A COMPARATIVE STUDY
ON STUDENTS' VOCABULARY MASTERY
BY USING AUDIO-LINGUAL METHOD (ALM)
AND TOTAL PHYSICAL RESPONSE (TPR)
AT GRADE VII MTSN PADANGSIDIMPUAN IN UJUNG GURAP

A THESIS

Submitted to the English Study Program State College for Islamic Studies (STAIN) Padangsidimpuan as a Partial Fulfillment of Requirement for the Degree of Islamic Educational Scholar (S. Pd.I) in English Program

By

NURHAMIDAH LUBIS
Reg. No: 07 340 0018

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLAGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
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Padangsidimpuan as a Partial Fulfillment of Requirement for the Degree of Islamic
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By

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**THE STATE COLLAGE FOR ISLAMIC STUDIES
(STAIN)
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2012**

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N I M   : **07 340 0018**
Judul   : **A COMPARATIVE STUDY ON STUDENTS' VOCABULARY MASTERY BY USING AUDIOLINGUAL (ALM) METHOD AND TOTAL PHYSICAL RESPONSE (TPR) METHOD AT GRADE VII MTSN PADANGSIDIMPUAN IN UJUNG GURAP.**

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Sekretaris   : Eka Sustri Harida, M.Pd.   (   )

Anggota   : 1. Dr. Ichwansyah Tampubolon, M. Ag   (   )

      2. Eka Sustri Harida, M.Pd.   (   )

      3. H. Nurfin Sihotang, M.A, Ph. D   (   )

      4. Drs. Samsuddin Pulungan, M.Ag.   (   )

Diuji di STAIN Padangsidimpuan pada tanggal, 31 Mei 2012

Pukul 09.00 s/d 12.00

Hasil/ Nilai: 72 (B)

Indeks Prestasi Kumulatif (IPK): 3,46

Predikat: Amat Baik

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VOCABULARY MASTERY BY USING
AUDIOLINGUAL METHOD (ALM) AND TOTAL
PHYSICAL RESPONSE (TPR) AT GRADE VII MTSN
PADANGSIDIMPUAN IN UJUNG GURAP

Ditulis Oleh : NURHAMIDAH LUBIS

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Appendix   : 5 (five) exemplar

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Chairman of STAIN Padangsidimpuan

in-

Padangsidimpuan

Assalamu 'alaikum Wr. Wb

After reading, researching, and providing suggestions for improvement as necessary to the thesis of Nurhamidah Lubis entitled "A Comparative Study On Students' Vocabulary Mastery by Using Audiolingual (ALM) and Total Physical Response (TPR) *at Grade* VII MTSN Padangsidimpuan in Ujung Gurap", we argue that this thesis has been accepted to complete the tasks and requirement in order to achieve an Islamic Education Scholar (S.Pd.I) in English Program of STAIN Padangsidimpuan.

As soon, we hope Nurhamidah Lubis can be called to account her thesis in Munaqosah. That's all, thanks for your attention.

Wassalamu 'alaikum Wr. Wb

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Registration Number   : 07 340 0018

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The Tittle of Thesis   : **A Comparative Study on Students' Vocabulary Mastery by Using Audiolingual Method (ALM) and Total Physical Response (TPR) at Grade VII MTsN Padangsidimpuan in Ujung Gurap**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of STAIN Padangsidimpuan in article 14 subsections 2.

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Padangsidimpuan, 02 December 2012
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ACKNOWLEDGEMENT

Firstly, researcher would like to thank Allah who has given researcher the chances to finish this thesis. Secondly ,to prophet Muhammad saw blessing and dark era to the bright era.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thank:

1. Special thanks are due to Mr. H. Nurfin Sihotang, MA., Ph. D., as her advisor I and Mrs. Eka Sustri Harida, M.Pd. as advisor II who had given researcher suggestion, ideas, criticism and guidance in writing this thesis.

2. Special thanks are due to Mr. DR. H. Ibrahim Siregar, MCL, as a Leader of STAIN Padangsidimpuan, the Deputy Leader I, II and III, the Chief of Education Department, the Chief of English Section, lecturers and all for the civitas academic of STAIN Padangsidimpuan who had helped in studying and writing this thesis.

3. All lectures who have given me their valuable through teaching English for researcher during the process of academic years in TBI STAIN Padangsidimpuan.

4. Thanks are due to Mrs. Al Wasliah, as the Principle of Madrasah Tsanawiyah Negeri Padangsidimpuan who had helped to complete this research as well as her students for the helping has given to researcher.

5. My beloved parent, H.Zulkifli Lubis and Hj. Sakinah Nst who have given researcher support in moral and material during and after finishing academic year in STAIN Padangsidimpuan.

6. All my beloved families who cared me and support me in finishing this thesis.

7. Thanks are due to all of my friends who had helped the researcher in writing this thesis.

Last but least, researchers just want to say thank you very much for their helping. Allah bless them and STAIN Padangsidimpuan.

Padangsidimpuan, 16 April 2012
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NURHAMIDAH LUBIS
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ENGLISH EDUCATION STUDY PROGRAM

THE STATE COLLAGE FOR ISLAMIC STUDIES
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Hasil/Nilai: 72 (B)
Indeks Prestasi Kumulatif/IPK.: 3,46
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Ditulis Oleh   : **NURHAMIDAH LUBIS**

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                                               Bapak Ketua STAIN

Padangsidimpuan

Assalamu 'alaikum Wr. Wb

Setelah membaca, meniliti, memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Nurhamidah Lubis yang berjudul: A Comparative Study on Students' Vocabulary Mastery by Using Audiolingual Method (ALM) and Total Physical Response (TPR) at Grade VII MTSN Padangsidimpuan in Ujung Gurap. Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerja samanya kami ucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb

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Assalamu 'alaikum Wr. Wb

After reading, researching, and providing suggestions for improvement as necessary to the thesis of Nurhamidah Lubis entitled "A Comparative Study On Students' Vocabulary Mastery by Using Audiolingual (ALM) and Total Physical Response (TPR) at Grade VII MTSN Padangsidimpuan in Ujung Gurap", we argue that this thesis has been accepted to complete the tasks and requirement in order to achieve an Islamic Education Scholar (S.Pd.I) in English Program of STAIN Padangsidimpuan.

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Padangsidimpuan, 02 December 2012
Saya yang menyatakan

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NIM. 07 340 0018

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The name who signed here:

Name : **NURHAMIDAH LUBIS**

Registration Number : 07 340 0018

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Padangsidimpuan, 02 December 2012
Declaration maker,

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Reg. No. 07 340 0018

ACKNOWLEDGEMENT

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- Special thanks are due to Mrs. Rayendriani Fahmei Lubis, M.Ag, as her advisor I and Mr.M. Arsyad Nasution, M.Ag as advisor II who had given researcher suggestion, ideas, criticism and guidance in writing this thesis.

- Special thanks are due to Mr. DR. H. Ibrahim Siregar, MCL, as a Leader of STAIN Padangsidimpuan, the Deputy Leader I, II and III, the Chief of Education Department, the Chief of English Section, lecturers and all for the civitas academic of STAIN Padangsidimpuan who had helped in studying and writing this thesis.

- Thanks are due to Mr.Drs. H.M Basyri Nasution, as the Principle of Madrasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling who had helped to complete this research as well as his students for the helping has given to researcher.

- My beloved parent, Ramdansyah and Efridayanti who have given researcher support in moral and material during and after finishing academic year in STAIN Padangsidimpuan.

- All my beloved families who cared me and support me in finishing this thesis.

- Thanks are due to all of my friends who had helped the researcher in writing this thesis.

Last but least, researcher just want to say thank you very much for their helping. Allah bless them and STAIN Padangsidimpuan.

Padangsidimpuan, 16 February 2012
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Winda Sari
Reg. No: 07 340 0043

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CHAPTER V: CONCLUSION AND SUGGESTIONS

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LIST OF TABLES

LIST OF DIAGRAMS

LIST OF APPENDICES

ABSTRACT

Name/ Reg.No   :Winda Sari/07 340 0034
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The Title   :Students' Mastery in Forming Countable and Uncountable Noun at the Grade VIII Madrasah   Tsanawiyah Negeri 2 Pal.IV Pijorkoling
 Year   :2011-2012

The aims of research were to know the students' mastery in forming countable and uncountable noun at the grade VIII Madrasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling, to know the difficulties that faced by students' in forming countable and uncountable noun at the grade VIII Madrasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling, to know the efforts done by English teacher to increase the students' mastery in forming countable and uncountable noun at the grade VIII Madrasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling.

This research was done in Madrasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling. The sources of data were the grade VIII students, the English teacher and Principle of Madrasah Tsanawiyah Negeri 2 Pal.IV Pijorkoling. The kind of this research was qualitative research by using descriptive method. The instruments of collecting data were observation, interview and test.

After the research was done it can be known that the students' mastery in forming countable noun and uncountable noun can be categorized low. The students' difficulties that usually faced in forming countable and uncountable noun were the students lack of the knowledge to determine the noun that the ending letter was changed and then addition "s" only or the noun addition "es", the students lack of the knowledge to determine the noun that between singular and plural did not change, students had poor vocabularies, especially in countable noun and uncountable noun, and students also felt difficulty to write the noun.

The efforts done by English teacher to increase the students' mastery in forming countable and uncountable noun were the English teacher often repeat the lesson and always give motivation to the students, especially in determining the noun that the final letter was changed and then addition "s" only or the noun addition "es" and the noun that between singular and plural did not change, the English teacher asked the students to know 10 vocabularies and utter it before teaching, the teacher often write countable and uncountable word in the blackboard and then the students writes and repeat it.

Name/ Reg. No : Nurhamidah Lubis/ 07 340 0018
Department/ Study Program : Tarbiyah/ TBI- 1
The Title : A Comparative Study on Students' Vocabulary Mastery by Using Audiolingual (ALM) and Total Physical Response (TPR) at Grade VII MTsN Padangsidimpuan in Ujung Gurap
Year : 2011-2012

ABSTRACT

The problems were the students have less vocabulary so that they didn't know the meaning of what they have been read and listened. They also less practice, because they are lazy and uninterest to learn English, and they less motivation from the environment or family. Another problem from the teacher, he didn't graduated from English department and didn't use English teaching methods well.The aims of research were to know the students' vocabulary mastery by using audiolingual method at grade VII MTsN Padangsidimpuan in Ujung Gurap, to know the students' vocabulary mastery by using Total Physical Response method at grade VII MTsN Padangsidimpuan in Ujung Gurap, to know the difference between using audio and TPR method to the students' vocabulary mastery of at grade VII MTsN Padangsidimpuan in Ujung Gurap, to know the better method in teaching vocabulary.

This research was done in MTsN Padangsidimpuan in Ujung Gurap. The kind of this research was quantitative research by using experimental method. The instrument of data collecting was test. The researcher used the t-test for analyzing data.

After the research was done it can be known that the students' vocabulary mastery by using Audiolingual method can be categorized enough, the students' vocabulary mastery by using Total Physical Response method can be categorized good, there was the different between Audiolingual and Total Physical Response method on students' vocabulary mastery at grade VII MTsN Padangsidimpuan in Ujung Gurap, Total Physical Response is the better method in teaching vocabulary mastery. The hypothesis was excepted which there is significant different of using Audiolingual and Total Physical Response method on students' vocabulary mastery at grade VII MTsN Padangsidimpuan in Ujung Gurap.

CHAPTER I

INTRODUCTION

A. Background of the Problems

Language is communication that allows the people to communicate one to each other. Most of human knowledge and culture are stored and transmitted in language. We cannot express our though and ideas without language. There are many languages in the world. One of them is English which is used as an international language. English hold and important role as a tool of communication.

English is very important to be learned by Indonesia's students. It is one of the languages that many people are obligated to learn. The purpose of learning English in 2004 Indonesia Curriculum is to enable the learners in communication. For achieving the purpose, vocabulary should be learned by the learners as a means of expressing their messages in communication.

In junior high school curriculum, teaching English covers four skills namely reading, listening, speaking and writing. They are structure, vocabulary, grammar and pronunciation.

Vocabulary is required by the beginners, intermediate learners, and advanced learners. In fact, whatever levels a learner at is, vocabulary expansion is viewed as a high priority, and is often essential for progress to a higher level. Once learners are able to meet their basic needs with easy and a

reasonable degree of accuracy, it can be started to be concerned more with other areas of vocabulary.

Vocabulary is one of important language elements that the student should develop. Having a lot of vocabulary will enable the learners to construct the sentences, and then eventually lead to establish a communication among them. Mastering a great deal of English vocabulary for achieving communicative skill is therefore very essential. Vocabulary includes collection of words. The words are known not only as individual words, but also as a group of word that have meaning. To develop students' language skill in reading, listening, speaking and writing, the learners must have some degrees of vocabulary. David Nunan states that "the teaching vocabulary has assumed its rightful place as the fundamentally important aspect of language development.[1] It that means that someone should have the stock of in order they can develop their English.

