

CHAPTER I

INTRODUCTION

This chapter is an introduction part of research. Some of explanations included in this chapter are background of the problem, Identification of problems. Limitation of problem certain a research questions with will be answer by researcher in the research. Significant describes about contribution related to the research result, finally, this chapter ends with definitions of key term.

A. Background of the Problem

Language is essential in social interaction. Language is used to talk to other people. Communication is the obvious function of language. To make a good communication, however, one must use a good language. Communication will run well if one has enough vocabulary. Crimmon (1963:1986) stated that the real purpose of increasing vocabulary is to increase ability in communication.

In Indonesia, English language has been taught as a compulsory subject from Junior High School up to the university. The students learned four language skills: listening, speaking, vocabulary, and writing. To support the mastery of the four language skill the learners obviously should have well understanding of English sub-skills: They are vocabulary, pronunciation, and grammar as a core of having structured English in communication and comprehension.

Ideally, the students of seventh grade is already studied four language skills and language components for three years from the fourth class of elementary school. According, the learners have enough ability about the four language skills

(listening, speaking, vocabulary, and writing) and language components (vocabulary, Pronunciation, and grammar) and they master a list of vocabularies as the curriculum recommended.

The fact, the learners of seventh grade of MTS Negeri 4 Rokan Hulu do not master yet the four language skills and language components. Besides, the students' pronunciation is still far from expectation because the written form is different from its pronunciation. In addition, students seldom practice the pronunciation and the students' number in the classroom is big enough.

Based on the statement above, it makes the students get difficulty to master English well, especially vocabulary, so the students' vocabulary mastery is not satisfactory yet. Therefore, their limited vocabulary mastery makes them get difficulty to understand English clearly. This condition causes them difficult to understand some words in a context and they do not have enough yet words to say.

Teaching vocabulary is very important. It is very important because without vocabulary students could not speaking, writing, and can not understand the meaning of a sentence or understand what the people say. Vocabulary had been taught start from junior high school. In this age, the students can accept the materials of vocabulary well.

Based on the researcher observation at MTS Negeri 4 Rokan Hulu, most of the students lack of vocabulary mastery. It is caused by some factors. First, students do not interested in English subject because the teaching method often did not engage to the teaching and learning process. Second, students' lack of

motivation to study English. Many students motivated to study English. There are many ways to solve the students' problem. One way that can be used by the teacher is using appropriate technique in teaching and learning process. One of the appropriate technique is Total Physical Response (TPR) technique. In TPR, the students can enjoy to study because TPR method be able to reduce students stress when learning foreign language. So that the students could be more active in learning and the teaching process can give more effective output.

Based on the explanation above, the researcher is interested to conduct a research entitled *"The Effect of Using Total Physical Response (TPR) Toward Students' Vocabulary Mastery at the Seventh Grade of MTS Negeri 4 Rokan Hulu"*

B. Setting of the Problem

Related to the description above, it is clearly that most of students still face difficulties in English especially in vocabulary. Based on the background of the problems above, it can be concluded that there are some problems faced by the students in vocabulary comprehension. It is caused by some factors. First, students do not interest to English subject because the method did not engage to the teaching and learning process. Second, students lack of motivation to study English. Many students motivated to study English. There are many way to solve the students problem. One way that can be used by the teacher is using appropriate technique in teaching and learning process. One of the appropriate technique is Total Physical Response (TPR) technique. In TPR, the students can enjoy to study

because TPR method be able to reduce students stress when learning foreign language. So that the students could engage in teaching and learning process.

C. Limitation Of The Problem

To focus in doing this research, the researcher would like to limited this research only to find out whether there is an effect of using Total Physical Response (TPR) technique toward students' vocabulary mastery at the seventh grade students of MTsN 4 Rokan Hulu.

D. Formulation Of The Problems

Based on the limitation of the problems above, the researcher formulated the problem on the following question:

1. Is there any significant effect toward students' vocabulary mastery after taught by using Total Physical Response (TPR) technique?
2. Is there any significant difference between students who taught by using Total Physical Response (TPR) technique and those who taught through a conventional technique toward their vocabulary mastery?

E. Purposes of the Research

There are 2 main purposes of this research found by the researcher such as:

1. Whether there is any significant effect toward students' vocabulary mastery after taught by using Total Physical Response (TPR) technique.
2. Whether there is any significant difference between students who taught

by using Total Physical Response (TPR) technique and those who taught through a conventional technique toward their vocabulary mastery.

F. Significance of the Research

1. *For students* : the researcher hopes that the students will get more vocabulary mastery through the strategy was used in this research.
2. *For teachers* : the result of the research hopefully can be used as additional information for English teachers especially in using a technique in teaching and learning process.
3. *For the next researchers* : The researchers hopes that the result of the research can be used as the reference for the new research.

