THE APPLICATION OF TOTAL PHYSICAL RESPONSE METHOD IN TEACHING VOCABULARY AT SEVENTH GRADE MTs BATUSITANDUK

A THESIS

Submitted to the English Language of SI Tarbiyah Department
of State College for Islamic Studies of Palopo
in Partial Fulfillment of Requirement for
S.Pd Degree in English Education

By,

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Reg. Num.09.16.3.0091

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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ACKNOWLEDGEMENTS

Praise be to Allah SWT, because of His blessing and guidance so the writer can finish this thesis, although in a simple form and the writer realizes that there are still many lacks. The writer expects constructive critical and suggestion for the improvement perfection from the readers.

Shalawat and taslim goes to the great prophet Muhammad SAW, his family, his friends, and all of the people that still do the commands of Allah and avoid his prohibitions.

The writer realizes that this could not be finished without helping from the others, the writer would like to express her deepest thanks to :

1. The writer's special thanks to my mother is Suhaeni and father is M. Salwin G, S.Ag that have helped, so the writer can finish my study.
2. Prof. Dr. H. Nihaya M., Hum. As a head of STAIN Palopo and all of the lectures and their assistance and employers of STAIN Palopo who have thought, educated, helped, advised, and guidance the writer during her study in STAIN Palopo.
3. Drs. Hasri, M.A. A s the head of Tarbiyah Department of the State College for Islamic Studies Palopo.

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4. Jufriadi, S.S.,M.Hum. As a head of English Study Program, and all the lecturers and staffs of STAIN Palopo.

5. Dr. Jumhariah Djamareng, M.Hum.,as the first consultant and Amir Faqihuddin Assafari, S.Ag., M.Pd.I, the second consultant, who have exerted their thought and precious time for guiding directing, and giving motivation to the researcher. Therefore this thesis can be accomplished.

6. All the lecture of Tarbiyah Faculty of STAIN Palopo and especially the other of English who have thought the writer doing studying in STAIN for many years.

7. H. M. Salwin G, S.Ag As the headmaster of MTs Batusitanduk , all teachers and staffs who given chances and facilities during the writer doing research in their schools

8. My brother M. syahrullah, Mur Shalat, Rajab and My Sisters Nur Wildani, Nur Ma'wiyah, for their motivation and help also thanks to all my family.

9. All of the writer's friends at the campus STAIN Palopo who have helped and gives motivation that this thesis completed although in a simple form especially Rusni Sardin, Kusuma Wardani, Intan, Novi, Risma and all of my friends that the writer cannot mention one by one.

The writer thought without those people, this thesis would never been finished, and as human being, the writer also realizes that this thesis is still far from perfection.

IAIN PALOPO

Finally the writer prays to the God, may Allah SWT give reward to all people who have helped, the writer hopes this thesis can be useful and give positive contribution for readers, religion, and state. Amin.

Palopo, …February 2014

The writer

IAIN PALOPO

TABLE OF CONTENTS

COVER PAGE.....i
TITLE PAGE.....……. ii
ACKNOWLEDGMENT.....iii
ABSTRACT.....vi
TABLE OF CONTENTS.....……..vii
LIST OF TABLES x

CHAPTER I INTRODUCTION

A. Background.....1
B. Problem Statement.....4
B. Objectives of the Research..... 4
C. Significances of the Research.....5
D. Scope of the Research..... 5
F Operational Definition..... 5

CHAPTER II REVIEW OF RELATED LITERATURE

A. Review of Related Literature.....6
1. Previews Related Research Findings 6
2. Definition of Approach, Method and Technique..... 7
3. The Definition of Vocabulary……..... 11
4. Kinds of Vocabulary…….……. 13
5. Problem in Teaching Vocabulary…..……..…….. 15
6. Definition of Total Physical Response ……..... 17
7. Design of Total Physical Response …….…..... 19
8. Principle of Total Physical Response …….…..... 22
9. Procedure of Total Physical Response ……..... 23

IAIN PALOPO

10. Advantages of Total Physical Response..... 24
11. The Implementation Using of Total Physical Response..... 24

CHAPTER III METHOD OF RESEARCH

A. Method of Research…..……..……..... 27
B. Time and Location of the Research…….... 27
C. Object and Subject of the Research…..……..……..... 28
D. Instrument of the Research……..... 28
E. Technique of Collecting Data……..... 39
F. Procedure of Cycle I and Cycle II…….. 29
G. Technique of Analyzing Data……..... 31
H. Conceptual Framework……..33

CHAPTER IV FINDINGS AND DISSCUSSION

A. Findings..... 35
B. Discussion 54

CHAPTER V

A. Conclusion 61
B. Suggestions..... 62

Bibliography…… 63
APPENDIX 65

IAIN PALOPO

LIST OF TABLE

Table 4.1 The raw score of students understanding vocabulary in cycle I 37

Table 4.2 Classification of the score students vocabulary in cycle I 38

Table 4.3 Observation sheet cycle I 39

Table 4.4 The raw score of students understanding vocabulary in cycle II 43

Table 4.5 Classification of the score students vocabulary in cycle II 44

Table 4.6 Observation sheet cycle II 45

Table 1 Study vocabulary is very important 47

Table 2 Vocabulary is a key element in the English language 48

Table 3 The use of total physical response in learning vocabulary is very fun 48

Table 4 The use of total physical response is helpful in improving vocabulary 49

Table 5 Do you agree that teacher always give you time to ask the things that are less obvious in the study of vocabulary 50

Table 6 Vocabulary is very boring lesson 50

Table 7 I do not like study vocabulary because the lesson is too difficult 51

Table 8 In learning of vocabulary you always get in difficulty 52

Table 9 In answering exam questions especially vocabulary, you always have Trouble 52

Table 10 Do you agree that teacher only explain the material without doing vocabulary practice 53

IAIN PALOPO

ABSTRACT

Nur Syamsi, 2013. "The Application of Total Physical Response Method in Teaching Vocabulary at Seventh Grade MTS Batusitanduk". Thesis of English Study Program of Education Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, Consultant (1) Jumharia Djamareng and Consultant (II) Amir Faqihuddin Assafari.

Key words : Application, Total Physical Response, Teaching,Vocabulary.

This thesis studies about teaching vocabulary at the seventh grade students of MTS Batusitanduk through total physical response. This thesis to find out the appropriate way in teaching vocabulary by applying total physical response.

This research applied classroom action research and using vocabulary test as the instrument in collecting data and the researched focused on the seventh grade students of MTS Batusitanduk, who were the academic year 2012/2013. The number of sample is 20 students. The researcher question were "What is the effective way in teaching vocabulary by applying of Total physical Response method at the seventh grade students of MTS Batusitanduk? And How is the students' response toward the use Total physical Response method in teaching vocabulary the seventh grade students of MTS Batusitanduk?

Based on the finding and discussion of data analysis, the researcher describes the result of the research indicate that the score of the student's understanding vocabulary at the first year students of MTS Batusitanduk through total physical response, it is proved by calculating the different of both test (cycle I and cycle II). The score of the students' in cycle I (55.5) and cycle II (79). It means that the use of total physical response gives significant improvement to the students' vocabulary. In addition, the researcher found almost all of the students gave positive responds toward total physical response applied in learning vocabulary.

IAIN PALOPO

CHAPTER I

INTRODUCTION

A. Background

English is as an international language used as a one of communication in daily life and in academics, functioned as a first, second, or foreign language. As international language, people are demanded to master English, because most people all over the world communicate each other in English. English is useful for establishing and maintaining the relationship with the people. Furthermore, the people have to be ready to face global competition in understanding and developing the scientific and technological knowledge in this modern era.

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, reading, and writing. To support the mastery of the four language skills 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 already studied four language skills and language components for three years from fourth class of elementary school. Accordingly, the learners have enough ability about the four language skills (*listening, speaking, reading, and writing*) and language components (*vocabulary, pronunciation, and grammar)* and they mastered a list of vocabularies as the curriculum recommended.

IAIN PALOPO

The fact, the learners of seventh grade of MTs Batusitanduk 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 to these cases, the students seldom practice the pronunciation and the students‟ number of the class is big enough.

Based on the statement above, it made the students difficult mastering English well, especially vocabulary, so the students vocabulary mastery is unsatisfactory yet. Therefore, their limited vocabulary mastery made them difficult 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 what they want to say. Most of the students of seventh grade of MTs Batusitanduk eventually are not interested in English subject anymore, and English likely becomes something too hard to learn.

Based on Penny Ur “vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, *Post Office* a *Mother-in-law,* which are made up of two or three words but express a single idea. There are also multi – word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by taking about vocabulary „items‟ rather than „words[1]‟

In communication, students need vocabulary which can support them to produce and use meaningful sentences because vocabulary is part of sentence.

[1] Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge University Press, 1996), p . 60

Therefore, vocabulary is very important to be mastered. For this reason the students have to develop their vocabulary and master it in order to be able to communicate each other.

However, students sometimes get difficulties to use or apply the vocabulary. Their difficulties in using vocabulary have been studied can be caused by some reasons. One of the reasons could be in the method which is used by the teacher in presenting the lesson in the classroom. Therefore, the appropriate method in presenting the lesson in the classroom have to be considered.

