USING TOTAL PHYSICAL RESPONSE APPROACH TO IMPROVE STUDENTS' ABILITY IN UNDERSTANDING VOCABULARY AT MTs. HASYIM ASY'ARI SURABAYA

The Thesis is completed
as a Partial Fulfillment of Requirement for Degree of English Language Teaching in
State Institute For Islamic Studies Sunan Ampel Surabaya

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TARBIYAH FACULTY

ENGLISH DEPARTMENT

FEBRUARY 2010

i

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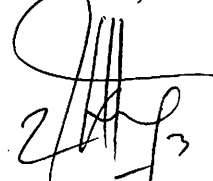
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ii

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iii

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ABSTRACT

USING TOTAL PHYSICAL RESPONSE APPROACH TO IMPROVE STUDENTS' ABILITY IN UNDERSTANDING VOCABULARY AT MTs. HASYIM ASY'ARI SURABAYA; Badriyah, L. 2009; Advisor: Dr. Zuliati Rohmah, M.Pd

This thesis presents the finding of education research, especially "Implementation of Using Total Physical Response method to learn English", and it analyses the improvement of students' ability to understand vocabulary in listening, speaking, reading and writing aspects. English is an international language in the world. In Indonesia wherever it is in Elementary, Secondary, Senior High School, and University, English must be taught as a compulsory subject. Foreign language mastery must be acquired through a process. So it is essential that English should be taught at the early ages.

In fact, teaching English for children and adult is very difficult because most teachers should increase students' motivation to learn it. Usually most students are afraid to learn it. It may be caused by the fact that they do not understand the meaning of the vocabulary. The result is that they have assumption that English is a complex lesson, and it is difficult to understand. For this reason, all teachers should search fun activities when they teach it in the classroom. There are many kinds of learning methodologies to learn it. One of them is Total Physical Response method. TPR itself can be an alternative method to learn English for children and adult because TPR built coordination of command, speech, and action, and the result is the students easily understand the meaning of vocabulary and the students feel fun when they learn it in the classroom.

The research methodology of this study is Classroom Action Research (CAR). The researcher used it, because the researcher found many problems in MTs. Hasyim Asy'ari Surabaya. In this study, the researcher adopted Elliot's model (1991) as a research procedure, which consists of six steps: (1) Preliminary study, (2) Reconnaissance, (3) Planning the action, (4) Implementing the action, (5) Observing, (6) Reflecting. The sources of the data were: the teachers' and students' activities in the classroom during the implementation of TPR approach, the English teacher at MTs. Hasyim Asy'ari Surabaya (Mr. Wagio. S. Basuki) the students' response and students' score. Data collecting technique were: observation, interview, questionnaire, documentation, and test.

The results of the study showed that the students could improve their ability in understanding vocabulary by using TPR approach. TPR itself can create fun situation in the classroom during English teaching learning process, and TPR approach is not only appropriate in Kinder Garden and Elementary School, but also appropriate in Secondary School.

As a suggestion, process of understanding vocabulary itself is not easy to be done, but the teacher should search method and strategy that is appropriate to students' language level to understanding the meaning of vocabulary easily, and the teacher does not use memorizing vocabulary technique to improve students' ability in understanding vocabulary. The teacher should use TPR as method to teach English, especially improvement in understanding vocabulary. TPR itself use coordination speech and action, which stimulate students to built concept the meaning of vocabulary in their brain then students understand the meaning of vocabulary easily. TPR can also create fun situation, and make students interested in learning it. The teacher should not use TPR method in big class which the student more than thirty students, because it would be made chaos in the classroom.

TABLE OF CONTENT

Page

CHAPTER I: INTRODUCTION

CHAPTER II: REVIEW OF RELATED LITERATURE

CHAPTER III : RESEARCH METHODOLOGY

CHAPTER IV: RESEARCH FINDING AND DISCUSSION

x

LIST OF PICTURES

LIST OF APPENDIX

APPENDIXES

1. Surat Tugas Dosen Pembimbing

2. Surat Izin Penelitian

3. Surat Keterangan Dari MTs. Hasyim Asy'ari Surabaya

4. Kartu Konsultasi Skripsi

5. Silabus

6. Foto Kegiatan Siswa Selama Penelitian

CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the study, problems of the study, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. BACKGROUND OF THE STUDY

English is an international language in the world. The function of a language is a communication tool to exchange information from one person to others. For this reason, English have an important position in the world and it must be taught in Indonesia.

Generally, most teachers said that teaching English for children and adult is very difficult. It may be caused by the fact that many of them do not understand English teaching methodology. Teaching methodology is related to the practice of teaching itself. It includes approach, method, technique, and procedure. An approach describes how people acquire their knowledge of the language and make statement about the condition which will promote successful language learning. A method describes the practical realization of an approach. Therefore, while teachers understood approach and method, he/she can decides the types of activities in the classroom, roles of teacher and learners, kinds of material which will be helpful, and some model syllabus organization, then the teacher can make procedure of teaching and learning. A procedure described an ordered sequence

1

of technique. It is related to activities done by teachers and learners in the classroom.

One month ago, the researcher conducted observation at MTs Hasyim Asy'ari Surabaya. The researcher found many problems in the classroom, such as: using traditional method. It means that the teacher often requires students to translate Indonesia into English or vice versa, and requires students to look difficult word by dictionary without eliciting word. This evidence also was endorsed by Mr. Wagio S. Basuki as English teacher in MTs. Hasyim Asy'ari. He said that the students' ability in understanding vocabulary is very low. It influenced the students' ability in English skills (listening, speaking, reading, and writing).

There are many kinds of language learning method to learn English, such as: Grammar Translation, Direct Method, Audio-Lingual Method, Silent Way, Suggestopedia, Community Language Learning (CLL), Total Physical Response (TPR), Natural Approach, and Communicative Language Teaching (CLT). Generally, the teacher can chose one of those as their teaching learning method that appropriate their students' ability in the classroom.

In fact, most teachers always teach English vocabulary by requiring students to memorize the meaning of the English words. This way make students get bored during teaching learning process in the classroom. The best way to teach English is to bring the lesson as close as possible to the real life situation,

such as: gesture, handling or touching things, incidents and activities, pictures, interesting stories, and also certain games.

As we know that many kinds of method in language teaching methodology to teach English, such as Total Physical Response (TPR). TPR itself use coordination speech and action. While students learn new vocabulary, they can learn by imitating the teachers' model. TPR allows students to learn English moving and active, even though students can not speak out the language. In other word, TPR gives pleasant situation in the classroom, and make students interested in learning it.

Related to the implementation of TPR approach, the researcher presents two previous studies. It is used to reinforce this study. According to Try Yuana (2006) finds that using TPR method can improve students' vocabulary mastery.[1] Niken Nugrahaningsih (2007) finds that using TPR method can progress the students' in mastering English preposition.[2]

Generally, TPR method is often used in kinder garden and elementary school. In this study, the researcher tries to implement TPR approach in secondary school to improve the students' ability in understanding vocabulary.

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[1] Ary Try Yuana, Using Total Physical Response in Elementary School, Thesis, (Surabaya: Perpustakaan UNESA, 2006) p. 54 t.d
[2] Niken Nugrahaningsih, The Use Total Physical Response Method in English Preposition Teaching (to fifth grade student academic year 2006/2007 SDN Tajuk I Getasan Kab. Semarang), (Semarang: Perpustakaan UNNES, 2007) P. 47 t.d

B. PROBLEM OF THE STUDY

Based on the background above, the researcher states the main problems of the study:

1. How is the implementation of TPR approach to improve student's ability in understanding vocabulary?

2. What improvement appears after TPR approach applied?

3. How are students' responses in English learning by using TPR approach?

C. OBJECTIVE OF THE STUDY

The objectives of the study are:

1. To describe "How TPR approach is applied in teaching of vocabulary to the seventh grade of student of secondary school.

2. To know weather TPR can improve students' ability in understanding vocabulary.

D. SIGNIFICANCE OF THE STUDY

Based on the objective above, this study is tried to improve students' ability in understanding vocabulary by using "Total Physical Response" approach at MTs Hasyim Asy'ari Surabaya. The researcher hoped that it will contribute to the English teaching, and can inform to new teacher about approach and method that is appropriate to teach vocabulary in secondary school.

E. SCOPE AND LIMITATION

Research is conducted at first semester of seventh grade at MTs Hasyim Asy'ari Surabaya in academic year 2009/2010. This study is focused on the application of Total Physical Response approach in English teaching.

F. DEFINITION OF KEY TERMS

1. Total Physical Response

A language teaching method built around the coordination between speech and action, it attempts to teach language through physical (motor) activity.[3]

2. Vocabulary

- The total numbers of words that are learned by person in the foreign language class.[4]

- The set of all words that are understood by person or the set of all words likely to be used by that person when construct new sentence.[5]

3. Ability

- Possession of the qualities (especially mental qualities) required to do something or get something done.[6]

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[3] Jack C. Richards and Theodore S. Rodgers, *Approach and method in language teaching: A Description and analysis*, (Cambridge: Cambridge University Press, 1984), p.87

[4] Penny Ur, *"A Course In Language Teaching: Practice and Theory"*, (Cambridge: Cambridge University Press, 1995), p. 60

[5] Wikipedia (2008, January) Definition of Vocabulary from http:www.en.wikipedia.org/wiki/vocabulary (September, 22 2009, Time: 9:53 am)

[6] Word reference (2008) Definition of Ability from

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the definition of vocabulary, the importance of vocabulary, teaching vocabulary, the techniques of teaching vocabulary, total physical response in language learning, using TPR in teaching vocabulary, principle of TPR, procedure and techniques of using TPR.