G. Defenition of the Key Terms

a. Vocabulary: According to Hiebert (2007) vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that they recognize and use in listening and speaking.

b. Total Physical Response (TPR) : According to Skhaweti (2004), TPR is a teaching method that can combine the meaning of English adjectives with actions, pictures, and objects. It is not only a useful way to teach the

accurate meaning of each English adjective to the pupils, but it can also help them to recall the meaning of English adjectives. It is also an efficient way of keeping the pupils' retention of the English adjectives' meaning. It brings zero-stress for the pupils in the classroom which can promote their interest in ESL learning. The TPR method emphasizes the interest value which is suitable for the pupil's learning characteristics.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews theories related to the simple presents tense, writing descriptive and review of related finding to compare the difference this research paper among several result of some researchers who used methods or TPR strategies in teaching vocabulary to the students. The researcher viewed some theories related to vocabulary, total physical response (TPR) strategy, and teaching vocabulary to the junior students to strengthen the definition of them. The process of this research also can be seen on the figure of conceptual framework to ease the readers in the understanding the research.

A. Review of Related Theories

A.1. The Nature of Total Physical Response (TPR)

TPR is one method of learning in teaching English as a foreign language developed by James Asher, a psychology professor at San Jose State University. Furthermore, Richards and Rogers (2011:73) revealed the Total Physical Response is a language teaching method built around coordination of speech and action, it attempts to teach language through physical activity.

It is a suitable method to teach English to children in particular mastery of vocabulary because in implementation of learning, it more emphasizes on activities directly related to physical activity and movement. It means more frequent or more intense stimulation of memory a person is given the stronger the memory associations connected and easier to remember. Memorizing is done verbally by the motion activity or motor activity. Firstly, in such activities,

children listen and then understand messages, decide whether they are right or wrong, and finally act accordingly (Pinter, 2006)

TPR provides a greater emphasis on forms of command instruction that is easy to use by the teacher and understood by students because it is done with the demonstration. There are some assumptions about language learning must be considered when teaching English as a foreign language to children, one of the assumptions is the meaning to be given to concrete objects or by giving a presented experience. By the application of TPR method in learning English vocabulary, the students are expected to increase their vocabulary learning outcome.

In addition, TPR also stressed the effectiveness of learning so that the learning process is carried out by teachers and students will achieve the learning objectives that have been defined previously. Another opinion regarding TPR stated by Larsen and Freeman (2000: 107), which revealed the TPR is an approach to understanding a foreign language with instructions or orders. Larsen and Freeman called the TPR as an approach to understanding because in practice the students are given instructions or commands that can enhance students' understanding of the material presented. Based on the descriptions, the aim of the research is to know how Total Physical Response improves students' vocabulary mastery. Formulation of the research is as follow: Can Total Physical Response method improve students' vocabulary mastery? In other words, the theoretical hypothesis of the research is Total Physical Response can improve students' vocabulary mastery.

TPR is language teaching method build around the coordination of speech and action,it attempts to teach language through physical (motor) activity". From the statements, it can be said that the basic idea behind Total Physical Response Method is that students hear something from the teacher and then physical response to it. That is in Total Physical Response (TPR), a begining or more advanced students learn to comprehend thing said by a teacher.

Total physical response is limited to the"trace theory" of memory in Phychology,which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. In a development sense,Asher sees successful adult second language learning as a parallel process to child first languge acquisition.He claims that speech to young children consists primarilly of commands,which children respond to physically before they begin to produce verbal responses.

A.2. How to Apply Total Physical Respone (TPR)

Total Physical Response is a method of teaching which is able to combine the English vocabulary meaning with actions, pictures, and objects (Brown, 2001: 29). It is not only a useful way to teach an accurate meaning of each English vocabulary to the pupils, but it can also help them to recall the meaning of English vocabulary. There are some roles for students and teacher in teaching learning activities by using Total physical Response method.

a. *Learners Role.* Learners in TPR method have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who most follows the imperative-based format of lesson. Learners are also expected to recognize and respond to novel combination of previously taught items.

Besides, in teaching vocabulary, after several students have demonstrated comprehensions of the new vocabulary by responding to the teacher's commands, individual members of the class take the role of the teacher. Each gives the same commands, which have been demonstrated, and classmates perform the actions. Besides offering practice in the use of the new vocabulary, the activity helps to keep students' minds alert.

b. *Teachers Role.* In the TPR method, the teacher plays a central and active role in the sense that most of the activities are planned and coordinated by him. He serves as a model of the sentence structures, which are translated into imperative forms: in this way, he is the initiator of the process of learning.

