

**THE IMPROVEMENT OF YOUNG LEARNERS' VOCABULARY USING  
TOTAL PHYSICAL RESPONSE METHOD: A Case Study at the First  
Grade of SMPN 1 Wonomulyo**



**A Thesis**

*Submitted to the Faculty of Cultural Sciences Hasanuddin University as Partial  
in Fulfillment of the Requirement to Obtain Bachelor's Degree in English  
Literature Study Program*

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MAKASSAR**

**2022**

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**LEGITIMATION**

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**BY**

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It has been examined before the Board of Thesis Examination on Wednesday, 6<sup>th</sup>  
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On Wednesday, 6<sup>th</sup> July 2022, the Board of Thesis Examination has kindly approved a thesis by **Resky Arianty (F041181008)** entitled **“THE IMPROVEMENT OF YOUNG LEARNERS’ VOCABULARY USING TOTAL PHYSICAL RESPONSE METHOD: A Case Study at the First Grade of SMPN 1 Wonomulyo”** submitted in fulfilling one of the requirements to obtain Bachelor’s Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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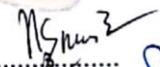
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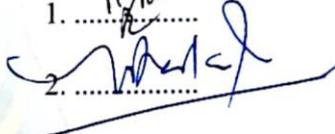
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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references. If in the future it is proven that this thesis is the work of others and or contains the works of others without proper acknowledgement, then I am willing to accept the sanctions for such actions.

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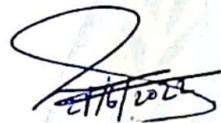
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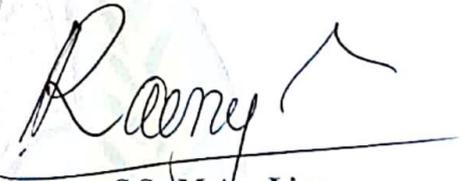
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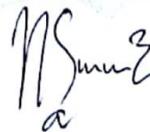
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## **MOTTO AND DEDICATION**

“Allah is sufficient for me; there is no deity except Him. On Him I have relied and he is the Lord of the Great Throne” (Q.S At-Taubah:129)

Life is a struggle, just do what you can and leave the rest to Allah.

This thesis dedicated to

My beloved mother & father

My dearest brother & sister

For the prayers and infinite love

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin, Praise and gratitude to Allah SWT who has given the blessing of health and opportunity so that the thesis can be finished successfully with title **“The Improvement of Young Learners’ Vocabulary Using Total Physical Response Method: A Case Study at the First Grade of SMPN 1 Wonomulyo”**. Afterward, the writer would like to send invocation to Prophet Muhammad SAW peace be upon him who has guided the people from the bad to the better life and as a good example for human in the world.

The writing of this thesis is an effort to fulfill one of the requirements for the attainment S-1 degree in English Department of Cultural Sciences Faculty of Hasanuddin University. In completing this thesis, the writer faced various obstacles but with perseverance and hard work accompanied by prayer, finally the writer could be completed in the planned time.

The writer realizes that there are various shortcomings contained in this thesis due to limitations of the knowledge. In this regard, the author opens herself to receive constructive criticism and suggestions from various parties as an effort to improve this thesis. These criticism and suggestions are not only useful for improving this paper but are also useful for developing the knowledge that the writer has been involved in so far.

In the preparation of this thesis, the writer has received help, encouragement and guidance from various parties. Therefore,

- 1) The writer gives special gratitude to her beloved parents. Her mother **St.Suhuria.A S.Pd**, her father **M.Amin.H** and also her step father **Dr. Kahar S.H., M.H** who have given their prayers, loves, cares and supports at all times. Then her brother **Muhammad Afif Al-Fharizy** and sister **Arsy Adifa Putri** who have motivated the writer.
- 2) The writer addresses thanks to her grandfather and grandmother for their support, help and motivation to the writer and the whole family who always supports every step of the writer.
- 3) Thankfulness to the Rector of Hasanuddin University, **Prof. Dr. Ir. Jamaluddin Jompa, M.Sc.** and the Dean of Cultural Sciences Faculty **Prof. Dr. Akin Duli, M.A.**
- 4) The deepest thanks to the Head and Secretary of English Department respectively **Dra. Nasmilah, M.Hum, Ph.D.** and **Sitti Sahraeny, S.S., M.AppLing.** for their help, suggestion and administrative support and all of the lectures who have guided the writer to take various courses from the beginning to the end of the study and also to the staff of Cultural Sciences Faculty who served at the writer well.
- 5) The greatest thanks to **Dra. Ria Rosdiana Jubhari, M.A., Ph.D.** and **Sitti Sahraeny, S.S., M.AppLing.** as supervisor I and supervisor II who have provided guidance and direction to the writer so that this thesis can be completed.

