

**THE EFFECT OF TOTAL PHYSICAL RESPONSE (TPR) ON
TEACHING VOCABULARY FOR FIFTH GRADES OF SDIT AL
FURQON PALANGKARAYA**

THESIS



by:

Pratika Ika Latifa
1201120800

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
1438 H / 2016 M**

APPROVAL OF THE THESIS

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AL FURQON PALANGKARAYA

Name : Pratika Ika Latifa

SRN : 120 112 0800

Faculty : Tarbiyah and Teacher Training

Department : Language Education

Study Program : English Program

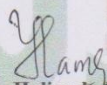
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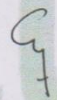
Advisor I,

Advisor II,



Dra. Halimah, M.Pd

ORN. 196712261996032003

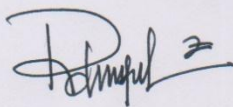


Sabarun, M.Pd

ORN. 196803222008011005

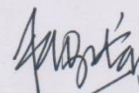
The Vice Dean of Academic

The Department of Language
Education Chair



Dra. Hj. Rodhatul Jennah, M.Pd

ORN. 196710031993032001



Santi Erlana, M.Pd.

ORN.198012052006042003

PERSETUJUAN SKRIPSI

Judul Skripsi : **THE EFFECT OF TOTAL PHYSICAL RESPONSE (TPR) ON TEACHING VOCABULARY FOR FIFTH GRADES OF SDIT AL FURQON PALANGKARAYA**

Nama : Pratika Ika Latifa

NIM : 120 112 0800

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa

Program Studi : Pendidikan Bahasa Inggris

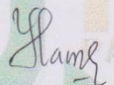
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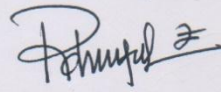
Dra. Halimah M.Pd
NIP. 196712261996032003



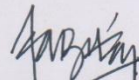
Sabarun, M.Pd
NIP. 196803222008011005

Wakil Dekan I Bidang Akademik

Ketua Jurusan Pendidikan Bahasa



Dra. Hj. Rodhatul Jennah, M.Pd
NIP. 196710031993032001



Santi Erliana, M.Pd
NIP. 198012052006042003

OFFICIAL NOTE

Palangka Raya, 1 November 2016

Case : Examination of

Pratika Ika Latifa's thesis

To the Dean of Faculty of Teacher
and Training and Educational of
IAIN Palangka Raya

In-

Palangka Raya

Assalamu'alaikum Wr.Wb.

By reading and analyzing of this thesis, we think in the name of:

Name : Pratika Ika Latifa

SRN : 120 112 0800

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Vocabulary for Fifth Grades of SDIT AL FURQON
PALANGKARAYA**

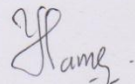
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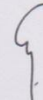
Wassalamualaikum Wr.

Advisor I

Advisor II



Dra. Halimah, M.Pd
ORN. 196712261996032003



Sabarun, M.Pd
ORN. 196803222008011005

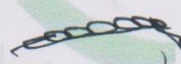
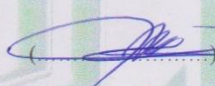


LEGALIZATION OF THESIS EXAMINING COMMITTEE

This thesis entitled **The Effect of Total Physical Response (TPR) on Teaching English Vocabulary for Fifth Grades of SDIT AL FURQON PALANGKARAYA** in the name **Pratika Ika Latifa**, and her Students Registration Number is 1201120800. It has been examined in the board of examiners the Study Program of English Education the Departement of Language Education the Faculty of Teacher Training and Education (FTIK) of the State Islamic Institute of Palangka Raya on:

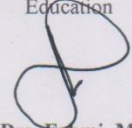
Day : Thursday
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Secretary/Member 

The State Islamic Institute of Palangka Raya
The Dean of Faculty of Teacher Training and
Education


Drs. Fahmi, M.Pd
ORN. 19610520 199903 1 003

THE EFFECT OF TPR ON TEACHING ENGLISH VOCABULARY TO FIFTH GRADES OF SDIT AL FURQON PALANGKARAYA

ABSTRACT

This study aimed to measure the effect of TPR on vocabulary size. This study was conducted at SDIT AL FURQON PALANGKARAYA academic year 2016/2017 as the object of study. The object of this study consisted 36 students of fifth grade.

The researcher used quantitative approach to find the answer of study problem, technique of data collection was test. The design of study was pre-experimental design where the researcher used one-group pretest/post test with kind of treatment. There was one class, named class 5 abu hanifah, the number of students was 36 students . the researcher gave pre-test and post-test to the group.

This study used two kinds of test, they were multiple choice and translating test. The result of data analysis showed there was effect of using TPR media on students' vocabulary size for fifth grade of SDIT AL FURQON PALANGKARAYA. It meant H_a was accepted and H_0 was rejected. It could be seen from data calculated using t-test formula. For multiple choice t-observed was 9,326, with significant standard 5% = 2,03. Manual calculation found that t-observed was higher than t-table or $9,326 > 2,03$. While t-observed for translating test was 9,294, with significant standard 5% = 2,03, manual calculation found that t-observed was higher than t-table or $9,294 > 2,03$.

Based in the finding, researcher suggest to teacher to select appropriate method on teaching vocabulary like TPR.

Key words : *vocabulary size, TPR media*

PENGARUH TPR DALAM MENGAJAR KOSAKATA PADA SISWA KELAS LIMA DI SDIT AL FURQON PALANGKARAYA

ABSTRAK

Penelitian ini bertujuan untuk mengukur pengaruh TPR dalam pengajaran dan pembelajaran kosakata. Penelitian ini dilakukan di SDIT AL FURQON PAANGKARAYA tahun ajaran 2016/2017 sebagai object penelitian. Objek penelitian ini berjumlah 36 siswa kelas lima.

Dalam penelitian ini penulis menggunakan pendekatan kuantitatif untuk menemukan jawaban penelitian dari masalah yang diangkat., teknik penumpulan data menggunakan tes. Jenis penelitian ini menggunakan pre-eksperimen tes yang mana dalam penelitian ini peneliti menggunakan satu kelas yaitu kelas 5 abu hanifah, terdiri dari 36 siswa. Penulis memberikan pretest dan posttest untuk satu kelompok tersebut.

Penelitian ini menggunakan dua jenis test yaitu pillihan ganda dan menerjemahkan. Hasil analisis menunjukkan bahwa ada pengaruh dari media TPR terhadap kemampuan menghafal pada siswa kelas lima di SDIT AL URQON PALANGKARAYA. Hal ini menunjukkan bahwa H_a diterima dan H_0 ditolak. Hasil tersebut dapat dilihat dalam perhitungan yang menggunakan rumus t-test. Untuk soal pilihan ganda t-observed ialah 9,326, dengan signifikansi $5\% = 2,03$. Pada penghitungan tersebut t-observed lebih besar dari t-table atau $9,326 > 2,03$, sedangkan soal terjemah t-observed =9,294 dengan signifikansi yang sama, hal ini menunjukkan bahwa t-observed lebih besar dari t-table atau $9,294 > 2,03$.

Berdasarkan hasil penelitian, penulis mengarankan pada guru untuk memilih metode mengajar kosa kata yang tepat contohnya seperti TPR.

Keywords : TPR, kosa kata

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Palangka Raya, October 2016

Pratika Ika Latifa
1201120800

MOTTO

كُنْتُمْ خَيْرَ أُمَّةٍ أُخْرِجَتْ لِلنَّاسِ تَأْمُرُونَ بِالْمَعْرُوفِ
وَتَنْهَوْنَ عَنِ الْمُنْكَرِ

You are the best of the nations raised up for (the benefit of) men; you enjoin what is right and forbid the wrong and believe in Allah (Q.S. Ali imran : 110)

Kamu adalah umat yang terbaik yang dilahirkan untuk manusia, menyuruh kepada yang ma'ruf, dan mencegah dari yang munkar, (Q.S. Ali imran : 110)

DEDICATION

This thesis is dedicated to some special people on belows :

- ❖ Especially for my beloved parents who have given me support, spirit, thanks for believing me, thanks for your endless love.
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TABLE OF CONTENTS

PAGE OF COVER	i
APPROVAL OF THESIS.....	ii
OFFICIAL NOTE.....	iii
LEGALIZATION OF THESIS EXAMINING COMMITTEE.....	v
ACKNOWLEDGEMENT.....	Error! Bookmark not defined.
ABSTRACT.....	vi
DECLARATION OF AUTHENTICATION.....	viii
MOTTO	x
DEDICATION.....	xi
TABLE OF CONTENTS.....	xii
LIST OF TABLES.....	xiv
LIST OF FIGURES	xv
LIST OF ABBREVIATIONS.....	xvi
LIST OF APPENDICES.....	xvii
CHAPTER I.....	1
A. The Background of the Study	1
B. Problem of Study.	5
C. Purpose of the Study.	5
D. Assumption	5
E. Hypothesis.....	6
F. Variable	7
G. Significance of the Study	7
H. Scope limitation of the Study.....	8
I. Definition of Keyterm	8
J. Framework of Discussion	8
CHAPTER II.....	10
A. Previous Studies.....	10
B. Vocabulary	11

