

Improving Students' Vocabulary Mastery Through Total Physical Response Learning Method

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Abstract—Vocabulary mastery plays a significant role in mastering any other kinds of English language skills. This study aimed to investigate the effectiveness of using total physical response in improving vocabulary mastery of Indonesian private Islamic junior high school students. The researchers used quasi experimental research design. Population chosen was 129 seventh grade students of an Islamic private junior high school in Indonesia. In collecting data, the researchers used vocabulary test. SPSS system was used to analyze the collected data. The result showed that the Sig. (2-tailed) score was 0.000 (< 0.05). So Ha was accepted meaning that there was a significant difference in the mean score of students' vocabulary test achievement between experimental group and control group. Therefore, it concluded that the use of total physical response was effective to improve Indonesian private Islamic junior high school students' vocabulary mastery.

Keywords: *total physical response, vocabulary mastery, creative teaching*

I. INTRODUCTION

Teaching vocabulary in junior high school is not easy. It is difficult job for the teachers. It is caused by the students in junior high school have still low knowledge of vocabulary. They are also difficult to be organized. Because, there are some of students are think that English is boring and difficult. So the teachers have to be creative to teach student in junior high school. They have to be able to make student interested in English. Teaching adolescent students are quite different from teaching young or adult learners. According to Harmer, adolescent has a great capacity for learning, big potential for creative thought and a great commitment to things which interest them [1]. So the teachers have to give some motivation, support, and showing the advantages of learning about English and also teach with an appropriate method to junior high school students.

We observed the process of teaching and learning through the research in a private Islamic junior high school in Semarang. English in this school was taught since seventh grade. The students in that school were not bad enough about English and the researcher saw there some issues that may be experienced by seventh grade students during teaching learning process, that, namely: 1) the low interest and student motivation, 2) The students are still low, especially in

understanding and writing the word correctly the spelling, 3) the lack of method in teaching vocabulary, 4) the students have difficult in memorizing vocabulary they cannot acquire what they heard from around them.

From these problems above, the researcher believed that one of the alternative methods to improve the English vocabulary mastery is by applying Total Physical Response (TPR) method as a step to reach the good goals of teaching learning process, because this method has not been taught yet intensively in this school. Total Physical Response is a method that is developed by James Asher. "TPR attempts to teach language involve speech and motor activity at the same time. Motor activities are means to language learning" [2]. So, TPR is a method that involved speech and physical activity during teaching learning.

TPR can easily be used in classroom routine. The teacher asks the student to recognize and respond the simple instructions and gestures, such as; up your hand, stand up, sit down, etc. and the teacher makes the students understand the word that they can learn and mime especially descriptive words. For example: tall, long, happy and little. It should be kept in mind that they try to mime professions, animals, vehicles, weather conditions etc. Therefore, the researcher will give an effort to investigate whether the use of Total Physical Response method is effective improve students' vocabulary mastery of the seventh graders of the private Islamic junior high school in Semarang.

The research question of this study is as follows: Is TPR effective to improve students' vocabulary mastery of the seventh graders of the private Islamic junior high school in Semarang? Therefore, the objective of the study is to find out whether TPR is effective to improve students' vocabulary mastery of the seventh graders of the private Islamic junior high school in Semarang.

In this study, we used two hypotheses. They were alternative hypothesis and null hypothesis. Alternative hypothesis (Ha): There is a significant difference in students' vocabulary mastery between students who are taught vocabulary by using TPR method and those who are taught without using TPR method in the seventh graders of the private Islamic junior high school in Semarang Null hypothesis (Ho): There is no a significant difference in students' vocabulary

mastery between students who are taught vocabulary by using TPR method and those who are taught without using TPR method in the seventh graders of the private Islamic junior high school in Semarang.

A. Teaching English for Junior High School

Most of junior high school students are about 12-15 years old. They have been learning English since elementary school, but just little students are learning English. Because, Indonesia had a rule to eliminate English as primer lesson become an extracurricular or local content in elementary school since years ago. So, not all students have already gotten some basic knowledge of English. English is as foreign language not mother tongue, so for saying word in English is also difficult for students. This is a hard challenge for the teachers. They will face some difficulties during teaching English.

English teachers of junior high school have to pay more attention and look for the appropriate method to teach English of junior high level student. With appropriate method, students will think that English is fun and interest. They have to make a great effort and have some valuable experience in teaching English especially for junior high school. According to Muchith, choosing the appropriate method to make a better, effective, and efficient teaching learning process is teachers' responsibility [3]. With applying an appropriate method of teaching English to the students, the teachers can develop students' skills and the result of learning objectives also can be improved.

