<u>LEMBAR PENGESAHAN ARTIKEL ILMIAH</u>

IMPROVING STUDENTS' VOCABULARY MASTERY BY USING TOTAL PHYSICAL RESPONSE (TPR) METHOD AT THE GRADE SIXTH STUDENTS OF SDN 001 UJUNGBATU

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Oleh:

Pembimbing I

Pipit Rahayu, M.Pd
NIP. 198601312009032002

Pembimbing II

Dian Sukma, M.Pd
NIDN. 1014068501

Mengetahui,

Ketua Program Studi

Pipit Rahayu, M.Pd
NIP. 198601312009032002

MEMPERBAIKI PENGUASAAN KOSAKATA SISWA DENGAN MENGGUNAKAN METODE *TOTAL PHYSICAL RESPONSE* DI TINGKAT KEENAM DARI SISWA SDN 001 UJUNGBATU

Runi Elisha*[)], Pipit Rahayu[1)], Dian Sukma[2)]

[1&2)] Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pasir Pengaraian

ABSTRAK

Belajar kosakata adalah hal penting untuk mendukung penguasaan keterampilan bahasa Inggris. Faktor yang menjadi kendala adalah terbatasnya jumlah kata yang dikuasai. Penelitian ini bertujuan untuk mengetahui apakah *Total Physical Response (TPR)* dapat meningkatkan penguasaan kosakata dan untuk mengetahui faktor yang mempengaruhi perubahan dalam proses penguasaan kosakata siswa dengan menggunakan *TPR*. Peneliti melakukan penelitian tindakan kelas (PTK). Data penelitian dikumpulkan dengan menggunakan data kualitatif dan kuantitatif . Ada signifikan peningkatan dari setiap siklus. Siklus I: *Pronunciation* 60.42 (*Average*), *spelling* 66.33 (*Average*), *meaning* 66.42 (*Average*), *grammar* 66.08 (*Average*). Siklus II: *Pronunciation* 82.92 (*good*), *spelling* 82.58 (*good*), *meaning* 81.00 (*good*), *grammar* 80.00 (*good*).

Kata kunci: Penguasaan Kosakata, TPR, dan PTK

ABSTRACT

Learn vocabulary is essential to support mastery of English skills. The factors that become the obstacles are limited number of words mastered. This research is aimed to know whether Total Physical Response (TPR) can improve students' vocabulary mastery and to know the factor influence the change in the process of students' vocabulary mastery by using TPR. The researcher conducted a classroom action research (CAR). The data of research were collected by using qualitative and quantitative data. There was significant improvement from every cycle. Cycle I: Pronunciation 60.42 (Average), spelling 66.33 (Average), meaning 66.42 (Average), grammar 66.08 (Average). Cycle II: Pronunciation 82.92 (good), spelling 82.58 (good), meaning 81.00 (good), grammar 80.00 (good)

Key Words: Vocabulary Mastery, TPR, and CAR

INTRODUCTION

A. Background of the Problem

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of listening, speaking, reading and writing all together. In order to communicate in foreign language, learners or students should process a number of words and should know how to use them accurately.

Vocabulary is an important element in a language. Without vocabulary, we can't communicate effectively. So, the first step to learn English is learning vocabulary because it is very prominent in language and it is always taught in language classes. Therefore it is very important to learn vocabulary for the first time in learning, introduction vocabulary to the student facilities the learners to achieve their skills in English.

Even though students realize the importance of the vocabulary in learning a language, most students learn vocabulary passively in several factors. Based on the researcher's experience during teach at the grade sixth students of SDN 001 Ujungbatu, those several factors are: First,

Sometimes, the students could master and always remember all the vocabularies learned at school well, but after they have finished their study, they lose many of English words and only limited numbers are remembered. This phenomenon happens in the process of vocabulary mastery in the class, belonging to the students of SDN 001 at the sixth grade.

Second, students usually only acquire new vocabulary through new words in their textbooks. For example: students found several new words in a text and they asked the teacher to explain the meaning and usages. Its condition was benefit for diligent and curious students in English only, but it didn't attract for the other students who weren't. It affect of students' vocabulary knowledge.

