

**IMPROVING STUDENTS' VOCABULARY THROUGH
TOTAL PHYSICAL RESPONSE AT MEMBER OF
LINTASAN IMAJINASI BAHASA
MAHASISWA (LIBAM) IAIN
PAREPARE**



By

Abd.Rauf

Reg Num.13.1300.086

PAREPARE

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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Submitted to the English Program of Tarbiyah Department of State
Islamic Institute of Parepare in Partial Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S. Pd)

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Skripsi

**As a Part of Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**



**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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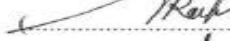
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Study Program : English

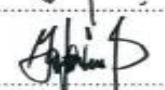
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ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, let us thank our God, praise be on Him the beneficent the merciful Lord of the world, the owner of the Day of Judgment, for He has given us the mercy and blessing. Shalawat and Salaam are due to our Prophet Muhammad SAW (peace be upon Him), the last messenger of Allah SWT. He has already spread the Islamic teaching to all human being in this world.

The writer realizes that this skripsi has never been possible to be finished without the assistance of the other people. Therefore the writer wishes to express a lot of thanks to:

1. The writer's beloved parent Dalil and Rosmia for their love and sincerely pray for him.
1. Dr. Ahmad Sultra Rustam, M.Si as the head of IAIN Parepare for his kind and help during his study.
2. Bahtiar S.Ag.MA as the chairman of Tarbiyah Department of IAIN Parepare, who has given the writer guideline in writing the research.
3. Mujahidah, M.Pd as the Chairman of English Study Program at IAIN Parepare has given him the great motivation during the period of this skripsi.
4. Drs. H. Abd. Rauf Ibrahim. M. SI as the first writer's consultant, who has given him much motivation, guidance and suggestion to complete the skripsi.
5. Dr.Abd. Haris Sunubi, S.S.M.Pd as the second writer's consultant, who has given him much motivation, guidance and suggestion to complete the skripsi.

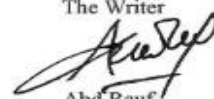
5. Dr.Abd. Haris Sunubi, S.S.M.Pd as the second writer's consultant, who has given him much motivation, guidance and suggestion to complete the skripsi.
6. The lecturer of English Program of STAIN Parepare for motivation during his study.
7. Andi Ilham Wawo as the Chief of LIBAM IAIN Parepare who has given him permission to conduct the research.
8. The big family of LIBAM (Lintasan Imajinsi Bahasa Mahasiswa) IAIN Parepare, who always motivates, supports and advises the writer to finish this skripsi.
9. The owner of Ace English Center, Belawa Cell and Q-ter Screen Printing who have given him some facilities to finish skripsi.
10. The writer also would like to express his big thanks to all his awesome friends that could not be mentioned one by one who has helped and supported him.

Finally, the writer realized that this skripsi still has any weakness and still far from being perfect. Therefore he hopes criticism, a suggestion for its perfection and he hopes this final project will be useful for the reader

May Almighty Allah SWT. Always be with us.

Parepare, 25th November 2018

The Writer



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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

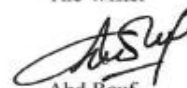
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Stated this skripsi was his own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepar 25th November 2018

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ABSTRACT

Abd.Rauf. *Improving Students' Vocabulary Th\rough Total Physical Respon at Member Of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare* (Supervised by Abd. Rauf Ibrahim and Abdul Haris Sunubi).

This research aimed to know through Total Physical Response in improving the students' vocabulary mastery at member of lintasan imajinasi bahasa (LIBAM) IAIN Parepare. Generally the use of method as teaching aid mainly aimed at increasing the teaching process to be more motivating and appealing for the students. Teaching by using Total Physical Response will be more interesting.

This research was conducted in at member of lintasan imajinasi bahasa (LIBAM) IAIN Parepare. The population of this research were the students of the third semester of IAIN Parepare in academic year 2017/2018. In this research, the researcher used a pre experimental design pre test and post test, which is the effects of treatment is judged by the difference between the pre-test and the post-test scores. The success of the treatment is determined by comparing pre-test and post- test score. To collect the data, the researcher used instrument test that consist of pre-test and post-test.

Based on the analysis, the researcher found that Total physical Response is able to improve the vocabulary mastery. The impact through Total physical Response seems to be significant in students improvement in vocabulary mastery. The result of the research showed that through Total Physical Respons was able to improve the students' vocabulary mastery. Based on the description of the result above, the mean score of pre-test was 60.75 and it improved into 84.5 in the post-test. Then, the t-test (7.71) was greater than t-table (1.72). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It proved that the implementation Total Physical Response in teaching vocabulary able to improve the students' vocabulary mastery.

Keywords: Vocabulary mastery, Total Physical Response

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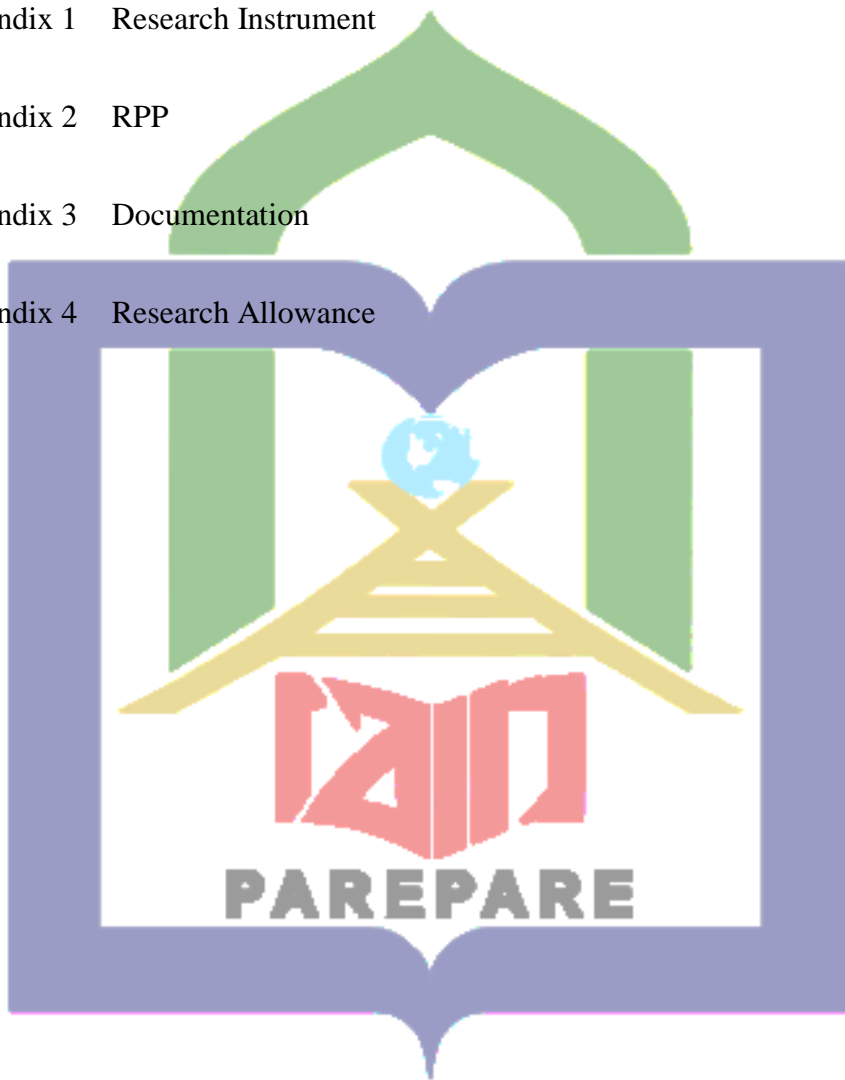
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CHAPTER I

INTRODUCTION

1.1 Background

For the beginners, vocabulary is more appropriate to enhance them to the next material in different skills. Vocabulary is the first thing should be taught because without having enough vocabulary someone will learn nothing. The students' mastery of English vocabulary can be measured through the students' capability in using them in written or spoken. They truly know about English vocabulary when they are capable to write and use them correctly. Immediately they can jot down the words they listen; they know the meaning of them-indicated by correct using of them in written.

Generally, the words a students have were around two hundred until two thousand basic words based on their level of education. But After doing observation, the writer found that most students of LIBAM IAIN Parepare didn't know a few basic of English word such as shoulder, flat noise, etc. it means that the words they have known were still few. Even though they were third semester in campus but their ability of English still like a beginner.

That one of the main factors which made the students lack in vocabulary caused by the strategy or method in class is monotonous, the students rarely boring in class since in vocabulary learning so many vocabularies were not familiar to them and

some students from the other major such as syariah and dakom. Students who lack of vocabulary sometimes cannot deduce the meaning of a word from the context. Still many vocabularies that they had not known especially for the other major. An unknown vocabulary can be like a suddenly dropped causing the students stop and think about the meaning of the word and thus making them miss the next part of the speech.

Already known those in their native language or national language. For example: things in the classroom. All of students have understood the thing, the name, and the function of those in the classroom. So, it is a challenge for the teacher to find a proper method to improve the students' ability in mastering the vocabularies. There are many methods in teaching vocabularies and one of them is Total Physical Response (TPR). Therefore, the researcher would apply Total Physical Response as a method in teaching vocabulary at member of Lintasan Imajinasi Bahasa Mahasiswa LIBAM IAIN Parepare. The Total Physical Response is a language teaching method built around the coordination of speech and action. It attempts to teach language through physical (motor) activity. TPR makes learning become enjoyable and less stressful.

The researcher assumes that Total Physical Response Method can improve students vocabulary because this method making the students comfortable and pleasurable the student during the learning process. And TPR also can fill an entire class period with comprehensible input in the form of commands.

According to Jack C Richards and Theodore S Rodgers that Total Physical Response only for beginner level but the resarcher try to apply this method to the

advance level in third semester of LIBAM IAIN Parepare. The researcher found that member of LIBAM specially for third semester, their ability of English still like a beginner level. The researcher knew about the case after talk with the students about. They said that they didn't know about English because they never took English course before and in senior high school they always got bored while teaching English lesson and their instructor in LIBAM always make the same method in every meeting, so they didn't have vocabularies. About the problem the researcher wanted to apply this method to member of LIBAM IAIN Parepare and see whether this method can also improve students' vocabulary in advance level.

Problem Statement

Based on the background mentioned above, the writer conducts a study concerning the using Total Physical Response Method in teaching vocabulary at member of Lintasan Imajinasi Bahasa Mahasiswa LIBAM IAIN Parepare. The main problem of this research can be formulated into specific problems as stated below:

Is Total Physical Response Method able to improve the students' vocabulary at member of Lintasan Imajinasi Bahasa Mahasiswa LIBAM IAIN Parepare?

1.2 Objective of the Research

This study attempts to solve the problems which need positive solutions, they are:

1.3.1 To know whether Total Physical Response can improve students' English vocabulary at member of Lintasan Imajinasi Bahasa Mahasiswa LIBAM IAIN Parepare.

1.3.2 To know the most significant improvement of students' English vocabulary by using total physical response.

1.3 Significance of the Research

The research is expected to give some benefits for the students, the teachers, and other researchers.

1.3.1 For the students.

Through Total Physical Response, the students will get an enjoyable situation and get the clear words and their meanings, pronunciation, spelling and the use of them. The result of this study, hopefully, will improve their vocabulary mastery.

