

TEACHING ENGLISH VOCABULARY USING TOTAL PHYSICAL RESPONSE (TPR) METHOD AT ELEMENTARY SCHOOL

A Quasi-Experimental at the Third Grade of SDN Sariwangi
in Academic Year 2016-2017

A RESEARCH PAPER

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2016**

STATEMENT

I hereby certify that this research paper entitled “**Teaching English Vocabulary Using Total Physical Response (TPR) Method at Elementary School**” is completely my own work, except where due references are made in the text and contains no material which has been submitted for the awards of any other degree of diploma in any university or institution. I am fully aware that I have cited some statements and ideas from many sources, and all of citations are properly acknowledged. If any claim related to this paper persist in the future, I will be fully responsible for clarification.

Bandung, June 2016

Eva Susanti

APPROVAL SHEET

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ABSTRACT

Vocabulary is the most important component in language. Teaching vocabulary, especially for young learners, should be enjoyable, interesting, and understandable. The objective of this research entitled “Teaching English Vocabulary Using Total Physical Response (TPR) Method at Elementary School” is to find out whether or not total physical response method influences students’ vocabulary mastery. The research method used quantitative and quasi experimental as research design. It involved experimental and control group with the sample thirty one for each group at the third grade at SDN Sariwangi. The result showed that mean score of experimental group was 73.5 and control group was 79.3. Whereas the mean score post-test of experimental group was 85.3 and control group was 82.5. Based on the SPSS 22 program, the result of data were not normal, therefore the writer used Mann-Whitney U test with the result 0.024. It means that the result was lower than 0.05 and it showed that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It can be concluded that teaching vocabulary using total physical response at SDN Sariwangi at the third grade influences students’ vocabulary mastery.

Keywords: *teaching, vocabulary, total physical response*

PREFACE

Bismillaahirrohmaanirrohiim. Thankful for the gracious of Allah SWT, the writer has finished her research paper. This research paper is entitled “Teaching English Vocabulary Using Total Physical Response (TPR) Method at Elementary School”: A Quasi-Experimental Study (At the 3th Grade of SD Negeri Sariwangi) In Academic Year 2016-2017.

This research is written to be submitted to the English Education Study Program and Art Department of STKIP Siliwangi Bandung as a partial fulfillment of the requirements for the *Sarjana Pendidikan* Degree (S1). She realized that this research paper is still far from being perfect. Therefore, she expected any constructive suggestions and critics to improve the research in the future.

At last, the writer hopes that this research may give a great contribution to all readers who are interested in the similar field, especially in teaching English vocabulary using total physical response at elementary school.

Bandung, June 2016

Eva Susanti

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Cimahi, June 2016

Eva Susanti

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MOTTO AND DEDICATION

So do not weaken and do not grieve, and you will be superior if you are [true] believers (Al Imran:139)

*Where there is a life, there is a hope
Your future is your unknown paradise*

Be what you want to be, not other want to see...

DEDICATED TO:

*My lovely parents, Rahmat and Siti Asiah
My brother, Kiki Lesmana
My grandfathers and grandmothers*

CHAPTER 1

INTRODUCTION

The first chapter consists of background of the research, research question, objectives of the research, limitation of the research, benefits, definition of the key terms, and organization of the paper.

A. Background of the research

Vocabulary in English is very important because it can help to learn new words and explore the language. According to Thornbury (2002:13), “without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”. This shows that learning vocabulary is almost more important rather than learning grammar. By looking at the importance illustrated by Thornbury, it must be realized that teaching vocabulary must be interesting to students.

As one of things that support four basic language skills, students have to be master in English vocabulary. Without mastering vocabulary, foreign language learners will get some difficulties in developing the four language skills. According to Hatch and Brown (1995: 1), “the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use”.

The English teacher should find out the appropriate method in teaching vocabulary so that the students would be fun and not bored, especially young learners. According to Pinter (2006:2), “young learners enjoy fantasy,

imagination, and movement”. So, the writer believes that learning through physical activities is appropriate method.

There are many kinds of methods that can be applied in teaching vocabulary, especially, teaching English to young learners. Scott and Ytreberg (1990:2) emphasized “children’s understanding comes through hands and eyes and ears, and the physical world is dominant at all times”. It means teacher must use method that involved physical activities.

