

THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE TO IMPROVE STUDENTS' VOCABULARY MASTERY

Bigar Rahasia Siswa¹, Rini Fitria², Cut Dara Ilfa Rahila³

¹Lecturer of The Faculty of Office Administration of PMM
Politeknik Muhammadiyah Magelang

Jl. Tentara Pelajar, Kwirah, Tamanagung, Kec. Muntilan, Magelang, Jawa Tengah 56413 Phone: (0293) 587151 e-mail: bigar.r.siswa@gmail.com

²Lecturer of STAIN Bengkalis
STAIN Bengkalis

Jl. Lembaga, Senggoro, Bengkalis. Riau 28711 Phone/fax. (+62766) 8001050
e-mail: rini@staibengkalis.ac.id, rinifitria16@gmail.com

¹Lecturer of IAIN Takengon
IAIN Takengon

Jalan. Aman Dimot/Yos Sudarso No.10 Takengon Bar., Lut Tawar, Aceh Tengah Telp. (+6243) 23268, Fax. (+6243) 22422 e-mail: dara.rahila@gmail.com

ABSTRACT

Abstract: *The research is aimed to know whether there is a significant difference of student's vocabulary mastery between those who are taught by using Total Physical Response and those who are taught by using Direct Method. The researcher took the ninth-grade student of Mambaúl Hikmah Islamic Boarding School Magelang as the population. There were 80 students. We used total random sampling and divided the student into two groups, group A as the Experimental group was taught using "Total Physical Response" and group B as the control group was taught by using "Direct Method". The methods used to collect the data are documentation pre-test and post-test answer sheet. There were two tests given in this research. They were pre-test and post-test. To analyze the data the researcher used comparative analysis. The comparative formula of the data analysis used t-test calculation. The researcher used t-test to analyze the data. In which the pre-test score group A is 53, 275 that was higher than the second group. The post test score of group A is 67, 25 that was higher than the group B as the Control group. While t-test proves that difference is significant because the result of T-test is higher than the figure shown on the t-table. Based on the above result, the researcher concludes that there is significant difference between the student who are taught using "Total Physical Response" and those who were taught using "Direct Method". It is better for English teacher to use "Total Physical Response" as one of technique in teaching vocabulary mastery for junior high school especially in the Islamic Boarding School.*

Keywords: *Total Physical Response (TPR), Vocabulary Mastery*

INTRODUCTION

English is the international language and also the most dominant language which is spoken by almost all countries all over the world, its role to connecting the people who use different languages. Indonesia is the biggest moslem population in the world, so many Islamic Boarding School in Indonesia. Vocabulary mastery in English language teaching is very important, because English vocabulary is one of the aspects for student to speak English fluently, clearly and optimism.

Based on the researcher's observation in the classroom of the ninth graders of Mambaúl Hikmah Islamic Boarding School Magelang, it is identified that the student vocabulary mastery is still under average of the standard of the learning target. It can be proved by the result of the average of the English test from 80 student was only 60. This score does not reach 75 as the mastery learning of English lesson in Mambaúl Hikmah Islamic Boarding School. The problem shows that most student of junior high school found difficulties in mastering vocabulary.

The student's lack of vocabulary is influenced by their difficulties in understanding and memorizing new words. The difficulty is also caused by the differences of phonemes between English and Indonesian, they also lack of motivation because their environment do not support them to study English.

There are two kinds of factors that influence the student's low vocabulary mastery. The first is the internal factor; the factor are from inside the student themselves. They are motivation and attitude, aptitude, etc. If the student has good motivation they will enjoy and improve interested in learning English, but if they are still hesitant to practice, so the teacher should be creative, innovative to motivate the student to learn English.

The second is the external factor; the factor that are connected to outside of student or environment, they are in the school and social environment. The situation in learning English lesson in the classroom has to be convenient so it can make the students active. So, by learning Total Physical Response the researcher hope it makes easily for student to improve vocabulary mastery.

