

## **II. FRAME OF THEORIES**

### **2.1 Concept of Vocabulary**

Vocabulary is the number of words, which is used to communicate. Learning vocabulary do not mean learning to understand the meaning of the words only, spelling and pronunciation and word family should become an integral part of learning activity. Correct pronunciation is required in oral communication because it can make our partner understand what we say.

Vocabulary is a set of lexeme including a simple word, compound word, and idiom. Lamb (1963) defines a simple word as single word that may or may not have a prefix and suffix, example: table, chair, door, etc. While a compound word is, a word joined from two or more other words. Trask in Susanti (2009: 9) also says that compound word is two or more existing words, which are simply combining. Compound word can be written as one word, two words or as hyphenated-word, for example: classroom, textbook, policeman, etc. idiom is a group of words with a meaning which is different from the individual words and often difficult to understand the individual words, for example: look up, look at, give up, etc.

Mastering vocabulary as a basic element of language is necessary, since vocabulary is basic element of language that will make language become meaningful and without vocabulary, one cannot use language for communication purpose. It is impossible to learn language without vocabulary (Rivers, 1970:462).

Moreover, Finnochiaro (1967) states that the essential part of the language learning is the lexicon or vocabulary of the language. In fact, language is to communicate so; Wallace (1987: 30) says that vocabulary is the stock of word used by the people, a particular class of people or even person.

As stated by Fries (1974: 4), vocabulary can be classified into some types namely:

1. **Content Words** represent:

a. Name of subject or things, that is: nouns. According to Frank (1972: 6),

based on the meaning, noun can be classified into five types, proper noun (*Mr. John Smith, Paris, Dutchman, Thanksgiving Day*), concrete noun (*flower, girl*), abstract noun (*beauty, justice*), countable (*chairs, tables*) or non countable noun (*sugar, sand*), and collective noun (*committee, class, crew*). Here are the examples of above types.

✓ *Paris is the center of world's fashion.*

✓ *The girl likes the flower.*

✓ *He likes her beauty.*

✓ *They put some chairs in the room.*

✓ *The committee looks tired after the event.*

b. Action done by with those things, that is: verbs. Frank (1972: 47) mentions

that verbs can be classified into five types. The predicating or linking verbs (*be, seem, look*), transitive verbs (*give, write*) or intransitive verbs (*go, come*), reflexive verbs (express oneself, wash oneself), auxiliary verbs (*be, have, do*), and finite or non-finite verbs, e.g.:

✓ *He looks confused.*

✓ *My sister writes a letter for me.*

✓ *They go this morning.*

✓ *He washes his car himself.*

✓ *We are very happy.*

- c. Qualities of the things, that is: adjectives. Frank (1972: 109) categorizes the types of adjectives into three determiners [article (*the, a, an*).

Demonstrative adjectives (*this, that*), possessive adjective (*my, your, the girl's*), numeral adjective (*four, twenty, fourth, twentieth*), adjective of indefinite quantity (*some, few*), relative and interrogative adjective (*whose, which*), descriptive adjective [proper adjective (*a French dish, a Catholic church*), participial adjective (*an interesting book, a bored student*), and adjective compounds (*a good-looking girl, absent-minded, a wall-to-wall carpet, a never-to-be-forgotten plot*)]. Here are the examples of above types.

✓ *We will visit the museum today.*

✓ *I bought this book yesterday.*

✓ *She left her purse.*

✓ *Four students cannot join the examination.*

✓ *My mother gives me some money.*

✓ *My mother cooked a French dish for dinner.*

✓ *Sarah is a good-looking girl.*

- d. How the action done, that is: adverbs. Frank (1972: 148) summarizes the category of adverbs into five, adverbs of manner (*slowly, silently*), adverbs of place (*inside, there*), adverbs of time (*yesterday, tomorrow*), adverbs of frequency (*sometimes, often*) and adverbs of degree (*completely, very*), e.g.:

✓ *She walks slowly.*

- ✓ *He put the present inside the box.*
- ✓ *We will visit an orphanage tomorrow.*
- ✓ *We sometimes go swimming.*
- ✓ *He was very angry when he saw her bedroom in a mess.*

2. **Function Words** are those words, which one is used as a means of expressing relation of grammar or structure, such as conjunction (*and, however, but*), e.g.:

