IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH TOTAL PHYSICAL RESPONSE METHOD AT SEVENTH GRADE STUDENTS OF MTS HIDAYATUSSALAM BANDAR KHALIPAH

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Abstract

This research was conducted to describe the improvement of students' vocabulary mastery through Total Physical Response method at seventh grade students of MTs Hidayatussalam in 2020/2021 academic year. The research design used was Classroom Action Research (CAR). The participants of this research consisted of 25 students of VII-1. In this research, the English teacher of MTs Hidayatussalam act as the observer. The research conducted in two cycles, each cycle consisted of two meetings. The research was carried out through four steps; planning, acting, observing, and reflecting. There are two kinds of data, qualitative and quantitative data. The qualitative data were taken from by the interview and observation sheet result, diary notes, and documentation. Meanwhile, quantitative data were obtained from the students' score of vocabulary test, include pre-test, post-test I, and post-test II. The result of data analysis indicated that there was the improvement of students' vocabulary mastery through Total Physical Response method. The students achieved better score in every cycle. The minimum passing grade (KKM) in this school was 75. From the data analyzing, it showed the mean of the pre-test was 56,3, the mean of post test I was 79,4, and the mean of post test II was 83,2. It can be seen that the mean improved in each cycle. The percentage of students' score also increased. In the pre-test, there were just 5 students who achieved score ≥75 or passed the test (20%). In the post-test I, 17 students successfully passed the test (68%). From the pre test to post test I

the increase was 48%. In the post-test II, there were 23 students who passed the test (92%). The increase from the post test I was 24%. The percentage of students' score improved and getting higher in every cycle. In conclusion, the students' vocabulary mastery improved by the implementation of the TPR method. Based on qualitative data analysis, it showed that the students give positive responses to this research. The students enjoy and enthusiast in teaching learning activity. It was found that the implementation of Total Physical Response method can make students easier to memorize the vocabulary, and it makes them can improve their vocabulary mastery. In other words, the Total Physical Response method effective to improve the students' vocabulary mastery.

***Keywords*: Vocabulary, Total Physical Response method**

INTRODUCTION

Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language. Because vocabulary is the most important component of language, so if someone is not able to master vocabulary well then he/she will have problems in these four aspects or in mastering English. They have to master the vocabulary well and its grammatical to make a good communcation in English.

Ideally junior high school students will learn English from their first year, they study it for 3 years. According to the Curriculum 2013, the aim of teaching and learning English in junior high schools is students are able to develop communicative competence in writing and orally, they are expected to be able to communicate both in written and oral form to solve problems in daily life.

Because English is completely different with Indonesian language in the structure, pronunciation, and also vocabulary, there are some problems that occur when teaching and learning vocabulary at school. Creating an interesting learning environment for students is one of the difficult jobs for teachers. The teacher must be able to implement interesting and creative strategies, so that students are interested and enthusiastic in following the lessons.

Students also have low motivation in learning English because they feel English is difficult. These problems must be solved because it will affect students' English learning in the future. They will have difficulty in learning four other aspects. One way to solve these problems is apply the appropriate techniques or strategies. Teachers must implement new

strategies that can attract students' interest in learning English, especially in learning vocabulary. When the students are highly motivated, they will learn maximally. In line with that, they will have a good achievement in English and be able to use English to communicate.

Based on the explanation above, I want to conduct a research with the title **"Improving Students' Vocabulary Mastery Through Total Physical Response Method at Seventh Grade Students of MTs Hidayatussalam."**

FINDING AND DISCUSSSION

1. Quantitative Data Analysis

In the preliminary study, the students did the vocabulary test. The test consists of 25 questions in the form of multiple choice. This test was done to know the vocabulary mastery of students before the Total Physical Response method was used.

Students' Score in Pre Test

No	Students Initial Name	Score	Passing Grade of Students (≥ 75)
1	ARD	40	Unsuccessful
2	AB	44	Unsuccessful
3	AP	68	Unsuccessful
4	AD	40	Unsuccessful
5	ARP	52	Unsuccessful
6	ATR	44	Unsuccessful
7	DTW	40	Unsuccessful
8	FF	**76**	**Successful**
9	JA	**76**	**Successful**
10	KA	52	Unsuccessful
11	KH	56	Unsuccessful
12	MF	48	Unsuccessful
13	MFH	**76**	**Successful**
14	MI	44	Unsuccessful
15	MTR	52	Unsuccessful