1.3.2 For the teachers

For the teachers, by understanding the result of this study, they can be careful in selecting teaching techniques and methods in their class. It is hoped that the result of this study helps the teachers to teach vocabulary properly by using Total Physical Response.

1.4.3 For the researcher

For other researchers, the result of the study helps them in teaching vocabulary. In conducting research process, the data offer the literature for the researchers. It is hoped that the data can open their mind in completing vocabulary field research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous of Related Research Finding

Many researchers have reported to exposing improving student's vocabulary through total physical response. Some of the researcher findings are cite concisely below.

A research has done by Sarmila in 2016 in her research "the Application Total physical Response (TPR) Method in Improving Students' Vocabulary Mastery to the Second year Students' Of SMP Negeri 1 Lembang Kab. Pinrang" and she found that TPR showed was able to make students vocabulary improved. It was indicated by the students' mean score of pre-test 68,84 was lower than the students mean score of post-test 83,28. Then, the result of t-test was 7,13 greater than the value of t-table that was 2,042 at the level significance 0,05 and degree of freedom (df) were 31. This indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that total physical response is able make students' vocabulary was improved.¹

Nursyamsi in 2015 that her research "the Use of Total Physical Response Method to improve the students' Listening Comprehension skill at SMP Negeri 2 Tellu Limpoe Kab.Sidrap" and she found that using Total Physical Response (TPR)

¹ Sarmila, "the Application Total physical Response (TPR) Method in Improving Students' Vocabulary Mastery to the Second year Students' Of SMP Negeri 1 Lembang Kab. Pinrang " (Unpublished Skripsi STAIN Parepare,2016), p. 27.

method increased the students' listening comprehension skill and the students' capability to understanding and memorizing the listening material. This method made all of the students active to participate in class and made the learning process fun and free from the stress. From the result of data analysis, it is found that the students' mean score on pre-test 60,4. Was lower than the students' mean score on post-test 86,8. It means that the students' listening comprehension skill being better after the learning process by using Total Physical Response (TPR) method so it can conclude that Total Physical Response (TPR) method is effective.²

Mustika in 2017 "Improving the Students' Skills to Memorize Vocabulary by Using Total Physical Response (TPR) at the seventh Grade of madrasah tsanawiyah Lilbanat Pondok Pesantren DDI Parepare" and she found that the data analysis show that the mean score of post-test was 81,35 and mean score of pre- test was 60.6. T table value with degree of freedom (df)= 20-1=19 and significant level 0,05=2.093. T test value (9.14) was accepted and hypothesis null (Ho) was rejected. It can be conclude that there was a significant difference of the students' vocabulary development between those who are taught through Total Physical Response (TPR) method.³

Based on research finding above, show that by using several method in teaching English in the classroom can improve and increase students' vocabulary. In this case

² Nursyamsi "the Use of Total Physical Response Method to improve the students' Listening Comprehension skill at SMP Negeri 2 Tellu Limpoe Kab.Sidrap" (Unpublished Skripsi STAIN Parepare, 2015), p. 31.

³ Mustika "Improving the Students' Skills to Memorize Vocabulary by Using Total Physical Response (TPR) at the seventh Grade of madrasah tsanawiyah Lilbanat Pondok Pesantren DDI Parepare" (Unpublished Skripsi STAIN Parepare, 2017), p. 35.

the researcher will use Total Physical Response to produce and improve students' vocabulary mastery then understand of the vocabularies. By using Total Physical Response will make the students enjoy and relax while learning.

2.2 Some Pertinent Ideas

2.2.1 The Concept of Vocabulary

2.2.1.1 The Definition of Vocabulary

Vocabulary as one of the language aspects, which the people should learn when they are learning language. According to George D. Spache “vocabulary is the number variety of words a person hears, recognizes, understands, and uses in his speech and writing”.⁴ Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading. A learner of a foreign language will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies and have the capability of using it accurately. All skills demand much on the vocabulary mastery. Kufaishi pointed out that, “students” listening comprehension, writing, speaking, and reading abilities are hampered by their limited vocabulary”.⁵

When a student has mastered the fundamental grammatical patterns of language, the next task is to master its vocabulary-or at least that part of its

⁴ George D. Spache, *Reading in The Elementary School*, (New York: Allvn & Bacon, inc., 1964), p.326

⁵ A I-Kufaishi, Adil, “A vocabulary building program is a necessary not a luxury” (English Teaching Forum , Vol XXVI, No.2, April 1988, p.45

vocabulary that the student needs⁶. They need to learn what words mean and how they are used⁷.

It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teacher to help their student's master vocabulary. The words that students know depend upon their experience. We hope that our students know not only meaning of words, but also using vocabularies in sentence. According to Penny Ur "vocabulary is one of the linguistic aspects that is important in teaching a language, besides structure and pronunciation. As a stock of words used by a person, vocabulary can be defined, roughly, as the words we teach in the foreign language"⁸. From the definition given above, it can be concluded simply that vocabulary is a total of words or stock of words used by a person, class, trade, and profession in communication as a means of expression.

2.2.1.2. Kinds of Vocabulary

In teaching vocabulary, besides knowing the methods, the teacher should know the material. There are many classifications made by the expert in language area about the kinds of vocabulary. According to Evelyn Hatch and Cheryl Brown, vocabulary can be divided into two kinds, they are:

⁶ 16Cellier- Macmillan International: A Division of the Macmillan Company, *The Key to English: Vocabulary: English Language Service*, (London: Collier Macmillan Limited, 1971), p.1

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, New Edition, (New York: Longman, 1991), p.34

⁸ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge University Press, 1996), p.60

2.2.1.2.2.3.1 Productive vocabulary

Productive vocabulary is of words which the students understand, can pronounce correctly and use constructively in speaking and writing.

2.2.1.2.2.3.2 Receptive vocabulary

Receptive vocabulary is of words the student recognizes and understands when they occur in a context, but which he cannot produce correctly⁹.

Besides productive vocabulary and receptive vocabulary, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into: active vocabulary and passive vocabulary¹⁰.

2.2.1.2.3.1 Active Vocabulary

Active vocabulary is all of the words a student's produces during any lesson or event in latter lessons. This term is used in speaking or writing appropriately it is called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students must know and be able to use grammar of the target language; they also must be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills.

⁹ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, and Language Education*, (New York: Cambridge University Press, 1997), p.139

¹⁰ Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher*, (Cambridge: Cambridge University Press, 1997), p.139

2.2.1.2.3.2 Passive Vocabulary

Passive vocabulary is all of the words a student hears or reads. It refers to language items that can be recognized and understood in the context of reading or listening, and are also called as receptive vocabulary. Corson that is quoted by I.S.P nation called those vocabularies as motivated vocabulary and unmotivated vocabulary. Motivated (active) vocabulary consists of all the words we need to use and feel no reluctance in using in our everyday life. While, the unmotivated (passive) vocabulary can be divided into two groups:

2.2.1.2.3.2.1 Words which are only partly understood and are not well known enough to use actively

2.2.1.2.3.2.2 Words which are not needed in daily communication¹¹. Caleb Gattegno also classified vocabulary into two kinds; they are luxury vocabulary and semi-luxury vocabulary. Semi luxury is of the words we would need to get along with natives in the business of day-to day life, which include food, clothing, travel, family life, outings and the like. While luxury vocabulary is the words we would need in the philosophical discussions, political arguments and sources of information (economic, and also as the specialized language of professions, and trades¹².

¹¹ I. S. P. Nation, *Teaching and Learning Vocabulary*, (New York: Newbury House Publishers, 1990), p.94 military, diplomatic, etc),

¹² Caleb Gattegno, *Teaching Foreign Language in School*, (New York: Educational Solution, 1963), p.53.

2.2.1.3 Types of vocabulary

There are 4 types of vocabulary, they are listening, speaking, reading and writing. The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

1. Listening Vocabulary

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

2. Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

3. Reading Vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you can not “grow” your vocabulary.

4. Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

2.2.1.4 Word Classes

Word classes are generally divided in two groups, they are open classes and closed classes. The closed classes the membership is fixed, it is possible to add new members. While the open classes are the opposite of this case, the new members are being constantly added, as new words are joined in the science, technology, etc. the open classes of word include noun, verb, adjective and adverb; the closed classes are pronoun, numeral, determiner, preposition and conjunction. Term used to classify words based on their function categories are called part of speech.

1. Noun

The word is a word used as the name of anything, person, animal, object, place, situation, quality or idea. So, if we have a noun for something, it implies that

view it as a thing. Noun is divided commonly into six, they are proper noun, common noun, collective noun, abstract noun and possessive noun. Beside noun can also be divided in two groups according its calculation. Include countable and uncountable.

2. Verbs

Verbs generally refer to actions; event and process give, happen, become. They typically have a number of distinct form, infinitive, third person singular present tense, past tense, present participle and pas participle. The past participle is usually the same as the past tense form but for some verbs is different. The main division made among verb is that between auxiliary verb and lexical verbs. Auxiliary verb is a closed subclass and has a mainly grammatical function. A lexical verbs a distinction is traditionally made between transitive (verb are those that require an object) and intransitive (verbs are those that do not take an object).

3. Adverbs

Adverbs represent a very set of word. These are basically two kinds, those which refer to circumstantial information about the action, event or process, such us the time, the place or manner of it, and those which serve to intensify other adverbs and adjective.

4. Pronouns

Pronouns, as the name implies, have the main function of substituting four nouns, once a noun has been mentioned in a particular text. The subclass is that of personal pronouns, reflexive pronouns and possessive pronouns. With these pronouns

a distinction is made between first, second and third person. Another subclasses are that of interrogative pronoun, relative pronouns and demonstrative pronouns.

5. Numerals

Numerals are of two kinds; ordinal and cardinal. Ordinal numerals, as the name indicates, specify the order of an item and comprise the series first, second, third, fourth and so on. Cardinal numerals do not specify order, but merely quantity and comprise the series such as one, two, three, four etc.

6. Determiners

Determiners are a class of word that are used with nouns and have the function of defining the reference of the noun in some way. The class is divided onto two broad groups, identifiers and quantifiers. The subclass of identifiers includes the articles, in the indefinite article *alan* and the definite article, the possessive and the demonstrative.

7. Adjectives

Adjective typically amplify the meaning of a noun, either by occurring immediately before it, as in the wide road, or by being linked to it by means of a copula verb, as in the road is/ become wide. For this reason adjectives are often characterized as descriptive words.

8. Prepositions

Prepositions have as their chief function that of relating a noun phrase to another unit. The relationship maybe one of time (e.g after the meal), place (eg in

front of the bus) or logic (e.g because of his action). Many prepositions may be used to express more than one of these relationship.

9. Conjunction

Conjunctions, as the name implies, also have a joining function, usually that of joining one clause to another, but sometimes also of one noun to another. They are of two kinds: coordinating conjunctions, such as and, or, but, which join two items on an equal footing; and subordinating conjunctions, such as when, if, why, whether, because, since, which subordinate one item to another in some way. The subordination may be one of time.