- ✓ *Andi is as clever as Indah but Ronnie is not like them.*  
(Conjunction)
- ✓ *Dian and Desy have a cat. (Conjunction)*

3. **Substitute Words**, those which represent the individual things or specific action as substitutes for whole form classes of words (*anybody, anyone, somebody, and someone*), e.g.:

- ✓ *Everyone has left the room.*
- ✓ *Nobody is perfect.*

4. **Distributed Words**, those are distributed in use according to grammatical matter as the presence or absence of a negative, such as *any, either*, etc, e.g.:

- ✓ *You do not allow passing this line and neither do I.*
- ✓ *She cannot finish the task and I don't either.*

In this research, the researcher focused on Content words. Fries (1974: 4) mention that noun, verb, adjective, and adverb belong to content words. The researcher taught vocabulary of concrete noun, command and request verb, those were used things in the classroom and student's school equipment. Content words consist of words that can be well associated. Moreover, other types of words such as

function word, substitute word, and distribute word cannot be well associated since they were limited in meaning.

## **2.2 Concept of Teaching Vocabulary**

Teaching is giving instruction, guiding in studying about something, providing about knowledge and causing to understand (Brown, 1978:6). Therefore, when we teach someone, we hope that at the end of teaching period the person will have knowledge and understand the subject that we have taught. Considering the importance of learning language, the researcher assumes that the teacher must be able to choose a good and appropriate method for teaching language.

This step is essential because it influenced the achievement of the goal of learning a language, in this case students' capability to communicate in the target language. Encourage students to learn a new vocabulary was big challenge for English teacher. Deciding which one is appropriate and attractive methods will be applied in the classroom is not easy. However, a good decision can help the teacher in teaching vocabulary, because the proper methods, material, and preparation made the process of teaching run well.

While, the teacher consider in choosing the appropriate method to the learners, the teacher must consider in selecting the material that will be taught. Then, the teacher should first recognize the age and characteristic of them, so that the teacher can provide the students with new word of the target language.

Firstly, the teacher must consider kinds of vocabulary that should be taught. Nation (1990:5") defined four of vocabulary that will be considered by the teacher,

They are:

1. The word is very frequent and important for the learners.
2. The word causes particular difficulty
3. The word is needed for another activity, such as reading, game, song, listening
4. The words contain features or regular patterns. Knowledge of this pattern will help learner master other words more easily.

Secondly, the teacher should know the guidance of teaching English vocabulary for elementary level (GBPP: 3) they are:

1. Introducing a group of vocabulary, in order to make students easily understand the meaning of word and how they are used, for example: *things (those may around the classroom: door, chair, pen, book) and command and request verb (sit, bring, go, walk, and take)*
2. Introducing new vocabulary in natural situation and make have fun in teaching learning process. It can make the students are eager to learn.
3. Introducing a simple English word or vocabulary, for example focus on concrete noun, that it is a noun that refers to what is viewed as a material entity.

In order to achieve the goal of language teaching, the learners are able to communicate in target language, it is impossible to teach all the vocabularies in one time. While, harmer says that, the teachers are really to teach the students what the words means and how they are used, together with other words, in context (2000:24). It means that, the useful way in teaching vocabulary is to teach meaning of the words, and how are they used. Furthermore, nation added that

there are three things that the teacher should know when the teacher teaches vocabulary. They are to teach the shape or the form of the words, the meaning of the words and the form of the word together (1974:68)

Nations (1990:18), there are three things to be taught in teaching vocabulary:

1. Teaching the words form, they are spelling and pronunciation.

The teacher can teach the spelling of the words by writing it on the blackboard, while in teaching pronunciation the teacher pronounce the words loudly and asks the students to repeat it after the teacher.

2. Teaching the meaning of the words.

In teaching the meaning, the teacher can tell to the students about sentences that related to the words. For example, what a shoe is? What is the function? Where can we use it?

3. Teaching the use of the words.

In teaching the use of words, the teacher may provide the students with the real examples in sentence forms and provide them some exercises in using the words.

The last thing from the statement above the teacher should consider in teaching vocabulary is how to transfer the words meaning in the context. The role of the teacher should be done properly based on the method he uses. The teacher can give input for the students by using his voice or body movement based on the requirement of the method he uses in transferring the material. Therefore, the

students know how to use the words in sentences rather than merely grasping meaning and memorizing.

