

## **CHAPTER 4**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter the implementation of action research is discussing by the researcher. This chapter consists of introduction, the description of the research, and discussion. Introduction contains of the students and classroom situation. The description of the research explains the implementations of actions in the field of the research. The discussion contains the implementation of action in depend on some experts' theories.

#### **4.1 Introduction**

Vocabulary is the basic thing that the students in the elementary school should have. There are four aspects that the students should mastery in order to be good in vocabulary. There are, pronunciation aspect, meaning of words aspect, spelling of words aspect, and grammar in context aspect. If the students' mastery those four aspects, it would be very useful to help them master in English.

Depending on the result of observation, questionnaire and pre-test, the researcher found some problems. Some students still low in mastering pronunciation and grammar in context aspects. It is proved by the result of the students' mean score in that aspects was still low. The students' mean score of pronunciation was 5.33, while the students' mean score in grammar in context was 4.17. The students needed a suitable method which can be improved that aspects. The students also bored, because the previous meeting the researcher used conventional media. The teacher was as a lecturer. The teacher wrote many vocabularies and asked the students to memories a lot of words. Some of the students were being stressed. The students disliked a passive learning process. The students wanted an interactive media. The student also needed a motivation to study. The students would have been study with their awareness.

Based on the problems above, the researcher want TPR could improve and change that situation. The method is suitable with the students wants. Hopefully, TPR would make the classroom atmosphere changed to be active by cooperative learning process between the researcher and the students.

## 4.2 The Description of the Research

### Cycle 1

#### a. Planning

Depending on the problems above, the action research is aimed at improve:

- 1) Vocabulary achievement in for aspects. Consists of pronunciation aspects, meaning of words aspects, spelling of words aspects, and grammar in context aspects.
- 2) The students need a method and media which support an interactive learning process.
- 3) The students need motivation in learning English, especially in mastering vocabulary.

After did the observation, the researcher prepared some instruments which needed to teach the students which have been target of the research. The research prepared materials, lesson plan and students' tasks. The research also checked the devices like LCD projector before and after entered the classroom.

Based on the discussion with the principal of SD Negeri 5 Suwawal, the researcher proposed to did some actions. In this cycle, the researcher planned five meetings. First meeting planned to conduct a pre-test. The pre-test planned to know the students' weak in learning vocabulary. The pre-test conducted on 2 February 2018. It is about 60 minutes. Then, the second to fourth meetings planned to give the treatment by the researcher to the students. Each meeting consists of three stages of activities. There are opening, main activity, and closing. The researcher allocated the time 90 minutes in every meetings. Finally, the researcher planned the fifth meeting for having the post-test. The post-test is intended to measure the students' improvement in vocabulary achievement by using TPR. The researcher also planned some aspects in doing the research. There are time allocation, teaching materials and etc. The explanations of that aspect described as below.

#### 1) Time Allocation

In this first cycle, the researcher conducted five meetings. Because the researcher got a limited time, she have been so maximal in using the time. The researcher planned the time allocation as below.

*Table 4.1 Time Allocation Cycle 1*

No	Time	Activities
1	2 <sup>nd</sup> February 2018	Pre-test
2	3 <sup>rd</sup> February 2018	The First Meeting
3	9 <sup>th</sup> February 2018	The Second Meeting
4	10 <sup>th</sup> February 2018	The Third Meeting
5	16 <sup>th</sup> February 2018	Post-test 1

## 2) Teaching Material

The researcher also established the materials related to the curriculum. The materials of each meeting explained as below.

*Table 4.2 Teaching Material Cycle 1*

No	Meeting	Topic of Teaching
1	1 <sup>st</sup>	Preposition
2	2 <sup>nd</sup>	Feeling
3	3 <sup>rd</sup>	Part of Human Body

### b. Acting

The action of applying TPR was conducted on the lesson plan that had been prepared before. The researcher work by own herself. In this case, she has been the observer and also as the teacher. The topic which used in this cycle was about "Preposition". This cycle was conducted in three stages, there are opening, main activity, and closing.

#### A. First Meeting (Pre-Test)

##### 1) Opening

The Pre-test was conducted on 2<sup>nd</sup> February 2018. The test started at 11.30 a.m. First, the students entered the classroom. Then, the researcher greeted and checked the students' attendance. Because the students never did the test before, the researcher also explained a little explanation about the pre-test. It was aimed at measure the students' ability about vocabulary. After gave some explanations about the rules of the test, the researcher also distributed the worksheet test to all the students in that classroom.

##### 2) Main Activity

After getting the worksheet, the students wrote down their name and absent number. They did the test individually. They forbidden to cheat and worked with each others during the test. The test was about pronunciation of words, spelling, understanding the meaning of words, and the use of words grammar in context.

