

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH TOTAL
PHYSICAL RESPONSE
(CLASSROOM ACTION RESEARCH AT THE SECOND GRADE STUDENTS OF
MA AL-MAUNAH KEPUH)**

A THESIS

Submitted to the English Education Department of Faculty of *Tarbiyah* and Teaching Science
of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the Requirements
for Undergraduate Degree in English Education (S. Pd. I)



**By
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NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES
CIREBON
2014 M/ 1435 H**

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ABSTRACT

Fitria Agustin. 1410130250: *Improving Students' Vocabulary Through Total Physical Response (Classroom Action Research At The Second Grade Students Of Ma Al-Maunah Kepuh)*

The research was conducted based on the background of the problem that language is related to the word. Word as the basic of the language used in communication. In language educational field also called as "vocabulary". As Hatch and Brown (1995: 1) stated that, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication". Improving students' vocabulary is very important in language learning because, knowing a lot of words in a foreign language is very important. The more words we know, the better our chance of understanding or making ourselves understood.

The main problem in this research is the students' difficulties are mainly in English vocabulary. Especially, in the second class at MA AL-Maunah Kepuh. The students' still not understand about meaning the words or sentences in a text book. So, this research implements the TPR method that is supposed to be the suitable method to solve the students difficulties are mainly in English vocabulary to improve students' vocabulary. The aims of this research are to know about the implementation of TPR method to improve students' vocabulary in learning English and to know about improvement of students' vocabulary by using TPR method.

The method of research is Classroom Action Research (CAR) method. This research uses the Classroom Action Research procedure of Arikunto's design (2012: 16). It consists of two cycles in which each cycle contains four phases: planning, acting, observing and reflecting. The data is taken from the result of observation and test. Before the sample is tested the test instrument is tested in other school to find out its reliability and also counted its validity. The researcher takes 25 sample for the object of the research. The result of the data is described and analyzed if the data is already improved. The design is redo because the data result show that the test result is not improve. The instrument of collecting data are observation and test, the instrument's test has been tested for validity and reliability.

The result of the research shows that the result of pretest and posttest (cycle 1 and cycle 2), there were a significant improvement from 3 students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* in pretest become 8 students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* in posttest in the first cycle and in the second cycle there were 13 students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)*. The average score of the pre-test before CAR is 43.27 and the percentage is 16.6%. In cycle 1, The average posttest 1 is 56.38 and the class percentage which achieved the mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* is 44.4%. And then in cycle 2, the average score of posttest 2 is 70.11 and the class percentage improve 66.6%. So, it can be said that using Total Physical response can improve students' vocabulary.

Key words: vocabulary, total physical reponse, classroom action research

PREFACE

Bismillahirrahmanirrahim.

The writer would like to express the sincere thanks to Allah SWT, who has been giving him merices and blessing, Because of Him, the writer can finish the study. May shawalat and salam will always be upon to the Greatest prophet Muhammad SAW (peace be upon time), his family, his friends and his followers until the day of judgement.

The title of her research is “**IMPROVING STUDENTS’ VOCABULARY THROUGH MASTERY TOTAL PHYSICAL RESPONSE (CLASSROOM ACTION RESEARCH AT THE SECOND GRADE STUDENTS OF MA AL-MAUNAH KEPUH)**” is submitted to fulfill one of the requirement for achieving the graduate degree at the Department of English of Faculty of Tarbiyah and Teaching Science of IAIN Syekh Nurjati Cirebon.

In writing this thesis, there are many people who have participated, helped, and advised directly or indirectly. So, in this opportunity, the writer would like to convey his sincere and gratitude to the following people:

1. Prof. Dr. H. Maksum Mukhtar, M.A., the Rector of IAIN Syekh Nurjati Cirebon.
2. Dr. Saefudin Zuhri, M.Ag, Dean of Faculty of Tarbiyah and Teaching Science of IAIN Syekh Nurjati Cirebon.
3. Dr. Muslihudin, M.Ag, the Chairman of English Education Department of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.
4. Dr. Septi Gumiandari, M.Ag, the first supervisor who is really patient in guding this research, May Allah always gives him mercies and blessing, so that she will always be healthy and long life.
5. Wakhid Nashruddin, M.Pd the second supervisor who is really patient in guiding this research, May Allah always gives him mercies and blessing, so that he will always be healthy and long life.
6. All the lectures of English Department who have taught and educated the writer during his study at IAIN Syekh Nurjati Cirebon.
7. All of my friends at IAIN Syekh Nurjati Cirebon who helped the writer in writing this thesis, being my friends for the last few years and thanks for a wonderful friendship.

The words are not enough to measure how much help and contribution which they have given in writing this thesis, may Allah the Almighty God guide and give them all happiness throughout their life.

Finally, the writer realized that this thesis is still far from being perfect, and of course there are many mistakes whether in the arrangement or in the content of this thesis. Therefore, it is a great pleasure for him to receive suggestions and critics from everyone who will encourage him to continue her study.

Cirebon, 03 July 2013

The writer

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APPROVAL

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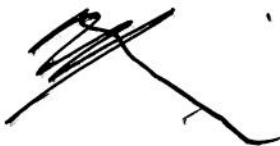
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LETTER OF AUTHENTICITY

Bismillahirrahmanirrahim

Hereby I acknowledge that this thesis entitled **“IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH TOTAL PHYSICAL RESPONSE (CLASSROOM ACTION RESEARCH AT THE SECOND GRADE STUDENTS OF MA AL-MAUNAH KEPUH)”** is really my own writing with some quotations from some sources by using the acceptable scientific method of writing.

I have written this later of authenticity according to the truth. I will be responsible for any risk happens in the future if it is proven to offend the ethic of scientific writing.

Cirebon, 03 July 2014

The writer



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The Chairman of English Education Department
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Assalamu'alaikum Wr. Wb.

After guiding, analyzing, briefing, and correcting, to the writing of the following thesis.

Name : Fitria Agustin

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Title : Improving Students' Vocabulary Mastery Through Total Physical Response
(Classroom Action Research at the Second Grade of MA AL-Maunah Kepuh)

We have opinion that his thesis can be offered to be presented to the English Education
Department of Faculty of Tarbiyah and Teaching Science of *IAIN Syekh Nurjati Cirebon*.

Wassalamu'alaikum Wr. Wb.

Cirebon, 03 July 2014

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RATIFICATION

This thesis which entitled in "IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH TOTAL PHYSICAL RESPONSE (CLASSROOM ACTION RESEARCH AT THE SECOND GRADE STUDENTS OF MA AL-MAUNAH KEPUH)" written by **Fitria Agustin** with the student number 1410130250 has been examined on July 11th 2014. It has been recognized as one of the requirements for Undergraduate Degree in English Education Department of The Faculty of *Tarbiyah* and Teaching Science *Syekh Nurjati* State Institute For Islamic Studies (IAIN) Cirebon.

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DEDICATION

*This thesis is dedicated for my beloved parent, my mother, **UMIKULSUM** and my father, **SUMANA**. My beloved brother **ABDUL RAHMAN**. Thanks for them who never stop praying, motivating, and loving me. I hope Allah **SWT** will always bless you are.*

*Special grateful to my God Almighty, **ALLAH SWT**. The most merciful, the most gracious Who has been giving me life chance in finishing this thesis.*

*For my big family, Bapak Durasu and Ibu Marieta Ina. For my lovely niece, Farah Aulia. My speacial thanks for my beloved friends : Ilma, Nanul, Enday. For my struggle friend Ninay, Ziah and Chude. Never forget for all my beloved classmates **PBI-G**.*

The last for all people who help me directly or indirectly, sorry I can mention one by one .

AUTOBIOGRAPHY



The writer's name is Fitriia Agustin. She was born on August, 08th 1992 in Cirebon. She lives with her parent and her brother. It located at Dr Setia Budi Street, Pegagan village RT/RW 03/04, Palimanan district, Cirebon regency postal code 45161. Her mother's name is Umi Kulsum. Her father's name is Sumana. Abdul Rahman is her brother. The educational background of the writer are:

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2. SMP N 1 Palimanan (2004 – 2007)
3. SMA N 1 Jamblang (2007 – 2010)
4. IAIN Syekh Nurjati Cirebon in Department of English Education (2010 – 2014)

CHAPTER I INTRODUCTION

This chapter discusses about research background, identification of the problem, delimitation of the problem, formulation of the research, aims of the research and significance of the research. In identification of the problem divided into three parts. The first is the field of the research, the kinds of the problem and the main problem.

1.1 Research Background

Language is related with the words. Words are the foundation of language. Words are so pervasive in our life, so central to being human, that people do not often stop to reflect on their value and power. People use the words to communicate every day and it is important in every aspect of our lives. People use words to share with others how people feel, what people think, and why people think that way. Without words, it is difficult to express our ideas to the world. The more words people know the larger our vocabulary the more clearly people can communicate with others. Without vocabulary, a language will not be formed.

Vocabulary is the most important element in language learning. According to Hornby (1987: 959) vocabulary is the total number of words in a language. Then he says vocabulary is all the words known to person or used in particular book, subject, etc. Based on the definition that vocabulary is one of important part from language because language consist of sentences, formed a sentences consist of words, and words included into vocabulary.

Vocabulary is important to communication between one to each other, without vocabulary people cannot say anything in the world. According to Hatch and Brown (1995: 1) "Vocabulary is the foundation to build languages, which plays a fundamental role in communication". That is why vocabulary plays important roles in language learning. In communication, people need vocabulary which can support them to produces and use meaningful sentences because vocabulary provide organ of sentence. That's why vocabulary is very important to be mastered. Jeremy Harmer (1991: 153) classifies that "Then it is vocabulary that provides the vital organs and flesh". For that reason people have to develop their vocabulary and master it in order to be able to communicate with other.

Any language in this world has vocabulary which is different from one and another, either in the way of pronunciation or writing, though the purpose of giving the meaning in the same to express the existence of something either an abstract or concrete thing. Stahl (2005) in Bulter, Urrutia, dkk (2010: 2) state that, “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world”. Vocabulary is generically defined as the knowledge of words and word meanings. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension (Kamil & Hiebert, 2005). According to Davis (1944), “vocabulary knowledge is related to and affects comprehension. The relationship between word knowledge and comprehension is unequivocal”. Based on the definitions that people must be able to identify, clarify, and understand to know what words mean.

There are four problems in ELL. The first is listening, speaking, reading, and writing. That all included into vocabulary. According to Jihyun Nam in His Jurnal Linking Research and Practice: Effective Strategies for Teaching Vocabulary in the ESL Classroom states that “In the ESL context, vocabulary not only supports the four language skills, listening, speaking, reading, and writing, but also mediates between ESL students and content area classes in that these students often find that lack of vocabulary knowledge is an obstacle to learning”. Therefore, it follows that ESL vocabulary teaching and learning are often emphasized for increasing students’ vocabulary.

Vocabulary is central to English language teaching because without mastering vocabulary students cannot understand others or express their own ideas. For the students of Senior High School, vocabulary is more appropriate to enhance them to the next material in different skills. Vocabulary is the first thing should be taught because without having enough vocabulary someone will learn nothing. The students' mastery of English vocabulary can be measured though the students' capability in using them in written or spoken. They truly know about English vocabulary when they are capable to write and use them correctly. Immediately they can jot down the words they listen, they know the meaning of them indicated by correct using of them in written.

Vocabulary is not only sign of symbol for ideas but also a part of how to improve language skills in the target language. The more vocabulary students learn the more ideas they should have, so they can communicate by using their ideas more effectively.

It is mentioned by Julian Edge (1993: 27),” Knowing a lot of words in a foreign language is very important. The more words we know, the better our chance of understanding or making ourselves understood”. So that improving students’ vocabulary is very important in language learning.

The students’ difficulties are mainly in English vocabulary. Especially, in the second class at MA AL-Maunah Kepuh. The students’ still not understand about meaning the words or sentences in a text book. They haven’t much vocabulary in their memorize. The writer tried to solve the students’ difficulties by means of implementation the method of learning that is the Total Physical Response (TPR) method. Specifically for speaking, the use of this method can absolutely help solve the students’ difficulties. The students can improve their vocabulary when they are say something to someone or each other. And they can understand meaning of the words or sentences that they are say it.

According to Jack C. Richard and Theodore S. Rodgers (2001: 73), “Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity”. In this method, the students listen and respond to the spoken target language of their teacher. A language learning approach based on the relation between language and its physical representation or execution emphasizes the use of physical activity for increasing meaningful learning opportunities and language retention. It is obviously described that physical response is the medium to stimulate interaction between teacher and learners.

In this situation, the researcher is interested to implement the TPR method that is supposed to be the suitable method to solve the students difficulties are mainly in English vocabulary to improve students’ vocabulary at MA AL-Maunah Kepuh. The improving students’ vocabulary by using this method can be known by analyzing the result of the observation and test that will be discussed later.

The target after applying Total Physical Response to the students of MA AL-Maunah Kepuh is the students' vocabulary mastery will improve significantly and they get an easy understanding how to master English vocabulary through this method. They can find their own way in creating physical (motor) activity to new words they know and are able to use them either in spoken or written. So, this method enhanced the

students to improve their English vocabulary mastery independently they can learn new words by themselves after guided for the first.

1.2 Identification of the Problem

The identification of the problem in writing this thesis is as follows:

1.2.1 The field of the Research

The fields of research are concerning method of teaching and learning aspect in English vocabulary.

1.2.2 The Kinds of the Problem

There are many problems in English especially, in learning vocabulary mastery. The kinds of the problem are:

- The students' difficult to learning English.
- Less facility in learning English.
- Not appropriate method in learning teaching process.
- Low vocabulary in learning English.
- Islamic Boarding School.
- Unaccustomed practice in learning English.

1.2.3 The Main Problem

The main problem in writing this thesis is the student's still low vocabulary in learning English. The researcher tries to implementation of TPR method to improve student's vocabulary as the problem solving to the problem.

1.2 The Limitation of the Problem

One of the problems in English is the achievement of vocabulary. If the students cannot improve their vocabulary they can't capable or express their feeling to communicate in English efficiently and correctly.

In this research, the writer has limited the vocabulary that relate to the material. The kind of vocabulary is only the verb in the text. The first until the last meeting the writer will teach a lesson of spoof text. Because spoof text is exist in the syllabus for 11th year students .So the limited of vocabulary is that relate with spoof text included in the syllabus.

1.3 Questions of the Research

Based on the background above and the identifications of the problem that mentioned in accordance with the research of **“Improving Students’ Vocabulary Through TPR” (CAR at the Second Grade of Ma Al-Maunah Kepuh)**, the researcher is going to investigate the problems:

- 1.3.1 How is the implementation of TPR method to improve students’ vocabulary in learning English?
- 1.3.2 How is improvement of the students’ vocabulary by using TPR method?

1.4 Aims of the Research

In accordance with the problems that will be investigated, the researcher aims the research **Improving Students’ Vocabulary Through TPR” (CAR at the Second Grade of Ma Al-Maunah Kepuh)**,

- 1.4.1 To know about the implementation of TPR method to improve students’ vocabulary in learning English.
- 1.4.2 To know about improvement of the students’ vocabulary by using TPR method.

1.5 Significance of the Research

The usefulness of the research:

1.5.1 For the students

Through this method, the students get enjoyable situation and get the clear words and their meanings. The result of this research student can learn English in an interesting way and enrich their vocabulary through the Total Physical Response method.

1.5.2 For the teachers

For the teachers, by understanding the result of this research, they can be careful in selecting teaching techniques and methods in their class. It is hoped that the result of this study help the teachers to teach vocabulary properly by using total physical response for senior high school students.

1.5.3 For other researchers

For other researchers, the result of this research helps them teaching vocabulary. In conducting research process, the data offer the literature for the researchers. It is hope that the data can open their mind in completing vocabulary field research. For the next research, researchers must be able to make learning process not monotonous or boring, in order that student's not feel bored and tired. Learning process a lot is better for improving students' vocabulary.

