

**THE IMPLEMENTATION OF TEACHING ENGLISH
VOCABULARY USING TOTAL PHYSICAL RESPONSE AT
THE FIFTH GRADE OF SDN 2 BONAGUNG
IN 2014/2015 ACADEMIC YEAR**



PUBLICATION ARTICLE

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by
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MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2015**



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Program Studi : Bahasa Inggris

Judul Skripsi : THE IMPLEMENTATION OF TEACHING ENGLISH

VOCABULARY USING TOTAL PHYSICAL RESPONSE AT

THE FIFTH GRADE OF SDN 2 BONAGUNG IN 2014/2015

ACADEMIC YEAR

Naskah artikel tersebut layak dan dapat disetujui untuk dipublikasikan.

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Surakarta, Juni 2015

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ABSTRACT

The objective of this study is to describe how the implementation of teaching English vocabulary using Total Physical Response and to describe the result of the implementation of teaching English vocabulary using Total Physical Response at the fifth grade of SDN 2 Bonagung in 2014/2015 academic year. This research is descriptive research. The data are collected from the classroom observation of teaching vocabulary using TPR and pictures in the classroom. The sources of the data are event, informant, and document. The methods of collecting data are observation, interview, and document. The technique for analyzing data are reduction of the data, display of the data, conclusion and verification. The result of the analysis shows that: (1) the goals of teaching English vocabulary is to make the students receive and memorize vocabulary easily;(2) in the implementation of teaching English vocabulary using TPR, the teacher uses and introduces vocabulary using action based on imperative drills and stimulates their motoric system; (3) the materials based on syllabus and textbook; (4) the teacher holds three roles; (5) the learners holds two roles; (6) the result of the implementation is very good, because the students get the average score of daily test 81.5 and observation score 74.

Keywords: implementation, teaching English vocabulary, Total Physical Response

A. Introduction

Teaching English in Elementary School is different from teaching in Junior High School. In Elementary School, the children are introduced the activity to be relevant in activity the children world. Teachers have to use the media, such as pictures, the colour visual games, and other ways that make the children feel enjoyed. As stated in Elementary School curriculum, teaching English consists of four language skills, namely: listening, speaking, reading, and writing. The four language skills are supported by language aspects such as vocabulary, pronunciation, grammar, spelling, and structure.

Vocabulary is an important point to begin and to make someone understand the language. Mastering vocabulary is essential in learning English because it is the basic component to learn the four language skills. Without sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. The people cannot communicate or comprehend and express words and sentences. For example, sometimes the students want to say something but they do not know how to say what they want to say it, because they have less vocabulary and understanding in learning vocabulary. Rivers (1983:125) in Nunan (1995:117) states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and functions we may have learned for comprehensible communication.

Learning vocabulary is an important matter for children, especially for students in Elementary School. When teaching vocabulary, the teachers only writes it on the whiteboard. Then, students rewrite the vocabulary on their notebook and they should repeat the words or vocabulary after the teachers say. Actually, it has the good aims for students. But, it can make the students get bored. Boredom makes the students only repeat without understanding of what they said and the vocabulary is forgotten. However, the teachers also get many problems in getting new vocabulary. The students are easy to forget the vocabulary.

Because of the reasons, Elementary School teachers need appropriate methods to teach the students. Aimed at making the students do not feel bored when they study in the class and cannot forget the vocabulary easily. So, the teachers use Total Physical Response (TPR) to teach the students of Elementary School. TPR is one of methods of teaching language by using physical activity to respond a command. TPR is linked to the “trace theory” of memory in psychology which holds that the more often on the more intensively a memory connection is traced, the stronger the memory association will be recalled (Richards and Rodgers, 1993:87).

There are several advantages of the use of TPR. Firstly, language learning will be easy to understand by children if associated with physical activity on a particular word and they tend to like physical response than verbal response. Secondly, in learning vocabulary, the actions or activities can help the children for remembering vocabulary and strengthening the connection in the brain. Thirdly, TPR that involves game like movements make the children became active, effective, and creates a positive mood.

The objectives of this research are to describe how the implementation of teaching English vocabulary using Total Physical Response at the fifth grade of SDN 2 Bonagung in 2014/2015 academic year and to describe the result of the implementation of teaching English vocabulary using Total Physical Response at the fifth grade of SDN 2 Bonagung in 2014/2015 academic year. This study has theoretical significance and practical significance. Theoretically, this research can enrich the theory of teaching English vocabulary using Total Physical Response and it can be used as references for the other research in teaching. Practically are the result of the study can help the English teacher in teaching vocabulary using Total Physical Response, Total Physical Response can motivate the students to be interested in learning English vocabulary, and the result of the research can be the reference for the implementation of teaching English vocabulary using Total Physical Response to the Researchers.