Vocabulary is basic component of language, so it is very important in language. It is also cannot be separated from language skills, especially from English. English is as foreign language in country and the students have to understand and memorize many words in vocabulary, because without vocabulary they can say nothing. Actually, the students' problems are in memorizing, spelling and pronouncing vocabulary and also using vocabulary in oral and written sentences.

Vocabulary is knowledge of words that have meaning both oral and print language and in productive and receptive forms" [4]. It is a sum of all words that a language consists of. The term also marks the set of words a particular person can use in communication" [5]. Based on those definitions, the researcher can make conclusion that vocabulary is number of words in particular language that person knows and uses. Every vocabulary has certain meanings although written or spoken forms for a certain group of people.

B. Teaching Vocabulary

Because vocabulary number is unlimited, some teachers assume that teaching vocabulary is wasting time. Most of the teachers only focus in grammar and pronunciation when teaching English as foreign language. However, the researcher assumes that vocabulary is important thing in language, it is foundation of words, and every vocabulary has certain meanings although written or spoken forms for a certain group of people. It is basic in communication. Without vocabulary nothing can be delivered. Therefore, it is important to develop

basics preparation of language teachers, especially for teaching vocabulary.

According to Hatime, teaching vocabulary in showing the use and function of the word is more effective than teaching vocabulary by providing only the dictionary definitions of words [6]. Therefore, teaching vocabulary is more effective by putting the word of vocabulary in context and indicating the use and function than deliver the definition of vocabulary in dictionary.

C. Problem of Learning Vocabulary

The junior high school students find some difficulties to learn English, mainly to learn vocabulary. According to Kamil and Hiebert, vocabulary is knowledge of words that have meaning both oral and print language and in productive and receptive forms [4]. Vocabulary is important component in teaching English as a foreign language, because without vocabulary the students do not know both oral and written words in English. So, there are several problems faced by students in learning vocabulary items such as problem in pronouncing, spelling, memorizing, and in using oral and written words in sentences and in communication. It is a fact that students easily forget the vocabulary they have learned. It is very difficult for them to recall the words when the teacher asks them. Learning a foreign language is different from learning a native language for junior high school. They find some problems in learning English especially vocabulary. Those problems are stated as follows: *First*, students are surrounded of using their language. Because, English is as their foreign language not their mother tongue. So, the use of language as communication between at home, at school or in their society is different. *Second*, in the school, the students are given English textbook by the teacher. In fact, most of them can't read it correctly as they read Indonesian textbook as their mother tongue. Therefore, the students have problem in using English and in pronouncing it correctly, in fact English is only used as subject in their school.

D. Total Physical Response

Total physical response is one of method that developed by James Asher. Asher [7] in Katemba and Tampubolon [8] argues TPR is one of the learning processes, which involve teachers' speech and students actively in the classroom activities. In teaching learning process, TPR concerns the activity of the students more than the other method of teaching. It also can be effective to deliver explicit instruction in learning. This is especially true of students who developmentally have shorter attention spans in junior high school. Because, based on their opinion English is boring. According to Katemba and Tampubolon, TPR will make language learning effective because students feel fun during the learning especially learn vocabulary [8].

TPR attempts to teach language through speech and physical activity at the same time. Motoric activities are means to language learning" [2,9]. It is just like the way students acquire their foreign language.

According to Widodo, TPR is defined that a language teaching method create around the coordination of speech and

physical, it attempts to teach language by physical (motor) activity [10]. In other words, TPR concerns the center attention of the students to listen and respond the commands from their teachers. From the definition above, we argue that in TPR classroom, the teachers will be so active in physical performance and the students are emphasized in listening and action before try to speak.

Furthermore, TPR is a method to teach language which is done by teachers and the object is the students. This method involves speech and physical activity. The general purposes of TPR are actually to teach oral ability of language at a beginning level. Basically, the aim of TPR is to make students who have trouble in communication become understandable to native speaker.

E. The Use of TPR in the Classroom

According to Widodo, TPR can be used to teach and practice such many things as: Vocabulary connected with actions (smile, chop, headache, wriggle), grammatical items, including tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast), classroom language (Open your books), and imperatives/Instructions (Stand up, close your eyes), and storytelling [10].

