

**INCREASING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH
TOTAL PHYSICAL RESPONSE AT THE FIFTH GRADE OF
SDN I ENGGAL BANDAR LAMPUNG**

(A Script)

ANNISA KENCANA WULAN



**LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2013**

ABSTRACT

INCREASING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH TOTAL PHYSICAL RESPONSE AT THE FIFTH GRADE OF SDN I ENGGAL BANDAR LAMPUNG

By

ANNISA KENCANA WULAN

Vocabulary is a component of language containing information about the meaning and the using of words in language. This research was intended to find out whether there was any significant increase of the students' vocabulary achievement related to content words at the fifth grade of SD Negeri 1 Enggal Bandar Lampung before and after being taught through Total Physical Response and to find out whether there was any improvement of students' activity through the implementation of Total Physical Response.

The pretest and the posttest with one group pretest-posttest, pre-experimental design was applied. The population of the research was the grade V students of SD Negeri Enggal Bandar Lampung in the academic year 2012/2013. Vocabulary test in the form of multiple choices was used as the instrument of the research and repeated measures t-test was accomplished to analyze the data.

The result shows that the students' mean score of the pretest was 59.90 while the mean score of the posttest was 78.86. The increase of the mean score was 18.96 after the treatments. After comparing the result of the pretest and the posttest score, it was found that there was significant increase of mean score of the students. Based on the data analysis at the significant level of 0.05, it was noted that $p=0.000$. It was proved that the students' scores significantly increased ($p: 0.05$, $p=0.000$). The result showed that the students taught through Total Physical Response seemed to be interested in learning vocabulary since the students could provide a good response during teaching learning process.

The hypothesis proposed in this research was accepted. It means that there was a significant increase of the students' vocabulary achievement between pretest and posttest after being taught through TPR. In other words, teaching vocabulary through TPR is considered to be better in increasing the students' vocabulary achievement than any other methods and it can be used as reference to teach English vocabulary.

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ANNISA KENCANA WULAN

A Script

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

In

**The Language and Arts Department of
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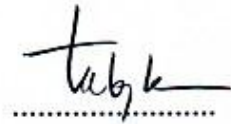


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Yang membuat pernyataan,



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CURRICULUM VITAE

Annisa Kencana Wulan is the first child of a lovely couple, Arifin and Junaidah. She was born on December 30th, 1989 in Tanjung Karang and has two younger brothers.

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DEDICATION

This script is dedicated to:

My beloved mom Junaidah and dad Arifin
(For their endless love, pray, and support)

My beloved grandma
(For her endless love, pray, and advices)

My brother Aditya Ridho Dwitama and Yoga Sandi Putra
(For giving me spirit and motivation to always do the best)

My lovely Ivan Farnama Sandi
(Four your nice care and support)

My entire mate in English Departement 2007

My almamater

MOTTO

” Live as if you were to die tomorrow. Learn as if you were to live forever”.
(Mahatma Gandhi)

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Praise and thanks go to the almighty God, for the gracious mercy and tremendous blessing so that the writer is finally able to finish this script entitled *“Increasing Student’s Vocabulary Achievement Through Total Physical Response at the Fifth Grade of SDN 1 Enggal Bandar Lampung”*

The writer would like to express her deepest gratitude to all those who gave her possibility to complete this script. The writer would like to acknowledge her sincere gratefulness to his supervisor committee, Dra. Hartati Hasan, M.Hum., as her first advisor, and Budi Kadaryanto, S.Pd.,M.A. as her second advisor, who have given her much help in guiding and giving stimulating suggestions, knowledge, and encouragement during the accomplishment of this script. Her sincerity is due to Drs. Sudirman, M.Pd., as her examiner, who has given her constructive suggestions to complete this script. Her thankfulness is given to Prof. Dr. Cucu Sutarsyah, M.A., as his academic advisor and all English Department Lecturers who have given great contribution in broadening and deepening the writer’s knowledge during her study, and to all staffs and members of Language and Arts Department.

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The writer completely aware that this script has limitation in certain ways, thus, constructive input and suggestion are expected to compose better paper in the future.

Bandar Lampung, 2013

The writer,

Annisa Kencana Wulan

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I. INTRODUCTION

1.1 Background of the Problem

Vocabulary is one of the language components in English. It is important for learners in learning a language especially English as a foreign language that should be achieved. It has a very important role in communication. Rivers (1970:462) states that it is impossible to learn a language without vocabulary. It means that the ability to speak English needs the mastery of adequate vocabulary. Vocabulary is the basic element of language which made the language meaningful. Learning language cannot be separated from learning vocabulary, because language itself consists of many vocabularies which made up the language. Hornby (1986:11) states that adequate is satisfactory, sufficient or satisfying a requirement. It means that vocabulary is required to increase our ability to communicate in English and it is very important to support our development.

The existence of vocabulary has been considered important since it is term that should be acquired to learn four skills namely listening, speaking, reading, and writing. Wallace (1986: 1) states that ‘vocabulary is the vital element of the language’. Vocabulary has been considered important for those who learn a language, since it was a term that should be acquired by the students in order to

communicate effectively. A small number of words can be used effectively to express an enormous number of ideas as in the case with speaking, it is important to get learners be able to make the best use of a small productive vocabulary. Besides, a number of vocabularies are also needed if learners are going to generate, develop, and present ideas in their writing even in very simple form.