A. THE DEFINITION OF VOCABULARY

Vocabulary is an important component of language. Language consists of sound, vocabulary, and structure. Vocabulary itself is a central language, because when students are learning English, they need to master vocabulary. There are many definition of what is vocabulary:

Steven Stahl (2005) states, "Vocabulary knowledge is knowledge". The knowledge of a word not only implies a definition, but also implies "How that words fits into the words".[7]

Fran Lehr (2004) states, "Vocabulary is knowledge of words and word meanings.[8]

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[7] Diamond, Linda., and Gutlohn, Linda (2006,September) Teaching Vocabulary from http:www.readingrocket.org/article/9943 (January, 12 2009, 9:26 am).
[8] Lehr, Fran (2004) Definition of Vocabulary from http://www.prel.org/products/re_ES0419.hth time 12:18 pm

It means that vocabulary knowledge is not something that can be easily learn and be fully mastered, it is something that expands and deepens over the course of a lifetimes.

While the children and adult to learn English language, the learner must comprehend vocabulary. They do not only understand the implication of definition words, but also understand the implication of words that fit into the words. In other words, while they mastered it, they understood the meaning of words easily.

Another definition of vocabulary based on Wikipedia (2009) vocabulary is: "The set of all words that are understood by person or the set of all words likely to be used by that person when construct new sentence".[9]

Penny Ur (1995) states, "Vocabulary is the total numbers of words that are learned by person in the foreign language class".[10]

Based on definition above, the researcher concludes that vocabulary is an important aspect in a foreign language that must be understood among addressor and addressee when they take and give knowledge or information by speaking or writing activity.

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[9]Wikipedia (2008, January) Definition of Vocabulary from http:www.en.wikipedia.org/wiki/vocabulary (September, 22 2009, Time: 9:53 am)
[10] Penny Ur, *A Course In Language Teaching: Practice and Theory,* (Cambridge: Cambridge University Press, 1995), p. 60

B. THE IMPORTANCE OF VOCABULARY

Vocabulary is an important element in the acquisition of a second language. Without an extensive vocabulary, acquisition of a second language will be unsuccessful. While we are talking about vocabulary, it is related to grammar, pronunciation, and function of language, because 'without grammar, it is very little that can be conveyed', 'without vocabulary nothing can be conveyed'.

Rivers (1983:117) states that:

"The acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary, we will be unable to use the structure and functions, we have learned for comprehensible communication".[11]

David Wilkins (2002:13) states that:

"If you spend most of your time studying grammar, your English will not improve very much. You will see improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words".[12]

As acknowledged by David Wilkins, general problems are apparent among learners learning English, as follows:

- *Oral is my weakness and I can't speak a fluent sentence I English. Sometimes, I am lack of useful vocabularies to express my opinions.*
- *I forget the words soon after I have looked in the dictionary, For example when I read a English book.*
- *I'd like to enlarge my vocabulary (this word I also had to find in dictionary). Too often my speaking is hard caused by missing words.[13]*

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[11] David Nunan, *Language Teaching Methodology: A textbook for teachers,* (Prentice Hall International (UK) Ltd, 1991), p. 117
[12] Scott Thornbury, *How to teach vocabulary,* (Longman,2002), p.13
[13] Ibid, p.13

Based on statements above, the researcher can conclude that vocabulary is an important aspect in second language acquisition.

C. TEACHING VOCABULARY

Teaching vocabulary is a difficult activity, especially teaching vocabulary for children or beginner level. In fact, vocabulary is important in the foreign language. In other words, vocabulary must be mastered by learners who are learning English. It contributes positive effect in learners' skills (listening, speaking, reading and writing). Generally, most teachers are difficult to introduce vocabulary. Sometimes, they explain vocabulary used widely, such as: translation, giving a synonym, and providing a verbal explanation. The result is that the students find it difficult to understand vocabulary.

To be a professional teacher, he/she must decide appropriate ways of introducing new vocabulary. There are occasions when each is appropriate, but more occasions when there are more interesting, more effective, and more memorable ways of introducing new vocabulary, and helping to fix it in students' mind. Michael Lewis and Jimmie Hill (1992) points out ways of introducing new vocabulary, they are:[14]

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[14] Michael Lewis and Jimmie Hill, *Practical Techniques for Language Teaching*, (London: Language Teaching Publication, 1992), p.102-104

1. Demonstrating

    The teachers give a verbal explanation, but it should at least be accompanied by a physical demonstration. It both helps to make the meaning clearer, and help to fix the word in students' mind. If every word is 'explained' in the same way either by translation or verbal explanation, it makes students difficult to distinguish and understand vocabulary.

2. Using the real thing

    The teachers bring the real thing in the classroom when the teachers give introduction new vocabulary.

3. Drawing and sketching

    The teachers always make a simple sketch which illustrates meaning.

4. Using the blackboard to show scales or grades

    Word like cool, orange (color), or probably may be explained by presenting them with groups of related words:

    For example:

    | *Hot* | *Red* | *Certainly/definitely* |
    | *Warm* | *Orange* | *Probably/Possibly* |
    | *Cool* | *Yellow* | |

5. Antonym and synonym

    Using antonym to introduce new vocabulary is easier than using synonym. While the teacher use synonym, he/she finds problems. Firstly, there is very exact synonym within the language and it is easy to give

wrong impression, for example equating *little* and *small*. Secondly, in most cases it is extremely difficult to find a synonym which is simple enough to help students.

6. The dictionary

Text should not contain very large number of new words, so there should not be a great number of new words at any one time. One technique for explaining these which teachers too frequently overlook is asking the class weather anybody knows the word – individual students does learn things outside the classroom – and, if not, asking one or more students to look the word up in a dictionary. In this way the process of "learning a new word" also provides practice in learning skill and using dictionary.

7. Verbal explanation

Some language items are best explained by being used in a variety of context with the teacher commenting on the use. It is important with to use the items in more than one context to avoid any incidental features of that particular context. This kind of explanation is particularly useful in dealing with the lexical items common within functional teaching. Most functional phrase is best explained by two or three examples and a description of the function performed.

8. Translation

Although, some teachers over - uses this technique, it is equally true that others under-used it. To some it is seen as boring and traditional. For

some words, however, the only sensible way to explain is by translation. This is often the case with certain types of technical words.

For example:

'Measles' means infection disease, marked by small red spots on the skin, and for words which are "a kinds of......" e.g. Oak

There is a rich variety of ways explaining new words. A number of factor need to be borne in mind:

- Is the word for active or passive use by students?

- Is your attention to explain an unexpected difficult without disturbing the main flow of the lesson or is the vocabulary studied the main point of the particular classroom activities?

In other words, the teachers need to be aware of a variety of ways of explaining and constantly to ask themselves why a particular word is being explained at all.

D. THE TECHNIQUE OF TEACHING VOCABULARY

Nattinger (1988) presents a number of classroom techniques for vocabulary development, they are:[15]

1. Context clues

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[15] David Nunan, Language Teaching Methodology: A textbook for teacher, (Practice Hall International (UK) Ltd, 1991), p. 134-136

The technique for "Guessing vocabulary" from context include activating background of knowledge from the topic of a text, obtaining a clues from grammatical structure, pronunciation and punctuation, and using the natural redundancy of surrounding words.

For example:

The reader should be able to guess the meaning of *'workaholic'* in the following sentences: My father was a workaholic, he worked so long and so hard that we rarely saw him.

2. Word morphology

    The learners can be taught to extend their vocabulary by mixing and matching word stems, suffixes and affixes.

3. Mnemonic device

    Mnemonic device is a trick for committing words to memory. Nattinger (1988) points out that there is resistance to the use of such devices by many teachers.

4. Loci

    This is a form of mnemonic in which a list of words to be learned that are associated with a familiar visual image, such as: a room or a well known tourist spot. Each word is associated in some way with one of items in the visual image, and image is used to assist in the recall of words.

5. Paired association

In this technique, which is similar to the use of loci, word in the first and second language which has similarity in sound and meaning that can be associated. Nattinger (1988) cites currents' example of the German word *'Schwarz'* which means black and which could be associated with the English word *'swarthy'*.

6. Key word

The target vocabulary items are paired with its native language equivalent in an idiosyncratic way, for example in learning that the Spanish word 'perro' means *'dog'*. One might notice that the first syllable of the new word sound like *'pear'* and would then visualization a large pear-shaped dog waddling down the street.

7. Total physical response

In this technique, the target vocabulary items are paired with relevant physical action.

8. Cognitive depth

This technique was developed by Craik and Lockhart (1972). Students are asked one of the following checking questions in relation to each word.

For example:

1. Is there a word present?

2. Is the word printer in capitals or in lower case letter?

3. Does it rhyme...?

4. Is it a member of.......category?

5. Does it fit into the following sentences?

9. Formal grouping

Vocabulary items can be memorized by teaching students to recognize basic forms of words and how they combine with certain affixes.

For example:

Students could be taught the meaning of word, such as tele (far, distance), phone (sound), and then give list of vocabulary items containing these words and asked to guess the meaning of these compound words.

10. Word families

This is an extension of the formal grouping technique. Exercise can be developed to show how word 'families' are developed from a single root, such as: part, partition, partly, partner, participant, particular, particle.

11. Historical, Orthographical, and Similarities

This involves the development of association based on historical, orthographical, and similarities between cognate language. For example, there are many words in language such as Spanish and Italian, or English and German, which share common or closely

related meaning and which can be exploited to assist learners to expand their target vocabulary.

12. Collocation

Collocation is word which is commonly associated. Nattinger (1988) suggest that exercise to develop and strengthen these associations can greatly facilitate learning.

The following sample collocational exercise is from Brown (1974:9).

Choose the items that collocate most usefully with each verb. The number of lines left after each verb is aguide to the number of useful collocations possible.

1. To appeal...................................... the slow student .
   .... against the judge's decision
   .... to my friend for help
   .... him to learn from his
2. to encourage.................................... mistakes
   .... etc.
   ....

