

CHAPTER I

INTRODUCTION

This chapter discusses research background, problem statements, objectives of the study, significance of study, scope of the study, definitions of key terms and writing organization.

1.1. Background of Study

English has an important role in the globalization era. In this case, English is taught to the children as early as possible, especially in elementary grade. In Indonesia, English is taught at elementary school as one of local content subjects. The aim of teaching English at Elementary school is to motivate the students to be ready and confident in learning English at higher level of education. It is in line with Huda's opinion (1999:135) that the function of teaching of English in primary school is to prepare for further education in the secondary school. Moreover, based on School-Based Curriculum 2006, one of the objectives of teaching English to elementary students is that students are expected to be able to develop their competence to simply communicate orally in which the language functions to accompany action in school context. Regarding that opinion, carrying out English subject at school helps the students to interact in English in order to support school and classroom activities.

In this level, English is a kind of a new material for the students knowing that this language is not used by them to communicate in their daily activities. Moreover, elementary students find difficulty in memorizing English vocabulary that they newly learn. Teaching method for improving vocabulary never gets a serious attention from some teachers. In fact, students need vocabulary which can support them to produce and use meaningful sentences because vocabulary is one of the components of language.

The problems were experienced by the third grade students of SDIT Al Kamilah Semarang, in the academic year of 2011/2012. Based on the writer's experience, they seemed to have no interest during learning process because the English teacher had no interesting way of teaching English vocabulary. She previously taught only through traditional method in which the students were given the materials and then they had to memorize the words by themselves. This traditional method led to the unwillingness of the students to learn English vocabulary whereas memorizing English vocabulary was very important for them for facing the post semester test that was made by The Ministry of Education and Culture for the first time.

In teaching young learners, the teacher has to consider their feelings because emotion has primary importance. The students always want to know how to feel about what they are learning. They make sense of things through emotional and moral categories. Pleasing classroom atmosphere is an effective way of leaving trace in long term memory. It is in line with the opinion from Curran (1972) in Richard and Rodgers (2001:23). He believes

that the atmosphere of the classroom is a crucial factor. Classroom atmosphere creates good experience for the learners. In this case, they develop the ability to apply logical thought to concrete problems. Concrete experiences help children to understand new concepts and ideas.

Most primary-grade children are still preoperational, and they learn best with concrete experiences and immediate goals. New concepts and vocabulary are more meaningful when presented as pairs of binary opposites. Children like to name objects, define words, and learn about things in their own world; they also have vivid imaginations and respond well to stories of fantasy. They need to know how to feel about something in order to learn it well. Thus, the teacher requires creative strategies to make the students feel enjoy in vocabulary learning and are motivated to be better. Teaching English to children is different from teaching adults. English teachers who concern with teaching children should be aware of the nature of the children's psychology that loves fun activities and easily gets bored. When the students feel bored, their interest and motivation to learn English will be lost. It will be hard for them to learn the material that they get. As for the motivation and interest of the students, we know that motivation is one of the key components to success for language teachers (Dornyei, 2001; Ellis, 1994 in Kizildag, 2009:2). Therefore, the writer focuses on the application of Total Physical Response (TPR) method to teach English vocabulary to the elementary students. According to Silver (2003:12), part of the success of TPR is that students keep up their enthusiasm for learning.

Through TPR method, students can learn English by doing physical movement at the same time. It is appropriate with children's natural characteristic that loves to move and play rather than just sitting and hearing their teacher explanation. Larsen and Freeman (2000:113) explained that TPR method is used in order to reduce the stress people feel when studying foreign languages and thereby encourage the students to persist in their study beyond a beginning level of proficiency. In vocabulary learning, it demands the learners to memorize the new vocabulary that they get in order to keep it in their memory and then it can be useful in practicing four language skills. The teacher expects that learning and mastering vocabulary first can lead to the improvement of another skill.

1.2. Problem Statements

Based on the background above, the problems that were investigated by the writer are as follows:

- a. What are the obstacles faced by the teacher in teaching English vocabulary?
- b. How can Total Physical Response method be implemented in learning English vocabulary?
- c. How can TPR improve the interest and the mastery of the students in learning vocabulary?

1.3. Objectives of the Study

Based on the problems above, this research has several objectives. The writer proposed the objectives as follows:

- a. To identify the obstacles faced by the teacher in teaching English vocabulary
- b. To describe the implementation of Total Physical Response method in learning English vocabulary
- c. To prove that teaching English vocabulary using TPR method can improve the interest and the mastery of the students in learning vocabulary

1.4. Significance of the Study

Concerning the objective of this study mentioned above, this study hopefully can give some contributions as follows:

- a. The result of this research can be used as a basis for further research, especially for educator who is interested in creating an improvement on vocabulary teaching that is followed by the improvement of another skill.
- b. For the primary English teachers, they may consider about the method used to teach young learners in the classroom. They suppose to feel challenged when teaching children. Since children have special characteristics, the teachers should apply valuable teaching method to make a successful teaching and learning process and have a good result for the learners. This study can give contribution to the attempt of solving

problems in the language learning process by applying Total Physical Response method in teaching vocabulary.