When the writer observed MTs Batusitanduk, to improve the students‟ vocabularies, the English teacher orders the students to write some new words in a note and then memorize what they have already studied. But the students felt depressed with a lot of vocabulary item assigned to be memorized. This method would make students get bored and forget the new vocabulary easily. They need something fun and easy to access the vocabulary quickly when it is required for use. According to H. Douglas Brown "teaching can be defined as 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".[2] For this case, using variety method, for the example TPR method in teaching made the subject matter should be more interesting and teaching learning process run effectively and efficient, therefore the purpose of teaching can be achieved.

From the description mentioned above, it is important for teacher who concerns about teaching English, especially vocabulary, to application a certain

[2] H.Douglas Brown, "*Principles of Language Learning and Teaching*" (San Francis State University, 2000) p.7.

technique which can encourage the student motivation and interest in vocabulary mastery through learning process.

Based on the reasons stated above, the writer took a title is "The Application of Total Physical Response in Teaching Vocabulary at Seventh Grade MTs Batusitanduk*"*.

B. ***Problem statement***

Based on the background mentioned above, the researcher formulates the research question of follows:

1. What is the effective way in teaching vocabulary by applying of Total physical Response method at the seventh grade students of MTS Batusitanduk?
2. How is the students' response toward the use Total physical Response method in teaching vocabulary the seventh grade students of MTS Batusitanduk?

C. ***Objectives of the Research***

Related to the problem statements above, the objectives of the research as follows:

IAIN PALOPO

1. To find out the effective way in teaching vocabulary by applying Total physical Response method the seventh grade students of MTS Batusitanduk.
2. To find out the students' response during the teaching vocabulary by applying Total physical Response method the seventh grade students of MTS Batusitanduk.

D. *Significances of the Research*

The significances of this research can be divided into two parts, namely theoretically and practically:

1. Theoretically, it will be expected to add the theories of ELT especially in teaching vocabulary.

2. Practically, to give information for all English teachers in teaching English especially vocabulary that Total physical response method is one of the alternative method which can be applied and it can enhance students' understanding in learning it.

E. *Scope of the Research*

The scope of this research is restricted to the application of Total physical response in teaching vocabulary seventh grade students of MTS Batusitanduk. In this case about noun, verb and adjective.

F. *Operational Definition*

As for the sake of clarification and to avoid ambiguity, some terms in this study need to be defined:

1. Vocabulary is a component of language that contains all of information about meaning and using words in a language.

2. Total Physical Response Method refers to language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

3. Classroom Action Research is a research activity by observing a learning process in a classroom that is given some actions purposefully which aim to solve the problem or increase the learning quality.

IAIN PALOPO

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Previous Related Research Findings

Some researchers have conducted their research on the use of various techniques in teaching vocabulary:

Astiana silama in her research "improving students' vocabulary in translating reading text at the eight year students' of SMPN 8 Palopo was effective to stimulate the students' achievement in vocabulary of the second year of SMPN 8 Palopo in academic year 2009-2010. Vocabulary in pre-test was 71.4 and student's score in post-test was 82.5.[1]

Jasmaruddin in his research "improving vocabulary of the sixth year students' of SDN 79 Tappong Palopo through word list" was increased. Vocabulary in pre-test was 63.7 and student's score in post-test was 79.5.[2]

Jumarni in her research "presenting the meaning of new vocabulary through synonym at the students of SMP Muhammadiyah Palopo" Showed that

IAIN PALOPO

[1] Astiana silama, *Improving Students' Vocabulary Translating Reading Text at the Eight Year Students' of SMPN 8 Palopo* (Thesis STAIN Palopo,2009), p. 59.

[2] Jasmarddin, *Improving Vocabulary of the Sixth Year Students of SDN 79 Tapping Palopo through word list* (thesis STAIN Palopo, 2007), p. 58

synonym was able improve the students' vocabulary. Vocabulary in pre-test was 75.4 and student's score in post-test was 78.6.[3]

Based on the research findings above, it can be inferred that there are many kinds of techniques of vocabulary. Each method can be applied in any ways as long it is suitable for the students' so that, the writer will do a research by using total physical response to improve the students' vocabulary mastery.

2. Definition of 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 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.[4]

a. The Approach

According to Anthony, An approach is a set of assumption dealing of the nature of the language, learning , teaching.[5] Besides, Jack C. Richards said "*Approach* is a set of correlative assumptions dealing with the nature of the language teaching and learning".

IAIN PALOPO

In Approaches there are closest guidelines are linked directly to two factors. The first, the teacher's own understanding of an insights into the nature or

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[3] Jumarni, *Presenting the Meaning of New Vocabulary Through Synonym at the Students of SMP Muhammadiyah Palopo* (Thesis STAIN Palopo, 2010), p. 63

[4] H. Douglas Brown, *Teaching by Principles-An Interactive Approach to Language Pedagogy 2th Edition,* (San Fransisco: Longman,2001), p. 48

[5] *Ibid.*

language, the child and of classroom practices themselves, and the second 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 psychological theories or linguistic theories.

b. The Method

Method is a overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.[6]

Method is a way of teaching a language which is based on systematic principles and procedure. And justifying to 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.[7]

IAIN PALOPO

[6] Jack, C. Richards and Theodore S.Rodgers, *Approaches and Methods in Language Teaching:* A Description and Analysis, (Cambridge: Cambridge University Press:1986).p15

[7] *Ibid.* p.27

According to Anthony's model "Method is the level at which theory is put into practice and choices are made about the particular skills to be taught, the content was taught, and the order in which the content will be presented"[8]

A study of methods is invaluable in teacher education at least five ways:

1 Method serves as a foil for reflection that can aid teacher in bringing to conscious awareness the thinking that underlies their action.

2 By becoming clear on where they stand, teacher can choose to teach differently from the way they were taught.

3 A knowledge of methods is part of the knowledge base of teaching

4 A professional discourse community may also challenge teacher's conception of how teaching leads to learning

5 A knowledge of methods helps expand a teacher's repertoire of technique.[9]

The last levels of conceptualization and organization within a method what we will refer to as procedures[10]. This encompasses the actual moment to moment techniques, practices, and behaviors that operate in teach a language according to a particular method. It is the level at which describe how a method realizes its approach and design in classroom behavior. At the level design it can be seen that a method will advocate using of certain types of teaching activities as a consequence of its theoretical assumptions about language learning.

At the level of procedures we are concerned with how these tasks and activities are integrated into lesson and used as the bases for teaching learning. There are three dimensions to a method at the level of procedures: (a) the use of teaching activities (drills, dialogues, and information-gap activities), (b) the way

IAIN PALOPO

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[8] *Op.cit.,* p.15

[9] Diane Larsen, Freeman, *Techniques and Principles in Language Teaching, second Edition* (Hongkong: Oxford University Press, 1986), p.1

[10] *Ibid.* p.18

in which particular teaching activities are used for practicing language, (c) the procedure and techniques used in giving feedback to learners concerning the form or content of their utterance or sentences.[11]

Finnocchiaro and bumfi illustrate how the procedural phases of instruction are handled in what they call a national functional approach:

1) Presentation of a brief dialogue or several mini dialogues.
2) Oral practice of each utterance in the dialogue.
3) Questions and answers based on the tropic and situation in the language.
4) Questions and answers related to the student's personal experience but centered on the theme of dialogue.
5) Study of the basic communicative expressions used in the dialogue or one of the structures that exemplify the function.
6) Learner discovery of generalizations or rules underlying the functional expression of structure.
7) Oral recognition, interpretative procedures.
8) Oral production activities, proceeding from guided to freer.

A study of methods requires leading to the skilling of teacher but rather can serve a variety of useful functions when used appropriately in teacher education. It can help teacher articulate, and perhaps transform, their understanding of the teaching learning process. Method can serve as models of the integration of theory (the principles) and practice (the technique). [12]

c. The Techniques

Techniques are the specific manifested in the classrooms that are consistent with a method and therefore harmony with an approach as well.[13] Technique is implementation that which actually takes place in a classroom. It is particular trick stratagem or contrivance used to accomplish an immediate objective, technique must be consistent with method and therefore in harmony

IAIN PALOPO

[11] *Op.cit* . p.16

[12] Mary Finocchiaro, Ph.D, English as a Second Language: From Theory and Practice New Edition, (New York: Regents Publishing Company, inc) p.110

[13] H. Douglas Brown, *Teaching by Principles-An Interactive Approach to Language Pedagogy* . p. 48

with an approach. According to Anthony's technique is the level at which classroom procedures are described.[14]

A technique called walling can be used with utterance exchanges that expressed 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.

On the other hand, if one is teaching quant for locative preposition or modal of logical probability structure meaning matches the most useful techniques are demonstration, illustration, and Total physical response[15]

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 tasks which it is used to make your method succeed. So, in teaching learning process approach, method, and technique are very important. Without them teaching process is not effective and the students will feel bored. In teaching learning approach, method and technique always used so that teaching learning process can be running well.

3. The Definition of Vocabulary

Vocabulary as one of the language aspects, which the people should learn when they are learning language. According to George D. Spache

[14] *Loc.cit.* p.17

[15] Jeremy Harmer, *Grammar Activities,* (Person Education Limited 2001), p.154

"vocabulary is the number variety of words a person hears, recognizes, understands, and uses in his speech and writing".[16] Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading. A learner of a foreign language will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies and have the capability of using it accurately. All skills demand much on the vocabulary mastery. Kufaishi pointed out that, "students‟ listening comprehension, writing, speaking, and reading abilities are hampered by their limited vocabulary".[17]

When a student has mastered the fundamental grammatical patterns of language, the next task is to master its vocabulary-or at least that part of its vocabulary that the student needs.[18] They need to learn what words mean and how they are used.[19]

It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teacher to help their student‟s master vocabulary.

