

**TEACHING ENGLISH VOCABULARY THROUGH TPR METHOD AT
SMP NEGERI 8 BANDAR LAMPUNG**

(Undergraduate Thesis)

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT

TEACHING ENGLISH VOCABULARY THROUGH TPR METHOD AT SMP NEGERI 8 BANDAR LAMPUNG

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Total Physical Response is a method of approaching a foreign language with instructions or commands. This research aims at seeing if the implementation of the TPR method to teach vocabulary learning focuses on content words by comparing the result of the pretest and posttest. This study also focuses on investigating the students' attitude toward the implementation in vocabulary learning through TPR method by analyzing the result of the questionnaire.

The design of the research were one group pre-test, post-test and questionnaire consists of five meetings. The subject of the research was the students of class 7th A at SMP N 8 Bandar Lampung which consisted of 30 students. The instruments of this research were multiple choice consisting 20 items in the pre-test, post-test and 15 questionnaire.

The result of the research showed that there is significant difference after being taught by using Total Physical Response method on learning the vocabulary and the students' have a good respons with the TPR method. This statement could be proven by the result of the post-test was higher than the pre-test. The mean score of pre-test was 66.3 and the post-test was 80.5, the gain score was 18.3 and the result of questionnaire the total means of each indicator which showed more than 3.00, that means positive based on the criteria of perception After seeing the results that have been stated that there is an improvement in student vocabulary after using TPR. In general, most students agreed that the TPR method was useful to improve their vocabulary achievement.

Keywords : TPR, Vocabulary, improving students vocabulary

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SMP NEGERI 8 BANDAR LAMPUNG**

By

SYAHDAN NURIL HUDA

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Syahdan Nuril Huda was born on 29^h May 2001 in Bumi Dipasena Sejahtera, as the second male child of Mohamad Rojikin and Marsini. He has 2 brothers named Arief Hidayatullah and Asyraf Novian Halim.

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MOTTO

“If you can believe it, You can achieve it”

DEDICATION

Devoted to my parents, brothers, and all teachers who instilled in me the delight of learning English.

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Alhamdu Lillahi Rabbil 'alamin, Praise is only for Allah, the Almighty God, for blessing the author to accomplish this script entitled "Teaching English Vocabulary through TPR method at SMPN 8 Bandar Lampung". This work is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for an S-1 degree.

Having done this work, the author realized that many individuals gave unlimited love and help in finishing this script; therefore, the author would like to express his sincere gratitude and respect to:

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Finally, the author believes that his writing is still distant from perfection. There might be flaws in this research. Thus, the author would like to expect any suggestions for the improvement of it. Somehow, the author hopes this research would give a positive contribution to the educational development, to the readers, and to those who want to conduct further research.

Bandar Lampung, 7 October 2023

The author,

Syahdan Nuril Huda

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I. INTRODUCTION

1.1 Background

Vocabulary is one of the important language components in learning English. According to Richard and Rendaya (2002: 255) vocabulary is a core component of language proficiency and provides much basic for how well learners speak, listen, read, and write. Without a proportional amount of vocabulary, anyone will have difficulty in mastering those four skills. Wilkins in Thornbury (2002: 13) added that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This statement emphasizes that vocabulary is very important, especially for students in junior high school, because vocabulary is the basic thing in learning a language, including English.

Besides the importance of vocabulary, Supangesti et al. (2014) reported that the ninth-grade students of SMP Negeri 1 Singkawang acknowledged that it was really difficult to understand the English text because they did not know a lot of words used in the passage. This was also found by the researchers in observation at SMP Negeri 8 Bandar Lampung. Based on the interview with the teacher, the teacher mentioned that the students of the seventh grade at SMP Negeri 8 Bandar Lampung had difficulty in differentiating the form of word grammatically, such as part of speech noun, verb, adjective, and adverb. Furthermore, the students tend to be bored and low participation in English class. Those problems of vocabulary must be solved, because it can be difficulties for the students to continue the next level or grade. Also the students may have low motivation in learning English because they feel English is difficult.

Related to this, Baleghizadeh & Ashoori (2011: 2) stated that one of the most common difficulties faced by teachers when teaching English is they do not use the right method while teaching. In developing vocabulary, English teachers must have the initiative to motivate students to make them more active and understand the

basic vocabulary that students need to master. Therefore, the technique of teaching and learning English vocabulary also wants to be maximized to get an increase in students' vocabulary in teaching.

In teaching vocabulary, the teachers should be aware that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate method and techniques, which will be implemented to the students.

Regarding to the explanation above, according to Setiyadi (2006) there are nine methods or techniques to teach the language: Grammar Translation Method and Direct Method, Audio-Lingual Method, Silent Way, Community Language Learning, Suggestopedia, Total Physical Response, Communicative Language Teaching, Natural Approach, Teaching Across Age Levels. in this research, the researcher tries to carry out vocabulary learning through Total Physical Response (TPR) method by practicing with the commands given by the teacher. It is expected that this method will make teaching vocabulary effective.

Dr. James J Asher established Total Physical Response (TPR) as one of his English teaching approaches and methodologies. It has been used for about thirty years. This strategy focuses on encouraging students to listen to and respond to their teachers' spoken target language orders. In other words, a language education method based on the coordination of speech and action; it aims to teach language through physical (motor) activity. According to Larsen dan Diane as cited in Saepudin (2013) *Technique and Principles in Language Teaching*, TPR or also called "the comprehension approach" is a method of approaching a foreign language with instructions or commands.

In relation to the chosen topic, there have been several related studies on TPR method applied to teaching English vocabulary. Some of them are as follows: First, the research conducted by Hanim et. al (2013) found that TPR was confirmed to be

appropriate for teaching English vocabulary learning at the early stages of the learning process and the main skill developed through the application of TPR method is vocabulary skill since this method pretends to teach the language similarly as the process that the children follow to acquire their mother tongue.

Ibrohim et al. (2018) had proved that the teaching english vocabulary through Total Physical Response (TPR) technique could help students' vocabulary in learning English. The result of interview and questionnaire showed some improvement on process of getting new vocabulary from learning with that technique. Moreover, the data from the questionnaire and interview showed that there were some benefits of TPR method such as developing of students' speaking ability and increasing vocabulary, increasing the students participation in the class, and making a fun learning atmosphere.

Ilmi, P. A. D., & Anwar, K. (2022), conducted a study to find out students' perception on learning vocabulary through TPR method. The results obtained revealed that TPR technique allows students to study more actively and easily in learning English vocabulary. In addition, the result showed some improvement on get a new vocabulary with this technique.

