II. FRAME OF THEORIES

This chapter consists of the concepts that the researcher uses in this research. By referring to the concepts coming from some experts and previous research related to the topic, the researcher formulates her assumption. The writer wishes that those concepts may contribute well for the finding of the research.

2.1 Concept of Vocabulary

Vocabulary is the total number of words which, with rules for combining them, make up language (Hornby, 1985:959). Wellace states that the vocabulary is the vital aspect of the language. Webster (1988:110) also adds that vocabulary is a list of words, usually arranged alphabetically and defined, explained or translated into the range of language, the stock of words at a person’s command, the words used in a particular branch of the subject language.

Furthermore, Richard and Platt (1985:75) point out that vocabulary is a basic list of words which, with other word, can be explained and defined and it also means a set of lexemes, including single word, compound word, and idiom.
From these definitions, the writer infers that vocabulary is human’s symbol that is arranged from letters to build a word to produce meaning then the word is arranged to make up language to express the idea to be transferred to other in communication. It means that without vocabulary, one cannot use the language he is learning for communicative purpose. This statement indicates that vocabulary cannot be neglected in teaching learning process.

Vocabulary can be classified into several parts. The English words can be classified into four groups, as function words, substitute words, grammatically as distributed words, and content words. Then, Fries (1945:44), classified English words as follow:

1. Function words are those words are means of expressing relation of grammatical structure, such as: articles (a, an, the), conjunction (and, but), and auxiliaries (do, does, did).

2. Substitute words are those which represent to individual thing or specific action as substitutes for whole from classes, that is indefinites (anybody, nobody, etc).

3. Distributive words are those that are distributed in use according to grammatical matters as the presence or absence of negative (some, any, neither, yet).

4. Content words are words that represent to thing, quality, state or action and which have meaning (lexical meaning) when the words are used alone. Content words are mainly nouns, verbs, adjectives, and adverbs, e.g. book, sing, musical, slowly.
In relation to the classification above, the writer will teach vocabulary of content and function words include noun, verb, and preposition.

**Content Words**

In linguistics, when we examine morphemes, words fall into one of two different classes: open class and closed class. An open class is a word class that accepts the addition of new items, through processes such as compounding, derivation, inflection, coining, borrowing, etc. Words in open class (content/lexical words) carry the primary communicative force of an utterance are variable in form (inflected) and their distribution is not definable by the grammar. Typical open class words are nouns, verbs, adjectives, and adverbs.

Open-class words are not considered part of the core language and as such they can be changed, replaced or dropped from the common lexicon, which can encompass many thousands of them. For living languages, this change is noticeable within an individual lifespan, and usually faster. Closed-class words, on the other hand, are always relatively few and resistant to change. They are unproductively and are generally invariable in form (except demonstratives, modals and some pronouns).

**Function words**

Function words (or grammatical words or synsemantic words or structure-class words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a
sentence, or specify the attitude or mood of the speaker. They signal the structural relationships that words have to one another and are the glue that holds sentences together. Thus, they serve as important elements to the structures of sentences.

Consider the following sentences (1) and (2):

(1) The *winfy prunkilmonger* from the *glidgement mominkled* and *brangified* all his *levensers vederously*.

(2) *Glop* angry investigator *larm blonk* government harassed *gerfritz* infuriated *sutbor pumrog* listeners thoroughly.

In sentence (1) above, the content words have been changed into nonsense syllables but it is not difficult for one to posit that *winfy* is an adjective, *prunkilmonger, glidgement, levensers* as nouns, *mominkled, brangified* as verbs and *vederously* as an adverb based on clues like the derivational and inflectional morphemes. (The clue is in the suffixes: -y indicates adjectives such as "wintery"; -er, -ment and -ers indicates nouns such as "baker", "battlement" and "messengers"; -led and -fied suggests verbs such as "mingled" and "clarified"; and -ly is that of adverbs such as "vigorously"). Hence, even without lexical meaning, the sentence can be said to be rather "meaningful". However, when the reverse is done and the function words are being changed to nonsense syllables as in sentence (2), the result is a totally incomprehensible sentence as the grammatical meaning which is signaled by the structure words is not present. Hence, function words provide the grammatical relationships between the open class words and helps create meaning in sentences.
Words that are not function words are called content words (or open class words or lexical words or autosemantic words): these include nouns, verbs, adjectives, and most adverbs, although some adverbs are function words (e.g., then and why). Dictionaries define the specific meanings of content words, but can only describe the general usages of function words. By contrast, grammars describe the use of function words in detail, but treat lexical words in general terms only.