IAIN PALOPO

[16] George D. Spache, *Reading in The Elementary School,*(New York: Allvn & Bacon, inc.,1964), p.326

[17] Al-Kufaishi,Adil, *A vocabulary building program is a necessary not a luxury*, (English Teaching Forum , Vol XXVI, No.2, April 1988, p.45

[18] Cellier- Macmillan International:A Division of the Macmillan Company, *The Key to English: Vocabulary: English Language Service*, (London: Collier Macmillan Limited, 1971), p.1

[19] Jeremy Harmer, *The Practice of English Language Teaching, New Edition*, (New York: Longman,1991), p.34

The words that students know depend upon their experience. We hope that our students know not only meaning of words, but also using vocabularies in sentence.

According to Penny Ur "vocabulary is one of the linguistic aspects that is important in teaching a language, besides structure and pronunciation. As a stock of words used by a person, vocabulary can be defined, roughly, as the words we teach in the foreign language".[20]

Form the definition given above, it can be concluded simply that vocabulary is a total of words or stock of words used by a person, class, trade, and profession in communication as a means of expression

4. Kinds of Vocabulary

In teaching vocabulary, besides knowing the methods, the teacher should know the material. There are many classifications made by the expert in language area about the kinds of vocabulary.

According to Mary Finocchiaro, vocabulary is divided into two types:
a. Function word needs to be learned as quickly as feasible (in a logical order and sequence, however).
b. Content words can be learned in small groups around "life" situations.[21]

Furthermore Charles C. Fries classified the content word into:
a. Word for things represent sets of phenomena that seem to endure with some stability (nouns).
b. Word for actions represents sets of phenomena that seem to change or be in process (verbs).

IAIN PALOPO

[20] Penny Ur, *A Course in Language Teaching: Practice and Theory*, *(*New York:Cambridge University Press, 1996*),* p.60

[21] Mary Finocchiaro, *English as a Second Language from Theory to Practice*, (New Jersey: Englewood Cliffs, inc., 1989), p.21

c. Word for qualities: the content words and the precise meanings shift with various "things" to which the "quality" word is attached as a "modifier" (adjectives and adverbs).[22]

Meanwhile, According to Evelyn Hatch and Cheryl Brown, vocabulary can be divided into two kinds, they are:

a. Productive vocabulary is of words which the students understand, can pronounce correctly and use constructively in speaking and writing.

b. Receptive vocabulary is of words the student recognizes and understands when they occur in a context, but which he cannot produce correctly.[23]

Besides productive vocabulary and receptive vocabulary, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into: active vocabulary and passive vocabulary.[24]

a. Active Vocabulary

Active vocabulary is all of the words a student's produces during any lesson or event in latter lessons. This term is used in speaking or writing appropriately it is called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students must know and be able to use grammar of the target language; they also must be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills.

b. Passive Vocabulary

IAIN PALOPO

Passive vocabulary is all of the words a student hears or reads. It refers to language items that can be recognized and understood in the context of reading or listening, and are also called as receptive vocabulary.

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[22] Harles C. Fries, *Teaching and Learning as A Foreign Language,* (Ann Arbor, the University of Michigan Press, 1995) p.47

[23] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, and Language Education*, (New York: Cambridge University Press, 1997), p.139

[24] Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher*, (Cambridge: Cambridge University Press, 1997), p.13

Corson that is quoted by I.S.P nation called those vocabularies as motivated vocabulary and unmotivated vocabulary. Motivated (active) vocabulary consists of all the words we need to use and feel no reluctance in using in our everyday life. While, the unmotivated (passive) vocabulary can be divided into two groups:

a. Words which are only partly understood and are not well known enough to use actively

b. Words which are not needed in daily communication.[25]

Caleb Gattegno also classified vocabulary into two kinds; they are luxury vocabulary and semi-luxury vocabulary. Semi luxury is of the words we would need to get along with natives in the business of day-to day life, which include food, clothing, travel, family life, outings and the like. While luxury vocabulary is the words we would need in the philosophical discussions, political arguments and sources of information (economic, military, diplomatic, etc), and also as the specialized language of professions, and trades. [26]

5. Problem in Teaching Vocabulary

Certainly that if someone wants to communicate with another person in English, he has to have enough vocabulary, because it is basic element of any language. One who knows enough vocabulary is more likely to converse with anybody else better than one who has few vocabularies.

Some factors that make some words difficult for the students:

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[25] I. S. P. Nation, *Teaching and Learning Vocabulary,* (New York: Newbury House Publishers, 1990), p.94

[26] Caleb Cattegno, *Teaching Foreign Language in School,* (New York: Educational Solution, 1963), p.53.

a. Pronunciation: research shows that words are difficult to pronounce are more difficult to learn. For example: Gorgeous, Lecturer, etc.

b. Spelling is sound and spelling mismatches will be cause of errors in pronunciation or in spelling, and can contribute to a words difficulty. For example: muscle, headache, etc.

c. Length and complexity: long words are more difficult to learn than short ones. And the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily.

d. Meaning: when two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as *since* and *still*, can also be difficulties for learners.

e. Range: connotation and idiomatic, words that can be used in wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. For example: *thin* is more used than skinny, slim and slander. The connotation of some words may cause problem too. For example: propaganda has negative connotation in English, but it is equivalent may simply mean publicity.[27]

IAIN PALOPO

Some people maybe say that vocabulary is easier than grammar or any lesson, but as a matter of fact the lack of vocabulary is the biggest problem when people communicate in English.

[27] Scott Thornby, *How To Teach Vocabulary*, (Cambridge: Cambridge University Press,2000), p.27

6. Definition of Total Physical Response

Total physical response is stated by James T. Asher. Total Physical Response takes into account that people learn best when they actively involve and understand the language they hear. According to Richards and Rogers, "Total Physical Response is language teaching method build around the coordination of speech and action, it attempts to teach language through physical (motor) activity".[28] 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 beginning or more advanced students learn to comprehend things said by a teacher.

Total physical response is limited to the "trace theory" of memory in psychology, 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 developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue.[29]

IAIN PALOPO

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[28] Dorothy Grant Henning*, Communication In Action: Teaching the Language Art,* (Boston: Houghton Mifflin Company, 1986), .87

[29] Jack, C. Richards and Theodore S.Rodgers, *Approaches and Methods in Language Teaching:* A Description and Analysis. p.87

Asher said that listening before speaking is one of the basic principles of the TPR method. In other words, teaching should be emphasized meaning rather than form. And learner stress should be minimized. In Total Physical Response, students are demanded to be active, they listen and respond to the spoken target language commands of their teacher.[30] When the students can all respond to commands correctly, one of them can then start giving instructions to the other classmates. In TPR students do not have to give instructions themselves until they are ready.[31]

The process is just the same as the first time they start knowing their first language. The teacher will be able to teach their students how to express a request. That is why Total Physical Response is suitable to teach vocabulary.

Total Physical Response is an effective method in teaching foreign language for children and adults, especially for beginner students. "Total Physical Response has become a common and an effective means of introducing children and adults to a foreign language, and particularly to listening, especially in early stages of instruction".[32]

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[30] *Loc. Cit*.P.110

[31] Jeremy Harmer, *The Practice of English Language Teaching, Third Edition,* (England: Longman, 2001), p.90

[32] Helena Anderson Curtain & Carol Ann Pesola, *Language and Children making the Match: Foreign Language Instruction in the Elementary School,* (Massachusetts, 1988), p127

7. Design of Total Physical Response

a. Language Objectives

The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A Total Physical Response course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker, specific instructional objectives are not elaborated, for these will depend on the particular needs of the learner. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form.[33]

b. The Syllabus

The syllabus dawns from an analysis of the exercise types employed in Total Physical Response classes. The analysis reveals the use of a sentence based syllabus, with grammatical and lexical criteria being primary in selecting teaching items.

Total Physical Response requires initial attention to meaning than to the form of items. Hence, grammar is taught inductively.

c. Teacher and Learner Roles

There are some roles for students and teacher in teaching learning activities by using Total Physical Response method.

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[33] Jack C, Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* . p.91

1) Learners Role

Learners in Total Physical Response 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 for lesson. Learners are also expected to recognize and respond to novel combinations of previously taught items.[34]

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.[35]

2) Teacher Roles

In the Total Physical Response 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 it direct the classroom activities, such as the various kinds of drills, exercise,

[34] *Op*.cit., p.93

[35] Virginia French Allen, *Techniques in Teaching Vocabulary*, (New York: Oxford University Press, 1983) p.35

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.[36]

d. Activities

This method has simplicity as its most appealing feature. Its strength lies in the internationalization of the material covered. The teacher give commands and the students carry them out.

There are four basic types Total Physical Response could be seen as follow:

1) The imperative drills are used to elicit physical actions and activity on the part of the learners.

2) Presentation slides are used to provide a visual center for teacher narration, which is followed by commands and questions to students.

3) Role play center on everyday situations.