Based on researcher's observation, the researcher find the problems of the students. The problems are many students have less vocabulary, as a result they do not know the meaning of sentences, and they can not each the idea for what they have been read or listened. Many students say that the English language is so difficult, it makes them lazy to study. One of the factor that can increase the students learning is external factor. External factor

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[1] David Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill, 1999), p. 113.

included the method which used the teacher in learning. Based on the result of preliminary studies conducted by the researcher, the teacher only used the Audio-lingual method to teach vocabulary in this school. While according to the researcher, Audio-lingual method is less effective in teaching vocabulary. So, the researcher ordered a new method that can increase the students' vocabulary mastery.

The method is also very important to know as a teacher. According to Richard and Rodgers there are some method to teach English namely Grammar Translation Method (GTM), Audio-lingual Method (ALM), Total Physical Response (TPR).[2] But in this research, the researcher wants to order a new tehnique about Total Physical Response (TPR) to teach vocabulary in English. The method is Total Physical Response (TPR). Total Physical Response is a method of teaching language using physical movement. In other word, TPR is a method that can be used to teach any foreign language not only to children but also to adults. To be success in learning English, the teacher must be able to use English teaching methods in the class or outside, without them the English learning is not perfect. According to the Stern that: "the English teacher looked as his practice not his theory".[3] So for the

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[2] Bambang Setiyadi, *Teaching English As a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 7.
[3] Mohammad Ali, *Ilmu dan Aplikasi Pendidikan* (Bandung: PT. Imperial Bhakti Utama, 2007), p. 92.

beginner level (junior high school) the researcher choose TPR to solve the problems of students in learning vocabulary.

Based on the problem above the researchers interested to carrying out a research entitle "A Comparative Study on Students' Vocabulary Mastery by Using Audiolingual Method (ALM) and Total Physical Response (TPR) at Grade VII MTsN Padangsidimpuan in Ujung Gurap".

B. Identification of the Problem

Based on observation of research to the students on grade VII MTSN Ujung Gurap, the writer identified as problem as follow; the students have less vocabulary so that they did not know the meaning of what have been read and listened. They also less practice, because they are lazy and uninterested to learn English, and they less motivation from the environment or family and so on. Another problem from the teacher, she did not graduate from English department, and did not use English teaching methods well.

C. Limitation of the Problems

Based on identification of the problem above, the writer limited the problem of teaching methods in Audiolingual Method (ALM) and Total Physical Response (TPR) in teaching vocabulary.

Then, the vocabulary limited to the nouns, verbs, adjectives. Because it is according to the curriculum and also "English 1 for Junior High School

and MTS Class VII" is used by seventh grade, most of materials of vocabulary learning are noun, verb and adjective.

D. Formulation of The Problems

The problems in this research were formulated as follow:

1. How was the students' vocabulary mastery by using Audiolingual method at grade VII MTsN Padangsidimpuan in Ujung Gurap?

2. How was the students' vocabulary mastery by using Total Physical Response method at grade VII MTsN Padangsidimpuan in Ujung Gurap?

3. Was there the significant difference between using Audiolingual method and Total Physical Response to improve the students' vocabulary mastery at grade VII MTsN Padangsidimpuan in Ujung Gurap?

4. Which method is the better one, TPR or ALM to improve students' vocabulary mastery at grade VII MTsN Padangsidimpuan in Ujung Gurap?

E. Purpose of the Problems

Based on formulation above, so this purpose of research as follow:

1. To find out the students' vocabulary mastery by using Audiolingual method at grade VII MTsN Padangsidimpuan in Ujung Gurap.

2. To find out the students' vocabulary mastery by using Total Physical Response method at grade VII MTsN Padangsidimpuan in Ujung Gurap.

3. To find out the difference between using Audiolingual method and TPR method to the students' vocabulary mastery of at grade VII MTsN Padangsidimpuan in Ujung Gurap.

4. To find out the better method in teaching vocabulary.

F. Significances of the Research

The result of the research expected to be useful:

1. For the Head Master of MTsN Padangsidimpuan in Ujung Gurap to give direction to the English teacher about teaching English method that is suitable to the students' situation and materials of the learning, so that can improve the students' Vocabulary Mastery.

2. For the English teacher of MTsN Padangsidimpuan in Ujung Gurap, this study can help to improve the quality of teaching and learning process.

3. For the students in increasing their vocabulary.

4. As one of references for next researches in the same research.

G. Definition of Operational Variables

1. Vocabulary Mastery is the ability to understand the list of word. Vocabulary is a list of word and often, phrases, abbreviations, inflectional forms, usually in a dictionary or glossary. Mastery is great skill or knowledge.

2. Total Physical Response (TPR) is a language teaching method built around the coordinating of speech and action.

3. Audiolingual is equipped with the knowledge and skill required for effective communication in a foreign language.

From the explanation above the writer can concluded vocabulary mastery is the ability to understand the list of word. Total Physical Response is a language teaching method built around the coordinating of speech and action. While Audiolingual is equipped with the knowledge and skill required for effective communication in a foreign language.

H. Outline of the Thesis

The systematics of this research was divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, it was consisted of background of the problems, they were most of students have less vocabulary, less practice, and less motivation from the environment or family. Another problem from the teacher, she did

not graduated from the English Department, the limitation of the problems, the formulation of the problems, the aims of the research, the significances of the research, definition of operational, and the last outline of the thesis.

In the chapter two, it was consisted of the theoretical description consisted of explanation about Audiolingual method and explanation Total Physical Response method. Then review related findings, the conceptual framework, and the last hypothesis.

In chapter three, it was consisted of research methodology consisted of schedule and location of the research, kinds of the research, population and sample, the instrument of collection data, the last, the technique of data analysis.

In chapter four, it was consisted of the result of the research, testing hypothesis, discussion and the finally, the threats of research.

In the chapter five consisted of conclusion, implication and suggestion from the writer.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Audiolingual Method

a. Defenition of Audiolingual Method

The Audiolingual method is based on the idea that the student acquires a foreign language more easily if it presented in spoken form first.[1] According to the Oxford Advanced Learner's Dictionary of Current English, audio is connected with sound that is recorded.[2] The Audiolingual Method (ALM) is a method which was introduce in the United States of America (USA) in 1940.[3] The method originated by the linguists and practitioners at the period was called Audiolingual Method or Aural-Oral Method or Army Method. Besides people also often address the term 'audio-lingualism' to refer to this teaching principles and practices. ALM tries to teach language by emphasizing on the use of ear to listen and mouth to imitate or repeat them.

Based on Oxford Learner's Pocket Dictionary audio adalah penerimaan bunyi atau suara.[4] Based on Oxford Learner's Pocket

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[1] Zainil, *Language Teaching Methods* (Padang: Sukabina Offset, 2008), p. 7
[2] Sally Wehmeier, Oxford Advanced Learner's Dictionary of Current English (Cina: Oxford University Press, 1997), p. 86.
[3] Bambang Setiyadi, *Teaching English As A Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 53
[4] Kimberly Adams, *Student Pocket Dictionary* (Jakarta Selatan: PT Wahyu Media, 2009), p. 42.

Dictionary audio is hearing of sound.[5]Audiolingual method is based on the idea that the student acquires a foreign language more easily if it is presented.[6]

From the statement above the writer concluded that audio-lingual method based on the idea that the student acquires a foreign language. This method developing listening and speaking skill first, as the foundation on which to build the skills of reading and writing.

b. The Principle of Audiolingual Method

There are seven principles of Audio Lingual, they are:

1. Items must be presented in spoken form before the written form.
2. The need for practicing the language patterns must be fulfilled gradually in cumulative graded steps.
3. Contrastive analysis must be made to find similarities and differences as the basis of teaching preparation.
4. Translation must be not be used.
5. Care must be taken in giving pronunciation drills and pattern practices.
6. The learners must life communication situations.
7. The bases of ALM are:
    a) Language is speech, not writing.
    b) A language is a set of habits.
    c) Teach the language, not about the language.
    d) A language is what its native speaker's say, not what someone thinks he ought to say.
    e) Languages are different.[7]

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[5] *Oxford Learner's Pocket Dictionary* (China: Oxford University Press, 2004), p. 23.
[6] Zainil, *Op.Cit.,* p. 7.
[7] *Ibid*, p. 8

c. The Main identity of ALM

Based on Tarigan there are two main identity of ALM, they are:

1) Empires Law

a) Basic Legal Relationship

b) Law Practice

c) Law of Intensif

d) Law of Assimilation,

e) Law of Effect

2) Behavior Law

a) The aim of learning foreign language

b) The use of l original language

c) The use of S-R technique

d) Exercises

e) To develop language skill with the naturally systematic.[8]

d. Approach of Audio Lingual

There are two approaches of TPR,[9] they are:

1) Theory of Language

With regard to the nature of language the ALM has some assumption.

The method sees the language as follow:

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[8] Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa* (Bandung:Angkasa,1991), p.128
[9] Bambang Setiyadi, *Op.Cit*, p. 57

a) Language is the everyday spoken utterance of the average person at normal speed. It seems that language is what people speak not what people write. This assumption may be a response to how people used to study a foreign language from what was written and the materials were grammar oriented. Grammar and vocabulary are not thought of as a logical arrangement of forms, meanings, paradigms, and rules extracted from the written language but a succession of grammatical patterns that occur constantly in the spoken language. The language materials in Audio Lingual Method are developed based on situational syllabus.

b) Listening and speaking come first, and reading and writing come later. This assumption seems to be inspired by the process of a child who learns his/ her mother tongue. A child always begins with hearing what his/her parents speak and he/she tries to speak afterwards. He/she will learn reading or writing later. This assumption really dominates the procedure of teaching the target language in the ALM.

c) Every speaker uses a language in a slightly different manner. Language learners are not forced to speak in the same manner; they are allowed to speak the foreign language in different ways as long as they can communicate in the language.

2) Theory of Learning

The following are some assumption about learning, they are:

a) Learning is the process of change in mental and physical behavior induced in living organism. This assumption implies that language learning is a process of acquiring another set of speech habit.

b) Language learners will be more eager when they like what they do. This assumption emphasizes on the role of motivation in learning a foreign language. By having good motivation, language learners will have a process of arousing action, sustaining the activity in progress, and regulating the patterns of activity in order to acquire another language.

c) Language learner must understand clearly what is involved and required. This is related to motivation. Many language learners are easily frustrated and then stop learning the target language because they do not know what to do.

d) Language learner will learn the target language more readily when they concentrate their attention more fully. Without full attention, they will not be willing to spend their time for learning and good performance cannot be achieved. Language learners have to learn the language with a clear purpose.

e) Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the

learning. The ALM believes that learning a foreign language is the same as the acquisition of the native language.

e. Design of Audio Lingual

Audiolingualists demanded a complete reorientation of the foreign language curriculum. Like the nineteenth-century reformers, they advocated a return to speech-based instruction with the primary objective of oral proficiency, and dismissed the study of grammar or literature as the goal of foreign language teaching. [10]

f. Setting Goals and Syllabus

The general goal of this method is to make the students able to speak in the target language like the native speakers do. It is to make the students able to speak in the targeted language directly and fluently without stopping to think of what they listen, what to say and how to say it. Attached in the teaching development, the goal of this method is to enable student acquire the mastery or oral communication with a range of forms used for appropriate functions, e.g. 'students are able to master the five basic tenses and apply them for appropriate use'. The syllabuses of instruction are these grammatically framed materials arranged in certain grading and organization logically.

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[10] Jack C. Richard, *Approaches and Methods in Language Teaching* (USA: Cambridge University Press, 2001), p. 57

g. Establishing Objectives

Short range purposes (the objectives) of this method implied from every subject matter within the range in the syllabus. Possible objectives derived from each subject matter, according to Brooks (1964, p. 111) is obtaining students' ability in the following items:

-Comprehending listening

-Obtaining accurate pronunciation

-Recognizing speech symbols as graphic signs in the printed pages

-Reproducing the symbols in writing

These objectives, according to Brooks (1964, p. 113) imply the ability to control the structures of sound, forms, and order in the targeted language; be acquainted with vocabulary items which brings the contents into these structures; and understand the meaning in terms of the significance these verbal symbols have for those who speak the language natively.

h. Developing Learning Materials

The material is grammatically correct sentences in two general types. The first type is drilling materials in certain order in which variety of forms presented as to have the students understand the targeted structure. And the second A-B dialog for certain context which contains certain dominant language form derived from the drilling material. In the other

words, the first type is made for supporting the grammatical comprehension of the dialog, any grammatical forms contained the second type is presented in the first type. In the practice, the teacher initially introduces the A-B dialog to read as a sign for the students that the material should be memorized. Then, the teacher presents the drilling materials for grammar comprehension previous to A-B dialog for memorization.

Audio-lingual method involves variety kinds of drilling materials to present the structure of the targeted language. There are 13 pattern drill, they are[11]:

1. *Repetition*. The students repeat an utterance aloud as soon as he heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and order. In this type of drilling, a teacher utters a sentence and the students repeat them. Repetition by the students can be done again and again. After the first utterance is memorized by the students, it is added with other utterance.