In this research, the writer chose Total Physical Response (TPR) method in teaching vocabulary. Richards and Rodgers (1986:87) stated that Total Physical Response (TPR) was developed by Asher in 1970s. In developmental sense, he sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses.

Based on the explanation above, the writer conducted a research entitled “Teaching English Vocabulary Using Total Physical Response (TPR) Method at Elementary School” at SDN Sariwangi.

B. Research question and Hypothesis

1. Research Question

Research question of this research is:

Does Total Physical Response (TPR) method influence the students’ vocabulary mastery?

2. Hypotheses

There are two hypotheses. They are:

- Null Hypothesis: Total Physical Response (TPR) method does not influence the students' vocabulary mastery.
- Alternative hypothesis: Total Physical Response (TPR) method influences the students' vocabulary mastery.

The hypothesis of this research is total physical response influences the students' vocabulary mastery.

C. Objective of the research

Based on the research question, the objective is to find out whether or not total physical response influences the students vocabulary mastery.

D. Limitation of the problem

There are many methods in teaching. The problem of this research is limited to teaching vocabulary about family using Total Physical Response (TPR) method to students in the third grade of SDN Sariwangi in academic year 2016.

E. Benefits of the research

The benefits of the research are :

1. The general benefit is to find out the use of Total Physical Response (TPR) method in teaching English vocabulary.

2. The specific benefits are :

a. For the teacher

Benefit for teacher is to find the way to teach more creative and help student to solve their problem in remembering English vocabularies through Total Physical Response (TPR) method.

b. For the students

Benefit for the students is to solve problem in learning new English vocabulary through Total Physical Response (TPR) method.

c. For the next researcher

Benefit for the next researcher is to find the result in this research and also to establish great experience.

d. For the school

After conducting this research, it is expected that the school would be interested to conduct this research in his department in order to improve teacher's quality. It can also be used as the reflection in order to gain an effective and innovative teaching- learning process by teaching English vocabulary using pictures.

F. Definition of the key terms

- Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study something, providing with knowledge, causing to know or understand (Brown, 2001:7).

- Vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use (Hatch and Brown, 1995:1).
- Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richards and Rodgers, 1986:87).

G. Organization of the research paper

The proposal will be presented in five chapters as follow :

Chapter 1 : Introduction. It consists of background of the research, research questions, objectives of the research, limitation of the problems, benefifts of the research, definition of key terms, and organization of the paper.

Chapter 2 : Literature Review. In this chapter, the writer discusses about theoretical framework and previous studies.

Chapter 3 : Research Methodology. It explains research design, research method, population and sample, instruments, and data collection and analysis.

Chapter 4 : Result And Discussion. In this chapter, the writer reveals the result and discussion of the research.

Chapter 5 : Conclusion And Suggestion. The last chapter contains the conclusion of the research and suggestion.

CHAPTER 2

LITERATURE REVIEW

The second chapter consists of the theoretical framework and previous study. Theoretical framework discusses definition of teaching, definition and characteristics of young learners, definition of vocabulary, types of vocabulary, the importance of vocabulary, definition of total physical response, the objectives and the advantages of total physical response, the role of teacher and learners in total physical response, and procedure of total physical response.

A. Theoretical Framework

1. Definition of Teaching

According to Brown (1980:7), “teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study something, providing with knowledge, causing to know or understand”. It means that teaching is the process where someone transfer the knowledge to others with purpose to make him or her know the new information. Besides, Brown (1980:8) also stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. The statement means that teaching as a guidance and facilitator for learners to establish the knowledge.

Herrel and Jordan (2004:6) argued that teaching is giving instruction or skills in a classroom. Teaching is not just presenting information or knowledge to

young learners, but it needs strategies and tactics. Teacher must decide what goals would be the best to teach and what strategies and tactics are the best suited for teaching. From the statements above, the writer concludes that teaching can be occurred between teacher and student in a classroom to deliver the knowledge using tactics and strategies in order to reach the best goal.

