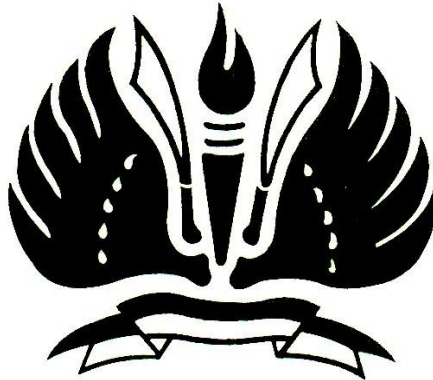


**IMPROVING VOCABULARY MASTERY THROUGH TOTAL  
PHYSICAL RESPONSE (TPR) METHOD AND ROLE PLAY**

*A Classroom Action Research at the Fourth Grades students of SDN 43 Kabupaten  
Kubu Raya Academic Year 2012*

**AN ARTICLE**

**BY**  
**FURY SYATRIANI**  
**F12107027**



**LANGUAGE AND ART DEPARTMENT**  
**TEACHER TRAINING AND EDUCATION FACULTY**  
**UNIVERSITY OF TANJUNGPURA**  
**PONTIANAK**  
**2013**

# **IMPROVING VOCABULARY MASTERY THROUGH TOTAL PHYSICAL RESPONSE (TPR) METHOD AND ROLE PLAY**

**Fury Syatriani, Endang Susilawati, Dewi Novita Sari**

English Education Study Program, FKIP UNTAN Pontianak

*email: syatriani27@gmail.com*

**Abstrak:** TPR dan Roleplay digunakan dalam penelitian ini untuk meningkatkan kosakata. Tujuannya untuk memahami makna kata, melatih penggunaan kata dan melatih pengucapan mereka, yang mana para murid dapat meningkatkan kosakatanya. Peneliti menggunakan metode Penelitian Tindakan Kelas. Ada 30 siswa di SDN 43 Kubu Raya yang diteliti. Dalam penelitian ini, hasil dari pembelajaran kosakata dengan menggunakan metode dari siklus pertama sampai siklus ketiga; dengan menggunakan metode TPR dari siklus pertama sampai siklus ketiga yaitu para murid menunjukkan peningkatan kosakata mereka khususnya dalam pemahaman arti kata ketika guru memberikan kata-kata kepada mereka. Mereka dapat menunjukkan kata-kata dengan merespon kata perintah. Kemudian mereka meningkatkan memori mereka dalam mengingat kata-kata ketika mereka melakukan aktivitas TPR. Dalam menggunakan Role Play, para murid menunjukkan peningkatan dalam praktis bahasa Inggris khususnya dalam pengucapan; mereka dapat menyebutkan kata-kata dengan pengucapan secara benar. Ini dapat disimpulkan bahwa method ini mampu meningkatkan kosakata para murid. (145 kata)

**Kata kunci: Mengajar kosakata, TPR, Role Play**

**Abstract:** TPR and Role Play used in this research were to improve the vocabulary. The aims were to understand the meaning of words, to practice using words and to practice their pronunciation, by which students can improve their vocabulary. The researcher used CAR method. There were 30 students at SDN 43 Kubu Raya that was observed. In this research, the result of learning vocabulary by using the methods from the first cycle to third cycle was the students showed their vocabulary improvement especially in understanding the meaning of words when the teacher gave the words to them. They can show the words by responding the command when they did TPR. In using Role play, the students also showed the improvement in practice English especially in pronunciation; they can pronounce the words correctly. It can be concluded that this methods were able to improve the students' vocabulary. (145 words)

**Key words: Teaching vocabulary, TPR, Role Play**

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because it is requirement for the learner in order to able to speak, write, and listen nicely. A person said to 'know' a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary we have to know the meaning of it and can use it in sentence context. Elementary students have to be initially introduced basic vocabulary. They have to know the meaning of English words, understanding the meaning and pronouncing the word correctly. Learning English vocabulary for the elementary students should be made fun. It means that the students should be made to feel relaxed and enjoyable during the learning process.

Teaching English to children, in this case is the elementary school student, should be different from that to adult. According to Harmer (2001: 38), young learners especially those up to the ages of nine to ten learn differently from older learners, adolescents, and adults. They easily get bored, losing interest after ten minutes or so.

Teaching English to the fourth grades students of elementary school means teaching the children at the age between nine and eleven years old. From this group (9-11), researcher can point out certain characteristics that she would be aware of and take into account in her teaching. Concerning teaching English vocabulary in SDN 43, it has been taught within lessons of speaking, listening, reading and writing. During the lesson, students use their own vocabulary and are introduced to new words provided by the researcher and classmates which they apply to classroom activities. However, as mentioned above the students have difficulties in vocabulary learning especially in pronouncing the words and understanding the meaning and also practicing using the words. Most of the students have difficulties how to pronounce the words correctly. They also lose many of some expression or words after they have finished their English class. There were only a limited number of those still being remembered. Therefore, the researcher needed to conduct a research by using an appropriate technique in order to get better result in teaching vocabulary in SDN 43 kabupaten Kubu Raya. Based on the explanation above, the researcher considers that learning vocabulary is important, because vocabulary is a basic of language learning. To support the teaching, the researcher also has to provide relevant some media to make the teaching and learning more interesting.

For helping students in learning vocabulary, the researcher used the total physical response (TPR) method and role play. It would help the students improve their understanding the meaning of words, practicing using words and pronouncing the words. Total Physical Response is a method developed by James J. Asher (1942), it is one of methods in teaching language that may support to realize the expected situation. Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. James Asher, a professor of psychology at San Jose State University, California, developed it in cited Richard and Rodgers, (1986: 87). Asher (1977) reports that TPR characterized by the association between language and actions. He notes that this method is closely related to the behaviorist psychology (where any physical action

is a behavior) because it integrates the action stimulus – response as support of the learning.