REVIEW OF RELATED LITERATURE

Vocabulary is a total number of words that make up language. It is one of components of language and that is no languages exist without words. Knowing a lot of words in English is very important. The more words students know, the better their chance of understanding or making themselves understood. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Vocabulary is a sum of words that are used by and understood by students. The term expressive vocabulary is used when people listen to speech and when people read; the term receptive vocabulary is used to refer to listening and reading vocabularies (Pikulski and Templeton 2004: 1).

Another expert said that vocabulary is the knowledge of meanings of words. Knowledge of words come in at least on two forms: oral and printed (Hiebert and Kamil (2005: 3). Vocabulary is one of the most important elements that make up the language. Why? because vocabulary much more than grammar, is the key to learners

understanding what they hear and read in school and to communicate successfully with other people.

Tarigan (1984: 2) says that language skills mostly depend on the mastery vocabulary. Thus, the more vocabulary is mastered, the biggest possibility that someone can skillfully use the language. For these reasons, it is very important for the students to quickly build up a large store of words.

There are a lot of types of vocabulary such as:

- 1) Receptive Vocabulary which the students can remember and understand in speaking, reading and writing properly,
- 2) Productive Vocabulary is used to speaking and writing, where the students get an opportunity to try to use the vocabulary in context,
- 3) General Vocabulary, which consist of daily words,
- 4) Special Vocabulary, which is taken on specialized meaning when adapted to particular area,
- 5) Technical Vocabulary, which consist of words that have usage and application only in particular subject matter field (Celca Murcia 2000: 76).

There are some roles in teaching vocabulary, those are:

- 1) New vocabulary items should be introduction in known structures,
- 2) Vocabulary should always be thought in normal speech utterance,
- 3) Whenever a familiar word is met in a new context, it should be taught again and practiced,
- 4) Vocabulary items should be taught in the same way we teaching everything else. Teacher should give our students an understanding of the meaning in many ways. Vocabulary items should be introduced many times with all the language focus and in all situations in which they can logically be used,
- 5) Students should be encourage to learn and use nouns, verbs, adjectives and adverbs which contain the same toots.

There are so many factors influencing teaching and learning vocabulary. Some of them are teaching methods and teaching media. In order to make the teaching vocabulary successful, the teacher should use challenging and interesting teaching method.

Here, the writer proposes the use of "Total Physical Response" as a method

in teaching vocabulary. It is a kind of instructional method centered on the learners. This method is designed as an interesting and simple song. Students are familiar enough with the role how to sing the song because the majority of Indonesian people are Moslem and Total Physical Response is familiar for them.

Thombury said that if you spent most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say everything with words (Thombury 2002 p.13)

Based on the explanation above, it can be concluded that vocabulary is very important because if someone has a lot of vocabulary so he can speak fluently and easily, but if he haven't a lot of vocabulary so he can't speak easily and fluently.

Vocabulary is a list of words as the language elements. It is a vehicle of self-expression, interpretation and communication.

a) The Kinds of Vocabulary

Based on Wallace (1982) and Harris (1969) there are two kinds

of vocabulary. They are as follows:

1. Passive Vocabulary

Passive vocabulary is the vocabulary that is acquired from reading and listening activities. This kind of vocabulary is often called as a *receptive vocabulary*.

2. Active Vocabulary

Active vocabulary is the vocabulary that is used in speaking and writing activities. It is often called *productive vocabulary* or *expressive vocabulary*.

b) Teaching Vocabulary

One of the important factors in learning English is introducing students many kinds of vocabularies.

Cunningham and Arthur (1981) suggested that vocabulary is generally acquired in three ways:

- 1) Vocabulary may be learned through first-hand experience by interacting with the concept to be acquired.
- 2) Word may be learned through vicarious experience in which

children are exposed indirectly to concepts represented by words.

- 3) Vocabulary may be acquired through the symbolic experience or a reader interacting with a text. The teacher should use an appropriate technique in teaching vocabulary. Therefore, they have to identify and understand all the situation that happened in the classroom before they choose the technique that will be applied. Besides that, the teacher also has to concern on the choice of words and meaning which must be learned by the students. It is important in order to get better result of teaching English vocabulary.

c) Technique of Teaching Vocabulary

Technique is devices, setting, and also common procedures to transmit a message. The teacher should understand the characteristics of the learners so they can use an appropriate technique in teaching.

