

**THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE
METHOD TO IMPROVE STUDENTS'
VOCABULARY MASTERY**

**(An Action Research at the Third Grade Students of SDIT Al Kamilah
Semarang, Academic Year 2011/2012)**



**A Thesis
In Partial Fulfillment of the Requirements
for Master's Degree in Linguistics**

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**POSTGRADUATE PROGRAM
DIPONEGORO UNIVERSITY
SEMARANG
2012**

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VALIDATION

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The writer realizes that this thesis is still far from perfect. She therefore will be glad to receive any constructive criticism and recommendation to make this thesis better.

Finally, the writer expects that this thesis will be useful to the reader who wishes to learn something about TPR method and to understand a little bit more about how to teach young learners.

Semarang, August 29, 2012

The Writer

CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge, and belief. This study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgment is made in the text of the thesis.

Semarang, August 29, 2012

Arum Suryaningsih B

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Abstract

The problems were that the third grade students of SDIT Al Kamilah Semarang, in the academic year of 2011/2012, seemed to have no interest during the learning process because the English teacher's way of teaching was monotonous for children. In this case, the writer did an investigation to identify the problems of the third grade students of SDIT Al Kamilah in mastering vocabulary. Then, the writer applied the Total Physical Response (TPR) method, so that students can learn English by doing physical movements at the same time. It helped them memorizing new vocabularies easily since they got pleasing classroom atmosphere. Accordingly, the teacher proved that teaching English vocabulary using TPR method could improve the interest and the mastery of the students in learning vocabulary. It was an action research which also used media that help teacher to make teaching and learning process was going on effectively. The data were got from some instruments such as tests, questionnaires, and observation checklists and then were analyzed qualitatively and quantitatively. From the observation, the writer found that students' scores of behavior improved from cycle 1 to cycle 2. The range score of the improvement was between 0.5 and 1.5 for all kinds of behaviors. Meanwhile, the average of students' vocabulary score also showed a good progress. The mean score was 74.06 in pre-test then increased slightly in cycle 1 became 74.50. Yet, the mean score was getting higher in cycle 2, which were 80. In post-test, it increased significantly. The students' average score became 97.63. From those results, the writer summed up that TPR method can improve the students' interest and the students' vocabulary mastery.

Keywords: vocabulary, TPR method, Action Research

Intisari

Penelitian ini bermula dari suatu kondisi yang terjadi pada siswa kelas 3 dari SDIT Al Kamilah Semarang tahun ajaran 2012/2013 yang sering terlihat tidak tertarik pada pelajaran Bahasa Inggris karena metode pengajaran yang digunakan kurang kreatif. Dalam hal ini, penulis melakukan penelitian untuk mengetahui permasalahan yang terjadi pada siswa-siswa tersebut dalam menguasai kosakata bahasa Inggris. Penulis menerapkan metode TPR (total physical response), jadi para siswa dapat belajar bahasa Inggris sambil melakukan gerakan-gerakan fisik. Maka penulis dapat membuktikan bahwa mengajarkan kosakata dalam bahasa Inggris menggunakan TPR dapat meningkatkan minat siswa dan penguasaan kosakata. Penelitian ini merupakan PTK (Penelitian Tindakan Kelas) yang menyertakan media untuk menciptakan proses belajar mengajar yang efektif. Instrument yang digunakan untuk mengumpulkan data antara lain tes tertulis, quessioner, dan daftar penilaian observasi. Data yang diperoleh dianalisis secara kuantitatif dan kualitatif. Dari hasil pengamatan, penulis menemukan bahwa nilai sikap siswa meningkat dari siklus 1 ke siklus 2. Rentang nilai peningkatan yaitu antara 0,5 dan 1,5 untuk smua jenis sikap. Sementara itu, nilai rata-rata kosakata siswa juga menunjukkan peningkatan yang tipis, yaitu 74,06 di pre-test menjadi 74,50 di siklus 1. Namun, nilai rata-rata kemudian meningkat tajam di siklus 2 menjadi 80 dan semakin meningkat lagi menjadi 97,63. Dari hasil tersebut, penulis menyimpulkan bahwa TPR meningkatkan minat siswa dan penguasaan kosakata siswa.

Kata kunci: Kosakata, Metode TPR, dan Penelitian Tindakan Kelas