



**THE APPLICATION OF TOTAL PHYSICAL RESPONSE
IN TEACHING ENGLISH VOCABULARY TO THE FOURTH GRADERS
OF SD NEGERI 04 KRAJANKULON KALIWUNGU KENDAL
IN THE ACADEMIC YEAR OF 2006/2007**

a Final Project

**submitted in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan in English**

by

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Semarang, 22 Januari 2007

Yang membuat pernyataan

Yenny Octaviany

This Final Project is dedicated with love and gratitude to:

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my sisters (Ida, Fitri, Dewi, Elly and Yulies)
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- All my friends in the world

Verily! Along with every hardship is relief (QS. 94: 5)

ABSTRACT

The objectives of this study are to describe the procedure of teaching English vocabulary to the fourth year students of Elementary School using the Total Physical Response (TPR) method and to identify the advantages and disadvantages of using the TPR method in teaching foreign language vocabulary.

To achieve the objectives of the study, the writer conducted an action research. This classroom action research was held at SD Negeri 04 Krajangkulon Kaliwungu Kendal. The subject of the study was the grade IV. There were 34 students; 18 girls and 16 boys.

The writer carried out three steps. The first step was the pre-test. The second step was the action. The action consisted of two cycles. The difference between these cycles was on topic of material used. Each cycle consisted of teaching and learning process and a test. The last steps were the post-test and answering questionnaire. The questionnaire was meant to answer the problems of the study. The writer also used field notes. It was used to observe the situation of the class during the each activity of this study.

In analyzing the data, the writer used a descriptive qualitative and a simple quantitative measurement to find the result. The analysis of the data showed that there was a significant difference of the students' achievement in the pre-test and post-test. The students' achievement in the post-test (90.1%) was higher than that of pre-test (44.51%). The average of the students' achievement in the first cycle was 87.06% and in the second cycle was 89.56%. The relative frequency showed that the mastery level of vocabulary in the second cycle is better than that on the first cycle. The main factor affecting this improvement was the students' interest in teaching learning process through Total Physical Response.

Based on this data, the writer concluded that teaching English vocabulary through TPR is very beneficial for the students in order to facilitate them in learning English vocabulary. It is suggested that TPR in teaching English vocabulary is recommended for the English teacher.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language as a means of communication plays very important role in social relationship among human beings. English as one of the international languages is very important since it requires as a bridge of communication. In Indonesia, English is one of the compulsory subjects which is taught in junior high school, senior high school and university as the first foreign language. In addition, it is taught in elementary school and some kindergartens.

English is the first foreign language taught to the students of elementary school. Teaching English in the elementary school has been accepted in Indonesia in line with the government's plan on the nine years basic education. In the elementary school, English is to be taught as one of the local content. The aim of teaching English in the elementary school is to motivate them to be ready and have self confident in learning English at higher level of education. The students of elementary school just learn English in the simple pattern (vocabulary, grammar, etc.) since they learn it for the first time.

According to the 1994 curriculum, the objective of teaching English to the elementary school students as a local content course of study is they are expected to have the skill of the language in simple sentence of English, with the emphasis to have

speaking skill using selected topics related to their environmental needs such as tourism industry (Depdikbud, 1995: 2)

Teaching English to children, in this case is the elementary school student, should be different from adult. According to Harmer (2001: 38), young learners especially those up to the ages of nine to ten learn differently from older learners, adolescents, and adults. They easily get bored, losing interest after ten minutes or so.

Teaching English to the fourth grade students of elementary school means teaching the children at the age between nine and eleven years old. From this group (9-11), teacher can point out certain characteristics that he would be aware of and take into account in his teaching. In teaching English to children, the teacher plays important role since he has to be able to set students interest and motivation in learning English. Teacher of this level need to plan a range of activities for a given time period, and be flexible enough to move on to the next exercises when they see his students are getting bored. In order to make the teaching English in elementary school to be successful, it should be considered some factors such as the quality of the teachers, students' interest, motivation, etc which are involved together in teaching and learning process. Besides that, there are other important factors; they are teaching technique and teaching media which play important role.

In this study, the writer will focus on teaching English vocabulary considering that vocabulary constitutes the knowledge of meaning which is one of the components of language. Studying a language cannot be separated from studying vocabulary. It is very essential to improve the four language skills that are very useful in conducting

communication and studying other language. By learning vocabulary first, learners will be able to communicate in English.

There are many methods used in teaching language to children. Total Physical Response, a method developed by James J. Asher (1942), is one of methods in teaching language that may support to realize the expected situation. It can also be presented by using a game that is appropriate to the learners' characters. The previous research, which was conducted by Wulandari (2002), has proven that there is a significant difference of the students' achievement in mastering English vocabulary by using TPR. Therefore, the writer will focus in applying TPR in teaching English vocabulary to the fourth graders of elementary school in order to prove the previous research. Nevertheless, the method she used in this study is different.

By using the Total Physical Responses, it is hoped that the teacher will be able to motivate them to learn and pay attention to the material presented by the teacher, and finally, they are able to master English well. This final project is also submitted as one of the requirements for the degree of Sarjana Pendidikan in English.

1.2. Reason For Choosing The Topic

The topic is chosen with the following reasons:

- 1) Teaching English to the elementary school students is not an easy task since it requires a lot of creativity. Their world is still full of enjoyable activities. If English is taught interestingly, it will motivate them to learn it better.

- 2) The Total Physical Response activities developed by James Asher provide ideas to create the activity for the success of the English language learning.
- 3) Vocabulary items are essential to improve the four language skills (*Listening Speaking, Reading, and Writing*) of the students, so it is important to find an exact way of situation to make students interested in improving their vocabularies.
- 4) The students of elementary school have problems in mastering the English vocabulary items which they learn.

1.3. Statement of The Problems

In order to get the objective of the study systematically, the following questions are raised:

- 1) How can the Total Physical Response improve the fourth year students' mastery of the English vocabulary items?
- 2) What are the advantages and disadvantages of using the TPR method in teaching English vocabulary?

1.4. Objectives of The Study

The objectives of this study can be stated as follows:

- 1) To describe the procedure of teaching English vocabulary to the fourth year students of Elementary School using the TPR method.
- 2) To identify the advantages and disadvantages of using the TPR method in teaching foreign language vocabulary.

1.5. Significance of The Study

By doing the study, the writer hopes that:

- 1) Elementary school students can learn English in an interesting way and enrich their vocabulary through the Total Physical Response method.
- 2) Teacher can use the TPR method as an alternative way to teach English to Elementary students.

1.6. Organization of The Study

This final project consists of five chapters. Chapter I is introduction presenting the background of the study, reason of choosing the topic, statement of the problems, objective of the study, significance of the study, and organization of the study.

Chapter II presents the review of related literature. It consists of theories underlying the writing of the study; they are Teaching and Learning English as a Foreign Language in the Elementary School, Characteristic of the Fourth Graders Students of Elementary School, The Elementary School English Teacher, Teaching Vocabulary, Total Physical Response, and Action Research.

Chapter III deals with methodology of the study. It consists of data collection, subject of the study, research design, and instrument of the study.

Chapter IV presents the data analysis of the research. They are analysis of pre-test, first cycle, second cycle, post-test, questionnaire, and field notes.

Chapter V, as the last chapter in this study contains the conclusion of the study and suggestions made on the bases of the research finding.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Teaching and Learning English as a Foreign Language in the Elementary School

2.1.1. Foreign Language Learning and Teaching

Learning a foreign language is not as easy as learning native language. In learning a foreign language, the learners may meet all kinds of learning problems dealing with vocabulary, sound system, and how to arrange words into sentences that are quite different from those native languages. In line with this, Ramelan (1994: 4) states:

“If someone wants to learn a foreign language, he will obviously meet with all kinds of learning problems. The difficulties have to do with the learning of sounds system, the learning of new vocabulary items, and the learning of the unfamiliar ways of arranging the foreign words into sentences”.