- c. For pedagogy contribution, this research is very useful for learning process on the third grade students of SDIT Al Kamilah Semarang because their mastery in vocabulary also improves

1.5. Scope of the Study

This research was conducted on the basis on the need of improving classroom condition that was caused by the way of teaching. Based on that reason, the writer only focused on the application of Total Physical Response (TPR) method knowing that subject of this research was children that learned English in basic level. Since they were elementary students that their poet-test is all about knowledge of vocabulary, the teacher limited the learning focus. Thus, the teacher's concern was in teaching vocabulary.

Third grade students became the research subject because this class faced a problem in teaching and learning process that needed solution in order to reach better result. Besides that, they were aged 7 to 10 years old that have good brain capacity in learning language especially recalling English vocabulary. Moreover, they were the students of the writer in SDIT Al Kamilah Semarang.

1.6. Definition of Key Terms

This study used several key terms. They are TPR method, vocabulary, and action research. The definition of each of them is explained as follows:

a. TPR method

TPR (total physical response) is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter (1977). It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress.

b. Vocabulary

This term can be defined as a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. One of definitions proposed by Webster is (19972: 2046) is All the words used by a particular person, class, profession, etc: sometimes, all the words recognized and used by him (in full, passive vocabulary)

c. Action research

This kind of research is typically undertaken in school setting. Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research (Ferrance, 2000: 7).

1.7. Organization of the Study

This research consists of five chapters. In order to make this research is easy to understand, the writer organizes this research as follows:

Chapter I is Introduction. It includes background of the study, problem statements, objectives of the study, significance of the study, underlying theory, research method, scope of the study, definition of key terms, and organization of the study.

Chapter II is Review of Literatures. It discusses about previous study, Teaching and Learning English, Teaching English to Young Learners, teaching vocabulary, Total Physical Response Method, The use of Media, and Action Research.

Chapter III is Research Method. It presents subject of research, the procedure of research that consists of pre-cycle, cycle 1, and cycle 2. Besides that, this research also presents the instruments if data collection, data analysis, and the schedule of research.

Chapter IV is Result and Analysis. This chapter explains the analysis of the result of the research that is the analysis of the observation pre-action and action step. Moreover, it also explains the analysis of the result of test and questionnaire.

Chapter V is the last part of this research. It consists of the conclusion of the research and suggestion.

CHAPTER II

REVIEW OF LITERATURE

This chapter deals with related Previous Studies, Teaching and Learning English, Teaching English to Young Learners, Teaching Vocabulary, Total Physical Response Method, The Use of Media, Action Research, and Theoretical Framework.

2.1. Previous Study

Before this research was done, several researches have been conducted on the same topic. The previous researches were from Limpad and Remawan. Research conducted by Limpad in 2011 entitled “The Implementation of Total Physical Response (TPR) in Teaching English to Young Learners at International Standard Primary School”. This study was a qualitative descriptive research while the writer’s study was a classroom action research. Limpad’s study aimed at describing the TPR practice and implementation in teaching English to young learners at SDN Bertaraf International Klipang. This study included the preparation, the activities in teaching-learning process, and the results of TPR practice and implementation to the fourth grade students. In other words, it only described the actual condition of TPR practice in teaching English to the fourth grade students (IVA, IVB, and IVC). It means that this study didn’t have purpose to improve something. Meanwhile, the writer’s study aimed to improve the learning activities that hopefully

affected to the improvement of students' interest in learning English vocabulary and students' mastery in vocabulary. The model of teaching that the teachers used in TPR practice was direct instructional model. The teaching media used in teaching-learning process of both researches was realia. From this study, Limpad found that the teachers prepared the lesson plan together as they conducted a team teaching strategy. They used TPR when they introduced new vocabulary and linguistic rules. The students were more excited and interested in English lesson. The teacher did not master the TPR method well; sometimes students could not focus on the instruction given by the teachers.

Another research has been conducted in the classroom. It was done by Remawan entitled "Improving Students Vocabulary Mastery Using Total Physical Response (A Classroom Action Research in the Fourth Grade of SDN 1 Wates in 2009/2010 Academic Year)". His research aimed to improve the students' vocabulary mastery while the writer designed an action research using the application of TPR method to teach vocabulary in the classroom. He focused on the improvement of students' vocabulary mastery because he encountered some problems in the classroom such as the students got difficulties in understanding their teacher's commands and classroom instructions because they lack vocabulary. Besides that, there was no interesting and challenging method in teaching – learning process. Meanwhile, the writer found ineffective teaching and learning process so that it had the impact on the students' interest in learning English vocabulary in the

classroom and students' vocabulary mastery. The writer's study aimed to find out the causes of that phenomenon and the effect of applying TPR method to teach English vocabulary in the classroom. Object of Remawan's research was grade 4 of elementary students while on the writer's research, 3rd grade students became the object of research. Both researches were conducted on 2 cycles and succeeded to improve the students' vocabulary mastery.

2.2. Teaching and Learning English

Language learning in this research is process-oriented. According to Krashen (1981) in Richard and Rodgers (2001:22), learning refers to the formal study of language rules and is a conscious process. Learning process brings the students to the mastery of foreign language, particularly English language. This mastery of foreign language is intended as a means of acquisition and advancement of science and technology (Huda, 1999:134).