### **3) Closing**

After the time was over, the researcher collected the students' worksheets. Then, the researcher checked whether all the students have been collected their work or not. Thus, the researcher asked about the students' feeling. They felt so pessimistically, because they could not did it well. After that, the researcher told about the materials and activity for the next meeting. They looked very enthusiastic. To close the meeting, the researcher and the students closed by praying together. Finally, they got out the classroom one by one.

## **B. Second Meeting**

### **1) Opening**

The lesson started at 11.30 a.m. on 3<sup>rd</sup> February 2018. The researcher greeted and checked the student attendance. In order to stimulate the students' ideas, the researcher asked some questions related to the topic. The topic in that day was about "Preposition".

### **2) Main Activity**

#### **Pre-activity**

First, the researcher asked some questions about preposition of something around the classroom. Some of the students tried to answer, but they used Bahasa Indonesia. After that, the researcher told and explained what they were going to learn. The researcher explained that they had to accepted all the rules during did the assignment until the end of the lesson.

#### **Activity**

After giving some explanations, the researcher practiced a simple song used hand which was related to the topic of that have been explained above. The researcher practiced, "In front of, behind, between, in front of, behind, between". Then, all the

students followed it. They practiced together until they fluent in sang that song. Some of the students asked, “Miss, artinya in front of itu apa?”. The researcher answered, “In front of artinya di depan”. It showed the improvement of the students I learning vocabulary. After that, the students worked using things around the classroom. Individually, they wrote the position of that things using preposition that they had been learned. Student asked, “Berarti, the pencil is between the ruler and book, begitu ya miss?”. The researcher answered, “That’s correct!”. They were very interested practiced and wrote the sentences down in their worksheet.

### **Post Activity**

After almost 20 minutes, the researcher told the students stop their activities. Then, they presented their work in front of the classroom one by one. The researcher told them to write their words in whiteboard and pronounced that sentences. Usually, some of them felt shy presented their own work in front of the classroom, but that day they were very fun practiced all the activities. It proved that, they wanted to master the materials that they had learned and did the best as best as they can did. They looked also happy competed with each others.

### **3) Closing**

After conducted the post-activity, the researcher reviewed the materials that they had been learned. The students pronounced the words which were erased by the researcher one by one. The students are that pointed by the researcher also pronounced the word individually. Then, the researcher asked some questions as the form of reflected their activities in that day. The researcher asked, “Are you happy today?”. The students answered, “Yes, I am very happy!”. Before closed the lesson, the researcher reminded the students to study what they had been learned at home. The closed the lesson by prayed together and said good bye with each others.

### **C. Third Meeting**

#### **1) Opening**

About 11.30 a.m. on 9<sup>th</sup> February 2018. The third meeting held. The researcher entered the classroom and greeted the students. Then, the researcher not forgot to check students' attendance. After that, the researcher continued the materials in learning vocabulary using TPR. The researcher asked some questions to remind the students about the materials before.

#### **2) Main Activity**

##### **Pre-Activity**

In the beginning of the lesson, the researcher presented a simple expression of feeling. The researcher practiced which were followed by all the students. The researcher also explained how to express their feeling with said, "I am happy !", or I am sad !". Then, the researcher divided the students in pairs. Each pairs practiced depending on the researcher instructions. Once expressed, then once said what kind of expression that their pairs did.

##### **Activity**

The students very enthusiastic practiced the expression of their feeling with their pairs. After about 15 minutes, the researcher asked them to practice in front of the classroom. The researcher called the students one by one. The student who was in front of the classroom practiced one of expression of feelings. After that, the friends on seat answered what feeling was he/she expressed. It was very interesting.

##### **Post-Activity**

At about 12.00 a.m, the researcher stopped the activities. Then, the researcher asked the students to present their worked in front of the classroom in pairs. They presented one of the expressions of feeling. Using the expression and also said the sentences. The researcher called all the students one by one until they have been presented their worked in front of the classroom. The researcher also checked and corrected their pronunciation,

spelling, meaning, grammar and also synchronous with their expression whether it was correct or not.

Then, the researcher gave an explanation about simple present tense. The researcher also gave them some examples related to the topic in that day. After that, the researcher asked the students to write it down in their book.

### **3) Closing**

After conducting the post-activities, the researcher checked the students' vocabularies about feeling. The researcher said some of vocabularies and the students translated in Bahasa Indonesia. They were very interesting with that activity. They have been very understood about the materials. It proved by they were fluency said the meaning of the word.

Then, the researcher asked some questions like, "What is your feeling?" the students answer, "I am happy!". It was showed that the researcher did a little reflection. Before closed the meeting, the researcher reminded the students to study at home about the materials that have been learned in that day. Last, they closed the lesson by prayed together as they did it usual.

## **D. Fourth Meeting**

### **1) Opening**

The lesson started at about 11.30 a.m. on 10<sup>th</sup> February 2018. The researcher entered the classroom, greeted, and checked the students' attendances. The researcher also checked the students' memories about the materials before. The, the researcher brainstormed the students by asked some questions related to the topic in that day. The topic in that day was about "Part of Human Body".

