

**THE EFFECT OF TOTAL PHYSICAL RESPONSE METHOD TO THE STUDENTS'
VOCABULARY ABILITY TO THE SEVENTH GRADE STUDENTS OF SMPN 1
GROGOL
ACADEMIC YEAR 2014/2015**

ARTICLE

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

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Has been approved and accepted by the advisors Of The English Department of the
Faculty of Teacher Training and Education University of Nusantara PGRI Kediri on

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ABSTRACT

Rinto Oktaria Saktiawan : This research aims to know the effect of TPR method to the students' vocabulary mastery of seventh grade at SMPN 1 Grogol academic year 2014/2015. This research uses quantitative method especially uses Pre-Test and Post-Test design. In this design there is pre test before giving treatment, it is needed to know the students' vocabulary level before giving treatment. After the researcher gave some treatments to the students, the researcher continued the research by giving post test to students in order to know the effect of TPR method toward the students' vocabulary mastery. The sample of this research is the seventh grade students of SMPN 1 Grogol especially in class VII-F that consist of 38 students. The result of the data analysis of the tenth grade students at SMPN 1 Grogol were still lack of vocabulary mastery in level of pre test, meanwhile in the post test the scores of the students' vocabulary mastery increases after being taught by using TPR method. Based on the t- test result there is significant effect of the students' vocabulary mastery after they are given treatments using TPR method.

Keywords: Total Physical Response method, vocabulary

I. BACKGROUND

Vocabulary is one of the English components. It is very important, because it is very useful to produce sentences. But the fact shows the students are still lack of vocabulary. If the learners do not understand the meaning of the words they won't be able to conduct a conversation. Firstly students firstly should master a large number of vocabularies, without having this, they can't

express them-selves clearly and effectively. Rupley (1998:99) states that Vocabulary knowledge is important because it encompasses all the words to access our background knowledge, express our ideas and communicate effectively and learn about new concepts.

When the reseacher observes the students of SMPN 1 Grogol, he knew the students didn't participate teaching learning

proses well. Some students were active, but the rest were passive. It seems there is something wrong with the method used, it made the students get bored and forgot the new vocabulary. They need something fun, interesting and easy to understand the vocabulary quickly. The teacher should use variety of methods to make teaching and learning process more interesting and run effectively and efficiently. There are many ways to teach vocabulary in English, one of them is using TPR (Total Physical Response). TPR helps the learners to attract their attention in teaching learning process because the students practice directly using the vocabulary of the target language in real context and it should be fun because it is important for teacher who concerns about teaching English, especially vocabulary to implement a certain technique which can encourage the students' motivation and interested in vocabulary mastery through learning process.

Based on the problem above the researcher formulates the research problem, Is there any significant effect of TPR method to the students' vocabulary mastery of the seventh grade students of SMPN 1 Grogol

academic year 2014/2015? The purpose of this research is to find whether there is any significant effect to the students' vocabulary of the seventh grade students of SMPN 1 Grogol in academic year 2014/2015 before and after being taught using Total Physical Response (TPR) method.

II. RESEARCH METHOD

The method used in this research was quantitative research. Experiment design was applied in the implementation of the method. Experiment is an approach to conduct quantitative research. The researcher decided to use experimental research because in this research the writer needs to find the effect of TPR to students by doing some experimental activities. In this method there was Pretest before giving treatment, so that the result can be known more accurately and it can be compared about the students' condition before and after giving treatment. Then after the treatment, the researcher gave post-test to the students. Then they were compared to know the influence of using TPR method on the students' vocabulary and taking the

conclusion. The researcher choose the seventh grade students of SMPN 1 Grogol as the population of the research that consist of tenth classes and every class consists of 38 students so there were 380 students. Sample was taken by cluster sampling. It is a sampling technique where the researcher does not choose an individual but a group of individuals who naturally together. Sample of this research is whole pupils of VII-F class from the seventh grade students in SMPN 1 Grogol. Total members of this class are 38 students.

The researcher used test as the instrument in this research. In this research the researcher used a test as instrument to collect the data more strengthen. There are three processes of the data collection used by the researcher, they are :

1. Pre-test

In this section, the researcher is going to explain the pre-test. The researcher gives some written test to know how much their vocabulary level. After giving test, the researcher didn't show the answer or the result of the test directly.

2. Treatment

Then, the researcher gives the treatment to the students. In this treatment, the researcher introduce TPR method and explain to the student if the student can find out as much as vocabulary about the topic. The topic is instruction, short notice and caution (warning). The researcher gives some example about the topic and the students do as the researcher ask. After that they sit in pair to make a conversation and action. From this section the researcher knows how far their knowledge about English and how much their vocabulary increases, because some of the students won't be shy if they talk with their friend and this TPR method will make the students easier to learn English and they have a book as the treatment. Then the researcher decided clues for their sentence which is used to make their presentation going well and the rule how to make the presentation will be formally performed in front of the class.