- 6) The sincere thanks to **Dr. Abidin Pammu, M.A., Dipl. TESOL** who has provided critics and suggestions so that this thesis becomes a better scientific work.
- 7) The greatest thanks to the two examiners **Dra. Nasmilah, M.Hum, Ph.D.** and **Drs. Marleiny Radjuni, M.Ed.** for their support, advice, guidance, and correction.
- 8) The deepest thanks to **Prof. Drs. Burhanuddin Arafah, M.Hum., Ph.D.** as the writer's academic supervisor.
- 9) The special thanks to the writer's friends who is always there for the writer, always helping and supporting the writer since the beginning as a student at Hasanuddin University until nowadays.
- 10) The writer gives the deep appreciation and sincere to her best friends **Amira Sabilah, Andi Tenri Olae, Azizah Rahman, Citra Kusuma, Indah Khairunnisa, Juani Elviana dan Nur Khafifah;**
- 11) The deepest thanks to the headmaster of SMPN 1 Wonomulyo **Drs. Ahmad, M.Si.**, English teacher **Drs. Andi Ahmad S**, all of the teachers, staff and students who have given their helps during the process of the research.
- 12) Thank you so much to all of English Literature students' batch 2018 for the togetherness.
- 13) Last but not the least, I also appreciate all fellow students and other parties whose names have not been mentioned by the writer one by one who have helped the writer so far.

Hopefully all the help that the author has received from various parties will receive a reward from Allah SWT. This thesis is still far from being perfect but the writer hopes that it can be accepted as a contribution from the writer's thoughts for nation building, especially in the aspect of developing English skills as an international language, Aamiin.

Makassar, 9<sup>th</sup> May 2022

Resky Arianty

## ABSTRACT

**RESKY ARIANTY (2022).** “*The Improvement of Young Learners’ Vocabulary Using Total Physical Response Method: A Case Study at the First Grade of SMPN 1 Wonomulyo*” (Supervised by **Ria Rosdiana Jubhari** and **Sitti Sahraeny**).

The aims of the study are to explain the way *Total Physical Response Method* improving young learners’ vocabulary and to describe the way Total Physical Response Method increase student interest in learning at SMPN 1 Wonomulyo.

In this research, the writer used mixed method (quantitative and qualitative data). Quantitative data were taken from t-test (pre-test and post-test) with multiple-choice and the qualitative data was taken from direct interview. The writer also conducted classroom action research to achieve the objective of the study. The object of the study was students aged around 12-13 years old and it was done at the first grade of SMPN 1 Wonomulyo especially class 7A. There were 20 students: 13 female and 7 male students. The writer carried out three steps: (1) pre-test given at the beginning of learning, (2) action which consist of two cycles where the first cycle was about *part of body* and the second cycle was about *common verbs*, (3) post-test and interview given at the end of the learning session. The interview was conducted in order to examine whether *Total Physical Response Method* increase student interest in learning.

The result showed that the mean score of pre-test only 36.25 where the lowest was 10 point and the highest was 90 point. Meanwhile, in the post-test mean score achieved 54.75 where the lowest was 25 point and the highest was 100 points. The main factor influencing this increase was students’ interest in the teaching and learning process using *Total Physical Response* so that teaching English vocabulary can improve young learners’ vocabulary and increase students’ interest in learning English. Based on these results, it can be concluded that there was significant student learning achievement that not only improve young learners’ vocabulary but also make students know spelling, pronunciation and making a short sentence.

Keywords: Total Physical Response, Young Learners’ Vocabulary, Teaching Method, First Grade, Learning Interest.