### **2) Main-Activity Pre-Activity**

In this meeting, the researcher gave the students different media in delivering the materials. The researcher played an interesting video related to the topic in that day. The students were very happy, because they never watched it before. The researcher

explained that the students not only should remember all the part of body in the video, but also known the march.

### **During the Activity**

Before the researcher replayed the video again, the researcher gave an instruction to the students. The researcher and the students followed and practiced the video. The students looked very fun doing the learning process. In this time, the researcher introduced some vocabularies related to the topic. The researcher also gave examples how to pronounce the vocabularies correctly.

### **Post-Activity**

After that, the researcher asked the students once by once to come in front of the classroom to write down some vocabularies that they have been learned depending on the video that the researcher given. Then the researcher divided the students in to pairs. The students did the march depending on the researcher's instruction. For example the researcher said, "Touch your friend nose!", "Touch you friend cheek!". The classroom changed very yell.

### **3) Closing**

As usual, the researcher reviewed and reminded the students about the materials in that day. The researcher said some vocabularies. Then, the students answered with meaning in Bahasa Indonesia.

After that, the researcher asked about the students feeling in that day. They full of happiness. The researcher did not forget to remind the students to study at home about feeling and part of body. It was because for the next meeting, they would have post-test. For closed the meeting the students prayed together and said good bye with their friends.

## **E. Fifth Meeting (Post-Test)**

### **1) Opening**

At about 11.30 a.m. on 16<sup>th</sup> February 2018 the post-test started. After all students entered the classroom, the researcher

greeted and checked the students' attendance. The researcher also checked the students' preparation. Then, the researcher explained some rules of the post-test. The researcher distributed the students' worksheet.

### **2) Main Activity**

The students did the test by their own self. They did not allow cheat or discuss with each others. The test was intended to measure the students' improvement in learning vocabulary by using TPR. The test was about pronunciation of words, spelling, understanding the meaning of words, and the use of grammar in context.

### **3) Closing**

After about 30 minutes, the researcher asked the students to collect their worksheet. The researcher checked the students' worksheet whether they have been collected their worksheet or not.

Then, the researcher asked about the students' feeling. They were very happy. The researcher told them about the next materials. They looked very curious. The meeting closed by prayed together as usual.

### **c. Observing**

The researcher used observation and the result of post-test in implemented this cycle to measure the students' improvement in learning vocabulary using TPR. The researcher conducted the observation as long as she taught the students.

There were fourth aspects that the researcher improved. There were the pronunciation of the words, the spelling of the words, meanings of words and use of words grammar in context. In this cycle, there were five meetings. In the first meeting, the researcher used to have pre-test. The second to forth meetings, the researcher used to deliver the materials by using TPR to improve the students' vocabulary achievement. The last meeting in this cycle, the researcher conducted the post-test 1.

From the result of the post-test, the researcher found a significant improvement. It proved by the mean score of the post-test increase than the mean score of pretest. The mean score of post-test was 6.81, while the

mean score of the pre-test was 5.81. The comparison of the result of the pre-test and post-test 1 improvement of pronunciation aspect can be seen in the tables as follow.

*Table 4.3 The Improvement of Pronunciation Aspect*

Aspect	Pronunciation	
	Pre-test	Post-Test 1
Sum of the Score	96	122
Sum of the Students	18	18
Students' Mean Score	5.33	6.22

From the action of the second to fourth meeting that was conducted by the researcher, there was an improvement in pronunciation aspect. The result of the mean score of pronunciation aspect was definitely not too bad. The students' mean score increase about 0.89 from 5.33 to 6.22.

The second was the improvement of spelling aspect. The improvement can be seen from the table below.

*Table 4.4 The Improvement of Spelling Aspect*

Aspect	Spelling	
	Pre-test	Post-test 1
Sum of the Score	117	151
Sum of the Students	18	18
Students' Mean Score	6.5	8.39

According to the table above, the researcher found a significant improvement of spelling aspect. The students' mean score improved from 6.5 to 8.39. The students improved to be better than before in spelling the words. The next improvement was about the meaning aspect. It can be seen from the comparison of the students' mean score from pre-test and post-test as below.

*Table 4.5 The Improvement of Meaning Aspect*

Aspect	Meaning	
	Pre-test	Post-test 1

Sum of the Score	130	141
Sum of the Students	18	18
Students' Mean Score	7.22	7.83

The students' mean score improved from 7.22 in pre-test to 7.83 in post-test 1. During the lesson, the student was better in mention what the meaning of the words by seen the real object. The students looked more active than before given TPR method.

The fourth aspect was about the improvement of grammar aspect. The improvement can be seen in tables as follow.