In T.P.R. the teacher and the students have the role by which the teacher plays an active and direct role, the students are the actors and the facilitator is the director of a stage play. According to Larsen and Freeman (2000:113) “the teacher is the director of all students’ behaviors”. The teacher purpose is to decide what to teach and select the topics for the class, use and present the new materials. In this case the students’ role as listeners and performers. They listen attentively and respond physically to commands given by the teacher. Learners are also expected to recognize and respond to novel combinations of previously taught items. They are required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak-that is, when a sufficient basis in the language has been internalized (Richard and Rodgers 2001: 76).

The materials play an increasing role, in later learning stages. For absolute beginners, lessons may not require the use of materials, since the teacher’s voice, actions and gestures may be a sufficient basis for classroom activities. Later, the teacher may use common classroom objects, such as books, pens, window and furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, slides, and word charts. Asher has developed TPR kits to students which are focused on the specific situations, such as at home, the school, and the classroom. Students can use it to construct the situation for example, “Put the book in the bag, please!” (Richard and Rodgers, 2001: 77).

Besides the teacher teach vocabulary by using total physical response to the students, the teacher also use the Role play in this activity. It hopes that the students improve their pronunciation in English more and making the teaching and learning were more interesting. According to Brown (2001: 183), "role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish." Brown suggested role-play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective.

Role Play is very important in improving students’ pronunciation because the students speak up in the activity process, when the teacher taught the material about thing in the classroom. The students did the TPR and Role Play activity. The role play was applying in the middle of activity. The teacher asked the students to act out as a teacher to say the commands and other students act out as a student to do the action of the commands.

From the explanation above it can be concluded that the total physical response method was focused on the listening that is the student listen the command regularly. It can help the students’ problem in understanding the meaning of words and also remembering of word in learning vocabulary. Then, role play focused on their practice speaking, that is the student say the command and the other student act out of the commands. It will help the student in practice their pronunciation

This research was conducted in SDN 43 Kabupaten Kubu Raya. It is located on Jl. Pramuka, Komplek Pondok Harapan Kita, Gg. Sekolah Kabupaten Kubu Raya. The

subject of research was chosen purposely in concern with their problem; they have particularly the ones related to vocabulary learning. Their problems were indicated by low score they got among their classes. Because of the writer's purpose is to improve vocabulary by using TPR and Role play, so the teacher teaches the fourth grades students of SDN 43 Kabupaten Kubu Raya especially Class B. It consists of 30 students. They are taken as the subjects of research after considering that the problems found in that class needed to be solved.

The purpose of this research was to help students improve their vocabulary especially in understanding the meaning of words, pronouncing the words correctly and practicing using the words. The writer supposed that TPR and Role Play could be effective way in improving students' vocabulary.

## METHOD

According to Cohen, Manion, and Morrison (2005: 226) "action research maybe used in almost any setting where a problem involving people, tasks, and procedures try out for solutions, or where some change of feature result in a more desirable outcome." Action research can be conducted in classroom setting. Then, it was called classroom action research. Classroom action research can be simply defined as the action research that was conducted in the classroom in which both the teacher and the student interact.

This action research used the cycle from which was based on what Kemmis and McTaggart (as cited in Burns, 2009:9) describes action research as a cycle of steps which consists of four steps: planning, acting, observing and reflecting. The figure of an extended of action research model was provided below:

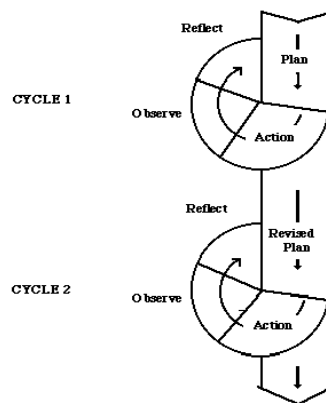


Figure 1 Cycle of Action Research

In order to make the circle above clear, below is the explanation of those steps:

1. Planning is related to the activity planning which is going to be held by in the classroom. It is about the lesson plan, material, technique, as well as task to improve the students' achievement; both in form of process and score.
2. Acting is the action after planning has been managed. It is when the technique, material and tasks are being held or applied.

3. Observing is to see how the activity is running; and to gather the data as the information to be assessed.
4. Reflecting is the stage to reflect how the research has been carried out; from the planning to the observation stage.

The researcher follows this cycle, and conducts the three cycles. The researcher plans an activity or some activities that can overcome the problems appear in the classroom. The teacher as a researcher has to do a treatment; that is by using the technique which is trusted as the powerful one to help the students for achieving a better result and process of learning.

The plan include the researcher' preparation before teaching learning activity such as lesson plan, teaching material, observations checklist table, interview and field notes. Based on the result of analysis and interpretation the data, the researcher arranged a preparation before doing the action which was steps of teaching within procedure of action and activities in implementation actions toward problem solving as have been planned. Then, prepare the media and facility which is needed in the classroom.

Acting was the implementation of the plan made by the researcher. In this step, the material that had been prepared in the lesson plan was presented to the students in the classroom. During teaching learning process, the researcher rolled as the teacher and applied the technique in teaching. The teacher applied step-by-step procedures in the lesson plan.

The following were the steps had been applied:

- 1) The researcher introduced the words to the students about the material by giving an examples in command expression;
- 2) researcher showed some pictures to students that related to the material;
- 3) The researcher said the commands as she herself performer the action.
- 4) The researcher said the command a both of teacher and students then perform the action.
- 5) The researcher asked the students to follow the command after the teacher.
- 6) After the students understood the material, the teacher asked to the students to response the command by teacher given;
- 7) The researcher gave the students some command related to the topic;
- 8) Researcher modelled the students how to pronounce the words correctly;
- 9) The researcher asked to the students to give command to other students;
- 10) Researcher exposed the students to practice the Role Play in pairs;
- 11) The researcher as the director and asked the students acted out as the teacher and other students acted out the students in Role Play activity.
- 12) Teacher monitored the students and revised their mistakes during practice;
- 13) Finally, the researcher assessed the students' test to measure the strength and weakness of TPR and Role Play activities.