E. TOTAL PHYSICAL RESPONSE IN LANGUAGE LEARNING

Total Physical Response (TPR) is a method developed by James J. Asher. He is a professor of physiology at San Jose State University California. Dr. Asher began experimenting with TPR in the 1960s'. The method has been developed from developmental physiology, learning theory and language learning procedure. He has been invited to present his successful TPR approach in the USA, England and other part of the world.

TPR is a language teaching method built around the coordination of speech and action, it attempts to teach language through physical (motor)

activity.[16] According to Larsen-Freeman[17], TPR is also called as comprehension approach, because TPR requires the students to respond physically to the language they hear, and language process is thus match with physical action. According to James Asher (1986) claims that speech directed to young children consist of primarily of commands, which children respond physically before they begin producing verbal response.[18]

Asher (1986:87) states that:

"Total physical response is a natural method. Asher sees first and second language learning as parallel processes. Second language teaching and learning should reflect the naturalistic processes of first language learning".[19]

He also adds that:

> "Asher sees three processes as central. (1) Children developed listening competence before they develop the ability to speak. (2) Children's ability in listening comprehension is acquired because children are required to response physically to spoken language in the form of parental commands. (3) Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it".

Asher's language learning theories are reminiscent of the views of other behavioral psychologists. For example the psychologist Arthur Jensen proposed a seven stage model to describe the development of verbal learning in children. The first stage, he calls Sv-R type learning, which the educational psychologist, John DeCecco (1986:89) interprets as follow:

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[16] Jack C. Richards and Theodore S. Rodgers, Approach and method in language teaching: A Description and analysis, (Cambridge: Cambridge University Press, 1986), p. 87

[17] Diane Larsen-Freeman, Techniques and Principle in Language Teaching, (Oxford University Press, 1986), p.109

[18] Jack C. Richards, Op.Cit. p.87

[19] Ibid, p.90

"In Jensen notation, Sv refers to a verbal stimulus-a syllable, a word, a phrase, and so on. R refers to the physical movements the child meke in response to the verbal stimuli (or Sv). The movement may involve touching, grasping, or otherwise manipulating some object. For example, mother may tell Percival (age 1) to get the ball, and Percival, distinguishing the sound "ball" from the clatter of other household noises, responds by fetching the ball and bringing it to his mother. Ball is the Sv (verbal stimulus), and Percival action is the response. At Percival age, children respond to word about for times faster than they respond to other sounds in their environment. It is not clear why it is so, but it is possible than the reinforcing effects of making proper responses to verbal stimuli are sufficiently strong to cause a rapid development of this behavior. Sv-R learning represents, then, the simplest form of verbal behavior".[20]

Mukti Penny (2008) presents three hypotheses, they are:[21]

1. The bio-program. It describes that first and second language learning as parallel process.

   "A reasonable hypothesis is that the brain and nervous system are biologically programmed to acquire language.....in a particular sequence and in a particular mode. The sequence is listening before speaking and the mode is to synchronic language with the individual's body (Asher 1987:90)".[22]

2. Brain lateralization. These as demonstrating that the brain is divided into hemispheres according to function, with language activities centralized in the right hemisphere.

   "The child language learner acquires language through motor movement a right hemisphere activity, right hemisphere activities must occur before the left hemisphere can process language for production (Asher and Jean Piaget 1987:91)".[23]

3. Reduction of stress

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[20] Jack C. Richards, Op.Cit. p.89
[21]Penny, Mukti (2008) Total Physical Response: Metode Pembelajaran Bahasa yang Effektif Untuk Peserta Didik from http://www.gapika.wordpress.com/2008/01/12/tpr-totally-physical-response-metode-pembelajaran-bahasa-yang-cukup-efektif-untuk-peserta-didik/
[22] Jack C. Richards, Op.Cit. p.90
[23] Ibid, p.91

"The adult language learning environment often causes considerable stress and anxiety. The key to stress-free learning is tap into the natural bio-program for language development and thus to recapture the relaxed and pleasurable experiences that accompany first language learning by focusing on meaning interpreted through movement rather than on language forms studied in the abstract (Asher 1987:91)".[24]

F. USING TPR IN TEACHING VOCABULARY

Asher introduces a method to help the student learn language. TPR itself encourages children active involved and participated in learning activity in the classroom.

Asher (1986:92) states that:

"We are not advocating only one strategies of learning. Even if the imperative the major or minor format of training, variety is critical for maintaining continued student interest. The imperative is a powerful facilitator of learning, but it should be used in combination with many other techniques. The optimal combination will vary from instructor to instructor and class to class".[25]

According to Asher's theory above, the researcher used this approach for teaching vocabulary from imperative language and action verbs. The researcher commands all students to follow her commands. The commands are imperative language and action words by using gestures.

Asher (1986:88) states, "Most of grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor".[26] Richard and Rogers (2006:129) adds, "In

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[24] Ibid, p.91
[25] Ibid, p.92
[26] Ibid, p.88

the TPR method, language seen as a set grammar is taught through inductive processes. Students learn grammar based on sentences used in commands, and the grammar is learned together with vocabulary items".[27]

The TPR also deal with error correction. Correction is carried out in an unobtrusive manner. Larseen-Freeman (2006:128) states, "When the learners make an error, the teacher repeats the command while acting out".[28] Asher's (2006:128) states, "The teacher should have wide tolerance for distortions but eventually he/she should narrow the tolerance for production or grammar errors. Although, the teacher will finally give a turn to the students already produces the command properly or not".[29]

G. PRINCIPLE OF TPR

Larsen-Freeman (2006) states that TPR method makes the language learners understand the target language before making them speak. Based on his statement, there are three principles of TPR:[30]

1. Language learners can learn through observing action as well as by performing the action themselves.

   It means that by observing action and performing it, they will understand the language that they are learning. The meaning of words

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[27] Ag. Banbang Setiyadi, Teaching English As a Foreign Language, (Yogyakarta: Penerbit Graha Ilmu, 2006), p.129
[28] ibid, p.128
[29] ibid, p.128
[30] ibid, p.127-129

can be understood by making associations between the utterances they hear and the action they are observing.

2. Having fun makes language learners interested in learning the foreign language.

It means that learning a foreign language will be more effective, if language learning have fun, because TPR is provided through physical activities. Physical activities are meant to reduce stress people feel when studying English.

3. The TPR also deals with error correction.

It means that the teacher almost dominates the correction. The teacher correction seems to be the only way in dealing with correction. The teacher does not delay to correction; he/she will correct the error as soon as the error is noticed. Although, the teacher will finally give a turn to the student to repeat the command, he/she does this only to check whether the student already produces the command properly or not.

Bill Flick (2009) presents summary of TPR principles in language learning as follows:

1. Goal: communication, and learning L1=learning L2.

2. Roles of the teacher: director, teacher provides model of L2 for imitation. Later role reversal.

3. Teaching/learning process: comprehension before production. Modeling by teacher followed by performance.

4. Nature of students/teacher interaction: teacher speaks, students respond nonverbally, later on verbally.

5. How are students' feelings dealt with? Students have fun in a non stressful situation.

6. View of language/culture: spoken over written.

7. What skills are emphasized: grammar and vocabulary initially via imperatives comprehension precedes production.

8. Role of L1: not use.

9. How does evaluation occur: by observation.

10. Treatment of error: unobtrusive correction.[31]

H. PROCEDURE AND TECHNIQUES OF USING TPR

Asher (2006:135-136) presents the procedure to practice this method, they are:[32]

1. The teacher introduces vocabulary items by pronouncing them without telling the meaning.

2. The teacher sets up the classroom. It means that sitting arrangement into a semi-circle. The purpose is a rather large space for the action.

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[31] Flick, Bill (2009) Summary of Principles In Language Learning htt://www.auburn.edu/~nunnath/eng16240/principl.html

[32] Banbang Setiyadi, Teaching English As a Foreign Language, (Yogyakarta: Penerbit Graha Ilmu, 2006), p.135-136

3. The teacher requires some of students to come up to the front of classroom to be a volunteer.

4. The teacher speaks out the vocabulary taught and acts it out, such as: 'Stand Up' and 'Sit Down'.

5. The teacher requires all of students to imitation.

6. The teacher should be a model the action and command with the study until the students can individually response quickly and accurately when the learners are ready for an expansion of utterance the commands.

The procedure above can be continued with the following working techniques (Gracia 2006:134):[33]

1. Sometimes it takes a great effort for the student to transfer a concept to another situation. Hence, it is important to present an item in many different situations and recombine vocabulary.

2. The teacher should follow as slow pace in introducing material. A barrage of vocabulary will be counter productive in the retention of learned items.

3. Besides recombining the vocabulary presented, it is valuable to expand the meaning by accretion to speak. This can be accomplished by putting the lexical items in more complicated performance.

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[33] Ibid, p.134

4. As the students increase their comprehensive vocabulary, it is great of value to include functional words such as *of, with, and* etc, that keep the languge smooth and together.

5. It is very beneficial for the learner to keep retrieving the original material introduced. These basic commands learned early in training are the foundation upon which more complex construction can be anchored.

6. From the start, it is useful to introduce equivalents and synonyms. This technique may sound confusing, but it is not if properly done.

7. As the students learn more individual commands, it is an effective procedure to give several commands in sequence to be performed in a continuous action. The teacher should not get too ambitious in this strategy. When abused, this technique could cause more harms then benefits. Also, if over extended this is more an exercise in memorization than comprehension.

8. The teacher should be very cautious about the idea of introducing prematurely an overwhelming number of vocabulary items. In the long run this is not desirable because it tends to create confusion. It is better to introduce a few items at a time.

