IMPROVING STUDENTS' VOCABULARY MASTERY BY USING TOTAL PHYSICAL RESPONSE METHOD AT GRADE VII IN SMP NEGERI 8 PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Educationin English (S.Pd)

Written By:

AFRIANI
Reg. Number 11 340 0001

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2018

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STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2018

Term   : Munaqosyah

a.n. Afriani

Item   : 7 (seven) Exemplars

Padangsidimpuan,   June 2018

To:

Dean of Tarbiyah and Teacher Training
Faculty

in –

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to **Afriani**, entitle *"Improving Students' Vocabulary Mastery by Using Total Physical Response Method   at Grade VII in SMP Negeri 8 Padangsidimpuan"*, we assume that the thesis has acceptable to complete the requirement to fulfill for the degree of islamic education (S.Pd), in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb.

Advisor I

Dr. Erawadi, M.Ag
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DECLARATION LETTER OF WRITING OWN THESIS

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I Hereby to declare that I have arranged and written the thesis by myself without asking for illegal help from others except the guidance from advisors and without doing plagiarism as it is in students' ethic code of IAIN Padangsidimpuan article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness as it is degrading to this declaration in the future, I will be willing to get punishment as it is required in students' academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, 07 June 2018

Declaration Maker

AFRIANI
Reg. Number: 11 340 0001

EXAMINERS
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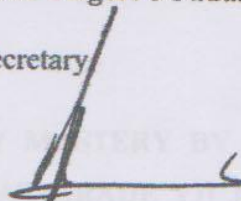
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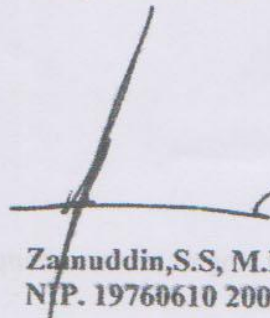
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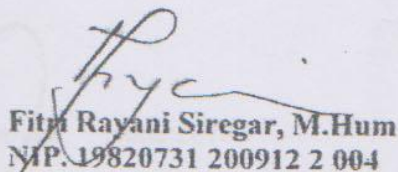
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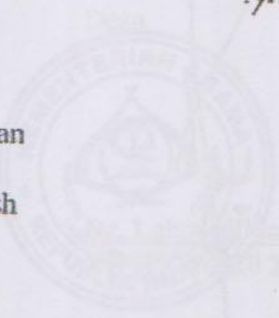
LEGALIZATION

: IMPROVING STUDENTS' VOCABULARY MASTERY BY USING TOTAL PHYSICAL RESPONSE METHOD AT GRADE VII IN SMP NEGERI 8 PADANGSIDIMPUAN

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esis has been accepted as a partial fulfillment of requirement for degree of Islamic Educational Scholar (S.Pd) in English.

Padangsidimpuan,   June 2018

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Assalamu'alaikum Wr. Wb.

Firstly, I would like to convey my grateful to Allah SWT, the most Creator and Merciful that has given health, time and chance for finishing this thesis which entitle "Improving Students Vocabulary Mastery by Using Total Physical Response Method at Grade VIII in SMP Negeri 8 Padangsidimpuan". This thesis is written in order to fulfill one of the requirements for being Islamic Education Scholar in English Department at the Faculty of Tarbiyah and Teacher Training of State Institute for Islamic Studies (IAIN) Padangsidimpuan. Secondly, blessing and peace be upon to Prophet Muhammad SAW who has brought human being from the dark era to the bright era.

In finishing this thesis, I get a lot of difficulties and troubles. Exactly without any help from the following people, it is impossible for me to complete and to finish this thesis. Therefore, I would like to express my deepest gratitude and appreciation to:

1. Special thanks are due to Dr. Erawadi, M.Ag as the advisor I and Zainuddin, S. S, M.Hum as advisor II who have given the guidance, motivation, ideas, criticism, and suggestion to me in writing this thesis.

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3. Lelya Hilda,M.Si,as the chief of faculty of Tarbiyah and Teacher Training Faculty IAIN Padangsidipuan.

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6. All the academic civity of IAIN Padangsidimpuan who have help me in writing this thesis.

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Finally, I realize that this thesis is imperfect. Therefore, I expect the constructive criticisms and suggestions from readers to improve this thesis. This thesis is expected to be able to provide useful information to readers.

Wassalamu'alaikum Wr.Wb.

Padangsidimpuan, 07 Mei 2018

The Researcher,

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Title of Thesis	: **Improving Students' Vocabulary Mastery by Using Total Physical Response Method at Grade VII in SMP Negeri 8 Padangsidimpuan.**	

ABSTRACT

This study is talking about improving students' vocabulary mastery by using total physical response method at grade SMP Negeri 8 Padangsidimpuan. Most of students do not have bravery in vocabulary mastery. Many students feel that vocabulary is difficult and the said hard to remember new words. The objective of this research is the improvement students' vocabulary mastery by using total physical response method at grade VII SMP Negeri 8 Padangsidimpuan. To solve the problem, the researcher conducted classroom action research, by implementing total. The researcher applied three test and two cycles in this research. The participant of this research was one class consists of 25, students. The instruments for collecting the data the researcher used vocabulary test, observation sheet and interview.

Based on the result of the research, researcher showed the description of the data was found that, the mean score of pre-test was 66.8 (32.00%), post-test 1 was 73.8 (64.%) and the mean scores of post-test 2 was 75.44 (84.00%). It can be concluded that the mean score of post-test 1 was higher than pre-test and post-test 2 was higher than post-test 1. It means that the action was accepted. It was concluded that total physical response method can improve students' vocabulary. Finally, the researcher suggested using total physical response method was effective to improve students' vocabulary mastery by using total physical response method at grade VII in SMP Negeri 8 Pdangsidimpuan

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CHAPTER I

INTRODUCTION

A.   Background of the Problem

Vocabulary mastery can influence the students' English skills (reading, speaking, listening and writing). And it is very important to teach in elementary school, because the students, as children, have fresh brain and they will be easy to remember vocabularies. If the students master vocabulary, they will be easy to learn English. In other words, vocabulary is essential for getting successful in learning English.

However, based on researcher's observation, many students have less vocabulary, as a result they do not know the meaning of sentence, and they can not reach the idea for what the have been read or listened. Finally most of them say "English subject is difficult", and it also can make them lazy to learn.

Practice is the way to be good students, but there is do not practice English because the students are uninterested in study English, and there is less motivation from envirinment or parents. The other problems are students' family, environment, school, and teacher.

The researcher also found that the students still get difficulties to read even Indonesian text moreover in English, such as; they can not to different "f,v, and p", and they can't spell English word. Another problem the writer found from the teacher, the teacher in this place is not graduation from English department. He/she does not know how to build students' English ability. And he/she can not to improve students four skills in the class or outside.

The method is very important to know as a teacher, but the teacher in this place does not know the English method, and he/she does not know what the suitable method for the children, and to teach speaking, reading, vocabulary, listening.

To be success in teaching English, the teacher must be able to use English teaching methods in the class or outside, without them the English learning is not perfect. The methods can be; Grammar Translation Method (GTM), Audio Lingual Method (ALM), Total Physical Response (TPR). And the writer will focus on using TPR in this research and this method will be suitable used at elementary school to teach vocabulary.

Looking at the above phenomenon or problems, the writer is attractive to do a research on **"IMPROVING STUDENTS' VOCABULARY MASTERY BY USING TOTAL PHYSICAL RESPONSE AT GRADE VII SMP NEGERI 8 PADANGSIDIMPUAN"**

B.   Identification of Problem

Based on background of problem, the researcher identified that students of grade VIII SMP N 8 Padangsidimpuan had many difficulties in vocabulary mastery. First, the students' English words mastery is less in memory. Second, the students felt shame when they are speaking, and did not know what they would say. Third, the students had less motivation to speak English. Fourth, the students did not know what they would say because the students are not able to speak directly in many situations and felt difficult to pronounce words. Fifth, the students often used mother tongue (bataknese) to speak. The last, the teaching method is inappropriate because it made the students less motivation and lazy to learn.

C.   Limitation of Problem

       Based on the above identification of problems, the researcher limited the problem on students' vocabulary mastery. The research is conducted by classroom action research by using Total Physical Response (TPR) Method VII-8second semester in academic year 2017/2018 SMP Negeri8 Padangsidimpuan.

D.   Formulation of the Problem

       Based on formulation of problem, the research question:

       Can using Total Physical Response (TPR) method improve to students' vocabulary mastery at grade VII SMP Negeri 8 Padangsidimpuan?

E.   Purposes of the Research

       Based on the question above, researcher answered the question as purposes of the research. I had been specified that the research was done to object these. To prove how Total Physical Response (TPR) method improved the students' vocabulary mastery at grade VIISMP Negeri 8 Padangsidimpuan.

F.   Significances of the Research

       The significances of the research were:

1. Headmaster, to encourage English teachers to use the best method for improving students' vocabulary mastery at Grade VII SMPN 8 Padangsidimpuan.

2. English Teachers, to add references and strategies in teaching and learning vocabulary that can make it more enjoyable and interesting to study.

3. Researcher, being a contribution to find out the best method for teaching vocabulary.

4. Other researchers, as the information to do more related research.

G.   Definition of Key Term

Avoiding vagueness and misunderstanding in assuming the title of the research, then it was clarified the definition of the focuses as the key terms in title the effect Total Physical Response (TPR) Method in Teaching Vocabulary mastery at grade VII SMP Negeri 8 Padangsidimpuan as in following:

1.   Improving

Improving means become better than before.[1] Therefore, improving is going through better work to achieve something. Generally, improving consist of three steps; doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly. By crossing these in step by step process is called improving.

