas. Spoken language is emphasized over written language.
- f) Whenever possible, humor is injected into the lessons to make the learners more enjoyable in learning languages.

(http://www.Englishsraven.com/methods_TPR.html, in January 2010)

3. Form of Total Physical Response

TPR can be used to practice and teach various things. It is well suited to teaching classroom language and other vocabulary connected with actions. It can be used to teach imperatives and various tenses aspects. It is also useful for storytelling (www.statemaster.com/encyclopedia/Total-Physical-Response in January 2010).

According to Richard and Rodgers (2001: 76) there are some activities which are done by the teacher and students in teaching learning process, as follows:

- a) Imperative drills are the major classroom activity in Total Physical Response. They are typically used to elicit physical actions and activity on the part of the learners. In this sense, students play main roles as a listener and a performer. They listen attentively and respond physically to commands by the teacher. Students need to respond both individually and collectively.
- b) Conversational dialogues. It is possible to make a conversation dialogues but they are delayed until after about 120 hours of instruction. They are encouraged to speak when they feel ready to speak.
- c) Playing a role (role play) and slide presentations. Role plays center on everyday situations, such as at the restaurant, supermarket, kitchen, hotel, or gas station. In role plays, the teacher (instructor) will be a director of a stage play and the students are the actors/actress. The teacher decides what will be learned, who will be role and show the material of learning. Slide presentation uses OHP or LCD can be used by the students to construct the situation or to convey abstract meaning.
- d) Reading and writing activity to add students' vocabulary and to train students arranging the sentence based on tenses, etc. each time the teacher writes a command, she acts it out. The students copy the sentences from the blackboard/whiteboard into the notebooks

According to the form of TPR above, it can be concluded that there are four forms of TPR (Imperative drill, Conversational dialogue, Role play and Slide presentation, Reading and writing). Teacher can apply these activities to students. Teacher also can use slide presentation to support him in teaching learning and process.

4. The Principles of Total Physical Response

Before applying the TPR method for teaching a foreign language, in this case, it is English, a teacher should understand its principles well so he will be able to use it properly in the teaching learning process. Asher as the developer of TPR elaborates the principles of this method, they are:

- a) Second language learning is parallel to first language learning and should reflect the same naturalistic process.
- b) Listening should develop before speaking.
- c) Children respond physically to spoken language, and adult learners learn better if they do that too.
- d) Once listening comprehension has been developed, speech develops naturally and effortlessly out of it.
- e) Delaying speech reduces stress. (www.tprsource.com/asher.htm)

Moreover, Larsen and Freeman (2000: 114) propose several principles in teaching learning process by using TPR upon which the teacher's behaviors is based. The principles of TPR are as follows:

- a) Meaning in the target language can often be conveyed through action. Memory is activated through learners' response. The target language should be presented in chunks, not just word by word.
- b) The students' understanding of the target language should be developed before speaking.
- c) Students can initially learn one part of the language rapidly by moving their bodies.
- d) The imperative is powerful linguistic device through which the teacher can direct student behavior.
- e) Students can learn through observing actions as well as by performing the action themselves.

- f) Feeling of success and low anxiety facilitate learning.
- g) Students should not be made to memorize fixed routines.
- h) Correction should be carried out in an unobtrusive manner.
- i) Students must not develop flexibility in understanding a novel combination of target language chunks. They need to understand more than the exact sentences used in training.
- j) Language learning is more effective when it is fun.
- k) Spoken language should be emphasized over written language.
- l) Students will begin to speak when they are ready.
- m) Students are expected to make errors when they first begin speaking. Work on the fine details of the language should be postponed until students have become somewhat proficient.

According to the principles above, it can be concluded that students will understand the meaning of the vocabulary items easily if they use their bodies while they are learning. In the learning, students should feel successful and they do not feel pessimistic.

A teacher should be careful in correcting the students' mistakes. Correcting the mistakes improperly will make the students fell desperate. Therefore, an English teacher must be able to create flexibility in the class room. Another important thing is that the new vocabulary should be presented in a context not word by word.

5. The Objectives of TPR

A method or technique in teaching and learning process must be developed in order to get a better purpose for a better life. TPR is developed in order to improve the better result of teaching learning process of a new language. Teachers who use TPR believe in the importance of having the students enjoy their experience in learning to communicate a foreign language.

According to Larsen and Freeman (2000: 116), TPR is developed in order to reduce the stress people feel when studying a foreign languages and

thereby encourage students to persist in their study beyond a beginning level of proficiency.

Richard and Rodgers (2001: 75) say:

"The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a mean to an end, and the ultimate aim is to give basic speaking skills. TPR aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker".

From the statement above, there are some objectives of Total Physical Response, as follows:

- a) Teaching oral proficiency at a beginning level.
- b) Using comprehension as a means to speaking
- c) Using action-based drills in the imperative form

It can be said that one of primary objectives of TPR is that learning be more enjoyable and less stressful. Asher thought that a natural way to accomplish this is to recreate the natural way children learn their native language, most notably through facilitating an appropriate "listening" and "comprehension" period, and encourage learners to respond using right-brain motor skills rather than left-brain language "processing".

6. The Teacher and Learners Role in TPR

In the teaching learning process using TPR method, the learners and the teacher play different roles, as follows:

- a) Learners Role

Learners in TPR have the primary roles of listeners and performers. They listen attentively and respond physically to commands given by the teacher. Learners are also expected to recognize and respond to novel combinations of previously taught items. They are required to produce novel combinations of their own. 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 (Richard and Rodgers 2001: 76).

According to Larsen and Freeman (2000: 116), the students are imitators of the teacher's nonverbal model. There will be a role reversal with individual students directing the teacher and the other students.

In TPR, 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.

b) Teacher Role

In the teaching learning process using TPR method, teacher plays an active and direct role. According to Larsen and Freeman (2000: 116) teacher is the director of all students' behaviors.