In observation, the researcher observed their activity and their result in using TPR and Role Play. The researcher focused on some aspects whether; the students engage or not in the activities instructed by the teacher; the implementation of TPR and Role Play well applied or not. In understanding the meaning of words, they can or not showing the thing of the words and in practicing using the words, they can or not to use

the word by responding in TPR activity. After that, in using role play, they can or not to pronounce the word correctly in TPR activity. The aspects above were included in the observation. It covered the well-prepared points to be observed. Besides, field notes as a tool that was used to record important things happen which was not presented in the observation checklist, including the obstacle that were found as well as the probable solution to overcome. The test was used to record the students score in achieving vocabulary understanding. In this test, there were two tasks that students had to full fill. The students had to give commands to other students and give response the command and act out in front of the class. The first task was the test to measure their pronunciation and second tasks was the test to measure their comprehension in understanding the meaning and remembering of certain words. There were ten sentences of command that the students were going to act out.

Observation checklist table is a form of table that consists of the actions of the student to watch in order to notice the atmosphere of the class. The researcher did this research by paying attention to the subject of research. Observation checklist table was used to observe the students behaviour during the using of TPR and Role Play. The result of the observation was recorded in an observation checklist table and field note in order to notice how effective the using of TPR and Role Play to increase students' vocabulary. Field notes was used to notes the students behaviour and everything happen in the classroom that out of the observation checklist table. It recorded the meanings that students attach to their behaviour, how they interpret situations, and what their perspectives were on the process of teaching and learning. Interview was used in observation before doing the research. The participants were the English teacher and some students in that class. The writer asked about the problems that happened in teaching learning process.

In observation the teacher and the research should involved in the observation in teaching and learning process. That observation was aimed to get the feedback to solve their problem in vocabulary. The researcher recalled all the information which provided the bases for the revised plan for the next cycles. From the process of teaching learning the researcher gets some important feedback. The feedback is very important in re-planning the next action. It can change a certain action or add some more actions in order to improve the teaching learning process. The followings are steps of action research. Each cycle has been evaluated to find out whether the process in the classroom runs based on the planning. The researcher continued to the next cycle to get better result. In addition, the process always determines the success. Thus, it is necessary to provide the indicators of success to be the standard of the students' achievement to know how far the action that is given can solve the problems or improve the quality of the teaching-learning process.

They are:

- a. All students reach KKM (Kriteria Ketuntasan Minimum); that is 60.
- b. More than 80% of students can improve their individual score.
- c. If all of these indicators are fulfilled, it means the research is successful and the cycle will be stopped. It is because the researcher has solved the problems.

In order to give the solutions to the research problem, the data will be collected by triangulation method. Cohen, Manion, Morrison say (2000: 112) say: ‘Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior’. The writer will use observation and students’ works as the technique of data collecting. The observation is done by the teacher and the collaborator. It is recorded in filed note. The students’ works is the achievement test and then the writer calculates the mean score.

To analyze the data, the researcher elaborated the data that was taken from the vocabulary tasks as the primary data and the observation as the secondary data which is called by triangulation. Triangulation is the process of relating or integrating multiple sources of data in order to establish their validity and reliability.

1. Students’ Score

Each response has its own scale to score. This is described by using the formula:

**Table 1**  
**Criteria of Students’ score**

Description	Criteria	Score	Score Level
<b>Understanding the meaning of words</b>	- Correct mention a thing in 3 words	<b>100</b>	<b>100</b>
	- Correct mention a thing in 2 words		<b>80</b>
	- Correct mention a thing in 1 words		<b>40</b>
	- Correct mention a thing in 0 words		<b>20</b>
<b>Pronunciation</b>	- Correct giving command in 4 words	<b>100</b>	<b>100</b>
	- Correct giving command in 3 words		<b>80</b>
	- Correct giving command in 2 words		<b>60</b>
	- Correct giving command in 1 word		<b>40</b>
	- Correct giving command in 0 word		<b>20</b>
<b>Practicing using words</b>	- Correct giving response in 3 words	<b>100</b>	<b>100</b>
	- Correct giving response in 2 words		<b>80</b>
	- Correct giving response in 1 word		<b>40</b>
	- Correct giving response in 0 word		<b>20</b>
<b>TOTAL</b>		<b>30</b>	<b>100</b>
		<b>0/3</b>	

As the next step, observation checklist and the field notes will be elaborated. The result of the students’ score is supported by the field notes and observation checklist. These are the ways the triangulation works in this research.



## FINDING AND DISCUSSION

### Finding

After conducting Total Physical Response and Role Play for three cycles, the students' vocabulary was improved, especially understanding the meaning words, pronouncing the words and practicing to use words in commanding. Moreover, the process in the classroom activity also improved from the second cycle to the third cycle. In doing TPR method in the first time the students get confused to follow the command that the teacher given because they still did not know how to say command or giving responding. Firstly, the teacher given the model as example to students followed the TPR activity until they felt they can do that. When the student giving the command to the others student sometime they got difficult in pronounce the word, and in responding the command, the student also get the confused to respond that commands. For next meeting the teacher did practice their pronunciation by saying the words and the students followed the teacher say. If they were ready to speak, the teacher did the TPR and role play activity. This activity, the teacher measured their understanding, remembering and pronouncing their English words.

