

**THE USE OF TOTAL PHYSICAL RESPONSE METHOD TO  
IMPROVE THE STUDENTS' VOCABULARY ACHIEVEMENT  
(A Classroom Action Research of the Fourth Grade of SD Negeri  
5 Suwawal at the Academic Year 2017/2018)**



**A THESIS**

**Submitted in partial fulfillment of the requirements  
for the degree of Sarjana Strata 1 (S.1)  
Faculty of Tarbiyah and Educational Science Islamic  
University of Nahdlatul Ulama Jepara**

by

**FINANDA RENDIS  
131320000018**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF TARBIYAH AND EDUCATIONAL SCIENCES  
ISLAMIC UNIVERSITY OF NAHDLATUL ULAMA JEPARA  
2018**

## ADVISOR'S APPROVAL

*Assalamu'alaikum Wr. Wb.*

After I analyzed and revised, with this approval I send your thesis document:

Name : FINANDA RENDIS  
NIM : 131320000018  
Program : Department of English Language Education  
Title : **THE USE OF TOTAL PHYSICAL RESPONSE TO  
IMPROVE STUDENTS' VOCABULARY  
ACHIEVEMENT**  
(A Classroom Action Research of the Fourth Grade of SD  
Negeri 5 Suwawal at the Academic Year 2017/2018)

This thesis has been approved by the advisor and ready to be persistent in front of the board examiners in program Sarjana Strata 1 (S1) for Department of English Language Education of Islamic University of Nahdlatul Ulama (UNISNU) Jepara.

*Wassalamu'alaikum Wr. Wb.*

Jepara, 23<sup>rd</sup> of March 2018

Advisor,



**Taufiqurrohman, S.S., M.Hum.**  
NIY. 480061614158



**UNIVERSITAS ISLAM NAHDLATUL ULAMA (UNISNU) JEPARA**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

- > Program Studi Pendidikan Agama Islam (PAI)  
Akreditasi BAN-PT : Peringkat B  
Nomor : 192/SK/BAN-PT/Ak-XVI/S/IX/2013
- > Program Studi Pendidikan Bahasa Inggris (PBI)  
Akreditasi BAN-PT : Peringkat B  
Nomor : 1697/SK/BAN-PT/Akred/S/II/2017
- > Program Studi Pendidikan Guru PAUD (PGPAUD)  
Ijin Penyelenggaraan Keputusan Menristekdikti RI  
Nomor : 247/KPT/I/2016
- > Program Studi Pendidikan Guru Sekolah Dasar (PGSD)  
Ijin Penyelenggaraan Keputusan Menristekdikti RI  
Nomor : 470/KPT/I/2016

**PAGE OF APPROVAL**

Title of Thesis :  
**THE USE OF TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE THE STUDENTS' VOCABULARY ACHIEVEMENT (A CLASSROOM ACTION RESEARCH OF THE FOURTH GRADE OF SD NEGERI 5 SUWAWAL AT THE ACADEMIC YEAR 2017/2018)**

Name : **FINANDA RENDIS**  
Registration Number : 131320000018  
Place and Date of Birth : Jepara, 07 Juli 1995  
Faculty : Tarbiyah and Teacher Sciences  
Department : English Language Education

This thesis has been approved by the board of examiners of Tarbiyah and Teacher Sciences Faculty of Islamic University of Nahdlatul Ulama Jepara on:

**March 29th 2018**

and can be accepted as one of the requirements for acquiring Sarjana Pendidikan degree of English Language Education Department.

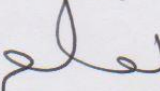
Jepara, March 29th 2018

Board of Examiners,

Chairperson

  
**Drs. H. Mahalli, M.Pd.**

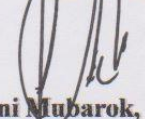
Secretary

  
**Taufiqurrohman, SS., M.Hum.**


Examiner 1

  
**Drs. H. Mahalli, M.Pd.**

Examiner 2

  
**Husni Mubarak, M.Pd.**

Advisor

  
**Taufiqurrohman, S.S., M.Hum**

## DECLARATION OF NON-PLAGIARISM

The undersigned below:

Name : Finanda Rendis  
NIM : 13132000018  
Study Program : Department of English Language Education

I declare full and responsibility that my thesis which I wrote as the requirement for the Degree of Sarjana (S1) of Islamic University of Nahdlatul Ulama' is my own writing and never be proposed as the requirement for the Degree of Sarjana in the other university.

If there is a sentence on my thesis that I cited from other researcher, I really had wrote the resources clearly by using the rule, principle and ethic in the scientific writing.

So, I am ready to get sanction from faculty of Tarbiyah and Education Science UNISNU Jepara of the next day is found the untruth in this statement.

