

**IMPROVING STUDENTS' VOCABULARY THROUGH TOTAL
PHYSICAL RESPONSE (TPR) METHOD AT SEVENTH
GRADE STUDENTS' OF MTS NEGERI 3 PARIGL**



THESIS

Presented as a Partial Fulfillment of the Requirements for the Bachelor Degree of
English Tadris Departement Faculty of Tarbiyah and Teacher Training
Datokarama State Islamic University Palu

By

DIKY HENDRIAWAN
NIM: 16.1.16.0097

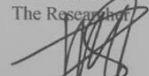
**ENGLISH TADRIS DEPARTEMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
DATOKARAMA STATE ISLAMIC UNIVERSITY (UIN) PALU**

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Statement of the Thesis Authenticity

I hereby declare that this thesis entitled: "IMPROVING STUDENTS' VOCABULARY THROUGH TOTAL PHYSICAL RESPONSE (TPR) METHOD AT SEVENTH GRADE STUDENTS' OF MTS NEGERI 3 PARIGI". has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

Palu, 25 Maret 2024 M
14 Ramadhan 1445 H
The Researcher



Diky Hendriawan
NIM : 16.1.16.0097

APPROVAL SHEET

A thesis entitled 'IMPROVING STUDENTS' VOCABULARY TROUGH TOTAL PHYSICAL RESPONSE (TPR) METHOD AT SEVENTH GRADE STUDENTS' OF MTS NEGERI 3 PARIGI' Written by Diky Hendriawan, NIM. 16.1.16.0097, a student of English Tadris Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu, after having thorough observation and careful correction, each supervisor decides that the thesis has met all the requirements needed and therefore it can be submitted for examination.

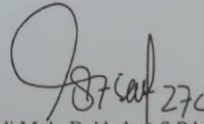
Palu: 25 Maret 2024 M
14 Ramadhan 1445 H

Supervisor I,

Supervisor II,



Prof. Nurdin, S.Sos.,M.Com, Ph.D.
NIP:196903011999031005

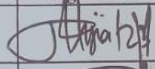
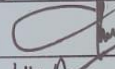
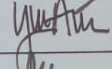

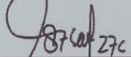


Andi Muh. Dakhalat, S.Pd.I., M.Pd.
NIP:198705272001031002

LEGALIZATION

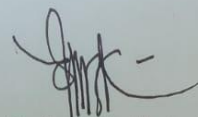
A thesis by **Diky Hendriawan**, NIM. 16.1.16.0097 entitled **"Improving Students' Vocabulary Through Total Physical Response (TPR) Method At Seventh Grade Students' of MTs Negeri 3 Parigi"** which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 11nd January 2024 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadrís Study Program.

BOARD OF EXAMINERS

Position	Name	Signature
The Chairman	Hijrah Syam, S.Pd., M.Pd	
The Examiner I	Dr. Hj. Nur Asmawati, S.Ag., M.Hum.	
The Examiner II	Yuni Amelia, S.Pd., M.pd	
The Supervisor I	Prof. H. Nurdin, S.Pd., S.Sos., Com, Ph.D	
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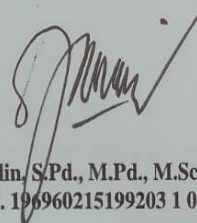
Approved by:

Faculty of Tarbiyah and Teacher
Training
Dean,



Dr. Saepudin Mashuri, S.Ag., M.Pd.I.
NIP. 197312312005011070

English Tadrís Study Program
Head,



Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196960215199203 1 013

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Palu, 1 June 2023 M
12 Dzulqa'dah 1444 H
The Researcher,

Diky Hendriawan
NIM : 16.1.16.0097

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ABSTRACT

Name : Diky Hendriawan

NIM : 16.1.16.0097

Title : Improving Students' Vocabulary Trough Total Physical Response (TPR) Method At Seventh Grade Students' Of Mts Negeri 3 Parigi

Based on the description above, the researcher can formulate the following questions: "Can the Total Physical Response method improve students' vocabulary mastery?"

The researcher used one of quantitative method types, namely quasi-experimental design which includes pre-test, treatments and post-test. This design covered quantitative data and statistical in analyzing data. The researcher used quasi-experimental design which applies Total Physical Response as method to improve students' vocabulary mastery.

The result showed at the beginning of the meeting, the students' vocabulary mastery in both the experimental class and the controlled class were still low. This can be seen from their very low pre-test result and no one can pass the KKM or minimum standard achievement where the pre-test result for the experimental class is 49 and pre-test result for the control class is 39,25 after being given the treatment, it was seen there was a significant increase in the students' vocabulary mastery in the experimental class. This can be seen from their post-test result, namely the post-test experimental class is 66,35 and the control post-test result is 59,75 and the square deviation of the experimental class is 40,5 while square deviation of the control class is 19,5. Based on the result of the data presented above, it shows that the use of Total Physical Response (TPR) can improve the vocabulary of students at Mts Negeri 3 Parigi. Where the results of t-count 2,6 while t-table 2,2 is lower than t-count.

The teachers need to be creative in finding and applying appropriate techniques to teach writing skills in order to finally facilitate and help the students to improve better vocabulary skill. In this case they should be more creative in selecting, producing, and using interesting TPR method in the teaching-learning process.

Keywords: Improving, Students' Vocabulary, Total Physical Response(TPR)

CHAPTER I INTRODUCTION

A. Background of the Research

The development of the era of globalization is an important thing that needs to be considered, especially for the education sector today. The number of exchanges of information between countries through various media is one of the characteristics globalization. And foreign languages are an important part of this information exchange. Mastery of foreign languages is one of the absolute requirements for Indonesia's young generation not only to survive with the existence of other nations in globalization, but also to be able to compete with other nations. Along with that, education in Indonesia must be able to create educated workers who are able to compete in the midst of the development of science and technology in the world. The potential of students can be developed through a process of learning activities. The learning process activity is an educational process that provides opportunities for students to develop themselves into abilities that are increasingly increasing from all aspects, both in terms of attitudes, aspects of knowledge, and aspects of skills needed for themselves to live and to live in society, nation, and contribute. on the welfare of human life.¹

¹NurulHidayah, *Pembelajaran Tematik Integratif di Sekolah Dasar*, (Terampil Jurnal Pendidikan dan Pembelajaran Dasar, Volume 2 Nomor 1, Juni 2015), 34-35.

One of the languages that is widely used in various countries today is English. In Indonesia, English has become a language found in everyday life, ranging from food products, place names, travel, songs, political terms, economic terms, and even education terms. The position of English in Indonesia is as a foreign language, not a second language. In the world of English education, it is implemented starting at the elementary school level. At the elementary school level, English is used as a *mulok* or additional subject. This is certainly different from other foreign languages which are rarely given at the formal education level.

According to the research, there are many factors that can hinder the potential development of students, especially in learning English at school. These factors can come from educators, students, facilities and infrastructure, inappropriate learning planning and inadequate classroom atmosphere or conditions. In addition, the most important factor in teaching and learning activities is the communication factor or in other words, communication is a way for educators to deliver subject matter to students¹.

