

**THE EFFECTS OF USING THE TOTAL PHYSICAL RESPONSE (TPR)
METHOD TO TEACH PHRASAL VERBS FOR YOUNG LEARNERS' IN
ENGLISH TEACHING**

(Undergraduate Thesis)

By

**Cindy Canora
2053042001**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2024**

ABSTRACT

THE EFFECTS OF USING THE TOTAL PHYSICAL RESPONSE (TPR) METHOD TO TEACH PHRASAL VERBS FOR YOUNG LEARNERS' IN ENGLISH TEACHING

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This research aimed to find out whether there was a statistically significant increase in students' phrasal verbs after the implementation of Total Physical Response (TPR) method. The research was quantitative research using one group pretest and posttest design. The samples of this research were thirty students in class V-Multazam at SDIT Insan Kamil Bandar Jaya in the academic year 2023/2024. The data were collected using pretest and posttest of vocabulary test. In order to analyze the result, Paired Sample T-Test was used to test the hypothesis. The analysis showed that the mean score of students in the pretest was 34.13, while the mean score in the posttest was 74.51, indicating a significant increase of 40.37 points. The results revealed a statistically significant improvement, with a significance level ($0.00 < 0.05$) and a t-value (17.330) that was higher than the t-table value (2.048). This suggests that teaching vocabulary using the Total Physical Response (TPR) method facilitates students' improvement in phrasal verbs.

Keywords: Vocabulary, Young Learners, Total Physical Response, Phrasal verbs, Improvement.

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Students' Name : Cindy Canora

Students Number : 2053042001

Study Program : English Education

Department : Language and Arts Education

Faculty : Teacher Training and Education



APPROVED BY
Advisory Committee

Advisor

Co-Advisor

Prof. Ag. Bambang Setiyadi, M.A., Ph.D.
NIP 19590528 1986101 001

Fajar Riyantika, S.Pd., M.A.
NIP 199307232019031017

The Chairperson of
The Department of Language and Arts Education

Dr. Sumarti, M.Hum.
NIP 19700318 199403 2 002



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ADMITTED BY

1. Examination Committee

Chairperson : Prof. Ag. Bambang Setiyadi, M.A., Ph.D.

Examiner : Prof. Dr. Flora, M.Pd.

Secretary : Fajar Riyantika, S.Pd., M.A.

2. The Dean of Teacher Training and Education Faculty



**Prof. Dr. Sunyono, M.Si.,
NIP. 19651230 199111 1 001**

Graduated on: Agustus 13th, 2024



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LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya :

Nama : Cindy Canora
NPM : 2053042001
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Effects of Using the Total Physical Response (TPR)
Method to Teach Phrasal Verbs for Young Learners' in
English Teaching

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karena ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya adalah tanggung jawab saya.

Bandar Lampung, 19 Agustus 2024

Yang membuat pernyataan,



Cindy Canora
NPM 2053042001

CURRICULUM VITAE

Cindy Canora was born in Bandarjaya, on April 9th 2002. She is the second child of Asnawi and Dewi Oktarina. She has three siblings one elder sister named Pynka Grasella, one younger brother named Muhammad Abdoel Akbar, and a younger sister named Elysia Shafa Haura.

She started her study at TKIT Insan Kamil Bandarjaya in 2007, after that she continued her study at SDIT Insan Kamil Bandarjaya and graduated in 2014. After graduating from elementary school, she continued her study at Diniyyah Putri Lampung and finished in 2017. Then she continued her study at SMAS Global Madani and graduated in 2020. She was registered as a student of the English Education Study Program at the University of Lampung in 2020.

During her study at the University of Lampung, she actively participated in students' organizations such as BEM FKIP Universitas Lampung. To improve her teaching skill she did the Teaching Practice Program (PLP) at SMP Wiyata Bhakti Natar from August to September 2023. To finish her study at college, she conducted research at SDIT Insan Kamil Bandarjaya Lampung Tengah.

MOTTO

“Never be afraid to dare to step forward and try something new. Because if we do not try, we never know what the future holds.”

DEDICATION

By the name of Allah *Subhanahu Wa Ta'ala* who blesses my life, this script is
proudly dedicated.

The writer dedicates this script to :

Her beloved parents – My mom Dewi Oktarina and my dad Asnawi

Her beloved siblings

Her Almamater – University of Lampung

Her friends in English Education Program Batch 2020

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Finally, the writer realizes that this thesis still have some weaknesses. Therefore, criticism and suggestions are very welcome for the writer to improve herself better. Hopefully, this research project can give benefits to the readers.

Bandar Lampung, July 2024.

The Writer,

Cindy Canora

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I. INTRODUCTION

This chapter focuses on the problem of the research. There are background, research question, research objectives, the uses of the research, the scope, and the definition of terms. Which will be explained as follows.

1.1 Background

In learning English, the students will acquire four language skills. There are listening, speaking, reading and writing. Moreover, they will also acquire other language components such as structure, vocabulary, and pronunciation. Those components of language will also support their mastery of communicating in English. According to Kurnia (2016), “English is the language of the forefront and most widely spoken in the world.” So, if we are able to master a language especially English, we will be able to communicate and connect with more people.