2.2.1.3 Problem in Teaching Vocabulary

Certainly that if someone wants to communicate with another person in English, he has to have enough vocabulary, because it is basic element of any language. One who knows enough vocabulary is more likely to converse with anybody else better than one who has few vocabularies. Some factors that make some words difficult for the students:

1. Pronunciation: research shows that words are difficult to pronounce are more difficult to learn. For example: Gorgeous, Lecturer, etc.
2. Spelling is sound and spelling mismatches will be cause of errors in pronunciation or in spelling, and can contribute to a word's difficulty. For example: muscle, headache, etc.

3. Length and complexity: long words are more difficult to learn than short ones. And the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily.
4. Meaning: when two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as *since* and *still*, can also be difficulties for learners.
5. Range: connotation and idiomatic, words that can be used in wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. For example: *thin* is more used than *skinny*, *slim* and *slander*. The connotation of some words may cause problem too. For example: *propaganda* has negative connotation in English, but it is equivalent may simply mean publicity¹³.

Some people maybe say that vocabulary is easier than grammar or any lesson, but as a matter of fact the lack of vocabulary is the biggest problem when people communicate in English.

¹³ Scott Thornby, *How To Teach Vocabulary*, (Cambridge: Cambridge University Press, 2000), p.27

¹⁴ David barrat, 1986 . *Media Sociology* (online) ([http://; www.wikidiff.com/word/vocabulary](http://www.wikidiff.com/word/vocabulary). Htm, assessed on 11 october 2018)

2.2.1.4 The difference between word and vocabulary

As nouns the difference between word and vocabulary. Word is the fact or action of speaking, as opposed to writing or to action while vocabulary is a usually alphabetized and explained collection of words.¹⁴

2.2.2 Total Physical Response

2.2.2.1 The Definition of Total Physical Response

Total physical response is stated by James T. Asher. TPR takes into account that people learn best when they actively involve and understand the language they hear. According to Richards and Rogers, “TPR is language teaching method build around the coordination of speech and action, it attempts to teach language through physical (motor) activity”¹⁵. From the statements, it can be said that, the basic idea behind Total Physical Response Method is that students hear something from the teacher and then physical response to it. That is in Total Physical Response (TPR), a beginning or more advanced students learn to comprehend things said by a teacher.

Total physical response is limited to the “trace theory” of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims

¹⁵ Dorothy Grant Henning, *Communication In Action: Teaching the Language Art*, (Boston: Houghton Mifflin Company, 1986), .87

that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses.

Asher feels adults should recapitulate the processes by which children acquire their mother tongue¹⁶. Asher said that listening before speaking is one of the basic principles of the TPR method. In other words, teaching should be emphasized meaning rather than form. And learner stress should be minimized. In Total Physical Response, students are demanded to be active, they listen and respond to the spoken target language commands of their teacher¹⁷. When the students can all respond to commands correctly, one of them can then start giving instructions to the other classmates. In TPR students do not have to give instructions themselves until they are ready¹⁸. The process is just the same as the first time they start knowing their first language. The teacher will be able to teach their students how to express a request. That is why Total Physical Response is suitable to teach vocabulary. Total Physical Response is an effective method in teaching foreign language for children and adults, especially for beginner students. “TPR has become a common and an effective means of introducing children and adults to a foreign language, and particularly to listening, especially in early stages of instruction”¹⁹.

¹⁶ Jack, C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching: A Description and Analysis* . . . p.87

¹⁷ Diane Larsen, Freeman, *Techniques and Principles in Language Teaching*, . . . p.110

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching, Third Edition*, (England: Longman, 2001), p.90

¹⁹ Helena Anderson Curtain & Carol Ann Pesola, *Language and Children making the Match: Foreign Language Instruction in the Elementary School*, (Massachusetts, 1988), p127

2.2.2.2 Design of Total Physical Response

2.2.2.2.1 Language Objectives

The general objectives of TPR 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, specific instructional objectives are not elaborated, for these will depend on the particular needs of the learner. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form²⁰.

2.2.2.2.2 The Syllabus

The syllabus draws from an analysis of the exercise types employed in TPR classes. The analysis reveals the use of a sentence- Based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. TPR requires initial attention to meaning than to the form of items. Hence, grammar is taught inductively.

2.2.2.2.3 Teacher and Learner Roles

There are some roles for students and teacher in teaching learning activities by using Total Physical Response method.

2.2.2.2.3.1 Learners Role

Learners in TPR method have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher.

²⁰ Jack C, Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* . . . p.91

Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who most follows the imperative-based format for lesson. Learners are also expected to recognize and respond to novel combinations of previously taught items²¹.

Besides, in teaching vocabulary, after several students have demonstrated comprehensions of the new vocabulary by responding to the teacher's commands, individual members of the class take the role of the teacher. Each gives the same commands, which have been demonstrated, and classmates perform the actions. Besides offering practice in the use of the new vocabulary, the activity helps to keep students' minds alert²².

2.2.2.2.3.2 Teacher Roles

In the TPR method, the teacher plays a central and active role in the sense that most of the activities are planned and coordinated by him. He serves as a model of the sentence structures, which are translated into imperative forms; in this way, he is the initiator of the process of learning. In addition to the previous roles, the teacher has the responsibility to direct the classroom activities, such as the various kinds of drills, exercise, modifications of previously learned patterns, and so forth. In sum, he is expected to finish all feasible opportunities for the students to achieve successful

²¹ Jack C, Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*. . . p.93

²² Virginia French Allen, *Techniques in Teaching Vocabulary*, (New York: Oxford University Press, 1983) p.35

learning. Asher stressed, however that the teacher's role is not so much to teach as to provide opportunities for learning. 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 language²³.

2.2.2.2.4 Activities

This method has simplicity as its most appealing feature. Its strength lies in the internationalization of the material covered. The teacher give commands and the students carry them out.

There are four basic types TPR could be seen as follow:

2.2.2.2.4.1 The imperative drills are used to elicit physical actions and activity on the part of the learners.

2.2.2.2.4.2 Presentation slides are used to provide a visual center for teacher narration, which is followed by commands and questions to students.

2.2.2.2.4.3 Role play center on everyday situations.

2.2.2.2.4.3 Action sequence.²⁴

In addition, typically TPR heavily utilized the imperative mood, even into more advanced proficiency level. *Commands* are an easy way to get learners to move about and to loosen up. *No verbal response* is necessary. *More complex syntax* can be

²³ Jack C, Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*. . . p.94

²⁴ Jack C, Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*. . . p.93

incorporated into the imperative. *Humor* is easy to introduce. *Interrogatives* are also easy dealt with.

2.2.2.3 Principles of Total Physical Response Method

In regarding to Total Physical Response method, there are four principles TPR method stated by James T. Asher cited by Robert W. Blair²⁵:

2.2.2.3.1 Languages are best learned when the learner receives lots of comprehensible (understandable) or comprehension must be developed first before learners are asked to speak.

2.2.2.3.2 Comprehension and memory is well acquired through physical movement. This statement is supported by Oller, Richard and Amato, “physically responding to commands seems to produce long term memory”²⁶. From the statements, it can be concluded that students will remember the lesson they learn longer, if it is involving their body movement.

2.2.2.3.3 Beginning language learners can benefit greatly from a “silent period” in which they learn to understand and response to parts of the language without attempting to speak it. This referred as delayed production; it means that students will begin to speak when they are ready.

2.2.2.3.4 Meaning in the target language can be conveyed through actions. Memory is activated through learner response. TPR allows students to acquire vocabulary in a

²⁵ James T.Asher in Robert W. Blair, *Innovative Approaches to Language Teaching*, (Massachussets: Newbury House Publisher,1992), P.20.

²⁶ John W. Oller, Jr& Patricia A. Richard - Amato, *Methods That Work A Smorgasbord of Ideas for Language Teacher*, (New York: Newbury House Publishers, inc, 1983), p.61

manner similar to how children learn his or her first language. “By observing how a baby learns his mother tongue one can show that speech is learned, he learns by listening, understanding, and imitating”²⁷. It means, when the students learn their first language, the first thing they do is listening to what the teacher says. By listening to what the teacher says, they will absorb the structure and the meaning of the language, then they will understand the language. In a TPR lesson, teachers model actions which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word and phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles. Students who learn language through TPR method will not soon forget it.

2.2.2.4 Procedure of TPR

Some procedures in Total Physical Response method is:

2.2.2.4.1 *Review* this was a fast-moving warm-up which individual students were moved with commands.

2.2.2.4.2 *New commands* these verbs were introduced.

2.2.2.4.3 *Role reversal* students readily volunteered to utter commands that manipulated the behavior of the instructor and other students.

2.2.2.4.4 *Reading and writing*. The instructor wrote on the chalkboard each new vocabulary item and a sentence to illustrate the item. Then the spoken each item and

²⁷ Jack C. Richards, *Error Analysis: Perspective on Second language Acquisition*, (England: Longman Group Limited, 1984), p.10

acted out the sentence. The students listened as she reads the material. Some copied the importation in their notebooks²⁸.

2.2.2.5 Advantages of Total Physical Response

There are some benefits in TPR method:

1. Students are not asked to produce in the second language until they decide they are read
2. TPR can fill an entire class period with comprehensible input in the form of commands²⁹
3. The students can enjoy to study because TPR method be able to reduce students stress when learning foreign language.
4. Students remember the lesson longer. Memory is activated thorough students response.
5. Students feel successful. Feeling of success and low anxiety facilitate learning³⁰.

2.2.2.6 Disadvantages of Total Physical Response

Total physical response method has six serious limitations:

1. It is mainly in the imperative mode, generally excluding the rest of the target language.

²⁸ Jack C, Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, . . . p.95

²⁹ Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, (Oxford: Pergamon Press, 1982), p.141

³⁰ Jack C. Richards & Theodore S. Roger, *Approaches and Methods In Language Teaching; A Description and Analysis*. . . p.87

2. It is often focused on short phrases or single item vocabulary words.
3. It fosters only passive language skills.
4. It takes a long time.
5. TPR method seems to be especially effective in the beginning levels of language proficiency.

2.2.2.7 The Implementation Using Total Physical Response Method

In TPR method, learners have primary role as listener and performer. They listen attentively and response physically to commands given by the teacher. Learners are required to respond both individually and collectively. The teacher gives instruction to the learners and practice it by using TPR method. “The instructor is the director of stage play in which the students or learners are the actor”. It means that the teacher who decides the lesson, choose some learner to be models and presents the new materials, and also selects supporting materials for classroom use. The activities of TPR instruction in the classroom are the teacher ask the students to be volunteer and at the front of the class, with students who be volunteer seated on either side of the teacher. And then, the teacher say “Stand up” and the teacher along with her/his students then stand up. Next the teacher said “sit down” and the teacher with the students sit down. After several demonstrations of *stand* and *sit down*, next model *walk*, *stop*, *turn*, *jump* and etc. When the audience has observed teacher and the students on either side of the teacher act in response to commands, the observers are also internalizing the meaning of the spoken language.

After modeling a sequence such as stand up, walk, stop, etc. For a number of times, the students become ready to act alone without the teacher. At this point, the teacher invites an individual student who was performing with the teacher to try it alone. The teacher utter a direction such as stand up, walk, stop, etc. and the individual student acts alone in response to each command. Once students are responding rapidly and with confidence to sequence of commands. Next the teacher give new words with expansions of the commands such as “Walk to the chair”. “Walk to the door”. “Walk to the blackboard” etc. As students become more and more comfortable and confident that they understand everything the teacher are saying in the target language, then recombine constituents to create imperative directions, ones the students have never heard before but understand perfectly. For the example, the students have experienced:

Walk to the chair. Walk to the door. Walk to the blackboard. Now, they will understand if you recombine elements to create an imperative sentence such as: touch the blackboard. After students are responding rapidly and confidently to any direction from lessons, they are ready to begin TPR exercise in reading and writing³¹.