Third, many students didn't want to take risk in applying what they have learnt. Students may recognize a word in written or spoken form and think that they already know the word, but they may not be able to use that word properly in different context pronounce it correctly. For example, when they found a word "book", they assumed that book was only a media for writing.

*Hp   : 082285815415

e-mail : runielisha@gmail.com

But when they found an instruction in their exercise paper, there was a word "book", the form of that instruction was "book all of things in the class and give simple definition about it". The mean in that context for word "book" is same synonym with "note". It's a verb. Most students looked confuse and still interpreted that word by meaning a media for writing (noun) but it will have different context when it was found in instruction form.

Forth, there were some of students made a noise during teaching and learning process at the class. It happened because they didn't attract of English subject and they think that English was difficult to be understood. Sometimes they said "it difficult, Miss. I can't do it." So they just busy with their own activities except followed the learning process at the class and sometimes they disturbed the other students and made a noise. It's so uncomfortable situation.

Fifth, the important thing, the researcher found the low score of student in English subject. Some of them got the low score under the criteria of learning mastery. And their average of score in last semester was under in the criteria of learning mastery as well. Based on the researcher experience in teaching at that class, the students got the difficulties to grasp the meaning of words. Some of them were still wrong in pronouncing the words. They got the difficulties to make a sentence in a good grammar. And if they spelled the words, some of them still couldn't mention it correctly. It can't be denied that they lack of vocabulary.

Based on the factors stated before, it made the students' vocabulary mastery is unsatisfactory yet. They get difficulties to understand some words in a context and they do not have enough yet words to say what they want to say. It cause is lack of vocabulary. They eventually didn't can absorb English subject fully and said that English was difficult subject. More or less a half of students said that English was difficult subject to be leant. They need something fun and easy to access the vocabulary quickly when it is required for use.

To solve those problems, it needs something interesting in teaching to attract students' attention in learning English in order to improve their vocabulary mastery. There are many methods used in teaching language to children. Total Physical Response (TPR) developed by James J. Asher (1982) that may support to realize the expected situation. To be fitted to the students' age, TPR seems to be appropriate to teach vocabulary since children seem like playing and moving all the time. As they are interested in body movement, vocabulary actually can be taught through action. Basically, first vocabularies for children are easy to be conveyed in action. Take it for granted, all of students are willing to do some actions in the classroom together with their friends.

By doing TPR activity, the students can learn vocabulary easier and they can gain their motivation in learning English, because the students practice directly using the vocabulary of the target language in real context. By doing so, the students can develop the storage of the vocabulary in a short time. Not only memorizing, but also through experience, the vocabulary can be easier to be remembered by the students. Besides, that TPR also helps the learners to broaden their linguistic input because they use body movement to attract their attention in teaching learning process. TPR is appropriate to be implied in elementary school as teaching language especially to children.

So that's way, the researcher is interested to apply Total Physical Response (TPR) to the students of sixth grade at SDN 001 Ujungbatu in learning vocabulary. The researcher will focus in applying TPR in teaching English vocabulary to the sixth grade students at SDN 001 Ujungbatu. So the researcher take the title in this research is Improving Students' Vocabulary Mastery by Using Total Physical Response (TPR) Method at the Grade Sixth Students of SDN 001 Ujungbatu.

B. Review of Related Theories
1. The Nature of Vocabulary

According to Webster.s Ninth Collegiate Dictionary in Leny (2006), defines vocabulary are: (1) a list or collection of words and phrase usually alphabetically arranged and explained or defined; (2) a sum or stock of words employed by a language group individual or work or in a field of knowledge; (3) a list or collection of terms or codes available for use.

Hornby in Amilus (2013) states that vocabulary is total number of word which (with rules, combining them) makes up a language. It is one of the important components in English because it uses with oral and written text. So, it must be taught to young learner to prepare them to make good sentences and learn English more. It will be easy to them receive new lesson because have fresh brain. But, in fact many students disliked English because they thought it was difficult. It caused they were also difficult to remind and understand about the meaning of word (vocabulary).