Learners, especially children are different from adult in many ways. Sadtono (1991) as quoted by Sinaga

describe some points when teaching children:

1) Teaching one thing at a time

Children are able to deal with one thing at a time without any difficulties. The teacher should be focusing on a subject that will be taught. Teaching or presenting a lot of thing to them at once may cause frustration, not only for some students but also the teacher.

2) Activities Should be varied

Children can't be expected to sit down and do a certain activity for a long time. Therefore, activities should be short and varied in order to keep the mood of the children. Variety could be in the form of type organization, and degree of difficulty.

3) Lesson should be Interesting

As children like playing and moving, activities could be done in the form of game and sometimes involve movement. Every game played, of course, has to have language pay-off in itself, which is a language item

which is practiced, learned, and gained in or after playing the game.

4) Lesson Recycles

It is surprising to note that children pick up new things easily and quickly, but at the same times they also can forget it quickly. This is because they have relatively weak long-term memory, therefore, the lesson should be recycled and students ought to be reminded frequently of what have learned again this should be done through new activities which differ from the previous ones.

1. Total Physical Response (TPR)

There are many kinds of method in teaching English such as; Direct Method, Grammar Translation Method, Audio Lingual method, Structural Approach, Suggestopedia, Total Physical Response, Communicative Language Teaching, Silent Way, Task Based Language Learning, and Lexical Approach, but in this research the researcher will discuss about Total Physical Response Method.

1) General concept of TPR

TPR is a teaching-learning strategy developed by Dr. James Asher, a professor of psychology at San Jose State University, where the students understand the new language first before they have to speak it, or write it, or read it - just as a child learns language the first time.

TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language.

“Asher reasoned that the fastest, least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor (without native language translation)” (Larsen 2000: 108).

Total Physical Response (TPR) is a language teaching method built around the

coordination of speech and action; it attempts to teach language through physical (motor) activity. TPR is linked 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.

Retracing can be done verbally (e.g., by rote repetition) and/ or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.

Asher’s emphasis on developing comprehension skills before the learner is taught to speak links him to movement in foreign language teaching. It shares the believe that:

- a. Comprehension abilities precede productive skills in learning a language.

- b. The teaching of speaking should be delayed until comprehension skills are established.
- c. Skills acquired through listening transfer to other skills.
- d. Teaching should emphasize meaning rather than form.
- e. Teaching should minimize learner stress.

Benefit of TPR:

World's most thoroughly researched approach in second language acquisition.

- a. Successful with children and adults learning any language.
- b. Three strong features: High-speed understanding of any target language
Long-term retention
Zero stress!
- c. Another unusual feature: enjoyable for teachers as well as students!

Characteristics of TPR

- 1) The teacher directs and the students “act” in response.
- 2) Understanding of the spoken language must be developed in advance of speaking.
- 3) Understanding and retention is best achieved through movement of the students’ bodies in response to commands.

- 4) Listening and physical response skills are emphasized over oral production.
- 5) Students should never be forced to speak before they are ready. As the target language is internalized, speaking will be emerged naturally.
- 6) Grammar and vocabulary are emphasized over other long areas. Spoken language is emphasized over written language.
- 7) Whenever possible, humor is injected into the lessons to make the learners more comfortable in learning languages. (Omagglo, 1986, <http://www.Englishraven.com/methods/TPR.html>)

2) TPR Nasheed Song

A TPR Nasheed Song is one of the instrument or media how to teach student especially to teach student at Islamic boarding school, because the environment of Islamic boarding school familiar always singing Nasheed song, so as a researcher try to make Nasheed song to teach vocabulary mastery easily. The children enjoy singing. There are lots of action songs. The pupils sing and act out the words of the song.

3) Definition of Song

Based on the website <https://study.com/academy/lesson/what-is-a-song-definition-examples.html> A song is a short piece of music, usually with words. It combines melody and vocals, although some composers have written instrumental pieces, or musical works without words, that mimic the quality of a singing voice. The words of a **song** are called lyrics.