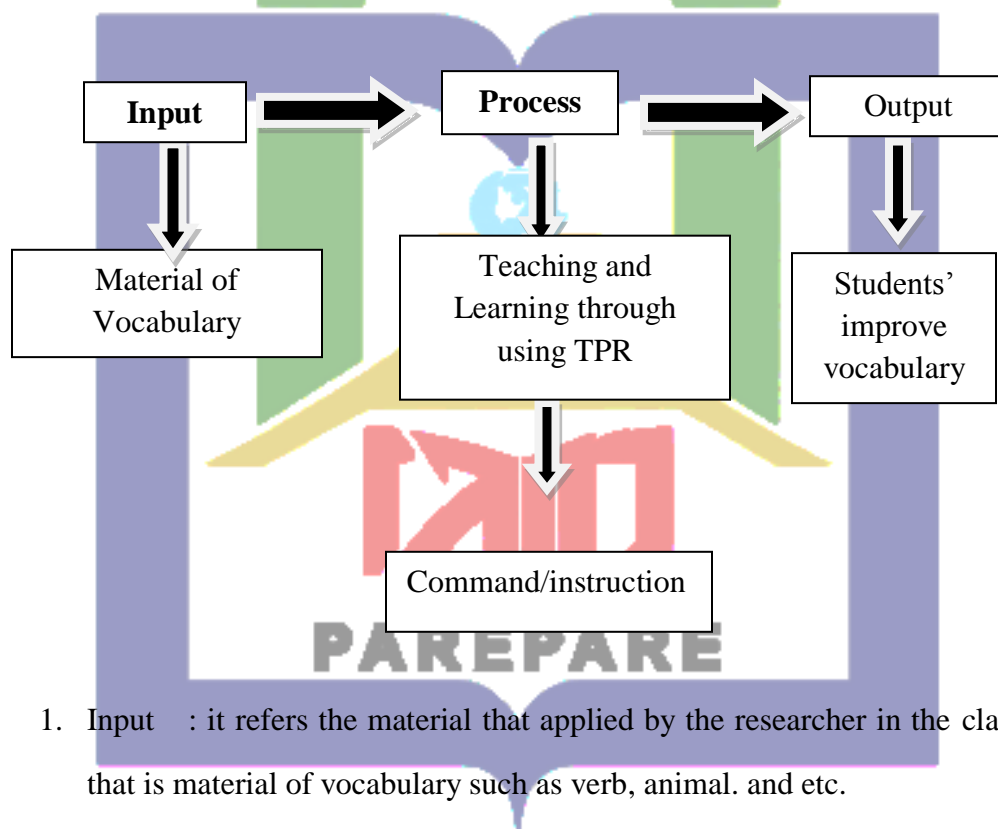
2.2.2.8 Problem in Teaching Total Physical Response method

If we want the students to be instead in the lesson given, there should be communication among teachers and students. Students should not be afraid to give argument to their teacher. One problem, which TPR method has related its special

³¹ Stephen Mark Silvers, Listen and Perform the TPR Student Workbook , (California: Sky Oaks Productions. Inc, 1985), p.5

reliance on action (Physical Response). For social reason, many adults and children, feel embarrassed marching around a room to do the teacher's comments. For that, the teacher is demanded to be creative. In the other hand, while the required action could be modified to lesson. So there is not much else a teacher can do to remedy this situation. Adult become more accepting in time , especially after they see their teacher doing the same things that they have to do.

2.3 Conceptual Framework



1. **Input** : it refers the material that applied by the researcher in the classroom, that is material of vocabulary such as verb, animal. and etc.
2. **Process**: it refers to give explanation about vocabulary and TPR through teaching and learning use TPR.

3. Output : it refers to improve students' vocabulary after learning English by TPR.

2.4 Hypothesis

The hypothesis of the research is formulated as follow:

2.4.1 Null Hypothesis (Ho) means that by using "Total Physical Response" is not able to improve students' vocabulary at students of LIBAM IAIN Parepare.

2.4.2 Alternative Hypothesis (Ha) means that by using "Total Physical Response" able to improve students' vocabulary at students of LIBAM IAIN Parepare.

2.5 Variable and Operational Definition

2.5.1 Variable

There are two variable in this research, namely independent and dependent variable:

1. Independent variable is total physical respond (TPR) as teaching strategy.
2. Dependent variable is the student's improving vocabulary at member of Lintasan Imajinasi Bahasa Mahasiswa.

2.5.2 Operational Definition

2.5.2.1 Writing vocabulary is strongly influenced by the words we can spell and find the new word about animal, and tools.

2.5.2.2 Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action, it attempts to teach language through physical activity.

CHAPTER III

METHODOLOGY OF RESEARCH

3.1 Design of Research

The research design is applied in this research pre experiment design with one group pre-test and post-test. The design is presented as follow:

$$E = O1 \times O2$$

Where:

E : Experimental Group

O1 : Pre-Test

X : Treatment

O2 : Post-test³²

3.2 Location and Duration of The Research

The Research will held at member of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN which is located on Jl. Amal Bhakti No.8, Kec. The process of this research will spend about 1 month.

³² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2010), p.110- 111.

3.3 Population and Sample

3.3.1 Population

NO.	JURUSAN/PRODI	ANGKATAN	JUMLAH
1.	SYRIAH/ES	2017	11
2.	SYARIAH/MUA	2017	10
3.	SAYRIAH/PS	2017	16
4.	TARBIYAH/PBI	2017	21
5.	TARBIYAH/PAI	2017	9
6.	TARBIYAH/PBA	2017	7
7.	DAKOM/BKI	2017	7
	JUMLAH		81

3.3.2 Sample

The researcher uses simple random sampling technique in this research. The sample of this research based on population above, the sample of this research is consist 20 students from 81 members. The researcher takes the sample by lottery system. The researcher lots the sample name and finds 20 numbers of participants that will be chosen as sample.

NO.	JURUSAN/PRODI	ANGKATAN	JUMLAH	
1.	SYRIAH/ES	2017	11	3
2.	SYARIAH/MUA	2017	10	3
3.	SAYRIAH/PS	2017	16	4
4.	TARBIYAH/PBI	2017	21	6
5.	TARBIYAH/PAI	2017	9	2
6.	TARBIYAH/PBA	2017	7	1
7.	DAKOM/BKI	2017	7	1
	JUMLAH		81	20

3.4 The instrument of the research

The instrument of this research is a vocabulary test apply in pre-test and post-test. The test was focus on vocabulary material. The research will give the pictures as test. In this section in order to know students' vocabulary ability and pre-test use to measure the students' vocabulary before giving treatment, while post-test use to measure the students' vocabulary after being giving treatment.

3.5 Procedure of collecting data

3.5.1 Observation technique

Before giving the test to the student, the research do the observation to know the condition of the class as well as to be observe the material that teach by the teacher in teaching English before conducting teaching. The researcher carry out the observation.

3.5.2 documentation technique

After doing the observation, the researcher take data about the number of all data students of this school like in population of research above.

3.5.3 Experimental technique test

3.5.3.1 Pre-Test

Before doing treatment, the students give pre-test to find out the students skill in vocabulary. In this case the researcher give some definition and ask the students about vocabulary by used Total Physical Response (TPR).

3.6.3.2 Treatment Procedure

The activities are star by giving information about the program and the procedure of activities. The students give treatment by apply Total Physical Response (TPR).

The step in teaching vocabulary through Total Physical Response as follow:

The first meeting

1. The researcher give greeting to the students.

2. The researcher give motivation to the students before teaching material.
3. The researcher introduce Total Physical Response (TPR) to be use in teaching.
4. The researcher ask the students about the students' ability in vocabulary.
5. The researcher explain the material about VERB in this meeting
6. The researcher show some pictures about verb for example: sleep, eat, and etc.
7. The researcher ask to the students mention the word in the pictures.
8. The researcher correct what the students mention, if it is wrong and the students repeat.
9. The researcher give instruction about the picture. Example: have you sleep? Have you eat? And etc.
10. The students respond the instruction with a gesture by demonstrating what the researcher ask.
11. The researcher conclude the material and the students repeat the word one by one

The second meeting

1. The researcher give greeting to the students.
2. The researcher give motivation.
3. The researcher ask the students review about the subject have learnt.
4. The researcher will introduces materials about part of body.
5. The researcher show part of body, for example: hand, head, and etc.
6. The researcher ask the students to mention word.

7. The researcher correct what the students mention, if it is wrong and the students to repeat.
8. The researcher gives instruction about the word, example touch your hand, touch your head, and etc.
9. The student's response with gesture by touch the body.
10. The students repeat the word one by one

The third meeting

1. The researcher give greeting to the students.
2. The researcher give motivation.
3. The researcher will introduce material about animals, for example: cat, crocodile and etc.
4. The researcher show the animals' pictures to the students.
5. The researcher mention the words in the picture.
6. The researcher give instruction about relate picture, example: point the cat?
7. The students' response with gesture such as point and demonstrate the instruction of researcher.
8. The researcher ask the students to repeat the words.
9. The researcher conclude the material.

The fourth meeting

1. The researcher give greeting.
2. The researcher give motivation.

3. The researcher explain about the profession, for example: teacher, doctor and etc.
4. The researcher show the picture to the students.
5. The researcher mention the words in the picture.
6. The researcher give instruction about the profession.
7. The students response with gesture such as by point the picture.
8. The students repeat and mention the word one by one.
9. The researcher conclude the material.
10. The researcher give motivation the students to study and review the subject from the first meeting until the last meeting.
11. The researcher ask the students opinion about learning by using the method Total Physical Response.

3.5.3.2 Post-Test

The post-test will take after the treatment in this research. The test is same as that done in the pre-test. It is aim to find out the students' vocabulary ability after giving the treatment.

3.6 Technique of Data Analysis

The data would collect through pre- test and post- test, the following procedure is used:

3.7.1 Scoring the students' answer

$$Score = \frac{\text{students correct answer}}{\text{The Total Number Of Item}} \times 100$$

3.7.2 Classifying the score five levels classification is as follow:

No.	Classification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

(Dirjen Pendidikan Dasar dan Menengah, 2005:2)³³

3.7.3 Finding out the mean score will use the following formula.

Where:

X: Mean

$\sum Xi$: Total Score

N: The total number of Students³⁴

$$X = \frac{\sum Xi}{n}$$

3.7.4 Calculating the rate percentage of the students score:

$$P = \frac{F}{N} \times 100\%$$

³³ Dirjen Pendidikan dasar dan menengah, Peraturan directorat jendral pendidikan dasar dan menengah tentang : *penilaian perkembangan anak didik* (Jakarta: Depdiknas,2005), p.2.

³⁴ Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi (Jakarta: Bumi Aksara,2009), p.298.

Where:

P: the percentage of the student respond

F: the frequency of the student respond

N: the total number of sample

3.7.5 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = test of significance

D = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference³⁵

N = the total sample.