Jepara, 22<sup>nd</sup> of March 2018



**Finanda Rendis**  
NIM. 13132000018

## **MOTTO**

*There is no limit of struggling.*

## DEDICATION

*This thesis is dedicated to:*

♥ *My beloved father and mother, Mr. Muhdi and Mrs. Suriyanti*

♥ *My beloved husband, Muhammad Fahnuruddin Khafid*

♥ *My lovely brother, Ahmad Muhlis Saifullah*

## ACKNOWLEDGEMENT

*Alhamdulillah.* Praise to God the Merciful and Charitable, because of God is guidance, blessing, and affections. The researcher can finish the final project. In this occasion, the researcher also would like to express sincere gratitude to:

1. Dr. Sa'dullah Assa'idi, M.Ag., The Rector of Islamic University of Nahdlatul Ulama Jepara, who gave permission to me to conduct this study.
2. Drs. H. Mahalli, M.Pd., The Decan of Faculty of Tarbiyah and Educational Science of Islamic University of Nahdlatul Ulama Jepara, who gave permission to me to conduct this research.
3. Taufiqurrohman, S.S., M.Hum., as my advisor who had provided invaluable guidance, support, corrections, suggestion, and encouragements in completing my final project.
4. All lecture at the English Education Department of Faculty Tarbiyah and Educational Science of Islamic University of Nahdlatul Ulama Jepara, who have taught, motivate, and given guidance during the writing this thesis.
5. Eliya Anis Noor, S.Pd.SD., as the headmaster of SD Negeri 5 Suwawal for the permission to the writer to do observation and research.
6. The writer's students at SD Negeri 5 Suwawal, especially the fourth grade students, thank you for corporative during the teaching learning process. I love you all.
7. The writer's mother (Ibu Suriyanti) and he writer's beloved father (Bapak Muhdi) for giving praying, suggestions, love, and supports.
8. The writer's Husband (Muhammad Fahnuruddin Khafid) and he writer's lovely brother (Ahmad Muhlis Saifullah) who always gives love and motivation to finish my final project.
9. The writer's best friends, Farikhah Nur Akhirin, Hermin Rindayani, Hafidlotun Nadhifah, Anis Jariyati, Aulia Afni Wisdayanti, Faridatul Riana, Afi Auliyatun Nafi'ah, thank you for everything we have done together. Let's remember the first time we met.

10. The big family of English Education Department 2013, especially A1 that cannot mention one by one. Thanks for the unforgettable moment.

The writer realizes that final project is still far from perfect. So the writer would like to expect some suggestion and criticizes for the improvement.

The Writer,

Finanda Rendis



## TABLE OF CONTENTS

PAGE OF TITLE.....	i
ADVISOR’S APPROVAL .....	ii
PAGE OF APPROVAL .....	iii
DECLARATION OF NON-PLAGIARISM.....	iv
MOTTO.....	v
DEDICATION.....	vi
ACKNOWLEDGMENT.....	vii
TABLE OF CONTENTS.....	ix
LIST OF FIGURES .....	xi
LIST OF TABLES.....	xii
LIST OF APPENDICES .....	xiv
ABSTRACT .....	xv
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem .....	2
1.3 Objectives of the Study .....	2
1.4 Significances of the Study .....	2
1.5 Thesis Organization .....	3
CHAPTER 2. REVIEW OF RELATED LITERATURE.....	4
2.1 Previous Study.....	4
2.2 Teaching to Young Learner.....	6
2.3 Vocabulary.....	7
2.4 TPR .....	8
2.5 Research Hypotheses .....	10
CHAPTER 3. RESEARCH METHOD .....	11
3.1 Setting of the Research.....	11
3.2 Subject of the Research .....	12
3.3 Research Design.....	12
3.4 Method of Data Collection .....	14
3.5 Method of Data Analysis.....	16

CHAPTER 4. RESEARCH FINDING AND DISCUSSION .....	18
4.1 Introduction .....	18
4.2 The Description of the Research.....	19
4.3 Research Finding .....	44
4.4 Discussion.....	44
CHAPTER 5. CONCLUSION AND SUGGESTIONS.....	48
5.1 Conclusion.....	48
5.2 Suggestions.....	48
BIBLIOGRAPHY.....	50
APPENDICES.....	52