Based on the guideline of KTSP 2006 curriculum of English local content for elementary school, the target of English vocabulary that should be reached by the fifth grade of elementary school students is 250 – 400 words, and one of the objectives of teaching English at elementary school is that the students should master a number of vocabularies in order to be able to understand and make simple sentences in English. Besides, the students are expected to be able to communicate at least in very simple conversation.

From the explanation above, the writer assumes that mastering an adequate vocabulary might enable students to communicate well. It means that vocabulary is important to learn. Language cannot be separated from vocabulary, because the language itself consists of vocabulary.

In fact, not every student is good in vocabulary; there are some students who have difficulty in learning vocabulary. The writer found that students in SDN 1 Enggal Bandar Lampung had difficulty in mastering vocabulary. The problems she found in her observation are: 1) the majority of students had difficulties in understanding and pronouncing the vocabulary, 2) the students were difficult to remember words which are being learnt, 3) the students were easy to get bored during learning English in the class. This condition shows that learning

vocabulary is not simple thing for the most students of elementary school in learning English.

The writer also thought that it is the effect by the application of conventional method or technique in teaching vocabulary in the class that is not appropriate and attractive to the learner. An interesting and enjoyable method is needed since this research was conducted in elementary school which the learners are still young and considered as children.

To overcome the problem, in teaching English for children the teacher should be able to select the material, and choose proper techniques of teaching and that are relevant to the students' condition, needs, and age. They make the students more interested in the subject and it would be easier for the students to understand the materials taught by the teacher. Since students are lack of in understanding the meaning of words, but it did not mean that, the teacher should give the students a list of the words to be learned and memorized because that way made the students get bored easily and the students got frustrated. It is in accordance with Wallace (1983:13) that learning vocabulary is something more than memorizing list of words. Through appropriate teaching technique and material the students of elementary school are expected to be able to communicate not only in spoken but also in written form in very simple English.

Therefore, based on the problem above, the writer tries to find a way out of how to make students easily in learning vocabularies and can memorize, understand and use them quickly. After searching for several methods, finally, the writer has decided to use "Total Physical Response (TPR)" to be applied in the classroom.

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Setiyadi (2006) states the TPR allows language learners to learn the target language in a manner similar to a child learns his/ her mother tongue. In a class that is taught through TPR, a language teacher begins the class by modeling actions and students observe and act the same actions. The students follow simple commands and directions and then give commands to fellow classmates. Gradually, the students themselves would direct the class and decide who has to give commands.

Total Physical Response is suitable in teaching vocabulary especially for young learners. By observing actions and performing, learners would understand the language they are learning. The meaning of words can be understood by making associations between the utterances they hear and the actions they are observing. Moreover TPR to be an interesting way to learners since the teacher becomes the real model to give actions and performance in teaching vocabulary and the students are encouraged to guess the words performed by the teacher. It would give the good atmosphere in the class and motivated young learners to learn English vocabulary easily.

1.2 Formulation of the Problem

Based on the background of the problem, the writer formulates the problem as follow:

1. Is there any significant increase of the students' vocabulary achievement after they are taught through Total Physical Response?
2. How is the process of teaching vocabulary through Total Physical Response?

1.3 Objectives of the Research

Concerning the research problems, the objectives of this research are:

1. To find out whether there is any significant increase of the students' vocabulary achievement at the fifth grade of SDN 1 Enggal Bandar Lampung after they are being taught through TPR.
2. To investigate the process of teaching vocabulary through TPR.

1.4 Uses of the Research

This research is useful both practically and theoretically.

1. Practically, the result of this research can be used by English teachers as information in order to select suitable method in teaching vocabulary in elementary school.
2. Theoretically, as the information whether the result of this research is relevant or not to the theory. Moreover it can be used to verify the previous theories dealing with the theories in this research and also as a reference for further research.

1.5 Scope of the Research

This research was conducted at the fifth grade of SD Negeri 1 Enggal Bandar Lampung in the second semester of academic year of 2012/2013. The writer focused the research on teaching vocabulary through Total Physical Response as a method of vocabulary teaching. There were three times of treatments. The class got the material and evaluation based on curriculum for elementary school related to action verbs and concrete nouns (part of body and things in the classroom).

1.6 Definition of Terms

Some terms are defined in order to give basic understanding of the related variables and concepts. These are stated below:

1. Vocabulary

It refers to a set of words known to a person or entity, or that is a part of a specific language which made the language meaningful. Vocabulary is a list of collection of words and phrases that are usually alphabetically arranged or defined (Longman, 1987).

2. Total Physical Response

Total Physical Response is a language teaching method which is based on the assumption that the coordination of speech and action would boost language learning (Richards and Rodgers, 1986).

3. Vocabulary Achievement

It refers to students' achievement of vocabulary test in terms of score as their basic knowledge.