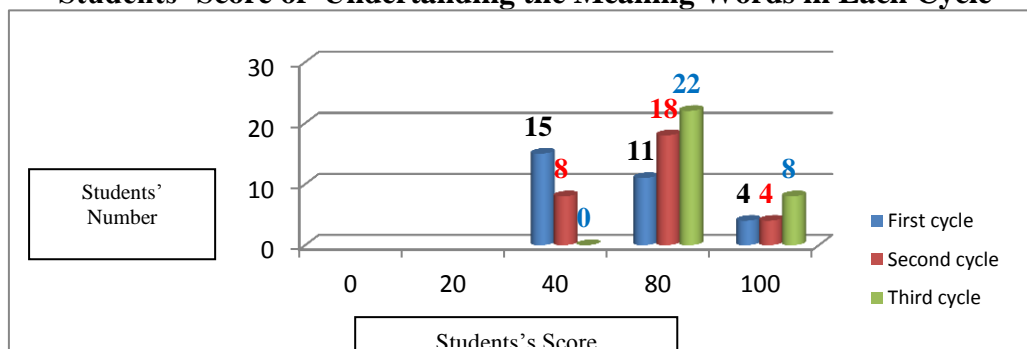
Below is the further explanation of each improvements:

#### 1. Understanding the Meaning of Words

This research the students have to mention the name of the thing in learning the vocabulary based on the material that the teacher taught. In the first cycle, the students still did not know the name of the thing, such as; table, chair, white board, pen, book, eraser and clock. They still did not know that meaning words, for example; when the researcher asked the student to show the eraser, some students still showed the wrong thing. After the researcher knew the problem of those students, the researcher and the teacher did the second cycle. In second cycle, the researcher did TPR method to help them. In TPR method, the researcher as a model to show the right things in the right words, example; the researcher said that "Go to door!" so the researcher going to the door while showing the thing that is door. After that the researcher did to the students. In the last cycle, most of students have already known the meaning of words from TPR method. Here the chart of score in each cycle to show the students' improvement.

**Chart 1**

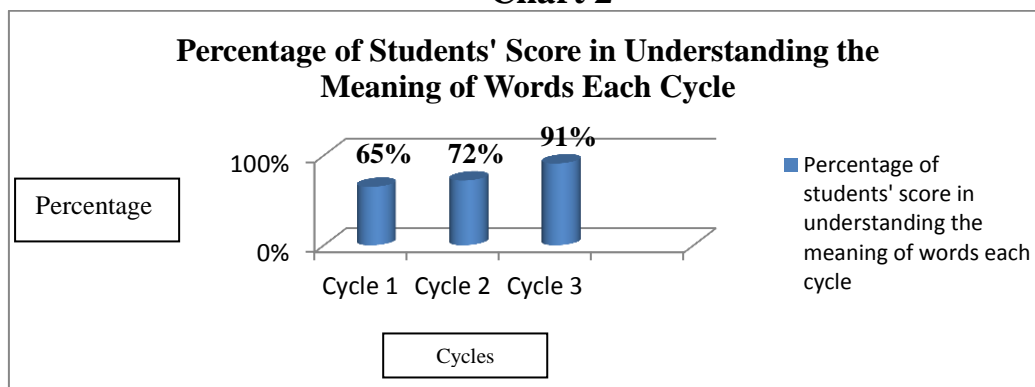
**Students' Score of Understanding the Meaning Words in Each Cycle**



From the chart analysis of every cycle, in understanding the meaning words the score of students in first cycle to third cycle are; in first cycle there are 15 persons got score 40 point, 11 persons got score 80 point, and 4 person got 100 point. In second cycle there are 8 persons got 40 point, 11 persons got score 80 point and 4 persons got score 100. In the third cycle there are 22 persons got 80 point, and 8 persons got score 100 point.

The percentage of students' score in understanding English words also applied in the chart;

**Chart 2**



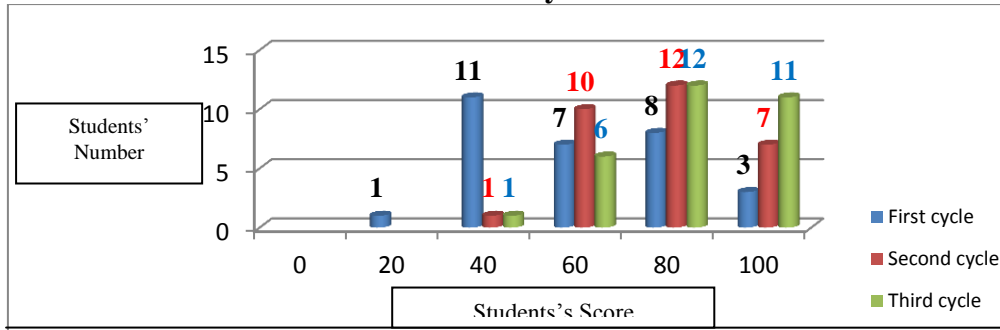
From the analysis of every cycle, the teacher and the collaborator conclude that; in the first cycle the percentage students' score was 65%. In the first cycle, the lesson and the method that the students learnt was in the first time so that the student really ready to answer the question. In the second cycle the percentage students' score was 72%. Besides, the students felt enjoy able in doing the task. In the third cycle, the percentage students' score was 91%.

## 2. Pronouncing the English words

In teaching learning process, the researcher also did the process in three cycles. The process of first cycle, the researcher gave the model to students in saying the commands, such as; the researcher said that "open the book please!" then the researcher repeat the word "book" (bŪk) in correct pronounce. After that the researcher asked to students to follow her. In fact, the students felt difficult to pronounce the right words. In the second cycle, the researcher still kept practice the words until they can pronounce the word correctly. The researcher did the technique that was giving the list of commands after that the teacher said the command and act out. The researcher asked some students to follow what the teacher act out. In the third cycle, the students did the role play with the other students, one students act out to give the command and the other students act out as giving response. The result was satisfied because the students feel enjoy in doing the activity.

