

**INCREASING STUDENTS' VOCABULARY ACHIEVEMENT
THROUGH TOTAL PHYSICAL RESPONSE (TPR) TECHNIQUE
AT THE FIRST YEAR OF SMP NEGERI 1
TEGINENENG PESAWARAN**

(Classroom Action Research)

**By
Deddi**



**LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2012**

**INCREASING STUDENTS' VOCABULARY ACHIEVEMENT
THROUGH TOTAL PHYSICAL RESPONSE (TPR) TECHNIQUE
AT THE FIRST YEAR OF SMP NEGERI 1
TEGINENENG PESAWARAN**

**By
Deddi**

Classroom Action Research

**Submitted in a Partial Fulfillment
of Requirement for the S-1 Degree**

in

**The Language and Arts Education Departement of
The Faculty of Teacher Training and Education**



**LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2012**

ABSTRACT

INCREASING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH TOTAL PHYSICAL RESPONSE (TPR) TECHNIQUE AT THE FIRST YEAR OF SMP NEGERI 1 TEGINENENG-PESAWARAN

**By
Deddi**

Referring to the result of vocabulary preliminary test, the researcher found that the students at the first year of SMPN 1 Tegineneng Pesawaran experienced difficulties in understanding the meaning of English words (vocabulary). Also, the students did not actively participate in teaching and learning process. Furthermore, the English teachers still taught vocabulary in conventional technique. For this reason, the researcher conducted classroom action research to help the students to overcome their problems in mastering the vocabulary and to improve the teacher's teaching performance.

Therefore, there are three objectives of this research; (1) to find out whether TPR technique could be used to increase the students' vocabulary achievement, (2) to improve the students' learning activities, and (3) to improve the teacher's teaching performance in teaching vocabulary. The subjects of the research were the students of class VIIC in the academic year 2011/2012.

This classroom action research was done in two cycles. The researcher used indicator dealing with learning product and learning process. Concerning the result of the research, in cycle I there were only 29 students (69.04%) whose scores 65 or higher. For the students' activities, there were 27 students (64.29%) who did at least 80% of the activities. Moreover, the teacher could not achieve the target since he got 72 for his teaching performance. It meant that the research indicator of learning product and learning process could not be fulfilled.

In cycle II, however, the researcher had been able to solve the weaknesses of learning product and learning process in cycle I. As a result, the target of research indicator for learning product and learning process could be achieved. It was proved that in learning product, there were 37 students (88.1%) scored 65 or higher. For learning process, particularly students' learning activities, there were 38 students (90.48%) who did at least 80% of the activities. Meanwhile, after doing some betterment in some aspects, the teacher got 82 from observation sheet

for teacher's teaching performance. It meant that the target of research indicator, for both learning product and learning process had been achieved. And based on the results above, it could be concluded that TPR technique could be used to increase students' vocabulary achievement, to improve students' learning activities, and to improve teacher's teaching performance in teaching and learning process of vocabulary.

Research Title : **INCREASING STUDENTS' VOCABULARY
ACHIEVEMENT THROUGH TOTAL
PHYSICAL RESPONSE (TPR) TECHNIQUE
AT THE FIRST YEAR OF SMP NEGERI 1
TEGINENENG PESAWARAN**

Student's Name : **DEDDI**

Student's number : 1013107002

Department : Language and Arts Education

Program Study : English Education

Faculty : Teacher Training and Education

**APPROVED BY
Advisory Committee**

Advisor I

Advisor II

**Dra. Hartati Hasan, M.Hum.
NIP 19490928 197603 2 001**

**Drs. Sudirman, M.Pd.
NIP 19550712 198603 1 003**

**The Chairperson of
Language and Arts Education Departement**

**Drs. Imam Rejana, M.Si.
NIP 19480421 197803 1 004**

ADMITTED BY

1. Examination Committee

Chairperson : **Dra. Hartati Hasan, M.Hum.**

Examiner : **Dr. Muhammad Sukirlan, M.A.**

Secretary : **Drs. Sudirman, M.Pd.**

2. The Dean of Teacher Training and Education Faculty

Dr. H. Bujang Rahman, M.Si.
NIP 19600315 198503 1 003

Graduated on: June, 27th 2012

CURRICULUM VITAE

Deddi, the writer, was born on November 16th 1967 in Natar. He is the first son of a happy moslem couple, Endin Bahrudin and Mugiyem.

