STUDENTS' INTERACTION IN MEMORIZING VOCABULARY THROUGH TOTAL PHYSICAL RESPONSE METHOD

SKRIPSI

Submitted in Partial fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By :

CHAIMAH ROSALIA SITUMORANG
NPM: 1502050261

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2019

SURAT PERNYATAAN

بسم الله الرحمن الرحيم

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Chaimah Rosalia Situmorang
N.P.M	:	1502050261
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Students' Interaction in Memorizing Vocabulary through Total Physical Response Method

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 25 Mei 2019
Hormat saya
Yang membuat pernyataan,

METERAI
TEMPEL
45ACBAFF898192626
6000
ENAM RIBU RUPIAH

Chaimah Rosalia Situmorang

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website http://www.fkip.umsu.ac.id E-mail fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap   : Chaimah Rosalia Situmorang

N.P.M   : 1502050261

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : Students' Interaction in Memorizing Vocabulary Through Total Physical Response Method

sudah layak disidangkan.

Medan, 23 September 2019

Disetujui oleh:

Dosen Pembimbing

Rita Harisma, S.Pd, M.Hum

Diketahui oleh:

Dekan

Dr. H. Elfrianto Nasution, S.Pd, M.Pd.

Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum

BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Chaimah Rosalia Situmorang
N.P.M : 1502050261
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Interaction in Memorizing Vocabulary Through Total Physical Response Method

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
12 -09 -2019	Acknowledgment Chapter I - IV		
16 -09 -2019	Abstract Chapter IV - V		
20 -09 -2019	Chapter I - III		
22 -09 -2019	Abstract Table of content Chapter I - V		
23 - 09 - 2019	Acc to have Green Table		

Diketahui oleh :
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Medan,23 September 2019

Dosen Pembimbing

Rita Harisma, S.Pd, M.Hum

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam
Sidangnya yang diselenggarakan pada hari Selasa, 01 Oktober 2019, pada pukul
07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan
memutuskan bahwa :

Nama Lengkap : Chaimah Rosalia Situmorang
NPM   : 1502050261
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Interaction in Memorizing Vocabulary Through Total
                 Physical Response Method

Ditetapkan   : (A) Lulus Yudisium
                ( ) Lulus Bersyarat
                ( ) Memperbaiki Skripsi
                ( ) Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak
memakai gelar Sarjana Pendidikan (S.Pd.)

PANITIA PELAKSANA

Ketua,   Sekretaris,

Dr. H. Elfriante Nasution, S.Pd., M.Pd.   Dra. Hj. Syamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Prof. Amrin Saragih, M.A, Ph.D   1.

2. Khairil, S.Pd, M.Hum   2.

3. Rita Harisma, S.Pd, M.Hum   3.

ABSTRACT

Rosalia Situmorang, Chaimah. 1502050261. Students' Interaction in Memorizing Vocabulary Through Total Physical Response Method, Skripsi. English Education Program Faculty of Teacher Training and Education, University of Muhammadiyah of Sumatera Utara, Medan, 2019.

This study was to analyze the students' interaction in memorizing vocabulary through total physical response method. This research used qualitative descriptive research method. The data were collected by using interview, questionnaires, and document. This research had been done to the first grade students of SMP Negeri 18 Medan, consisting of 33 students that were taken from one class. All the population were taken as the sample. The instrument of the research was questionnaires sheet to analyzing students' interaction in vocabulary through total physical response. It was to found the students' interaction in memorizing vocabulary and most dominant of command and prohibition. Basedon questionnaires, the data got some benefits to TPR method that is to having fun of learning process and increasing the ability of students' interaction to learning vocabulary with command and prohibition sentence.

Keywords: students' interaction, vocabulary, TPR method, command, prohibition

ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

First of all, the researcher would like to express gratitude to Allah the almighty for the most incredible blessing and for the mercy, who has given healthy and chance to finishing this research. And our prophet Muhammad SAW who has brought us in the darkness to the brightness.

The aim of writing this study is fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) of English Education Program. This finishing this research entitled "Students' Interaction in Memorizing Vocabulary Through Total Physical Response Method". There was many difficulties and problems faced by her and without much help from the following people, it was difficult for the researcher to accomplish this study. Meanwhile, she has also received a lot of help, suggestion, and comment from many people. Especially thanks to my beloved mother **Rosma Nasution** who has always pray for the best support and given motivation since she was born still she grow up. Her father **Firman Situmorang** who has given support and prayer that have been given to her.

Therefore the researcher would like to express her gratitude and thanks to the following :

1. **Dr. H. Agussani M.AP,** Rector of University of Muhammadiyah of Sumatera Utara.

2. **Dr. Elfrianto Nasution, S.Pd, M.Pd,** the Dean of FKIP of University of Muhammadiyah Sumatera Utara.

3. **Mandra Saragih S.Pd, M.Pd**, as the Head of English Education and Department of FKIP UMSU and **Pirman Ginting S.Pd, M.Hum** as the Secretary of English Education and Department of FKIP UMSU

4. **Rita Harisma S.Pd, M.Hum** as supervisor, who has given her guidance, thoughts, suggestions and advice to complete the ideas of this research.

5. **Khairil S.Pd, M.Hum** as reviewer, who give his suggestion and advice to complete the ideas of the research

6. **All of the lecturer of FKIP UMSU**, especially those of English Education Program who had given their valuable thought and knowledge in teaching English during her academic year in completing her study in UMSU.

7. **The employees of Biro Administration FKIP** University of Muhammadiyah of Sumatera Utara who had given supporting in administrative system service of completing necessary requirements, so all of business could be resolved easily.

8. **The employee in Library** University of Muhammadiyah of Sumatera Utara that helped and gave her opportunity to do research in finishing this study.

9. **Dermawati, M.Pd** as the headmaster of SMP Negeri 18 Medan, who given place in doing my research and **Dra. Maharani Simanjuntak** as the English teacher of SMP Negeri 18 who given suggestion and advice.

10. Thanks to my brother **Edwin Julaiman, Rahmad Alkadri, and Adelin Azhar** that who given me best support.

11. My best friend **Ulfa Nursahada, Siti Rahma Matondang**who helps me during my study and thanks for your time to share one to another and their motivation to me.

12. My beloved friend **Ita Purnamasari, Sugi widiawati, Fauziah Marpaung, Syarifah Ulfa, Indah Fatmala, and Wahyuni Wahida** who always support me and giving me happiness.

13. All friends, especially classmate **VIII-B Afternoon** who had spent glorious and memorable time that did together for 4 years.

Medan, September 04th2019

The researcher,

Chaimah Rosalia Situmorang

TABLE OF CONTENT

CHAPTER V :CONCLUSION AND SUGGESTION

REFERENCES

APPENDIX

LIST OF TABLE

LIST OF APPEDIXES

CHAPTER I

INTRODUCTION

A. The Background of The Study

Language is very important to all of people for communication in daily life, without language we can communicate to another people. Language used as a tool of their communication. As well as we know communication useful for maintaining the relationship with the people. Through communication by using language, we can share our idea to another people. In that way, interaction being important on facing people in real life.

English language has been taught for the student ever since primary school until the college. English is one of the most important language that we must learn. The students have learning four skills of English namely Reading, Listening, Writing, And Speaking. To support of English skills learner should know of English sub-skills namely Pronunciation, Grammar, and Vocabulary in communication an comprehension. All of the skills and sub-skills above are the main point to learning English, and the researcher will be focus in vocabulary sub-skills.

Vocabulary is important in teaching English because it allows to communicate especially for students in junior high school. Based on Alqathani (2015) vocabulary knowledge is often viewed as a critical tool for second language because there are is limited vocabulary in a second language successful

communication. Thus, the learners should have to understanding ability about all the skills (Reading, Writing, Listening, Speaking) and sub skills (pronunciation, grammar, and vocabulary) and they can mastered of vocabulary.

For essance of explanation above teacher and parents should be able to train the children in speaking English by reminding them and introduce them about how important vocabulary to our speaking skill. They can use a lot of method in introducing children English words and grab them interest in it. One of method which will be suggested help them is Total Physical Response (TPR) Method. Recently, many observation or research proven that TPR will help teacher in building their vocabulary mastery. That is why in this research, researcher will observe again how big TPR method influence students vocabulary mastery and how is their interaction at memorizing English Vocabulary through TPR method. While TPR itself basically usual have a big role in teaching English at junior high school students' first grade.

In the teaching, students needed vocabulary that can support them to communicate with other because vocabulary is part of sentence. Therefore, vocabulary is very important for learning activity. This element (student and student) constantly interact one another in which the student and the students are the main subjects. In interaction class, the teacher is not allowed to dominate the class where the teacher keeps talking or giving more questions. Each element has as much to contribute as very other participant in determining the directions and outcomes of the interaction.

Total physical Response is one of the method which grab the students to be more exited and active to lesson an English vocabulary in the classroom, it shown students participations in this method is more higher than the teacher, cause from TPR method the students not only listen and read sentences from the teacher but also they imitate what English sentence which the teacher given. That Is why TPR method will make students understand English vocabulary easily than other method.

When the researcher was observed SMP Negeri 18 Medan, to increase the ability of students vocabulary, the English teacher should have to do the student interaction with other student write some a few words in their book and then they must to do memorize that words. But the students fell difficult to memorize of the vocabulary. The method will make students forget and bored to do memorize the new vocabulary easily. So, the student want to do something is easy and fun to lesson vocabulary quickly. For the example Total Physical Response method in teaching should be more exited to learning process, while the purpose of teaching can be achieved in learning activity.