Vocabulary can be our first step to mastering a language. As Dellar and Hocking (2002) stated “Even if you spend most of all your time learning grammar, it does not improve your English much. It will be more important if you learn more words and expressions” from the following words, everybody knows that vocabulary is very important and influential if people want to master a language. Based on the statement too, it has already been explained that vocabulary has an important role for people who want to start learning a language including learning English. If students have mastered a lot of vocabulary, it will be easier for them to express their

feelings and also say something. The process of teaching vocabulary needs good techniques and more preparation especially for teaching young learners.

Nikita (2009) said that teaching English to young learners is a big challenge for teachers because the teacher has to prepare more preparation so the learning objectives can be achieved. That is not easy because teachers are required to find and know the effective learning methods. Such as an interesting learning environment, and more tricks so the students are interested and not bored, also the young learners will pay attention to what the teacher is talking about. The objectives of teaching English in elementary school are to master basic-medium vocabulary and appropriate to their abilities so they can understand and make simple sentences in English.

In fact, people often face various kinds of difficulties in learning and teaching English because English is the second language in Indonesia so it is not easy to master it. There are many factors that cause it, firstly the teacher's lack of ideas when delivering material, the teacher uses the same technique throughout the year, the teacher only explains material according to what is stated in the book, and the teacher also does not use the right method according to age and their abilities. Problems are often encountered, especially in elementary schools or young learners who are new to learning English especially vocabulary. WA Scott and Ytreberg (1990) said that, children are competent users of their mother tongue. And can understand between fact and fiction, they love to play and they will learn best when they have fun. But they also can be serious and think what they do is really work, they are enthusiastic and also emphatic about learning, rely on the spoken word, the physical word to communicate and understand the meaning and also they can collaborate and learn with others. Their understanding comes through hands, ears, and eyes. In teaching English for young learners, teachers have a task to improve

their learning motivation. It is clear that there are significant differences in learning characteristics between adult and young learners.

Based on the problems that have been mentioned, some methods and techniques are needed for teaching and learning English to enable students to achieve the target language. We as teachers must create an interesting learning environment for students, so there will be a lot of vocabulary that they get when the learning process is in progress. To overcome this problem, the researcher will try to use the Total Physical Response (TPR) method as teaching material, that is by learning English through gestures and practicing the commands given by the teacher.

One of the methods that can be used to improve young learners' vocabulary skills is Total Physical Response (TPR). TPR is a method developed by a professor psychology at the University of San Jose, California, James Asher. It is learning method based on the coordination of movement (action) and speech. In this language learning method, teachers give an example of a word and practice it according to what is stated in the word so that others can understand the meaning of the word through physical activity. So, in a class that uses TPR, students respond to command that constrain physical movement. Memory improves when something they say is stimulated by motor activities and processes learning a foreign language with the TPR takes place in parallel with learning the mother tongue. According to Brown quoted from Rini (2014). In addition, Garcia (2001) argues that two main concepts of general physical response are the concept of general physical response-contraction and the role of the right hemispheres of the brain in the production of both languages. Furthermore, Garcia (2001) emphasized that the main purpose of the common physical response is to talk about speech and teach it along the internal axis of language.

Total Physical Response was the most potent method to help young learners who have low ability to master English as a second language. Based on the results, the researcher feels that Total Physical Response is the most potent used for young learners. In addition, Nikita (2009) confirmed that TPR is an effective method for teaching learning activities it helps to reduce the affective filter because it is less stressful than traditional language activities. Based on the information above, TPR was successfully implemented for young learners. And based on a previous study, Ghani and Hanim (2014) researchers want to know if there any affect for young learners after using TPR especially for phrasal verbs and how the students accept learning English using Total Physical Response.

1.2 Research Question

Based on the background mentioned above, the researcher conducts a study using Total Physical Response in teaching vocabulary to Fifth Grade students of SDIT Insan Kamil Bandar Jaya. The researcher chose that school because based on the observation of the researcher through an interview with a teacher there, there is no English teacher, they only rely on the homeroom teacher and do not use any other method that can make students' interested so the learning process is not effective. Besides, the teachers only rely on material in existing books. The researcher formulated the specific problems as follows :

1. Is there any significant improvement in students' phrasal verbs after being taught through the Total Physical Response (TPR) method?

1.3 Research Objectives

In line with what has been stated in the research question, this research is done in order to these objectives :

1. To find out if there is a significant improvement in students' phrasal verbs after the implementation of the TPR method.

1.4 Uses of the Research

This research is useful both theoretically and practically.

1. Theoretically, the result of this research can be used to check the previous theories related to the theory in this research and also to help other researchers who will research further.
2. Practically, the result of this research will be useful for English teachers as new information to find out new developments and methods that are suitable for teaching Phrasal Verbs for young learners.

1.5 Scope of the Research

This research was conducted at the fifth grade of SDIT Insan Kamil Bandar Jaya, The researcher focuses on teaching vocabulary with the Total Physical Response learning method. There will be three meetings for the treatment. This method will be practiced in the learning process with the commands, so the students have to follow the command that is given by the teacher.

1.6 Definition of the Term

Some terms are defined to give a primary understanding that can guide the readers. Some definitions are provided below:

1. Vocabulary

Vocabulary means all the words known and used by a particular person that have the meaning and to deliver the ideas in written or spoken.

2. Phrasal Verb

Phrasal verbs are the basic verbs, which can combine with different prepositions to make the really new verbs and their meaning is rather tricky to guess.