There are twelve characteristics of effective teaching by Richards and Renandya (1999:21). The first is instruction should be guided by preplanned curriculum. The second, there are high expectations for student learning. The third, students are carefully oriented to lessons. The fourth, instruction is clear and focused. The fifth, learning progress is monitored closely. The sixth, when students do not understand, they are retaught. The seventh, class time is used for learning. The eighth, there are smooth and efficient classroom routines. The ninth, instructional groups formed in the classroom fit instructional needs. The tenth, standards for classroom behavior are high. The eleventh, personal interactions between teachers and students are positive. The last, incentives and rewards for students are used to promote excellence. So, based on the characteristics of effective teaching by Richards and Renandya, the teacher should have the structured plan and way in teaching activities so that the students get the materials very well.

But if in teaching English vocabulary the students get some difficulties, so the teacher should help them in their instructional. According to Slatery and Willis (2001:4), “there are some ways to help the learners in learning foreign language. The first is to make learning English enjoyable and fun. The second is

encouraging; make sure children feel comfortable and not afraid to take part. The third is to use a lot of gestures, action, pictures to demonstrate what you mean. The fourth is to talk a lot to them use English, using pictures and acting with different voices. The fifth is to play games, sing a song, say rhymes and chants together. The sixth is to tell simple stories in English, using pictures and acting with different voices. The seventh is using English to answer a mother tongue question and sometimes recast in English what they say in their mother tongue. The eighth is constantly recycle new language but do not be afraid to add new things or to use words they will not know. The last is to plan lesson with varied activities, some quiet, some noisy, some sitting, some standing and moving". So, the teacher should create the interesting situation in teaching vocabulary. The students can learn materials with some interesting activities, so that the instructional will be more enjoyable.

2. Definition and Characteristic of Young Learners

According to Slattery and Willis (2001:4), the age of young learners is from seven to twelve. They are developing quickly as individuals, learn in a variety of ways, for example, by watching, by listening, by imitating, or by doing things. They also are not able to understand grammatical rules and explanations about language and try to make sense of situations by making use of non-verbal clues. Besides, they usually talk in mother tongue about what they understand and do, imitate the sounds, curious, love to play and imagination, and enjoy repetition and routines. But, the most important characteristic of them is that having quiet short attention

and need variety. So the teacher should create the creative instructional to give the materials.

Pinter (2006:2) stated that characteristics of young learners are they understand the meaningful of language but can not analyse it, have the lower levels of awareness, have limited reading and writing skills even in their first language, more concerned about themselves than others, have limited knowledge about the world, and usually enjoy fantasy, imagination, and movement. So, the statement above shows that young learners have their own way to learn. It can be the responsibility of teacher in guiding them during instructional. They are unique and different from older or adult learners, they also learn at their own speed so that sometimes they can change quickly and develop their skill and abilities in different ways.

Piaget in Pinter (2006:7) explained four stages of children development which can be a description of them based on their ages. The first is sensory-motor stage (from birth to two years of age), the young child learns to interact with the environment by manipulating objects around him or her. The second is pre-operational stage (from two to seven years of age), the child's thinking is largely reliant on perception but he or she gradually becomes more and more capable of logical thinking. On the whole this stage is characterized by egocentrism (a kind of self-centreness) and lack of logical thinking. The third is concrete operational stage (from seven to eleven years of age), years seven is the running point in cognitive development because children's thinking begins to resemble 'logical' adult-like thinking. They develop the ability to apply logical reasoning in several

areas of knowledge at the same time (such as maths, science, or map reading) but this ability is restricted to the immediate context. It means that children at this stage can not yet generalize their understanding. The last stage is formal operational stage (from eleven years onwards), children are able to think beyond the immediate context in more abstract terms. They are able to carry out logical operations such as deductive reasoning in a systematic way, or in achieve formal logic.

Young learners have their own characteristics and usually learn by doing something, so that the writer believes that using TPR in teaching vocabulary is a good choice. They can involve in many activities during learning vocabulary and minimize them in getting bored.

3. Definition of Vocabulary

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to listen, speak, read, and write very well. Not only knowing vocabulary but also we have to know the meaning.

According to John (2000:16), “vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, a dictionary-tape definition, or an equivalent word in their own language”. So, based on the statement by John, the writer concludes that vocabulary is very important to support students’ ability in communication, because they can use certain

vocabulary in their language appropriately. By using appropriate vocabulary, student can develop their language skills.