   Example: *Teacher   Students*

      - I met him.   - I met him. (Repeated again and again)

   After students had memorized that utterance, it then added with *'yesterday. When I went to Simago-mago with my family for vacation.*

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[11] Bambang Setiyadi, *Op.Cit.,* p.62.

......'. The long utterance is presented to the students part by part until the whole sentences are given. The cutting of the sentence depends on the logical and sequence within the targeted sentences.

2. *Inflection.* Words in an utterance occur in the other utterance with rule adapted modification.

   Example: I bought the *flower*. → I bought the *flowers*

   I like candy. → *She* like*s* candy.

   I have a cat. → *She has* a cat.

3. *Replacement*. One word in an utterance is replaced by another.

   Example: He bought *this house* cheap. → He bought *it* cheap.

   Helen left early. → *She* left early.

   They gave *their boss* a watch. → They gave *him* a watch.

4. *Restatement*. The student rephrases an utterance and addresses it to someone else, according to instructions.

   Example:

   Tell him to wait for you. → Wait for me!

   Ask her how old she is. → How old are you?

   Ask John when he began. → John, when did you begin?

5. *Completion*. The students hear an utterance that is complete except for one word, and then repeats the utterances in completed form.

   Example:

I will go my way and you go__ → I will go my way and you will go *yours*.

We all have ___ own troubles.   → We all have our own troubles.

6. *Transposition*. A change in word order is necessary when a word is added. Example: I *am* hungry. (so). So *am* I

I *will* never do it again. (neither). → Neither *will* I

7. *Expansion*. When a word is added it takes a certain place in the sequence. Example: I know him. (hardly). → I *hardly* know him.

I know him. (well). → I know him *well*.

8. *Contraction*. A single word stands for a phrase or a clause.

Example: Put your hand on the table. → Put your hand there.

They believe *that the earth is flat*. → They believe *it*.

9. *Transformation*. A sentence is transformed by being made negative or interrogative or through changes in tense, mood, aspect, or modality.

Example:

He knows my address.

He doesn't know my address.

Does he know my address?

He used to know my address.

If he had known my address.

10. *Integration*. Two separate utterances are integrated into one.

Example:

They must be honest. This is important.→ It is important that they be honest

I know that man. He is looking for you. → I know the man who is looking for you....

11. *Rejoinder*. The students make an appropriate rejoinder to a given utterance. He is told in advance to respond in one of the following ways:

Be polite. Examples: - Thank you!   - You are welcome!

                 - May I take one?   - Certainly!

Answer the question. Example:

    - What is your name?   - My name is smith.

    - Where did it happened?   - In the middle of the street.

Agree. Example: - He is following us. - I think you 're right.

              - This is good coffee. - It's very good.

Other topics with language functions that can be organized with such types of materials such as: agree emphatically, express surprise, express regret, disagree, disagree emphatically, question what is said, and fail to understand.

12. *Restoration*. The students are given a sequence of words that have been culled from a sentence but still bear its basic meaning. He uses these words with a minimum of changes and additions to restore the

sentence to its original form. He may be told whether the time is present, past or future. Example:

Students/waiting/bus. → The students are waiting for the bus.

Boys/build/house/tree. → The boys built a house in a tree....[12]

i. Procedure of ALM

A typical procedure of audio-lingual lesson is presented by Richards as follows:[13]

1. Students first hear a model dialogue (either read by the teacher or tape) containing key structures that are focus of the lesson. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. The dialogue is memorized gradually, line by line. A line may be broken down into several phases if necessary. The dialogue is read aloud in chorus, one half saying one speaker's part the other half responding. The students consult their book throughout this phase.

2. The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students.

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[12] *Ibid,* p. 63-66
[13] Jack C. Richards, *Op.Cit.* p. 64.

3. Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation is offered at this point, but this is kept to an absolute minimum.

4. The students may refer to their textbook, and follow up reading writing, or vocabulary activities based on the dialogue may be introduced.

5. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

Another model of learning procedure adapted from Larsen-Freeman is as follows[14]:

1. Teacher present drilling materials represent the variety of certain form, if it was necessary, he read the sentences by cutting them part by part from the simple to the complex structure (word→ phrases→ sentences) and is repeated by the students.

2. Teacher presents an A-B model dialogue which contain the forms in step 1, the same activity as the step 1 is also conducted to the dialog text

3. Teacher divides students into two groups, then he or she asks half the students to take A's part in the dialog and the other half take

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[14] Diane Larsen-Freeman, *Techniques and Principle in Language Teaching* (Oxford University Press, 2000), p. 50.

B's part. First they speak by reading the written dialog, and then they have to speak without seeing the written dialog anymore. This activity is repeated for some times in order to make sure their memorizing the materials.

2. **Total Physical Response (TPR)**

a. Definition of TPR

TPR (Total Physical Response) is a method of teaching language using physical movement. To react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress. In order to implement TPR effectively, it is necessary to plan regular sessions that progress in a logical order, and effective to keep several principles in mind. TPR is not: Simon says gesture based songs, simply using commands to practice English.[15]

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. It was developed by James Asher,a Professor of Psychology at San Jore State University

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[15] James J. Asher, *Learning Another Language Through Action* (Cambridge: London, 1996), p. 125.

California. His emphasis on developing comprehension skills before speaking links him with comprehension approach.[16] To aid learning second languages. Students respond to commands that require physical movement. TPR is one of English teaching methods for teaching vocabulary.

James Asher's Total Physical Response (TPR) is the one method will be examined in detail here in order to see how principles of comprehension approach are put in to practice.[17] Least stressful way to achieve understanding of any target language is follow directions uttered by the instructor (without native language translation).

b. The Principle of Total Physical Response

There are seven principles of TPR, they are:

1) Assimilation and skills can be increased significantly.
2) Vocabulary retention can be increased through physical activities.
3) Comprehension skills are established.
4) The teaching of speaking should be delayed until comprehension skills are established.
5) Skills acquired through listening transfer to another skills.
6) Teaching should emphasize meaning than form.
7) Teaching should minimize learner stress.[18]

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[16] Jack C. Richard, *Op.Cit*, p. 73.
[17] Diane Larsen Freeman, *Op.cit.,* p. 108.
[18] Zainil, *Op.Cit.*, p. 52.

c. Approach of Total Physical Response

There are two approaches of TPR,[19] they are:

1) Theory of Language

TPR reflects a grammar-based view of language. Most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor. Verb and particularly the verb in the imperative, as the central linguistic motif around which language use in and learning are organized.

Language as being composed of abstractions and non-abstractions. With non-abstractions being most specifically represented by concrete nouns and imperative verbs. Learners can acquire a detailed cognitive map as well as the grammatical structured of language without recourse to abstractive

2) Theory of Learning

A stimulus response view as providing the learning theory underlying language teaching pedagogy. TPR can be linked to the "trace theory" of memory in psychology, which holds that the more often or the more intensively a memory connection is traced.

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[19] Jack C. Richard, *Op.cit*., p. 74.

There are three theories of learning: there exists a special innate bio-program language learning which an optimal path for first and second language development, brain lateralization defines different learning function in the left and right brain hemispheres, stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning.

There are three theories stated below:

a) The Bio-Program

Total Physical Response is a "Natural Method" inasmuch as Asher sees first and second language learning as parallel processes. Second language teaching and learning should reflect the naturalistic processes of first language learning. Asher sees three processes as central:

1. Children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition they can understand complex utterances that they cannot spontaneously produce or imitate

2. Children's ability in listening comprehension is acquired because children are required to respond

physically to spoken language in the form of parental commands.

3. Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

Parallel to the processes of first language learning, the foreign language learner should first internalize a "cognitive map" of the target language through listening exercises. Listening should be accompanied by physical movement. Speech and other productive skills should come later. The speech-production mechanisms will begin to function spontaneously when the basic foundations of language are established through listening training.

b) Brain Lateralization

Asher sees Total Physical Response as directed to right-brain learning, whereas most second language teaching methods are directed to left-brain learning. He interprets that the brain in divided into hemispheres. Language activities are centralized in the right hemisphere trough motor movement. The left hemisphere is triggered to produce language when a sufficient amount of right hemisphere learning has taken place.

c) Reduction of Stress

An important condition for successful language learning is the absence of stress. The key to be free from stress in learning is to tap into bio-program for language the relaxed and pleasurable experiences. By focusing on meaning interpreted through movement, rather than on language forms studied in the abstract, the learner is said to be liberated from self-conscious and stressful situations and is able to devote full energy to learning.[20]

d. Three Basic Concept of Total Physical Response

Based on Henry Tarigan Guntur there are three basic concepts of TPR, they are:

1) The comprehension of spoken language improved by speaking.
2) The physical response as medium to get comprehension.
3) The students cannot force to speak before ready.[21]

e. Activities of Total Physical Response (TPR) :

Based on Patricia A. Richard, there are eight TPR activities, they are:

1) The Pointing Game

With a small group of students, use a collection of pictures such as this one might find in a mail order catalog reinforces

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[20] *Ibid*, p.75
[21] Henry Guntur Tarigan , *Pengantar Pemerolehan Bahasa* (Bandung: Angkasa, 1985), p. 250.

concepts that have been taught. As students to point to various specific body parts (ahead, an arm), to colors (something green).

2) Identifying Emotion

    After the class has acquired simple commands such as "cry" or "laugh". Picture can be placed across the front of the room of people clearly demonstrating such emotional reactions.

3) Dress the Paper Doll

    A large paper doll man, woman, or child with a set of clothes can be made and mounted on a bulletin board. Velcro can be used to make the paper clothes stick to the figure students are then asked to place various item of clothing on it.

4) Manipulating Rods

    Rods of various colors such as those used in Gattegno's silent way can provide sealer for teaching numbers, spatial relationship, colors, and the like (take the blue rod, take three red rods, put the blue rod beside the red rod.

5) Bouncing the Ball

    Concept such as numbers, days of the week, and month of the year can be acquired or reinforced simoly by having the student's bounce of the ball.

6) Working with Shapes

Another idea is to cut squares, rectangles, triangles, and circles out of various colors of construction paper and distribute then to the students. Shape (hold up the triangle), color (hold up the green triangle), and number (hold up three triangles).

7) Following Recipes

At much later stages, making holiday rice cakes, baking valentine cookies, or preparing enchiladas can provide a TPR experience and can also involve students in the culture as of other countries and those within the United States.

8) Information Gaps

Information gaps can be created in which one student has information that another does not have but needs. One student may give a set of directions or commands to another student, who will carry them out to meet some stated goal.

f. Usual Classroom Technique

There are eight usual classroom techniques, they are:
1) This method needs a quite large class. The number of students is 20 to 25 without limitation of age.
2) Unit of lesson are not based on the grading of grammar lesson.
3) Almost all materials are presented in command.
4) There is no need to translated the material except in abstract words.
5) No homework is given to students.
6) Correction is given only at appropriate time.

7) The learning is begun from short-simple sentences which can be visualized in class.

8) At the beginning of each meeting there is a summary of the previous lesson.[22]

g. The Procedure Used in TPR Classroom

The class in the source processed in the following way:

1. Review
The teacher does a fast-moving worm up using commands.
2. Commands using new verb and new nouns
The teacher asks simple question which the students could answer with a gesture or other physical response.
3. Role Reversal
The students readily volunteer to utler commands that manipulate the behavior or the instructors.
4. Reading and Writing
The instructor writes on the chalkboard each new vocabulary item and a sentence to illustrate the item. Then, she speaks each item and acts out the sentences. The students listen and copy the information.[23]

h. Design

Below are designs of TPR,

1) Objective

The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker.

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[22] Zainal, *Op.Cit.*, p.54
[23] *Ibid.*, p. 55

2) Syllabus

This analysis reveals the use of a sentence-based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. Total Physical Response requires initial attention to meaning rather than to the form of items. Grammar is thus taught inductively. Grammatical features and vocabulary items are selected not according to their frequency of need or use in target language situations, but according to the situations in which they can be used in the classroom and the ease with which they can be learned. The criterion for including a vocabulary item or grammatical feature at a particular point in training is ease of assimilation by students.

3) Learner Roles

Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative-based format for lessons. Learners are also expected to recognize and respond to novel combinations of previously taught items:

Learners are also required to produce novel combinations of their own. Learners monitor and evaluate their own progress. . They

are encouraged to speak when they feel ready to speak - that is, when a sufficient basis in the language has been internalized.

4) Teacher Roles

The teacher plays an active and direct role in Total Physical Response. "The instructor is the director of a stage play in which the students are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably.

The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language. Thus the teacher controls the language input the learners receive, providing the raw material for the "cognitive map" that the learners will construct in their own minds. The teacher should also allow speaking abilities to develop in learners at the learners' own natural pace.