3. Total Physical Response

Total Physical Response is a language learning method that is based on speech and action (commands and instructions) to enhance language learning.

4. Vocabulary Improvement

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

II. LITERATURE REVIEW

This chapter will consist some theories that will be used to assist this research. There are the theories of vocabulary, the types of vocabulary, phrasal verb, teaching vocabulary for young learners, total physical response, teaching vocabulary for young learners through TPR , advantages and disadvantages of TPR method, the theoretical assumption and hypothesis.

2.1 Vocabulary

Vocabulary is the most important component in a language. If someone wants to to learn a language, vocabulary is something that can not be avoided. Someone will be able to easily express their opinion, write something, speak fluently, and can understand what someone says if they master vocabulary well. As we know, vocabulary is an important component for students to support them in order to achieve successful easier communicate in a language. Kamil and Hiebert (2005) said that learning vocabulary can help the students to increase their comprehension in English. In addition, according to George (1964), vocabulary is the number variety of words a person hears, recognizes, understands, and uses in both speech and writing. Vocabulary is important for people who learn a language because it is used in all aspects. there are Listening, Speaking, Reading and Writing. In fact, if we lack vocabulary, it will be an obstacle for us in communicating and can also limit our knowledge. McCharthy, stated which cited in Utami (2015) that, no matter how well the students learn grammar, no matter how successful they are at

mastering L2, without words to express broad meanings, communication in L2 cannot just happen in any meaningful way. In addition, Scott as cited in Ade (2017) said that without grammar very little can be delivered, but without vocabulary nothing can be delivered. From what has been mentioned, we can see that vocabulary is an important thing to learn if you want to master a language, because we can still convey something even with little grammar knowledge, but we cannot convey anything if we do not have a lot vocabulary. It means, students must to have vocabulary in order to master a language, the researcher think that students must master a lot of vocabulary to be able to communicate well, so other skills are easier to learn.

From the explanations that has been mentioned, the researcher concluded that vocabulary is a group of words which is very important in order to be able communicate with other people. The researcher will teach vocabulary in the form of commands for phrasal verb.

2.2 Types of Vocabulary

Vocabulary is one of the components in English. Richard and Renandya (2002), said that vocabulary is a core component of language and provides many of the foundations for speaking, listening, reading, and writing well. In addition, Jo Ann and Marry (1997), stated that vocabulary is divided into 2, namely active vocabulary and passive vocabulary.

1. Active Vocabulary

Active vocabulary is all the words that students say during a lesson or what they have learned. The term used in writing and speaking is called productive vocabulary, and this vocabulary is more difficult to practice because if students want to use this active vocabulary, they must know the grammar of the language

itself. They also must be familiar with collocations and understand the connotative meaning of words. This active vocabulary is often used for speaking or writing skills.

2. Passive Vocabulary

Passive vocabulary is all words that are heard or read by the students. This vocabulary is for language items that students can understand in the context of reading and listening. Passive vocabulary can also be called receptive vocabulary.

Besides, Susan and Larry (2008) mentioned that vocabulary is classified into 2 types. There is potential vocabulary and real vocabulary. 1) Potential vocabulary is vocabulary that is known by students even though they have never seen or studied it in a second language. 2) Real vocabulary is vocabulary that students already know after getting exposure.

After the explanation that has been mentioned below, we know that vocabulary is an important component in a language. From statements mentioned by previous researchers, they mentioned the same point even though with different words. With vocabulary, we can express our ideas easily and communicate with more people.

2.3 Phrasal Verb

In this section, the researcher will explain about Phrasal Verb. There are the definition of phrasal verb, the types of phrasal verb, the differences between phrasal verb and prepositional verb, and teaching phrasal verb through Total Physical Response.

2.3.1 Definition of Phrasal Verb

One of the characteristics of verbs in English is that they can be combined with prepositions or adverbs to get a new meaning, which can be called a phrasal verb.

Although English grammar experts usually give different definitions. Frank (1972) stated that a preposition can be combined with a verb to form a new vocabulary. These prepositions are combined to form new vocabulary items. This combination of verbs and prepositions is divided into 2 parts, namely composite verb and phrasal verb. The form of a preposition that is combined with a verb is known as an adverb, or, in other words, a prepositional adverb or “particle.”

Besides that, Crowell (1964) mentioned that a two-word verb is a combination of a verb and a particle, both of which have a different meaning from the word normally used. For example, in “the man will call up the stairs,” the word “call” here means “speak loudly,” while the word “up” means from below to higher. So, it means the meaning of the sentence is “the man is screaming.” The next sentence is “the man will call up his friends.” This sentence has the meaning of “telephone.” So, the conclusion is that the second sentence is a combination of two-word verbs, while the first sentence is not. In addition, according to Hornby (1995), a phrasal verb, or (phrase verb, is a simple verb that is added with an adverb, a preposition, or sometimes even both, which aim to create new verbs that have different meanings from simple verbs. For the examples: blow up, make up, win over, go in for.

So, the phrasal verb is a combination of a verb and an adverb particle that has a different meaning than the original verb itself. Many words have particles, but the only verbs that can be combined to become phrasal verbs are just prepositions and adverbs.

2.3.2 Types of Phrasal Verb

Azar (1989) stated that phrasal verbs are divided into 2 types, there are :

(1) Separable Phrasal Verbs

If phrasal verbs can be separated, a noun can appear between the verb and the preposition or after the preposition. For example like :

I handed my bag in yesterday.