*Table 4.6 The Improvement of Grammar Aspect*

Aspect	Grammar	
	Pre-test	Post-test 1
Sum of the Score	75	86
Sum of the Students	18	18
Students' Mean Score	4.17	4.78

There was an improvement of grammar aspect. The students' mean score improved from 4.17 in the pre-test to 4.78 in the post-test 1. In this aspect, the researcher explained the students how to arrange a sentence depending on the present tenses' rules. The researcher also gave some examples to make the students more understand the materials.

Those were the improvement of the students according to the students' value in the test. Follows was explained about the classroom situation improvement.

#### **d. Reflecting**

##### **A. Analyzing the Strength and Weakness**

Depending on the observation in the cycle 1, the researcher found some strengths and weaknesses. The researcher described them as below.

##### 1) Strengths

- a) There was a significant improvement in the students' vocabulary achievement showed by the mean score of the students increase from 5.81 in the pre-test to 6.81 in the post-test 1.
- b) There was a positive changed in the classroom behavior. The students more active did the learning process. Whether in individual or groups, they did not shy to present their work better than before.

- c) The students enjoyed the learning process very much. It is because the students liked different method which was supported an active learning process.
- 2) Weaknesses
- a) The students are still low in the aspect of pronoun the word. The students sometimes did some mistakes in pronoun the words.
  - b) The students also low in the aspect of grammar in context. The students still are confused how to arrange a correct present tense based on the rules.
  - c) Some students still passive in the class activities. They still shy when the researcher is called them to present their work in front of the classroom.

**B. Revising Plan**

According to the weakness in the cycle 1, the researcher made a plan for the cycle 2. The researcher focused on the pronunciation and grammar aspects. The researcher would ask the students to practice how to pronoun the words. Moreover, the researcher also would explain about the kinds of tenses related to the materials as clear as possible to the students. The researcher would motivate the students to be aware in study.

## Cycle 2

### a. Planning

In this cycle, the researcher solved some problems which were found in the cycle one. There were about pronunciation and the use words in grammar context. The researcher would make the students to be more active than before. First, the researcher prepared the lesson by made lesson plan and found out a good materials for the students related to the topic. In this case, the researcher took the topic about feelings and part of human body. In the end of the meeting, the researcher would do post-test as before. The result of post-test 2 would to compare with the result of the post-test 1. It would show the improvements of the students' vocabulary using TPR.

The researcher also planned some aspects in doing the research. There are time allocation, teaching materials and etc. The explanations of that aspect described as below.

#### 1) Time Allocation

In this first cycle, the researcher conducted three meetings.

The researcher planned the time allocation as below.

*Table 4.7 Time Allocation Cycle 2*

No	Time	Activities
1	23 <sup>rd</sup> February 2018	The First Meeting
2	24 <sup>th</sup> February 2018	The Second Meeting
3	26 <sup>th</sup> February 2018	Post-test 2

#### 2) Teaching Material

The researcher also established the materials related to the curriculum. The materials of each meeting explained as below.

*Table 4.8 Teaching Material Cycle 2*

No	Meeting	Topic of Teaching
1	1 <sup>st</sup>	Feeling
2	2 <sup>nd</sup>	Part of Human Body

### b. Acting

As the cycle before, the researcher would do the researcher individually. This cycle consist of three meetings. The first meeting was about feelings, and the second meeting was about part of human body. And the third meeting was for post-test. This cycle divided into three stages.

There are opening, main activity and closing. The description is explained as follows.

**A. First Meeting**

**1) Opening**

At about 11.30 a.m. on 23<sup>rd</sup> February 2018 the meeting started. After all the students entered the classroom, the researcher opened the lesson. The lesson opened by greeted and checked the students' attendance. Then, the researcher asked some questions about the materials in the previous study in order to brainstorm the students.

**2) Main Activity**

**Pre-activity**

First, the researcher gave the students some vocabularies related to the topic. The researcher asked the students to repeat the words after the researcher said that words. The students were very interesting in repeated the words. It proved with they repeat the words very compactly. Then, the researcher explained the next activities. The students divided in pairs.

**During the Activity**

Then, the researcher gave 15 minutes for the students to exercise with their pairs. In that time, they also asked some question about how to arrange the sentence so that to be a correct present tense. After that, the researcher stopped their activities and called them one by one. Each pairs practiced minimum four examples of the expression about feelings. Once said, "What is our feeling?" and once answered with the expression and also said the sentence using present tense. The students looked more active than before. It showed the students improvement in learning vocabulary using TPR.

**Post-activity**

After about 30 minutes, all the students have been practiced their work. The researcher continued the lesson by corrected the pronunciation and the grammar of the students that they have been presented. Not only that, the researcher also reviewed the

materials in that day. The researcher asked the feeling in Bahasa Indonesia and the students answer with the expression and also said the words in English. There only one until 3 students still did some mistakes.