The improvement of students' pronunciation score in giving the command of English words applied in the chart;

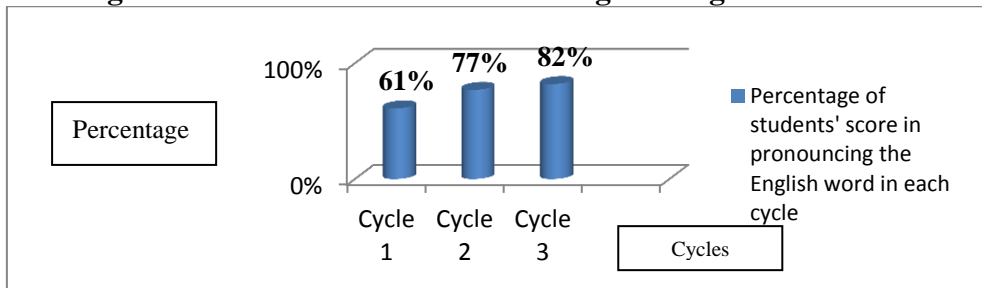
**Chart 3**  
**Students' score of pronouncing the English words in each cycle**



From the chart analysis of every cycle, in pronouncing the words the score of students in first cycle to third cycle are; in first cycle there are 1 person got score 20 point, 11 persons got score 40 point, 7 person got 60 point, 8 persons got score 80 point and 3 persons got score 100 point. In second cycle there are 1 person got 40 point, 10 persons got score 60 point, 12 persons got score 80 and 7 persons got 100 point. In the third cycle there are 1 person got 40 point, 6 persons got score 60 point, 12 persons got 80 point and 11 persons got 100 point.

The percentage of students' pronunciation score in giving the command of English words also applied in the chart;

**Chart 4**  
**Percentage of Students' Score in Pronouncing the English Word in Each Cycle**



From the analysis of every cycle, the teacher and the researcher conclude that; in the first cycle the percentage students' score was 65%. In the first cycle, the lesson and the method that the students learnt was in the first time so that the student really ready to answer the question. In the second cycle the percentage students' score was 72%. The students were felt enjoy in doing the task. In the third cycle, the percentage students' score was 91%.

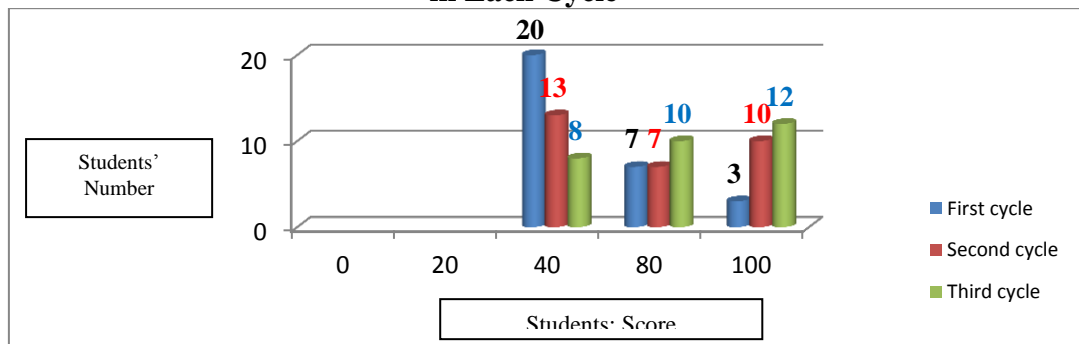
**3. Practicing using the words**

In this research, there are three cycle in process of learning vocabulary to achieve the goal in vocabulary learning especially in using word. In the first cycle, the process of learning vocabulary was not affective because they did not response correctly. The problem was about they not enough the vocabulary in learning vocabulary. When the researcher said the command "go to the window!" there were

some students going to the door and some students just did anything. In the second cycle, the researcher gave the picture to help the students to guess the words. In this learning, the researcher do the TPR method and role play to make the students enjoy in the learning. The researcher did as a model to do the activity first, and then the students followed her. The researcher showed the pictures while say the command and do.. In the third cycle, the researcher did the same technique that was showing the pictures again. In this learning vocabulary, the students were more effective than previous cycle.

The improvement of students' score in remembering English words applied in the chart;

**Chart 5**  
**Students' Score Pactice Using the Words in Responding Commands in Each Cycle**

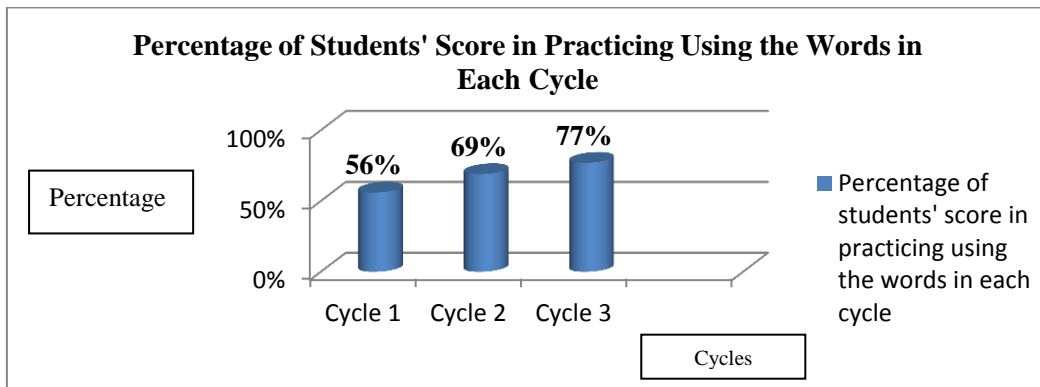


From the chart analysis of every cycle, in practicing using the words the score of students in first cycle to third cycle are; in first cycle there are 20 person got score 40 point, 7 persons got score 80 point and 3 person got 100 point. In second cycle there are 13 person got 40 point, 7 persons got score 80 point and 10 persons got score 100. In the third cycle there are 8 persons got 40 point, 10 persons got score 80 point and 12 persons got 100 point.