I. REVIEW OF THE PREVIOUS STUDY

Related to this study, the researcher presents two previous studies. These studies focus on the implementation of TPR approach, and improvement the

students' ability in understanding vocabulary by using TPR method. These studies are:

1. Using Total Physical Response Method in Elementary School (to the fourth Grade SDN Karangbong II Gedangan Sidoarjo) was done by Ary Try Yuana. She finds that using TPR method can improve students' vocabulary mastery. In this study, she used Classroom Action Research design (Kemmis and Taggart's model:1988). She collected the data from observation, field-note, and test.[34]

2. The Use of TPR Method in English Preposition Teaching to the fifth grade student academic year 2006/2007 SDN Tajuk I Getasan Kab. Semarang was done by Niken Nugrahaningsih. She finds that using TPR method can progress the students' in mastering English preposition. In this study, she used experiment research design. She collected the data from pre-test and post-test.[35]

In this study, the researcher worked with TPR approach in order to find the best technique and to know the improvement of the students' ability in understanding vocabulary by using this technique.

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[34] Ary Try Yuana, Using Total Physical Response in Elementary School, Thesis, (Surabaya: Perpustakaan UNESA, 2006) p. 54 t.d

[35] Niken Nugrahaningsih, The Use Total Physical Response Method in English Preposition Teaching (to fifth grade student academic year 2006/2007 SDN Tajuk I Getasan Kab. Semarang), (Semarang: Perpustakaan UNNES, 2007) P. 47 t.d

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on a description of research design, research setting, research procedure which consists of preliminary study, planning the action, implementing the action, observing the action, data and source of data, instrument and technique of data collection, reflection and data analysis.

A. RESEARCH DESIGN

The research design of this study is Classroom Action Research (CAR). It was introduced by Kurt Lewin on 1946s' then developed by Stephen Kemmis, Robin Mc Teggart, John Elliot, Dave Ebbuth. According to Suharsimi Arikunto (2008) Classroom Action Research is a process of reflection on teaching learning in the classroom.[36] Sulipan (2008:2) states, "Classroom Action Research is an action that is conducted in the classroom to find out the effect of it, which is applied to subject in the classroom".[37] Therefore, classroom action research is an inquiry or research related to effort to improve the quality of teaching and learning.

Here, the researcher conducted this study by herself. It means that the researcher played the role both as the teacher and observer in the classroom. The English teacher, Mr. Wagio S. Basuki at MTs. Hasyim Asyari gave the

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[36] Suharsimi Arikunto dkk, PENELITIAN TINDAKAN KELAS, (Jakarta: Bumi Aksara,2008), p.3
[37] Sulipan, PENELITIAN TINDAKAN KELAS (Classroom Action Research). (Bandung: Widyaswara pada P4TK BMTI, 2008), p. 2

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opportunity to the researcher to handle and manage the classroom. The researcher used this research methodology, because the researcher found many problems in the classroom such as, traditional method and the students' problem in understanding vocabulary, which influenced the students' skills (listening, speaking, reading, writing), based on the research finding of observation.

Based on the problems above, the researcher applied Total Physical Response approach to teach vocabulary, which were aimed to improve the students' ability in understanding vocabulary and to solve classrooms' problems by doing repeated cycle until those problems could be solved. It is in line with Trainer Team of PGSM Project (1994) statement that Classroom Action Research has a purpose to improve or increase teaching and learning practice without interruption.[38]

The researcher presents several Models' of Classroom Action Research as visualization of research procedure. There are many models, such as: Lewin's model, Elliot's model (1991), Kemmis and Taggart's model (1988), Ebbutt's model (Hopkins, 1993), McKernam's model (modification from Hopkins, 1993).[39]

Generally, there are four steps that are done. According to Gregory (1988), Action Research typically involves small-scale investigation project in

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[38] Ibid, p.2
[39] Rochiati Wiriaatmadja, METODE PENELITIAN TINDAKAN KELAS UNTUK MENINGKATKAN KINERJA GURU DAN DOSEN, (Bandung: Remaja Rosdakarya, 2008), p.61-69

the teacher's own classroom, and consists of a number of phrases which often recur in cycle:[40]

- Planning

- Action

- Observation

- Reflection

B. RESEARCH SETTING AND SUBJECT

This study was conducted at MTs. Hasyim Asy'ari located on Jl. Balongsari Tama 3B/22, Kec. Tandes, Kel. Balongsari, Kotamadya Surabaya. It has a building which consists of three classrooms, Lab computer, library, headmaster office, teacher office, BP and administration office, and warehouse. The system of teaching and learning in the school integrated focused on Islamic characteristic by IMTAQ and IPTEK.

The subject of the study was the first semester student of seventh grade in academic year 2009/2010. The numbers of students are 29 students.

C. RESEARCH PROCEDURE

Research procedure is a cyclical process in Classroom Action Research. In this study, the researcher adopted Elliot's model (1991) as a research procedure, which consists of six steps: (1) Preliminary action, (2) Reconnaissance, (3) Planning the action, (4) Implementing the action, (5) Observing, (6) Reflecting.[41]

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[40] Jack C. Richards and Charles Lockhart, *Reflective Teaching in Second Language Classroom*, (Cambridge University Press, 1996), p.12

[41] Syamsuddin AR and Vismaia S. Damaianti, "METODE PENELITIAN PENDIDIKAN BAHASA",

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┌────────────────────────────────────────────────────┐
│ Preliminary study:                                 │
│ 1. Identifying  MTs. Hasyim Asyari Sby             │
│ 2. An interview with the English teacher           │
│ 3. The classroom observation                       │
└────────────────────────────────────────────────────┘
                       ↓
┌────────────────────────────────────────────────────────────┐
│ Analysis and finding (Reconnaissance):                     │
│ Student ability in understanding vocabulary was low. It     │
│ caused by the teaching and learning process was not         │
│ effective and attractive, inappropriate teaching and        │
│ learning strategy or technique.                             │
└────────────────────────────────────────────────────────────┘
                       ↓
┌──────────────────────────────────────────────────┐
│ Planning:                                         │
│ Teacher preparation scenario by using TPR         │
│ approach, lesson plan, observation, interview,    │
│ checklist, field note, and prepare the criteria   │
│ of success.                                       │
└──────────────────────────────────────────────────┘
                              ↘
                                ┌───────────────────────────────┐
                                │ Implementing the plan:        │
                                │ Carried out TPR approach      │
                                └───────────────────────────────┘
                              ↗
┌──────────────────────────────────────────────────┐
│ Observing:                                        │
│ Ensuring that the approach was implemented        │
│ according to plan                                 │
└──────────────────────────────────────────────────┘
                       ↓
┌──────────────────────────────────────────────────┐
│ Reflecting:                                       │
│ 1. The teaching and learning process.             │
│ 2. The teaching result, successful or not         │
└──────────────────────────────────────────────────┘
                              ↘
                                ┌───────────────────────────────┐
                                │ Revise the plan               │
                                └───────────────────────────────┘
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Figure: 3.1 The Classroom Action Research procedures adopted from Elliott (Hopkins, 1993: 49).

1. **Preliminary study**

   A preliminary study was carried out to identify MTs. Hasyim Asyari Surabaya as the setting of study as well as to get exact information about the students' problems in English teaching learning concerning vocabulary comprehension. Observation was conducted in July 21 to the 25, 2009 by the researcher.

   In the first preliminary study, the researcher met the head master of MTs. Hasyim Asyari to talk about the plan of doing the research at school. In second preliminary study, the researcher met the English teacher of seventh grade for an informal interview, the researcher also offered to collaborate with him, and doing direct observation in the teaching and learning process.

   The results of observation show that there are many problems over there, such as: using traditional method, especially using Grammar-Translation method. It means that Mr. Wagio used translation activity in the classroom to increase the students' understanding vocabulary and grammar. He never elicited new words that are related to material, he often required students to find out the meaning of difficult words by using dictionary. The result, students got bored and students did not active involvement in the classroom during English teaching-learning process.

Those problems were reinforced by Mr. Wagio's statements, "The students' ability in understanding vocabulary is very low, and it influences English skills (listening, speaking, reading, and writing)" (see appendix 1). From those evidences, the researcher tries to improve the students' ability in understanding vocabulary by using TPR approach.

2. Reconnaissance

After conducting the preliminary study, the analysis was carried out. From the analysis, it was found out that the students' ability in understanding vocabulary was low, and it influenced in English skills (listening, speaking, reading, and writing). It was caused by teaching and learning process which was not effective and attractive, using inappropriate teaching learning strategy and technique. The data from this step were used to set-up a plan of action.

3. Planning the action

In relation to the application of classroom action research, the researcher made a preparation prior to implementation of the action based on the result of preliminary study. At this stage, the researcher prepared suitable model to teaching vocabulary, design a lesson plan,

prepared instruction material and media, criteria of success, and formative test.

a. Preparing Model of Teaching Vocabulary

In this study, the researcher chose Total Physical Response as the technique to teach vocabulary at MTs. Hasyim Asyari at seventh grade. This approach was aimed to increase and improve students' ability in understanding vocabulary by using command and physical action.

Related to implement TPR approach, the researcher used demonstration, the real thing, draw and sketch, and verbal explanation as ways of introducing new vocabulary. In every cycle, the researcher used one or two ways to introduce new vocabulary. Those were explained that was started first until fourth cycles briefly below.

In the first cycle, the researcher conducted this action on Monday, July 27 2009 on 09.45 to 12.15 am. Based on the principle and technique of Total Physical Response, the researcher introduced new vocabulary related to command and prohibition by using demonstrating action. For example: please open the window. The researcher was also used the real thing

when introduced concrete thing such as: board, board marker, book, chair, door, table, and window.

In second cycle, the researcher needed two meeting to conduct the implementation of TPR approach on Monday, Augustus 03 2009 on 09.45 to 12.15 pm, and on Friday, Augustus 28, 2009 on 09.30 to 11.00 pm. In this cycle, the researcher introduced preposition by using demonstration, action verbs, and question word related to asking and giving information. For example: where is Ms. Ila'? She is standing in front of the class then the researcher used verbal explanation to introduce question words (what, when, where, who, how). The researcher was also drew each noun, such as: box, cup, fork, fly, glass, and knife.