³⁵ Gay L.R. Educational Research, Competencies for Analysis and Application second Iedition.331.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the section deals with the finding of the research and the discussions of the research. The findings of the research cover the description of the result of data collected through test that can be discussed in the section below.

4.1 Findings

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery Total Physical Respons before giving them the treatment, while post-test was given after treatment to know the students' vocabulary mastery after giving treatment and the result of the post-test of this research can answer the question of this research that aims to find out through Total Physical Respons that be able to improve the students' vocabulary mastery at member of LIBAM IAIN PAREPARE.

4.1.1 The vocabulary mastery through Total Physical Respons member of LIBAM IAIN PAREPARE. This part covers the result of data analysis about the vocabulary mastery through Total physical Respons.

4.1.1.1 The students' score in pre-test The pre-test had done before implementation Total Physical Respons. It was conducted on Friday ,28th,2018. The students was given the pre-test.

The researcher found out the result of the students' pre-test based on the scoring of vocabulary before giving treatment through Total Physical Respons which were analyzed and resulted in the information as shown in the following table:

Table 4.1The students' score of pre-test

NO	STUDENTS	PRE-TEST		CLASSIFICATION
		CORRECT ANSWER	SCORE	
1	S1	11	55	Poor
2	S2	14	70	Fair
3	S3	14	70	Fair
4	S4	13	65	Fair
5	S5	10	50	Poor
6	S6	10	50	Poor
7	S7	5	20	very poor
8	S8	13	65	Fair
9	S9	14	70	Fair
10	S10	13	65	Fair
11	S11	14	70	Fair

12	S12	10	50	Poor
13	S13	14	70	Fair
14	S14	15	75	Good
15	S15	15	75	Good
16	S16	11	55	Poor
17	S17	14	70	Fair
18	S18	9	45	Poor
19	S19	12	60	Fair
20	S20	13	65	Fair
Σ		244	1215	

Source: The Member of LIBAM IAIN Parepare

Based on the table above, showing the result of students' vocabulary mastery score before giving treatment through Total Physical Respons, eleventh students in fair classification, six students in poor classification, two students in good, then no one in very good and one very poor classification. Total score in pre-test was 1215. It could be seen that almost students' ability in vocabulary was low. Because most of students gained fair score. The following are the process of calculation to find out . the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.1.

Calculating the mean score of pre-test as follow:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students

$$X = \frac{1215}{20}$$

$$X = 60,75$$

So, the mean score of pre-test is 60.75

Based on the result of the pretest, the data showed that the mean score of pretest was 60.75. The lowest achievement gained score 63. From that analyzing, it could be seen that almost of the 20 students' ability in vocabulary was still low because most of students gained fair score.

Secondly, the researcher calculated the standard deviation of the pre-test:

$$\begin{aligned} SD &= \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N - 1}} \\ &= \sqrt{\frac{77125 - \frac{1215^2}{20}}{20 - 1}} \\ &= \sqrt{\frac{77125 - 73811,25}{19}} \end{aligned}$$

$$\begin{aligned}
 &= \sqrt{\frac{3313,75}{19}} \\
 &= \sqrt{174,40} \\
 &= 13.20
 \end{aligned}$$

So, the result of the standard deviation of the pre-test is 13.20

After determining the mean score (X_1) of pre-test was 60.75 and standard deviation (SD) of the pre-test was 13.20, it could be seen that the students' vocabulary mastery were in a low category.

4.1.1.2 The students' score in post-test

meanwhile the student score in the post test would be presented in the following table :

Table 4.2 The students' score of post-test

NO	STUDENTS	POST-TEST		CLASSIFICATION
		CORRECT	SCORE	
		ANSWER		
1	S1	16	80	GOOD
2	S2	18	90	VERY GOOD
3	S3	16	80	GOOD
4	S4	17	85	GOOD
5	S5	18	90	VERY GOOD
6	S6	17	85	GOOD
7	S7	16	80	GOOD

8	S8	16	80	GOOD
9	S9	19	95	VERY GOOD
10	S10	18	90	VERY GOOD
11	S11	19	95	VERY GOOD
12	S12	19	95	VERY GOOD
13	S13	17	85	GOOD
14	S14	15	75	GOOD
15	S15	17	85	GOOD
16	S16	15	75	GOOD
17	S17	15	75	GOOD
18	S18	16	80	GOOD
19	S19	17	85	GOOD
20	S20	17	85	GOOD
Σ		338	1690	

Source; The Member of LIBAM IAIN Parepare

The table above showed that there was an improvement of students' score after giving treatment through Total physical Respons, six students in very good classification, fourteen students in good classification, and no one student in fair, poor, very poor. It means that the students vocabulary ability has improved through Total Physical Respons. The total score in post-test is 1690. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process through Total physical Respons in vocabulary ability.

The first, to get the mean score of the post-test, used formula:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students

$$X = \frac{1690}{20}$$

$$20$$

$$X = 84.5$$

So, the mean score of pre-test is 84.5

Based on the result of the posttest, the data showed that the mean score of posttest was 84.5. The lowest achievement gained score 80. From that analyzing, it could be seen that almost of the 20 students' vocabulary mastery was very good because there was an improvement of students' score thirty two six students in very good classification, fourteen students in good classification, and no one student in fair, poor, and very poor classification

The second, to get the standard deviation of the post-test, used formula:

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}} \\
 &= \sqrt{\frac{143600 - \frac{1690^2}{20}}{20 - 1}} \\
 &= \sqrt{\frac{143600 - 142805}{19}} \\
 &= \sqrt{\frac{795}{19}} \\
 &= \sqrt{41,84} = 6.46
 \end{aligned}$$

So, the SD of the post-test is 6.46

After determining the mean score (\bar{X}) of post-test was 84.5, and standard deviation (SD) of the post-test was 6.46, it could be seen that the students' vocabulary mastery were in a very good category.

4.1.1.3 The result of the pre-test and post-test were presented in the following:

The result of the pre-test and post-test showing in the following table.

Table 4.3 the Mean Score and Standard Deviation of the Pre-Test and Post-Test

No	Test	Mean Score	Standard Deviation
1.	Pre-Test	60.75	13.20
2.	Post-Test	84.5	6.46

The data in table 4.5 indicates that there was an improvement while doing pre test up to post-test. in pre-test had score 60.75 and the post-test score increased become 84.5 The standard deviation of pre-test was 13.20 (SD) while the standard deviation of the post-test was 6.46 (SD).

As the result at this item was the mean score of the post-test was greater than the mean score in pre-test. It meant that the students' vocabulary mastery had improvement after doing the learning process that used in class.

4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.4 the Rate Percentage of the Frequency of the Pre-Test

NO	CLASSIFICATION	SCORE INTERVAL	PRE-TEST	
			FRECUENCY	PERCENTAGE
1	VERY GOOD	86 – 100	0	0%
2	GOOD	71 – 85	2	10%
3	FAIR	56 – 70	10	50%
4	POOR	41 – 55	7	35%
5	VERY POOR	< 40	1	5%
TOTAL			20	100%

Source : Primary data processing

The table above showed that before giving the treatment the students' percentage of pre-test was most common in fair score 10 students (50%). There were 2 students (10%) in good category, 7 students (35%) got poor category, then 1 students (5%) got very poor category and there was no students who are in very good

score. It means that the students' vocabulary mastery was still low. Some of students get fair category because their ability of English was basic in language learning.

Table 4.5 the Rate Percentage of the Frequency of the Post-Test

NO	CLASSIFICATION	SCORE INTERVAL	POST-TEST	
			FREQUENCY	PERCENTAGE
1	VERY GOOD	86 – 100	6	30
2	GOOD	71 – 85	14	70
3	FAIR	56 – 70	0	0
4	POOR	41 – 55	0	0
5	VERY POOR	< 40	0	0
TOTAL			20	100%

The table above showed the students' percentage of post-test indicated that there was increasing percentage a great majority of the students in vocabulary mastery because there were 14 students got very good scores with the 70% and 6 students got good score with the 30%. As. There was no student in poor and very poor score. It means that there was an increasing percentage after doing pretest up to posttest.

4.1.2 The Implementation of Total Physical Responses to Improve Students' vocabulary mastery at member of LIBAM IAIN PAREPARE.

This part discusses the result of data analysis about the implementation of Total Physical Responses to Improve Students' vocabulary mastery at member of LIBAM IAIN PAREPARE.

4.1.2.1 T-Test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.6 the Worksheet of the Calculation of the Score on Pre-Test and PostTest on the Students' vocabulary Mastery.

NO	STUDENT	Pre-test (X1)	X_1^2	Post-Test (X2)	X_2^2	(D) = X2 - X1	D^2
1	S1	55	3025	80	6400	25	625
2	S2	70	4900	90	8100	20	400
3	S3	70	4900	80	6400	10	100
4	S4	65	4225	85	7225	20	400
5	S5	50	2500	90	8100	40	1600
6	S6	50	2500	85	7225	35	1225
7	S7	20	400	80	6400	60	3600
8	S8	65	4225	80	6400	15	225
9	S9	70	4900	95	9025	25	625
10	S10	65	4225	90	8100	25	625
11	S11	70	4900	95	9025	25	625
12	S12	50	2500	95	9025	45	2025

13	S13	70	4900	85	7225	15	225
14	S14	75	5625	75	5625	0	0
15	S15	75	5625	85	7225	10	100
16	S16	55	3025	75	5625	20	400
17	S17	70	4900	75	5625	5	25
18	S18	45	2025	80	6400	35	1225
19	S19	60	3600	85	7225	25	625
20	S20	65	4225	85	7225	20	400
TOTAL		1215	77125	1690	143600	475	15075

1. To find out (df) dependent sample

$$\begin{aligned}
 Df &= N - 1 \\
 &= 20 - 1 \\
 &= 19
 \end{aligned}$$

2. To findout mean of difference score by using the following formula

$$\begin{aligned}
 \bar{D} &= \frac{\sum D}{N} \\
 &= \frac{475}{20} = 23,75
 \end{aligned}$$

$$\begin{aligned}
 \text{Where } \sum D &= 475 \\
 \sum D^2 &= 15075 \\
 N &= 20
 \end{aligned}$$

$$D = 23,75$$

The result of compilation of t-test and t-table value

$$t = \frac{D}{\sqrt{\frac{D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{23,75}{\sqrt{\frac{15075 - \frac{(475)^2}{20}}{20(20-1)}}$$

$$t = \frac{23.75}{\sqrt{\frac{15075 - 11281,25}{399}}}$$

$$t = \frac{23.75}{\sqrt{\frac{3793.75}{399}}}$$

$$t = \frac{23.75}{\sqrt{9,50}} = \frac{23.75}{3.08}$$

$$t\text{-test} = 7.71$$

$$df = 19, \alpha = 0.05 = 1.72 \text{ (t-table)}$$

The result of-test value and t-table value was tabulated as follow;

Table 4.7 the result of-test value and t-table value

Variable	T-test	T-tabel value
Pre-test / post-test	7.71	1.72

The table above reveals that the result of t-test (7.71) was greater than t-table value (1.72) with n=20, degree of freedom (df) n-1= 32-1= 19 in the level of

significance 0.05. from the analysis, null hypothesis was rejected and alternative hypothesis was accepted (interprelation of the value = $7.71 > 1.72$). So there were significant different between pre-test and post-test, it means that after giving treatment, the improving student's vocabulay through Total Pysical Respons at member of Lintasan Imajinasi bahasa Mahasiswa IAIN Parepare had improve.

