IMPROVING STUDENTS’ VOCABULARY THROUGH TOTAL PHYSICAL RESPONSE

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Abstract. This research is aimed to improve students’ vocabulary achievement under Total Physical Response (TPR) Method at class IX.1 students of SMP Negeri 1 Tongkuno. The subject of this research was the students of class IX.1 who enrolled in 201/2016 SMP Negeri 1 Tongkuno. Total subject was 20 students. The design of this research was classroom action research which applied four steps, namely planning, action, observation and reflection. This research was conducted in two cycles which applied three kinds of instrument, namely vocabulary test, observation sheet, and field note. The minimum target of this research was 70% of students got score ≥ 70. In teaching vocabulary under Total Physical Response (TPR) method the students sit in groups. In the first cycle the total of students who could get score 70 is 13 or 65% of 20 students with the mean score 67.60. In the second cycle indicates the fulfillment of the minimum target, that is 85% or 17 students of 20 students at class IX.1 get score 70 with the mean score is 74.50. In brief, the result of this study verifies that Total Physical Response (TPR) can develop student’s vocabulary at class IX.1 of junior high school 1 Tongkuno.

Key words: Vocabulary, Total Physical Response (TPR)

Abstak. Penelitian ini bertujuan untuk meningkatkan prestasi kosakata siswa di bawah Metode Total Physical Response (TPR) pada siswa kelas IX.1 SMP Negeri 1 Tongkuno. Subyek penelitian ini adalah siswa kelas IX.1 yang terdaftar di 201/2016 SMP Negeri 1 Tongkuno sejumlah 20 siswa. Rancangan penelitian ini adalah penelitian tindakan kelas yang menerapkan empat langkah, yaitu perencanaan, tindakan, observasi dan refleksi. Penelitian ini dilakukan dalam dua siklus yang menerapkan tiga macam instrumen, yaitu tes kosakata, lembar observasi, dan catatan lapangan. Target minimum penelitian ini adalah 70% siswa mendapat nilai ≥ 70. Dalam mengajar kosakata dengan metode Total Physical Response (TPR) siswa duduk berkelompok. Pada siklus pertama jumlah siswa yang dapat memperoleh skor 70 adalah 13 atau 65% dari 20 siswa dengan skor rata-rata 67.60. Siklus kedua menunjukkan tercapainya target minimal yaitu ada 85% atau 17 siswa dari 20 siswa di kelas IX.1 mendapatkan skor 70 dengan skor rata-rata adalah 74.50. Singkatnya, hasil penelitian ini membuktikan bahwa Total Physical Response (TPR) dapat mengembangkan kosakata siswa di kelas IX.1 dari sekolah menengah pertama 1 Tongkuno.

Kata Kunci: Kosakata, Total Physical Response (TPR).
Introduction

The teaching vocabulary at junior high school 1 Tongkuno, appropriate method in order that students do not get bored and they become active in the teaching and learning process in the classroom. Before conducted Total Physical Response method, the researcher did observation by giving vocabulary test consisted of 25 items, the result of vocabulary test showed that there were 43.33 % of students got standard score 70. Meanwhile, the curriculum (KTSP) state that students achieved the target successfully if minimally 75% students get score ≥ 70.

Based on the students’ problem that found in the field, then the researcher try to apply total physical response (TPR) at SMP Negeri1 Tongkuno. The researcher apply Total Physical Response (TPR) because it can give a way to make teaching and learning vocabulary easier and effective to the students, and finally it can enhance students’ vocabulary development.

Total Physical Response (TPR) is an instructional strategy that based on the model of how children learn their first language (Asher, 1983: 3). It attempts to teach language through physical (activity). Through TPR technique the teacher gives the commands, models the movement and the students perform the action. It means that Total Physical Response is asking the students to do a something by action. TPR enables learner to feel comfortable interacting with people in the new language, TPR builds confidence in the students to use the language outside the classroom, I prepare students either with a ready-made dialogue or one created by the students.

The varieties of problems, the advantages of TPR method, and the researcher finding above have motivated the writer did the investigation about the effectiveness of Total Physical Response method in improving students’ vocabulary achievement the researcher carried out a classroom action research design entitle “Improving Students’ Vocabulary Through Total Physical Response at SMP Negeri 1 Tongkuno.”