Function words might be prepositions, pronouns, auxiliary verbs, conjunctions, grammatical articles or particles, all of which belong to the group of closed-class words. Interjections are sometimes considered function words but they belong to the group of open-class words. Function words might or might not be inflected or might have affixes.

Function words belong to the closed class of words in grammar in that it is very uncommon to have new function words created in the course of speech, whereas in the open class of words (that is, nouns, verbs, adjectives, or adverbs) new words may be added readily (such as slang words, technical terms, and adoptions and adaptations of foreign words).

Each function word either gives some grammatical information on other words in a sentence or clause, and cannot be isolated from other words, or it may indicate the speaker's mental model as to what is being said.

Grammatical words, as a class, can have distinct phonological properties from content words. Grammatical words sometimes do not make full use of all the sounds in a language. For example, in some of the Khoisan languages, most
content words begin with clicks, but very few function words do. In English, only function words begin with voiced \textit{th} - [\ð]

The following is a list of the kind of words considered to be function words:

- articles — the and a. In some inflected languages, the articles may take on the case of the declension of the following noun.
- pronouns — inflected in English, as \textit{he} — \textit{him}, \textit{she} — \textit{her}, etc.
- adpositions — uninflected in English
- conjunctions — uninflected in English
- auxiliary verbs — forming part of the conjugation (pattern of the tenses of main verbs), always inflected
- interjections — sometimes called "filled pauses", uninflected
- particles — convey the attitude of the speaker and are uninflected, as \textit{if}, \textit{then}, \textit{well}, \textit{however}, \textit{thus}, etc.
- expletives — take the place of sentences, among other functions.
- pro-sentences — \textit{yes}, \textit{okay}, etc.

Since vocabulary is the basic of language and has an important role in a language, Rivers (1970:462) says that it would be impossible to learn language without vocabulary. Wilkins (1983:3) says that without grammar little thing can be conveyed, without vocabulary nothing can be conveyed. From this statement, the writer concludes that one could convey something he is saying to other without thinking of grammar. On the other hand, one could not convey something he is saying without vocabulary. As Harmer (2000:153) states that if language structure
makes up the skeleton of the language then vocabulary is the vital organs and the flesh. So, it can be said that vocabulary is more important than grammar.

Laufer (1957) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabulary, speakers cannot convey meaning and communicate each other in a particular language. Fries (1945:78) also states that vocabulary is the essential area of language learning. It becomes important thing to get successful in life either in college or business. As stated by Whother (1989:313), a strong vocabulary can be a valuable asset both in college and business in order to get success.

2.2 Concept of Vocabulary Teaching

In learning the language, the learners learn vocabulary besides grammar. And there is correlation between grammar and vocabulary. As Harmer (2000:153) states that if language structure makes up the skeleton of the language then vocabulary is the vital organs and the flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used; it is even possible that where vocabulary is used correctly, it can cancel out structure inaccuracy. For example: a student who says “yesterday I have seen him”, listening his sentence the other people still understand its meaning, because the word ‘yesterday’ affirms that he saw him. It means by using the key word the grammatical mistake can be cancelled. Therefore, the writer is determined that
vocabulary must be taught earlier than grammar especially for the beginner. And based on the curriculum, the students should master 900 words in elementary school.

There are two forms in learning English; they are productive and receptive forms. Receptive includes listening and reading, while productive includes speaking and writing. There are four language skills that the students should master; they are listening, speaking, reading, and writing. In order to communicate in English, the students are given one of language aspects that is vocabulary. We cannot develop four language skills without having vocabulary. Without vocabulary, the students cannot communicate well with each other.

Since the purpose of learning vocabulary is to understand the meaning of the words, it makes teaching vocabulary more than just presenting new words through memorizing list but meaningful context and practice. When we talk about teaching, it means that we talk about showing or helping someone to learn how to do something. It also means giving instruction, guiding in studying about something, providing with knowledge and causing to understand (Brown, 1978:6). So, when we teach someone, we hope that at the end of teaching period the person will have the knowledge and the understanding of the subject we taught.