2.   Students

Students are person who is studying at a college, polytechnic or university also boy or girl attending school.[2] Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school.[3] From the definition, the researcher concludes that students are person at grade VII SMPN 8 Padangsidimpuan.

3.   Vocabulary Mastery

Shirley Burridge says "Vocabulary is all the words in language, list of word in a lesson or books, all the words that one person knows".[4]   Thomas Nelson says "Vocabulary is a list of word explained in alphabetical order".[5] And then, Hornby

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[1]A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition* (New York: Oxford University Press, 2005), p.781.

[2]A.S. Hornby, A P Cowie, et. al., *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1974), p. 859.

[3]Tim PenyusunKamusPusatBahasa, *KamusBesarBahasa Indonesia,* (Jakarta: BalaiPustaka, 2005), p. 1077.

[4]Shirley Burridge, *Oxford Basic English Dictionary,* (New York: Oxford University Press, 1981), p. 477.

[5]Thomas Nelson, *The Award Compact English Dictionary,* (London: Award Publication, 1985), p. 612.

says "Vocabulary is all the words that a person knows or use, the words that people use when they are talking about particular subject".[6]

From the statements above, the writer concluded that vocabulary is a list or a series of words that is used to express the ideas or in other it is used for general communication.

Hornby says "Mastery is a complete or the state of having control over something superiority in competition, victory eminent skills or through knowledge".[7] Thomas Nelson says "Mastery is the power or authority at a master, power to understand or skills to manage".[8] It means that students must master English vocabulary and its grammatical rules to good communication to the other people.

Based on the explanation above, vocabulary mastery is the ability to understand the list of words. It means that the students have ability in understanding and using the words and meaning. The students do not only know the words, but also their meaning. It also plays the important part in English skills; listening, speaking, reading and writing, the large vocabulary, the students will find difficulties in mastering English skills.

4. Total Physical Response (TPR) Method

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action. It was developed by James Asher, a Profesor of Psychology at San Jore State University California. His emphasis on developing

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[6]Hornby, *Oxford Advanced Learner's Dictionary,* (New York: Oxford University Press, 2003), p. 1506.
[7]*Ibid.,*p. 20.
[8]Thomas Nelson, *Op.cit.,*p. 421.

comprehension skills before speaking links him with comprehension approach.[9] TPR is one of English teaching methods for teaching vocabulary.

James Asher's Total Physical Response (TPR) is the one method will be examined in detail here in order to see how principle of comprehension approach are put in to practice. Least stressful way to achieve understanding of any target language is follow directions utterance by the instructor (without native language translation).[10]

TPR combines a number of other insights in its rationale principles of children language acquisition are important. Noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking and so on).[11]

H. Indicator of Action

Clasaroom action is the process of studying in real school or classroom situation to understand and improve the quality of action or instruction.[12] It means that action research systematic way for teachers to observe their practice or to explore a problem and a possible course of action through planning, action, observation. And reflection.

Action means the activities that will be done by someone. The researcher had made teaching program, lesson plan in teaching vocabulary in the classroom. Additionally, researcher had collaborated with the English teacher to become a team work together to solve the student's problem in improving students' vocabulary mastery

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[9]Zainil, *Language Teaching Methods,* (Padang: Sukabina Offset, 2008), p. 52.
[10]Diane Larsen Freeman, *Techniques and Principle in Language Teaching,* (OxfordUniversity Press, 2000), p. 107.
[11]H. Douglas Brown, *Teaching by Principles,* (Sanfrancisco: Prentical Hall Regents, 1994), p. 64.
[12] Andrew P. Johnson, *A Short Guide to Action Research,* (USA: Pearson Education, 2005), p. 21

by using total physical response as method at garde VII-4 SMP Negeri 8 Padangsidimpuan.

Actually, total physical response as teaching method can be use to teach English vocabulary for young learners because it will make the students' interest. The indicators of total physical response method are to know the mastery of students' vocabulary. Morever, here are some indicators of vocabulary mastery by using total physical respons method, there were:

1. To know meaning and using words
2. To know language through physical (motor) activity

Morever, the researcher scores the students' vocabulary mastery that was be test to know how students could be comprehend during total physical response and pass the Minimum Mastery Criterion (KKM) 75 scores.[13]

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[13] Sumiati Sitompul,S.Pd, English Teacher of SMP Negeri 8 Padangsidimpuan, *Private Interview*, (SMP Negeri 8 Padangsidimpuam, on Mei 09 2018 at 09:45 am)

CHAPTER II

THEORETICAL DESCRIPTION

A. **The Description of Vocabulary Mastery**

1. **The Definition of Vocabulary Mastery**

In learning English there areaShirley Burridge says "Vocabulary is all the words in language, list of word in a lesson or books, all the words that one person knows".[1] Thomas Nelson says "Vocabulary is a list of word explained in alphabetical order".[1] And then, Hornby says "Vocabulary is all the words that a person knows or use, the words that people use when they are talking about particular subject".[2]

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[2]Hornby, *Oxford Advanced Learner's Dictionary,* (New York: Oxford University Press, 2003), p. 1506.
[3]*Ibid.,* p. 20.
[4]Thomas Nelson, *Op.Cit.,* p. 421.

writing, the large vocabulary, the students will find difficulties in mastering English skills.

2. Kinds of Vocabulary

According to Nation (2001) also states that there are four kinds of vocabulary in text. They are:

a) High frequency words. These words are almost 80% of the running words in the text.

b) Academic word, typically, these words make up about 9% of the running words in the text.

c) Technical words. These words make up 5% of the running words in the text.

d) Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list, the make over up 5% of the words in academic text.

Then, according to Evely Marcusen,[5] vocabulary can be divided in two kinds, there are high frequency vocabulary and low frequency vocabulary.

a) High frequency vocabulary consist of words that are used very often informal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words informal spoken texts.

b) The low frequency vocabulary on other hand, cover only small proportion of the running words of continuous text, it means that low frequency

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[5]Evely Marcusen, *Vocabulary, Semantic and Language Education,* (Cambridge: Camrbridge University Press, 1997), p. 45.

vocabulary is rarely used in common activity of English language. This group includes well over 100.000 word families.

Further, according to Scott Thorbury vocabulary can be divided into two kinds too, they are:

b) Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice.
c) Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.[6]

3. Problems in Teaching Vocabulary

Certainly that if someone wants to communicate with another person in English, he has to have enough vocabulary, because it is basic element of any language. One who knows enough vocabulary is more likely to converse with anybody else better than one who has few vocabularies. Some factors that make some words difficult for the students:

a. Pronunciation: research shows that words are difficult to pronounce aremore difficult to learn. For example: Gorgeous, Lecturer, etc.

b. Spelling is sound and spelling mismatches will be cause of errors inpronunciation or in spelling, and can contribute to a word‟ s difficulty. Forexample: muscle, headache, etc.

c. Length and complexity: long words are more difficult to learn than shortones. And the variable stresses of polysyllabic words are also difficult. Forexample: necessary, necessity, necessarily.

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[6]Scott Thorbury, *How To Teach Vocabulary,* (New Zealand: Longman, 2002), p.114

B. **The Definition of Total Physical Response**

1. **Defenition of Total Physical Response**

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action. It was developed by James Asher, a Profesor of Psychology at San Jore State University California. His emphasis on developing comprehension skills before speaking links him with comprehension approach.[7] TPR is one of English teaching methods for teaching vocabulary.

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TPR combines a number of other insights in its rationale principles of children language acquisition are important. Noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking and so on).[9]

The TPR classroom, then, was one in which did great deal of listening and acting. The teacher was very directive in orchestrating a performance, (The teacher is the director of stage play and the student are the actor).[10]

2. **The Principle of Total Physical Response (TPR).**

There are seven principles of TPR, they are:

a. Assimilation and skills can be increased significantly.

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[7]Zainil, *Language Teaching Methods,* (Padang: Sukabina Offset, 2008), p. 52.
[8]Diane Larsen Freeman, *Techniques and Principle in Language Teaching,* (OxfordUniversity Press, 2000), p. 107.
[9]H. Douglas Brown, *Teaching by Principles,* (Sanfrancisco: Prentical Hall Regents, 1994), p. 64.
[10]Ibrahim, *Ilmu dan Aplikasi Pendidikan,* (Jakarta: Imtima, 2007), p. 45.

b. Vocabulary retention can be increased through physical activities.

c. Comprehension skills are established.

d. The teaching of speaking should be delayed until comprehension skills are established.

e. Skills acquired through listening transfer to other skills.

f. Teaching should emphasize meaning than form.

g. Teaching should minimize learner stress.[11]

3. **Approach of Total Physical Response**.

There are two approaches of TPR,[12] they are:

a. Theory of language.

Most of the grammatical structures of the target language and vocabulary item can be learned from the use imperative. Learners can acquire a detailed cognitive map as well as the grammatical structure of a language without recourse to abstractive.

b. Theory of Learning.

There are three theories of learning: there exists a special innate bio-program language learning which an optimal path for first and second language development, brain lateralization defines different learning function in the left and right brain hemispheres, stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower, the stress, the greater, the learning.The three theories stated below:

c. The Bio- Program.

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[11]Zainil, *Op.cit.,* p. 52.

[12]Jack C. Richard, *Approaches and Methods in Language Teaching,* (USA: CambridgeUniversity Press, 2001), p. 74. [12]

TPR is a natural method which sees first and second language learning as a parallel process. Asher sees three central processes: Children is develop listening competence before developing speaking ability, children's ability in listening comprehension is acquired because children are required to respond physical, and once a foundation on listening comprehension has been established, speech evolves naturally and effortlessly out of it.

d. Brain Lateralization.