CHAPTER II

THEORETICAL FOUNDATION

This chapter discusses about the nature of vocabulary, vocabulary mastery, teaching and learning vocabulary, understanding of TPR method, the design of TPR method, the principles of TPR method, the procedure of TPR method, advantage and disadvantage of TPR method, previous study and the frame of thinking.

2.1 The Nature of Vocabulary

Vocabulary is one of the most important elements in learning English. Without vocabulary, language will never exist. According to Hackman (2008: 3) “Vocabulary is more than a list of words, and although the size of one’s vocabulary matters, it’s knowing how to use it which matters most”. Vocabulary teaching and learning book by the Wright group” The term vocabulary, broadly defined, includes two categories: receptive and expressive. Receptive vocabulary includes all of the words that a person understands when listening or reading, but may or may not feel comfortable using in speech or writing. Expressive vocabulary includes all the words a person feels comfortable using in his or her own spoken or written communication”. That’s means vocabulary is a tool of communication between one to each other.

2.1.1 Vocabulary Mastery

The English vocabularies are including to the core competence in learning English. Achmad (2013: 80) states that “Vocabularies is the owning system communication of participants which are organized from sounds or phonology regularly to syntactically governing and utilizing to express or to interpret the utterance occurred in communication”. It means that function of vocabulary is a tool for communication between one to each other.

Vocabulary is the knowledge of meanings of words. According to Sathl and Nagy (2006: 5) “Vocabulary is closely associated not just with intelligence, but also with knowledge”. “Vocabulary knowledge is a critical factor in the school success of English language learners, as well as students whose early language experiences may have been limited as a result of economic and social factors”. (Irwin, 2008: 2). Based on the definition above vocabulary knowledge is the one most important factor to learn English

successfully. Finochiaro (1974: 73) explains that the student's vocabulary can be divided into two kinds, namely active and passive vocabulary. The former consists of words which student recalls and uses appropriately in speaking or in writing. The latter consists of words that student recognizes in listening and reading activity, but does not use them in speaking or in writing (communication).

Behlol (2010: 40) in Achmad (2013: 78) stated that vocabularies can be divided into passive vocabularies and active vocabularies. Thus, he explained that passive vocabulary consists of the words that the students may recognize and understand when they occur in the context but which they cannot produce or use correctly in different context; While active vocabularies consists of the words which the students understand, recall, write with the correct spellings, pronounce them correctly, and use constructively in speaking and writing.

Harmon, Hendrick & Wood (2005: 261) in their article "Research on Vocabulary Instructions for struggling reader" stated that vocabularies tends to the all their characteristics, whether related the selected word based on the function of context used, or the words formation process and the creation of the communicative language not only in orally but also written interaction. According to Read (2000: 16) "vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, a dictionary-tape definition, or an equivalent word in their own language".

From the all statement that said by the expert, the researcher concluded that vocabulary mastery is the knowledge all of words that have been the peoples use to communicate with one to each other from one to another country. Vocabulary mastery is very important element in English. Because when the people have low vocabulary, they will difficult to communicate with others. So, they must have much vocabulary in their memorize in order that they can interaction properly.

2.1.2 Learning and Teaching Vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read. And the better you will be able to say what you want to when speaking or writing. That is mainly the reason for this research makes the students learn vocabulary in a better way, in a way that students could use their bodies as a tool to learn words from the second language.

Teaching is the most important successful element in learning English. Brown (2001: 15) says that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand. From the definition above that teaching is important aspect to learn English.

Teaching vocabulary is really important as it is the foundation for students to know more about English vocabulary. When students do not have enough words in their minds, it will be hard to go forward. They probably feel strange with the pronunciation and spelling at once. Therefore, teacher should give them an understanding about the purpose of learning English vocabulary.

Vocabulary instruction is a crucial component of learning English. According to Butler, Urritia, dkk (2010: 7) “The goal of vocabulary instruction is to help students learn the meanings of many words so they can communicate effectively and achieve academically”. And he says that “Effective vocabulary instruction requires educators to intentionally provide many rich, robust opportunities for students to learn words, related concepts, and their meanings”. From the definition above that Students need strong instructional opportunities to build their personal mastery of words, to develop deep levels of word knowledge, and acquire vocabulary of strategies that aids their independent word acquisition.

Marzano (2004) in Irwins (2008) define a number of characteristics of effective vocabulary instruction.

- a. Effective vocabulary instruction does not rely on definitions.
- b. Students must represent their knowledge of words in linguistic and nonlinguistic ways.

- c. Effective vocabulary instruction involves the gradual shaping of word meanings through multiple exposures.
- d. Teaching word parts enhances students' understanding of terms.
- e. Cognates are another source of word learning, particularly for English language learners,
- f. Students should discuss the terms they are learning.
- g. Students should play with words.
- h. Instruction should focus on terms that have a high probability of enhancing academic success.

The importance of this planned vocabulary instruction in all content areas is supported by Baker, Simmons, and Kameenui (1995b) in Allen's book: "Vocabulary acquisition is crucial to academic development. Not only do students need a rich body of word knowledge to succeed in basic skill areas, they also need a specialized vocabulary to learn content area material".

Vocabulary can be defined as the words that teach in foreign language. According to Ur (1991: 60) there are six further examples of vocabulary items, in any language you know, that consist of more than one word:

1. Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

2. Grammar

The grammar of new item will need to be taught if this not obviously change by general grammatical rules.

3. Collocation

The collocations typical of particular items are another factor that makes a particular combination sound "right" or "wrong" in a given context. So this is another piece of information about a new item which it may be worth teaching.

4. Aspects of meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, *dog* denotes a kind of animal. More specifically, a

common, domestic carnivorous mammal; and both *dank* and *moist* mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word *dog*, for example, as understood by most British people, has positive connotations of friendship and loyalty; whereas the equivalent in Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. For example, you may know that *keep* is virtually synonymous in denotation with *cry*, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

5. Aspects of meaning (2): meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.

- a. Synonym
- b. Antonym
- c. Hyponym
- d. Co-hyponyms or co-ordinate
- e. Super ordinates
- f. Translation

6. Word Formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component “bits”. Exactly how these bits are put together is another piece of useful information perhaps mainly for more advanced learners.

Nation (in Cameron, 2001: 85) listed basic techniques by which teachers can explain the meanings of new words, all of which can be used in the young learner classroom:

- a. by demonstration or pictures:

1. Using an object
 2. Using a cut-out figure
 3. Using gesture
 4. Performing an action
 5. Photographs
 6. Drawing or diagrams on the board
 7. Pictures from books
- b. by verbal explanation
8. Analytical definition
 9. Putting the new word in a defining context
 10. Translating into another language

Vocabulary instruction is important element in learning English. Kamil and Hiebert (2005: 10) states that there are four issues are particularly persistent in discussions among vocabulary instruction. (a) the number of words that should be taught, (b) the particular words that should be taught, (c) the vocabulary learning of two groups of students English Language Learners and potentially at risk students, and (d) the role of independent reading in vocabulary learning.

According to Cynthia and Johnson in journal “Why teach vocabulary” (2001: 4) states that there are some general strategies and specific techniques to keep in mind as you teach vocabulary: (1) Encouraging wide reading, (2) Emphasizing learning from context, (3) Using prefixes, suffixes, and roots, (4) Using Graphic and organizers, and (5) Attending instruction through reading aloud and discussion. Since vocabulary growth is such a long process, some words require much more detailed instruction than others, certain activities such as semantic maps work best with words that are related in meaning. As the teacher experiment with the strategies and techniques just described, the teacher will be able to determine which ones will best help the students.

In Beck, McKeown and Kucan’s book, *Bringing Words to Life: Robust Vocabulary Instruction*, the researcher highlight characteristics of robust vocabulary instruction. Instruction that meets their definition of robust provides the following:

- Rich information about words and their uses;

- Frequent and varied opportunities for students to think about and to use words; and,
- Enhanced student language comprehension and production.

Michael Graves (2006) in *Essential Strategies for Teaching Vocabulary's book* states that offers a framework for successful vocabulary programs that supports effective teaching and students' development of word knowledge. The foundation of his instructional program includes a four part approach to developing robust vocabularies: (1) Provide rich and varied language experiences, (2) teach individual words, (3) teach word-learning strategies, and (4) foster word consciousness. So, he offer those approach to help students to have success vocabulary intercourse.

The National Reading Panel's review (2000) in Hackman (2008: 6) identified five basic approaches to vocabulary instruction which should be used together: First is explicit instruction (particularly of difficult words and words that are not part of peoples' everyday experience). The second is indirect instruction (exposure to a wide range of reading materials). Then, Multimedia methods (going beyond the text to include other medias such as visual stimulus, the use of the computer or sign language). Next, Capacity methods (focusing on making reading an automatic activity). And association methods (encouraging learners to draw connections between what they do know and unfamiliar words). Those approaces relate to teachers' method in teaching vocabulary which is concern as the best method to teach about vocabulary.

2.2 Total Physical Response

2.2.1 The Understanding of Total Physical Response

Total physical Response is one of the languages teaching methods which was developed by James Asher, a professor of psychology at San Jose State University, California. Simply stated, “Total Physical Response (TPR) is a teaching method which requires learners to respond physically to imperatives given by the teacher, who has contrived these imperatives in such a way as to cover the linguistic items that he or she wishes to teach”. Asher summarizes his philosophy and method as follows (Asher, 1977: 4):

1. Understanding the spoken language should be developed in advance of speaking.
2. Understanding should be developed through movements of the student’s body. The imperative is a powerful aid, because the instructor can utter commands to manipulate students’ behavior. Research suggests that most of the grammatical structures of the target language and hundreds of vocabulary items can be learned through the skilful use of imperatives by the teacher.
3. The teacher should not attempt to force students to speak. As they internalize a cognitive map of the target language through understanding what they hear, they will reach a point of readiness to speak. The individual will spontaneously begin to produce utterances.

According to Richard and Rodgers (2001: 73) state that “TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity”. In this method, the students listen and respond to the spoken target language of their teacher. That is the method that involves physical activity in the classroom to help student understanding easily the words or sentences that they learn. In order how to speak English vocabulary correctly.

2.2.2 The Design of Total Physical Response

The researcher would like to explain the design of Total Physical Response. There are divided into four parts, first are the objectives and the syllabus, learning activity, roles of learners and teachers and the last is materials. The design of Total Physical Response based on Richard and Rodgers book and will described by the researcher.

a. The Objectives and The Syllabus

According to Asher in Richards and Rodgers (2001: 75), “The general objectives of Total Physical Response are to teach oral proficiency at a beginning level and the type of syllabus that use Total Physical Response is sentence-based syllabus”. It means that use Total Physical Response is to make students speak fluently. But to achieve that goal student must be enjoy in teaching learning process.

Asher in Richards and Rodgers (2001: 75) states that “Sentence based syllabus is a syllabus with grammatical and lexical criteria being primary in selecting teaching items”. This syllabus stress to the meaning rather than the form, the teacher makes students understand about grammar before giving the form to the students. The students can easy to understand the teacher’s explain.

b. Learning Activities

Types of learning in Total Physical response are imperative drill and role plays. When the teacher gives commands, request, suggestion and so on, to the students until they understand the meaning of the words, sentences and each verb in the sentence. After the students understand the teacher start to explain about the material.

c. Roles of Learners and Teachers

According to Asher in Richards and Rodgers (2001: 76) “The teacher plays an active and direct role in Total Physical Response”. It is the teacher who decides what to teach, who models a presents the materials, and who selects supporting materials for classroom use. And “Learners in Total Physical Response have the primary

roles of listener and performer”. It means that they listen attentively and respond physically to command given by the teacher.

d. **Materials**

Asher in Richards and Rodgers (2001: 77) “The teacher will need to make or collect supporting materials to support teaching points”. It means that the teacher include pictures, realia, slides, or word chart. Materials and relia play an increasing role, however in later learning stages.

In conclusion, Total Physical Response has an objective there is to teach oral proficiency of the students using the sentence-based syllabus. The learners and teachers have their own roles in the classroom. The roles must be connected one to each other especially in the materials. And it related with giving commands, request, suggestion and so on in learning activities in the classroom.

2.2.3 The Principles of Total Physical Response

Teachers who use TPR believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language. Initially, the teacher is the director all of students behavior. One of the main reasons TPR was developed was to reduce the stress people feel when studying foreign language. There are some principles in Total Physical Response that classified by Larsen-Freeman (2000: 111), they are:

- a. The students’ understanding of the target language should be developed before speaking.
- b. Students can initially learn one part of the language rapidly by moving their bodies.
- c. The imperative is a powerful linguistic device through which the teacher can direct student behavior.
- d. Students can learn through observing actions as well as by performing the action themselves.
- e. Students should not be made to memorize fixed routines.
- f. Correction should be carried out in an unobtrusive manner.
- g. Language learning is more effective when it is fun.
- h. Spoken language should be emphasized over written language.

- i. Students will begin to speak when they are ready.
- j. Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them.

From that given above those some principles to make total physical response is a success in the classroom activity. And make students interest and enjoy in learning teaching process English with make fun in learning activity. The material also make interesting and understanding by the students.

2.2.4 The Procedure of Total Physical Response

According to Asher (1977: 54-56) in Richards and Rodgers (2001: 77) provides lesson-by-lesson account of a course taught according to TPR principles, which serves as a source of information on the procedures used in the TPR classroom. The procedure of Total Physical Response in the classroom is like a course with the word. The teacher gives a lot of command with the words. Those procedures are review, new commands, role reversal, and reading and writing. There are procedures in Total Physical Response methods are:

- a. *Review*. This was a fast-moving warm-up which individual students were moved with commands.
- b. *New commands*. These verbs were introduced.
- c. *Role reversal*. Students readily volunteered to utter commands that manipulated the behavior of the instructor and other students.
- d. *Reading and writing*. The instructor wrote on the chalkboard each new vocabulary item and a sentence to illustrate the item. Then the spoken each item and acted out the sentence. The students listened as she reads the material. Some copied the importation in their notebooks.

From that given above the procedure of total physical response is through steps and every step will help the students to make understand about the target language through imperative drill. By using this procedure, learning teaching process can be more easily for the teacher and students. Teacher knows what the students will do.

2.2.5 The Advantages and Disadvantages of Total Physical Response

Total Physical Response is one of the methods that use in learning teaching process in the classroom. This method also has advantage and disadvantage. There are some advantages of total physical response:

1. This method can help teacher to facilitate deliver the material with a fun way.
2. This method can make the material in learning activity interesting and easy to students.
3. Students should be able to understand about the teacher's explain.
4. Student will enjoy to getting up from their chairs and make a move around, that is to make easy remembering because action or activity assist to strengthen relation with the brain.
5. Teacher knows what he/she should do.

It related with the principles of TPR method that is "Language learning is more effective when it is fun". It means that TPR method can help students interest in the learning process and help students to understand about the meaning of the word or sentences in learning foreign language. This method is also a tool which good to developing vocabulary and that is good to stimulating students to learn.

However, this method also has disadvantage. For the disadvantage of this method are:

1. The limitation of students' vocabulary.
2. Teacher will find difficulties to deliver the material when student have feel bored and tired.
3. If the students feel bored, they will not focus to study the lesson and ignore the teacher.
4. These method needs a long time for students if they find difficulties in comprehend material that deliver by the teacher.

This matter is caused by this method need many activity and action. So that the teacher must be try to conduct reflection in order that the student can take a rest and can be doing the learning process.

2.3 Previous Study

For comparison, the researcher already reviewed some other related research. They are titled: (1) Nining's (2010) "Improving Students' English Vocabulary by Using Total Physical Response", (2) Misra's (2011) "The Effectiveness of Teaching Vocabulary Through Total Physical Response Method", and (3) Yenny's (2007) "The

Application of Total Physical Response in Teaching English Vocabulary to The Fourth Graders of SD Negeri 04 Krajankulon Kaliwungu Kendal”.

