

**TEACHING ENGLISH VOCABULARY USING TOTAL PHYSICAL
RESPONSE (TPR) FOR THE THIRD GRADE STUDENTS OF SDN**

TENGGAK 2 SRAGEN IN 2014/2015 ACADEMIC YEAR



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RESPONSE (TPR) FOR THE THIRD GRADE STUDENTS OF SDN
TENGGAK 2 SRAGEN IN 2014/2015 ACADEMIC YEAR**

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ABSTRACT

In general this study aims (1) to describe the implementation of teaching English vocabulary using Total Physical Response (TPR) for the third grade students of SDN Tenggak 2 Sragen and especially (a) the objective, (b) the materials and (c) teaching procedures, (2) to describe the students response, (3) to describe the advantages and disadvantages of using Total Physical Response (TPR). The type of this research is descriptive qualitative research. The writer collects the data by observing the teaching learning process, conducting interview with teacher and students, and take documentation during teaching-learning process. The technique for analyzing data is data reduction, data display, and conclusion. The result of this research shows that: 1) the implementation teaching English vocabulary using Total Physical Response (TPR) at the third grade of SDN Tenggak 2 Sragen, consists of the objective which of teaching English vocabulary is to improve the students vocabulary mastery. The textbook used is entitled "LKS Bahasa Inggris Logika" and the material is parts of our body. There are three activities in teaching learning process, such as: opening, learning activities, and closing (2) Most of the students gave good responses. Most of them enjoyed the teaching-learning process. They were very interested in the process of learning in every meeting. (3) Using Total Physical Response (TPR), the students can easily memorize the meaning of word. Because they can see the real object. However, it can be a challenge for shy students. They not dare to demonstrate the commands with the materials.

Keywords: Teaching Vocabulary, Total Physical Response, Young Learner

A. INTRODUCTION

Teaching English is important in elementary school to prepare the students to introduce English in early ages. We know that young learners have big memory to memorize everything of what they learnt. But, it is not easy for teacher to teach English lesson for the students. So the teacher must make the teaching learning process easy to make the students enjoy of teaching learning process. There are four skills in Teaching English, such as : listening, speaking, writing and reading. Elements of language to support four skills in language teaching are: vocabulary, grammar, fluency and pronunciation.

Vocabulary is the first component that must be learnt by students in language teaching, because without having enough vocabulary someone will learn nothing. Fauziati (2010 : 61) states that vocabulary is central to language. Without sufficient vocabulary, one cannot communicate or express his idea both in oral or written forms. The students in elementary school have limited vocabulary because they get difficulties to memorize the meaning. So, the teacher must be use appropriate methods to teaching vocabularies for them.

There are many methods in teaching vocabularies and one of them is Total Physical Response (TPR). To be fitted with the students age, this method seems to be appropriate to teach vocabulary since the children seem like playing and moving all the time. As they interested in body movement, vocabulary actually can be taught through action. Basically, first vocabularies for children are easy to be conveyed in action. Take it for granted, all of students are willing to do some actions in the classroom together with their friends.

Total Physical Response (TPR) is a method in teaching vocabulary in SDN Tenggak 2 Sragen. Total Physical Response (TPR) is teaching method proposed by James Asher (1988). TPR is built around the coordination of speech and action, it attempts to teach language through physical (motor)

activity (Richard and Rodgers, 2001:73). TPR makes learning become enjoyable and less stressful.

There are several principle of Total Physical Response (TPR): (1) Meaning in target language can often be conveyed through actions. (2) The students understanding of target language should be developed. (3) The students can learn through observing actions as well as by performing the actions themselves. (4) Students can initially learn one part of the language rapidly by moving their bodies. (5) Language learning is more effective when it is fun.

Teaching in line may be appropriate with the principle for Teaching English vocabulary using Total Physical Response (TPR) to Elementary school. SDN Tenggak 2 is an elementary school in Sragen. Overall it has 87 students, 17 of them in third grade. In teaching learning process, the teacher used target language in opening, but in explaining the material the teacher used mother tongue in order to help students understand the material.

Based on the explanation above, the writer is interested in the implementation of Total Physical Response (TPR) to improve the students master in vocabulary. The writer conducted a research entitled "**TEACHING ENGLISH VOCABULARY USING TOTAL PHYSICAL RESPONSE (TPR) FOR THE THIRD GRADE STUDENTS OF SDN TENGGAK 2 SRAGEN IN 2014/2015 ACADEMIC YEAR**".