From the analysis of every cycle, the teacher and the collaborator conclude that; in the first cycle the percentage students' score was 55%. In the first cycle, the difficult to remembering the vocabulary that the teacher given. In the second cycle the percentage students' score was 69%. The students were felt enjoy in doing the task. In the third cycle, the percentage students' score was 77%.

This improvement was strengthened by the percentage of students who pass the KKM, as described in the following chart:

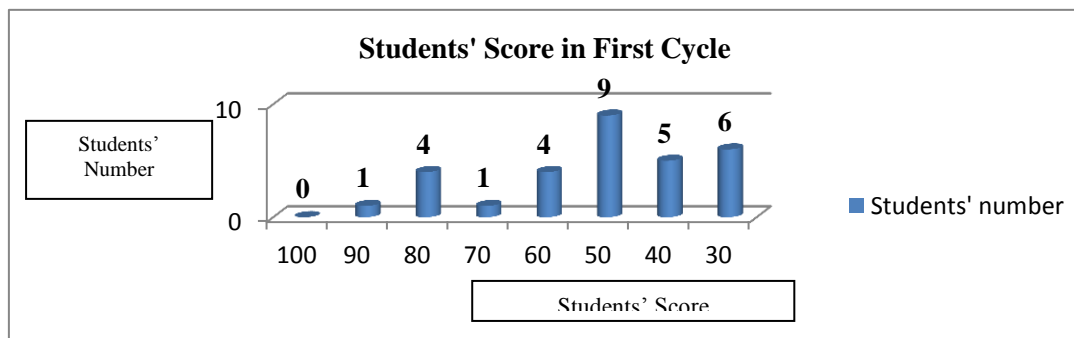
**Chart 6**



**1. Students' score**

The researcher evaluated them by giving a test in the first cycle. There were 10 items in the form of command lists. This test was applied in the Role Play activity in TPR Method that the students act out the action in the classroom. The result score in the first cycle was 6 students got 30; 5 students got 40; 9 students got 50; 4 students got 60; 1 student got 70; 4 students got 80 and 1 students got 90. The scores applied in chart 1 below;

**Chart 7**



Based on the indicator of success, this result was still unsatisfying. While correcting the students' answer sheet, both the teacher and the collaborator found many words of command that they did not know the meaning, they were still confuse when response the commands, and also their pronunciation were still speaking English in the first language.

In conclusion, there were many problems occurred in the first cycle. However, the students' achievement of the test is categorized poor. It can be seen from the result of the test in the first cycle. The mean score of students' test was 52 although, it was not a very good result, it gave a good signal for the beginning.

The mean score of students' test in the third cycle:

$$M = \frac{1550}{30} = 52$$

The percentage of students who passed the KKM (Kurikulum Ketuntasan Minimum):

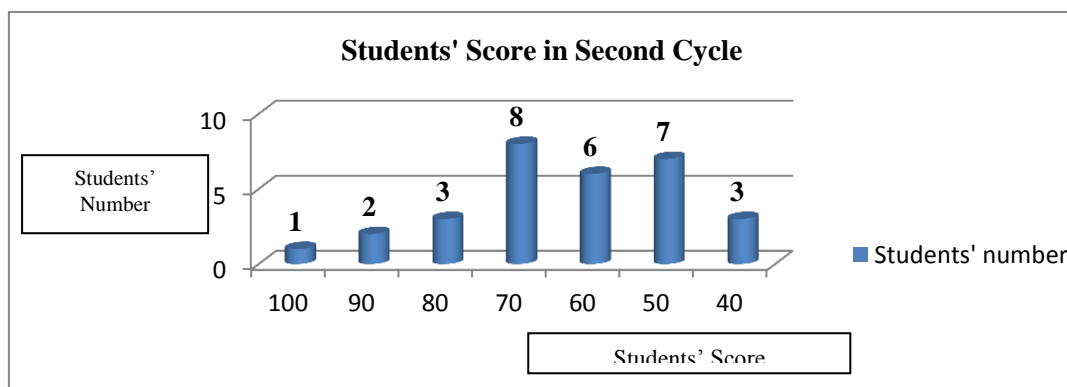
$$T = \frac{10}{30} \times 100\% = 33\%$$

The percentage of students' achievement of each question was presented as follow: Based on KKM (Kriteria Ketuntasan Minimum) of English subject is this school, 33% of students passed the criteria and 67% of students were still below the criteria. It means that the total students who had passed the criteria of KKM were 10 students of 30 students.

Based on the reflection in first cycle, the teacher taught about things in the classroom. In the learning, the teacher planned to show pictures to students and act sample commands, it would help students to remember the meaning of words. The teacher also trained the students to practice pronunciation of word correctly. In trained the pronunciation, the teacher as a model and give the example first.

After the teaching and learning process in the second cycle, the teacher gave the oral test to evaluate the students. There were 10 items that include; pronouncing, responding, and commanding. The result score in the first cycle was 3 students got 40; 7 students got 50; 6 students got 60; 8 students got 70; 3 students got 80; 2 students got 90 and 1 students got 100. It can be show in the chart 2:

**Chart 8**



In conclusion, the problems occurred in the second cycle were not as much as in the previous cycle. Besides, the students' achievement of the test was categorized into average. It can be seen from the result of the test in the second cycle. The mean score of students' test was 61. The mean score of students' test in the second cycle:

The mean score of students' test in the second cycle:

$$M = \frac{1830}{30} = 61$$

The percentage of students who passed the KKM (Kurikulum Ketuntasan Minimum):

$$T = \frac{21}{30} \times 100\% = 70\%$$

Based on the indicator of success, this result was satisfying. The average of the students' achievement in the second cycle is 61. According to the criterion as