C. Vocabulary Size Test	12
D. Teaching Vocabulary	13
E. Young Learner	18
F. Teaching Vocabulary for Elementary Students	21
G. Definition of TPR (<i>Total Physical Response</i>).....	23
H. Principles of Total Physical Response Method.....	24
I. Procedure of TPR.....	25
J. The advantages Teaching English Vocabulary Using TPR	26
K. The Implementation Using Total Physical Response Method.....	26
CHAPTER III	29
A. Research Design.....	29
B. Place and Time Of Reserch.....	30
C. The Population	30
D. Data Collecting Method and Instrument	31
E. Data Analysis Procedure	37
CHAPTER IV	41
A. Description of The Data	41
B. Testing of Normality	52
C. The Result of Data Analysis	52
D. Discussion	61
CHAPTER V	64
A. Conclusion	64
B. Suggestion	65
REFERENCES	66
APPENDICES	69
CURRICULUM VITAE	70

LIST OF TABLES

Table	Page
Table 3.1 The Number of Fifth Grade Students of SDIT AL FURQON PALANGKARAYA	43
Table 4.1 The Description Data of Students' Pre Test Score	47
Table 4.2 The calculation of Mean, SD, SE using SPSS 21 for multiple choice test	51
Table 4.3 The calculation of Mean, SD, SE using SPSS 21 for traslate test	51
Table 4.4 The Description of Students' Post-Test Score	52
Table 4.5 The calculation of Mean, SD, SE using SPSS 21 for multiple choice test	56
Table 4.6 The calculation of Mean, SD, SE using SPSS 21 for translate test	56
Table 4.7 Testing Normality of multiple choice Post Test	57
Table 4.8 of students score for multiple choice test.....	59
Table 4.9 of students score for translating test.....	62
Table 4.10 The Result of T-Test Using Manual Calculation	64
Table 4.11 The Result of Paired Samples Test Using SPSS 21.0 Program (multiple choice).....	65
Table 4.12 The Result of Paired Samples Test Using SPSS 21.0 Program (translating test)	66

LIST OF FIGURES

Table	Page
Figure 4.1 The Distribution of Pre-test Score (Multiple choice)	44
Figure 4.2 The Distribution of Pre-test Score (translate)	45
Figure 4.3 Distribution of Post-Test Score for Multiple choice.....	59
Figure 4.4 Distribution of Post-Test Score for Translating.....	50

LIST OF ABBREVIATIONS

DF : Degree Of Freedom

Ha : Alternative Hypothesis

H0 : Null Hypothesis

SDIT : Sekolah Dasar Islam Terpadu

IAIN : Institut Agama Islam Negeri

TPR : Total Physical Response

SPSS : Statistical Product Ans Service Solution

SE : Standard Error

SD : Standard Deviation

F : Frequency

C : Pre-Test

E : Post -Test

LIST OF APPENDICES

Appendix 1 : Schedule of Research

Appendix 2 : Syllabus And Lesson Plan

Appendix 3 : Research Instrument

Appendix 4 : Students' Name

Appendix 5 : Students' Score

Appendix 6 : Item Analysis Tryout

Appendix 7 : Answer Sheet Pre Test

Appendix 8 : Answer Sheet Posttest

Appendix 9 : Tables

Appendix 11 : Letters

Appendix 12 : Curriculum Vite

CHAPTER I

INTRODUCTION

A. The Background of the Study

In the globalization era, everything is getting advanced. Most of people around the world use English to communicate each other. Due to that reason, English is being a must to learn. there are four skills to learn, namely listening, reading, speaking and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation, and spelling. No wonder. In Indonesia, English is taught seriously not only in formal school start from elementary school up to universities but also at informal school.

The goal of teaching and learning English is the student's ability to comprehend and to produce the language in its written and spoken form. In fact, the development of information, science, and technology, motivate human being to master English and need of English in really felt to be crucial. Harmer presents some reason of why people learn language.

Especially English, some people want to study English, because they think that it offers a chance for advancement in their professional live. They will get a better job with two languages than if they only know their mother tongue.¹

¹ Harmer, Jeremy, *The practice of English Language Teaching*, (New York : Longman, 1991)

Language as one of social aspect of human life is the most important means of communication in any society. Some students study a foreign language because they are attracted to the culture of one of the target language community. They learn the language because they want more about the people who speak it, the place where it is spoken and the writings which has produced. Besides, most of scientific, technological and academic information in the world is expressed in English. Therefore, it can be concluded that English is important to be among the young generation in our country to anticipate the rapid changing of development and to face globalization.

Generally, lacking vocabulary is the reason why English is difficult to master. The students have been teaching English for along time with the several methods, but they do not have an adequate vocabulary in English. Palmer as Quoted by Jack Richard and Theodore S Rodger in their book approach and method in language teaching says “Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write”²

According to Nunan :

Vocabulary is essential for succesful second language laerning because without an extensive vocabulary the students will be unable to use the structures and fungtions the students have learned for comperhensible communication.³

² Jack C Richards, *Methodology in Language Teaching*,(New York : Cambridge University Press,2002), p. 255

³ David nunan, *second language teaching and learning*, New York : Thomson Publishing company,1999, p.101

It can be summarized that vocabulary is one of the most effective and practical way in mastering the four english skills. The learner are hoped to be able to developed their anilitiy in mastering the four english skills by having good vocabulary size. So, it is clear that teaching vocabulary is important for the elementary school student

The ways the teacher motivates the students by using interesting method the teaching learning process will be more interesting and this way is suitable to introduce new vocabulary. Teaching for children and for adult student are not the same according to Scoot and Yrebeg. The adult's word and the child's word and are not the same. ⁴

That means the children do not always understand what adult are talking about and adult do not always understand what children are talking about. The differences is that adult, usually find out by asking question, but children do not always ask. They either pretend to understand, or they understand in other own term and do what they think you want they to do. Base on researcher's experience in teaching english for the first level in global learning center is not easy because most of the students are easily memorizing and forgetting the vocabulary that have been given.

To anticipate boring in learning vocabulary, the teacher should raise the student's interest as good as possible by giving interests ways in teaching. They

⁴ Scoot Wendi and Yrebeg 91 H, *Teaching English to children*,9NewYork : Long man, 1993), p. 3

can enjoy learning English. Learning is not just able to combine words to form phrases and phrases to form sentences. More ever, how the students can apply their language becomes more meaningful.

Therefore, teaching vocabulary at elementary school needs a special way and appropriate method in order to overcome some troubles and difficulties. In this case the use of certain method in teaching vocabulary is needed,

Most children begin to read by learning a sight vocabulary. These are simple word that a child learns to read by learning a sight. Mastering a large number of vocabularies is very important for the student's who are studying English

Total Physical Response (TPR). As a very important element in the process of teaching/ learning because it has been the easiest way to make student understand by focusing on speaker and the movement that made by the speaker to supporting what they said, it's like to make them (the mentaly retarded) by knowing what the words mean by the movement of the part of body through TPR method.

In this study the researcher choose SDIT Al Furqon Palangkaraya. SDIT Al furqon is one of islamic private schools in palangkaraya. In this school english is taught from grade one to grade six. This school carries out monthly test for all subjects involve english. The teacher uses text book method in teaching english, some problem that is faced in teaching english in this school are the students are

easily memorizing and forgetting the vocabulary that have been given and they get bored easily.

Based on the explanation, the researcher want to conduct a study about **The Effect of Total Physical Response (TPR) on Teaching English Vocabulary to Fifth Grades of SDIT AL FURQON PALANGKARAYA**. The researcher wants to know the effectiveness TPR aids to improve their vocabulary by looking at the picture, models or real object.

B. Problem of Study.

Based on the background of the study, the researcher wants to focus on a problem on below:

Does the use of Total Physical Response (TPR) in teaching vocabulary give effect toward the students' vocabulary size test of the fifth at SD Islam Terpadu Al Furqon of Palangkaraya ?

C. Purpose of the Study.

The purpose of the study is to measure the effect of teaching vocabulary using Total Physical Response (TPR) toward the students' vocabulary of fifth grade students at SDIT AL FURQON PALANGKARAYA.

D. Assumption

There are some assumption of this study on belows :

- a. TPR is the effective method that can be used on teaching vocabulary process
- b. The students' vocabulary size of parts of body will increase by teaching using TPR.

E. Hypothesis

Hypothesis is must be stated in experimental research. It is not always true; it is the first assumption only that must be proved in the investigation. Hypothesis is a temporary answer in the formulation of the study until it can be proved by collected data.⁵ Commonly, hypothesis is sated in two forms those are Null hypothesis and alternative hypothesis

- c. H_0 = Null Hypothesis

There is no significant effect the use of TPR of teaching to the students' vocabulary size.

- d. H_a = Alternative hypothesis

There is/are significant effect the use TPR of teaching to the students' vocabulary size.

⁵ Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, (Jakarta : PT. Rineka Cipta, 2002),71

F. Variable

According to Arikunto, variables are the object of the research.⁶

As the experiment study, there are two variables of the study, they are :

1. The independent variable of study (X) is TPR that is used in teaching vocabulary or the fifth grade students at SDIT AL FURQON PALANGKARAYA
2. The dependent variable of the study (Y) is the result of the students' vocabulary score of the fifth grade students at SDIT AL FURQON PALANGKARAYA

G. Significance of the Study

Theoretically, the aim of the study is testing and reviewing the vocabulary theories. Especially, the method teaching vocabulary using TPR media to improve the students' vocabulary size.

Practically, This study is expected to give contribution for english student, the teacher, and for another researcher.