I handed in my bag yesterday.

The pronoun will appear between the verb and preposition if the phrasal verb itself can be separated. Becoming :

I handed it in yesterday.

(2) Non – Separable phrasal verbs

With phrasal verbs that cannot be separated, so noun and pronouns must come after the preposition. For example like :

I put on my sweater.

I switch on DVD.

In my research, I decided to teach 20 non-separable phrasal verbs. I made this decision carefully because I thought that they were still young learners who were in 5th grade elementary school. Thus, I teach vocabulary that is simpler and more appropriate to their abilities as young learners. The simpler vocabulary that I mean here is the phrasal verbs that they often hear and are familiar to them. The phrasal verbs that I will teach here are:

Table 2.1 The example of Phrasal Verbs

No.	Phrasal Verbs	No.	Phrasal Verbs
1.	Put on	11.	Sit down
2.	Go away	12.	Turn over

3.	Take off	13.	Get out
4.	Wake up	14.	Ride up
5.	Stand up	15.	Turn off
6.	Turn on	16.	Throw away
7.	Look up	17.	Make up
8.	Put down	18.	Lie down
9.	Look around	19.	Switch on
10.	Come in	20.	Climb over

2.3.3 Differences between the Phrasal Verbs and Prepositional Verbs

A verb with preposition, with verb or with an adverb is a combination of the verb itself. But, it can not all be called that it is a phrasal verb. Due to the fact that there are combination verb with preposition which are like phrasal verb but they are not phrasal verb. They are usually called prepositional verbs. Allen (1973) stated that the most obvious difference between phrasal verbs and prepositional verbs is the grammatical function of prepositions. a particle of a preposition in a phrasal verb is emphasized or moved to the end of the sentence and can also be separated. Besides, a simple phrasal verb cannot be separated by adverb from their particle. In this explanation, the researcher will give examples of sentences as follows:

a) They *called up* the nurse, but not they *called on* the nurse. (Called up is stressed, so it is a phrasal verb and called on is a prepositional verb.)

b) They *called* the nurse *up*, but not they *called* the nurse *on*. (Called up can be separated, but on other hand, called on cannot be moved to the end).

c) They *called* early *up* the nurse it is no good, but they *called* early *on* the nurse *is fine* (Called up cannot be inserted by an adverb, early. But it is fine when called on is inserted by an adverb.)

2.4 Teaching Vocabulary for Young Learners

Vocabulary is an important aspect of language. The more vocabulary we have, our ability to master one language will also increase. To master and improve vocabulary, there are several things that the teacher can do for young learners. Teachers have an important role in improving language skills in young learners, so the teachers must know how to teach effectively, such as methods, materials, strategies, and also techniques to improve language skills. Teaching English, especially vocabulary, is very different between young learners and adults. Teachers have big tasks and challenges because this is the first time for them to learn a language. Hueber (1975) said a similar opinion about the area of vocabulary that is taught at the first level. So, teachers must find the right method according to the abilities of those who are still young learners. In addition, teachers are also required to create fun and interesting learning activities.

According to Charty (1995), the best way to teach vocabulary in a language is not to ask students to memorize it but to ask them to pronounce, spell, and use it. In addition, Marquez, cited in Artika (2005), stated that the best way to teach a language to the learner is not by translating it, but the teacher must react to the learning process. It means that the students can understand well what is conveyed by the teacher; the teachers must practice or carry out actions, or what is commonly

referred to as physical activity. Teaching methods that are related to physical activity are Total Physical Response.

2.5 Total Physical Response

Total Physical Response (TPR) is a method developed by a professor of psychology at the University of San Jose, California, James Asher. It is a learning method based on the coordination of movement (action) and speech. In this language learning method, teachers give an example of a word and practice it according to what is stated in the word so that others can understand the meaning of the word through physical activity. The implementation of TPR in the classroom, students respond to commands given by the teacher through physical movement.

According to Brown, two main concepts of general physical response are the concept of general physical response contraction and the role of the right hemispheres of the brain in the production of both languages. In addition, Garcia (2001) emphasized that the main purpose of the common physical response is to talk about speech and teach it along the internal axis of language.

TPR is based on the premise that the human brain has an automatic program to acquire natural language, including sign language for the deaf. We can see this by observing babies when they receive the first language from their parents. TPR combines verbal and physical movement; the baby will respond to their parents speech with physical movement. For some time, the baby absorbs language because they are not able to speak. The teacher tries to imitate this process through the TPR method approach.

Everything in this life must be developed in order to get a better life, including the process of teaching and learning. The Total Physical Response was developed so

that teaching a language can be more effective in the future. TPR was developed with the aim that teachers create a fun learning environment so the students enjoy the process of learning a language and the students are expected to be able to master a language, especially vocabulary. Freeman (2000) said that TPR was created with the aim that people who are learning a language do not feel stressed so they can survive at the beginner level towards proficiency.

From the following explanation, the researcher concludes that TPR is a method that combines speech and gestures to teach a language; this method can make it easier for students to master vocabulary. This method is most suitable for the implementation of young learners.