In addition to the previous roles, the teacher has the responsibility to direct the classroom activities, such as the various kinds of drills, exercise, modifications of previously learned patterns, and so forth. In sum, he is expected to finish all feasible opportunities for the students to achieve successful learning.

Asher stressed, however that the teacher's role is not so much to teach as to provide opportunities for learning. The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language.

A.3. The Advantage of Total Physical Response (TPR)

According to Asher (1988), the Total Physical Response method has also been proved to be successful in teaching English in many countries in which the native languages are not English. There are some benefits in TPR method:

- a. Students are not asked to produce in the second language until they decide they are ready.
- b. TPR can fill an entire class period with comprehensible input in the form of commands.
- c. The students can enjoy to study because TPR method be able to reduce students stress when learning foreign language .
- d. Students remembers the lesson longer. Memory is activated thorough students response.
- e. Students fell successful. Feeling of success and low anxiety facilitate learning.

A.4. Approach Method And Technique

The terms of method are often mixed with approach and techniques, they have differences among one with the other. About decades ago Edward Anthony (1963) gave as a definition that has admirably withstood the test of time, his

concept "Method" was the second of three hierarchical elements, namely approach, method, and techniques.

a. The Approach

According to Anthony (1963), an approach is a set of assumptions dealing with the nature of the language, learning, and teaching. Besides, Richards (1986) said that an approach is a set of correlative assumptions dealing with the nature of the language teaching and learning.

In Approaches there are closest guidelines are linked directly to two factors. (1) The teacher's own understanding and insights into the nature of the language, the child, and of classroom practices themselves, (2). Theories which are directly intended to highlight classroom practices in general language teaching in particular. These comparatively remote principles and theories which on the one hand highlight the language behavior in the classroom, and on the other indirectly control the teacher's classroom performance are known as approaches. The approaches further are determined by the theories on language which may be psychological theories or linguistic theories.

b. The Method

Method is an overall plan for the orderly presentation of language material, no part of which, and all of which is based upon, the selected approach. Method is a way of teaching a language which is based on systematic principles and procedure and justifying the use of them. Admittedly, we sometimes have found it difficult to use the term method with more recent innovations, such as content-based instruction and cooperative learning. Method is an overall plan for the

orderly presentation of language material. No part of which contradicts and all is based upon the selected approach.

c. The Technique

Techniques are the specified manifested in the classroom that are consistent with a method and therefore harmony with an approach well. A technique called walling can be used with utterance exchanges that be xpressed imply some kind of conflict. Just as grammar points seem to pair naturally with other aspects of language, teaching technique should vary according to the match being emphasized. For example, in structural social,match such as modals and request, the degree of politeness depends on the social relationship between the speakers.

The main point of the explanation above,the conclusion is an approach is a set of theories and principles method is the way which it is applied these theories and principles, and a technique is the tools and the task which it is used to make the method succeed.

A.5. Definition of Vocabulary

Mangieri (2006) says that Vocabulary is the set of words understood by a person and used for effective communication. Vocabulary can be broken down into four branches: listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. There is a correlation between vocabulary and learning to read and comprehend or make sense of reading. Increasing vocabulary is known as vocabulary building.

Laufer (1997) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of language. Without vocabularies, speakers cannot convey the meaning and communicate to each others in a particular language. Vocabulary is an important aspect in teaching language, as stated by Edward (1997), that vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system

According to Linse (2005), sometimes, it is difficult to determine the words that students related to vocabularies such as: meaning, spoken or written forms, collocations, connotations, grammatical behavior, etc. based on the importance of vocabulary, teachers should consider some types of vocabulary that can be taught to young learners.

A.6. Kinds of Vocabulary

There are many kinds of vocabulary according to some experts. According to Nation (2001:24), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are listening vocabulary,

reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

Harmer (1991:150) distinguishes two kinds of vocabulary. The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learnt by the students and which are expected to be able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.

Furthermore, Hornby (2006: 1645) defines vocabulary as all the words that a person knows or uses, all the words in a particular language, the words that people use when they are talking about a particular subject, and a list of words with their meanings.

In addition, Thornburry (2002:4) states that there are two kinds of vocabulary or words. They are grammatical words (or function words) and content words. Further, he states that in term of the meanings associated with these word classes, we can make a crude division into two groups. On the one hand, there are words like for, and, them, to that mainly contribute to the grammatical structure of the sentence. These are called grammatical words (or function words) and are generally prepositions, conjunctions, determiners,

and pronouns. On the other hand, there are content words, those that carry a high information load. Content words are usually nouns, verbs, adjectives, and adverbs (Thornburry, 2002:4).