- a. For the teacher

The researcher hopes that this study can be useful for teacher's strategies on teaching English especially vocabulary. Teacher will be

⁶ Suharsimi, Arijunto, *Prosedure Penelitian Suatu Pendekatan dan Praktik*, Jakarta : Rineka Cipta, 2006, p.118

able to give appropriate media on teaching vocabulary for elementary students

- b. For another researcher

This result of the study can be used as a reference about the use TPR in teaching English

H. Scope limitation of the Study

This study is only conducted at fifth grade of SDIT AL FURQON OF PALANGKARAYA. This study focuses on teaching vocabulary by using TPR for experiment class and without TPR in control class. The kinds of vocabulary that will be taught is parts of body . it will be taught in detail

I. Definition of Keyterm

- a. **TPR** : language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.
- b. **Vocabulary** : Vocabulary is the number of words in a language.⁷
- c. **Vocabulary size** : vocabulary size is a convenient proxy for a whole range of educational attainments and abilities.

J. Framework of Discussion

The frameworks of the discussion of this study are:

⁷ *Ibid*, p.461

- Chapter I : Introduction which consist of background of the study, previous study, study focus, problem of study, objective of study, significance of study, variables of the study, hypothesis, scope and limitation of the study, definition of key terms and framework discussion.
- Chapter II : Review of related literature which consists of related study
- Chapter III : Study method consists of study design, population and sample, study instrument, data collection procedure, and data analysis procedure.
- Chapter IV : Result of study consisted of description of data, result of data analysis and discussion.
- Chapter V : Closure consisted of conclusion and suggestion.

CHAPTER II

REVIEW AND RELATED LITERATURE

A. Previous Studies

There are some relevant previous researches to prove the originality of this research.

the first researcher is Retno's study, The similarities of this study with Retno's study placed on the media. The study used similar media which using TPR as a media in teaching vocabulary for fifth grade student. The difference placed on research design. The study used pre-experiment in her research.

The second researcher is Mohd Zuhri Ghani and Noor Huziza Hanim Mohd Ghous study, their title study is The Effectiveness Of Total Physical Response (TPR) Approach In Helping Slow Young Learners With Low Achievement Acquire English As A Second Language, in their study TPR can help student to learn english. the similarity placed on method, while the differences placed on research design, their study used Quasi experimental design.

The third researcher is Laura Holleny, her title study is The effectiveness of Total Physical Response Story telling for language learning with special education students. In this study shows that TPR is an effective method to teach story telling. The similarity placed on the method, and the differences placed on the object of research and research design, she took the

study for disable student and she used quasi experimental design on her research.

B. Vocabulary

Vocabulary is one of the important factors in English language. Besides, vocabulary is the important factor for practicing language as a means of communication. Vocabulary is a list of words, which means any unit of language used in writing, and appears between space hyphens. Words are the basic element in contracting a language. Related to English teaching-learning process, language skills such as listening, speaking, reading, and writing needs a series of words that are called vocabulary. In other words, vocabulary is an important role in English language teaching.⁸

Furthermore, Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.⁹

According to Jeremy Harmer in the language test, there are two kinds of vocabularies, active vocabulary and passive vocabulary.¹⁰

a. Active Vocabulary

⁸Retno Sumarni, "INCREASING STUDENTS' VOCABULARY MASTERY USING REALIA THE FIFTH YEAR OF SDN 01 BLIMBING AMPELGADING PEMALANG", Muhammadiyah University of Surakarta, 2008.

⁹ Jack C Richard and Willy A Renandya, *Method in Language Teaching*, (Cambridge University Press, 2002), p. 255

¹⁰ Harmer, Jeremy. *The Practice of English Language Teaching*, (New ed : Longman 1991)

Active vocabulary means the stock of words that a person actually uses in his own speech or writing. It is used in oral or written expression by the student.

b. Passive Vocabulary

Passive vocabulary means the words that the students recognize and understand them when they occur in a context or students need someone to say something that help them recall the word meanings. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the words in a text and will know the meaning of the unknown word, on the text.

Sum up, vocabulary is important in English teaching, it is a core of component of language proficiency. It divides into two kinds of vocabularies, they are active vocabulary and passive vocabulary.

C. Vocabulary Size Test

Vocabulary size test is one of tests to measure learners' vocabulary. The Vocabulary Size Test is designed to measure both first language and second language learners' written receptive vocabulary size in English.¹¹

¹¹ Paul Nation, *Summary Vocabulary Size Test* . p.....

Vocabulary-size tests deal with vocabulary knowledge as the knowledge of discrete word items independent of contexts which they appear.¹²

The term ‘vocabulary size’ has two dimensions, those are receptive vocabulary size and productive vocabulary size. Receptive vocabulary size refers to the number of words that are partially recognized when the meaning sense of the target words are given. On the other hand, productive vocabulary size refers to the number of words that can be partially recalled when compelled to do so by a teacher or researcher in a constrained context such as a fill-in task where a sentence context is provided and the missing targetword is supplied..¹³

As a result vocabulary size has two dimensions, they are respective and productive vocabulary size, and vocabulary size test is one of the test which is designed to measure both first language and second language learners’ written receptive vocabulary size.

D. Teaching Vocabulary

In the early study it has been mentioned that learning vocabulary is important because it is used as a symbol of ideas to express idea in communication. Because of that teaching vocabulary in early stage or in the

¹² Harnanto, Vocabulary Knowledge: Size and Strength Test, Asian EFL Journal, p. 2

¹³ Yudyca Putra, “The relationship Between vocabulary Size and writing ability of english language laboratory students at Pelita Harapan University, Pelita Harapan University, 2009.

primary school is very essential. Teacher should give certain attention in teaching vocabulary.

Teaching vocabulary is apart of language teaching. According Harmer “teaching vocabulary is clearly more than just presenting new words. This may, of course, have its place but there are other issues too.”¹⁴

According Jeremy Harmer, there are seven techniques in presenting vocabulary :

a. Realia

One way of presenting words is to bring the things they represent into the classrom by bringing “TPR” into the room. Words like “postcard”, “pen”, “ball”, etc. Can obviously be presented in this way. The techer holds up the oject (or points to it), says the words and get student to repeat it.

b. Picture

Picture cans can board drawing, wall picture and charts, lashcards, magazine picture and any other non-technical visual presentation. Picture can be used to explain the meaning of vocabulary items.

c. Mime, action and gesture

It is often impossible to explain the meaning of words and grammar either through the use o TPR or picture. Action, in

¹⁴ Harmer, Jeremy. *The Practice of English Language Teaching* (New ed : Longman 1991), p. 159

particular, are probably better explained by mime. Concepts like running is easy to present in this way

d. Contrasts

We saw how words exist because of their sense relations and can be used to teach meaning. We can present the meaning of “empty” by contrasting it with “full”. We may present these concepts with picture, mime and any drawing attention to the contrast in meaning we ensure our students’ understanding.

e. Enumeration

We can use this to present meaning. We can say ‘clothes and explain this by enumerating or listing various items.

f. Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining the facts of word use which are relevant.

g. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In first place it is not always easy to translate words, and in the second place, even where

translation is possible, it may make it a bit too easy for student by discouraging them interacting with the words.¹⁵

Wallace exclaims that teaching vocabulary has the following:

a. Aims

This aim must be clear for the teacher, how many vocabularies listed does the teacher expect the learners to be able to achieve the vocabulary? What kinds of words?

b. Quantity

The teacher may have decided in the number of vocabulary items to be learned, how now words in a lesson can the learners learn? If there are many words, the learners may become confused or discouraged?

c. Need

In teaching vocabulary the teacher has to choose ten words really needed by the students' communication. The teacher should get words they needed.

d. Frequent Exposure and Repetition

Frequent exposure and repetition here mean that the teacher should give much practice or repetition so that her students

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching* New Edition, (London : longman, 1991), p. 161-162

master target words well. She also gives opportunity to the students to use words in writing or speaking.

e. Meaningful Presentation

In teaching vocabulary, the teacher should present target words in such a way that their meaning of the teaching words are perfectly clear and unambiguous.

f. Situation and Presentation

The teacher should tell the students to use the words appropriately. The use of word depends on the situation in which they are speaking and depend on the person whom they are speaking.¹⁶

Sum up, teaching vocabulary is important because is used as a symbol of ideas to express idea in communication. There are some techniques to present vocabulary, those are TPR, picture, Mime, action and gesture, Contrasts, Enumeration, explanation, and translation. Beside that, there are some things that should be considered on teaching vocabulary, those are aims, quantity, need, Frequent Exposure and Repetition, Meaningful Presentation and Situation and Presentation.

¹⁶ Wallace, J.M. Teaching Vocabulary. London: Briddles Ltd. 1982.p. 207

E. Young Learner

Must be known that this thesis, the researcher observes the students in the fifth year of elementary school. Before going on the researchers explains who young learners are and what their characteristic are. Young learner means the learner or students are still young with their specially their age are about six years to thirteen years. It is also called by school age.

Young Learners are students in elementary school. Philips stated that young learners mean “children from the first years of formal schooling (5 or 6 years old) to eleven or twelve years of age”¹⁷

a. Characteristic of young learners

Wendy A Scott and Lisbeth H Yterberg in their book teaching english to children classify the young learners into two groups :

1. The five to seven years old (beginning stage)
 - They can talk about what they are doing
 - They can tell about what they have done
 - They can plan activities
 - They can use logical reasoning
 - They can understand direct human interaction.
2. The eight to ten years old
 - They can understand abstract

¹⁷ Philip, Sarah. *Young Learners*. England: Oxford University Press. 1996.p. 5

- They can understand symbol (beginning with words)
 - They can generalize and systematize¹⁸
- b. The developmental period of the children.