Based on the description above, it is useful for teacher who teaching English vocabulary. The students still have difficulties on string the words into a sentences. When we test them make the simple sentence one, generally they still lack of vocabulary. Unfortunately, even just an usual words, like names of days, a different of command and prohibition, they still not memorizing it well. Include there are seven person who did not know how to introduce their self at all. It perhaps can be happened cause of many factors of their life. The short interview

also prove that their teacher seldom to train them speak up in front of the classroom. And sometimes the students also define that actually English is the most difficult lesson ever. So, that is why the researcher will see their interaction of memorizing vocabulary through TPR method. The reason why researcher uses this method in learning vocabulary is because that actually TPR usual implemented for increasing students vocabulary mastery.

Based on the explanation above, the researcher was used Total Physical Response (TPR) method in the seventh grade at SMP Negeri 18 Medan to memorizing in vocabularies. In TPR method, students should have to learn vocabulary with easy and the students' can motivate to learning English, because the students have to practice their vocabulary in real context. Besides, students can memorize their vocabulary with a short time. So, this method also helps the students to implement the vocabulary with using body-movement to interest their attention in the learning process.

Based on the explanation above, the researcher was taken a title of **"Students' Interaction in Memorizing Vocabulary Through Total Physical Response Method"**.

B. The Identification of Problem

1. The students have some difficulties in memorizing English word whether daily word or not.

2. The students felt difficult to convey their words in English because of lack vocabularies.

3. The students felt difficult to memorized vocabulary.

4. The students were easily bored during their lesson.

C. Scope and limitation

This research was limited on observe vocabulary through Total Physical Response (TPR) method by using commands and prohibition to know whether TPR can increase students' interaction at the seventh grade students of SMP Negeri 18 Medan.

D. The Formulation of the Problem

Based on the limitation of the study, the researcher was formulated the research questions as follows:

1. How does the students' interaction in memorizing vocabulary of commands and prohibition by using Total Physical Response Method?

2. What is the most dominant commands and prohibition of students' interaction in memorizing vocabulary the Total Physical Response?

E. The Objective of the Study

Derived from the above questions, the study aims:

1. To describe the students' interaction in memorizing vocabulary Through Total Physical Response by using commands and prohibition

2. To find out the dominant commands and prohibition in students' through interaction.

F. The Significance of Study

The research findings were expected to be useful for :

a. Practically.

1. To the teacher, hopefully this research is expected to help teacher to find out the alternative way of teaching technique and especially vocabulary.

2. To the students, hopefully this research can be used to improve the students' mastery in vocabulary and it can guide them to memorize their difficulties in understand vocabulary.

3. To the other researcher, hopefully this research can be useful in the future that have same method.

b. Theoretically.

This research can provide for other researcher to get clearly information about teaching vocabulary to improve their teaching-leaning process.

CHAPTER II

REVIEWLITERATURE

A. Theoretical Framework

1. Vocabulary

1.1 The Definition of Vocabulary

Vocabulary is the most important thing that we should mastered. To master a language,the learner can use a language with having knowledge about vocabulary. According to Kamil and Hiebert (2005: 3) vocabulary is the knowledge of words in both print and oral language and in receptive and productive forms.Next, Pribilova (2006:13) says that vocabulary is the words that is taught in the foreign language.

It can be concluded that vocabulary is the core of component that useful in all skill in English, both in productive and receptive forms. It shows that vocabulary is the key to achieve express *their own idea* andthe basic unit in a language.

Richards and Renandya (2002: 255) state vocabulary is also in important of language proficiency and that is provides of a basis for how well learners speaking, listening, reading, and writing.

Thus, from that statement it can be said that vocabulary can express our thought (speak, hear, read, and write) that we need to create our utterances. So, Vocabulary is central to English language teaching because without vocabulary students can understand to express *their own idea.*

1.2 The Kinds of Vocabulary

In the learning vocabulary that have a many explanation by the experts about kinds of vocabularies. Haycraft stated, as what quoted by Hatch and Brown (1995), divide two kinds of vocabulary, that is receptive vocabulary and productive vocabulary.

1. Receptive Vocabulary

Receptive vocabulary is of words that learners and understand when students used in context, but which they cannot produce. That is to learners recognize when students see or meet in reading but do not use in speaking and writing (Stuart Webb, 2009).

2. Productive Vocabulary

Productive vocabulary is of the words that the students to understand and can pronounce correctly and constructively in speaking and writing. It needed for receptive vocabulary to speak or write at the appropriate time. So, productive vocabulary can be addressed as an active process. (Stuart Webb, 2005).

1.3 Teaching Vocabulary to Young Learners

According to Harmer, Proposes the difference of adult and young learners. Adult learners have broader experiences than young learners. They are more aware of learning process such as the goals that they should achieve at the end of study. It is easy to apply range of activities during teaching and learning process because they are rich of experience.

By those statement we know that Adult learners are more well-prepared in taking the lesson and can anticipate by themselves. They are able to find out the comfortable way of learning which fits to their needs. Young learners are still building their experience through their surronding. Theyneed to experience things by themselves through seeing, hearing, or imitating the world around them. Since young learners are enthusiastic, in case of learning process, teacher should make their class alive to avoid boredom. Giving young learners a chance to get involved and to interact during a class time enriches their experience and knowledge. In short, the teacher has to adjust the teaching method and the material to young learnersneed.

When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assists them in enhancing their English vocabulary knowledge and use. The teacher must to consider students' particular strengths and weaknesses with English in terms of these three aspects of vocabulary knowledge.

We cannot teach vocabulary in isolation because teaching vocabulary involves many different elements of knowledge. A word has meaning, pattern or structure, sound, and function. Meaning leads us to make an appropriate choice in using word. In fact, the same word may have a different meaning if it is put in a different context. It is also possible that one word may be not appropriate to use if it does not fit right in a certain situation.

Knowing word meaning means students know about conceptual content. To know wordsstructure is about knowing its grammatical changes, its relation to

other words, and its use (it is patterns of occurrence with other words, and in particular types of language use). Knowing its sound means we know how it is spelt or uttered

From those explanation we get the conclusion that teachers must provide clear explanations and examples of the meanings ofthese words in various contexts, and provide students with opportunities to discuss, analyze, and use the words.Simply looking up a definition in a dictionary is not enough. The teacher do not allow to explain material full English neither full Indonesia. Its better while teacher doing teaching process, students will get enjoy the learning process if they realizing the materail is easy to be understood, beside making the creative method and strategy in the class at teaching, the teacher can also apply code mixing or code switching in explaning the lesson. They will interested on it cause it will make the material easier tobe understood.

It is important to note that struggling students with learning disabilities in particular may be lacking in word analysis skills or the ability to readily learn and apply the skills of English. This often is part of the reason why they have difficulty in understanding the sentences of English by orally or written. From this statements, we get the conclusion that it is suggested to apply the whole strategies if we as a candidate teacher want to increase our students vocabulary mastery, and its suggested that the most suitable one is interesting and particular learning process recommended to be apply for teacher, though teacher also can use any others method for making sure that it could be make students easier in learning vocabulary mastery. Teacher also should have different method in different

method of students in each classroom. Cause actually, every class will have different level, it is could be success in one class, but it is also could be not success in another class or students.

Finally, the importance of learning vocabulary at an early stage as young learner does is emphasized the lexical competence is at the center of communicative competence, the ability to communicate successfully and appropriately. Furthermore, it is also added that the scholars are finding that lexical problems frequently interfere with the communication; communications will not going smoothly when people make mistake in using words

2. The Definition of Command

According to Manatee (2004:1) a command is used to tell someone to do something, or to give an order with action. If the commands end with an exclamation mark, it means that is want to giving an order with a loud sound. That is (1) give me the pen, this command, the author uses to show that he is giving an order calmly; (2) give me the pen! In the command to show that is really want a pen, so that doesn't want to wait. In addition, Raflees (2011:1) said that the command sentence in English must be follow with imperative sentence with infinite without to.

Then Baxamusa (2011) said that a command sentence is used to ask someone to do something. That is usually as subject to commanded or requested to do some task.

And Brainpop (1999) said that command sentence is to gives an order and direction to do something. The command can be punctuated with an exclamation mark. For example, a sign say, "Please eat." Many warning signs often use exclamation marks, such as "Do not enter!" or "Angry dog!"

Based on the explanation above, the writer it can be said that a command is that used to tell someone to do something, or a given an order someone to do something with using exclamation mark or not.

Types of a Command, according to Raffless (2011) there are five types of command sentences, there is:

(1) The Positive command with verb; that is can express commands by an imperative sentence made with the infinitive without "to". The formula is: Verb+...........

(2) The Negative command with verb; that is can express commands by an imperative sentence with the infinitive without to and start with do not or don't. The formula is: Don't + Verb +...........

(3) Positive command without verb; Positive command is contains advice. This time do not use the word "do", but just use the word "be" at the beginning of a sentence and should be followed "an adjective. The formula is: Be +...........

(4) Negative command without verb; It can express commands by an imperative sentence made with the adjective and beginning with do not or don't and followed by be. The formula is: Don't + be +...........

(5) Polite command; To make the command sentence to be more polite, by adding "please".

3. The Definition of Prohibition

According to Herman (2008:1) prohibition is a give warn to people not to forbid or to do something. Besides, the command has two patterns of prohibition that is nominal prohibition and verbal prohibition.

Then according Herman (2010) said that prohibition describes to other people to know how to do something to forbid someone. It also said prohibition has two patterns in prohibition there are nominal prohibition and verbal prohibition.

The detail presentation is as follows:

(a) Verbal Prohibition

Verbal prohibition is a sentence which uses verb "To". It express the prohibition should combine the word /do not/ or /don't/ before the verb. The formula is don't + lexical meaning Verb.