4.1.2 The Ways of the Implementation of Total Physical Response to Improve Students' vocabulary

After the researcher applied Total Physical Response in the class during teaching vocabulary, the researcher found that some of the students seem to be appealing in doing the vocabulary test. It can be proved by the score and analysis. After calculating and analyzing the data, the researcher found that result showed the through Total Physical Response can improve students' vocabulary mastery. The result was proven by the improvement of students' score in vocabulary test.

The implementation Total Physical Response changed classroom situation in class and in learning process was better than the previous meeting. It could be seen from the result of observation that students who were able to focus and to pay attention on the researcher explanation. Students' behavior changed. They did not do the useless activity during the lesson, students were more motivated and students were more active to ask about the lesson what they did not understand, students gave more responses when the researcher asked them and students were pleasant with the situation. So, Total Physical Response could increase motivation of the students. In addition the researcher got new knowledge through Total Physical Response to teach

English, especially in vocabulary. The researcher had improved his knowledge in using the method and various materials for his teaching process. As a result, the researcher become more open minded to make the English teaching and learning process more interesting.

4.1.3 The Improvement of Students' vocabulary mastery through Total Physical Response.

By looking at the test finding, from the data provided in classification table based on the vocabulary, clearly to see that there were no one students who got very good, two (10%) students got good score, ten (50%) students got fair score, seven (35%) students got poor score and no one students got very poor score. Whereas in the post-test, six (30%) students got very good score, fourteen (70%) students got good score and no one students got fair, poor and very poor score. From the result, the researcher concluded that the students' vocabulary mastery from poor up to fair and very good classification.

In addition, the mean score of pre-test was and the mean score of post-test was. As conclusion, the mean score of post-test (84.5) was greater than pre-test (60.75). Even, for the $df = 19$, and the value of table is 1.72 while the value of t-test is 7.71 it means that, the t-test value is greater than t-table ($7.71 > 1.72$). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H_0) is refused and the alternative hypothesis (H_1) is accepted.

All the fact above showed that there was a improving of the students achievement after giving the treatment Total physical response. It can be find that through the calculation of the score pre-test were the result of computation of t-test value got 7.71 if consulted with t-table value where $n=20$ degree of freedom (df) $20-1=19$ in level of significance 0.05 got 1.72 the t-test value was higher than t-table value. It can be said that the application of Total Physical Response affective in improving the students' vocabulary after they are taught Total Physical Respon.

The researcher planned to give the students an exercise vocabulary activity for the each meeting. The students would answer the question of vocabulary in form of Total Physical Response and the students had to focus. Whereas vocabulary activities only requires the students to analyze in arranging the word become new vocabulary based on the topic had given by writer. The researcher would supplied a worksheet explained the material in the meeting. It was aimed at to evaluate the students' attention and knowledge after explanation. The researcher asked the students to find out the answer in the worksheet and the students wear allowed to use dictionary. After students' did the worksheet which has given, the researcher asked them to collect that and correct it together.

Whereas vocabulary is basic language teaching because without vocabulary mastery the student would get difficulties in four skill in English language. So the teacher have to be creative person in teaching. Successful vocabulary can be looked at in terms of the method the teacher use when teaching vocabulary. After the

researcher applied Total Physical Response in the class during teaching vocabulary, the researcher found that some of the students seem to be appealing in doing the vocabulary test. It can be proved by the score. After calculating the data, the researcher found that the result showed Total Physical Response can improve students' vocabulary mastery. The result was proven by the improvement of students' score in vocabulary test.

Moreover, in pre-test most of students showed difficulties distinguishing to recognize the vocabulary because they have lack in vocabulary. This condition certainly makes the students got low score in vocabulary test. On the contrary, in the post test, most of the students felt more comfortable and easy to adopt the material. Generally the use of Total Physical Response mainly aimed at increasing teaching process to be more motivating and appealing for students.

In the teaching vocabulary activities process, the researcher used three phases as well as pre-teaching vocabulary activities, while-teaching vocabulary activities and post-teaching vocabulary activities. In the pre-teaching vocabulary activities, the students were given some question to activate their background knowledge related to the topic. The researcher also reviewed some vocabulary to introduce them to the Total Physical Response applied. In while-teaching vocabulary activities, the students were taught some vocabularies.

Based on the findings above, the researcher concluded that there was an improvement of students' vocabulary mastery through Total Physical Response.

4.1.3 The Ways of the Implementation of Total Physical Response to Improve Students' vocabulary

After the researcher applied Total Physical Response in the class during teaching vocabulary, the researcher found that some of the students seem to be appealing in doing the vocabulary test. It can be proved by the score. After calculating and analyzing the data, the researcher found that result showed the through Total Physical Response can improve students' vocabulary mastery. The result was proven by the improvement of students' score in vocabulary test.

The implementation Total Physical Response changed classroom situation in class and in learning process was better than the previous meeting. It could be seen from the result of observation that students who were able to focus and to pay attention on the researcher explanation. Students' behavior changed. They did not do the useless activity during the lesson, students were more motivated and they enjoy in class, students were more active to ask about the lesson what they did not understand, students gave more responses when the researcher asked them to do the task in front of the classroom, and students were pleasant with the situation. So, Total Physical Response could increase motivation of the students. In addition the researcher got new knowledge through Total Physical Response to teach English, especially in vocabulary. The researcher had improved his knowledge in using the method and various materials for his teaching process. As a result, the researcher become more open minded to make the English teaching and learning process more interesting.

4.2 Discussion

Based on the result of the data analysis, mean of the students' score after having treatment were higher than before giving treatment. Mean score of pre-test was 60.75 while mean score of post-test was 84.5. It proves that the students' score in teaching vocabulary by using Total Physical Response is better. Besides, the result of t-test (7.71) was greater than t-table value (1.72) with $n=20$, from the analysis, null hypothesis was rejected and alternative hypothesis was accepted (interpretation of the value = $7.71 > 1.72$). So there were significant difference between pre-test and post-test, it means that after giving treatment, the student's vocabulary through Total Physical Response at member of Lintasan Imajinasi bahasa Mahasiswa IAIN Parepare had improved.

After conducting the research, the writer found that the students were very enthusiastic in learning vocabulary through Total Physical Response. It was because their instructor in LIBAM never applied Total Physical Response Method in teaching vocabulary and the researcher was their senior so the students were curious. The students can enjoy to study because TPR method is able to reduce students' stress when learning foreign language.

But the problem that most students of LIBAM IAIN Parepare didn't know a few basic of English words and as consequences the students lack in vocabulary mastery. The researcher knew about the case after telling the students about. They said that they didn't know about English because they never took English course before and in senior high school they always got bored while teaching English lesson,

then they didn't have vocabularies. They said also that the main point why they joined in LIBAM because they wanted to learn English more because their ability of English still low.

Based on statement of the writer in previous chapter, it said that the most of students have some problem teaching learning vocabulary. The students rarely boring in class since in vocabulary learning so, many vocabularies were not familiar to them and some students from the other major such as syariah and dakom. In treatment, the researcher used director-actor model for instruction to the students so that they could understood more about procedure of TPR. To make the classroom atmosphere is more interesting, in teaching process the researcher as a director who was looking for a good actor. It support by statement of Stephen Mark Silver that the instructor is the director of stage play in which the students or learner are the actor. With this way classroom atmosphere is more interesting and they could understood more about material.

According to Anderson Curtain & Carol Ann Paola in previous chapter, said that Total Physical Response is an effective method to improve vocabulary in teaching foreign language for children especially for beginner students. Although Total physical Response method only for children or beginner level but after doing research, the researcher found that through Total Physical Response can also applied to improve students' vocabulary in third semester of LIBAM IAIN Parepare. This method can be used in the advance level on condition if the teacher or instructor is able to bring this method enthusiastically, communicatively, and interesting, then the

teacher was already well acquainted with their students and also have an attractive appearance and communication. It can be proved when the researcher told them to jump or sit like children and they follow it actively and enthusiastic even though they were adults.

During the learning, students look more enjoy in process of receiving material and understanding of material more fast than before because the students used learning by doing model through TPR method. Is supported by the satatement of Jack C Richards and Theodore S Rodgers in previous chapter that The students can enjoy to study because TPR method be able to reduce students stress when learning foreign language and Students remember the lesson longer. Memory is activated thorough students response.

As a result, the researcher can draw a conclusion that even though TPR method only for beginner level but this method can also applied in advance level. And also Total Physical Response is more effective and efisien to improve the student's vocabulary at member of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare.

CHAPTER V

CONCLUSION AND SUGGESTION

After presenting the research findings and discussions in the previous chapter, the researcher draw the conclusion and offer some suggestions based on the research that was done at member of LIBAM IAIN PAREARE

5.1 Conclusions

Based on the discussion in the previous chapter, the findings of the results showed the positive impact in the students' vocabulary mastery and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether the implementation of Total Physical Response was able or not to improve students' vocabulary mastery. Therefore, this study is using quantitative research. The results of data analysis: The mean score of pre-test (60.75) and standard deviation (13.20). The mean score of post-test (84.5) and the standard deviation (6.46). T-test result in which the value of t-test was 7.71 It was greater than t-table was 1.72. and degree of freedom (df) was 19. The result of the research showed that through Total Physical Respons was able to improve the students' vocabulary mastery where could increase their knowledge about vocabulary, to understand classifying the kind of vocabulary especially noun, and to recognize the vocabulary which suitable using in sentence. The enhancement of the students' writing skill is also supported by the result of the test scores. Based on the description of the result above, the mean score of pre-test was 60.75 and it improved into 84.5 in the post-test. Then, the t-test (7.71) was greater than t-table (1.72). It means that the null hypothesis

(H0) was rejected and the alternative hypothesis (Ha) was accepted. It proved that the implementation Total Physical Response in teaching vocabulary able to improve the students' vocabulary mastery.

5.2 Suggestion

Based on the conclusion, the researcher would like to give some suggestions related to this research for teachers, students, and other researchers. The suggestions are as follows:

5.2.1 For the English Teachers

The English teachers should improve their creativity in teaching vocabulary, for example by using media to attract the students' motivation, using aids to explain the material, various techniques in every meeting in order to make the students enjoy teaching learning process happens. The teachers can use Total Physical Responses in teaching vocabulary and to create variety of teaching learning English process.

5.2.2 For the Students

The students should be more active and not afraid of making mistakes during teaching learning process, especially in the vocabulary class. They should practice and measure their vocabulary in English, discussing with their friend if they have difficulty in vocabulary, and enjoy the vocabulary class.