Asher (1977) as quoted by Richard and Rodgers (2001: 76) states that "The teacher plays an active and direct role in Total Physical Response". It means that teacher is the one who decides what to teach, who models and presents the new material, and who selects supporting materials for classroom use. Teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictable.

c) Material Role

Materials and realia play an increasing role, in later learning stages. For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions and gestures may be a sufficient basis for classroom activities. Later, the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and word charts. Asher has developed TPR kits to students which are focused on the specific situations, such as at home, the supermarket, and the beach. Students can use it to construct the situation for example, "Put the stove in the kitchen!" (Richard and Rodgers, 2001: 77).

7. Procedure of Teaching

Asher (in Richard and Rodgers, 2001: 77-78) provides a lesson-by-lesson account of a course taught according to TPR principles, which serves as a source of information on the procedure used in TPR classroom, the course is for children at junior high school. The four steps in this course are as follows: a) Review

This is a warming-up step. The purpose is to check students' understanding about the previous lesson and to warm-up the students' readiness in new material before they really enter the new material.

b) New Command

Here, the teacher introduces some new vocabularies related to the theme and based on the school's curriculum, such as:

Take a cup

Pour the hot water on a cup

Wash your hands

Hold the phone holder

Give me a glass of water

Don't walk on the floor!

Next, the teacher asks simple question which the students can answer with a gesture, such as pointing to something or someone.

c) Role reversal

Students readily volunteer to utter commands that manipulate the behavior of the instructor and other students.

d) Reading and Writing

The teacher writes on the whiteboard each new vocabulary item and a sentence to illustrate the item. Then, she reads each item and acts out the sentence. The students listen as she reads the material. Some copy the information in their notebook.

It is almost similar to the principles of TPR, as follows:

- a) The teacher says the command and he himself performs the action.
- b) The teacher says the command and both the teacher and the students, then perform the action.
- c) The teacher says the command but only students perform the action.
- d) The teacher tells one student at a time to do commands.

- e) The roles of the teacher and students are reversed. Students give commands to the teacher and other students.
- f) The teacher and students allow for command expansion or produce new sentences (<http://edweb.sdsu.edu/people/jmora/almmethods.htm>, in May 2010).

8. Some Strengths and Weaknesses of Total Physical Response

There are some strengths of TPR, as follows:

- a) It is fun and easy. Students will enjoy getting up of their chairs and moving around.
- b) Simple TPR activities do not require a great deal of preparation on the part of the teacher. However, some other more complex applications might.
- c) According to Asher “TPR is aptitude-free”. It is inclusive working well with a mixed ability class.
- d) It is good for kinaesthetic learners who need to be active in class.
- e) It is a good tool for building vocabulary.
- f) It is memorable. Actions help strengthen the connection in the brain.
- g) Class size need not be a problem.
- h) According to Asher “TPR seems to work effectively for children and adults. There is no age barrier.”

(<http://www.statemaster.com/encyclopedia/Total-Physical-Response#Advantages>, in January 2010).

Besides, Asher identifies some strengths of TPR as follows:

- a) It is successful with children and adults learning any language. Second, it has the following three strong features, they are:
 - 1) High-speed understanding of any target language.
 - 2) Long-term retention.
 - 3) Zero stress!
- b) It is enjoyable for teachers as well as students (www.tpr-world.com/benefits.html, in January 2010).

Besides the strengths, TPR also has its limitation as follows:

- a) Whilst it can be used at higher levels, TPR is most useful for beginners. It is also at the higher levels where preparation becomes an issue for the teacher.
- b) Students are not generally given the opportunity to express their own thoughts in a creative way.
- c) It is easy to overuse TPR. "Any novelty, if carried on too long, will trigger adaptation." Asher writes, "No matter how exciting and productive the innovation, people will tire of it."
- d) The teacher may find that it is limited in terms of language scope. Certain target languages may not be suited to this method.
- e) It can be a challenge for shy students.

(<http://www.statemaster.com/encyclopedia/Total-Physical-Response#Disadvantages, in January 2010>).

D. Rationale

In order to teach vocabulary effectively and successfully, especially to adolescents or junior high school students, teachers have to pay attention to some factors causing the success of teaching vocabulary. One of them is choosing the appropriate method or approach. As everybody knows, there are some methods in teaching language, but not all methods are effective.

Considering that all methods have their own strengths and weaknesses, the teacher should be able to choose the appropriate method or the most effective one. Grammar Translation Method and Total Physical Response are kinds of method and approach that can be applied in teaching vocabulary. There is an important difference between Grammar Translation Method and Total Physical Response. Grammar Translation Method focuses on translation of the text and Total Physical Response focuses on listening comprehension.

Grammar Translation Method is very simple and easy to apply in the classroom. The teacher just prepares the reading text as the teaching material then

reads it and tries to translate into the mother tongue. In fact, it will make the students feel bored because the procedure is very monotonous and there is no two ways communication between the teacher and the students.

Total Physical Response is an approach combining speech and action. Total Physical Response can minimize students' stress when studying foreign language especially vocabulary. Students feel happy doing the teacher's command and are not required to say anything until they feel ready. So, Total Physical Response will give better effect on students' vocabulary mastery if it is applied well.

E. Hypotheses

Based on the rationale above, the hypotheses of this research can be formulated as follows:

1. There is a significant difference in vocabulary mastery achievement between students taught by Total Physical Response and those taught by Grammar Translation Method.
2. The group taught by Total Physical Response has a better achievement in vocabulary mastery than those taught by Grammar Translation Method.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Objectives

The objective of this research is to find out whether or not the use of Total Physical Response to enhance students' vocabulary mastery is effective. Besides, this research also provides information for using method of teaching vocabulary in order to give little contribution in the English vocabulary teaching. The other objective of this research is to improve the effectiveness of teaching vocabulary. Besides, students are hoped to master English vocabulary easily.

B. The Research Method

In conducting the study, the writer uses experimental research. Fraenkel and Wallen (2000: 9) state that experimental research is the most conclusive and scientific methods because the researcher actually establishes different treatments and then studies their effects. Other experts, Mason and Bramble (1997: 93) define experimental research as the kind of study in which the researcher is interested in learning about the effects of a certain conditions (independent variables) and other conditions (dependent variables) in controlled setting. In addition, Johnson and Christensen (2000: 220) state that experimental research is carried out within the context of an experiment. More, Johnson and Christensen also state that one or more variables are varied and the others are kept constant.