(b) Nominal Prohibition

Nominal prohibition is a sentence which uses /be/ after /do not/ or/don't/. After that you have to place a complement in the end;

Formula	Sentence	Remark
Don't + be + complement	*Don't be sad!* *Don't be shy!* *Don't be stupid!*	**Normal prohibition**
Please + Don't + be + complement	*Please don't be scared!* *Please don't mad!*	**Polite prohibition**

4. Total Physical Response Method

4.1 Definition Of Total Physical Response (TPR) Method

Total Physical Response is one of the ways which combines the speech and action in order to make students response on what being told or explained. Through Totally Physical Response, it will to make the students get responses in learning process, because the students can active in the participation in learning. So, this method can engage the students to perform in front of class to guess the vocabulary and the teacher would give the lists of vocabulary and the meaning first, and then asks students to memorize it.

Then, Total Physical Response was firstly proposed by James T. Asher (1960). In Total Physical Response, a physical movement is used in responding what student hear from the teacher's talk. Pinter (2006: 50) has stated that "TPR links learning to physical action and ensures that learners will hear a lot of natural English in meaningful context without having to response verbally. According to Richard and Rodgers (2001: 73) "TPR is a language teaching method built around the coordination of speech and action; it attempts to each language through physical (motor) activity.

Asher's learning theory is one based on the belief that language is learned through motor activity. In child language learning "there is an intimate relationship between language and the child's body", and this is the model for adult learning. Orchestrating language production with bodily movement is thought to promote success in learning, and this is the key to the method.

Baby and Toddlers are not expected to speak until they are ready. That is why it is suggested that a teacher must make the interesting and active interaction to make the students' attention span longer, TPR helps to stimulate children's sense and encourage them to participate. Therefore, in teaching vocabulary teacher should consider the best method to apply in teaching based on the type of student being taught, the targeted words and the school system or curriculum.

Asher's learning theory is one based on the belief that language is learned through motor activity. In child language learning "there is an intimate relationship between language and the child's body", and this is the model for adult learning. Orchestrating language production with bodily movement is thought to promote success in learning, and this is the key to the method.

Based on the explanation above, TPR is a language teaching method designed to make the students interesting and active interaction. Their main task is to carry out the commands spoken by the teacher repeatedly until smoothly with bodily movement.

4.2 Procedure of Total Physical Response (TPR) Method

Asher's provides a lesson-by-lesson account of a course taught according to TPR principles, which serves as a source of information on the procedures used in the TPR classroom. There are four steps into methods that are:

a. *Review*. This was a fast-moving individual students were moved with commands.

b. *New commands.* These verbs were introduced.

c. *Role reversal.* Students that manipulated the behaviour of the instructor and other students.

d. *Reading and writing*. The instructor wrote on the chalkboard a vocabulary item and a sentence to illustrate. Then the write a vocabulary to copied in their notebook.

From that procedure above of total physical response is through steps was help students to make understand about the language learning process. With this procedure, the learning process can be more easily for the students and teacher.

4.3 TPR Activities for Teaching English to Young Learners

According to Harmer, Proposes the difference of adult and young learners. Adult learners have broader experiences than young learners. They are more aware of learning process such as the goals that they should achieve at the end of study. It is easy to apply range of activities during teaching and learning process because they are rich of experience.

By those statement we know that Adult learners are more well-prepared in taking the lesson and can anticipate boredom by themselves. They are able to find out the comfortable way of learning which fits to their needs. On the contrary, young learners are still building their experience through their surrounding. Theyneed to experience things by themselves through seeing, hearing, or imitating the world around them. Since young learners are enthusiastic, in case of learning process, teacher should make their class alive to avoid boredom. Giving young learners a chance to get involved and to interact during a class time enriches their experience and knowledge. In short, the teacher has to adjust the teaching method and the material to young learnersneed.

Moreover, learners in Total Physical Response have the primary roles of speaking and action. They listen carefully and respond physically to commands given by the teacher. Students are also expected to recognize and respond combinations of previously taught items.

The procedures have a specific steps to be followed by the teacher, and give the following examples:

1. *Sit down. Stand up. Turn around. Sit down.*

2. *Stand up. Jump. Stop. Turn around.*

3. *Touch the desk. Touch the chair. Stand up.*

4. *Take out a pen. Take out a book.*

   New commands. These verbs are introduced.

   Wash   your hands.

              your face.

your hair.

look for   a towel.

the soap.

a comb.

hold   the book.

the bottle.

Comb   your hair.

Maria's hair.

Shirou's hair.

brush   your teeth.

your pants.

the table.

There are two command of the total physical response, that is positive command and negative command:

4.3.1   Command

Contains a requested for someone to do something. The characteristic of this sentence is use the form of the verb at the beginning of the sentence if the request is a verb. Receive the following example:

a. Command in the form of a verb (verb)

1. Go home and take a rest. You'll fine.

2. Take some pain pills, please!

3. See the doctor and get some medicines from the drugstore!

4. Eat breakfast in the morning. It's very good for you!

b. Commands in the form of adjectives, adverbs (adverb), or nouns (noun)

1. Be careful and be sure! (adjective)

2. Be ready to go now! (adjective)

3. Be here as soon as possible! (adverb)

4. Be a good man! (noun)

4.3.2 Prohibition

Contains for someone not to do a certain something. The characteristic of the sentence is to use it at the beginning of the sentence which is then followed by the verb I or we add it first to then be followed by adjectives, adverbs, or nouns.

Prohibition in the form of a verb

1. Don't go home!

2. Don't close the door!

3. Don't park here!

4. Don't eat breakfast too much!

5. Interaction

5.1 Definition of Interaction

Thibaut and Kelley theory is one based on the belief that suggested the notion of interaction, interaction is an event that influences each other when two or more people are present together, then they create a result of each other or communicate with each other. So, each person's actions aim to influence other individuals in each case of interaction.

Then Chaplin theory is one based on the belief that Interaction is a social relationship between several natural individuals whose individuals influence each

other simultaneously**.**

From the definition of interaction above, it can be concluded that interaction is a process of interaction that affects two or more people in social relations.

5.2 Kinds of Interaction

The nature of each interaction always implies the existence of interpersonal communication, so Shaw announced the following forms of interaction.

(1) **Verbal interaction** is one form of interaction that occurs when two or more people make contact with each other using articulation tools. The process occurs in the form of conversation with each other.

(2) **Physical interaction** is one form of interaction that occurs if there are two or more people making contact using body languages. Examples of this interaction: body position, facial expressions, body movements and eye contact.

(3) **Emotional interaction** is one form of interaction that occurs when individuals make contact with each other by making outrage of feelings. Examples of this interaction: removing tears as a sign of being sad, sad or even too happy.

While learning material activities will differ depending on the content, context, and tools, there are some strategies that can be incorporated in almost any course to foster interaction.

(1) **Student - Faculty Interaction** can include both formal direct instruction and more informal mentoring and support as discussed in the <u>Online Presence</u> module. **Regular and substantive student - faculty interaction** is required for courses to be classified as "online courses" and not "correspondence courses" by the <u>US Department of Education</u>)   and the <u>Higher Learning Commission</u>

(2) **Student – Student Interaction** is the interaction between students can include formal course-related collaboration and interaction as well as more informal social interaction, which can increase students' comfort with each other and with the online environment.

 (3) **Student–Content Interaction** is the student - content interaction includes students' concrete interactions with the course materials and their more abstract interactions with the concepts and ideas they present. It is more than just watching a video or reading a book.

In addition to the above three kinds of interaction, Miftahul Huda divided educational interaction that done by teachers with students into five forms as follow:

1. Teacher – student form, where communication happen as an action (one way communication).

2. Teacher – Student – Teacher form, there is feedback for student but there is no interaction among them (communication as interaction).

3. Teacher – Student – Student form, there is feedback for student and they learn from one another.

4.   Teacher – Student, Student – Teacher, Student - Student form, optimal interaction between teacher and student and between student and student (communication as transaction, multi-direction).

B. Related Study

In the study, the researcher was taken two relevant study of the researchers. The first researcher Misrah Fadilah was the title "The Effectiveness of Teaching Vocabulary through Total Physical Response Method". This research was written by a student of MTs Khazanah Kebajikan Pondok Cabe Ilir, School of Teacher Training and Education. The researcher used collaborative research and the subject of this research consist of 30 students. Based on the finding of this study it can be concluded that using Total Physical Response in teaching vocabulary is quite success by using TPR method. It is not only effective to lead students feel more interesting and enjoy doing activity in the class, but also it can give the students the opportunities to be active in learning English vocabulary.

The second researcher Achmad, astri, irrma, who descibe a research in title Students' Perception Toward Teaching English Vocabulary Through Total Physical Response (TPR) Method. This research was written by a student of IKIP SILIWANGI, School of Teacher Training and Education. The researcher used collaborative research and the subject of this research consist of 15 students. The data were analyzed using qualitative descriptive research method. Qualitative data were gotten based on the process of teaching and learning. Then the qualitative data were gotten based on the scores based on interview and questionnaire. The

result of this research shows that the average score From the questionnaire, the students who answered strongly agree is 80%, agree 13,33% and strongly disagree 6,66%. They claimed that they are very enjoyed, happy and interesting when they are learning English vocabulary by using TPR method. For the interview, the student answered strongly disagree have an opinion from his statement "i felt like confused and don't know about the vocabulary". The student who give that opinion, he claimed that he can not learning English. It means that he do not want learning English while he in school and also when he learning English subject. The researcher give some teraphy for him, to encourage him to want learning English. Overall, mostly students were Is enjoyed and active when learning English vocabulary with this method. They are attractive and increasing classroom participation when learning English vocabulary by using TPR method

C. Conceptual Framework

Vocabulary is a word that useful in all skill in English, even in receptive and productive forms. It shows that vocabulary is the key to achieve all skill and it the basic unit in a language. Unfortunately students still got difficulties in vocabulary, just an usual words, like names of days, positive or negative command words or sentences, they still not memorizing it well. By using good strategy, students became more motivated and exploring their own idea in class and they improved their vocabulary. One of the good strategy would be supposed to be applied in vocabulary is Total Physical Response.