In relation to kinds of vocabulary, Nation (2008:13-14) states that there are four kinds of vocabulary in the text: High frequency words. These words are almost 80% of the running words in the text; Academic words. Typically, these words make up about 9% of the running words in the text; Technical words. These words make up about 5% of the running words in the text; Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

According to some experts' opinions above, it can be withdrawn a conclusion that vocabulary can be sorted as follows:

- a. Perceptive and productive vocabulary
- b. The stock of words which have been taught by the teacher or learnt by the students and those of which the students will recognize when they meet them.
- c. Grammatical and content words
- d. Academic, technical, low frequency, and high frequency words

A.7. Importance of the Vocabulary

Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be overstated. Without a good working knowledge of words and their meanings, both

written and verbal communication will be poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary.

Thornburry (2002:14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that the success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Furthermore, Cameron (2001:72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

To show how important vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in teaching learning process. They are as follows:

1. Promoting Fluency. Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.
2. Boosting Comprehension. Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.
3. Improving Achievement. A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students

with large vocabulary score higher on achievement test than those with small vocabularies.

4. Enhancing Thinking and communication. Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects. This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to figure out a new word's meaning. Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills. If someone can master vocabulary well, He or she will be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

A.8. Stages in Vocabulary Learning

Effective vocabulary instruction is a key foundation to help students acquire a wide and diverse vocabulary. Students need both direct and indirect instruction in vocabulary and word meanings as well as multiple exposures to words. It is

through multiple exposures and repetition that students begin to understand the nuances of words and how to use them when speaking and writing. Additionally, active engagement helps students take part in the learning process and begin to own the words and understand word meaning in multiple contexts. Here are some stages in learning vocabulary offered by some experts:

Bob Marzano, an educational researcher, laid out a six-step process for building academic vocabulary. They are:

1. The teacher provides a description, explanation, or example of the term.
2. Linguistic definition – students restate the description, explanation, or example in their own words.
3. Nonlinguistic definition – students construct a picture, pictograph, symbolic representation, or act out the term.
4. The teacher extends and refines understanding of the word by engaging students in activities that help them add to their knowledge of the terms in vocabulary notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students in games that enable them to play with the terms and reinforce word knowledge.

Besides, Jordan suggests four unique phases of incorporating vocabulary understanding into any classroom's curriculum:

1. Phase One: Monitoring Level of Familiarity

The very first vocabulary skill students need to possess is an ability to recognize their level of familiarity with any given word they encounter.

Words generally fall into the category of being extremely familiar, slightly familiar, or completely new. If a student can perceive their level of understanding of a word, then they can know what to do with that word.

2. Phase Two: Attacking New Words While Reading

After recognizing words they don't know at all or only slightly know, students then need to develop "attack skills" that help them use context, dictionaries, and word roots to understand what the word means within its given context.

3. Phase Three: Learning the Definition of a New Word.

After students learn how to access the meaning of words they didn't know, their next step is to internalize that word's meaning. This means that they no longer need to go through the rigor of context clues, definitions, etc. to understand a word, but that they begin to naturally understand its meaning. So if they were to encounter that word again in a new setting, they would be able to deeply understand the usage of that word in its context.

4. Phase Four: Owning the Meaning of a Word

The last stage is when students actually "own" the meaning of a word. This means that not only do they fully understand a word when they read it, but they can actually use the word accurately themselves within their own communications.

Further, Margarita Calderón (2011) offers seven practical steps in teaching a new vocabulary:

1. The teacher says and shows the word, and asks students to repeat the word three times. This helps pronunciation and introduces the print version.
2. The teacher reads and shows the word in a sentence (context) from the text. This helps the students remember the word in context when they begin to read.
3. The teacher explains the meaning with student-friendly definition or gives an example that students can relate to. The teacher uses simple language, familiar examples, pictures, props, movements, etc.
4. The teacher gives the dictionary or glossary definition(s). This provides exposure to formal English and prepares students for dictionary use when they are more proficient.
5. The teacher highlights an aspect of the word that might create difficulty: spelling, multiple meaning, false cognates, prefixes, suffixes, bases word, synonyms, antonyms, homophones, grammatical variations.
6. The teacher engages all students in an activity to orally use or own the word and concept. Writing the word, drawing, or other word activities should come later after reading.
7. The teacher assigns peer reading with oral and written summarization activities and explains how the new words need to be used or how students will be accountable for these words.

Although the experts suggest different stages in vocabulary learning, they complete each other. On the other hand, the teachers can choose which are the most appropriate to be implemented based on the students' characteristics. Even more, the teachers can vary them with their own creativity.