Actually, English in primary schools is not a required subject, but local content subject of curriculum. It means that every single policy related to English subject in primary school is determined and developed by Provincial Office of The Department of Education and Culture. English lessons in the primary schools are intended to develop ability to understand simple oral and written. In other words, the objective of English instruction in the primary school is to develop basic receptive skills in oral and written.

Since English is not spoken by Indonesian communities, learners need to identify and use their own learning strategies to develop their skill (Huda,

1999:72). Learning strategy is a very important attribute to learners. Oxford (1990) in Huda's book (1999) defined learning strategies as actions. To define the choice of learning strategy, it seems to be associated with a specific language skill. Learning strategy for writing skill is certainly different from the strategy for speaking skill. Cameron (2001) explained that based on general language principles and research, language learners need models of language use, plentiful opportunities for repeated listening and to say the words or phrases, and feedback on production to improve fluency and accuracy. Besides learners, teachers also have responsible to create interesting ways of teaching English. Effective English teachers are those who can fluently use English for functional communicative purposes, especially for instructional purposes. With their good skill in communication, teachers can serve as a role model for the learners they teach. Hence, through the activities in the classroom guided by English teachers, learners can directly learn what their teachers say and do about the foreign language they learn. According to Cameron (2001:17), in foreign language teaching, there is teachers' responsibility to provide exposure to the language and to provide opportunities for learning through classroom activities. Since the learners are primary school students, teachers have such an important role along the classroom activities, especially on the teaching and learning of English words. From this point of view, the writer assumes that although English in primary school is only a local content subject of curriculum, skillful teachers are absolutely needed. Since teachers are model for kids in their classroom,

teachers must have good skill in communication in order to give instructional purposes to the learners.

2.2.1. Teaching English to Young Learners

Starting foreign language lesson at young age would have physiological advantages. Young learners tend to pick up a language easily, especially as far as oral ability is concerned. Research has shown that individuals learning a language at a young age can achieve near native pronunciation (Huda, 1999:160). Teaching young learners is different from teaching adults. In young learners' classrooms, teachers often talk a lot in the target language because they provide the language input. Pinter (2006:48) stated that young learners do not necessarily understand every word the teacher says but most of them will be able to work out the meaning from context, the gestures, and the visual aids. Cameron (2001) indicated that there are some differences between children and adult learners:

- a. Children are more enthusiastic and lively as learners. They keep following the activity even though they don't understand why or how
- b. They lose interest more quickly and are able to keep themselves motivated on tasks they find difficult
- c. Children often seem less embarrassed than adults at talking a new language

Moreover, in teaching children English, the teacher has to consider their characteristics. Scott and Lisbeth (1992) indicated some characteristics of children as follows:

- a. Children aged 8-10 are mature enough;
- b. They have a particular point of view;
- c. They are able to describe the difference between facts and fictions;
- d. They are curious of asking questions;
- e. They believe in what is said and the real world to express and comprehend meaning/message;
- f. They have distinct opinions about what they like and what they dislike;
- g. They are open to what happens in the classroom and begin asking a teacher's decision; and
- h. They can cooperate with each other and learn from others.

In addition, foreign language lessons give most of child's experience of the language in use. The activities that happen in classrooms create a kind of 'environment' for learning and, as such, offer different kinds opportunities for language learning. Below are suggestions from Musthafa (2010) to the teaching English to young learners so that it can go on as being expected.

- a. English is to be used all the time to ensure that children have relatively much exposure to English

- b. Print-rich environment in English should be in and around the classroom
- c. Teachers of English for young learners should use activity-based teaching-learning techniques such as total physical response (TPR), games, and projects
- d. Teachers of English for young learners should use various techniques for short periods of time to maintain the interest level of the children in engaging the English lessons
- e. Teachers of English for young learners should focus on functional English for vocabulary development, and for immediate fulfillment of communicative needs of the learners
- f. Teachers of English for young learners should reiterate often to ensure the acquisition of English expressions or vocabulary items
- g. Teachers of English for young learners should provide useful, acquisition-promoting routines

Based on the explanation above, the writer assumed that in teaching foreign language to young learners, teacher needs some strategies in order to make them keep feeling fun and enjoy learning English as a language they don't use in their daily activities. Teacher has to apply this language all the time as long as having interaction with the learners. Moreover, teacher has an important role in teaching children that are actually in beginning level. Brown (2001: 99) explained that beginning students are highly dependent on the teacher for models of language, and

so *teacher-centered* or *teacher-fronted* classroom is appropriate for some of classroom time. In order to make the students focus on the teacher as the center of teaching and learning process, the effective technique is pair work or group work. It also can get the students into an interactive frame of mind. Besides that, method of teaching and the appropriate materials for young learners also should become the attention of the teacher, such as using certain effective method for young learners and focusing on vocabulary learning or not make grammar as the priority one.