### **3) Closing**

After finished the post-activity, the researcher concluded the materials in that meeting. The researcher asked the students' feeling after lesson. The students were very happy. The researcher also gave a little motivation order to make the students more spirit than before. The researcher also reminded the students to study the materials for the next meeting. It was about part of human body. Last, the researcher closed the lesson by asked the class leader to lead all the students to pray together.

## **B. Second Meeting**

### **1) Opening**

At about 11.30 a.m. on 24<sup>th</sup> February 2018 the lesson started. The teacher entered the classroom. Then the researcher greeted and did not forget to check students' attendance. The researcher also asked about the students' feelings in that day. They looked very enthusiastic and ready to learn vocabulary using TPR. The researcher asked some question related to the materials from previous meeting in order to brainstorm the students. The students were very good in answered all the questions.

### **2) Main Activity**

#### **Pre-activity**

The researcher told the about the materials in that day by introducing some vocabularies related to the topic. The topic was about "Part of Human Body". Then, the researcher explained about rules that the students of the activity. In this case, the researcher did not divide the students' in group. They worked in whole group which consisted of all the students in that class.

#### **During the Activity**

After understand well about the rules, the researcher gave an instruction to the student to make a big circle. The students took

their chairs and tables beside. Then, the students hold their friends hand to make a big circle.

In that activity, the researcher pointed one of student as the circle center. Then, the others were to be the listeners. The listeners did the action depending on the command of the student who was to be the center of the circle. For example, the students in the center of the circle said, "Point your nose!" all the students as the circle line would point their nose. The students who were too late in did the action, would to be the center of the circle.

The students did some rotations. The class changed to be more attractive. The students were very fun did the learning process.

### **Post-activity**

At about 12.15 p.m. the researcher stopped the students' activity. Then, the researcher asked some question to check the students' understanding about the materials. The researcher also corrected about the students ability when they made the commands. The researcher explained how to make a correct command sentences. The researcher also corrected the students' pronunciation. The researcher asked the students to say the vocabularies correctly depending on the researchers' explanation.

### **3) Closing**

After that, the researcher concluded the materials in that day. The researcher also asked about the students' feelings in that day. The students were very happy and more spirit that before. The researcher also gave some motivations for the students to make them more spirit in study, especially English vocabulary. Then, the researcher reminded the students to students to study at home about the materials for the next meeting. Finally, the researcher asked the class leader to lead her friends to pray together as the closing of the meeting in that day.

## **C. Third Meeting (Post-Test)**

### **1) Opening**

At about 11.30 a.m. on 26<sup>th</sup> February 2018 the post test was conducted. The post-test result would to compare with the pre-test

result. It intended to measure the students' vocabulary achievement by using TPR. The researcher entered the classroom. The situation of the class was very quiet. All the students studied about the materials that had been learned in the previous meetings. It proved that the method was successfully improved their spirit in learning English. Then, the researcher greeted and checked the students' attendances. Before the post-test started, the researcher asked about the students' preparations included their stationeries. After that, the researcher explained about the rules of the test and gave the worksheets to all the students.

**2) Main Activity**

After all the students got the worksheets, they automatically wrote the identity in their own worksheets. The students understand well that they were not allowed to cheat or discuss their test with each others. The test was about pronunciation of words, spelling, understanding the meaning of words, and the use of grammar in context.

**3) Closing**

After about 45 minutes, the researcher asked the students to stop their worked. The researcher asked them to submit their worksheets. The researcher made sure all the students collected their worksheets. Finally, the researcher closed the meeting in that day by prayed together as usual.

**c. Observing**

In this cycle, the researcher used field notes and the result of post-test. The teaching and learning process were done successfully. The students more active joined the all the activities which the researcher instructed. The situation changed to better than before. The class activities were more life.

The students also showed a significant improvement proved by the result of the post-test 2 in this cycle. The students' mean score increase from 6.81 in the post-test 1 to 8.15 in the post-test 2. It proved that TPR method was very useful to improve the students' vocabulary achievement.

In this cycle, the researcher also measured the students' improvement in four aspects as the researcher did in the first cycle. The improvement of the four aspects explained as follows. The first improvement was about pronunciation aspect. It can be seen in the table below.

*Table 4.9 The Improvement of Pronunciation Aspect*

Aspect	Pronunciation	
	Post-test 1	Post-test 2
Sum of the Score	122	131
Sum of the Students	18	18
Students' Mean Score	6.22	7.28

From the action of the second to fourth meeting that was conducted by the researcher, there was an improvement in pronunciation aspect. The result of the mean score of pronunciation aspect was improved. The students' mean score increased about 1.06 from 6.22 in the post-test 1 to post-test 2. The students were more active than before in practicing pronouncing the words with each other. The students were more spirited than before in imitating the researcher. The students also changed their study habits, proved with they did not shy in asking how to pronounce the words correctly to the researcher as before.