Literature Review

Definition of Total Physical Response Technique Total Physical Response (TPR) is an instructional strategy that based on the model of how children learn their first language (Asher, 1983: 3). It attempts to teach language through physical (activity). Through TPR technique the teacher gives the commands, models the movement and the students perform the action.

Based in the way students learn their first language, furthermore Asher points out that in using TPR technique the teacher tends to use imperative in introducing the target language (James Asher: 1977). Teaching English Vocabulary through TPR Technique

Total Physical Response requires initial attention to meaning rather than to the form of items. Grammar is thus taught inductively. Grammatical features and vocabulary items area are selected not according to their frequently of need or use in target language situations in which they can be use in the classroom and the ease with which they can be learned.

Vocabulary plays a very important role in developing the four language skills which are reading, listening, speaking and writing. The more vocabulary the learners have, the easier for them to develop their four language skills.

There are many definitions of vocabulary that given by the linguistics. Here are some of them. According to Advanced Learner Dictionary Vocabulary is range of words known to use or used by a person in trade, profession, etc. (Hornby, 1974).

Jubaedah Laumba (2002). The title of her study “Students’ Vocabulary Growth under the Use of Total Physical response Technique at the Fourth year Students’ of SD Kuncup Pertiwi”. The characteristic of her study was one group pretest and post test design. Total sample was 41 students randomly from three classes. The instrument of her study was objective test namely multiple choice that consist of 40 items. The average of students’ pretest was 5.719 with the maximum score was 9.0 and the minimum score was 3.0. While the average of students. Post test was 7.325 with the maximum score was 10 and the minimum score was 4.0.
**Method Research**

In this chapter, the researcher elaborates the methodology in this study. It is consist of subject of the study, factors that observed, design of the study, instrument of the study, data and technique of data collection, pilot of the study, marking scheme, and technique of data analysis.

The subject of this study conducted at class IX of SMP Negeri 1 Tongkuno. The subject participated by all students of class IX. The subject were consists of 38 students. They were registered in academic years 2015/2016 at the odd semester or first semester.

In this study, there were some factors that were observed by researcher. Those were:
1. The use of total physical response method
2. The application of Total Physical response method in teaching vocabulary with the lesson plan provided
3. Students’ performance in learning process through total Physical response technique

Students vocabulary

Design of this study was an action research. It was focused on improving student vocabulary on the content of vocabulary text at class IX of SMP Negeri 1 Tongkuno. Design of this study can be seen in the following schemes:

![Schema of Action Research](image)

Kemmis’Model (cited in Hopkins, 1985)

**Instrument of the study**

The instrument of that researcher used were as follow:

1. Vocabulary test
2. Observation sheet
3. Field note

The data of this study are quantitative and qualitative data. The qualitative data is about the teacher’s strategy in solving students problem, the process during action through total physical response technique, and the students’ performance during teaching and learning process, while the quantitative data is the result of students vocabulary on the vocabulary text in action for each cycle.

**Technique of data collection**

In collecting the data, the researcher used:
1. Observation. The researcher checked whether total physical response technique has been applied.
2. Giving test. There are two kinds of test that used in collecting the data: Pre-observation test and evaluation test.

The researcher did pilot study to check the reliability of the instrument of study. The examining of the reliability of the test is to investigate whether instrument applied any time and place will give constant result. The test was piloted at students at class IX of SMP Negeri 1 Tongkuno.

To determine the reliability of this test, the researcher calculates it by using the formula KR-21 as follows:

\[
KR-21 = \frac{\text{Total of correct answer}}{\text{the number of question}} \times 100
\]

(Arikunto, 1987: 87)

In determining the study completeness, the researcher will use the formula below:

\[
\% = \frac{np}{n} \times 100\%
\]

Where: np = total of students who success

n = total of students

For determining the result of students’ vocabulary development the researcher used the following criteria:

<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>Interval score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Very high</td>
</tr>
<tr>
<td>2.</td>
<td>70 – 85</td>
<td>High</td>
</tr>
<tr>
<td>3.</td>
<td>56 – 69</td>
<td>Moderate</td>
</tr>
<tr>
<td>4.</td>
<td>36 – 55</td>
<td>Low</td>
</tr>
<tr>
<td>5.</td>
<td>00 – 35</td>
<td>Very low</td>
</tr>
</tbody>
</table>

(Arikunto, 1996)
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The result of this research will analyze through steps are follow:

1. The researcher analyzed the data qualitatively based on the observation during teaching and learning process that covered the application of total physical response technique and the students’ activity in each cycle.
2. The researcher analyzed data quantitatively after the action.
3. The researcher made conclusion about the application of total physical response technique, whether it has implicit in improving students vocabulary.

The data that have been taken in the field evaluated and fixed with the indicator of successfullness of the action. Sudjana Nana (1990:62) points out “the successfull in teaching and learning process minimally 75% of students get standard score”. Based on this opinion, the researcher puts the indicator of study as the subject of study is vocabulary text if minimally 75% of them get standard score 70 (Standard score based on the rule of school)

Findings and Discussion
In this chapter, the writer presents the data that have been collected. The data description consists of the finding, and the discussion of developing vocabulary using total physical response (TPR).

Findings
Activities in the First Cycle

1. Planning
   I consisted of four meetings. There were three meetings for teaching activity and the last one was for evaluation. The researcher design lesson plan, observation sheet, and evaluation test for the students.

2. Action
   The Action in the First Meeting (Cycle 1) (Thursday, 23rd July 2015)
   a. Pre activity
      In this phase, the teacher greeted the students, asks their condition, checked the students’ attendance and then gave motivation. Afterward, the teacher did apperception. The students were asked to talk about their prior knowledge over the topic that would be taught. The students look hesitated. They keep silent.

   No one was dared to speak. The teacher then explained the objectives of the study and asked the students to be active and paid attention in order to achieve those objectives. This phase took about ten minutes.
   b. Main activities
      First, the teacher explained to the students about Total Physical Response (TPR). It was aimed to familiarize Total Physical Response (TPR) to the students. Second, the researcher talked the students that the topic for the instructional material for the next meeting was about “how to make omelette” so, the students together with the researcher must bring cooking utensils related to the topic. Third, the students formed four groups; each group consisted of five students because there were thirty students in the classroom. When the groups had finished, the students took out their kitchen utensils and ingredients for making “omelette” and put them to their table. After all of students sat in their groups with cooking utensils and ingredients on their table, then the researcher introduced two or three instruction and physical responses. For example “sit down, please!” I accompanied by sitting on the chair. Then the researcher motion to sit on the chair. The next activity was distributed the instruction material or students’ worksheet and asked the students to underline the vocabulary target that appeared in teaching and learning process. After distributed the students’ worksheet, the researcher invited students A1 (students A from group 1). And gave him/her oral instruction related to “how to make omelette” after that students A1 went back to his/her friends. At the same time, students A from all groups did the same activity. The researcher monitored and guided students’ activities in all groups.

      The researcher repeated oral instruction involving more other students from each group. And variety words based on the topic until the end of vocabulary target.
   c. Post activity
      At the end of the teaching and learning process, the students task was summarized the vocabulary target and the meaning that have been used along teaching and learning process, then each group submitted a sheet of summary to the researcher and then read the summary aloud correctly in front of the classroom. The teacher also gave students chances to ask question before closing the class. At that time,
some students ask question. Then the teacher closed the class.

The activities in the second meeting (cycle 1) (Monday, 27th July 2015)

a. Pre activity
The teacher greeted the students, asked their condition, checked the student’s attendance, and then gave motivation. The teacher recalled the previous lesson and afterward, the teacher did apperception. The students were encouraged to sharing their prior knowledge and experience over the topic that would be taught. The teacher informed the objectives of the lesson and asked the students to participate and pay attention seriously so that they could develop those objectives.

b. Main activity
In the main activity, treated the students almost the same way as in the previous meeting. The researcher put the students in groups based on their number head (A, B, C, D, and E.) and then introduced two or three instructions and physical response. For example “stand up, please!” it is accompanied by standing up. Then the researcher stands up. After that the researcher distributed instructional material (student’s worksheet) and asked the students to underline the vocabulary target that appeared in teaching and learning process. But the students did not get the same material as they got in the previous meeting. In this time, the topic was “My Diva”.