Piaget divided the stage of cognitive development of children into four stages; they are sensory motor period, pre operational period, periods of concrete operations and the period of formal operations. The sensor motor period is from birth to about the age 2 up to seven years. The periods of concrete operation is about seven to eleven years. The period of formal operation is about eleven and on¹⁹. Because of the topic of this study is student's of ten years, the researcher explains briefly about the period of concrete operation.

The child who is functioning at the concrete operations period, however, can comprehend the relation from both perspective that is his own and another of his brother. He has a more organized, systematized, understanding of this relation. Not only has the concrete operation child developed and understanding of type of this of relations that is, relations among brothers or sisters but he has also constructed several other types of relations it is also called by class inclusion. Concrete here means that children at the age cannot think about anything which is not real or concrete, however

¹⁸ Scott and Yterberg, *Teaching English to Children*. Harlow: Longman. 1998.p. 2

¹⁹ K.E. Suyanto Kasiani, *English for Young Learner*, (Jakarta : PT. Bumi Aksara,2007), p. 6

nothing could further from the truth. Rather, the child at the stage is beginning to extend his thought from the actual to the potential.

c. language development

Eight to ten years old have a language with all the basic element in place. They are competent users of their mother tongue, and in this connection, they are aware of the main rules of syntax in their own language. By the age of ten children can: (1) understand abstract (2) Understand symbols (3) Generalize and systematic²⁰

This refers to the children's general language development, when it comes to learning a foreign language; there is still a lot we do not know. There are many similarities between learning one's mother tongue and learning a foreign language. The differences in age and he time are available. So far nobody has found a universal pattern of language learning which every one agrees with. Much seems to depend on the social and emotional factors in the child's background. What is clear here is that most eight to ten year olds will have some sort of language awareness on readiness which they bring with them into foreign language classroom.

Emotional or psychological factors include intellectual processing which is involved in determination of grammatical structures and rules, memory, which is essential for learning to occur, and motor skills which involve the use of the articulators of speech (tongue, lips, vocal cord, etc)

²⁰ A. Scot Wendy and Lesbeth.....p.4

Social factors, here, we consider the types of situation, setting, interactions which affect our ability to learn foreign language in particular the natural and classroom situation.

F. Teaching Vocabulary for Elementary Students

Teaching vocabulary to young learner is very different from teaching vocabulary to adult. It is not an easy job, because it is the first time to them to get language learning and they are not used to before. Therefore, the teacher is suggested that he make an interesting learning activity to the student in order that they can understand well and the learning process can run well too.

As stated by Douglas Brown, “to successfully teach children a second language requires specific skills and an intuition that differ from those appropriate for teaching adult.”²¹

In Indonesia, the characteristic of elementary school student are not far from those in general. Based on the book of “Psikologi Perkembangan”, written by “Tim Pengembangan MKDK IKIP Semarang”, there are several characteristics on belows:

- a. The elementary school students are the children at the age between 7 to 12 years old.

²¹ H Douglas Brown, *teaching by principles : an Interactive Approach to Language Pedagogy*. New York: Pearson Education Company. P, 87

- b. They are in the smart age. It means that they often show what they know from school and they are really proud of it.
- c. There is a strong correlation between physical condition and school achievement.
- d. They intend to praise themselves.
- e. At the end of this phase, they begin to have an interest in special subjects²²

Based on the characteristic of elementary school students there are some steps to teach english for elementary school student, those are:

- a. Introduction
Teacher recognizes new vocabulary with clearly and good pronunciation. Use picture or real thing
- b. Modeling
Teacher gives an example by doing as model
- c. Practicing
Teacher trains the students to imitate and practice
- d. Applying
Students apply vocabulary in the exact condition with the teacher aid. In brief, teaching vocabulary for elementary student is different than teaching vocabulary for adult. In teaching vocabulary for

²² Tim Pengembangan MKDK IKIP Semarang.. Psikologi Perkembangan. Semarang: IKIP Semarang Press. 1989 P. 102

elementary student, teacher should know characters of elementary student. Furthermore, there are some steps in teaching elementary student, they are introducing, modeling, practicing, and applying.

G. Definition of TPR (*Total Physical Response*)

Total physical response is stated by James T. Asher. TPR takes into account that people learn best when they actively involve and understand the language they hear. According to Richards and Rogers, “TPR is language teaching method build around the coordination of speech and action, it attempts to teach language through physical (motor) activity”²³ From the statements, it can be said that, the basic idea behind Total Physical Response Method is that students hear something from the teacher and then physical response to it. That is in Total Physical Response (TPR), a beginning or more advanced students learn to comprehend things said by a teacher.

Total physical response is limited to the “trace theory” of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to

²³ Dorothy Grant Henning, *Communication In Action: Teaching the Language Art*, (Boston: Houghton Mifflin Company, 1986), .87

young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue.²⁴

Total Physical Response is an effective method in teaching foreign language for children and adults, especially for beginner students. “TPR has become a common and an effective means of introducing children and adults to a foreign language, and particularly to listening, especially in early stages of instruction.”²⁵

H. Principles of Total Physical Response Method

There are four principles TPR method stated by James T. Asher cited by Robert W. Blair²⁶:

- a. Languages are best learned when the learner receives lots of comprehensible (understandable) or comprehension must be developed first before learners are asked to speak.
- b. Comprehension and memory is well acquired through physical movement. This statement is supported by Oller, Richard and

²⁴ Jack, C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching: A Description and Analysis* . . . p.87

²⁵ Helena Anderson Curtain & Carol Ann Pesola, *Language and Children making the Match: Foreign Language Instruction in the Elementary School*, (Massachusetts, 1988), p.127

²⁶ James T. Asher in Robert W. Blair, *Innovative Approaches to Language Teaching*, (Massachusetts: Newbury House Publisher, 1992), P.20.

Amato, “physically responding to commands seems to produce long term memory..”²⁷ From the statements, it can be concluded that students will remember the lesson they learn longer, if it is involving their body movement.

- c. Beginning language learners can benefit greatly from a “silent period” in which they learn to understand and response to parts of the language without attempting to speak it. This referred as delayed production; it means that students will begin to speak when they are ready.
- d. Meaning in the target language can be conveyed through actions. Memory is activated through learner response.

I. Procedure of TPR

There are some Procedure of TPR :

- a. Review this was a fast-moving warm-up which individual students were moved with commands.
- b. New commandsthe 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

²⁷ John W. Oller, Jr & Patricia A. Richard - Amato, *Methods That Work A Smorgasbord of Ideas for Language Teacher*, (New York: Newbury House Publishers, inc, 1983), p.61

spoken each item and acted out the sentence. The students listened as she reads the material. Some copied the importation in their notebooks.²⁸

J. The advantages Teaching English Vocabulary Using TPR

There are some advantages teaching vocabulary using TPR :

- a. Students are not asked to produce in the second language until they decide they are ready
- b. TPR can fill an entire class period with comprehensible input in the form of commands
- c. The students can enjoy to study because TPR method be able to reduce students stress when learning foreign language
- d. Students remember the lesson longer. Memory is activated thorough students response.
- e. Students feel successful. Feeling of success and low anxiety facilitate learning

K. The Implementation Using Total Physical Response Method

In TPR method, learners have primary role as listener and performer. They listen attentively and response physically to commands given by the teacher. learners are required to respond both individually

²⁸ Jack C, Richards and Theodore S. Rodgers, Approaches and Methods in Language Teaching, . . . p.95

and collectively. The teacher gives instruction to the learners and practice it by using TPR method. “the instructor is the director of stage play in which the students or learners are the actor”. It means that the teacher who decides the lesson, choose some learner to be models and presents the new materials, and also selects supporting materials for classroom use.

The activities of TPR instruction in the classroom are the teacher ask the students to be volunteer and at the front of the class, with students who be volunteer seated on either side of the teacher. And than, the teacher say “Stand up” and the teacher along with her/his students then stand up. Next the teacher said “sit down” and the teacher with the students sit down

After several demonstrations of stand and sit down, next model walk, stop, turn, jump and etc. When the audience has observed teacher and the students on either side of the teacher act in response to commands, the observers are also internalizing the meaning of the spoken language.

After modeling a sequence such as stand up, walk, stop, etc..for a number of times, the student become ready to act alone without the teacher. At this point, the teacher invites an individual student who was performing with the teacher to try it alone. The teacher utter a direction such as stand up, walk, stop, etc and the individual student acts alone in response to each command.

Once students are responding rapidly and with confidence to sequence of commands. Next the teacher give new words with expansions of the commands such as “Walk to the chair”. “Walk to the door”. “Walk to the blackboard” etc.

As students become more and more comfortable and confident that they understand everything the teacher are saying in the target language, then recombine constituents to create imperative directions, ones the students have never heard before but understand perfectly.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher This study employed pre-experimental design with quantitative approach. This research intended to investigate the influence of TPR as media in teaching vocabulary for the fifth year students of SDIT AL FURQON PALANGKARAYA. The research design used by the researcher is pre-experimental design in the form of one-group, pretest-posttest design.