Therefore, there are some uses of TPR. TPR can be used in teaching vocabulary, grammatical items and practicing classroom language and instruction.

F. Review of Previous Study

There are some researches that have been done related to this topic. The first research was conducted by, Kiptiyah and Astuti entitled *The Use of Total Physical Response (TPR) to Teach English Vocabulary*. This research used qualitative research. The sample of this research was 35 students of eight graders of SMPN 1 Sidoarjo. The aim of this research was to find out the effectiveness Total physical Response as a technique for teaching vocabulary. The result of this research showed that using TPR was effective to teach English Vocabulary [11].

The second previous study was conducted by Octaviany entitled *The Application of Total Physical Response (TPR) in Teaching English Vocabulary*. The researcher of this study used action research as the research design. The sample of this research was 34 students of SD Negeri 04 Krajankulon Kaliwungu Kendal. The aim of this study was to describe the procedure of teaching English vocabulary of elementary school and to identify the advantages and disadvantages of using TPR method in teaching foreign language vocabulary. The result of this study showed that using TPR was effective for teaching English Vocabulary [12].

The third study was conducted by Fadillah entitled *Improving Students' Vocabulary Mastery through Total Physical Response*. This study used an experimental research as the research design. The sample was taken from 30 students of seventh year of MTs Khazanah Kebajikan. The result of this study showed that using TPR in teaching vocabulary was effective to lead the students feel more interesting, enjoy and

active in learning English vocabulary. This study was used to describe the objective condition of the effectiveness of using Total Physical Response method in teaching vocabulary and to compare students' vocabulary mastery learnt by using TPR and Grammar Translation Method [13].

The last previous study was conducted by Anwar and Fitriani. The objective of this study was to test which one of the two methods (TPR and DM) were more effective to improve the students' vocabulary mastery. It concluded then that Total Physical Response method was more effective than Direct Method in learning English Vocabulary to the fifth graders of Elementary Students. The researchers concluded about the similarity and difference between those four previous studies above which used Total physical response to improve students' vocabulary mastery [14].

There are some differences among them. They are as follows: The first previous study used qualitative method and this study used quantitative method. The second previous study used action research design and this study used experimental research design. The third study tried to improve students' vocabulary mastery by comparing TPR and Grammar Translation Method and this study only used TPR in improving students' vocabulary mastery. Whereas the last previous study investigated two methods on which one is effective between TPR and Direct Method while study was more specific to TPR.

II. METHODS

In this research, we used one of quantitative method types, namely quasi-experimental design which includes pre-test, treatments and post-test. According to Sugiyono, the quasi experimental design is a study which has purpose to discover the influence of particular treatment [15]. This design covered quantitative data and statistical technique in analysing data. The researcher used quasi-experimental design, which applies Total Physical Response as method to improve students' vocabulary.

In this research, the researcher used two classes. One of them got a treatment and the other did not. Placing of students into the groups was not based on randomization technique, because quasi-experimental design does not have the true characteristics like randomization. The following was the formula of non- equivalent control group design [15]:

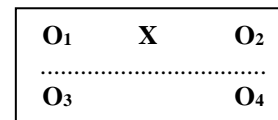


Fig. 1. Formula of non- equivalent control group design.

In this study, we divided the subjects of study into two groups, experimental group and control group. Before and after the experiment, both of groups were given pre-test and post-test. Both of groups took pre-test (O1) and (O3) to measure their vocabulary mastery before getting the treatment. During the treatment, the experimental group was taught by using Total Physical Response technique (X), while the control group was not taught by using Total Physical Response technique. After the treatment the same pos-test (O2) and (O4) were

administrated to investigate whether any significant differences in vocabulary mastery between both groups.

A. Population

Population is the total subject of the research [16]. The researchers took all the seventh graders of SMP Islam Sultan Agung 4 Semarang in the academic year of 2016/2017 as population. There were five classes, and each class consists of about 25-26 students. Then, the total member of students in this population was 129 students.

B. Sampling Technique

In this research, we used purposive sampling. Purposive sampling is a sampling technique done by taking the subject or sample which was not based on strata, random or area, but it was based in the consideration of a certain purpose [17]. There were two classes were chosen as the subject of this research by the researcher. The first class was VII A3 with 26 students and the second class was VII A4 with 26 students.