It can be concluded that experimental research is a systematic and scientific approach to research in which the researcher manipulates one or more variables, controls and measures any change in other variables.

The study uses this method as the most appropriate method in measuring the effectiveness of Total Physical Response to enhance students' vocabulary mastery by comparing two groups of students. One group is taught using Total Physical Response, while other group is taught using Grammar Translation

Method. In the end of the study, the result of the study from two groups will be compared. Furthermore, this methodology of research is discussed as follows:

C. The Research Setting and Time

This research was conducted at the seventh grade of SMP Negeri 3 Ajibarang, Banyumas in academic year 2009/2010 from March 23rd, 2010 to April 29th, 2010.

D. The Subject of the Research

1. Population

According to Johnson and Christensen (2000: 158) population is the large group to which a researcher wants to generalize the sample result. Other experts, Fraenkel and Wallen (2000: 104) state that population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. It can be said that population is a group of person or individual having quality and characteristics in common from which a researcher may get the data needed. The target population in this study is actually the seventh grade students of junior high school. The population in this study comprises of all seventh grade of SMP N 3 Ajibarang in academic year 2009/2010. They are grouped into 7 classes from VIIA to VIIG. The total member of population is 246 students.

2. Sample

The number of population, sometimes, is too big and out of reach. In this case, research is conducted to a part of the whole population. Sample is a part of population. It means that sample is a part of population from which the research data are obtained. The sample should represent the population since the research result will be generalized to the population. Sample enables of writer to collect and organize data efficiently and practically. Nonetheless,

questions often arise about how large a sample must be representative so that a research reaches the degree of generalize ability to which the result can be said to be meaningful. It is a rule that if the population is more than 100 persons, 10%-15% or 20%-25% (or more) of it can be taken as the sample.

Mason and Bramble (1997: 113) state that usually sample is considerably smaller than the population, though the case of a relatively small population, the sample may be nearly the same size. From this statement, sample may in the same size with the population. In other word, all the population can be determined as sample.

Johnson and Christensen (2000: 158) express that a sample is a set of elements taken from a larger population according to a certain rules. It is impossible for the writer to take all the classes of the seventh grade students of SMP N 3 Ajibarang. Therefore, the writer only took two classes as the sample. The sample, the students have common characteristics of population as follows:

- a. The students study at the same school, SMP N 3 Ajibarang in academic year 2009/2010.
- b. The students are at the same grade, the seventh grade students.
- c. The students are taught by the same teacher.

The samples picked out from the population are 70 students coming from two classes consisting of 34 students of VIIB as the experimental group and 36 students of VIIC as the control group.

3. Sampling

Sampling refers to the act of drawing a sample from a population (Mason and Bramble, 1997: 115). There are two kinds of sampling, namely random sampling and non random sampling. The random sampling technique is the technique of selection the sample where every individual in a population has the same chance to be a member of the sample. Meanwhile, the non random sampling techniques are the opposite one. The kinds of random sampling techniques are simple random sampling, stratified random sampling,

and cluster random sampling; whereas the nonrandom sampling techniques are systematic sampling, convenience or accidental sampling, and purposive sampling (Fraenkel and Wallen, 2000: 106-114).

In this research, the writer uses a cluster random sampling, that is, random the class to determine the experiment and control group, so that each unit in the population has an equal chance to be included in the sample.

The steps in cluster random sampling are as follows:

- a. Define the population.
- b. List all classes of the population.
- c. Select the sample by employing a procedure where a sheet of paper determines which classes on the list are drawn for the sample.

In this opportunity, the writer uses lottery. It is intended to determine classes. By using lottery, the writer decides that VIIB as the experimental group and VIIC as the control group. The procedures of randomizing sample by lottery are as follows:

- a. Making a list of all classes.
- b. Writing the name of each class on a piece of paper.
- c. Rolling the pieces of paper and then putting them into a can and shaking the can well.
- d. Dropping the rolled pieces of paper one by one as many as needed.

E. The Design of Experimental Research

This study uses Randomized Control-Group Pretest-Post-test design of the experimental research. This design is chosen because it is frequently described as the most desirable of the true experimental design. Fraenkel and Wallen (2000: 290) state that this design involves two groups, both of which are formed by random assignment. One group receives the experimental treatment while the other does not. This study would have two groups in the experiment.

Furthermore, Mason and Bramble (1997: 56) state that the experimental studies involve comparing conditions under various settings of the treatment. In a

simple experiment, the subject might be divided into two groups, one to undergo a treatment condition (called the experimental or treatment group), and the other to receive a neutral treatment (or control group). The two groups are compared after the treatment is applied. Borg (1984) in Mason and Bramble (1997: 104) states that the characteristics of control group are as follows:

1. They should be as desirable to the subjects as are the treatment-group conditions.
2. They should be similar in duration and procedure to the experimental-treatment conditions.
3. The control conditions should be concerned with variables unrelated to the treatment effects under study.

Based on the theory above, this study will use experimental group and control group. In measuring the effectiveness of Total Physical Response to enhance students' vocabulary mastery, the experimental group of this study will be taught by Total Physical Response, while the control group will be taught by Grammar Translation Method. In the end of the study, the result of two groups will be compared.

Clearly, this design is presented as follows:

	Pretest	Treatment	Post-test
Experimental Group	T ₁	X	T ₂
Control Group	T ₁		T ₂

After the two groups are formed through random assignment, the two groups will get the treatments. They will not get the same treatments. The treatment which is used in this research is Total Physical Response method. Then the two groups will be tested after the treatment, and the results will be compared.

F. The Procedure of the Experiment

In this study the writer takes the seventh grade students of SMP N 3 Ajibarang, consists of 246 students. The writer takes 70 students as the sample

consisting of 34 students as the experimental group and 36 students as the control group.

Before giving the treatment, the writer conducted a pre-test for two groups. It was conducted on Thursday, April 8, 2010 for the experimental group, and on Friday, April 9, 2010 for the control group. The vocabulary mastery test consisted of 30 items in the form of multiple choices and matching word.