Like any other learners of English as a foreign language, Indonesian learners also meet difficulties in learning English since their native language is quite different from English. Learning a foreign language which is quite different from native language is very difficult for Indonesian learners. Consequently, the learners should have a great motivation. They should be serious in learning English because learning language actually needs a total physical, intellectual, and emotional response.

In teaching a foreign language, a teacher should have an objective. The common objective of teaching a foreign language is to make learners to be able to

communicate by using the target language orally and written form. According to Brown (1980: 8), teaching is guiding and facilitating learning, enabling, and setting the condition for learning.

There are some factors that should be considered before teaching a foreign language such as English. Those factors are “age, ability, aspiration and need, native language, and previous language experience” (Finocchiaro, 1974: 14). By that statement, it can be concluded that the material which is going to be presented should be based on the learners’ age, ability, aspiration and need, native language, and previous language experience.

2.1.2. Characteristic of the Fourth Graders of Elementary School

The range age of the Elementary School students is between six to twelve years old. They have different characteristics and motivations from the students of junior high school, senior high school, and university. That makes teaching elementary school students is not the same as teaching adults because the students of the elementary school may have low motivation in learning. In this case, teacher has a challenge to motivate the students in learning something new.

According to Scoot and Ytreberg (1990: 2-4), the general characteristics of students in elementary school are as follows:

- 1) They are competence users of mother tongue.
- 2) They can tell the difference between the fact and fiction.
- 3) They love to play and learn best when they enjoy themselves, but they also take themselves seriously and like to think what they are doing is really work.

- 4) They are enthusiastic and positive about learning.
- 5) They rely on the spoken word as well as the physical world to convey and understand meaning.
- 6) They are able to work with others and learn from others.
- 7) Their own understanding comes through eyes, hands, and ears.
- 8) They have very short attention and concentration span.

Young learners refer to the students of elementary school; in this case is the fourth graders. The fourth graders of elementary school are in the range age of nine to ten years old. They still like to play and learn through their hands, eyes, and ears.

Slattery and Willis (2001) state that the children from seven to twelve are:

- 1) Children are learning to read and write in their language.
- 2) Children are developing as thinkers.
- 3) Children can plan and organize how best to carry out an activity
- 4) Children can work with others and learn from others.
- 5) Children can understand the difference between real and imaginary
- 6) Children can be reliable and take the responsibility for class activities and routines.

Based on “Psikologi Perkembangan” written by Tim Pengembangan MKDK IKIP Semarang (1989: 102), the characteristics of elementary school students are:

- 1) The elementary school students are the children between 7 to 12.
- 2) They are in the smart age. They often show what they know and are proud of it.
- 3) There is strong correlation between physical condition and school achievement.
- 4) They intend to praise themselves.
- 5) At the end of this phase, they begin to have an interest in special subject. (IKIP Semarang Press, 1989: 102)

Concerning those characteristics, a teacher needs to make his teaching be more interesting like their daily world and motivate them to learn. The elementary

school students still need a specific guide from teacher and people around them in order to follow the lesson well.

Based on the explanation above, they like to see how things operate and they are interested in learning something by making them being active in the classroom. It is a supporting point for teaching them using the Total Physical Response, since the TPR is full with real situation being demonstrated. The fourth graders of elementary school whose age are still in the critical period are in the perfect time to study English vocabulary which will be presented in live presentation using the TPR method.

2.1.3. The Elementary School English Teacher

Teacher is the important factor in teaching and learning process. He has a great responsibility to transfer his knowledge and skill to the students, to guide them in developing their mind, and to educate them on how to absorb, to analyze, and to expand their individual knowledge and skill.

There are some characteristics of the elementary school English teacher. They are:

- 1) Encourage students to read in English (stories, comics, reading games)
- 2) Encourage them to work meaning out for themselves.
- 3) Explain thing about language.
- 4) Use a wider range of language input as their model for language use.
- 5) Encourage creative writing and help them to experiment with the language. (Slattrey, 2002: 5)

According to the statements above, it is important for the elementary school English teacher to be more creative in teaching, for example by using some interesting media and method. Therefore, the students will enjoy the lesson more.

2.2. Teaching English Vocabulary

2.2.1. Definition of Vocabulary

Vocabulary is one of the language components which has to be mastered by the students in learning a new language. They students will get difficulties in using English if they are lack of vocabularies.

Based on BBC English Dictionary (1992: 1316), vocabulary is the total of words you know in a particular language.

Webster (1983: 2046) defines vocabulary as:

- 1) A list of words, and sometimes, phrase, usually arranged an alphabetical order and defined: a dictionary, glossary, or lexicon.
- 2) All the words of a language.
- 3) All the words used by a particular person, class, profession, etc; 'sometimes', all the words recognized and understood by a particular person, although not necessarily used by him (in full, *passive vocabulary*).

Similarly, Hornby (1995: 1331) defines vocabulary as:

- 1) The total number of words in language.
- 2) All the words know to a person or used in a particular book, subject, etc.
- 3) A list of words with their meanings, especially one that accompanies a text book in a foreign language.

According to the definitions above it 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.

2.2.2. Teaching English Vocabulary to the Fourth Graders of Elementary School

Teaching elementary school is considered as teaching children. In this case, vocabulary is very important to be mastered first. For this reason, teacher should pay more attention to the teaching and learning English vocabulary to children as the learners. Teacher should choose and apply some teaching techniques and media which are suitable with the students' needs based on the curriculum.

Notion (1978: 27) states that a good vocabulary teaching technique has the following things:

- 1) It attracts the learners.
- 2) It makes the learners give attention to the form meaning or use of the words.
- 3) It gives a chance for repetition.

Teaching vocabulary plays important role in language acquisition because the mastery of vocabulary will help students in mastery all the language skills; listening, speaking, reading, and writing. Vocabulary will make the students practice the structure more easily; it is useful for the students in order to communicate in daily life and will strengthen belief that English can be used to express some ideas or feeling they express in their native language (Finocchiaro, 1974: 38)

In teaching vocabulary, teacher should not give it separately word by word. It will make the students know the words just the way they are without understanding how to apply the words whether in spoken or written into sentences or paragraph. As stated by Charty (1995:64), that the best way of teaching vocabulary is not teaching

the students to memorize but also teaching them to pronounce, to spell, and to use it in context.

It is very important to master vocabulary first by children who are learning a foreign language. For this reason, teacher should pay more attention to the teaching vocabulary to children. Vocabulary should not rely on the spoken words only; teacher should try to give as clearly as possible the explanation of the meaning of the words being taught by showing picture, dramatizing, illustrating, paraphrasing, or giving the similarity with their native language.

In teaching vocabulary, teacher should be able to distinguish the students' level. He has to be able to manage the teaching vocabulary effectively in order to achieve a target. He has to select the suitable words to be taught. Haycraft (1983: 44) states that the choice of words should be based on the following consideration:

1) Comments words

They are words which are commonly used for the worlds that students need.

2) Students' need

The words needed by the students are usually worth and important to be taught to the students.

According to Wallace (1982: 27), there are six principles on which teaching vocabulary is to be based; they are

1) Aims

In teaching learning process, a teacher has to be clear about the aims of teaching learning process itself. He has to decide on what is involved in vocabulary

learning. He has to decide the words which should be mastered by the students. He should consider how many lists of words he expects the learners to achieve and what kind of word they are.

2) Quantity

Teacher may have to decide the number of vocabulary items to be learnt. How many new words in the lesson can be achieved by the learners. If there are too many words, they may be confused, discouraged, and frustrated.

3) Need

In teaching vocabulary, teacher has to choose the words really needed by the students. The students should be put in situation where they have to communicate and get the words they need.