Nining (2010) in her research found that Total Physical Response can improve the students' vocabulary including the meaning, spelling, pronunciation, and using of words. The most significant improvement was the aspect of meaning and spelling. TPR could increase the students' motivation and confidence in learning vocabulary. TPR could change the students to be active learners as they involved in the activity and they automatically learned by doing. Somehow, there were some weakness of applying TPR, the students still got difficulty in aspect of using word in sentence and they were sometimes confused to cover the four aspect of vocabulary at the same time. That's why the improvement of the pronunciation aspect and using of words were not significant.

Misra (2011) states that it can be concluded that the teaching vocabulary through TPR method has shown positive significant difference in vocabulary teaching and learning process. It can be seen based on the students' post-test scores in learning vocabulary by using TPR method are higher rather than the students' post-test scores by using GTM method and it also can be seen as students' responds of the writer's commands, they look enjoyable learn vocabulary using vocabulary, because they can practice directly. This study it can be concluded that using Total Physical Response in teaching vocabulary is quite success by using TPR method. It is not only effective to lead students feel more interesting and enjoy doing activity in the class, but also it can give the students the opportunities to be active in learning English vocabulary.

Yenny (2007) in her research, concluded that teaching English vocabulary through TPR is very beneficial for the students in order to facilitate them in learning English vocabulary. It is suggested that TPR in teaching English vocabulary is recommended for the English teacher. The main factors affecting this success are the students' interest in the teaching and learning activities given using TPR, the relevancy between the vocabularies offered in the activities, and the vocabulary that the students used in daily activities.

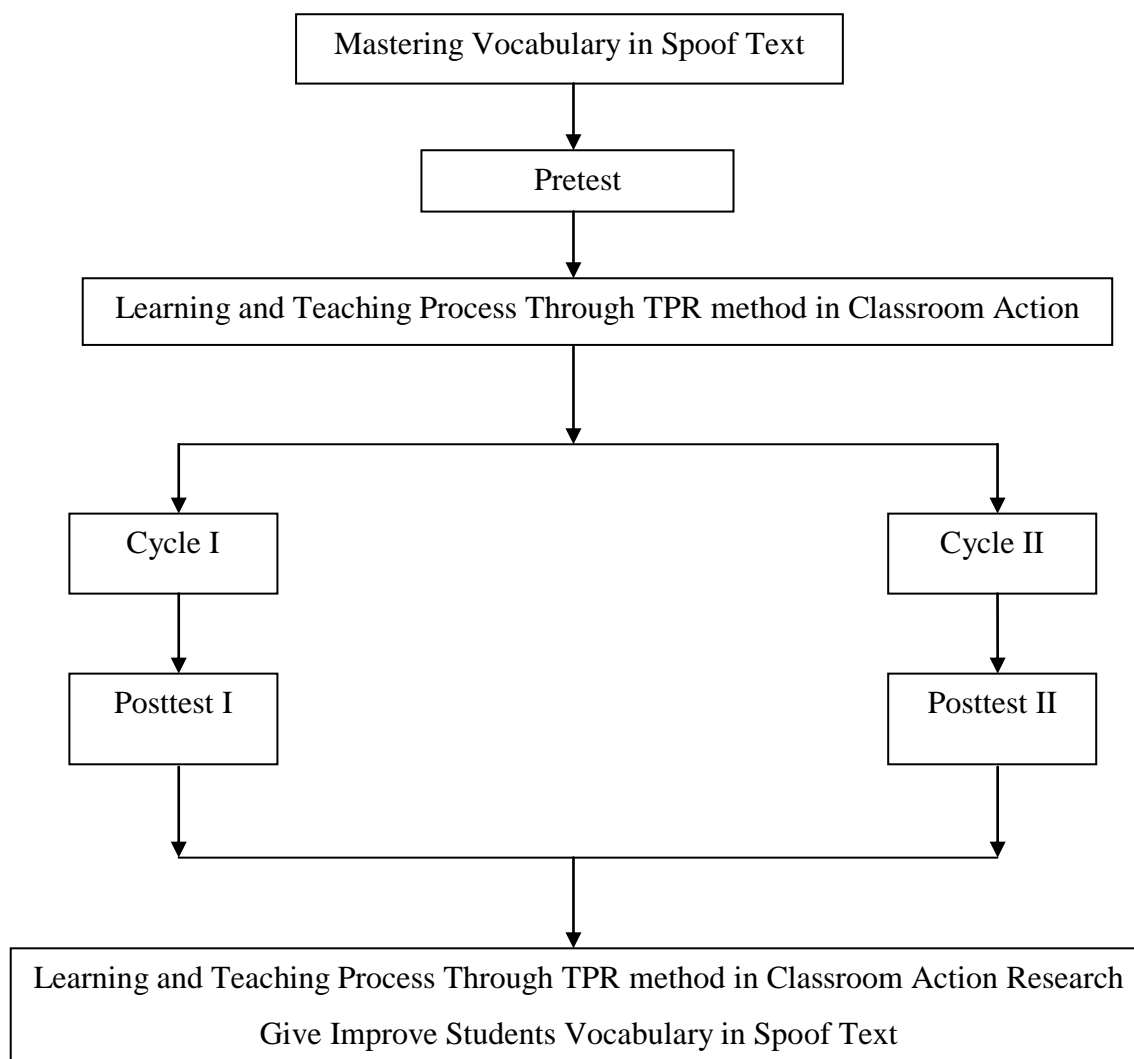
In this research, researcher discusses about improvement the students' vocabulary through Total Physical Response method in learning English. Focus in this method are how is the implementation of TPR method to improve students' vocabulary in learning English and how is improvement the students' vocabulary by using TPR method.

2.4 The Frame of Thinking

In the process of learning and teaching as a foreign language, there are four basic skills that have to be taught to the students, they are reading, listening, speaking, and writing. And all those basic related with vocabulary. For the successes learning teaching process, the teacher must have a good method to increase vocabulary in learning English. But the researcher opinion that there is no method that becomes the best method in foreign language. The best method for teaching foreign languages is the method which is relevant to certain condition based on the facilities and equipment provided by the school or the method that appropriate in the situation of the class. So, the teacher must know the method that suitable used in the class based on the condition of the students and situation in the classroom.

Having observed the process of learning and teaching English at the second class of MA Al-Maunah Kepuh, the researcher knows that the students still low vocabulary. The researcher will tried to implement TPR method to improve students' vocabulary mastery. This method fit to the student's condition and facilitate in the school. TPR is successful when used as the core strategy of a course. Children and adult are highly motivated by TPR. Because, in Total Physical Response there are some principles or activities when the students can promote students' vocabulary learning. For example in principles of TPR method, "Student can initially learn one part of the language rapidly by moving their bodies". It means that the students can easy to understand in learning to communicate in a foreign language. And "Language learning is more effective when it is fun", it shows that one of the main reasons TPR was developed to reduce the stress people feel when studying foreign language. So, when the students more active in moving their bodies, students can learn through observing actions as well as by performing the action themselves. Thats all activities in TPR method can improve students' vocabulary mastery. It related with the advantages of total physical response which describe by the researcher. Furthermore, the activities of the students in learning English by using TPR method was supported in lesson plan that made by the researcher. In lesson plan, there are some activities in teaching steps that shows the student can promote their vocabulary in teaching learning activity.

Table 2.1
Figure Frame of Thinking



CHAPTER III METHOD OF RESEARCH

This chapter is presented to describe method of research, it concerns with the place and time of the research, method of research, the research design, the classroom action research procedures, the population and sample, the instruments of the research, techniques of collecting data, the analysis of data, and criteria of success.

3.1 The Objective of the Research

The objective of the research is to know improving students vocabulary mastery through Total Physical Response (Classroom Action Research at the Second Grade Students of MA AL-Maunah Kepuh). The place of the research is MA AL-Maunah Kepuh it located at Kiageng Tepak Pasar Minggu Street, Kepuh village, Palimanan district, Cirebon regency postal code 45161. The researcher found out a problem that students low vocabulary in the second grade of MA AL-Maunah Kepuh. The researcher began taking the data on April. The timeline of the research was listed and detail.

Table 3.1
Research Timeline

No	Activities	Month and Week							
		April				Mei			
		I	II	III	IV	I	II	III	IV
1	Observation								
2	Instrument preparation								
3	Validity test								
4	Pretest								
5	Cycle 1								
6	Posttest								
7	Cycle 2								
8	Posttest								
9	Analysis data								
10	Report								
11	Writing								

3.2 The Method of the Research

In this research, the researcher use Classroom Action Research (CAR) method. According to Miller (2007):

“Action research is a natural part of teaching. Teachers are continually observing students, collecting data and changing practices to improve student learning and the classroom and school environment. Action research provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners”.

Based on the statement above, it means that action research is research to get information or data about everything that happened in the school especially in the classroom and try to make a positive change in learning teaching process to improve student’s outcomes. In this research, the researcher as teacher observes or collected the data.

Hult and Lennung (1980) and McKernan (1991: 32 – 3) in Cohen (2007) suggest that there are some principles and characteristics of action research:

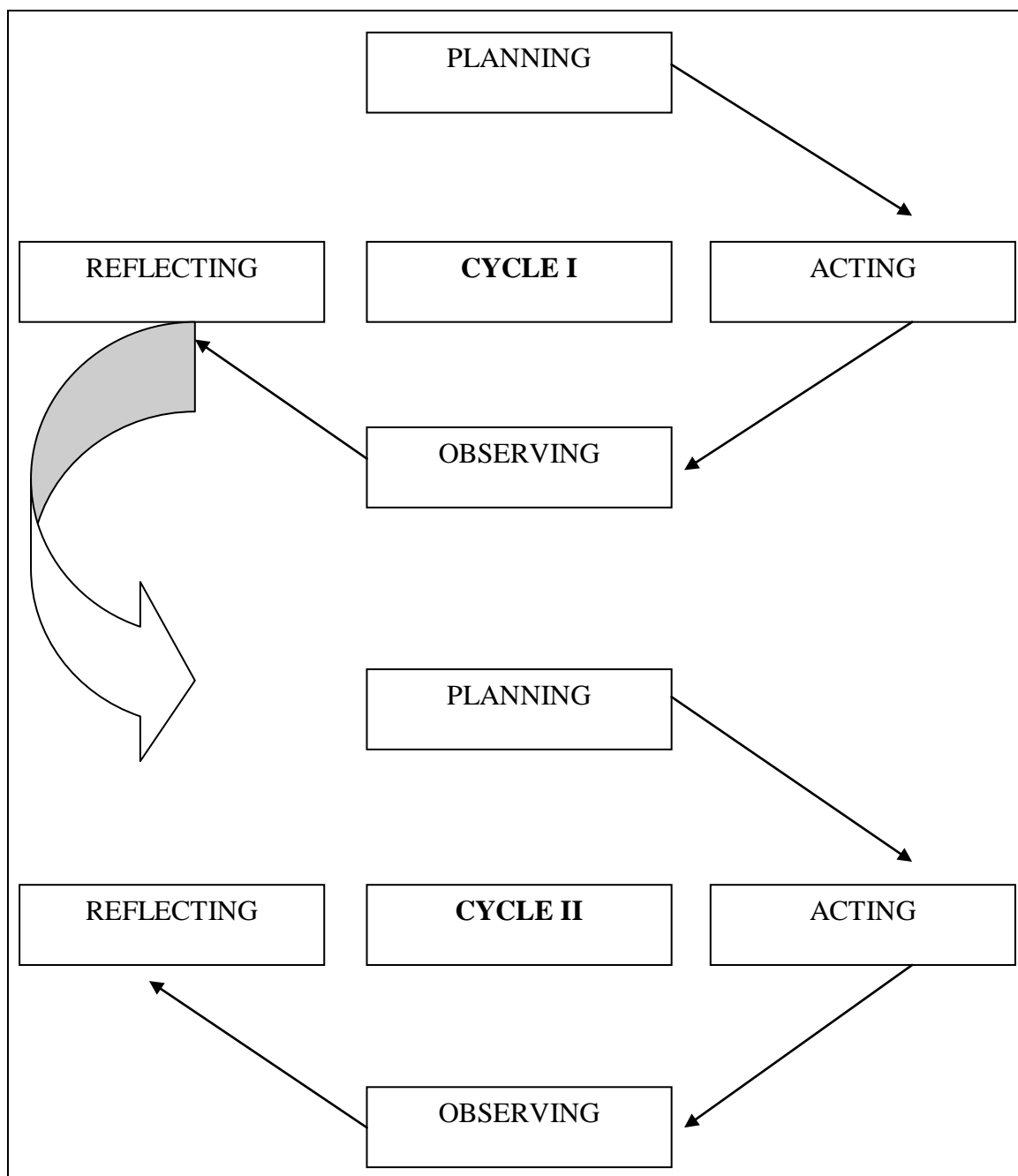
- makes for practical problem-solving as well as expanding scientific knowledge
- seeks to improve the quality of human actions
- focuses on those problems that are of immediate concern to practitioners
- includes evaluation and reflection

The researcher implements the action research because only the teacher who knows the situation in the classroom, the condition of the students, and the problems that contain in the class during learning teaching process. The teacher also understands what the students which they want, how to deliver the material in correctly so that material can be understand by the students and everything that related with learning teaching activity. The researcher recommended that Classroom Action Research can help the teacher easily in learning teaching process to improve her or his skill in teaching.

3.3 The Research Design

In this research, the researcher uses the Classroom Action Research procedure of Arikunto's design (2012: 16). It consists of two cycles in which each cycle contains four phases: planning, acting, observing and reflecting.

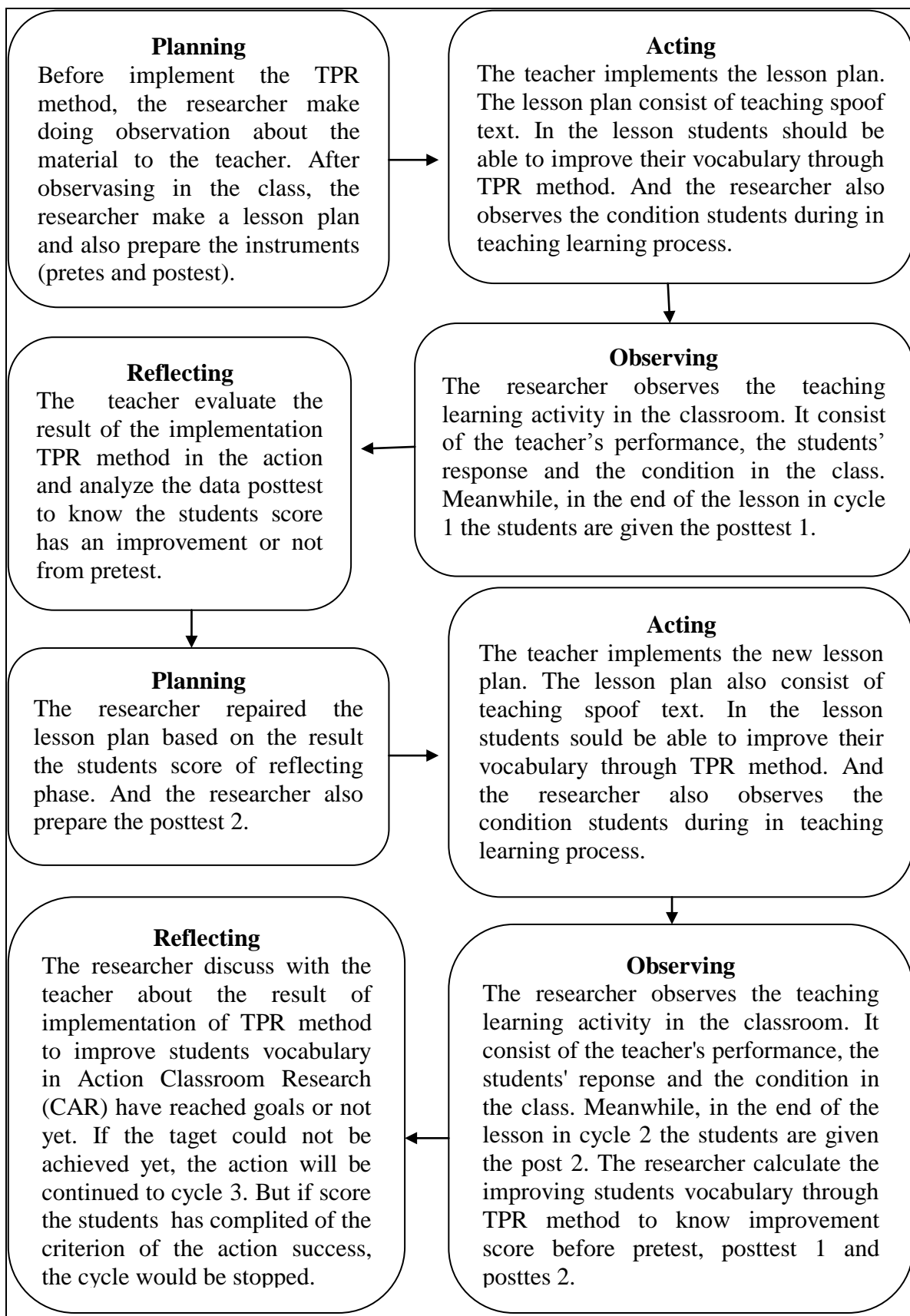
Table 3.2
Research Design



Based on the Arikunto's Design, the researcher would like to describe about the implementation of Classroom Action Research in cycle 1 and cycle 2 as following:

Table 3.3

(The phases of Classroom Action Research that Modified by the researcher)



3.4 Classroom Action Research Procedures

In this research, researcher uses Arikunto's design (2012: 17) which consists of two cycles, every cycle contains four phase: planning, acting, observing and reflecting. Those four phases are included into one cycle. The researcher uses two cycles because the researcher want to knows about improvement vocabulary mastery of the students in pretest and posttest before and after implement the TPR method, researcher also want to know this method can be problem solving or not. For more explanation of those four phases, researcher will describe about it based on the Arikunto's design, there are:

3.4.1 Planning Phase

In this phase explained about what, why, when, where, who, and how the classroom action research would be conducted. In this phase the researcher determined the main problem that need to found out the special attention for capable of control, and then makes the instrument observation for help the researcher know the facts during going on the Classroom Action Research. After the researcher make doing observation before implement TPR method and identifying the student's problem in the class. The researcher make a lesson plan that relate with the material will be implemented in the second class of MA AL-Maunah Kepuh. Before implement the lesson plan, researcher also make instrument (test) to know about the student's mastery vocabulary. The lesson plan and the instrument can be found in Appendix 2.

3.4.2 Acting Phase

Acting phase is the realizations that form implementation or applying content of planning, which is implementing the action research. In this phase, the teacher must be remember and tried to implement the planning phase properly. The lesson plan must be detail in explain every activity appropriate with the planning phase, the activity that the teacher's doing must be correctly and the activity of the students doing related to the lesson plan and syllabus. In here, researcher as the teacher implements the lesson plan. The lesson plan consists of teaching spoof text. In the lesson students should be able to improve their vocabulary through TPR method.

3.4.3 Observing Phase

Actually in this phase related with the acting phase, observation held with the Classroom action Research during learning teaching activity, so the acting phase and the observation phase are going on in the same time. Observing phase is the activity that doing by the researcher. The researcher observes all of activity that happened during the teaching learning activity in the classroom. It consists of the teacher's performance, the students' response and the condition in the class. In this phase, the researcher also gets the data of posttest.

3.4.4 Reflecting Phase

This phase is to know the all of activities that doing by the teacher to the students and explained about change that happened of the students, the condition of the class, and the teacher. Reflecting phase is the activity for suggest what have been done. This phase is a good phase activity when teacher has been done finished in action phase. In this phase, researcher evaluates the result of the data pretest and posttest. If score the students has completed of the criterion of the action success, the cycle would be stopped.

3.5 The Population and Sample

3.5.1 Population

According to Arikunto (2010: 173) "*Populasi adalah keseluruhan subjek penelitian*". Population is the whole of the research. From the definition above, it is absolutely known that the whole subjects existing in the place where the writer does research. Population of this research is in the second class students of MA Al-Maunah Kepuh, the second class of MA Al-Maunah Kepuh consist of 25 students.

3.5.2 Sample

Sudjono (2003: 114) states that "*Sampel adalah bagian dari populasi, sebagai contoh yang diambil dengan menggunakan cara-cara tertentu*". Sample is the part of population, as sample which is taken by using the certain ways. In this research, the researcher only takes 18 students at the second class students.

Because only 18 students that demand of the result study and be present the teaching learning process.

Based on Arikunto's theory (1993: 107) she furthermore explains that *“Apabila jumlah populasi kurang dari 100 lebih baik di ambil seluruhnya. Sehingga penelitiannya merupakan penelitian populasi totalitas. Selanjutnya jika subjeknya lebih bisa dapat diambil antara 10-15% atau 20-25% atau lebih tergantung pada kemampuan peneliti”*.

"If the number of populatin or is less than 100 it would be better for the researcher to take all the number of the population so that the researcher becomes population researcher, but if number of population is big enough, the researcher may take 10-15% or 20-25% of the population or more than this is it depends of the researcher's ability".

3.6 The Instruments of the Research

One of the research activities is data collection. Collecting data activities carried out by certain techniques and use certain tools that are often called the research instrument. Data obtained from the process and collected, organized, analyzed the information to be able to explain a phenomenon or the relationship between phenomena. The instruments of the research are observation and test. According to Cohen (2007: 314) *“The instruments of the research is how they can be used and how they can be constructed”*. It means that every instrument have differences for collecting the data one to each other and must be appropriate what researcher require in research.

3.7 Techniques of Collecting Data

The researcher collects the data of the research are observation and test. Those techniques fit to the research design in qualitative research.

3.7.1 Observation

Sugiono (2008: 145) states that, *“Observasi adalah teknik pengumpulan data mempunyai ciri yang spesifik bila dibandingkan dengan teknik lain, yaitu wawancara dan kuosioner”*. Observation is technique collecting data having certain characteristics if has comprised by another techniques such as interview and questioner”.

Observation is the basic method for obtaining data in qualitative research. The qualitative researcher's goal is a complete description of behavior in a specific natural setting rather than a numeric summary of occurrence or duration of observed behaviors. According to Hancock (2002: 12) there are four technique collecting data through observation; Written descriptions, video recording, photographs and artifacts, and documentation. Researcher only takes written descriptions to collecting the data through observation. The researcher has down the observation in two times, before implementing the Classroom Action Research and during the Classroom Action Research. Before implementing Classroom Action Research the researcher find the problems in learning teaching process, especially in vocabulary mastery of the students. And the second observation, the researcher observes about the teacher's performance, class situation and students' response when studying English using Total Physical response. It means that this observation must be appropriate with the lesson plan or not.

3.7.2 Test

According to Finocchariro (1984: 247) "Test (Oral, writer, short answer, essay, reading, etc) and other measurement such as observation and is test is a mean to certain result being achieved and progress being made towards objective of language learning". Before make this research, the researcher have done observation in the place. After that the researcher gives the test before and after implementing the Classroom Action Research. The writer called the test before CAR with pretest and the test after CAR with posttest. The writer conducts the pretest to get more understanding about improve students vocabulary and to know improve students vocabulary before using TPR method. And the write gives posttest to know whether the students understanding of vocabulary is improving or not after using TPR method. The pretest is held in the end of the second action of each cycle. The test are done in multiple choices, multiple choices are consist of 20 questions. It could be seen in Appendix 4.

3.7.2.1 Validity and Reliability of Tests

Validity is related with the ability of data collecting instrument to measure what have to be measured, to get relevant data by what is measuring (Dempsey and of Dempsey, 2002: 79). Validity is necessary in evaluating the quality of data that used in the research. By using the validity of data, the data or the instrument that used in the research will acceptable. According to Anderson, et al in Mills (2003: 84), there are five kinds' criteria for validity in action research. The criteria are democratic validity, outcomes validity, process validity, catalic validity and dialogic validity. In this research, the researcher uses outcome and process validity.

Outcome validity is the validity that can be seen from the result of the test, with compared the result test of cycle 1 and cycle 2. When the result of cycle 2 increased from the cycle 1, it means that the study is successful. And process validity is requiring the data has been conducted in a "dependable" and "competent" manner. In this process validity, the researcher observes all the activities that happened in the class during learning teaching process. Then, the instrument of analyzes data in this research that got from the students at the second grade of MA AL-Maunah Kepuh. The students gave the result score of test. The test related with the syllabus and lesson plan. It could be seen in Appendix 2.

Reliability of test is the level of consistency from the result achieved by the instrument, even used in many times for the same or different subject. (Kuntjojo, 2009: 37) based on the definition above, the instrument used in this research is rely and valid. Because it was tested in Jamblang High School. In this school the instrument tested to 10 students. For more detail of the result in reliability is shown in Appendix 3.

3.8 Technique of Analysis Data

Techniques of analysis data in this research are qualitative data and quantitative data. The researcher takes qualitative data for some reason. First, the qualitative data fits for what problems the research wants to investigate, that the implementation of TPR method can improve student's vocabulary. Secondly, the researcher needs to analyze the data of the research in the form of written description. The analysis qualitative data used in this research is observation, the observation data will be describe of the teacher and the students' activities during the teaching learning process in the classroom before and after Classroom Action Research.

In analyzing the quantitative data, the researcher uses test because the researcher want to know about the data of mastering vocabulary before and after implementation of Total Physical Response in Classroom Action Research to improve students vocabulary. First the researcher getting the average students' score before implementation Classroom Action Research and getting the class percentage. To analyze the data of pretest, the first step is to get mean score of the class.

The following is the calculation:

$$\bar{x} = \frac{\sum x}{n}$$

\bar{x} = Mean
 x = Individual Score
 n = Number of students
 (Sudjana, 2002: 67)

Second, the researcher analyzes the data of percentage the class. The following is the calculation:

$$P = \frac{F}{N} \times 100 \%$$

P = the class percentage
 F = total percentage score
 N = number of student
 (Sudijono, 2008: 43)

The researcher also classified the kinds of the students score in criteria based on Ali (1995: 77) states that there characteristic values:

Table 3.4
Scale of Values

INTERVAL	CRITERIA	SYMBOLS
81 – 100	Very good	A
61 – 80	Good	B
41 – 60	Enough	C
20 – 40	Low	D
0 – 20	Bad	E

Based on the statement above if the students get score between 81–100 point, it is very good score and they were included in category values group A, and it's the higher score. When the students get score between 61–80 points, they were included in category values group B and its good score. If the students get 41–60 points, it is enough score, they were included in category values group C and it's the middle score. The students get 20–40 points, they were included in category values group D and its low score. When the students get 0–20 points, it is very bad score and they were included in category values group E, and it's the lowest score.

3.9 Criteria of Success

In this research, the researcher have done ask to the teacher about score that must be students get in learning teaching activity, that is 60. Determination of this value as according to Kriteria Ketuntasan Minimal (KKM) exists in school for English lesson. From the discussion between the teacher and the researcher, the researcher and the teacher agreed that this Classroom Action Research can be called success when there is 65% of students could achieve the target score of minimal mastery level (KKM) 60 (sixty) of the vocabulary mastery test started from the pre-test until the second posttest in cycle two. If the students test result has completed the criteria of success in action research, the researcher concludes the next cycle would be stopped.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the research. In this case, it discusses the result of the research in improving students' vocabulary through Total Physical Response at the second grade of MA AL-Maunah Kepuh. This chapter contains with the description of the data (before the implementation the Classroom Action Research, during the implementation of Classroom Action Research, and after implementing the Classroom Action Research) and interpretation of the data.

4.1 The Description of the Data

Here, the researcher was described about findings before and after implementing the Classroom Action research (CAR). There are four phases in CAR, first is planning, acting, observing and reflecting. Before implementing the Classroom Action Research, the researcher got the data about the result of pre observation and the result of pretest. Then, after implementing the Classroom Action research (CAR), the researcher got the data description. The researcher used two cycle, so the researcher will described the data from every cycle and every cycle consist of four phases.

4.1.1 Findings before Implementing the Classroom Action Research (CAR)

The researcher will describe the result of the data of pre observation and the result data of pretest that have done before implementing Classroom Action Research. The result of pre observation grounded on the data that obtained by the researcher when did PPL 2. And the result data of pretest also obtained by the researcher when the researcher gave assignment to know students' vocabulary mastery.

4.1.1.1 The Result of Pre Observation

Pre observation was carried out before implementing the action. It means that to observe the learning teaching process of vocabulary before implementing the action. It was held at the second grade of MA AL-Maunah Kepuh. The researcher did observation in the class, there are 25 students in the class. The pre observation conducted during the researcher doing PPL 2. During teaching learning activity in the classroom, the teacher was dominating the students in the class. Based

on the observation, the researcher found that teaching learning process of vocabulary in the material was monotonous and the students were passive. It can be seen that the students just sitting on the chair and listening the teacher's explanation without doing anything or any other physical activities. The teacher just explained the meaning of spoof text without the meaning or content of text and especially of vocabulary. After that, without gives the student's instruction the teacher asked to the students about meaning the text and they don't understand about the meaning of the text. So, they are not answer the question given by the teacher. Based on that statement, actually the students' vocabulary is less or low, finally they are not understood about the meaning of the text. This condition was not enough to make them understand about the meaning of the text. As the result, the students did not pay attention to the lesson and they did not do exercise correctly. It could be seen in Appendix 1.

4.1.1.2 The Result of Pretest

The pretest has been done before Classroom Action Research. The researcher gave assignment to know about student's vocabulary mastery. There were 20 questions in multiple choice and did the test during 30 minutes. Based on the result of the pretest, the data showed that the mean score of the pretest was 43.27. From the result, there were 3 students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)*. The highest score that achieved by the students was 83, and the lowest score that achieved by the students was 26. From the result of the data that showed the students in the second class was still low vocabulary. It could be seen in this table 4.1.

Table 4.1
(The Result of Students Score in Vocabulary mastery Before Using
TPR)

NO	NAME OF STUDENTS'	Before Using CAR Score of Pretest
1	Abdul Hamid	46
2	Cut Nyak Lestari	26
3	Iin Inayah	*83
4	Iis Ayu Damayanti	40
5	Jafar Sodik	33
6	Kamaliah Qurrotul Fuadah	36
7	Khoirotus Sa'adah	56
8	Lia Lestari	36
9	Maesaroh	33
10	Muhammad Rodi	46
11	Muslihah	40
12	Nispu Syahrul Kirom	26
13	Nur Khasanah	56
14	Nur Malasari	40
15	Rohilatul Hawa	*60
16	Siti Rohimatuz Zakiyah	*66
17	Sumarni	30
18	Zamzami	26

*The students who achieved the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) score (60).

From the calculation above, the lowest score of students before using TPR is 26. The highest score before using TPR is 83. There are 3 student got score 26 and 40. There is 1 students get score 30, 60 and 66. There are 2 students got score 33, 36, 46, and 56. And there is 1 students get score 83. It shows that there are only 3 student

achievements of mastering vocabulary before using Total Physical Response method.

The researcher used some steps to compare the test result between pretest and posttest of each cycle. The step are calculating the students mean score of the test and calculating the class percentage and improvement score from pretest to posttest 1 and 2. To analyze the data of pretest, the first step is to get mean score of the class. The following is the calculation:

$$\Sigma = \frac{x}{n}$$

$$\Sigma = \frac{779}{18}$$

$$\Sigma = 43.27$$

From the calculation above, the mean score of the class is 43.27. It means that the students mean score of vocabulary before using Total Physical Response method or before implementing Classroom Action Research is 43.27.