Then, Whute in Nining (2010) states, "vocabulary is the word that is used in language. They are elements that are combined to make sentences or discourse. The more vocabulary will be needed in order to intake accurate word choice, so it will effectively convey thought and ideas.

Cameron in Nining (2010) states that mastery vocabulary deals with learning words at the first. Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language. Mastery

means natural or acquired facility in specific activity: ability, adeptness, art, command, craft, expertise, expertness, knack, proficiency, skill, technique. So it can be said that mastery is possession of skill, ability and technique in conducting a certain activity.

According to the definitions above, the researcher can be concluded that vocabulary is a stock of words in a language, written or spoken, with meaning that considered as cultural meaning used by group or individual community. Mastery means related to the effort of students in learning vocabulary so that they can master it and they are able to use words in a sentence. Vocabulary is one of component of language that important to be taught because it hoped that the students can make a good sentence in English by understanding vocabulary first, although it is difficult to be understood as the students thought.

2. Teaching and Learning Vocabulary of Using TPR

According to Thornbury (2002: 13), he says that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning. If you spend most of your time studying grammar, your English will not improve very much. You will see the most improvement if you learn more words and expression. You can say very little with grammar but you can say almost anything with words."

From the opinion above, it can be concluded that to improve our English, it need vocabulary that help us to express our opinion if we have much collection of vocabularies. Moreover, to make sentences we need various vocabularies, and to unite the word easier, we need much collection of vocabularies so that we can express that we are going to say. Moreover in this research, the participants are students in the elementary school. They need much collection words as the beginner level.

Richard and Rodgers in Misra (2011) there are some roles for students and teacher in teaching learning activities by using Total Physical Response method;

1). Learners' Role

Learners in TPR have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who most follows the imperative-based format for lesson. Learners are also expected to recognize and respond to novel combinations of previously taught items. Besides, in teaching vocabulary, after several students have demonstrated comprehensions of the new vocabulary by responding to the teacher's commands, individual members of the class take the role of the teachers. Each gives the same commands, which have been demonstrated, and classmates perform the actions. Besides offering practice in the use of the new vocabulary, the activity helps to keep students' minds alert.

2). Teacher's Role

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

3). Activities

TPR has simplicity as its most appealing feature. Its strength lies in the internationalization of the material covered. The teacher gives commands and the students carry them out. There are four basic types TPR: a) the imperative drills are used to elicit physical actions and activity on the part of the learners. b) Presentation slides are used to provide a visual center for teacher narration, which is followed by commands and questions to students. c) Role play center on everyday situations. d) Action sequence.

Based on the four basic types TPR above, the researcher concluded that typically TPR heavily utilized the imperative mood, even into more advanced proficiency level. It can be applied through directly commands. Commands are the easy way to get learners to move. Because of typically TPR heavily utilized the imperative mood through commands, in this research; the researcher used commands as the central of activities to apply TPR in teaching and learning.

Then, According to Adelman et al (2003: 2), these are the strategies for good language learning: 1) Students need to be involved in a situation where oral language meaning is immediately perceived and understood; 2) Student silence (as opposed to oral production) is permitted and encouraged as a learning tool while they can watch the effect of language on the actions of others;3) Student comprehension is demonstrated by successfully completing tasks cued by oral language; and 4) Students can focus on overall meaning rather than grammar. 5) Consistent language on a daily basis,

and6) Content involving English that is clearly usable or valuable outside the classroom

From the strategies language learning above, it can be known that to succeed in the learning of this research, teach vocabulary is appropriate in those strategies, moreover in this research, the researcher used Total Physical response that conducted orally exercise as students comprehension through command to the students.

3. Total Physical Response

Handoyo (2005) explains that TPR is one of the English teaching approaches and methods developed by Dr. James J Asher. It has been applied for almost thirty years. This method attempts to center attention to encouraging learners to listen and respond to the spoken target language commands of their teachers. In other words, TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

Kennedy (2000) defines that Dr. Asher decided to create a stress-free approach to leaning a second language that used many methods found in the first language learning experience. His work resulted in an approach that is now used in many classrooms around the world to help children and adults learn languages such as French, Spanish, English, Chinese, Korean, Hebrew, and even sign language.