II. FRAME OF THEORIES

2.1 Concept of Vocabulary

Vocabulary is the total number of words that make up a language. Vocabulary is a list of words used in alphabetical order and with the explanation of their meaning. In learning a Foreign Language, vocabulary plays an important role. Vocabulary is an element that links the four skills of listening, speaking, reading and writing all together. In order to communicate well in a foreign language, student should acquire an adequate number of words and should know how to use them accurately.

From the references mentioned above we can say that vocabulary is a total number of words that build a language. In other words, it is clear that learning vocabulary plays an important contribution in learning language which must be considered by the teacher in order to choose the suitable strategy in teaching vocabulary and must be careful in selecting the vocabulary that would be taught.

As stated by Fries (1975:4), vocabulary can be classified into some types namely:

1. Content words represent:

- a. Name of subject or things that is noun. According to Frank (1972:6) based on the meaning noun can be classified into five types, proper

noun (*Mr. John Smith, Paris, Dutchman, Thanksgiving Day*), concrete noun (*flower, girl*), abstract noun (*beauty, justice*), countable (*chairs, tables*) or non countable noun (*sugar, sand*), and collective noun (*committee, class, crew*). Here are the examples of above types.

➤ *Paris is the center of world's fashion.*

➤ *The girl likes the flower.*

➤ *He likes her beauty.*

➤ *They put some chairs in the room.*

➤ *The committee looks tired after the event.*

- b. Action done that is verb. Frank (1972:47) mentions that verbs can be classified into five types. The predicating or linking verbs (*be, seem, look*), transitive verbs (*give, write*) or intransitive verbs (*go, come*), reflexive verbs (*express oneself, wash oneself*), auxiliary verbs (*be, have, do*), and finite or non-finite verbs, e.g.:

➤ *He looks confused.*

➤ *My sister writes a letter for me.*

➤ *They go this morning.*

➤ *He washes his car himself.*

➤ *We are very happy.*

- c. Qualities of the things, that is: adjectives. Frank (1972:109) categorizes the types of adjectives into three determiners article (*the, a, an*). Demonstrative adjectives (*this, that*), possessive adjective (*my, your, the girl's*), numeral adjective (*four, twenty, fourth, twentieth*),

adjective of indefinite quantity (*some, few*), relative and interrogative adjective (*whose, which*), descriptive adjective [proper adjective (*a French dish, a Catholic church*), participial adjective (*an interesting book, a bored student*), and adjective compounds (*a good-looking girl, absent-minded, a wall-to-wall carpet, a never-to-be-forgotten plot*)].

Here are the examples of above types.

- *We will visit the museum today.*
- *I bought this book yesterday.*
- *She left her purse.*
- *Four students cannot join the examination.*
- *My mother gives me some money.*
- *My mother cooked a French dish for dinner.*
- *Sarah is a good-looking girl.*

- d. How the action done, that is: adverbs. Frank (1972:148) summaries the category of adverbs into five, adverbs of manner (*slowly, silently*), adverbs of place (*inside, there*), adverbs of time (*yesterday, tomorrow*), adverbs of frequency (*sometimes, often*) and adverbs of degree (*completely, very*), e.g.:

- *She walks slowly.*
- *He put the present inside the box.*
- *We will visit an orphanage tomorrow.*
- *We sometimes go swimming.*
- *He was very angry when he saw her bedroom in a mess.*

2. Function words are those words, which one is used as a means of expressing relation of grammar structure, such as conjunction (*and, but, however*), e.g.:

➤ Ogi is as clever as Putri *but* Setiawan is not like them.

(*Conjunction*)

➤ Ririk *and* Naura have a cat. (*conjunction*)

3. Substitute words, those which represent the individual things or specific action as substitutes for whole form classes or words, that is: identities (*anybody, anyone, somebody, and someone*), e.g.:

➤ *Everyone* has left the room.

➤ *Nobody* is perfect.

4. Distributed words, those are distributed in use according to grammatical matter as the presence or absence of a negative, such as: *some, any, neither, either, too or yet*, e.g.:

➤ You do not allow passing this line and *neither* do I.

➤ She cannot finish the task and I don't *either*.

In this research, the writer focused on content words. Fries (1974:4) mention that noun, verb, adjective, and adverb belong to content words. The writer would teach vocabulary of concrete noun and command and request verb, those are used things in the classroom and student's school equipment. Content words consist of words that can be well associated. Moreover, other types of words such as function word, substitute word, and distribute word cannot be well associated since they are limited in meaning.

2.2 Concept of Teaching Learning Vocabulary

Teaching vocabulary should be integrated to the language skills. The integrated teaching means to support the students' ability in developing their language skills. Moreover, achievement or acquisition of vocabulary is essential for a success in second or foreign language by an extensive and enlargement of vocabulary in terms of meaning and using which the students may have learned for comprehensible communication society.

There are numerous methods and techniques concerned with vocabulary presentation. However, a few things have to be remembered irrespective of the way new lexical item is presented. If teacher wants students to remember new vocabulary, it needs to be learned in practiced, and then revised to prevent students from forgetting, teacher must make sure students understood the new words, which to be remembered if introduced in a memorable way Hubbard (1983) in Wirdayati (2008) said that bearing all this in mind, teacher have to remember to employ a variety of techniques for new vocabulary presentation and revision.