The second was the improvement of spelling aspect. The improvement can be seen from the table below.

*Table 4.10 The Improvement of Spelling Aspect*

Aspect	Spelling	
	Post-test 1	Post-test 2
Sum of the Score	151	157
Sum of the Students	18	18
Students' Mean Score	8.39	8.72

According to the table above, the researcher found a significant improvement of spelling aspect. The students' mean score improved from 8.39 in post-test 1 to 8.72 in post-test 2. The students improved to be better than before in spelling the words. In every meeting, the researcher helped the students practice how to spell the word. It definitely had improved the students' achievement in spelling the words.

The third improvement was about the meaning aspect. It can be seen from the comparison of the students' mean score from pre-test and post-test as below.

*Table 4.11 The Improvement of Meaning Aspect*

Aspect	Meaning	
	Post-test 1	Post-test 2
Sum of the Score	141	153
Sum of the Students	18	18
Students' Mean Score	7.83	8.50

The students' mean score improved from 7.83 in pre-test to 7.50 in post-test 1. In this cycle, the students showed a better improvement than before. There were positive competitions between the students. The students also actively in found out the meaning of the words in dictionary which mention by the researcher. It changed the atmosphere of the learning process in the classroom more enjoyable.

The fourth aspect was about the improvement of grammar aspect. The improvement can be seen in tables as follow.

*Table 4.12 The Improvement of Grammar Aspect*

Aspect	Grammar	
	Post-test 1	Post-test 2
Sum of the Score	86	146
Sum of the Students	18	18
Students' Mean Score	4.78	8.11

There was an improvement of grammar aspect. The students' mean score improved from 4.78 in the post-test 1 to 8.11 in the post-test 2. In this aspect, the researcher explained the students how to arrange a sentence depending on rules in details, especially how to make a correct command sentences. The researcher did not forget to give some examples to make the students more understand the materials.

In this cycle, the teaching and learning process showed an improvement which was better than cycle 1. The researcher seen that the students activities in the classroom ran so discipline. Because the researcher always gave motivations, so the students were aware to study more seriously than before.

**d. Reflecting**

According to the observation which has been hold by the researcher done, the researcher explained the result as the reflection in cycle 2 as follows.

- A.** Depending on the students' ability in pronouncing the words. The students who were made some mistakes in pronounced the words in the cycle, the researcher asked them to be active in practiced the words with their friend more often. The researcher found a good improvement in the pronunciation aspect, proved by the result of the students' mean score in the pronunciation increased from 6.22 in the post-test 1 to 7.28 in the post-test 2.
- B.** In the grammar in context aspect, the researcher also did a good action. The researcher explained how to make good sentences depending on the rules. The researcher explained to the students as clear as possible. The researcher also gave the students some examples in order to make them more understand the materials. This method was successful in improving the students' grammar aspect, proved by the result of the students' mean score in grammar in context aspect showed 4.78 in post-test 1 to 8.11 in post-test 2.
- C.** Depending on the cycle 1, some students was still shy in present their work in front of the classroom. The researcher solved this problem by gave the students positive motivation in every meetings. The students changed to be more confident in present that work whether individual or groups. The students also more aware in study by their own.

The researcher concluded that TPR method was successful in improving the students' vocabulary achievement. It could be seen on the result of the test and students behavior. The improvement of the students' achievement in can be seen in this table below.

*Table 4.13 The Improvement of Students' Vocabulary Achievement by using TPR*

Source of the Data	Before Implementing the Action	After Implementing the Action	
		Cycle 1	Cycle 2
Observation, Test	Vocabulary Achievement		
	1. The students got difficulties	1. Some of the students are	1. Most of the students could