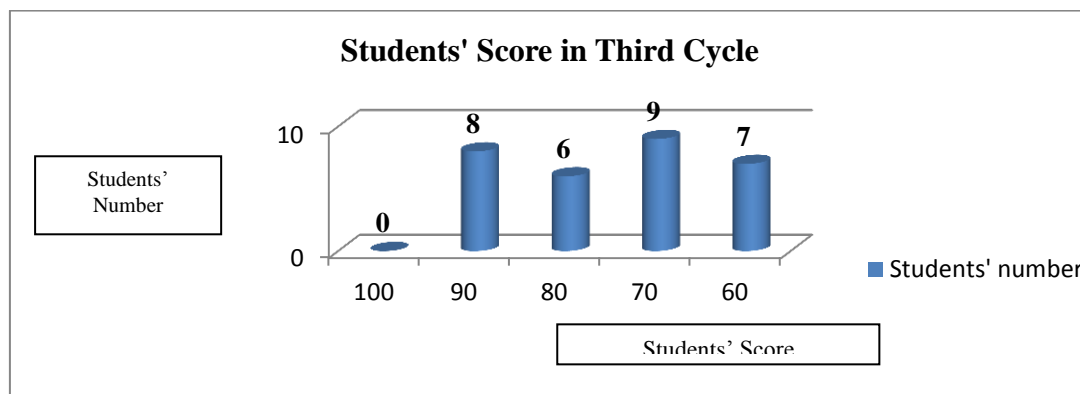
stated in the chapter three, it can be said that the second cycle was more successful since the result was better than in the first cycle.

The percentage of students' achievement of each question was presented as follows: Based on KKM (Kriteria Ketuntasan Minimum) of English subject was this school, 70% of students passed the criteria and 30% of students were still below the criteria. There were 21 of 30 students had passed the criteria of KKM. It means that there were some improvements in the second cycle.

Based on the reflection in cycle 2, the teacher showed the pictures again related the topic. It would help students in remember the word and also learnt how to pronounce the words correctly. In cycle 3, the teacher implemented the things in the classroom and parts of body materials in Total Physical Response and Role Play activity.

The result score in the first cycle was 7 students got 60; 9 students got 70; 6 students got 80 and 8 students got 90. It can be show in the chart 3:

**Chart 9**



According to the criterion as stated in the chapter three, it can be said that the third cycle was more successful since the result was better than in the second cycle. In conclusion, the students' achievement of the test is categorized into good. It can be seen from the result of the test. The mean score of students' test was 75.

The mean score of students' test in the third cycle:

$$M = \frac{2250}{30} = 75$$

The percentage of students who passed the KKM (Kurikulum Ketuntasan Minimum):

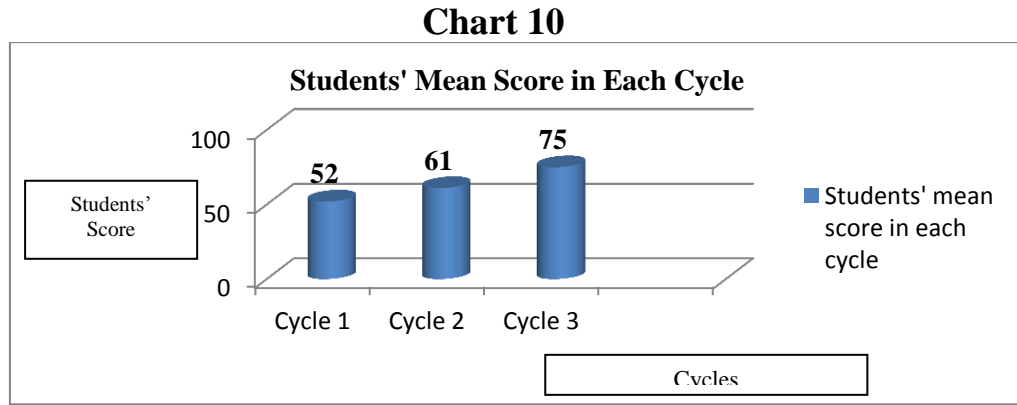
$$T = \frac{30}{30} \times 100\% = 100\%$$

The percentage of students' achievement of each question was presented as follows: Based on KKM (Kriteria Ketuntasan Minimum) of English subject is this school, all of students passed the criteria of KKM. It means the improvement was a lot better in the third cycle.

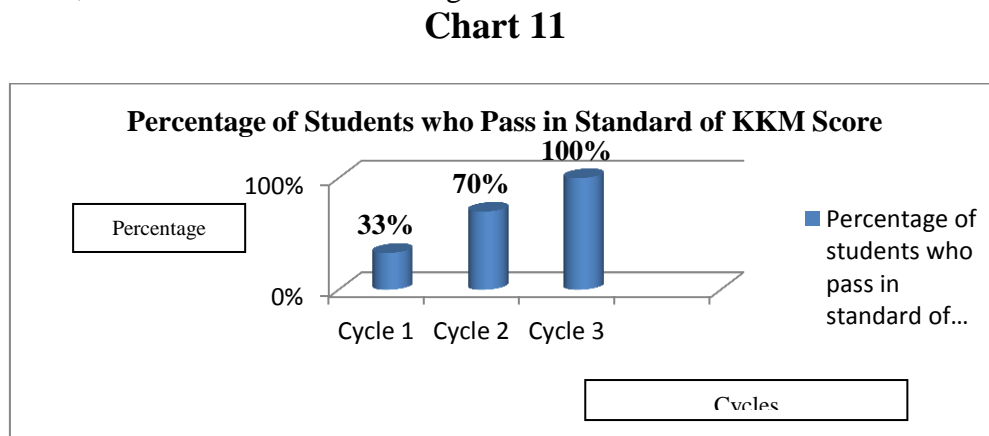
## 2. Students' mean score

From the analysis of every cycle, the teacher and the collaborator conclude that; in the first cycle the mean students' score was 52. In the second cycle the mean students' score of percentage was 61 and in the third cycle, the mean students' score was 75.