4) Action sequence.[37]

In addition, typically Total Physical Response heavily utilized the imperative mood, even into more advanced proficiency level. *Commands* are an

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[36] *Loc. Cit*. p.94

[37] *Loc. Cit*. p.93

easy way to get learners to move about and to loosen up. *No verbal response* is necessary. *More complex syntax* can be incorporated into the imperative. *Humor* is easy to introduce. *Interrogatives* are also easy dealt with.

8. Principles of Total Physical Response Method

In regarding to Total Physical Response method, there are four principles TPR method stated by James T. Asher cited by Robert W. Blair:[38]

a. Languages are best learned when the learner receives lots of comprehensible (understandable) or comprehension must be developed first before learners are asked to speak.

b. Comprehension and memory is well acquired through physical movement. This statement is supported by Oller, Richard and Amato, "physically responding to commands seems to produce long term memory..".[39] From the statements, it can be concluded that students will remember the lesson they learn longer, if it is involving their body movement.

c. Beginning language learners can benefit greatly from a "silent period" in which they learn to understand and response to parts of the language without attempting to speak it. This referred as delayed production; it means that students will begin to speak when they are ready.

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[38] James T.Asher in Robert W. Blair, *Innovative Approaches to Language Teaching,* (Massachussets: Newbury House Publisher,1992), P.20.

[39] John W. Oller, Jr& Patricia A. Richard-Amato, *Methods That Work A Smorgasbord of Ideas for Language Teacher*, (New York: Newbury House Publishers, inc,1983), p.61

d. Meaning in the target language can be conveyed through actions. Memory is activated through learner response.

Total Physical Response allows students to acquire vocabulary in a manner similar to how children learn his or her first language. "By observing how a baby learns his mother tongue one can show that speech is learned, he learns by listening, understanding, and imitating".[40] It means, when the students learn their first language, the first thing they do is listening to what the teacher says. By listening to what the teacher says, they will absorb the structure and the meaning of the language, then they will understand the language.

In Total Physical Response lesson, teachers model actions which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word and phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles. Students who learn language through TPR method will not soon forget it.

9. Procedure of Total Physical Response

Some procedures in Total Physical Response method is:

1 *Review* this was a fast-moving warm-up which individual students were moved with commands.
2 *New commands* these verbs were introduced.
3 *Role reversal* students readily volunteered to utter commands that manipulated the behavior of the instructor and other students.
4 *Reading and writing*. The instructor wrote on the chalkboard each new vocabulary item and a sentence to illustrate the item. Then the spoken each item and acted out the sentence. The students listened as she reads the material. Some copied the importation in their notebooks.[41]

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[40] Jack C. Richards, *Error Analysis: Perspective on Second language Acquisition*, (England: Longman Group Limited, 1984), p.10

[41] *Loc. Cit,* p.95

10. Advantages of Total Physical Response

There are some benefits in Total Physical Response method:

a. Students are not asked to produce in the second language until they decide they are ready

b. Total Physical Response can fill an entire class period with comprehensible input in the form of commands.[42]

c. The students can enjoy to study because Total Physical Response method be able to reduce students stress when learning foreign language.

d. Students remember the lesson longer. Memory is activated thorough students response.

e. Students feel successful. Feeling of success and low anxiety facilitate learning.[43]

11. The Implementation Using Total Physical Response Method

In Total Physical Response method, learners have primary role as listener and performer. They listen attentively and response physically to commands given by the teacher. learners are required to respond both individually and collectively. The teacher gives instruction to the learners and practice it by using Total Physical Response method. “the instructor is the director of stage play in which the students or learners are the actor”. It means that the teacher who decides the lesson, choose some learner to be models and presents the new materials, and also selects supporting materials for classroom use.

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[42] Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, (Oxford: Pergamon Press, 1982), p.141

[43] *Loc. Cit*. p.87

The activities of Total Physical Response instruction in the classroom are the teacher ask the students to be volunteer and at the front of the class, with students who be volunteer seated on either side of the teacher. And than, the teacher say “Stand up” and the teacher along with her/his students then stand up. Next the teacher said “sit down” and the teacher with the students sit down.

After several demonstrations of *stand* and *sit down*, next model *walk, stop, turn, jump* and etc. When the audience has observed teacher and the students on either side of the teacher act in response to commands, the observers are also internalizing the meaning of the spoken language.

After modeling a sequence such as stand up, walk, stop, etc..for a number of times, the student become ready to act alone without the teacher. At this point, the teacher invites an individual student who was performing with the teacher to try it alone. The teacher utter a direction such as stand up, walk, stop, etc and the individual student acts alone in response to each command. Once students are responding rapidly and with confidence to sequence of commands. Next the teacher give new words with expansions of the commands such as “Walk to the chair”. “Walk to the door”. “Walk to the blackboard”.

As students become more and more comfortable and confident that they understand everything the teacher are saying in the target language, then recombine constituents to create imperative directions, ones the students have never heard before but understand perfectly. For the example, the students have experienced.

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Walk to the chair. Walk to the door. Walk to the blackboard. Now, they will understand if you recombine elements to create a imperative sentence such as: touch the blackboard. After students are responding rapidly and confidently to any direction from lessons, they are ready to begin Total Physical Response exercise in reading and writing.[44]

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[44] Stephen Mark Silvers, *Listen and Perform the TPR Student Workbook , (*California: Sky Oaks Productions. Inc, 1985*),* p.5

CHAPTER III

RESEARCH METHOD

A. Method

In this study, the writer used classroom action research. Classroom action research is one of the types of investigation that has characteristic reflective participative, collaborative and spiral which has the purpose to repair and increase the system, method, process, competence and situation of teaching learning

It is planned that this action research was done in two cycles, where every cycle consists of: Planning, Action, Observation, and Reflection. The aim of this research is to find out the best way to improving vocabulary of the seventh grade students of MTS Batusitanduk through total physical response.

B. Time and Location of the Research

This research was done in even semester on 21 November-21 December 2013 and Location of the research was conducted at MTS. Batusitanduk, total student's were 422, in first class were 142, second class 161 and third class 119. Total teacher were 28 and total of English teacher were 3, M. Syahrullah. S.Pd, Silwiani. S.Pd and Haerul Takdir. S.Pd.

Mts. Batusitanduk was established since on 1 January 1970, total of rooms were 14, consist of 11 classroom, 1 office, 1 library and 1 laboratory biology. this of school was private with accreditation B. Mts. Batusitanduk located on Jln. Poros Palopo-Masamba, Kecamatan Walenrang Utara.

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C. Object and Subject

1. Object

There are object that was investigated in the classroom action research. It is impossible to investigate the whole population directly, it is needed a sample. Sample is a part of object which represent all the object observed. In this research, the researcher used object of the seventh grade students MTS Batusitanduk 2012/2013 academic year and total object of this research were 142 students.

2. Subject

The researcher was applied classroom action research and the researcher was determine 20 students as subject from the seventh grade students.

3. Collaborator

The collaborator in this classroom action research was person who helps the researcher to collects the data. The collaborator in this research was the English teacher who teaches English in Mts. Batusitanduk at seventh class, she was Silwiani. S.pd.

D. Instruments of the Research

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In this research, the researcher gave test especially noun, verb, and adjective. In this case the researcher gave essay test to the students, test aimed at finding out the student's mastery on vocabulary.

E. Techniques of Collecting data

1. Observation

It aims to find out the students' participation during the application of total physical response in teaching Vocabulary especially noun, verb and adjective.

2. Interview

It aims to find out the level of successful in application the Total Physical response in teaching Vocabulary especially noun, verb and adjective.

3. Questionnaire

The questionnaire is aimed at finding out students respond in learning vocabulary by using total physical response.

F. Procedure Cycle I and Cycle II

Cycle I

The first cycle of this classroom action research consists of planning, acting, observing, and reflecting.

a. Planning

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1. Analyzing the curriculum especially the basic competence after doing the need analysis of the students at MTS Batusitanduk.

2. Made a lesson plan about the use of total physical response in teaching vocabulary

3. Classroom management: Numbers of student are 20, make the classroom comfortable, enjoyable, interesting, and fervently

4. Prepare the test

a. Making the observation sheet that was used in the first cycle of classroom research.

1. Action

During the action:

a. The first, the researcher was explain about total physical response.

b. Discussion about the vocabulary.

c. Gave vocabulary test

2. Observation

The situation of learning and teaching process when students learning total physical response are:

a. The students listen carefully the explanation of the material about total physical response

b. The students participate in asking question about total physical response

c. The students' attitude in learning vocabulary by using total physical response

3. Reflection

This classroom action research is success if some of the following requirements are fulfilled:

a. Most of the students (75%) have a good participation during the acting

b. Most of the students have a good score in evaluation (70)

Cycle II

The second cycle of this classroom research action was consist of planning, acting, observing, and reflecting.

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1. Planning

a. Make a lesson plan (RPP) about the use of total physical response in teaching vocabulary based on the reflection's result in cycle I.

b. Preparation was done based on the need in the cycle II.

2. Action

In cycle II, the action was done based on the lesson plan in the planning at cycle II.

3. Observation

During the teaching and learning process at cycle II, the researcher was observed the teaching and learning process. In this part, the writer was accompanied by partner or collaborator.

4. Reflecting

At the end of this cycle, the researcher also have a reflection like in cycle I in order to measure the success of the action II.