According to Pavlov's theory, in learning activities, educators are expected not to give a lot of lectures, but also to provide brief instructions followed by examples, either by themselves or through simulations.² From this theory, it is defined as educators who can provide planning or a learning method that builds an atmosphere of more enjoyable learning process

¹ The researcher Pre-Observation; (16.mei.2022)

²Chairul Anwar, *Teori-Teori Pendidikan Klasik Hingga Kontemporer*, (Yogyakarta: Ircisod, 2017), 28.

activities, besides that educators in this theory are expected to provide learning that can continue to be attached to students. It aims to realize the potential of students to be even better.

In line with this, the researcher intends to examine the application of the learning method as a reference to improve English vocabulary through TPR (Total Physical Response) in MTs. Negeri 3 Parigi, Kecamatan Bolano, Kabupaten Parigi Moutong, while what is meant by Total Physical Response is a second language learning method that coordinates body and speech movements through listening skills to absorb the information conveyed and tries to teach language through physical activities that motivate students and reduce affective filters. (anxiety) students in learning.

Based on this background, the researcher conducted a trial (experiment) to see the students' ability to master English vocabulary from the application of the Total Physical Response method to English vocabulary mastery in MTs School Negeri 3 Parigi. The Total Physical Response (TPR) method has not been implemented in MTs. Therefore, the researcher is interested in conducting research with the title "Improving Student Vocabulary Through TPR (Total Physical Response) method at VII grade of MTs. Negeri 3 Parigi.

B. Research Problem

Based on the description above, the researcher can formulate the following questions: “can the Total Physical Response method improve students’ vocabulary mastery? “

C. Objective and Significance of the Research

1. Objective

The objective of this research is to find out TPR method either can improve or not the students vocabulary mastery.

2. Significance of the Research

a. By Practical

Significance of this research practically is this TPR is used by teachers to improve students’ vocabulary mastery.

b. By Theoretical

The results of this research are used as reference material by other researchers.

D. Outline of the Research

The thesis is divided into five chapters and each chapter is interconnected as a unified series of scientific works. To know briefly about each of the chapters' discussions, the author put the outlines of the contents of the thesis proposal as follows:

Chapter I Introduction: explaining the background research, the question of the research, objective and significance of the research, and chapter composition.

Chapter II Review of the related research; explaining review of the related literature, previous related research, theoretical framework, and hypothesis.

Chapter III Method of the research; explaining approach design of the research, population and quota sampling, variable of the research, definition of operational, instrument of the research, technique of analyzing data.

Chapter IV Research finding and discussion; explaining finding, testing hypothesis, and discussion.

Chapter V Conclusions and Suggestion; explaining conclusion and suggestion

CHAPTER II

LITERATUR REVIEW

A. Previous studies

In order to provide strong foundation of the present study, in this section the researcher presents some studies those closely related to the study:

The first is "The Application of a Total Physical Response in Teaching English Vocabulary Material in MTsN Sorong" by Ita Rahmawati, Abdul Rahman, Bunyamin.¹This study aims to increase students' vocabulary in teaching English through fun ways using the Total Physical Response (TPR) method developed by James J. Asher in class VII A MTsN Sorong City. The formulation of the problem is "How is the Application of Total Physical Response Method in Teaching English as an Effort to Improve Vocabulary for Class VII A Students of MTsN Sorong City?". This research is classroom action research and this research consists of two cycles. The methodology used is quantitative research. The results of this study indicate that after the application of the TPR method in class VII A MTsN Sorong City, students' vocabulary has increased, both from the cognitive as well as effective domains of psychomotor. The details are as follows: 1) Cognitive aspects, namely; first, the average score of the students' initial ability was 58.33 in the low category, then in the first cycle the average score of the student's vocabulary test increased to 69.44 in the medium category, and in the second cycle it increased by 77.78 with a very high category. Second, students experienced an

⁴ItaRahmawati, Etc. (2019). "The application of a total physical response in teaching english vocabulary material in MTs.NSorong", *retrieved on 20th March 2022*)

increase in vocabulary from what was expected, which was 75.00%, 2) Affective aspects, students were able to receive (pay attention), respond, appreciate and manage everything related during learning, 3) Psychomotor aspects, students seemed active in discussions, ask questions, respond, dare to give opinions and draw conclusions from each discussion. This means that the Total Physical Response (TPR) method is able to increase vocabulary in learning English in class VII A MTsN Sorong City.

The second is ‘Improving Students’ Vocabulary Mastery through Total Physical Response Method at Seventh Grade Students of MTsN Hidayatussalam’ by Ika NurhalimahLbs,² This research was conducted to describe the improvement of students’ vocabulary mastery through Total Physical Response method at seventh grade students of MTsN Hidayatussalam in 2020/2021 academic year. The research design used Classroom Action Research (CAR). The participants of this research consisted of 25 students of VII-1. In this research, the English teacher of MTsN Hidayatussalam act as the observer. The research conducted in two cycles, each cycle consisted of two meetings. The research was carried out through four steps; planning, acting, observing, and reflecting. There are two kinds of data, qualitative and quantitative data. The qualitative data were taken from by the interview and observation sheet result, diary notes, and documentation. Meanwhile, quantitative data were obtained from the students’ score of vocabulary test,

²IkaNurhalimahLbs, (2020/2021).Improving Students’ Vocabulary Mastery Through total physical response method at seventh grade students of MTsNHidayatussalam’, (retrieved on 20th March 2022)

include pre-test, posttest I, and post-test II. The result of data analysis indicated that there was the improvement of students' vocabulary mastery through Total Physical Response method. In conclusion, the students' vocabulary mastery improved by the implementation of the TPR method. Based on qualitative data analysis, it showed that the students give positive responses to this research. The students enjoy and enthusiast in teaching learning activity. It was found that the implementation of Total Physical Response method can make students easier to memorize the vocabulary, and it makes them can improve their vocabulary mastery. In other words, the Total Physical Response method effective to improve the students' vocabulary mastery.

The last previous research is, "Improving Students' Vocabulary Mastery through Total Physical Response Learning Method" by Lukmanul Khakim and Choiril Anwar³. Vocabulary mastery plays a significant role in mastering any other kinds of English language skills. This study aimed to investigate the effectiveness of using total physical response in improving vocabulary mastery of Indonesian private Islamic junior high school students. The researchers used quasi experimental research design. Population chosen was 129 seventh grade students of an Islamic private junior high school in Indonesia. In collecting data, the researchers used vocabulary test. SPSS system was used to analyze the collected data. The result showed that the Sig. (2-tailed) score was 0.000 (< 0.05). So H_0 was accepted meaning that there was a significant difference in

³LukmanulKhakimetc "Improving Students' Vocabulary Mastery Through Total Physical Response Learning Method" retrieved from (Repositori-unssula.ac.id on 30 june 2022)

the mean score of students' vocabulary test achievement between experimental group and control group. Therefore, it concluded that the use of total physical response was effective to improve Indonesian private Islamic junior high school students' vocabulary mastery.

Based on the previous research: the first previous research used quantitative method, the application of a total physical response in teaching english vocabulary material in MTsN Sorong. The second previous research is used mix method, Improving Students Vocabulary Mastery trough Total Physical Response Method at Seventh Grade Students of MTsN Hidayatussalam. Beside the different of this research: The objective of this research is to find out TPR method either can improve or not the students vocabulary. This research used quasi-experimental and quantitative method. The level of the school junior high school MTsN 3 Parigi, and used 2 class.