The mean students' improvement in vocabulary can be seen clearly in the following chart:



This improvement is strengthened by the percentage of students who pass the KKM, as described in the following chart:



In this chart, there is a significant improvement of the students who passed the standard minimum score (KKM). In the first cycle, the percentage is only 33%, in the second cycle, the percentage improves to 70%, Meanwhile, in the third cycle is 100%. This happens because in the third cycle more students understand the lesson.

In this research there were three problems, such as; understanding the meaning English words, remembering English words and pronouncing English words. Now the writer divided to be three parts to show the students' improvement in learning vocabulary using Total Physical Response and Role play.



## **Discussion**

This classroom action research was conducted in three cycles. Each cycle consisted of planning stage, acting stage, observing stage, and reflecting stage. The acting stage was conducted in one meeting (2 x 40 minutes) that was performed during the teaching-learning process. While doing teaching-learning process, the researcher as collaborator to observe what was happening in the classroom and to take some notes. The presence of collaborator was to minimize the subjectivity of the researcher while interpreting the data. The data was collected in the form of students' oral test, observation checklist table, field notes and interview.

In the first cycle, the students spent most of the whilst-activity doing the TPR activity. Some students kept active in that activity. The problem of class management made the teaching-learning process went less optimally. The inconvenient classroom settings, where the troublemakers and killjoys gathered at the back seats, made the teaching-learning process become uncomfortable to join in. However, some students who got involved in the teaching-learning process seriously showed their interest to learn.

In addition, the students did not really understand the instructions given by the researcher. When the researcher did TPR and Role Play to the students, they felt excited to do the activity. When the students were doing activity of TPR, some students did not know the meaning of the word. Thus, it was difficult for them to understand. That was why the researcher had to guide them and it took long time until they practice the command to their partner. When the students were doing Role play activity, there were still some students who did not active in that activity. The students were busy with their own business like chat with their friends and sit silently. Thus, as soon as those problems occurred, the researcher immediately approaches them, and then asks them to get involved into the activity. The students also felt shy to speak up in English, it made the process run slowly. While the students were doing those activities some students made some noise, so that researcher need to work hard in monitoring and guiding the students. In this first cycle, only ten students who passed the KKM

In conducting the second cycle, the researcher still gave the same material like in first cycle, but the researcher provided pictures and say the words to help students easily to remember, guessing the meaning of words and to help students in solving pronunciation. Those additions made students easier in doing the activities. In the second cycle, students began to understand instructions from the researcher and the steps that they should do in TPR and Role Play. Students did not make some noise like in first cycle. In TPR activity, Students still remembered some words within the text given by teacher before so they can response the command by the teacher response and also gave the command to other students. But there were some students who were not doing the activity actively, some look sleepy and some chat with their friends, the researcher immediately warned them. When the students were doing simple role play, only a few students found difficulties in pronounce the word. The result of the second cycle was satisfactory from the first cycle due to the numbers of students who passed the KKM increased from ten students in first cycle to twenty one students in second cycle. However, some students still found difficulties in determining the correct

pronounce and the percentage of students who reach the KKM was still 70% so that the researcher continued to third cycle.

In this cycle, the teacher and the collaborator applied some strategies to overcome those problems. The teacher rearranged the students' seats so that the troublemakers and the killjoys did not gather to make noise. Moreover, the teacher provided TPR activity and Role Play with clearer instructions so there were no more students who asked the teacher to repeat the instructions as happened in the first cycle. The students felt more enjoyable during doing the activity in the second cycle and showed the sense of togetherness. In the post-activity, all students could finish the test and the teacher could give a chance for the students to share their difficulties during the teaching-learning process and then the teacher concluded the materials.

In the third cycle, the researcher also showed the pictures related the topic; the communication between students and researcher was very good. Students paid attention to the researcher's explanation and followed the researcher's instructions. The students followed the activities actively and they did not make some noise. In the third cycle, the mean score obtained was 75%, where all of students successfully passed the KKM. It was satisfying for the teacher.

In conclusion, from the result of analysis, the research finding of the research was TPR method helped the student to improve their vocabulary in understanding the meaning word, and practicing using the words, but it was monotone and made the students boring easier. So that Role play activity has combined in TPR method to make the learning more interesting and felt enjoy. Role Play activity also help the students in their pronunciation. So that methods can improve their vocabulary. Thus, the action hypothesis has been predicted is proven.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the result of the analysis in the previous chapter, the writer concluded that: The students' progress during the teaching and learning activity by using Total Physical Response is better. The students' mastery in English vocabulary can be improved. Most of the students said that the activities in teaching and learning process using TPR and Role Play could help them in pronunciation of learning speaking; they also help the students in understanding the word and remember the words easily. The result was the students' motivation in learning English was increased. These kinds of activities are very necessary for the students and they expected that the program is given regularly and continuously.

### **Suggestion**

Based on the conclusion above, the writer would like to offer some suggestions, they are: Using Total Physical Response in teaching English vocabulary is recommended for English teachers, especially for the elementary school teacher to attract the students' interest and motivation in learning English. The teacher should provide some relax and enjoyable activities in the classroom especially in teaching vocabulary. In this case the using of Total Physical Response and Role Play are highly recommended. The teacher

should be selective in choosing the appropriate technique and the media used for the students in teaching vocabulary to increase their skill as well as their motivation in learning vocabulary. When using the TPR and Role Play for teaching vocabulary, the teacher should be ready with any situation that may occur during the process of learning. For instance, when doing TPR activity the students often make some noise. Thus, the teacher has to handle them well.

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