In third cycle, the researcher conducted this action on Monday, October 05 2009 on 09.45 to 12.15 pm. This action focused on reading comprehension. It included three steps of teaching-learning activities (pre-reading, whilst reading, and post reading). In pre-reading, the researcher elicited new vocabulary by using demonstrating action verb based on the word list and picture, such as: cooking, cycling, dancing, drinking, eating, fishing, gardening, listening, singing, and swimming. In whilst-reading, the researcher used verbal

explanation to introduce and explain the pattern present continuous tense based on this example: the boy is listening to the radio.

In fourth cycle, the researcher conducted this action on Monday, October 12 2009 on 09.45 to 12.15 pm. The material focused on kinds of profession. The researcher introduced kinds of profession by using demonstrating action verb. For example: drive ---- driver, sing ---- singer, cook --- chef.

b. Lesson Plan

Lesson plan is designed by considering the following items: (1) Subject, (2) Class/semester, (3) Time allotment, (4) Objective, (5) Source of material, (6) Topic, (7) Teaching and learning activity, (8) Evaluation and assessment, and Closing (see appendix 2).

In this study, the researcher made one lesson plan in every cycle, and chose the topic based on syllabus. In first cycle, the topic focused on command and prohibition. In second cycle, the topic focused on asking and giving information and preposition. In third cycle, the topic focused

on action verb and present continuous tense. In fourth cycle, the topic focused on profession.

c. Instruction Material and Media

In this study, the researcher prepared the instructional materials and media, which was relevant with the topic of English lesson, especially teaching vocabulary by using TPR approach. Both materials and media were taken from textbooks, the students' worksheet, or other available source. The instruction material is chosen under the following consideration: (1) It was appropriate with the topic that should be given. (2) It was appropriate with students' level. The media used were: (1) Interesting, (2) Varied, (3) Match with the topic, (4) Supporting with teaching and learning activity.

In first cycle, the researcher chose "Command and preposition" as material focused on listening and speaking skills. The source of material was taken from Effective English for VII Grade of Junior High School's textbook by Sugeng HS and the students' worksheet (see appendix 3). The researcher was also used pictures as a media that was appropriate with the topic. It was taken from textbook.

In second cycle, the researcher chose "Asking and giving information that was related to preposition" as material focused on listening and speaking skills. The source of material was taken from Effective English for VII Grade of Junior High School's textbook by Sugeng HS and the students' worksheet (see appendix 4). The researcher was also used pictures as a media concerning 'Preposition' [in, on, in front of, behind, beside, between, under]. It was taken from English Grammar and Conversation for children by M. Kasir Ibrahim – Sam. S. Warib.

In third cycle, the researcher chose "Descriptive text that was related to action verb and present continuous tense" as material focused on reading skill. The source of material was taken from Effective English for VII Grade of Junior High School's textbook by Sugeng HS and the students' worksheet (see appendix 5). The researcher was also used pictures as a media concerning 'Action verb' [cooking, cycling, drawing, gardening, reading, singing, swimming etc]. It was taken from (http://www.google.pictures.com).

In fourth cycle, the researcher chose "Profession" as material focused on reading and writing skills. The source of material was taken from Effective English for VII Grade of

Junior High School's textbook by Sugeng HS and the students'
worksheet (see appendix 6). The researcher was also used
pictures as a media concerning 'Profession' [chef, doctor,
driver, singer, teacher etc]. It was taken from textbook and
(http://www.google.pictures.com).

d. Prepare The Criteria of Success

There were three criteria to measure the success of the
teaching and learning activity: (1) The teacher can implement
the action by using TPR approach which is appropriate with
the plan the action (2) Students have high participation rate and
active involvement during teaching and learning process. (3)
The students' score in understanding the vocabulary test are
higher than or equal to 60.

3. Implementing the action

After planning step finished, the researcher as a practitioner
implemented the TPR approach to teach vocabulary to the first
semester at MTs. Hasyim Asyari Surabaya. The researcher carried out
the lesson plans while playing her role as an observer conducting the
observation during the instructional processes. This action was carried
out in one cycle and continued to the next cycle until the criteria of

success could be achieved. It was done based on the time schedule that had been arranged previously. The implementation the action was conducted by the researcher as long as one a half month in five meeting. There were fourth cycles, and in every cycle was approximately one until two meeting to the implementation and one meeting to reflection the action which took about 2x60 minutes.

4. Observing the action

Observation was conducted to identify the classroom phenomena during the teaching and learning process. In order to be easier to observe the implementation of teaching learning process by using TPR approach, some instruments were prepared by researcher, namely: observation check list and field- note.

Observation check list was conducted by researcher in every cycle that was started first until fourth cycles. The researcher made observation check list for the teacher and students. It was used to observe the implementation of TPR approach, the teachers' and students' activities during teaching-learning process (see appendix 7).

Field-note was conducted by researcher in every cycle that was started first until fourth cycles. It contained written descriptions of what the observer hear, saw, experienced, and thought when collected the data during teaching-learning process in the classroom. It was intended

to anticipate the possibility of losing the relevant data during the implementation of the action. While the researcher conducted field-note, the researcher was difficult to play the role both as the teacher and observer. In this condition, the researcher tried to describe the condition, activity, and problems in the classroom briefly, but after the researcher finished the implementation TPR approach as soon as completed field-note (see appendix 8).

The result of observation checklist and field-note become input for the improvement of the teachers' performance in the following meetings.

a. Source of Data

In this study, the researcher obtained the data. The data was concerned the condition in the classroom during teaching-learning process by using TPR approach. There were three the data items concerning: (1) Implementation of TPR approach to improve the students' ability in understanding vocabulary. The data was obtained by the researcher from the teachers' and students' activities in the classroom during the implementation of TPR approach process by observing. (2) Improvement after using TPR approach. The data was obtained by the researcher from the students' score that was started first until forth cycles

by testing. (3) Students' responses during teaching-learning process by using TPR approach. The data was obtained from students' response by observing and using questionnaire.

b. Data Collection Technique

In the study activity, a way to data collection is called data collection method. It was done commonly in Classroom Action Research consist of observation, interview, questionnaire, documentation, and test refers to Sulipan.[42]

Observation is a centralization of attention toward an object by using five senses (sight, sense of small, sense of hearing, sense of touch, and sense of taste). While the researcher conducted observation that was started first until fourth cycles, the researcher observed the implementation of TPR approach during teaching-learning process in the classroom, and the teachers' and students' activities in the classroom. The researcher was also prepared observation check list and field-note, in order to be easier to collect the data.

Interview is a dialogue activity that is conducted by interviewer to gets information from respondent.[43] In this

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[42] Sulipan, PENELITIAN TINDAKAN KELAS (Classroom Action Research), (Bandung: Widyaswara pada P4TK BMTI, 2008), p. 5
[43] Ibid, p.6

action, the researcher prepared interview guide for English teacher at MTs. Hasyim Asy'ari Surabaya. Interview for the teacher was conducted on July, 23, 2009 in the teacher office at 10.30 to 11.00 a.m. Interview guide contained three questions concerning the students' problems during English teaching and learning process in the school (see appendix 9).

Questionnaire is a large number of questions that is used to get information from respondents about themselves or everything that they know.[44] In this study, the researcher chose open-ended questionnaire to collect the data concerning the students' response during implementation TPR approach. The researcher provided a questionnaire to students on Monday, October , 19, 2009 on 11.45 pm at MTs. Hasyim Asy'ari Surabaya then students answer based on their opinion as long as possible (see appendix 10).

Documentation is collection of written things, such as: Syllabus, Lesson Plan, Types of Test (mid-term test and final test), Students' Report, Part of Textbook which is used in teaching and learning process, Sample of essay that is wrote by students, pictures etc (Elliot, 1991:178).[45] In this study, the

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[44] Sulipan, Op.Cit, p.6
[45] Syamsuddin AR and Vismaia S. Damaianti, Op.Cit, p, 242

researcher collected written things, such as: syllabus, lesson plan, parts of textbook which was used in teaching-learning process, students' score, photo and pictures. Those were a concrete evidences in this study.

Test is a large of questions, exercise, or tools which is used to measure skill, knowledge, comprehension, or talent for group or individual.[46] In this study, test related to reflection steps. It means that the researcher conducted reflection by using evaluation to measure the students' ability in understanding vocabulary in the end of cycle. Before the researcher conducted test, the researcher made a draft of test in every cycle based on the topic.

5. Reflection

Reflection is conducted after the implementation the action. In this step, the researcher evaluated herself concerning the result of implementation of the action. Reflection itself was related to evaluation, analysis, feedback, and adaptation in the classroom, and the result of reflection as input for the next cycle.

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[46] Ibid, p.56

a. Data Analysis

In Classroom Action Research, the data analysis was done by researcher in every research aspect. While field-note was written, the researcher analyzed the situation concerning the teaching learning process by using TPR approach, how was the implementation of TPR approach to improve students' ability in understanding vocabulary, what improvement appeared after TPR approach was applied, and how the students' responded to the implementation of TPR in English teaching-learning process by using TPR approach.

b. Concluding the Actions

The researcher conducted observation to collect the data concerning the implementation of TPR approach then the researcher concluded that weather the implementation of action success or not during the implementation of TPR approach that was started first until forth cycles. The researcher found out advantage and disadvantaged of TPR approach, but it was explained in the next chapter.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding, which includes implementation of Total Physical Response (TPR) approach, improvement after using TPR approach, and students' response when using TPR approach.

A. IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE APPROACH

In the implementation of TPR approach, the researcher presents the result of four cycles. In every cycle includes planning, implementing, observing, and reflecting.