TABLE I. TABLE OF SAMPLE

No.	Grades	Number of Student
1.	VII A3 (control class)	26
2.	VII A4 (experimental class)	26

C. Instrument of Collecting Data

In this study, the researcher used a test as an instrument. To make a TPR testing, Garcia suggests kinds of test, which are appropriate to measure students' ability before doing the treatment, especially by using TPR method, they are matching, multiple choice, command lists, interview for proficiency test [18]. We then decided to use multiple choice to get the data. It is used because the multiple choice was faster objective in assessing. The purpose of the test was to know whether the students mastered the vocabulary given or not.

D. Procedures of the Study

There were several stages in doing this study. They choosing the population & sample, collecting the data (by doing pre-test, giving treatment, and administering post-test), analysing the data, and making conclusion.

E. Validity of the Test

Validity is the grade which a test measures claims to measuring [19]. In other words, validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed measure) matches its proposed use [20].

There are four kinds of validity: content validity, construct validity, concurrent validity, and predictive validity. In this study the researcher used content validity. Content validity is instrument organized as test used to measure achievement and the effectiveness of program and the purpose. The researcher used it because vocabulary test occurs based on the lesson that student learned [14]. Product Moment Correlation of SPSS was also used to know whether the try-out test was valid or not.

F. Reliability of the Test

Creswell states, reliability is defined that scores from an instrument are stable and consistent [20]. To get reliability of instrument, the tested instrument was measured by using Kuder Richardson 20 (KR-20) method. This method was appropriate to find the reliability of instrument that requires correct or incorrect answer. The instruments consisted of multiple choice tests. Each item requires correct/ incorrect answers which have score 1 for correct and 0 for incorrect answer. The correlation coefficient is between 0-1, an assessment instrument said to be reliable if the correlation coefficient $\geq 0,6$ [21]. The higher the correlation, the more reliable the instrument.

G. Scoring Technique

Scoring was used to give some limitation and criteria about the score for the corrector. Therefore, we cannot give the score without using scoring technique. In this study the researcher used Without Penalty technique to score the multiple choice test. Below was the formula of without penalty [21]:

$$\text{Score} = \frac{R}{N} X 100$$

Notes:

R : The number of right answer

N : The number of questions

100 : The maximum score

TABLE II. THE LEVEL OF ACHIEVEMENT BASED ON WEIGLE [22]

Percentage of the correct answer	Grades	The Level of Achievement
76-100	Excellent	Outstanding
60-75	Good	Above average
50-59	Fair	Average
30-49	Poor	Below average
16-29	Very Poor	Insufficient

H. Technique of Data Analysis

SPSS system was used to analyse the data. In scoring the test, the result of the students test was measured. We measured the standard consisting of normality, homogeneity, and calculating data using *t*-test.

1) *Normality Test*: The normality test was done by comparing the scores in the sample to a normally distributed set of scores with the same mean and standard deviation used SPSS 23 for windows. The steps of normality distribution analysis were as follows: Stating the hypotheses and set the alpha level at 0.05 (two tailed test), analyzing the normality distribution using SPSS 23 for windows, and comparing the Asymp Sig. (probability) with the level of significance to test the hypotheses. If the Asymp Sig. is higher than level significance (0.05), the null hypotheses is accepted, the score are normally distributed.

2) *Homogeneity test*: Homogeneity is defined as a condition in which all the variable in a sequence have the same limitation, and have a variance [17]. This test was

conducted to examine whether or not the score of research was homogeneous variance. The testing carried out in SPSS 23 for windows. The procedures of test are by stating hypotheses and setting the alpha level 0.05 (two-tailed est), analyzing the homogeneity of variance by using SPSS 23 for windows, and comparing the significant value with the level of significance for testing the hypotheses. If the significant value is higher than the level of significance (0.05) the null hypotheses is accepted. The variance of control group and experimental group are homogeneous.

3) *Calculating data using t-test*: After getting data normal and homogeneous, the researcher applied the t-test to identify whether the treatment effect was significant or not. T-test was used for comparing the means of experimental group and control group. The researcher used SPSS for windows release version 23 to determine the hypothesis and standard normality. In this research, there are some criteria of hypothesis: 1) If $t\text{-value} > t\text{-table}$ and $\text{sig (2-tailed)} < 0.05$, it means that H_a is accepted and H_0 is rejected, 2) If $t\text{-value} < t\text{-table}$ and $\text{sig (2-tailed)} > 0.05$, it means that H_a is rejected and H_0 is accepted.