Asher sees TPR as directed to right-brain learning. He interprets that the brain is divided into hemispheres. Language activities are centralized in the right hemisphere through motor movement. The left hemisphere is triggered to produce language when a sufficient amount of right hemisphere learning has taken place.

f. Reduction of Stress.

g. The important condition for success language learning is the absence of stress. The key to be free from stress in learning is to tap into bio-program for language the relaxed and pleasurable experiences.[13]

4. **Basic Concepts of Total Physical Response (TPR).**

Based on Tarigan there are three basic concepts of TPR, they are:

a. The comprehension of spoken language improved by speaking.

b. The Physical Response as medium to get comprehension.

c. The students can't force to speak before ready.[14]

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[13]*Ibid.,* p. 54.

[14]Henry Guntur Tarigan, *Pengantar Pemerolehan Bahasa,* (Bandung: Angkasa, 1985), p. 250.

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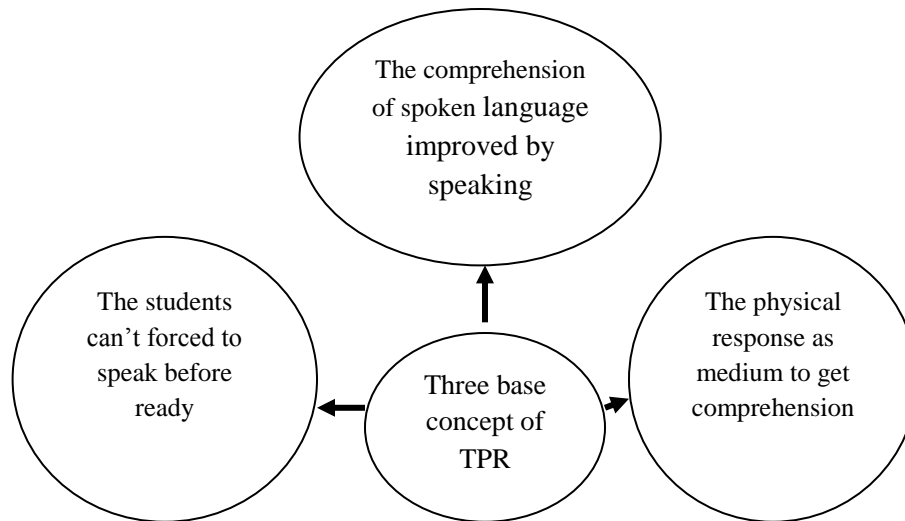
Picture I: Three base concept of TPR.[15]

5. **Total Physical Response (TPR) Based Activities**.

   Based on Patricia A. Richard.[16] there are eight TPR activities, they are:

a. The Pointing Game.

   With a small group of students, use a collection of pictures such as those one might find in a mail order catalog reinforce concepts that have been taught.

b. Identifying Emotion.

   After the class has acquired simple commands such as "cry" or "laugh". Picture can be placed across the front of the room of people clearly demonstrating emotion reaction

c. Dress the paper Doll.

   A large paper doll man, woman, or child with a set of clothes can be made and mounted on a bulletin board. Velcro can be used to make the paper clothes

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    [15]_____, *Metodologi Pengajaran Bahasa,* (Bandung: Angkasa, 1991), p. 174
    [16]Patricia A.Richard Amato,*Making it Happened* (London: Longman, 1988), p.76 -78*,*

stick to the figure students are then asked to place various item of clothing on it.

d. Manipulating Rods.

   Rods of various colors such as those used in gattegno's silent way can provide regalia for teaching numbers, spatial relationship, colors, and the like (take the blue rod, take three red rods, put the blue rod beside the red rod.

e. Bouncing the Ball.

   Concepts such as numbers, days of the week, and month of the year can be acquired or reinforced simply by having the students bounce of the ball.

f. Working with shapes.

   Another idea is to cut squares, triangles, and circles out of various colors of construction paper and distribute them to the students. Shapes (hold up the triangles), color (hold up the green triangle), and number (hold up three triangles).

g. Following Recipes.

   At much later stages, making holiday rice cakes, baking valentine cookies, or preparing enchiladas can provide a TPR experience and can also involve students in the culture as of other countries and those within the United States.

h. Information Gaps.

   Information gaps can be created in which one student has information that another does not have but needs. One student may give a set of directions or

commands to another students, who will carry them out to meet some stated goal.

i. Usual Classroom Techniques.

There are eight usual classroom techniques, they are:

a) This method needs a quite large class. The number of students is 20 to 25 without limitation of age.
b) Unit of lesson are not based on the grading of grammar lesson.
c) Almost all materials are presented in command.
d) There is no need to translate the material except in abstract words.
e) No home works is given to students.
f) Correction is given only at appropriate time.
g) The learning is begun from short-simple sentences which can be visualized in class.
h) At the beginning of each meeting there is a summary of the previous lesson.[17]

6. The procedures used in the TPR classroom.

The class in the source proceeds in the following way:

a. Review

The teacher does a fast-moving worm up using commands.

b. Commands using new verb and new nouns.

The teacher asks simple question which the students could answer with a gesture or other physical response.

c. Role Reversal.

The students readily volunteer to utler commands that manipulate the behavior or the instructors.

d. Reading and writing.

The instructor writes on the chalkboard.[18]

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[17]Zainil, *Op.cit.,* p. 54.

C. Review of Related Findings

Talking about Related findings, the writer found some researchs have done by other person. First, in the Sangkot Supiah's script entitled "The effect of memory game to the student's achievement in learning vocabulary". The aim of the research was to find out the effect of memory game to the student's achievement in learning vocabulary. The research conducted by experimental method. After calculating and analyzing the data, it stated that there was significantly effect of memory game to the grade VII student's achievement in learning vocabulary.[19]

Second, in the Rafianty's script entitled "A comparative study of TPR (Total Physical Response) method and lecturer method to the eight grade of Madrasah Tsanawiyah Ittihadul Muballighin Ujunggading students' vocabulary mastery". The Research conducted by quantitative and the types of the research was comparative research. After calculating and analyzing the data, it stated that there was significantly comparative of Total Physical Response method to students' vocabulary mastery. And the hypothesis of the research was accepted.[20]

So that, from the description above, the researcher can conclude that many methods can increase the students' vocabulary mastery. And their research are similarly with writers' title, and it could hope the writer research. The aim of the research was found the effect of Total Physical Response (TPR) to student's vocabulary mastery. This research conducted by experimental and used t- test to analyzing the data.

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[18]*Ibid.,* p. 55.
[19]Sangkot Supiah, Effect of Memory Game to The Student's Achievement in Learning Vocabulary (*Unpublished Script*), (Padangsidimpuan: UMTS, 2010), p. 30.
[20]Rafianty, A Comparative Study or TPR Method To The Eight Grade Madrasah Tsanawiah Ittihadul Students' Vocabulary Mastery*(Unpublished script)*, (UMTS: Padangsidimpuan, 2001)

D. Conceptual Frame Work

There are many teachings and techniques, methods and ways that teacher may use in teaching English. They are expected to help the students in understanding the topic lesson of English easily. One of the most techniques, methods and ways that teacher may using the Total Physical Response (TPR). The Total Physical Response (TPR) method can improve the students' vocabulary mastery, can be seen as picture follow:
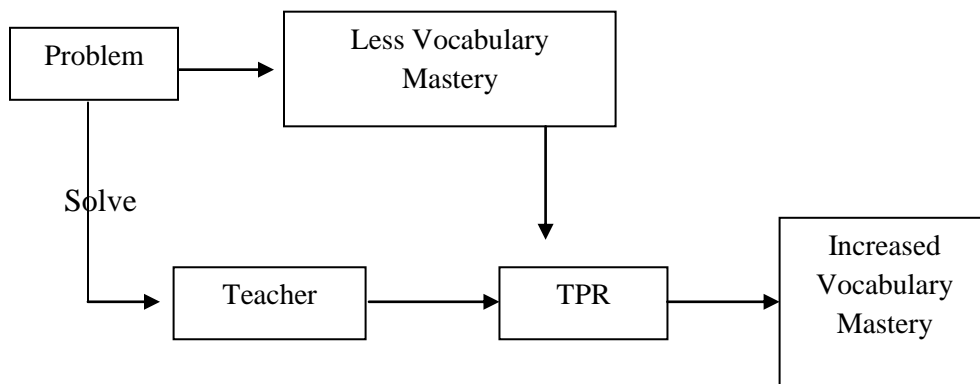
Picture 2: Conceptual frame work

E. The Hypothesis

The hypothesis need to show the researcher thinking and expectation the outcome of the research related to this research. The hypotesis of this research is stated that: "Using Total Physical Response method can improve students' vocabulary mastery at grade VII SMP 8 Padangsidimpuan".

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of Research

The reserach is conducted at SMP Negeri 8 Padangsidimpuan that was located on Jl. Mandailing Km 7.8 Desa Pijorkoling, Padangsidimpuan. The researcher will be began the research at February 2018 up to finish.

B. The Research Design

Classroom action research will be applied. It is focused on individual or small group professional practice and it is not concern by making general statement[1]. Wallace states that classroom action research is different from more conventional types of research. Rochiati Wiratmaja explains that classroom action research is a research, which is, combined the procedure in substantive action, be inquiry discipline, or someone's effort to understand what was happening while include in the improving and changing.[2]

Action research is any systematic inquiry conducted by teacher researchers, principles, school counselors, or other stakeholders in the teaching learning environment to gather information about the ways that

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[1] Michael J. Wallace, *Action Research for Language Teacher*, (USA: Cambridge University Press, 1998), p. 18.
[2] Rochiati Wiratmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: Rosda, 2005) p. 11.

their particular schools operate, how they thought, and how well their students learnt. [3]

Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done.