In addition, Linse and Nunan (2005:121) stated that vocabulary is the collection of words that an individual knows. The statement means that actually people know about vocabulary because in their life, they communicate using language that involved so much words. Besides, Cameron (2001:75) said that vocabulary was a word in language. Knowing a word was something to do with recognizing its meaning. From the Cameron's theory, the writer thinks that it almost same with the Linse and Nunan's theory where vocabulary was the words in language and we should know about their meaning. In addition, Harmer (1991:158) summarized that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar.

So, the writer concludes that vocabulary is the words in language people use in language to speak, listen, read, and write. Besides, knowing the definition of vocabulary, people should know the meaning, word use, formation, and also the grammar.

4. Types of Vocabulary

According to Hiebert and Kamil (2005:3), there are two forms of vocabulary:

- a. Productive vocabulary is the set of words that an individual can use when writing or speaking. It means that productive vocabulary tend to the students' activities when they write or speak. For example when students were writing a letter or talking with friends.

- b. Receptive vocabulary the set of words for which an individual can assign meanings when listening or reading. It means that receptive vocabulary is not using many activities like productive vocabulary, because students get this vocabulary type in listening and reading. They only have to understand the meaning by listen or read.

In addition, McCarten (2007:19) stated that vocabulary considered into two types, active or productive vocabulary and passive or receptive vocabulary. Active or productive vocabulary to be able to use when speak and write, while passive or receptive vocabulary to be able to use when read and listen.

Then, Haycraft quoted by Hatch & Brown (1995) divides two kinds of vocabulary, namely receptive and productive vocabulary. The first is receptive vocabulary that the learners recognize and understand when they occur in context. The receptive vocabulary is also called a passive process because the learner only receives thought form others of listening and reading. The second is productive vocabulary that the learners understand, can pronounce and use constructively in speaking and writing. Productive vocabulary also called active process because the learners produce vocabulary in their activities.

In this research, the writer took receptive vocabulary as a research. The students did the instruction based on the teacher's commands. They did some activities related the material. The material was about the family, so teacher related vocabulary about it with daily activities so that students could do the commands easily.

5. The Importance of Vocabulary

According to Thornburry (2002:13), “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It shows that vocabulary has an important role than grammar. Students can use vocabulary in communication although they are not really understand the grammar. But they can not talk more without vocabulary.

Linse and Nunan (2005:122) stated that vocabulary development is an important aspect of language development and the research that has been conducted in recent years is very exciting. From the statement above, the writer believes that in language development depends on the vocabulary mastery. More stock of vocabulary students have, their development in using language will be better.

Richards and Rodgers (1986:32) defined that vocabulary is the most important aspects of foreign language learning. In addition, Richards and Renandya (1999:255) argued that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary is one of the language components that can affect macro skills. It shows that vocabulay is the most important in language. We can do everything we want with language if mastering vocabulary. Listening, speaking, reading, and writing will be felt easier because of mastering vocabulary.

6. Definition of Total Physical Response (TPR) Method

In this research, the writer chose Total Physical Response as a method in teaching vocabulary. Method is a generalized set of classroom specifications for accomplishing linguistic objective. Method tend to be concerned primarily with teacher and student roles and behaviours and secondarily with such features as linguistic and subject-matter objective, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in variety of contexts (Brown, 2001:16). It shows that method helps the teacher and students to reach the objective in instructional in the classroom.

Furthermore, Anthony as quoted by Brown (2001:14) stated that method was described as an overall plan for systematic presentation of language based upon a selected approach. Teaching method is a method that is used in teaching learning process and the way of teaching language. In addition, Richard and Rodgers (1986:155) argued that a method is an umbrella term for the specification interrelation of theory and practice. From the statement above, method in teaching is like an umberella which relate the practice and theory. Then describe and deliver the information throug the systematic plan.

Because students in elementary school is different with adult learner, so the teacher should find the appropriate method. According to Pinter (2006:2), “young learner enjoy fantasy, imagination, and movement”. It means that they prefer do activities involve the physical system. According to Richards and Rodgers (1986:87), “total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach

language through physical (motor) activity”. So, the writer believes that TPR method can be the appropriate method in teaching vocabulary in elementary school.