In giving feedback to learners, the teacher should follow the example of parents giving feedback to their children. At first, parents correct very little, but as the child grows older, parents are said to tolerate fewer mistakes in speech. Similarly teachers should refrain

from too much correction in the early stages and should not interrupt to correct errors, since this will inhibit learners.

5) The role of instructional materials

There is no basic text in a TPR. Materials and realia play an increasing role, however, in later learning stages. For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points.

These may include pictures, slides, and word charts. Asher has developed TPR student kits that focus on specific situations, such as the home, the supermarket, the beach.

3. Vocabulary Mastery

a. Defenition of Vocabulary

Vocabulary refers to the total number of words which with rules for combining them make up a language. It take place a very important role in learning a language including English. If one has a

good deal of vocabulary, she/he can knows the meaning and the function of each of the vocabulary.[24]

Based on Oxford Advanced Learner's Dictionary of Current English as Horby vocabulary is all the word that a person knows or uses, all the words in a particular language.[25] As Nunan stated that vocabulary is more than lists of target language words.[26] As part of the language system, vocabulary is intimately interrelated with grammar.

Vocabulary refer to the Webster's New World College Dictionary is a list of word and often, phrases, abbreviations, inflectional forms, usually in a dictionary or glossary.[27] Hornby says "Mastery is a complety or the state of having control over something superiority in competition, victory eminent skill or through knowledge."[28]

Based on the explanation above, vocabulary mastery is the ability to understand the list of words. It means that be students have ability in understanding and using the words and meaning. The students do not only know the words, but also their meaning. It also

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[24] Jawasi Naibaho, *Linguistik* Terapan (Medan: Program Studi Linguistik Terapan Bahasa Inggis, 2006), p. 93.

[25]Sally wehmeier, *Oxford Advanced Learner's Dictionary of Current English as Horby* (Cina: Oxford University press, 1997), p. 1707

[26] David Nunan, *Op.Cit.*, p. 130

[27] David B. Guralnik, *Webster's New World College Dictionary* (New York: MAC Millan USA, 1988), p. 1494.

[28] Thomas Nelson, *The Award Compact English Dictionary* (London: Award Publication, 1985), p. 612

plays an important part in English skill: listening, speaking, reading, writing, the large vocabulary, the students will find difficulties in mastering English skills.

b. Kinds of vocabulary

According to Penny, "Vocabulary can be defined, roughly, as the words we teach in the foreign language.[29] However, a new item of vocabulary may be more than a single word: for example: *hand phone* and *mother-in-law*, which are made up two or three words but express a single idea. There are also multi-word idioms such as *call it a day,* where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convection is to cover all such cases by talking about vocabulary items rather than words.

According to Wikipedia, there are four kinds of vocabulary, they are:

1) Reading vocabulary
   A person's reading vocabulary is all words he or she can recognize when reading. This is largest of vocabulary simple because it includes to other three.
2) Listening vocabulary
   A person's listening vocabulary is all the words he or she can recognize when listening to speeds. This vocabulary is aided in size by context and tone of voice.
3) Writing vocabulary
   A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two

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[29] Penny Ur, *A Course in Language Teaching* (London: Cambridge university Press, 1998), p. 60.

vocabulary types. The writing vocabulary is stimulated by its user.

4) Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This missued-though slight and unintentional-may be compensated by facial expression, tone of voice or hand gesture.[30]

Vocabulary varies in the four skills of language. Generally student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process may change, especially in foreign language teaching.

Then, according to the Thornbury, there are two kinds of vocabulary, as follows:[31]

1) Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. Someone doesn't need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the vocabulary of a certain language but someone can understand the ideas of the utterance contextually not word by word.

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[30] www.wikipedia.com
[31] Jeremy Harmer, *The Practical of English Language Teaching* (London: Longman, 2001), p.158.

2) Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical pattern along with the words that usually collocate with.

c. Classification of vocabulary

Vocabularies are classified into function and contents of words. The classification of word intended of such as nouns, pronouns, verbs, adjectives, prepositions, conjunctions, and interjections, in classification the words, categorized them as follows:

1) Adjective is a word used to edd to the meaning of noun.
2) Adverb is a word used to edd something to the meaning of a verb, and adjectives, or another adverb.
3) Preposition is a word used with a noun or pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else.
4) Pronoun is a word used intend of a noun.
5) Verb is a words used to say something about some person, place, or thing.
6) Noun is a word used as the name of a person, place or thing.
7) Conjunction is a word used to join words or sentence.
8) Interjection is a word which expresses sudden feeling. [32]

Based on the classification above, so the writer will focus on noun, verb and adjective.

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[32] Scott Thorbury, *How To Teach Vocabulary* (New Zealand: Long man, 2002), p. 114.

1) Noun

Noun is the name of things and person.[33] According to Jayanti Dakshina Murty, she says that "Noun is a word used to name a person, place, thing, and idea or a quality of mind is defined a noun.[34] While according to Wren & Marin, they say that "A noun is a word used as the name of a person, place or thing".[35]

And the other idea about definition of noun that, noun is naming things that we cannot count (uncountable or mass nouns) have no indefinite article, and usually no plural.[36] Collins in Cobuild English Grammar says that noun is used to identify a person or thing.[37]

From the explanation above so the writer can concluded that noun is a word used to name of things, like to name a person, place, and it may can be counted or not.

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[33] Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis* (Amsterdam/ Philadelpia: John Benjamins Publishing Company, 2000), p. 88.

[34] Jayanthi Dakshina, *Contemporary English Grammar* (New Delhi: Ramesh Nagar, 2003), p. 5.

[35] Wren & Martin, *High School English Grammar* (NDV: Prasada Rao, 1990), p. 5.

[36] Stannard Allen, *Living English Structure* (Hongkong: Longman, 1987), p. 1.

` [37] Collins, *Cobuild English Grammar* (Cheltenham Promerade Graphics, 2003), p. 5.

Examples:

- Open your <u>book</u>!

- Take the <u>pen</u>!

- Throw the <u>rubbish</u>!

- Close the <u>window</u>!

- Clean the <u>mirror</u>!

- Bring the <u>bag</u>!

- Sit beside <u>Rika</u>!

- Write the <u>letter!</u>

- Pour the <u>water</u>!

- Print the <u>data</u>!

- Put the <u>chair!</u>

2) Verb

Verb is a word used to express action, condition or existence is known as a verb.[38] According to Wren and Martin they say that "Verb is a word that tells or assert something about a person or thing".[39] And the other idea about definition of verb that, verb is a word use to say something about some person, place, or thing.[40]

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[38] Jayanthi Dakhshina Murthy, *Op.Cit*., p. 6.
[39] Wren & Martin, *Op. Cit.*, p. 55.
[40] Sastrio Nugroho, *Practical Complete English Grammar* (Surabaya: Kartika, 2006), p. 168.

From the explanation above so the writer can concluded that verb is a word that tell about action, condition.

Examples:

- <u>Open</u> your book!

- <u>Take</u> the pen!

- <u>Throw</u> the rubbish!

- <u>Close</u> the window!

- <u>Clean</u> the mirror!

- <u>Bring</u> the bag!

- <u>Cut</u> your hair!

- <u>Go</u> to office!

- <u>Eat</u> rice!

- <u>Pick</u> the flower!

- <u>Lock</u> the door!

3) Adjective

Adjective well express the quality, quantity, number and point out the person thing is regarded as an adjective.[41] According to Jayanti Dakshina Murty, she says that "Adjective is a word to describe or qualify noun".[42] While according to Wren

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[41] Meacella Frank, *Modren English* (New York: Prentice Hall, 1972), p. 47.
[42] Jayanthi Dakhshina Murthy, *Op.Cit*., p. 6.

& Marin, they say that "Adjective is a word used to add something to the meaning of a noun".[43]

From explanation above so the writer can concluded that adjective is a word use with a noun to describe the person, animal, place of thing which telling the quantity or quality of them.

Example:

- Sky is <u>blue</u>

- I am <u>beautiful</u>

- She is <u>busy</u>

- Water is <u>hot</u>

- He is <u>clever</u>

- Pencil is <u>black</u>

- Bag is <u>red</u>

- Andi is <u>happy</u>

- The cat is <u>funny</u>

- Gold is <u>expensive</u>

- The chair is <u>new</u>

- The books are <u>thick</u>

- This cup is <u>dirty</u>

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[43] Wren & Martin, *Op. Cit.*, p. 3.

B. **Review of Related Findings**

Researcher will review some of the scripts that related to this script, they are:

1. Sangkot Supiah on title "The Effect of Memory Game to The Student's Achievement in Learning Vocabulary". The aim of research is to find out the effect of memory game to the student's achievement in learning vocabulary. The research conducted by experimental method. After calculating and analyzing the data, it stated that there was significantly effect of memory game to the grade VII student's achievement in learning vocabulary.[44]

2. Muhammad Yusuf (2011) STAIN Padangsidimpuan on the title "The Effect of Total Physical Response (TPR) on Grade V Students' Vocabulary mastery at SD Negeri 142612 Panyabungan". The aim of the research is to find the effect of Total Physical Response (TPR) on Students' Vocabulary mastery. The research conducted by experimental method.[45] After calculating and analyzing the data, it stated that there was significantly effect of Total Physical Response (TPR) on Students' Vocabulary mastery.

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[44] Sangkot Supiah, *Effect of Memory Game to The Student's Achievement in Learning Vocabulary* (Padangsidimpuan: UMTS, 2010), p. 30.

[45] Muhammad Yusuf, *The Effect of Total Physical Response (TPR) on Grade V Students' Vocabulary Mastery at SD Negeri 142612 Panyabungan* (Padangsidimpuan: STAIN, 2011), p. 20.

Their researches are similarly with writers' title, the aim of the research is to find the better method between Total Physical Response (TPR) and Audio-lingual method to student's vocabulary mastery.

So the writer had done a research under the title "A Comparative Study on Students' Vocabulary Mastery by Using Audio-lingual and Total Physical Response (TPR) at Grade VII MTSN Padangsidimpuan in Ujung Gurap. The writer would like to compare students' vocabulary mastery by using two methods, TPR and ALM. The writer would conducted by experimental method

C. Conceptual Framework

There are many methods used in teaching language to children. Total Physical Response, a method developed by James J. Asher (1942), is one of methods in teaching language that may support to realize the expected situation. Total Physical Response can improve the student vocabulary mastery.

Audiolingual is based on the idea that the student acquires a foreign language. ALM to develop listening and speaking skills. So the audio-lingual can improve the student vocabulary mastery.

Vocabulary proficiency affects are four skills of language. They are listening, speaking, writing and reading. In listening, their vocabulary

influences how much they understand the talk about, in speaking, the words that they use in their speaking affect how well they express their idea to the other. In reading, their vocabulary will help them to comprehend the text.

It can be seen as pictures follows;

Picture 1

| Teacher | → | Teaching Methods | → TPR
 → ALM | | Students' Vocabulary Mastery |
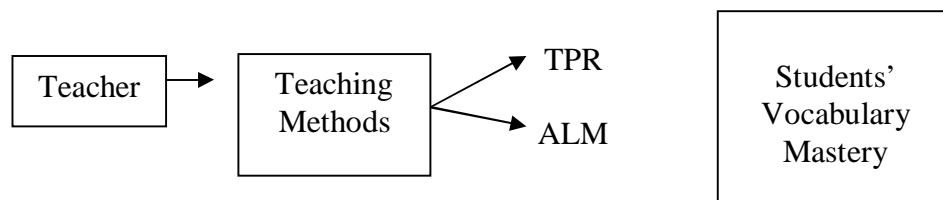
D. The Hypothesis

The hypothesis was one of the most important components of the research problems. Its truth could be emended after doing the research. This ideas was supported by the idea of Suharsimi Arikunto stated that hypothesis was could be meant as a provisional answer to the research problems.[46] Hypothesis is construction a testing enable researchers to generalize their founding is beyond the specific condition on which they were entalized.

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[46] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2005), p. 71.

The researchers' hypothesis in this research is "There is significant different of using Audiolingual and Total Physical Response (TPR) method on Students' Vocabulary Mastery at Grade VII MTSN Padangsidimpuan in Ujung Gurap".

CHAPTER III

METHODOLOGY OF RESEARCH

A. Place and Schedule of Research

This research has been done at MTsN Padangsidimpuan in Ujung Gurap. It is located on Jl. Jendral Ahmad Haris Nasution, Ujung Gurap Kecamatan Batunadua Kota Padangsidimpuan. The research has been start in December 2011 up to May 2012. So that, the writer will be done for four meetings for each class.

The reason in choosing at MTsN Padangsidimpuan in Ujung Gurap as the location of research because the writer found the problem that the students still has weakness in learning vocabulary, and also the writer interested to do research in MTsN Padangsidimpuan in Ujung Gurap.

B. Kinds of the Research

The writer used experimental method in doing this research. Where the data collected and done through test. In this research the writer compare students' vocabulary mastery by using Audio-lingual and Total Physical Response (TPR).