Total Physical Response is considered as an effective method because to learned through motor activity. When the teacher as a facilitator to give students commands with bodily movement to promote success in learning process with TPR by using positive and negative command sentences.

In conventional strategy, the teacher explained of the lesson vocabulary to the students and asked them about their vocabulary. It was not effective because the students did not self-directed to learn independently and make students not interest.

Therefore, it was expected by Total Physical Response method helped the students to increase their vocabulary and became active in teaching learning process of vocabulary.

CHAPTER III

RESEARCH METHOD

A. Location and Time

This research was conducted at SMP Negeri 18 Medan. It is located at JL. Kemuning Raya, Perumnas Helvetia, North Sumatera. In the first semester of academic year 2019/2020.The researcher was choosen this school because there was no researcher doing a research in this school with the same approach.

B. Population and Sample

The population of this research is first grade students 2019/2020 academic year of SMP Negeri 18 Medan. There are eleventh parallel classes namely VII-1. VII-2, VII-3, VII-4, VII-5, VII-6, VII-7, VII-8, VII-9, VII-10, VII-11

Table 3.1.
Population of The Research

No	Classes	Population
1	VII-1	33
2	VII-2	32
3	VII-3	32
4	VII-4	32
5	VII-5	31
6	VII-6	32
7	VII-7	32
8	VII-8	32
9	VII-9	32
10	VII-10	31
11	VII-11	32
Total		352

The researcher only selected one the class of the population as the sample in order to make in efficient. The researcher took VII- 1 which consisted of 33 students as the sample of the research.

C. The Design of Research

The design of this research is the qualitative descriptive research method. This qualitative method aims to present description about the students' interaction in Memorizing Vocabulary through Total Physical Response Method. The design was designed to solve problems that happened in the class that the students' lack of optimal vocabularies

Qualitative research focused on certain phenomenon that had no generalizability and comparability, what was conducted (action) of researcher to achieve the objectives of the study in four outlines, namely: (1) building familiarity with responders, (2) determining samples (3) data collection, and (4) data analysis.

D. Research Instrument

In collecting data, the researcher needed an instrument in order to collect the data. In this research, the researcher used the questionnaires sheet of the research. The questionnaires sheet was used by the researcher in collecting data to analyzing students' interaction in vocabulary through total physical response. The students had interaction with their classmates. When the students gave a command and prohibition for their classmates, so they must analyze what a command and prohibition it was.

E. Technique of Collecting the Data

The techniques that used in collecting the data for this research were Qualitative data. In collecting these data, the writer used:

a. Interview

Interview was conducted to know how the information about students and teacher feeling. The researcher interviewed the students and teacher before implementing the method in the classroom.

b. Questionnaire

This data gained the information to get the data of the questionnaire sheets on students' answering in vocabulary by using total physical response method.

c. Documents

In this research, documents were taken as instrument of data to analyze about students' activities, behavior, and so on. These are included attendance list and documentation (photograph).

F. Techniques of Data Analysis

To analyze the qualitative data, the data were taken from:

1. Questionnaires, to know the data statistic percentage in the table. That is, students answer questionnaires were calculated in 100% percentage by using the formula:

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

(Nana Sudjana: 2005)

P = Percentage (%)

F= Total respondent who answer an item

N= Total respondents

2. Interview

Based on the Arikunto (2006: 155) interview is an oral questionnaires, that is a dialogue conducted by the interviewer to obtain information from the respondents. Interview was conducted with the teacher and students before a lesson.

Later on, there are some participants were interviewed. Students of class VII-1 and teacher wereinterviewed for about five minutes and the researcher recorded with participants' permission. The researcher used the step of the following:

a. The researcher prepared the question that asked to the students and teacher. The researcher also prepared recorder to record the students and teacher answer.

b. The researcher asked the students and teacher with the question that was asked based on that have been prepared.

c. The researcher recorded the students and teacher answer questions.

d. The researcher wrote the students and teacher answers based on the interview.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data was conducted in SMP Negeri 18 Medan that class VII-1 with 33 students. This research was analysed by qualitative descriptive research method. The data was taken from the questionnaires sheet of students' score.

B. Data Analysis

In analysing students' interaction in learning vocabulary through TPR method to get questionnaires score in the classroom, first the researcher presented the result questionnaires test in the class. Then the researcher used the formula statistic calculated in 100% percentage.

In the table, the researcher presented questionnaires and the result from students' interaction achievement in learning vocabulary.

Table 4.1.
The Scores of Students' Questionnaires

No	Students' interaction in memorizing vocabulary through TPR method with using command and prohibition	Responses			
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
1					
	• I feel enjoyed learning	48.48%	36.36%	9.09%	6.06%
	• I understand learning better	30.30%	54.54%	12.12%	3.03%
	• I am more interesting to lesson	39.39%	33.33%	21.21%	3.03%

	• I can learn quickly and easily	39.39%	51.51%	9.09%	-
	• I love learning vocabulary	33.33%	48.48%	9.09%	9.09%
2	**Students' interaction in memorizing vocabulary through TPR method with using command**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
	• I easily memorize the command	36.36%	57.57%	6.06%	-
	• help me understand the command sentence	27.27%	66.66%	6.06%	-
	• I easily to answer the command sentence	42.42%	36.36%	21.21%	-
	• This method help me to learn vocabulary easily with command sentence	27.27%	54.54%	18.18%	-
3	**Students' interaction in memorizing vocabulary through TPR method with using Prohibition**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
	• I easily memorize the prohibition	3.03%	54.54%	36.36%	6.06%
	• help me understand the prohibition sentence	9.09%	33.33%	45.45%	12.12%
	• I easily to answer the prohibition sentence	6.06%	33.33%	45.45%	15.15%
	• help me to learn vocabulary word easily with prohibition sentence	3.03%	27.27%	48.48%	21.21%

Based on the data presented in the table 4.1 above, the calculated from the questionnaires sheet of students' score in vocabulary. It was derived from:

1. Students' interaction in memorizing vocabulary through TPR method with using command and prohibition

a. **I feel enjoyed learning**

Strongly agree: $\frac{16}{33} X$ 100% = 48.48%

Agree: $\frac{12}{33} X$ 100% = 36.36%

Disagree: $\frac{3}{33} X$ 100% = 9.09 %

Strongly Disagree: $\frac{2}{33} X$ 100% = 6.06%

b. **I understand learning better**

Strongly agree: $\frac{10}{33} X$ 100% = 30.30%

Agree: $\frac{18}{33} X$ 100% = 54.54%

Disagree: $\frac{4}{33} X$ 100% = 12.12 %

Strongly Disagree: $\frac{1}{33} X$ 100% = 3.03%

c. **I am more interesting to lesson**

Strongly agree: $\frac{13}{33} X$ 100% = 39.39%

Agree: $\frac{11}{33} X$ 100% = 33.33%

Disagree: $\frac{7}{33} X$ 100% = 21.21 %

Strongly Disagree: $\frac{1}{33} X$ 100% = 3.03%

d. **I can learn quickly and easily**

Strongly agree: $\frac{13}{33} X$ 100% = 39.39%

Agree: $\frac{17}{33} X$ 100% = 51.51%

Disagree: $\frac{3}{33} X$ 100% = 9.09 %

e. **I love learning vocabulary**

Strongly agree: $\frac{11}{33} X$ 100% = 33.33%

Agree: $\frac{16}{33} X$ 100% = 48.48%

Disagree:$\frac{3}{33}X$ $100\% = 9.09\ \%$

Strongly Disagree: $\frac{3}{33}X$ $100\% = 9.09\%$

2. **Students' interaction in memorizing vocabulary through TPR method with using command**

f. **I easily memorize the command**

Strongly agree:$\frac{12}{33}X$ $100\% = 36.36\%$

Agree: $\frac{19}{33}X$ $100\% = 57.57\%$

Disagree:$\frac{2}{33}X$ $100\% = 6.06\ \%$

Strongly Disagree: $-$

g. **Help me understand the command sentence**

Strongly agree:$\frac{9}{33}X$ $100\% = 27.27\%$

Agree: $\frac{22}{33}X$ $100\% = 66.66\%$

Disagree:$\frac{2}{33}X$ $100\% = 6.06\ \%$

Strongly Disagree: $-$

h. **I easily to answer the command sentence**

Strongly agree:$\frac{14}{33}X$ $100\% = 42.42\%$

Agree: $\frac{12}{33}X$ $100\% = 36.36\%$

Disagree:$\frac{7}{33}X$ $100\% = 21.21\ \%$

Strongly Disagree: $-$

i. **This method help me to learn vocabulary easily with command sentence**

Strongly agree:$\frac{9}{33}X$ $100\% = 27.27\%$

Agree: $\frac{18}{33}X\ 100\% = 54.54\%$

Disagree: $\frac{6}{33}X\ 100\% = 18.18\ \%$

Strongly Disagree: $-$

3. **Students' interaction in memorizing vocabulary through TPR method with using Prohibition**

    j. **I easily memorize the prohibition**

    Strongly agree: $\frac{1}{33}X\ 100\% = 3.03\%$

    Agree: $\frac{18}{33}X\ 100\% = 54.54\%$

    Disagree: $\frac{12}{33}X\ 100\% = 36.36\ \%$

    Strongly Disagree: $\frac{2}{33}X\ 100\% = 6.06\%$

    k. **Help me understand the prohibition sentence**

    Strongly agree: $\frac{3}{33}X\ 100\% = 9.09\%$

    Agree: $\frac{11}{33}X\ 100\% = 33.33\%$

    Disagree: $\frac{15}{33}X\ 100\% = 45.45\ \%$

    Strongly Disagree: $\frac{4}{33}X\ 100\% = 12.12\%$

    l. **I easily to answer the prohibition answer**

    Strongly agree: $\frac{2}{33}X\ 100\% = 6.06\%$

    Agree: $\frac{11}{33}X\ 100\% = 33.33\%$

    Disagree: $\frac{15}{33}X\ 100\% = 45.45\ \%$

    Strongly Disagree: $\frac{5}{33}X\ 100\% = 15.15\%$

m. Help me to learn vocabulary easily with prohibition sentence

Strongly agree: $\frac{1}{33} X \ 100\% = 3.03\%$

Agree: $\frac{9}{33} X \ 100\% = 27.27\%$

Disagree: $\frac{16}{33} X \ 100\% = 48.48 \%$

Strongly Disagree: $\frac{7}{33} X \ 100\% = 21.21\%$

C. Research Findings

After the data analysis, the researcher divided students' interaction in memorizing vocabulary through TPR with using command and prohibition, students' interaction in memorizing vocabulary through TPR method with using command, and students' interaction in memorizing vocabulary through TPR method with using Prohibition into three parts in the each category to get the result of questionnaires score were an increasing on students' vocabulary through TPR method.