After distributed instructional material (students’ work sheet), the researcher invited students A1( students A from group 1) and gave him/her oral instruction related to the topic. After that students A1 went back to his/her own group. And imitated the researcher’s instruction to instructed his/her friends. At the same time, students A from all groups did the same activity. The researcher monitored and guided the student’s activities in all groups.

The researcher repeated oral instruction involving more other students from the other groups and variety words based on the topic/subtopic until the end of target vocabulary.

c. Post activity
In the post activity, the students’ task was summarized the vocabulary target and the meaning, then each group submitted the task, and then read the summary aloud correctly in front of the classroom. Then the teacher closed the class.

The activities in the third meeting (cycle 1) (Thursday, 30th July 2015)

a. Pre activity
As usual, the teacher greeted the students ask their condition, checked the student’s attendance, and then gave them motivation. The teacher recalled the previous lesson and afterward, the teacher did apperception. The students’ were encouraged to share their prior knowledge and experience over the topic that would be taught. The teacher informed the objectives of the lesson and asked the students’ to participate and pay attention seriously so that they could achieve those objectives.

b. Main activities
In the main activity, treated the students almost the same way as in the previous meeting. The researcher put the students in groups based on their number head (A, B, C, D, and E.) and then introduced two or three instructions and physical response. For example “stand up, please!” it is accompanied by standing up. Then the researcher stands up. After that the researcher distributed instructional material (student’s worksheet) and asked the students to underline the vocabulary target that appeared in teaching and learning process. But the students did not get the same material as they got in the previous meeting. In this time, the topic was “Home Activity”.

The researcher repeated oral instruction involving more other students from the other groups and variety words based on the topic/subtopic until the end of target vocabulary.

c. Post activity
In the post activity, the students’ task was summarized the vocabulary target and the meaning, then each group submitted the task, and then read the summary aloud correctly in front of the classroom. Then the teacher closed the class.

The activities in the fourth meeting (cycle 1) (Monday 3rd August 2015)

Evaluation
The evaluation test was multiple choices provided with picture. It consists of 20 items. And 20 number oral instruction provided with picture. Before conducting the
test, the teacher gave the students 5 minutes for preparing themselves.

3. Observation

In the observation, me as the researcher was helped by my friends to observe the lesson activity.

The result of student’s vocabulary development in the first cycle could be seen more detailed in the table below:

Table 2 Frequency of Students’ Vocabulary Score in the First Cycle

<table>
<thead>
<tr>
<th>No.</th>
<th>Score (x)</th>
<th>Frequency (f)</th>
<th>(f.x)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>87.50</td>
<td>1</td>
<td>87.50</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>85.00</td>
<td>1</td>
<td>85.00</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>80.00</td>
<td>1</td>
<td>80.00</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>75.00</td>
<td>3</td>
<td>225.00</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>72.50</td>
<td>3</td>
<td>217.50</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>70.00</td>
<td>4</td>
<td>280.00</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>67.50</td>
<td>2</td>
<td>135.00</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>65.00</td>
<td>1</td>
<td>65.00</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>52.00</td>
<td>1</td>
<td>52.00</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>50.00</td>
<td>1</td>
<td>50.00</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>42.50</td>
<td>1</td>
<td>42.50</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>32.50</td>
<td>1</td>
<td>32.50</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>1352</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean score: 67.60
Maximum: 87.50
Minimum: 32.50
Percentage of score 70: 65%

The table above showed that the students’ maximum score was in score 87.50 valued as 5%. There was one student who got that score. Meanwhile, the minimum score was 32.50 with 5% gained by one student. The highest percentage was 20% in score 70. There were 4 students gained the score. The percentage of 15% existed in score 75.00 and 72.50. There were 3 students in score 75.00 and 3 students also in score 72.50. The percentage of 10 % existed in score 67.50. There were 2 students in that score. Meanwhile the lower percentage was 5% in score 87.50, 85.00, 80.00, 65.00, 52.00, 50.00, 42.50, and 32.50. There was 1 student in each score. The mean score was 67.60 and the percentage of students who achieved the passing grade of 70 was 65 %. These indicate that the result of student’s vocabulary achievement was increased. Unfortunately, it has not reached yet the target score 70% of students got score 70, and also some objectives in the lesson plan has not achieved by the students, only one objectives could be achieved by the students which is “the students are able to identified the meaning of word by using word analogies. Then, the researcher would be continued in the second cycle.