After conducting the pre-test, the writer gave a treatment which began on Monday, April 8, 2010 and ended on Wednesday, April 28, 2010.

After conducting the treatment, the writer gave a post-test both of two groups. It was conducted on Thursday, April 29, 2010.

G. The Technique for Collecting Data

Data collecting as one of the processes of a research plays an important role in a research. It is a process of obtaining the primary data in a research. A good research is built upon adequate data and correct procedures. The writer used a test and documentation as the instrument to collect the data.

1. Test

A test is a set of questions, experiences, or other means used to measure the skill, knowledge, intelligence, achievement or aptitude of an individual or group (Arikunto, 2002: 127). From this definition, it can be concluded that the test is suitable for the writer to get the data, because the data are the students' scores reflecting their English vocabulary achievement.

A test is the most effective instrument to measure one's proficiency in a certain subject. Madsen (1983: 12) says that, in general, testing vocabulary consist of four kinds. The first, limited response is for the beginner. These test items require either a simple physical action like pointing to something or a very simple verbal answer such as "yes" or "no". The second, multiple-choice completion, is a test in which a sentence with a missing word is presented, students choose one of four vocabulary items given to complete the sentence.

The third type is multiple-choice paraphrase. It is a test in which a sentence with one word underlined is given. Students choose which of four words has the closest meaning to the underlined item. The last type is simple completion. The students write words in sentences in the blank space.

According to Madsen (1983: 6) “a good vocabulary test type for the students who can read in the foreign language is multiple-choice completion”. As stated above, the writer uses an objective test type, in the form of multiple-choices completion with four options. According to Ur (1996: 38) multiple-choice is the question consists of a stem and a number of options (usually four), from which the testee has to select the right one. Multiple-choice questions are tricky and time-consuming to compose. If the answers are clear, very quick and easy to mark. There are 30 items in the test which each item has one correct answer. The students’ score is obtained by using the formula below:

$$\text{Students' score} = \frac{\text{the number of correct answer}}{3}$$

The writer used “pretest” and “post-test”. Pretest is carried out in order to know the students’ achievement before they get treatment. Post-test is carried out to know the students’ achievement after getting treatment. The pretest was held on March 7-8, 2010 and the post-test on April 29, 2010.

2. Documentation

Documentation means the act of documenting, Arikunto (2002: 135) postulates documentation as follows:

Dokumentasi, dari asal katanya dokumen, yang artinya barang-barang tertulis. Di dalam melaksanakan metode dokumentasi, peneliti menyelidiki benda-benda tertulis seperti buku-buku, majalah, dokumen, peraturan-peraturan, notulen rapat, catatan harian, dan sebagainya.

It can be concluded that documentation is a method in collecting data by using documents, the written from which a researcher gets the data. The documentation needed in this study is the students' English scores, names of population, and sample of the seventh grade of SMP N 3 Ajibarang in the academic year 2009/2010.

3. Trying-Out the Instrument

The quality of the data, whether it is good or bad, is based on the instrument used. A good instrument fulfills two important qualifications i.e. validity and reliability. Before taking the data, the writer conducted try out of the test items first to students in another class. The aim of trying out instruments is to know whether or not the instrument of measurement is valid and reliable. It is done to the seventh grade students of Junior High School who do not belong to the two groups. The try-out test was held on March, 23rd 2010 to measure the validity and reliability of the test. The writer chooses class VIIA to do the try-out test. After the result of the try out is gained, the analysis is made to find out the validity and reliability of the items of the test. Some items remain to be used while some others are left out.

a. Validity of the Test

A valid test is one that in fact measures what it claims to be measuring (Madsen, 1983: 178). Validity contains of accuracy and carefulness. After holding a try-out test, the result will be computed to find out the validity. To analyze the result of try out, the writer used discrete score. She would give 1 (one) score for the correct answer and 0 (zero) for the wrong answer. Therefore, the items must be analyzed one by one. The formula is as follows:

$$r = \frac{\overline{X}_i - \overline{X}_t}{\sqrt{\sum x_t^2}} \sqrt{\frac{p_i}{q_i}}$$

Where :

r : the coefficient of correlation

\bar{X}_i : the mean of the number of correct answer of all students for certain item

\bar{X}_t : the mean of the correct answer of all students

x_t : the average of each student

p_i : the total number of the right answer divided by n

q_i : the total number of the wrong answer divided by $n(1-p)$

n : the total number of subjects

The computation of the validity can be seen on appendix 4. An item can be used to test the students if the result of the computation is higher than 0.329 ($r_o > r_t = \text{valid}$ or $r_{\text{observation}} > r_{\text{table}} = \text{valid}$) and an item should be revised or crossed out when the result of the computation is less than 0.329 ($r_{t(36, 0.05)} = 0.329$). From the computation of the validity, there are 30 valid items and 20 invalid items.

b. Reliability of the Test

Reliability shows whether an instrument is reliable and can be used as a device to collect the data with the stability of test scores. The reliable test is one that produces essentially the same results consistently on different occasions when the conditions of the test remain the same (Madsen, 1983:179). The test is reliable if it consistently yields the same or nearly the same rank over repeated administration. In this study, the data for reliability is taken from the test items which are valid. The reliability of a test refers to consistency of the test score. The writer, then, uses the result of the coefficient of validity to be applied into formula as follows:

$$S_t = \sqrt{\frac{\sum x_t^2}{n}}$$

Where :

S_t : estimated population standard deviation

$\sum x_t^2$: sum of the squared deviation scores

n : the total number of subjects

$$r_{kk} = \frac{k - 1 - \sum_{k=1}^{k-1} \left(\frac{pq}{s_t^2} \right)}{k - 1}$$

Where :

r_{kk} : the coefficient of reliability

p : the proportion of the subject which has right answer in each item

q : the proportion of wrong answer ($1-p$)

k : the number of the valid items on the test

s_t^2 : the standard deviation scores

Criterion:

0.0 $r_{kk} < 0.20$: the lowest reliability

0.20 $r_{kk} < 0.40$: the low reliability

0.40 $r_{kk} < 0.60$: the quite reliability

0.60 $r_{kk} < 0.80$: the high reliability

0.80 $r_{kk} < 1.00$: the highest reliability

(Suharsimi Arikunto, 2002:245)

After the writer obtain the reliability score, the following steps is to consult to the score with the r product moment table. The computation of the reliability can be seen on appendix 7. The result of the computation is 0.8809. Because $r_{kk} = 0.8809$ is higher than $r_{table}(36,0.05) = 0.329$, it means that the test is reliable and has highest reliability.