Related to research on the implementation of teaching English vocabulary using Total Physical Response, first research paper as references for

complementing her work is *“Teaching English Preposition Using Total Physical Response in the Fifth Grade Students of SDN 01 Kendalsari Petarukan Pemalang in 2009/2010 Academic Year”* written by Kuriyanti (2010). The result of this research is the teacher can bring and locate the students in the positive mood, relax and measure student’s ability. Besides, the students still confuse about the preposition. So, they refuse to move when the teacher gives instructions.

The second researcher is Fatimah (2011), who conducts a research entitled *“Improving English Vocabulary Using Total Physical Response to the Fourth Year Student of SDN 3 Sambi Sragen”*. The result of this research is the implementation of teaching vocabulary using TPR ran well and TPR is also effective to improve vocabulary mastery. It can be seen from the result of student’s achievement before and after implementing. The result of pre-test is 24,0 and the result of post-test is 82,06. So, it can be called successful in the research.

Based on the previous research above, there are differences and similarity. The difference from the research here is the object of research. The researcher takes the implementation of Total Physical Response in teaching English vocabulary while Kuriyanti takes teaching English preposition using Total Physical Response as the object and Fatimah takes improving English vocabulary using Total Physical Response as the object. The similarity of the research is Total Physical Response. So, the researcher researches about the implementation of teaching English vocabulary using Total Physical Response at the fifth grade of SDN 2 Bonagung in 2014/2015 academic year.

B. Research Method

This research is descriptive research. The descriptive research is used to analyze the data because the aims of this research are describing the implementation of teaching English vocabulary using Total Physical Response by the teacher of SDN 2 Bonagung and describing the result by the English teacher in the implementation of teaching English vocabulary using Total Physical Response at the fifth grade of SDN 2 Bonagung in 2014/2015 academic

year. This observation is taken at SDN 2 Bonagung. It is on Bonagung, Tanon, Sragen 57277. The subjects of this research are the English teacher and the fifth grade students of Elementary School at SDN 2 Bonagung that consist of 32 students.

The object of this research focuses on teaching learning process of English vocabulary using Total Physical Response at the fifth grade of SDN 2 Bonagung in 2014/2015 academic year. The form of data are some information in word taken from the observation and interview. The data are collected from the classroom observation of teaching vocabulary using Total Physical Response (TPR) at the fifth grade of SDN 2 Bonagung in 2014/2015 academic year and pictures in the classroom activities. The data sources are the event, informant, and document of the teacher in SDN Bonagung 2. The method of collecting data are observation, interview, and document. The technique for analyzing data is reduction of the data, display of the data, conclusion and verification.

C. Research Finding and Discussion

1. Research Finding

From the observation, interview, and document that has been conducted the implementation of teaching English vocabulary using Total Physical Response (TPR) at the fifth grade of SDN 2 Bonagung in 2014/2015 academic year and the result of the implementation of teaching English vocabulary using Total Physical Response (TPR) at the fifth grade of SDN 2 Bonagung in 2014/2015 academic year. The observation was done four times from Tuesday, 24th March 2015 until 14th April 2015 in the second semester.

- a. The implementation of teaching English vocabulary using Total Physical Response (TPR) at the fifth grade of SDN 2 Bonagung in 2014/2015 academic year

In this part the writer classified the implementation of teaching English vocabulary using Total Physical Response into 5 parts. Those aspects are the objectives, the materials, the procedures of Total Physical Response, teacher's role, and learner's role.

1) The Objective of Teaching English Vocabulary using Total Physical Response (TPR) at the Fifth Grade of SDN 2 Bonagung in 2014/2015 Academic Year

The researcher found that the goal of teaching English vocabulary using Total Physical Response especially at the fifth grade is to help the students receive and memorize vocabulary easily in English. In the implementation of teaching English vocabulary using Total Physical Response, the English teacher uses and introduces vocabulary using action based on imperative drills and stimulates their motoric system. The teacher helped students increase their ability in vocabulary mastery and their knowledge using an easy and fun way. So, students did not only memorize the vocabulary but also practice it in the learning of English.

2) The Materials in Teaching English Vocabulary using Total Physical Response

The materials of teaching are based on syllabus. Syllabus has important role in teaching-learning. The materials in teaching learning is taken from internet and textbook "Permata" written by Tim Suryo Bodro.

3) The Procedure of Teaching English Vocabulary using Total Physical Response

The teacher goes through the process that consist of 6 stages ; review, new commands, other items introduced, physical respond, role reversal, reading and writing. In teaching-learning process the English teacher used three phase technique; opening activity, main activity, and closing activity. The teacher explained the material using English and Indonesian to the learners. The teacher also used pictures to make the students easy in receiving the vocabulary.