The second step is to know the percentage of students' score who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal* (KKM) that is 60, the researcher uses the calculation as follow:

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{3}{18} \times 100\%$$

$$P = 16.6\%$$

From the calculation above, the class percentage which achieved the mastery level criterion or *Kriteria Ketuntasan Minimal* (KKM) is 16.6%. It means that there are only 3 students who achieved the minimal level criterion or *Kriteria Ketuntasan Minimal* (KKM) score and there are 15 students whose score are below the minimal mastery level criterion or *Kriteria Ketuntasan Minimal* (KKM) score before applying Total Physical Response of Classroom Action Research.

After the researcher calculate the result of pretest, it shows that only 1 get very good score and good score, and she was included in category value group A and group B. There are 5 students get enough score and they were included in category value group C. And there are 11 students get low score, and they were included in category group D.

4.1.2 Findings of the First Cycle

After getting the data of pre observation and the result score of pretest, the researcher made a lesson plan that related with the material. Then, the researcher implemented the lesson plan. In CAR, there are four phases; Planning, Acting, Observing, and Reflecting. Those phases will describe by the researcher.

4.1.2.1 Planning

In this phase, the researcher and the teacher discussed the planning that would be conducted in the action phase to solve the problems of the students at the second class in mastering vocabulary. In this case, the researcher selected the material and example or exercise is related with the material into made a lesson plan. The main material was spoof text, because spoof text consists in the material of syllabus. The main discussion was about vocabularies that exist in the content of spoof text. And the method that used was Total Physical Response. Students must use the physical movement when learning vocabulary, especially on learning the verb that used in sentences by doing some "acted vocabulary" for showing some examples action or gesture vocabulary. In order that, the researcher as also the teacher was the first person who was doing some vocabulary in "acted vocabulary". Then, after the students knew how to do the act of verb or understanding the teachers' explained, students will do the "acted vocabulary". Before do the "acted of verb", the teacher gives example of spoof text to students and explains that. Then, the teacher orders the students to understand about the content of text. If they don't understand about the meaning of the text, they can ask the teacher or they can open their dictionary to know about the meaning of the text. In this phase, the researcher did not only make the lesson

plan, but also prepared field note organized as written description to make a note students and teacher's activities during learning teaching process in Classroom Action Research. And then, the researcher also prepared the posttest 1 to collect the data in cycle 1 to know the improvement of mastering vocabulary from pretest to posttest 1. The exercise or posttest 1 is related with the material that given and explained by the teacher.

4.1.2.2 Acting

In this phase, the action of the cycle 1 was done in two meetings. The teacher implemented the lesson plan that had been made in learning teaching activity. Firstly, teacher give greetings then check attending class of students and introduce the material. The teacher explains the material of spoof text that appropriate with the lesson plan and syllabus and students listen what explained by the teacher. Then, teacher gives the example of spoof text, teacher and students read together the text in order that the students' pronunciation are right, and teacher orders the students to understand about meaning or content of the text. Teacher given some minutes to students for understand the text. When they don't understand about the meaning of words or sentences they can ask to the teacher or open their dictionary to know the meaning it. After that, teacher discusses with the student about question or difficult sentences of the text, students discussed with the teacher the difficult words or sentences and question relate to the spoof text. Then teacher asks student to answer the questions of the text. In here, teacher becomes facilitator in learning activity. But the students must be active in learning activity.

In this case, the teacher mentions some the verbs from the text, teacher tried explain the verb with gesture or "acted vocabulary" and students pay attention. After they listen of the teachers' explain, teacher makes some verb with "acted vocabulary", teacher give some example when make the verb with "acted vocabulary" and students follow the teacher's command. Before followed the teacher's command, students must answer the meaning of the action or gesture that example given by

the teacher's action. Then, teacher practicing on the verb without the meaning and only action or gesture of verb, in order that teacher know about the student's understanding. During the teacher practicing on vocabulary without the meaning, students pay attention and give response to the teacher. Then teacher gives the meaning of vocabulary and asks students one by one about vocabulary. Students answer with gesture or action.

After that, the teacher order to make list of vocabulary that have been studied, students follow the teacher command and make it. Teacher decided students in some group and students make some group not appropriate with their want. The teacher wants to know about their cooperation. Teacher gives the instruction, every group present in front of the class to practicing vocabulary without meaning only with gesture or "acted vocabulary". During every group present their action or gesture in front of the class, the other groups have to answer or guess what the meaning of their action or gesture. This process does by rotation. After all group present in front of the class, then teacher gave the student assignment. This assignments related with the material that which have been conducted.

After the students do the assignment, the teacher gives feedback for students through empowering materials in the spoof text after the students have finished their assignment and teacher helps students to solve their problem, especially in the material. Then, teacher gives motivation for student to study more active in learning process. In this phase, teacher also gives the correction about their individual assignment and gives the conclusion about the material.

4.1.2.3 Observing

Based on the observation, the teacher derived the material in line with the lesson plan had been made. According to the teacher's performance, many students still did not do the act of vocabulary because the teacher gave the unclear instruction in doing the act of vocabulary and only some students active in learning activity and the other students just sit could see the act. So, when students do action or

gesture of vocabulary they got difficulty because they don't understand what the teachers' instruction. But, some of them could do the action or gesture of vocabulary correctly and expressive in doing the act of vocabulary. When the teacher explained the meaning of vocabulary, the teacher's explanation was so fast. So, the students did not pay attention to the teacher explanation and the students did not get the point of the material. So, the class condition also was cannot be controlled. When the students doing the action or gesture of vocabulary but some students did not do the action, they were really noisy in doing the exercise and when the teacher explained the materials. It was happened because they could not distinguish when they must active in the class and when they had to pay attention the teacher's explanation.

In this phase related about the students' response, when they make a group to do the exercise that given by the teacher in group work some students did not work together, So that they were not enough compact team. Some students work to do the exercise individually. When the teacher tried to make them understand about meaning vocabulary or used action or gesture to explain the meaning of vocabulary, they still could not response the question that given by the teacher properly and correctly. They were less in mastering vocabulary and it was very difficult for some students to do the action of vocabulary because they did not understand the meaning of words or sentences.

After learning teaching activity finished, the teacher also conducted the posttest 1 in 30 minutes. It means to know the students' understanding of mastering vocabulary that had been studied. Based on the result of the posttest 1, the mean score was 56.38. There were 8 students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* 60 (sixty).

Table 4.2
The Students' Score Result in Pretest to Posttest 1

NO	NAME OF STUDENTS'	PRE-TEST	CYCLE 1 POSTTEST
1	Abdul Hamid	46	*73
2	Cut Nyak Lestari	26	*60
3	Iin Inayah	*83	*83
4	Iis Ayu Damayanti	40	53
5	Jafar Sodik	33	26
6	Kamaliah Qurrotul Fuadah	36	*66
7	Khoirotus Sa'adah	56	*66
8	Lia Lestari	36	46
9	Maesaroh	33	53
10	Muhammad Rodi	46	46
11	Muslihah	40	*63
12	Nispu Syahrul Kirom	26	36
13	Nur Khasanah	56	46
14	Nur Malasari	40	43
15	Rohilatul Hawa	*60	*73
16	Siti Rohimatuz Zakiyah	*66	*93
17	Sumarni	30	53
18	Zamzami	26	36
	Total	779	1015
	Mean	43.27	56.38
	Percentage	16.6%	44.4%

*The students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* score (60).

From the calculation above, the lowest score of students after using TPR is 26. The highest score after using TPR is 93. There is 1 student get score 26, 43, 60, 63, 83, and 93. There are 2 students get score 36, 66 and 73. There are 3 students get score 46, and 53. It shows

that there are only 8 student's achievements in improving vocabulary after using Total Physical Response method.

From the data of posttest 1, there are only 8 students that successes improving students vocabulary and achieve of the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* after using Total Physical Response at Classroom Action Research. It is the data description of the students score appropriate with serially.

In the pretest, student one got 46 score. After CAR or in cycle 1, the score of student one increased 27 points from 46. This case shows that there are effects from CAR for improving students' vocabulary. Student two got 26 score before CAR. After CAR the score of student two increased to be 60. It means that improved 34 points. This score is the high increase by the students in posttest 1. And student three got 83 score. Those score same with the score in pretest, and cannot improve the score. Student one, two and three were the students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)*.

Next, student four got the score is 53 after CAR. Before CAR, the score of student four is 40. The score of student four increased only 13 points. Student five got 33 score. After CAR, the score of student five decrease 7 point and student five just got 26 score. In pretest, student five got higher score than posttest. This case shows there are little effects from CAR for improving students' vocabulary in student four and no effects in student five and it is different for the student above who get score higher than pretest and achieved that target score.

Student six got 36 score. After CAR, the score of student six increased 30 points from 36. Student six got 66 score, this case shows that there are good effect from CAR for improving students' vocabulary. And student seven got 66 score after CAR, this score same with the student six. Student seven increased only 10 points from 56 score in pretest. And they were the students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal*.

It is different for the student above who get score higher than pretest and achieved that target score. Student eight got scores 46 after CAR. Before CAR, the score of student eight is 36. The score of student eight increased only 10 point from 36 score. And student nine got 33 score, after CAR the score of the student nine increased 20 points to be 53 score. The score of student ten is 46 score in pretest. After CAR, student ten got also the same score in pretest. It means that not changed of the score. And there are little effects from CAR for improving students vocabulary but they were cannot achieved the target score.

In pretest, student eleven got 63 points after CAR. The score of student eleven increased 23 points from 40 score before CAR. This case shows that there are effects from CAR for improving student vocabulary and achieved the target score. However, it is different for the student above who get score higher than pretest and achieved that target score. Student twelve, thirteen and fourteen still cannot achieve the target score. Because student twelve got 26 score, after CAR the score increased to be 36 score. It is only 10 points that got by student twelve. For student thirteen likes student five, they were got higher score than posttest. Student thirteen got 56 score. After CAR, the score decreased 10 points from 56 score. It means that no effects from CAR for improving students vocabulary. And student fourteen got 40 score. After CAR, student fourteen increased only 3 points to be 43. It shows that little effects from CAR for improving students vocabulary and not achieved of the target score.

However, in the pretest of student fifteen got 60 score. After CAR, the score of student fifteen increased 13 points to be 73. Then, student sixteen got 93 score after CAR, it shows that student sixteen increased 27 points from 66 and it's the high of the score by the students in posttest 1. This case shows that there are effects from CAR for improving students' vocabulary and achieved that target score. They were the students that achieved improving students' vocabulary

and achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)*.

It is two students of the last that description about the score. Student seventeen got 53 score after CAR, before CAR the score of student seventeen 30. It means that just increased 23 points from 30. And the last student got 26 score. After CAR, the score of the last student increased only 10 points to be 36. This case shows that there is little effect from CAR for improving students' vocabulary and not achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal*.

From the description above, the highest score in posttest 1 is 93 and the score given by the student sixteen. Then, the lowest score is 26 given by student five. After that, the highest increased score in pretest to posttest 1 is student two. The score of student two increased 34 points from the pretest. And the lowest increased score in pretest to posttest 1 are student three and student ten. They were not improve the score and stay in the same score.

After that, the researcher calculates the result of posttest 1 in the cycle 1 to know the students' score improvement from the pretest to posttest 1 result. There are two types to know this improvement. The first step is calculating the students' mean score of the class, and the second step is calculating the students' improvement score into percentage and calculating the class percentage.

The first step is to get mean score of posttest in the class.

The following is the calculation:

$$\Sigma = \frac{x}{n}$$

$$\Sigma = \frac{1015}{18}$$

$$\Sigma = 56.38$$

From the calculation above, the mean score of the class is 56.38. It means that the students mean score of vocabulary after using Total Physical Response method or after implementing Classroom Action Research is 56.38.

After that the researcher calculates the result of posttest 1 in the cycle 1 to know the students score improvement from the pretest to posttest 1 result. Based on the calculation, the students' mean score of posttest 1 is 56.38. The researcher analyze that there are some improvements from the pretest mean score (43.27) to the mean score of posttest 1 (56.38) it improves 13.11 (56.38-43.27).

The second step is to know the percentage of students' score who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* that is 60, the researcher uses the calculation as follow:

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{8}{18} \times 100\%$$

$$P = 44.4\%$$

From the calculation above, the class percentage which achieved the mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* is 44.4%. It means that there are 8 students who achieved the minimal level criterion or *Kriteria Ketuntasan Minimal (KKM)* score and there are 10 students whose score are below the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* score after using Total Physical Response of Classroom Action Research.

After the researcher calculate the result of pretest, it shows that only 2 get very good score, and they were included in category value group A. There are 5 students get good score and they were included in category value group B. Only 8 students get enough score, and they were included in category group C. And there are only 3 students that get low score and they were included in category group D.

4.1.2.4 Reflecting

After implementation the Classroom Action Research, the researcher as the teacher in the Classroom Action Research and the teacher of the school discussed about the conclusion of the action implementation in the second class. Based on the observation result, the researcher as also the teacher must be more to talk slowly. The teacher

talks to fast when explain the meaning of vocabulary that relate with the material. The teacher also gives more attention to the students who still understand or confuse in doing the acted vocabulary or to do the exercise. The teacher must be help the students if they were really cannot do anything in the class. And the teacher also needed to change the classroom, it means that set up the class in order to the students could see the action easily and the teacher easily to deliver the material in the class and can be make improvement especially in learning teaching activity.

The researcher assumed with the teacher that the method used in this research had show a great effect for the improvement of vocabulary. Because based on the acting phase, even though only several students achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)*. It can be seen from the students who achieved the minimal mastery level criterion those only 3 students who could achieve the *Kriteria Ketuntasan Minimal (KKM)*. But it is already shows improvement and its satisfied to get the result. However, there were still several aspect that need to be modified or repaired relate with the situation in the classroom. In this phase, most of the students were still cannot understand and response the meaning or acted vocabulary that doing the action or gesture correctly. Students also still have any mistakes when they want to write the words or sentences. They are less to response the teacher when the teacher gives them some questions of vocabulary. Some students also confuse to understand in doing the action of vocabulary because they did not know what they have to do because the teacher deliver the material was fast and unclear instruction.

After reflecting the process and know the result of the cycle 1 of implementation Classroom Action Research, the researcher repaired the lesson plan based on the result the students score of reflecting phase to make the students improvement in mastering vocabulary and make students understand about the acted vocabulary or gesture that show meaning the vocabulary and students can do the exercise correctly. In here, the researcher hope modify the lesson plan can make students achieve the minimal mastery level criterion or *Kriteria Ketuntasan*

Minimal (KKM) is 60, because in the result of posttest 1 show that only 56.38% of the students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)*. And the students must be achieved 65% percentage in the class. From this phase, there must be more influence to improve students' mastering vocabulary by using Total Physical response method. This influence was done in repaired the lesson plan. The students' score must be improved than before. So, the researcher will did TPR method in the second cycle in Classroom Action Research.

4.1.3 Findings of the Second Cycle

The researcher got the result of data posttest 1 in the first cycle. It shows that only 56.38% of the students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)*. So, the researcher will implemented the Total Physical Response method in Classroom Action Research in the second cycle to improve students' vocabulary mastery.

4.1.3.1 Planning

In this phase, the researcher also as the teacher decided to conduct the next cycle, because the students still not achieve improvement significant and not fill the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)*. The teacher repaired the previous lesson plan based on the result of reflecting phase in the first cycle. The lesson plan was used still relate to Total Physical Response method in learning of mastering vocabulary in the spoof text. The acted vocabulary was still used by the teacher in teaching vocabulary in order to make students understand about the meaning of vocabulary. However, there were some reparations in the second cycle, which was the teacher performance, teacher needed to change the classroom. It means that to set up again the classroom. In order to students could see the action easily and the teacher can be controlled the class properly. The teacher needed to give the direction to do acted vocabulary clearly and can be understand by the students. The teacher must be talk slowly when explain the material, especially in vocabulary. To make the students more understand about

the vocabulary with giving the students some direct in the acted vocabulary or with the gesture, So that students could understand about the meaning of vocabulary and can give the response about it. The researcher also prepare the posttest 2 to do examination in cycle 2 based on the material that given by the teachers explain to collect the data.