III. RESULTS AND DISCUSSION

A. Validity

We used content validity for getting validity of the instrument. The test used was based on the material learned by the teacher to the students during teaching learning process. The instrument was also validated by both the advisor of the researcher and English teacher in SMP Islam Sultan Agung 4 Semarang. Furthermore, the researcher used Product Moment Correlation by using SPSS to measure validity of the test. The test was try-out test which was given to VII A5 class. It was multiple choice tests which consist of 50 items.

TABLE III. VALIDITY OF THE TEST

Valid	2, 3, 4, 5, 9, 10, 11, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, and 46
Invalid	1, 6, 7, 8, 12, 15, 47, 48, 49, and 50

Table 3 shows that there were 10 items from 50 items were invalid. They were item number 1,6,7,8, 12, 15, 47, 48, 49 and 50, and the other items were valid.

B. Reliability

After analyzing the validity of the test, the researcher used Kuder and Richardson formula or usually called KR-20 to analyze the reliability of the test.

TABLE IV. RELIABILITY OF THE TEST

r_{11}	N of items
0,92227	50

Table 4 shows that $r_{11} = 0.92227$. It means that the instrument was very reliable.

C. The Experiment

This study was designed to find out whether the use of TPR is effective to improve students' vocabulary in seventh grade students of SMP Islam Sultan Agung 4 Semarang. In this study, the researcher held the experiment in three activities they were: pre-test, treatment, and post-test. A test was used to get the data. The form of test was multiple-choice test. The data were analyzed by SPSS 23.0 software to find out the difference between control and experimental class.

D. Pre-Test

The goal of this test was to know the vocabulary mastery of student before treatment. In this study, pre-test was given to experimental and control group on January 11th and 12th 2017. The students were given 25 multiple-choice questions about vocabulary. The test took 35 minutes.

TABLE V. THE RESULT OF PRE-TEST

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
<i>Control</i>	26	50.46	16.320	3.201
<i>Experiment</i>	26	51.54	15.852	3.109

The result of pre-test showed that the means of experimental and control groups are 51.54 and 50.46.

E. Normality

After getting the result of pre-test, the researcher analyzed the normality of the data. One-Sample Kolmogorov-Smirnov Test was used by the researcher to know the standard normality of both experimental and control group.

TABLE VI. THE RESULT OF NORMALITY PRE-TEST

One-Sample Kolmogorov-Smirnov Test			
		Control	Experiment
N		26	26
Normal Parameters^{a,b}	<i>Mean</i>	50.46	51.54
	<i>Std. Deviation</i>	16.320	15.852
Most Extreme Differences	<i>Absolute</i>	.120	.113
	<i>Positive</i>	.120	.113
	<i>Negative</i>	-.104	-.111
Test Statistic		.120	.113
Asymp. Sig. (2-tailed)		.200	.200

^a. Test distribution is Normal.

Table 6 shows that the data of experimental group were normal because the $\text{sig. (2-tailed)} = 0.200$ ($p > 0.05$) and the data of control group showed that the $\text{sig. (2-tailed)} = 0.200$ ($p > 0.05$). It was supported by the diagrams below:

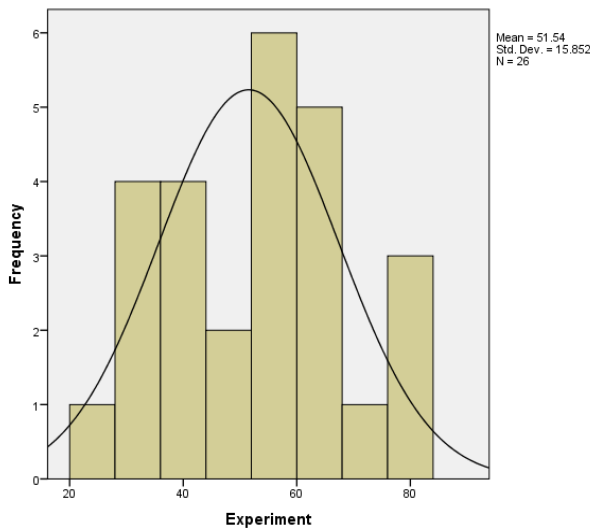


Fig. 2. Score distribution of pre – test in experimental group.

