

**TEACHING VOCABULARY THROUGH TOTAL PHYSICAL RESPONSE
(TPR) METHOD BY VISUAL AIDS AT THE SECOND GRADE
STUDENTS OF MAN 2 KUALA SIMPANG**

SKRIPSI

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The researcher realize that this thesis is far for being perfect. Hence, the researcher hopes for some corrections, suggestions, or criticism and improve it. Finally, the researcher hopes that this thesis is useful for other researchers and readers.

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The Researcher

ABSTRACT

Sufia, Nurfilla. 2022. Teaching vocabulary through Total Physical Response (TPR) Method By Visual Aids At The Second Grade Students Of MAN 2 Kuala Simpang, *Skripsi*. English Department, Tarbiyah And Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa.

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This Research about teaching vocabulary through Total Physical Response (TPR) method by visual aids at the second grade students of MAN 2 Kuala Simpang. The research question of this research is: “does the use of TPR method by visual aids affect the students’ ability in learning vocabulary?” The purpose of this research is to know whether Total Physical Response by visual aids affects the students’ ability in learning vocabulary or not. This research applied experimental and control class. The population of this research is the second grade students of MAN 2 Kuala Simpang which consisted of 39 students. The sample of this research is using random sampling technique which consisted of 20 students in experimental class and 19 students in control class. The data was taken through pre-test and post-test. The result of this data indicated that there are significant differences between the students’ post-test in experimental class and control class. The mean score of the students’ post-test in experimental class (77) and the mean score of the students’ post-test in control class (28,4). The standard deviation of the students’ post-test in experimental class (20.120) and the standard deviation of the students’ post-test in control class (4.253). This research show that the mean score and the standard deviation of the students’ post-test in experimental class is higher than in control class. Based on the findings and discussions of this research, the researcher able to conclude that through TPR method by visual aids affect the students’ ability in learning vocabulary. The suggestion for the teacher is to get clearly information about teaching vocabulary using TPR method by visual aids in learning process and English teacher able creative to motivate the students be enjoy. The suggestion for the students is TPR method by visual aids will improve the students’ ability than before and the students not bored to study English language. The suggestion for the school is should prepare the material to study based on the students need and their competences.

Keyword : *Vocabulary, Total Physical Response (TPR), Visual Aids*

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English has been taught as a compulsory subject from Junior High School up to the university. The students learned four language skills; listening, speaking, reading, and writing. To support the mastery of the four language skills the learners obviously should have well understanding of English sub-skills; they are vocabulary, pronunciation, and grammar as a core of having structured English in communication and comprehension.

Ideally, the students of second grade already studied four language skills. Accordingly, the learners have enough ability about the four language skills and language components, and they mastered a list of vocabularies as the curriculum recommended.

The fact shows that the learners of the second grade of MAN 2 Kuala Simpang do not master yet the four language skills and language components, because they do not try to use the dictionary. They are only enthusiastic about English but do not want to learn English vocabulary in more detail. Besides, the students' pronunciation is still so far from expectation. When the English teacher orders the students to write some new words in a note and then memorize what they have already studied. But the students felt depressed with a lot of vocabulary item assigned to be memorized. This method would

make students get bored and forget the new vocabulary easily. In addition to this cases, the students seldom practice the pronunciation. They need something fun and easy to access the vocabulary quickly when it is required for use. According to H. Douglas Brown “teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”.¹

Based on the statement above, it made the students difficult to master English well, especially vocabulary, so the students vocabulary mastery is unsatisfactory yet. Therefore, their limited vocabulary mastery made them difficult to understand English clearly.

In communication, students need vocabulary which can support them to produce and use meaningful sentences because vocabulary is part of sentence. Therefore, vocabulary is very important to be mastered. For this reason the students have to develop their vocabulary and master it in order to be able to communicate each other. It is important for teacher who concern about teaching English, especially vocabulary, to implement a certain technique which can encourage the student motivation and interest in vocabulary mastery through learning process.

Based on the cases described above, the researcher used Total Physical Response (TPR) method by Visual Aids which was conducted of the students of the second grade at MAN 2

¹ H. Douglas Brown, “*Principles of Language Learning and Teaching*” (San Francis State University, 2000), P. 7.

Kualasimpang in learning vocabulary. With TPR method, the students can learn vocabulary easier and they can gain their motivation in learning English. Since the students practice directly using the vocabulary of the target language in real context. Furthermore, that TPR method also helps the learners to broaden their linguistic input because they use body movement to attract their attention in teaching learning process.