B. RESEARCH METHOD

The type of this research is descriptive qualitative research. The writer describes the teaching English vocabulary using Total Physical Response (TPR) for the third grade students of SDN Tenggak 2 Sragen, the objective, the material, the teaching procedures, the students response of teaching English vocabulary and the advantages and disadvantages using Total Physical Response (TPR) in teaching-learning process. The subject of this study is limited to the teacher and the students for the third grade of students at SDN Tenggak 2 Sragen which consist of one class. It consists of

17 students included 9 female and 8 male. The writer uses purposive sampling. The writer focuses on teaching English vocabulary using Total Physical Response (TPR) for the third grade students of SDN Tenggak 2 Sragen in 2014/2015 academic year. The data are taken from interview, observation, and documentation. The data consist of the material used in teaching-learning process, activity in teaching-learning process, and the result of interview with the students about their response to the teaching-learning activity. The technique for analyzing data is data reduction, data display, and conclusion.

C. RESERACH FINDINGS AND DISCUSSION

From the observation and interview that has been conducted, the main points of this research is to describe the teaching English vocabulary using Total Physical Response (TPR). The data description is devided into some points of know that teaching English vocabulary using Total Physical Response (TPR), the objective, the material, the teaching procedures in teaching-learning process and, the students response, the advantages and disadvantages using Total Physical Response (TPR).

1. The Implementation of Teaching English Vocabulary using TPR for the Third Grade Students of SDN Tenggak 2 Sragen

Based on the observation and interview, the writer finds the implementation of teaching English vocabulary using Total Physical Response (TPR) such as, the objective, the material, and the teaching procedures.

a. The Objective of Teaching English Vocabulary using Total Physical Response (TPR)

Based on the observation and interview at third grade of SDN Tenggak 2 Sragen, the goal of teaching English vocabulary in this school is to improve vocabulary mastery of the students. From the interview with the teacher in it elementary school, she said that:

“Tujuan pembelajaran vocabulary di tingkat SD khususnya kelas 3 yaitu untuk meningkatkan penguasaan kosa kata

bahasa Inggris murid-murid. (Miss. Fitria Wednesday, Februari. 18 2015, 07.05)"

From the interview, the writer knows that the objective of teaching English vocabulary in elementary school especially at the third grade year students are to improve the students vocabulary mastery. So, they should be active in the any class both in oral and written to apply the four language skills.

- b. The Material of Teaching English Vocabulary using Total Physical Response (TPR)

In teaching-learning process of SDN Tenggak 2 Sragen used textbook entitled "LKS Bahasa Inggris Logika" publisher by P.T Viva Pakarindo. This book not only consists of material, but also exercises. It is used by the teacher to give exercise and to do homework for them. The material is very suitable for students because it can help them understand the lesson easily.

Based on the four day observation conducted by the writer, one of material discussed in the class is "Parts of Our Body". The material is discussed in four meetings. It is based on syllabus. In the first meeting the teacher described the upper part of the body. The teacher explain about eye, ear, mouth, teeth, hair, nose, chin, chick, tongue. The words of commands used were touch and cover. In the second meeting their teacher explained the middle parts of the body like hand, finger, arm, elbow, neck, shoulder, stomach. The words of commands used snap, turn, and shake. In the third observation the teacher described the under part of the body like knee, foot, and toes. The words of commands used like stomp and bend. The last meeting she reviewed all materials from first meeting until fourth meeting and also explained the new words of commands used like show and hold up.

- c. The Procedure of Teaching English Vocabulary using Total Physical Response (TPR)

In teaching-learning process, the writer observed the procedure of TPR for teaching English vocabulary and classroom activities that happened at the third grade of SDN Tenggak 2 Sragen. In this part, the writer described some activities that had been done by the students and the teacher during teaching-learning process. The writer's observation was held for four times from January 21th until February 18th, 2015. The observation was held once a week in Wednesday. The first observation was conducted on Wednesday, January 21th, 2015 at 07.00 – 07.35 a.m. The second observation conducted on Wednesday, January 28th, 2015 at 07.00 – 07.35 a.m. The third observation was conducted on Wednesday, January 4th, 2015 at 07.00 – 07.35 a.m. The fourth observation was conducted on Wednesday, January 11th, 2015 at 07.00 – 07.35 a.m. In the last observation conducted on Wednesday, January 18th, 2015 at 07.00 – 07.35 a.m, the writer interview to students and the teacher. The teacher through the process of teaching-learning that consists of three steps, there are: (1) Opening, (2) Learning Activities, (3) Closing. In teaching-learning procedd the teacher overload Indonesian.

The differently in first until fourth observation like material and technique. In first meeting the material like upper part of body, the teacher discussed about eye, ear, mouth, teeth, hair, nose, chin, chick, tongue and the words of command like touch and cover. In the second meeting the teacher explained the middle part of body like hand, finger, arm, elbow, neck, shoulder, stomach and the commands used like snap, turn and shake. In the third meeting their teacher described about the under part of body, there are knee, foot, toes and the words of commands like stomp and bend. The last meeting reviewed all materials in first, second, and third meeting and the new command like show and hold up.