One-group, pretest-posttest design provides some improvement over the first, for the effects of the treatment are judged by the difference between the pretest and the posttest scores. No comparison with a control group is provided.²⁹

The one-group, pretest-posttest design can be diagramed as shown below.³⁰

$O_1 \times O_2$ pre test

$O_3 \times O_4$ post test

This design is often used in classroom experiments when experimental and control groups are such naturally assembled groups as intact classes which may be similar. The difference between the mean of the O_1 and O_2 scores and the

²⁹ *Ibid...*, p. 81

³⁰ Bruce W. Tuckman, *Conducting Educational Research Second Edition*, (USA: Harcourt Brace Javanovich, Inc, 1978), p. 129

difference between the mean of the O_3 and O_4 (mean gain scores) are tested for statistical significance.

B. Place and Time Of Reserch

This reserch was carried out at SDIT AL FURQON PALANGKARAYA, which is located in Garuda street. The researcher found the complete data about two months. It started on August- september 2016.

C. The Population

1. Population

According to Sugiyono, population is the object/subject that has some qualities and characteristics that are chosen to be learned and to be concluded by the researcher.³¹ In this study, the researcher chose the fifth year students of SDIT AL FURQON PALANGKARAYA.

Table 3.1 The Number of Fifth Grade Students of SDIT AL FURQON PALANGKARAYA.

CLASS	Number of student
Experiment class	36

Because the population was less than one hundred students, the researcher used all of population as a sample.

³¹ Sugiyono, *Metode Penelitian Kuantitatif , Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), p. 80

D. Data Collecting Method and Instrument

Data collecting method is the method that used by the researcher to collect data. To collect the data, the researcher used instrument. The use of validity instrument is very essential to determine the validity of data. In this study, the instrument used is only test.

According to Ary and friends as quoted in Sukardi, a test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned.³² In this study, test was used as a main instrument. The test was given to all students in Fifth year at SDIT AL FURQON PALANGKARAYA. The forms of test were made in the following form:

- a. Multiple choice tests that consist of 20 items. The students must choose the correct answer.
- b. Translation tests that consist of 10 items. The students must translate to Indonesia.

A good test posses two qualities are reliability and validity.

1. Validity is defined as the extent, to which as instrument measure, which is supposed to measure. It means that a valid test of subject would measure the subject itself and not other than it. For instance, the valid of vocabulary test would measure vocabulary. It would not be a valid test for structure and writing.

³² Sukardi, *Metodologi Penelitian ...*, p. 138

Logical validity , The instrument/test is constructed based on the guidelines. So the logical validity does not need to test. It will be gotten after the instrument is constructed :

e. Content Validity

Content validity is established by showing that the test items are a sample of a universe in which the investigator is interested. Content validity is ordinarily to be established deductively, by defining a universe of items and sampling systematically within this universe to establish the test. In this study researcher will use Content validity Based on the material of instruction / syllabus

f. Construct Validity

Construct Validity defines how well a test or experiment measures up to its claims. In this study the researcher will use Construct Validity Based on the indicator in syllabus, the construct of test are Multiple choice question and essay.

Measuring the validity of the instrument, the researcher used the formulating of product moment by Pearson on belows:³³

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

³³ Ridwan, *Metode dan Teknik Menyusun Thesis*, Bandung: Alfabeta, 2007, p. 110.

Where:

r_{xy} : Total coefficient of correlation

ΣX : Total value of score X

ΣY : Total value of score Y

$N\Sigma Y$: Multiplication result between score X and Y

N : Number of Students

2. Reliability is a necessary characteristic of any good test for it to be valid at all and a test must be reliable as measuring instruments. The researcher gave test for students to know the reliability of test. In this study researcher used test retest to measure of test reliability. The reliability of whole test can be estimated by using formula.

For experiment class :

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

The interpretations of reliability coefficient based on Sudijono (2003:209) are on belows:

≥ 0.70 : reliable

< 0.70 : unreliable

The procedure of Reliability were :

1. Doing try out in another class
2. Counting reliability and validity of the test by using the formula
3. After getting reliable and valid test, the test will be given for students of experiment classes in pretest.

a. Pretest

Pretest was testing that was given for all fifth year students at SDIT AL FURQON PALANGKARAYA, to measure their ability in the first time. Pretest was done before treatment process (teaching by using TPR). It meant that this test was given to know the basic competence for all students and to know their earlier knowledge before they get treatment. The test was given for experiment class. Pre test was carried out on 31 august 2016. There was two kinds of test, they were multiple choices and translating test.

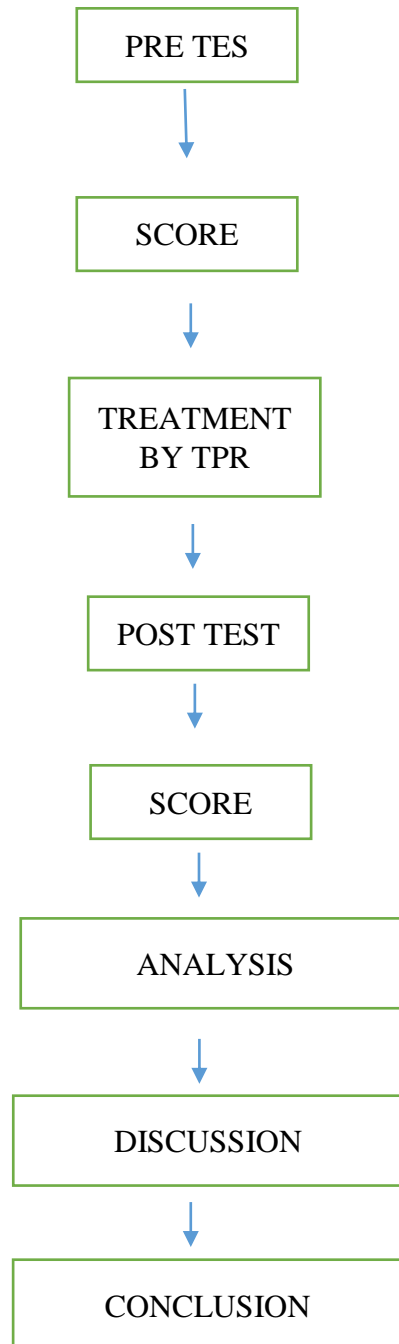
b. Treatment

After getting the result of pretest, the researcher gave treatment to all students. The treatment was teaching vocabulary by using TPR. TPR is a media to help the students improve their vocabulary Size. The researcher put the topic about parts of body. The treatment was given for experiment class. Frist Treatment was carried out on 7th september 2016 and the second treatment was carried out 2 on 14th september 2016

c. Posttest

Posttest is testing that was given for all fifth year students at SDIT AL FURQON PALANGKARAYA after they got treatment (teaching by using TPR). In order, it was done to know the final score and to know the students' difference competence before and after they get treatment. The test was given for experiment class. Post test was carried out on 21 september 2016.

Procedure of The Research



E. Data Analysis Procedure

In managing and analyzing data are collected from the study, the researcher used quantitative data analysis, so the researcher analyzed the data using statistics technique.

The data analyzed by using the following formulation of *t- test*. The data obtained from the test analyzed statistically to term the formulated hypothesis; the researcher employed the formula that was suitable for the experimental study. The formula used was t-test statistically analysis for treatment, to analyze statistically (such as good or bad, work or failed, satisfy or disappointed) or average or normal or abnormal of data distributor. It means that the test was to find weather there was only significant deviation between pre-test and post-test or not.

To know the percentage of students score, the researcher used formula:

$$p = \frac{f}{N} \times 100$$

Notes:

p = percentage

f = frequency

N = total of students³⁴

³⁴ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2004), p.98.

In order to analyze the data, the researcher did some procedures:³⁵

1. Collecting the score of the student work sheet result. With the table:

Code of Students	Experimental Class	
Experiment class	C	E
SUM (Σ)		

Where:

C : Pretest

E : Posttest

2. Tabulating the data into the distribution of frequency of the score table, then found out the mean of students' score, standard deviation, and standard error of variable by using the formulas bellow:

- a. Mean

$$M = \frac{\Sigma FX}{N}$$

Where:

M = Mean

F = Frequency

Σ = The sum of

X= The scores

- b. Measuring the sum of standard deviation.

³⁵ Triwid Syafarotun Najah, *Statistik*, Palangka Raya: Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, Diktat, p 70.

$$SD = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{(N)}}$$

Where:

SD = Standard deviation

$\sum D$ = The square deviation sum of experimental group

N = The total number of respondents

c. Measuring the standard error.³⁶

$$SEM = \frac{SD}{\sqrt{N-1}}$$

Where:

SEMD = Standard error of the mean

SD = Standard deviation

N = Number of case

1 = Bilangan konstan

4. The researcher used normality test. It used normality data found the normal distribution or not.

Then the researcher applied all of them into t-test formula. That purpose was found there is effect of FRIEND strategy in writing or not. The formula was:³⁷

$$t_o = \frac{MD}{SE MD}$$

Where:

MD = Mean of Different

³⁶ Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: Rjawali Press, 2012, p.282.

³⁷ Riduawan, *Metode dan Teknik Menyusun Thesis*, Bandung: Alfabeta, 2010, p. 157.

