

## **ABSTRACT**

### **A COMPARATIVE STUDY OF STUDENTS' VOCABULARY ACHIEVEMENT TAUGHT THROUGH AUDIO LINGUAL METHOD AND THOSE TAUGHT THROUGH TOTAL PHYSICAL RESPONSE AT THE FIRST GRADE STUDENTS OF SLTP N 22 BANDAR LAMPUNG**

**Dewi Ayu Lestari**

Vocabulary is the element that links the four language skills; listening, speaking, reading and writing all together. Tarigan (1986:2) states that the quality of one's language proficiency depends on the quality and the quantity of his knowledge of vocabulary. The richer one's vocabulary, the better his language proficiency will be. Therefore, English teachers should be able to find their best way to teach vocabulary.

This study was conducted to find out whether there was a significant difference of vocabulary achievement of students who were taught through audio lingual method and those taught through total physical response. In doing so, the researcher used intact group pretest-posttest design suggested by Hatch and Farhady (1982) which deal with two classes. Two classes used in this research were class 7A as experimental class 1 which was taught through total physical response and class 7C as experimental class 2 which was taught using audio

lingual method. These two classes were taken from first grade of SMPN 22 Bandar Lampung, academic year 2010/2011.

The result of the research shows that there is a significant difference of vocabulary achievement of students taught through word mapping and taught through memorizing game technique. The hypothesis test shows the value of two tail significance was  $\alpha = 0.000$  while the condition to accept the hypothesis was  $\alpha$  lower than 0.05. In addition, total physical response gave result of students' vocabulary achievement better than audio lingual method. It can be seen from the difference of the total gain score of the pretest and posttest. Total physical response gain score was 542 while audio lingual method total gain score was 321 in the increase of vocabulary achievement.