4) Frequent Exposure and Repetitions

In teaching vocabulary of a foreign language teachers can not only teach new words once. They have to repeat them to make sure the students have already remembered and understood them. There must be a certain amount of repetition until there is evidence that the students have learnt the target words

5) Meaningful Presentation

The learners must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning involves many other things as well. This requires that the words can be presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6) Situation Presentation

The choice of words can be various according to the situation in which we are speaking and according to how well we know the person whom we are talking to (from formal to informal). Therefore, students should learn words in situations that are appropriate to them.

According to the explanation above, it can be concluded that teacher should teach vocabulary to their students in classroom though it can be gained through experience. In teaching vocabulary, teacher has to understand the aim of teaching vocabulary. When teachers presents new vocabulary, they should primarily try to enable the students to recognize the words and their meanings perfectly and clear, to use the word appropriately well depends on vocabulary that is very useful for a foreign language (English) learners.

Since the function of the teaching English at elementary school, in this case is the fourth graders, is to introduce English as the first foreign language to the students in order to make them have ability to communicate in simple English, so the teacher should consider to select vocabulary when they are teach teaching, the words should be quantities, needs, and meaningful for the students. Moreover, the teacher should understand the aim of teaching and learning vocabulary. When he presents a new vocabulary he should primarily try to enable students to recognize the words and their meanings perfectly clear.

2.3. Total Physical Response

2.3.1. Definition of Total Physical Response

Total Physical Response (TPR) is one of new methods developed by James Asher, a professor of psychology at San José State University, California, USA, to aid learning foreign language. TPR is a language learning method which is based on the coordination of speech and action. It is linked to the trace theory of memory, which holds that the more often or intensively a memory connection is traced, the stronger memory will be. In TPR classroom, students respond to commands that require physical movement.

Asher defines that the method of TPR relies on the assumption that when learning a second language or a foreign language, that language is internalized through a process that is similar to first language development and that the process allows for long period of listening and developing comprehension prior to production (www.wikipedia.com)

Richard and Rodgers (1986: 87) state that TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

Garcia (2001: 1) explains that the two very important concepts in TPR are the notion of Total Physical Response involvement and the role played by the right hemisphere of the brain in learning a second language by action.

The first concept deals with the idea of introducing second language by giving action response which has been influenced by the way people acquire their first

language. A baby would not memorize a list of words or try to speak immediately. They just listen first to the other family members and then act or do thing in response to their utterances. In the next period he would speak if he was ready to. Nevertheless at first, he would listen and carry out actions or respond physically to him. The second one relates to the brain hemisphere. Our brain is divided into two parts, left and right hemispheres. Scientists had found that the left and the right hemisphere were two independent neurological entities having different functions both account for different responsibilities (Garcia, 2001:1)

Garcia explains further that the TPR approach is a right brain method of learning a language because the language is taught mainly through actions. In the other words, commands play as the core of the course.

TPR is based on the premise that the human brain has a biological program from acquiring any natural language in the world including the sign language of the deaf. The process is visible when we observe how infants internalize their first language (www.tprsource.com/asher.htm). Asher looks to the way that children combine both verbal and physical aspects. A child responds physically to the speech for the parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language without being able to speak. With TPR the teacher tries to mimic this process in class (www.tprworld.com/organizing).

TPR is also named the comprehension approach since of the importance given to listening comprehension. In TPR, students listen and respond to the spoken target

language commands of their teacher. If they can perform the teacher's instructions it means that they know the meaning of the words.

From the explanation above, the writer concludes that TPR places more emphasis on the link between word and action. The activity, where a command is given in the imperative and the learners obey the command, is the main activity of TPR. Therefore, it will be easier for the students to recall the words they have learned if they use their body in learning vocabulary items. The powerful method of TPR is best applied to introduce new vocabulary and new grammatical feature at any level. TPR can be varied in any different activities such as storytelling, dialogue, games, or a pattern drill.

2.3.2. The Objectives of TPR

A method or technique in teaching and learning process must be developed in order to get a better purpose for a better life. TPR was developed in order to improve the better result of teaching learning process of a new language. Teachers who use TPR believe in the importance of having the students enjoy their experience in learning to communicate a foreign language.

According to Larsen-Freeman (2000: 113), TPR was develop 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.

Richard and Rodgers (1986: 91) say:

“The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a mean to an end, and the ultimate aim is to give basic speaking skills. TPR aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker”.

From the statement above, there are some objectives of Total Physical Response:

- 1) Teaching oral proficiency at a beginning level.
- 2) Using comprehension as a means to speaking
- 3) Using action-based drills in the imperative form

2.3.3. The Teacher and Learners Role in TPR

In the teaching learning process using TPR method, the learners and the teacher play different roles.

1) Learners Role

Learners in TPR have the primary roles of listeners and performers. They listen attentively and respond both individually and collectively. They have little influence over the content of learning since the content is determined by the teacher who must follow the imperative form for lesson (Richard and Rodgers 1986:93).

According to Larsen and Freeman (2000: 113), the students are imitators of the teacher's nonverbal model. There will be a role reversal with individual students directing the teacher and the other students.

In TPR, learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak that is when a sufficient basis in the language has been internalized.

2) Teacher Role

In the teaching learning process using TPR method, teacher plays an active and direct role. According to Larsen and Freeman (2000: 113) teacher is the director of all students' behaviors.

Asher (1977) as quoted by Richard and Rodgers, (1986: 93) states "The instructor is the director of a stage play in which the students are the actors". It means that teacher is the one who decides what to teach, who models and presents the new material, and who selects supporting materials for classroom use. Teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictable.

2.3.3. The Principles of Total Physical Response

Before applying the TPR method for teaching a foreign language, in this case is English, a teacher should understand its principles well so he will be able to use it properly in the teaching learning process. Asher as the developer of TPR elaborates the principles of this method, they are:

- 1) Second language learning is parallel to first language learning and should reflect the same naturalistic process
- 2) Listening should develop before speaking

- 3) Children respond physically to spoken language, and adult learners learn better if they do that too
- 4) Once listening comprehension has been developed, speech develops naturally and effortlessly out of it
- 5) Delaying speech reduces stress. (www.tprsource.com/asher.htm)

Moreover, Larsen and Freeman (2000: 111) describe several principles in teaching learning process by using TPR upon which the teacher's behaviors is based.

The principles of TPR are as follow:

- 1) Meaning in the target language can often be conveyed through action. Memory is activated through learners' response. The target language should not be presented in chunks; not just word by word.
- 2) The students' understanding of the target language should be developed before speaking.
- 3) Students can initially learn one part of the language rapidly by moving their bodies.
- 4) The imperative is powerful linguistic device through which the teacher can direct student behavior.
- 5) Students can learn through observing actions as well as by performing the action themselves.
- 6) Feeling of success and low anxiety facilitate learning.
- 7) Students should not be made to memorize fixed routines.
- 8) Correction should be carried out in an unobtrusive manner.

- 9) Students must not develop flexibility in understanding a novel combination of target language chunks. They need to understand more than the exact sentences used in training.
- 10) Language learning is more effective when it is fun.
- 11) Spoken language should be emphasized over written language.
- 12) Students will begin to speak when they are ready.
- 13) Students are expected to make errors when they first begin speaking. Work on the fine details of the language should be postponed until students have become somewhat proficient.

According to the principles above, it can be concluded that students will understand the meaning of the vocabulary items easily if they use their bodies while they are learning. In the learning, students should feel successful and they do not feel pessimistic.

A teacher should be careful in correcting the students' mistakes. Correcting the mistakes improperly will make the students feel desperate. Therefore, an English teacher must be able to create flexibility in the class room. Another important thing is that the new vocabulary should be presented in a context not word by word.