H. Difficulty of Level

After the try out was conducted, each of the items is classified into difficulty level by using this formula:

$$P = \frac{B}{JS}$$

Where:

P : item difficulty

B : number of students who answered the item correctly

Js : number of students

(Arikunto, 2009: 208)

The level of difficulty of each item is determined by using these following categorizations:

$0 < P < 0.3$ is difficult

$0.3 < P < 0.7$ is medium

$0.7 < P < 1$ is easy

(Arikunto, 2009: 210)

I. The Technique of Data Analysis

The data gained are analyzed to know the difference between experimental group and control group. In analyzing the data, the writer uses t-test. T-test is used to compare the means of the two groups. The data gained will be used to test whether or not using of Total Physical Response to enhance students' vocabulary mastery is effective. As the requirement of the t-test, the data have to be tested using normality test.

The illustration is as follows:

t-test

Total Physical Response

A

Grammar Translation Method

B

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The formula of the t-test in analyzing the data is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{\bar{x}_1 - \bar{x}_2}}$$

Where, $S_{\bar{x}_1 - \bar{x}_2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$

Notes:

t = the effectiveness of the treatment (the t-value)

$S_{\bar{x}_1 - \bar{x}_2}$ = the standard error of the difference between two means

\bar{X}_1 = the mean score of the first group (the experimental group), $X_n = X - \bar{X}_n$

\bar{X}_2 = the mean of the second group (the control group)

$\sum x_1^2$ = the sum of the squared deviation scores in the experimental group

x_0 = pre test

x_t = post test

$\sum_{x_0} x_2^2$ = deviation of x_0 and x_t for the control group

x_0 = pre test

x_t = post test

n_1 = the number of cases in the first group (experimental group)

n_2 = the number of cases in the second group (control group)

As the requirement of t-test, the data have to be tested using normality test and homogeneity test.

1. Normality Test

Normality test is used to test sample from the population to identify whether it has normal distribution or not. In this study, the normality test of experimental and control groups are computed with Lilliefors at the level of significance = 0.05. According to Sudjana (1996: 466-467), the procedures are as follows:

a. Observation of $X_1, X_2, X_3 \dots X_n$ become standard number $Z_1, Z_2, Z_3 \dots Z_n$

by using the formula $z_i = \frac{X_i - \bar{X}}{s}$ (\bar{X} is the average while s is standard deviation of the sample).

b. For each of the standard number, use standard number distribution list, then count the probability $F(z_i) = P(z \leq z_i)$.

c. Then count proportion of $Z_1, Z_2, Z_3 \dots Z_n$ which less or equal than Z_i . If the proportion stated by using $S(z_i)$, so $S(z_i)$ is the number of $Z_1, Z_2, Z_3 \dots Z_n$ which is less or equal than Z_i divided by n .

d. Count result of $|F(z_i) - S(z_i)|$ then state the absolute value.

e. Take the biggest value among the absolute values from that result. The maximum result of $|F(z_i) - S(z_i)|$ is Lo .

Criterion: $Lo > L_{table}$ = sample does not come from the normal distribution population.

$Lo < L_{table}$ = sample comes from normal distribution population.

To make it clearer the summary is presented on table 1 as follows:

Table 1. The result of Normality Test for Experimental and Control Groups.

No.	Groups	Sample	df	L Value		Conclusion
				Lo	Lt	
1.	Experimental	34	33	0.1060	0.1519	Normal
2.	Control	36	35	0.1082	0.1477	Normal

Notes: Lo is Lilliefors value observation of Lilliefors maximal of data

Lt is Lilliefors value on the table at the level of significance α and the sample size n

df is degree of freedom

2. Homogeneity Test

Other requirement of t-test is homogeneity test. It is used to know whether the population has homogeneity or not. In this research, the homogeneity uses Barleth-test. The steps are as follows:

a. Hypotheses

$$H_0 : \sigma_1^2 = \sigma_2^2, \text{ sample comes from homogeny population.}$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2, \text{ sample does not come from homogeny population.}$$

b. Computation

$$1) S_i^2 = \frac{\sum X_i^2 - \frac{(\sum X_i)^2}{n}}{n-1}$$

Where:

S_i^2 : variance of the group

$\sum X_i^2$: the sum square of the observation

$\sum X_i$: the sum of the observation

n : the number of the observation

$$2) S^2 = \frac{\sum (n_i - 1)S_i^2}{\sum (n - 1)}$$

Where:

S^2 : total variance of sample

S_i^2 : variance sample of each group

n : the number of the observation

$$3) B = (\log S^2) \sum (n_i - 1)$$

Where:

B : Barleth value

S^2 : total variance of sample

n_i : the number of observation of each group

$$4) \quad \chi^2 = (\ln 10) [B - \sum (n_i - 1) \log S_i^2]$$

χ^2 : chi square

B : Barleth value

n_i : the number of observation of each group

S_i^2 : variance sample of each group

From the computation of Barleth Test the writer found $\chi_0^2 = 0.0893$. It is lowest than critical value of $\chi_t^2 = 3.841$ at the level of significance $\alpha = 0.05$. From this result it can be seen that the data are homogeneous because $\chi^2 < \chi_t^2 (0.05:1)$ or $0.0893 < 3.841$.

Notes: χ_0^2 is Chi square value observation of computation (χ^2 observation)

χ_t^2 is Chi square value on the table at the significance level 5% and the sample size n .

J. The Statistical Hypothesis

The value of the t-test would be consulted to the value of t-table in the appropriate degrees of freedom at the level of significance 5% as usually used in psychological and educational research. The degrees of freedom can be determined by using the formula: $df = n_1 + n_2 - 2$.