1. First Cycle

a. Planning

In this step, the researcher discussed with Mr. Wagio as English teacher over there about the students' problems that appeared in the classroom during teaching-learning process. From this case, the researcher offered to Mr. Wagio to implement Total Physical Response approach as a method to learn English, especially improvement students' ability in understanding vocabulary. TPR itself built around the coordination speech and action, and students will find it easier easy to understand the meaning of vocabulary in command,

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sentences and action verb. TPR also makes students fun and enjoyable during English teaching-learning process in the classroom.

First action will be conducted on Monday, July 27 2009 on 09.45 to 12.15 pm at MTs Hasyim Asy'ari Surabaya. First cycle was conducted by the researcher itself. Mr. Wagio gave occasion to the researcher to conduct it by herself, and he was only as an advisor and informer. Before, the first action was conducted by the researcher, the researcher prepared a lesson plan, the material about "Command and Prohibition", check list, field note, task and test as instrument to collect the data.

The first step, before making a lesson plan to teach command and prohibition. The researcher met Mr. Wagio as English teacher at MTs. Hasyim Asy'ari to ask syllabus that was appropriate in the school, but the researcher should be made by herself. There were four aspects that were considered by the researcher to make it, they are: (1) Objective of teaching learning process in the end this session. (2) Source of material and media. (3) Teaching learning activities in the classroom. (4) Evaluation and assessment (see appendix 1).

Second step, the researcher was also prepared observation check list and field-note as instrument to collect the data during the implementation of TPR approach. The researcher collected the data concerning the implementation of TPR approach, the teachers' and

students' activities during teaching-learning process in the classroom, and the students' responses in English teaching by using TPR approach (see appendix 7).

The last step, reflection was conducted in the end the first action. Reflection related to evaluation, before conducting it, the researcher provided a task to measure the students' ability in understanding vocabulary, especially command and prohibition. Assignment focused on listening activity, so the researcher prepared command and prohibition list then pronounced it by herself.

After the researcher prepared a task, the researcher was also made a script of test based on the material (see appendix 11).

b. Implementing The Action

This action was conducted on Monday, July 27 2009 on 09.45 to 12.15 based on the principles and technique of Total Physical Response itself during teaching-learning process. The teacher used speech and action to introduce new vocabulary, but the teacher was also used picture as a media to help students to understand new vocabulary easily.

First activity, the teacher elicited new word by "Guessing word" game. The researcher invited some students as a model in front of class to give some clues by action based on the word list below:

Clean	open	read	sweep	write
close	put	run	walk	

As an addition, the teacher also introduced noun by touch real things in the classroom, and students concluded the meaning of things.

Board	Book	Door
Board marker	Chair	Table

Second activity, the teacher asked all students "Do you know Command and Prohibition?" Students' responses: "No, I don't know". For this answer, the teacher gave examples by using speech and action "Please, open the door" and "Don't open the door". From those, most students said that Command is "Perintah" and Prohibition is "Larangan". Based on it, the teacher invited students wrote down on the board some examples of command and prohibition.

Third activity, the teacher was a model in the classroom. It means that the teacher pronounced some commands and prohibitions and acted them out. Firstly, students was only listening it. Secondly, students imitated it.

T : "Sit down"

Ss' : *"Sit down"*

T : "Open your book"

Ss' : *"Open your book"*

T : "Stand up"

Ss : "Stand up"

T : "Close your book"

Ss : "Close your book"

T : "Clean the board"

Ss : "Clean the board"

T : "Sweep the floor"

Ss : "Sweep the floor"

T : "Don't open your book"

Ss : "Don't open your book"

T : "Don't eat in the classroom"

Ss : "Don't eat in the classroom"

T : "Don't walk anywhere"

Ss : "Don't walk anywhere"

The last activities, the teacher provided task by listening activity. The researcher asked students to hear the teachers' utterances then they wrote on their paper what they have heard then the teacher introduced expression of command and prohibition.

"Sit on the chair"	"Don't sit on the table"
"Close the door"	"Don't read comic in the classroom"
"Read your book"	"Don't walk anywhere"
"Write on the board"	"Don't close the window"
"Put the board Marker"	"Don't run in the classroom"

Command and Prohibition Expression

Example:

"Please, open the door"!

Yes, mom

"Don't read comic in the classroom"!

No, problems

"Don't open the window"!

Sorry, I can't

"Read your book"!

Ok!

"Please, sit in this chair"!

No, I won't

c. Observing

In this step, the researcher played role both as the teacher and observer. Here, the researcher must collect the data at the same times. It was very difficult to do, so the researcher must be careful to collect the data.

Before conducting observation, the researcher prepared observation check list and filed-note, in order to be easier to collect the data in the classroom. The researcher collected the data as much as possible. It means that during implementation of TPR approach, the researcher was only described the teacher and students' activities

briefly, but after the implementation the action finished, the researcher described the condition in the classroom completely in field note.

During the implementation the action, there were cooperation among the teacher and students. In the classroom, students paid attention to the teachers' instruction. The teaching and learning process have been going smoothly. For example, in the "Guessing" game, most students were active involvement and attractive to guess verb action, but students did not guess by using English, such as:

Membersihkan	Menyapu
Membuka	Menutup
Membaca	Menulis
Berlari	Berjalan
Meletakkan	

From this result, the researcher introduced all of action verbs in English by using speech and action.

- The teacher demonstrated "Clean" then pronounced "Clean"
- The teacher demonstrated "Sweep" then pronounced "Sweep"
- The teacher demonstrated "Read" then pronounced "Read"
- The teacher demonstrated "Open" then pronounced "Open"
- The teacher demonstrated "Close" then pronounced "Close"
- The teacher demonstrated "Run" then pronounced "Run"

- The teacher demonstrated "Walk" then pronounced "Walk"

- The teacher demonstrated "Put" then pronounced "Put"

From those demonstrations, students could conclude the meaning of action verb by themselves.

During students did a task, most students did not know the spelling of words. From this case, there were many mistakes when they wrote word of command and prohibition. Another problem was student find it difficult to pronounce words correctly.

d. Reflecting

In this step, reflection was conducted by the researcher after the researcher explained material again about command and prohibition on Friday, July 31, 2009 on 9.30 to 11.00 pm. Reflection was equal to evaluation. Here, the researcher evaluated students by testing based on the material (see appendix 11). The result was excellent. It means that most students got good score: 90 (12 Ss'), 80(63s'), and 70 (8 Ss'), (see appendix 12). From this result, the researcher concluded that first cycle was done successfully.

2. Second Cycle

a. Planning

In this step, the researcher discussed with Mr. Wagio as the English teacher at MTs. Hasyim Asy'ari Surabaya about the next

material that was appropriated with TPR approach. The researcher offered "Asking and Giving Information" as a material, because it was related to "Preposition", and it could be introduced by speech and action.

Second action will be conducted on Monday at Augustus 03, 2009 on 09.45 to 12.15 pm, and on Friday, August 28, 2009 on 09.30 to 11.00 pm. In this action, the researcher needed two meeting to introduce and recycle preposition itself, before the researcher conducted reflection in the end the cycle.

Before second action was conducted, the researcher prepared a lesson plan, check list, field note, ask and test as instrument to collect the data.

The first step, before making a lesson plan, the researcher looked for the material that was appropriate with the topic from textbook and students' worksheet concerning how many kinds of preposition that will be taught in seventh grade. The result, there were seven kinds of preposition (in, on, in front of, behind, beside, between, under) then the researcher considered to make a lesson plan, they were: (1) Objective of teaching learning process in the end this session. (2) Source of material and media. (3) Teaching learning activities in the classroom. (4) Evaluation and assessment (see appendix 13).

Second step, the researcher was also prepared observation check list and field-note as instrument to collect the data during the implementation of TPR approach. The researcher collected the data concerning the implementation of TPR approach, the teachers' and students' activities in the classroom, and the students' responses in English teaching by using TPR approach in the classroom that was related to preposition (see appendix 14).

The last step, the researcher prepared a task as feedback session to see the students' understanding the material. Assignment focused on speaking skill, so the researcher creates a task which encouraged students to speak with their partner. In the end cycle, the researcher must conduct reflection to measure the students' ability in understanding vocabulary, especially preposition. The researcher prepared test by making script of test (see appendix 15).
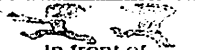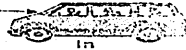
b. Implementing The Action

1) **The first meeting**

This action conducted on Monday, Augustus 03, 2009 on 09.45 to 12.15 pm. Firstly, the teacher elicited new vocabulary by "Matching" game. The teacher gave some cut of pictures based on the material (Preposition) then the teacher gave instruction s to students to find and match those pictures into a complete picture (see appendix 16), after students

finished it, the teacher asked students to look the pictures based on the arrow point in the pictures then students practice to ask and give information.

PREPOSITION (Kata Depan)

By : Sam

Outside (outsaid) Di luar	Inside (insaid) Di dalam	In front of (in fran of) Di depan
Beside (bisaid) Di samping	Between (bitwi:n) Di antara	Behind (bihaind) Di belakang
Over (over) Di atas	Below (bilou) Di bawah	Above (ebav) Di atas
On (on) Di atas	Under (andэ:) Di bawah	In (in) Di dalam
Near (niэ) Di dekat	Up (ap) Ke atas	Down (daun) Ke bawah

Questions!

"Where is he?" --- "He is running .... his friends".

"Where is the girl? ---. "She is .... the boy".

"Where is the boy?" --- "He is .... his friend".

"Where is the duck?" --- "It is .... the boy and the girl".

"Where is the ball?" --- "It is .... the table".

"Where is the cake birth?" --- "It is ..... the table".

"Where is the driver?" --- "He is ..... the car".

Secondly, the teacher introduced preposition by speech and action, and practice to pronounce it.

- The teacher pronounced "In" then demonstrated her hands' in the bag.

- The teacher pronounced "On" then demonstrated her hands' on the table.

- The teacher pronounced "Under" then demonstrated her hands' under the table.