C. The Participants

The participants are the students at Grade VII-4 in SMP Negeri 8 Padangsidimpuan, it consist of 25 students. Another participant is an English teacher of SMP Negeri 8 Padangsidimpuan. The researcher observes the execution while the teacher is doing an action in this class. Then, teacher also helps the researcher analyzed the data from the observation and makes plans for each cycle.

D. The Technique of Collecting Data

The technique for collecting data aims to support the success of the research. It helped the researcher to get data and information about the process of improving the student's vocabulary mastery by using total

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[3] Geoffrey E. Mills. *Action Research a guide for the Teacher Researcher*, (New Jersey: Prentice Hall,2000), p. 6.

phhysical response method. Related to the research, the researcher used some techniques for collecting data, namely.

1. Observation

    Observation is a research instrument which has special character among other research instruments. It observes not only about the person, but also the environment.[4]The collaborator teacher observes all conditions that happened during the teaching and learning process.

2. Interview

    Interview is used as tool to collect data, if the researcher had known the information which will be gotten. So, the researcher had prepared a research instrument as some questions and their answer.[5] The researcher interviewed the students about students' interest in English subject after action.

3. Test

    Instrument of collecting data is very important to support every research. In this research, the researcher used to measure the students' vocabulary. The researcher gave pre-test and post-test to get the students' score and improvement of their vocabulary by using the appropriate instruments.

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[4]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), p. 27.

[5]*Ibid.,* p. 139.

Table 1

The Description item test

No	Indicator of Vocabulary	Question Number	Total
1	Noun	1,2,5,6,7,8,9,10	50
2	Verb	1,2,5,6,7,8,9,10	50
Total			100

E. The Procedures for Classroom Action Research

This action research followed the model that is developed by Kemmis and Robin. It was a famous representation of the action research "spiral" that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure:

Reflect ———————— Plan

CYCLE I

Act and Observe

Revised Plan

Reflect

CYCLE II

Act and Observe

Expected Condition
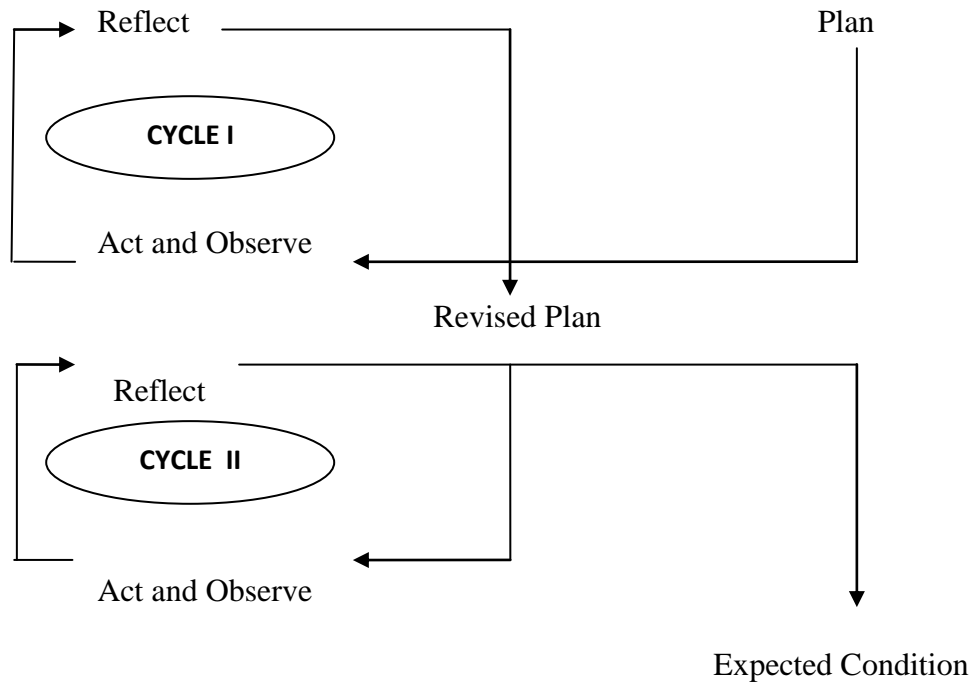
Figure: Action Research Spiral[6]

F. Research Procedures

The research used two cycles to improve students' speaking skill by using Total physical response (TPR) method. There had been planning, acting, observation and reflecting step in the research procedures.

1. First Cycle (Consisted of three meetings) the procedures were as follow:

   a. First Meeting

      1) Planning

         Planning is arrengement of doing something. In planning, it is considered everything relates to the action and it is also

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[6] Ortun Zuber-Skerrit, *New Direction in Action Research,* (London: the Falmer Press, 1996), p.14

preparing everything that is needed in the teaching and learning process. There are many activities that had planned, they were:

a) Making the lesson plan.

b) Preparing the teaching material..

c) Preparing the instruments for collecting data.

d) Preparing observation for students and the teacher

e) Preparing the learning material.

2) Action

   a) Teacher teaches the material learning.

   b) Teacher explain the material.

   c) Teacher commands students to listen the learning.

   d) Teacher repeats the material (if needed).

3) Observation

   a) Situation of teaching procces.

   b) Students activities.

   c) Students speaking skill.

   d) Students comprehending about TPR as method.

   e) Teacher repeats the material (if needed).

   f) Teacher ask students to speak and practice list of word and sentences

4) Reflection

   a) Discussing what does the result during read the material..

       b) Explain the result of particular activity student mistaken.

       c) Solving the problem by giving the solution.

b. Second Meeting

  1) Planning

     a) Continue the previous lesson plan.

     b) Preparing the teaching material of speaking.

     c) Preparing the instruments to use by students.

     d) Preparing the instruments for teacher and observers' observation.

     e) Preparing the learning material for the first meeting.

     f) Preparing material to students' vocabulary.

     g) Do encoring and discussion about their score.

  2) Action

     a) Teacher teaches the material.

     b) Teacher performance.

     c) Preparing the solution if had problems when the result had found.

     d) Give the questionnaire sheet

     e) Celebrating the achievement together

  3) Observation

     a) The researcher keeps observing every class condition, learning and teaching process.

b) Observing the students' self-confidence in speaking skill.

c) Discussing with collaborator to observe planning.

d) Making a note in every activities of teaching learning.

e) Discussing with the English teacher about the weakness teaching learning process.

4) Reflection

a) Discussing with collaborator about the action.

b) Analyzing the finding during the observation is done.

c) Analyzing the weakness and the teacher progress that using debate to determine the followed up of activity.

d) Reflecting the teacher learning activity and reflecting the students' learning activity.

e) Evaluating or interpreting the data and make any decisions for the next meeting.

2. Second Cycle (consist of three meetings) the procedures were as follow:

a. Third Meeting

1) Planning: researcher had arranged the lesson plan based on the reflection in the cycle 1. Those are:

a) Making the lesson plan.

b) Determining the lesson material.

c) Designing the procedures of teaching and preparing the instruments for students, teacher, and observer.

2) Action:in action of third method just like the meeting before

a) Teacher teach just like usually.

b) Rearranging the classroom arrangement and changing the new scenario.

c) Explaining that the students' self-confidence in speaking skill must be better than cycle 1..

d) Celebrating the achievement together.\

e) Helping the students to keep their self-confidence in speaking skill.

3) Observation: a situation teaching learning procces

a) Observing the procedures that had been arranging by researcher.

b) Observing the students' self-confidence in speaking skill that is better than before or not.

c) Solving the problems by using the solution.

4) Reflection

a) Discussing with collaborator about the action.

b) Analyzing the finding during the observation done.

c) Analyzing the weakness and the teacher progress that using debate to determine the follow up of activity.

d) Evaluating or interpret the data gotten from the class and make any decisions for the next meeting.

b. Fourth Meeting

1) Planning:

a) Continue the lesson plan.

b) Reviewing the first material and the second material.

c) Preparing the instruments for collecting data.

d) Preparing the score list.

2) Action:

a) Eliminating the problems in cycle 1 .

b) Rearranging the classroom arrangement.

c) The teacher ask the students to listen the material teacher.

d) Celebrating the achievement together.

3) Observation:

a) The researcher keeps observing class condition.

b) Observing students' vocabulary mastery.

4) Reflection

a) Discussing with collaborator about the action.

b) Analyzing the finding during the observation done.

c) Reflecting debate that used by students.

d) Reflecting the teacher learning activity.

e) Reflecting the students learning activity.

f) Evaluating or interpreting the data gotten from the class.

g) Closing the steps of research.

The researcher will reflect the all meetings and analysis to make conclusion of using Total Physical Response (TPR) as method in vocabulary mastery.

G. The Technique of Data Analysis

In this resarch, the researcher did the collecting data group through recording the students' vocabulary. Then the researcher counted by quantitative data which computing the score of the test students.

The formula is the following:[7]

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

Where:

X : The mean score of the students

x : The total score

n : The students' size

To calculate the students' improvement of pronunciation test score, the researcher calculate the test in cycle 1 and cycle 2 by using the formula as follows:[8]

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[7]Sudjana, *Metode Statistika ed. 6*, (Bandung: Tarsito, 2000), p. 67.

$$P = \frac{R}{T} \times 100\%$$

Where:

P : Percentage of students who passed the Minimum Criterion Mastery (KKM).

R : The number of students who gets the score up 75.

T : Total number of students doing test.