Whether or not the difference between the two groups is significant depends on the comparison between the value of t-test and the value of t-table. If the value of the t-test is higher than t-table, it can be concluded that there is a significant difference between the experimental group and the control group. The statistical hypothesis of the research is as follows:

H_0 (Null Hypothesis) : $\mu_a = \mu_b$

H_1 (Alternative Hypothesis) : $\mu_a > \mu_b$

Where:

μ_A is the mean score of the experimental group.

μ_B is the mean score of the control group.

H_0 is accepted if both the experimental and the control group have the same score.

H_1 is rejected if the experimental group has higher score than the control group.



CHAPTER IV

THE RESULT OF THE STUDY

A. The Description of the Data

After conducting the data collection, the writer obtains the desired data. They are in the form of scores on English vocabulary mastery test, namely: pre-test and post test scores. These data come from the experimental group (X_1) and control group (X_2).

The detailed description of the students' scores from two groups can be seen as follows:

1. Pre-test Scores

a. Experimental Group (X_1)

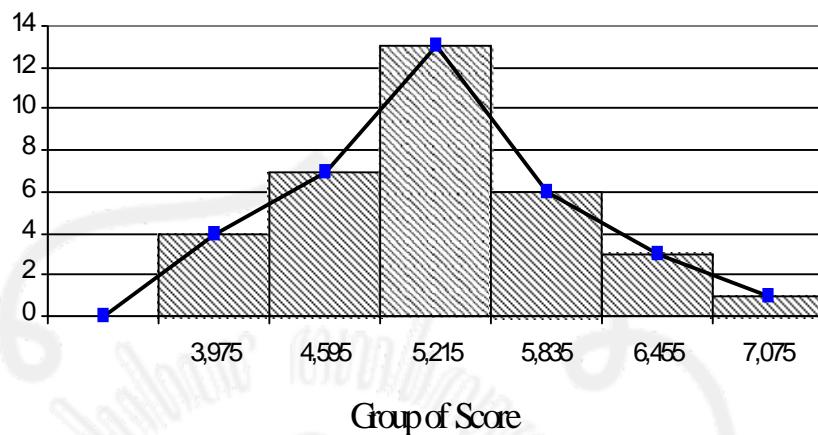
The data of the test show that the highest score of the pre-test is 7.33, while the lowest one is 3.67. The mean of the scores is 5.15, the median is 4.68, the mode is 4.68, and the standard deviation is 0.85. The range of them is 0 to 10. The following are tables of frequency of distribution and figures of histogram and polygon of the experimental group.

Table 2

Frequency of Distribution of Pre-test Scores of the Experimental Group.

Class Limits	Midpoint	Frequency	
		Absolute Frequency	Relative Frequency
3.67-4.28	3.98	4	11.76%
4.29-4.90	4.60	7	20.59%
4.91-5.52	5.22	13	38.24%
5.53-6.14	5.84	6	17.65%
6.15-6.76	6.46	3	8.82%
6.77-7.38	7.08	1	2.94%
Total		34	100%

Figure 1: The Histogram and the Polygon of the Frequency of Distribution of the Pre-test Scores of the Experimental Group.



Notes:

- is histogram
- is polygon

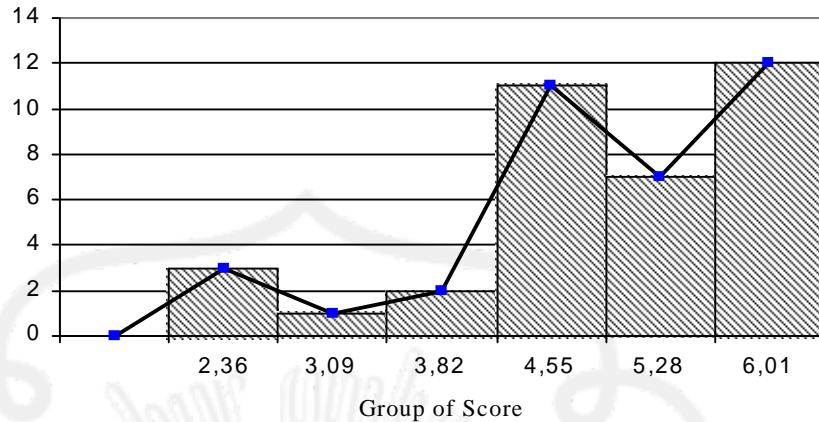
b. Control Group (X_2)

The data of the test show that the highest score of the pre-test is 6.33, while the lowest one is 2.00. The mean of the scores is 4.85, the median is 4.52, the mode is 5.85, and the standard deviation is 1.11. The range of them is 0 to 10. The following are tables of frequency of distribution and figures of histogram and polygon of the control group.

Table 3
Frequency of Distribution of Pre-test Scores of the Control Group.

No.	Class Limits	Midpoint	Absolute Frequency	Relative Frequency
1	2.00-2.72	2.36	3	8.3%
2	2.73-3.45	3.09	1	2.8%
3	4.46-4.18	3.82	2	5.6%
4	4.19-4.91	4.55	11	30.6%
5	4.92-5.64	5.28	7	19.4%
6	5.65-6.37	6.01	12	33.3%
	Total		36	100%

Figure 2: The Histogram and the Polygon of the Frequency of Distribution of the Pre-test Scores of the Control Group.



Notes:

- is histogram
- is polygon

2. Post test Scores

a. Experimental Group (X_1)