Considering the importance of learning language, that by learning a new language automatically enrich our own knowledge, the writer assumes that the teacher must be able to choose a good and appropriate method for teaching language. This step
is essential because it will influence the achievement of the goal of learning a language, in this case students’ capability to communicate in the target language.

In order to achieve the goal of language teaching, the learners are able to communicate in the target language, it is impossible to teach all the vocabularies in one time. The useful way in teaching vocabulary is to teach the meaning of words and how they are used. As Harmer (2000:24) says that if we are really to teach students what the words mean and how they are used, we need to show them being used together with other words in context.

Encouraging students to learn a new vocabulary is a big challenge for English teacher. The students’ boredom is very dangerous since it will cause the students’ motivation become lower and the students will get difficulty to receive the material. Deciding which one is appropriate and attractive method to be applied in the classroom is not easy. But a good decision can help the teacher in teaching vocabulary, because the proper method, material, and preparation will make the process of teaching run very well.

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

1. The word is very frequent and important for the learners, such as words which are frequently used by the learners in teaching learning process and also in their real life context.
2. The word causes particular difficulty, such as words that represent complex concepts, and words that are not part of learners’ everyday experience.

3. The word is needed for another activity, such as reading, game, song, listening. Vocabulary is taught in connection with other language activity.

4. The words contain features or regular patterns. Knowledge of this pattern will help learners master other words more easily. Words such as irregular verbs that if the learners master it, it will help the learners to master past and perfect tenses.

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

1. Introducing a group of vocabulary, in order to make it easy for the students to memorize the vocabulary, for example: a group of fruit names, food, and hobby.

2. Introducing the new vocabulary in the natural situation and fun, so the students are eager to learn.

3. Introducing a simple English word or vocabulary.

The last thing that the teacher should consider in teaching vocabulary is how to transfer the meaning of the new words. The role of the teacher should be done properly based on the method he uses. 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.
2.3 Concept of Vocabulary Learning

Vocabulary is a component of language that cannot be separated when learning the language. In every language skill the vocabulary learning always follows the learning process. Learning vocabulary does not mean learning the word only. Spelling, pronunciation and the 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. Learning vocabulary considered so important in order to be able to communicate and to avoid misunderstanding. Faerch, Haastrup and Philipson (1987: 12) define that vocabulary knowledge in foreign language as a “continuum between ability to make sense of word and ability to activate the word automatically for productive purposes”.

In teaching vocabulary, the teacher not only uses the appropriate method to the learners but also select the materials to be taught. Then, teacher should first of all recognize the age and characteristics of them, so that he can provide his students with new words of the target language.

The next, in choosing the materials, teacher should also know the categories of words. The following are main word categories and their classifications that may be worth considering in finding the right materials in teaching vocabulary and examining the list of vocabulary for the first word counts (Mackey, 1975:197).
Nouns

A noun is a word used to name a person, animal, place, thing, and abstract idea. A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb.

Since we need names of things in communicating with others, it includes names of concrete things of our everyday experience, things that we all have in common and which we cannot do without them like pencil, table, hand, head, house, sun, spoon, rice, water, etc.

Verbs

The verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence.

To select the list of vocabulary for the first word counts, verbs with regular forms seem to be easier to learn. Students of the elementary level find it difficult to understand the irregular changes of the verbs as go-went-gone; they are likely to learn verbs of regular forms easier as walk.walked.walked. It is recommended that the teacher teaches the verb of irregular forms and the verbs that go with preposition later after the students are familiar with the changes in forms required for person, number, or tense. The students should be introduces and trained with the changes in forms required for different tenses.
Prepositions

A preposition links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition.

A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence as in the following examples:

The book is on the table.

The book is beneath the table.

The book is beside the table.

She held the book over the table.

She read the book during class.

A prepositional phrase is made up of the preposition, its object and any associated adjectives or adverbs. A prepositional phrase can function as a noun, an adjective, or an adverb. The most common prepositions are about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, since, through, throughout, till, to, toward, under, underneath, until, up, upon, with, within, and without.