2.4. Action Research

2.4.1. General Concept of Action Research

Action research is a kind of research which is becoming increasingly in language education research. Elliot (1991: 52) has opinion about it. He states “I’m anticipating that action research will become highly recommended as a strategy for helping teachers to maximize pupils’ achievements of national curriculum targets”.

There are some definitions of action research stated by some experts. According to Kemmis and Henry as quoted by Allwright and Bailey (1991:44):

“Action research has been defined as a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situation in which these practices are carried out”.

Kemmis and Mc Taggart as quoted by Nunan (1992: 18) state that action research is a group of activity and a piece of descriptive research carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation.

While Harmer (2001: 344) argues that action research is a series of procedures teachers can engage in, either because they wish to evaluate the success and/ or appropriacy of certain activities and procedures.

By the definition of action research above, it can be concluded that action research is a series of procedures, a group of activity and a piece of descriptive research carried out by a teacher in the classroom in order to improve aspects of the

teaching or to evaluate the success and/or appropriacy of certain activities and procedures, without changing the phenomenon under investigation.

From the definition above, it also can be identified the special features characterizing an action research. Its characteristic is stated in Kemmis and Mc Taggart definition as quoted by Nunan (1992: 18) that action research is a group of activity. They also argue the three defining characteristics of action research are; it is carried out by practitioners (for the purpose, classroom teacher) rather than outside researchers; secondly, it is collaborative; and thirdly, it is aimed at changing things.

Elliot (1991: 50) adds the central characteristic of action research is the joint reflection about the relationship in particular circumstances between processes and products.

Each kind of research must have goal in order to solve the problem which is being researched. Allwright and Bailey state that “the goals of action research are achieving local understanding and developing viable solutions to problems”.

Furthermore, Elliot (1991: 49) states that “the fundamental aim of action research is to improve practice rather than to produce knowledge”. While according to Cohan and Manion as cited by Nunan (1992: 18), “the aim of action research is to improve the current state of affairs within the educational context in which research is being carried out”.

2.4.2. The Steps in Action Research

The step in action research means the way to conduct an action research.

Strickland and Bailey (1991: 44) explain that the steps in action research are:

- 1) Identify an issue, interest or problem
- 2) Seek knowledge
- 3) Plan an action
- 4) Implement the action
- 5) Observe the action
- 6) Reflect on your observations
- 7) Revise the plan

Moreover, Allwright as quoted by Saleh (1998: 1) argues that the procedures on conducting an action research are:

- 1) Collecting the initial data
- 2) Planning an action
- 3) Carrying out the plan
- 4) Observing implementation
- 5) Reflecting
- 6) Revising the plan

2.4.3. Benefits of conducting Action Research

In doing something, people must have aims and expect some benefits from it. Therefore, in conducting action research a teacher must have special purposes and hope to get the benefits.

The benefits of action research are:

- 1) Improving teachers' self confidence because they have more knowledge and experience to solve problems.
- 2) Helping teachers to understand the essence of education empirically not theoretically.
- 3) Developing curriculum.
- 4) More effective when we compare with other trainings.
- 5) Improving research tradition among teachers.

CHAPTER III

METHOD OF RESEARCH

3.1. Subject of the Study

This study aims to describe how the activities in class using Total Physical Response motivate children to learn English vocabulary. For that reason, the subject that was observed in this study was the students of elementary school. The writer held the action research at SD Negeri 04 Krajankulon. It is located on Jl KH. Asy'ari Kaliwungu, Kendal. The writer chose the fourth grade students. There are 34 students, 18 girls 16 boys.

3.2. Data Collection

All kinds of researches need the data to support the investigation. Based on the Elliot explanation (1991: 77-83), the techniques and methods which can be used to gather evidence in action research are as follows: diaries, profiles, document analysis, tape or video recording and transcript, use an outside observer, interviewing, running commentary, shadow study, check list, questionnaires, inventories, triangulation, and analytic memos.

This study used research with some appropriate techniques based on the students' condition and environment. Those techniques were applied to support the action research in this study. They were:

- 1) tests,
- 2) field notes ,
- 3) questionnaires.

The aims of using these techniques were to know the students' responses during the activities. They were applied to find out what extent was the students' achievement in mastering vocabulary using Total Physical Response and their progress.

3.3. Instruments of the study

The instruments of the study in this research were tests and questionnaires.

3.2.1. Test

1) The Construction of the Test

There were four vocabulary tests in this study. They were 1 pre-test, 2 tests in each cycle, and 1 post-test. These tests were used to measure the students' achievement in mastering the vocabulary item.

To make a TPR testing, Garcia (2001: 8-38) has suggested some types of test, which are suitable to measure students' ability during TPR lessons, they are:

- a. matching,
- b. multiple choice,
- c. command lists,
- d. interview for proficiency test.

From the four choices above to test students' vocabulary using TPR method, the writer decided to use the command lists and multiple choice to get the data. The purpose of the test was to know whether the students mastered the vocabulary given or not.

In the end of each cycle the writer used the test in the form of command lists. In pre-test and post-test the writer used the multiple choice test. In the pre-test, the students would be tested by giving them 30 items in multiple-choice form based on the theme's classification in curriculum of elementary school; they were *At School* and *My Body*. If the result of the pre-test were lower than the criterion as what have been confirmed by the Department of Education and Culture, the writer would begin the cycles of the action research by using material in the pre-test. If the result of the pre-test were same or higher than the criterion, the words tested had to be changed.

2) The Latticework of Vocabulary Instruments

Before the writer calculated the scores of the test, she stated the classification of the test items of vocabulary of *At School* and *My Body*. They were divided into 30 items. Firstly, the writer made a latticework. The latticework was made based on some handbooks and English Curriculum of elementary School.

After that, the writer concluded that the vocabularies which would be made based on the classification of the test items were 50% materials from topic *At School* and 50% from topic *My Body*. The specific arrangements of the test items were like this:

- The vocabulary test of *At School* was spread on items number 1 up to 15.
- The vocabulary test of *My Body* was spread on items number 16 up to 30.

3.2.2. Questionnaire

A questionnaire is a list of questions to be answered by a group of people to get information. The questionnaire collects data/ information from the students based on the needs, interest, like and dislike about teaching and learning process.

In this action research, the questionnaire was intended to find out some additional information from students after being taught by using Total Physical Response. It was used to support the primary data. There were five information questions about four things. They were:

- 1) The students' interest in some activities in TPR given by the teacher during the action research.
- 2) The advantages that the students gained after the teacher introduced them English vocabulary through TPR.
- 3) The relevance between the vocabularies offered in this action research and the vocabularies that the students used and needed in their daily activities.
- 4) The sustainability of the action research program.

The result of the questionnaire data analysis of each issue can be classified into a range of mean below as stated by Heaton (1975: 172):

Table 1. Classification of Graded Score

Range of mean	Students' interest	The advantage	Students' achievement	The relevancy	Sustain ability
0.00-1.00	Low	Not Helpful	Not relevant	Not relevant	Not necessary
1.01-2.00	Medium	Helpful	Relevant	relevant	Necessary
2.01-3.00	High	Very helpful	High	Very relevant	Very necessary

3.2.3. Field Notes

In research, field notes are used to observe and 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. In this study, there were three components that the writer would observe, they were:

1) The Class Situation

If there were a lot of students enthusiastically raising their hands when she asked them, she would conclude that they gave much attention to her explanation during the study.

2) The Participation of the Students

If the students did what the writer ordered, she would conclude that they were motivated to be active.