2.2.2. Teaching Vocabulary

People can speak English when they have enough memories of English vocabularies. It might be the reason for vocabulary teaching is important. Richards (1976:255-256) in Hunt and Beglar introduced some basic reasons for why improving vocabulary is important to be included into language teaching syllabus. The first one is that vocabulary development and improvement of each person are continually going on. Watts (1944:256) in Richards (1976) in Hunt and Beglar said that humans' brain capacity in absorbing a big number of vocabularies is so amazing. Some researchers showed that in average, a learner can memorize more or less 34 words in an hour (Hendrarti, 2010: 93).

The second one is that persons' knowledge about vocabulary meaning is related to the intensity that vocabulary to be used. The last reason is that a word can be associated to the other words. It means that it can help learners to improve their vocabulary. For those who improve their

vocabulary frequently, they must be ready to apply the language they learned in listening, speaking, reading, or writing skills. At all times, the school must emphasize understanding by teaching the proper use of words. Promoting the growth of writing, speaking, reading, and listening-vocabularies is the most important function of the language program in every classroom (Petty and Jensen, 1980: 285).

Learning vocabulary is related to remembering. In other words, it is about the workings of memory. Thornbury (2002) stated that it commonly happens that learners can retain new vocabulary during the lesson is going on but have forgotten them by the next lesson. It should make use of long-term memory which occupies a continuum from 'the quickly forgotten' to 'the never forgotten'. In order to ensure that material moves into permanent long-term memory, the teacher is better to consider about some principles that are relevant to vocabulary learning such as repetition which is memorizing new material through repeating rehearsal of the material; retrieval in which, for example, using the new word in written sentences; spacing, and motivation (Thornbury, 2002). Spacing here means that memory work is distributed across a period of time than to mass it together in a single block. Thornbury (2002:24) said that when teaching students a new set of words, for example, it is best to present the first two or three items, then go back and test these, then present some more, than backtrack again, and so on.

Vocabulary can be defined as a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. In language teaching terms, the development of words, the meaning and the links between them will be covered under the term Vocabulary (Cameron, 2001:23). Without an extensive vocabulary and strategies of acquiring new vocabulary, learners often find difficulties to make use of language learning opportunities around them, such as listening to native speaker, using the language in different context, or watching television. Webster (1972:246) explained some definitions of vocabulary,

Vocabulary is:

- a. A list of words and sometimes phrases usually arranged in alphabetical order and defined: a glossary, dictionary, or lexicon.
- b. All the words of a language
- c. All the words used by a particular person, class, profession, etc: sometimes, all the words recognized and used by him (in full, passive vocabulary)

Another important aspect of vocabulary learning is about repeating. Maintaining vocabularies is learned by the students through repeating in every single learning process. In line with the learning focus in primary school, which are oral and written skill, learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. Sokmen (1997) in Mc Carten (2007:21) revealed that researchers mostly agree that repetition is an important aid to learning. Besides that, Mc Carten (2007: 21) explained that reviewing vocabulary as soon as

possible in activities that have students actively recall and produce words rather than merely hear the words. In other words, vocabularies which are learned by the students will be stored in their memory when they are active to remember, say, and even write the vocabularies. It is possible to do those activities through rehearsals. Thus, the students not only see and hear the teacher's presentation.

2.3. Total Physical Response Method

Teaching method is a kind of method which is used in the interaction between teacher and students in order that students get the learning material comprehensively and can also reach the learning goal. According to Harmer (2001: 78), method is the practical realization of an approach and it includes various procedures and techniques as part of its standard fare. Richard and Rodgers (2001:26) indicated that the objectives of a method, whether defined primarily in terms of product or process, are attained through the instructional process, through the organized and directed interaction of teachers, learners, and materials in the classroom. In terms of procedure and technique, Harmer (2001:79) said that a procedure is an ordered sequence of techniques while Anthony (1963) in Brown (2001:14) defined technique as the specific activities manifested in the classroom that was consistent with a method and therefore in harmony with an approach as well. In addition, methods serve as a foil for reflection that can aid teachers in bringing to conscious awareness the thinking that underlies their actions (Larsen and Freeman, 2000).

There are many methods that can be applied for teaching foreign language. One of them is Total Physical Response. It is a method that is firstly developed by James Asher (1977). He defined TPR (Total Physical response) as a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress.

TPR method emphasizes vocabulary over other language areas (Larsen and Freeman, 2000: 115). This method is the most appropriate for elementary students. According to McLaughlin (1978) in Widodo's article (2005), basically, children are potential in acquiring and learning a foreign language, and even they learn it more quickly than those who are learning the foreign language after puberty. Using Total Physical Response method is effective to help the students to learn the target language because the students practice directly using the vocabulary in real context. By doing so, the students can develop the storage of the vocabulary in a short time. Besides that, Total Physical Response method also helps the children to understand and memorize linguistic input because the children use body movement as media in the process of learning. It is mentioned by Richard and Rodgers (1986: 92) that "The movement of the body seems to be powerful mediator for the understanding, organization and storage of macro details of linguistic input". There are some principles proposed by Larsen and Freeman (2000) when we observe Total Physical Response method being used in a class:

- a. Meaning in the target language can often be conveyed through actions. Memory is activated through learner response and the target language should be presented in chunks, not just word by word.
- b. The students' understanding of the target language should be developed before speaking
- c. Students can initially learn one part of the language rapidly by moving their bodies
- d. The imperative is a powerful linguistic device through which the teacher can direct student behavior
- e. Students can learn through observing actions as well as by performing the actions themselves
- f. Language learning is more effective when it is fun
- g. Spoken language should be emphasized over written language
- h. Students will begin to speak when they are ready

In addition, Widodo (2005) proposed some advantages of applying TPR method in teaching and learning process as follows:

- a. Learning through TPR is very memorable and assists the students to recognize phrases or words well.
- b. TPR is good for kinesthetic learners who are required to be active in the class
- c. Since TPR method employs actions in learning process, it is obvious that a lot fun is available there and learners certainly enjoy it. Hence, TPR is very effective for young learners.

- d. TPR involves both left and right-brained learning
- e. TPR works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the learners are able to comprehend and apply the target language.

According to Brown (2001: 30), typically, TPR heavily utilized the imperative mood because commands were an easy way to get learners to move about and to loosen up, i.e.: *Open the window, Close the door, Stand up, Sit down*, and so on. Thus, no verbal response was necessary. Larsen and Freeman (2000: 115) gave the reason for the use of imperatives that their frequency of occurrence in their speech directed at young children learning their native language. Since TPR concerns with commands, teacher has a role as the director of all student behavior while the students are imitators of teacher's nonverbal model (Larsen and Freeman, 2000: 113)

Actually, in TPR, students are invited to convey the meaning through actions and then practicing directly after observing the actions. It is in line with Asher's opinion about characteristics of TPR. For these characteristics, Asher focused on characteristics of first language acquisition which is written in Nunan's book (1991:244): "The child gets a vast amount of comprehensible input before beginning to speak. Young children comprehend language which is far in excess of their ability to produce. There is a lot of physical manipulation and action language accompanying early input".

According to Silver (2003:7), every TPR lesson needs to include three steps: 1) teaching/learning; 2) practicing or rehearsing; and 3) testing or

evaluation. During teaching and learning process, the teacher needs to act out the action that demonstrates her imperatives clearly and consistently, that is, when the teacher says, “Point to the door” she needs to accompany her words by pointing to the door herself. When rehearsing, the teacher needs to use the words and the actions of the imperative consistently. It was done in order to establish students’ understanding and confidence in their mastery of vocabulary through communication with action. The last step in TPR lesson is evaluation in which the teacher will be able to see if the students can unhesitatingly demonstrate what has been taught and practiced.

Nine new vocabulary items in one lesson are an average achievable goal (Silver, 2003: 7). Some students can learn more, some less.

Steps in the teaching, reviewing, testing, and evaluation procedures will soon tell the teachers about how many new vocabulary items their students can really master in one lesson. Teachers can increase the number of vocabulary items for an ambitious class by moving into a different topic area while for a slower class, teacher may needs only fewer vocabulary items.

(Silver, 2003:7)

Regarding that opinion, the writer assumed that teacher may need to list the vocabularies, may be in glossary, and support their meaning with pictures or real object, if it’s possible, to make the learning process run effectively.

2.4. The Use of Media

Kids have a relationship with anything about fun, playing, and some interesting stuffs. If they can find one of them or more in one condition, they

will be comfortable to keep staying. It is important for teachers to find such strategy to make the English class they handled is not boring, especially for young learners. One possible alternative way is using media. The definition of media is stated by Sadiman (2002), media is anything that can distribute message, idea, attention, and interest of students so that the learning process happens. For instance, teachers prepare some properties that can help them to make the class fun and the learning process is more effective. Teachers can use pictures to help learners feel easier to memorize the vocabulary taught.

Pictures as media are very useful for a variety of communication activities especially where they have a game. Language teachers use picture, as teaching aids, to explain language meaning and construction (Harmer, 2001). In some cases, pictures are one recognized way of representing a real situation. Pictures can help the students to associate what they hear with their real experiences. Pictures can help to prevent and correct misconception and they offer a stimulus to further study, reading, and research. For instance, in speaking skill, students can speak English more easily and feel more confident when some pictures are along with them. By using pictures during teaching and learning process, the teacher enables the students to be more active and it can implant good impression in students' mind.

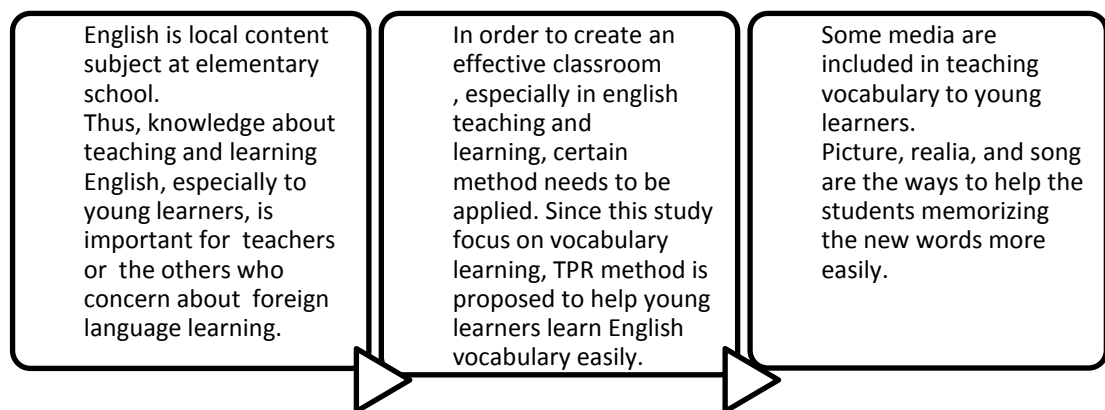
Other media that help the students in memorizing vocabularies they learned are song and realia. Some new vocabularies can be arranged to be a song through the lyric of popular song that the children familiar with. It is such a creative way which teacher can do. In addition, realia is also an