He entered SD Cisaat Natar in 1974, and graduated in 1981, he continued his study at SMP PGRI Natar and graduated in 1984. In the same year he entered SMA SWADHIPA Natar and finished in 1987. In 1987 he joined S-1 of Physics Program at Science Departement of Faculty of Teachers Training and Education of Lampung University, but he failed. In 1989, he registered as a D-3 student of English Program at the Language and Arts Departement of the Teachers Training and Education Faculty of Lampung University. In 1992, he graduated from his program.

He was accepted as an English teacher, as a civil servant, in SMP Paguyuban Bandar Agung, Central Lampung in 1995. In 1997 he moved to SMP Negeri 1 Tegineneng, and he has been teaching there up to know.

In October 2010, he joined his study for S-1 Dalam Jabatan Program at English Education Study Program of the Language and Art Departement of the Teacher Training and Education Faculty of Lampung University.

DEDICATION

This script is whole heartily dedicated to:

1. My beloved mother who keeps on praying for my success and life.
2. My beloved wife.
3. My beloved son, Muhammad Susanto.
4. My beloved brothers and sisters.
5. My beloved friends, and
6. My beloved almamater.

MOTTO

*Gain knowledge,
since if you are a richman,
the knowledge will beautify you,
and if you are a poorman, the knowledge will keep you.*

(Ali bin Abi Thalib, RA)

ACKNOWLEDGMENT

Alhamdulillah, the writer praises to the Almighty, Alloh SWT, who has given him the mercies and the blessing in finishing this script (classroom action research), entitled “Increasing Students’ Vocabulary Achievement Through Total Physical Response (TPR) Technique at the First Year of SMPN 1 Tegineneng Pesawaran”. It is written as compulsory fulfillment of requirement for obtaining S-1 degree of English Education Study Program at Teacher Training and Education Faculty, Lampung University.

The writer realizes that this script would never have come into existence without any supports, encouragement, and assistance from several outstanding people. Therefore, the writer would like to express his deepest respect and gratitude to Mrs. Dra. Hartati Hasan, M.Hum. as the first advisor, for her patience and willingness to give guidance, assistance, ideas, scientific knowledge, and encouragement within her time during the script writing process. Special word of thanks is also addressed to Drs. Sudirman, M.Pd. as the second advisor, for his time, it is very beneficial for the writer to accomplish the script. His gratitude is also extended to Dr. Muhammad Sukirlan, M.A., as the examiner, for his contribution in suggesting, revising, and criticizing this script. Also, he would like to acknowledge his sincere gratitude to Prof. Dr. Cucu Sutarsyah, M.A. who serves as the academic advisor, for his suggestions to make this script perfect.

The writer also wants to extend his appreciation to Heri Subagio, S.Pd. as the headmaster of SMPN 1 Tegineneng Pesawaran, for allowing him to conduct the research, and Dwika Suprpto, S.Pd. as the English teacher of the school, for his help during the research process as well as the students of class VIIC for their willingness to involve, cooperate, and participate in this research.

The greatest honor and appreciation would be dedicated to his beloved mother for her patience, willingness, and timeless prayers during days and nights to wait for the writer’s graduation. And for his wife, son, brothers, and sisters, thank you for indebtedness and supports given to keep his spirit alive.

Last but not least, the writer would also address his appreciation to his beloved comrades English’10 of English Education Study Program: Sugiono, Edi, Yuni, Gunawan, Emilda, Asliaty, and Endah who have supported him during his study.