In order to increase the students' vocabulary achievement teacher should use appropriate technique, teaching method, and teaching aid. By using them, it would be easy for the students into the real active and motivated learning process, which can be hope as the way to explore their interest and progress in addition it can use to overcome the monotonous teaching and learning process. A good technique would help the students to get the meaning and to use the words.

In order to get an enjoyable atmosphere in the classroom, teacher should be creative in choosing methods in teaching vocabulary. Since this research would be conducted in Junior High School, an entertaining method would be significantly influence the students' enthusiasm and motivation in learning English, especially in vocabulary.

Nation (1990:18) states that when a teacher teaches a word, she or he has to teach three things, they are; the teacher should:

- a. Teach the shape, or form of the word.
- b. Teach the meaning of the word.
- c. Teach the form and the meaning of the word together.

As stated by Nation (1990:51) that the meaning of words can be communicated or taught in many different ways such as by using action or demonstration.

Nation also stated that some people criticize translation in mother tongue as way of communicating or teaching meaning of word. Their objections are:

- a. There is usually no exact correspondence between one language and another.
- b. Translation in mother tongue is indirect.
- c. The use of the mother tongue takes time which could better be spent in using English.

All of the criticisms are true. But they can also be applied to the use of gestures, demonstration, and commands. In Total Physical Response, the form of the words and the meaning of the words are able to be given to learners by demonstration, gestures and commands. The teacher should demonstrate. It is desirable that

students make a direct association between the target language and the meaning. In teaching learning process, the teacher may also use gesture or commands because it made the students able to infer the meaning of the word easily.

Teaching vocabulary should fit into a language learning course in any of four ways:

1. Material is prepared with vocabulary learning.
2. Words are dealt with as they happen to occur.
3. Vocabulary is taught in connection with other language activities.
4. Time is spent either in class or out of school. (Nation, 1990:3-4)

Based on statement above, in teaching vocabulary teacher should be aware that learning vocabulary is not only to memorize the words. It should be taught and practiced in meaningful contents. Learning vocabulary is something more than memorizing list of words and it is the teacher's responsibility to determine methods, so that the students find it easier and more useful for them.

2. 3 Teaching English in Elementary School

Children between the ages of four to eleven were believed to be better at learning second language more easily. This belief seems to come from the critical period hypothesis: the claim that human beings are only capable of learning language between the age two and the early of teens (Cook in Setiyadi, 2006:162).

Teaching can be defined as giving instruction to learners by using method, technique, and media to achieve the goal. Anthony (1963:30) in Saptorini (2006:9):

A technique is the implementation, which actually takes place in a classroom is particular trick strategy or contrivance use to accomplish an immediate objective. In the process of teaching and learning English in the class, the teacher has the important role in developing the students' achievement in order that the student can absorb the information in English.

According to Corder (1973) in Saptorini (2006) we should answer two important questions, what to teach and how to teach. Teaching involves the materials and the methods or techniques.

In language learning context, it is believed that students learned a foreign language more effectively under certain conditions. Therefore, there are some assumptions about language learning that should be considered in Teaching English as a Foreign Language to Children (Larsen-Freeman, 2000: Mackey, 1975 and Richards and Rodgers, 2001 in Setiyadi, 2006:164):

1. Learning should be fun and natural for children.
2. The language should show with the first is presented through sound, not written symbol. Listening and speaking work on as the learners produce meaningful utterances concerning physical objects and their own experience. After the children understand what people speak and are able to produce the language, it would begin to read the symbols in the target language.
3. Children are more sensitive to anything that touches the senses: they react easily to physical object. Language is taught by having the students use their sense: touch see, listen, smell, and even taste if necessary.

4. Meaning should be made perceptible through concrete object or by the presentation of experience.
5. The idea that teaching should start from what the students already know in order to encourage association processes seems to favor children.

The methods for teaching children should maintain the characteristics of children in order that the students could learn the target language optimally. One of the common principles that might be considered to develop or choose methods for children is that learning a foreign language should be fun and natural.

Generally children like doing any kinds of activities as long as they feel happy. Children choosed the activities they like to do according to their own characteristics. The character of the children may be one of the signs of their development. According to Wendy A Schott in Aminudin (2009) the characteristics of children are as follow:

1. The children ask questions all the time.
2. They rely on the spoken word as well as the physical world to convey and understand meaning.
3. They have definite views about what they like and do not like doing.
4. They have developed sense of fairness about what happen in the classroom and begin to questions the teachers' decisions.
5. They are able to work with others and learn from others” .

Using the body movement in the process of learning is suitable to the characteristic of the children because children like to do physical movement. They

like to move from one place to another place. They like to go around without thinking whether they disturb their surrounding or not. They don't like to keep staying in one place which forces them not to do something. Broughton (1980, 169) stated that "Young children are physically active".