effective media for teaching vocabulary to the kids. Realia is one of strategies use of English language media. Presenting a set of concrete objects is to somehow illustrate or demonstrate them. This can be done by using real objects called realia. Teachers can use toys, such as dolls to present parts of body; classroom objects, such as tables, chairs, and posters; and if appropriate, teachers can bring real objects such as fruits, bottles, etc. Pinter (2006: 88) said that when presenting vocabulary to the youngest children, teachers can first introduce things they can see, feel, play with, touch, and experience every day; meaning can be made apparent without the use of the first language. After knowing the real object of the vocabularies, the student's skill can be developed by adding some sentences using the vocabularies that have been taught by the teacher. The use of realia is one of defining techniques of direct method. This kind of method has some characteristics such as only vocabularies that is taught and teaching concrete vocabularies using demonstration (included realia) while abstract vocabularies by associating some ideas (Tarigan, 1991).

2.5. Theoretical Framework

This research is about the application of teaching method to the young learners. The writer discussed about teaching and learning English in elementary school and gave some ideas about teaching young learners. Actually, English is local content subject in elementary school but skillful teachers are needed because it just takes a short time of meeting. Thus, an

effective teaching method needs to be considered as the way of improving learning process. In this case, the teacher applied TPR method proposed by James Asher (1977). The writer described clearly the characteristic and the application of TPR in detail. Since the focus of this research is on the vocabulary learning, the writer includes vocabulary teaching and the role of media in teaching and learning process. The detail explanation about action research is also included. It can be summed up that the theories covered in this study are theory of Teaching and Learning English, Teaching English to Young Learners, Teaching Vocabulary, Total Physical Response Method, The Use of Media, and Action Research. The writer makes it easier the readers to read the theoretical framework of the study as shown on the frame bellow:



CHAPTER III

RESEARCH METHOD

In this chapter, the writer discusses research subject, research procedure of pre-cycle, cycle 1, and cycle 2, instrument of data collection, data analysis, and schedule of the research.

3.1. Research subject

This action research was conducted at the end of October 2011 until March 2012 in the academic year of 2011/2012 at SDIT Al Kamilah, an Islamic elementary school in Semarang. The subject of this research was students of grade III totally 16 students consisting of 8 boys and 8 girls.

3.2. Research Design

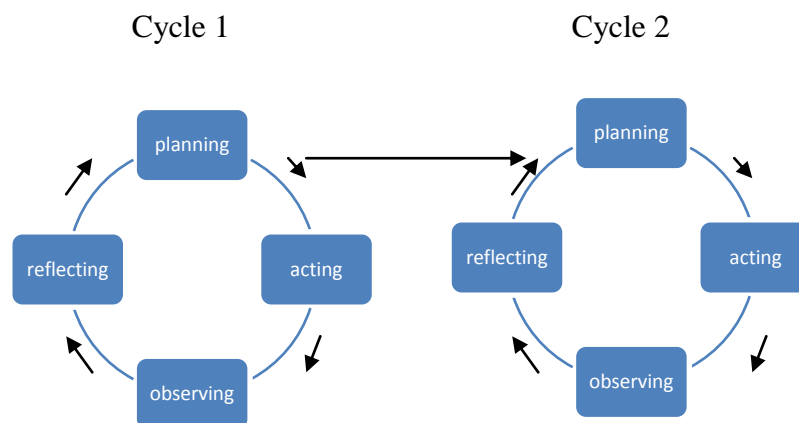
The type of this research is classroom action research. Action research is a strategic way to improve educational service that must be conducted in a classroom learning context and to improve quality of a whole school program. The aim of action research is to solve and improve learning practice in a class continuously. Action research is a way for teachers to continue growing and learning by making use of their own daily teaching experiences. According to Ferrance (2000), action research is a quest for knowledge about how to improve. It involves people workings to improve their skills, techniques, and strategies. In other words, it is not about why we do certain

things but rather than how we can do things better and how we can change our instruction to impact the students.

Ferrance (2000) introduced different types of action research that depends upon the participants involved. There are individual teacher research, collaborative action research, school-wide action research, district-wide action research. Since the writer is the teacher of the classroom observed in this action research, this research can be categorized as individual teacher research. This kind of action research only focuses on a single issue in the classroom that the teacher may be seeking solutions to the problems of classroom management, instructional strategies, use of materials, or students learning. Thus, the teacher collects data or may involve looking at the students' participation.