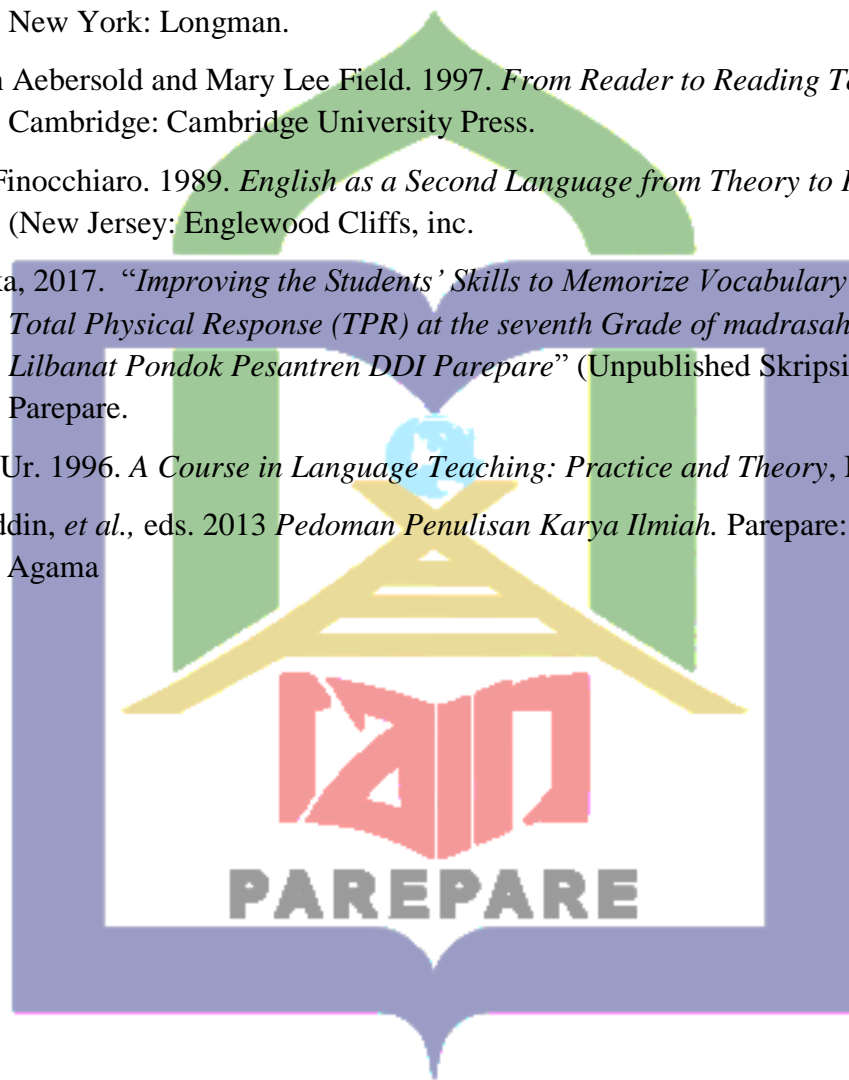
5.2.3 For Other Researchers

This skripsi can be a reference for other researcher to conduct the next research.

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Appendix 1. Research Instrument

INSTRUMENT**PRE-TEST**

A. Choose the correct answer from the option a,b,c, or d (number 1-20).

1) The teacher's duty is to the students in the school.

a. teach

b. play

c. make

d. work

2) Mia : Adi, your shoes are so fit in your You look georgeous.

Adi : Thank you.

a. finger

b. lip

c. hand

d. feet

3) Rina : I want to wear my white gown to Amanda's party. What do you think?

Lisa : I think the red one is better.

Rina : Ok. I will the red gown

a. wrap

b. go

c. wear

d. give

4) Tami : Where do you want move?

Dikta : I want to to Australia with my parents.

a. come

b. find

c. move

d. run

5) The gardener the grass every Monday and Thursday.

a. cuts

b. plans

c. trains

d. comes

6. Mr. Andi works in the workshop. He is a

a. Driver

b. Mechanic

c. Sailor

d. soldier

7. “Nelayan” in English is.....

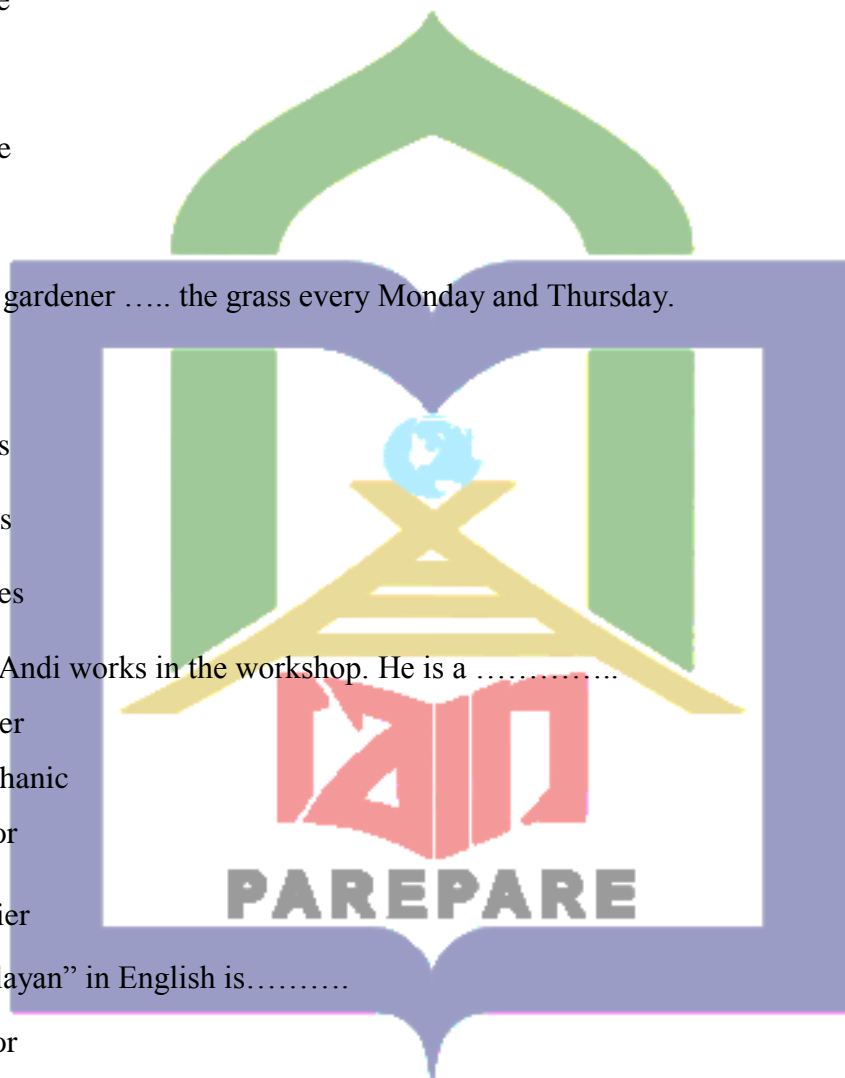
a. Sailor

b. Fisherman

c. Driver

d. doctor

8. Who works at the office?



- a. Teacher
- b. Secretary
- c. police
- d. sailor

9. He works at the plane, because he is a

- a. Mechanic
- b. Carpenter
- c. Pilot
- d. secretary

10. My uncle is a farmer. He goes to field

- a. On foot
- b. By plane
- c. By train
- d. by car

B. Arrange the letter bellow!

- 1. D – E – A – H
- 2. D – A – H – N
- 3. I – N – G – E – R – F
- 4. R – E – D – O – H – S – L – U
- 5. H – C – O – T – S – A – M

C. Fill the blank with suitable answer!

- 1. _ _ _ N
- 2. W _ _ L _
- 3. _ O _ K _ Y
- 4. S _ U _ _ _ E L
- 5. _ H _ _ O _ E _ O _

POST-TEST

A. Choose the correct answer from the option a,b,c, or d (number 1-25).

1). My head is covered by.....

- a. Face c. Eyes
- b. Hair d. finger

2). I write with my.....

- a. Finger c. Hand
- b. Nail d. Neck

3) Tina: may I use your scissors?

Toni: Sorry, I'm it

- a. Reading c. Using
- b. Eating d. drinking

4) The animal who slither is.....

- a. Dog c. Cat
- b. Snake d. Peacock

5). The animal that can climb a tree

- a. Monkey c. Bird
- b. Crocodile d. Kangaroo

6). The gardener the grass every Monday and Thursday.

- a. Cuts c. trains

- b. Plans d. Comes

7). Dina didn't study hard. She didn't.... the exam

- a. Study c. Pass
b. Give d. Break

8. I am so hungry. So, I... a meal

- a. Prepare c. Eat
b. Wear d. look

9. He works at the plane, because he is a

- a. Mechanic c. Pilot
b. Carpenter d. Secretary

10. My uncle is a farmer. He goes to field

- a. On foot c. By plan
b. By plane d. By car

B. Arrange the letter bellow!

1. F - M - A - N - R - E - I ()
2. T - D - I - S - E - N - T ()
3. E - H - T - A - R - C - E ()
4. I - T - A - R - O ()
5. U - T - C - H - R - E - B ()

C. Fill the blank with suitable answer!

1. _ E _ O _ E
2. S _ E _ P
3. _ _ _ G H
4. L _ _ V E
5. _ E _ _ I _ _ N

Appendix 2. RPP

RENCANA PELAKSANAAN PEMBELAJARAN**(RPP I)**

Universitas : LIBAM STAIN PAREPARE

Semester : IV

Standar kompetensi : Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Kompetensi dasar : Merespon dengan mengulang koskata atau kalimat baru dengan ucapan lantang

Jenis Teks : *Tranksactional/Interpersional*

Tema : VERB

Aspek skill : Mendegarkan dan meniru

Alokasi waktu : 2 x 40 menit

1. Indikator

- Merespon dengan mengulang kosakata yang didengarnya dengan suara lantang.
- Merespon dengan memperagakan kosakata yang terdapat pada gambar.

2. Tujuan Pembelajaran

Pada akhir pembejaran siswa dapat:

- Mengulang kosakata yang didengarnya dengan suara lantang.
- Memperagakan kosakata yang terdapat pada gambar.

❖ Karakter siswa yang diharapkan : percaya diri (Confidance)

Rasa hormat dan perhatian (Respect)

Tekun (diligent)

Tanggung jawab (Responsibility)

3. Materi Pembelajaran

VERB

4. Metode Pembelajaran : Total Physical Response

5. Langkah-langkah kegiatan

A. Kegiatan pendahuluan

- Salam serta tegur sapa.
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Guru informasi tentang materi yang akan diajarkan.
- Guru memberikan teks lisan tentang gambar kepada siswa.
- Guru menyuruh siswa menyimak apa yang akan diperintahkan kemudian siswa melaksanakan perintah tersebut.
- Guru memberikan kesempatan kepada siswa untuk bertanya apabila ada hal-hal yang kurang jelas.

Elaborasi

Dalam elaborasi, siswa:

- Siswa memperhatikan penjelasan dari guru.
- Siswa mendengarkan dan memperhatikan guru
- Siswa menuliskan arti kata-kata sulit.

Konfirmasi

Dalam konfirmasi, guru:

- Guru memberikan penguatan kepada siswa tentang materi yang telah diajarkan.
- Memfasilitasi peserta didik melakukan refleksi.

C. Kegiatan penutup

- Guru menanyakan apakah siswa sudah memahami materi yang telah diajarkan.
- Guru dan siswa menyimpulkan materi.

6. Sumber belajar

- Gambar-gambar yang berkaitan dengan materi
- Buku pembelajaran yang relevan.