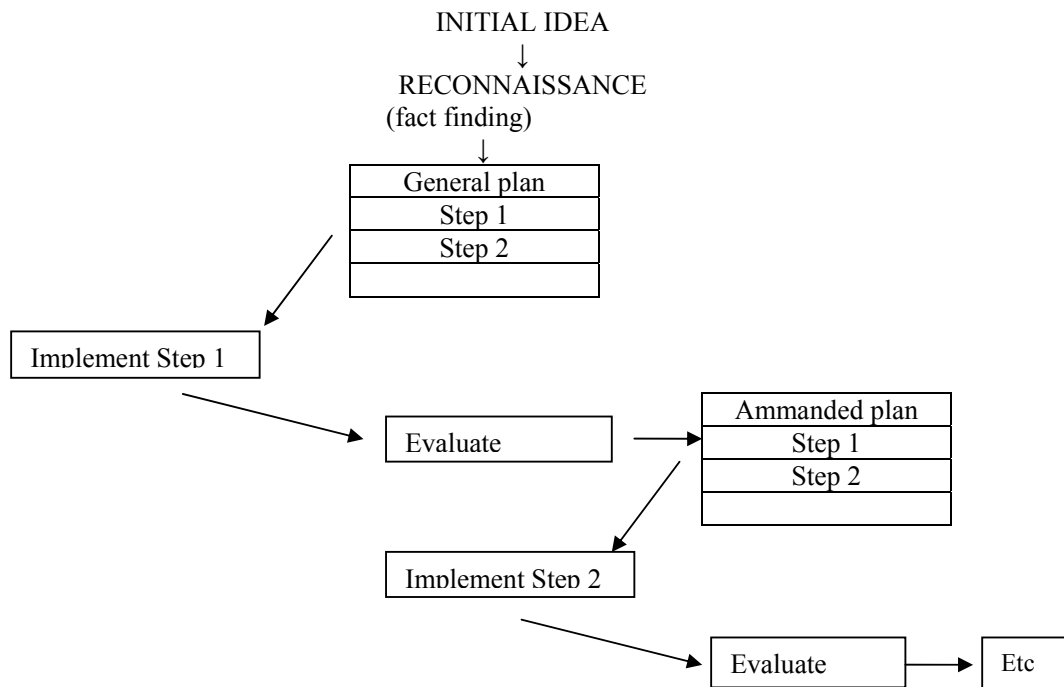
3) The pronunciation of the Students

If the students could pronounce the vocabulary given in the last of each cycle better than in the beginning of each cycle, she would conclude that they were in progress. However, she would not take any scores of it.

3.4. Research Design in Action Research

This action research would be carried out through two cycles. Each cycle was consisted four meetings. Both cycles consisted of teaching and learning process and tests. Before conducting the teaching and learning activity, the writer gave a pre-test, while a post-test and questionnaire were given at the last activity of this study.

In order to be clear, the writer would like to present the Lewin's model of action research interpreted by Kemmis (in Elliot, 1991: 70). It can be depicted as follows:



Based on the model above, there is a basic cycle of activities in conducting action research. The activities can be elaborated as follows:

3.4.1. Identifying Initial Idea

The initial idea refers to a state of situation one wishes to change or to improve on (Elliot, 1991: 72). In this study, the initial idea was thought that there would be an improvement on vocabulary mastery by using TPR by the students of SD Negeri Krajankulon 4 Kaliwungu Kendal.

3.4.2. Planning

Planning is follow up for the identifying media to find out solutions for problems. This study was intended to find out:

- 1) the students response during the learning process,
- 2) the students' improvement of vocabulary mastery.

The writer was going to conduct two cycles to know the improvement of vocabulary mastery. To know the students' response toward the activity in teaching learning process, a questionnaire was used in the last activity.

3.4.3. Implementing

Implementing is the performing of planned action. Based on the model above, in this planning of the activity, the researcher can change the plans when it is necessary. Therefore, in this research the writer conducted basic cycle and then if the target was not achieved, the writer would conduct the second cycle after revising the plans (amended plan).

To make the steps in this research more clearly, the writer made the elaboration of the activities in this action research as follows:

1) Pre_test

The pre-test was conducted at the beginning of the research before the two cycles, post-test, and questionnaire. The aim of this activity was to check the students' ability in mastering English vocabulary whether the students were familiar or not with the words that would be presented. There were 30 items that would be tested in the form of multiple choice.

2) The First Cycle

In this cycle, the students were given vocabulary related to the topic ; that was *At School*. Because in this research the writer applied TPR, she introduced new vocabulary in the form of commands or short sentences not in a word by word. The words given in this cycle were *book, pencil, bag, ruler, pen, blackboard, window, door, table, chair, floor, bin, broom, cupboard, eraser, etc.* The activity or command given used some verbs such as *open, close, write, draw, clean, point, touch, sit down, stand up, etc.*

The procedures of teaching learning process in the first cycle were as follows:

Activity 1

The teacher explained briefly about the method used in the teaching and learning process. The explanation was in two ways, students' native language and English as the target language so that the students had some ideas about what they had to do. She also provided some teaching aids to help the students to know what they were going to demonstrate with.

The teacher asked 4 students to come forward and sit with her on chairs that were lined up facing the other students; they would be the models for some commands. The other students should listen and pay attention to the performance. Then, the teacher explained the procedures to the models and uttered some commands related to the topic by performing them slowly because the objects of the study were in the beginner level. She repeated this activity for several times, and then asked the 4 students to imitate her.

The teacher asked the models to perform what she said collectively and then individually. If they still did not understand, she performed it and next they performed like what she did. The rest of the students watched them.

To check the understanding of the student, who had been sitting while observing her and the 4 student, T asked them to practice with their partner.

Activity 2

Teacher wrote the vocabulary items and commands which they had just learnt on the board. Each time she wrote those items, she acted those out. She also explained pronunciations clearly and the students repeated after her.

Activity 3

In this occasion the writer reviewed the words that were taught before, especially the words that were difficult to memorize. She also added some new vocabularies related to the topic. To practice the students' understanding, she asked them to make a group of five to create some commands and those commands should be told to the other group in order to perform those commands.

Activity 4

After the treatment process, the teacher gave a test about the material that had been given in the first cycle. The test was in the form of command lists. One by one student had to perform what the teacher said. There were 20 command lists for each student. In conducting this test, the teacher was helped by the other teacher in order to manage the time.

2) Second Cycle

In this cycle, the teacher presented new topic; that was *My Body*. Before conducting the lesson in this cycle, the teacher reviewed what they had learned in the previous cycle. The procedure of activities in the second cycle was almost similar to the activities in the first cycle. The words and activities presented by the teacher in the second cycle were related to our body and its functions. They were *head, eyes, ears, mouth, nose, cheek, neck, hair, hand, arm, tooth, leg, foot*. The verbs presented were *see, smell, hear, taste, bite, eat, count, kick, etc.* In this cycle the teacher also introduced some adjectives; they were *tall, short, slim, fat, white, black, curly, straight, sharp, handsome, beautiful, etc.*

The procedures of teaching learning process were as follows:

Activity 1

Teacher explained briefly again about the method used in the teaching and learning process. The explanation was also still in two ways, students' native language and English as the target language so that the students had some ideas about what they had to do. She kept providing some teaching aids to help the students to understand what they were going to demonstrate with.

The teacher asked 4 students to come forward and sit with her on chairs that were lined up facing the other students; they would be the models for some commands. The other students should listen and pay attention to the performance. The teacher explained the procedures to the models and uttered some commands related to the topic while performing it slowly. She repeated these activities for several times and then asked the 4 students to imitate her.

Then the teacher asked the models to perform what she said collectively and then individually. If they still did not understand, she performed it and they performed like what she did. The rest watched them.

To check the understanding of the student who had been sitting and observing her and the 4 students, the teacher asked them to practice with their partner.

Activity 2

Teacher wrote all the vocabulary items and commands they had just learnt on the board. Each time she wrote those, she acted those out. She also explained pronunciations clearly and the students repeated after her.