A.9. Indicators of Vocabulary Mastery

According to John (2000:16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary - tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning

cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

A. Review of Related Findings

In this research, the researcher wants to make a comparison among several findings of other researchers which took vocabulary or Total Physical Response (TPR) as their title of the research. Some of those researches are follows :

Fahrurrozi (2017) on his research entitle **“Improving Students’ Vocabulary Mastery by Using Total Physical Response”** found that TPR implementation in the classroom to improve learning out comes of students’ vocabulary by making the vocabulary of students physically, activate students through role-modeling that can be translated to students as the meaning of a word in the English language so that the students' understanding of vocabulary increases. Besides the application of TPR in the classroom, it can also make English language learning of students who previously daunting for even more fun so that students can follow the learning process to the optimum result. There is an improvement on students’ vocabulary mastery learning outcomes through the TPR method. Cycle I-II showed that vocabulary learning outcome reached 9.25% and 22.85% increased in monitoring action. The improvement of students vocabulary learning outcomes with TPR method apparently found an increase from the first cycle to the second cycle. This increase shows that the identification and analysis of researcher along

with collaborators on the findings of the problems that occur in each cycle have been found and showed optimal results.

Yanuarita (2008) on her research entitled “**The Effect of Total Physical Response (TPR) Method and Word List for Teaching Vocabulary to Children**” found that there is a significant difference between the experimental and the control group. The vocabulary achievement of the students who were taught using Total Physical Response method is higher than the ones who were taught using word list. From the result, it is obvious that Total Physical response method in teaching of vocabulary can help the students to receive and understand the new material (vocabularies) more easily and clearly. There were three times of treatments with the students in each class. The writer observed that the students in the experimental group were more excited in learning the new material (vocabularies). In this class, the writer showed the actions and all the students imitated the writer’s actions. They were very happy and enjoyed the situation. Most of them actively participated in front of the classroom to do the writer’s command. In the control group, the writer observed that the students faced difficulty and got bored with the lesson. Some of the students paid attention to the lesson given and tried to memorize all the vocabularies by translating the words into Indonesian. But, the others were not active. They were silent and only took some notes in their notebooks. However, most of the students were not too enthusiastic in answering the questions nor actively participated in the classroom. To overcome the students’ boredom, the writer asked them to play a game. After three times of meetings (treatments), the writer conducted a post test. The result

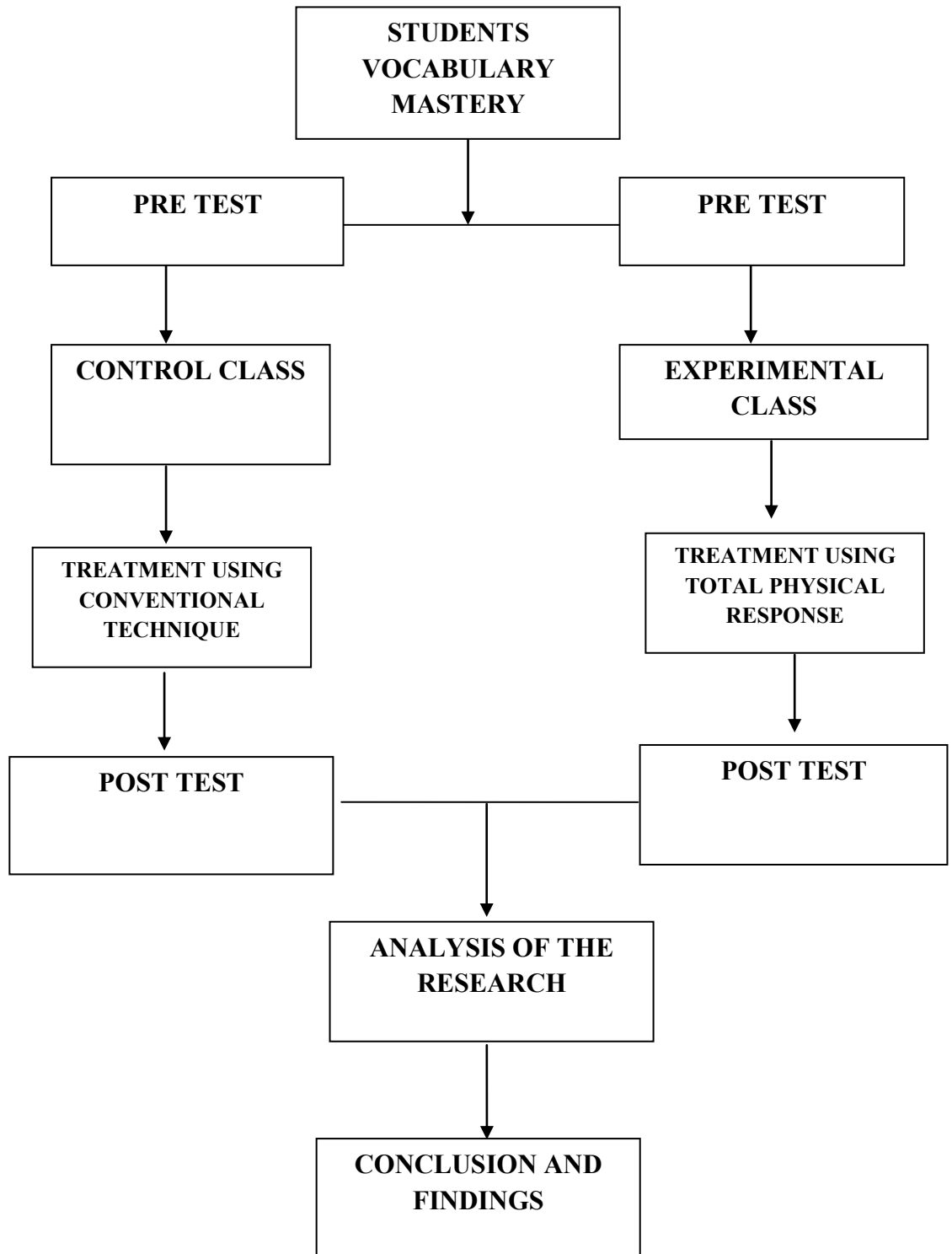
the post test showed that there was a significant difference between the two groups. In short, it can be said that teaching vocabulary using Total Physical Response method is more successful than using word list.