From the research results described above, there is still no research which focuses on the participants of the Seventh grade of junior high school. The researcher interested to know whether there is a significant difference of students' vocabulary achievement after being taught using TPR and how the students' attitude of learning vocabulary using TPR at SMP negeri 8 Bandar Lampung.

1.2 Research Question

Based on the background elaborated above, the researcher formulates the research questions as follows:

1. Is there any significant difference between the students' vocabulary achievement before and after being taught by using TPR method?
2. How is students' attitude towards the implementation of TPR method to improve their vocabulary achievement?

1.3 Objectives of the Research

This research is done in order to achieve these two objectives:

1. To find out whether there is a significant difference of students' vocabulary achievement after the implementation of the TPR Method.
2. To find out students' attitude towards the implementation of the TPR Method.

1.4 Use of the Research

This research's results are expected to give several contributions both theoretically and Practically.

1. Theoretically

The result of this research can be used as a basis for further research, especially For those who are interested in creating an improvement in teaching vocabulary.

2. Practically

The result of this research will be new information given to the readers about the TPR method in teaching vocabulary.

1.5 Scope of the Research

This research is quantitative which aims at seeing if the implementation of the TPR method to teach vocabulary learning focuses on content words by comparing the result of the pretest and posttest. This study also focuses on investigating the

students' attitude toward the implementation in vocabulary learning through TPR method by analyzing the result of the questionnaire.

1.6 Definition of Terms

The researcher provides some definitions of terms that can guide the reader in understanding the research. Some definitions are provided as follows:

a. Vocabulary

Vocabulary means the words that have meaning, have a form and are used to deliver ideas in spoken or written text.

b. Total Physical Response

Total Physical Response is a method in language teaching that is giving commands or instructions to the students and the students learn the language by doing some body movements.

c. Teaching Vocabulary`

Teaching vocabulary is a process of the teacher to make the students acquire the words by using methods or techniques so that the students can deliver their ideas and feelings in a written or spoken form easily.

II. LITERATURE REVIEW

This chapter was concerned with the discussion about the theories of vocabulary in general, types of vocabulary, teaching vocabulary, total physical response as a method in teaching vocabulary, teaching vocabulary through TPR, advantages, and disadvantages of TPR method, assumption and hypothesis of the research.

2.1 Vocabulary

Vocabulary is one of the most important components of language. Vocabulary has an important role in learning because it allows you to communicate clearly with other people. McCarthy (1990, VIII) defined vocabulary as a basis of language, which is very important to achieve first. Indeed, we cannot speak fluently and understand the written text if we do not master it. McCarthy stated that no matter how successful the sound of the foreign language is, without words to express the wide range of meanings, communication in a foreign language just could not happen in any range of meanings. The statement above is truly a fact for the learners. Vocabulary is a very essential part of learning a language because to be able to master a language we automatically have to master its vocabulary.

From the definitions above, the researcher concluded that vocabulary could be defined as the list of words which functioned as a tool to communicate and it is used by learners who learn other language skills. In addition, vocabulary has a significant role in mastering a language; it is as a tool that can help the students to completely understand when they listen or read something.

2.2 Types of Vocabulary

There are some types of vocabulary, Fries (1974: 4) classified English words into four groups as follows:

2.2.1 Content words

Content words are words that have meaning and can be compared to grammatical words, which are structural. The content words are as follows:

a. Nouns

Nouns are words used to describe people, places, things, and ideas. Noun are also words which occurs as a part of the subject of a sentence or an object of a verb. Nordquist (2019) defines eight kinds of noun as follows:

1) Adjectival Noun

The adjectival noun is an adjective that functions as a noun. Example:
The rich give money for the poor.

2) Animate Noun

The animate noun refers to a person, animal, or other creature. The animate noun sometimes has different noun endings, which make the gender clear. Example: *The dancer dance perfectly.*

3) Collective Noun

Collective nouns refer to groups of various types and can be used in both the singular and plural form, although collective nouns tend to be used in the singular. Example: *I do not have any favorite basketball team.*

4) Concrete Noun

Concrete nouns refer to things that anybody can touch, taste, feel, and see. There are actual things that we interact with on a daily basis. Concrete nouns can be both countable and uncountable. Example: *He brought my books.*

5) Abstract Noun

Abstract nouns are nouns that refer to concepts, ideas, and emotions, Abstract nouns are nouns that cannot be touched, are not made of materials, but play an important role in life. Example: I disagree with his *idea*.

6) Countable Noun

The countable noun refers to individual, countable entities, such as books, pencils, and flowers. Example: She lends me her *dolls*.

7) Uncountable Noun

The uncountable noun refers to an undifferentiated mass or notion, such as butter, water, sugar. Example: My mother asked me to buy some *sugar*.

8) Proper Noun

Proper nouns are the names of people, things, institutions, and nations. Proper nouns are always capitalized. Example: I have never been to *Jakarta*.

b. Verbs

A verb is a word that expresses an action or help to make a statement. The verb is the part important component of a sentence. A verb or compound verb asserts subject of the sentence and express events, actions, or state of being. There are some types of verbs. They are:

1) Auxiliary Verb

The auxiliary verb is called a helping verb. This helping verb aid the main verb in a clause to express several vital grammatical contrasts, such as in a number, person, and tense. They do not follow the same grammatical rules as the main verb, which is why they should consider it as a separate class. Example: He *does* not see what Eva saw.

2) Modals

Modal verbs convey a range of judgments about the likelihood of events. The function of modals is only as an auxiliary verb, expressing meaning that is much less definable, focused, and independent than those of lexical verbs. There are nine verbs in this class: can, could, may, might, will, would, shall, should and with dare, need, ought to and used to have a very similar function. Example: I *will* give you my money.

3) Phrasal Verb

A phrasal verb is a set of verbs that demonstrate some unique properties. It presents with what looks to be a preposition, traditionally referred to as particle. Example: I am *looking for* my laptop.