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[8]Zainal Aib, et. al., *PTK untuk Guru SD, SLB, TK*, (Bandung: CV. YramaWidya, 2008), p. 40.

CHAPTER IV

THE RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to evaluate the students' vocabulary by using Total Physical Response (TPR) method, the researcher has calculated the data using vocabulary test which is TPR test. Applying quantitative analysis, the researcher used the formulation mean score. Next, the researcher describe the data as folows.

A. The Data Description

This chapter is focused on the research result. It would explain about the data from setting, first condition before going to the cycle, doing the first cycle and second cycle. Then, the researcher divided research action into two cycles. Each cycle consisted of four steps. They are planning action, observation and reflection.

1. Pre-Test

In this step, the researcher gave pre-test to know the students vocabulary before implementing the action to improve students' vocabulary. The students vocabulary can be seen from interview with students and the English teacher, the researcher's observation and pre-test.

The first interview conducted in this research was unconstructed. It was held on Mei 08th, 2018 started at 11.15 am until finish. The researcher asked the teacher some some question about students vocabulary. The teacher saud that the students were still low in vocabulary. It is caused by students were unirested to learn English.

The second, based on the student's vocabulary on pre-test, most of them vocabulary the words appropriate to the writen form. The pre-test was conducted on

Wednesday, 08th, 2018. It started at 11:40 am until finish. There were 20 list of word which of the students carried out the test during 30 minutes. Based on the result of the pre-test, the data showed that the mean score of the pre-test was 66.8 There, Eight students passed the Minimum Mastery Criterion (KKM). It showed that the students' vocabulary was still low. The data can be seen as follow:

TABLE 2

The Mean Score of Pre-Test

NO	STUDENTS' INITIAL	PRE-TEST
1	AH	**75**
2	AS	60
3	AA	65
4	AN	65
5	AL	**75**
6	DH	**75**
7	DIL	60
8	FN	55
9	H	**75**
10	IS	55
11	LS	60
12	MA	65
13	MI	70
14	MK	**75**
15	MKH	70
16	NS	60
17	NSR	**80**
18	NA	70
19	P	60
20	RS	55
21	RA	**75**
22	RZA	60
23	SS	**80**
24	SEL	70
25	YES	60
TOTAL		**1670**
Mean = $X = \dfrac{\sum x}{n}$		**66,8**
Percentage		**32%**

1. **The First Cycle**

The firsT cycle was conducted for two meetings. Its carried out from May 08th and 11^{th,} 2018. The meeting was done for 90 minutes. Every meeting was done for 2 x 45 minutes. So, two meeting were done for 4 x 45 minutes or 180 minutes. It was done in VII-4 grade of SMP Negeri 8 Padangsidimpuan, consist of 25 students. Here, the researcher made the activities and gave the process of improvement students' vocabulary at the first cycle as follow:

a. First meeting

In the first meeting, the researcher found soIn the first meeting, the researcher found some problems of students' learning process. Some students were not ready to study and did not have motivation to study English. Furthermore, the learning process consisted of four steps for doing research, such as planning, action, observation, and reflection. It would be explain as follow:

1) Planning

Before the research was conducted, the researcher had to prepare and plan the materials that would be taught to the students. The researcher made the lesson plan, determining the lesson plan 1 and 2 about TPR method, made observation notes to describe the situation in the class while teaching-learning process.In addition, the researcher also prepared the lesson material like picture of body.

2) Action

The first meeting was conducted on Thursday 08th2018 at 09.45 am until finished. In the classroom activities, the researcher as the teacher started the lesson by saying greeting and introduced patiently to students. Before introducing the material, the researcher explained the importance of the research for the students so that they could be motivated in the learning process and cooperate with the researcher. Then, researcherexplain about material

The researcher told the students about total physical response method to improve the vocabulary mastery. After that, the researcher show the picture of parts of body in the front of class.. In this case, the researcher ordered to focus and to attention the picture. The researcher also motivated the students to enjoy when study English.

3) Observation

Based on the observation was done by the researcher, the English teacher of grade VII SMP Negeri 8 Padangsidimpuan used field notes or students' activity in teaching learning process to observe the teaching learning process.[1] There is 1 student made noise, 1 student walked in the class, 2 students asked for permission, and 2 students talked with friend while other students felt interesting and enjoyed in teaching learning pronunciation.

4) Reflection

In this step, the researcher and the English teacher discussed about the implementation of action, analyzed the finding of observation, reflecting the

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[1]Observation, *English Teacher of Grade VIII,* (Padangsidimpuan: SMP Negeri 8 Padangsidimpuan), April 24th, 2017 retrieved at 10:30 am.

students' learning activity to determine the followed up of activity.From the observation note field, there are 4 students who did not interest the learning process even other students were interested.

b. Second Meeting

   In the second meeting, the researcher also found some problems of students learning process but the researcher had a solution to motivate students' vocabulary. So, the researcher applied four steps for doing the research. It could be described as follow:

1) Planning

   After reflecting the first meeting, the researcher planned the action again and prepared the material to apply in the second meeting.The researcher also prepared the post-test 1 to collect the data.The test is used to know whether there were some students' improvement score from pre-test to post-test 1.

2) Action

   This meeting was held on tuesday, may10th 2018at 08:15 am. The researcher implemented the teaching learning process based on the lesson plan has been made. Here, the researcher motivated students to focus on the lesson. The researcher also explained how important the vocabulary in speaking English. Then, the researcher taught them again about TPR method to improve the vocabulary. Afterwards, to know how well students' comprehension of the vocabulary, the researcher explained firstly material. After that, the teacher exercises the students and gave post-test 1.

3) Observation

In this step, the researcher observed the class situation and students' responses during teaching learning process by using field notes or students' activity in teaching learning process. There is 1 student made noise, 1 student walked in the class, 2 students asked for permission, and, 2 students talked with friend while other students felt interesting and enjoyed in teaching learning process. After teaching learning process finished, in this step, it was also carried out the post-test 1 exactly on the second action of the first cycle to measure how well the students' vocabulary that have been studied.

4) Reflection

The last, reflected related to process of the action. The researcher and the teacher discussed the conclusion of implementing the action. The researcher and the English teacher discussed about the implementation of action, analyzed the finding of observation, reflecting the students' learning activity to determine the followed up of activity from the observation field note, there are 4 students who did not interest the learning process even other students were interesting.In this cycle, many students still confused to remember the parts of body. However, regarding the first cycle, the researcher and the teacher felt satisfied enough because there effort to improve students' English vocabulary had increased although not all the targets could accomplished yet. So, the researcher and the teacher must be more effort to improve students' vocabularyby using TPR method. It needed to be improved again in the next cycle. This effort was done in the next lesson plan of cycle 2.

After doing the test, the researcher analyzed students' achievement based on their performance in front of class. The researcher found the students' vocabulary scores as the following table bellows:

TABLE 3
The Mean Score of Post test 1

NO	STUDENTS' INITIAL	POST-TEST 1
1	AH	**80**
2	AS	75
3	AA	75
4	AN	70
5	AL	75
6	DH	75
7	DIL	70
8	FN	65
9	H	**80**
10	IS	**80**
11	LS	65
12	MA	70
13	MI	**80**
14	MK	75
15	MKH	75
16	NS	70
17	NSR	**80**
18	NA	75
19	P	65
20	RS	75
21	RA	75
22	RZA	70
23	SS	**80**
24	SEL	70
25	YES	75
	TOTAL	**1845**
Mean = $X = \dfrac{\sum x}{n}$		**73,8**
	Percentage	**64%**

2. Second Cycle

   The third meeting was held on Monday, Mei 14th2018. The topic for the second cycle was not same with the previous cycle. The topic of cycle my classroom. The difference of cycle 1 and cycle 2 is only on the action. In cycle 2 the researcher walked around the classroom to control students' activities. The steps of the second cycle can be seen as follow:

a. The Third Meeting

   1) Planning

      In this step, the researcher and the teacher modified the previous lesson plan based on the researcher result of reflecting step in the first cycle. In the second cycle, the main activity of lesson plan was added.

   2) Action

      The action of cycle 2 was done on Mei14th, 2018. In this step, the researcher greeted the students and checked the attendance list. The researcher walked around the classroom to control the students' activity while show pictures because in the observation of cycle 1 showed that 4 students did not put their concentration on the lesson. Then, the researcher taught them about some vocabulary on the picture.The teacher read the words and the students imitated. After that, the teacher gave the students a few minutes to practice their vocabulary. Then, the teacher gave them list of words.

   3) Observation

      In this step the class situation in teaching-learning process was better than previous cycle. It could be seen from the students' observation field note.

There is 1 student asked for permission and 2 students talked with friend. Most of them were enthusiastic to follow the teaching learning process.

4) Reflection

The researcher and the teacher again discussed the conclusion of implementing the action. Then, the researcher and teacher analyzed students' activity while teaching learning process was done. There are 3 students who did not interest the learning process even other students were interested.

b. The Fourth Meeting

1) Planning

In this step, the researcher and the teacher continued the previous lesson plan of third meeting. The researcher also prepared the post-test 2 to collect the data. The test is used to know whether there were some students' improvement score from post-test 1 to post-test 2.

2) Action

The fourth meeting was held on Mei 15th, 2018 about 08:00 am. The researcher entered the classroom and greeted the students warmly to relax them about the TPR. Researcher then checked their attendance list. Nobody was missing on that day. It was good because all of them could participate in the test. The researcher had a little talk with them. Then, the researcher played the song and also walked around the classroom to control students' activity. In this meeting, to measure students' achievement, the researcher had done the second test. For starting the test, the researcher gave list of words like in the first cycle about TPR then vocabulary it correctly.