In other hand definition of Song based on the website <https://www.dictionary.com/browse/song> A song is a short metrical composition intended or adapted for singing, especially one in rhymed stanzas; a lyric; a ballad, a musical piece adapted for singing or simulating a piece to be sung.

The website <https://www.merriam-webster.com/dictionary/song> defined that the song; the act or art of singing, poetical composition, a short musical composition of words and music, a collection of such compositions, a distinctive or characteristic sound or series of sounds (as of a bird, insect,

or whale), a melody for a lyric poem or ballad, a poem easily set to music, a habitual or characteristic manner, a violent, abusive, or noisy reaction put up quite a song, a small amount sold for a song.

4) Definition of Nasheed Song

Nasheed according to the website

<https://id.wikipedia.org/wiki/Nasheed> "Nasheed is one of Islamic art in the field of sound art. Usually it is a song that has an Islamic style and contains words of advice, stories of the prophets, praising God.

Whereas the definition of Nasheed according to the website <https://lektur.id/arti-Nasheed/defined> that Nasheed in the Big Indonesian Dictionary (KBBI) Nasheed has meaning in noun classes or nouns so that Nasheed can state the name of a person, place, or all objects and everything that is subjected.

The website <https://musikNasheed.wordpress.com> / provides the definition of Nasheed from Arabic, *ansyada-yunsyidu*, meaning "*hum*". The definition of Nasheed as an art format is a *hum* that

contains religious poetry. But, there are many versions regarding the definition of Nasheed itself. For example from an article it is mentioned that the meaning of *Nasheed* or *aNasheed* (plural) is "chanting" or "reading", while the term chanting in Arabic is Al-Ghina, not Nasheed.

Nasheed can be witnessed in various styles or styles of delivery, for example Nasheed which is delivered by acapella which is rhythmic pop; Nasheed delivered by acapella and minimalist music (drums only).

In Indonesia, Nasheed is usually sung in a cappella or only accompanied by a drum. This method arises because many Islamic scholars forbid the use of musical instruments except percussion instruments

Song is one of teaching media that can be used to teach any material, it may be used to create a more relaxing in learning foreign language. It also can be used to teach vocabulary because in the lyrics of song there are several kinds of vocabularies.

Song lyrics are one of a variety of media that can be used to talk about

any vocabulary or material. In this study, song lyrics are used to discuss irregular verb vocabularies and also about prepositions.

5) **How to Teach Vocabulary Using TPR Nasheed Song**

a) The first listen some of Nasheed song, and after that choose the best voice of Nasheed what you want;

b) Determine what topic vocabulary material you will teach your students; collect cognate vocabulary according to what you will teach;

c) Look for the meaning of words from all the vocabulary words, then separate the short vocabulary from the long vocabulary;

d) Also separate vocabulary ending in the same sound, such as the suffix sound aa with aa, ii with ii, uu with uu, oo with oo and so on.

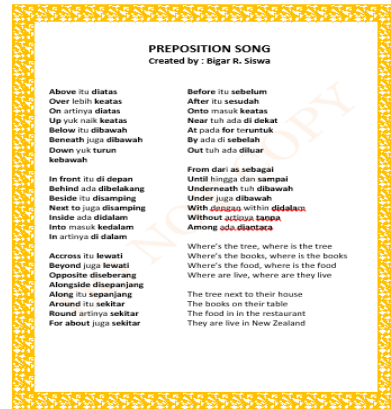
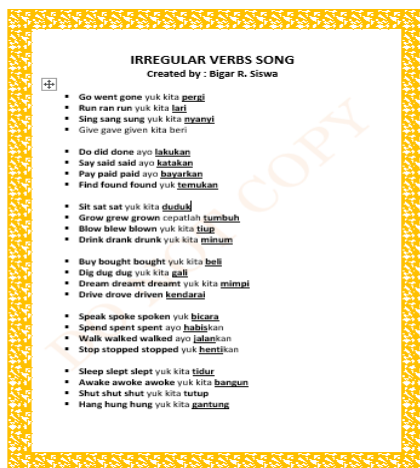
e) Begin to change the lyrics of the song Nasheed with English vocabulary and its meaning, arrange it in sequence and adjust it to the short and long tones of the Nasheed song;