a) Students' interaction in memorizing vocabulary through TPR with using command and prohibition

The first part of the questionnaires is the students' interaction in memorizing vocabulary through TPR with using command and prohibition in learning activity. The question were divided by five questions. All students were interested learning vocabulary through TPR method. They were enjoyed in learning activity, increasing students' interaction in learning vocabulary in the classroom, and for teacher can give this method for learning and for students can increase their vocabulary through this

method. The result on the table have a good impact for achievement students and teacher.

Diagram 1

Students' interaction in memorizing vocabulary through TPR with using command and prohibition
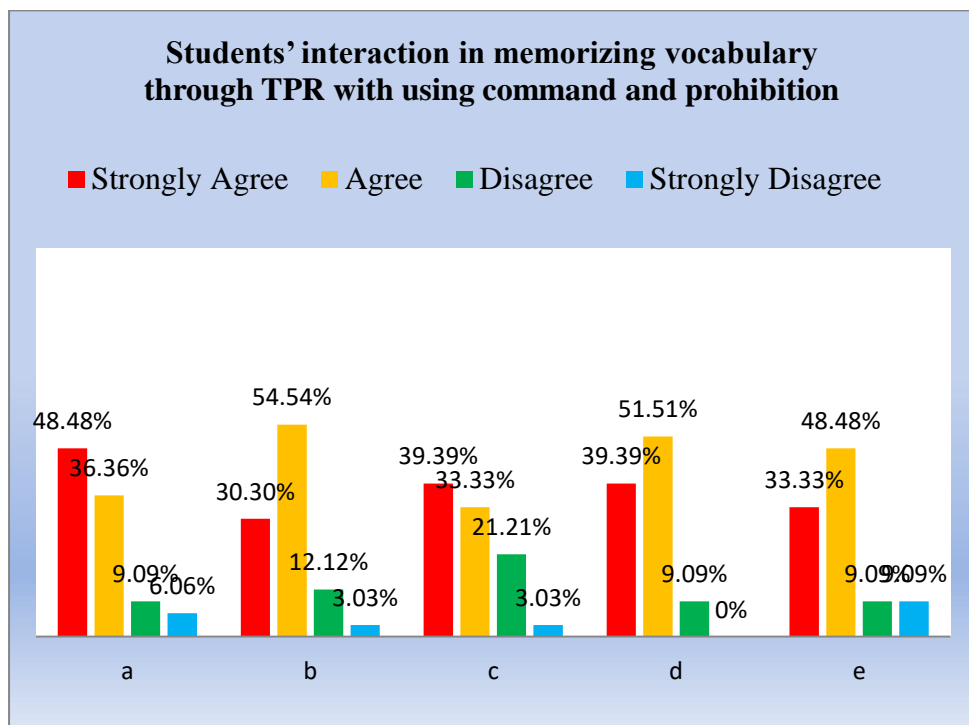
From the diagram 1 above, students who answered question number one were strongly agree is 48,48%, agree 36,36%, that they are very enjoyed to learning vocabulary with use command and prohibition through this method and active in the classroom activity. While disagree 9,09% and strongly disagree 6,06% that they do not enjoy to learning vocabulary with this method.

The students who answered the question number two were strongly agree display 30,30% and agree 54,54% that they are understand to learning better vocabulary with use command and prohibition because the student give an opinion through with this method give they are learning

better compared with conventional method. While disagree 12,12% and strongly disagree 3,03% that they are feel do not better to lesson vocabulary use command and prohibition with this method.

The students who answered the question number three were strongly agree 39,39% and agree 33,33% that they are interest to lesson vocabulary with use body movement because they feel that is interesting to lesson activity in the classroom. While disagree 21,21% and strongly disagree is 3,03% that they feel bored to lesson with this method.

And then the student who answered the question number four were strongly agree is 39,39%, agree 51,51% that they are can learn quickly and easily to lesson command and prohibition with this method because they feel easily to answering command and prohibition with this method. While who answered the question that disagree were 9,09% that they hardly to understand vocabulary with this method.

The last who answered the question number five were strongly agree 33,33%, agree 48,48% that they are love learning vocabulary with this method because the students look excited in learning with this method. While who answered the question that disagree were 9,09, and strongly disagree 9,09 that the students do not get the information of command and prohibition through this method.

b) **Students' interaction in memorizing vocabulary through TPR method with using command**

The second part of the questionnaires is about memorizing vocabulary through TPR method with using command in the classroom. This question divided by four questions. So, the students very active to learning command with TPR method.

Diagram 2

Students' interaction in memorizing vocabulary through TPR method with using command

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree
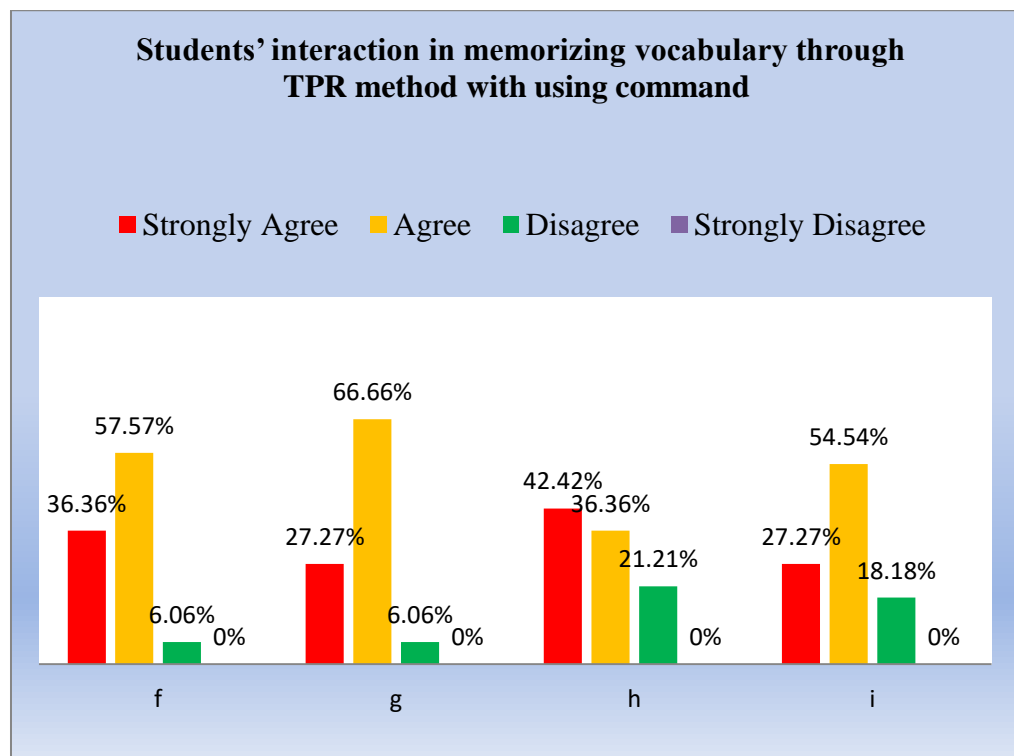
From the diagram 2 above, students who answered question of the sheet in the number six were strongly agree 36,36%, agree 57,57% that the students are easily memorize the command with this method. While who answer question were disagree 6,06% from the statement they are feel do not understand to lesson vocabulary through TPR method.

For the question number seven, student who answered the question were strongly agree 27,27%, agree 66,66% that they are feel with this method can help their to understand the command because the student get new information to ability their vocabulary. While who answered question were disagree 6,06% that the students claimed TPR method do not useful to understand vocabulary.

And the question number eight, student who answered the question strongly agree were 42,42%, agree 36,36% that they are easily to answer the command with this method because the students give an opinion in this method "I can quick answer the vocabulary with this method'' for the statement the researcher is very happy that a significant answer from the student. While who answered question were 21,21% that they are fell hard to answer the command with this method.

The last question who answered number six were strongly agree 27,27%, agree 54,54% that the students feel this method helped their learn command easily because they get to increase their vocabulary with this method. While who answered the question were disagree 18,18% mostly student get bored to lesson vocabulary and then they are not interested to lesson activity.

c) **Students' interaction in memorizing vocabulary through TPR method with using Prohibition**

The last part of the questionnaires is about memorizing vocabulary through TPR method with using prohibition in the classroom. This question divided by four questions.