4) The Teachers' Role

The researcher found some roles of teacher and learners in the classroom activities. The roles of teacher are teacher as

drillmaster, teacher as director, teacher as motivator. As drillmaster, The teacher should try to clarify the material to the students. So, the students can comprehend it easily. The teacher became a model and practiced the activity to the students in front of the class. As Director, The teacher should give the material to the students and the teacher gave the commands to the students and they should perform it by physical movement. As motivator, the teacher gave motivation to the students to create the comfortable situation and she asked the students to question if they have difficulties in the material.

5) The Learner's Role

Based on the observation in learning process, the researcher found that the students at SDN 2 Bonagung are as listener and performer. The students as listener, they must listen and comprehend what the teacher says and does. They did not produce the utterance, but what they did was listening and comprehending. The students as performer, they would get comprehension from the teacher. The teacher would give the command to them about the material given. The teacher gave some commands to the students and they must answer the command by using physical movement.

b. The Result of the Implementation of Teaching English Vocabulary using Total Physical Response (TPR) at the Fifth Grade of SDN 2 Bonagung in 2014/2015 Academic Year

The students are very enthusiastic in learning vocabulary by using Total Physical Response. The students enjoyed step by step and had fun in the process of learning. Besides, the students become not bored in the class when used TPR in learning vocabulary. The students also become active in teaching-learning process.

The writer analyzes the result of data with comparing between the result of the daily test and observation of the students response. After the teacher used Total Physical Response, the average score of the

daily test and observation are 81.5 and 74. The teacher uses target language and native language to give the material. The students become familiar with English because the teacher used both languages in learning.

2. Discussion

Based on the research result, the researcher discusses the finding of the research. The discussion consists of the implementation of teaching English vocabulary using total physical response and the result of the implementation of teaching English vocabulary using Total Physical Response.

The implementation of teaching English vocabulary using Total Physical Response is good. It can be seen where the students feel comfortable and enjoyable in learning process. Occasionally, the students still confused when the teacher used Total Physical Response. The purpose of teaching vocabulary using Total Physical Response is to help the students receive and memorize English vocabulary easily. The students can enrich vocabulary knowledge by stimulating their motoric activity. The teacher gives command and instruction to the students. They respond the command using by physical movement. They can learn English in relaxing and enjoying class situation.

Beside that, the result of the implementation of teaching English vocabulary using Total Physical Response at the fifth year of SDN Bonagung 2 have good result. In English lesson the average achievement is about 65. After using Total Physical Response the total average achievement is 81.5. The teacher takes the score in daily exercises. In the first meeting, the students get the average score 78. Second meeting, the students get the average score are 80. Third meeting, the students get the average score are 83. And the last meeting the students get the average score are 85. Total Physical Response also can give higher improvement in English vocabulary mastery. It can be seen that all of the students are willing to follow the teacher's movement and response the teacher's command. It indicates that

the teaching vocabulary by using Total Physical Response is suitable or appropriate and helpful at the fifth grade of SDN Bonagung 2.

Most of the students generally agree with this method. When the researcher interviewed the students, they gave comment about the method implemented, such as: the first, he agrees with the implementation of teaching vocabulary by using Total Physical Response. He is enjoyable and interests the teaching-learning process because she does not only learn reading, writing, and listening but also she can perform the vocabulary by physical movement. The second, the other student comments that she felt happy in learning English because the method can be called playing while studying in the class. The method can help her to memorize the vocabulary. The third, she did not like learning English and she said the learning English make her bored and sleep. But after the method was implemented, she was interested in English and enjoyed to learn English.

Based on the discussion about the implementation of teaching English vocabulary using Total Physical Response and the result of the implementation of teaching English vocabulary using Total Physical Response, the researcher states that teaching English vocabulary using Total Physical Response is appropriate at the fifth year students in SDN Bonagung 2. Teaching English vocabulary using Total Physical Response gives the best improvement and it is proved to be effective.

D. Conclusion

Based on the data analysis and research finding, the researcher found that the implementation of teaching English vocabulary using Total Physical Response in SDN 2 Bonagung is good. Those aspects are the objectives, the materials, the procedures of Total Physical Response, teacher's role, and learner's role.

The goal of teaching English vocabulary using Total Physical Response especially to the fifth grade is to help the students receive and memorize English vocabulary easily. The material used by the teacher in teaching English vocabulary using Total Physical Response is taken from internet and textbook.

The procedure of teaching English vocabulary using Total Physical Response consists of six procedures; review, new commands, other items introduced, physical response, role reversal, reading and writing. In the teaching-learning process, the teacher has some roles. The role of teachers are as drillmaster, teacher as director, as motivator. The students also have the role in learning process. The learner's role are as listener and as performer.

The result of the implementation of teaching English vocabulary using Total Physical Response is very good. The students get the average score of the daily test and observation are 81.5 and 74. It indicates that the teaching vocabulary by using Total Physical Response method is suitable and appropriate for students.

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