4.1.3.2 Acting

The action of the second cycle was down in two meetings. After see the previous lesson plan in the first cycle, there are some acting that must be change in the classroom. And before students doing the acted vocabulary, firstly teacher gives greeting to the students and check attending class. After that the teacher reviews the material again. The teacher explains again about the material slowly. The material in this meeting same with the first cycle is the spoof text, because spoof text is related material with the syllabus. Then, teacher gives the example of spoof texts and gives some minutes to orders the students in order to understand about the content of the text. It means that the meaning of the sentences or paragraph in the text. Before that, the teacher and the students read together the text, in order that the students' pronunciations are right. If they don't understand about the meaning of word or sentence they can asked to the teacher or open their dictionary to know the meaning it. After that, teacher discussed with the student about question or difficult sentences that relate of the text and asks student to answer the question of the text. In here, teacher also becomes facilitator in learning activity. But students must be active in learning teaching activity.

In this case, the teacher also mentions some the verbs in the text to introduce for the students, and students pay attention. After they listen of the vocabulary, teacher makes some vocabulary with "acted vocabulary", teacher give some example when make the verb with "acted vocabulary". During this process, teacher orders to students for the meaning of vocabulary when teacher doing the verb with "acted vocabulary", after that action have done, teacher orders to students follow the teacher's action or gesture.

Teacher and students doing together “acted vocabulary” until the student understand. Teacher gives more attention for every student in order they are active and understand what teacher’s explained and can followed the learning activity correctly. Then, teacher practicing on vocabulary without the meaning and only acted vocabulary slowly, in order that teacher know about the student’s understanding. During the teacher practicing on vocabulary without the meaning, students pay attention and give response to the teacher. When the students silent and not give pay attention to the teacher, they were must be in front of the class one by one to explain and follow the teacher command. Then teacher gives the meaning of vocabulary and asks students one by one about the meaning of vocabulary. After that, students must answer with gesture or action. In this case, teacher hopes that students also enjoy and active in learning activity and also improve their mastery of vocabulary.

Then, the teacher order to make list all of vocabulary that have been studied, students follow the teacher command and make it. After that activity has done, teacher decided students in some group and students make some group not appropriate with their want. The teacher want to know about the students’ solidarity between one to each other. Teacher gives the instructions, every group present in front of the class to practicing vocabulary without meaning but with “acted vocabulary”. During every group present their action or gesture in front of the class, the other groups have to answer or guess what the meaning of their action or gesture. This process does in a rotation and this phase made one likes a game. Before every group present, teacher done made list of vocabulary that must be did by the students. List of vocabulary consist of some the verb that relate with text and write in scroll the little letters. In every group, students one by one take the scroll in random and doing the action or gesture the verb without the meaning only with “acted vocabulary”. So, all of the student can be active and the students can be fun in learning activity and cannot be bored. Every student in the group must be applying the acted vocabulary with their want or with their gesture. If they fell some difficult to do it, the other students or the teacher can help

to they were do it properly. After all group present in front of the class, then teacher gave the student assignment. This assignments related with the material that which have been conducted.

After the students do the assignment, the teacher gives feedback for students through empowering materials in the spoof text after the students have finished their assignment and teacher helps students to solve their problem, especially in the material. Then, teacher gives motivation for student to study more active in learning process. In this phase, teacher also gives the correction about their individual assignment and gives the conclusion about the material.

4.1.3.3 Observing

In this phase, the second cycle of the class situation in learning teaching process was better that the first cycle. In this cycle, the students could be controlled by the teacher. They were active and innovative in doing the acted vocabulary especially in gesture, when they do the meaning of word with gesture they can enjoy and they can improve they skill to make the action amazing. Almost certainly the student's more active before and the students also could answer the question correctly. The student's also do the action of vocabulary or gesture with properly. If the students just sit and silent or could not response the command by the teacher, they were help and tried to group work together. When they were given instruction by the teacher, they were work together and did not work individually. They were very enjoying of the class. And about the teacher's performance, the teacher showed some improvements. The teacher talked quite clearly and slows to the students, so the students got the point from what the teacher explained and got the instruction clearly and gave more attention to the students who still sit or silent during the acted vocabulary or gesture in the exercise. Then, related to the student's response, they were a good improvement, they were to do the action with correctly. The acted vocabulary or gesture without meaning made the students know the meaning of vocabulary and more active in learning activity. In conclusion some of the students seemed improved in their

understanding about mastering vocabulary that can be seen in the result score of the posttest 2.

In the result the second action of cycle two, the teacher was collecting the data of the posttest 2 regarding the students' improvement on understanding of mastering vocabulary. According the result score of the posttest 2, the mean score of the class in mastering vocabulary test gained 70.11 in which there were 13 students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* score 60, and the percentage of the class is 66.66%.

Table 4.6
The Students' Score Result in Posttest 1 to Posttest 2

NO	NAME OF STUDENTS'	CYCLE 1 POSTTEST	CYCLE 2 POSTTEST
1	Abdul Hamid	*73	56
2	Cut Nyak Lestari	*60	*86
3	Iin Inayah	*83	*93
4	Iis Ayu Damayanti	53	*60
5	Jafar Sodik	26	46
6	Kamaliah Qurrotul Fuadah	*66	*66
7	Khoirotus Sa'adah	*66	*80
8	Lia Lestari	46	*93
9	Maesaroh	53	*60
10	Muhammad Rodi	46	50
11	Muslihah	*63	*73
12	Nispu Syahrul Kirom	36	46
13	Nur Khasanah	46	*66
14	Nur Malasari	43	*63
15	Rohilatul Hawa	*73	*86
16	Siti Rohimatuz Zakiyah	*93	*96
17	Sumarni	53	*96
18	Zamzami	36	46
	Total	1015	1262

	Mean	56.38	70.11
	Percentage	44.4%	66.6%

*The students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* score (60).

From the calculation above, the lowest score of students after using TPR is 46. The highest score after using TPR is 96. There is one student get score 80, 73, 63, 56 and 50. There are 2 students got score 60, 66, 86, 93 and 96. And there are only 3 students got score 46. It shows that there are only 13 student's achievements in improving vocabulary after using Total Physical Response method.

In the posttest 1, there are only 8 students that indicate achievements in improving students' vocabulary. In the posttest 2 shows that occur addition of the students achievements to be 13 students that indicate achievements of the score in improving students vocabulary. It is the description of the data that students achievements start from increased of the score to decrease of the score after using Total Physical Response at Classroom Action Research.

The second student got score 60. After cycle 1, the score of the second student increased 26 points from 60. So, the second student got 83 score in posttest 2. It's better than posttest 1. The second student can defend the score well. Then, the third student also got the score better than posttest 1. The score is from 83 to 93. It shows that the third student increased 10 points from 83. The fourth student increased only 7 points in posttest 2. And it seems with the second student can defend the score well. The score of the fourth student is 60 score and its better than the score of posttest 1 is 53. It means the fourth student give the score is better. This case shows that there are effects from CAR for improving students' vocabulary and they were can achieve the target score.

Next, the score of the sixth student is 66. This score same with the score of posttest 1, but it can defend the score although cannot improve the students' vocabulary. In this case, there are different with the seventh student, eight students and ninth student. The seventh student got score 80. It's better than the score of posttest 1 is 66. The score of seventh

student increased 14 points. The seventh student can defend the score and improve mastery of vocabulary. Then, the eighth student got score 46 in posttest 1 and increased 47 points. So, the score of the eighth student in posttest 2 is 93. This score of eighth student is the high score increase by the student in posttest 2. And the score of ninth student got score 60 from posttest 2. It means that the ninth student increased 7 points from 60. The ninth student got 53 score in posttest 1. In this case shows that there are effects from CAR for improving students' vocabulary and achieve the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)*.

In cycle 2, eleventh student got score is 73. This score is better than the score in posttest 1. In posttest 1 the eleventh student got 63 score, it means that the eleventh student increased 10 points from 63 and can defend the score and improve mastery vocabulary. Then, thirteenth student got score 46. After cycle 2, the score of thirteenth student increased to be 66 score. It means that thirteenth student can improve mastery vocabulary and can defend the score well. It shows that increased 20 points from posttest 1 to posttest 2. And fourteenth student got 63 score. It shows that there is increased 20 points in posttest 2. This case shows that there are effects from CAR for improving students' vocabulary and they were can achieve the target score.

Next, fifteenth student got score 86 and it's better than the score of posttest 1. There is different score which is increase from the score before. In posttest 1, fifteenth student got score 73. It shows that increased 13 points from 73, this score can defend well and improve students' vocabulary. Then, sixteenth student got score 96. After cycle 2, the score increased only three points. Before cycle 2, the sixteenth student got score 93. It means that can be defend the score and improve mastery vocabulary. And seventeenth student got score 96. This score same with the fifteenth student score. After cycle 2, the score of seventeenth student increased 43 points from posttest 1. It shows that can defend the score and also improve mastery vocabulary. In this case shows that there are effects from CAR for improving students'

vocabulary and achieve the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)*.

However, it is different for the student above who got score higher than posttest 1 and achieved that target. In here, first student got score 56. It shows that first student occur decreased the score 17 points from posttest 1. It means that there are no effect from CAR for improves mastery vocabulary and not achieve the target score. Then, fifth student got 46. After cycle 2, the score of fifth student increased 20 points. In this case, there are different score which are increased from the score before. And tenth students got score 50 from posttest 2. It means that the score of tenth student increased only 4 points. This case shows that there are effects from CAR for improving students vocabulary and not achieve the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)*.

In posttest 2, twelfth student and eighth students also the same score, they were got 46 score and increased the score only 10 points from 36 to be 46. It shows that they were cannot defend the score well and not achieve the target score or minimal mastery level criterion. In this case, there are little effects from CAR for improving students' vocabulary.

From the description above, the highest score in posttest 2 is 96 and the score given by the fifteenth student and sixteenth student. Then, the lowest score is 46 given by 3 students. There are fifth student, twelfth student and eighth student. After that, the highest increased score in posttest 1 to posttest 2 is eighth student. The score of student eighth increased 27 points from posttest 1. And the lowest increased score in pretest to posttest 1 is sixth student and not improve the score and stay in the same score.

Next, in the cycle 2 of Classroom Action Research the researcher calculates the result of posttest 2 in the cycle 2 to know the students' score improvement from posttest 1 to posttest 2 result. There are two types to know this improvement. The first step is calculating the students' mean score of the class, and the second step is calculating the students' improvement score into percentage and calculating the class percentage.

The first step is to get mean score of posttest in the class.

The following is the calculation:

$$\Sigma = \frac{x}{N}$$

$$\Sigma = \frac{1262}{18}$$

$$\Sigma = 70.11$$

From the calculation above, the mean score of the class is 70.11. It means that the students mean score of vocabulary after using Total Physical Response method or after implementing Classroom Action Research is 70.11.

In the cycle 2 of Classroom Action Research, the researcher also calculates the result of posttest 2 to know further the score improvement either from the result of pretest or posttest 1. Based on the calculation, the mean score of score of posttest 2 is 70.11. It shows that there are some students improvement score (13.73) from the mean score of posttest 1 (56.38).

The second step is to know the percentage of students score who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* that is 60, the researcher uses the calculation as follow:

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{13}{18} \times 100\%$$

$$P = 66.6\%$$

From the calculation above, the class percentage which achieved the mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* is 66.6%. It means that there are 13 students who achieved the minimal level criterion or *Kriteria Ketuntasan Minimal (KKM)* score and there are 5 students whose score are below the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* score after using Total Physical Response of Classroom Action Research.

After the researcher calculate the result of pretest, it shows that only 6 get very good score, and they were included in category value group A. There are 5 students get good score and they were included in

category value group B. And there are 6 students get enough score, and they were included in category group C.

4.1.3.4 Reflecting

After finished observing phase in cycle 2, the researcher and the teacher discussed together the conclusion of the action of cycle 2. This phase was carried out after getting the score result of mastering vocabulary test. The researcher and the teacher felt satisfied because their influence or effort to improve students' understanding of meaning the vocabulary was successful. From the result score of the test, it could be seen that students could understand and can be improvement their mastering vocabulary. Well it could be seen by their improving score from pretest 1 to Posttest 2. However, they could response what the teacher command and they were enjoy in learning activity and the students not bored in this learning, they were felt happy to do the action of vocabulary with the gesture.

Based on the result score of the students from pretest to posttest 2 there was a significant improvement that was shown by the students; it could be seen that 66.66% students or 13 students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* score. It means that the researcher and the teacher's effort were successful to improve students' mastering vocabulary. After achieving the target research that was minimally student's gets score in learning activity is 60, based on the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* the researcher and the teacher decided to stop the Classroom Action Research.

According on the result of evaluation and reflection between the researcher and the teacher, it could be concluded that using Total Physical Response method in improving students' vocabulary that implemented in Classroom Action Research was very effective and suitable to solve the problem. This method can make students enjoy and fun in learning activity and the teacher also easy to deliver the material relate with the lesson plan and syllabus.

4.2 The Interpretation of the Data

4.2.1 Data of Observation

The result of the data from pre observation shows that learning teaching activity of vocabulary was monotonous, the teacher was dominate the students in the class. Teacher just explained the meaning of the text, not improve their vocabulary relate to the text. There problems should be solved in the action in Classroom Action Research. It could be seen from the observation result during the Classroom Action research.

According to the data from observation during Classroom Action research, it was that the learning teaching process when implementing the Total Physical response method was successful. There were some problem in learning process of the action such as students confuse about the instruction that given by the teacher, students did not pay attention when the teacher's explain, some students just sit on the chair without doing anything, some students get difficulty in doing the action of vocabulary, some students make noisy when doing the exercise, some students working individually in their group, and also some students could not response the teacher command properly. But the teacher can be handle or control that's problems in the second cycle, so the students still enjoyed and fun in learning activity especially in doing action of vocabulary with gesture, and the all activities have well done. As the result, the students could do the action of vocabulary, response the teacher command, and also doing the exercise correctly. It means that the implementation of Total Physical response could improve the student's vocabulary in the text.

4.2.2 Data of Test

The interpretation of the test result among the pretest, the posttest in cycle 1 and the posttest in cycle 2 is as following:

Before implementation the Classroom Action research in the pretest, the mean score of the students' score in mastering vocabulary of spoof text is 43.27. That is the students' score of mastering vocabulary before using the Total Physical Response method. And the class percentage which achieved the mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* is 16.6%. It means that there are

only 3 students who achieved the minimal level criterion or *Kriteria Ketuntasan Minimal (KKM)* score before applying Total Physical Response of Classroom Action Research.

After that, the result of posttest 1 in the cycle 1 to know the students score improvement from the pretest to posttest 1 result. Based on the calculation, the students' mean score of posttest 1 is 56.38. The researcher analyze that there are some improvements from the pretest mean score (43.27) to the mean score of posttest 1 (56.38) it improves 13.11 (56.38-43.27). The class percentage which achieved the mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* is 44.4%. It means that there are 8 students who achieved the minimal level criterion or *Kriteria Ketuntasan Minimal (KKM)* score after using Total Physical Response of Classroom Action Research.

Next in cycle 2, the researcher also calculates the result of posttest 2 to know further the score improvement either from the result of pretest or posttest 1. Based on the calculation, the mean score of score of posttest 2 is 70.11. It shows that there are some students improvement score (13.73) from the mean score of posttest 1 (56.38). From the calculation above, the class percentage which achieved the mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* is 66.6%. It means that there are 13 students who achieved the minimal level criterion or *Kriteria Ketuntasan Minimal (KKM)* score after using Total Physical Response of Classroom Action Research. So, the Classroom Action research was successes and the next cycle is not continued by the researcher.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter discusses about the conclusion of the research, the researcher made some conclusions based on the result of this research and researcher also gives some suggestion related to the conclusion.