Diagram 3

Students' interaction in memorizing vocabulary through TPR method with using Prohibition
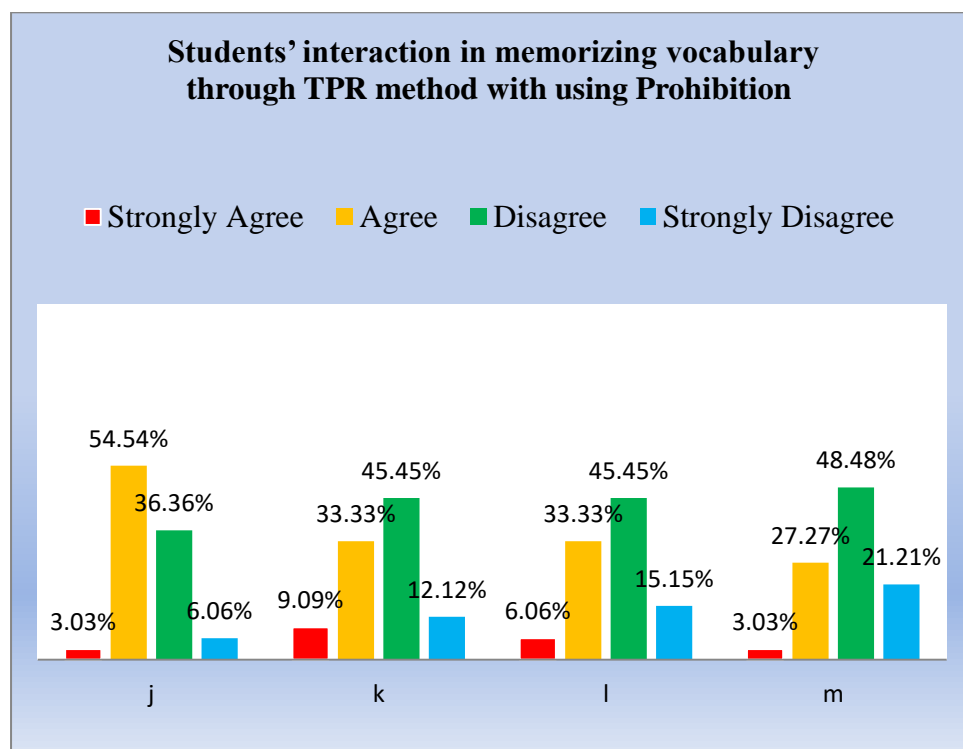
From the diagram 3 above, students who answered question number ten were strongly agree 3,03%, agree 54,54% that the students are easily memorize the prohibition with this method. While who answer question were disagree 36,36% from the statement they are feel do not interest to lesson vocabulary through TPR method.

For the question number eleven, student who answered the question were strongly agree 9,09%, agree 33,33% that they are feel with this method can help their to understand the prohibition because the student get new information to ability their vocabulary. While who answered question were disagree 45,45% and strongly disagree 12,12% that the students claimed TPR method do not appropriate in learning vocabulary.

And the question number twelve, student who answered the question strongly agree were 6,06%, agree 36,36% that they are easily to answer the prohibition with this method .While who answered question were disagree 45,45 and strongly disagree 15,15% that they are feel hard to answer the command with this method.

The last question who answered number thirteen were strongly agree 3,03%, agree 27,27% that the students feel this method helped their learn command easily because they get to increase their vocabulary with this method. While who answered the question were disagree 48,48% and strongly disagree 21,21% mostly student get bored to lesson vocabulary and then they are not interested to lesson activity.

D. Discussion

From the explanation of the result on the table above, that is interpreted that the vocabulary with using command and prohibition sentence in learning vocabulary through total physical response method that command sentence quite success than the prohibition sentence through Total Physical Respond Method in

learning process. That can be seen from the table above with using command or prohibition sentence.

Based on the students' interaction result questionnaires the vocabulary through TPR method, it was important for students ability. Besides, the students' more active in the class to learning vocabulary and they can compared about command and prohibition sentence with an action. It was appropriate with the students' response when their classmates do actionwith using body-movement to interest their attention in teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of the research was done at SMP Negeri 18 Medan in Academic Year 2019/2020, it can be concluded in memorizing vocabulary had shown positive response of the students to learning vocabulary through total physical response method. It can be seen on the questionnaires of the students answer while the most students are active, understand, enjoyed in learning vocabulary and they can compared about command and prohibition sentence with a body movement of their classmates. It means that using TPR method in learning vocabulary is successful to the ability of students' vocabulary achievement.

B. Suggestion

Based on the research, there were suggestions which were excepted to:

1. The English teacher used a method to learning of vocabulary, because students can be more fun and active in the class, by doing TPR method, students will not bored in learning English activity

2. The students are hope to study more and response in learning English vocabulary

3. The other researcher read this research will be an improvement for the next study.

REFERENCE

Alwasilah, A.C. (2002). *Pokoknya Kualitatif: Dasar-Dasar Merancang Dan Melakukan Penelitian Kualitatif*. Pustaka jaya.

Achmad, Astri, & Irma. (2018). '*students' perception toward teaching english vocabulary through total physical response (tpr) method*. Volume 1, No. 2, 145-156.

Anne Burns, (2010), *Doing Action Research in English Language Teaching: A Guide for Practitioners,* New York: Routledge. p. 104-105.

Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. Cambridge: The Press Syndicate of the University of Cambridge.

Hiebert and kamil. 2005. *Teaching and Learning Vocabulary.* London: Lawrance Erlbaum Associates.

Harmer, Jeremy. 2001. *The Practice of English Language Teaching.* Prentice Hall. P. 56

Jack, C. Richards and Theodore S. Rodgers, Method: *Approaches, design, and procedure*

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

Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education: Seventh Edition*, (New York: The McGraw-Hill Companies, 2009)

Miftahul Huda. 2008. *Interaksi Pendidikan; 10 Cara Mendidik Anak (1st Edition),* p. 33.

Puspandari, kartika (2017). *The command and prohibition sentences achievement of the first semester students of english department of kutaikarta negara university. Jurnal Intelegensia*, Volume 1, Nomor 2

www.iises>publication-detail-213 (accessed 29 March 2019)

http://www.pengertianpakar.com/2015/03/pengertian-interaksi-dan-bentuk-interaksi.html. (accessed on April 6, 2019)

https://canvas.ucdavis.edu/courses/34528/pages/typeinteraction?moduleitem_id=4974. (accessed on April 6, 2019)

http://pundipusatduniailmu.blogspot.com/2011/10/vocabulary.html#.XKRrnJgzbI
U (*accessed on April 6, 2019*)

https://refkyfielnanda.blogspot.com/2011/06/commands-negative-coammands-
negative.html (*accessed on April 6, 2019*)

https://www.academia.edu/22221280/THE_IMPORTANCE_OF_VOCABULARY_IN_LANG
UAGE_LEARNING_AND_HOW_TO_BE_TAUGHT(*accessed on April 6, 2019*)

APPENDIX

Lesson Plan

School	: SMP Negeri 18 Medan
Subject	: English
Class	: VII-1
Semester	: 1
Allocation Time	: 2 X 40 minutes

Standard of Competence :

3. Understanding the meaning in transactional and interpersonal conversations is very simple to interact with the closest environment.

Basic Competence:

3.1. Interact with the closest environment that involves speech acts: people greet unidentified people introduce themselves / others, and command or prohibit.

Indicator:

1. Identify the meaning and function of expressions of orders or prohibitions
2. Respond to the expression of orders or prohibitions

1. Learning Objectives

At the end of learning students can:

a. find and understand the form and function of the command and prohibitions

b. use command expressions

c. use the prohibition expression

2. Learning Materials

Command	Prohibition
Clean the blackboard!	Don't be crazy!
Close the door!	Don't take a picture
Raise your hand!	No photo!
Stand up, please!	Don't bring phone!
Take your bag!	No cheating!
Watering these flowers!	No sleeping in the class!
Wash the clothes!	No eating in the class!
Read a newspaper!	Don't be noisy!
Sit down!	No smoking here!
Sweep the floor!	No swimming!
Look at the picture!	Don't sleep there!
Throw that rubbish!	Don't ask me!
Wash the dishes!	Don't sad!
Listen your teacher carefully!	Don't make me angry!
Stop looking at your phone!	Don't leave me alone
Turn off the lights!	Don't touch her!
Close the window!	Don't run !
Put down your bag	Don't talk loudly!
Read the book!	Don't follow me!
Brush your teeth!	Don't disturb him!

3. Steps of Activity

Description of Activities	Time Allocation
Pre activities	10 minutes
➢ the teacher begins the learning process with greetings and attendance. ➢ Confirming readiness ➢ apperception: the teacher gives a stimulus to students by the method ➢ motivation: explain the importance of the material to be studied along with competencies that must be mastered by students	
Whilst Activities	60 minutes
➢ students listen to dialogue about the expressions of commands and	

prohibitions read by the teacher ➤ students imitate words or sentences spoken by the teacher ➤ students answer questions related to dialogue ➤ students write for as many expressions of commands and prohibitions as possible ➤ evaluation (performance-work in pairs) ➤ the teacher gives a reflection on the material that has been given		
Post activities	10 minutes	
➤ the teacher asks whatever the students have problem in teaching learning process ➤ the teacher and students make a conclusion about material ➤ the teacher closes the lesson		

4. **Learning Method Or Technique**

   Total Physical Response Method

5. **Media And Learning Resources**

   -Marker, White Board,

   -Dictionary

6. **Learning Outcomes Assessment**

   Instrument/Question : Perform in front of the class

   a. Rubric assessment

Assessment	Score
students can show sensitivity to cooperate in terms of practicing daily activities guided by the teacher.	A
Students are able to provide interaction in the command and prohibition sentences given by the teacher.	B
students are able to answer the movements expressed	C

by their classmates	

b. assessment Guidelines
A = 91-100 (very good)
B = 81-90 (Good)
C = 71- 80 (Average)

Known by,   August 2019

English Teacher   **Researcher**

Dra. Maharani Simanjuntak   **Chaimah Rosalia Situmorang**
NIP: 19610506 199003 2 001   **NPM: 1502050261**

Principal

Dermawati M.Pd
NIP: 19651117 198903 2 004

Materials

Activity 1:

Listen and do what the teacher says.