Activity 3

In this meeting, the writer reviewed the words that were taught in the activities before, especially the words that were difficult to memorize. She also added some new vocabularies related to the topic. To practice the students' understanding, she asked them to make a group of five to create some commands related to their bodies and those commands should be told to the other group in order to perform those commands.

Activity 4

After the treatment process, the teacher gave a test in this second cycle about the material given. The test was to measure the students' understanding with the material given. The test was in the form of command lists. One by one student had to perform what the teacher said. There were 20 command lists for each

student. In conducting this test, the teacher still needed the other teacher's help in order to manage the time.

3) Post-test and Questionnaire

In this post-test, the students had to do 30 multiple choice items. The test was the same as the pre-test. The test was consisted of all the words which had been introduced in the action research.

After doing the post-test, the writer gave questionnaire to the students. Students should answer 5 questions.

3.5. The Criterion of Assessment

The writer would know the students' success and the failure in doing this action research by referring to the criterion of Department of Education and Culture. The criterion says that the students can be said to be successful if he or she can achieve 65% of the material and a class can be said to have mastered in learning if it can achieve 85% of the material presented (Depdikbud, 1994: 29). In this action research, the writer would use that indicator to determine whether a cycle could be continued to the next cycle or should be repeated by applying the amended plan.

CHAPTER IV

DATA ANALYSIS

In this chapter, the writer would like to analyze each of the data gathered from the action research activities. The data was attained from the teaching learning process and evaluation. One of the aims of giving an evaluation was to know how far the students mastered the words given in this action research. The analysis of each activity started from pre-test up to post-test, and the analysis of questionnaire.

To find the degree of the students' achievement in each activity; from the pre-test up to the post-test, the score of each student was counted individually by using the following formula:

$$\text{The percentage} = \frac{\text{The number of right answer}}{\text{The number of item}} \times 100\%$$

While the average of the students' result was counted by using the following formula:

$$\text{The average of the students' test result} = \frac{\text{The total of the percentage}}{\text{The number of the students}}$$

4.1. Analysis of the Pre-Test

The pre-test was conducted at the beginning of the research. The purpose of this test was to check to what extent the students were familiar with the words that would be presented in action research.

The pre-test was conducted on Tuesday, 14 November 2006. There were 34 students who followed this test. They had to answer 30 multiple-choice items given by the writer. The items consisted of two themes; they were *At School* and *My Body*.

The result of the pre-test can be seen in the table below.

Table 1. Result of Pre-Test

NO	Test Code	Total Score	%
1	A-01	15	50
2	A-02	17	56.7
3	A-03	14	46.7
4	A-04	14	46.7
5	A-05	13	43.3
6	A-06	12	40
7	A-07	16	53.3
8	A-08	10	33.3
9	A-09	20	66.7
10	A-10	11	36.7
11	A-11	12	40
12	A-12	15	50
13	A-13	13	43.3
14	A-14	14	46.7
15	A-15	11	36.7
16	A-16	14	46.7
17	A-17	9	30
18	A-18	13	43.3
19	A-19	10	33.3
20	A-20	18	60
21	A-21	15	50
22	A-22	13	43.3
23	A-23	16	53.3
24	A-24	12	40
25	A-25	15	50
26	A-26	11	36.7
27	A-27	10	33.3
28	A-28	13	43.3
29	A-29	11	36.7
30	A-30	15	50
31	A-31	10	33.3

32	A-32	12	40
33	A-33	14	46.7
34	A-34	16	53.3
Total of the students = 34			1513.3

$$\begin{aligned}
 \text{The average of the students' result} &= \frac{\text{The total of the percentage}}{\text{The number of the students}} \\
 &= \frac{1513.3\%}{34} \\
 &= 44.51\%
 \end{aligned}$$

The average of students' result in the pre-test was 44.54%. This result is much lower than the criterion that has been stated by the Department of Education and Culture. According to this result, the writer concludes that the students are not familiar with the words that are presented in this action research. Therefore, treatments in each cycles are important to improve the students' result.

4.2. Analysis of the First Cycle

The first cycle was conducted on Tuesday, 21 November 2006. It was followed by 34 students. In this activity, the Total Physical Response was introduced to the students. The topic used in this cycle was *At School*. Most of them were presented in the form of simple commands or sentences.

The words given in this cycle were about *At School*; they were *book, pencil, bag, ruler, pen, blackboard, window, door, table, chair, floor, bin, broom, cupboard, eraser, teacher, etc.* The activities or commands which were given to the students used some verbs such as *open, close, write, draw, clean, point, touch, sit down, stand up, and etc.*

Before starting the activities, the teacher explained about the method used in the teaching and learning process as briefly as possible. Because the students were in the beginning level, she explained in two ways, the students' native language and English as the target language. It was hoped to make the students had some ideas about what they had to do. She also provided some teaching aids to help the students to know what they were going to demonstrate the activities.

In starting the activities, the teacher asked four students to come forward and sit with her on chairs facing the other students. They were the models for some commands. The other students listened and paid attention to the performances doing by their four friends. The teacher explained the procedures to the models and uttered some commands related to the topic by performing them slowly and clearly. The examples of the commands given were *Sit down!*, *Standup!*, *Open your book!*, *Close the door!*, *Clean the blackboard!*, etc.

The teacher repeated each commands for several times and then asked the four students to imitate her. She asked the models to perform what she said collectively and then individually. If they could not do it, she performed it again so they could perform it like what she did. The rest of the students watched them.

The teacher did not ignore the students who had been sitting and observing her doing activities with the four students. She also involved them in the activities by asking them to practice with their partner, so she could see how their students' understanding was. Teacher helped the students when they got difficulties in practicing and pronouncing the words.

The teacher wrote the vocabulary items and commands which they had just learnt on the board. She acted those out each time she wrote those so that the students really understood those. The pronunciation of each words was also explained clearly. The students repeated after the teacher.

The teaching and learning process in this cycle could run well. The students paid attention seriously when the lesson was presented. They were getting to speak when they had already been ready. They practiced it both individually and collectively. In group, they tried to make some commands and gave those to their friends. Any mistakes happened were tolerable.

Finally, to check the students' mastery in this cycle, the writer evaluated them by giving a test in the first cycle. There were 20 items in the form of command lists. The result of the first activity is that 3 students got 70; 1 student got 75; 10 students got 80; 2 students got 85; 7 students got 90; 1 student got 95; and 9 students got 100.

The result of the test in the first can be seen in the table below.

Table 2. The Result of the Test in the First Cycle

No	Students Code	Total Score	%
1	A-01	18	80
2	A-02	20	100
3	A-03	18	90
4	A-04	16	80
5	A-05	18	90
6	A-06	15	75
7	A-07	17	85
8	A-08	20	100
9	A-09	14	70
10	A-10	20	100
11	A-11	16	80
12	A-12	20	100

13	A-13	16	80
14	A-14	14	70
15	A-15	20	100
16	A-16	18	90
17	A-17	16	80
18	A-18	18	90
19	A-19	16	80
20	A-20	16	80
21	A-21	20	100
22	A-22	16	80
23	A-23	18	90
24	A-24	16	80
25	A-25	20	100
26	A-26	18	90
27	A-27	19	95
28	A-28	17	85
29	A-29	14	70
30	A-30	16	80
31	A-31	20	100
32	A-32	20	100
33	A-33	16	80
34	A-34	18	90
Total of the students = 34			2960

$$\begin{aligned}
 \text{The average of the students' result} &= \frac{\text{The total of the percentage}}{\text{The number of the students}} \\
 &= \frac{2960\%}{34} \\
 &= 87.06\%
 \end{aligned}$$

The average of the students' achievement in the first cycle is 87.06%. This result is higher than the result of the pre-test. According to the criterion provided by Depdikbud, which is stated in the previous chapter, 65% was to be successful. Therefore, it can be concluded that the first cycle is successful. Based on the evaluation, some students still made mistakes when they performed some commands given by the teacher.