### **2.3 Concept of Teaching English for the children**

Based on 2006 KTSP curriculum, English is taught from fourth year elementary school. According to oliva (1969:262) the goals of teaching English for Elementary school are:

1. To provide a beginner basic, the start of extended sequence
2. To turn out a high school graduate who is more able in the foreign language because he has had, the elementary school works in the language.
3. To develop international understanding through study of the way people speak
4. To enrich the curriculum: to add variety to curriculum
5. To provide a pleasant, satisfying, enjoyable experience for the children

The learners of elementary school are children who have age seven to twelve. According to scoot and Lisbeth (1990:3-4), the general characteristic of children who have age seven to twelve are:

1. Their basic concepts are formed.
2. They can tell the difference between fact and fiction
3. They ask question all the time
4. They rely on the spoken word as well as the typical word to convey and understand meaning.
5. they are able to make decision about their own learning
6. they have definite views about what they like and do not like doing
7. They develop sense of fairness about what happens in the classroom and begin to question the teacher's decision.



8. they are able to work with other and learn from others

Moreover, the language development by the age seven to twelve years old are:

- Understand abstract
- Understand Symbols (beginning with word)
- Generalize and systematic

Based on the explanation above, teacher needs special method and technique to teach children. According to scott and Ytrebeg (1990-6) children have amazing ability to absorb language through playing and other activities which they find enjoyable.

For more explanation, the suitable method to children should fulfill the characteristic below: (Larsen-freeman, 1991: Mackey, 1975 and Richards and Rodgers, 1986)

1. Learning should be fun and natural for children.
2. The language should be showed with the first is presented through sound, not written symbol. Listening and speaking are worked on as the learners produce meaningful utterances concerning physical objects and their own experience. After the children understand what people speak and are able to produce the language, they will begin to read the symbols in the target language.
3. Children are more sensitive to anything that touches the senses: they react easily to physical object. Language is taught by having the students use their sense: touch see, listen, smell, and even taste if necessary.

4. Meaning should be made perceptible through concrete object or by the presentation of experience.
5. The idea that teaching should start from what the students already know in order to encourage association processes seems to favor children.

Based on the explanation above, it means that, children are expected to know what they are doing. Moreover, one of the methods that fulfill the characteristic of suitable method to children is TPR.

First, TPR made language learners interested in learning target language because it provides physical activity that keeps the children stimulated to learn a target language. According to Scott (1990:3) children love to play or do the action and learn best when they enjoy themselves. And physical activities are meant to reduce stress that students feel when they are studying foreign language (Larsen-Freeman, 1986:117).

Second, the success of learning target language also depends on the process in acquiring the target language. Based on this assumption, the process in learning target is similar like learning mother language. It means, learning target language should reflect the naturalistic of first language learning. Children develop listening competence before they develop the ability to speak. They will listen what adults say. Then, they will improve their listening competence by responding physically what they hear from their parents in command form. After the foundation in listening is established, they will produce in speaking if they are ready to speak. In addition, TPR uses all these processes in acquiring the target language.

Third, the major teaching method of TPR is using the command. The commands are given to the students to perform the action and the action makes the meaning of the words clear (Larsen-Freeman)

Besides TPR, other method is suitable to teach to the children is Audio Lingual Method; in Audio-lingual method, the students are imitators of the teachers' model or the tapes she supplies of model speakers. They follow the teachers' direction and respond as accurately and as rapidly as possible. In addition, the interaction between the students to the teacher is directed. Because in teaching learning process, the teacher was like an orchestra leader, directing and controlling the language behavior of the students. The teacher also is responsible for providing the students with a good model for imitation.

## **2.4 Concept of Learning Vocabulary**

Learning vocabulary is important, in order to be able to communicate and to avoid misunderstanding. Faerch, haastrup and philipson defines that vocabulary knowledge in foreign language is a continuum between ability to make sense of word and ability to activate the word automatically for productive purposes.

Learning vocabulary is not only to know the meaning and memorize the list of words but also to know the implementation of how and when the words are used in real context. Harmer (1991:23) states that language students need to learn what words mean how they are used. This opinion is also supported by funachiaro (1967) who says that teaching and learning vocabulary is an activity where the teacher and the students reintroduce some vocabulary items many times with the structure and all situation in which they can be logically use.