- ➤ Sit down, please

- ➤ Come here! (one student)

Activity 2:
Answering the meaning the students body movement based on these word!

Command	Prohibition
Clean the blackboard!	Don't be crazy!
Close the door!	Don't take a picture
Raise your hand!	No photo!
Stand up, please!	Don't bring phone!
Take your bag!	No cheating!
Watering these flowers!	No sleeping in the class!
Wash the clothes!	No eating in the class!
Read a newspaper!	Don't be noisy!
Sit down!	No smoking here!
Sweep the floor!	No swimming!
Look at the picture!	Don't sleep there!
Throw that rubbish!	Don't ask me!
Wash the dishes!	Don't sad!
Listen your teacher carefully!	Don't make me angry!
Stop looking at your phone!	Don't leave me alone
Turn off the lights!	Don't touch her!
Close the window!	Don't run !
Put down your bag	Don't talk loudly!
Read the book!	Don't follow me!
Brush your teeth!	Don't disturb him!

Interview with the Teacher

Setting   : Di Ruangan Guru

Researcher   : Chaimah Rosalia S

Teacher   : Maharani Simanjuntak

R : Researcher
T : Teacher

R: selamat pagi ibu, mohon maaf saya menggangu waktu ibu sekarang, kalo boleh tau apakah hari ini ibu ada waktu luang untuk wawancara bu?

T: pagi nak, iya gak apa, emang mau wawancara apa nak

R: Mau wawancara kegiatan belajar mengajar bahasa Inggris di dalam kelas ibu?

T: Oh boleh nak

R: Jadi gini bu, saya langsung keintinya aja ya bu ,kan dalam pembalajaran bahasa Inggris ada skill dan sub-skill kan bu?

T: Iyanak

R: Jadi bu saya disini mau nanya kebagian sub skill nya aja bu yaitu vocabulary, kalau boleh tau bagaimanasih kendala ibu dalam mengajar vocabulary di dalamkelas?

T:ya kendala ibu sih sama anak muridnya nak dimana mereka itu agak sulit dalam menghafal kosa kata yang baru gitu nak

R: emang nya ibu tidak menggunakan suatu metode dalam proses belajar vocabulary?

T: ya hanya metode-metode biasa nak

R: oh begitu bu, terus bagaimanasih tanggapan atau partisipasi mereka ketika sedang proses belajar vocabulukary?

T: ya gitu nak kadang tanggapannya ada yang baik ada yang tidak, kalau mereka tidak mengerti ya tinggal buka kamus aja sih nak untuk mengetahui arti vocabulary tersebut

R: emm begitu ya bu, saya rasa sudah cukup bu interviewnya, karena saya rasa informasinya sudah cukup bagi saya, terima kasih banyak ya bu atas waktunya.

T: Iya nak sama-sama

Interview with the Student

A. Interview One

Setting   : Di dalam Kelas

Researcher   : Chaimah Rosalia S

Student   : FathirYaumil

R : researcher
S : student

R: pagi nak fathir

S: pagi bu ada apa yabu?

R; jadi begini kamu punya waktu tidak?

S: hmmm iya bu

R; jadi gini ibu mau interview sebentar saja, mau tidak kamu di interview?

S; boleh bu, tapi kalau bias pertanyaannya jangan sulit-sulitya bu, emang mau interview buat apa ya bu

R: enggak susah kok nak pertanyaanya, jadi ini untuk penelitian ibu nak, jadi ibu mau nanya- nya sedikit tentang pelajaran bahasa Inggis

S; oh boleh bu

R; kalo ibu boleh tau bagaiamana sih menurut kamu vocabulary itu, penting gak sih dalam bahasa Inggris?

S: ya penting dong bu, karena dengan vocabulary kita jadi bias berbica bahasa Inggris

R: Emang menurut kamu belajar vocabulary itu sulit gak sih?

S; kadang-kadang sulit, kadang-kadang enggak bu

R: kalo ibu boleh tau emangnya ibu maharani kalau mengajar vocabulary dalam kelas itu gimana sih menurut kamu?

S; ya begitu-begitu aja buk

R: emangnya ibu maharani tidak menggunakan suatu yang menyenangkan gitu?

S: enggak bu

R: ohh begitu, jadi ibu maharani kalo dalam pelajaran vocabulary itu kalian disuruh ngapain aja?

S; cumin mengahafal doing bu terus maju kedepan

R: oh begituu, tapi kamu bias kan menghafal kosa kata yang diberi ibu maharani?

S: hehehe sedikit-sedikit bu

R: Baiklah nak, ibu rasa segini aja interview kita, makasih yaudah bersedia meluangkan waktu di interview

S: oh iya busama- samaibu,

B. Interview Two

Setting   : Didalam Kelas
Researcher   : Chaimah rosalia s
Student   : Nabila Rizky Salsabila

R : researcher
S : student

R: assalamualaikum nak, lagi nyanta iya? Boleh ibu minta waktu kamu sebentar?

S: wa'alaikumsalam bu, oh boleh bu emang mau ngapain bu?

R: ini mau interview kamu buat penenlitian ibu.

S: heheh boleh kok bu.

R: jadi gini, kalo ibu boleh tau bagaimana sih menurut kamu vocabulary itu, penting gak sih dalam bahasa inggris?

S:penting sih bu, soalnya kalo gak ada vocabulary gimana kita bisa belajar bahasa inggris bu

R: hmm, Emang menurut kamu belajar vocabulary itu sulit gak sih?

S: sulit bu

R: emang sulitnya dimana menurut kamu?

S: di bagian penulis nya bu

R; oh begitu ya nak, kalo ibu boleh tau tentang ibu maharani selaku guru bahasa inggris mu, emangnya gimana sih ibu maharani kalau mengajar vocabulary di dalam kelas?

S: ya gitu bu, nanti bu maharani mendiktekan vocabulatry nya kan bu terus ya kami tulis tuh bu apa vocabulary.

R: emangnya ibu maharani tidak menggunakan suatu yang menyenangkan gitu?

S: enggak bu, cuman begitu aja bu tiap harinya

R: nah emangnya kalian kalo belajar vocabulary itu di setiap petemuan?

S: iya bu

R: oh baiklah nak, ibu rasa segini aja interview kita, karena ibu rasa informasinya sudah cukup bagi ibu, terima kasih nak atas waktunya

S: oh iya bu sama-sama bu

R; yaudah ibu pamit ya, assalamualaikum nak

S: wa'alaikumsalam bu

Photography Evidence

QUESTIONNAIRES SHEET

Name : Adinda Najla

Class : 7 -1

Give a check mark (✓) in the column provided according to your choice!

Degree of Agreement	Meaning
1	Strongly Agree
2	Agree
3	Disagree
4	Strongly Disagree

No	Student interaction in memorizing vocabulary through TPR method with using command and prohibition	Responses			
1		Strongly Agree	Agree	Disagree	Strongly Disagree
	• I feel enjoyed learning	✓			
	• I understand learning better	✓			
	• I am more interesting to lesson	✓			
	• I can learn quickly and easily		✓		
	• I love learning vocabulary		✓		
2	student interaction in memorizing vocabulary through TPR method with using command	Strongly Agree	Agree	Disagree	Strongly Disagree
	• I easily memorize the command	✓			
	• helps me understand the command sentence		✓		
	• I easily to answer the command sentence		✓		
	• This method help me to learn vocabulary easily with command sentence	✓			

3	student interaction in memorizing vocabulary through TPR method with using Prohibition	Strongly Agree	Agree	Disagree	Strongly Disagree
	• I easily memorize the prohibition		✓		
	• help me understand the prohibition sentence			✓	
	• I easily to answer the prohibition sentence		✓		
	• help me to learn vocabulary word easily with prohibition sentence			✓	

QUESTIONNAIRES SHEET

Name : Alisa Ramadhani   Class : VII -1

Give a check mark (✓) in the column provided according to your choice!

Degree of Agreement	Meaning
1	Strongly Agree
2	Agree
3	Disagree
4	Strongly Disagree

No	Student interaction in memorizing vocabulary through TPR method	Responses			
1	with using command and prohibition	Strongly Agree	Agree	Disagree	Strongly Disagree
	• I feel enjoyed learning		✓		
	• I understand learning better	✓			
	• I am more interesting to lesson	✓			
	• I can learn quickly and easily	✓			
	• I love learning vocabulary	✓			
2	student interaction in memorizing vocabulary through TPR method with using command	Strongly Agree	Agree	Disagree	Strongly Disagree
	• I easily memorize the command	✓			
	• helps me understand the command sentence		✓		
	• I easily to answer the command sentence	✓			
	• This method help me to learn vocabulary easily with command sentence		✓		

3	student interaction in memorizing vocabulary through TPR method with using Prohibition	Strongly Agree	Agree	Disagree	Strongly Disagree
	• I easily memorize the prohibition			✓	
	• help me understand the prohibition sentence		✓		
	• I easily to answer the prohibition sentence			✓	
	• help me to learn vocabulary word easily with prohibition sentence			✓	

QUESTIONNAIRES SHEET

Name: Annisa Sekarini

Class: 7-1

Give a check mark (✓) in the column provided according to your choice!