B. Literature Review

in this section, the researcher discusses about vocabulary and TPR:

1. Vocabulary

Vocabulary as component could be tool to increase all the skills of English. Without vocabulary students could not improve their ability to communicate with foreign people, read English literature, wrote English literature.

According to Hornby in Kasim defined that vocabulary were 1). all the words that a person knew or used. 2). All the words in particular language. 3).

The words that people were using when they spoke. 4). A list of word with meaning specially in a book for learning foreign language.⁴

Similarly, Hornby in Siregar stated that vocabulary was collection of word that could be used by a person in profession to express his or her mind. It means that vocabulary was the totals number of words that someone own in expressing a language in communication.⁵

Whereas Oxford Learner's Pocket Dictionary defined that vocabulary were all the words that a person knew or used. Good in Kasim defined that vocabulary as the words have meaning when heard or seen by individual himself to communicate with others.

Similarly, Read in Siregar said that vocabulary was not just a set of individual language learners in the form of vocabulary and the ability to access knowledge for communicative. By looking over those definition, the writer concluded that vocabulary ability to access knowledge for communicative.

By looking over those definition, the writer concluded that vocabulary was a unity of letters then became words then arrange to use by person or group to communicate.⁶

a. The Importance of Vocabulary

Vocabulary was basic to learn English. It was reason why vocabulary was very important to teach for students. John Dewey in Blintz stated that

⁴Kasim, N.A *Increasing The Students' Vocabulary Mastery By Using Word Wall Media*. retrieved from (Repositori.Uin-Alauddin.Ac.Id On 20 March 2022)

⁵Siregar, A S. "Oxford Advanced Learner's Dictionary of Current English". (London: Oxford University Press, 1986), 478

⁶Ibid, 16

vocabulary was important critically because a word was an instrument for thought about the meanings which would express.

Allen in Kasim said that vocabulary was very important in a language. Vocabulary was basic communication Krasen in Siregar. From vocabulary, we would know and understand a language.⁷

Learning vocabulary needed long process from knew, remembered, and understood words. When we learned or taught about vocabulary have repeated word day to day continual.

Smith in Blintz said that one important found from research suggested that vocabulary learning never stops. Vocabulary learning was a continual process of encounter new words, Harmon in Blintz. In conclusion, vocabulary was a central of language and of critical importance of typical language. Vocabulary learning needed as basic foundation to construct skills of English.⁸

b. Vocabulary Mastery

According to Longman, the word “mastering” is derived from the word “master”, which means that to become skilled or proficient in the use of mastery is complete control or power over someone or something through understanding or great skill.⁹ Mastery something means we have ability or competence to comprehend it deeply. By mastering many vocabularies, students will able to do conversation, or writing with simple sentences.

⁷ Allen 1997. *Commitment In The Workplace (Theory, Research and Application)*. (Sage Publication London, Kasim, 2011), 149

⁸Blintz, *Teaching Vocabulary Across The Curriculum*. Retrieved from (Repositori.Uin-Alauddin.Ac.Id On 20 March 2022)

⁹Longman, *Advanced American Dictionary*, (England : Pearson Education Limited 2007), 984.

Vocabulary mastery is needed to express our ideas and to be able to understand what people's saying.¹⁰

While, According to Butterfield, mastery means the skills or knowledge in a subject that makes one master it well. Furthermore, mastery learning is a philosophically based on approach to design of classroom environments that is currently creating controversy in the educational research and development community.¹¹

From the explanation above, it can be concluded that vocabulary mastery is very important to understand in english the ability or competence to memorize the vocabulary of a language. to master english, Before mastered the four aspects; speaking, reading, listening and writing, we must master it vocabulary first, because without vocabulary nothing can be conveyed and we can not speak English.

c. The Types of Vocabulary

In learning English, vocabulary is the basic of learning four skills; speaking, writing, listening, and reading. There are many classifications of vocabulary that stated by experts. According to Mary Finocchiaro, vocabulary has two types; 1) Function word needs to be learned as quickly as feasible (in

¹⁰MofarehAlqahtani, *The Importance of Vocabulary in language learning and How to be Taught*, (International Journal of Teaching and Education 2015), 21.

¹¹J. Butterfield, *Collin English Dictionary Plus Good Writing Guide*,(Great Britain: Harper Collins Publishers 2007),56.

a logical order and sequence, however), and 2) Content words can be learned in small groups around “life” situations.¹²

In addition, Jo Ann Aebersold and Marry Lee Field classified vocabulary into active vocabulary and passive vocabulary.¹³

- 1) Active vocabulary; is all of the words a students’ 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.
- 2) 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.

Besides those types just mentioned, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into topic-specific or content-specific vocabulary. Topic specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to the topic of the text.¹⁴

¹²Mary Finocchiaro, *English as a Second Language from Theory to Practice*, (New Jersey: Englewood Cliffs, inc 1989) 21.

¹³Jo Ann Aebersold and Mary Lee Field, *From Reader to ReadingTeacher*, (Cambridge: Cambridge University Press 1997), 139.

¹⁴Ibid, 140

Meanwhile, Gass and Sclinker stated that vocabulary is divided into two types, namely potential vocabulary and real vocabulary. 1) Potential vocabulary consist of words learners will recognize even though they have not seen them in second language, and 2) the real vocabulary is words the learners are familiar with after (and because of) exposure.¹⁵

In other reference, Djalnushah and Azimar Enong classified vocabulary into two types, namely general vocabulary and special vocabulary. 1) General vocabulary is of the words that are used in general. There is no limit of field and user, and 2) Special vocabulary is that the words that are used in the certain field and job, profession of special science and technology.¹⁶

d. Principles for Teaching and Learning Vocabulary

There are seven principles in teaching and learning vocabulary as follows.¹⁷

- 1) Emphasize direct and indirect teaching.
- 2) Teach vocabulary before a new activity.
- 3) Teach how to use context clues appropriately.
- 4) Present multiple exposures to new vocabulary items.
- 5) Working with information at a high cognitive and personal level refers to deep processing.

¹⁵Susan M. Gass and Larry Sclinker, *Second Language Acquisition: an Introductory Course Second Edition*. (New Jersey: Lawrence Erlbaum Associates 2001), 374.

¹⁶Djalnushah and Azimar Enong, *Tata Bahasa Inggris Modern dalam Tanya Jawab*, (Jakarta: CU. Miswar 1980), 81.

¹⁷Caroline T Linse and David Hunan, *Practical Language Teaching: Young Learners*, (New York: McGraw-Hill 2006)123-127.

- 6) Teach students to use dictionary.
- 7) Using vocabulary notebooks.

Based on the explanation above, we know that there are seven principles of teaching and learning vocabulary that teachers can use. The teachers are expected to teach vocabulary maximally by using these principles.

e. English Vocabulary Teaching in Junior High School in Indonesia.