Since the function of vocabulary is a basic knowledge in learning a language, the language learner should learn the vocabulary of the language that they are learning. Fries (1975:38) says that, learning a language practically always means learning the words of the language, based on the explanation above about the theory of learning vocabulary. The researcher assumes that the meaning of word should be learned in context. Vocabulary should be appropriate to the students' level of capability and related to their experience and their daily phenomena. Learning vocabulary is something more than memorizing and knowing the meaning of words list.

## 2.5 Concept of Noun

According to Frank (1972: 6), based on the meaning, noun can be classified into five types:

- proper noun (*Mr. John Smith, Paris, Dutchman, Thanksgiving Day*),
- concrete noun (*flower, girl*),
- abstract noun (*beauty, justice*),
- countable (*chairs, tables*) and uncountable noun (*sugar, sand*), and
- Collective noun, (*committee, class, crew*).

However, Webster (1988:928) defines noun as any class of words naming or denoting a person, thing, place, action quality, etc (ex, woman, water, Paris, talking, beauty). While Collins and brash (1982) states noun as a word or group of word that refers to a person, or thing.

From the definition above, it is clear that noun refers to all things either concrete or abstract those are available in our environment. In relation to the theories above the researcher specifies the noun that taught, that is concrete nouns, concrete nouns are the nouns that can be touched, seen and defined, for example woman, water, teacher, student. Related to the curriculum for the fourth grade of student's elementary school and teacher handbook, the researcher chosen the topics things in the classroom and students school equipment. Hopefully, the students knew the meaning of the words of things that will be used and seen in their class for process of teaching and learning.

## 2.6 Concept of Verb

Frank (1972: 47) mentions that verbs can be classified into five types:

- The predicating or linking verbs (*be, seem, look*),
- transitive verbs (*give, write*) or intransitive verbs (*go, come*),
- reflexive verbs (express oneself, wash oneself),
- auxiliary verbs (*be, have, do*),
- Finite and non-finite verbs.

However, Webster (1988:1428) defines verb as any of class words expressing action, existence or occurrence are used as auxiliary or copula, and usually constituting the main element of a predicate. Collins and Brash (1982:1304) define verb as any of a language class of words that serve to indicate the occurrence or performance of an action, the existence of a state, etc. such words as run, make, do, etc, are verbs. From these definitions, the researcher infers that verb is activity that is performed to describe the position or state of a subject.

In this case, the researcher has chosen verbs expressing a request and command that were always done by teacher and students in the classroom. Such as, when the students made noise by moving around, the teacher asked them to sit by saying "students sit down please". asked students to open their book by saying "please open your book". asked teacher to read certain sentence on the black board by pointing when it is readable.

## **2.7 Total Physical Response**

Total Physical response (TPR) is one of new methods developed by James Asher a professor of psychology at San Jose State University, California, USA. TPR was a language learning method, which was based on the coordination of speech and action. It was linked to the trace theory of memory, which holds that the more often or intensively a memory connection was traced, the stronger memory would be. In TPR classroom, students respond to commands that required physical movement.

The process of learning target language was similar to learning first language as the children did when they acquired their mother tongue. The children start with listen to what adult spoke then they knew the meaning of the words by observing what adult do while they were saying something. Before they began to produce verbal response, they did physical activities as response toward adult. Finally, they produced verbal if they thought they were ready to speak. This approach is used as principle of TPR, which is developed by James Asher. In conclusion, TPR is method of teaching that built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richard and Roger, 1986:86)

Based on the principle of TPR above, the learner understood what they have learned by observing the action. Moreover, the meaning of the word can be understood by making association between the utterance they heard and the action that they observed. The learners guessed the meaning according to the action. It was stated by Larsen Freeman (1986:87) that languages learners could learn observing action as well as by performing the action themselves. An important condition for learning the language is the absence of stress (Richard and Rodgers, 1986:91).

Here are some of the key features of the Total Physical response method:

1. The teacher directs and students “act” in response-“the instructor is the director of stage played in which the students were the actors” (Ashers. 1977:43).
2. Listening and Physical response skills are emphasized over oral production.
3. The imperative mood was the most common language function employed, even well into advanced levels. Interrogatives were also heavily used.
4. Whenever possible, humor is injected into the lessons to make the class more enjoyable for learners.
5. Students are not required to speak until they feel naturally ready or confident enough to do so.
6. Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language.