Larsen (2000) defines that Emphasis is placed on students' developing basic communication skills and vocabulary through their receiving meaningful exposure to the target language. The students listen to the teacher using the target language communicatively from the beginning of instruction. They do not speak at first.

Then according to Larsen (2000: 113-115) there are ten Principals of Total Physical Response:
1. The goals of teachers who use TPR
2. The role of the teacher
3. Some characteristics of the teaching/learning process
4. The nature of student-teacher interaction
5. The feelings of the students
6. The language and culture viewed
7. The areas of language skill are emphasized
8. The role of the students' native language
9. The accomplished evaluation
10. The teacher respond to student errors

4. The Implementation of Teaching Vocabulary through TPR

The implementation of teaching vocabulary through TPR according to Malone (2011):
1. Teacher displays lists of vocabularies that will be taught (the teacher's introduction)
2. Teacher explain and pronounce the vocabularies one by one to students and asks them to pronounce it as well by repeating after teacher (the teacher's presentation)

3. Teacher demonstrates the verb action from the vocabularies that have been taught to the students (the teacher's demonstration)
4. Students watch demonstration of the verb action (the students' visual activity)
5. The teacher calls out one student or more than one student to come to the front of class as a model to do the commands from the teacher, this time having students perform the actions simultaneously (Direct command of practical action)
6. The teacher gives the command to all students in the class to redo the demonstration of TPR (All students' direct command activity)

5. The Relationship between TPR and Teaching Vocabulary

TPR allows students to acquire vocabulary in a manner similar to how children learn his or her first language. Richards in Misra (2011) states "by observing how a baby learns his mother tongue one can show that speech is learned, he learns by listening, understanding, and imitating". It means, when the students learn their first language, the first thing they do is listening to what the teacher says. By listening to what the teacher says, they will absorb the structure and the meaning of the language, and then they will understand the language.

It can be concluded that vocabulary can be taught by TPR. By doing TPR, it can give experience to the students through the action given by teacher. The teacher demonstrates or models actions which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word and phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles. Students who learn language through TPR method will not soon forget it.

C. Research Method

This research was a classroom action research. It was conducted at SDN 001 Ujungbatu on Kutilang street no. 126 Ujungbatu. In this research, the researcher used the sixth grade students as the participant of the research. The collaborator was Mrs. Susi Hertina, S.Pd, an English teacher at SDN 001 Ujungbatu. In conducting this classroom action research, the researcher divided the action into two cycles and carried out in four steps; plan, action, observation and reflection.

The data of the research were collected by using qualitative and quantitative data. Interview, observation sheet and field notes were the techniques for getting qualitative data. And test was technique for getting quantitative data. The quantitative data included the written tests taken before and after the cycles were implemented.

The instrumentations of the research could be seen in these following:

1. Observation sheet. The collaborator directly observes the process of teaching and learning in the class when the researcher explains her/his English material in the class.
2. Interview. Eko (2012: 40) explains that interview is a dialogue process orally between interviewer with respondent or interviewee in order to get information which needed by researcher. So the researcher needs to do this activity to get information about response, think, felling, motivation, and someone projection through her/his future.
3. Field notes. This activity would be done by the collaborator. In this research, field notes are used to know the situation and the activities during the teaching and learning process, such as how the teachers carry out the material and the students' response about the material given. The form of the fill note is an empty of paper which notes the event happens during the activities at the classroom running.
4. Video. Video in this research is important to record the implementation of TPR in the class as the researcher's documentation to analyze the respond of students during TPR lesson. Every meeting of each cycle has to be recorded. It was also for documentation of the research.
5. Test. There were six tests in this research. There was a test of each meeting. The researcher conducted six tests in cycle I and II. There were four indicators and the level of students' vocabulary indicator which applied during the test:

Table 1: Indicators of Vocabulary Mastery

No	Indicators of Vocabulary Mastery	Percentage
1	Pronunciation	40%
2	Spelling	20%
3	Meaning	20%
4	Grammar	20%

(Cameron in Elda: 2010)

Table 2: The level of students' vocabulary indicator

1	Good to excellent	80-100
2	Average to good	60-79
3	Poor to average	50-59
4	Poor	0-49

(Harries in Donal: 2012)

D. Finding and Discussion
1. Findings

This chapter presents findings and discussion of the research in cycle I and cycle II in order to answer the research question: (1) To what extent can TPR improved students' vocabulary mastery at the grade sixth students of SDN 001 Ujungbatu? (2) What factors influence the change in the process of students' vocabulary mastery of using TPR at the grade sixth students of SDN 001 Ujungbatu?

I. The Extent to which Total Physical Response (TPR) could improve students' vocabulary mastery

The Average result of students' vocabulary mastery before using TPR **was 60.62**. It was still low to reach The Criteria of Learning Mastery (**71.67**) at SDN 001 Ujungbatu. In order to improve the students' vocabulary mastery which was still under the criteria of learning mastery, the researcher did the research about the implementing TPR in classroom action research. There were six meetings of two cycles: cycle I and cycle II. After the researcher conducted six meetings in two cycles, in order to see that TPR could improve students' vocabulary mastery, the researcher made the average of students' vocabulary in each cycle. The data collected through students vocabulary score in every cycle of each meeting could be seen in these following;
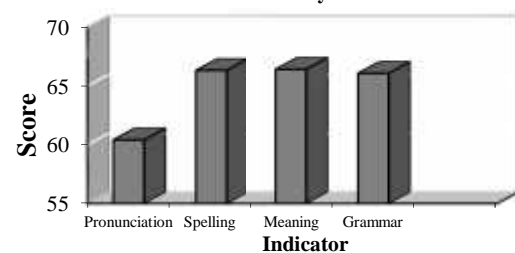
CYCLE I

Table 11: The Average of Students' Vocabulary Mastery Score in Cycle I of each Indicator

No	Indicators of Vocabulary Mastery	Score Meeting 1	Score Meeting 2	Score Meeting 3	Average Score
1	Pronunciation	50	58.75	72.5	60.42
2	Spelling	60.5	67	71.5	66.33
3	Meaning	61	68.75	69.5	66.42
4	Grammar	64	66.5	67.75	66.08

The table above was the average score of three meetings of each indicator in cycle I. From the average score of three meetings in cycle I, the highest indicator was meaning (66.42) and the lowest indicator was pronunciation (60.08). It could be seen in the following diagram:

Diagram 7
The Average of Students' Vocabulary Mastery Score In Cycle I

Based on the diagram above, it could be read that the pronunciation was the lowest score. And from every indicator in cycle I, all indicators were under the criteria of learning

mastery. So the researcher continued the next cycle to improve pronunciation and all indicators of vocabulary mastery in order to pass the criteria of learning mastery.

CYCLE II
Table 12: The Average of Students' Vocabulary Mastery in Cycle II of each Indicator

No	Indicators of Vocabulary Mastery	Score Meeting 1	Score Meeting 2	Score Meeting 3	Average Score
1	Pronunciation	75	85	88.75	82.92
2	Spelling	77	82.5	88.25	82.58
3	Meaning	73.75	81.25	88	81
4	Grammar	69.75	81	89.25	80

The table above was the average score of three meetings of each indicator in cycle II. From the average score of three meetings in cycle II, the highest indicator was pronunciation (82.92). The researcher had succeeded in improving pronunciation indicator which was the lowest score in cycle I. The lowest indicator in this cycle was grammar (80). Grammar became the target improvement in this cycle. Although grammar was in the lowest score from the other indicators, it had improved from meeting by meeting. And finally, grammar had passed the criteria of learning mastery. The result of average scores of the cycle II could be seen in the following diagram:

Diagram 8
The Average of Students' Vocabulary Mastery Score
In Cycle II
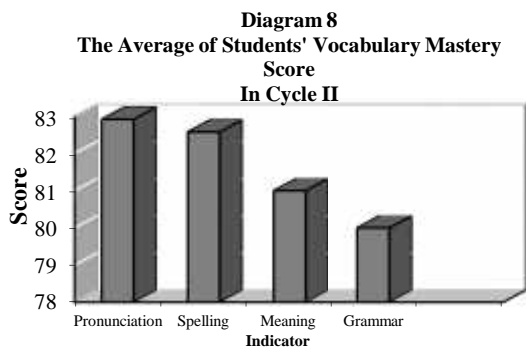
Based on the diagram above, it could be read that the grammar was the lowest score from the other indicators. But as stated before, grammar had passed the criteria of learning mastery. It was also same through the other indicators of learning mastery. So it could be conclude that all indicators of vocabulary mastery had passed from the criteria of learning mastery. And it was the expected result. So the researcher didn't continue the next cycle after conducting the second cycle in this research.

It was obvious that TPR could improve the students' vocabulary mastery. It had been seen from the explanation before by seeing the average score table of cycle I and II and

diagrams I and II. These following were the data collected about the improvement of the students' vocabulary mastery in each indicator from the average of vocabulary score in every cycle and included the level of the students' vocabulary mastery based on their average score:

Table 13: Data Collected About the Improvement of the Students Vocabulary Mastery in Each Indicator From The Average of Vocabulary Score in Every Cycle:

No	Component of Speaking Proficiency	The Average Score of Vocabulary Mastery Cycle I	The Average Score of Vocabulary Mastery Cycle II
1	Pronunciation	60.42	82.92
2	Spelling	66.33	82.58
3	Meaning	66.42	81
4	Grammar	66.08	80

Table 14: the level of the Students' Vocabulary Mastery based on Their Average Score

No	Indicators of Students vocabulary	The Average of Vocabulary Mastery Cycle I	The Average of Vocabulary Mastery Cycle II
1	Pronunciation	Average	Good
2	Spelling	Average	Good
3	Meaning	Average	Good
4	Grammar	Average	Good

From two tables above, the average score students in cycle I was in *average level* through each indicator. And in cycle II, the average score of each indicator were in *good level*. As stated before, it was obvious that this research had succeeded in improving students' vocabulary mastery by implementing TPR and got the *good level*. In order to see the increasing of the students' vocabulary mastery score in each component from the average in every cycle, it could be seen of Diagram 9:

The Increase of the Students' Vocabulary Mastery Score in each Component from the Average in every Cycle as can be seen n Form Diagram Below:

Diagram 9
The Improvement of Students' Vocabulary Mastery Score in each Indicator
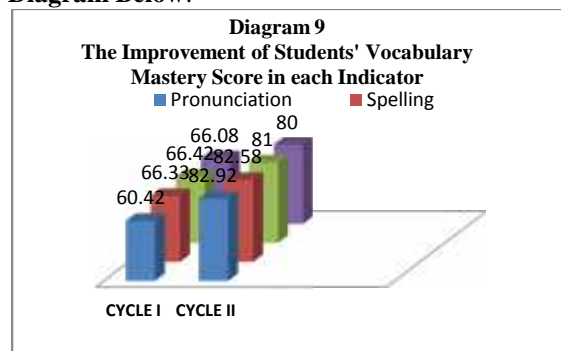
From diagram 9, generally, it can be read that there was an increase of vocabulary mastery from each indicator of cycle I to cycle II. It can be understood that students' pronunciation became better from the average score of vocabulary test in cycle I **(60.42)** to **(82.92)** in the average score of vocabulary test in cycle II. It can be known that the students' vocabulary on grammar better improved as well from **(66.08)** in the average score of vocabulary test in cycle I to **(80)** in the average score of vocabulary test in cycle II. According the diagram above, indicator of spelling improved from **(66.33)** in the average score of cycle II to **(82.58)** in the average score of cycle II. The last, the student's vocabulary on meaning throughout the three meetings of each cycle showed an improvement: from **(66.42)** in the average score of vocabulary test in cycle I to **(81)** in the average score of vocabulary test in cycle II.