Table 3 Classification of Student’s Vocabulary in the Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>Interval score</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 – 100</td>
<td>Very high</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>70 – 85</td>
<td>High</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>56 – 69</td>
<td>Moderate</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>36 – 55</td>
<td>Low</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>00 – 35</td>
<td>Very low</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Table of students score above classified that there were 1 student categorized into very high, 12 students there were categorized into high, 3 students categorized moderate, 3 students categorized low and 1 students were categorized into very low.

D. Reflection

Based on the observation and evaluation in the first cycle, it showed that the students’ vocabulary problems have not solved yet because they did not achieved the target. As set before, that the target of students’ vocabulary achievement is 70% of subject achieve score 70. In fact, in the first cycle, there were only 13 students or there were only 65% of students achieved score 70. But 4.1.2 Students Activity in the Second Cycle Activities in the First Meeting (cycle 2)

A. Planning

After viewing the result of the cycle 1, the researcher found that the students’ had not reached yet the passing grade. There were only 40% or 8 of 30 who reach the target passing grade on function, 45% or 9 of 30 who reach the target passing grade on antonym and 35% or 7 students of 30 who reach the target passing grade.

Based on observation in the first cycle the student’s motivation and attention was still low. It can be seen from their attitude during teaching and learning process. When the researcher gave them instruction or commands, where they had to give response through physical (motor) activity, the students did not do it well because they still unfamiliar with the method. In addition, some of them shy to act in front of their friends. During teaching and learning process the researcher also asked the students to address question if they found some
difficulties in the teaching and learning process. There was no students raised question. Generally, from this observation the researcher conclude that was has been planned for this was not running well.

The cycle 2 consisted of four meetings. As in the previous cycle, the first three meetings were for teaching activity and the last one was for evaluation.

B. Action

The Activities in the First Meeting (Cycle 2) (Thursday 6th August 2015)

a. Pre activity

The teacher greeted the students, asked their condition, checked the student’s attendance, and then gave motivation. The teacher recalled the previous lesson and afterward, the teacher did apperception. Students were encouraged to shares their prior knowledge and experience over the topic that was going to be taught. The teacher informed the objectives of the lesson and asked the students to participate and pay attention seriously so that they could achieve those objectives. The topic of the material for the first meeting in the second cycle was “Grafting” and sub topic was “cleft grafting”

b. Main activities

Actually, the students have known about the topic and subtopic of the instructional material for the first meeting in the second cycle because a day before conducted the meeting, the researcher have given the students some information. First, explained that they would be have more cycle, because the students’ score on vocabulary test did not achieve the target yet in the first cycle. Second, the researcher explained to the students the factors caused the problems and would give them some solution that should be followed by the students the factors caused the problems and would give them some solution that should be followed by the students like they have to study hard every vocabulary target they got and re-learnt them at home by making sentences. Third, the researcher informed that the teaching and learning process still would be conducted by Total Physical Response (TPR) method. Fourth, the researcher guided the students to rename the members of group based on their capability. And the last, the researcher informed that the topic of the instructional material for the first meeting on the second cycle was “Cleft Grafting”. So, the students together with the researcher must bring equipment and material related to the topic. After listening to those information the students were seen very enthusiastic. The next activity, asked the students to sit in groups based on their number head (A, B, C, D, and E). When the group had finished, the students took out their equipment and material for doing “cleaf grafting” and put them to their table. The researcher also arranged his own on the table in front of the classroom. But all of the rootstocks were supplied by the researcher. The researcher equipment and material were for demonstrate the students responds of command from the researcher in front the classroom. While, students’ equipment and material were for demonstrate the students’ respond from one of their friends in their own group.