Kurt Lewin (1946) described the process of action research in form of spiral. It has four steps that form a cycle. They are planning, acting, observing, and reflecting. The design of action research according to Tripp (1996) in Subyantoro (2009) is as follow:

Figure 1
Action Research Cycle



a. Planning

In this phase teacher identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context.

b. Acting

The plan designed before is applied in this phase. Teacher gives the material by implementing the method in order to get the target of achievement.

c. Observing

Observation in action research is a kind of process of collecting data from the implementation of action in order to investigate how far the effect of action can reach the target. In order to produce successful observation, research instruments are applied here.

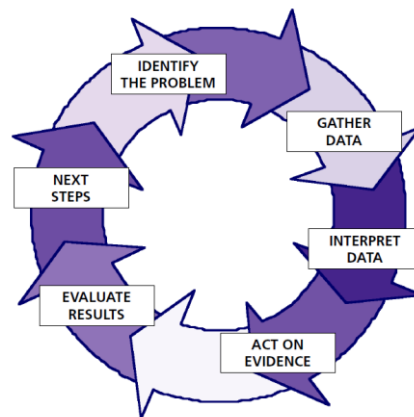
d. Reflecting

At this point, the teacher reflects on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue the researcher have explored more clearly.

Mills (2000) stated that in making action research a part of daily teaching practice, teachers need to familiarize themselves with the process and recognize how much action research they already do in their daily life as

a classroom teacher. Ferrance (2000) introduced five phases of inquiry that usually guide the routines in action research.

Figure 2
Action Research Phase



a. Identification of problem

In this phase, teachers often have several questions they wish to investigate. The problem to be studied may come from a feeling of discomfort or tension in the classroom. For instance, a teacher may be using the latest fashionable teaching strategy, yet not really knowing or understanding what or how kids are learning.

b. Collection and organization of data

Collection of data is an important step in deciding what action needs to be taken. The researcher may use several sources of data to create a better understanding of the scope of happenings in the classroom. The tools that are used for collection of data are as follows:

interviews	journals
portfolios	individual files
diaries	logs of meetings
field notes	video tapes
audio tapes	case studies
photos	surveys
memos	records – tests, report cards,
questionnaires	attendance
focus groups	self-assessment
anecdotal records	samples of student work, projects, performances
checklists	

The researcher can firstly select the most appropriate tools for the issue being researched. Use at least three sources of data for the basis of actions. Then the researcher can continue organizing the data in a way that makes it useful to identify trends and themes. Data can be arranged by gender, classroom, grade level, school, etc.

c. Interpretation of data

Analyzing the data is the major activity in this phase. Quantifiable data doesn't need statistic assistance to be analyzed while other data, such as attitude, checklist, and opinion, may be summarized in table form.

d. Action based on data

Action that has been planned before is carried out through using the information from the data collection and review of current literature. It allows the teacher to make a change and study that change. The most important thing is that there is only one variable be altered. While the new technique is being implemented, teacher can continue to document and collect data on performance.

e. Reflection

In this phase, teachers assess and evaluate the effect of the intervention to determine if the improvement has occurred.

As a result of the action research project, researchers identify additional questions raised by the data and plan for additional improvements, revisions, and next steps. Actually, action research can be a worthwhile pursuit for educators for a number of reasons. Accordingly, some educators prefer to do action research because it has some benefits as follows:

- a. Focus on school issue, problem, or area of collective interest
- b. Form of teacher professional development
- c. Potential to impact school change
- d. Reflect on own practice
- e. Improved communications

Ferrance (2000)

3.3. Research procedure

To create a better condition in teaching and learning process, the teacher used Total Physical Response method for teaching vocabulary. Besides that, the writer also used media that help her to make teaching and learning process was going on more effectively. In giving the score, the writer followed the instruction of *School Based Curriculum* or as known as *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. It has 100 as maximum score. The score was based on *Minimum Criteria Passing Grade (MCPG)* of the school in which 75 or 75% of total score is the passing grade of SDIT Al Kamilah.

Since this research was classroom action research that focuses on process improvement, the writer compared the result of this research in form of graph to show the improvement clearly. Besides comparative results, there is a statistical analysis proposed to show the significance improvement of the result. The writer is the English teacher of the research subject, she acted as the observer. However, the writer did not do the observation and evaluation lonely, she was helped by another English teacher in order to get the result as objective as possible.

In this case, the teacher used visual aid such as pictures and realia to attract students' attention. Sometimes, she also invited the students to sing the song containing related vocabulary. This research was carried out in two cycles but preceded by conducting pre-observation in the beginning of this research. The procedure of this action research is as follows:

3.2.1. Pre-cycle

The writer did pre-observation first in order to find out the significant problems happened in the classroom. The result of observation will be described in pre-action result. Besides that, the writer gave a pre-test in pre-action step. It was done to measure how far the students mastered vocabularies before being given a treatment.