Learning vocabulary in English is a very important thing that every Junior High School education student must do. In addition to learning grammar and four English skills (Listening, speaking, reading, writing), students are expected to be able to master vocabulary according to the level they should be able to master. By learning a lot of English vocabulary, students are expected to be able to communicate in English and also answer many questions in daily tests, semester exams, and even UNBK (Computer-Based National Examination) for English lessons. However, there are many obstacles that students face in learning English vocabulary. Learning vocabulary by memorizing is the old way that looks the simplest, but the effect of memorizing is usually not strong and tends to be boring for students. There are many more modern ways to learn English vocabulary, one of which is by studying English idioms and their meanings. Idioms are expressions that cannot be interpreted word for word (McCarthy & O'Del)¹⁸. The writer will teach the students some

¹⁸McCarthy, M and O'Del, F 2003. *English idioms in Use*, UK: Cambridge University Press.

interesting idioms to the students. To make it even more interesting, these idioms are illustrated with colorful illustrations. By understanding the sound and meaning of this idiom, it is hoped that students can absorb the vocabulary easily and will not forget the vocabulary. In addition, by learning idioms, students are also expected to be motivated to look for more idioms that will add insight and of course their vocabulary. In this community service activity, it is proven that by learning idioms, students can find out a lot of vocabulary in a fun way too. Students are also interested in learning more idioms, which means it will deepen their knowledge of English vocabulary. Seeing the results of this community service activity, teachers and schools are expected to support their students' knowledge of English vocabulary by teaching and providing students with facilities to learn idioms. And for the students themselves, it is hoped that they will learn more idioms in the future.

2. Total Physical Response (TPR)

Total Physical Response (TPR) is one method of learning foreign language created by a Psychology Professor at San Jose State University, James Asher. According to Richards and Rogers.¹⁹ Total Physical Response is a language teaching method built around coordination of speech and action, it attempts to teach language through physical activity. It combines language and gesture, thus making language acquisition more natural and memorable.²⁰

¹⁹Jack, C. Richards and Theodore S.Rodgers, *Approaches and Methods in Language Teaching*(A Description and Analysis, University of Cambridge 2001), 87.

²⁰SavicVira, *Total Physical Response (TPR) Activities in Teaching English to Young Learners*, Физичкакултура и модернодруштво, пос. изд, књ. (Serbia: University of Kragujevac 2016).447.

Richards and Rogers also said that 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.²¹ Larsen and Freeman stated that the TPR is an approach to understanding a foreign language with instructions or orders.²²

Total Physical Response (TPR) is an approach to understanding because during learning process the teacher will give students instructions or commands that can improve students' comprehension of the vocabulary which taught.

a. Procedures of Total Physical Response

In learning vocabulary through TPR method, teacher will give commands and instructions to students and repeated until all students remember the vocabulary words. The procedures are.²³

- 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.

²¹Jack, C. Richards and Theodore S. Rodgers, op.cit.,87.

²²Larsen, D., and Freeman, *Technique and Principles in Language Teaching*, (New York: Oxford University Press, 2000), 107.

²³Jack C, Richards and Theodore S. Rodgers, op.cit,95.

4) Reading and writing, the teacher wrote on the board 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 they read the material and some of students write the vocabulary or material in their notebooks.

b. Advantages of Total Physical Response

According to Ben Shearon, there are some advantages of using Total Physical Response method as follows.²⁴

1. The TPR instruction is easy to implement and no translation. It helps both students and teacher make the transition to an English Language Environment.
2. No disadvantage for academically weak students: TPR does not depend on the "left or right brained", as it gives all students a chance to shine in a new environment.
3. Lowers students affective filter and stress level: TPR does not require a spoken response from students. Also, if this was carried out effectively, students always understand what is happening during the Total Physical Response method, which results in increasing their confidence level and lowering their affective filter.

²⁴Ben Shearon, *Total Physical Response: A Short Introduction (Electronic Version)* (by James Asher 2006).2.

4. The repetition acts as a disguise, where there will be more effective input. A skillful use of Total Physical Response allows us to drill language targets repeatedly without losing students interests.

c. Disadvantages of Total Physical Response

There are some disadvantages of using TPR method stated by Ben Shearon, as follows.²⁵

1. Students who did not use these things may find it embarrassing. This may be the case, where the teacher prepared students to do some actions, the students feel happier about copying.
2. This method is suitable for beginner learners, where it is clear that TPR is suitable for children at the lower level because of the target language lends itself in the activities. It is also used for the intermediate and advanced learners. For example, when teaching "how to walk" (stumble, tiptoe, and stagger), and teach cooking verbs to the Intermediate students. (stir, grate, and etc).
3. When teacher uses TPR, they will have trouble teaching abstract vocabulary or expressions.

d. The Implementation of TPR Method

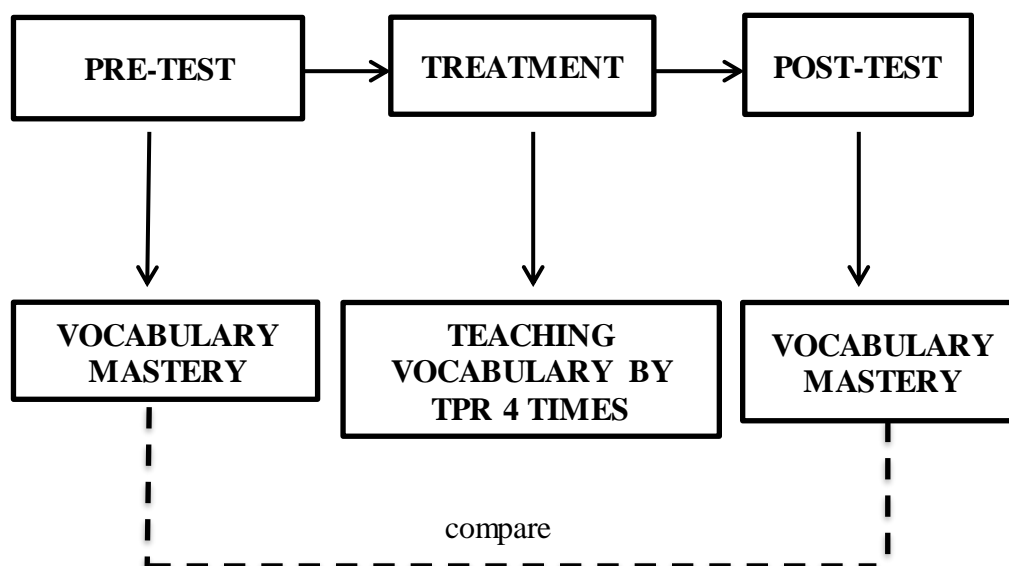
According to Silver, using TPR method in lesson must include three steps: teaching/learning, practicing or rehearsing, and testing or evaluation.²⁶

²⁵Ibid, 2

²⁶Silver, M., Adelman, B., and Price, E., *Total Physical Response: A Curriculum for Adults*. (In English Language and Literacy Center, St. Louis, MO 63105 2003),7

During learning vocabulary process, the teacher will give commands or instructions. When doing it, teacher must say it clearly and consistently, such as when the teacher says, “touch the desk” teacher needs to accompany her words by touch to the desk by herself. During practicing, the teacher needs to use the words and imperative actions continuously. Teacher have to build a good communication to students for establish students’ understanding and also their confidence in practicing vocabulary through communication with action. The last step in TPR method that stated by Silver is evaluation. The teacher will control and see if the students can practice the vocabulary words that has been taught without shame or hesitate.