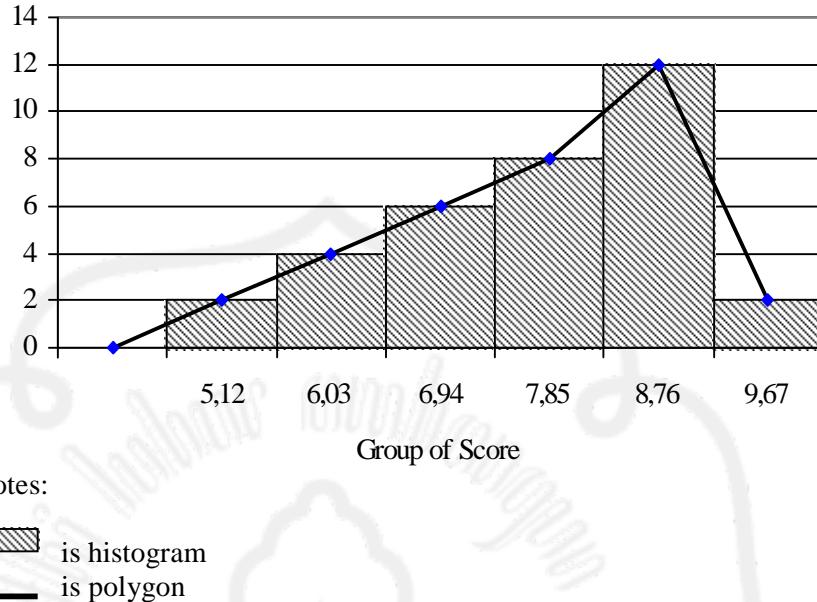
The data of the test show that the highest score of the post test is 10, while the lowest one is 4.67. The mean of the scores is 7.76, the median is 7.45, the mode is 8.06, and the standard deviation is 1.19. The range of them is 0 to 10. The following are tables of frequency of distribution and figures of histogram and polygon of the experimental group.

Table 4

Frequency of Distribution of Post test Scores of the Experimental Group.

No.	Class Limits	Midpoint	Absolute Frequency	Relative Frequency
1	4.67-5.57	5.12	2	5.88%
2	5.58-6.48	6.03	4	11.76%
3	6.49-7.39	6.94	6	17.65%
4	7.40-8.30	7.85	8	23.53%
5	8.31-9.21	8.76	12	35.29%
6	9.22-10.12	9.67	2	5.88%
	Total		34	100%

Figure 3: The Histogram and the Polygon of the Frequency of Distribution of the Post-test Scores of the Experimental Group.



b. Control Group (X_2)

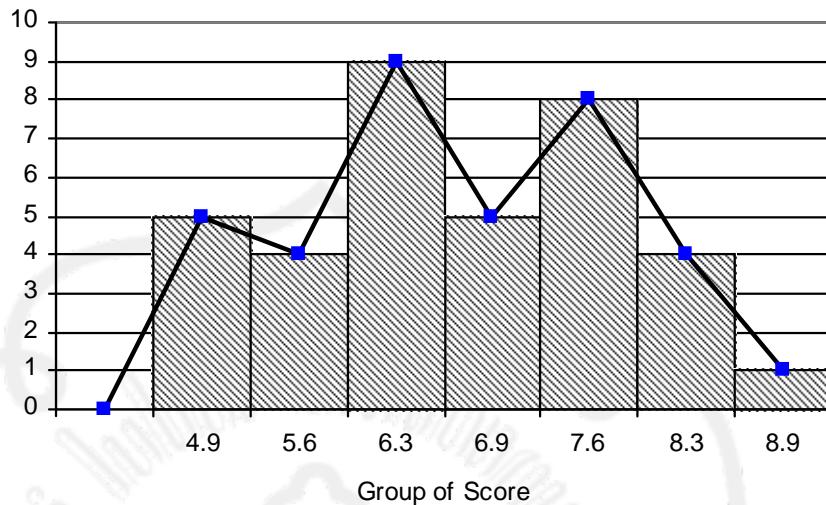
The data of the test show that the highest score of the post test is 8.67, while the lowest one is 4.67. The mean of the scores is 6.58, the median is 6.14, the mode is 5.85, and the standard deviation is 1.16. The range of them is 0 to 10. The following are tables of frequency of distribution and figures of histogram and polygon of the control group.

Table 5

Frequency of Distribution of Post-test Scores of the Control Group.

No.	Class Limits	Midpoint	Absolute Frequency	Relative Frequency
1	4.67-5.32	4.9	5	13.89%
2	5.33-5.98	5.6	4	11.11%
3	5.99-6.64	6.3	9	25%
4	6.65-7.30	6.9	5	13.89%
5	7.31-7.96	7.6	8	22.22%
6	7.97-8.62	8.3	4	11.11%
7	8.63-9.28	8.9	1	2.78%
	Total		36	100%

Figure 4: The Histogram and the Polygon of the Frequency of Distribution of the Post test Scores of the Control Group.



Notes:

- is histogram
- is polygon

B. Hypothesis Testing

To check whether the writer's hypotheses in chapter II are accepted or not, she tests the null hypothesis (H_0) and the alternative hypothesis (H_a) using t-test. The null hypothesis (H_0) states that there is no significant difference in English vocabulary achievement between group of students taught by Total Physical Response (TPR) and those taught by Grammar Translation Method (GTM). The hypothesis can statistically be formulated as follows:

$$H_0 \text{ (Null Hypothesis)} \quad : \mu a = \mu b$$

It means that the mean scores between two groups are equal or both the experimental and the control group have the same mean scores. Meanwhile, alternative hypothesis states that there is a significant difference in English vocabulary achievement between group of students taught by Total Physical Response (TPR) and those taught by Grammar Translation Method (GTM).

The hypothesis can statistically be formulated as follows:

$$H_1 \text{ (Alternative Hypothesis) : } \mu_a > \mu_b$$

It means that the experimental group has higher mean score than the control group or the group of students taught by Total Physical Response has higher mean score than the group of students taught by Grammar Translation Method.

The null Hypothesis (H_0) is rejected if $t_o > t_t$ ($t_{observation} > t_{table}$) for the degree of freedom (df) = $(n_1 + n_2) - 2$ and at the level of significance $\alpha = 0.05$, which means that alternative hypothesis (H_a) is accepted. On the contrary, if $t_o < t_t$ ($t_{observation} < t_{table}$), H_0 is accepted and H_a is rejected.

The result of t computation (t-test) shows that the $t_{observation}$ (t_o) is 4.20 while the t_{table} (t_t) for the degree of freedom 68 and at the level of significance $\alpha = 0.05$ is 1.67. It can be seen that the $t_{observation}$ (t_o) is higher than the t_{table} (t_t), which means that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected. This means that there is a significant difference in English vocabulary achievement between the group of students taught by Total Physical Response (TPR) and those taught by Grammar Translation Method (GTM). The computation of t-test can be seen in appendix 23.