5.1 CONCLUSION

Based on the research conducted in the second grade students of MA AL-Maunah Kepuh, it can be concluded that the students could improve their vocabulary by using Total Physical Response method in Classroom Action Research. How is the implementation of TPR method to improve students' vocabulary in learning English was successes. Students fun and enjoy when learning teaching activity, students do the exercise correctly. It could be seen before implemented TPR method in CAR and after implemented TPR method in CAR. The students can improve their vocabulary mastery and achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)*.

However, based on the students test result of pretest and posttest in the first cycle and second cycle, there are improvement score of the students' vocabulary by using TPR method. It is gained the result of pretest and posttest (cycle 1 and cycle 2), there were a significant improvement from 3 students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* in pretest become 8 students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* in posttest in the first cycle and in the second cycle there were 13 students who achieved the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)*. It can be said that Using Total Physical response can improve students' vocabulary.

5.2 SUGGESTION

There are some suggestions from the researcher related to the result of this research. First, the result of this research shows that using Total Physical Response (TPR) is an effective way in improving students vocabulary, so Total Physical Response can be an alternative strategy that used by the teacher in order to improve students vocabulary. Second, in teaching vocabulary the teacher must be make that the students did not feel stress or bored when learning process and do the action of vocabulary in gesture or action without translating vocabulary with dictionary. And the teacher needs to give more pay attention to the students who get difficulty in do the action or gesture of vocabulary. Third, the teacher must be prepared properly in the lesson plan before implementation Total Physical response in learning teaching process.

5.2.1 For the students

Through Total Physical Response method, the students got enjoyable situation in learning teaching activity, and the students understand the meaning of the words or vocabulary. The result of this research student can learn English in interesting way and enrich their vocabulary through the Total Physical Response method.

5.2.2 For the teachers

For the teachers, by understanding the result of this research, they can be carefull in selecting teaching techniques and methods in their class. It is hoped that the result of this research help the teachers to teach vocabulary properly by using Total Physical Response method for senior high school students.

5.2.3 For the researchers

For other researchers, the result of the research helps them teaching vocabulary. In conducting research process, the data offer the literature for the researchers. It is hope that the data can open their mind in completing vocabulary field research. For the next research, researchers must be able to make learning process not monotonous or boring, in order that student's not feel bored and tired. Learning process a lot is better for improving students' vocabulary.

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Appendix 1

Observation Notes for Need Analysis 1

(Before Classroom Action Research)

No	Teacher's activities	Students' activities
1	The teacher as to dominate in the class.	The students just sitting on the chair and listen the teacher's explanation without doing anything or any other physical activities.
2	Teaching learning process of vocabulary in the material was monotonous and passive.	The students don't understand about the meaning of the text. So, they are not answer the question given by the teacher.
3	Teacher not gives instruction to understand the meaning or content of the text before the teacher ask to the students.	The student's low or less vocabulary in learning activity.
4	Teacher not innovative to make the condition of the class fun and enjoy.	The students feel bored and sleepy.
5	Teacher not gives pay attention to students when they don't understand about the material.	The students did not pay attention to the lesson and they did not do exercise correctly.

Appendix 4

Vocabulary Pretest for Second Grade Students of MA Al-Maunah Kepuh

(Before Classroom Action Research)

Name :

Class :

Date :

Time : 30 minutes

Activity 1

(Match the words with their antonyms)

Words	Antonyms
1. Deep sleep	a. Sleepless b. Wake up c. Arise d. Awoke
2. Disbelief	a. Satisfaction b. Belief c. Unbelief d. Dissatisfaction
3. Went	a. Go b. Refused c. Came d. Gone
4. Find	a. Get b. See c. Meet d. Lost
5. Took	a. Take b. Put

	<ul style="list-style-type: none"> c. Cut d. Run
6. Sleep	<ul style="list-style-type: none"> a. Wake up b. Drink c. Worn off d. Kick
7. Ask	<ul style="list-style-type: none"> a. Say b. Said c. Reply d. Accept

Activity 2 (Match the words with their synonyms)

Words	Synonyms
1. Astonished	<ul style="list-style-type: none"> a. Very surprised b. Very sad c. Very angry d. Very bad
2. Worn off	<ul style="list-style-type: none"> a. Made angry b. Disappear or run out c. Happy d. Great
3. Exhausted	<ul style="list-style-type: none"> a. Sense b. Went c. Very tired d. Walk
4. Irritable	<ul style="list-style-type: none"> a. Find b. Lost c. Sing d. Made angry
5. Severe	<ul style="list-style-type: none"> a. Very bad / serious b. Put

	c. Run d. Jump
6. Get	a. Laugh b. Find c. Answer d. Cut
7. Awoke	a. Sleep b. Lost c. Arise d. Fell
8. Feel	a. Fall b. Kick c. Hit d. Sense

Activity 3 Fill in the blank.

A Cold Welcome

On Wednesday evening, we...¹ to the Town Hall. It was the last day of the year and a large...² of people had gathered under the Town Hall clock. It would...³ twelve in twenty minutes' time. Fifteen minutes...⁴ and then, at five to twelve, the clock stopped. The big minute hand did not...⁵. We waited and waited, but nothing happened. Suddenly someone...⁶, "It's two minutes past twelve! The clock has stopped!" I...⁷ at my watch. It was true. The big clock...⁸ to welcome the New Year. At the moment, everybody...⁹ to...¹⁰ and sing.

1

2

3

4

5

a. Drink	a. Quite	a. Waited	a. Draw	a. Move
b. Kick	b. Crowd	b. Sing	b. Bring	b. Walk
c. Went	c. Hot	c. Went	c. Passed	c. Stand
d. Find	d. Cold	d. Strike	d. Talk	d. Take

6

7

8

9

10

a. Run	a. Jump	a. Say	a. Close	a. Laugh
b. Shouted	b. Strike	b. Refused	b. Stop	b. Cry
c. Put	c. Meet	c. Accept	c. Began	c. Play
d. Dance	d. Looked	d. Strike	d. Open	d. Buy

Activity 4

1. One word that means *to look* is...
 - a. Take care
 - b. Searching for something
 - c. Have a chat
 - d. Act of looking
2. *Go (Went)* means...
 - a. Move from one place to another
 - b. Get to particular place
 - c. Place where someone standing
 - d. To meet someone
3. One word that means *to laugh* is...
 - a. Shouted
 - b. Say something loudly
 - c. Reaction of happiness or funny
 - d. Act of laughing
4. *Wait* means...
 - a. Looking for something
 - b. Running away
 - c. Don't go anywhere
 - d. Stay where you're
5. *Stop* means...
 - a. Just silent
 - b. Not move to anywhere
 - c. Say a forbidden
 - d. Allowed to go some where

Appendix 5

LESSON PLAN

School	: MA AL-MAUNAH
Class	: XI / 2
Model of text	: Functional Text
Theme/material	: Spoof Text
Aspect	: Reading and Vocabulary
Time	: 4 x 45 minutes (2 meetings)

Standard of competence

To express the meaning in the reading text short function and simple essay formed narrative, spoof and hortatory exposition in daily context.

Based competence

To respond the meaning in form of reading text short function. Formal and informal with used various writing language accurately, fluently, and accept in daily context.

Students' character that are expected: Trustworthiness

Respect

Diligence

1. Instructional objectives

In the end of the lesson students should be able to.....

- a. Answer the question based on information in the text
- b. Understand meaning the words of the text
- c. Improve mastery of vocabulary of the text
- d. Respond the meaning of the text

2. Material

Theory	Examples
1. Communication Practice	➤ Explanation about the assignment
2. Grammar Practice	<ul style="list-style-type: none"> ➤ Explanation about simple past ➤ Explanation about adverb of time
3. Developing Skills	<ul style="list-style-type: none"> ➤ Group discussion ➤ Question session
4. Pronunciation	➤ Find the difficult words and pronounce it
5. Spoof Text	<ul style="list-style-type: none"> ➤ Giving example of spoof text, such as : <div style="text-align: center;">A Cold Welcome</div> <p>On Wednesday evening, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!" I looked at my watch. It was true. The big clock refused to welcome the New Year. At the moment, everybody began to laugh and sing.</p>
6. Vocabulary	<ul style="list-style-type: none"> ➤ Went ➤ Crowd ➤ Strike ➤ Passed ➤ Move ➤ Shouted ➤ Looked

	<ul style="list-style-type: none"> ➤ Refused ➤ Laugh ➤ Sing ➤ Began ➤ Waited ➤ Stopped ➤ Happened
--	--

3. Method of Teaching

TPR (Total Physical Response)

4. Teaching Steps

Pre – Teaching

Time	Teacher's activities	Students' activities
10 minutes	Greetings.	Respond the greeting.
	Check students' attendance.	Students are checked for their attendance.
	Introduction the material.	Pay attention and give response to teacher.

Whilst – Teaching

- **Exploration**

Time	Teacher's activities	Students' activities
45 minutes	Teacher explains about spoof text.	Students listen what explained by the teacher.
	Teacher reads the example of simple monologue text in spoof forms.	Students listen the example of simple monologue text in recount forms.
	Teacher discusses with the student about questions of the text.	Students discuss with teacher the difficult sentences or question relate to the text.

	Teacher asks student to answer the question of the text.	Students answer the question of the text.
	Teacher becomes facilitators in learning activity.	Students get facility from their teacher about the material.
	Teacher explains the meaning of the text.	Students give attention and respond the teacher's explain.

- **Elaboration**

Time	Teacher's activities	Students' activities
90 minutes	Teacher mentions vocabulary in the text to introduce for the students.	Students pay attention.
	Teacher makes vocabulary with "acted vocabulary"	Students follow the teacher's command.
	Teacher practicing on vocabulary without the meaning.	Pay attention and give response to teacher.
	Teacher gives the meaning of vocabulary.	Pay attention and give response to teacher.
	Teacher asks students one by one about vocabulary.	Students answer with gesture or action.
	Teacher order to make list of vocabulary that has been studied.	Students follow the teacher's command.
	Teacher decided student in some group.	Students make some group.
	Teacher asks each group present in front of the class to practicing vocabulary without meaning "acted vocabulary".	Students follow the teacher's command and show in front of the class with their group.
Teacher asks to student to do assignment.	Students do assignment in the class.	

- **Confirmation**

	Teacher's activities	Students' activities
45 minutes	Teacher gives feedback for students through empowering materials in the spoof text to student have finished their assignment.	Students get feedback of empowering materials in the text if student have finished their assignment.
	Teacher helps student to solve the problem.	Guided from teacher to solve the problem about material.
	Teacher gives motivation for student to study more active in learning process.	Students get motivation from the teacher to be more active in learning process.
	Teacher gives correction about their individual assignment.	Students get correction from their teacher.
	Teacher gives the conclusion about the material.	Students listen and write what who the teacher say.

Post - Teaching

- Students make a summary of spoof text.
- The teacher gives homework which related with the material.
- The teacher gives information about the lesson to the next meeting.

5. Resources of learning

- Developing English Competencies for Grade X Senior High School (SMA/MA)
- Tape/CD player
- OHP/LCD
- Dictionary
- English magazine and Internet

6. Assessment tool (evaluation)

Activity 1 (Match the words with their antonyms)

Words	Antonyms
1. Ask	e. Reply f. Said g. Say h. Accept
2. Deep sleep	e. Wake up f. Arise g. Awoke h. Sleepless
3. Went	e. Refused f. Came g. Go h. Gone
4. Disbelief	e. Satisfaction f. Belief g. Unbelief h. Dissatisfaction
5. Sleep	e. Wake up f. Drink g. Worn off a. Kick
6. Took	e. Take f. Run g. Cut h. Put
7. Find	e. Get f. See g. Lost a. Meet

Activity 2 (Match the words with their synonyms)

Words	Synonyms
1. Irritable	e. Find f. Lost g. Made angry h. Sing
2. Get	e. Laugh f. Find g. Answer h. Cut
3. Feel	e. Hit f. Sense g. Fall h. Kick
4. Awoke	e. Arise f. Fell g. Sleep h. Lost
5. Astonished	e. Very surprised f. Very sad g. Very angry a. Very bad
6. Exhausted	e. Sense f. Went g. Very tired h. Walk
7. Severe	e. Very bad / serious f. Put g. Run h. Jump

8. Worn off	e. Made angry
	f. Disappear or run out
	g. Happy
	h. Great

Activity 3 Fill in the blank.

A Cold Welcome

On Wednesday evening, we....¹ to the Town Hall. It was the last day of the year and a large....² of people had gathered under the Town Hall clock. It would....³ twelve in twenty minutes' time. Fifteen minutes....⁴ and then, at five to twelve, the clock stopped. The big minute hand did not....⁵. We waited and waited, but nothing happened. Suddenly someone....⁶, "It's two minutes past twelve! The clock has stopped!" I...⁷ at my watch. It was true. The big clock....⁸ to welcome the New Year. At the moment, everybody....⁹ to....¹⁰ and sing.

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a. Drink	a. Crowd	a. Waited	a. Draw	a. Move
b. Went	b. Quite	b. Sing	b. Bring	b. Walk
c. Kick	c. Hot	c. Went	c. Talk	c. Stand
d. Find	d. Cold	d. Strike	d. Passed	d. Take

6

7

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a. Run	a. Jump	a. Refused	a. Close	a. Buy
b. Put	b. Strike	b. Say	b. Stop	b. Cry
c. Shouted	c. Meet	c. Accept	c. Began	c. Play
d. Dance	d. Looked	d. Strike	d. Open	d. Laugh

Activity 4

1. *Wait* means...
 - a. Looking for something
 - b. Running away
 - c. Don't go anywhere
 - d. Stay where you're
2. *Stop* means...
 - a. Just silent
 - b. Not move to anywhere
 - c. Say a forbidden
 - d. Allowed to go some where
3. One word that means *to look* is...
 - a. Take care
 - b. Searching for something
 - c. Have a chat
 - d. Act of looking
4. One word that means *to laugh* is...
 - a. Shouted
 - b. Say something loudly
 - c. Reaction of happiness or funny
 - d. Act of laughing
5. *Go (Went)* means...
 - a. Move from one place to another
 - b. Get to particular place
 - c. Place where someone standing
 - d. To meet someone

Answer Key :

Activity 1	Activity 2	Activity 3	Activity 4
1. A	1. C	1. B	1. D
2. D	2. B	2. B	2. B
3. B	3. B	3. D	3. D
4. B	4. A	4. D	4. C
5. A	5. A	5. A	5. A
6. D	6. C	6. C	
7. C	7. A	7. D	
	8. B	8. A	
		9. C	
		10. D	

7. Instrument Rating

Activity 1, 2, 3 dan 4

- Untuk setiap jawaban yang benar di beri skor = 1
- Skor maksimal = 1 x 30
- Nilai maksimal = 10

d. Nilai siswa : $\frac{JUMLAH\ BENAR}{3} \times 10 = 10$

Appendix 6

Vocabulary Posttest 1 for Second Grade Students of MA Al-Maunah Kepuh

(After Classroom Action Research)

Name :

Class :

Date :

Time : 30 minutes

Activity 1 (Match the words with their antonyms)

Words	Antonyms
1. Ask	a. Reply b. Said c. Say d. Accept
2. Deep sleep	a. Wake up b. Arise c. Awoke d. Sleepless
3. Went	a. Refused b. Came c. Go d. Gone
4. Disbelief	a. Satisfaction b. Belief c. Unbelief d. Dissatisfaction
5. Sleep	a. Wake up b. Drink c. Worn off

	d. Kick
6. Took	a. Take b. Run c. Cut d. Put
7. Find	a. Get b. See c. Lost d. Meet

Activity 2 (Match the words with their synonyms)

Words	Synonyms
1. Irritable	a. Find b. Lost c. Made angry d. Sing
2 Get	a. Laugh b. Find c. Answer d. Cut
e. Feel	a. Hit b. Sense c. Fall d. Kick
e. Awoke	a. Arise b. Fell c. Sleep d. Lost
e. Astonished	a. Very surprised b. Very sad c. Very angry

	d. Very bad
e. Exhausted	a. Sense b. Went c. Very tired d. Walk
e. Severe	a. Very bad / serious b. Put c. Run d. Jump
e. Worn off	a. Made angry b. Disappear or run out c. Happy d. Great

Activity 3 Fill in the blank.