4) Regular and Irregular Verb

A regular verb is a verb that follows the pattern of taking –ed for the past tense and past participle or –d if the word ends in e, such as walk=walked. For example : he *walked* alone to school. While an irregular verb is a verb that does not take the –ed ending for the past tense and past participle forms. Some irregular verbs do not change: put, put, put, while others change completely: drink, drank, drunk. For example : He *took* my glasses.

c. Adjective

Adjective can be defined as various of the organization of language, in particular, at the levels of morphosyntax, semantics, syntactic usage (Pustet, 2006). Adjectives, in terms of semantic sense, refer to express property concepts. From this point of view, it shows the distinguished features which are different from other parts of speech, nouns and verbs. Khamyng (2007) divided adjectives into seven types, they are further described as follows:

- 1) Descriptive adjective is aimed to attribute or qualify people, animals, things, or places in order to describe its features. Here are some examples in the sentences:
 1. The *rich* man who lives in the *big* house is Jeannie's father.
 2. This *cute* cat is named Riri, It has green eyes and very thick fluff.
 3. This *big* mosque which is named Masjid As-Salaam is located near to my house.
- 2) Proper adjective modifies noun in terms of the nationality, this type is originated from proper noun. For examples:
 1. He employs some *Chinese* books to enrich his knowledge about Chinese's culture.
 2. *Indonesian* food tastes so good in my tongue, everybody admits it.
 3. *American* movies are my favorite movie this far because it always ends with the best plot twist I have ever watched.
- 3) Quantitative adjective modifies noun for particular details in quantifying such as:
 1. He ate *much* rice at school last afternoon that is why he became so sleepy this night.
 2. There are *many* people here who stare at me deeply, I do not even understand why.
 3. My mother cannot eat *much* sugar because she has diabetes.
- 4) Numeral adjective is aimed to modify noun for particular details in exact quantifying which is divided into three perspectives: cardinal number (exact quantity), ordinal number (hierarchical number), and multiplicative number (double number). Here are some examples in the sentences:
 1. My hand has *five* fingers. (Cardinal Numeral Adjective)
 2. I am the *seventh* son of my family. (Ordinal Numeral Adjective)

3. Some roses are *double*. (Multiplicative Numeral Adjective)

- 5) Demonstrative adjective shows the noun if it is singular or plural and whether the position of the noun is near or far from the person who is speaking or writing.

For example:

1. I invited *that* man to come to my party in order to become the guest star.
2. *Those* men are so dangerous looked from how they dress themselves.
3. I do not like *this* girl, she is so annoying.

- 6) Interrogative adjective modifies noun as a questioning form. Here are examples in the sentence:

1. *What* books is he reading in the room?
2. *What* colors do you like?
3. *What* types of Indonesian food do you love the most?

- 7) Possessive adjective expresses possession of a noun by someone or something such as:

1. The table which has blue color is *my* table.
2. I borrowed *your* books a week ago but now I forget to bring it to give it back to you.
3. I adore *his* personality which is always success to treat the girl he loves like a princess.

d. Adverbs

Harmer (2007) stated that an adverb is a word (or group of words) that describes or adds to the meaning of a verb, an adjective, another adverb or whole sentence. He further stated that there are eight kinds of adverbs. As following:

- 1) Manner : bravely, fast, happily, hard, quickly, well.
- 2) Place and direction : down, far, here, near, there, up, west.
- 3) Time : now, soon, still, then, today, yet.
- 4) Frequency : always, never, occasionally, often, twice
- 5) Sentence : certainly, definitely, luckily, surely.
- 6) Degree : fairly, hardly, rather, quite, too, very.

2.2.2 Function words

Function words are those which are used as a means of expressing relation of Grammatical structure, such as conjunction (and, but, however, etc) article (a, An, the), and auxiliaries (do, does, did).

2.2.3 Substitute words

Substitute words are those which represent to individual things or specific action as substitutes for whole form classes, that is indefinites articles (anybody, nobody, someone, somebody, etc)

2.2.4 Distributed words

Distributed words are those that are distributed in use according to Grammatical matters as the presence or absence of negative, such as, any, Either, neither, too, or yet.

Based on the explanations above, the researcher focuses on content words which are noun, verb, adjective, and adverb based on the syllabus of descriptive text.

2.3 Aspects of Vocabulary

As pointed out by Lado in Mardianawati (2012), there are aspects of vocabulary, they are as follows:

1) Word Meaning

When the teacher teaches about the word meaning, the teacher should explain that a word may have more than one meaning when it is used in a

different context. In order to get the meaning, the teacher can use dictionaries.

2) Spelling

In learning vocabulary, spelling is vital because it aids in reading and as the connector of letters and sounds. Spelling could also be different acceptable written forms for an equivalent word within the same variety of English.

3) Word Classes

Word classes are categories of the word. A word class is a set of words that display the same formal properties, especially their inflections and distribution (Nordquist, 2019). The term "word class" is similar to the more traditional term, part of speech. It is also variously called grammatical category, lexical category, and syntactic category. The two major families of word classes are lexical classes (nouns, verbs, adjectives, adverbs) and function classes (determiners, particles, prepositions, and others).

4) Word Use

Word use is how a word, phrase, or concept is employed during a language. Word use can also involve grammar and thus be the topic of profound analysis (Mardianawati, 2012).

To summarize, there are five aspects of vocabulary that the students should learn in vocabulary achievement. From the aspects of vocabulary, the researcher focused on meaning, spelling, word classes (lexical classes), and word use. Those were as what the students need to learn based on the syllabus.

2.4 Teaching vocabulary

Vocabulary is an important thing in learning a language. Since it is important, teaching vocabulary has a big role in achieving goals to be successful in acquiring a second language because vocabulary is the root in learning a second language. Many problems may appear in the teaching vocabulary.

First, the teacher only drills the students to repeat what they said without translating the meaning of the words and telling them how to apply the vocabulary in the real context. Second, the teacher only gives a list of words that does not reflect their real-life then the students are asked to memorize the words.

Since vocabulary is complicated to understand and to be learnt, teacher should be able to teach vocabulary or words as much as possible to the students by using certain techniques of course, and should add a fun teaching which may trigger the students to learn by having an interesting activity. Nation (1974: 18) says that when we teach a word, we must teach three things:

1. We must teach the shape of form of the word.
2. We must teach the meaning of the word.
3. We must teach that form and the meaning of the word go together.

From the explanation above, the teacher must know how to make students learn vocabulary appropriately in order to make students understand the meaning of words and also the usage of words. Not only knowing what are the parts include in teaching vocabulary but we also need to know how the words are remembered.

Thornbury (2002) divides the way students remember words into three kinds. They are:

1. Short term store means that the brain can hold the information for periods of Time up to a few seconds. They will remember what they just heard faster but successful vocabulary learning involves more than memorize words of few seconds. Long term memory also needed to be subjected in different kinds of operations.
2. Working memory means that focusing on word long enough to perform operations on them. The information is manipulated via the senses from external sources.

3. Long term memory means such kind of filling system. Unlike working memory which has limited capacity and no permanent content, long-term memory has an enormous memory and its contents are durable over time. Based on the explanation above, the teacher knows the parts which must be included in teaching vocabulary and how the words are remembered in order to make the teacher know how to teach vocabulary appropriately. The selected word should be chosen based on the curriculum, students' level, and ages as well as their needs.