The writer uses t-test to test the first hypothesis. Then, to test the second hypothesis, she needs to compare the mean scores of the two groups which the total scores of sample divided by the total number of subjects. The mean score of the students taught using TPR is 7.76, while the mean score of the students taught using GTM is 6.58. It shows that the mean score of the students taught using TPR is higher than the mean score of the students taught using GTM. It can be concluded that using TPR to enhance students' vocabulary mastery has better result than using GTM. On the other hand, TPR is more effective to enhance students' vocabulary mastery.

C. Discussion of the Research Result

From the computation of t-test, it shows that the $t_{observation}$ (t_0) = 4.20 is higher than t_{table} (t_t) = 1.67 for the degree of freedom of 68 and at the level of significance of $\alpha = 0.05$. The null hypothesis is rejected, which means that there is a significant difference in English vocabulary achievement between group of students taught by Total Physical Response (TPR) and those taught by Grammar Translation Method (GTM). The students who are taught by using TPR have better result than those taught using GTM, as seen in the differences of mean. The mean score of the students taught using TPR is 7.76, while the mean score of the students taught using GTM is 6.58.

The result of the analysis can be clarified by the following reasons. It has been explained in chapter II that TPR is based on the way in which children learn their mother tongue. In TPR, they should not learn by memorizing lists of vocabulary because babies also do not learn by memorizing lists of vocabulary. It is more fun, like a play, so they will be easy to understand and to learn the target language. In TPR classroom, students respond to commands that require physical movement. It can reduce the learners' stress and anxiety because students allow speaking when they are ready. When they do begin to speak, perfection should not be expected. TPR places more emphasis on the link between word and action. The activity, where a command is given in the imperative and the learners respond the command by performing the appropriate gesture, is the main activity of TPR. Harmer (2007: 84) states that the learners must be encouraged to respond to texts and situations with their own thoughts and experiences, rather than just answering questions and doing abstract learning activities. The teacher must give them tasks which they are able to do, rather than risk humiliating them. It means that it will be easier for the students to remember the words they have learned for long-term retention if they are involved directly and use their body in learning vocabulary items. It can be concluded that this condition will cause the students are easy to master and remember vocabulary for long-term retention.

On the other hand, Grammar Translation Method is a teaching foreign language method which focuses on learning the grammar rules and their

application in translating passages from one language into a target language, memorizing of vocabulary of texts, and writing exercises. In GTM activities, the teacher gives a text and the students translate it. The students are not active during learning process or involved in learning process directly and there is no interaction or response between students and teacher. The students just sit on their chair and translate the text. This condition will make students bored and forget the material easily. They also do not enjoy the learning process. This condition is not relevant with the characteristics of junior high school students. They are more attracted in experiences than theory. In addition, they are interested to learn something by doing it or are actively involved in the learning process.

After comparing the characteristics of those methods, it can be concluded that TPR can give better result to enhance students' vocabulary mastery. It shows that the result of the research proves that there is a significant difference in English vocabulary achievement between group of students taught by Total Physical Response (TPR) and those taught by Grammar Translation Method (GTM) and it also shows that Total Physical Response is effective to enhance students' vocabulary mastery.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

The objective of this study is to find out whether or not the use of Total Physical Response to enhance students' vocabulary mastery of the seventh grade of junior high school especially at SMP N 3 Ajibarang is effective. In order to achieve the objective of this study, the writer conducts an experimental research. After conducting the experiment, the writer finds out the difference between the mean scores of the pre test and the post-test both two groups. The test is an English vocabulary. The students are asked to do the test by answering the 28 multiple-choice items and 2 matching word items. To make sure that the test is valid and reliable, the test is tried out first. The result of the try-out number 1 is 0.439. It is greater than critical value of 95% with confidence level 0.329. It means that the test is reliable and valid.

In chapter IV the writer has analyzed the data statistically. Based on the statistical analysis, it was found that the mean score of the post- test of experimental group (taught using Total Physical Response) is higher than the mean score of post-test of control group (taught using Grammar Translation Method). In order to know whether the difference between the two mean is significant or not, the t-test is applied. The result of computation t-test is 4.20. The critical value at 0.05 alpha level of significance is 1.67. Since the obtained t-value (4.20) is higher than critical value at 0.05 alpha level of significance (1.67) or $t_{observation} > t_{table}$, the writer concludes that the test is statistically significant or there is a significant difference in English vocabulary achievement between group of students taught by Total Physical Response (experimental group) and those taught by Grammar Translation Method (control group). Group of students taught by Total Physical Response (experimental group) gets higher achievement in English vocabulary than those taught by Grammar Translation Method (control group). As the mean scores of the post test both two groups show that the experimental group

gets 7.76 while the control group gets 6.58. So, the second hypothesis which says that the group taught by Total Physical Response has a better achievement in English vocabulary than those taught by Grammar Translation Method is accepted. It proved that TPR is more effective than GTM.

B. Suggestion

Based on the conclusion above Total Physical Response is more effective to enhance students' vocabulary mastery to Junior High School students than Grammar Translation Method. In that emend, the writer would like to offer some suggestions, as follows:

1. To the students

In Total Physical Response activities, the students should be active to follow the process of teaching and learning English and do more practices in the class. In TPR classroom, students respond to commands that require physical movement. So, the students must not be passive and shy, must do more practices in the class. Besides these, they have to improve their vocabulary mastery with various activities.

2. To the English teacher, especially English teacher of Junior High school

- a. Teaching English is not easy. The teacher must always be creative and should use various methods in teaching especially appropriate method according to the situation and topic or students' education level and interest appropriate for their students. The method should make students more interested and motivated in teaching and learning process. Before they conduct the teaching and learning process, they should choose an appropriate method or approach first. Because the method or approach is one of factors affecting the success of teaching and learning process.

- b. Total Physical Response as one method of teaching language can be used as alternative to enhance students' vocabulary mastery and students' achievement of English vocabulary.

3. To the other researcher

The writer hopes that finding of this study will be used as a starting point of the future studies on similar problem. There are still many other methods of teaching English that could be studied to find out the effectiveness of the methods or approaches in teaching vocabulary to be applied to the students.



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