Anwar (2017) on his research entitled “**Total Physical Response and Direct Method on Students’ Vocabulary Learning Mastery**” found that the use of Total Physical Response method could increase students’ vocabulary achievement. It could be seen in the pre-test, the mean score was 64.35 and after got the treatment, in the post-test the mean score was 78.65. They could also produce more vocabulary, before they got the treatments, the students did not know how to respond the command from the teacher and after being taught by using Total Physical Response, the students were able to respond that command, give command and able to understand the language. The use of Direct Method could increase students’ vocabulary achievement. It could be seen in the pretest the mean score was 65.30 and after got the treatment, in the post-test the mean score was 71.70. They could also produce more vocabulary; before they got treatment the students did not know how to respond the question from the teacher, correctly and after being taught by using Direct Method, the students were able to answer that question correctly.

B. Conceptual Framework

Conceptual framework is a scheme of research will be conducted by the researcher. For this research, the scheme of its conceptual framework will be shown by the following diagram.

Figure 1. Conceptual Frameworks of the research



The explanation about conceptual framework in this research is that the researcher will conduct the research based on two group, they are control group and experiment group. The researcher will do the pre test to both groups and give the experiment using animation videos to the experiment group and conventional technique to the control group. Then, the researcher will give the post-test to the both groups and analyze the result of the test.

C. Hypothesis

Hypothesis is a supposition or explanation (theory) that is provisionally accepted in order to interpret certain events or phenomena, and to provide guidance for further research. A hypothesis may be proven correct or wrong, and must be capable of refutation. The hypothesis of this research can be stated as follows:

Hi : There is a significant effect of the use of Total Physical Response (TPR) toward students' vocabulary mastery at the seventh grade students of MTs Negeri 4 Rokan Hulu

Ho: There is no significant effect of the use of Total Physical Response (TPR) toward students' vocabulary mastery at the seventh grade students of MTs Negeri 4 Rokan Hulu

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the design of the research included the place taken for doing the research, the population and sample of the research, and also the technique in collecting and analyzing the data taken at the seventh grade students of MTs Negri 4 Rokan Hulu. This chapter explains about the direction of this research and also the procedure taken by the researcher in collecting data. The researcher also explains that in analyzing the data, it would helped by computer application program to find out homogeneity and normality data of the research.

A. Research Design

This research is designed as an experimental research design. It involved one group as experimental will be taught by the Total Physical Response (TPR) as the treatment and one group as control without any treatment. Thorndike and Woodworth on transfer (Cronbach, 1957) said that experimenter's interest in the effect of environmental change, referred to as "treatments," demanded designs using standardized procedures to hold all conditions constant except the independent (experimental) variable.

This research consisted of two variables, there are: independent variable (variable X) and dependent variable (variable Y). Independent variable is using Total Physical Response (TPR) strategy. Subsequently, dependent variable is students' vocabulary mastery. The indicators that compared about students'

vocabulary mastery before and after taught by using Total Physical Response (TPR) strategy.

B. Setting of the Research

This research was conducted at MTs Negri 4 Rokan Hulu which was located at Ki Hajar Dewantara Street, Kepenuhan sub District of Rokan Hulu Regency in June 2018.