16	MBHT	60	Unsuccessful
17	MBJT	40	Unsuccessful
18	MD	68	Unsuccessful
19	PI	**80**	**Successful**
20	PA	48	Unsuccessful
21	REA	60	Unsuccessful
22	RAA	56	Unsuccessful
23	RD	**80**	**Successful**
24	SS	64	Unsuccessful
25	WR	44	Unsuccessful
	TOTAL	$\sum X$ **: 1408** X **: 56,32**	

The Percentage of Students' Score in Pre Test

Criteria	Total Students	Percentage
Succesful	5	20%
Unsuccessful	20	80%
TOTAL :	25	100%

From the data above, it can be concluded that the students' vocabulary mastery was low. The data showed the total of students' score of pre-test was 1408 and the mean was 56,32. The minimum passing grade (KKM) was 75, it means the students' score was still far from that category. From the table above, it can be seen that 5 students got successful, the percentage was 20%. The students that got unsuccessful were 20 students, the percentage was 80%. Based on the quantitative data of pre test, it can be classified that students' vocabulary mastery was low. This research conducted to improve students vocabulary mastery by using the TPR method, so I continued to cycle I.

Students' Score in Post Test I

No	Students Initial Name	Score	Passing Grade of Students (≥ 75)
1	ARD	60	Unsuccessful
2	AB	**76**	**Successful**
3	AP	**80**	**Successful**
4	AD	64	Unsuccessful
5	ARP	68	Unsuccessful
6	ATR	**76**	**Successful**
7	DTW	60	Unsuccessful
8	**FF**	**84**	**Successful**
9	**JA**	**88**	**Successful**
10	**KA**	**80**	**Successful**
11	**KH**	**80**	**Successful**
12	MF	68	Unsuccessful
13	MFH	**84**	**Successful**
14	MI	**76**	**Successful**
15	MTR	**76**	**Successful**
16	MBHT	**80**	**Successful**
17	MBJT	60	Unsuccessful
18	MD	**88**	**Successful**
19	PI	**92**	**Successful**
20	PA	68	Unsuccessful
21	REA	76	**Successful**
22	RAA	80	**Successful**
23	RD	88	**Successful**
24	SS	80	**Successful**
25	WR	64	Unsuccessful
	TOTAL	$\sum X$: **1976** X : **79,4**	

The Percentage of Students' Score in Post Test I

Criteria	Total Students	Percentage
Succesful	17	68%
Unsuccessful	8	32%
TOTAL :	25	100%

The quantitative data of post test I was found from the result of the test given by the researcher to the students. The test given still relevant to the topic that learned in the classroom. Based on the data above, it can be seen that the students' vocabulary mastery got improving. The data showed the total of students' score of post test I was 1976 and the mean was 79,4. From the table above, it can be seen that 17 students got successful, the percentage was 68%. The students that got unsuccessful were 8 students, the percentage was 32%.

From the table above, it can be concluded that there was a improvement of students' vocabulary mastery between the pre test and the post-test I. Post test I scores got the better result than the pre test. But the students' achievement in post test I still categorized unsuccessful, because it could not achieve yet 70% as the target of success in classroom action research. So, the research continued to cycle II.

Students' Score in Post Test II

No	Students Initial Name	Score	Passing Grade of Students (≥ 75)
1	ARD	76	Successful
2	AB	80	Successful
3	AP	88	Successful
4	AD	68	Unsuccessful
5	ARP	80	Successful
6	ATR	76	Successful
7	DTW	84	Successful

8	FF	92	Successful
9	JA	96	Successful
10	KA	88	Successful
11	KH	84	Successful
12	MF	80	Successful
13	MFH	92	Successful
14	MI	84	Successful
15	MTR	76	Successful
16	MBHT	80	Successful
17	MBJT	76	Successful
18	MD	92	Successful
19	PI	96	Successful
20	PA	80	Successful
21	REA	80	Successful
22	RAA	88	Successful
23	RD	92	Successful
24	SS	84	Successful
25	WR	68	Unsuccessful
	TOTAL	$\sum X : 2080$ $X : 83,2$	

The Percentage of Students' Score in Post Test II

Criteria	Total Students	Percentage
Succesful	23	92%
Unsuccessful	2	8%
TOTAL :	25	100%

From the data above, it indicated that the students' vocabulary mastery was increased. The data showed the total of students' scores of post test II was 2080 and the mean was 83,2. From the table above, it can be seen that 23 students got successful, the percentage was 68%. The students that got unsuccessful were 2 students, the percentage was 8%. Based on quantitative data analysis, it showed that the highest percentage of the students' scores was in post-test of cycle II. It indicated that the improvement of students' vocabulary mastery by the implementation of the Total Physical Response improved from 20% to 92%. It can be concluded that the implementation of the TPR method effective to improve students' vocabulary mastery at seventh grade students of MTs Hidayatussalam.