3) Observation

In this step the class situation in teaching-learning process was better than previous meeting. It could be seen from the students who were ready to follow the lesson and when they followed the Total Physical Response method. There is only 1 student asked for permission and 2 students talked with friend. Most of them were enthusiastic and vocabulary the words shortly, most of them seemed quite active in the classroom in practice their vocabulary. In the cycle 2, the researcher was held on post-test 2 regarding students' vocabulary. Based on the result of post-test 2, the mean score of vocabulary test gained 73.8which were 25 students who passed the Criterion of Minimum Completeness (KKM).

5) Reflection

The reflection of Classroom Action Classroom Action Research (CAR) was carried out after getting the score result of pronunciation test. The researcher and the teacher felt very satisfied with their efforts to improve their pronunciation had been done. From the observation field note of cycle 2 there is only 3 students who did not interest in teaching learning process even other students were interested the teaching learning process.

After doing the test, the researcher analyzed students' achievement based on their performance in front of class. The researcher found the students' vocabulary scores as the following table bellows:

TABLE 4

The Mean Score of Post test Cycle II

NO	STUDENTS' INITIAL	POST-TEST II
1	AH	**80**
2	AS	**75**
3	AA	**75**
4	AN	70
5	AL	**75**
6	DH	**75**
7	DIL	70
8	FN	70
9	H	**80**
10	IS	**80**
11	LS	**75**
12	MA	**75**
13	MI	**80**
14	MK	**75**
15	MKH	**75**
16	NS	**80**
17	NSR	**80**
18	NA	**75**
19	P	65
20	RS	**75**
21	RA	**75**
22	RZA	**75**
23	SS	**80**
24	SEL	**75**
25	YES	**75**
TOTAL		
Mean = $X = \dfrac{\sum x}{n}$		**75,44**
Percentage		**84%**

Based on the data in the table, the researcher could explain that the mean score of the students are 75.44 and the percentage is 84.00%. The result of second cycle is better than first cycle. Students showed their improvement in learning vocabulary mastery Total Physical Response Method.

B. The Comparative Result of Action

Based on the result pre-test, first cycle and second cycle, it can be conclude that students' vocabulary mastery can be improved by using Total Physical Response method. It could be seen from the result of test in pre-test, post-test 1and post-test 2. These tests showed that, there was improvement. Based on average of mean score and percentage of the test in pretest, post-test 1, and post-test 2 can be seen as follow:

TABLE 5
The Comparative of Students' Percentage Completeness Study

Test	Mean Score
Pre-Test	66.8
Cycle 1	73.8
Cycle 2	75.44

Based on the data analysis, it can be concluded that mean score of students improve. It can be seen from the improvement of pre-test mean score was 66,8 (32.00%). In the post-test 1 of first cycle the students' vocabulary improved to 73.8 (64.00%) and also in the post-test 2 of second cycle improved to 75.44 (84.00%).
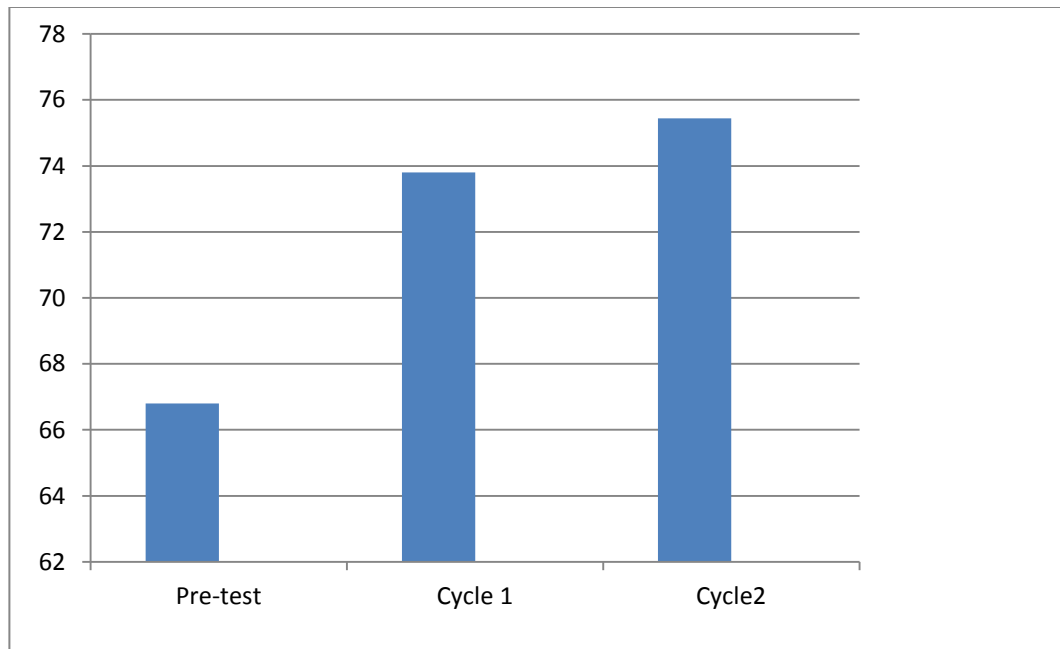
Figure 4.1: The comparison Mean Score between pre-test, post-test 1 and post-test 2

1. The First Test

The first test was done on Tuesday,May 08th, 2018. It was about parts of body.Many students were still low in vocabulary because they were confused to understand the listen teacher and do it. In this test, the 8 students still fewer to get score the minimum mastery criterion or KKM, because there were just students that passed the minimum mastery criterion or KKM and 17 who did not passed the test.

2. The Second Test

The second test is about parts of body. The score of the students improved. Many students got score above minimum mastery criterion or KKM with score was 75. There were 21 students who passed the minimum mastery criterion or KKM and 4 students did not passed the minimum mastery criterion or KKM because they said hard to remember new words but they were enthusiastic during the lesson taught.

C. The Discussion of the Research Findings

Based on the data presentation above, proven that students vocabulary mastery by using TPR method at grade VII SMP Negeri 8 Padangsidimpuan was improve. the evidence can be look from cycle to cycle. The first cycle mean score was 73,8 became 75,44 in second cycle. It means the research findings from cycle had sound students vocabulary mastery improve by using TPR method. the researcher also analyze data to support this research finding besides vocabulary mastery test score. based on the result it was that the application of using method had successfully improve vocabulary students mastery.

Compared to related finding of this research, Muhammad Yusuf of IAIN Padangsidimpuan research entitled " The Effect of Total Physical Response Method (TPR) on grade V Vocabulary Mastery ". The result is the score of experimental group is higher than control group and form the calculation of t test 2.20 and t table 1.17. it means that there was significant effect of TPR on grade V student's Vocabulary Mastery.

Then, Tri Risky thesis was "Improving Students Vocabulary Mastery through Crossword Puzzle at SD Muhammadiyah 1 Padangsidimpuan". She examined whether students' vocabulary improved or not by using crossword puzzle. In cycle 1, she found that student's vocabulary mastery mean score was 61.42 and 62.14 become 84.28 and 91.78 in cycle 2. The problems faced by students were lack vocabulary and lack of teacher' s strategy in teaching and learning vocabulary. The solution given by her were that she improved the student's vocabulary mastery by giving mom, more motivation to the students to be more active in learning vocabulary byconducting crossword puzzle.

D. The Treats of the Research

In conducting research process, there are some weakness of this research. the researcher found the students' problems in the classroom while the researcher was teaching learning vocabulary process. One of many problem found was some of the students were still lazy joining the using total physical response method. They were shocked getting the TPR method given. Then, because of many students in the first time did not have many vocabularies and did not know what the things name around them, so that they were still unknown in the first cycle teaching learning vocabulary by using TPR method.

Next, the researcher seemed to over whelmed in the first minute in teaching learning vocabulary, because the researcher had to prepare and arrange the picture of parts of body so that the students can look them abroad. It made the researcher time was not enough. Finally, because the students had activities such as doing football and badminton match when they did the test they had less concentrate on the test. but the researcher attempted to do the best, some weakness and decreases the meaning of this research were finished by consultation with the advisors.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. The Conclusion

After analyzed and presented the data in the previous chapter, conclusion of the research is the using of method that is total physical response gives positive improvement on students' achievement. The method motivated the students to improve their vocabulary at grade VII in SMP Negeri 8 Padangsidimpuan. It is also encourage the students to be more interested in teaching learning process. The students were doing the lessonactively. It based on mean score of students' vocabularyin cycle 1 was 73,8 and cycle 2 was 75,44

B. The Suggestion

Based on the explanation of the conclusion, it had been described improved students' vocabulary and the implication of the result goes to English teachers of Junior High School. In addition, the English teachers can use the method in teaching and learning process because by using the method, the students could explore their skill vocabulary and they can focus on learning without felt lazy and bored while studying English. Therefore, the students had high motivation to study bravely and fluently.

The researcher would give some suggestions of this research to good input for next researcher and teacher. The suggestions are:

1. TPR method should be applied in teaching vocabulary because TPR method is a simple way to get students attention in building their understanding of vocabulary.

2. Prepare interactive method in order to let the students interested and be active to thing about focus of the teaching learning process and also to avoid them getting bored during the activity.

3. Teacher should prepare a good and familiar vocabulary. It can make the students more interest and clear of their vocabulary.

4. For other researcher, this research is needed to expand the findings for literature the source. Getting information much more than this result will give comprehension about the English teaching. So, with all the research limitation, it must be omitted in other related research.