4.3. Analysis of the Second Cycle

The second cycle was conducted on Tuesday, 28 November 2006. It was followed by 34 students. The topic in this cycle was *My Body*. The procedure of the teaching and learning process was same as in the first.

The words and activity presented by teacher in the second cycle were related to our body and the functions. They were *head, eyes, ears, mouth, nose, cheek, neck, hair, hand, arm, tooth, leg, foot, etc.* The verbs presented were *see, smell, hear, taste, bite, eat, count, kick, etc.* In this cycle the teacher also introduced some adjective, they were *tall, short, slim, fat, white, black, curly, straight, handsome, beautiful, etc.*

The teacher explained again to the students about the method that would be used was same like the activities before. In this occasion, the students were getting adaptable with the activities.

The teacher asked four students to come forward and sit with her on chairs facing the other students. They were different students from the student who were in the first cycle. In this time, they did it voluntarily without pointed by the teacher. They would be the models for some commands. The teacher explained again the procedures to the models and uttered some commands related to the topic while performing it briefly and slowly. The other students listened and paid attention to the performances seriously when the teacher and their four friends performed commands. The commands which is given in this cycle were related the part of the body and its functions such as; *Close your eyes!, Smell your hair!, Raise your hand!, Open your mouth!, etc.*

The teacher repeated these activities for several times and the four students had to imitate her. Then, the models performed what the teacher said collectively and then individually. The teacher always corrected if they did not understand or made some mistakes. After the four students succeed doing all commands, the teacher asked the rest students to practice with their partner. The teacher also guided them when they got difficulties in practicing the commands and pronouncing the words.

In order to improve their memories with the lesson, the teacher wrote the vocabulary items and commands they just learnt on the board and she acted those out again so that students being more clearly. She also explained those pronunciations and the students repeated after her.

The activities process in this cycle could run better than the previous cycle. The students had become accustomed with the activities given by the teacher. Therefore, they were not afraid and shy anymore in performing any command even though they made mistake. Finally, they could produce their own commands. They asked to work in group, to try making some commands and gave those to their friends.

After the teaching and learning process in the second cycle, the writer gave a post-test to evaluate the students. There were 20 items in the form of command lists. The result of the first activity is that 2 students got 70; 1 student got 75; 7 students got 80; 4 students got 85; 6 students got 90; 2 students got 95; 12 students got 100.

The result of the second cycle can be seen in the table below

Table 3. The Result of the Test in the Second Cycle

No	Students Code	Total Score	%
1	A-01	17	85
2	A-02	16	80
3	A-03	20	100
4	A-04	18	90
5	A-05	20	100
6	A-06	17	85
7	A-07	16	80
8	A-08	20	100
9	A-09	18	90
10	A-10	19	95
11	A-11	14	70
12	A-12	16	80
13	A-13	20	100
14	A-14	15	75
15	A-15	20	100
16	A-16	18	90
17	A-17	18	90
18	A-18	16	80
19	A-19	17	85
20	A-20	16	80
21	A-21	20	100
22	A-22	16	80
23	A-23	20	100
24	A-24	17	85
25	A-25	20	100
26	A-26	20	100
27	A-27	18	90
28	A-28	19	95
29	A-29	20	100
30	A-30	18	90
31	A-31	16	80
32	A-32	20	100
33	A-33	14	70
34	A-34	20	100
Total of the students = 34			3045

$$\begin{aligned}
 \text{The average of the students' result} &= \frac{\text{The total of the percentage}}{\text{The number of the students}} \\
 &= \frac{3045\%}{34} \\
 &= 89.56\%
 \end{aligned}$$

The average of the students' achievement in the second cycle is 89.56%. According to the criterion as stated in the chapter three, it can be said that the second cycle is more successful since the result is better than in the pre-test and in the first cycle.

4.4. Analysis of the Post-Test

After the two cycles had finished, the students' ability in mastering the vocabulary in English was evaluated by giving a post-test. It was conducted on Tuesday, 5 December 2006. Before giving the post-test, the writer reviewed again all the words in material given during those cycles by performing some activities or pointing some objects and asking the students to guess it.

In the post-test, there were 30 items that were similar as the pre-test. The result of the students' achievement in the post-test can be seen in the table below.

Table 4. The result of the Post-Test

No	Students Code	Total Score	%
1	A-01	25	83.3
2	A-02	21	70
3	A-03	27	90
4	A-04	26	86.7
5	A-05	30	100
6	A-06	27	90
7	A-07	25	83.3
8	A-08	28	93.3

9	A-09	27	90
10	A-10	30	100
11	A-11	26	86.7
12	A-12	24	80
13	A-13	27	90
14	A-14	23	76.7
15	A-15	24	80
16	A-16	26	86.7
17	A-17	30	100
18	A-18	25	83.3
19	A-19	28	93.3
20	A-20	28	93.3
21	A-21	30	100
22	A-22	27	90
23	A-23	28	93.3
24	A-24	24	80
25	A-25	30	100
26	A-26	26	86.7
27	A-27	30	100
28	A-28	27	90
29	A-29	29	96.7
30	A-30	30	100
31	A-31	24	80
32	A-32	28	93.3
33	A-33	29	96.7
34	A-34	30	100
Total of the students = 34			3063.3

$$\begin{aligned}
 \text{The average of the students' result} &= \frac{\text{The total of the percentage}}{\text{The number of the students}} \\
 &= \frac{3063.3 \%}{34} \\
 &= 90.1\%
 \end{aligned}$$

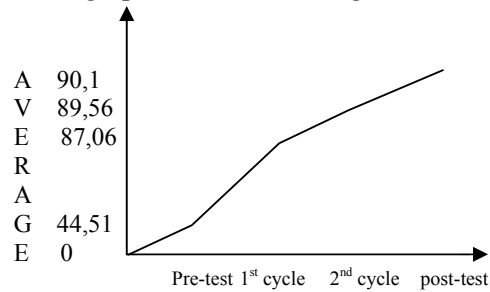
From the analysis above, the average achievement of the students' post-test is 90.1%. It can be concluded that the students' achievement in learning English vocabulary by applying TPR has a significant improvement.

To prove this statement, the results of the test in this action research are compared in the table below.

Table 5. The Result of the Test During the Action Research

NO	Test Code	The Result of the Test (%)			
		Pre-Test	Cycle 1	Cycle 2	Post-Test
1	A-01	50	80	85	83.3
2	A-02	56.7	100	80	70
3	A-03	46.7	90	100	90
4	A-04	46.7	80	90	86.7
5	A-05	43.3	90	100	100
6	A-06	40	75	85	90
7	A-07	53.3	85	80	83.3
8	A-08	33.3	100	100	93.3
9	A-09	66.7	70	90	90
10	A-10	36.7	100	95	100
11	A-11	40	80	70	86.7
12	A-12	50	100	80	80
13	A-13	43.3	80	100	90
14	A-14	46.7	70	75	76.7
15	A-15	36.7	100	100	80
16	A-16	46.7	90	90	86.7
17	A-17	30	80	90	100
18	A-18	43.3	90	80	83.3
19	A-19	33.3	80	85	93.3
20	A-20	60	80	80	93.3
21	A-21	50	100	100	100
22	A-22	43.3	80	80	90
23	A-23	53.3	90	100	93.3
24	A-24	40	80	85	80
25	A-25	50	100	100	100
26	A-26	36.7	90	100	86.7
27	A-27	33.3	95	90	100
28	A-28	43.3	85	95	90
29	A-29	36.7	70	100	96.7
30	A-30	50	80	90	100
31	A-31	33.3	100	80	80
32	A-32	40	100	100	93.3
33	A-33	46.7	80	70	96.7
34	A-34	53.3	90	100	100
Σ		1513.3	2960	3045	3063.3
Mean		44.51	87.06	89.56	90.1

The following is the graph of the test during the Action Research



4.5. Analysis of the Questionnaire

In the last activity, after doing the post-test, the writer distributed questionnaire sheets to the students. The purpose of giving the questionnaire was to answer the problem of the study. The writer only gave them 5 items to be answered.