3.2.2. Cycle 1

Cycle 1 was held from October to December 2012. The writer conducted 5 meetings in this cycle. The steps of cycle 1 are as follows:

a. Planning

The writer started to make some preparations such as composing learning material and lesson plans, preparing media and observation sheets, questionnaire form and making evaluation tests.

b. Acting

The writer, as the English teacher, started teaching using media such as realia, picture, and song and Total Physical Response method. Each meeting has four different topics that were taught to the students. The topics are “in the classroom, in the bedroom, in the bathroom, and in the kitchen”. The teacher taught the names of things found in those rooms and some activities that commonly done in those rooms.

c. Observing

This phase involves the writer, as also the observer, in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. The result of this observation became the data that would be analyzed.

d. Reflection

From the result of observation, the writer knew the strength and the weakness of the way of teaching vocabulary before this action research was done. In addition, the result of evaluation test in cycle 1 was not satisfying yet for the teacher, she decided to redesign new plan for the next cycle or, in other words, changed the strategy of teaching and did some revisions and enhancement in cycle 2.

3.2.3. Cycle 2

This cycle was held from January to March 2012. The teacher applied TPR method in 8 meetings. The steps of this cycle are as follow:

a. Planning

In cycle 2, the teacher redesigned new lesson plan and prepared the things that were needed for doing the action. Learning materials, media, and instruments such as observation sheet, questionnaire, and evaluation test were still used in this cycle.

b. Acting

For the cycle 2, the teacher taught using TPR method on the whole meetings. There were totally 10 topics taught in both cycle. The material included vocabulary connected with actions, grammatical item (in this case simple present tense), classroom language, and imperative form. Those materials covered some topics such as “food and drink, calendar, colors, greeting, in the living room” and the other ones that had ever been taught in cycle 1.

c. Observing

Observation during teaching and learning process was done from the first meeting to the last meeting in this cycle. Through this observation, the teacher could know the effect of the implementation of TPR method in teaching and learning process. After observing the students’ activity, the teacher then analyzed the data that had been collected and compared it to the result of observation on cycle 1.

d. Reflection

After applying TPR method totally in this cycle, the teacher gave evaluation test and then gave a post-test to measure how far the progress was resulted. The result of observation and the students’ vocabulary score was satisfying enough.

3.4. Instrument of data collection

To collect the data, the writer used some instruments as follow:

a. Observation

The objective of implementing this observation was to assess the students without their awareness of the observation so that the naturalness of their linguistic performance is maximized. The writer took some steps that were introduced by Brown (2004: 268) to carry out classroom observation:

- 1) Determine the specific objectives of the observation
- 2) Decide how many students will be observed at one time
- 3) Set up the logistics for making unnoticed observations
- 4) Design a system for recording observed performances
- 5) Do not overestimate the number of different elements that can be observed at one time
- 6) Plan how many observations that will be made
- 7) Determine specifically how the results will be used

Actually, Brown (2004) proposed the form of recording observation such as anecdotal records, checklists, or rating scales. The writer took the form of rating scales to record the observation. Brown (2004: 269) said that rating scales have also been suggested for recording observation. The type of rating scale used by the teacher was to indicate the frequency of occurrence of target performance on a separate frequency scale (Brown, 2004). There are five criteria that become the standard of

observation. The teacher observed the students' activity using the criteria below:

- 1) Following direction
- 2) Listening to the teacher
- 3) Accepting responsibility for action
- 4) Listening to peers
- 5) Responding appropriately to peers

Each of those criteria has its own frequency scale (always=4, most of the time=3, rarely=2, and never=1). To get the result of this observation, the teacher calculated the total score of each student based on that frequency scale. After that, the result was presented in form of percentage.

b. Test

In order to support the observation result, the teacher gave test from pre-observation until the end of this research. Vocabulary test was given to the students in the end of cycle 1 and cycle 2. It was done in order to evaluate the students' memory of the materials that had been given. The vocabulary test was based on the test proposed by Thornbury (2002). It was collocation test in which it simply tests the learner's ability to recognize the correct form (Thornbury, 2002:131). Meanwhile, the test that was used in pre-test and post-test requires learners to review vocabulary. It was given to the students in order to identify the progress of their vocabulary recall. The form of students' vocabulary progress test was

based on Silver's explanation (2003:26). Then, the results of these tests were compared.

c. Questionnaire

This questionnaire was given because the writer would like to support the data resulted from observation. The students were only asked to answer closed question. In other words, the students, which are still children, only answered *yes* or *no* from the three simple questions as follows:

- 1) Is learning English difficult?
- 2) Is memorizing English vocabulary difficult?
- 3) Is it boring learning English in the classroom?

Those questions helped the students to utter their opinion about teaching and learning process in cycle 1 and cycle 2. Moreover, the teacher got the information about students' opinion of what they felt during this research carried on.

3.5. Data analysis

In analyzing the data, the writer used a descriptive qualitative and a simple quantitative analysis to find the result. The writer analyzed the data of the result of observation, test, and questionnaire by describing the teaching and learning process and calculating the numeral result.

3.6. Schedule of the research

Month	Planning	Acting	Observing	Reflecting
October – December (Cycle 1)	√	√	√	√
January – March (Cycle 2)	√	√	√	√