f) If the song lyrics are short, choose the short vocabulary, if the song

lyrics are long choose the long vocabulary

- g) Begin to try to sing according to the strains of the song in accordance with the lyrics of the song you make; adjust the meaning and length in short, if necessary must abbreviate it to adjust the tone then shorten the vocabulary or its meaning;
- h) Sing the full song of the Nasheed, or just take a part of the note and repeat it to make it easier for you to change the song lyrics with the same tone and pattern;
- i) You can teach the Nasheed song with the song lyrics that you have changed to teach vocabulary to your students
- j) Good luck

EXAMPLE OF TPR NASHEED SONG



2. The Advantages of Teaching English by using TPR Nasheed Song

- a) The child feels happy and cheerful in learning English and feels fun
- b) Make it easy for children to memorize vocabulary
- c) Before starting the lesson while waiting for the teacher to write a teaching journal, students sing the memorization song, so that because they are often sung they always remember
- d) Children are easier to memorize vocabulary and know the meaning directly
- e) Children make it easier to recognize sentence patterns because sometimes in the song examples of sentences and questions are related to the topic of vocabulary being studied.

3. The Disadvantages of Teaching English by using TPR Nasheed Song

- a) Must find an appropriate song tune and fit and delicious if sung;
- b) Requires time to compose and compose or change the lyrics of the songs themselves;
- c) Need to provide serious time to reflect on making songs or changing the lyrics of Nasheed songs
- d) Not all songs can be taught at various ages, especially religious songs that tend to be just right to be taught in Islamic boarding schools.
- e) Match songs only for certain circles with the culture of special language learners only for certain circles.

RESEARCH METHOD

The Population of the research was the ninth grade students which consisted of 80 students coming from 2 classes. The sample two classes which consisted of 80 students, was taken by using cluster random sampling. The sample was divided in two groups,

experimental and control one. The experimental group was taught by using TPR Nasheed Song and the control one was taught by using Direct Method. In Analyzing the data the writer used descriptive quantitative. This research used t-test formula to analyze the data.

This research was conducted at Mambaúl Hikmah Islamic Boarding School Magelang. In the school there were Madrasah Tsanawiyah (MTs) and also Madrasah Aliyah (MA). There are for about 500 students at the Boarding School.

The research object of the study is vocabulary mastery by using TPR Nasheed Song. TPR Nasheed Song is one of the techniques to teach improving students's vocabulary mastery easily.

In this study, the researcher used pre-test and post-test assessment as the instrument. This pre-test and post-test answer sheet contains vocabulary questions totaling 100 questions. The 100 vocabulary questions are used during the pre-test and also post-test. This is to measure the ability of students to answer the questions before and after treatment. The difference in changes in scores between pre-test and post-test is

what forms the basis for finding out how effective the techniques used in the vocabulary mastery learning process, are the changes significant or less significant.

When the results are significant, the researchers hope that the techniques and strategies can be applied in other schools, especially in schools that are based on Islam and whose teaching patterns use the classic boarding school strategy and use TPR Nasheed songs and songs as a means of mastering good vocabulary to improve the mastery of English.

RESEARCH FINDING

DESCRIPTION	EXPERIMENTAL GROUP			CONTROL GROUP		
	PRE-TEST	POST-TEST	DEVIASI	PRE-TEST	POST-TEST	DEVIASI
TOTAL	2131,00	2709,00	578,00	1965,00	2098,00	133,00
MAXIMUM	65,00	99,00	34,00	75,00	79,00	4,00
MINIMUM	25,00	27,00	2,00	22,00	23,00	1,00
AVERAGE	53,28	67,73	14,45	49,13	52,45	3,33
MEDIAN	55,00	70,00	15,00	50,00	52,00	2,00

2. CONTROL GROUP

Teaching Vocabulary using "Direct Method"