G. Techniques of Analyzing Data

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The result of the test which was collected in every observation in each cycle was analyzed descriptively through percentage technique:

1. Test result students' score of correct answer test was counted by using the formula:

$$Score = \frac{Total\ \ correct\ \ answer}{Total\ \ test\ \ items} X\ \ 100$$

2. The level of the students' score the following classification was used:

a. 96 – 100 is classified as Excellent

b. 86 – 95 is classified as Very good

c. 76 – 85 is classified as Good

d. 66 – 75 is classified as Average

e. 56 – 65 is classified as Fair

f. 46 – 55 is classified as Poor

g. 0 – 35 is classified as Very poor[1]

3. Determining the mean score by formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$ = Mean score

$\sum x$ = Total score

N = Total respondents[2]

Procedure of analysis the students' participation based on the observation sheet**:**

1) Activities the students during the learning process: was analyzed by considering the students participation and classified into high, average, and low classification.

2) Application of learning vocabulary by total physical response: by analyzing the successful level of implementation, then it categorized as success, less success, and not success.

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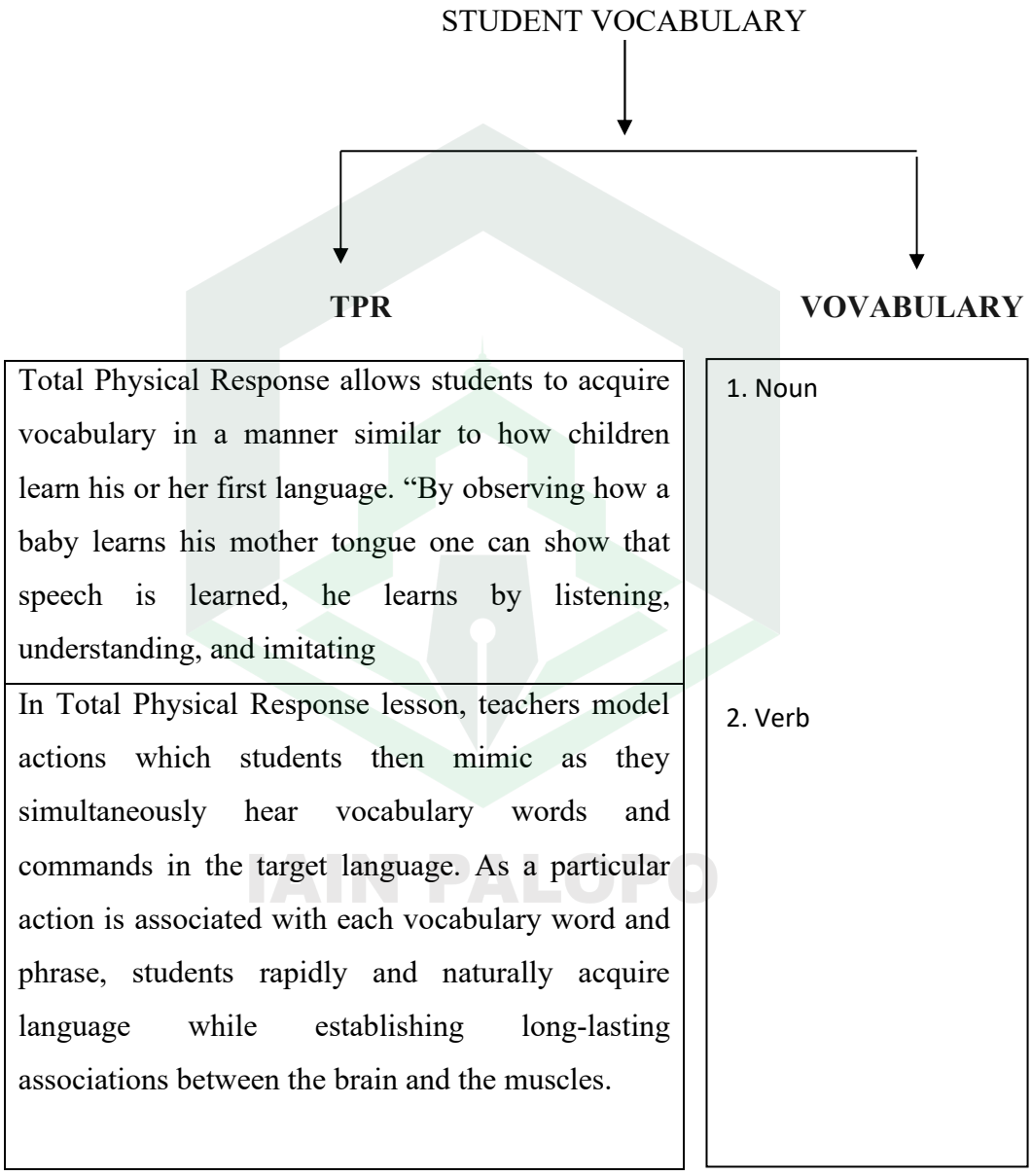
[1] Depdikbud, Jumran, 2010

[2] Gay L.R, Sinaria, 2011:17

B. Conceptual framework

The focus of this research is to enhance students' understanding in learning vocabulary by total physical response method. The theoretical framework in this research is shown in the diagram below:



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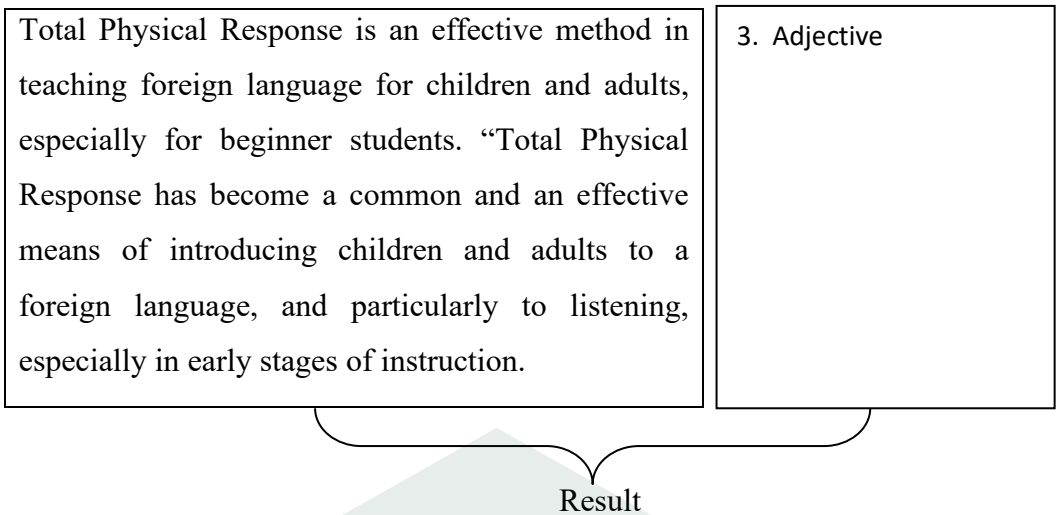

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan based on the teaching material. Then researcher prepared the teaching learning process resources, such as the materials, , the observation sheets, test evaluation, and present list in order to know student’s activeness in joining teaching learning process.

In this step, the researcher delivers the scope of the learning material and gives little bit explanation about it that would be studied after that the researcher explained clearly the learning material about Vocabulary and then the researcher gave three connected commands.

In this stage the researcher observed the learning process by asking the collaborator to help him in monitoring the class situation and students enthusiastic using observation.

In this step, the researcher gave some tests as the evaluation of the study. She also analyzed the weakness that she had got in observing. After analyzing, she looked for the problems solving for the weakness. In this step, she also had to think what she had to do for the next step.

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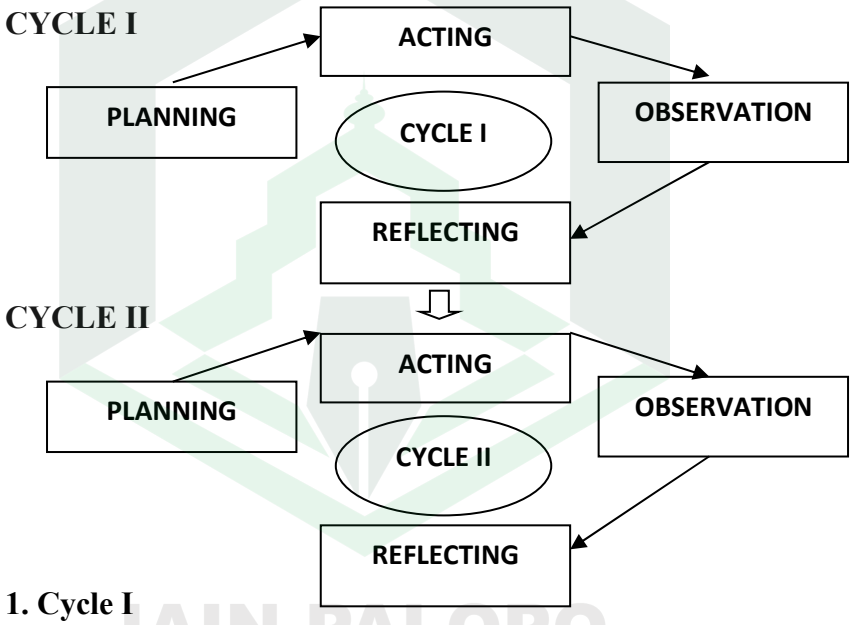
CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research explained the cycles of learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:



1. Cycle I

a. Planning

In the planning step, the researcher prepared the teaching learning design, such as:

1. Arranging lesson plan based on the teaching material.

2. Researcher prepared the teaching learning process resources, such as the materials in this case she gave material about vocabulary especially noun, verb and adjective. The observation sheets to observe student's response during the

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application of total physical response, test evaluation, and present list in order to know student's activeness in joining teaching learning process.

b. Acting

1. First Meeting

In this step, the researcher delivered the scope of the learning material and gave little bit explanation about it that would be studied in this case she explained material about vocabulary after that she explained clearly the learning material about vocabulary especially noun, verb and adjective and then she gave some example using total physical response after that she asked the student to *take out a pencil, put it in his/ her pencil case*, and *put the pencil case in his / her bag*. As the students learned more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure. The researcher did not see a long action sequence in this very first class, a little later on students might receive the following instructions:

Take out the book!
Put it on the table!
Now your book is on the table.
Take out a pen.
Write your name on your book.
Put the pen under the book!