A Cold Welcome

On Wednesday evening, we.....¹ to the Town Hall. It was the last day of the year and a large.....² of people had gathered under the Town Hall clock. It would.....³ twelve in twenty minutes' time. Fifteen minutes.....⁴ and then, at five to twelve, the clock stopped. The big minute hand did not.....⁵. We waited and waited, but nothing happened. Suddenly someone.....⁶, "It's two minutes past twelve! The clock has stopped!" I.....⁷ at my watch. It was true. The big clock.....⁸ to welcome the New Year. At the moment, everybody.....⁹ to.....¹⁰ and sing.

1

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a. Drink	a. Crowd	a. Waited	a. Draw	a. Move
b. Went	b. Quite	b. Sing	b. Bring	b. Walk
c. Kick	c. Hot	c. Went	c. Talk	c. Stand
d. Find	d. Cold	d. Strike	d. Passed	d. Take

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10

a. Run	a. Jump	a. Refused	a. Close	a. Buy
b. Put	b. Strike	b. Say	b. Stop	b. Cry
c. Shouted	c. Meet	c. Accept	c. Began	c. Play
d. Dance	d. Looked	d. Strike	d. Open	d. Laugh

Activity 4

1. *Wait* means...
 - a. Looking for something
 - b. Running away
 - c. Don't go anywhere
 - d. Stay where you're
2. *Stop* means...
 - a. Just silent
 - b. Not move to anywhere
 - c. Say a forbidden
 - d. Allowed to go some where
3. One word that means *to look* is...
 - a. Take care
 - b. Searching for something
 - c. Have a chat
 - d. Act of looking
4. One word that means *to laugh* is...
 - a. Shouted
 - b. Say something loudly
 - c. Reaction of happiness or funny
 - d. Act of laughing
5. *Go (Went)* means...
 - a. Move from one place to another
 - b. Get to particular place
 - c. Place where someone standing
 - d. To meet someone

Appendix 7

Observation Notes for Need Analysis 2

(After Classroom Action Research)

No	Teacher's activities	Students' activities
1	The teacher gave the unclear instruction in doing the act of vocabulary.	Only some students active in learning activity and the other students just sit could see the act.
2	When the teacher explained the meaning of vocabulary, the teacher's explanation was so fast.	The students did not pay attention to the teacher explanation and the students did not get the point of the material.
3	The class condition also was cannot be controlled.	They were really noisy in doing the exercise and when the teacher explained the materials.
4	Teacher divided the students to some group.	Some students did not work together, So that they were not enough compact team. Some students work to do the exercise individually.

Appendix 8

LESSON PLAN

School	: MA AL-MAUNAH
Class	: XI / 2
Model of text	: Functional Text
Theme/material	: Spoof Text
Aspect	: Reading and Vocabulary
Time	: 4 x 45 minutes (2 meetings)

Standard of competence

To express the meaning in the reading text short function and simple essay formed narrative, spoof and hortatory exposition in daily context.

Based competence

To respond the meaning in form of reading text short function. Formal and informal with used various writing language accurately, fluently, and accept in daily context.

Students' character that are expected: Trustworthiness

Respect

Diligence

1. Instructional objectives

In the end of the lesson students should be able to.....

- a. Answer the question based on information in the text
- b. Understand meaning the words of the text
- c. Improving mastery vocabulary of the text
- d. Respond the meaning of the text

2. Material

Theory	Examples
1. Communication Practice	<ul style="list-style-type: none"> ➤ Explanation about the assignment
2. Grammar Practice	<ul style="list-style-type: none"> ➤ Explanation about simple past ➤ Explanation about adverb of time
3. Developing Skills	<ul style="list-style-type: none"> ➤ Group discussion ➤ Question session
4. Pronunciation	<ul style="list-style-type: none"> ➤ Find the difficult words and pronounce it
5. Spoof Text	<ul style="list-style-type: none"> ➤ Giving example of spoof text, such as : <p style="margin-left: 40px;">Because my husband, John, tends to snore, I rarely get more than a couple of hours sleep each night. When he awakens refreshed in the morning, he's always astonished to find that he has been the cause of another sleepless night for me.</p> <p style="margin-left: 40px;">One night John had severe allergy symptoms, so he took some medication before he went to bed. To my surprise, he fell into a deep sleep, allowing me to nod off comfortably too.</p> <p style="margin-left: 40px;">I awoke to find him shaking me. "What's the matter?" I asked, trying not to sound irritable. "Are you in pain?"</p> <p style="margin-left: 40px;">"No," he said, "but the drugs have worn off, and I can't sleep." I stared at him in exhausted disbelief. "What do you want me to do about it?" I said through clenched teeth.</p> <p style="margin-left: 40px;">"Oh, nothing," he replied. "I just wanted you to know."</p>
6. Vocabulary	<ul style="list-style-type: none"> ➤ Deep sleep ➤ Disbelief

	<ul style="list-style-type: none"> ➤ Went ➤ Find ➤ Took ➤ Sleep ➤ Ask ➤ Astonished ➤ Worn off ➤ Exhausted ➤ Irritable ➤ Severe ➤ Get ➤ Awoke ➤ Fell ➤ Sleepless ➤ Reply ➤ Refreshed
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7. Method of Teaching

TPR (Total Physical Response)

8. Teaching Steps

Pre – Teaching

Time	Teacher's activities	Students' activities
10 minutes	Greetings.	Respond the greeting.
	Check students' attendance.	Students are checked for their attendance.
	Review the material in the last meeting.	Pay attention and give response to teacher.

Whilst – Teaching

- **Exploration**

Time	Teacher's activities	Students' activities
45 minutes	Teacher explains about spoof text.	Students listen what explained by the teacher.
	Teacher reads the example of simple monologue text in spoof forms.	Students listen the example of simple monologue text in recount forms.
	Teacher discusses with the student about questions of the text.	Students discuss with teacher the difficult sentences or question relate to the spoof text.
	Teacher asks student to answer the question of the text.	Students answer that question
	Teacher becomes facilitators in learning activity.	Students get facility from their teacher about the material.
	Teacher explains the meaning of the text.	Students give attention and respond the teacher's explain.

- **Elaboration**

Time	Teacher's activities	Students' activities
	Teacher mentions vocabulary in the text to introduce for the students.	Students pay attention.
	Teacher makes vocabulary with gesture or “acted vocabulary”	Students give attention the teacher's do.
	Teacher practicing on vocabulary without the meaning.	Pay attention and give response to teacher.
	Teacher gives the meaning of vocabulary and order students to follow.	Pay attention and give response to teacher command.

90 minutes	Teacher asks students one by one about vocabulary.	Students answer with gesture or action.
	Teacher order students to make list of vocabulary that have been studied.	Students follow the teacher's command.
	Teacher decided student in some group.	Students make some group appropriate with the teacher want.
	Teacher gives instruction to makes "act of vocabulary" with a game.	Students pay attention.
	Teacher asks each group present in front of the class to practicing vocabulary without meaning "acted vocabulary" only with gesture or action.	Students follow the teacher's command and show in front of the class with their group.
	Teacher asks to student to do assignment.	Students do assignment in the class.

- **Confirmation**

	Teacher's activities	Students' activities
45 minutes	Teacher gives feedback for students through empowering materials in the spoof text to student have finished their assignment.	Students get feedback of empowering materials in the text if student have finished their assignment.
	Teacher helps student to solve the problem.	Guided from teacher to solve the problem about material.
	Teacher gives motivation for student to study more active in learning process.	Students get motivation from the teacher to be more active in learning process.
	Teacher gives correction about their individual assignment.	Students get correction from their teacher.
	Teacher gives the conclusion.	Students pay attention.

Post - Teaching

- Students make a summary of spoof text.
- The teacher gives homework which related with the material.
- The teacher gives information about the lesson to the next meeting.

9. Resources of learning

- Developing English Competencies for Grade X Senior High School (SMA/MA)
- Tape/CD player
- OHP/LCD
- Dictionary
- English magazine and Internet

10. Assessment tool (evaluation)

Activity 1 Fill in the blank.

A Cold Welcome

On Wednesday evening, we¹ to the Town Hall. It was the last day of the year and a large² of people had gathered under the Town Hall clock. It would³ twelve in twenty minutes' time. Fifteen minutes⁴ and then, at five to twelve, the clock stopped. The big minute hand did not⁵. We waited and waited, but nothing happened. Suddenly someone⁶, "It's two minutes past twelve! The clock has stopped!" I⁷ at my watch. It was true. The big clock⁸ to welcome the New Year. At the moment, everybody⁹ to¹⁰ and sing.

1

2

3

4

5

a. Drink	a. Hot	a. Waited	a. Passed	a. Stand
b. Find	b. Quite	b. Strike	b. Bring	b. Walk
c. Kick	c. Crowd	c. Went	c. Talk	c. Move
d. Went	d. Cold	d. Sing	d. Draw	d. Take

4

5

6

a. Shouted	a. Jump	a. Say	a. Close	a. Buy
b. Put	b. Strike	b. Refused	b. Stop	b. Cry
c. Run	c. Meet	c. Accept	c. Open	c. Play
d. Dance	d. Looked	d. Strike	d. Began	d. Laugh

Activity 2

1. One word that means to *laugh* is...
 - a. Shouted
 - b. Say something loudly
 - c. Reaction of happiness or funny
 - d. Act of laughing
2. One word that means to *look* is...
 - a. Take care
 - b. Searching for something
 - c. Have a chat
 - d. Act of looking
3. *Go (Went)* means...
 - a. Move from one place to another
 - b. Get to particular place
 - c. Place where someone standing
 - d. To meet someone
4. *Stop* means...
 - a. Just silent
 - b. Not move to anywhere
 - c. Say a forbidden
 - d. Allowed to go some where
5. *Wait* means...
 - a. Looking for something
 - b. Running away
 - c. Don't go anywhere
 - d. Stay where you're

Activity 3 (Match the words with their synonyms)

Words	Synonyms
1. Worn off	a. Made angry b. Disappear or run out c. Happy d. Great
2. Exhausted	a. Sense b. Went c. Very tired d. Walk
3. Severe	a. Very bad / serious b. Put c. Run d. Jump
4. Irritable	a. Find b. Lost c. Made angry d. Sing
5. Get	a. Laugh b. Find c. Answer d. Cut
6. Awoke	a. Arise b. Fell c. Sleep d. Lost
7. Feel	a. Hit b. Sense c. Fall d. Kick
8. Astonished	a. Very surprised b. Very sad

	<ul style="list-style-type: none"> c. Very angry d. Very bad
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Activity 4 (Match the words with their antonyms)

Words	Antonyms
1. Find	<ul style="list-style-type: none"> a. Get b. See c. Lost d. Meet
2. Sleep	<ul style="list-style-type: none"> a. Wake up b. Drink c. Worn off d. Kick
3. Took	<ul style="list-style-type: none"> a. Take b. Run c. Cut d. Put
4. Went	<ul style="list-style-type: none"> a. Refused b. Came c. Go d. Gone
5. Disbelief	<ul style="list-style-type: none"> a. Satisfaction b. Belief c. Unbelief d. Dissatisfaction
6. Deep sleep	<ul style="list-style-type: none"> a. Wake up b. Arise c. Awoke d. Sleepless

7. Ask	a. Reply b. Said c. Say d. Accept
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Answer Key:

Activity 1	Activity 2	Activity 3	Activity 4
8. D	9. C	11. A	6. C
9. C	10. D	12. C	7. A
10. B	11. A	13. A	8. D
11. A	12. B	14. C	9. A
12. C	13. D	15. B	10. B
13. A		16. A	11. D
14. D		17. B	12. A
15. B		18. A	
16. D			
17. D			

e. Instrument Rating

Activity 1, 2, 3 dan 4

- Untuk setiap jawaban yang benar di beri skor = 1
- Skor maksimal = 1 x 30
- Nilai maksimal = 10
- Nilai siswa :

$$\frac{JUMLAH\ BENAR}{3} \times 10 = 10$$

Appendix 9

Vocabulary Posttest 2 for Second Grade Students of MA Al-Maunah Kepuh

(After Classroom Action Research)

Name :

Class :

Date :

Time : 30 minutes

Activity 1 Fill in the blank.

A Cold Welcome

On Wednesday evening, we....¹ to the Town Hall. It was the last day of the year and a large....² of people had gathered under the Town Hall clock. It would....³ twelve in twenty minutes' time. Fifteen minutes....⁴ and then, at five to twelve, the clock stopped. The big minute hand did not....⁵. We waited and waited, but nothing happened. Suddenly someone....⁶, "It's two minutes past twelve! The clock has stopped!" I....⁷ at my watch. It was true. The big clock....⁸ to welcome the New Year. At the moment, everybody....⁹ to....¹⁰ and sing.

1

2

3

4

5

a. Drink	a. Hot	a. Waited	a. Passed	a. Stand
b. Find	b. Quite	b. Strike	b. Bring	b. Walk
c. Kick	c. Crowd	c. Went	c. Talk	c. Move
d. Went	d. Cold	d. Sing	d. Draw	d. Take

6

7

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10

a. Shouted	a. Jump	a. Say	a. Close	a. Buy
b. Put	b. Strike	b. Refused	b. Stop	b. Cry
c. Run	c. Meet	c. Accept	c. Open	c. Play
d. Dance	d. Looked	d. Strike	d. Began	d. Laugh

Activity 2

1. One word that means to *laugh* is...
 - a. Shouted
 - b. Say something loudly
 - c. Reaction of happiness or funny
 - d. Act of laughing
2. One word that means to *look* is...
 - a. Take care
 - b. Searching for something
 - c. Have a chat
 - d. Act of looking
3. *Go (Went)* means...
 - a. Move from one place to another
 - b. Get to particular place
 - c. Place where someone standing
 - d. To meet someone
4. *Stop* means...
 - a. Just silent
 - b. Not move to anywhere
 - c. Say a forbidden
 - d. Allowed to go some where
5. *Wait* means...
 - a. Looking for something
 - b. Running away
 - c. Don't go anywhere
 - d. Stay where you're

Activity 3 (Match the words with their synonyms)

Words	Synonyms
1. Worn off	<ol style="list-style-type: none">a. Made angryb. Disappear or run outc. Happy

	d. Great
2. Exhausted	a. Sense b. Went c. Very tired d. Walk
3. Severe	a. Very bad / serious b. Put c. Run d. Jump
4. Irritable	a. Find b. Lost c. Made angry d. Sing
5. Get	a. Laugh b. Find c. Answer d. Cut
6. Awoke	a. Arise b. Fell c. Sleep d. Lost
7. Feel	a. Hit b. Sense c. Fall d. Kick
8. Astonished	a. Very surprised b. Very sad c. Very angry d. Very bad

Activity 4 (Match the words with their antonyms)

Words	Antonyms
1. Find	a. Get b. See c. Lost d. Meet
2. Sleep	a. Wake up b. Drink c. Worn off d. Kick
3. Took	a. Take b. Run c. Cut d. Put
4. Went	a. Refused b. Came c. Go d. Gone
5. Disbelief	a. Satisfaction b. Belief c. Unbelief d. Dissatisfaction
6. Deep sleep	a. Wake up b. Arise c. Awoke d. Sleepless
7. Ask	a. Reply b. Said c. Say d. Accept

Appendix 10

Observation Notes for Need Analysis 3

(After Classroom Action Research)

No	Teacher's activities	Students' activities
1	The teacher talked quite, clearly and slows to the students.	The students got the point from what the teacher explained and got the instruction clearly.
2	The class can control by the teacher.	They can improve they skill to make the action of vocabulary was interesting. They were work together and did not work individually.
3	Teacher gave more attention to the students who still sit or silent during the action of vocabulary or gesture in the exercise.	The students active and innovative in doing the action or gesture of vocabulary. They were very fun and enjoying of the class.