In addition, TPR reduced stress because it focused on meaning through movement rather than language form study in abstract. As stated by Larsen-Freeman (1986:117) that physical activities are meant to reduce stress by using the zany command and humorous skits to show that language learning can be fun. It was also the principle of TPR method. When the learners made an error, the teacher repeated the command while acting it out (Larsen-Freeman, 1986:115). The teacher almost dominated the correction. The teacher corrected the learners' mistake directly as soon as, the errors were done by repeating command then checking whether they have already produced the command properly or not.

## **2.8 Procedure of Teaching English Vocabulary of Verb and Noun through TPR**

In order to teach vocabulary of verb and noun through TPR, the researcher used Asher's technique. The procedures are as follows:

1. Using hand signal the teacher mentions two students to come up to the front of the classroom.
2. Gesturing the two students to sit.
3. Arranging the students in a semi-circle position.
4. Then, saying, "stand up" and immediately the teacher stand while mentioning the two students to stand up while mentioning the two students to stand up.
5. Next, saying, "sit down" and immediately the teacher sit down along with the two students.
6. Then saying, "Stand up!" and the group, including the instructor should stand up and then "walk" each would be followed by the appropriate action until all responded confidently, without hesitation.



7. Then it will be continued by introducing another verb such as point, walk, touch, write, and take by combining them with noun (door, chair, and table) such as: Stand up, walk to the door (the teacher and the students stand up and walk to the door). Touch the door (the teacher and the students touch the door).

After the students have enough understanding of the nouns introduced, the language to teach could be expanded and the commands may consist of longer utterances. Some new verbs may be introduced after nouns, as follows.

*Point to the door. Walk to the door. Touch the door*

*Point to the chair. Walk to the chair. Touch the chair*

*Point to the table. Walk to the table. Touch the table*

The students are not allowed to repeat what the teacher says during the class season, they are just allowed to follow the given action and command. The actions and commands are repeated until the students can individually respond quickly and accurately.

Here are some principles of implementing TPR for their language teaching adapt by the researcher with the emphasis on the vocabulary (Larsen- Freeman, 1986:114):

1. Meaning in the target language can often conveyed through action. Memory is activated through learners' response. Beginning foreign language instruction should address the right hemisphere of the brain, the part that controls nonverbal behavior.
2. The students' understanding of the target language should be developed before speaking.

3. The students can initially learn one part of the language rapidly by moving their bodies.
4. The imperative is a powerful linguistic device through which the teacher can direct the students' behavior.
5. The students can learn through-observing actions as well as by performing the action themselves.
6. It is very important that students feel successful. Feeling of success and low anxiety facilitates learning.
7. The students should not be made to memorize fixed routines
8. Correction should be carried out in an unobtrusive manner by repeating the same acting it out.
9. The students must develop flexibility in understanding novel combination of target language chunks. They need to understand more than the exact sentences used in training. Novelty is also motivating by giving the command that they have not heard before.
10. Language learning is more effective when it is fun.
11. Spoken language should be emphasized over written language.
12. The students will begin to speak when they are ready.
13. The students are expected to make error when they first begin to speak.  
The teacher should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.

## **2.9 Weakness and Strength of Total Physical Response**

We have used Total Physical Response in teaching and practicing in various things. It was well suited in teaching vocabulary connected with actions. It can be used to teach imperatives and various tenses and aspects. However, we have to realize that nothing is perfect. Instead of all the strength of this method, it also has some weakness.

#### ▪ **The Weakness of Total Physical Response**

As mentioned above, instead of the strength, Total Physical response has some weakness as follows:

1. TPR has limited effectiveness with adults and more students that are advanced.
2. In addition, it is limited to the imperative mood.
3. Result in lower anxiety levels among language learners.
4. In Adaptation, students feel tired of the process.

#### • **The Strength of Total Physical Response**

Besides the weaknesses that have been describe above, Total Physical Response also has some strength or advantages:

1. Students enjoy getting up out of their chairs and moving around.
2. Simple TPR activities does not require a great deal of preparation on the part of the teacher.
3. TPR is aptitude – free, working well with a mixed ability class, and with students having various disabilities.
4. It is good for kinesthetic learners who need to be active in the class.
5. Class size needs not be a problem; it keeps working effectively for children and beginning students

6. Students are motivated to studies.

## **2.10 Audio Lingual Method**

The audio-lingual method is a method, which was introduced in the United States of America in 1950's. In this present Audio Lingual Method was considered as an old method. In Audio Lingual Method, the learners were prepared to be able to master the foreign language immediately and with good speech accuracy (Richards and Rodgers, 1986: 57).