C. Theoretical Framework



The researcher gave Pre-test to identify the vocabulary mastery level of the student. And then, the researcher did some treatment by doing teaching vocabulary by TPR 4 times meeting. And the last, the researcher

gave Post-test to the student to measure their vocabulary mastery leaver after teaching by TPR method. The researcher compared students' vocabulary mastery in pre-test and students' vocabulary mastery and post-test.

D. Hypothesis

The hypothesis of this study in the forms of null and research hypothesis can be follow as below:

- 1) Ho : The TPR method can improve students' vocabulary mastery.
- 2) Ha : TPR method cannot improve students' vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Research Design

The researcher used one of quantitative method types, namely quasi-experimental design which includes pre-test, treatments and post-test. According to Sugiyono, the quasi experimental design is study which has purpose to discover the influence of particular treatment¹. This design covered quantitative data and statistical in analyzing data. The researcher used quasi-experimental design which applies Total Physical Response as method to improve students' vocabulary mastery.

B. Population and Research Sample

1. Population.

The population is number of people with similar characteristics where data is collected². In this study, the population consisted of students at MTs Negeri 3 Parigi Kecamatan Bolano Kabupaten Parigi Moutong in the academic 2021/2022 as population, VII grade has four classes. Which consisted of VII A, VII B, VII C until VII D. where class VII A have 23, VII B 23 students, VII C 25 students and class VII D 25 students. Then, the total members of students in this population is 96 students.

¹ Sugiyono, statistika untuk penelitian. Bandung: CV. Alfabeta 2012

² Supardi "*populasi dan sample penelitian*" Unisia, No. 17 Tahun XIII Triwulan VI-1993, 107.

2. Sample

Sample is whole object to be studied, students at MTsN 3 Parigi Kecamatan Bolano Kabupaten Parigi Moutong

In this research, the researcher used cluster technique sampling. Cluster sampling is a sampling technique done by taking the subject or sample which is not based on strata, random or area, but it is based in the consideration of a certain purpose³. There are two classes is chosen as the subject of this research . The first class is VII A with 26 students and the second class was VII B with 26 students.

NO	Grades	Number Of Students
1	VII A (Experimental Class)	20
2	VII B (Control Class)	20

C. Variables of the Research

A variable can be defined as the respect of a person or object which varies from person to person or object to object. There are two variables in this study. These variables are independent variables and dependent variables. The variable of this research is the use of vocabulary on students'

³ S. Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (2nd Ed). Jakarta: PT. Rineka Cipta, 2006.

English learning outcomes as the dependent variable, students' reading ability is descriptive using vocabulary.

D. Operational Definition of Key Terms

In this research, the researcher examined the correlation of variable X and variable Y. These two variables were: Total Physical Response (X) and their Students' Vocabulary Mastery (Y).

E. Research Instruments

The test instrument is a measuring tool, because it contains questions or statements whose alternative answers have certain standard answers. Sukmadinata The instrument used to obtain data in this study is a test in the form of an objective test. This objective test was conducted to improve students' vocabulary mastery through the TPR (total physical responses) method.

1. Pre-test

Pre-test was given by the researcher before the treatment. The pre-test in this research has a purpose to find out the to improving students' vocabulary mastery through the TPR (total physical response) method . The researcher gave to both of the control class and experimental class. The text of test for the experimental class and the control class was similar.

The researcher used multiple choice questions to improve students' vocabulary, the questions in this test consist of multiple choice questions with a total of twenty question.

2. Post-test

The post-test was administered after conducting the treatments in both of experimental and control class. This test measured the level to improving students' vocabulary mastery through the TPR (total physical response) method after doing the treatments. The process of post-test was similar with the pre-test, both experimental and control classes can get the same questions. And then, the score collected and analyzed. The differences can be seen in the result of the pre-test and post-test. The researcher was give twenty multiple choice as post-test.

The researcher used twenty multiple choice as post-test.

3. Scoring system

Table. 1 Qualification of students' Scores

Score	Category
0-34	Very low
35-59	Low
60-69	Enough
70-79	Good

80-89	Very good
90-100	Excellent

Source: Class VII English Lesson Plan At MTsN 3 Parigi

F. Tehnique of Data Collection

the test was to measure the students' improvement in vocabulary mastery. The research test was divided into two tests, namely pre-test and post-test. The questions in this test consist of multiple choice questions with a total of twenty points and are given a score of one.

In collecting data, researcher followed the step below:

1. The researcher used a pre-test, treatment and post-test with multiple choice questions.
2. The researcher used explanation about the purpose the multiple choice questions.
3. Finally, the researcher collected the students answer.

G. Treatment

In this study, the researcher gave four time of treatment. In control group, taught the students without using Total Physical Response. As for this treatment researchers material using the multiple choice. Then before carrying out the teaching and learning process students will be divided into two groups, namely the control class group and the experimental class

group. Each group consists of ten students in control class and ten students in experiment class. So the total number of students is twenty students. Then the experimental class will be taught directly by the researcher and the class control will be taught directly by the researcher. In this study researchers conducted four meetings by bringing material about the Multiple Choice.

H. Tehnique of Data Analysis

This research approach is classified as experimental research. It controls the treatment given to the subjects who are usually formed into groups. This study involved the experimental group and the control group which are given different teaching treatments. However, the instruments used by the two groups are the same. Then the difference is in the use of media for delivering material. The experimental group was taught using TPR to improve vocabulary mastery where the researcher himself taught his students. While the control group was taught using GTM (Grammatical Translation Method). Before being given treatment, they were given a post-test on the instrument. Then, the scores obtained were compared with each other to find out the significant differences.

The researcher used arranged categorize the data obtain from the distribution of questionnaires to the be processed analysis pre-test and post-test using Microsoft Excel.

To determine the individual score, the researcher was analyzed the students' standard score in the pretest and the post-test by using the following formula⁴

$$\frac{A}{N} \times 100$$

Where:

A = The number of students who answered the item correctly

N = The total number of students who attend the item

100 = Constant number

Then, the researcher analyzed the mean of the groups on pretest and posttest using the formula purposed by Hatch and Farhady⁵;

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

Where:

\bar{X} = mean score

$\sum x$ = amount of each data

N = amount of data

After getting the mean score of both of the experimental and the control class, the researcher computed the mean score and the square of the deviation to find out the significant difference between the experimental and the control class. The researcher compared the mean score and the significant deviation by using

⁴CohenL, "Research Method in Education (fifth ed.) (London: Taylor & Francis e- Library, 2006), 312.

⁵HatchE&Farhady. H, "Research Design and Statistic For Applied Linguistics (Tehran: Rahnama Publications, 1982), 55.

formula suggested by Arikunto⁶ as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:

$\sum x^2$ = Deviation score of experimental class

$\sum y^2$ = Deviation score of control class

N = Number of students

In order to find the significant difference or testing hypothesis, the researcher was analyzed the data by using t-count formula⁷ as follows:

$$t = \frac{m_x - m_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{n_x + n_y - 2} \right] \left[\frac{1}{n_x} + \frac{1}{n_y} \right]}}$$

Where:

$\sum y$ = Sum of Square of control class

M_x = Mean of experimental class

M_y = Mean of control class

⁶Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (edisi revisi ke-6). 2006, 312.