2.6 Teaching vocabulary for young learners through TPR

Setiyadi (2006) explains that the best technique for teaching vocabulary through the TPR method is based on their seating arrangements. Gracia also said that she divided students into 2 groups to make it easier for students to move while practicing the TPR method. And she divides 2 techniques, namely introductory techniques and working techniques cited from Setiyadi (2006). The first technique is an introductory technique. This technique has many ways in which new commands or items are taught to young learners for the first time. While work techniques are techniques in which instructions and also supporting vocabulary have been given to students so that they can combine them in order to better master the target language.

Asher said, as quoted from Setiyadi (2006), that the TPR method is taught through hand movements, namely by asking students to come to the front of the class to use hand signals. Students demonstrate gestures according to the teacher's orders.

In addition, as quoted from Setiyadi (2006), Gracia said that there are several procedures that must be carried out when you want to implement the TPR method.

1) Pre-Activities :

- The teacher starts the class by praying.
- Teacher checks attendance.
- The teacher gives a snippet of what will be learned today.

2) While Activities

- The teacher shows the picture that related to phrasal verbs.
- The teacher pronounces the command and practices it in front of the students.
- The teacher asks student representatives to come to the front of the class to practice based on orders together with the teacher.
- Other students observe and pay attention.
- After the activity, the student was asked to do it alone without the teacher.
- Then the teacher asks all students to carry out the orders listed in the form.
- Then each child gives orders to his friends according to the context.
- The teacher asks questions about the vocabulary that has been learned.

3) Post Activities

- The teacher evaluates students by asking what they got from lesson today and give their point about material today.

- The teacher concludes of all the material that has been taught.
- The teacher asks the students if there are any obstacles they face during the learning process.

The explanation above is how the researcher implemented TPR for young learners. In this research, TPR did not cover all skills. Only listening and speaking skill were covered while reading and writing were not.

2.7 Advantages and Disadvantages of TPR

Everything has its advantages and disadvantages, including a method. TPR method which has advantages and disadvantages. And here, the researcher will attach the advantages and disadvantages of the TPR method in teaching vocabulary.

2.7.1 The advantages of TPR

1. The TPR method facilitates students to be active so that they are involved in the learning process, so that the process is not only fixed on the teacher but students also have a role in it.
2. Students develop and more understand the material because it is practiced so that not only does their motivation increase but their learning objectives as well.
3. TPR method is very effective for children because they usually precede physical responses rather than verbal responses.
4. Students can memorize vocabulary by seeing and remembering actions even though they don't know the meaning of the vocabulary. So this method is indeed very helpful for teachers in the process of teaching vocabulary.

5. The TPR method with action is very interesting and fun so it is very suitable for the characteristics of young learners who still like to play and move, the teacher can work this into a process of playing while learning.

2.7.2 The disadvantages of TPR

1. Students who have shy personalities will feel uncomfortable with this TPR method, so the teacher should give those who are interested an opportunity to come forward and others will pay attention.
2. This method is only suitable for beginners and not suitable for middle and high schools. Although, it can be used but they are more mature and can master the language in a faster and more effective way.
3. TPR can not be used to teach everything, only a few things can be teach with this method. TPR method is fun to do and can be more effective if done in conjunction with other methods so it does not take up a lot of energy considering it uses body movement.
4. In this research, TPR did not cover all skills. Only listening and speaking skill were covered while reading and writing were not.

2.8 Theoretical Assumption

In teaching vocabulary, especially phrasal verbs, the teacher must face problems, so the teacher looks for other methods or techniques with the aim of students achieving the target language. Total Physical Response is a learning method that can make students active in the class because it uses speech and body movement. With the TPR method, students will be happier during the learning process because it makes them respond by body movement so they do not get bored. The teacher

develops knowledge so it stimulates how to make students interested to learn and affects their ability to master vocabulary.

The TPR method is considered suitable for young learners because it creates a fun learning environment and also can make them remember clearly about the vocabulary they have learned. It is assumed that TPR is able to expand and increase the vocabulary of young learners.

2.9 Hypothesis

Based on the theoretical assumptions that have been explained, the researcher formulated the following hypothesis :

1. There is significant improvement in students' phrasal verbs after the implementation of the TPR method. There is an increase and good achievement after being taught the TPR method to fifth grade students at SDIT Insan Kamil.

III. METHODS

This chapter presents the research design, population and sample, variables, instruments of the research, research procedures and data collection techniques, validity and reliability, data analysis, and also hypothesis testing as follows :

3.1 Research Design

Here, the researcher used quantitative research design. This research was conducted with the purpose of 1) to find out if there is a significant improvement in students' phrasal verbs after implementing the TPR method.

To answer the research question, the researcher used a vocabulary test because this was quantitative research. In its implementation, the researcher used one group pre-test and post-test. The researcher used one class, and students taking the pre-test before treatment and the post-test after treatment, but before that the researcher conducted a tryout test in another class. The pre-test was carried out to assess the students' initial abilities, and the post-test was carried out to determine how many vocabulary items they had answered correctly and to find out whether there was an increase in students' phrasal verbs after applying the TPR method.

In the implementation, the researcher collected data by giving a pre-test (T1) and post-test (T2). The details are as follows:

T1 X T2

T1 : Pretest

T2 : Post-test

X : Treatment (Total Physical Response)

(Setiyadi, 2006)

3.2 Population and Sample

The research population here was selected using purposive sampling at SDIT Insan Kamil, The researcher chose 5th grade elementary school for this research because students at that age already had a better understanding and could be managed more effectively than students who are under that age. The class was selected randomly, because there are no prioritized classes here; each class and each student had the same opportunity to be selected as the sample.