After all of students sat in their groups with equipment and material on their table, then the researcher distributed the instructional material or students; work sheet and asked the students to underlined the vocabulary target that appeared in teaching and learning process. After distributed instructional material (students’ work sheet), the researcher invited students A1 (students A from group 1) and gave him/her oral instruction related to the topic. After that students A1 went back to his/her own group. And imitated the researcher’s instruction to instruct his/her friends. At the same time, students A from all groups did the same activity. The researcher monitored and guided the students’ activities in all groups.

The researcher repeated oral instruction involving more other students from each group and variety words based on the topic until the end of vocabulary target.

c. Post activity

The students’ task was summarized the vocabulary target and the meaning that have been used along teaching and learning process, then each group submitted a sheet of summary to the researcher in front of the classroom and then read the summary aloud correctly in front of the classroom.

The activities in the second meeting (cycle 2) (Monday, 10th August 2015)

a. Pre activity

The teacher greeted the students, asked their condition, checked the student’s attendance, and then gave motivation. The teacher recalled
the previous lesson and afterward, the teacher did apperception. Students were encouraged to shares their prior knowledge and experience over the topic that was going to be taught. The teacher informed the objectives of the lesson and asked the students to participate and pay attention seriously so that they could achieve those objectives.

a. Main activity
In the main activity, treated the students almost the same way as in the previous meeting. The researcher put the students in groups based on their number head (A, B, C, D, and E.) and then introduced two or three instructions and physical response. For example “stand up, please!” it is accompanied by standing up. Then the researcher stands up. After that the researcher distributed instructional material (student’s worksheet) and asked the students to underline the vocabulary target that appeared in teaching and learning process. But the students did not get the same material as they got in the previous meeting. In this time, the topic was “sport” and the sub topic was “Badminton”.

After distributed instructional material (students’ work sheet), the researcher invited students A1 (students A from group 1) and gave him/her oral instruction related to the topic. After that students A1 went back to his/her own group. And imitated the researcher’s instruction to instruct his/her friends. At the same time, students A from all groups did the same activity. The researcher monitored and guided the students’ activities in all groups.

The researcher repeated oral instruction involving more other students from the other groups and variety words based on the topic/subtopic until the end of target vocabulary.

b. Post activity
The students’ task was summarized the vocabulary target and the meaning that have been used along teaching and learning process, then each group submitted a sheet of summary to the researcher in front of the classroom and then read the summary aloud correctly in front of the classroom.

Activities in the Third Meeting (cycle 2) (Thursday, 13th August 2015)

a. Pre activity
The teacher greeted the students, asked their condition, checked the student’s attendance, and then gave motivation. The teacher recalled the previous lesson and afterward, the teacher did apperception. Students were encouraged to shares their prior knowledge and experience over the topic that was going to be taught. The teacher informed the objectives of the lesson and asked the students to participate and pay attention seriously so that they could achieve those objectives.

b. Main activity
In the main activity, treated the students almost the same way as in the previous meeting. The researcher put the students in groups based on their number head (A, B, C, D, and E.) and then introduced two or three instructions and physical response. For example “stand up, please!” it is accompanied by standing up. Then the researcher stands up. After that the researcher distributed instructional material (student’s worksheet) and asked the students to underline the vocabulary target that appeared in teaching and learning process. But the students did not get the same material as they got in the previous meeting. In this time, the topic was “Home Activity”.

Post activity
In the post activity the researcher give feedback to the students’ task (summary). And before closing the meeting, the researcher asked the students to study well at home because on the next meeting they would have a vocabulary test.

Activities in the fourth meeting (cycle 2) (Monday, 17th August 2015)

Evaluation
The evaluation tests were multiple choices and complete the missing word. It consisted of 40 items. Before conducting the test the teacher gave students ten minutes for preparing themselves.

C. Observation
In this cycle, the students showed their improvement during teaching and learning process. It can be seen from their motivation and attention toward the lessons and also the researcher’s instruction.

At the first meeting of this cycle, the researcher did almost the same thing like in the first cycle. The students seemed enthusiastic. He students also wrote every word they got at the day. The researcher then gave the students homework to make the sentences by using the target vocabulary.