In fact, Audio Lingual Method is originally introduced to prepare people in mastering foreign language orally in short time, it emphasized in oral form of language. In teaching listening comprehension, pronunciation, grammar, and vocabulary are all related to development of oral fluency. However, the method still considers the other skills of language. The method considered that the oral forms: speaking and listening should come first, reading, and writing come latter. The advocates of the method believe that language learners learn a foreign language as a child learns his mother tongue.

First, he hears sound and tries to understand the sounds, then he attempted to reproduce the sound, and next he learnt to read the written forms. At the beginning children listens to the sounds as input and tries to understand the sound, after that they produce their utterances based on the input they get (Setiyadi, 2000:10).

The goal of this method is to develop students' ability in using the target language communicatively, students need to overlap their frequency of learning the target

language, as a result, they can use it with accurate pronunciation, grammar, and they are able to respond quickly and accurately in speech situation (Richards and Rodgers, 1986: 52).

Audio Lingual Method, the teacher is like an orchestra leader, directing and controlling the students' language behavior. Students should repeat and try to memorize the teachers' direction as fluent as possible. Correct pronunciation, stress, rhythm, and intonation are emphasized. Therefore errors are intolerable, if there is any error emerge, the teacher directly fix to the offending learner or if most of the students made the same error, chorus repetition and drill would be necessary (Setiyadi, 2000:14).

Based on the explanation above, the researcher considered that Audio Lingual Method was a good method in teaching English for the beginner, especially for teaching of vocabulary. Although the early practice focused in Audio lingual methods on mastery of phonological and grammatical structures rather than on mastery of vocabulary, but the researcher assumes that this also appropriated sequence for learning and teaching vocabulary. In this method, the attempt was made to minimize the possibilities in making mistakes both in speaking and in writing (Richards and Rodgers, 1986: 53). It was a good beginning for beginners to learn the language properly and correctly, otherwise the mistakes that are considered tolerable and not directly corrected, it will be caused of fossilization.

An accurate model for the second language especially for the beginner was required tape recorders audiovisual equipment often have central roles in Audio Lingual course. Recognition and discrimination are followed by imitation, repetition, and memorization (Brooks Richards and Rodgers, 1986: 53). The

researcher assumes that, if she used this method for teaching English vocabulary, the students did not only memorize vocabulary but also, they understood, imitated, and repeated models in proper pronunciation and grammar.

Therefore, there was a typical technique closely associated with the audio lingual method. Larsen-freeman (1986:45-47) provides expended description of some common/typical techniques closely associated with the audio lingual Method,

They are:

1. Dialog Memorization

Students memorize an opening dialog using mimicry and applied role-playing

2. Backward Build-Up (Expansion Drill)

Teacher breaks a line into several parts: students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence. adding each part in sequence.

3. Repetition Drill

Students repeat teacher is model as quickly and accurately as possible.

4. Chain Drill

Students ask and answer each other one-by-one in a circular chain around the classroom.

5. Single Slot Substitution Drill

Teacher states a line from the dialog, and then uses a word or a phrase as a “cue” that students. when repeating the line. must substituted into the sentence in the correct place.

6. Multiple – Slot Substitution Drill

Same as the single slot drill, except that there are multiple cues to be substituted into the line.

#### 7. Transformation Drill

Teacher provides a sentence that must be turned into something else, for example a question to be turned into a negative statement, an active sentence to be turned into a negative statement, etc.

#### 8. Question and Answer Drill

Students should answer or ask question very quickly.

#### 9. Use of Minimal Pairs

Using contrastive analysis, teacher select a pair of words that sound identical except for a single sound that typically poses difficulty for the learners students are to pronounce and the differentiate the two words.

#### 10. Complete the Dialogue

Selected word are erased from a line in the dialogue, students must find and insert

#### 11. Grammar Games

Various games designed to practice a grammar point in context, using lots of repetition.