3.3 Variables

Hatch and Farhady (1982) said that the independent variable is the main variable that must be investigated by researchers while the dependent variable is a variable that is measured and observed by researchers to see and determine improvements in the research. So, to see the effect of treatment during the research, these 2 variables were used as explained earlier, namely the independent and dependent variables.

The following variables are:

1. TPR learning method as an independent variable (X)
2. vocabulary achievement as the dependent variable (Y)

3.4 Instruments of the Research

To find out the students' improvement and how many phrasal verbs they have mastered, the researcher used a vocabulary test. The instruments attached as follows:

1. Test

In this vocabulary test, the researcher administered 2 tests, namely the pre-test and the post-test. The aim was to assess the vocabulary students had mastered and how much their progress had increased after implementing the TPR method for teaching phrasal verbs. These are explained as follows :

a. Pre-test

The pre-test was conducted to assess the students' vocabulary skills before they were given treatment. The type of test that was carried out consists of commands and students asked to carry out 13 questions containing phrasal verbs.

b. Post-test

The post-test was carried out with the intention of seeing how many phrasal verbs the students had mastered after implementing the TPR method in teaching phrasal verbs for students.

3.5 Research Procedures and Data Collecting Technique

In this section, the researcher used 2 steps, as follows :

1. Planning

The planning procedure for this research is as follows :

a. Try Out test

The quality of the data, and whether it is good or bad, depends on the instrument used. A good instrument fulfills the important qualifications such as validity and reliability. Therefore, before the test is used as an instrument to collect the data, it should be tried out first in another class. After the result of the tryout is gained, the analysis is made to find out the validity, reliability, level of difficulty, and discriminating power of the test items.

b. Preparing for the Pre-Test

The first meeting begins with a pre-test, this pre-test is carried out to see the students' previous abilities using an objective test. In this pre-test students are given a test consisting of 13 commands.

c. Treatment Preparation

After administering the pre-test to the students, then the researcher gave treatment over 3 learning meetings by applying the Total Physical Response method. Research material was based on the curriculum of fifth-grade elementary school students, focusing on imperative sentence material. The process of teaching vocabulary through the TPR principle used 3 lesson plans.

d. Preparing for the Post-Test

The post-test was carried out to see the results of students' improvement after implementing the Total Physical Response method. This post-test was conducted to see the increase in students' phrasal verbs after applying the TPR method, using 13 questions.

e. Analyzing the data

Both of pre-test and post-test in quantitative data were analyzed to see whether there was a significant improvement in the students' phrasal verbs before and after the treatment. The data were analyzed using Excel and SPSS version 26.0 software program.

2. Application

After planning, the researcher continued with several steps. It is for quantitative as follows :

a. Try Out Test

A good instrument fulfills important qualifications such as Validity and Reliability. Therefore, before the test is used as an instrument to collect the data, it should be tried out first in another class.

b. Pre-test

The pre-test was given at the first meeting and was used for quantitative data. In this pre-test students were asked to carry out the commands. The pre-test measured students' vocabulary abilities before they learned vocabulary especially phrasal verbs using TPR method. The instrument used in Pre-Test and Post-Test was the same, the researcher applied multiple choice test. The researcher gave students worksheets and then the researcher asked students to answer an appropriate phrasal verb.

c. Treatment

In this treatment, I conducted the treatment for fifth grade in SDIT Insan Kamil which I chose randomly because there is no specificity. The treatment was

conducted for three meetings. In here, I applied three lesson plans. At the beginning of the learning process, I introduced phrasal verbs using pictures and body gestures. The example is, I said “I put down the pen” and then I put the pen down on the table. And of course, I created a fun learning environment so it makes them interested in learning. Then for the next step, I used words and actions of the imperative consistently so that they understand and are confident in mastering phrasal verb, the researcher as teacher repeated phrasal verbs several times so they more understand. And the last, during the evaluation, I said a phrasal verb without giving a gesture and let them show the phrasal verb without my help. The researcher does this to know how far they understand about phrasal verbs. I described the details of all activities in the RPP which included in the Appendices section.

d. Post-Test

The post-test also for quantitative data and was administered after getting treatment and consisted of 13 questions.

e. Analyzing the data

Both of pre-test and post-test in quantitative data were analyzed. In order to see whether there was a significant improvement before and after the treatment. The data were analyzed using Excel and SPSS version 26.0 software program.

3.6 Validity and Reliability

The research instrument must be measurable to see whether the research instrument can be used to find data. measurement will be explained as follows:

3.6.1 Vocabulary Test

Research instruments must be measurable, measurements for vocabulary are as follows:

1. Validity

Hatch and Farhady (1982) stated that the test can be said to be valid, the test measures objects that can be measured and is in line with the criteria, to measure whether this test has valid validity, researchers use 2 validity, namely content validity and construct validity.

a. Content Validity

Content validity is to see whether the test is appropriate and comprehensive. The material to be provided is in accordance with the curriculum pursued. in teaching vocabulary, the researcher uses vocabulary, especially phrasal verbs that are in accordance with the abilities of fifth grade elementary school students based on the curriculum. According to Setiyadi (2018), content validity is related to how far the test is based. There are several indicators to prove whether the test has good content validity or not : 1) It should be based on the educational goal stated on the 2013 English Curriculum and Syllabus for the seventh grade students of elementary school which is suitable with the students' level. 2) It should represent the material or topics taught in the class.