7. Penilaian

$$Score = \frac{\text{students correct answer}}{\text{The Total Number Of Item}} \times 100$$

No.	Classification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP II)

Universitas : LIBAM STAIN PAREPARE

Semester : IV

Standar kompetensi : Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Kompetensi dasar : Merespon dengan mengulang koskata atau kalimat baru dengan ucapan lantang

Jenis Teks : *Tranksactional/Interpersional*

Tema : Part of Body

Aspek skill : Mendegarkan dan meniru

Alokasi waktu : 2 x 40 menit

8. Indikator

- Merespon dengan mengulang kosakata yang didengarnya dengan suara lantang.
- Merespon dengan memperagakan kosakata yang terdapat pada gambar.

9. Tujuan Pembelajaran

Pada akhir pembejaran siswa dapat:

- Mengulang kosakata yang didengarnya dengan suara lantang.
- Memperagakan kosakata yang terdapat pada gambar.

❖ Karakter siswa yang diharapkan : percaya diri (Confidance)

Rasa hormat dan perhatian (Respect)

Tekun (diligent)

Tanggung jawab (Responsibility)

10. Materi Pembelajaran

Part of Body

11. Metode Pembelajaran : Total Physical Response

12. Langkah-langkah kegiatan

D. Kegiatan pendahuluan

- Salam serta tegur sapa.
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

E. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Guru informasi tentang materi yang akan diajarkan.
- Guru memberikan teks lisan tentang gambar kepada siswa.
- Guru menyuruh siswa menyimak apa yang akan diperintahkannya kemudian siswa melaksanakan perintah tersebut.
- Guru memberikan kesempatan kepada siswa untuk bertanya apabila ada hal-hal yang kurang jelas.

Elaborasi

Dalam elaborasi, siswa:

- Siswa memperhatikan penjelasan dari guru.
- Siswa mendengarkan dan memperhatikan guru
- Siswa menuliskan arti kata-kata sulit.

Konfirmasi

Dalam konfirmasi, guru:

- Guru memberikan penguatan kepada siswa tentang materi yang telah diajarkan.
- Memfasilitasi peserta didik melakukan refleksi.

F. Kegiatan penutup

- Guru menanyakan apakah siswa sudah memahami materi yang telah diajarkan.
- Guru dan siswa menyimpulkan materi.

13. Sumber belajar

- Gambar-gambar yang berkaitan dengan materi
- Buku pembelajaran yang relevan.

14. Penilaian

$$\text{Score} = \frac{\text{students correct answer}}{\text{The Total Number Of Item}} \times 100$$

No.	Classification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP III)

Universitas : LIBAM STAIN PAREPARE

Semester : IV

Standar kompetensi : Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Kompetensi dasar : Merespon dengan mengulang koskata atau kalimat baru dengan ucapan lantang

Jenis Teks : *Tranksactional/Interpersional*

Tema : ANIMALS

Aspek skill : Mendegarkan dan meniru

Alokasi waktu : 2 x 40 menit

15. Indikator

- Merespon dengan mengulang kosakata yang didengarnya dengan suara lantang.
- Merespon dengan memperagakan kosakata yang terdapat pada gambar.

16. Tujuan Pembelajaran

Pada akhir pembejaran siswa dapat:

- Mengulang kosakata yang didengarnya dengan suara lantang.
- Memperagakan kosakata yang terdapat pada gambar.

❖ Karakter siswa yang diharapkan : percaya diri (Confidance)

Rasa hormat dan perhatian (Respect)

Tekun (diligent)

Tanggung jawab (Responsibility)

17. Materi Pembelajaran

ANIMALS

18. Metode Pembelajaran : Total Physical Response

19. Langkah-langkah kegiatan

G. Kegiatan pendahuluan

- Salam serta tegur sapa.
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

H. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Guru informasi tentang materi yang akan diajarkan.
- Guru memberikan teks lisan tentang gambar kepada siswa.
- Guru menyuruh siswa menyimak apa yang akan diperintahkan kemudian siswa melaksanakan perintah tersebut.
- Guru memberikan kesempatan kepada siswa untuk bertanya apabila ada hal-hal yang kurang jelas.

Elaborasi

Dalam elaborasi, siswa:

- Siswa memperhatikan penjelasan dari guru.
- Siswa mendengarkan dan memperhatikan guru
- Siswa menuliskan arti kata-kata sulit.

Konfirmasi

Dalam konfirmasi, guru:

- Guru memberikan penguatan kepada siswa tentang materi yang telah diajarkan.
- Memfasilitasi peserta didik melakukan refleksi.

I. Kegiatan penutup

- Guru menanyakan apakah siswa sudah memahami materi yang telah diajarkan.
- Guru dan siswa menyimpulkan materi.

20. Sumber belajar

- Gambar-gambar yang berkaitan dengan materi
- Buku pembelajaran yang relevan.

21. Penilaian

$$\text{Score} = \frac{\text{students correct answer}}{\text{The Total Number Of Item}} \times 100$$

No.	Classification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP IV)

Universitas : LIBAM STAIN PAREPARE

Semester : IV

Standar kompetensi : Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Kompetensi dasar : Merespon dengan mengulang koskata atau kalimat baru dengan ucapan lantang

Jenis Teks : *Tranksactional/Interpersional*

Tema : Profession

Aspek skill : Mendegarkan dan meniru

Alokasi waktu : 2 x 40 menit

22. Indikator

- Merespon dengan mengulang kosakata yang didengarnya dengan suara lantang.
- Merespon dengan memperagakan kosakata yang terdapat pada gambar.

23. Tujuan Pembelajaran

Pada akhir pembejaran siswa dapat:

- Mengulang kosakata yang didengarnya dengan suara lantang.
- Memperagakan kosakata yang terdapat pada gambar.

❖ Karakter siswa yang diharapkan : percaya diri (Confidance)

Rasa hormat dan perhatian (Respect)

Tekun (diligent)

Tanggung jawab (Responsibility)

24. Materi Pembelajaran

Part of Body

25. Metode Pembelajaran : Total Physical Response

26. Langkah-langkah kegiatan

J. Kegiatan pendahuluan

- Salam serta tegur sapa.
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

K. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Guru informasi tentang materi yang akan diajarkan.
- Guru memberikan teks lisan tentang gambar kepada siswa.
- Guru menyuruh siswa menyimak apa yang akan diperintahkannya kemudian siswa melaksanakan perintah tersebut.
- Guru memberikan kesempatan kepada siswa untuk bertanya apabila ada hal-hal yang kurang jelas.

Elaborasi

Dalam elaborasi, siswa:

- Siswa memperhatikan penjelasan dari guru.
- Siswa mendengarkan dan memperhatikan guru
- Siswa menuliskan arti kata-kata sulit.

Konfirmasi

Dalam konfirmasi, guru:

- Guru memberikan penguatan kepada siswa tentang materi yang telah diajarkan.
- Memfasilitasi peserta didik melakukan refleksi.

L. Kegiatan penutup

- Guru menanyakan apakah siswa sudah memahami materi yang telah diajarkan.
- Guru dan siswa menyimpulkan materi.

27. Sumber belajar

- Gambar-gambar yang berkaitan dengan materi
- Buku pembelajaran yang relevan.

28. Penilaian

$$\text{Score} = \frac{\text{students correct answer}}{\text{The Total Number Of Item}} \times 100$$

No.	Classification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

Appendix 3. Documentation









**LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Sekretariat : Jl. Amal Bakti No.08 Sorong, Kota Parepare, Co : 0853 4295 4478, email: libam.stainwo@gmail.com



SURAT KETERANGAN PENELITIAN

Nomor : 43/LIBAM/In.39/PR/X/2018

Yang bertanda tangan dibawah ini adalah Ketua Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare menerangkan bahwa:

Nama : Abd. Rauf
Nim : 13.1300.086
Jurusan : Tarbiyah dan Adab
Prodi : Pendidikan Bahasa Inggris
Tempat/ tgl.Lahir : Mammi, 19 April 1995
Jenis Kelamin : Laki-laki
Pekerjaan : Mahasiswa
Alamat : Jl. Darul Iman Mammi, Kec. Binuang, Kab. Polman

Benar-benar telah melakukan penelitian dengan judul **" IMPROVING STUDENTS' VOCABULARY THROUGH TOTAL PHYSICAL RESPONS AT MEMBER OF LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) IAIN PAREPARE "** Pada bulan September- Oktober 2018 di Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare.

Demikian surat ini kami buat untuk diberikan kepada yang bersangkutan agar digunakan sebagaimana mestinya.

Parepare, 10 Oktober 2018

Mengetahui,-
Ketua LIBAM IAIN Parepare,-





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE**

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B (928 /In.39/PP.00.9/09/2018
Sampiran : -
Isi : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

Nama : ABD. RAUF
Tempat/Tgl. Lahir : MAMMI, 19 April 1995
NIM : 13.1300.086
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : JL. DARUL IMAN MAMMI, KEC. BINUANG, KAB. POLMAN

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

"IMPROVING STUDENTS' VOCABULARY THROUGH TOTAL PHYSICAL RESPONSE AT MEMBER OF LINTASAN IMAGINASI BAHASA MAHASISWA (LIBAM) IAIN PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **September** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

10 September 2018

A.n Rektor

Pjt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaid



PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jln. Jend. Sudirman Nomor 78, Telp. (0421) 25250, Fax (0421) 25111, Kode Pos 91122
 Email : bappeda@pareparekota.go.id, Website : www.bappeda.pareparekota.go.id

PAREPARE

Parepare, 18 September 2018

Nomor : 050 / 889 / Bappeda
 Lampiran : -
 Perihal : Izin Penelitian

Kepada
 Yth. Rektor Institut Agama Islam Negeri (IAIN) Parepare
 Di -

Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 1928/In.39/PP.00.9/09/2018 tanggal 10 September 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : ABD. RAUF
 Tempat/Tgl. Lahir : Mammi / 9 April 1995
 Jenis Kelamin : Laki-laki
 Pekerjaan : Mahasiswa
 A l a m a t : Jl. Darul Iman Mammi, Kec. Binuang, Kab. Polman

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
 "IMPROVING STUDENTS' VOCABULARY THROUGH TOTAL PHYSICAL RESPONSE AT MEMBER OF LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) IAIN PAREPARE"

Selama : Tmt. September s.d. Oktober 2018
 Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/ Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "**Penelitian**" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon membe rikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

AN. KEPALA BAPPEDA
 SEKRETARIS

E. W. ARTYADI S. ST., MT
 Pangkat Pembina Tk. I
 Np. 19691204 199703 1 002

TEMBUSAN : Kepada Yth.

1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara ABD. RAUF
5. Arsip.

CURRICULUM VITAE



ABD. RAUF. The writer was born on April 19th. 1995 in mammi. he is the first child from five children in his family. From the couple, Dalil and rosmia. He has two brothers and two sisters. He began his study in Elementary School at SDN 052 Mammi and graduated on 2007. In same year, he continued his study to SMPN 2 Polewali and graduated on 2010. He continued his study SMAN 2 Polewali and graduated on 2013. However, he continued his study at Institute Islamic College of Parepare on 2013. During his study at IAIN Parepare, the writer active in one of organization is Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) 2013-2018 and was one of marketing in one of course called ACE English Training Center. He completed his skripsi in the title “Improving Students’ Vocabulary Through Total Physical Respon at Member Of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare”.