⁷ Ibid

$\sum x^2$ = Sum of Square of experimental

N_x = Number of students of experimental class

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Finding

1. Profile of MTs Negeri 3 Parigi

The existence of an educational institution or school is certainly inseparable from history, starting from the stages of development, development, up to the present. Like wise the case with the development of MTs Negeri 3 Parigi which was motivated by the wishes of the community, religious leaders, along with traditional leaders and supported by the local village government who realized the need for continuous education.

H. Sabrun, as the principal of MTs Negeri 3 Parigi : at first MTs Negeri 3 Parigi, in 1980 it was started by Mr. H. Rustam. A. Salihu, as the village head as well as the school principal at the time along with religious leaders and community leaders from several neighboring villages such as Taopa, Lambunu, Bajo, Bolano and surrounding villages. Until finally in 1985 MTs Bolano was established as a private school. After several years of running the MTs Bolano school was then inaugurated as a public school on march 17, 1997 and also changed its name to MTs Negeri Moutong which was in the Moutong sub-district at the time. And after there was a changed in the nomenclature, in 1999 the name changed to MTs Negeri 3 Parigi until now.¹

¹ H. Sabrun , Kepala MTs Negeri 3 Parigi, Wawancara Oleh Penulis, Di Desa Bolano, Kec. Bolano, Kab. Parigi Moutong. Ruang Kepala Madrasah. 22 Maret 2021.

Since the establishment of MTs Negeri 3 Parigi in 1985 until now, the leadership of the madrasah head has changed 6 times, the first of which occurred in 2007. As for the number of teaching staff at MTs Negeri 3 Parigi school, there are currently 25 people consisting of 10 Civil Servants and 15 non Civil Servants employees.

2. Finding of Pre-Test of Control Class and Experiment Class.

Before giving this statement, the researcher administered a Pre-test the vocabulary skill of the Seventh Grade students' of MTs Negeri 3 Parigi. The researcher ran initial tests live. The researcher got the results from the students' test.

Table 1

Result of pre-test of the control class

NO	Initial	Score	Category	Cualification
1.	AH	35	Low	Failed
2.	A	20	Very Low	Failed
3.	A	20	Very Low	Failed
4.	SNI	40	Enough	Failed
5	NA	25	Very Low	Failed
6.	NF	45	Low	Failed
7.	A	75	Good	Successful
8.	JF	65	Enough	Failed

9.	R	25	Very Low	Failed
10.	R	55	Low	Failed
11.	Y	35	Low	Failed
12.	DY	20	Very Low	Failed
13.	N	30	Very Low	Failed
14.	M	15	Very Low	Failed
15.	AL	25	Very Low	Failed
16.	MD	20	Very Low	Failed
17.	RJ	45	Low	Failed
18.	AYG	65	Enough	Failed
19.	AC	70	Good	Failed
20.	I	75	Good	Successful
Total		785		

After calculating the total score, the researcher computed the mean score of control class by using formula proposed by Hatch and Farhady as follows :

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

$$\bar{X} = \frac{785}{20}$$

$$\bar{X} = 39,25$$

Based on analysis, it can be seen that mean score of pre-test of control class is 39,25. it can be concluded that the students in control class categorized as low in vocabulary mastery.

Table 2
Result of Pre-test the Experimental Class

NO	Initial	Score	Category	Cualification
1.	AA	20	Very Low	Failed
2.	AH	10	Very Low	Failed
3.	A M	20	Very Low	Failed
4.	IW	35	Low	Failed
5	NH	15	Very Low	Failed
6.	N	30	Very Low	Failed
7.	TK	45	Low	Failed
8.	I	30	Very Low	Failed
9.	RB	15	Very Low	Failed
10.	R	45	Low	Failed
11.	WA	25	Very Low	Failed
12.	CA	15	Very Low	Failed
13.	GN	10	Very Low	Failed
14.	IK	5	Very Low	Failed
15.	YHN	5	Very Low	Failed
16.	TD	10	Very Low	Failed
17.	SK	30	Very Low	Failed
18.	AY	50	Low	Failed
19.	A	35	Low	Failed
20.	RR	60	Enough	Failed

Total	490
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After calculating the total score, the researcher analyzed the mean score of pre-test of the experimental class by using formula proposed by Hatch and Farhady¹⁹ as follows :

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

$$\bar{X} = \frac{490}{20}$$

$$\bar{X} = 49$$

Based on analysis, it can be seen that mean score of pre-test of experimental class is 49. It can be concluded that the students in experimental class categorized as low in vocabulary mastery.

3. Finding of post-test of Control Class and Experimental Class

Table 3

Result of post-test of the Control class

NO	Initial	Score	Category	Cualification
1.	AH	55	Low	Failed
2.	A	35	Low	Failed
3.	A	40	Low	Failed
4.	SNI	45	Low	Failed
5	NA	35	Low	Failed
6.	NF	65	Enough	Failed

7.	A	80	Very Good	Successful
8.	JF	75	Enough	Successful
9.	R	40	Low	Failed
10.	R	75	Good	Successful
11.	Y	85	Very Good	Successful
12.	DY	45	Low	Failed
13.	N	65	Enough	Failed
14.	M	45	Low	Failed
15.	AL	50	Low	Failed
16.	MD	45	Low	Failed
17.	RJ	60	Low	Failed
18.	AYG	75	Good	Successful
19.	AC	85	Very Good	Successful
20.	I	95	Excellent	Successful
Total		1195		

After calculating the total score, the researcher analyzed the mean score of post-test of the control class by using formula proposed by Hatch and Farhady as follows :

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

$$\bar{X} = \frac{1195}{20}$$

$$\bar{X} = 59,75$$

Based on the analysis, it can be seen that the mean score of post-test of the control class is 59,75. It can be concluded that the students in control class categorized as low in vocabulary mastery.

Table 4

Result of post-test of the Experimental Class

NO	Initial	Score	Category	Cualification
1.	AA	65	Enough	Failed
2.	AH	55	Low	Failed
3.	A M	80	Very Good	Successful
4.	IW	75	Good	Successful
5	NH	65	Enough	Failed
6.	N	70	Good	Successful
7.	TK	85	Very Good	Successful
8.	I	75	Good	Successful
9.	RB	60	Enough	Failed
10.	R	70	Good	Failed
11.	WA	50	Low	Failed
12.	CA	45	Low	Failed
13.	GN	55	Low	Failed
14.	IK	35	Low	Failed
15.	YHN	35	Low	Failed
16.	TD	65	Enough	Failed
17.	SK	80	Very Good	Successful

18.	AY	90	Excellent	Successful
19.	A	80	Very Good	Successful
20.	RR	90	Excellent	Successful
Total		1327		

After calculating the total score, the researcher analyzed the mean score of post-test of the experimental class by using formula proposed by Hatch and Farhady² as follows :

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

$$\bar{X} = \frac{1327}{20}$$

$$\bar{X} = 66,35$$

Based on analysis, it can be seen that mean score of post-test of experimental class is 66,35. It can be concluded that the students in experimental class categorized as enough in vocabulary mastery.