. 2. Second Meeting

The researcher gave some exercises concerning the learning material that had been studied in this case the researcher instructed students to express feelings such as happiness, sadness, joy, disappointment, fear, awe, alert and feeling jealous.. The researcher gave conlusions based on the learning. Before ending the procces of learning, the researcher gave the morally suggestions that

can motivate students in the learning procces, and the last the researcher closed the learning procces by reciting prayer together.

c. Observing

In this stage the researcher observed the learning process by asking the collaborator to help him in monitoring the class situation and students enthusiastic using observation. Evaluation the student's understanding in learning vocabulary shown that students' mastery in learnt vocabulary were mostly in low scores. The mean score was only **55.5**

Table 4.1

The raw score of students' understanding in Cycle 1

Evaluation on students' understanding in learning Vocabulary show that students' mastery Vocabulary were mostly in low scores. The mean score is only **55.5**

NO	RESPONDENTS	SCORE
		CYCLE 1
1	001	50
2	002	50
3	003	60
4	004	50
5	005	60
6	006	70
7	007	50
8	008	40
9	009	50
10	010	50
11	011	60

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12	012	50
13	013	60
14	014	50
15	015	60
16	016	70
17	017	50
18	018	70
19	019	50
20	020	60
TOTAL		**1110**
MEAN SCORE		**55.5**

Table 4.2

Classification of the student's vocabulary score in cycle 1

Classification	score	Frequency	Percentage
Excellent	96 - 100		
Very Good	86 – 95		
Good	76 – 85		
Fairly Good	66 – 75	3	15%
Fairly	56 – 65	5	25%
Fairly Poor	36 – 55	12	60%
Poor	0 - 35		
TOTAL		**20**	**100%**

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The table above show that answering vocabulary test by using total physical response in cycle 1, there were 3 (15%) students got fairly good category,

there were 5 (25%) students got fairly category, and there were 12 (60%) students got fairly poor category.

Table 4.3
Observation Sheet Cycle I

The result of observation on students' activities during the learning and teaching process. The mean score was 48.75%. It could be seen in the table below:

NO	RESPONDENTS	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	001	√			
2	002		√		
3	003			√	
4	004			√	
5	005		√		
6	006		√		
7	007	√			
8	008		√		
9	009	√			
10	010		√		
11	011		√		
12	012			√	
13	013		√		
14	014			√	
15	015		√		

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16	016	√			
17	017	√			
18	018		√		
19	019			√	
20	020	√			
Total		**6**	**9**	**5**	
Percentage		**30%**	**45%**	**25%**	

d. Reflecting

There were still weaknesses in the first cycle, there were some students still didn't focus because most of student's noisy in the teaching and learning process and in the discussion, there were only some students active in giving respond and the evaluation mean score was only 55.5.

2. Cycle II

a. Planning

In the planning, researcher arranging lesson plan based on the teaching material, improving the teaching strategy, preparing the teaching aid, and preparing the sheet of observation.

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The cycle II was done based on the result of cycle I. The result from observation tells that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality. In order to improve the weaknesses and keep the successful of the first cycle the second cycle was created more attractive and interactive activities in teaching and learning process to the students in order to be more active in learning and teaching process in this case the researcher gave positive statement like learning vocabulary is not difficult

and gave some tips how to memorizing vocabulary well in this case the researcher ask to student's to make vocabulary list, motivating the students in order do not assume that vocabulary as a burden and gave more explanation and intensive guidance to the students who got difficulties when learning and teaching process.

b. Acting

1. First Meeting

Like in the first cycle, in this action the researcher gave more explaining in learning vocabulary well and easily by using total physical response and gave guidance to them how to understand it well and easily and then she gave more another example to student's, it aim to made student's more understand.

The activities of Total Physical Response instruction in the classroom are the she ask the students to be volunteer and at the front of the class, with students who be volunteer seated on either side of the teacher. And then, the she say "Stand up" and the researcher along with her/his students then stand up. Next the researcher said "sit down" and the researcher with the students sit down.

After several demonstrations of *stand* and *sit down*, next model *walk, stop, turn, jump* squat, bow and spin, When the audience has observed researcher and the students on either side of the researcher act in response to commands, the observers are also internalizing the meaning of the spoken language.

After modeling a sequence such as stand up, walk, stop, *stop, turn, jump,* squat, bow and spin, for a number of times, the student become ready to act alone without the researcher. At this point, the teacher invites an individual student who was performing with the teacher to try it alone. She utter a direction such as stand up, walk, stop, *turn, jump,* squat, bow and spin, the individual

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student acts alone in response to each command. Once students are responding rapidly and with confidence to sequence of commands. Next the she give new words with expansions of the commands such as “Walk to the chair”. “Walk to the door”. “Walk to the blackboard”.

2. Second Meeting

In this step the researcher gave more explaining and gave some example to the student’s. In this section she divided student’s to some group and made some conversation related the material had been studied, example

Ani : Good morning!
Doni : Good Morning too.
Ani : Doni, please clean my table and after that erase white board.

Group A : open the door!

Group B : (one of the member group B walking to open the door).

She gave some chances to students to ask if there was something they still didn’t understand and then when the researcher saw no more students didn’t understand so the researcher gave them exercise related to the material learnt.

c. Observing

Evaluation on student’s understanding in learning Vocabulary show that the students get better score than in the first cycle. The mean score is 79. It could be seen in the table below.

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Table 4.4

The raw score of student's understanding in Cycle 2

NO	RESPONDENTS	SCORE CYCLE II
1	001	80
2	002	70
3	003	80
4	004	90
5	005	80
6	006	70
7	007	80
8	008	80
9	009	70
10	010	70
11	011	70
12	012	80
13	013	70
14	014	90
15	015	80
16	016	80
17	017	90
18	018	80
19	019	80
20	020	90
TOTAL		**1580**
MEAN SCORE		**79**

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Table 4.5

Classification of the student's vocabulary score in cycle 2

Classification	score	Frequency	Percentage
Excellent	96 - 100		
Very Good	86 – 95	4	20%
Good	76 – 85	10	50%
Fairly Good	66 – 75	6	30%
Fairly	56 – 65		
Fairly Poor	36 – 55		
Poor	0 - 35		
TOTAL		**20**	**100%**

The table above show that answering vocabulary test by using total physical response in cycle2, there were 4 (20%) student got very good category, there were 10 (50%) student got good category, and there were 6 (30%) students got fairly good category.

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Table 4.6

Observation Sheet Cycle 2

The result of observation on students' activities during the learning and teaching process. The mean score is 85%. It could be seen in the table below:

NO	RESPONDENTS	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	001				√
2	002			√	
3	003				√
4	004				√
5	005				√
6	006			√	
7	007				√
8	008				√
9	009			√	
10	010		√		
11	011			√	
12	012				√
13	013			√	
14	014				√
15	015			√	
16	016		√		
17	017			√	
18	018				√
19	019			√	

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20	020				√
Total		**0**	**2**	**8**	**10**
Percentage		**0%**	**10%**	**40%**	**50%**

d. Reflecting

This action research was successful because there were some successful points got in the cycle 2. Most of the students were familiar with the use of total physical response in Teaching Vocabulary. More of the student active in learning activities, 10 students or 50 % were very active, 8 students or 40% were active, 2 student were less active, and 0 student was not active.

The student's participation in the cycle 2 was achieved the ideal score that was 85%, the other successful point was most of the student had a good score in evaluation. In this case, the evaluation mean score was achieved that ideal score that was 79 and the last in the discussion most of the student more active in learning process. It showed us that, this cycle 2 was successful.

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3. Questionnaires Analysis

The questionnaires related total physical response in teaching vocabulary showed at the following table:

Table 1

Study vocabulary is very important

No	Item of choice	Frequency	Percentage
1	Strongly agree Agree Uncertain Disagree Strongly disagree	12 6 2	60% 30% 10%
	Total	20	100%

The sample table of indicates that, there were 12 students (60%) chose strongly agree, there were 6 students (30%) chose agree, and there were 2 of students (10%) chose uncertain. It means that most of students chose strongly agree that study vocabulary is very important.

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Table 2

Vocabulary is a key element in the English language

No	Item of choice	Frequency	Percentage
2	Strongly agree Agree Uncertain Disagree Strongly disagree	9 11	45% 55%
	Total	20	100%

The sample table of indicates that, there were 9 students (45%) chose strongly agree and there were 11 students (55%) chose agree. It means most students to choose agree that vocabulary is a key element in the English language.