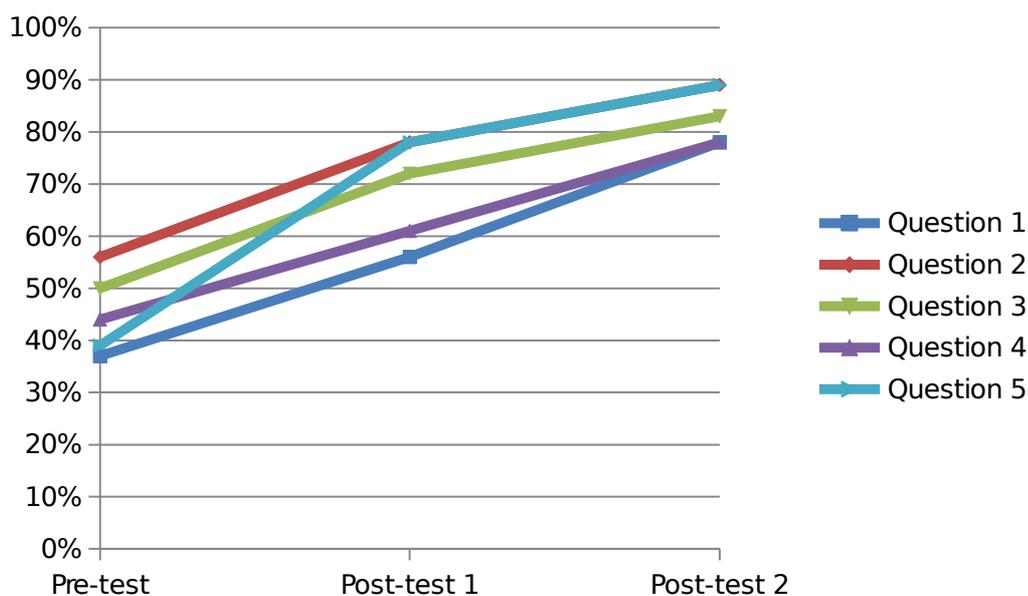
	<p>in pronouncing the words correctly. They hard to pronounce the words correctly. The students' mean score in pronunciation aspect was 5.33.</p> <p>2. The students got difficulties in spelling the words correctly. They hard to spell the words correctly. The students' mean score in spelling aspect was 6.50.</p> <p>3. The students got difficulties in knowing the words meaning correctly. They hard to know the words meaning correctly. The</p>	<p>still got difficulties in pronouncing the words correctly. The students' mean score in pronunciation aspect increased to be 6.22.</p> <p>2. Some of the students still got difficulties in spelling the words correctly. The students' mean score in spelling aspect increased to be 8.39.</p> <p>3. Some of the students still got difficulties in knowing the meaning of words correctly. The students'</p>	<p>pronounce the words correctly. The students' mean score in pronunciation aspect increased to be 7.28.</p> <p>2. Most of the students could spell the words correctly. The students' mean score in spelling aspect increased to be 8.72.</p> <p>3. Most of the students could know the meaning of words correctly. The students' mean score in</p>
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	<p>students' mean score in meaning of aspect was 7.22.</p> <p>4. The students got difficulties in arranging the words in correct grammar. They hard to arrange words in correct grammar. The students' mean score in grammar aspect was 4.17.</p>	<p>mean score in meaning aspect increased to be 7.83.</p> <p>4. Some of the students still got difficulties in arranging the meaning of words in correct grammar. The students' mean score in grammar aspect increased to be 4.78.</p>	<p>meaning aspect increased to be 8.50.</p> <p>4. Most of the students could arrange the words in correct grammar. The students' mean score in grammar aspect increased to be 8.11.</p>
<b>Test</b>	The students' mean score of pre-test was 5.81.	The students' mean score of post-test 1 was 6.81.	The students' mean score of post-test 2 was 8.15.
<b>Observation, Questionnaire</b>	<b>Class Situation &amp; Students' Motivation</b>		
	<p>1. The students bored with learning process. The students needed method and media which support an interactive</p>	<p>1. The students more active in learning process. It because the researcher used TPR and gave them and good media by</p>	<p>1. The students more active and enjoy the learning process. The students understood well the researchers' instructions.</p>

	<p>learning process.</p> <p>2. The students were shy in presenting their work in front of the classroom. They were low in studying English.</p> <p>3. About 37 % students claimed that they can pronounce the words correctly.</p> <p>4. About 56 % students claimed that they can spell the words correctly.</p> <p>5. About 50% students claimed that they can</p>	<p>video, song, etc.</p> <p>2. Some of the students still were shy in presenting their work in front of the classroom. Some of the students studied by their own.</p> <p>3. About 56 % students claimed that they can pronounce the words correctly.</p> <p>4. About 78 % students claimed that they can spell the words correctly</p> <p>5. About 72 % students claimed that</p>	<p>2. The students were very confident in presenting their work in front of the classroom. They were very aware to study English.</p> <p>3. About 78 % students claimed that they can pronounce the words correctly.</p> <p>4. About 89 % students claimed that they can spell the words correctly.</p> <p>5. About 83 % students claimed that they can</p>
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	<p>mention the meaning of word correctly.</p> <p>6. About 44 % students claimed that they can arrange sentences based on correct grammar in context.</p> <p>7. About 39 % students stated that they like English lesson.</p>	<p>they can mention the meaning of word correctly.</p> <p>6. About 61 % students claimed that they can arrange sentences based on correct grammar in context.</p> <p>7. About 78% students stated that they like English lesson.</p>	<p>mention the meaning of word correctly.</p> <p>6. About 78 % students claimed that they can arrange sentences based on correct grammar in context.</p> <p>7. About 89% students stated that they like English lesson.</p>
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*Figure 4.1 Result of Questionnaire*



### 4.3 Research Finding

Depending on the result above, the research found some findings:

- a. The students' achievement in learning vocabulary before using TPR was low.
- b. The students' achievement was increase after using TPR.
- c. There was a students' improvement in learning vocabulary.