SEMD = Standard error of the mean

t_o = T Test

By the criteria:

If $t_{\text{test}} \geq t_{\text{table}}$, H_a is accepted and H_o is rejected

If $t_{\text{test}} \leq t_{\text{table}}$, H_a is rejected and H_o is accepted

The last, the researcher calculate degree of freedom (d.f) by using formula:

$$df = N-1$$

After getting t-count, then the researcher compared with it to t-table of certain significant level. If the t-count is higher than t-table, it means that there is positive effect of TPR media on teaching vocabulary. The point was researcher hypothesis is accepted. In contrary, the t-count is lower than t-table, the researcher is not accepted.

1. In addition, the researcher used SPSS 21.0 program to compare the data.

CHAPTER IV

RESULT OF STUDY

This chapter covered description of the data, test of normality and homogeneity, result of the data analysis and discussion

A. Description of The Data

In this section, it would be described the obtain data o students' vocabulary size score after and before taught by using TPR. The presented data consisted of mean, Standart Deviation, Standard Error and figure

1. The description of Pre-Test Score

The students' score could be distributed by following table in order to analyze the students' mastery beore conducting the treatment.

Table 4.1 The Description Data of Students' Pre Test Score

NO	SCORE A	SCORE B
1	65	50
2	35	30
3	55	50
4	35	40
5	55	55
6	50	40
7	30	0
8	55	10
9	30	10
10	65	30
11	55	40
12	30	0
13	50	20
14	55	40
15	70	40
16	60	30
17	50	30
18	75	70
19	45	30
20	45	40
21	85	70
22	35	10
23	45	45
24	75	40
25	60	60
26	50	20
27	85	70
28	25	20
29	65	30
30	30	20
31	60	40
32	55	30
33	55	60
34	55	50
35	60	40
36	35	40

Based on the table 4.1, it was known that score A was for Multiple choice test ,the highest score was 85, while score B was for translating test, the highest score was 70.

The next step, the result calculated of Mean, standard deviation and standard error using manual calculation on belows :

1. Mean

1.a Multiple choice

$$\begin{aligned} M &= \frac{\sum FX}{N} \\ &= \frac{1885}{36} \\ &= 52.361 \end{aligned}$$

1.b Translating test

$$\begin{aligned} M &= \frac{\sum FX}{N} \\ &= \frac{1250}{36} \\ &= 36.11 \end{aligned}$$

2. Standard Deviation

a. Multiple choice

$$\begin{aligned} S &= \sqrt{\frac{\sum fx^2}{N}} \\ S &= \sqrt{\frac{9088,889}{36}} \\ S &= \sqrt{252,469} \\ S &= 15.889 \end{aligned}$$

b. Translating Test

$$S = \sqrt{\frac{\sum fx^2}{N}}$$

$$S = \sqrt{\frac{9304,306}{36}}$$

$$S = \sqrt{258,453}$$

$$S = 16.076$$

i. Standard Error

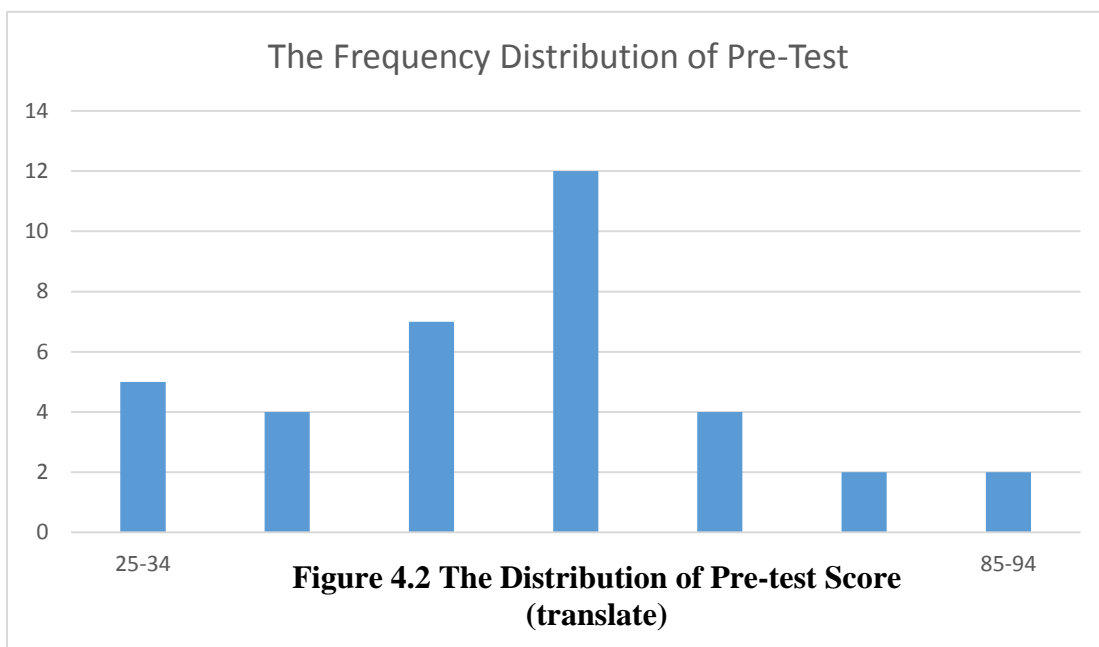
c. Multiple choice

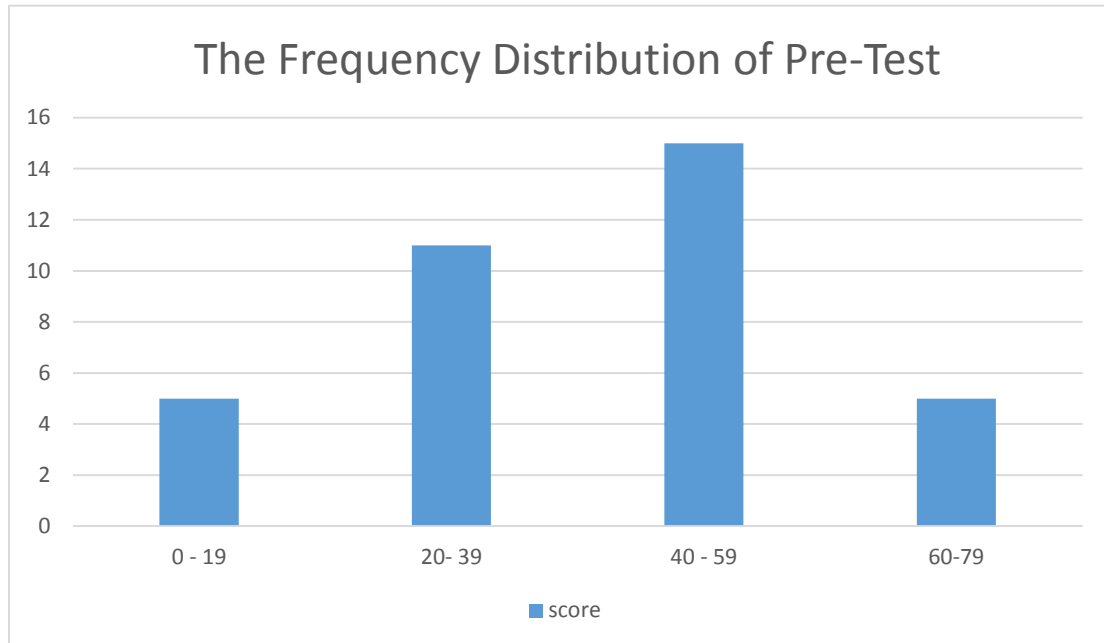
$$SE_{md} = \frac{s}{\sqrt{N-1}} = \frac{15,889}{\sqrt{36-1}} = \frac{15,889}{\sqrt{35}} = \frac{15,889}{5,916} = 2.68$$

d. Translating Test

$$SE_{md} = \frac{s}{\sqrt{N-1}} = \frac{16,076}{\sqrt{36-1}} = \frac{16,076}{\sqrt{35}} = \frac{16,076}{5,916} = 2.717$$

Figure 4.1 The Distribution of Pre-test Score (Multiple choice)





From the figure 4.1 , there were five students who got score 25-34, four students who got score 35-44, seven students who got score 45-54, twelve students who got score 55-64, four students who got score 65-74, two students who got score 75-84 and two students who got score 85-94.

From the figure 4.2, there were five students who got score 0-19, eleven students who got score 20-39, fifteen students who got score 40-59 and five students who got score 60-79.

The next step, calculation result of mean, standard deviation, and standard error using SPSS 21 program on belows :

Table 4.2 The calculation of Mean, SD, SE using SPSS 21 for multiple choice test

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Nilai	36	25.00	85.00	52.3611	2.57804	15.46822
Valid N (listwise)	36					

Based on the table 4.2, it could be seen that minimum score was 25.00 and maximum score was 85,00. Mean was 52.361, standard error was 2.578, standard deviation was 15.46

Table 4.3 The calculation of Mean, SD, SE using SPSS 21 for traslate test

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Nilai	36	.00	70.00	36.1111	3.04797	18.28782
Valid N (listwise)	36					

Based on the table 4.3, it could be seen that minimum score was 0.00 and maximum score was 70.00. Mean was 36.111, standard error was 3.0479 , standard deviation was 18.287

2. Description of Post-test score

The students' score could be distributed by the following table in order to analyze students' vocabulary size after conducting the treatment.