Table 3

The use of total physical response in learning vocabulary is very fun

No	Item of choice	Frequency	Percentage
3	Strongly agree Agree Uncertain Disagree Strongly disagree	8 6 6	40% 30% 30%
	Total	20	100%

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Based on table indicates that, there were 8 students (40%) chose strongly agree, there were 6 students (30%) chose agree and there were 6 students (30%) chose uncertain. It means the students response in learning vocabulary trough TPR (total physical response method).

Table 4

The use of total physical response is helpful in improving vocabulary

No	Item of choice	Frequency	Percentage
4	Strongly agree	8	40%
	Agree	8	40%
	Uncertain	1	5%
	Disagree	3	15%
	Strongly disagree		
	Total	20	100%

Based on table show that, there were 8 students (40%) chose strongly agree, there were 8 students (40%) chose agree, there was 1 student (5%) chose uncertain and there were 3 students (15%) chose disagree. It means that by using TPR (total physical response method) can make students helful in inproving vocabulary.

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Table 5

Do you agree that teacher always give you time to ask the things that are less obvious in the study of vocabulary

No	Item of choice	Frequency	Percentage
5	Strongly agree	9	45%
	Agree	8	40%
	Uncertain	1	5%
	Disagree	2	10%
	Strongly disagree		
	Total	20	100%

Based on table show that, there were 9 students (45%) chose strongly agree, there were 8 students (40%) chose agree, there was 1 student (5%) chose uncertain and there were 2 students (10%) chose disagree. It means most students to choose strongly agree if the teacher always giving time to ask the things that are less obvious in study vocabulary.

Table 6

Vocabulary is very boring lesson

No	Item of choice	Frequency	Percentage
6	Strongly agree	1	5%
	Agree	1	5%
	Uncertain	1	5%
	Disagree	9	45%
	Strongly disagree	8	40%
	Total	20	100%

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Based on table show that, there was 1 student (5%) chose strongly agree, there was 1 student (50%) chose agree, there was 1 student (5%) chose uncertain, there were 9 students (45%) chose disagree and there were 8 students (40%) chose strongly agree. It means most of students disagree about statement that vocabulary is very boring lesson.

Table 7

. I do not like study vocabulary because the lesson is too difficult

No	Item of choice	Frequency	Percentage
7	Strongly agree		
	Agree		
	Uncertain		
	Disagree	15	75%
	Strongly disagree	5	25%
	Total	20	100%

Based on table show that, there were 15 students (75%) chose disagree and there were 5 students (25%) chose strongly agree. It means most of students disagree about statement above.

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Table 8

In learning of vocabulary you always get in difficulty

No	Item of choice	Frequency	Percentage
8	Strongly agree	2	10%
	Agree	2	10%
	Uncertain	7	25%
	Disagree	8	40%
	Strongly disagree	1	5%
	Total	20	100%

Based on table show that, there were 2 students (10%) chose strongly agree, there were 2 students (10%) chose agree, there were 7 students (25%) chose uncertain, there were 8 students (40%) chose disagree and there was 1 students (5%) chose strongly disagree. It means most students to choose disagree that in learning vocabulary they always get in difficulty.

Table 9

In answering exam questions especially vocabulary, you always have trouble

No	Item of choice	Frequency	Percentage
9	Strongly agree	3	5%
	Agree	4	20%
	Uncertain	4	20%
	Disagree	11	55%
	Strongly disagree		
	Total	20	100%

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Based on table show that, there were 3 students (5%) chose strongly agree, there were 4 students (20%) chose agree, there were 20 students (20%) chose uncertain, and there were 11 students (55%) chose disagree. It means most students to choose disagree that in answering exam questions specially vocabulary they always have troble.

Table 10

Do you agree that teacher only explain the material without doing vocabulary practice

No	Item of choice	Frequency	Percentage
10	Strongly agree	1	5%
	Agree	2	10%
	Uncertain	11	55%
	Disagree	6	30%
	Strongly disagree		
	Total	20	100%

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Based on table show that, there was 1 student (5%) chose agree, there were 2 students (10%) chose uncertain, there were 11 students (55%) chose disagree and there were 6 students (30%) chose strongly disagree. It means most students to choose disagree that the teacher only explain the material without doing vocabulary practice.

B. Discussion

In this part, the researcher explained the teaching and learning process in the classroom. The students learning about vocabulary text. In this case, the researcher used Total Physical Response Method in teaching and learning process to improve students vocabulary skill.

The researcher finding indicated that the students' achievement in vocabulary by using Total Physical Response Method in showed the improvement of the students'vocabulary skill. From this improvement showed the process from the cycle I to cycle II. The process covered about their achievement from low to high mean score.

Based on the result of the data analysis above show that total physical response can improve student's vocabulary it can be seen on the cycle 1 and cycle

The table in cycle 1 show that in answering vocabulary test trough total physical response there were 3 (15%) students fairly good category, there were 5 (25%) students fairly category and there were 12 students (60%) fairly poor category.

The table in cycle 2 show that in answering vocabulary test trough total physical response, there were 4 (20%) students very good category, there were 10 (10%) students good category and there were 6 (30%) students fairly good category.

The teacher has change the activity more interesting in cycle II so that students could show the improvement, in the first cycle the teacher gave less explanation about Total Physical Response Metod, students seemed like confused.

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But in cycle II the students really enjoyed the method because the teacher gave explanation intensively and motivation when teaching and learning process.

At the first the teacher found that the students difficult to answer the questions. So the method could so the improvement by doing some interesting efforts from cycles I to cycle II. The teacher prepared well before did the second cycle. The teacher knew what the weakness and the strengths, because the teacher did reflection.

The process that could be explained from cycle 1 to cycle 2 as follow:

a. At the beginning of the implementation of the first cycle has not been suitable with the planning yet. This matter was caused by:

1) Some of students still passive in learning process.
2) Some students were difficult to understand about the TPR (Total Physical Response method in teaching Vocabulary text.

b. The students still confused did not know how to extend their knowledge using TPR (Total Physical Response method) At the end of the second cycle could be concluded:

1) Some students very active in learning process.
2) Students already understood the method.
3) The students shared their own opinion easily.
4) The students answered the questions easily.

To change the process from cycle 1 to cycle 2 the researcher did some efforts such as:

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a. The researcher intensively gave understanding or explanation to the students about the method.

b. The researcher helped the students who did not know what to do in learning process.

c. The research prepared interesting material so that the students enjoy shared their own opinion.

The description of data analysis through the test as explain in previous finding section showed that the students' ability about vocabulary by using TPR (Total Physical Response method) is significant. It is supported by result of the test value in cycle II was higher than test value of cycle I.

After final text cycle I and cycle 2, the researcher could know how this research succeeds, and how the students mean score improved significance from low to high. This research showed the significance improvement. Where, the mean score in second cycle higher than the first cycle.

This score was taken from students' correct answer and calculating by using mean score in data analysis. After that, the research used the score of cycle I and cycle II to find out the students' improvement percentage. It means that the students' activities in Aplication of Total Physical Response method in teaching Vocabulary.

Total Physical Response allows students to acquire vocabulary in a manner similar to how children learn his or her first language. "By observing how a baby learns his mother tongue one can show that speech is learned, he learns by

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listening, understanding, and imitating".[1] It means, when the students learn their first language, the first thing they do is listening to what the teacher says. By listening to what the teacher says, they will absorb the structure and the meaning of the language, and then they will understand the language.

In Total Physical Response lesson, teachers model actions which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word and phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles. Students who learn language through Total physical response method will not soon forget it.

The process is just the same as the first time they start knowing their first language. The teacher will be able to teach their students how to express a request. That is why Total Physical Response is suitable to teach vocabulary.

One of the methods which is suitable for children in learning vocabulary is Total Physical Response method. James Asher stated that "use TPR method for new vocabulary and grammar, to help students immediately understand the target language in chunks rather than word-by-word. This instant success is absolutely thrilling for students". It shows that using Total Physical Respond method is effective to help the students to learn the target language because the students practice directly using the vocabulary in real context. By doing so, the students can develop the storage of the vocabulary in a short time.

[1] Jack C. Richards, *Error Analysis: Perspective on Second language Acquisition*, (England: Longman Group Limited, 1984), p.10

Besides that Total Physical Respond method also helps the children to understand and memorize linguistic input because the children use body movement as media in the process of learning. It is mentioned that "The movement of the body seems to be powerful mediator for the understanding, organization and storage of macro details of linguistic input". [2]

Total Physical Response is an effective method in teaching foreign language for children and adults, especially for beginner students. "Total Physical Response has become a common and an effective means of introducing children and adults to a foreign language, and particularly to listening, especially in early stages of instruction".[3]

To know further about students perception toward the researcher had given a way the questionnaire and most of the students chose strongly agree gave positive answer.

Based on result of questionnaire most of student's show positive interest towards the every item which gives or display positive statements and by using total physical response made student's more interest in learning process.

This is indicating that total physical response gave positive contributes to English teacher to teach their students especially into back up the students' vocabulary. The researcher concludes that the teacher should accommodate. He/she should give full attention especially in vocabulary. In teaching vocabulary

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[2] Richard C Jack and Theodore S Rodgers, *Approach and Method on Language Teaching*: Cambridge University Press New York, 1986, 92

[3] Helena Anderson Curtain & Carol Ann Pesola, *Language and Children making the Match: Foreign Language Instruction in the Elementary School,* (Massachusetts, 1988), p127

through total physical response is one of method that the teacher uses it in teaching to make students enjoy and get more point from the material.

