

PROMOTING ELEMENTARY STUDENTS' VOCABULARY MASTERY
USING TOTAL PHYSICAL RESPONSE IN NGADILUWIH ACADEMIC
YEAR OF 2021/2022

SKRIPSI

Submitted as Partial Fulfilment of the Requirements to Obtain the Sarjana Degree
of English Education Department Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



by:

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NPM. 18.1.01.08.0023

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI

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APPROVAL PAGE

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Approved and accepted by the Advisors of English Education Department of the
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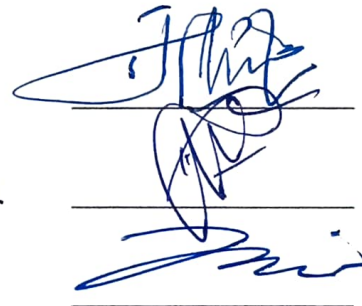
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STATEMENT OF ORIGINALITY

The undersigned below, I:

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State that the Skripsi was never submitted to any institute of higher education for any academic degree nor was it the result of plagiarism from the work of others.

As far as I know, the Skripsi does not contain any work from the others except those that were intentionally written as source and cited in bibliography.

Kediri, 18 July 2022



Deni Setiawan

NPM 18.1.01.08.0023

MOTTO AND DEDICATION

Motto:

“So verily, with the hardship, there is relief. Verily, with the hardship,
there is relief.”

—Quran 94: 5-6—

“A certain type of perfection can only be realized through a limitless
accumulation of the imperfect.”

—Murakami Haruki—

This Skripsi is dedicated to:

1. My beloved parents.
2. My family.
3. All my friends and the people whose support and motivation helped and encouraged me to finish this Skripsi.

ABSTRACT

Deni Setiawan Promoting Elementary Student's Vocabulary Mastery using Total Physical Response in Ngadiluwih, Skripsi, Pendidikan Bahasa Inggris, FKIP UN PGRI Kediri, 2022.

Keywords: vocabulary, total physical response.

This study aimed to investigate the implementation of Total Physical Response (TPR) in teaching vocabulary to elementary students. Due to the importance of learning vocabulary, it is necessary to teach English vocabulary since elementary school. Ideally, teaching English in elementary school uses a method that suits the characteristics of children. However, there are still many elementary school English teachers who implement classical method or the translation method, which is not child-friendly.

Thus, the problems arouse lead to the research questions. They are: 1) How is the teaching stage of TPR in teaching vocabulary to elementary students? 2) What are the teacher's roles in teaching vocabulary using TPR to elementary students? 3) What is the teaching material used by the teacher in teaching vocabulary using TPR to elementary students?

This study is descriptive qualitative research with the English teacher as the subject. The instruments used to gain data are observation, interview and documentation. The observation was conducted twice in class meeting during COVID-19 pandemic era. The interview with teacher and documentation of lesson plan and teaching material were used to collect more data in regard of the research questions.

The results of this study showed that 1) The teaching stage of TPR in teaching vocabulary to elementary students was carried out through three stages, namely pre-teaching, whilst-teaching and post-teaching. 2) The teacher has several roles namely as a planner, as director, as a model and as an assessor. 3) The teaching material used was vocabularies with a theme daily activities which they familiar with.

Some suggestions were drawn from the result. They are: 1) In TPR, teacher should make a variation of class activities that appropriate with students' need and condition so that they will not bored. 2) Further study with broader limitation is needed to explore many aspects of teaching vocabulary through TPR that have not been explored yet in this study.

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Praise to Allah SWT, The Lord of the universe, upon the blessings He gives to the writer, so this Skripsi, entitled “Promoting Elementary Students’ Vocabulary Mastery using Total Physical Response” which is written as partial fulfillment of the requirements to obtain the Sarjana Degree of Education in English Department of UN PGRI Kediri, can be finished without any obstacles.