3. Post-test

After the researcher gives treatment to the students, the researcher gives post-test. It's used to know how far the effect of Total Physical Response method increase the students' vocabulary, whether result remains same or improves.

The reseacher has to seek the differences of the paired scores using the t-test formula adapted by Arikunto, the formula as follows:

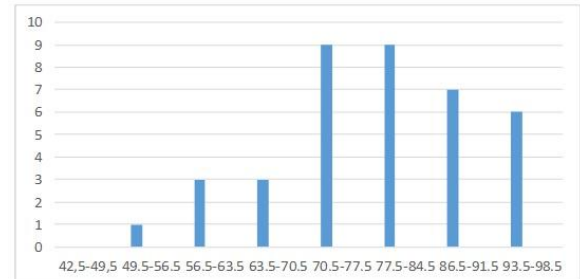
$$t = \frac{M_{po} - M_{pr}}{\sqrt{\frac{\sum b^2}{N(N-1)}}}$$

III. FINDING AND CONCLUSION

A. FINDING

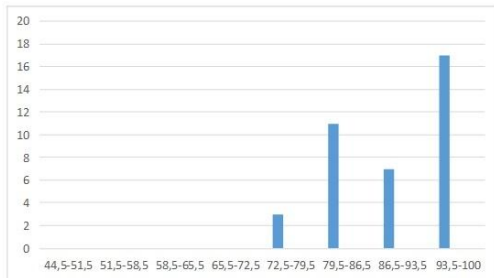
To analyze t-test, the researcher has to analyze the data of students' vocabulary before and after being taught using TPR method and the data analysis of students' vocabulary.

PRE TEST



From the diagram frequency of pre-test above, it can be seen that there are 0 student who gets score 43-49, 1 student who gets score 50-56, 3 who get score 57-63, 3 students who get score 64-70, 9 students who get score 71-77, 9 students who get score 78-84, 7 students who get score 85-91 and 6 students who get score 92-98. There are so many students who get low score. Low score here is less than standard score of English subject in seventh grade students, which are 80. The students who cannot pass the test are 17 students. The total score of pre-test is 3032. The total sample is 38. The mean of pre-test can be counted from the total scores divided by the number of sample. So, the mean of pre-test is 79,790.

POST TEST



From the diagram of data frequency of post-test above, it can be seen that the students' score are increases scores after being taught by TPR method. There are 0 student who gets score 45-51, 0 student who gets score 52-58, 0 student who gets score 59-65, 0 student who gets score 66-72, 3 students who get score 73-79, 11 students who get score 80-86, 7 students who get score 87-93, and 17 student who get score 94-100. By seeing this frequency diagram, it can be conclude that post-test score is better than pre-test score. The total score of post-test is 3442. The total sample is 38. The mean of post-test can be counted from the total score divided by the number of sample. So, the mean score of post-test is 90,579. It means that the mean of post-test is higher than the mean of pre-test.

B. CONCLUSION

The researcher has finish analyzing the data of students' vocabulary before and

after being taught by TPR method. The result shown on the table below :

	F Class		Gained Score
	Pre Test	Post Test	
ΣX	3032	3442	410
Average	79,789474	90,578947	10,789
SD	10,588515	7,2284407	10,286

Based on the score of pre-test and post-test, the researcher could describe the data analysis. Mean of pre-test (M_{pre}) is 79,790 and mean of post-test (M_{post}) is 90,579. The comparison between mean of post-test with mean of pre-test are $90,579 > 79,790$. The result of the tests which were presented to the students could be analyzed by using T-test which was as follows:

$$t = \frac{M_{Po} - M_{Pr}}{\sqrt{\frac{\sum_b 2}{N(N-1)}}}$$

$$= \frac{90,579 - 79,790}{\sqrt{\frac{10,29^2}{38(38-1)}}}$$

$$t = \underline{\underline{39,376}}$$

Db	t-score	t-table 1%	Alternative Hypothesis (Ha)	Null Hypothesis (Ho)
37	39,376	2,750	Accepted	Rejected

The result of this research shows that t-score is 39,376 at degree of freedom 37 and t-table is 2,750 at the level of significance of 1%. It means that t-score (39,376) > t-table at the level of significance 1% (2,750). The data shows that t-score is higher than t-table in significance 1%. Therefore, the

alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Finally, it can be concluded that using TPR method in teaching vocabulary is quite success; it is really helpful in increasing the students' ability and achievement in English vocabulary mastery.

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