## ABSTRAK

**RESKY ARIANTY (2022).** “*Meningkatkan Kosakata Anak-Anak Menggunakan Metode Respon Fisik: Sebuah Studi Kasus di Kelas Satu SMPN 1 Wonomulyo*” (Supervised by **Ria Rosdiana Jubhari** and **Sitti Sahraeny**).

Tujuan penelitian ini adalah untuk menjelaskan bagaimana metode *Total Physical Response* meningkatkan kosakata dan minat belajar siswa di SMPN 1 Wonomulyo.

Dalam penelitian ini, penulis menggunakan metode gabungan (data kuantitatif dan kualitatif). Data kuantitatif diambil dari t-test (pre-test dan post-test) dengan pilihan ganda dan data kualitatif diambil dari wawancara secara langsung. Penulis juga melakukan penelitian tindakan kelas untuk mencapai tujuan penelitian. Objek penelitian adalah siswa berusia sekitar 12-13 tahun dan telah dilaksanakan di kelas satu SMPN 1 Wonomulyo khususnya kelas 7A. Terdapat 20 siswa: 13 siswa perempuan dan 7 siswa laki-laki. Penulis menggunakan tiga tahap: (1) pre-test yang diberikan diawal pembelajaran, (2) tindakan kelas yang terdiri dari dua siklus dimana siklus pertama mengenai *bagian-bagian tubuh* dan siklus kedua mengenai *kata kerja umum*, (3) post-test dan wawancara yang diberikan diakhir pertemuan. Wawancara dilakukan untuk mengetahui apakah metode *Total Physical Response* dapat meningkatkan minat belajar siswa.

Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test hanya 36.25 dimana skor terendah 10 poin dan tertinggi 90 poin. Sedangkan nilai rata-rata post-test mencapai 54.75 dimana nilai terendah 25 poin dan tertinggi 100 poin. Faktor utama yang mempengaruhi peningkatan tersebut adalah minat siswa dalam proses belajar mengajar melalui metode *Total Physical Response* sehingga pengajaran kosakata Bahasa Inggris dapat meningkatkan kosakata siswa serta meningkatkan minat siswa untuk belajar Bahasa Inggris. Berdasarkan hasil tersebut dapat disimpulkan bahwa terdapat pencapaian belajar siswa yang signifikan yang tidak hanya meningkatkan kosa kata siswa tapi juga membuat siswa mengetahui pengejaan, penyebutan dan pembuatan sebuah kalimat pendek.

Kata kunci: Total Physical Response, Kosakata Anak Usia Dini, Metode Pengajaran, Kelas satu, Minat Belajar.

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

There are many methods in teaching vocabularies; one of the methods is Total Physical Response (TPR). Total Physical Response method is a language teaching method developed by James J. Asher, a psychology professor at San Jose State University (Suhendan, 2013). According to Larsen and Freeman (2000) Total Physical Response Method or also called The Comprehension Approach is a method of approaching foreign language with instructions or orders. Richards & Rodgers (1986:87) states that Total Physical Response is a learning method that is based on the way in which children learn language through the coordination of speech and action and in stress of free setting. This method is good for teaching-learning vocabulary and makes students not blasé because Total Physical Response focus more on teaching language mainly vocabulary material that is built with motion and actions and it is belonging fun method. For example, the teacher gives instructions to students to do something using body language then students pay attention to the commands given by the teacher and response to do it.

Currently at the Elementary School level in Indonesia, English is no longer required so that they do not have Basic English and have only started learning at Junior High School. The Ministry of Education and Culture prioritizes children to focus more on learning Indonesian than to foreign languages. As stipulated in the law that "*Pasal 32 ayat 1 Undang-Undang*

*Nomor 24 Tahun 2009 menjelaskan bahwa bahasa Indonesia wajib digunakan dalam forum yang bersifat nasional atau forum yang bersifat internasional di Indonesia (Dr. Hurip Danu Ismadi, 2019) Article 32 section 1 of Constitution Number 24 Year 2009 explains that the Indonesia language must be used in nation forums or international forums in Indonesia".* Therefore, many schools eliminate English courses in Elementary School, so they are only learning English at the Junior High School level. Consequently, at the Junior High School level, English must be taught well to students in order to understand the course that they have never learned at the Elementary School level.