Besides that children also like to imitate and mime. They would give attention to other people and try to imitate merely like other people do and say. This is the way how children learn and develop their knowledge. This is supported by Broughton et, al. (1980, 169) that "Children love to imitate and mime: they are uninhibited in acting out roles, and they enjoy repetition because it gives them a sense of assurance and achievement". According to the points of explanation above, children like to be involved in something active. To make them active, the teacher should be able to make the circumstance of learning process which is suitable to the characteristics of the children. It may give motivation to the students to learn effectively. So hopefully the goal of the learning can be achieved well.

Based on statement above, the writer thinks that teacher can make a good atmosphere in the classroom by the application of Total Physical Response. It to be able to bring the students into interesting situation and they would not realize that they are actually learning. It is supported by the basic educational local curriculum objective that is to raise the students' interest and delight in studying English, the material can be adjusted to the need and situation of the school.

2.4 Teaching Vocabulary for Elementary School

Teaching vocabulary is facilitating the students to master a number of words and their meaning. According to the guideline 2006 curriculum of English local content for elementary school the target of English vocabulary that should be reached by the fifth grade of elementary school students is 250 words. It means that the teacher needs the best way to teach in order to achieve the goal.

Giving and asking students to memorize a list of vocabulary is not an effective way in teaching vocabulary. It is impossible to teach all the vocabulary in one time. The useful way in teaching vocabulary is to teach the meaning of words and how they are used.

In teaching vocabulary the teacher not only chooses the appropriate method to the learners but also select the material that would be taught. Then, the teacher should first recognize the age and characteristic of the students, so s/he can provide his/her students new words of the target language.

To decide which word list should be taught may be difficult. Nation's classification (1990), which proposes the word list classification under 1st 1000 words, 2nd 1000 words and to 10th 1000 words, provides the main different kinds words by using word frequency. Based on his classification, vocabulary is divided into four major groups: high frequency words, academic words, technical words and low frequency words, and the first 1000 words of the vocabulary that should be learned at the elementary level seem to be the words that are most frequently used. In other words, in elementary school the students learn a language beginning with simple words (e.g. action verbs like walk, jump, touch, put, give, and concrete noun like part of body, thing in the classroom and etc).

According to Marquez (1982 cited in Artika, 2005), the best way to teach another language to anyone is not by translating, but by almost reacting the process in which person learned the first language. It means that to make students learn a new language optimally the teacher should use the method of teaching that provides the action of person or physical activity, and the method that provides physical activity is TPR. In TPR the students are taught the vocabulary through command in a new language. The students are used to do commands in the new language they are learning, then they was spontaneously comprehend it, and the memories would retain much longer, just like memories of their first language. The writer believes that TPR is the appropriate method for teaching vocabulary at the elementary school.

2.5 Total Physical Response Method

Total physical Response is one of the language teaching methods which was develop by James Asher, a professor of psychology at San Jose State University, California. He used the commands from the teacher to students or a student to another student. Students try to answer or response the commands through the movements of the body or action. According to Richard and Rodgers (1986) “Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity” . It is obviously described that physical response is the medium to stimulate interaction between teacher and learners.

Total Physical Response has characteristic. Asher who developed this method, focused in particular on two characteristics of first language acquisition which is written in David Nunan's book (1991, 244)

1. The child gets a vast amount of comprehensible input before beginning to speak. Young children comprehend language which is far in excess of their ability to produce.
2. There is a lot physical manipulation and action language accompanying early input. Throw the ball to Rudi', put your arm through here', etc. This action language, encouraging physical manipulation, is couched in the imperative.

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

2.6 Implementation of Teaching Vocabulary Through TPR

Larsen-Freeman (1986:114) describes the procedures of teaching vocabulary through TPR as follow:

1. Teacher gives command in the target language and performs it with the students.
2. Firstly, teacher asks volunteers to practice together with her/him.
3. Teacher asks the other students to listen and observe what they are doing.

4. In English the teacher says, “Stand Up.” As s/he says she stands up gives signal to the four volunteers to follow her/ him. They all stand up. Then teacher says “Sit Down” and they sit. The teacher and the students stand up and sit down together for several times according to teacher’s command; the students say nothing.
5. The next time, they stand together; teacher changes the command by saying, “Turn around”. The students follow what have the teacher done and turn so they are facing their chairs. “Turn around” the teacher says again then they come back in early position.
6. The teacher repeat this way with other words such as: “Turn Around”, “Walk”, “Stop”, “Jump”, “Put” etc, and combine the commands together with words of things in the classroom as concrete noun.
7. Once again, the teacher gives the command; this time, however, she remind seated. The four volunteers respond to her command without her. “stand up, sit down, walk, jump, stop, jump, stop, turn around and go on and on”. If the students respond perfectly, it means they have understood. Next, the teacher signals that she would like one of four volunteers follow her command alone.
8. Finally, the teacher approach the other students who have been sitting observe and give them same commands. Even though they have not done the action before, the students are able to perform the action according to teacher’s command.
9. As the last step of the lesson, the teacher writes the command on the whiteboard. Each time she writes command, she acts it out. The students

copy the sentences from whiteboard into the notebooks. But the important thing is students understand the meaning of the word because they practice it than write down what they learned without know what is the meaning of that word.