The researcher concludes that teaching vocabulary is a process of the teacher to make the students acquire the words by using method or technique so that the students can deliver their ideas and feelings in a written or spoken form easily.

2.5 Total Physical Response as a Method in Teaching Language

Total physical response (TPR) is a method developed by James J Asher a professor of psychology at San Jose State University, California. This method is applied by using commands from the teacher. The students are asked to listen and give respond to the spoken target language of the teacher's commands. In other words, TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

According to Setiyadi (2006: 125), TPR is based on the premise that the human brain has a biological program for acquiring any language. According to Brown as cited in Setiyadi (2006: 125) Based on developmental psychology, the proponents of TPR claim that memory is increased if it is stimulated through association with motor activity, and the process of learning a foreign language is a parallel process to learning the first language.

Many people believe that TPR is only appropriate for children since the method relies on imperatives. However, Ashers (1988: 3-1) believes that the method can be used to teach any foreign language not only to children but also adults. The principle of TPR is learning a language by observing an action. By observing actions, the students will understand the meaning of the words easily. The meaning of the words can be understood by making associations between the words that they hear and the actions that they are observing. They will guess the meaning from the actions that they have seen. The second principle of TPR is making the teaching-learning to be fun through physical response so that the students are interested to learn a language. According to Larsen-Freeman as cited in Setiyadi (2006: 128) physical response are meant to reduce the stress people feel when studying a foreign language.

In teaching a language some errors will happen. Also in TPR method, there will be some errors done by the students. In this method, the correction will be corrected by the teacher in an unobtrusive manner. When the student makes an error, the teacher repeats the commands while acting out (Larsen-Freeman as quoted in Setiyadi, 2006: 128). Ashers also suggests that the teacher has to have wide tolerance when the students make mistakes in producing the words or making grammatical errors (cited in Setiyadi 2006: 128).

So, based on the explanations above, the researcher concludes that Total Physical Response is a method in teaching language learning that is giving commands or instructions to the students and they learn language by doing body movements. So that, the researcher believes that using Total Physical Response, the students can be easily studying about vocabulary and they are easy to remember what the vocabularies that they have learned.

2.6 Teaching Vocabulary through TPR principles

According to Garcia (1996: 6) state that the best way in teaching vocabulary through TPR is on the seat setting of the students. He divided the students into two sections in order to ease the students moving around while practicing the act. Garcia divides the technique into introductory techniques and working techniques. Introductory techniques refer to many ways in which a new item or command can be presented for the first time to the students. Working techniques refer to the ways in which the commands and supporting vocabulary already presented to the students can be combined and explained in order to advance in the target language.

Here are the following introductory techniques according to Garcia:

1. Teacher utters and models the command to the students then the students listen and practice the command based on the teacher had done.
2. Teacher creates situations where the student has to choose two items. The student knows better about one item well and the student has to eliminate one item.
3. By giving introduction of a new word, the student has to choose from three items which only one is known. If the student guesses the wrong one, another try is needed. If the student guesses correct, she/he will get reward from the teacher.
4. Teacher gives new item by making obvious to the student what to perform, either through gestures or additional cues.
5. The teacher gives commands by using cassette,

The techniques above can be continued with the following working techniques:

1. It takes great effort for the students to transfer a concept to another situation.
2. The teacher should follow as slow pace in introducing materials.

3. Expanding the meaning by putting the lexical items in more complicated
4. Including functional words such as of, with, and, etc
5. It is beneficial for the learner to keep retrieving the original material introduced.
6. It is useful to introduce equivalents and synonyms.
7. As the students learn more individual commands, it is an effective procedure
8. to give several commands in sequence to be performed in continuous action.
9. The teacher should be very cautious about the idea of introducing the number of vocabulary items.

As quoted in Setiyadi (2006: 135) the procedure of teaching vocabulary through TPR according to Ashers is using hand signal. It is applied by asking the students to practice while learning vocabulary. It is applied by asking the students to follow what the teacher's do and say. The students are asked to sit and give space to make you be able to practice together. The students will act the commands by following what the teacher's commands and action.

2.7 Procedure of Teaching English Vocabulary on Junior High School Students Using TPR Method

In teaching vocabulary through TPR method, the researcher had to design the learning activity following the students' basic competence of their current grade. In 7th grade of junior high school, the basic competence of descriptive text was about animal based on the basic competence point 3.7. There were several steps as follows:

2.7.1 Pre-Activity

1. The teacher brainstorms the students by asking them what their favorite animal is.
2. The teacher asks the students whether they like to do body movements or not.
3. The teacher introduces TPR to the students.

2.7.2 While Activity

1. The teacher says the commands and practice the commands
2. The teacher asks one student as a volunteer to practice the commands based on the words together with the teacher
3. The other students are asked to observe and give attention to the volunteer
4. After that, the volunteer is given commands and asked to perform the commands without the teacher
5. Then, the teacher asks all of students to perform the commands in form of game and sing a song.
6. Then, one student gives commands to their friends
7. The teacher tries to ask the questions about the vocabulary has been learned

2.7.3 Post-Activity

1. The teacher makes the students recall what they have learned today by asking them randomly.
2. The teacher concludes the whole material of the lesson.
3. Teacher asks students whether they have problem during the teaching learning material.

2.8 Advantages and Disadvantages of TPR

Every methods or technique in teaching English have advantages and disadvantages. According to Handoyo Widodo (2005), here are the advantages and disadvantages of implementing TPR in teaching Vocabulary:

1. It is a lot of fun. Learners enjoy it, and this method can be a real stirrer in the class. It lifts the pace and the mood;
2. It is very memorable. It does assist students to recognize phrases or words;
3. It is good for kinaesthetic learners who are required to be active in the class;
4. It can be used both in large or small classes. In this case, it is no matter to have how many students you have as long as you are prepared to take the lead, the learners will follow;
5. It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the learners are able to comprehend and apply the target language;
6. It is no need to have a lot of preparation or materials using the TPR. In this regard, as long as you are competent of what you want to practise (a rehearsal beforehand can help), it will not take a lot of time to get ready;
7. It is very effective with teenagers and young learners; and
8. It involves both left and right-brained learning,

In addition to such advantages, TPR has disadvantages. Among them are:

1. Students who are not used to such things might find it embarrassing. This can be the case initially that if the teacher is prepared to perform the actions, the students feel happier about copying. In addition, the students are in a group and do not have to perform for the whole class. This pleasure is reserved for the teacher;

2. It is only really suitable for beginner levels. Whilst, it is clear that it is far more useful at lower levels because the target language lends itself to such activities even though it can successfully be applied at Intermediate and Advanced levels. In this respect, it is essential to adapt the language, accordingly. For example, when teaching 'ways of walking' (stumble, stagger, and tiptoe) to an advanced class and cooking verbs to intermediate students (whisk, stir, and grate), TPR can be employed;
3. It is not flexibly used to teach everything, and if used a lot, it would become repetitive. This method is a fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques. To sum up, TPR should best be combined with others since it needs much energy so that learners do not feel tired of learning language; and
4. Although the use of TPR in the classroom has often been effective, it does have its flaws. One of this method flaws is that when a teacher uses TPR in their lesson, they will have trouble teaching abstract vocabulary or expressions. As a remedy, the teacher can write the word on cards with a picture if applicable. Another flaw is that TPR can be ineffective if the teacher uses it for a long period of time without switching it with other activities that help teach the target language. Since TPR is made up of mainly of commands, it tends to neglect narrative, descriptions, and conversation forms of language.