Table 4.4 The Description of Students' Post-Test Score

no	score A	Score B
1	80	60
2	45	40
3	90	100
4	55	80
5	90	90
6	95	100
7	85	70
8	45	20
9	65	50
10	80	90
11	95	90
12	35	0
13	80	50
14	85	80
15	75	90
16	70	70
17	90	60
18	95	90
19	80	70
20	80	100
21	95	90
22	60	40
23	35	40
24	85	70
25	85	90
26	65	10
27	95	100
28	40	10
29	80	90
30	50	30
31	80	100
32	80	80
33	90	80
34	85	90
35	85	90
36	75	70

Based on the table 4.4, it was known that score A was for multiple choice . the highest score in score A was 95 and the lowest was 35, while score B was for translate test, the highest score was 100 and the lowes was 0.

Next, calculation score of Mean, standard deviation, and standard error using manual calculation on belows :

1. Mean

$$M_x = \frac{\sum fxi}{n} = \frac{2700}{36} = 75$$

$$M_x = \frac{\sum fxi}{n} = \frac{2480}{36} = 68.889$$

2. Standard Deviation

a. Multiple choice

$$S = \sqrt{\frac{\sum fx^2}{N}}$$

$$S = \sqrt{\frac{12699}{36}}$$

$$S = \sqrt{352,75}$$

$$S = 18.78164$$

b. Translate

$$S = \sqrt{\frac{\sum fx^2}{N}}$$

$$S = \sqrt{\frac{27913}{36}}$$

$$S = \sqrt{775,37}$$

$$S = 27.84553$$

3. Standard Error

a. Multiple Choice

$$SE_{md} = \frac{s}{\sqrt{N-1}} = \frac{27,845}{\sqrt{36-1}} = \frac{27,845}{\sqrt{35}} = \frac{27,845}{5,916} = 3.175$$

b. Translate

$$SE_{md} = \frac{s}{\sqrt{N-1}} = \frac{27,8455}{\sqrt{36-1}} = \frac{27,8455}{\sqrt{35}} = \frac{27,8455}{5,916} = 4.706$$

Based on the manual calculation result, it was found that the mean score of multiple choice post test was 75 and translate was 68.889, standard deviation of multiple choice was 18.781 and translating post test was 27.8455, standard error of multiple choice was 3.175 and translate post test was 4.706 .

Figure 4.3 Distribution of Post-Test Score for Multiple choice

The distribution of students' post test score can be seen in following figure .

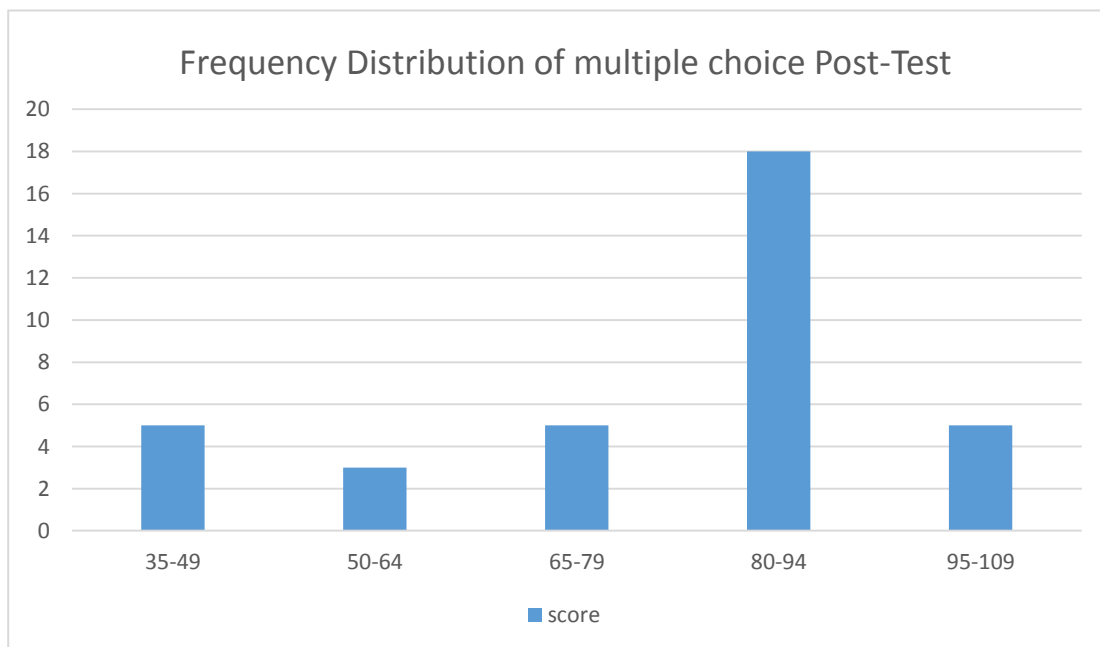
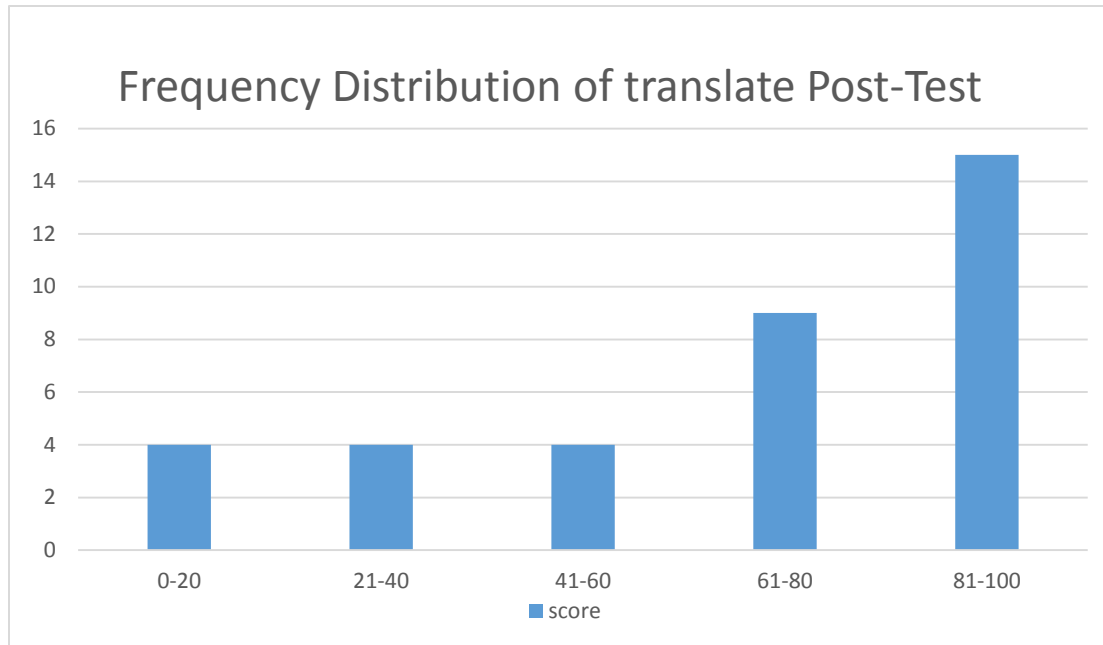


Figure 4.4 Distribution of Post-Test Score for Translating



It can be seen from the figure 4.3 that there were five students who got score 35-49, three students got score 50-64, five students got score 65-79, eighteen students got score 80-94 and five students got score 95-100.

It can be seen from the figure 4.4 there were four students who got score 0-20, four students got score 21-40, four students got score 41-60, nine students got score 61-80 and fifteen students got score 81-100.

Base on both of figures of multiple choice and translating post test, it could be seen that the number of students who has got more than 80 is higher than in pre test score, it showed that there is gained score before and after applying TPR Treatment.

Next is the calculation result of Mean, Standard deviation and standard error by using SPSS 21 on belows :

Table 4.5 The calculation of Mean, SD, SE using SPSS 21 for multiple choice test

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Nilai	36	35.00	95.00	75.0000	3.00793	18.04756
Valid N (listwise)	36					

Based on table 4.4, the calculation result used SPSS 21 . It was found that Mean score of multiple choice post test was 75, standard deviation was 18.047 and standard error was 3,008.

Table 4.6 The calculation of Mean, SD, SE using SPSS 21 for translate test

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
NILAI	36	.00	100.00	68.8889	4.77722	2.,66334
Valid N (listwise)	36					

Based on table 4.4 , the calculation result used SPSS 21. It wa ound that Mean score of translate was 68.889, standard deviation was 28.663, standard error was 4.777.

B. Testing of Normality

Normality Test

It used to know the normality of the data that was going to be analyzed. It used to know that the data had normal ditribution or not. To

measure

Table 4.7 Testing Normality

normality of

data, researcher used SPSS 21.

Tests of Normality							
KELOMPOK	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
NILAI	POSTEST	,123	36	,184	,957	36	,173
	PRETEST	,140	36	,073	,959	36	,207

Based on the table 4.6, it could be seen that significant was 0.173. It was normal test because $0.173 > 0.05$

C. The Result of Data Analysis

1. Testing hypothesis using manual calculation

The level of significance used 5%. It meant that the level of significance of refusal null hypothesis in 5%. To test the hypothesis of study, the researcher used t-test statistical calculation. In this study, the researcher showed the table of students' score and calculated scores

finding the testing hypothesis used Paired Sample T Test by manual calculating and SPSS 21.0 Program.