2.7 Advantages and Disadvantages of TPR

There are several advantages of Total Physical Response Method in teaching language, they are:

1. Firstly, Total Physical Response method creates positive thinking which facilitates the student to involve in learning process, so it can develop not only motivation but also the aim of students in learning.
2. Secondly, teaching vocabulary to children by using Total Physical Response method is very useful for children because children like to give response by using physical response first better than using verbal response. It is very suitable when the process of learning is emphasized on physical response in the students' response.
3. Thirdly, This method can facilitate students with the meaning in real context. Students can memorize the vocabulary by looking at the action, even though the vocabulary is not translated. So the presence of action in the classroom is as an imperative to help teacher in explaining the materials for students and in understanding the meaning of vocabulary.
4. Fourthly, using Total Physical Response method is interesting and fun. It is very suitable for the students' characteristics which have been mentioned before.

However TPR also have several disadvantages, they are:

1. Students who are not used to such things might find it embarrassing. This can be the case initially that if the teacher is prepared to perform the actions, the students feel happier about copying. In addition, the students are in a group and do not have to perform for the whole class;
 2. It is only really suitable for beginner levels. Whilst, it is clear that it is far more useful at lower levels because the target language lends itself to such activities even though it can successfully be applied at Intermediate and Advanced levels. In this respect, it is essential to adapt the language, accordingly. For example, when teaching 'ways of walking' (stumble, stagger, and tiptoe) to an advanced class and cooking verbs to intermediate students (whisk, stir, and grate), TPR can be employed;
 3. It is not flexibly used to teach everything, and if used a lot, it would become repetitive. This method is a fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques.
- To sum up, TPR should best be combined with others since it needs much energy so that learners do not feel tired of learning language.

2.8 Theoretical Assumption

Total Physical Response is one of the learning processes which involves the students actively in responding and producing language in the classroom activities. It can be affective in delivering explicit instruction in learning. As children are physically active by nature, Total Physical Response would make

language learning especially vocabulary more effective because children feel fun during the learning. This method of instruction injects the lesson with both physical activity and fun as the students play act their roles and responds.

By having a good skills in presenting the lessons in any kinds of models teacher is encouraged to develop knowledge and stimulate children's to learn. The knowledge and experience are influences in developing of children's vocabulary, that's why teacher should be able to manage and select the material which can be absorbed by children. Besides that comprehension of the vocabulary should be more emphasized and developed in the learning process in order to get the aim of learning vocabulary. Finally, after knowing some of the advantages of Total Physical Respond method, hopefully teacher is able to present the lesson to students or children effectively and significantly increase the students' achievement in learning English especially vocabulary in language target.

2.9 Hypothesis

The line with the theoretical assumption above, the writer formulates the hypothesis as follows:

1. There is significant increase of student's vocabulary achievement after being taught through Total Physical Response at the fifth grade of SDN 1 Enggal, Bandar Lampung.
2. There was improvement on teaching learning process after being taught through Total Physical Response at the fifth grade of SDN 1 Enggal, Bandar Lampung.

III. RESEARH METHODS

3.1 Research Design

This research is a quantitative research using one group pretest-posttest design. This uses one class where the students received pretest before three times treatments and after the treatments they receive posttest. The pretest was used to determine the students' preliminary ability and the posttest is used to look how far the increase of the students' vocabulary achievement after the treatments. The treatments were given to the students by implementing total physical response (TPR) method. It was intended to find out whether there is a significant difference of the students' vocabulary achievement related to content words at the fifth grade of SD N 1 Enggal Bandar Lampung before and after being taught through TPR. The research design is described as follows:

T1 X T2

T1 = Pretest

X = Treatment

T2 = Posttest

(Setiyadi, 2006:133)

In this research the writer also checked the process of teaching learning activity by using observation sheet. The observation was done by the writer and English teacher.

3.2 Subjects of the Research

The subjects of this research were the students at the fifth grade of SD Negeri 1 Enggal Bandar Lampung in second semester in year academic 2012/1013. There were only two classes of the fifth grade in that school, namely VA and VB. Class VA had been chosen as the experimental class through lottery drawing. This class consists of 32 students. Class VB then chosen as the tryout class.

3.3 Data Collecting Technique

The data of the research was the student` vocabulary achievement in form of score before and after the treatments. The instrument of the research was test; the test was objective vocabulary test in the form of multiple choice items, where the writer gave pretest and posttest in order to evaluate, to measure the vocabulary achievement.

In collecting data, this research used the following procedures:

1. Pretest

The pretest was conducted before treatments. It was used to know how far the students have mastered the vocabulary before the treatments were given. The pretest used by the writer was an objective test in the form of multiple choices. The objective test is used because it encourages TPR is applied which focus on

vocabulary achievement in which the writer have to know how many vocabularies that the students had already achieved. Vocabulary can generally be included in an objective test than a subjective test. The writer assumes that in measuring their ability in mastering vocabulary, the proper or the suitable test used is objective test.