The writer realizes that this Skripsi cannot be finished without helps from others people. Therefore, the writer would like to deeply express his gratitude and appreciation to:

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Finally, the writer realizes that this Skripsi is far from perfect and has many deficiencies. Therefore, suggestion and criticism are expected to improve this Skripsi. Furthermore, the writer hopes that this Skripsi could be useful for us, especially for education field.

Kediri, 18 July 2022

The writer

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, research questions, objectives of the study, significance of the study and definition of key terms.

A. Background of the Study

One of the most important elements of language that must be taught and learned first when it comes to learning English is vocabulary. Vocabulary is the basic knowledge that students, especially English Second or Foreign Language learners, must master in order to improve their skills in listening, reading, speaking and writing. Vocabulary is defined, roughly, as the words we teach in the foreign language (Ur, 2008). Furthermore, Crystal (2008) stated that vocabulary is a fix set of words used as part of the definition of other words. The notion is found in such contexts as foreign-language teaching, the teaching of reading, and lexicography.

Vocabulary is an essential element of language which learners must understand first before acquiring language skills. Learning vocabulary will be very useful in daily communication as vocabulary is core of language. Rivers (in Nunan, 1991) argued that it is essential to acquire sufficient vocabulary for successful second language use because, without knowing sufficient vocabulary, we will not be able to use the structure and functions of language we have learned for communication.

Moreover, Thornbury (2002) argued that, even with simple text, learners of second language are likely to experience a similar perplexity of words.

They may encounter unfamiliar words, or words that are being used in ways that are novel for them and possibly obscure. It emphasizes that vocabulary mastery is important because by knowing it will be easier for learners to understand the meaning and the pronunciation of words they heard or read and it will enrich their diction in speaking or writing. Thus, teacher must teach and introduce vocabulary with its context in order to enrich student's vocabulary mastery and avoid confronting unfamiliar words.

In addition, there is minimum target of vocabulary that should be taught when teaching English. According to Nation (in Cameron, 2001), report on studies of foreign language learners in India and Indonesia showed that children could mastered around 1.000 or 2.000 words families in English after getting lesson regularly in five years. A suggestion from them about target for words of foreign language that children could acquire was around 500 words in a year, in a condition of good learning.

Teaching English vocabulary, especially to elementary students, required effective and interesting method in order to engage students' interest and motivation to learn. Teaching English in elementary school ideally uses a method that suits the characteristics of children, namely learning through what they see, listen, and do. However, there are still many elementary school English teachers who use the translation method, which is not child-friendly. This is in line with Nurhajati (2020) which stated that a very crucial problem of teaching English in elementary schools is that the material provided is not child-friendly. The topic

given must be in accordance with the world and the child's experience and accompanied by context in the introduction of vocabulary.

In addition, according to Nurhajati (2020) many English teachers in elementary schools do not have a graduate background from the English Education Study Program. As a result, many of their English teaching competencies for elementary students are still limited. Moreover, teachers have to deal with situations amid the COVID-19 pandemic, which requires them to adjust learning in the classroom, both in process, material, and class management. So, they must implement appropriate methods to overcome these problems.

One of the most recommended methods for teaching vocabulary, especially for young learners, is Total Physical Response. Total Physical Response (TPR) is a teaching method that is built in coordination of speech and action. The language taught through activity involving students' physic (Richards & Rodgers, 2001). It means TPR is a method which motion of body is involved following the teachers' instructions or expressions. TPR also can be applied to teach vocabulary indirectly while promoting physical activities. In TPR, vocabulary is emphasized within imperatives or commands. The imperatives contain single words and sentence of multi-words. Imperatives is used due to their occurrence frequent found in the speech that directed to young children who learn native language (Larsen-Freeman & Anderson, 2011).

There are some studies which have been conducted before concerning on the use of TPR in teaching vocabulary. Rokhayani (2017) found that TPR is fruitful to be applied in teaching English for young learners and the teachers can

introduce new vocabulary when they applied it. Further study conducted by Nuraeni (2019) showed that periodically using TPR method in teaching English could increase the vocabulary and comprehension of the students. In addition, Cahyawati & Antara (2021) found that TPR learning method influence significantly on mastering English vocabulary rather than applying conventional learning methods. For children, it served them new vocabulary that had been taught during learning process. TPR could help them to comprehend English vocabulary's meaning and to remember the English vocabulary they had practiced through movements.