Bandar Lampung, Mei 2012
The writer,

Deddi

TABLE OF CONTENTS

	Page
TITLE.....	i
ABSTRACT	ii
APPROVAL.....	iv
ADMISSION	v
CURRICULUM VITAE	vi
DEDICATION	vii
MOTTO	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	x
LIST OF FIGURE.....	xii
LIST OF TABLE	xiii
LIST OF APPENDICES	xiv
I. INTRODUCTION	1
1.1 Background of the Problem	1
1.2 Formulation of the Problem	6
1.3 Objectives of the Classroom Action Research.....	6
1.4 Uses of the Classroom Action research	7
1.5 Scope of the Classroom Action Research	7
1.6 Definition of Terms	8
II. FRAME OF THEORIES.....	10
2.1 Concept of Teaching English as a Foreign Language.....	10
2.2 Concept of Vocabulary	11
2.3 Concept of Teaching Vocabulary.....	17
2.4 Concept of Total Physical Response.....	19
2.5 Procedure of Teaching Vocabulary through TPR	25
2.6 Advantages and Disadvantages of TPR	30

III. RESEARCH METHODS	33
3.1 Setting of Classroom Action Research	33
3.2 Research Procedure	34
3.3 Material and Teaching Procedure	37
3.4 Indicator of the Research	39
3.4.1 Learning Product	40
3.4.2 Learning Process	40
3.5 Instrument of the Research.....	41
3.5.1 Vocabulry Test	41
3.5.2 Observation Sheet	42
3.6 Data Analysis	43
3.7 Schedule of the Research	45
IV. RESULT AND DISCUSSION	46
4.1 Result	46
4.1.1 Cycle I	46
4.1.2 Cycle II	67
4.2 Discussion	83
V. CONCLUSION AND SUGGESTION.....	92
5.1 Conclusion	92
5.2 Suggestion	93
REFERENCES	95
APPENDICES	98

LIST OF FIGURE

Figure	Page
1. Figure 1. The Cycle of Classroom Action Research	35

LIST OF TABLES

Table	Page
Table 1. The Frequency of Students who Achieved Standard Score/ Kreteria Ketuntasan Minimal (KKM) in Pre-Research	4
Table 2. Table of Specification (vocabulary Test)	42
Table 3. The Frequency of Students' Vocabulary Achievement in Cycle I.....	50
Table 4. The Frequency of Students who Achieved Indicator in Cycle I.....	52
Table 5. The Number and Percentage of Students Joining Each Activity in Cycle I.....	53
Table 6. The frequency of Students' Vocabulary Achievement in Cycle II.....	72
Table 7. The Frequency of Students who Achieved Indicator In Cycle II	73
Table 8. The Number and Percentage of Students Joining Each Activity in Cycle II.....	74
Table 9. The frequency of Students' Vocabulary Achievement through TPR Technique in Cycle I and Cycle II	83
Table 10. The Frequency of Students who Achieved Indicator in Cycle I and Cycle II	84
Table 11. The Total Number of the Students' Right Answer of Each Type of Vocabulary in Cycle I and Cycle II.....	85
Table 12. The Frequency of Students' Participation in Teaching and Learning Process in Cycle I and Cycle II	88
Table 13. The Improvement of Teacher's Teaching Performance	90

LIST OF APPENDICES

Appendices	Page
1. Preliminary Vocabulary Test	98
2. Lesson Plan I.....	104
3. Vocabulary Test I (Cycle I)	110
4. Lesson plan II.....	115
5. Vocabulary Test II (Cycle II).....	122
6. Students' Score at Preliminary Vocabulary Test	127
7. Students' Score of Vocabulary Test I (Cycle I).....	128
8. Students' Score of Vocabulary Test II (cycle II)	129
9. The List of Students' Average Score in Cycle I and Cycle II.....	130
10. Observation Sheet of Students' Learning Activity in Cycle I.....	131
11. Observation Sheet of Students' Learning Activity in Cycle II	133
12. Observation Sheet of Teacher's Performance in Cycle I.....	135
13. Observation Sheet of Teacher's Performance in Cycle II.....	137