Based on the reasons stated above, the writer takes a title of this skripsi: “Teaching Vocabulary through Total Physical Response Method by Visual Aids at Second Grade students of MAN 2 Kualasimpang”. The writer hopes that the method can improve students’ vocabulary and give meaningful for learners of any kinds of classroom events.

A. Research Question

Does the use of TPR method by Visual Aids affect the students’ ability in learning vocabulary?

B. Purpose of Study

To know whether Total Physical Respond by Visual Aids affects the students’ ability in learning the vocabulary or not.

C. Hypothesis of Study

H_a : TPR method by Visual Aids affects the students’ ability in learning the vocabulary.

H₀ : TPR method by Visual Aids can not affects the students' ability in learning the vocabulary.

D. Significance of Study

1. For the students, TPR method by Visual Aids will make the students ability improve than before in learning the vocabulary.
2. For the English teacher, to get clearly information about teaching vocabulary using TPR method by Visual Aids and how they are used in teaching-learning process.
3. For the researcher, to expected to broad up the researcher's knowledge concerning the using TPR method by Visual Aids in teaching vocabulary.

E. Terminology

1. **Vocabulary** is a component of language that contains all of information about meaning and using words in a language.
2. **TPR** is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input.
3. **Visual Aids** is a show, a tool that can help clarify the description or explanation that forms tables, graphs, drawings, diagrams / charts, maps, and photos.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The findings of this research deal with the classification of students' pretest and post-test score in experimental class, the classification of students' pretest and post-test score in control class, mean score. The score of students in experimental class and control class were taken by using pre-test and post-test to know that is TPR method by visual aids affect the students' ability in learning vocabulary.

The data can be seen from the table below as follows:

1. The classification of students' pretest and post-test score in experimental class

Table 4.1 The result of the students Pre-test and Post-test in Experimental Class

No	Students	Pre-test	Post-test
1	AA	60	80
2	AIA	40	70
3	AAD	60	80
4	AR	50	100
5	AK	50	80
6	CA	60	90

7	DA	40	60
8	EH	60	70
9	KNI	60	80
10	MSU	60	100
11	DB	60	90
12	FIK	70	100
13	FNF	70	100
14	MAE	60	80
15	MFA	50	80
16	MTA	50	90
17	RP	50	70
18	RJH	60	80
19	YF	50	80
20	ZA	60	70
Total		1030	1540

Based from the final data above, the researcher used the rate percentage to find out the final percentage from pre-test and post-test.

The data can be seen as following:

Table 4.2 The rate percentage of Experimental Class Score in Pretest

No	Classification	Score	Percentage
1	Excellent	95-100	0%
2	Very good	85-94	0%
3	Good	75-84	0%
4	Fairly good	65-75	10%
5	Fairly poor	55-64	50%
6	Poor	45-54	25%
7	Very poor	0-44	15%
Total			100%

The table above indicates that from twenty students who took pre-test in experimental class. It was only three students who get very poor. It means that one student got fairly poor and two students got poor. Then, no one student is very good and no one student get excellent. It show that all students that join in pre-test do not mastering vocabulary.

Table 4.3 Rate percentage of Experimental Class score in Post-test

No	Classification	Score	Percentage
1	Excellent	95-100	23%
2	Very good	85-94	20%

3	Good	75-84	29%
4	Fairly good	65-75	23%
5	Fairly poor	55-64	5%
6	Poor	45-54	0%
7	Very poor	0-44	0%
Total			100%

The table above is show that in post-test, four students get excellent. Three students get very good. Eight students get good. Then, four students get fairly good. And one student get fairly poor.

Based on the table above, there are 89 percent of students who get improvement after treatment through TPR method by visual aids. It can be conclude that the percentage in post-test is higher than the percentage in pre-test. It show that using TPR method by visual aids is affect the students' ability in learning vocabulary in MAN 2 Kuala Simpang.

Table 4.4 Score of the Students' Pre-test and Post-test in Experimental Class

Students' Number	Pre-test		Post-test	
	Score (X)	X ¹	Score (X)	X ²
1	60	3.600	80	6.400

2	40	1.600	70	4.900
3	60	3.600	80	6.400
4	50	2.500	100	10.000
5	50	2.500	80	6.400
6	60	3.600	90	8.100
7	40	1.600	60	3.600
8	60	3.600	70	4.900
9	60	3.600	80	6.400
10	60	3.600	100	10.000
11	60	3.600	90	8.100
12	70	4.900	100	10.000
13	70	4.900	100	10.000
14	60	3.600	80	6.400
15	50	2.500	80	6.400
16	50	2.500	90	8.100
17	50	2.500	70	4.900
18	60	3.600	80	6.400
19	50	2.500	80	6.400
20	60	3.600	70	4.900
Total	1030	64.000	1540	138.700