Table 4.8 of students score for multiple choice test

NO	X	Y	D=(Y-X)	D ²
1	65	80	15	225
2	35	45	10	100
3	55	90	35	1225
4	35	55	20	400
5	55	90	35	1225
6	50	95	45	2025
7	30	85	55	3025
8	55	45	-10	100
9	30	65	35	1225
10	65	80	15	225
11	55	95	40	1600
12	30	35	5	25
13	50	80	30	900
14	55	85	30	900
15	70	75	5	25
16	60	70	10	100
17	50	90	40	1600
18	75	95	20	400
19	45	80	35	1225
20	45	80	35	1225
21	85	95	10	100
22	35	60	25	625
23	45	35	-10	100
24	75	85	10	100
25	60	85	25	625
26	50	65	15	225
27	85	95	10	100
28	25	40	15	225
29	65	80	15	225
30	30	50	20	400
31	60	80	20	400
32	55	80	25	625
33	55	90	35	1225
34	55	85	30	900
35	60	85	25	625
36	35	75	40	1600
sum	1885	2700	815	25875

1) Mean

$$M = \frac{\sum D}{N} = \frac{815}{36} = 22.639$$

2) Calculating Standard Deviation of Differences

$$\begin{aligned} SD &= \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{(N)}} \\ &= \sqrt{\frac{3605}{36} - \frac{(815)^2}{(36)}} \\ &= \sqrt{25875 - 18450,7} \\ &= 14.564 \end{aligned}$$

3) Calculating Standard Error

$$\begin{aligned} SEMD &= \frac{SD}{\sqrt{N-1}} \\ &= \frac{14,564}{\sqrt{36-1}} \\ &= \frac{14,564}{5,916} \\ &= 2.461 \end{aligned}$$

The calculating above refers to mean calculation of multiple choice test of experiment group is 22.639, standard deviation is 14.564 and the result of standard error is 2.461 to verify the hypothesis, the researcher used the formula on below:

$$\begin{aligned} t_o &= \frac{MD}{SE MD} \\ &= \frac{22,639}{2,461} \end{aligned}$$

$$=9.199$$

$$df = (N-1)$$

$$= 36-1$$

$$= 35$$

**Table 4.9 of students score for
translating test**

NO	X	y	D=(Y-X)	D ²
1	50	60	10	100
2	30	40	10	100
3	50	100	50	2500
4	40	80	40	1600
5	55	90	35	1225
6	40	100	60	3600
7	0	70	70	4900
8	10	20	10	100
9	10	50	40	1600
10	30	90	60	3600
11	40	90	50	2500
12	0	0	0	0
13	20	50	30	900
14	40	80	40	1600
15	40	90	50	2500
16	30	70	40	1600
17	30	60	30	900
18	70	90	20	400
19	30	70	40	1600
20	40	100	60	3600
21	70	90	20	400
22	10	40	30	900
23	45	40	-5	25
24	40	70	30	900
25	60	90	30	900
26	20	10	-10	100
27	70	100	30	900
28	20	10	-10	100
29	30	90	60	3600
30	20	30	10	100
31	40	100	60	3600
32	30	80	50	2500
33	60	80	20	400
34	50	90	40	1600
35	40	90	50	2500
36	40	70	30	900
sum			1180	54350

4) Mean

$$M = \frac{\sum D}{N} = \frac{1180}{36} = 32.778$$

5) Calculating Standard Deviation of Differences

$$\begin{aligned} SD &= \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{(N)}} \\ &= \sqrt{\frac{54350}{36} - \frac{(1180)^2}{(36)}} \\ &= \sqrt{447,778} \\ &= 21.160 \end{aligned}$$

6) Calculating Standard Error

$$\begin{aligned} SEMD &= \frac{SD}{\sqrt{N-1}} \\ &= \frac{21,160}{\sqrt{36-1}} \\ &= \frac{14,564}{5,916} \\ &= 3.577 \end{aligned}$$

The calculating above refers to mean calculation of multiple choice test of experiment group is 23.778, standard deviation is 21.160 and the result of standard error is 3.577 to verify the hypothesis, the researcher used the formula on below:

$$\begin{aligned}
 t_o &= \frac{MD}{SE MD} \\
 &= \frac{32,778}{3,577} \\
 &= 9.1635
 \end{aligned}$$

$$\begin{aligned}
 df &= (N-1) \\
 &= 36-1 \\
 &= 35
 \end{aligned}$$

The researcher interpreted of hypothesis with the result of mean, standard deviation, standard error, t_o , and df of the data to get the $t_{observed}$. The result of $t_{observed}$ compared by t_{table} for finding the significant level. The result of T-Test shows on the table.

Table 4.10
The Result of T-Test Using Manual Calculation

	$t_{observed}$	t_{table}	df
		5% < $t_{observed}$ > 1%	
Multiple choice	9.199	2.03 < $t_{observed}$ > 2.72	35
translate	9.1635	2.03 < $t_{observed}$ > 2.72	35

From the table 4.9, it could be seen that t-observed for multiple choice test was 9.199, it was higher tha t-table at 5% on 2,03 or $9.199 > 2.03$, and at 1% is

on 2.72 or $9.199 > 2.72$. while t-observed for translating test was 9.1635, it was higher than t-table at 5% is on 2.03 or $9.1635 > 2.03$, and 1% is on 2.72 or $9.199 > 2.72$. It means that H_a is accepted and H_o is rejected . based on the result o calculation, there is significant effect of using TPR on Teaching English Vocabulary to Fifth Grade of SDIT AL FURQON PALANGKARAYA.

2. Testing hypothesis using SPSS 21.0 Program

Table 4.11
The Result of Paired Samples Test Using SPSS 21.0 Program
(multiple choice)

Paired Samples Test					
	Paired Differences				
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
				Lower	
Pair 1	pretest - posttest	-22,63889	14,56444	2,42741	-27,56679

Paired Samples Test					
	Paired Differences		t	df	Sig. (2-tailed)
	95% Confidence Interval of the Difference				
	Upper				
Pair 1	pretest - posttest	-17,71099	-9,326	35	,000

The calculating data by SPSS 21.0 program represents result with statically mean for multiple choice test was 22.638 , Standard Deviation was 14.564, Standard Error was 2.427, and t test was 9.326

Table 4.12
The Result of Paired Samples Test Using SPSS 21.0 Program
(translating test)

Paired Samples Test

	Paired Differences			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
	Lower			
Pair 1 pretest - posttest	-32,77778	21,16076	3,52679	-39,93755

Paired Samples Test

	Paired Differences		t	df	Sig. (2-tailed)
	95% Confidence Interval of the Difference				
	Upper				
Pair 1 pretest - posttest	-25,61801	-9,294	35	,000	

Mean of translating test was 32.777, standard deviation was 21.160, standard error was 3.527 and t-test was 9.294.

Based on both of result it can be seen that TPR is effective media on teaching english vocabulary.

D. Discussion

The result analysis showed that there was significant effect of using TPR toward students' vocabulary size of fifth grade students at SDIT AL

FURQON PALANGKARAYA. The students who is taught using TPR reached higher score than before using TPR media, the highest score of pre test for multiple choice is 85 and the highest score on post test is 95, while the highest score of pre test for translating is 70 and the highest score on pos test is 100. Meanwhile, after the data was calculated using t-test, it was found that yhe value of t-test was higher that t-table at 5% level of significant t-test = 9.326, t-table = 2.03 for multiple choice test, and t-table at 5% level of significant t-test = 9.294, t-table = 2.03 for translating test. This finding indicated that there was significant effect of using Total Physical Response (TPR) on teaching vocabulary for fifth grades at SDIT AL FURQON PALANGKARAYA was accepted. On the contrary, the null hypothesis stating that there was no significant effect of TPR on teaching vocabulary of fifth grade at SDIT AL FURQON PALANGKARAYA.

According to stastistical result that has explained , it can be concluded that TPR is appropriate metode to teach vocabulary like Helena stated in chapter II page 25 that TPR has become a common and an effective means of introducing children and adults to a foreign language. beside that, by using TPR students can Comprehen and memory is well acquired through physical movement. This statement is supported by Oller, Richard and Amato in chapter II page 26 that physically responding to commands seems to produce long term memory. From those statements, it shows that TPR hepls students to memorize things easier. it is proved by the calculation

result of the acceptance of alternative hypothesis stating that teaching vocabulary by using TPR gave effect toward vocabulary size at fifth grade students at SDIT AL FURQON PALANGKARAYA.

CHAPTER V

CLOSURE

In this chapter, the researcher would like answer the problem of the study and give suggestion for students, lecturers, and researcher. By analyzing the data, the problem of the study follows could be answered are:

A. Conclusion

The objective of the study as states in chapter I: Does the use of Total Physical Response (TPR) on teaching vocabulary give effect toward the students' vocabulary size test of fifth grades at SD Islam Terpadu Al Furqon of Palangkaraya?

Based on statistical result that has been explained on pervious chapter, it can be concluded that TPR gives effect for vocabulary size test. By using TPR, teaching and learning process become fun because it can be combine with several games. beside that, Students can memorize things or vocabulary easier and they can remember the things longer. It can be seen on post test and treatment result.

B. Suggestion

1. For English Teacher

Teacher should use and select appropriate media based on the level of student like TPR media on teaching vocabulary, so that the lesson can be well accepted by student

2. For Another Researcher

the researcher gives a suggestion to the next researcher, the next researcher should Conduct the research on the TPR media usage at different levels or grades and different skill like speaking or writing .

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