- The teacher pronounced "In front of" then demonstrated her hands' in front of her bodies.

- The teacher pronounced "Behind" then demonstrated her hands' behind her bodies.

- The teacher pronounced "Beside" then the teacher is standing beside Adelia and touched Adelias' shoulder.

- The teacher pronounced "Between" then the teacher is standing between Novie and Bella.

It's time to pronounce the preposition!

T   : "In"
Ss'   : *"In"*
T   : "On"
Ss'   : *"On"*
T   : "Under"
Ss'   : *"Under"*
T   : "In front of"

Ss' : *"In front of"*

T : "Behind"

Ss' : *"Behind"*

T : "Between"

Ss' : *"Between"*

Thirdly, the teacher provided a task then asked students to practice "Asking and giving information based on the task (see appendix 17).

2) Second meeting

The action was conducted on Friday, Augustus 28, 2009 on 09.30 to 11.00 am. Firstly, the teacher recycled preposition by speech and action.

For example:

- The teacher pronounced and demonstrated "Pen on the table".

- The teacher pronounced and demonstrated "The book in the bag".

- The teacher pronounced and demonstrated "I am sitting behind Novie".

- The teacher pronounced and demonstrated "I am standing between Novi and Prisma".

- The teacher pronounced and demonstrated "Andra is sitting behind Andik".

- The teacher pronounced and demonstrated "The eraser is under the table".

- The teacher pronounced and demonstrated "The black board is in front of the table".

Secondly, the teacher extended the students' vocabulary by introducing questions word and giving example related to ask and give information.

Example:

A   : What is that behind Ms. Ila'?

B   : It is the white board.

A   : Where is the board marker?

B   : It is on the table.

A   : Who is your English teacher?

B   : My English teacher is Ms. Ia'.

A   : Why are you sad?

B   : Because I don't have money.

A   : How many students are there?

B   : There are 29 students.

From those examples, the students response: "What adalah apa", "Where adalah dimana", "Who adalah siapa", "Why" adalah kenapa, "How adalah bagaimana" then the teacher provided a task based on their students worksheet (LKS) by using pair work (see appendix 18).

c. Observing

In this step, the researcher conducted observation in two meeting focused on the implementation of TPR approach, the teacher and students' activities in the classroom, and the students' response in English teaching by using TPR approach.

1) The First Meeting

Observation conducted on Monday, Augustus 03, 2009 on 09.45 to 12.15 pm. The condition in the classroom was very happy and calm. In matching game, most students were active involvement to find cut of pictures and match those pictures into a complete pictures.

While the teacher introduced prepositions by using speech and action. Suddenly, most students imitated all the teachers' action, and the students' responses were: "in"

didalam, "on" diatas, "under" dibawah, "in front of" didepan, "behind" dibelakang, "beside" disamping, "between" diantara.

When the teacher provided a task, most students asked what were garpu, pisau, kotak, kulkas, and kerbau pronounced in English, and how the spelling were? From this case, the teacher drew those words on the white board then pronounced and spelled it.

- "Fork" then the teacher spelled it "F-O-R-K".

- "Knife" then the teacher spelled it "K-N-I-F-E".

- "Box" then the teacher spelled it "B-O-X"

- "Refrigerator" then the teacher spelled it "R-E-F-R-I-G-E-R-A-T-O-R".

- "Buffalo" then the teacher spelled it "B-U-F-F-A-L-O

2) Second Meeting

The researcher conducted observation on Friday, Augustus 28, 2009 on 09.30 to 11.00 am. In this step, the researcher recycled preposition and used it by asking and giving information in dialog. While students' completed dialog in their worksheet, most students did not know the meaning, such as: library, laboratory, lavatory, hall, and headmaster

office. From this case, the teacher gave example by using sentences and action.

- Erick is reading book in the library.
- Students are doing practical work in laboratory.
- Mr. Aga is a headmaster of MTs. Hasyim Asy'ari Surabaya. He is sitting in the headmaster office.
- Excuse me mom, I want to go to toilet. Toilet is equal with lavatory.

From those examples, most students concluded the meaning by themselves.

d. Reflecting

In this step, the researcher conducted reflection on Friday, September 04, 2009 on 09.30 to 11.00 pm to evaluate the students' ability in understanding vocabulary by testing. Reflection was conducted after the teacher implemented of TPR approach that was related to prepositions in asking and giving information topic. The result was good. It means that students got score: 98 (2 Ss'), 84 (13 Ss'), 60 (4 Ss'), and 42 (2 Ss'). From those result, the researcher can conclude second cycle was done success, even though there were two students got score 42 (see appendix 19).

3. Third Cycle

a. Planning

In this step, the researcher searched material that was appropriate to implement by using TPR approach in the textbook and students' worksheet. The result, the researcher found out 'present continuous tense and action verb in the descriptive text. The researcher was also met Mr. Wagio to discuss whether these material suitable or not for seventh grade.

This action will be conducted on Monday, October 05, 2009 on 09.45 to 12.15 pm. Before third cycle was conducted, the researcher must prepare lesson plan, check list, field-note, task and test.

The first step, the researcher searched short descriptive text that was focused on action verb and present continuous tense. The researcher was also considered four aspects in a lesson plan focused on reading skill, they were: (1) Objective of teaching learning process in the end this session. (2) Source of material and media. (3) Teaching learning activities in the classroom pre-reading, whilst-reading, and post reading. (4) Evaluation and assessment (see appendix 20).

Second step, the researcher prepared observation check list and field-note, in order to be easier to collect the data in the classroom. The data concerned the implementation TPR approach, the teacher and students' activities during teaching-learning process in the classroom

in the classroom, and the students' responses in English teaching by using TPR approach (see appendix 21).

The last step, the researcher was also prepared a task in the end of session, and test as reflection in the end of third cycle (see appendix 22).

b. Implementing The Action

This action conducted by the teacher on Monday at October 5 2009 on 09.45 to 12.15 pm. In this action, the researcher focused on reading skill. It was included three steps of teaching-learning activities (pre-reading, whilst reading, and post reading).

Firstly, in pre-reading step the teacher elicited new vocabulary by using "Gesture" game, where the teacher invited some students as a model in front of the class to demonstrate some action verbs based on these pictures and words below:

Singing

Cycling

Fishing

Drawing

Cooking

Swimming

Reading Dancing Gardening

After guessing the action verbs, the teacher invited students to pronounce it.

It's Time to Pronounce Action verbs!

T	:	"Singing"
Ss	:	"Singing"
T	:	"Cycling"
Ss	:	"Cycling"
T	:	"Fishing"
Ss	:	"Fishing"
T	:	"Drawing"
Ss	:	"Drawing"
T	:	"Cooking"
Ss	:	"Cooking"
T	:	"Swimming"
Ss	:	"Swimming"
T	:	"Reading"
Ss	:	"Reading"
T	:	"Dancing"
Ss	:	"Dancing"
T	:	"Gardening"
Ss	:	"Gardening"

Secondly, in whilst reading the teacher asked the students to find out action verb and V-ing" based on the task below:

READING – WRITING

Task 4

Match the sentences with the pictures!

1. I am drinking water.

2. Budi is eating a banana.

3. My sister is washing the plates.

4. My brother is planting a flower.

5. The boy is listening to the radio.

6. Rudi is watching television.

7. Arman is opening the window.

8. The student is sweeping the floor.

9. The student is reading a book.

10. I am sitting on a chair.

Example:

1. I am drinking water

2. Budi is eating a banana

3. My sister is washing the plates

4. My brother is planting a flower

5. The boy is listening to the radio

Third, Post-Reading activity. The teacher focused on explaning "Present Continuous Tense".

```
Example:

    The boy      is       listening     to the radio

       S       To Be      V-ing          Object
```

From examples above, students found the pattern of Present Continuous Tense and students practice to make it by themselves. Based on the students' task:

1. My father is gardening flowers

2. I am swimming in the pool

3. My brother is cooking a fish

4. Nurul is dancing Pendet

5. Carly is singing on the stage

c. Observing

In this step, the researcher described the condition and activities in the classroom during teaching-learning process by using TPR approach. In "Gesture" game, the teacher invited some students as a model to demonstrate action verb in front of the classroom. Most students could not guess the words in English. Most students guessed the words in Indonesia language.

For Example:

Bernyanyi   *Memasak*

Bersepeda   *Berenang*

Memancing   *Membaca*

Melukis   *Menari*

Berkebun   *Menempel*

From this case, the teacher introduced all action verbs briefly by using speech and action then invited students to pronounce those words together.

- The teacher demonstrated "Singing" then pronounced "Singing".

- The teacher demonstrated "Cycling" then pronounced "Cycling".

- The teacher demonstrated "Fishing" then pronounced "Fishing".

- The teacher demonstrated "Drawing" then pronounced "Drawing".

- The teacher demonstrated "Gardening" then pronounced "Gardening".

- The teacher demonstrated "Cooking" then pronounced "Cooking".

- The teacher demonstrated "Swimming" then pronounced "Swimming".

- The teacher demonstrated "Reading" then pronounced "Reading".

- The teacher demonstrated "Dancing" then pronounced "Dancing".

When the teacher gave a task to students, the condition of classroom was too noisy and crowded. As a result the students could not understand the teachers' instruction. The teacher asked students to match words and pictures then create a simple sentence in Present Continuous tense, but most students only matched words and pictures. From this case, the teacher explained again the task. Another problem most students did not understand yet "to be" in continuous form and pattern of present continuous tense.

d. Reflecting

In this step, the researcher conducted reflection on Friday, October 09, 2009 on 09.30 to 11.00 pm. In fact, during the implementation of TPR approach that was related to action verbs and present continuous tense, most students does not understand it then the researcher provided a task until students understood present continuous tense. From this reason, the researcher conducted evaluation by testing to check students' ability in understanding vocabulary, especially action verbs and present continuous tense (see appendix 22). The result was excellent. It means that most students got good score: 95 (6 Ss'), 90 (6 Ss'), 80 (3 Ss'), and 70 (3 Ss'). From

those result, the researcher can conclude that third cycle was done successfully (see appendix 23).