The test could be said to be in line with the material when it is given during conducting the treatments. The test is considered valid in content validity since the test of vocabulary was chosen based on the elementary school 2013 English curriculum and the objectives in the syllabus of the fifth-grade elementary school students.

b. Construct Validity

Shohamy (1985) said that construct validity is to find out whether the test is in accordance with the theory of what must be known in the language. Which means that the test must measure according to the context that must be measured and according to what has been taught to students. In this study, researchers used Phrasal Verb vocabulary. The researcher chose this vocabulary because the researcher thought that they had become fifth grade students at elementary school so that they could more easily understand the material that the teacher would teach. In this research, the test items should be questioning the types of Phrasal Verb vocabulary, such as Separable Phrasal Verbs and Non-separable Phrasal Verbs. The table of specifications of the test as follows :

Table 3.6 Specification of the test

No.	Aspects	Items	Total	Percentage
1.	Separable	1, 3, 5, 7, 8, 9, 13, 15, 16, 17, 19.	11	55%
2.	Non-separable	2, 4, 6, 10, 11, 12, 14, 18, 20.	9	45%
TOTAL			20	100%

Based on the table above, the test consisted of 20 items that related to the Phrasal Verb which is divided into separable and non-separable.

Validity shows whether an instrument is valid. In this study, the validity of each item was calculated using the product moment formula :

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

In which,

r_{xy} = coefficient of correlation between x and y variable or validity of each item

N = the number of students/subject participating in the test

$\sum X$ = the sum of score in each item

$\sum X^2$ = the sum of the square score in each item

$\sum Y$ = the sum of total score from each student

$\sum Y^2$ = the sum of the square score from each student

$\sum XY$ = the sum of multiple of score from each student with the total score in each item

The results showed that from 20 test items; there were 13 test items which were valid and 7 test items which were not valid. They were on number 13, 14, 15, 16, 17, 19, and 20. They were said to be not valid with the reason that the computation result of their r_{xy} value (the correlation of score each item) was lower than their r_{table} value.

The formula to calculate validity of instrument is as follows :

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

By using that formula, we obtained that :

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{30 \times 220 - 15 \times 295}{\sqrt{\{30 \times 15 - 15^2\}\{30 \times 3891 - 295^2\}}}$$

$$r_{xy} = \frac{2.175}{\sqrt{225 \times 29.705}} = \frac{2.175}{2.585,27} = 0,841$$

Based on the computation above, an r_{count} of 0.841 is obtained. With a sample size (N) = 30, and a significance value of 5%, the r_{table} is 0.361. A questionnaire is said to be valid if $r_{\text{count}} > r_{\text{table}}$, then question item number 1 is declared valid because r_{count} (0.841) $>$ r_{table} (0.361).

The researcher analyzed the validity of the Try Out results using the Excel Application. The list of the validity of each item could be seen in Appendix 9.

2. Reliability

Reliability refers to the extent to which a given test is consistent and gives an indication of how accurate the test score is Hatch and Farhady (1982). In addition, they said that reliability can be said as the extent to which the test produces consistent results when given under the same conditions. In other words, Setiyadi (2006) how far it can measure the subject even when separated by time, but still show the exact result. The formula which was used is the Kuder-Richardson Formula 20.

The formula is as follows :

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kVt} \right)$$

Where :

r_{11} = the reliability of the test

k = the number of the items

M = means of score total

Vt = Variants total

After getting reliability score, the next step is to consult with the r product moment table.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{953}{\sqrt{1027,958}}$$

$$r_{xy} = \frac{953}{991,90} = 0,96$$

Based on the calculations above, it can be concluded that the reliability of the questionnaire in this study is high, it could be concluded that the instrument used in this research was reliable.

3. Difficulty Level of the Test

After the try out is conducted, each of the items are classified into difficulty level by using this formula :

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

Where :

P = The percentage who answer the item correctly

R = The number who answered the item correctly

T = The total number of subject.

(Gronlund, 1993)

The interpretation of the level of difficulty of the items was determined by using these following categorizations :

0.90-1.00 = too easy

0.71-0.89 = easy

0.40-0.70 = moderate

0.20-0.39 = difficult

0.00-0.19 = too difficult

By using the formula, we obtain that :

$$P = \frac{18 \times 100}{30} = 60$$

$$P = 60$$

The following was the example of difficulty level computation for item number

1. According to the criteria, the item number 1 is moderate.

Meanwhile, the complete computation of the difficulty level of the test can be seen in Appendix 10.

4. Discriminating Power

The discriminating power measures how well the test items arranged for identify the difference in the students' competence.

The formula is :

$$ID = \frac{UG - LG}{N}$$

In which,

ID = Index of Discrimination

UG = Upper Group

LG = Lower Group

N = Total Number of Students

(Arikunto, 2007)

The criteria of the discrimination index are :

0-0,2 = Poor
0,2-0,4 = Enough
0,4-0,7 = Good
0,7 – 1 = Excellent

The following was the example of difficulty level computation for item number

1. By using the formula, we obtain that :

$$ID = \frac{13 - 2}{15} = 0,73$$

ID = 0,73

According to the criteria, the item number 1 is Excellent. Meanwhile, the complete computation of the Discrimination Power of the test can be seen in Appendix 10.