## LIST OF FIGURES

Figure 4.1 Result of Questionnaire .....	44
--	----

## LIST OF TABLES

Table 3.1	
The Schedule of the Research .....	11
Table 3.2	
Method and Instrument of Data Collection.....	14
Table 4.1	
Time Allocation Cycle 1 .....	20
Table 4.2	
Teaching Material Cycle 1 .....	20
Table 4.3	
The Improvement of Pronunciation Aspect (Cycle 1).....	28
Table 4.4	
The Improvement of Spelling Aspect (Cycle 1).....	28
Table 4.5	
The Improvement of Meaning Aspect (Cycle 1).....	28
Table 4.6	
The Improvement of Grammar Aspect (Cycle 1).....	29
Table 4.7	
Time Allocation Cycle 2 .....	31
Table 4.8	
Teaching Material Cycle 2 .....	31

Table 4.9	
The Improvement of Pronunciation Aspect (Cycle 2).....	36
Table 4.10	
The Improvement of Spelling Aspect (Cycle 2).....	37
Table 4.11	
The Improvement of Meaning Aspect (Cycle 2).....	37
Table 4.12	
The Improvement of Grammar Aspect (Cycle 2).....	38
Table 4.13	
The Improvement of Students' Vocabulary Skill by Using TPR.....	39

## LIST OF APPENDICES

Appendix 1	Students' Observation Checklist .....	52
Appendix 2	Students' of Fourth Grade of SD Negeri 5 Suwawal .....	57
Appendix 3	Floor Plan of Fourth Grade Students .....	58
Appendix 4	Syllabus .....	59
Appendix 5	Lesson Plan .....	68
Appendix 6	Pre-Test Blueprint .....	92
Appendix 7	Post-Test 1 Blueprint .....	93
Appendix 8	Post-Test 2 Blueprint .....	94
Appendix 9	Instrument of Pre-Test .....	95
Appendix 10	Instrument of Post-Test 1 .....	101
Appendix 11	Instrument of Post-Test 2 .....	107
Appendix 12	Students' Score of Pre-Test .....	113
Appendix 13	Students' Score of Post-Test 1 .....	114
Appendix 14	Students' Score of Post-Test 2 .....	115
Appendix 15	Pre-Test and Post-Test Analysis .....	116
Appendix 16	Instrument of Questionnaire .....	117
Appendix 17	Result of Questionnaire .....	118
Appendix 18	Photographs .....	127

## ABSTRACT

Finanda Rendis. 2018. **The Use of Total Physical Response to Improve Students' Vocabulary Achievement (A Classroom Action Research of the Fourth Grade of SD Negeri 5 Suwawal at the Academic Year 2017/2018)**. English Education Department, Islamic University of Nahdlatul Ulama Jepara. Advisor: Taufiqurrohman, S.S., M.Hum.

*Keywords: Total Physical Response (TPR) Method, Young Learner, Vocabulary*

The research of this thesis was conducted at SD Negeri 5 Suwawal on the fourth grade students. The researcher would like to know the students' improvement in learning vocabulary in teaching by using Total Physical Response (TPR) method. The research objective are: (1) to know whether the students' achievement in learning vocabulary before using Total Physical Response (TPR); (2) to know whether the students' achievement in learning vocabulary after using Total Physical Response (TPR); and (3) to know whether Total Physical Response (TPR) can improve the students' achievement in learning vocabulary. There were some students' problems that the researcher found. The problems were about students' ability in mastering aspects of vocabulary and also the students' study habits. In this research, the researcher conducted classroom action research (CAR) as the type of the research. The researcher used both of qualitative and quantitative approaches in the data collecting. In this case the instruments are written and spoken test, questionnaire, observation and documentation. The researcher used Miles and Huberman in analyzing qualitative data. There are data reduction, data display and conclusion drawing/verification. The quantitative data displayed in description with allowed a simple calculation. The result of the research, the researcher proved that Total Physical Response (TPR) can improve the students' achievement in learning vocabulary at the fourth grade students of SD Negeri 5 Suwawal at the academic year 2017/2018. The result followed by the the student improvement in the four aspects of vocabulary. In the pronunciation aspect, the students' mean score increased from 5.33 in the pre-test to 6.22 in the post-test 1 and increased again to 7.28 in the post-test 2. In the spelling aspect, the students' mean score increased from 6.50 in the pre-test to 8.39 in the post-test 1 and increased again to 8.72 in the post-test 2. In the meaning aspect, the students' mean score increased from 7.22 in the pre-test to 7.83 in the post-test 1 and increased again to 8.50 in the post-test 2. In the grammar aspect, the students' mean score increased from 4.17 in the pre-test to 4.78 in the post-test 1 and increased again to 8.11 in the post-test 2. In general, the students' mean score increased from 5.81 in the pre-test to 6.81 in the post-test 1 and increased again to 8.15 in the post-test 2. The students' improvement also seen by the students' study habits. The students enjoyed the vocabulary learning process so much. They were more active and aware in study, especially English.