

ABSTRACT

IMPROVING ENGLISH VOCABULARY OF ACTION VERBS THROUGH TOTAL PHYSICAL RESPONSE (TPR) PROCEDURE AT FOURTH GRADE OF SDN 3 NUNGGALREJO LAMPUNG TENGAH

By

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This research was conducted based on the problems faced by the fourth grade students of SDN 3 Nunggalrejo. The problems are the low vocabulary achievement, the students' participation during the teaching learning process, and the teacher's teaching performance in that school. The students' low vocabulary achievement is caused by some problems, one of them is the unsuitable teaching method used by the teacher to teach vocabulary. The teaching method used by the teacher also made the students' activities low. So, the writer did a research which covered not only the students' vocabulary achievement and the students' participation but also the teacher's teaching performance. The objectives of the research were to find out whether the TPR procedure was applicable to improve the students' vocabulary achievement especially in written scores of the action verbs, to increase the quality of the teacher's teaching performance and to increase the students' participation during the teaching learning process while TPR procedure was implemented. The research was conducted at SDN 3 Nunggalrejo. The subject of the research was students of fourth grade in academic year 2009/2010 which consisted of 14 students.

This Classroom Action Research was conducted in three cycles. Each cycle consisted of planning, action, observation and interpretation, analysis and reflection. The researcher used indicators dealing with the learning product which covered the students' score and learning process which covered the students' participation during the teaching learning process and the teacher's teaching performance. Moreover, those indicators were achieved if the students' score had reached 60, 70 for teacher's teaching performance and 75% for the students' participation. To collect the data of the learning process and learning product, the writer used vocabulary test and observation as the instruments.

The result of learning product showed that TPR procedure was applicable to increase students' vocabulary achievement especially in students' written score. To measure students' vocabulary achievement, the researcher used written test.

In the students' written scores in cycle 1, only 7 students (50%) could get the score of ≥ 60 . Meanwhile, after cycle 2 had been conducted, 11 students (78.57%) passed the KKM. This condition made the third cycle was conducted. Surprisingly, 92.86% of the students could get the score of ≥ 60 and passed KKM in the cycle 3.

For the learning process, that is, the students' participation during the teaching learning process, all of the students always do $\geq 80\%$ from the first until the third cycle. Meanwhile, for the teacher's teaching performance, the teacher got score of 60 in cycle 1, and then she got 70 in cycle 2. The teacher's teaching performance was much better in the third cycle with the score of 80.

Referring to the result of the research above, it could be concluded that the TPR procedure was applicable to improve the students' vocabulary mastery in understanding action verbs. TPR procedure not only improved the students' written tests, but also improved the students' participation during the teaching learning process and teacher's teaching performance.