Learning vocabulary is a process of receiving the knowledge about word of language. In the process of learning, the learners learn about the meaning, the pronunciation and spelling, which are supported by the structure in order to enable the learners to communicate both in written and oral form correctly.
Learning vocabulary is supposed to be fun and interesting. This will never happen if the teachers are not using any methods that properly support the process of learning.

2.4 Concept of Audio Lingual Method

The Audio Lingual method is a method which was introduced in the United States of America in 1950’s. In the beginning of World War II, to supply the U.S government with personnel who are fluent in German, French, Italian, Chinese, Malay, Japanese, and other languages, the government commissioned American universities were to develop foreign language program for military personnel. Thus the Army Specialized Training Program (ASTP) was established in 1942 (Richard and Rodgers, 1986:44).

The method began to fall from favor in the late sixties, Audiolingualism and materials continue to be widely used today. The method is accepted by people in other countries and introduced in Indonesia in1960’s (Setiyadi, 2000: 9). In this present Audio Lingual method is considered as an old method, but until now Indonesian teachers especially for teaching English at the elementary level do not commonly use it, they commonly used Total Physical Response method (Darmajati, 2005:10). In Audio-Lingual method the learners are prepared to be able to master the foreign language immediately and with good speech accuracy (Richard and Rodgers, 1986:57).
In fact, Audio Lingual method is originally introduced to prepare people to master foreign language orally in short time, it emphasized in oral forms of language. The teaching of listening comprehension, pronunciation, grammar, and vocabulary are all related to development of oral fluency. However, the method still considers the other skills of language. Audio linguists believe that language learners learn a foreign language as a child learns his mother tongue. At the beginning children listen 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).

Dialogues and drills form the basis of Audio Lingual classroom practice. Dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language. Since the goal of this method is to develop student’s ability in using the target language communicatively, students need to overlap their frequency of learning the target language, as the result they can use it with accurate pronunciation, grammar and they are able to respond quickly and accurately in speech situation (Richard and Rodgers, 1986:52).

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

Based on the explanation above, the writer considers that Audio Lingual method is a good method in teaching English for the beginner, especially for teaching vocabulary. Although the early practice focused of audio lingual method was on mastery of phonological and grammatical structures rather than on mastery of vocabulary, but the writer assumes that this is also appropriate method for learning and teaching vocabulary. In Audio Lingual Method, dialogues are used for repetition and memorization. By memorizing the dialogue, the students can learn about new vocabulary and memorize the words. In this method the attempt is made to minimize the possibilities in making mistakes both in speaking and writing (Richard and Rodgers, 1986:53). It is a good beginning for beginner to learn the language properly and correctly otherwise the mistakes that are considered tolerable and not directly corrected will cause fossilization.

An accurate model for the second language especially for the beginner is required. Tape recorders and audiovisual equipment often have central roles in audio-lingual course. Recognition and discrimination are followed by imitation, repetition, and memorization (Brooks in Richards and Rodgers, 1986:53). The writer assumes that, if she uses this method for teaching English vocabulary, the students do not only memorize list of vocabulary but they also can imitate and repeat the models with proper pronunciation and grammar.
2.5 Procedure of Teaching Vocabulary through Audio Lingual Method

In this section the writer would like to describe the application of Audio Lingual method in teaching vocabulary. The procedure of teaching vocabulary through Audio lingual method is as follows:

**Pre-activity**

- The teacher greets the students warmly.
- The teacher checks the students’ attendance list by asking “Who is absent today?”
- The teacher conducts lead-in activities by asking some questions: “where are we?” “where am I standing”

**While activity**

- The teacher reads or recites the dialogue about preposition of place at normal speed several times.
- The students listen the dialogue very carefully.
- T asks the students to repeat the dialogue individually and in chorus. (Repetition)
- Repetition is continued with groups decreasing in size, that is first the two halves of the class, then thirds, and then single rows or smaller groups.
- The students read aloud the dialogue in chorus, one half saying one speakers’ part and other half responding (Response)
- The teacher writes down the dialogue on the whiteboard.
Asks the students to write down the dialogue and memorize it.

Ask the students to practice the dialogue in pairs.

Asks the students in pairs to read the dialogue in front of the class.

Teacher designs certain key structures and uses as the basis for patterns drills of different kinds.

For example: the topic of teaching is vocabulary, it is about preposition. *Substitution*: the students are required to replace one word with another.