2. Posttest

The posttest was conducted after the writer conducting the treatments. It was used to know how far the students achieve English vocabulary after being taught through TPR. Similar to the pretest, in the posttest the writer used an objective test in the form of multiple choices items. The questions were the same as the pretest but the order of the questions and the distracters was changed from those in the pretest in order that the students not only memorize or remember the order of the answer for each question but they can really understand the questions.

3.4 Procedure of the Research

1. Determining the subjects of the research

The subject of the research was selected using simple random probability through lottery drawing. The subjects of the research followed pretest, treatments, and posttest. There are 32 students that became the subject of this research.

2. Selecting instrument materials

In this research, there was one pretest that proper to the fifth grade of SD. The materials took from students' handbook that was based on the educational unit level curriculum.

3. Conducting try out

The try out was conducted in the different class at first class VA of SD Negeri 1 Enggal Bandar Lampung. Try out was conducted to measure the reliability of pretest and posttest. It was administered for 40 items in 70 minutes. The aim of try out was to know the quality of the test which was used as the instrument of the research, and determined which item should be revised for the pretest and posttest. This research used the result of the try out test to measure the level of difficulty and discrimination power and to find out the validity and reliability.

4. Conducting the pre test

Pretest was conducted in 70 minutes to measure student's basic ability.

5. Conducting the treatment

After giving the pretest to the students, the writer conducted the treatment for three meetings. Then, during the process of treatment, the writer and also the English teacher observed the students' activity.

6. Administering post test

The post test was administered after the application of TPR. It was conducted in 70 minutes and the aim was to find out the students' vocabulary achievement after they were being taught Flashcards.

7. Analyzing the data

Both of the pretest and posttest results of the class were treated by using repeated measures T-Test (Repeated Measures T-Test of SPSS (statistical package for social science) version 17.0 for windows). It was tested in order to find out whether there was a significant increase of learners' vocabulary achievement before and after being taught through TPR. And for analyzing all available data was selected into observation to investigate the process in teaching learning vocabulary through TPR.

8. Concluding the results

After analyzing the results of both pretest and posttest, the conclusion was explained based on the result.

9. Reporting the results

In reporting the result, the data was arranged systematically based on the pretest and posttest to see whether there was an increase on the students' vocabulary achievement.

3.5 Instrument of the Research

The research instrument in this research was vocabulary test in the form of objective test and observation sheet.

1. Test

The instrument was held for pretest and posttest. Pretest was given before the treatment in order to know how far the students' competence in vocabulary and posttest was given after presenting the treatments in order to know the increase of

students' vocabulary achievement. Then, the writer found out whether there was different increase on the result between pretest and posttest or not.

2. Observation

To know the process of teaching learning of vocabulary through TPR the writer used observation sheet that was used during teaching learning process. In collecting the data the writer was helped by English teacher.

3.6 Criteria of Instrument

In this research, to prove whether the test has good quality, it must be tried out first. The test can be said have good quality if it has a good validity, reliability, level of difficulty, and discrimination power.

3.6.1. Validity

The test can be said valid if the test measures the object to be measured and it is suitable with the criteria (Hatch and Farhady, 1982:250). To measure whether the test has a good validity, this research used content and construct validity.

- a. Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given is suitable with the curriculum. In the case, the writer used the vocabulary that was supposed to be comprehended by grade V students. It was based on KTSP of English for Elementary school students. To fulfill this validity, the writer should see all the indicators of the instrument and analyzing them whether the measuring instrument

represents the material that was measured or not. The instrument was arranged based on the materials that was given, which were vocabulary and the instruments related to the content words (concrete nouns and verbs). If the measuring instrument had represented the ideas that connected with the material that was measured, that measuring instrument had fulfilled the aspect of content validity. In this case, that measuring instrument had fulfilled the aspect of content validity. Content validity also can be examined from the table of specification. If the table represents the material that the tester wants to test, it means that it is a valid test from the point of view (Shohamy, 1985:74). The content validity is constructed by including vocabulary material presented in the training; they are noun and verb. The writer took those two aspects since it is appropriate with TPR. The content of try out test is presented in the table of specification below:

Table1. Table of specification of try out test

| No | Word classes | Percent | Number | Item numbers |
|----|--------------|---------|--------|---|
| 1 | Noun | 57,5% | 23 | 11.,12.,13.,14.,15.,16.,17.,18.,19.,20.,21.,24.,25.,27.,28.,29.,30.,31.,36.,37.,38.,39.,40. |
| 2 | Verb | 42,5% | 17 | 1.,2.,3.,4.,5.,6.,7.,8.,9.,10., 22., 23., 26., 32., 33., 34., 35. |
| | Amount | 100% | 40 | |

b. Construct Validity

Construct validity is concerned to know the certain language knowledge skill. To know the test is true reflection of language which would be measured, the writer examined whether the test question actually reflect what is meant to know a language. To get the construct validity, the test was adopted from student's hand book. Then, the test was determined according to the material taught to the students. In other words, the writer wrote the test based on the material in the 2006 English curriculum for Elementary School.