Based on those explanations, Total Physical Response method has advantages and also disadvantages. This chapter presents of literature review or some theories that will be used to support the research. The theories of vocabulary in general, teaching vocabulary, total physical response, procedure, and advantages and disadvantages.

2.9 Previous Study

Baiq Sumarni, Dharma Dev Bhatta, Sharon Fung-Chien Kho (2022) held research related to The Use of Total Physical Response in Teaching Vocabulary Integrated with Meaningful Classroom Interaction. This study was carried out in middle schools. The sample was chosen by using purposive sampling technique. 37 students in the eleventh-grade class were involved in this study. The steps of classroom action consisted of Planning, Acting, Evaluating and Reflecting. In the planning phase, researchers prepared lesson plans in line with students' vocabulary problems and mastery. The students' vocabulary problems were determined on how their solutions were before applying it in the class. The phase of the Acting is the session of applying total physical response as learning activities to improve students' vocabulary.

The acting activities should be done in accordance with the previous plan prepared. The last but not least is evaluating and reflecting. It referred to the evaluation process since researchers applied the learning strategies in the class. Based on the analysis result, students were able to conduct various learning activities to improve wide and extensive independent reading activities to expand their word acquisition and knowledge; students were able to perform meaningful strategies relating to specific words to improve their comprehension of texts containing those words; students were able to perform word-play activities to improve learning atmospheres in the class. Therefore, it can be concluded that the use of total physical response was able to improve students' vocabulary mastery in integration with meaningful classroom interaction.

Saryati (2018) from Indonesia University of Education, Bandung conducted study regarding The Effectiveness Of TPR (Total Physical Response) Method In English Vocabulary Mastery. The findings showed that the students had good response toward Total Physical Response method used in the learning activity.

During the learning process, the students paid attention well to the teacher's explanation. They understood both learning material and Classroom instructions. It can be inferred that the Total Physical Response method is effective and suitable to be used for elementary school Children to learn English, especially English vocabulary.

Risma gayanti from IKIP Siliwangi was conducted the research in 2020 the aims of this research is to find the vocabulary improvement of Total Physical Response (TPR). Interview and test used as instrument of this research. The result showed that students more understand and truly remember of recent vocabularies when using Total Physical response (TPR) as a way. It can be concluded that students can improved their vocabularies well through TPR.

From the results of previous studies above, the researcher assumed that Total Physical Response can give a good effect on student's' vocabulary. This TPR method is easy and light in terms of language use and also contains elements of game movement so that it can relieve stress on students because of the problems faced in the lesson, especially when learning a foreign language, and can also create a positive mood.

2.10 Theoretical Assumption

In teaching vocabulary, the teachers may face some problems. They also try to apply another technique in order to make the students achieve the goals in acquiring vocabulary. By using Total Physical Response method, the students might be able to develop their vocabulary since this method applies fun, enjoy. The researcher assumes that learning language by doing physical response can make the students easier in learning vocabulary. They will have long-term retention in remembering and comprehending vocabulary because The TPR method is structured based on the coordination of commands, speech and motion , the movement of the body seems to be a powerful mediator for the

understanding, organization and storage of macro-details of linguistic input. Language can be internalized in chunks, but alternative strategies must be developed for fine-tuning to macro-details. The body movement can be a mediator for understanding the language. It will support the development of the students in getting so much inputs of language. It means that the movement of the body when studying can be a mediator for students to reach the knowledge. Finally, it is assumed that Total Physical Response method could improve the students' vocabulary achievement.

2.11 Hypothesis

Based on the theories and previous studies elaborated above, the researcher formulated a null hypothesis (H_0) and alternative hypothesis (H_1) that will be tested and examined in this research as follows:

(H_0) There is no significant difference between the students' vocabulary before and after being taught by using the TPR method.

(H_1) There is a significant difference between the students' vocabulary before and after being taught by using the TPR method.

III. METHODS

This chapter focused on how to answer the first and second research question by discussing about research design, population and sample, variable of the research, data collecting technique, research instrument, research procedure, data analysis and hypothesis testing.

3.1 Research Design

The researcher was a quantitative research design. This research was intended (1) to see whether there was a significant difference of students' vocabulary achievement before and after the implementation of the TPR method, (2) and to find out the attitude of students after the implementation of the TPR method in teaching vocabulary. In order to answer the first research question, the researcher used the one-group pretest-posttest design. In this research, the pretest was given to the students to measure their initial achievement in vocabulary before doing the treatment, and the posttest was given after the treatments to find out how far the increase of the students' vocabulary achievement after implementing the treatment. In order to answer the second research question, the researcher used the questionnaire. There were five meetings, the first was the pretest, the second was the first treatment, the third was the second treatment, the fourth was the third treatment, and the last meeting were the posttest and giving questionnaire. In doing this quantitative research, the data was taken by having pre-test (T1) and post-test (T2).

It could be demonstrated as follow:

T1 X T2

T1: is a pretest that used to know the students' mean score in vocabulary.

X : is the treatment or teaching vocabulary by using Total Physical Response method.

T2: is a posttest that given after having the treatment.

(Setiyadi, 2018)

3.2 Population and Sample

The population of this study was the seventh-grade students of SMP Negeri 8 Bandar Lampung. There were ten classes in the seventh-grade of SMP Negeri 8 Bandar Lampung. Each class consisted of 28-30 students. The researcher used one class in this research as the representative. The sample of this research was VII A class as suggested by the teacher. In determining the sample, the researcher used purposive sampling. Purposive sampling is used with the aim that the individual or selected case can represent a case that can answer the research problem (Setiyadi, 2018: 38).

3.3 Variable of the Research

The variable of this research was the Independent Variable where students' pretest score was classified as X1, while students' post-test score was classified as X2.