As student of Junior High School are young learners, teaching English sometimes becomes difficult, especially for students who have never studied English at Elementary School level. They perhaps think that English is a strange language because it is written and pronounced differently. It will be much more difficult when they do not realize the importance of learning English. At the first meeting of English class the teacher should introduce the importance of learning English to motivate students. In addition, the teaching and learning process depends on the way of teaching. According to Harmer (2001:78) method is principal realization of an approach. So appropriate methods and approaches in teaching English will enable young learners to understand English as a whole.

At young age, vocabulary is the first thing should be taught because without enough vocabulary someone will learn nothing. Students'

vocabulary mastery can be measured by the ability to write and use correctly as in writing and speaking in English. In this case, they are being able to use vocabulary when they know the meaning, how to pronounce, how to spell and how to use vocabulary in short sentences. The first is about the meaning, for example: *good night*. The students not only know the meaning of *good night* is *selamat malam* but also be able to greet someone at night using *good night*. The second is about pronunciation, the way of pronouncing can be understood from pronouncing the word correctly. For example: *for* is *untuk* and *four* is *empat*, in real English or for native speakers' different pronunciation then different meaning may even mean nothing. Third is how to spell will be difficult when the words are similar, for example: *hear* and *here*. When students understand the word, they will be able to indicate how to spell. The students will be able to indicate whether to spell those words when they understand the word. And the fourth is how to use vocabulary is an ability to apply the words in spoken or written, for example: we tell our students that the English of *tas* is *bag*. It will be better when we tell them words *open, take, close, keep, etc* then the student will understand there is a sentence; *open a bag, take a bag, close a bag, keep a bag*, and so forth.

Related to vocabulary, the students are poor in vocabulary because English class only once a week for about one hour. They depend only on the teacher without private English course while we know that English is rarely found in real life thus it is increasingly difficult for them to understand. The

teacher almost always teaches vocabularies by giving list of vocabulary words and let them memorize. That way cannot be said as a teaching because the students only know the meaning of words without knowing how to pronounce, how to spell and how to use the words.

According to Nunan (1991) as quoted in Sulistiana (2019) vocabulary is important so that we can use second language. There are a lot of vocabularies that must be spoken in the language because language is very closely related to vocabulary. According to Winita & Rasyida (2018) vocabulary is a basic thing to understanding about English and vocabulary relate to acquisition of second language. Lack of vocabulary impacts other skills in gaining knowledge of language such as meaningful listening, speaking, reading and writing (Sulistiana 2019). Learning vocabulary for Junior High School students is important because languages without vocabulary will not have communication and by mastering a few words they will be able to learn and to speak in front of many people.

Djiwandono (2002:27-29) described teachers as a role player, as described in the following:

- a) *Teacher as an instructional expert* who make decisions about subject matter and methods.
- b) *Teacher as a motivator* who supports and helps students to understand the lesson.
- c) *Teacher as a manager* who is responsible for everything related to the class.

- d) *Teacher as a counselor* who becomes an advisor for each student.
- e) *Teacher as a role model* who must have a good and effective attitude for students.

## **1.2 Identification of the Problem**

Total Physical Response is one of the teaching methods used to improve children's English vocabulary. Based on the writer's experience, the writer found a problem with students or children to study English especially in SMPN 1 Wonomulyo. The problem is many students know to sing English songs, but they do not know the meaning and writing of every word they sing because of the lack of vocabulary they know. Therefore, the researcher tries to improve young learners' vocabulary using Total Physical Response method as a problem solving to the problem.

## **1.3 Scope of the Problem**

In this research, the researcher limits the research to focus on improve young learners' vocabulary and increase student interest in learning using Total Physical Response Method at SMPN 1 Wonomulyo.

## **1.4 Research Questions**

Based on the background of the study above, the writer formulates the problem as follows:

1. To what extends does Total Physical Response Method improve young learners' vocabulary at SMPN 1 Wonomulyo?

2. How does the Total Physical Response Method increase student interest in learning at SMPN 1 Wonomulyo?

### **1.5 Research Objectives**

There are two main goals to achieve using this research:

1. To explain the Total Physical Response Method improving young learners' vocabulary at SMPN 1 Wonomulyo.
2. To describe the Total Physical Response Method increase student interest in learning at SMPN 1 Wonomulyo.