3.6.2. Reliability

Reliability of test can be defined as the extent to which a test produces consistent result when administrated under similar conditions (Hatch and Farhady, 1982:243). To estimate the reliability of the test this research used split-half technique. To measure the coefficient of the reliability between odd and even group, this research used the person product moment formula as follows:

$$r_1 = \frac{\sum XY}{\sqrt{[\sum x^2][\sum y^2]}}$$

Where:

r_1 : coefficient of reliability between odd and even groups

x : total numbers of odd group

y : total numbers of even group

x^2 : square of x

y^2 : square of y

(Lado, 1961)

Then to know the coefficient correlation of whole items, the writer used Spearman brown's prophecy formula:

The formula is as follows:

$$rk = \frac{2r1}{1 + r1}$$

Where:

rk : the reliability of the test

$r1$: the reliability of half of the test

The criteria of reliability are:

0.80- 1.00 : very high

0.60 – 0.79 : high

0.40 – 0.59 : average

0.20 – 0.39 : low

0.00 – 0.19 : very low

(Hatch and Farhady, 1982:246)

3.6.3. Level of Difficulty

Difficulty level related to how easy or difficult the item is from point of view of the students who take the test. This is important since test items, which are too easy, tell us nothing about differences is discarded. To see the level of difficulty of the test, this research used the following formula:

$$LD = \frac{U + L}{N}$$

Where:

LD : level of difficulty

U : Number of the Upper group who answer correctly

L : Number of the Lower group who answer correctly

N : Total number of students following the test

The criteria are:

00.0 – 0.30 = difficult

LD = 0.30 – 0.70 = average

LD > 0.70 – 1.00 = easy

(Arikunto, 1997; 121)

3.6.4. Discrimination Power

The discrimination power (DP) refers to the extent to which the item differentiates between high and low level students on the test. A good item according to this criterion is one which good students do well on and bad students fail. To know the discrimination power of the test, the writer used the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Where:

DP : discrimination power

U : the proportion of upper group students

L : the proportion of lower group students

N : total number of students

The criteria are:

- D: 0.00-0.20 : poor items
- D: 0.21-0.40 : Satisfactory items
- D: 0.41-0.70 : Good items
- D: 0.71-1.00 : Excellent items
- D: - (Negative)= bad items (should be omitted)

(Heaton, 1975:180)

1. If the value is positive discrimination a large number of more knowledgeable students then poor students got the item in correct. If the value is zero, no discrimination.
2. If the value is negative, means that more low-students than high level students got the item correct.
3. In general, the higher the discrimination index, the better. In classroom situation most items should be higher than 0.20 indexes.

(Shohamy, 1985:81)

3.6.5. Scoring System

In scoring the students result of the test, this research used Arikunto`s formula. The ideal higher score is 100. The ideal higher scores of pretest and post tests were calculated by using formula as follows:

$$S = \frac{R}{N}100$$

Where:

S : the score of the test

R : the total of the right answers

N : the total items

(Arikunto, 1997:212)

3.7 Data Analysis

After conducting pretest and posttest, the writer analyzed the data. It was used to know whether there was significant increase of the student's vocabulary achievement. The writer examined the students score using the following steps;

1. Scoring the pretest and posttest
2. Tabulating the score of student's vocabulary test results using Repeated measures T-test.
3. Drawing conclusion from the tabulated result of the pretest and posttest administering, that would be statistically analyzed using SPSS (statistical Program for Social Sciences) in order to test whether increase of the students gain was significant or not.

3.8 Hypothesis Testing

Ho = There was no significant increase of students' vocabulary achievement after being taught through Total Physical Response.

Hi = There was significant increase of students' vocabulary achievement after being taught through Total Physical Response.

The hypothesis testing was used to prove whether the hypothesis proposes in this research is accepted or not. The hypothesis was analyzed by using Repeated measure T – Test through computing with Statistical Package for Social Science (SPSS) version 17.0 for window at the significance level of 0.05 ($P < 0.05$) in which the hypothesis was approved if Sig $< p$. It means that the probability of error in the hypothesis is only about 5 %.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Finally, after conducting the research at the fifth grade SDN 1 Enggal Bandar Lampung, the researcher concluded as follow:

1. Total Physical Response (TPR) can significantly increase students' vocabulary achievement at the fifth grade of SDN 1 Enggal Bandar Lampung. It is proven by the increase of students' mean score in posttest that was higher than mean score in pretest. The mean score increased from 59.90 to 78.86. the gain of pretest and posttest was 18.96. The hypothesis test $0.000 < 0.05$ is accepted. Therefore, it can be concluded this TPR could increase students' vocabulary significantly.
2. In teaching learning process, the writer conclude that teaching learning through Total Physical Response creates more conducive condition and situation for the students' at the fifth grade of SDN 1 Enggal Bandar Lampung. The students' were more active and enthusiastic in learning vocabulary.

5.2 Suggestion

Considering the result and the conclusion the research, the writer would like to propose some suggestion as follow:

1. It is suggested to English teacher to apply Total Physical Response in teaching learning vocabulary at the fifth grade in order to avoid students boredom and makes the different atmosphere meanwhile, the students are motivated and feel relax in the process of teaching learning vocabulary.
2. Further research is recommended to apply Total Physical Response in a more conducive classroom to minimize the constraints of teaching learning process uses TPR conducted in this research.

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