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CURRICULUM VITAE

A. Identity

Name	:	Afriani
Reg. Number	:	11 340 0001
Place/Birthday	:	Lancat/December 06st, 1992
Sex	:	Female
Religion	:	Islam
Adress	:	Lancat, Kec. Linggabayu, Mandailing Natal

B. Parents

Father's Name	:	Khoiruddin Lubis
Mother's Name	:	Khadijah Nasution

C. Educational Background

1. Elementary School : SD Negeri 142693Lancat (1999)

2. Junior High School : MTsN Kase Rao-Rao (2005)

3. Senior High School : SMA Negeri 1 Panyabungan (2008)

4. Institute : IAIN Padangsidimpuan (2011)

APPENDIX I

SIKLUS I(CYCLE I)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   **: SMP Negeri 8 Padangsidimpuan**

Mata Pelajaran   **: Bahasa Inggris**

Kelas/Semester   **: VII /2**

Pertemuan   **: 1 dan 2**

Alokasi Waktu   **: 4 x 45 Menit**

A. **Standar Kompetensi**   :Mengungkapkan makna dan percakapan transaksional

dan interpersonal lisan pendek sederhana dengan berinteraksi dengan lingkungan

sekitar.

B. **Kompetensi Dasar**   : Mengungkapkan makna yang terdapat dalam

percakapan transaksional (to get things done) dan interpersonal (bersosialisasi)

pendek, dengan menggunakan ragam bahasa lisan yang akurat.

Merespon dan melakukan tindakan sesuai dengan instruksi secara berterima

dalam konteks kelas.

C. Indikator :

- Siswa mampu bertanya dan menjawab serta

  memberi perhatian terhadap lawan bicara.

- Siswa mampu memperagakan beberapa kalimat

  sesuai dengan artinya

- Siswa mampu melafalkan dan mengartikan

  kosakata yang telah diberikan oleh guru

- Siswa mampu membuat kalimat sederhana

  sesuai dengan kosakata yang telah diberikan oleh

  guru.

D. Methode : Total Physical Response (TPR)

E. Media Pembelajaran:

- Buku

- Papan tulis

- Spidol

F. Langkah- langkah Kegiatan:

1. Kegiatan Pendahuluan

a. Salam/ tegur sapa

b. Absensi

c. Motivasi

d. Memberi tahu topik pembelajaran

2. **Kegiatan Inti**

   a. Guru menanyakan kepada siswa beberapa vocabulary tentang "verb and noun" yang telah diketahui oleh siswa

   b. Guru meminta beberapa siswa untuk menjadi volunteer

   c. Guru meminta siswa yang menjadi volunteer untuk mengikuti dan merespon kalimat perintah yang telah diberikan oleh guru

   d. Siswa yang sudah mampu mengucapkan command yang telah diberikan oleh guru diberi kesempatan untuk memperaktekkan kepada teman-temannya.

3. **Kegiatan Penutup**

   a. Menyimpulkan materi pembelajaran

   b. Menanyakan kesulitan siswa selama KBM

   c. Guru memberikan motivasi akhir

   d. Guru memberi salam

   e. Guru menutup pelajaran.

G. **Teknik Penilaian**

   1. Tiap nomor diberi nilai 10

   2. Jumlah nilai maksimal 10 x 10 = 100

   3. Nilai maksimal = 100

   4. Total = Jawaban yang benar

   5. Learning material

Listen the teacher and do it!

Vocabulary	
Verb	Noun
- Sit down	- Window
- Stand up	- Wall
- Go	- Paper
- Touch	- Bag
- Take	- Door
- Write	- Chair
- Give	- Parent
- Walk	- Seat
- Back	

1. Sit down

2. Stand up

3. Go to the window

4. Touch the wall

5. Back to your seat

6. Take one paper inside your bag

7. Write your name

8. Write your parents' name on the paper

9. Give the paper to me

10. Walk to the chair

Padangsidimpuan , 08 mei 2018

Guru Bahasa Inggris   Pengajar

Sumiati Sitompul, S.Pd   Afriani

APPENDIX II

SIKLUS II(CYCLE II)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   **: SMP Negeri 8 Padangsidimpuan**

Mata Pelajaran   **: Bahasa Inggris**

Kelas/Semester   **: VII /2**

Pertemuan   **: 3 dan 4**

Alokasi Waktu   **: 4 x 45 Menit**

H. Standar Kompetensi   **:**Mengungkapkan makna dan percakapan transaksional

dan interpersonal lisan pendek sederhana dengan berinteraksi dengan lingkungan

sekitar.

I.   Kompetensi Dasar   **:** Mengungkapkan makna yang terdapat dalam

percakapan transaksional (to get things done) dan interpersonal (bersosialisasi)

pendek, dengan menggunakan ragam bahasa lisan yang akurat.

Merespon dan melakukan tindakan sesuai dengan instruksi secara berterima

dalam konteks kelas.

J.   Indikator   **:**

- Siswa mampu bertanya dan menjawab serta memberi perhatian terhadap lawan bicara.

- Siswa mampu memperagakan beberapa kalimat sesuai dengan artinya

- Siswa mampu melafalkan dan mengartikan kosakata yang telah diberikan oleh guru

- Siswa mampu membuat kalimat sederhana sesuai dengan kosakata yang telah diberikan oleh guru.

K. Methode : Total Physical Response (TPR)

L. Media Pembelajaran:

- Buku

- Papan tulis

- Spidol

M. Langkah- langkah Kegiatan:

1. Kegiatan Pendahuluan

a. Salam/ tegur sapa

b. Absensi

c. Motivasi

d. Memberi tahu topik pembelajaran

2. Kegiatan Inti

a. Guru menanyakan kepada siswa beberapa vocabulary tentang "verb and noun" yang telah diketahui oleh siswa

b. Guru meminta beberapa siswa untuk menjadi volunteer

c. Guru meminta siswa yang menjadi volunteer untuk mengikuti dan merespon kalimat perintah yang telah diberikan oleh guru

d. Siswa yang sudah mampu mengucapkan command yang telah diberikan oleh guru diberi kesempatan untuk memperaktekkan kepada teman-temannya.

3. Kegiatan Penutup

a. Menyimpulkan materi pembelajaran

b. Menanyakan kesulitan siswa selama KBM

c. Guru memberikan motivasi akhir

d. Guru memberi salam

e. Guru menutup pelajaran.

4. Teknik Penilaian

a. Tiap nomor diberi nilai 10

b. Jumlah nilai maksimal 10 x 10 = 100

c. Nilai maksimal = 100

d. Total = Jawaban yang benar

e. Learning material

Listen the teacher and do it!

In the classroom

The students are in the classroom. They are studying English. Miss. Ellisa their teacher.

Teacher : Well, Adi *clean* the blackboard!
Adi : Yes, miss.
Teacher : Anto, please *open* the window. It is hot in here!
Anto : Yes, miss.
Teacher : Andi, please write your parent name in the paper
Andi : Yes, miss
Teacher : Well, students. *Take out* your English book and open page 101
Students : Yes, miss.
Teacher : Jono, sit down in your friend's chair!
Jono : Yes, miss
Teacher : Siti, please bring me the water!
Siti : Yes, miss
Teacher : Nita, please close the door!
Nita : Yes, miss
Teacher : Yuni, please stand up beside Jono!
Yuni : Yes, miss
Teacher : Sari, trim your books.!
Sari : Yes, miss
Teacher : Putra, give the absents book for me!
Putra : Yes, miss

APPENDIX III

OBSERVATION NOTE SHEET
THEACHER'S ACTIVITY IN TEACHING LEARNING PROCESS
CLASSROOM ACTION RESEARCH

Subject Matter : English
Class/Semester : VII/2
Day/Date :Tuesday/Mei, 8th 2018
Cycle : I

No	Activities	Yes	No	Notes
I	**A. Opening**			
	1. Teacher says greeting			
	2. Giving the motivation to the students			
	3. Explaining the purpose of the learning outcome			
	4. Explaining the steps teaching learning process by using total physical response method			
II	**B. Implementation of Learning Material**			
	1. Connecting learning material to the students' experience by using total physical response method			
	2. Explaining pronunciation material by using total physical response method			
	3. Giving the suitable example in vocabulary material			
	4. Motivating all students to participate in teaching process and sets down its result on paper that is provided			
III	**C. Evaluation**			
	1. Asking the students to do test			
	2. The teacher records the students vocabulary to give appropriate with the lesson			
IV	**D. Closing**			
	1. Making conclusion based on learning			
	2. Asking the students about			

	vocabulary			
	3. Giving motivation to the students in order to apply prediction method in vocabulary mastery			
	4. Giving the information about vocabulary in the next meeting			

Padangsidimpuan, Mei 8th 2018

Validator

<u>Sumiati Sitompul, S.Pd</u>

NIP. 19760615 200604 2 011

APPENDIX IV

OBSERVATION NOTE SHEET
THEACHER'S ACTIVITY IN TEACHING LEARNING PROCESS
CLASSROOM ACTION RESEARCH

Subject Matter : English
Class/Semester : VII/2
Day/Date :Tuesday/Mei, 11th 2018
Cycle : II

No	Activities	Yes	No	Notes
I	**E. Opening**			
	5. Teacher says greeting			
	6. Giving the motivation to the students			
	7. Explaining the purpose of the learning outcome			
	8. Explaining the steps teaching learning process by using total physical response method			
II	**F. Implementation of Learning Material**			
	5. Connecting learning material to the students' experience by using total physical response method			
	6. Explaining pronunciation material by using total physical response method			
	7. Giving the suitable example in vocabulary material			
	8. Motivating all students to participate in teaching process and sets down its result on paper that is provided			
III	**G. Evaluation**			
	3. Asking the students to do test			
	4. The teacher records the students vocabulary to give appropriate with the lesson			
IV	**H. Closing**			
	5. Making conclusion based on learning			
	6. Asking the students about vocabulary			
	7. Giving motivation to the students in			

	order to apply prediction method in vocabulary mastery			
	8. Giving the information about vocabulary in the next meeting			