C. Population And Sample

1. Population of the Research

According to Arikunto (2010) population is a set or collection of all elements processing one or more attributes of interest. In this case, the researcher was interested in taking the population of the research at the eleventh grade students of MTs Negri 4 Rokan Hulu in academic year 2017/ 2018. There were 128 students in the grade seven. The total population of the grade eleven students can be seen on the following table:

Table 3. Population of the Research

No	Classes	Number of Students
1	Class VII 1	26
2	Class VII 2	25
3	Class VII 3	25
4	Class VII 4	26
Total		128

1. Sample of the Research

Sample is a fraction of the number and characteristics possessed by this population, or a small part of members of the population taken pursuant to certain procedures so as to represent the population. In this research, the researcher will task the sample by using simple random sampling method. According to Sugiyono (2003), simple random sampling can be taken in experimental research because the homogeneity of the population in a research. The procedure of taking the sample was by doing a lottery of which classes will be participated in the research. After finding 2 classes to be participated in the research, the researcher did the lottery again to determine which class participated as the control class and experimental class.

D. Instrumentation

The instrumentation used to measure students' understanding in a particular subject to be observed. In this research, the researcher wanted to measure students' vocabulary mastery through Total Physical Response (TPR). The instrumentation used in this research were:

1. *Observation note* : it was used to list students' participation during the class or the treatment conducted
2. *Vocabulary test*: The instrument be used in this research was a vocabulary test. Heaton (1975:5) explains that a vocabulary test measures the students knowledge of the meaning certain words and word groups. the test will be formed in multiple choices, it is purposed

to measure students' vocabulary mastery after the treatment. The number of the test will be consisted of 20 items (see appendix 1). The instrument used in this research was a vocabulary test. Heaton (1975: 5) explains that a vocabulary test measures the students knowledge of the meaning certain words and word groups.

E. Procedure of the Research

a. The Procedure of the Research in Control Class

In doing a research in control class, there were some activities conducted by the researcher such as conducting the pre-test, giving a conventional technique in teaching vocabularies and doing the post-test. The description of those activities can be seen below

Table 4. Research Procedure in Control Class

	Teaching Activities	Description
1	<i>Pre-Test</i>	<ol style="list-style-type: none"> 1. The researcher enters the classroom and check the students' attendance. 2. The researcher will give a vocabulary test to the students 3. The researcher will analyze the result of the students' pre-test scores.

2	<i>Treatment</i>	<ol style="list-style-type: none"> 1. The researcher will attend the class and check the students' attendance 2. The researcher will teach vocabulary without using any treatment or just ask the students to write the vocabulary and memorize them 3. The researcher will write the vocabularies on the whiteboard and ask the students to write down on their notebook. Then, the researcher will ask them to listen and repeat those vocabularies which is purposed to make the students memorize all of them.
3	<i>Post-Test</i>	<ol style="list-style-type: none"> 1. The researcher enters the class and greet the students 2. The researcher give a post-test about vocabularies taught during the treatment. 3. The researcher evaluates the result of the post-test scores.

1. The Procedure of Research for Experimental Class

The procedure of the research in experimental class is similarly as the control class. During the treatment process, the researcher will conducts some teaching activities in the classroom related to teaching vocabulary through Total Physical Response technique to the students.

Table 3. Research Procedure in Experimental Class

NO	Teaching Activities	Description
1	<i>Pre-Test</i>	2. The researcher enters the classroom and check the students' attendance. 3. The researcher will give a vocabulary test to the students 4. The researcher will analyze the result of the students' pre-test scores.
2	<i>Treatment</i>	1. The researcher will attend the class 2. The researcher will teach vocabulary using Total Physical Response (TPR) for 3 meetings 3. The researcher will ask the students to practice the vocabularies they memorize
3	<i>Post-Test</i>	1. The researcher enters the class and greet the students 2. The researcher will give a post-test about vocabularies taught during the treatment 3. The researcher evaluates the result of the post-test test scores.

F. Technique of Collecting the Data

According Arikunto (2006:150) the test was a series of questions or exercises and other tools used to measure skill, knowledge, intelligence, ability or talent possessed by an individual or group ".

Data collection in this study was through pre-test and post test. The researcher conducted a test before and after using conventional technique and

treatment. Pre-test was used to determine the students' vocabulary mastery at the beginning. Post-test was conducted after the researcher gives treatment or use conventional technique in teaching vocabulary to the students. The purpose was to see whether there is significant difference between students who get treatment and the students who are taught using conventional technique.