4. Fourth Cycle

a. Planning

In this step, the researcher chose "Profession" as a material, because the researcher thought that this material could be introduced by speech and action.

Fourth action will be conducted on Monday, October 12 2009 on 10.45 to 12.15 pm. Before the implementing the action, the researcher prepared a lesson plan, check list, field-note, task and test.

The first step, before making a lesson plan, the researcher searched material that related to profession in textbook and the students' worksheet then the researcher created a lesson plan by considering: (1) Objective of teaching-learning process, (2) Source of material, (3) Teaching-learning activities in the classroom. (4) Evaluation and assessment (see appendix 24).

The second step, the researcher prepared observation check list and field-note. The researcher collected the data concerning the implementation of TPR approach, the teachers' and students' activities during teaching-learning process in the classroom, and the students'

response during teaching-learning process by using TPR approach (see appendix 25).

The third step, the researcher prepared a task to measure the students' ability in understanding kinds of profession. The assignment focused on writing skill, so the researcher chose writing activities that was appropriate with their level and interested, namely: matching pictures with suitable word (profession), and fill in the blank.

The last step, the researcher prepared a test as the students' evaluation in reflection step. As an instrument in evaluation, the researcher chose descriptive text in dialog form about profession shortly (see appendix 26).

b. Implementing The Action

This action was conducted by the teacher on Monday, October 12 2009 on 10.45 to 12.15 pm. The teacher focused on reading and writing skill.

Firstly, the teacher elicited new vocabulary by using "Gesture" game, which the teacher invited some students as model to demonstrate the action based on the pictures below:

Teacher

Singer

Driver

Pilot

Chef

Police

Doctor

Secondly, the teacher asked students to choose four friends as member of group then they discussed about appropriate profession to man and woman and what is the reason.

Task 8

Which jobs are suitable for men and which ones are for women? Why? Discuss in groups of four, fill in the columns and write your reason!

Jobs			
For men		For women	
Names of jobs	Reasons	Names of jobs	Reason

Thirdly, the teacher gave times to practice to pronounce vocabulary of profession.

It's time to pronounce Professions!

T	: "Teacher"
Ss'	: *"Teacher"*
T	: "Singer"
Ss'	: *"Singer"*
T	: "Driver"
Ss'	: *"Driver"*
T	: "Pilot"
Ss'	: *"Pilot"*
T	: "Chef"
Ss'	: *"Chef"*
T	: "Police"
Ss'	: *"Police"*
T	: "Doctor"
Ss'	: *"Doctor"*

Fourth, the teacher provided a task to students. The instructions were:

1. Students look for difficult words.

2. Students comprehend descriptive text focused on professions based on a task "Fill in the blank".

3. Students do a task "Fill in the blank"

Task 4

What are the jobs of the following people?

1. Soldier 2. 3. 4. beggar

5. 6. 7. chef

8. *govt dubs officer* clerk 9. *cleaning service* 10.

crossroad cleaner

11 12

typps

Dentist = Dokter gigi.
Librarian = Pustakawan /
         Ahli Perpustakaan
Stewardess = Pramugari
(Stiwa·dis)

Fill in the blanks with suitable words!

1. He is a good .... He works very hard in our school garden.
2. A ... usually helps doctors in a hospital.
3. Please ask your ... to type this letter now.
4. The ... helps all the passengers of the aeroplane get their seats.
5. The ... stands in the crossroad to regulate the traffic.
6. Do you want to become a bus ...?
7. The food of this restaurant is delicious because the ... is very good.
8. A good ... always delivers letters early in the morning.
9. My sister is a ... and works in the school library.
10. I must see the ... for my toothache.

c. <u>Observing</u>

When the forth action was done by the researcher, the students were relaxed, it may be caused by the fact that the researcher managed the class by grouping the students and they learned and discuss one another. The problems that appeared when discussion was done, such as the students used Indonesia-English to speak, and students found it difficult to write the reason in English. From this case, the researcher provided a glossary or words in the board. It was aimed to help students to be easier in writing the reason, but most students wrote the reason in Indonesian language.

For example:
- Driver   ------ drive...........
- Singer   ----- sing ....
- Teacher   ----- teach ....
- Chef   ------ cook..............
- Types   ------ type a letter ......
- Soldier   ------ war in.........
- Doctor   ------ check up the condition patient ...

d. <u>Reflecting</u>

In this step, the researcher conducted reflection on Monday, October 19 2009 on 10.45 to 12.15 pm. After the researcher repeated to explain the material about kinds of profession then the researcher conducted a test (see appendix 26). In fact, most students tried to comprehend the dialogue then they answered the questions. The result

was good. It means that most students got good score: 90 (8 Ss'), 80 (4 Ss'), 70 (5 Ss'), 65 (1 Ss'), and 4 60 (5 Ss'), (see appendix 27).

During process of implementation TPR approach that was started first cycle to fourth cycle. The researcher found advantages and disadvantages using TPR approach.

1) Advantages

1. Using speech and action (TPR) can stimulate students built a concept the meaning of vocabulary.

2. Students can understand the meaning of vocabulary by using TPR approach easily.

3. TPR approach can make situation in the classroom happiness. It encouraged students more active in the classroom.

2) Disadvantages

TPR approach is not appropriate to apply in the large class, because if there are more than thirty students, it would be made the chaos in the classroom.

B. IMPROVEMENT AFTER USING TPR APPROACH

Improvement is a process that is aimed to increase the quality of students itself. It is very difficult to do, but improvement could be done when the teacher try to change the method and strategy of teaching and learning process.

In this case, the researcher tried to change the method and strategy to teach English, especially vocabulary from Grammar Translation method into Total Physical Response approach. According the result of observation and interview that Mr. Wagio as a real English teacher at MTs. Hasyim Asy'ari Surabaya used translation technique. It means that most activities in the classroom used translation activity from English into Indonesia or Indonesia into English, and as complement, he always explained grammar or structure directly. The researcher states that using Grammar Translation method was not suitable to apply in secondary school, because it made students difficult to understanding vocabulary, and it was also make students got bored to learn English.

From this reason, the researcher tried to improve the students' ability in understanding vocabulary by using TPR approach to introduce and explain new vocabulary in secondary school. While the researcher applied it, the researcher was also used some ways of introducing new vocabulary, such as: using demonstration, the real things, draw and sketch, and explanation verbally. The researcher was also used pictures as media in every cycle, in order to be easier in introducing new vocabulary.

The researcher states that using action and speech, demonstration, the real things, draw and sketch, explanation verbally and picture as media were very useful to make students more easily to understand the meaning of new vocabulary than translation. This method and technique was also minimize the students' mistake to understanding the meaning of vocabulary, and this method

was very congenial to create fun and enjoy situation in the classroom during English teaching-learning process.

This evidence could be reinforced by the students' scores (see appendix 28), the students' ability in understanding vocabulary happened to grow more balance from every cycle. It presented that TPR approach can improve the students' ability in understanding vocabulary during teaching-learning process.

C. THE STUDENTS' RESPONSE IN ENGLISH TEACHING BY USING TPR APPROACH

During the researcher conducted observation that was started first until fourth cycles. The researcher found out evidences focused on the students' response when using TPR approach in the classroom.

Based on the students' activities in the classroom that was started first until fourth cycles, TPR approach could encourage students more active involvement then before using it. For examples, when the teacher implemented TPR approach focused on command and prohibition, and prepositions, most students tried to imitate the teachers' demonstration by using speech and action then in "Gesture", and "Guessing" game, most students tried to guess the action verbs, even though in Indonesia language.

Those evidences were reinforced by the students' responses from questionnaire. On Monday, October 19, 2009 on 11.45 pm after fourth cycle was over. The researcher provided an open-ended questionnaire to students (see

appendix 10). The result is that most students were very happy when they learned English by using TPR approach. TPR allows students to learn English moving and active, even though can not speak out the language. TPR itself was also created fun situation in the classroom, so they relaxed and enjoyed when they learn English in the classroom.

According to those evidences above, the researcher can conclude that Total Physical Response approach can encourage the students more active involvements in the classroom, and TPR was also create fun situation during teaching-learning process then students enjoyed to learn English in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion after the researcher collected and analysis the data.

A. CONCLUSION

The researcher can conclude the following points:

1. The implementation of TPR approach was applied in four cycles. In every cycle was approximately one until two meeting, which took about 2x60 minutes. During the implementing TPR approach, the researcher used speech and action and combined it by using some ways of introducing vocabulary, such as: demonstration, use the real things, draw and sketch, verbal explanation and used picture as media to teach vocabulary at MTs Hasyim Asy'ari Surabaya.

2. Total Physical Response can improve students' ability in understanding vocabulary by making association between utterance students hear and the action students are observing. The result is that students can understand the meaning of vocabulary easily.

3. Total Physical Response can encourage students' more active involvement and participant in the classroom, such as: students' guess the teachers' action, imitate the teachers' demonstration, and repeat the teachers' utterance or pronunciation. TPR is also create fun situation in the

78

classroom. In other word, students relax and enjoy during English teaching-learning process refers to students' responses at MTs. Hasyim Asy'ari Surabaya.

B. SUGGESTION

Based on the research, the researcher suggests the following items:

1. Process of understanding vocabulary itself is not easy to be done, but a teacher should search method and strategy that is appropriate to students' grade to be easy to understand the meaning of vocabulary.

2. The teacher should not use memorizing vocabulary technique, because it make students get bored and they are afraid to learn English.

3. Create fun situation and activity in the classroom is very important. It means that a teacher should create fun activity and situation in the classroom, because it stimulates students enjoy during English teaching-learning process.

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