### **2.11 Procedure of Teaching English Vocabulary of Noun and Verb through Audio Lingual Method**

In this section, the researcher would like to describe the application of Audio Lingual Method in teaching vocabulary.

The procedures of teaching vocabulary through Audio Lingual method are as follows:

(Adapted from Richards and Rodgers 1986: 58)

- a. The students first hear either a model of words, read by the teacher or on page; the students repeat it, individually and in chorus.
- b. The teacher pays attention to the student's pronunciation, intonation and fluency.
- c. If the teacher finds out mistakes of pronunciation, the correction should be direct and immediate.
- d. The words are memorized gradually, word by word. A word may be broken down into several syllables even word if necessary.
- e. The teacher designs certain key structures and uses as the basis for pattern drills of different kinds.

*For example:* The topic in teaching is about things, concrete nouns (around the classroom, *for instance: door, chair, pen, book*) and command and request verb (*sit, bring, go, walk, and take*).

There were a number of different types of pattern drills that can be used. Language teachers might use one or more than one pattern drill, depending on what patterns learners have to learn.

In this research, the researcher used typical technique closely associated with the Audio Lingual Method that was:

***Repetition drill:*** the student repeats teacher's model as quickly and accurately as possible.

***Example:***

*(Associated by showing the picture related to the things that is mentioned)*



The teacher asks to the students repeat after the teachers said.

*Repeat after me, please!*

Teacher	: chair,
	: This is chair
	: There is a chair in the class.
Teacher	: chair
Students	: chair
Teacher	: this is chair
Students	: this is chair
Teacher	: There is a chair in the class.
Students	: There is a chair in the class.

Then it continued by introducing another noun such as stationery, book, ruler, by combining them with command and request verb (sit, bring, go, walk, and take) such as:

***Example:***

*Repeat after me, please!*

Teacher	: take, take a chair
Teacher	: take
Students	: take
Teacher	: take a chair
Students	: take a chair

- f. The students refer to their vocabulary activities based on the words Introduced. The activity is the teacher writes down the dialogue on the blackboard and the students write it down.

## **2.12 Weakness and Strength of Audio Lingual Method**

We can use Audio-Lingual method to teach almost all of the language skills such as speaking, reading, and writing. However, we have to realize that nothing is perfect. Instead of all the strength of this method, it also has some weakness.

### **▪ The Weakness of Audio Lingual Method**

As mentioned above, instead of the strength, Audio Lingual Method has some weakness as follows:

- a. It takes a lot of time in teaching process
- b. The teacher are required to be fluent in target language
- c. It requires the teacher who has ability for in providing the learning material

### **• The Strength of Audio Lingual Method**

Besides the weaknesses that have been describe above, Audio Lingual Method also has some strength or advantages:

- a. Giving correct responses form good habits
- b. Memorizing and performing the pattern drills minimize the chance of producing mistakes.
- c. Language is learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written form. Because knowing the pronunciation of a new vocabulary seems that they are eager to know how to write it down.

## **2.13 Theoretical Assumption**

Both Total Physical Response (TPR) and Audio Lingual methods are methods that can be used in teaching vocabulary. However, the researcher assumes that teaching vocabulary through Total Physical Response (TPR) is better than through (Audio Lingual method) ALM. Since, by using TPR method, the students are more active; furthermore, the students are more independent because they are able to get the meaning of the words that can be understood by making associations between the utterances they hear and the actions they are observing. Moreover, the meanings of words they may guess would be internalized by performing the actions in accordance with the commands.

While through Audio Lingual Method the students hardly to develop their ideas, as a result they tend to rely on the teacher when they find the problems, which cannot be solved, also the students tend to be passive in teaching learning process. Based on the ideas above the researcher assumes that the students' vocabulary achievements that are taught through TPR method are significantly different or higher than those who are taught through Audio Lingual Method.

## **2.14 Hypothesis**

Based on the frame of theory and theoretical assumption above, the researcher formulated the hypothesis as follows:

1. There is a significant difference of vocabulary achievement of the fourth year students who are taught through Total Physical Response (TPR) and those taught through Audio Lingual Method at SD N 1 pasir ukir.

2. The method of Total Physical Response (TPR) is better than through Audio Lingual Method in teaching and helping the students increase their vocabulary achievement of the fourth year at SD N 1 pasir ukir.