Degree of Agreement	Meaning
1	Strongly Agree
2	Agree
3	Disagree
4	Strongly Disagree

No	Student interaction in memorizing vocabulary through TPR method with using command and prohibition	Responses			
1		Strongly Agree	Agree	Disagree	Strongly Disagree
	• I feel enjoyed learning	✓			
	• I understand learning better	✓			
	• I am more interesting to lesson	✓			
	• I can learn quickly and easily	✓			
	• I love learning vocabulary	✓			
2	student interaction in memorizing vocabulary through TPR method with using command	Strongly Agree	Agree	Disagree	Strongly Disagree
	• I easily memorize the command		✓		
	• helps me understand the command sentence		✓		
	• I easily to answer the command sentence	✓			
	• This method help me to learn vocabulary easily with command sentence	✓			

3	student interaction in memorizing vocabulary through TPR method with using Prohibition	Strongly Agree	Agree	Disagree	Strongly Disagree
	• I easily memorize the prohibition			∪	
	• help me understand the prohibition sentence		∪		
	• I easily to answer the prohibition sentence			∪	
	• help me to learn vocabulary word easily with prohibition sentence			∪	

QUESTIONNAIRES SHEET

Name: donna donita

Class: VII-1

Give a check mark (✓) in the column provided according to your choice!

Degree of Agreement	Meaning
1	Strongly Agree
2	Agree
3	Disagree
4	Strongly Disagree

No	Student interaction in memorizing vocabulary through TPR method with using command and prohibition	Responses			
1		Strongly Agree	Agree	Disagree	Strongly Disagree
	• I feel enjoyed learning		✓		
	• I understand learning better		✓		
	• I am more interesting to lesson		✓		
	• I can learn quickly and easily	✓			
	• I love learning vocabulary	✓			
2	student interaction in memorizing vocabulary through TPR method with using command	Strongly Agree	Agree	Disagree	Strongly Disagree
	• I easily memorize the command	✓			
	• helps me understand the command sentence	✓			
	• I easily to answer the command sentence		✓		
	• This method help me to learn vocabulary easily with command sentence	✓			

3	student interaction in memorizing vocabulary through TPR method with using Prohibition	Strongly Agree	Agree	Disagree	Strongly Disagree
	• I easily memorize the prohibition			✓	
	• help me understand the prohibition sentence			✓	
	• I easily to answer the prohibition sentence			✓	
	• help me to learn vocabulary word easily with prohibition sentence				✓

QUESTIONNAIRES SHEET

Name: Nabil Atul   Class: 7-1

Give a check mark (✓) in the column provided according to your choice!

Degree of Agreement	Meaning
1	Strongly Agree
2	Agree
3	Disagree
4	Strongly Disagree

No	Student interaction in memorizing vocabulary through TPR method with using command and prohibition	Responses			
1		Strongly Agree	Agree	Disagree	Strongly Disagree
	• I feel enjoyed learning	✓			
	• I understand learning better	✓			
	• I am more interesting to lesson		✓		
	• I can learn quickly and easily	✓			
	• I love learning vocabulary	✓			
2	student interaction in memorizing vocabulary through TPR method with using command	Strongly Agree	Agree	Disagree	Strongly Disagree
	• I easily memorize the command		✓		
	• helps me understand the command sentence		✓		
	• I easily to answer the command sentence	✓			
	• This method help me to learn vocabulary easily with command sentence		✓		

3	student interaction in memorizing vocabulary through TPR method with using Prohibition	Strongly Agree	Agree	Disagree	Strongly Disagree
	• I easily memorize the prohibition		✓		
	• help me understand the prohibition sentence	✓			
	• I easily to answer the prohibition sentence			✓	
	• help me to learn vocabulary word easily with prohibition sentence				✓

QUESTIONNAIRES SHEET

Name: Sari Natalia Br Sihent iNg

Class: 7-1

Give a check mark (✓) in the column provided according to your choice!

Degree of Agreement	Meaning
1	Strongly Agree
2	Agree
3	Disagree
4	Strongly Disagree

No	Student interaction in memorizing vocabulary through TPR method with using command and prohibition	Responses			
1		Strongly Agree	Agree	Disagree	Strongly Disagree
	• I feel enjoyed learning		✓		
	• I understand learning better		✓		
	• I am more interesting to lesson	✓			
	• I can learn quickly and easily	✓			
	• I love learning vocabulary		✓		
2	student interaction in memorizing vocabulary through TPR method with using command	Strongly Agree	Agree	Disagree	Strongly Disagree
	• I easily memorize the command			✓	
	• helps me understand the command sentence		✓		
	• I easily to answer the command sentence			✓	
	• This method help me to learn vocabulary easily with command sentence			✓	

3	student interaction in memorizing vocabulary through TPR method with using Prohibition	Strongly Agree	Agree	Disagree	Strongly Disagree
	• I easily memorize the prohibition		✓		
	• help me understand the prohibition sentence	✓			
	• I easily to answer the prohibition sentence	✓			
	• help me to learn vocabulary word easily with prohibition sentence	✓			

Form K-1

Kepada Yth : Bapak/Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan dibawah ini :

Nama Mahasiswa : Chaimah Rosalia Situmorang
N P M : 1502050261
Program Studi : Pendidikan Bahasa Inggris
IPK : 3,41

Kredit Kumulatif : 154 SKS

Persetujuan Ketua/Sekret Program Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Students' Interaction in Memorizing Vocabulary Through Phsyical Response Method.	
	The Effect of Reciprocal Teaching Method On Students Reading Comprehension of Recount Text.	
	The Effect of Problem Based Learning On Student Writing Narrative Text.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 22 Maret 2019
Hormat Pemohon

Chaimah Rosalia Situmorang

Keterangan :
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang Bersangkutan

Form K-2

Kepada Yth : Bapak/Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikumWr. Wb.

Dengan hormat yang bertanda tangan di bawah ini :

Nama Mahasiswa   : Chaimah Rosalia Situmorang
N P M   : 1502050261
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Students Interaction in Memorizing Vocabulary Through Phsyical Response Method

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

1. Rita Harisma, S.Pd, M,Hum   Acc ⁰⁶/₀₄-2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 4 April 2019
Hormat Pemohon,

Chaimah Rosalia Situmorang

Keterangan :
Dibuatrangkap3 : - UntukDekan/Fakultas.
                  - UntukKetua/Sekretaris Prodi
                  - UntukMahasiswa yang bersangkutan

Nomor   : 810/II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
              Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Chaimah Rosalia Situmorang
N P M   : 1502050261
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Students' Interaction Memorizing Vocabulary Through Phsycal Response Method.

Pembimbing   : Rita Harisma, SS. M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 8 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 03 'Sya'ban 1440 H
08 April   2019 M
Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi   : Universitas Muhammadiyah Sumatera Utara
Fakultas   : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap   : Chairnah Rosalia Situmorang
N.P.M   : 1502050261
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : Students' Interaction in Memorizing Vocabulary through Total Physical Response Method

| Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15 april 209	Chapter 1 - Background - Scope and limitation	
22 april 2019	Chapter II - Relevant of the study - Conceptual framework	
10 May 2019	Chapter III - Research instrument - Technique of collecting data - Technique of data analysis	
16 May 2019	Chapter III - Technique of data analysis	
20 May 2019	Acc to Seminar Proposal	

Medan, 20 Mei 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Rita Harisma, S.Pd, M.Hum.)

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ
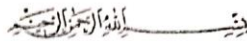
LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Chaimah Rosalia Situmorang
N.P.M   : 1502050261
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Students' Interaction in Memorizing Vocabulary through Total Physical Response Method

Sudah layak diseminarkan.

Medan, 20 Mei 2019

Disetujui oleh
Pembimbing

Rita Harisma, S.Pd, M.Hum

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	:	Chaimah Rosalia Situmorang
N.P.M	:	1502050261
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Students' Interaction in Memorizing Vocabulary through Total Physical Response Method

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 23, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 25 Mei 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

Nomor	: 1207 /II.3/UMSU-02/F/2019	Medan, 08 Dzulhijjah 1440 H
Lamp	: ---	09 Agustus 2019 M
H a l	: Mohon Izin Riset	

Kepada Yth, Bapak/Ibu Kepala
SMP Negeri 18 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	:	Chaimah Rosalia Situmorang
N P M	:	1502050261
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	Students' Interaction in Memorizing Vocabulary through Total Physical Response Method.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

DINAS PENDIDIKAN

SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 18 MEDAN

Jln. Kemuning Raya Perumnas Helvetia Medan Telp. 8450515 Kode Pos – 20124

SURAT KETERANGAN

Nomor : 421.3/221/ SMP N.18 / 2019

Sehubungan dengan Surat Izin Penelitian dari Universitas Muhammadiyah Sumatera Utara No.5207/II.3/UMSU-02/F/2019 tanggal 16 Agustus 2019 , dengan ini Kepala Sekolah SMP Negeri 18 Medan, Kota Medan Provinsi Sumatera Utara menerangkan bahwa :

N a m a	:	Chaimah Rosalia Situmorang
Nim	:	1502050261
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan Dan Ilmu Pendidikan
Tanggal Penelitian	:	23 Agustus s.d 30 Agustus 2019
Tempat Penelitian	:	SMP Negeri 18 Medan

Adalah benar nama tersebut diatas telah melaksanakan penelitian dengan judul : *Students' Interaction in Memorizing Vocabulary Through Total Physical Response Method.* Tahun pengajaran 2018/2019 di SMP Negeri 18 Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Medan, 31 Agustus 2019

Kepala SMP Negeri 18 Medan

Dermawati, M.Pd
NIP. 19651117 198903 2 004

CURRICULUM VITAE

Name   : Chaimah Rosalia Situmorang

Place and Date Birth   : Medan, 7 juli 1998

Age   : 21 Years old

Gender   : Female

Nationality   : Indonesian

Religion   : Islam

Marital status   : Not Married

Address   :Jalan Sakti no .65

Phone Number   : 0858-3040-5854

Email   : chaimahrosalia@gmail.com

Parents' Name

Father   : Firman Situmorang

Mother   : Rosma Nasution

Address   : Jalann Sakti no .65

Education

2003-2009   : SD Negeri 060506

2009-2012   : SMP Negeri 13 Medan

2012-2015   : SMA Negeri 8 Medan

 2015   :Faculty of Teacher Training and Education University of
                              Muhammadiyah Sumatera Utara