Padangsidimpuan, Mei 11th 2018

Validator

Sumiati Sitompul, S.Pd

NIP. 19760615 200604 2 011

APPENDIX V

<div align="center">

OBSERVATION NOTE SHEET
Student's Activity in Teaching Learning Process
Classroom action Research

</div>

Subject Matter   :English
Class/Semester   : VII/II
Cycle   : I
Observer   : Sumiati Sitompul,S.Pd

No	Name	Activities				
		Noise	Sleep	Walking	Permission	Talking
1	AH					
2	AS					
3	AA					
4	AN					
5	AL					
6	DH					
7	DIL					
8	FN					
9	H					
10	IS					
11	LS					
12	MA					
13	MI					
14	MK					
15	MKH					
16	NS					
17	NSR					
18	NA					
19	P					
20	RS					
21	RA					
22	RZA					
23	SS					
24	SEL					
25	YES					

APPENDIX VI

OBSERVATION NOTE SHEET
Student's Activity in Teaching Learning Process
Classroom action Research

Subject Matter   :English
Class/Semester   : VII/II
Cycle   : I
Observer   : Sumiati Sitompul,S.Pd

No	Name	Activities				
		Noise	**Sleep**	**Walking**	**Permission**	**Talking**
1	AH					
2	AS					
3	AA					
4	AN					
5	AL					
6	DH					
7	DIL					
8	FN					
9	H					
10	IS					
11	LS					
12	MA					
13	MI					
14	MK					
15	MKH					
16	NS					
17	NSR					
18	NA					
19	P					
20	RS					
21	RA					
22	RZA					
23	SS					
24	SEL					
25	YES					

APPENDIX VII

Initial Names of Students

No	Initial	Gender	
		Female	Male
1	AH		✓
2	AS		✓
3	AA		✓
4	AN	✓	
5	AL		✓
6	DH	✓	
7	DIL	✓	
8	FN		✓
9	H		✓
10	IS	✓	
11	LS	✓	
12	MA		✓
13	MI		✓
14	MK		✓
15	MKH		✓
16	NS	✓	
17	NA	✓	
18	NSR	✓	
19	P	✓	
20	RS		✓
21	RA	✓	
22	RZA		✓
23	SS	✓	
24	SEL	✓	
25	YES		✓

APPENDIX VIII

Vocabulary Test (Pre-Test)

Name:

Class :

Date :

1. Stand up!
2. Raise your hand!
3. Sit down!
4. Clap your hand!
5. Go a head two steps!
6. Great your friend!
7. Touch your nose!
8. Touch your ear!
9. Move your leg!
10. Close your eyes!

APPENDIX IX

Vocabulary test (Post-test 1)

Name :

Class   :

Date   :

Listen the teacher and do it!

1. Sit down

2. Stand up

3. Go to the window

4. Touch the wall

5. Back to your seat

6. Take one paper inside your bag

7. Write your name

8. Write your parents' name on the paper

9. Give the paper to me

10. Walk to the chair

APPENDIX X

Vocabulary Test

Name :

Class   :

Date   :

In the classroom (Post-Test 2)

The students are in the classroom. They are studying English. Miss. Ellisa their teacher.

Teacher	: Well, Adi *clean* the blackboard!
Adi	: Yes, miss.
Teacher	: Anto, please *open* the window. It is hot in here!
Anto	: Yes, miss.
Teacher	: Andi, please write your parent name in the paper
Andi	: Yes, miss
Teacher	: Well, students. *Take out* your English book and openpage 101
Students	: Yes, miss.
Teacher	: Jono, sit down in your friend's chair!
Jono	: Yes, miss
Teacher	: Siti, please bring me the water!
Siti	: Yes, miss
Teacher	: Nita, please close the door!
Nita	: Yes, miss
Teacher	: Yuni, please stand up beside Jono!
Yuni	: Yes, miss
Teacher	: Sari, trim your books.!
Sari	: Yes, miss
Teacher	: Putra, give the absents book for me!
Putra	: Yes, miss

APPENDIX XI

LIST OF INTERVIEW

Interview to the students after action

Nama :

Kelas :

1. Apakah menurut kamu belajar bahasa inggris itu penting? Apa alasannya!
   (Do you think studying English is important?, what the reason!)
   Answer:
   ....
2. Apakah sebenarnya anda senang dengan pelajaran bahasa Inggris?
   (do you like study English lesson?)
   Answer:
   ....
3. Apakah anda suka dengan metode TPR dalam pembelajaran bahasa Inggris?
   (Do you like TPR method in English learning?)
   Answer:
   ....
4. Apakah dengan metode TPR ini dapat meningkatkan kosakata kalian?
   (do the TPR method can improve your vocabulary?)
   Answer
   ....
5. Apakah kegiatan pembelajaran bahasa Inggris dengan menggunakan TPR perlu dilakukan secara terus menerus?
   (Does English learning activity by using TPR need to done continously?)
   Answer:
   ....

APPENDIX XII

Students Vocabulary Score in Pre-test, Cycle 1 and Cycle 2

NO	STUDENTS' INITIAL	PRE-TEST	CYCLE 1 POST-TEST 1	CYCLE 1 POST-TEST 2
1	AH	75	80	80
2	AS	60	75	75
3	AA	65	75	75
4	AN	65	70	70
5	AL	75	75	75
6	DH	75	75	75
7	DIL	60	70	70
8	FN	55	65	70
9	H	75	80	80
10	IS	5	80	80
11	LS	60	65	75
12	MA	65	70	75
13	MI	70	80	80
14	MK	75	75	75
15	MKH	70	75	75
16	NS	60	70	80
17	NSR	80	80	80
18	NA	70	75	75
19	P	60	65	65
20	RS	55	75	75
21	RA	75	75	75
22	RZA	60	70	75
23	SS	80	80	80
24	SEL	70	70	75
25	YES	60	75	75
	TOTAL	**1670**	**1845**	**1886**
	Mean	**66,8**	**73,8**	**75,44**

The researcher calculated the score by using the following formula:

$$X = \frac{\Sigma x}{n}$$

$$X = \frac{1675}{25}$$

$$\boldsymbol{X = 66,8}$$

The researcher computed the percentage the students who passed the KKM score as follow:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{8}{25} \times 100\%$$

$$\boldsymbol{P = 32\%}$$

From the computation, the mean score of the class in pre-test was 66,88. It means that the students' vocabulary score before implementing the Classroom Action Research (CAR) was low. After the researcher found the mean score of pre-test, the, the researcher calculated the means score of post-test 1 and post-test 2 as follow:

a) The result of post-test 1

The researcher calculated the post test 1 after implementing the action in cycle 1 as follow:

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

$$X = \frac{1845}{25}$$

$$\boldsymbol{X = 73,8}$$

The researcher computed the percentage the students who passed the KKM score as follow:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{16}{25} \times 100\%$$

$$\boldsymbol{P = 64}\%$$

b) The result of post-test 2

The researcher calculated the post test 2 after implementing the action in cycle 2 as follow:

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

$$X = \frac{1886}{25}$$

$$\boldsymbol{X = 75,44}$$

The researcher computed the percentage the students who passed the KKM score as follow:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{21}{25} \times 100\%$$

$$\boldsymbol{P = 84}\%$$

APPENDIX XIII

Documentations

Nomor : In.19/E.6a/PP.00.9/60/2015   Padangsidimpuan 18 September 2015
Lamp : -
Hal   : _Pengesahan Judul dan pembimbing skripsi_

Kepada Yth Bapak / Ibu

1. Dr. Erawadi, M.Ag
2. Zainuddin, S.S.,M.Hum
Di -

Padangsidimpuan

Assalamu'alaikum Wr. Wb

Dengan hormat, disampaikan kepada Bapak/ Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi mahasiswa tersebut di bawah ini sebagai berikut:

Nama   : **AFRIANI**
Nim   : 11 340 0001
Fak/Jurusan   : Tarbiyah dan Ilmu Keguruan /TBI-1
Judul Skripsi   : **IMPROVING STUDENTS' VOCABULARY MASTERY BY USING TOTAL PHYSICAL RESPONSE (TPR) METHOD AT GRADE VII SMP N 8 PADANGSIDIMPUAN**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II Penelitian skripsi mahasiswa dimaksud dan dilakukan penyempurnaan judul bila mana perlu.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

Ketua Jurusan Tadris Bahasa Inggris   Sekretaris Jurusan Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M.Ag   **Fitri Rayani Siregar, M.Hum**
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Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/ TIDAK BERSEDIA   BERSEDIA/ TIDAK BERSEDIA
PEMBIMBING I   PEMBIMBING II

Dr. Erawadi, M.Ag   Zainuddin, S.S.,M.Hum
NIP.19720326 199803 1 002   NIP.19760610 200801 1 016

Nomor : B - 607 /In.14/E.4c/TL.00/05/2018
Hal   : Izin Penelitian
         Penyelesaian Skripsi.

7 Mei 2018

Yth. Kepala SMP Negeri 8 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama   : Afriani
NIM   : 13 340 0001
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat   : Jl. Merdeka

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul *"Improving Students' Speaking Skill by Using Total Physical Response Method (TPR) at Grade VIII SMP Negeri 8 Padangsidimpuan"*. Sehubungan dengan itu. kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

va Hilda, M.Si.
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