3.4 Data Collecting Technique

In this research, the researcher used some instruments for collecting the data. The data of this research were in the forms of quantitative data. To figure out whether the objective of the research was achieved or not, the researcher used research instruments. The instruments of this research were vocabulary test and questionnaire. In detail, the techniques of collecting the data were as follows:

1. Pretest

This test was given before giving the treatments. The function of the pretest was to know how far students' vocabulary achievement before using the TPR method. The researcher administered the pretest in the second meeting.

2. Posttest

After the treatments, the posttest was given to the students to find out the students' achievement after the treatment. The form of posttest was an objective test in the form of multiple choices with four alternative answers.

3. Questionnaire

The questionnaire was the list of the questions or statements that were given to other people for getting their answers. It consisted of the questions related to the problem or the purpose of the research. This research used the close-ended questionnaire to investigate the students' attitude in vocabulary achievement by using the TPR method.

3.5 Instruments of the Research

Instruments referred to the tools or investigators attempted to measure variable items in the data-collection process. The researcher used two instruments in collecting the data as follows:

3.5.1 Vocabulary Test

In this vocabulary test, the researcher were given pre-test and post-test to the students in order to find out students' vocabulary achievement after the implementation of TPR method in teaching vocabulary.

3.5.2 Questionnaire

The questionnaire was used to answer the second research question about students' attitude towards TPR method to improve their vocabulary achievement. The questionnaire was an effective instrument to measure aspects and variables associated with personality or psychology aspects and sociology (Setiyadi, 2018:46).

The questionnaire was adapted and modified from Lubis (2017) since the method is different and there are some statements which are quite similar with each other and rather difficult to understand, particularly for young learners. The questionnaire was in the form of close-ended questions consisted of 15 statements which covered the students' feeling, the effectiveness, and the benefits of Learning vocabulary through Total Physical Response. The students could only choose the most suitable answer; 'Strongly Agree', 'Agree', 'Disagree', or 'Strongly Disagree'. The scale will be given based on the Likert Scale, each of which have four response categories' score as follows:

Strongly Agree (SA) : score = 4

Agree (A) : score = 3

Disagree (D) : score = 2

Strongly Disagree (SD) : score = 1

3.6 Validity and Reliability

Reliability and validity are concepts used to evaluate the quality of research. They indicate how well a method, technique or test measures something. Reliability is about the consistency of a measure, and validity is about the accuracy of a measure. It is important to consider reliability and validity when you are creating your research design, planning your methods, and writing up your results, especially in quantitative research.

3.6.1 Validity of the test

Validity refers to the extent to which the test measures what is intended to measure. The quality of the test can be said to be valid if it is measured properly. There are four types of validity namely face validity, content validity, construct validity, predictive validity, and concurrent validity. In order to measure whether the instruments have good validity. This research used content validity and construct validity described as follows:

a. Content Validity

According to Setiyadi (2018: 20) the content validity is intended to analyze whether the items as a whole have represented the material to be measured. If a measuring instrument has represented all ideas related to the material to be measured, the measurement tool has fulfilled the aspects of content validity. To fulfil the aspects, the researcher should pay attention to the test items whether the test represented the curriculum and syllabus which is use by the school.

In this research, the researcher make the test based on the syllabus and the curriculum 2013 of Junior High School. The syllabus was focused on point 3.7 as follows:

Table 3.1 Table of Specification of Syllabus Focus Point

3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
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Table 3.2 Table of Specification of Vocabulary Test Items

No	Content Words	Item Number	Total	Percentage
1.	Verb	5,8,11,13,15,17,19,20,29,30,34,39,41,47,52	15	25%
2.	Noun	2,7,12,21,24,25,31,35,37,43,46,49,53,55,58	15	25%
3.	Adjective	1,4,10,16,22,26,28,32,38,44,45,50,56,59	14	24%
4.	Adverb	3,6,9,14,18,23,27,33,36,40,42,48,51,54,57,60	16	26%
Total		60		100%

Table 3.2 showed that there were 60 items in the vocabulary test. There were 40 items were bad and dropped because they did not fulfill the criteria of level of difficulty and discrimination power. The dropped items were categorized as an easy or difficult item in level of difficulty and poor result for discrimination power.

Table 3.3 Table of Specification of Vocabulary Pre-Post Test Items

No	Content Words	Item Number	Total	Percentage
1.	Verb	5,7,9,11,13,14	6	26%
2.	Noun	2,6,17,18	4	24%
3.	Adjective	1,4,10,15,19	5	25%
4.	Adverb	3,8,12,16,20	5	25%
Total		20		100%

Based on Table 3.2, it was found that 20 items were good and administered for pretest and posttest. Additionally, the post-test was held after all treatments were conducted and the researcher gave the same test with different formation which consisted of 20 items.

b. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985). It means that the test items should really test the students or really measure the students' ability in vocabulary achievement. Additionally, Hatch and Brown (2001) classified the types of English vocabulary into content word and functional word. The content word consisted of verb, noun, adjective, and adverb. Based on the theory above, the vocabulary test used in this research deals with the content word. Moreover, the test is also based on the aspects of vocabulary as stated by Lado in Mardianawati (2012), they are word meaning, spelling, word class, and word use. The scoring criteria are also based on the vocabulary theory. Therefore, it could be said that the vocabulary test in this research had fulfilled construct validity.

Table 3.4 Table of Specification of Construct Validity of the Test

No.	Questions	Yes	No
1.	Do items of 5, 8, 11, 13, 15, 17, 19, 20, 29, 30, 34, 39, 41, 47, 52 measure verb types?	✓	
2.	Do items of 2, 7, 12, 21, 24, 25, 31, 35, 37, 43, 46, 49, 53, 55, 58 measure noun types?	✓	
3.	Do items of 1, 4, 10, 16, 22, 26, 28, 32, 38, 44, 45, 50, 56, 59 measure adjective types?	✓	
4.	Do items of 3, 6, 9, 14, 18, 23, 27, 33, 36, 40, 42, 48, 51, 54, 57, 60 measure adverb types?	✓	
5.	Do the items of the test measure the meaning of words?	✓	
6.	Do the items of the test measure the form of words?	✓	
7.	Do the items of the test measure the context of words in sentences?	✓	

3.6.2 Reliability of the test

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady 1982: 244). In other words, how far it can measure the subject at separated time, but it shows the same result relatively (Setiyadi 2006: 113) Reliability can be defined as the extent to which a test produce consistent results when administered under similar condition (Hatch and Farhady. 1982: 244). This vocabulary test was measured by using split half reliability. To measure in

this way, the researcher collects data first, then divides the indicators in the form of items into two parts and the distribution is carried out randomly.