G. Technique of Data Analysis

The researcher calculated the deviation between pre-test and post-test of experimental and control group. To analyze the data, the researcher used the statistic test the researcher used the SPSS program to find out several data. In this research, the researcher used the T-Test where it is a statistical examination of two population means. A two-sample t-test examined whether two samples were different and is commonly used when the variances of two normal distributions are unknown and when an experiment uses a small sample size. There were 2 things analyzed from the result of the test such as:

a. Normality Data

Normality test aims to see whether the data are normally distributed or not, this is used to determine the slope formula. To know the variable X and Y distributed or not. So used the lilliefors test because the data is a nominal data. This research used the S= standard deviation with calculate opportunity $F(z_i) = P(z \leq z_i)$, calculate the more little of proportion or same with z_i . If the proportion is $S(z_i)$, so : calculate the difference $F(z_i) - S(z_i)$ with absolutely. The bigger

absolutely between the difference absolutely get, like the price is L_0 equal with L_t (a, n) if the sample of population is normal so $L_0 \leq L_t (a, n)$ (Sudjana, 2005 : 466).

b. Homogeneity Data

Homogeneity test was used to see whether the two sets of data have a homogeneous variance or not. If both the sample is normal, continue with the second test of homogeneity of variance (Sudjana, 2005:250).

Calculation of homogeneity using the F test can be done by comparing the F table with F count . If $F_{table} < F$, then the homogeneous data sets. In analysing the data collected from the test, the researcher analyzed them by using t-test. It was used to know significance difference between the student's vocabulary mastery through Total Physical Response (TPR) and to know significance effect between in using it in the pre-test and in the post-test.

Once the data is obtained , the data in the statistical analysis using the t test (Student's t) with a significance level of 5%. Applicable testing criteria are : Accept H_0 if where in the can from the distribution list and opportunities with significant level of 5 % . For prices of other t H_0 rejected. To take the all of data, the researcher use the SPSS. Because, make it easier to find the results calculated data.

To analyze the data about the significant difference before and after of students' vocabulary mastery between those that was taught by using Total Physical Response (TPR) to the seventh grade students of MTs Negri 4 Rokan Hulu , the data will be analyzed statistically. The independent sample t-test and

pair sample t-test will be used through using SPSS 20 version (Statistic Package for the Social Sciences).

1. T-test

T-test is used to find out the difference between scores of pretest and post test taken from the experimental group using Total Physical Response (TPR) and the difference between scores of pre test and post test taken from the control group and the difference between the scores of both pre test and post test of the experimental group and control group. The formula is presented as

follow:

$$t = \frac{(x_1 - x_2)}{\sqrt{\frac{(s_1)^2}{n_1} + \frac{(s_2)^2}{n_2}}}$$

Where:

x1 = mean of sample 1

x2 = mean of sample 2

n1 = number of subject in sample 1

n2 = number of subject in sample 2

s₁² = variance of sample 1

s₂² = variance of sample 2

a. Independent Sample T-test

Parmjit et.al (2006:160) says that Independent sample t-test is used to find the significance of the difference between the means of two samples. Gay(2000:484) adds that the t-test for independent sample is used to

determine whether there is a probably a significant difference between the means of independent sample t-test and dependent sample t-test is used to find out the results of the first and second hypotheses.

The t-table has function to see if there is a significant difference among the mean of the score of both experimental group and control group. The t-obtained value is consult with the value of t-table at the degree of freedom $(df) = (N1+N2)-2$ which is statistically hypothesis:

Ha: $t_o > t\text{-table}$

Ho: $t_o < t\text{-table}$

Ha is accept if $t_o > t\text{-table}$ or there is effect after giving the treatment Total Physical Response (TPR) toward students' vocabulary mastery.

Ho is accept if $t_o < t\text{-table}$ or there is no effect after giving the treatment Total Physical Response (TPR) toward students' vocabulary mastery.

b. Paired Sample T-test

Paired sample T-test is also known as non-independent sample t-test. Gay (2000; 488) states that for non independent samples is used to compare groups that are formed by some type of matching or to compare a single groups' performance on pre- and post-test or on two different treatments. In this time, paired sample T-test is to find out whether there is significant difference before and after using Total Physical Response (TPR) on students' vocabulary mastery by using the pre-test and post score of the experimental group and control group. After calculating the data, the

students' score will be classified in to good to excellent average to good poor to average poor using the following scales:

Table 4. Scoring Level in Students' Vocabulary Mastery

NO	Level	Score
1	A. Excellent	85 – 100
2	B. Good	70 – 84
3	C. Fair	55 – 69
4	D. Poor	50 – 54
5	E. Very poor	0 – 49

The researcher will calculate the deviation between pre-test and post-test of experimental and control group. To analyze the data, the researcher will use the statistical test and the researcher used the SPSS application to calculate the result of the test.