According to Gay, "experimental research is the only type of research that can test hypotheses to established cause and effect".[1] Where as according to Paul states that experimental research is **"**to attempt to account for the influence of a factor or, as in the case of complex design, of multiple factors conditioning a given situation.[2]

So, the researcher can conclude that experimental research is a form of variable analysis to know the difference between two groups of data or more.

Table 1
Research Design

Class	Treatment	Test
VII7	TPR	√
VII8	ALM	√

C. Population Sample

1. Population

Peter says "population is the group of interested to the research, the group to which she or he would like the results of the study to be generalizable."[3] In Encyclopedi of Educational Evaluation that A population is a set or collection of all elements possessing one

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[1] L.R. Gay and Peter Airagian, *Educational Research* (USA: Merril, 2000), p. 367.

[2] Paul D.Leedy, *Practical Research Planning and Design* (New York: Macmillan Publishing Company, 1990), p. 211.

[3] L.R. Gay & Peter Airagian*, Op.Cit*, p. 122

or more attributes of interest.[4] Based on this quotation the population in this research is the seventh grade students of MTs Negeri Ujung Gurap. There are two classes in 2011-2012 academic years. The specification of the population can be seeing on the table below:

Table 2
The population of the Seventh Years Students of MtsN
Padangsidimpuan in Ujung Gurap in 2011-2012 academic year

No	Class	Population
1	VII-7	25
2	VII-8	25
Total		50

(Resource: Document Administrasi Tata Usaha MTSN Padangsidimpuan in Ujung Gurap)

There are two clases in 2011-2012 academic years started from VII$_7$ & VII$_8$

2. Sample

The sample is "the small group that is observed".[5] Arikunto said that "if the population is smaller than 100 students, we can take them all as the sample".[6] In these study 50 students was chosen as the sample. So, the sample of the research states is population sample.

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[4] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: PT. Rineka Cipta, 2002), p. 108.
[5] Donald Ary, *Introduction to Research in Education* (New York: Library of Congress Cataloging, 1979), p. 129.
[6] Suharsimi Arikunto, *Loc. Cit*., p. 120.

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D. Instrumentation of Data Collection

According to the Djadli and Muljono instrument adalah suatu alat yang memenuhi persyaratan akademis yang dapat dipergunakan sebagai alat untuk mengukur suatu objek ukur atau mengumpulkan data mengenai suatu variabel. [7]

A research of course need data, without collecting data, it is impossible to do the research, data is the one of very important. Next, the data in this research was collected by using an instrument. The instrument is a kind of the test.

The instruments of collecting would used in this research is test. The test is consisting of 40 items. The test was given to VII grade students of MTsN Padangsidimpuan in Ujung Gurap in multiple choise.

It can be seen from the following table:

Table 3
Indicator of Vocabulary

No	Indicator Vocabulary	Total Items	Score
1	Noun	15	37,5
2	Verb	15	37.5
3	Adjective	10	25
	Total	40	100

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[7] Sumadi Suryabrata, *Metodologi Penelitian* (Jakarta: PT. Graha Grafindo Persada, 2005), p. 60.

E.   Validity and Reliability of the Test

1. Validity of the testing

Validity is the most important quality of a test. It is the degree to which a test measures what it is supposed to measure, and consequently, permits appropriated interpretations of test scores.

According to Arikunto says:

"Validitas adalah suatu ukuran yang menunjukkan tingkat-tingkat kevalidan atau kesahihan sesuatu instrumen. Suatu instrumen yang valid atau sahih mempunyai validitas tinggi. Sebaliknya instrumen yang kurang valid berarti memiliki validitas rendah."

This research used with correlation "r" Product Moment as the following formula:

$$r_{xy} = \frac{N\sum xy - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\left\{N\sum x^2 - \left(\sum x\right)^2\right\}\left\{N\sum y^2 - \left(\sum y\right)^2\right\}}}$$

When:

rxy   = Number of Index Correlation "r" Product Moment

N   = Number of Cases

$\sum$XY   = count of times score X and score Y

$\sum$X   = Count of Score X

The calculation of items test show that from 50 items is tried there are 40 items valid. From the table of validity of instrument about noun, it could be gotten concluding that some items were

invalid. They were 14, 18, 20, 22, 23. So, the researcher change the items were invalid by other items. (see appendix)

Next, from the table of validity of instrument about verb, it could be gotten concluding that some items were invalid. They were 24, 34, 38, 43, and 44. So, the researcher change the items were invalid by other items.

According to Anas Sudijono the categories of interpretation on "r" Product Moment are as the following:

0,00 – 0,20   : very low

0,20 – 0,40   : low

0,40 – 0,70   : fair

0,70 – 0,90   : high

0,90 – 1,00   : very high[8]

2. Reliability of the test

Reliability was the extent to which measuring device was consistent in measuring whatever it measures. It refers to the consistency of measurement that was to how consistent scores or other evaluation results were from one measurement to another. To get the reliability of the test, the Kuder Richardson 21 Formula (KR21) was applied. The formula was applied on the try out test.

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[8] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja GrafindobPersada, 2009), p. 206.

The formula:

$$R = \frac{k}{k-1}\left(\frac{1-M\,(\,k-M\,)}{kS^2}\right)$$

In Which:

R: Reliability of The Instrument

K: Number of The Test

M: The Mean standard Deviation of The Test Score

It was obtained that the reliability of the test was R = 0,78 and M = 21,725 with K= 40. It showed that the test was reliable because the value of the reliability of the test had high coefficient correlation based on the theories.

F. Procedure of the Research

In completing the data, the next step of this research was collecting the data. The function of data collecting was to determine the result of the result. There was many steps, they are:

1. The researcher prepared the test 40 item.

2. The researcher distributed the paper of test to students of experimental class.

3. The researcher explained what the students to do.

4. Giving time.

5. The students answered the question.

6. Collecting their paper test to researcher.

7. The researcher checked the answer of students and found the mean score of using Audiolingual and Total Physical Response method.

G. Technique of Data Analysis

In comparative research the most suitable analysis by using the statically process. Actually, in this research, the writer used by Anas opinion by using t-test formula.

The formula is:

$$\text{"}t_o= \frac{M_1 - M_2\text{"}[9]}{SE_{M1-M2}}$$

Where:

t_o = t observasi

M_1 = mean variable I, the result of teaching vocabulary by using ALM

M_2 = mean variable II, the result of teaching vocabulary by using TPR

SE   = Standard error, the different of mean variable I and variable II

1. Mean variable M_1= 65,44

2. Standard error variable I SE_{Mx1}= 1,65

3. Mean variable M_2 = 77,76

4. Standard error variable SE_{Mx2}= 1,80

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[9] Anas Sudijino, *Ibid.,* p. 325.

CHAPTER IV

RESULT OF RESEARCH

A. The Description of The Data

After the data needed to collected, namely the result of learning that the students got from vocabulary test by using Audio-lingual and Total Physial Response method. It would be described futher as follows:

1. Result of Teaching Vocabulary by Using Audio-lingual method

In the desription of result teaching vocabulary the researcher had given vocabulary test. The researcher used the instrument to collect the data. It is the test, and it is consists of 40 items and every item is given.

The test score become the data that were needed of testing hypothesis; the data are tabulted as follows:

Table 4
The Resume of Variable Score of Teaching Vocabulary
By Using Audio-lingual Method

No	Statistic	Variable X
1.	High score	90
2.	Low score	50
3.	Range	40
4.	Mean score	65,44
5.	Median	74,1

From the table above, it was known that the high score of variable of teaching vocabulary by using audio-lingual method had been searched by 25 students based on the total of sample research were high score 90 and low score 50, range 40, mean score 65,44, median 74,1 (see appendix VIII).

Based on the calculation means score above, 60-69 is enough. So, application of teaching vocabulary by using audio-lingual method is enough. To know revelation of data was done to grouped the variable score of teaching vocabulary by using audio-lingual method which total clases 5 and interval 8.

Table 5
Frequency Distribution of Teaching Vocabulary
by Using Audio-lingual Method

Interval	Frequency Absolute	Frequency Relative
50-58	2	19,04%
59-67	7	23,80%
68-76	9	33,34%
77-85	5	14,29%
86-94	2	9,53%
$i = 8$	25	100%

The data could been seen by using the chart as follow:
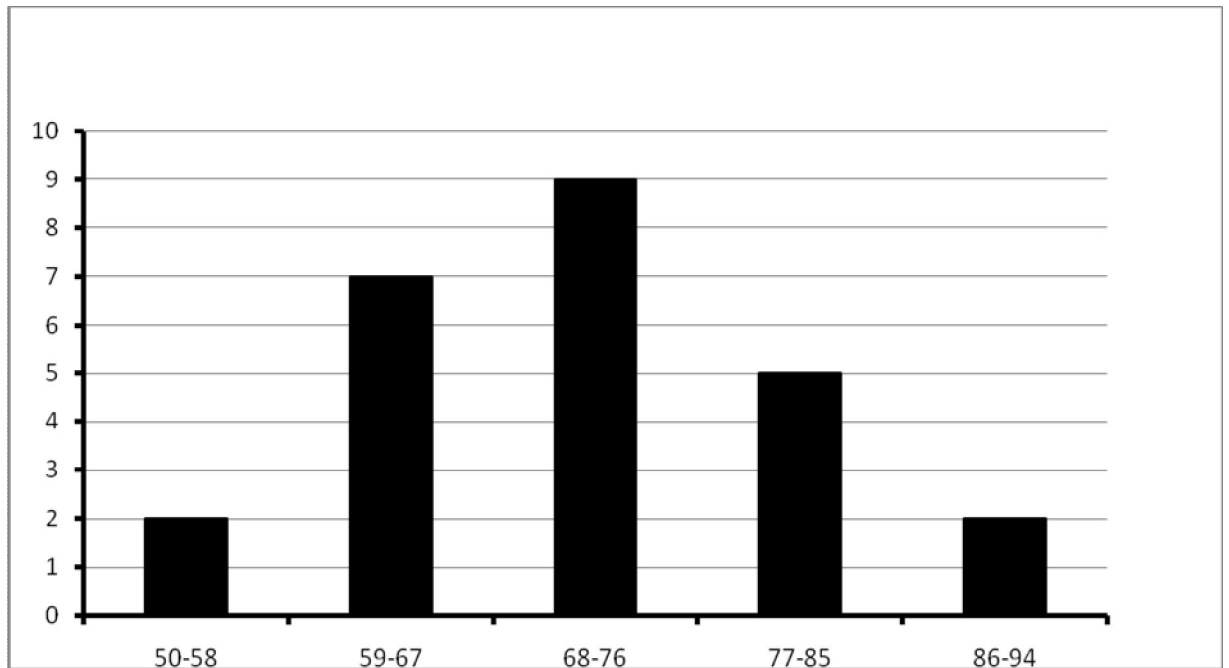
—

Figure 1: The bar chart of teaching vocabulary by using audio-lingual method at grade VII MTsN Padangsidimpuan I Ujung Gurap.

Based on the table above, it was known that the variable revelation of teaching vocabulary by using audio-lingual method shown that the respondent at interval 50-58 were 2 students (19,04%), interval 59-67 were 7 students (23,80%), interval 68-76 were 9 students (33,34%), interval 77-85 were 5 students (14,29%), and interval 86-94 were 2 students (9,53%).

2. Result of Teaching Vocabulary by Using Total Physical Response method

In the decsription of result o teaching vocabulary the researcher had given vocabulary test. The researcher used the instrument to collect the data. It is the test, and it is consists of 40 items and every item is given.

The test score become the data that wore needed fo testing hypothesis; the data are tabulted as follows:

Table 6
The Resume of Variable Score of Teaching Vocabulary
By Using Total Physical Response Method

No	Statistic	Variable X
1.	High score	90
2.	Low score	50
3.	Range	40
4.	Mean score	77,76
5.	Median	82

From the table above, it was known that the high score of variable of teaching vocabulary by using Total Physical Response method had been searched by 25 students based on the total of sample research were high score 90 and low score 50, range 40, mean score77,76, median 82 (see appendix).

Based on the calculation means score above, 70-79 is good. So, application of teaching vocabulary by using Total Physical Response method is good. To know revelation of data was done to grouped the variable score of teaching vocabulary by using Total Physical Response method which total clases 5 and interval 8.