According to Arikunto (2012), the level of reliability as follows:

- a. 0.0-0.20 = reliability is low
- b. 0.21-0.40 = reliability is sufficient
- c. 0.41-0.70 = reliability is high
- d. 0.71-1.0 = reliability is over

If the index facility value is between 0.30 and 0.70, the item can be accepted (reliable). On other hand, if the index of facility value lower than 0.30 or higher than 0.70 the test is rejected because the test items is too easy or difficult for the students.

To determine whether the comprehension test is reliable or not, the researcher takes try out by using Pearson Product Moment Coefficient of Reliability with the following formula:

$$R_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2) - (\sum y^2)}}$$

R_{xy} = correlation coefficient of reliability between odd and even

x = numbers of odds number items

y = numbers of even number items

$\sum x^2$ = total score of odd number items

$\sum y^2$ = total score of even number items

(Hatch, 1982)

3.6.3 The Results of Reliability of the Test

In order to analyze the reliability, level of difficulty, and discrimination power of the test before giving it to the students, the researcher had administered a vocabulary test to 24 students of VII B class in SMPN 8 Bandar Lampung. The students were given 60 questions in total of multiple choices. After getting the students' answer, the researcher analyzed the reliability of vocabulary test in which the result showed in the calculation below.

$$R_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2) - (\sum y^2)}}$$

$$R_{xy} = \frac{194.00}{\sqrt{(342.96) - (314)}}$$

$$R_{xy} = \frac{194.00}{\sqrt{28.96}}$$

$$R_{xy} = 0.60$$

It can be seen that the reliability is 0.60. This value is in between 0.3 and 0.7, which means the reliability value is good and accepted to be used for the test.

3.6.4 Validity of Questionnaire

A validated questionnaire refers to a questionnaire/scale that has been developed to be administered among the intended respondents. The validation processes should have been completed using a representative sample, demonstrating adequate reliability and validity.

a. Content Validity

The type of the questionnaire in this research is close-ended questionnaire which is modified from Lubis (2017). According to Sugiyono (2016), the questionnaire is valid if the instrument can be used to measure what should be measured. In this research, the researcher modified the statements in the questionnaire to be related to the use of the TPR method in vocabulary learning. Therefore, it could be said that the questionnaire in this research had fulfilled content validity.

b. Construct Validity

In measuring the construct validity, the researcher modified the statements in the questionnaire into 15 statements which is modified from Lubis (2017) and each of them had four response categories' score. The researcher also specified the statements based on the aspects and indicators as provided on the table below. Hence, it could be said that the questionnaire in this research had fulfilled construct validity.

Table 3.5 Specification of the Aspects and Indicators of the Questionnaire

No.	Aspects	Indicators	Questions Number
1.	Aspects of students' attitude	The students' feeling after the implementation of Total Physical Response method on vocabulary learning	1, 2, 3

2.	Aspects of product yield	The effectiveness of the use of Total Physical Response method on vocabulary learning	4, 5, 6, 7
		The benefits of the use of Total Physical Response method on vocabulary learning	8, 9, 10, 11, 12, 13, 14, 15

3.6.5 Reliability of the Questionnaire

To find out the reliability of the questionnaire, the researcher used Cronbach's Alpha reliability in Statistical Package for Social Sciences (SPSS) software. Its aim was to make sure that the data which was be collected by the researcher to identify the students' attitude which occurred during the teaching vocabulary through TPR method is reliable or consistence. That is appropriate reliability index to count the reliability of the questionnaire. It is use to analyze the instrument form the original data. Based on the criteria (Setiyadi 2018 : 145), the questionnaire should be considered reliable if the result reached the range of >0.80 (high reliability).

3.6.6 Result of Reliability of Questionnaire

In assessing the reliability, the researcher used Cronbach's Alpha reliability formula in Statistical Package for Social Sciences (SPSS) software. Based on the criteria of reliability, the questionnaire should be considered reliable if the result reached the range of >0.80 (high reliability). The reliability of the questionnaire can be seen on the table below.

Table 3.6 Reliability of Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.830	15

Based on the table above, the reliability score was 0.830. Hence, it can be stated that the data from the questionnaire had already shown very high reliability.

3.6.7 Level of Difficulty of Vocabulary Test

Level of difficulty is related to the ease and difficulty of the items based on the students' point of view who take the test. It is important because if test items are too easy and all of the students can answer the test correctly or the test items are too difficult and all of the students can not answer the test, it means that the items of the test are not working well (Heaton, 1975). In this research, the researcher used Statistical Package for Social Sciences (SPSS) to compute level of difficulty of test items which formula is:

$$LD = \frac{U + L}{N}$$

Where:

LD: level of difficulty

U: the number of upper groups who answer correctly

L: the number of lower groups who answer correctly

N: the total number of students in upper and lower groups

The criteria are as follows:

<0.30 : difficult

0.30 – 0.70 : average

>0.70 : easy

(Shohamy, 1985)

3.6.8 Discrimination Power of Vocabulary Test

Discrimination power refers to the extent to which the items are able to differentiate between the high and low-level students on the test. Discrimination power is used to differentiate between the students who get the high score and those who get low score. In this research, the researcher used Pearson correlation formula in Statistical Package for Social Sciences (SPSS) to compute discrimination power of test items which formula is:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Where:

DP: discrimination power

U: the number of students from the upper group who answer correctly

L: the number of students from the lower group who answer correctly

N: the number of the students

The criteria are:

DP: 0.00 - 0.19 = Poor items

DP: 0.20 - 0.39 = Satisfactory items

DP: 0.40 - 0.69 = Good items

DP: 0.70 - 1.00 = Excellent items

DP: - (Negative) = Bad items, should be omitted

(Heaton, 1975)

3.7 Research Procedure

To see the differences on students' vocabulary achievement before and after the implementation of Total Physical Response method, and also to draw conclusion from the questionnaire of students' attitude, the researcher explained the procedure of data collection as follows:

1. Determining the Problem

This research came from some problems which happened in the learning process. Some students found difficulty to understand English and produced some words in English because they did not have sufficient vocabulary knowledge; they had low motivation to practice English skills.

2. Selecting and Determining the Population and Sample

The populations of this research were the seventh-grade students of SMP Negeri 8 Bandar Lampung in the second semester of the 2022/2023 academic year. The sample was the students of class VII A as suggested by the English teacher. The reason why the researcher observed at the seventh grade of SMP Negeri 8 Bandar Lampung is based on the teacher's information that they had difficulty in expressing their idea and practicing English skills.