No.	Code No of Respondent	Pre-Test	Post-Test	Deviasi
1	01 CO.	50	52	2.00
2	02 CO.	60	61	1.00
3	03 CO.	55	70	15.00
4	04 CO.	50	52	2.00
5	05 CO.	60	64	4.00
6	06 CO.	65	69	4.00
7	07 CO.	70	79	9.00
8	08 CO.	50	55	5.00
9	09 CO.	40	41	1.00
10	010 CO.	30	31	1.00
11	011 CO.	45	49	4.00
12	012 CO.	75	79	4.00
13	013 CO.	55	57	2.00
14	014 CO.	63	65	2.00
15	015 CO.	47	49	2.00
16	016 CO.	50	52	2.00
17	017 CO.	49	52	3.00
18	018 CO.	69	71	2.00
19	019 CO.	50	52	2.00
20	020 CO.	49	50	1.00
21	021 CO.	35	37	2.00
22	022 CO.	70	73	3.00
23	023 CO.	45	49	4.00
24	024 CO.	50	57	7.00
25	025 CO.	30	35	5.00
26	026 CO.	37	39	2.00
27	027 CO.	65	66	1.00
28	028 CO.	60	69	9.00
29	029 CO.	45	47	2.00
30	030 CO.	40	44	4.00
31	031 CO.	22	23	1.00
32	032 CO.	50	51	1.00
33	033 CO.	30	33	3.00
34	034 CO.	40	45	5.00
35	035 CO.	30	35	5.00
36	036 CO.	58	60	2.00
37	037 CO.	43	45	2.00
38	038 CO.	30	33	3.00
39	039 CO.	63	65	2.00
40	040 CO.	40	42	2.00
Total		1965	2098	133.00
Mean		49.125	52.45	3.33
Minimum		22	23	1.00
Maximum		75	79	15.00
Median		50	52	2.00

1. EXPERIMENTAL GROUP
Teaching Vocabulary using "TPR Nasheed Song"

No.	Code No of Respondent	Pre-Test	Post-Test	Devisi
1	01 EX.	47	62	15.00
2	02 EX.	49	67	18.00
3	03 EX.	38	44	6.00
4	04 EX.	60	71	11.00
5	05 EX.	57	83	26.00
6	06 EX.	52	83	31.00
7	07 EX.	47	57	10.00
8	08 EX.	45	54	9.00
9	09 EX.	52	72	20.00
10	010 EX.	57	66	9.00
11	011 EX.	58	79	21.00
12	012 EX.	49	60	11.00
13	013 EX.	46	57	11.00
14	014 EX.	64	73	9.00
15	015 EX.	65	86	21.00
16	016 EX.	45	59	14.00
17	017 EX.	58	77	19.00
18	018 EX.	63	82	19.00
19	019 EX.	45	64	19.00
20	020 EX.	47	59	12.00
21	021 EX.	40	47	7.00
22	022 EX.	63	83	20.00
23	023 EX.	65	87	22.00
24	024 EX.	55	75	20.00
25	025 EX.	65	99	34.00
26	026 EX.	59	79	20.00
27	027 EX.	62	74	12.00
28	028 EX.	65	85	20.00
29	029 EX.	55	69	14.00
30	030 EX.	63	82	19.00
31	031 EX.	49	60	11.00
32	032 EX.	65	82	17.00
33	033 EX.	64	73	9.00
34	034 EX.	25	27	2.00
35	035 EX.	38	40	2.00
36	036 EX.	30	35	5.00
37	037 EX.	65	83	18.00
38	038 EX.	60	65	5.00
39	039 EX.	50	57	7.00
40	040 EX.	49	52	3.00
Total		2131	2709	578.00
Mean		53.28	67.73	14.45
Minimum		25	27	2.00
Maximum		65	99	34.00
Median		55	70	14.00

Based on the computation and the research findings, it can be said that

“TPR Nasheed Song” is more effective than Direct Method in teaching vocabulary. “TPR Nasheed Song” categorizes into is a student-centered learning method. Based on the explanation above, the real difference between “TPR Nasheed Song” and Direct Method can be seen from the learning activities done. This method is not only concerned with teaching academic content but also considered to make the students feel happy and easy in teaching and learning process especially in teaching vocabulary mastery to improve their speaking skill.