2. Qualitative Data Analysis
a. Pre Cycle

In this research, qualitative data were analyzed to support the research finding. The qualitative data of pre cycle was found by interview. The researcher did the interview before the implemetation of TPR method. The interview results showed that the students were difficult to memorizing vocabulary and their vocabulary mastery was still low. The interview below was translated to English.

Researcher   : What problems are often faced when learning vocabulary?

Teacher   : Actually I told them to memorize vocabulary once a week and memorizing it in front of the class, they can memorize it. The problem is when I ask them in another day, they are confused and could not answer.

(Interview Transcript) The data showed that students had difficulty learning English because of their vocabulary was limited. It's because they forgot the vocabulary they have memorized

quickly.

Researcher   : What do you think of English lesson?

Student   : Actually I like English lesson miss, but sometimes I find it difficult too.

Researcher   : What kind of difficulties?

b Student   : So many vocabularies miss ... I felt difficult to memorize it all. (Interview Transcript)

This data was taken from interview with students. From this data, it is known that students felt difficult to memorize vocabulary because the amount of vocabulary is too many and make her confused. From the result of interview above, it can be concluded that

the vocabulary mastery of students was still low. Students said that they forgot the meaning of vocabulary quickly. They also said that they confused to memorize the vocabulary because the vocabularies were too many.

b. Cycle I

• Planning

From the result of pre-test and also the observation from the researcher in the first meeting, the researcher made planning for two meetings with the implementation of the TPR method. The researcher prepared some things that needed for the research such as lesson plan, materials, learning media, daily task, post-test questions, observation sheet, etc. All of them can be seen in the appendix.

• Acting

In this phase, it was the implementation of lesson plan that made before. The researcher conducted the action based on the lesson plan that was made. In the implementation of the action, the researcher acts as an English teacher in the classroom. Cycle I was divided into two meetings, each meeting was done for 2x40 minutes.

In the first meeting, the researcher taught vocabulary by using TPR method. First, the researcher did greeting and check the attendance list to started the class. Second, the researcher introduced the topic and explained the material about vocabulary. The researcher following the instruction in the lesson plan that already made. Third, the teacher asked several students to become volunteers and demonstrate the movements. Fourth, students will write the vocabularies they have learned today in their notebooks, after that the teacher and students repeat the vocabularies learned today together. At the end of the meeting, teacher asked about the difficulty that students faced during the teaching and learning process, give the evaluation, and also conclusion about today's lesson.

In the second meeting, the researcher also started the lesson by greeting the students and check the attendance list. The teacher asked the students to repeat the vocabulary taught at the last meeting. The researcher also following the instruction in the lesson plan that already made. The teacher divided students into 5 groups and each group have to choose one student as a volunteer who will demonstrate the sentence, the volunteer of each group will demonstrate the sentence that written on the paper in front of the class. At the end of meeting, the researcher gave the post test I to students. The post-test I was done to know the students' vocabulary mastery improved or not.

• Observing

The observation did by the observer (English Teacher) during teaching and learning process. In this phase, the observation sheet used as instrument of observation. Based on the observation sheet for the teacher, it can be seen that the teacher came on time to the class. The teacher opening the class by greeting the students, introduced herself to students, gave motivations, and told the students the goals of the study before started the class. The main activities that the teacher did during the teaching and learning process, such as: the teacher introduced about TPR method and explained the topic about vocabulary (verb and noun). The teacher gave the vocabulary words that will be taught and asked students to repeat the vocabulary after the teacher said first. The teacher asked several students to become volunteers, students who become volunteers will demonstrate the movement.

After that, teacher and students did the movements together and teacher make sure all students did the movements. The teacher asked the students how far they understand about the materials that learned today, the teacher gave some questions as the evaluation. At the end of meeting, the teacher closing the class and gives summary of today's learning. Based on the result of the observation sheet for the teacher, the researcher already did all the steps of procedural in Total Physical Response method and all criteria in the observation sheet.

Based on the observation sheet for students, it was found that all students came on time to the class. During the learning process, the students gave their attention to the teacher's explanations. When the teacher asked students to did the movements together, all students did the movements but some of them still hesitate. It showed that students participated actively in the learning process. Students excited when did the movements, they enthusiast learning vocabulary with the TPR method.