Moreover, study conducted by Hounhanou (2020) showed that teaching English vocabulary using TPR encourage students to learn in easier and faster way, because the physical representation acted by their friends and their teacher can be kind of support for children. Furthermore, study conducted by Eka & Setiawan (2018), Fadiana et al. (2020), Gayanti & Satriani (2020), and Supriyatin & Argawati (2021) uncovered that students' vocabulary mastery significantly increased after they had been taught through TPR method. To conclude, TPR is efficacious method to be applied in teaching vocabulary as it gives good impact to students.

Based on the explanation above, the researcher was interested to conduct a study concerning on the use of TPR to teach English vocabulary to elementary students. As far as the researcher knows, there are lot of previous study in this field focused on measuring the effectiveness of TPR and have not discussed about how to implement TPR in teaching vocabulary yet. Thus, in this paper, the

researcher conducts study entitled “*Promoting elementary students’ vocabulary mastery using Total Physical Response in Ngadiluwih academic year of 2021/2022*”, which focus on describing how teacher implements TPR in teaching vocabulary to Elementary students. The researcher hopes that this study can be found useful for English teacher when they want to use TPR in teaching vocabulary to elementary students.

B. Scope of the Study

The aim of the study is observing how Total Physical Response was implemented by the teacher to teach vocabulary to elementary school students. The aspects that were observed in this study are teaching stage, teacher’s roles and teaching material that was used for teaching vocabulary. Moreover, the observation was conducted during COVID-19 pandemic. So, the class only consisted of 6 students, who mixed from 4-6 grade of elementary school, because it took place outside the school class activity.

C. Research Questions

Based on the background information above, in which this study is focus on, the questions of the study can be formulated as follows:

1. How is the teaching stage of Total Physical Response implemented by the teacher in teaching vocabulary to elementary students in Ngadiluwih academic year of 2021/2022?
2. What are the teacher’s roles in teaching vocabulary using Total Physical Response to elementary students in Ngadiluwih academic year of 2021/2022?

3. What is teaching material used by the teacher in teaching vocabulary using Total Physical Response to elementary students in Ngadiluwih academic year of 2021/2022?

D. Objectives of the Study

Based on the research questions above, the objectives of the study were concluded as follow:

1. To describe the teaching stage of Total Physical Response implemented by the teacher in teaching vocabulary to elementary students in Ngadiluwih academic year of 2021/2022.
2. To describe the teacher's roles in teaching vocabulary using Total Physical Response to elementary students in Ngadiluwih academic year of 2021/2022.
3. To describe the teaching material used by the teacher in teaching vocabulary using Total Physical Response to elementary students in Ngadiluwih academic year of 2021/2022.

E. Significance of the Study

The researcher wished that this study could at least give contribution to TEYL practitioners, in particular the researcher himself and English teachers out there, and other researchers.

1. Theoretically

Theoretically, the result of this study is expected to be able to give contribution in promoting the usefulness of Total Physical Response to teach English vocabulary to young learners.

2. Practically

a. For teachers

The result of this study is expected to be meaningful for teachers. They can take it as reference to consider the method they applied in teaching English to young learners.

b. For researchers

Other researchers can take the results of this study as consideration and reference when they want to conduct study related to this topic.

F. Definition of Key Terms

1. Vocabulary

Vocabulary is collection of words that someone knows in particular language. Teaching vocabulary means introducing new vocabulary (words, phrases) of target language to the students.

2. Total Physical Response (TPR)

Total Physical Response is a method to aid learning foreign language which was developed by James Asher. This method adapts how the first language is acquired. The teaching process of this method is built around coordination of speech and action in which the teacher directly give the instruction followed by motion. It means language is taught through physical activity.

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