The deviation of the students' score of pre-test and post-test can be seen as follows:

Table.5

Deviation and square deviation of experimental class

No	Initial	Score		Deviation Y	Square deviation y ²
		Pre-test	Post-test		
1.	AH	20	65	45	2025

² ibid

2.	A	10	55	45	2025
3.	A	20	80	60	3600
4.	SNI	35	75	40	1600
5.	NA	15	65	50	2500
6.	NF	30	70	40	1600
7.	A	45	85	35	1225
8.	ZF	30	75	45	2025
9.	R	15	60	45	2025
10.	R	45	70	25	625
11.	Y	25	50	25	625
12.	DY	15	45	30	900
13.	N	10	55	45	2025
14.	M	5	35	30	900
15.	AL	5	35	30	900
16.	MD	10	65	55	3025
17.	RJ	30	80	50	2500
18.	AYG	50	90	40	1600
19.	AZ	25	80	45	2025
20.	I	20	90	30	900
	TOTAL	495	1327	810	37050

The deviation of the students' score of pre-test and post-test can be seen as follows:

Table.6

Deviation and square deviation of Control class

No	Initial	Score		Deviation Y	Square deviation y^2
		Pre-test	Post-test		
1.	AH	35	55	20	400
2.	A	20	35	15	225
3.	A	20	40	20	400
4.	SNI	40	45	5	25
5.	NA	25	35	10	200
6.	NF	45	65	20	400
7.	A	75	80	5	25
8.	ZF	65	75	10	200
9.	R	25	40	15	225
10.	R	55	75	20	400
11.	Y	35	85	50	2500
12.	DY	20	45	25	625
13.	N	30	65	35	1225
14.	M	15	45	30	900
15.	AL	25	50	25	400
16.	MD	20	45	25	400

17.	RJ	45	60	15	225
18.	AYG	65	75	10	1600
19.	AZ	70	85	15	225
20	I	75	95	20	400
TOTAL		785	1195	390	11000

After obtained the deviation and square deviation of the controlled and experimental classes. Then, the researcher was carried out to calculate the mean deviation (M_D) of the two classes used the formula

classes used the formula:

$$M_x = \frac{\sum x}{n}$$

1. Experimental Class

$$M_x = \frac{810}{20}$$

$$M_x = 40,5$$

2. Controlled class

$$M_y = \frac{390}{20}$$

$$M_y = 19,5$$

After that, the researcher analyzed the square deviation of control and experimental classes by using the formula as follows :

1. Experimental class

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n}$$

$$\sum x^2 = 37050 - \frac{(810)^2}{20}$$

$$\sum x^2 = 37050 - \frac{656100}{20}$$

$$\sum x^2 = 37050 - 32805$$

2. Controlled class

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{n}$$

$$\sum Y^2 = 10800 - \frac{(390)^2}{20}$$

$$\sum Y^2 = 10800 - \frac{152100}{20}$$

$$\sum Y^2 = 10800 - 7605$$

$$\sum x^2 = 4245$$

$$\sum Y^2 = 3395$$

t-counted

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{40,5 - 19,5}{\sqrt{\left(\frac{4245 + 3395}{10 + 10 - 2}\right)\left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$t = \frac{25}{\sqrt{\left(\frac{850}{18}\right)\left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$t = \frac{25}{\sqrt{\left(\frac{47,2}{18}\right)\left(\frac{2}{20}\right)}}$$

$$t = \frac{25}{\sqrt{(2,62)}}$$

$$t = \frac{25}{9,5}$$

$$t = 2,6.$$

t-counted was 2,6

B. Testing Hypothesis

The researcher had to test the hypothesis after analyzing the data. The hypothesis was Improving Students' Vocabulary Trough Total Physical Response (TPR) Method At Seventh Grade Students' of MTs Negeri 3 Parigi. To notice that the hypothesis was accepted or rejected, the researcher tested the hypothesis. There were two criteria that the researcher used in making the hypothesis of the research as follow:

1. If the value of t-counted is higher than value of t-table, means that the research hypothesis is accepted. In other words, Improving Students' Vocabulary Trough Total Physical Response (TPR) Method At Seventh Grade Students' of MTs Negeri 3 Parigi.
2. If the value of t-counted is lower than the t-table, it indicates that the

research hypothesis is other words, Improving Students' Vocabulary Trough Total Physical Response (TPR) Method At Seventh Grade Students' of MTs Negeri 3 Parigi. However, before decided which hypothesis was accepted and rejected, the researcher needed to know the critical t-table using 0.05 level significance and the degree of freedom (df) $N_x + N_y - 2 = 10 + 10 - 2 = 18$. The researcher used the interpolation formula as follows:

$$\frac{a}{b} \times c$$

Where:

- a. The result of the degree of freedom obtained from the students' number in sample and the degree of freedom whose figure precedes right before the df obtained on the table of critical values of students' distribution
- b. The subtraction of two degree of freedom whose figure precedes and comes after the degree of freedom on the table of critical values of the students' distribution
- c. The subtraction of values of degree of freedom in the computation of interpolation formula can be seen below:

$$a = 18 - 10$$

$$= 8$$

$$b = 30 - 10$$

$$= 20$$

$$c = 10 \Rightarrow 2,228$$

$$= 30 \Rightarrow 2,042$$

$$= 2,228 - 2,042$$

$$= 0,186$$

$$\frac{a}{b} \times c = \frac{8}{20} \times 0,186$$

$$= 0,0744$$

$$Df (18) = 2,228 - 0,0744$$

$$t\text{-table} = 2,2$$

Based on the result of the data analysis above, we can see that t-table was 2.2, while the t-counted was 3. It means that H_a was accepted. In other words, Improving Students' Vocabulary Trough Total Physical Response (TPR) Method At Seventh Grade Students' of MTs Negeri 3 Parigi.

C. Discussion

In this section, the researcher described and discussed about the results of the research. At the first research meeting, the research gave a pre-test to the control class and experimental class who achieved the minimum completeness of the KKM (75). The treatment applied at the second meeting to the fourth meeting. At the last meeting, the researcher gave a post test to the students. So, there were a total six meetings in experimental class.

In the last meeting, the researcher gave the post-test to the students. It aimed to measure the students' vocabulary mastery after giving the treatment. Based on the result of their post-test, it showed that in the controlled class, there were 12 students out of 20 who can pass the minimum of standard achievement 75 (KKM), while in the experimental class there were 8 students out of 20 who success to passed the KKM. It is clearly stated based on the result of t-counted that shows 3 that higher than t-table 2,2 . this shows that Improving Students' Vocabulary mastery Trough Total Physical Response (TPR) Method At Seventh Grade Students' of MTs Negeri 3 Parigi.

When the researcher taught by using TPR method, the students were very enthusiastic and excited. It is the first time they learned English by using TPR method, because before that they had never learned by using TPR method, and this is actually one of the reasons why the researcher brought up a title that has the TPR method, because the researcher wants to see if class A and B students' are MTs Negeri 3 Parigi are able or not in improving their English vocabulary using the TPR method.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the previous discussion and the result of the research above, the researcher concludes that:

At the beginning of the meeting, the students' vocabulary mastery in both the experimental class and the controlled class were still low. This can be seen from their very low pre-test result and no one can pass the KKM or minimum standard achievement where the pre-test result for the experimental class is 49 and pre-test result for the control class is 39,25 after being given the treatment, it was seen there was a significant increase in the students' vocabulary mastery in the experimental class. This can be seen from their post-test result, namely the post-test experimental class is 66,35 and the control post-test result is 59,75 and the square deviation of the experimental class is 40,5 while square deviation of the control class is 19,5. Based on the result of the data presented above, it shows that the use Total Physical Response (TPR) can improve the vocab students' at Mts Negeri 3 Parigi. Where the results of t-count 2,6 while t-table 2,2 is lower than t-count.