2. Students Response of Teaching English Vocabulary using TPR

Based on observation and interview, the writer explains the teaching-learning process from first meeting until the fourth meeting the response of students is good. The students enjoyed with the teaching-learning process. They are very existed in every meeting. The students opinion the use of Total Physical Response (TPR) in Teaching English vocabulary help them to know the meaning easily. There are some answer from the students:

*“Saya senang mbak, karena bisa bergerak tidak hanya duduk saja”
(Iqbal, Wednesday, Februari. 18 2015, 07.15)*

“Senang, karena pembelajaranya tidak membosankan dan bisa bermain-main”(Patricia, Wednesday, Februari. 18 2015, 07.19)

“Suka mbak, karena pembelajaranya asik,saya bisa lebih mengerti tentang arti karena menyentuh bendanya langsung” (Alia, Wednesday, Februari. 18 2015, 07.24).

Most of the students in this class gave good responses, they enjoyed the learning activity. They can learn with move their body. They learned a lot of things through the real object that they were learning.

3. The Advantages and Disadvantages of Teaching English Vocabulary Using Total Physical Response (TPR)

From observation and interview, the writer knows some advantages and disadvantages of teaching English vocabulary using Total In teaching learning process using Total Physical Response (TPR) the students very fun and enjoy because they can move from the chair and they also very enjoy when the teacher tell them playing game. The Students can be easy to memorize the meaning of word, because they can see the real object. For example nose, ear, mouth, hair, teeth, foot, etc. This method can help the students are very active in classroom. They can move their body, if the teacher said “touch your nose!” and then they touched their nose. The disadvantages Teaching English Vocabulary using Total Physical Response (TPR), this method needs more energy for teacher to teach vocabulary using Total Physical Response (TPR), because the teacher not only pronounced the words but also should demonstrate it. For the teacher it is fairly difficult because, she cannot teach all materials with this method and everything

cannot be explained by this method. This method should be combined with other approaches. This methods can be challenge for shy students. They are not dare to demonstrate the commands with the materials.

D. CONCLUSION

After discussing and analyzing the data, the writer draws conclusion based on the teaching English vocabulary using Total Physical Response (TPR) as follows:

1. The objective of teaching English vocabulary for the third grade of SDN Tenggak 2 Sragen is to improve the students vocabulary mastery. So, they should be active in the class both in oral and written, and to apply the four language skills.
2. The material used by the teacher was taken from textbook. The text book entitled “LKS Bahasa Inggris Logika” publisher by *P.T Viva Pakarindo*. This book not only consists of material, but also exercises. The material used by the teacher in teaching-learning process of vocabulary is “Parts of Our Body”. It is based on syllabus in this school. This material divided into three parts. Firstly, the upper parts of the body. Secondly, the middle parts of the body. Thirdly, the under parts of the body.
3. The classroom procedure of teaching-learning process using TPR made the students actively. The teacher divided for three steps, they are : Opening, Learning Activities, and Closing. In teaching-learning procedd the teacher overload Indonesian. In every meeting the teacher also applied the procedures according to Fauziati (2009; 92), are as follows: Review, New Commands, Other Items Introduced, Physical Response, Role Reversal, and Reading and Writing. The teacher also implemented the principles of Total Physical Response (TPR), there are the thirteen principles had done by the teacher. The students were interested in teaching-learning process using Total Physical Response

(TPR). It can make them enjoyed because they can move their body during teaching-learning process.

4. The students response in teaching English vocabulary using Total Physical Response (TPR), most of students gave good responses. Most of them enjoyed with teaching-learning process. They very existed in every meeting. By using Total Physical Response (TPR), the students knowed the meaning and easy to memorize the vocabulary.
5. The advantages and disadvantages of teaching learning process, as follows: In teaching learning process using Total Physical Response (TPR) the students very fun and enjoy because they can move from the chair and they also very enjoy when the teacher told them playing game. The Students can be easy to memorize the meaning of word, because they are can see the real object. For example nose, ear, mouth, hair, teeth, foot, etc. This method can help the students are very active in classroom. They can move their body, if the teacher said “touch your nose!” and then they touched their nose. The disadvantages Teaching English Vocabulary using Total Physical Response (TPR), this method needs more energy for teacher to teach vocabulary using Total Physical Response (TPR), because the teacher not only pronounced the words but also should demonstrate it. For the teacher it is fairly difficult because, she cannot teach all materials with this method and everything cannot be explained by this method. This method should be combined with other approaches. This methods can be challange for shy students. They are not dare to demonstrated the commands with the materials.

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