1. The classification of students' pre-test and post-test score in control class.

Table 4.4 results of the students Pre-test and Post-test in Control Class

No	Pre-test	Post-test
1	40	20
2	50	30
3	40	20
4	50	50
5	30	20
6	20	10
7	30	60
8	30	40
9	20	20
10	20	50
11	30	30
12	30	30
13	20	10
14	30	50
15	20	10
16	30	30
17	20	10
18	20	30

19	10	20
Total	540	540

According to the data, the researcher uses the rate of percentage to know the final percentage from pre-test and post-test. The data can be as follows:

Table 4.5 rate percentage of control class score in pre-test

No	Classification	Score	Percentage
1	Excellent	95-100	0%
2	Very good	85-94	0%
3	Good	75-84	0%
4	Fairly good	65-75	0%
5	Fairly poor	55-64	0%
6	Poor	45-54	2%
7	Very poor	0-44	98%
Total			100%

This table above shows the results of pre-test in control class. It indicates that no one student got excellent, no one student got very good, no one student got good, no one student got fairly good, sixteen students got fairly poor, two students got poor, and one student got very poor. It means that no one student who took pre-test in control class has good vocabulary. There is significant

different from pre-test in experimental class and pre-test in control class.

Table 4.6 the rate percentage of post-test in control class

No	Classification	Score	Percentage
1	Excellent	95-100	0%
2	Very good	85-94	0%
3	Good	75-84	0%
4	Fairly good	65-75	0%
5	Fairly poor	55-64	0%
6	Poor	45-54	15%
7	Very poor	0-44	80%
Total			100%

The table above is show the results of post-test in control class. It show that no one student get excellent, no one student get very good, no one student get good, one student get fairly good, sixteen students get fairly poor, one student get poor, and one student get very poor.

Based on the table above, it show that no one student got even good. There is significant different from the results of post-test in experimental class and post-test in control class. It can be conclude that the percentage of post-test in experimental class is higher than the result of post-test in control class. So the researcher able to

conclude that use TPR method by visual aids affect the students' ability in learning vocabulary.

Table 4.7 Score of the Students' Pre-test and Post-test in Control Class

Students' Number	Pre-test		Post-test	
	Score (Y)	Y ¹	Score (Y)	Y ²
1	40	1.600	20	400
2	50	2.500	30	900
3	40	1.600	20	400
4	50	2.500	50	2.500
5	30	900	20	400
6	20	400	10	100
7	30	900	60	3.600
8	30	900	40	1.600
9	20	400	20	400
10	20	400	50	2.500
11	30	900	30	900
12	30	900	30	900
13	20	400	10	100
14	30	900	50	2.500
15	20	400	10	100
16	30	900	30	900

17	20	400	10	100
18	20	400	30	900
19	10	100	20	400
Total	540	17.400	540	19.600

4. The mean score Experimental class and control class

A. Experimental class

a. Pre-test

$$X = \frac{\sum f x}{\sum f}$$

$$X = \frac{1030}{20}$$

$$X = 51,5$$

b. Post-test

$$X = \frac{\sum f x}{\sum f}$$

$$X = \frac{1540}{20}$$

$$X = 77$$

B. Control class

a. Pre-test

$$Y = \frac{\sum f y}{\sum f^1}$$

$$Y = \frac{540}{19}$$

$$Y = 28,4$$

b. Post-test

$$Y = \frac{\sum f y}{\sum f^1}$$

$$Y = \frac{540}{19}$$

$$Y = 28,4$$

The result of post-test clearly show that there is significant different between the students' score in experimental and control class after treatment TPR method by visual aids. It show that TPR method by visual aids affect the students' ability in learning vocabulary.