Table 7
Frequency Distribution of Teaching Vocabulary
by Using Total Physical Response Method

Interval	Frequency Absolute	Frequency Relative
50-58	1	9,52%
59-67	4	14,29%
68-76	8	23,81%
77-85	11	38,09%
86-94	1	14,29%
i = 8	25	100%

The data could been seen by using the chart as follow:
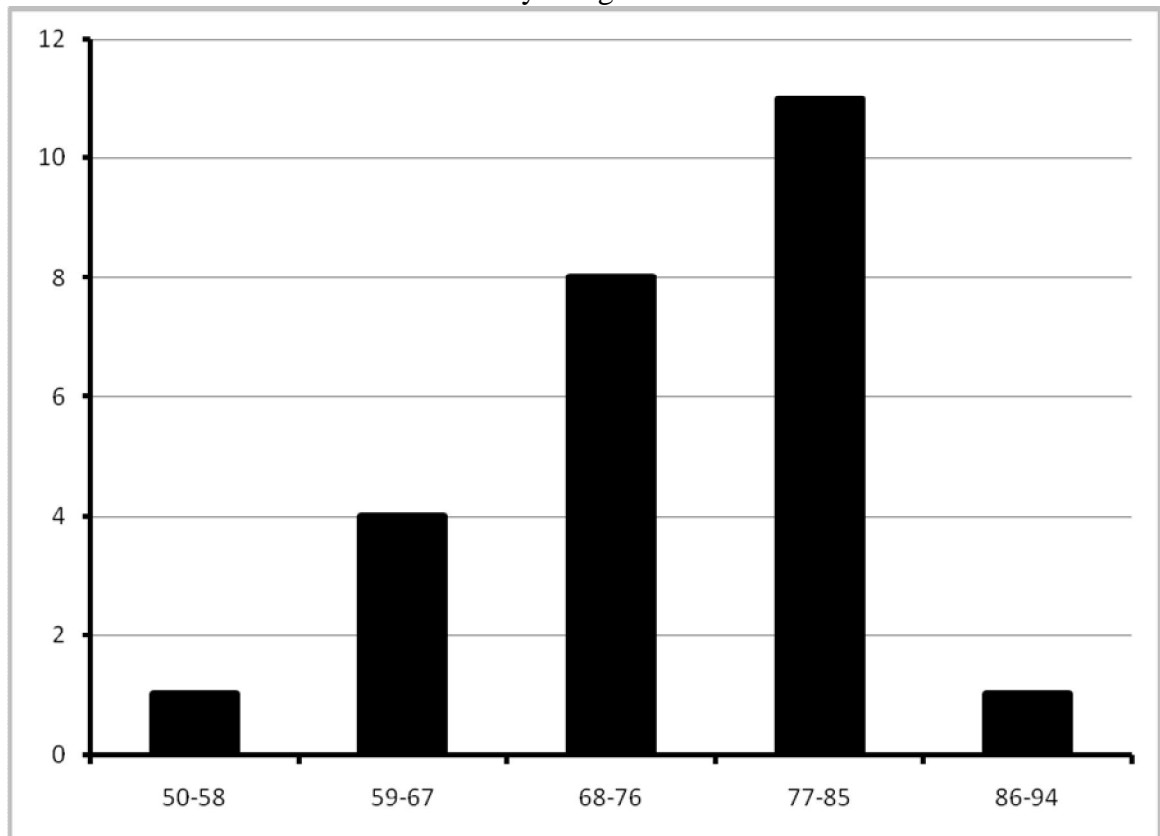
Figure 1: The bar chart of teaching vocabulary by using Audiolingual method at grade VII MTsN Padangsidimpuan I Ujung Gurap.

Based on the table above, it was known that the variable revelation of teaching vocabulary by using total physical response method shown that the respondent at interval 50-58 were 1 students (9,52%), interval 59-67 were 4 students (14,29%), interval 68-76 were 8 students (23,81%), interval 77-85 were 11 students (38,09%), and interval 86-94 were 1 students (14,29%).

3. The result of comparative between Audiolingual method and Total Physical Response method.

No	interval	Frequency Absolute	
		ALM method	TPR method
1	50-58	2	1
2	59-67	7	4
3	68-76	9	8
4	77-85	5	11
5	86-94	2	1
I=8		25	25

From the table above it be known that the variable revelation of teaching vocabulary by using ALM method shown that the respondent at interval 50-58 were 2 students, interval 59-67 were 7students, interval 68-76 were 9 students, interval 77-85 were 5 students, interval 86-94 were 2 students.

While Total Physical Response it be show that the variable revelation of teaching vocabulary by using Total Physical Response interval 50-58 were 1 student, interval 59-67 were 4 students, interval 68-76 were 8 students, interval 77-85 were 11 students, interval 86-94 were 1 student.

X	ALM method	TPR method
Mean Score	65,44	77,76
Standard Deviation	8,08	8,81
Standard error variable	1,65	1,80

From the table above it be know the mean score of TPR method higher than ALM method were TPR method 77, 76 while ALM method 65,44, Standard Deviation TPR higher than ALM method were TPR method 8,81 while ALM 8,08, Standard Error variable TPR higher than ALM method were TPR method 1,80 while ALM method 1,65.

B. The Testing of Hypothesis

The hypothesis testing did after get the students score from the both group students in teaching vocabulary by using audio-lingual and total physical response method. Based on the explanation of the data description, there got the variety means score. It means that to result the result the students' in teaching vocabulary used total physical response method is better

than used audio-lingual method. So that by used total physical response method was significant result to teaching vocabulary.

Thus, the alternative hypothesis could be accepted if this calculation (t_0) is higher than table (t_1) which had significant degree of 5% in turn the alternative hypothesis is rejected if the calculation score (t_0) is lower than table score (t_1) the table score could be seen at the appendix X.

To get the value of (t_0) used formula of "t" as below:

$$\text{"}t_0 = \frac{M_1 - M_2\text{"}^{[1]}}{SE_{M1-M2}}$$

In conducting the calculation to above formula, we should get the score of mean variable X_1, mean variable X_2, standard deviation of variable X_1, standar deviation of variable X_2, standard error mean variable X_1, standard error mean variable X_2 and core of t_0 formula as follows:

1. The calculation of data audio-lingual method in teaching vocabulary.

    a. Mean variable X_1 by formula as follow:

    $$M_{x1} = \frac{\sum x}{N} = \frac{1363}{25} = 65{,}44$$

    b. Standard deviation of variable X_1 by formula as follow:

    $$SD_{x1} = \sqrt{\frac{\sum x}{N}} = \sqrt{\frac{1636}{25}} = \sqrt{65{,}44} = 8{,}08$$

[1] Anas Sudijino, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 1996), p. 325.

c. Standard error variable X_1 by formula as follow:

$$SE_{Mx1} = \frac{SDx}{\sqrt{N-1}} = \frac{8,08}{\sqrt{25-1}} = \frac{8,08}{\sqrt{24}} = \frac{8,08}{4,89} = 1,65$$

2. The calculation of data total physical response method in teaching vocabulary.

   a. Mean variable X_2 by formula as follow:

   $$M_{x2} = \frac{\sum x}{N} = \frac{1944}{25} = 77,76$$

   b. Standard deviation of variable X_2 by formula as follow:

   $$SD_{x2} = \sqrt{\frac{\sum x}{N}} = \sqrt{\frac{1944}{25}} = \sqrt{77,76} = 8,81$$

   c. Standard error variable X_2 by formula as follow:

   $$SE_{Mx2} = \frac{SDx}{\sqrt{N-1}} = \frac{8,81}{\sqrt{25-1}} = \frac{8,81}{\sqrt{24}} = \frac{8,81}{4,89} = 1,80$$

3. The calculation between the mean of audio-lingual and total physical response in teaching vocabulary.

   a. Standard error differences variable X_1 and mean variable X_2 by formula as follow:

   $$SE_{M1-M2} = \sqrt{(SEM1)^2 + (SEM2)^2}$$

   $$= \sqrt{(1,65)^2 + (1,80)^2}$$

$$= \sqrt{2,7225 + 3,24}$$

$$= \sqrt{5,9625}$$

$$= 2,44$$

b. The value of t_0 applying the formula as follow:

$$t_0 = \frac{M2 - M1}{SEM2 - SEM1}$$

$$= \frac{77,76 - 65,44}{2,44}$$

$$= \frac{12,32}{2,44}$$

$$= 5,04$$

Based on the calculation above, the researcher had found that the coefficient of t_0 = 5,04. It was compared with the score of t_t on degree of freedom (df) 50 or ($N_1 + N_2$) = 25+25 = 50 is 5,04. So, the score of t_t is greater that the score of t_0 namely 5,04 > 2,44. Dealing with calculation, it can be concluded that the hypothesis is accepted. So, there was the application of Total Physical Response was better than Audio-lingual method on teaching vocabulary mastery at grade VII MTsN Padangsidimpuan in Ujung Gurap. It can be know from the score of Total Physical Response is 77,76 while Audiolingual is 65,44.

C. Discussion

Based on the data analysis above, it has proven that teaching vocabulary by using audio-lingual and total physical response method gave significant comparative between the result of teaching vocabulary. It can be show from the mean score of teching vocabulary by using Audio-lingual and Total Physical Response method. The mean score of teaching vocabulary by using Audio-lingual method was 69,42 and the mean score of teaching vocabulary by using Total Physical Response method was 75. It means that the mean of teaching vocabulary by using total physical response method was bigger than mean score of teaching vocabulary by using audio-lingual method.

This fact showed that using total physical response method had the significant comparative between the result teaching vocabulary by using audio-lingual method. It was related to James J. Asher said that Total Physical Response Method is effective method to teaching vocabulary mastery, because the students react to language without thinking too much, and reduce student anxiety and stress.

The researchers' hypothesis was related to some previous researchers' concluding. The first was Muhammad Yusuf state that at SD Negeri 142612

Panyabungan were there was significantly effect of Total Physical Response on Students' Vocabulary Mastery.

For supporting that, it was proved by hypothesis of this research, Total Physical Response was the better method in teaching vocabulary mastery at Grade VII MTsN Padangsidimpuan in Ujung Gurap.

D. The Threats of Reseacher

The writer of former in doing the research has many weakness. It is caused the writer stated any researchers' limited, they are:

1. As the former, the writer had the lack of knowledge.

2. The processing of data, may be has simple one, so that is why the result is not good as the expert done, and far from being the perfect, because of the limit of the writer.

3. The students needed more time for forking the test, and they were shy to do instruction from the writer.

4. The limited of English book in the writers' campus.

5. The limited of the instrument of research.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of the test done by the researcher about students' vocabulary mastery by using Audio-lingual and Total Physical Response at grade VII MTsN Padangsidipuan in Ujung Gurap, the writer can conclude as follows:

1. The students' vocabulary mastery by using Audiolingual method at grade VII MTsN Padangsidmpuan in Ujung Gurap is enough it can be seen from mean score 65,44.

2. The students' vocabulary mastery by using Total Physical Response at grade VII MTsN Padangsidimpuan in Ujung Gurap is good it can be seen from mean score 77,76.

3. There was the different between Audiolingual and Total Physical Response method. Because based on the first data Audiolingual was 65,44 while the second data was 77,76.

4. Total Physical Response is the better method in teaching vocabulary.

B. The Suggestions

Based on conclusions above, the writer gave some suggestion as follows:

1. To principle of MTsN Padangsidimpuan in Ujung Gurap always to motivate the English teacher to increase her ability in teching English.

2. To the English teacher to motivate the students to improve their abilities in learning vocabulary and teacher also can choise the effective method in teaching vocabulary.

3. To the reader especially English learners more improve their knowledge in learning vocabulary especially in noun, verb, and adjective.

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CURRICULUM VITAE

A. Identity

Name   : NURHAMIDAH LUBIS

Reg.No   : 07 340 0018

Place and Birthday   : Padangsidimpuan 02 December 1988

Sex   : Female

Religion   : Islam

Address   : Jl. Teuku Umar no.50 Padangsidimpuan

B. Parents

Father's name   : H. Zulkifli Lubis

Mother's name   : Hj. Sakinah Nasution

C. Educational Background

1. Graduated from elementary school in SDN Bertingkat Padangsidimpuan from 1994-2000.

2. Graduated from junior high school in MTsS. Darul Mursyid Simanosor Julu from 2000-2004.

3. Graduated from senior high school in MAN 1Padangsidimpuan from 2004-2007.

4. Be University student in State Collage for Islamic Studies (STAIN) Padangsidimpuan.

APPENDIX III

QUEATIONARE RESULT OF TECHING VOCABULARY
BY USING AUDIO-LINGUAL METHOD

Initial	Number of Items																																								Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
1	1	0	0	0	1	0	1	0	0	1	0	1	1	1	0	0	1	1	0	0	1	0	0	0	1	1	1	0	1	0	0	1	0	1	1	0	0	0	1	0	18
2	1	0	1	1	0	1	0	1	1	0	0	1	1	0	1	1	0	0	1	1	0	0	1	1	0	0	0	1	0	1	1	1	0	0	0	0	0	1	0	0	19
3	1	1	1	0	1	1	1	0	0	1	0	0	0	0	1	1	1	0	0	1	0	0	1	1	0	1	1	0	0	0	0	1	0	1	0	1	0	0	1	0	19
4	1	1	1	1	1	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	0	1	0	1	1	1	0	0	0	0	0	1	1	1	0	1	1	23
5	1	1	0	0	1	1	1	1	0	0	1	1	0	1	0	1	1	0	1	1	1	0	0	0	1	0	1	1	1	0	1	1	0	0	0	1	1	0	0	1	23
6	1	0	1	1	1	0	1	1	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	0	1	0	0	0	0	1	0	1	0	1	1	1	0	21
7	1	0	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	0	1	1	0	1	0	1	0	1	24
8	1	1	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	1	0	1	0	0	1	1	1	0	1	0	0	0	0	0	0	0	1	15
9	1	1	1	1	1	0	1	0	1	1	0	1	0	0	1	0	1	1	1	0	1	0	0	0	1	1	1	1	0	1	0	1	0	0	1	0	1	0	1	0	23
10	1	0	0	0	1	1	1	1	0	0	1	0	0	1	0	1	0	0	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	0	1	1	1	0	23
11	1	0	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	0	1	0	0	1	0	0	0	0	1	0	21
12	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	0	1	0	1	0	1	1	0	1	0	0	1	0	1	1	0	1	24
13	1	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0	1	15
14	1	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	9
15	1	0	1	1	1	1	0	1	0	1	0	1	0	0	0	1	0	0	1	0	0	1	0	1	1	0	0	1	0	0	0	1	1	1	0	0	1	0	1	0	18
16	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	1	0	0	1	0	1	1	1	1	1	0	1	0	1	0	0	0	0	1	0	1	0	1	0	17
17	0	1	1	1	1	0	0	1	0	0	0	1	0	0	1	1	1	0	1	1	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	1	0	21
18	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	0	1	0	0	1	0	1	0	0	1	0	1	0	1	0	0	1	0	1	1	0	1	0	0	0	12
19	1	1	1	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	0	1	1	1	1	1	0	0	0	0	0	1	16
20	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	0	1	0	1	1	0	0	0	0	1	0	1	1	0	1	24
21	0	1	0	0	1	0	0	1	0	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	0	1	0	1	1	1	0	1	0	1	0	0	1	0	18
22	1	1	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	1	0	1	1	0	1	0	1	0	1	0	1	15
23	1	0	1	0	1	1	1	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	14
24	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	0	1	0	19
25	0	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	0	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	23
Total																																									**509**