3.7 Data Analysis

To find out data analysis, researchers will make it into each research question as follows:

1. Is there any significant improvement in students' phrasal verbs after the implementation of the TPR method

To answer the first research question, the researcher will analyze the data using two vocabulary tests, namely the pre-test and post-test.

In this research, the researcher applied quantitative. To assess the students improvement in mastering phrasal verbs, the researcher provides 13 questions and students will answer it in 30 minutes. In scoring the vocabulary test, it is determined that the ranging from 0-100 by accounting for the correct answer, and applying the following formula :

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

Where :

S : Score

R : The number of correct answer

N : The number of question

Then, to get the percentage of class that passed the minimum mastery level criterion (KKM) considering English subject gains score 75, the researcher applied the following formula :

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

Based on the calculations above, below is the table for students' data which is divided into 2 groups, namely Upper and Lower based on KKM.

Table 3.7 Upper and Lower student data

upper	lower	KKM
(U)	(L)	
76.90	61.50	75
76.90	61.50	75
76.90	61.50	75
76.90	61.50	75
76.90	61.50	75
76.90	61.50	75
76.90	69.20	75
76.90	69.20	75
76.90	69.20	75
84.60	69.20	75
84.60	69.20	75
84.60	69.20	75
84.60	69.20	75
92.30		75
92.30		75
92.30		75
92.30		75

3.8 Hypothesis Testing

The hypothesis which shows that there is a significant improvement in students' phrasal verbs after the implementation of the TPR method, was statistically tested with the computerized SPSS where the significance is determined by $\alpha < 0.05$. So the hypothesis is as follows:

H1 : There is a significant improvement in students' phrasal verbs after implementing the TPR method.

H0 : There is no significant improvement in students' phrasal verbs after implementing the TPR method.

The criteria of hypothesis testing are as follows :

H1 (alternative hypothesis) is accepted if *alpha level* is lower than 0.05 ($\alpha < 0.05$).

H0 is accepted if the *alpha level* is higher than 0.05 ($\alpha > 0.05$).

This chapter has described the methods used for this study with research design, population and sample, variables, research instruments, research procedures, data collection techniques, validity and reliability, data analysis and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This chapter describes the conclusion of the result of the research and also suggestions are provided for English Teachers who want to use the TPR method in teaching phrasal verb.

5.1 Conclusion

Having conducted the researcher at the fifth grade of SDIT Insan Kamil Bandarjaya and analyzing the data, the researcher draws the conclusion as follows:

1. There was a significant improvement in students' phrasal verbs after being taught through Total Physical Response method. TPR method was applicable to encourage the students to improve their phrasal verbs. It was proved by the increase of the students' mean score in the post-test (74.51) was higher than the mean of the pre-test (34.13). In addition, the result of hypothesis shows that the significant level is 0.00 and it was lower than $\text{sig} < 0.05$. The t-value score of the result analysis was also higher than the t-table ($17.330 > 2.048$). It indicates that the hypothesis is accepted. It happened because implementing the Total Physical Response as a method in improved students' phrasal verbs. Thereby creating a more enjoyable learning experience.

5.2 Suggestions

Considering the conclusion, some suggestions were proposed as follows :

English Teacher :

1. Since there is significant improvement in students' phrasal verb after being taught through the Total Physical Response method. English teachers are encouraged to use this method in teaching vocabulary, especially about Phrasal Verbs.

2. The researcher has difficulty overcoming students concentration. Young learners are very easily distracted, so the solution that researcher did is used short and varied activities to maintain students attention. So the researcher hopes that teachers can divide them into small groups to maintain their concentration.

3. In order to minimize the students' problem in learning vocabulary through TPR method. The teacher should focus on exemplifying body movements that match the vocabulary, so that students observe and understand what they have to do. After conducting the treatment, the teacher can conduct a simple quiz at the end of the class and ask the students to come to the front of the class to state the answer, and give them feedback or appreciation for having the courage to answer so that students learn with enjoyment, this can help students to be able to more understand what is being taught because the learning atmosphere is fun considering that they are elementary school students.

3. Teachers can use this TPR method for teaching students to minimize the use of technology for students, especially in elementary school. This TPR method can help students to learn with a fun method without having to use technology such as

videos, films and so on. This TPR method can be used by teachers to teach students using something that is fun but does not have to involve technology or the internet. This TPR can prove that students can learn in a fun learning atmosphere without having to use technology.

4. When teaching phrasal verbs to the students, they had difficulty remembering phrasal verbs that were unfamiliar for them. Therefore, the teacher can combine it with the “repeat after me” method while treatment carry out.

The Other Researcher :

1. The researcher of the research in under the title “The Effect of Using Total Physical Response (TPR) Method to Teach Phrasal Verbs for Young Learners’ in English Teaching” hopes that the result of the research may be a reference to the following research for further research with the different objectives, sample, and occasion.

2. Other researchers can conduct research using the Total Physical Response Method in other aspects of vocabulary and see whether there is a significant increase in students.

3. The researcher hopes that future researchers who want to research the TPR method can conduct treatment over a longer period of time so that students can more understand and improve their English skills with this Total Physical Response (TPR) Method.

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