5. Standard Deviation

a. Experimental Class

1. Pre-test

$$SD_X = \frac{\sqrt{SS}}{N-1}$$

$$SS = \sum X^2 - \frac{(\sum f x)^2}{\sum f}$$

$$= 64.000 - \frac{(1030)^2}{20}$$

$$= 64.000 - \frac{1.060.900}{20}$$

$$= 64.000 - 53.045$$

$$= 10.955$$

2. Post-test

$$SD_X = \frac{\sqrt{SS}}{N-1}$$

$$SS^2 = \sum X^2 - \frac{(\sum fx)^2}{\sum f}$$

$$= 138.700 - \frac{(1540)^2}{20}$$

$$= 138.700 - \frac{(2.371.600)}{20}$$

$$= 138.700 - 118.580$$

$$= 20.120$$

$$SD = \frac{\sqrt{SS}}{N-1}$$

$$SD = \frac{\sqrt{SS}}{N-1}$$

$$SD = \frac{\sqrt{10.955}}{20-1}$$

$$SD = \frac{\sqrt{20.120}}{20-1}$$

$$SD = \frac{\sqrt{10.955}}{19}$$

$$SD = \frac{\sqrt{20.120}}{19}$$

$$SD = \sqrt{57657}$$

$$SD = \sqrt{10589}$$

$$= 24.01$$

$$= 10.29$$

b. Control Class

1. Pre-test

$$SD_y = \frac{\sqrt{SS}}{N-1}$$

$$SS = \sum Y^2 - \frac{(\sum x)^2}{\sum f}$$

$$= 17.400 - \frac{(540)^2}{19}$$

$$= 17.400 - \frac{(291.600)}{19}$$

$$= 17.400 - 15.347$$

$$= 2.053$$

2. Post-test

$$SD_y = \frac{\sqrt{SS}}{N-1}$$

$$SS = \sum Y^2 - \frac{(\sum x)^2}{\sum f}$$

$$= 19.600 - \frac{(540)^2}{19}$$

$$= 19.600 - \frac{(291.600)}{19}$$

$$= 19.600 - 15.347$$

$$= 4.253$$

$$SD_y = \frac{\sqrt{SS}}{N-1}$$

$$SD_y = \frac{\sqrt{SS}}{N-1}$$

$$SD_y = \frac{\sqrt{2.053}}{19-1}$$

$$SD_y = \frac{\sqrt{4.253}}{19-1}$$

$$SD_y = \frac{\sqrt{2.053}}{18}$$

$$SD_y = \frac{\sqrt{4.253}}{18}$$

$$SD_y = \sqrt{11.405}$$

$$SD_y = \sqrt{23.627}$$

$$= 10.67$$

$$= 15.37$$

Table 4.8 The Mean Score and Standard Deviation of Experimental Class and Control Class in Post-test

Class	Means Score	Standard Deviation
Experimental	77	20.120

Control	28,4	4.253
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The table above indicates that the mean score of post-test in experimental class was 77 and the standard deviation in experimental class was 20.120, while the mean score of post-test in control class was 28,4 and the standard deviation in control class was 4.253. It means that the mean score in experimental class was higher than the mean score in control class. This result show that through TPR method by visual aids affect the second grade students MAN Kuala Simpang in teaching vocabulary.

B. Discussion

The results show that from twenty students who took pre-test in experimental class only three students who did not get very poor. It means that one student got fairly poor and two students got poor. Then, no one student is very good and no one student get excellent. It show that all students that join in pre-test do not mastering vocabulary.

Based on the research method, the teaching learning process was divided into three steps: First step is the the students were given pre-test by the researcher to know their knowledge in English vocabulary. The second steps is the researcher giving treatment for the experimental class, and the control class is not. The third steps is

the researcher will give the post-test to know the students' achievement in English vocabulary.

Based on post-test, the researcher found a significant improvement on the students' post-test in experimental class. The data show that four students get excellent. Three students get very good. Eight students get good. Then, four students get fairly good. And one student get fairly poor on the students' post-test in experimental class. Based on the result of this research method, there were significant improvement after TPR method by visual aids implemented in teaching and learning process. The result above show that TPR method by visual aids affect the students' ability in learning vocabulary. TPR method by visual aids helped the students to be better in way of learning vocabulary and made the students felt very happy and unbored.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The implementation of this research conducted at the second grade students of MAN 2 Kuala Simpang whereas this research is a quasi-experimental research which use two classes, control class and experimental class. Based from the final data, the researcher find the students' interesting in learning vocabulary through TPR method by visual aids. It can be seen from the result of post-test which show us the significant improvement.

Based on findings and discussions of this research, the researcher conclude that TPR method by visual aids affect the students' ability at MAN 2 Kuala Simpang in learning vocabulary. The researcher able to answer the research question of this research and it show that TPR method by visual aids able affect the students' ability in learning vocabulary. It was proved from the mean score of the students in experimental class on pre-test was only 25 and 87 in post-test. The researcher has proved that using TPR method by visual aids affect successfully the students' ability in learning vocabulary. It show that using TPR method by visual aids was effective and enjoyable to affect the students' ability in learning vocabulary.

B. Suggestion

1. For the teacher

To get clearly information about teaching vocabulary using TPR method by Visual Aids and how they are used in teaching-learning process. And English teacher able creative to motivate the student's be enjoy and not bored in learning English.

2. For the students

TPR method by Visual Aids will make the students ability improve than before in learning the vocabulary, and the students not bored to study english language.

3. For the school

The school should prepare the material to study based on the students need and their competence.