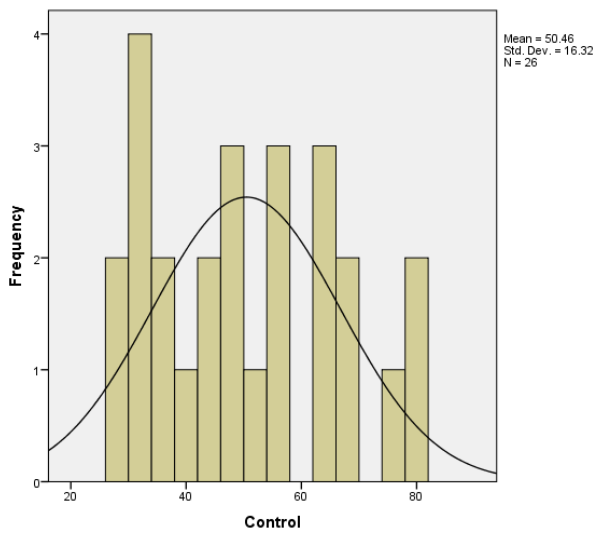


Fig. 3. Score distribution of pre – test in control group.

F. Homogeneity

After analyzing the normality of the data and the data was normal, the researcher used Levene’s test to show the homogeneity of test.

TABLE VII. HOMOGENEITY OF PRE-TEST

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.062	1	50	.805

The result of Levene’s test in table 7 shows that Sig. was 0.805 (> 0.05). It concluded that students’ condition before the treatments were homogeneous. After the data were normal and homogeneous, the researcher then applied t-test.

G. Treatment

The treatment was given from January 11th 2017 to January 20th 2017. In this study, the researcher gave four time of treatment. In control group, we taught the students without using Total Physical Response.

H. Post-Test

After doing the entire treatment, we gave the post test to the students. In post test, the students had to do 25 multiple choice items. The test was the same as the pre test in the material, but it was different in the context. The test consists of all words, which have introduced during treatment.

The goal of this test was to know there was a significant difference in students writing skill between who were getting treatment and those who were not

TABLE VIII. THE RESULT OF POST-TEST

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Control	26	63.85	11.892	2.332
Experiment	26	76.31	9.793	1.921

The result of post-test in table 8 shows that the means of experimental and control groups are 76.31 and 63.85.

I. T-Test

For answering the hypotheses, the researcher used independent sample t-test as below:

TABLE IX. INDEPENDENT SAMPLE OF POST-TEST

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.308	.582	4.125	50	.000	12.462	3.021	6.393	18.530
Equal variances not assumed			4.125	48.226	.000	12.462	3.021	6.388	18.535

The result of independent sample t-test for post-test in table 9 shows that t-value was obtained 4.125. Sig. (2-tailed) was obtained 0.000 (< 0.05). So H_a was accepted. It can be concluded that there was a significant different in the mean score of experimental group and control group.

J. Discussion of the Research Findings

The objective of this study was focused to find out whether using TPR is effective to improve students' vocabulary mastery of the seventh grade students SMP Islam Sultan Agung 4 Semarang in academic 2016/2017. After calculating and analyzing the data, the researcher found the result of using TPR in teaching English to improve students' vocabulary mastery to the seventh grade students of SMP Islam Sultan Agung 4 Semarang was effective. In addition, it helped the students to learn English easily. The result in pretest showed the mean score of both the experimental and the control group were 51.54 and 50.46 and the mean score of post - test of both experimental group and the control group, those were 76.31 and 63.85. It showed that after getting treatment, the experimental group was better than the control group. Based on these explanations above, it can be concluded that the students who got the treatment by TPR method had a higher score than who did not, and indicated that teaching English by using TPR could improve the students' vocabulary mastery.

IV. CONCLUSION

Based on the explanation in the previous chapter, we the researchers concluded that teaching vocabulary by using TPR was more effective than teaching vocabulary without using TPR in seventh grade students of SMP Islam Sultan Agung 4 Semarang in the academic year 2016/2017. The result in the mean score of pre-test in experimental group and control group were 51.54 and 50.46 and the mean score of post-test in experimental group and control group were 76.31 and 63.85. Therefore, there was a significant difference of using TPR to improve students' vocabulary mastery. It means that using TPR was effective to improve students' vocabulary mastery. There are some suggestions that hopefully will be useful for students, teachers and other readers. For the teachers, TPR can be one of the methods which is used in teaching English, especially in teaching vocabulary. For the students, they may use TPR in learning English vocabulary. For the readers, we hope that the result of this research can be useful for the readers and hopefully they will have more information about TPR is used to improve students' vocabulary mastery. This research also can be one of the references for the next researchers in conducting their study.

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