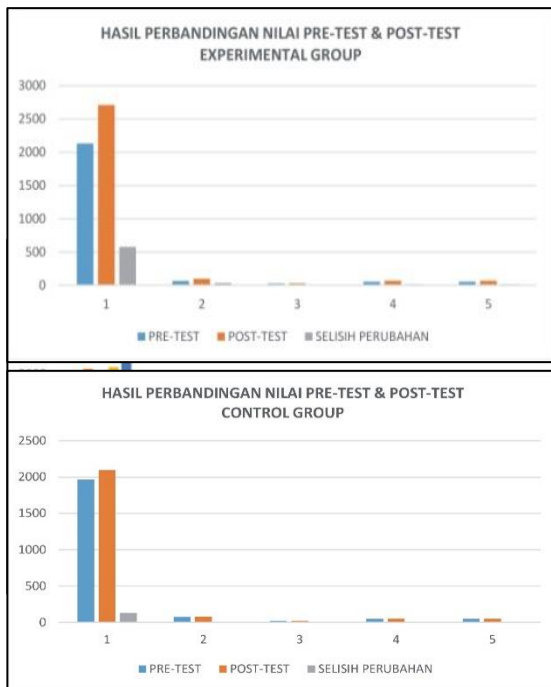
Meanwhile in Direct Method the teacher has the main job to explain and translate, so that students only can memorize the meaning. It doesn't give enough opportunities to students to be active and creative. Finally, it can be assumed that “TPR Nasheed Song” is appropriate in teaching vocabulary.

Multiple	N	Mean	Std. Deviation	Std. Error Mean
Control	40	14.4500	7.91782	1.16605
TPR Nasheed	40	33.2250	12.23920	1.93222

	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	Lower	Upper	
Control	38.840	.000	8.797	78	.000	11.12500	1.26458	8.60742	13.84258	
TPR Nasheed	38.840	.000	8.797	78	.000	11.12500	1.26458	8.60742	13.84258	

Based on the assessment table of the changes above, then after conducting research, the authors found several findings:

1. Effectiveness TPR Nasheed Songs in learning vocabulary mastery proved to be correct. This can be seen from the scores of two groups of students who were taught using



Direct Method and oriented to textbooks compared to using the TPR Nasheed Song technique in the pre-test and post-test. Improved scores of both pre-test and post-test appear to be higher.

2. The average of the pre-test scores for the two classes is 53,275 (group 1)

and 49,125 (group 2). The mean post-test was 67,25 (group 1) and 52,45 (group 2).

Difference in the scores of the average value in the pre-test and post-test group 1 and group 2 there is a pretty big difference. The difference between the mean scores in group 1 pre-test and post-test was 14,45. While the difference in the average value in the pre-test and post-test group 2 increased by 3,325. From the difference in the results of the pre-test and post-average scores of the two groups, the authors found that the scores of the two groups differed greatly.

Based on the data and graphic above, the writer can conclude that there is a significant were student taught using TPR Nasheed Songs technique between the student were taught by using Direct Method.

CONCLUSION

1. There is a significant difference in the difference in average scores between the two groups both pre-test and post-test. Where the pre-test mean score of the first group was 53,275 was higher than the second group. The first group post test score was 67,25 which is higher than the

second group. While the t-test proved significant differences because the results of the T-test were higher than the number requested in the t-table.

2. TPR Nasheed Song is the best alternative technique in teaching mastery of vocabulary. This technique is the implementation of a learning curriculum with the PAIKEM method (Active, Interactive, Creative, Innovative, Efficient and Enjoyable Learning).

Based on the research findings, the writer would like to give some suggestions. First, in teaching, the teacher should be able to create any kinds of teaching innovation in the area of both teaching technique and teaching media or take every chance for choosing and adopting various teaching methods. Second, the students should realize that they are the actor of learning, so they should must active and creative.

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