II: The Factors Influences the Improvement of Students Vocabulary Mastery

After the researcher did the research, the researcher found some factors that indicate the Improvement of students' vocabulary mastery through the field note, observation sheet and interview. There are some factors influences the improvement of students' vocabulary mastery, they are:

a) Material

The material that they have also takes the influences in the Improvement of students' vocabulary mastery. In this case, because all of the students come from the sixth grade of elementary school, the material was related to their background knowledge. It material teaches about vocabularies that stress the daily activities of the students through their action. The students become enjoy during the teaching and learning in the class. Students were enjoying getting up out of their chairs and moving around so that nothing looked stress in their face during the activities. They do not sit on the chair only. In teaching materials that teach vocabulary through Total Physical Response, the language is directly used in context. So, the material given by researcher in this case was really helped the students to increase their vocabulary mastery and it can be seen from the improvement of their vocabulary tests in every meeting of each cycle.

b) Teaching media

In this research, the researcher used infocus and things related to the material. The uses of teaching media in this research are useful. It helps students to understand about the lesson easily, such as the use of infocus more attracted students to study, listen seriously through the researcher's explanation and made them focused to see to the front of class where infocus displayed. And then, the use of things that the researcher brought to the class like spoon, plate, cup, food, bottle, water, etc had attracted them to study as well.

c) Teacher

The teacher is the one who decides what to teach, who models and presents the lesson, and who selects supporting lesson for classroom use. The role of teacher was important in this classroom activity, because she was as the instructor who gives direct command to the students. Teacher was encouraged to be well prepared and well organized so that the lesson flows smoothly and predictable. In this case, based on students' interview, the students liked the teacher demonstration in practicing the command.

2. Discussion

As it has been explained before, this research conducted in 2 cycles for 6 meetings, to observe how far Total Physical Response can better improve the students' vocabulary mastery at grade sixth students of elementary school in SDN 001 Ujungbatu. The designing of this TPR activity has been fulfilled what are suggested by Malone (2011) about the implementation of TPR lessons that students hear and see and then hear and do. Students hear the teacher say a command and see the teacher demonstrate the action. They hear the command again and see the teacher and student volunteers demonstrate the action.

From those activities, it was seen that students could follow the study structurally and give good response through it actions. This TPR also meets success in the learning of this research which is suggested by Adelman et al (2003) about the strategies for good language learning. From those strategies, the researcher concluded that the demonstration and orally exercise it can be a good strategy in learning vocabulary by using TPR.

Then, it also had done as Larsen (2000) defines that Teachers who use TPR believe in the importance of having their students *enjoy* their experience in learning to communicate in a foreign language. In fact, TPR was developed in order to reduce

the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.

The test also conducted by researcher to know the improvement as students' achievement in scoring system. This test is also useful to see the feedback of students include the teacher as suggested by Tornbury (2002) about conduct the test to know the affective teaching sequence has been, because by testing it can be seen the feedback, both for learners and teachers.

3. Conclusion

Based on the result of the analysis in the previous chapter, the writer concludes that:

1) The students' mastery in English vocabulary had improved and increased from each meeting. It was supported by the average score of students' vocabulary mastery test in cycle I of each indicator: Pronunciation **60.42 (Average)**, spelling **66.33 (Average)**, meaning **66.42 (Average)**, grammar **66.08 (Average)** and the average score of students' vocabulary mastery test in cycle II of each indicator: Pronunciation **82.92 (good)**, spelling **82.58 (good)**, meaning **81.00 (good)**, grammar **80.00 (good)**. That was obvious that there was a significant improvement from each cycle.

2) By seeing their responses in the teaching and learning activities given using TPR, the main factors affecting this success are the relevancy between the vocabularies offered in the activities, and the vocabulary that the students used in daily activities. There are three factors influence in this research based on the interview of students, field note and observation sheet, firstly is teaching material, secondly is teaching media, and thirdly is teacher.

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