The teacher gave some questions to students, and students who pointed by the teacher can answer the questions given. The students also gave the questions to the teacher about what they did not understand. Students can memorize the vocabulary words that learned at that time. At the end of the lesson, students did the task given by the teacher. Based on the result of the observation sheet, it was found that all students participate actively in the learning process, such as the all students did the movements, answer the questions from the teacher, gave the question when they did not understand about something, and did the task given by the teacher. The students' and teacher's activities can be seen in the observation sheet in appendix 2a and 2b.

- **Reflecting**

The English teacher and the researcher did evaluation about the conclusion of the implementation of the action in cycle I. From the result of post test I, 17 students got successful, the percentage was 68%, and the students that got unsuccessful were

8 students, the percentage was 32%. So, the researcher and the English teacher revise the lesson plan to get better result. In cycle II, at least 75% of students in the class should pass minimum passing grade (KKM).

But the researcher and the English teacher considered cycle I was quite successful because all of the students were active, and enthusiastic during teaching and learning process. The students' vocabulary mastery also improved from the pre- test even though it was still not reached the targets of CAR yet. Besides, the students seemed can memorize vocabulary easier. Based on the reflecting phase, the researcher should put more efforts to improve students' vocabulary mastery by using Total Physical Response method.

c. Cycle II

• Planning

From the problems that occur in cycle I the researcher made a new plan. In this case, the researcher was giving more examples to students about the material, and also the researcher explained the material more clearly and slowly. The researcher remain to control the class meeting and make sure the students not just did the movements but also focused on the words that demonstrated. The researcher also prepared some things that needed for the research such as lesson plan, materials, learning media, daily task, post-test questions, observation sheet, etc. All of them can be seen in the appendix.

• Acting

The action of cycle II also done in 2 meetings, and each meeting was done 2x40 minutes. In cycle II researcher give more examples to make sentences from vocabulary given and divided students into 5 groups. In this meeting, the researcher also following the instruction based on the lesson plan that was made. The treatments were given to students in this cycle same as the cycle I. The researcher gave her best effort in teaching students, gave the treatment, also motivated them to increase their vocabulary mastery.

• Observing

The observation did by the observer (English Teacher) during the teaching and learning process. In this phase, the observation sheet used as instrument of observation. Based on the result of the observation sheet for the teacher, the teacher already did all the steps of procedural in the Total Physical Response method and all same criteria in the observation sheet for the cycle I. And based on the result of the observation sheet for the

students, it was found there were no students get hesitate to did the movements anymore. The students did not make any not important noise in the class, they just enthusiastic when did the movements, but when the researcher explained the material, they keep quiet and focus.

- **Reflecting**

In the reflecting phase, the researcher analyzed the result of post test II, all of the students did the instructions given by the researcher and the students participated actively in the learning process. Based on the result from post test II, there was a significant improvement from pre test until post-test II, and cycle II get the better result than cycle I. Because the target of classroom action research was minimal

75% students passed the minimum criteria and it was achieved, so the researcher decided to stop the action and did not conducted cycle III because the research was successful.

CONCLUSION

The preliminary study result indicated that the students' vocabulary mastery was low. Almost students have limited vocabulary and it makes them had difficulties in learning other topics in English lesson. The total of students' score in pre test was 1408 and the mean was 56,32. There were only 5 students who get successful in the test. The percentage of the students' score was 20%. This research conducted to improve the students' vocabulary mastery, so the cycle I was organized.

In cycle I, the qualitative data was obtained from the observation sheet, interview, and diary notes of the researcher. Based on the data analysis, there was the improvement in learning process activity. In this cycle, students already enjoy and enthusiast when learning vocabulary with the TPR method. From the result of the students' score in post test I, it showed that the total of students' score in post test I was 1974 and the mean score was 79,4. The percentage of the students' score was 68%, it was 17 students who get successful in the test and 8 students get unsuccessful.

In cycle II, the vocabulary test results indicate that 92% of students passed the test. There were 23 students who get score ≥ 75 in post test II and there were 2 students who did not score ≥ 75. The total of students' score in post test II was 2080 and the mean score was 83,2. This cycle can be classified as successful. Based on the research finding, it is proven that the Total Physical Response method can improve students' vocabulary mastery at seventh-grade students of MTs Hidayatussalam Bandar Khalipah.

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