### **1.6 Significance of the Research**

1. For the student

Using Total Physical Response, the students will get the clear words and their meanings, spelling, pronunciation and the use of them. Not only that, the students also will get an enjoyable situation so that this study is expected to improve young learners' vocabulary.

2. For the teacher

By understanding the results of the study, teachers can be careful in choosing techniques in teaching and methods in the classroom. The result of this study hopefully can help the teachers to teach vocabulary properly through Total Physical Response for Junior High School and how to apply Total Physical Response method in improving students' vocabulary.

3. For other researchers

The result of the study can help them in teaching vocabulary using Total Physical Response and it is also expected to be used as a basis for developing research.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Previous Studies**

There have been several writers conducting investigation about Total Physical Response (TPR) method. The following are several previous studies related to this research.

Rokhimah (2019) in her thesis “The Implementation of Total Physical Response in the Teaching of Speaking”. She explained the implementation of Total Physical Response in teaching speaking in the basic training class of INEC Foundation Jepara. In this thesis, she used descriptive qualitative by Miles and Huberman. The data were collected through (1) observation, (2) interview and (3) documentation. Then, she showed that the method used in teaching speaking is Total Physical Response with Storytelling. The students develop the instruction through Storytelling by using role play and do physical movements through speaking English.

Fadillah (2011) in her thesis “The Effectiveness of Teaching Vocabulary through Total Physical Response Method”. She identifies the effectiveness of using Total Physical Response Method in teaching vocabulary including the differences on the students’ vocabulary mastery learnt by using Total Physical Response, the students’ vocabulary mastery learnt by using Grammar Translation Method and the students’ vocabulary achievement learnt by using Total Physical Response Method. In this thesis,

she used experimental method in the quantitative. The data were collected through documentation and test (t-test).

Ahmad (2014) in his thesis “The Effect of Direct Method on Student’s Vocabulary Matering”. He identifies the effect of direct method on student’s vocabulary mastery and the students’ achievement in learning vocabulary through Direct Method. In this thesis, he conducted experiment in two different classes with direct method was employed in an experimental class and other technique was employed in a controlled class. Then, the data were collected through the achievement of pre-test and post-test from two classes.

Saripudin (2018) in his thesis “Improving Student’s Speaking Skill Using English Drama Performance: A Classroom Action Research at the Second Grade in SMK Bismillah Padarincang”. He investigates students’ speaking skill using English Drama Performance classroom action research at the second grade in SMK Bismillah Padarincang. This research conducted in the class XI and action research in three cycles, each cycle begins with planning, action, observation and reflection.

Based on the previous study above, the similarities between those researches and this research are discussing *Total Physical Response method*, *Vocabulary Mastery* and *Classroom Action Research*. Rokhimah and Fadillah were talking about *Total Physical Response method*. Ahmad was talking about *Vocabulary Mastery*. Saripudin was taking about improving students’ speaking skill using *Classroom Action Research*. The differences between the four studies and this study is that this research analyzes to what

extends does Total Physical Response Method improve young learners' vocabulary at SMPN 1 Wonomulyo. In addition, the writer also examines how the Total Physical Response Method increases student interest in learning at SMPN 1 Wonomulyo.

## **2.2 Theoretical Background**

### **2.2.1 Vocabulary**

According to Nunan (2003:130), words are clearly vocabulary. Students cannot communicate, understand others, or express their own ideas when they do not have sufficient vocabulary because vocabulary is the center of English language teaching. If we want to be clever in language, we have to master a lot of vocabulary. Jackson (2000:202) states that vocabulary is the stock of words in a language, or that is known by individual, or that is associated with activity. By mastering the stock of words, someone can communicate easily and fluently with anyone and understand information using English such as English books or articles. According to Brown (2001:377) as quoted in Rohmatillah (2019), vocabulary items as a boring list of words that must be defined and memorized by the students. In learning vocabulary students need to see, say, and write words that have just been learned many times so that they can memorize the vocabulary because learning vocabulary is also about remembering.