T: My book is on the table
T: under
S: My book is under the table
T: beside
S: My book is beside the table
T: Husna, where do you sit?
S: I sit beside Zahra.
S: I sit behind Alya.
S: I sit in front of Sandra.

**Post-activities**

- T delivers the summary of the lesson by asking: 
  
  “*What kind of vocabulary have you got today?*”

- T answers the students’ question, if any, clearly.

- T closes the meeting
2.6 Weakness and Strength of Audio Lingual Method

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

2.6.1 Strengths of Audio Lingual Method

a. Giving correct responses forms 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 will encourage the students to know the spelling of the word.

2.6.2 Weaknesses of Audio Lingual Method

a. It is difficult to be applied in a big class.

b. It takes a lot of time in teaching process.

c. The teachers are required to be fluent in target language.

d. It requires the teacher who has ability in providing the learning material.
2.7 Concept of Total Physical Response Method

The process of learning target language is similar to learning first language as the children do when they acquire their mother tongue. The children start with listening to what adult speaks then they know the meaning of the words by observing what adult doing while they are saying something. Before they begin to produce verbal response, they will do physical activities as response toward adult. Finally they will produce verbal if they think they are ready to speak. This approach is used as principle of TPR, which is developed by James Asher, a lecturer of experimental psychology from San Jose state University California. The Total Physical Response is a teaching method in which the students listen and respond to the spoken target language commands of the teacher. As Richard and Rodgers (1986:86) stated that TPR is a method of teaching that built around the coordination of speech and action; it attempts to teach language through physical (motoric) activity.

Based on the principle of TPR above, the learner will understand what they have learned by observing the action. And the meaning of the word can be understood by making association between the utterance they heard and the action they observed. The learners will guess the meaning according to action. It is stated by Larsen-Freeman (1986:87) that language learner could learn through 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). TPR reduces stress because it focuses on meaning through movement rather than language from studied 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 for showing that language learning can be fun.

When the learners make an error, the teacher repeats the command while acting it out (Larsen-Freeman. 1986:115). The teacher almost dominates the correction. Teacher will correct the learners’ mistakes directly as soon as the errors noticed by repeating command then checking whether the learners already produce the command properly or not.

The Theories behind TPR

● **Childhood language acquisition theories**

Children are exposed to huge amounts of language input before speaking. Language learners can also benefit from following this “natural” progression from comprehension to production, instead of the more normal situation where learners are asked to produce instantly.

● **The right brain/left brain divide**

The left brain can be described as logical, one-track, and cynical. It is used when analyzing, talking, discussing, etc. Most classroom activities in Japan are aimed at the left brain. The right brain is used when moving, acting, using metaphor, drawing, pointing, etc. When language is taught by lecturing or explaining, the cynical left brain is targeted and the information is kept in short term memory (if at all). It is soon forgotten as it never becomes “real” to the student.
When language is taught actively through movement, the right brain “believes” the information and retains it, in the same way those skills such as swimming or riding a bicycle are remembered in long-term.

- **Lowering stress and the affective filter**

Students learn more when they are relaxed. This is because the affective filter, a mental barrier between the students and the information, is raised when students are nervous or uncomfortable. When the affective filter is high, learners find it harder to understand, process, and remember information.

TPR helps reduce the affective filter because it is less threatening than traditional language activities. Students do not have to produce language. Mistakes are unimportant and easily (and painlessly) corrected by the teacher. Language is remembered easily in long-term.

**Some principles of TPR**

- **Prepare a script**

It is essential to prepare a script for what you want to do, as it is extremely important not to change the language half way through. It is also important to recombine previously learned language in new ways. These factors, combined with the pace necessary for successful TPR instruction, mean that it is extremely difficult to improvise the commands.

- **Build on what has gone before**

TPR instruction should be seen as a progression, with new language being added to and combined with the old every session.
● Recycle language and review extensively

On a similar note, previously learned language should be reviewed and cycled into lessons constantly in order to reinforce it.

● Do not change the target language

While it can be useful to introduce synonyms, it is extremely important that the language not be changed half-way through a session. This is extremely confusing for students.

● Be good-natured and positive

In order for students to relax and feel comfortable, during TPR practice the teacher should project a friendly and positive manner.