There are certain techniques to analyze the questionnaire items. They are discussed in the following sections.

4.5.1. Grading the Items of the Questionnaire

The Questionnaire consisted of 5 questions, each of them had three options namely a, b, and c. Each option was given a score that showed the quality of each indicator. The score ranges from 1 to 3 as shown in the table below:

Table 6. The Point Range

Option	Point	Meaning
A	1	Low
B	2	Medium
C	3	High

(Oppenheim,1992: 264)

The explanation of the range from 1-3 are as follows:

- If the students choose a , the score is 1.
- If the students choose b , the score is 2.
- If the students choose c , the score is 3.

4.5.2. Tabulating the Data of the Questionnaire

The purpose of tabulating the questionnaire data is to make the result of the grading clearly readable. The writer uses the table that consists of these columns; test codes, scores per item, total scores and the mean of each item.

4.5.3. Finding the Mean

The formula used for computing the mean is as follows:

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

where;

M = the mean;

$\sum X$ = the sum of the item scores; and

n = the number of the students.

The mean of each item can be seen in the table below.

Table 7. Questionnaire Analysis

No	Students' Code	Score per Item					Total Score
		1	2	3	4	5	
1	A-01	3	3	3	3	3	15
2	A-02	3	3	3	3	3	15
3	A-03	3	2	3	3	3	15
4	A-04	3	3	3	3	3	15
5	A-05	3	3	2	3	3	15

6	A-06	3	3	3	3	3	15
7	A-07	2	3	2	3	3	14
8	A-08	3	3	3	3	3	15
9	A-09	3	3	3	3	3	15
10	A-10	3	3	3	3	3	15
11	A-11	3	3	3	2	3	14
12	A-12	3	3	3	3	3	15
13	A-13	3	3	3	3	3	15
14	A-14	3	3	3	3	3	15
15	A-15	3	3	3	3	3	14
16	A-16	3	3	3	3	3	15
17	A-17	3	3	3	3	2	14
18	A-18	3	3	3	3	3	15
19	A-19	3	3	2	3	3	14
20	A-20	3	3	3	3	3	15
21	A-21	3	3	3	2	3	14
22	A-22	3	3	3	3	3	15
23	A-23	3	3	3	3	3	15
24	A-24	3	2	3	2	3	14
25	A-25	3	3	3	3	3	15
26	A-26	3	3	3	3	2	14
27	A-27	3	3	2	3	3	14
28	A-28	3	3	3	3	3	15
29	A-29	3	3	3	3	3	15
30	A-30	3	3	3	3	3	15
31	A-31	3	3	3	3	3	15
32	A-32	2	3	3	3	3	14
33	A-33	3	3	3	3	3	15
34	A-34	3	3	3	3	2	14
Σ		100	100	98	99	99	499
Mean		2.94	2.	2.88	2.91	2.91	

4.5.4. Matching the Mean to a Criterion

To get the additional information about the students' responses in getting the action research program, the mean of each number is matched to a criterion.

Based on the range of mean above, here is the analysis of the questionnaire's result.

Table 8. Category of the Criterion

Issue	Mean	Category
Students' interest	2.94	High
The advantage	2.94	Help the students very much
Students' motivation	2.88	High
The relevancy	2.91	Very relevant
Sustainability	2.91	Very necessary

4.5.4. Concluding the Questionnaire Result

Based on the result of matching the mean to the criterion above, it can be concluded that:

- The students' interest in the teaching learning process using TPR is high.
- TPR has some advantages. It can help the students in mastering English vocabulary.
- The students' motivation in learning English after having activity by using TPR is high.
- The relevancy between vocabulary offered in this action research and the vocabulary that the students often used and needed in their daily activities is very relevant.
- The program is very necessary for the students.

4.6. Analysis of the Field Notes.

4.6.1. The Situation of the Class

At the beginning of the lesson in the first cycle, some students looked enthusiastic of the writer's coming. Therefore, she explained the procedures to the students and asked them to relax and enjoy the time during the study. She would answer their questions if there were something they did not understand.

At first, the students looked confused with the method used, but they were able to adapt to the situation during the activity of the first cycle until the last cycle. Most students were enthusiastic and interested in the teaching and learning process. They were so fun in the teaching learning process since it is such like a game, not straining so the students enjoyed the situation. However, it could not be denied that sometimes there were some students who did not give much attention. From this point of view, the writer concluded that the students gave much attention to the teacher's explanation during the study.

4.6.2. The Participation of the Students

Most of the students were interested in following the study using TPR since they should not only memorize the words and commands but they also should perform them. Many words, phrases, sentences or commands were always followed by actions. Those made the students always wanted to try what the teacher did. When they asked to practice with their friends to give their friends some commands, most of them did it seriously. If they forgot something, they always asked to the teacher.

From this point of view, it can be concluded that by using TPR, the students can be more attractive in learning new words in English. They also enjoy in making cooperation with their partners to work in group. In this case, they are motivated to be active.

4.6.3. The Pronunciation of the Students

During the lesson, the teacher also emphasized on the pronunciation of some words related to the theme. To know whether the students had understood the words given, each of them was asked to pronounce some words represented by teacher's actions. If they were still not perfect or made mistakes in doing those, they were asked to make five times repetitions. The teacher also corrected their pronunciations.

From one cycle to the next cycle, their pronunciations were getting better. In the first cycle, they got more difficulties in pronouncing some new words. Nevertheless, in the next cycle they could pronounce the words and caught the teacher's words better than in the beginning of the cycle. Seeing that the students can pronounce the English vocabulary given in the last of each cycle better than before, the writer concludes that they can achieve a better progress in pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusions

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

- 1) The students' progress during the teaching and learning activity by using Total Physical Response is better. The students' mastery in English vocabulary can be improved. It is supported by the result of the pre-test (44.51%) that is lower than the result of the post-test (90.1%).
- 2) Most of the students said that the activities in teaching and learning process using TPR could help them in mastering English vocabulary. The students' motivation in learning English is increased.
- 3) The main factors affecting this success are the students' interest in the teaching and learning activities given using TPR, the relevancy between the vocabularies offered in the activities, and the vocabulary that the students used in daily activities.
- 4) These kinds of activities are very necessary for the students and they expected that the program is given regularly and continuously.
- 5) After conducting the research, the writer concludes that the advantages of using TPR in teaching English vocabulary are:
 - TPR motivates the students since it is enjoyable. Students are enjoying getting up out of their chairs and moving around. They do not sit on the chair only.

- In TPR class, the language is directly used in context.
- TPR is memorable. Students' memorization will be stored longer since they use their bodies to acquire the meaning of the words.
- TPR is a good tool for building vocabulary.

TPR also has some disadvantages, they are:

- It is easy to overuse TPR. It is proved by as stated by Asher "No matter how exiting and productive the innovation, people will tire of it."
- It is limited in terms of language scope. Certain target language may not be suited to this method.

5.1. Suggestion

Based on the conclusion above, the writer would like to offer some suggestions, they are:

- 1) Using Total Physical Response in teaching English vocabulary is recommended for English teachers, especially for the elementary school teacher to attract the students' interest and motivation in learning English.
- 2) The program should be done regularly and continuously.
- 3) To get a wider generalization of the result of this study, such activity should be conducted in other classes of other school, and the writer hopes that there will be many researchers explore about how to apply Total Physical Response more effectively in the future.

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