Hornby (1995:1331) defines vocabulary as:

- a. The total number of words in language.
- b. All the words known by a person or used in a particular book, subject, etc.
- c. A list of words with their meaning. Especially one that accompanies a textbook in a foreign language.

### **2.2.2 Teaching English Vocabulary**

Teaching vocabulary means activities to study how to produce good and correct vocabulary when spoken, how to teaching-learning process can be achieving the main goal of language learning that is speaking because we will not be able to communicate with others without vocabulary. There are six principles in teaching vocabulary, Wallace (1982:27-30).

- a. Aims

A teacher must be clear about aims of teaching learning process. The teacher should consider how many of the things listed does the teacher expects the learners to be able to achieve and what kind of words they are (Wallace, 1982:27).

- b. Quality

The teacher may to decide the number of vocabulary items to be learned (Wallace, 1982:28). How many new words in the lesson can be achieved by the learners? If there are too many words, they may be confused and discouraged.

c. Need

In teaching vocabulary, teacher must choose the words really needed by the students. The students should be put in situation where they have to communicate and get the words they need.

d. Frequent Exposure and Repetitions

In teaching vocabulary of a foreign language, teachers not only can teach new words once, but they also have to repeat them to make sure the students have already remembered and understood them. It is seldom, however, that we remember a new word simply by hearing at the first time (Wallace, 1982:29). There must be certain amount of repetition until there is evidence that the students have learnt the target words.

e. Meaningful Presentation

The learners must have a clear and specific understanding of what it denotes or refers to. It means that although meaning involves many other things as well (Wallace, 1982:29). The requirement that the words can be presented in such a way that its denotation or reference is perfectly clear and unambiguous.

f. Situation Presentation

The choice of words can be various according to the situation in which someone is speaking and according to how well someone knows the person, to whom we are speaking

(from informal to formal) (Wallace, 1982:30). Therefore, students should learn words in situations that are appropriate to them.

The conclusion that can be drawn from the explanation above is that the teacher must know the purpose of teaching vocabulary clearly. Not only that, the teacher also must have been sure that the students are totally understanding about the words in all terms such as quantities, need and meaning.

### **2.2.3 Learning Method**

Teacher plays an active and direct role in the teaching learning process using Total Physical Response. Asher (1977:43) as quoted by Richard and Rodgers (1986:93) states that the instructor is the director of a stage play in which the students are the actors. It means that teacher as instructor/director and student as actor. In this case, the role of the teacher is very important because the teacher determines what will be taught to students and chooses the material to be used in the classroom.

### **2.2.4 Total Physical Response (TPR)**

Total Physical Response is a language teaching concept developed by James Asher. This method focuses more on teaching language mainly vocabulary material, built with actions and motion. According to Richards and Rodgers (1986:87) in his book *Approaches*

*and Method in Language Teaching*, Total Physical Response is defined as; “*a language teaching method built around the coordination of speech and action, it attempts to teach language through physical activity developed by James Asher, a professor of psychology at San Jose State University, California*”. So Total Physical Response Method is language learning methods that are structured on the coordination of command, speech, and motion to teach language through physical activity. This method is also good for vocabulary mastery and makes students not blasé because it is belonging fun method and simple method that objective to practice fluency in speaking English by mastering a lot of vocabulary at an early stage.

According to Larsen-Freeman (2000:107), Total Physical Response or also called “the comprehension approach” is a method of approaching foreign language with instructions or orders. TPR is the most powerful tool in language teaching, this will prepare students to learn to feel free because the teacher uses body language in conversation in the classroom so students will be excited, and they totally understand everything the teacher says. Total Physical Response is very suitable for the characteristics of young learners because they like to move and get bored easily so that with this method they will not be bored and be excited to learn.

a. The Principles of TPR

Known as the developer of the TPR method, Asher as quoted by Widodo (2005) outlines the principles of Total Physical Response as described below.

- 1) Second language learning should reflect the same naturalistic process of first language learning because second language learning parallel to first language learning.
- 2) Listening competence should develop before speaking
- 3) Children respond physically to spoken language in the form of command so that listening skills can be obtained.
- 4) When listening comprehension has been formed, speech evolves naturally and effortlessly out of it.