### 4.4 Discussion

Based on the research that the researchers' have been conducted, the researcher found some improvements of the students' vocabulary achievement by using TPR. The explanation of the findings would describe as below:

- a. The students' achievement in learning vocabulary before using TPR was low.

The researcher seen that the students still low in some aspects. First, the students was difficult in pronounce the words correctly. The researcher found that the students seldom to practiced with each others. The students could not spell the words correctly. They did know how to spell the words correctly. The students were difficult in knowing and understanding the words meaning. Some of the students were shy when they should ask to the teacher. The students also hard to arrange sentences based in which correct grammar in context. In addition, the students were still low in study habits.

- b. The students' achievement was increase after using TPR.

There were some achievements of the students. The students improved their vocabulary achievement and classroom situation. Those improvements could be seen in the result comparison of the students' mean in score pre-test, post-test 1 and post-test 2. The students' mean score in pre-test increased from 5.81 to 6.81 in post-test 1. Then, the students' mean score in post-test 2 also increased again to 8.15. The students' vocabulary achievement improved in which measuring four aspects. The students could pronounce the words correctly. The students practiced to pronounce the words often. It could be seen in the result of the students' mean score in pronunciation aspect. The pronunciation aspect was increase from 5.33 in pre-test to 6.22 in post-test 1 and increased again in final post-test to 7.28. The students also could spell the words correctly. It showed by the improvement of the students' mean score in spelling aspect from 6.50 in pre-test to 8.39 in post-test 1 and increased again in post-test 2 to 8.72. The students could mention and translate the meaning of words correctly. The students was so easy in memorizing the words, because they seen a real objects. It proved by result of the students' mean score in meaning aspect from 7.22 in pre-test to 7.83 in post-test 1 and increased again to 8.50 in post-test 2. The students could arrange the words in correct grammar. It showed by the result of the students' mean score in grammar in context aspect from 4.17 in pre-test to 4.78 in post-test 1 and increased again to 8.11 in final post-test. It was very significant achievements.

c. There was a students' improvement in learning vocabulary.

The students also changed their study behavior. The students more active joined the learning process. It because the students' were very enjoy with an interactive method and media. The students were more confident than before. The students did not shy in presenting their work in front of the classroom again. Not only that, the students also aware in study, especially English.

Based on the result above, the students' increased their achievement in learning vocabulary. It is a lined with the theories from (McKay, 2006:6) children are in constant gradual development, continuing to learn through concrete experience, what can be called 'learn through doing'. The students would have been easy in imitating some instructions and appropriate method

and media. One of them is TPR. That theory also supported some aimed of the TPR that (1) It is a lot of fun, students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood. (2) It is very memorable. It really helps students to remember phrases or words. (3) It is good for kinaesthetic learners who need to be active in the class. (4) It can be used in large or small classes. It doesn't really matter how many students you have as long as you are prepared to take the lead, the students would follow. (5) It works well with mixed-ability classes. (6) The physical actions get across the meaning effectively so that all the students are able to understand and use the target language. (7) It doesn't require a lot of preparation or materials. As long as you are clear what you want to practise (a rehearsal beforehand can help), it won't take a lot of time to get ready. (8) It is very effective with teenagers and young learners. (9) It involves both left- and right-brained learning.

(Scott and Ytreberg, 1998:2) said that, "young learners' understanding comes through hands, eyes and ears. In this case, TPR is successfully proved this theory. The researcher used some variations of TPR in conducted the research. There are TPR circle, TPR simons says and TPR sounds. Those variations were certainly along with the aimed of the research.

Depending on the explanation above, TPR has some strengths and weakness. The strengths of TPR are:

- a. The students can improve their achievement in learning vocabulary, proved by the result of the students' mean score in the aspects of pronunciation, spelling, meaning and grammar in context.
- b. The students more confident than before, especially in presenting their worked.
- c. The students can improve their behavior in learning process. With a big motivation, the students more aware in study English by their own self.
- d. TPR can improve the students' and social-affective. The students can do their work either individual or in groups.
- e. TPR can improve the students' physical movement, listening, and also speaking.

In addition, TPR also has some weaknesses which is describes as follows:

- a. The researcher need a long time in implementing TPR, because the researcher should test the students' achievement in learning vocabulary

in the aspects of pronunciation, spelling, meaning, and grammar in context.

- b. The researcher feels difficult in controlling the students' when they work at groups. Some of the students trade on their friends in that group.

According to the explanation above, the researcher concluded that TPR can improve students' vocabulary achievement. It showed by the result of the students' mean score pronunciation, spelling, meaning, and grammar aspects which were done in pre-test, post-test 1 and post-test 2. TPR is successfully in improving the students' vocabulary achievement, especially in the fourth class students' of SD Negeri 5 Suwawal.