APPENDIX IV

**QUEATIONARE RESULT OF TECHING VOCABULARY
BY USING TOTAL PHYSICAL RESPONSE**

Initial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Score
1	1	1	1	1	0	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	0	1	0	27
2	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	30
3	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	30
4	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	35
5	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	37
6	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	29
7	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1	30
8	1	0	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	1	0	25
9	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	31
10	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	30
11	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	0	1	0	1	0	1	1	0	1	0	1	1	1	0	26
12	0	1	0	1	1	0	0	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	0	0	1	1	1	0	1	0	1	1	1	1	0	1	1	0	25
13	1	1	1	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	0	1	1	0	1	0	0	0	1	1	0	1	1	0	1	1	1	1	0	1	1	0	25
14	1	0	1	1	0	1	1	0	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	1	0	1	0	1	0	1	0	0	0	0	1	1	1	20
15	1	1	1	1	0	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	0	1	0	0	1	0	1	25
16	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	0	1	1	1	0	1	27
17	1	1	0	1	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	27
18	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	30
19	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	30
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	39
21	0	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	0	0	1	1	1	0	0	0	0	1	0	1	0	1	1	20
22	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	0	1	0	0	1	25
23	1	1	1	0	1	1	0	1	0	0	0	1	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	0	1	1	0	1	0	0	0	1	1	1	25
24	1	1	1	0	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	0	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	27
25	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	35
Total																																									**710**

APPENDIX I

TEST

Choose the correct answer by crossing a,b,c,d

A. Multiple choice of noun

1. Open the…….!
   a. door   c. chair
   b. table   d. spoon

2. Close the …..!
   a. mirror   c. blackboard
   b. door   d. floor

3. Sit on the…...!
   a. air   c. soil
   b. sky   d. chair

4. Take your …..!
   a. head   c. pencil
   b. hand   d. nose

5. Put your …..!
   a. bag   c. hand
   b. eyes   d. head

6. Play the ….!
   a. bag   c. guitar
   b. book   d. pencil

7. Read your …!
   a. book   c. chair
   b. window   d. table

8. Go to the…!
   a. air   c. sea
   b. sky   d. house

9. Clap your …!
   a. head   c. hand
   b. foot   d. eyes

10. Walk to the …!
    a. chair   c. sky
    b. air   d. soil

11. Cut the…...!
    a. wood   c. book
    b. paper   d. table

12. drink the….!
    a. water   c. music
    b. book   d. floor

13. Eat the…!
    a. water   c. rice
    b. milk   d. coffee

14. fill that ……!
    a.   cup   c. book
    b.   table   d. wood

15. wear that ….!
    a.   clothes   c. sky
    b.   flower   d. coffee

B. Multiple choice of verb

1. ….. your bag!
    a. train   c. cancel
    b. command   d. open

2. ….. god you!
    a. bless   c. trap
    b. expect   d. guide

3. Don't …… to much!
    a. Sit   c. go
    b. write   d. smoke

4. …… the ball!
    a. mix   c. kick
    b. miss   d. knock

5. …… the flower!
    a. fill   c. believe
    b. pick   d. block

6. ……. the word!
    a. arrange   c. lie
    b. clean   d. jump

7. …… the cup!
    a. work   c. fill
    b. write   d. fly

8. …… to the blackboard!
    a. ask   c. write
    b. buy   d. drink

9. ……. the secret!
    a. enter   c. eat
    b. whisper   d. buy

10. …… to much!
    a. smile   c. lie
    b. joke   d. kill

11. …… the hat!
    a. use   c. fill
    b. smile   d. cut

12. …… the milk!
    a. drink   c. go

b. eat   d. smile

13. …… the rubbish!
    a. fill   c. cut
    b. use   d. throw
14. …….the bread!
    a. drink   c. clean
    b. eat   d. go

15. ……. this table!
    a. answer   c. throw
    b. ask   d. clean

C. Multiple choice of adjective

1. I am *sad*
    a. sedih   c. gembira
    b. malas   d. saya
2. We are *happy*
    a. sedih   c. gembira
    b. malas   d. saya
3. He is *strong*
    a. kuat   c. lemah
    b. lemah   d. manis
4. She is *fat*
    a. kurus   c. pendek
    b. gemuk   d. tinggi
5. I am *tired*
    a. bahagia   c. capek
    b. sedih   d. malas
6. I am *cool*
    a. panas   c. batuk
    b. dingin   d. jelek
7. you are *sm*ell
    a. sedih   c. jelek
    b. batuk   d. miskin
8. I am *blind*
    a. buta   c. bisu
    b. bisu   d. pincang
9. She is *lame*
    a. pincang   c. buta
    b. bisu   d. tuli
10. I am *hot*
    a. capek   c. malas
    b. wangi   d. panas

APPENDIX II

KEY ANSWER

A. Noun
   1. A   11. A
   2. B   12. A
   3. D   13. C
   4. C   14. A
   5. A   15. A
   6. C
   7. A
   8. D
   9. C
   10. A

B. Verb
   1. D   11. A
   2. A   12. A
   3. D   13. D
   4. C   14. B
   5. B   15. D
   6. A
   7. C
   8. C
   9. B
   10. A

C. Adjective
   1. A
   2. C
   3. A
   4. B
   5. C
   6. B
   7. C
   8. A
   9. A
   10. D

APPENDIX V

TEST RESULT OF TEACHING VOCABULARY
BY USING AUDIO-LINGUAL METHOD

No	Students	Audio-lingual method
1	1	18
2	2	19
3	3	19
4	4	23
5	5	23
6	6	21
7	7	24
8	8	15
9	9	23
10	10	23
11	11	21
12	12	24
13	13	15
14	14	9
15	15	18
16	16	17
17	17	21
18	18	12
19	19	16
20	20	24
21	21	18
22	22	15
23	23	14
24	24	19
25	25	23
26	26	17
Total		509

APPENDIX VI

TEST RESULT OF TEACHING VOCABULARY
BY USING TOTAL PHYSICAL RESPONSE METHOD

No	Students	Audio-lingual method
1	1	27
2	2	30
3	3	30
4	4	35
5	5	37
6	6	29
7	7	30
8	8	25
9	9	31
10	10	30
11	11	26
12	12	25
13	13	25
14	14	20
15	15	25
16	16	27
17	17	27
18	18	30
19	19	30
20	20	39
21	21	20
22	22	25
23	23	25
24	24	27
25	25	35
Total		710

APPENDIX VII

THE DATA RESEARCH OF COMPARATIVE STUDY BETWEEN TEACHING VOCABULARY BY USING AUDIO-LINGUAL AND TOTAL PHYSICAL RESPONSE

No	X_1	X_2	$X_1{}^2$	$X_2{}^2$	$X_1.X_2$
1	70	70	4900	4900	4900
2	80	80	6400	6400	6400
3	50	60	2500	3600	3000
4	70	80	4900	6400	5600
5	80	80	6400	6400	6400
6	80	80	6400	6400	6400
7	60	60	3600	3600	3600
8	70	80	4900	6400	5600
9	50	60	2500	3600	3000
10	90	90	8100	8100	8100
11	60	70	3600	4900	4200
12	70	80	4900	6400	5600
13	70	80	4900	6400	5600
14	60	70	3600	4900	4200
15	60	70	3600	4900	4200
16	90	80	8100	6400	7200
17	60	70	3600	4900	4200
18	60	80	3600	6400	4800
19	60	70	3600	4900	4200
20	70	50	4900	2500	3500
21	70	70	4900	4900	4900
22	60	60	3600	3600	3600
23	80	80	6400	6400	6400
24	80	80	6400	6400	6400
25	60	70	3600	4900	4200
Total	1710	1820	119900	134600	126200

APPENDIX VIII

TEACHING VOCABULARY BY USING AUDIO-LINGUAL METHOD

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

    50 50 60 60 60 60 60 60 60

    60 60 70 70 70 70 70 70 70

    80 80 80 80 80 90 90

2. High score = 90

3. Low score = 50

4. Range = high score – low score = 90-50= 40

5. The total of classes (BK)   = 1 + 3,3 log n

                                  = 1 + 3,3 log (25)

                                  = 1 + 3,3(1,397)

                                  = 1 + 4,610

                                  = 5,610

                                  = 5

6. Interval (i)

    i $= \dfrac{R}{BK} = \dfrac{40}{5} = 8$

7. Mean Score (x) $= \dfrac{\sum f\text{i}x\text{i}}{f\text{i}} =$

Interval	fi	xi	fixi
50-58	2	54	108
59-67	7	44	396

68-76	9	76	532
77-85	5	82	410
86-94	2	95	190
i= 8	25	304	1636

$$x = \frac{\sum f_i x_i}{f_i} = \frac{1636}{25} = 65{,}44$$

8. Median

$$Me = b + p \left[\frac{\frac{1}{2}n - F}{f} \right]$$

$$\frac{1}{2}n = \frac{1}{2} \; 25 = 12{,}5$$

$$b = \frac{67 + 68}{2} = 67{,}5$$

p = 8

F = 5

f = 9

$$Me = b + p \left[\frac{\frac{1}{2}n - F}{f} \right]$$

$$= 67{,}5 + 8 \left[\frac{12{,}5 - 5}{9} \right]$$

$$= 67{,}5 + 8 \left[\frac{7{,}5}{9} \right]$$

$$= 67{,}5 + \left[\frac{60}{9} \right]$$

= 67,5 + 6,6

= 74,1

APPENDIX IX

TEACHING VOCABULARY USING TOTAL PHYSICAL RESPONSE METHOD

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

   50 60 60 60 60 70 70 70 70

   70 70 70 70 80 80 80 80 80

   80 80 80 80 80 80 90

2. High score = 90

3. Low score = 50

4. Rage = high score – low score = 90-50 = 40

5. The total of classes (BK)   = 1 + 3,3 log n

   = 1 + 3,3 log (25)

   = 1 + 3,3 (1,397)

   = 1 + 4,610

   = 5,610

   = 5

6. Interval (i)

$$i = \frac{R}{BK} = \frac{40}{5} = 8$$

7. Mean Score (x) $= \dfrac{\sum f_i y_i}{F_i}$

Interval	fi	xi	fixi
50-58	1	108	108
59-67	4	96	384
68-76	8	82	656
77-85	11	56	616
86-94	1	180	180
i = 5	25	522	1944

$$y = \frac{\sum fiyi}{\sum fi} = \frac{1944}{25} = 77,76$$

8. Median

$$Me = b + p \left[\frac{\frac{1}{2}n-F}{f}\right]$$

½n = ½ 25 = 12,5

$$b = \frac{76+77}{2} = 76,5$$

p = 8

F = 5

f = 11

$$Me = b + p \left[\frac{\frac{1}{2}n-F}{f}\right]$$

$$= 76,5 + 8 \left[\frac{12,5-5}{11}\right]$$

$$= 76,5 + 8 \left[\frac{7,5}{11}\right]$$

60

$$= 76{,}5 + \left[\frac{}{11}\right]$$

$$= 76{,}5 + 5{,}5$$

$$= 82$$

APPENDIX X

A. Multiple choice of noun

11. Open the…….!
    a. door   c. chair
    b. table   d. spoon
12. Close the …..!
    a. mirror   c. blackboard
    b. door   d. floor
13. Sit on the…...!
    a. air   c. soil
    b. sky   d. chair
14. Take your …..!
    a. head   c. pencil
    b. hand   d. nose
15. Put your …..!
    a. bag   c. hand
    b. eyes   d. head
16. Play the ….!
    a. bag   c. guitar
    b. book   d. pencil
17. Read your …!
    a. book   c. chair
    b. window   d. table
18. Go to the…!
    a. air   c. sea
    b. sky   d. house
19. Clap your …!
    a. head   c. hand
    b. foot   d. eyes
20. Walk to the …!
    a. chair   c. sky
    b. air   d. soil
11. Cut the…...!
    a. wood   c. book
    b. paper   d. table
12. drink the….!
    a. water   c. music
    b. book   d. floor
13. Eat the…!
    a. water   c. rice
    b. milk   d. coffee
14. fill that ……!
    a. cup   c. book
    b. table   d. wood