Furthermore, Larsen and Freeman (2000:111) outline several principles in teaching-learning process by using Total Physical Response as described below:

- 1) Meaning in the target language can open be conveyed through action. Memory is activated through learners' response and the target language should not be presented in chunks not just word by word.
- 2) The students understanding of the target language should be developed before speaking.

- 3) Students can initially learn one part of the language rapidly by moving their body.
- 4) The imperative is powerful linguistic device through which the teacher can direct student's behavior.
- 5) Students can learn through observing actions as well as by performing the action themselves.
- 6) Feelings of success and low anxiety facilitate learning.
- 7) Students should not be made to memorize fixed routines.
- 8) Correction should be carried out in an unobtrusive manner.
- 9) Students must develop flexibility in understanding novel combinations of target language chunks. They need to understand more than the exact sentence used in training.
- 10) Language learning is more effective when it is fun.
- 11) Spoken language should be emphasized over written language.
- 12) Students will begin to speak when they are ready.
- 13) Students are expected to make errors when they first begin speaking. Work on the fine details of the language should be postponed until students have become somewhat proficient.

According to Larsen-Freeman above, it can be concluded that teacher must have fun way learning in teaching language

even when teacher corrects or motivates students to avoid discouragement and embarrassment of young learners. Young learners are able to understand vocabulary easily

b. The Procedures of TPR

Larsen-Freeman (2000: 115-117) states some procedures in Total Physical Response method, as following:

- 1) Commands to Direct Behavior, here verbs are introduced and clarify meaning.
- 2) Role Reversal, students command their classmates to carry out some actions.
- 3) Action Sequence, the teacher gives three connected commands: point to the door, walk to the door and touch the door.

c. The Basics of Total Physical Response

- 1) Teacher performs an action in the form of body movement, teacher saying and doing. (Example: this is my cheek).
- 2) All the students repeat after teacher. Students also saying and doing.
- 3) Students repeat once more to make the students understand and fluent in carrying out the commands mentioned by the teacher.

- 4) Write vocabulary in the whiteboard and ask students to spelling and pronounce correctly.
- 5) Repeat with other vocabulary.
- 6) Teacher performs an action in a song with games then the student does what teacher says (example; if your happy and you know it touch your stomach!)
- 7) Students make groups of two and each group makes a command in the form of a short sentence to be given to another group and then another group carries out the command.

d. The Objectives of Total Physical Response

Total Physical Response was developed to improve the outcomes of teaching-learning a new language. Larsen-Freeman (2000:113) states Total Physical Response was developed in order to reduce the stress that people feel when studying foreign languages and thereby encourage the students to persist in their study beyond a beginning level proficiency.

According to Richard and Rodgers (1986:91)

The general objectives of Total Physical Response are to teach oral proficiency at the beginning level. Comprehension is a mean to an end and the ultimate aim is to give basic speaking skills. Total Physical Response aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker.

Based on the statement above, it can be concluded that the objectives of Total Physical Response are to teach verbally at an early level by using understanding, speaking skills and using action-based exercises in the form of commands (imperative).

e. The Teacher and Learners Role in Total Physical Response

The teacher and the learners have different roles in the teaching-learning process using Total Physical Response method. Larsen and Freeman (2000:113) mentioned roles as following:

1) Teacher's Role

According to Larsen and Freeman (2000:113), teacher is the director of all students' behaviors. By using Total Physical Response in the teaching-learning process, teacher plays an active and direct role. Asher (1977) as quoted by Richard and Rodgers (1986:93) states the instructor is the director for a stage play in which the students are the actors. It means that the teacher is encouraged to prepare well so that the lesson flows smoothly. The teacher also decides what will be taught, who teaches the new material and who selects the supporting materials to use in the classroom.

## 2) Learners' Role

According to Larsen and Freeman (2000:113), the students are imitators of the teacher's nonverbal model. There will be a reversal role with the students individually directing the teacher and other students. In this method, students monitor and evaluate themselves and speak when they feel ready to speak or on the other words when an adequate basis in the language has been mastered.

Richard and Rodgers (1986:93) states learners in Total Physical Response have primary roles of being listeners and performers. They listen attentively and respond both individually and collectively. They have little influence because the teacher is the one who determined the lessons material. Therefore, students must follow the imperative form for the lesson.