3. Selecting the Materials

The teaching materials are arranged based on the curriculum of the seventh-grade students' junior high school in SMP Negeri 8 Bandar Lampung. The descriptive text was used as the material in this research. The text was used for guiding the students to improve their vocabulary. To make it enjoyable in the teaching and learning process, the descriptive text was taught by using TPR method. The material was emphasized on their vocabulary achievement.

4. Accumulating the Vocabulary Test

The test was multiple-choice consisting of 20 items related to the content vocabulary which had four options (a, b, c, and d). The text taken from a collection of end-of-semester test questions and school exams.

5. Administering the Pretest

The pretest was administered before treatment which is aimed at knowing the students' vocabulary achievement before the treatment through Total Physical Response method. The researcher administered the pretest to students and the test was focused on content words.

6. Conducting the Treatments

The treatment conducted in the class for three meetings in which 1 x 60 minutes distributed for each meeting. The researcher conduct the treatment for three meetings by assuming that the researcher would get the target of the research. While conducting the treatment, the researcher observed the activities of teaching and learning by using Total Physical Response method.

7. Administering the Posttest

The researcher conducted the posttest after the treatment. The posttest had aimed at knowing the progress of students' vocabulary achievement after the treatment through Total Physical Response method. The test was administered in one meeting after giving the three treatments.

8. Administering the questionnaire

The questionnaire was used after giving the treatment. The questionnaire was aimed at knowing the students' attitude after doing the treatment.

9. Analyzing the data

The researcher analyzed the data after scoring the students' work and giving the questionnaire. The data was computed through the Statistical Package for Social Sciences (SPSS). It used to find out the means of pretest and posttest and how significant vocabulary improvement is and to know the students' attitude about Total Physical Response method.

3.8 Scoring System

To calculate the score of pretest and post-test in which the maximum score is 20, the researcher used the following formula:

$$S = R - \frac{W}{N - 1}$$

The design can further be described as follows:

S denotes as score of the test

R refers to number of right answers

W refers to number of wrong answers

N refers to number of options

After getting the raw scores of pretest and posttest, the researcher converted the scores on a scale of 1-10 to obtain the final scores.

3.9 Data Analysis

In analyzing the data, the researcher used quantitative data analysis in order to answer each of the research questions. To analyze the first research question about the significant difference between students' vocabulary achievement before and after being taught through Total Physical Response method, and also to draw a conclusion from the students' attitude, the researcher used quantitative data analysis.

The data analyzed by using the T-test in Statistical Package for Social Science or SPSS by using the following steps:

1. Scoring the pretest and posttest.
2. Determining the mean of pre-test and post test score as well as the significant difference by using Repeated T-Test (Paired Sample T-Test) in order to draw the conclusion.

Moreover, to know the students' attitude toward the implementation of TPR method, the researcher analyzed the questionnaire by doing these activities:

1. Tabulating the data.
2. Analyzing the data to determine the frequency by using Statistical Package for Social Science or SPSS.

3.10 Normality of the Data

According to Ghasemi and Zahediasl (2012), normality needs to be checked for many statistical procedures, including the T-Test. The purpose of normality testing is to know whether the data is in normal distribution or not. The normality of the data is important because if the data are in normal distribution, the data are considered to be the representative of the population. Thus the researcher used *One-Sample Kolmogorov-Smirnov* in SPSS version 21 to assess the normality of the data. The hypotheses are:

H_1 : The distribution of the data is normal

H_0 : The distribution of the data is not normal

In testing the normality of the data, the hypothesis will be accepted if the p values are more than 0.05 which indicates normal distribution and vice versa.

3.11 Hypotesis Testing

Based on the theoretical assumption elaborated above, the researcher formulated the hypothesis that was tested in this study as follows:

H_1 : There is a significant difference between the students' vocabulary before and after being taught by using TPR method.

H_0 : There is no significant difference between the students' vocabulary before and after being taught by using TPR method.

The researcher used *Paired Sample T-Test* to determine whether the hypothesis is accepted or rejected. The criteria for the hypothesis are:

- a. If the significance (p) value is less than the significant level (0.05) and the t -value is more than the t -table, it means that H_0 is rejected. It indicates that There is a significant difference between the students' vocabulary before and after being taught by using the TPR method.
- b. If the significance (p) value is more than the significant level (0.05) and the t -value is less than the t -table, it means that H_0 is accepted. It indicates there is difference between the students' vocabulary before and after being taught by using the TPR method.

This chapter had discussed the research design, population and sample, variable of the research, data collecting technique, research instrument, research procedure, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion and suggestions related to the results of the first and second research questions. Suggestion is provided for English teachers who intend to use Total Physical Response as a method in teaching vocabulary and for those who want to conduct similar research.

5.1 Conclusion

After conducting the research for 5 meetings in SMP N 8 Bandar Lampung with Class VII and analyzing the data gathered, the researcher concluded that the TPR Method gave significant improvement toward students' vocabulary achievement. It can be seen by comparing the mean of students' pre-test, and post-test. The students' mean score in the post-test (80.5) was 14.2 points higher compared to in pretest (66.3).

The researcher encountered several difficulties during conducting his research. The first one is some students did not fully understand the given instructions, which affects the effectiveness of implementing the TPR method in the class. The second one is some students were hesitant to speak in English and felt too shy to practice using the TPR method.

Despite those difficulties, the researcher still managed to implement the TPR Method effectively. Based on the result explained in Chapter 4, we can conclude that the use of the TPR method and the activities involved during the treatment gave a significant improvement in the student's vocabulary achievement.

5.2 Suggestion

In reference with the conclusion above, some points of recommendations are put forward as follows:

5.2.1 Suggestion for English Teacher

1. Since the result of the questionnaire showed positive perception among students', it is suggested for the English teachers to use Total Physical Response as an additional method in teaching vocabulary for another topic.
2. Since there were some students who did not actively join the teaching-learning process, the teacher should be more creative in conducting the teaching, and learning process and the teachers must give students more encouragement, especially students who are embarrassed to learn while practicing in implementing the TPR method.
3. It is suggested for the English teachers to consider the time allocation when giving the treatment in order the class will run effectively without taking over time-consuming.

5.2.2 Suggestion for Further Research

1. This research was conducted in the seventh-grade students of SMP N 8 Bandar Lampung. Hence, further research should try to implement the Total Physical Response method in different grades or different settings.
2. This research was aimed at finding out the students' vocabulary achievement. On the contrary, further research should investigate different English skills achievements such as students' speaking achievement, students' writing achievement, etc.

3. Another objective of this research is to investigate the students' perception toward Total Physical Response through close-ended questionnaire. Therefore, it is suggested for further research to use interview or open-ended questionnaire as the instrument to collect the data and got a various answer from the students.

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