B. Suggestion

In favor of increase the English teaching quality, the researcher would like to give so suggestions as follows:

1. The teachers need to be creative in finding and applying appropriate techniques to teach writing skills in order to finally facilitate and help the

students to improve better vocabulary skill. In this case they should be more creative in selecting, producing, and using interesting TPR method in the teaching-learning process. Improving vocabulary students' which is kinds of several features comes to solve the problem and can be an alternative media or method in teaching vocabulary mastery.

2. The researcher hopes that other researchers will conduct similar research on the other factors affecting English vocabulary mastery

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APPENDIX



Picture: *MTsn 3 Parigi*



Picture: *Explanation About Material Pre-test Clas A*



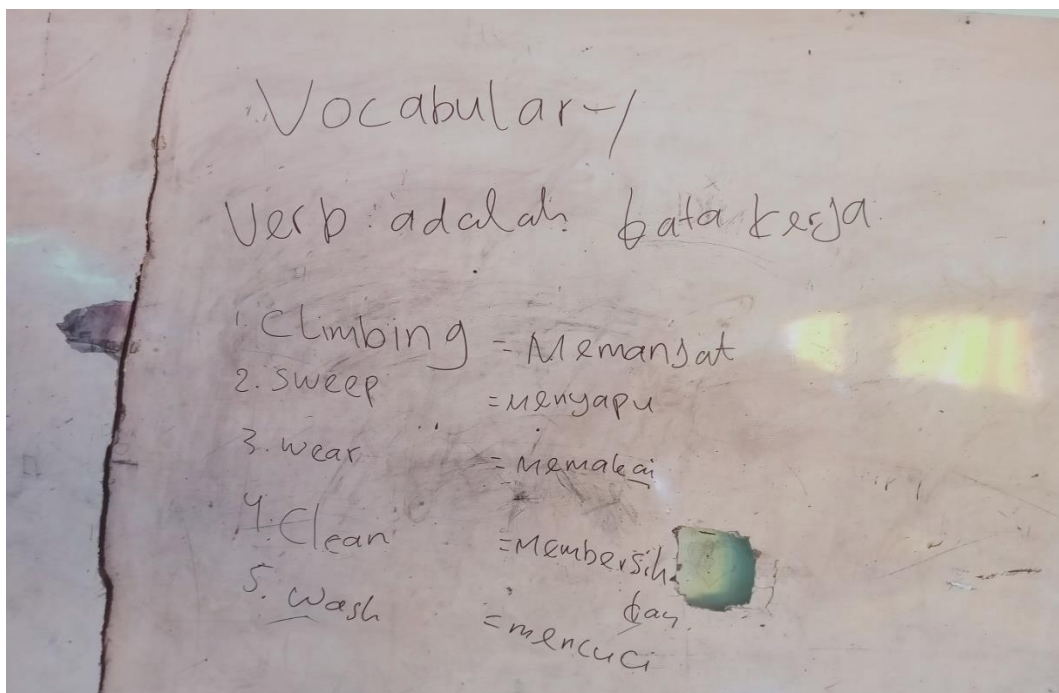
Picture: giving Treatment



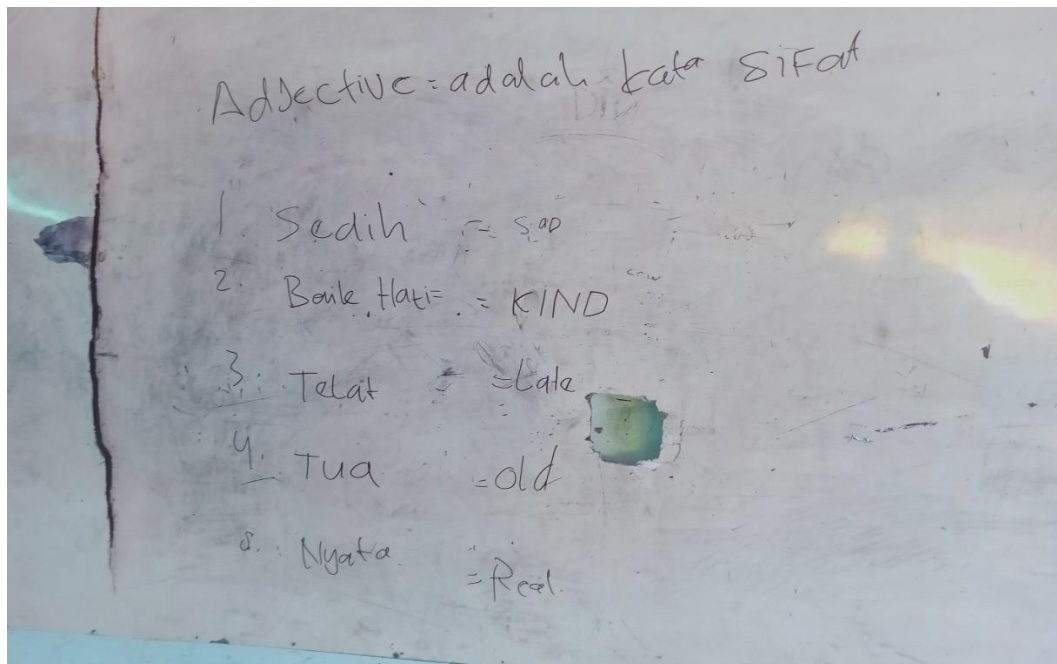
Picture: Giving Pre-Test to class A



Picture: *Giving Pos-Test to Class B*



Picture: *Material*



Picture : Material

BIOGRAPHY



Complete Name : Diky Hendriawan
Date of Birth : Bolano, 06 Juni 1996
Address : Palu Barat jl. Samudra 2
: Desa Bolano Barat Kec. Bolano Kab. Primo
Phone Number : 082296203255
Religion : Islam
Nm : 161160097
Major/Faculty : English Tadris Study Program/FTIK
Status : Not Merried
Email : dikyhendriawan24@gmail.com

EDUCATIONAL BACKGROUND

Elementary School :2005-2011 SDN 02 Bolano Barat
Junior High School :2011-2013 MTsN 03 Parigi Kec. Bolano
Senior High School : 2013-2016 MAN 03 Parigi Kec. Bolano
Collage :S1 English Tadris Study Program (TBIG)
Faculty of Tarbiyah and Teacher Training (FTIK)
Datokarama State Islamic University Plau. (2016-2024)

ORGANIZATION

Pramuka MTsN 03 Parigi Kec. Bolano
Pramuka MAN 03 Parigi Kec. Bolano
Marching Band MAN 03 Parigi Kec. BOLANO

PARENT IDENTITY

Father Name : Ipran H. Andedeng
Address : Desa Bolano Barat Kec. Bolano
Work : Wiraswasta
Number Phone : 082296203440
Mather Name : Ummu Kalsum
Address : Desa Bolano Barat Kec. Bolano
Work : URT