● Introduce limited number of new items and manipulate them extensively

It is very important to limit the number of new items in order to avoid student overload and to allow students to process and absorb the language. New and old language should be manipulated in a variety of ways in order to give students a large amount of practice.

● Incorporate some humor

Once students are used to TPR practice, introducing a limited amount of humor into the class can greatly increase students’ interest and enjoyment.

● Students don't speak

Students should not be forced to repeat the commands or otherwise speak until they are ready.

● Students do not “help” each other

Students should not need help with the TPR commands, as the meaning should be obvious from context/the teachers' explanation/previously learned language.
2.8 Procedure of Teaching Vocabulary through TPR

The procedure of teaching vocabulary through TPR:

Pre-activity

- The teacher greets the students warmly.
- The teacher checks the students’ attendance list by asking “Who is absent today?”
- The teacher tells the material what will be taught and also competence that should be achieved after the teaching learning process.
- The teacher conducts lead-in activities by asking some questions: “where are we?” “where am I standing”

While activity

- T gives the students a descriptive text.
- T asks ss to pronounce the words after the teacher.
- T brainstorms the ss’ schemata about the words.
- T says the preposition in English and performs the actions as the model.
- T asks the students to just perform the action verbs together.
- If they perform the action without hesitation, then the teacher says just the action verbs and asks the students to perform them.
• T asks students to come to the whiteboard, and had them write all kinds of useful things.

• T divides the board into five or six sections so that one student from each row can come to the board. The person who can write or draw the fastest earns one point for his or her row.

• T has the entire class to practice, and has them take out a piece of paper and write with their pens to guess the activities done by the teacher.

Post-activities

• T delivers the summary of the lesson by asking:

  “What kind of vocabulary have you got today?”

• T answers the students’ question, if any, clearly.

• T closes the meeting

2.9 Strength and Weakness of TPR

TPR method also has capability to teach almost all of the language skills such as speaking, listening, and writing. The writer assumes this method is attractive enough for teaching English, but she also finds that it has some strengths and weaknesses.

2.9.1 Strength of TPR

TPR can be used to practice and teach various things. It is well suited to teaching classroom language and other vocabulary connected with actions. It can be used to teach imperatives and various tenses and aspects. It is also useful for story-telling.
Because of its participatory approach, TPR may also be a useful alternative teaching strategy for students with dyslexia or related learning disabilities, who typically experience difficulty learning foreign languages with traditional classroom instruction.

According to its proponents, it has a number of advantages: Students will enjoy getting up out of their chairs and moving around. Simple TPR activities do not require a great deal of preparation on the part of the teacher. TPR is aptitude-free, working well with a mixed ability class, and with students having various disabilities. It is good for kinesthetic learners who need to be active in the class. Class size need not be a problem, and it works effectively for children and adults.

2.9.2 Weakness of TPR

However, it is recognized that TPR is most useful for beginners, though it can be used at higher levels where preparation becomes an issue for the teacher. It does not give students the opportunity to express their own thoughts in a creative way. Further, it is easy to overuse TPR-- "Any novelty, if carried on too long, will trigger adaptation." It can be a challenge for shy students. Additionally, the nature of TPR places an unnaturally heavy emphasis on the use of the imperative mood, that is to say commands such as "sit down" and "stand up". These features are of limited utility to the learner, and can lead to a learner appearing rude when attempting to use his new language. Of course, as a TPR class progresses, group activities and descriptions can be used to continue the basic concepts of TPR into full communication situations.
2.10 Theoretical Assumption

Teaching vocabulary through Total Physical Response method provides variety of interesting activities. It may enable the students to find enjoyable atmosphere to learn and to invite the students to practice their English naturally and avoid their boredom, and also physical activities increases students’ memory. TPR involves physical activities during the teaching learning process, and the students get meaning of vocabulary inductively through association between commanded words and the action. Based on the ideas above the writer assumes that Total Physical Response will be more effective than Audio Lingual Method in helping the students acquire and retain vocabulary.

2.11 Hypothesis

Based on the frame of theory and theoretical assumption above, the writer formulates the hypothesis as follows:

1. There is significant difference of students’ achievement in mastering vocabulary between those who are taught through audio lingual method and those taught through total physical response.

2. The method of total physical response is better than audio lingual method in teaching vocabulary in helping the students increase their vocabulary achievement.