15. wear that ….!
    a. clothes   c. sky
    b. flower   d. coffee
16. Put a …. in to switch on!
    a. key   c. clothes
    b. box   d. hat
17. Start of ….!
    a. bottle   c. medicine
    b. machine   d. book
18. Hold on …. wheel!
    a. steering   c. wood
    b. cup   d. floor
19. Clutch of ……..!
    a. bag   c. car
    b. book   d. window
20. Treat on pedal of ……!
    a. air   c. oxy
    b. sky   d. gas
2. ….. your bag!
    a. train   c. cancel
    b. command   d. open
3. ….. god you!
    c. bless   c. trap
    d. expect   d. guide
4. Don't …… to much!
    c. Sit   c. go
    d.   write   d. smoke
5. …… the ball!
    a. mix   c. kick
    b. miss   d. knock
6. …… the flower!
    a. fill   c. believe
    b. pick   d. block
7. ……. the word!
    a. arrange   c. lie
    b. clean   d. jump
8. …… the cup!
    a. work   c. fill
    b. write   d. fly

9.   …… to the blackboard!
    a. ask   c. write
    b. buy   d. drink
10. ……. the secret!
    a. enter   c. eat
    b. whisper   d. buy

11. …… to much!
   a. smile   c. lie
   b. joke   d. kill
16. …… the hat!
   a. use   c. fill
   b. smile   d. cut
17. …… the milk!
   a. drink   c. go
   b. eat   d. smile
18. …… the rubbish!
   a. fill   c. cut
   b. use   d. throw
19. …….the bread!
   a. drink   c. clean
   b. eat   d. go
20. ……. this table!
   a. answer   c. throw
   b. ask   d. clean
16. …..up a bottle of medicine!
   a. shake   c. go
   b. move   d. back
17. …..cover of bottle of medicine!
   a. clean   c. open
   b. ask   d. cut
18. …..medicine of liquid on the spoon!
   a. throw   c. clean
   b. Pour   d. smile
19. ….medicine of liquid in to the mounth!
   a. put   c. open
   b. close   d. walk
20. …. a glass of writes!
   a. drink   c. walk
   b. eat   d. fly
41. I am *sad*
   b. sedih   c. gembira
   c. malas   d. saya

42. We are *happy*
   d. sedih   c. gembira
   e. malas   d. saya
43. He is *strong*
   a. kuat   c. lemah
   b. lemah   d. manis
44. She is *fat*
   c. kurus   c. pendek
   d. gemuk   d. tinggi

45. I am *tired*
   e. bahagia   c. capek
   f. sedih   d. malas

46. I am *cool*
   g. panas   c. batuk
   h. dingin   d. jelek

47. you are *sm*ell
   i. sedih   c. jelek
   j. batuk   d. miskin

48. I am *blind*
   k. buta   c. bisu
   l. bisu   d. pincang

49. She is *lame*
   m. pincang   c. buta
   n. bisu   d. tuli

50. I am *hot*
   o. capek   c. malas
   p. wangi   d. panas

DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PADANGSIDIMPUAN

Alamat : Jl. Imam Bonjol Km. 4,5 Sihitang Padangsidimpuan. Telp. (0634) 22080

SURAT KETERANGAN UJIAN MUNAQOSYAH SKRIPSI

Setelah memenuhi kelengkapan administrasi persyaratan Ujian Munaqosyah Skripsi, Ketua Jurusan Tarbiyah menerangkan bahwa:

Nama	:	NURHAMIDAH LUBIS
NIM	:	07 340 0018
Jurusan/Program Studi	:	TARBIYAH/TBI-1
Judul Skripsi	:	**A Comparative Study on Students' Vocabulary Mastery by Using Audiolingual (ALM) and Total Physical Response (TPR) at Grade VII MTsN Padangsidimpuan in Ujung Gurap**
Pembimbing I	:	H. Nurfin Sihotang, M.A., Ph.D
Pembimbing II	:	Eka Sustri Harida, M.Pd

Menyatakan layak untuk diujikan di depan Dewan Penguji Sidang Munaqosyah Skripsi Jurusan Tarbiyah Tahun Akademik 2011/2012.

Demikian surat keterangan ini diperbuat agar dapat dipergunakan seperlunya.

Menyetujui

Ketua Jurusan Tarbiyah	Kasubbag A&K	Kepala Perpustakaan
Hj. Zulhimma,S.Ag, M.Pd **NIP. 19720702 199703 2 003**	**Dra. Hj. Rahmiati** **NIP. 19581001 198602 2 001**	**Drs. Samsuddin Pulungan, M.Ag** **NIP. 19640203 199403 1 001**

Mengetahui

Bendahara SPP   Kabag. Administrasi

Abdul Aziz, S.Ag
NIP. 19721006 200710 1 001

H. Maratahan Hasibuan, S.Ag
NIP. 19571231 198703 1 009

DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PADANGSIDIMPUAN

Alamat : Jl. Imam Bonjol Km. 4,5 Sihitang Padangsidimpuan. Telp. (0634) 22080

Hal: **Permohonan Sidang Munaqasyah**   Padangsidimpuan,
Mei 2012

                                                 Kepada Yth.
                                                 Ketua STAIN

Padangsidimpuan

                                                   di-
                                                 Padangsidimpuan

        Assalamualaikum Wr. Wb.

        Saya yang bertanda tangan di bawah ini:

        Nama   : NURHAMIDAH LUBIS
        NIM   : 07 340 0018
        Jurusan/Program Studi   : TARBIYAH/TBI-1
        Judul Skripsi   : **A Comparative Study on Students' Vocabulary Mastery by Using Audiolingual (ALM) and Total Physical Response (TPR) at Grade VII MTsN Padangsidimpuan in Ujung Gurap**

        Dengan ini memohon kiranya skripsi saya yang berjudul tersebut di atas dapat dimunaqasyahkan oleh Ketua STAIN Padangsidimpuan.
        Demikian permohonan ini saya sampaikan atas perhatiannya diucapkan terimakasih.

Wassalamualaikum Wr. Wb.

                                                 Hormat Saya,
                                                 Pemohon,

                                                 NURHAMIDAH LUBIS
                                                 NIM. 07 340 0018

DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)
PADANGSIDIMPUAN

Alamat : Jl. Imam Bonjol Km. 4,5 Sihitang Padangsidimpuan. Telp. (0634) 22080

Hal: **Data Penulisan Ijazah dan Akta IV**   Padangsidimpuan,   Mei 2012
                                                                                  Kepada Yth.
                                                                                  Ketua STAIN Padangsidimpuan
                                                                                  Di _
                                                                                              Padangsidimpuan

Assalamu'alaikum Wr. Wb.
          Di bawah ini saya cantumkan data untuk penulisan ijazah S.Pd.I dan
Akta IV agar dapat disesuaikan dengan ijazah yang saya miliki sebelumnya.

  Nama   : NURHAMIDAH LUBIS
  NIM   : 07 340 0018
  Jurusan/ Prodi   : Tarbiyah/TBI-1
  Judul Skripsi   : **A Comparative Study on Students' Vocabulary**
                                 Mastery by Using Audiolingual (ALM) and Total
                                 Physical Response (TPR) at Grade VII MTsN
                                 Padangsidimpuan in Ujung Gurap

Demikian data ini saya perbuat, atas perhatian Bapak saya ucapkan terima
kasih.

Wassalamu'alaikum Wr. Wb.

                                                                      Pemohon,

                                                                      NURHAMIDAH LUBIS
                                                                      Reg.No. 07 340 0018

Nomor : Sti. 14/USB/P.22/2010

Lamp : ....

Hal : Pembimbing Skripsi

Padangsidimpuan, 04 Januari 2011

Kepada:

Yth. 1. H.Nurfin Sihotang, M.A., Ph.D
2. Eka Sustri Harida, M.pd
Di-
Padangsidimpuan

Assalamu'alai'um Wr. Wb

Dengan hormat. Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi Mahasiswa tersebut di bawah ini sebagai berikut:

Nama/NIM : Nurhamidah Lubis / 07.340023

Jurusan/Prog. Studi : Tarbiyah/ Tadris B. Inggris-1

Judul Skripsi : A COMPARATIVE STUDY OF USING AUDIO AND TOTAL PHYSICAL RESPON (TPR) ON STUDENTS' VOCABULARY MASTERY AT GRADE VII MTSN UJUNG GURAP.

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa di maksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapa/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

KETUA PRODI BAHASA INGGRIS

Ravendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

KEPALA UNIT BINA SKRIPSI

Drs. Agus Salim Lubis, M.Ag
NIP. 19630821 199303 1 003

An. PEMBANTU KETUA I,
KETUA JURUSAN TARBIYAH
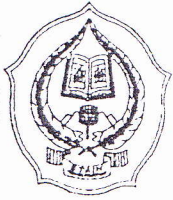
Hj. Zulhimma, S.Ag, M.Pd
NIP. 19720702 199703 2 003

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I

H.Nurfin Sihotang, M.A., Ph.D
NIP. 19570719 199303 1 001

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING II

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Padangsidimpuan, 30 Januari 2012

Nomor :Sti.14/I.B4/PP.00.9/ 159 /2012
Lamp. : -
Hal : *Mohon Bantuan Informasi*
Penyelesaian Skripsi.

Kepada Yth,
Kepala MTsN Padangsidimpuan
di-

     Tempat.

     Assalamu'alaikum Wr.Wb.

     Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama	: Nur Hamidah Lubis
Nomor induk mahasiswa	: 07. 340 0018
Jurusan/prog.Studi	: Tarbiyah/TBI
Alamat	: Jl. Teuku Umar No 50 Padangsidimpuan

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"A Comparative Study On Students' Vocabulary Mastery By Using Audio Lingual And Total Physical Response (TPR) At Grade VII MTsN Padangsidimpuan In Ujung Gurap "**

     Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

     Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

Pembantu Ketua I
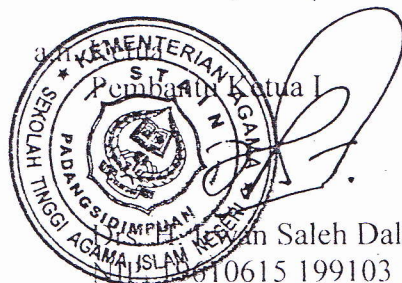
... Saleh Dalimunthe, MA
NIP. ...10615 199103 1 004

Tembusan :

Nomor : Mts.02.20/PP.00.5/ 082 /2012   Padangsidimpuan, 9, April 2012
Sifat   : Biasa
Lamp : -
Prihal : **Hasil Penelitian**

Kepada Yth:
Bpk. Ketua STAIN Padangsidimpuan
Di –
    Padangsidimpuan

    Sehubungan dengan surat Bapak Ketua STAIN Padangsidimpuan Nomor : Sti.14/I.B4/PP.00.9/154/2012 tanggal, 30 Januari 2012   prihal Mohon Bantuan Informasi Penyelesaian Skripsi, maka dengan ini disampaikan bahwa :

Nama	: NUR HAMIDAH LUBIS
N I M	: 07.340.0018
Jurusan	: Tarbiyah
Program Studi	: TBI

    Adalah benar telah melaksanakan penelitian di MTsN Padangsidimpuan dengan judul : **"A Comparative Study On Students' Vocabulary Mastery By Using Audio Lingual And Total Physical Response (TPR) At Grade VII MTsN Padangsidimpuan In Ujung Gurap "**

    Demikian disampaikan, untuk dapat dipergunakan seperlunya.

                                                        Kepala,
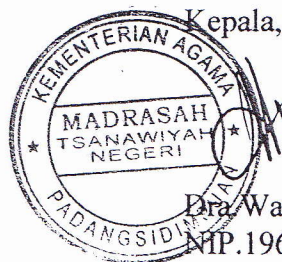
                                                        Dra. Wasliah Lubis, S.Pd., MA
                                                        NIP.19650708 199103 2 003