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# **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)



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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



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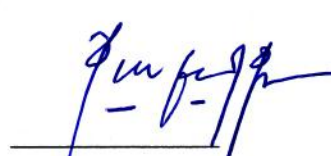




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## RATIFICATION

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 KPEPUH)” written by **Fitria Agustin** with the student number **1410130250** has been examined on July 11<sup>th</sup>, 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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## 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 11<sup>th</sup> 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.



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