Based on result of the questionnaire show that most of the students had positive response in learning vocabulary by applying Total Physical Response Method. It means that in teaching vocabulary the students more interest learning vocabulary by using Total Physical Response Method.

Based on result of interview to some student's at the seventh grade MTs batusitanduk, most of the student's very happy by using total physical response in teaching vocabulary because the student's can practice each word what the teacher say and make the student's active in learning process.

Quote one of the students on the use of total physical response method.

He said that do you enjoy learning vocabulary by using total physical response.

Student had said that yes because by using this method we not only silent but practice every command given teacher, such as running, jumping and express feelings happy, sad, disappointed and others.

He said that how your vocabulary improvement after applying the total physical response method in teaching and learning.

Student had said that my vocabulary has increased and the use of this method studied vocabulary easy to remember because it was directly in practice and I hope the use of this method applied in learning, especially in learning English vocabulary.

After the student's learning vocabulary by using total physical response, student's vocabulary was increase and the student's easily understand because their can practice each word.

In teaching vocabulary, after several students have demonstrated comprehensions of the new vocabulary by responding to the teacher's commands,

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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.[4]

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[4] Virginia French Allen, *Techniques in Teaching Vocabulary*, (New York: Oxford University Press, 1983) p.35

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of data analysis and discussion of the result in the previous chapter, it can be concluded that teaching vocabulary by applying total physical response method is one of the effective method that is able to enhance the students' understanding. The effective way in teaching vocabulary by applying of Total physical Response method at the seventh grade students of MTS Batusitanduk are 1. created more attractive and interactive in this case researcher make learning process fascinating, interesting, exciting, fun, not boring and make some groups and instructed them to apply conversations with total physical response method. Researcher gave some tips how to memorizing vocabulary well in this case the researcher ask to student's to make vocabulary list. 2. Motivate students in a way that encouraged them to learn vocabulary is not difficult as long as we want to try and when one of the students in the learning process is not scolded but guided

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Based on analyzing questionnaire most of student's choose agree because the student's very happy and enjoy learning process and also be able to reduce student's stress when learning process.

B. SUGGESTION

Based on the conclusions above, the writer would like to put forward some suggestion as follow:

1. An English teacher should give an appropriate method to the students, which make them relax, enjoy during getting the material and make the classroom situation attractive.
2. To achieve the goal of teaching, teacher should adapt between material and method that the teacher in the classroom.

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APPENDIXES

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QUESTIONNAIRE

Petunjuk soal

Pilihlah jawaban anda dengan membubuhi tanda silang sesuai dengan pendapat atau keyakinan anda dengan memperhatikan pilihan-pilihan berikut ini.

1. Menurut anda belajar vocabulary itu sangat penting.
    a. Sangat setuju
    b. Setuju
    c. Ragu-ragu
    d. Tidak setuju
    e. Sangat tidak setuju
2. Vocabulary adalah kunci utama dalam bahasa inggris.
    a. Sangat setuju
    b. Setuju
    c. Ragu-ragu
    d. Tidak setuju
    e. Sangat tidak setuju
3. Penggunaan metode total physical response dalam belajar vocabulary sangat menyenangkan.
    a. Sangat setuju
    b. Setuju
    c. Ragu-ragu
    d. Tidak setuju
    e. Sangat tidak setuju

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4. Penggunaan metode total physical response sangat membantu dalam meningkatkan vocabulary.
    a. Sangat setuju
    b. Setuju

c. Ragu-ragu
d. Tidak setuju
e. Sangat tidak setuju

5. Setujukah anda jika guru selalu memberikan waktu untuk menanyakan hal-hal yang kurang jelas dalam belajar vocabulary.
f. Sangat setuju
g. Setuju
h. Ragu-ragu
i. Tidak setuju
j. Sangat tidak setuju

6. Pelajaran vocabulary adalah pelajaran yang sangat membosankan.
a. Sangat setuju
b. Setuju
c. Ragu-ragu
d. Tidak setuju
e. Sangat tidak setuju

7. Saya tidak suka belajar vocabulary karena pelajarannya terlalu sukar.
a. Sangat setuju
b. Setuju
c. Ragu-ragu
d. Tidak setuju
e. Sangat tidak setuju

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8. Dalam belajar vocabulary anda selalu mendapatkan kesulitan.
a. Sangat setuju
b. Setuju
c. Ragu-ragu
d. Tidak setuju
e. Sangat tidak setuju

9. Dalam menjawab soal-soal ujian khususnya vocabulary, anda selalu mengalami kesulitan.

a. Sangat setuju
b. Setuju
c. Ragu-ragu
d. Tidak setuju
e. Sangat tidak setuju

10. Setujukah anda jika guru hanya menjelaskan materi vocabualry tanpa melakukan praktek.

a. Sangat setuju
b. Setuju
c. Ragu-ragu
d. Tidak setuju
e. Sangat tidak setuju

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LESSON PLAN

Name :

Class :

Time : 90 minutes

Teaching and Learning Process

a. Aspect :

1. Pre Activity

Activities:

A. INTRODUCTION

1. The researcher instructs students to get ready either physically or psychologically by expressing greeting, calling the roll, and motivating them to join in learning process.
   (Peneliti menyiapkan peserta didik secara fisik dan psikis dengan mengucapkan salam, mengabsen dan memotivasi mereka untuk mengikuti proses pembelajaran)

1. The researcher explains the purpose of the learning process and also the basic competence that will be achieved.
   (Peneliti menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan dicapai)

2. The researcher delivers the scope of the learning material and gives little bit explanation about it that will be studied.
   (Guru menyampaikan batasan/cakupan materi dan memberikan penjelasan sedikit tentang materi yang akan dibahas)

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3. Before starting the teaching and learning process, the researcher give motivation. It aims to activate and foster students' feeling in order to be relaxed before studying. So the learning process will be interesting and fun.

   (sebelum memulai proses belajar mengajar, peneliti memberikan motivasi. Hal ini bertujuan untuk mengaktifkan dan membantu perkembangan perasaan peserta didik agar menjadi santai sebelum belajar. Sehingga proses pembelajaran akan menarik dan menyenangkan)

B. CONNECTION

4. Apperception. The researcher asks short questions to students for connecting their previous knowledge with the material that will be studied.

(Apersepsi. Peneliti mengajukan pertanyaan-pertanyaan singkat kepada peserta didik yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari)

2. Whilst Activity

Activities :

C. APPLICATION

1. EXPLORATION (Eksplorasi)
2. The researcher involves students to construct their common sense concerned the learning material learnt.

   (Peneliti melibatkan peserta didik untuk mengkonstruksi nalarnya sendiri terkait materi pembelajaran yang dipelajari)

3. The researcher involves students to seek and find out by themselves about the learning material learnt.

   (Peneliti melibatkan peserta didik untuk mencari dan temukan sendiri terkait materi pembelajaran yang dipelajari)

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4. The researcher involves students to be active during learning process.
   (Peneliti melibatkan peserta didik secara aktif dalam PBM)

5. ELABORATION (Elaborasi)

6. The researcher divides students into several groups *(Peneliti membagi peserta didik menjadi beberapa kelompok)*

7. The researcher explains clearly the learning material about how to improve vocabulary.
   (Peneliti menjelaskan secara jelas materi pembelajaran tentang bagai mana cara meningkatkan kosa kata)

8. After explaining the learning material clearly, the researcher discusses with students. Discussing their difficulties about the learning material learnt.
   (Setelah menjelaskan materi pembelajaran secara jelas, Peneliti berdiskusi dengan peserta didik. Berdiskusi tentang kesulitan mereka mengenai materi pembelajaran yang dipelajari)

9. Finally, the researcher gives some exercises concerning the learning material that has just been studied.
   (Akhirnya, peneliti memberikan latihan-latihan terkait materi pembelajaran yang baru saja telah dipelajari)

10. CONFIRMATION (Konfirmasi)

11. The researcher gives feed back related to the result of students' exploration and elaboration about Vocabulary
   (Peneliti memberikan feed back/umpan balik terhadap hasil eksplorasi dan elaborasi peserta didik mengenai materi kosa kata)

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12. The researcher gives some corrections about the mistakes/errors they have just made, and also help them solving their difficulties about the exercises.
(Peneliti memberikan koreksi terhadap kesalahan yang telah dilakukan oleh peserta didik, dan membantu mereka mengatasi kesulitan-kesulitan mereka tentang latihan-latihan tersebut)

13. The researcher helps and encourages students who still do not participate yet during learning process by giving them some positive suggestions.

(Peneliti membantu dan memotivasi peserta didik yang kurang atau belum berpartisipasi penuh selama proses pembelajaran)

3. Post Activity

The researcher with students make conclusion about the learning material that has just been studied

(Peneliti bersama dengan peserta didik menyimpulkan tentang materi pembelajaran yang baru saja telah dipelajari)

D. REFLECTION

The researcher asks again the difficulties that students got during teaching and learning process.

(Peneliti menanyakan kembali kesulitan yang dihadapi peserta didik selama proses PBM)

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E. EXTENSION

Reinforcement. The researcher tells the students about the learning material that will be studied in the next meeting.

(Penguatan. Peneliti memberitahukan kepada peserta didik tentang materi pembelajaran yang akan dipelajari pada pertemuan selanjutnya)