On the second meeting, the researcher the checked the students understanding toward
vocabulary by giving question and instruction. The students’ responses much better that the previous cycle.

On the third meeting, the researcher did the same thing like in the second meeting. The researcher checked the students understanding toward vocabulary by giving question and instruction. The students’ responses much better that the previous cycle.

The result of in the cycle 2 showed that the students had reached the passing grade score. The passing grade score is 70% of the students should reach score 70. In the second cycle, there were 85% of students the score targeted. The table 4.7 shows the frequency of student’s vocabulary score in the cycle 2 as follow.

Table 4.7: Frequency of Students’ Vocabulary Score in the Cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Score (x)</th>
<th>Frequency (f)</th>
<th>(f.x)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>90.00</td>
<td>2</td>
<td>180.00</td>
<td>10%</td>
</tr>
<tr>
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<td>1</td>
<td>87.50</td>
<td>5%</td>
</tr>
<tr>
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<td>2</td>
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<tr>
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<td>75.00</td>
<td>4</td>
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<td>20%</td>
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<td>8.</td>
<td>55.50</td>
<td>1</td>
<td>55.50</td>
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Total 20 1490.00 100%

Mean score 74.50
Maxmum 90.00
Minimum 55.50
Percentage of score 70 85%

The Result of Students’ Vocabulary Development

The English teacher and researcher analyzed the result of the research which was collected from sources of data namely observational report and post test of each cycle. The researcher concludes several findings which answered the research question stated before. The researcher findings were included the development of students’ vocabulary during the cycles and the process of teaching and learning in developing students vocabulary. The students’ vocabulary developed using Total Physical Response (TPR) conducted by the researcher. In the first cycle there was only 1 student’s entered into very high level. But in the second cycle, it increased into 3 students. Meanwhile, in the first cycle there were only 12 students entered into high level category and increased 14 students in the second cycle. Then, in the first cycle there were 3 students entered into moderate level category, and 2 students’ in the second cycle. There were 3 students entered into low level category in the first cycle and 1 student in the second cycle. The last, there were 1 student entered into very low level category in the first cycle and there was no students in the second cycle. This was a fact that that the students could memorize the words better after being taught by Total Physical Response (TPR)

Discussions

The implementation of developing vocabulary through Total Physical Response (TPR) was conducted by using classroom action research. It was involved four steps namely planning, action, observation, and reflecting. The research was implemented into two cycles. Each cycle consist of four meetings. Each meeting took 90 minutes. The produce divided into three phases, opening activity, main activity, and closing activity.

There were some factors that might influence the results of this research. As the result of vocabulary test in pre observation, the students vocabulary development were 45% increased 65% in the result of the first cycle. In the first cycle there were only 40% or 8 students who achieved the target on verb, 45% or 9 students who achieved the target on noun, and 35% or 7 students who achieved the target. In the first cycle the target did not achieve yet. It is because the model still unfamiliar with the
students and also some students did not know the meaning of the Total Physical Response (TPR) method that made the students difficulties to response researcher’s instruction. Some students’ in the group did not involve actively.

To avoid the problem above happened in the first cycle, the teacher choose the word carefully, the teacher choose the word for Total Physical Response (TPR) related with their environment and their daily live. In the group activity, the teacher made sure that all students active in their group activity. The students pay attention fully. Every meeting in the cycle two the teacher gave them homework.

As the result, students show great improvement in their vocabulary develops. The students vocabulary development were 65% increased 85% in the result of the second cycle. In the second cycle the students achieved the target score. There were 70% or 14 students who achieved the target on identify the function of the words, 85% students who achieved the target on antonym, and there were 70% or 14 students who achieved the target.

Conclusion

Based on the result of the research. It can be concluded that the applying of Total Physical Response (TPR) method can improve students’ vocabulary achievement at class IX.1 students of SMP Negeri 1 Tongkuno. It was proven by the students score in each cycle after being taught by using Total Physical Response (TPR) method. The increase of students’ score in each cycle show that there is an improvement on students’ vocabulary achievement using Total Physical Response (TPR) at class IX.1 students of SMP Negeri 1 Tongkuno.

The increase of students score in each vocabulary test indicates an improvement using Total Physical Response (TPR).

References