### **2.2.5 Action Research**

In this study, the writer uses *Classroom Action Research*. Action research is about two things: *action* (what you do) and *research* (how you learn about and explain what you do) Jean McNiff and Jack Whitehead (2010:5). Kemmis and Mc Taggart as quoted by Nunan (1992:18) state that action research is a group of activity and a piece of descriptive research carried out by a teacher in his or her own classroom without changing the phenomenon under investigation.

While according to Cohan and Manion as cited by Nunan (1992:18) the aim of action research is to improve the current state of affairs within the educational context in which research is being carried out.

Kemmis and Mc Taggart in Cohen (2007:298)

Action research is concerned equally with changing, individuals, on the one hand, and on the other, the culture of the groups, institutions and societies to which they belong. The culture of the group can be defined in terms of the characteristics substance and form of the language and discourses, activities and practice, interactions of the group.

Furthermore, Elliot (1991:52) states I'm anticipating that action research will become highly recommended as a strategy for helping teachers to maximize pupils' achievements of national curriculum targets. And about aim of action research, Elliot (1991:49) states the fundamental aim of action research is to improve practice rather than to produce knowledge.

#### a. Steps of Action Research

Steps mean way. In this section, the step-in question is how to conduct action research. The researcher applied four steps of Kemmis and Mc Taggart in Burns (2010:8-9) in each cycle. The action research consists of four steps as follows:

##### 1) Planning

Planning is the first step of the research procedure based on the problems identified. In this step, the researcher makes a plan and considers what action will be taken, how methods will be applied and what materials

will be provided. The researcher also intends to determine students' response during learning process and improve students' vocabulary.

## 2) Action

Action is the process of doing something. The actions that have been planned in the previous stage will be implemented at this stage. In this research, the treatment used was "Total Physical Response" to improve young learners' vocabulary and increase students' interest in learning English.

## 3) Observation

Observation is the activity of collecting data to find out the extent to which the results act to achieve the goal. The data being taken were quantitative and qualitative data. They were taken from t-test and interview.

## 4) Reflection

Reflection is an activity to evaluate the progress of students. At this stage, the researcher observes whether the acting activity has progressed, what progress has occurred, as well as the positive and negative things. Then determine the activities that will be increased in the next cycle related to the researcher's goal to improve young learners' vocabulary.

#### b. The Benefit of Action Research

The benefits of action research according to Octaviany (2007:25) as follows:

- 1) Improving teachers' self-confidence because they have more experience and knowledge to solve problems.
- 2) Helping teachers to understand the nature of education empirically not theoretically.
- 3) Expanding curriculum.
- 4) More effective than other trainings.
- 5) Improving research tradition among teachers.

#### **2.2.6 Rationale**

Based on the observation, there are some problems encountered and the problems are various. The first problem is that the students less motivation to learn English. On the other hand, their parents do not give them understanding of the importance of English so they think that English is not useful for their future life. The second problem is that the teacher gives a number of words and asks students to study on their own. Therefore, students get difficulty in memorizing. They do not have a strong desire to make the word stay longer in their mind and make them less interested in learning vocabulary. As a result, they only know the meaning and do not know the correct pronunciation, spelling and the use of words in a sentence.

After seeing the problems that arise above, using Total Physical Response is needed because this method allows students to learn vocabulary well without feeling bored and able to move physically in memorizing some new words considering that students like to learn by doing. Then after applying Total Physical Response method, students can improve their vocabulary maximally by practicing pronunciation, spelling and use of words in a sentence. In this case, students are expected to learn vocabulary easily and master the vocabulary.

The successful of applying Total Physical Response method can be seen as follows:

- 1) Students know the meaning of vocabulary,
- 2) Students are able to pronounce vocabulary correctly,
- 3) Students are able to spell or write vocabulary, and
- 4) Students are able to use vocabulary in a short sentence.

### **2.2.7 Hypothesis**

Based on the theories above, the writer proposes the hypotheses as follows:

- 1) Total Physical Response can improve young learners' vocabulary at the first grade of SMPN 1 Wonomulyo.
- 2) Total Physical Response Method is able to increase student interest in learning at SMPN 1 Wonomulyo.