Total Physical Response developed by Asher (1970s), a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Palmer in 1925. The writer is sure that Total Physical Response is suitable for young learners because involves motoric activities. The TPR method has become very popular and has attracted considerable attention from language research. However, it has not been supported by the mainstream educators (Richards & Rodgers 1999:72).

7. The Objective and Advantage of Total Physical Response (TPR)

Total Physical Response (TPR) method has very important objective. The general objectives of Total Physical Response are to teach oral proficiency at a beginning level (Richards & Rodgers, 1986:91). It shows that students in the beginning level will be helped in oral proficiency using TPR. Not only in oral proficiency, but also students could increase their vocabulary mastery in English.

Nunan (1991:244) stated that we should provide input to the learners by getting them to carry out command. This command should be couched in the imperative. Using TPR method in English usually involved command drill, so

students would accept a lot of exposure language in listening that increase their vocabulary mastery.

Richards & Rodgers (1986:92) argued that the movement of the body seems to be a powerful mediator for the understanding, organization and storage of macro-details of linguistic input. Language can be internalized in chunks, but alternative strategies must be developed for fine-tuning to macro-details. The body movement can be a mediator for understanding the language. It will support the development of the students in getting so much inputs of language. It means that the movement of the body when studying can be a mediator for students to reach the knowledge.

The TPR method has many advantages. Widodo (2005) has collected the advantages of the TPR method. The first, it is a successful teaching method that can be used for both children and adults. The second, it is very memorable. It can assist pupils to remember phrases or words. The third, it is a lot of fun, learners enjoy it. It can actually lift the pace and mood. The fourth, they can make the teaching more enjoyable for both teachers and pupils. The fifth, it is suitable for the children who are required to be active in the class. The sixth, there is no matter with how many pupils involved, as long as the teachers are prepared to take the lead, the learners will follow. The seventh, it also can be used in the mixed-ability classes. The physical actions and the pictures enable all the learners to comprehend the target language effectively. The eighth, it is effective for the young learners. And the last, the TPR method needs the coordination of both the right and left hemisphere of the human brain.

According to Larsen - Freeman (2000:113), “TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency”. Based on the statement above, the writer concludes that in studying foreign language, there is a risk to be stress. So, using a method that make students relax in studying can be a good choice.

8. The Role of Teacher and Learner in Total Physical Response (TPR)

In Total Physical Response (TPR) methods, teacher and learners have different role.

a. Learners role

Learners in Total Physical Response have a primary roles of listener an performer. They listen attentively and respon physically to commands given by the teacher. Learners are required to respond both individually collectively (Richards and Rodgers, 1986:93). So, the students should listen and perform physically based on the teachers command.

b. Teacher role

Larsen - Freeman (2000:113) argued that teacher is the director of all students' behaviors. In addition, Asher as quoted by Richards and Rodgers (1986:93) stated that the instructor is the director of a stage play in which the students are the actors. From the statements above, the writer concludes that the teacher as a director guides the students to do everything commanded.

9. The Procedure of Total Physical Response (TPR)

Slattery and Willis (2005:23) argued that Total Physical Response (TPR) is when the children listen and follow a whole sequence of instructions, doing what the teacher says. It is a good way to start using English for communication in the classroom. The procedures are:

1. The teacher
 - Tells the pupils what to do
 - Uses clear pronunciation and natural intonation
 - Helps them understand by gestures or by doing the actions
2. The pupils
 - Have to listen carefully to the instructions
 - Enjoy doing the actions
 - Can do the actions all together or on their own
 - Do not have to speak (but often do)
 - Understand because the movement and language go together

Besides, there are some procedures of TPR according to Larsen - Freeman (2000:114):

1. The teachers give a command in the target language and performs it with the students.
2. When the students make an error, the teacher repeats that command while acting it out.
3. The teacher gives the students commands they have heard before.
4. The teacher says “jump to the desk”. Everyone laughs.

5. The teacher writes the new command on the blackboard.
6. A few weeks later, a student who has not spoken before gives commands.
7. A student says “Shake hand with your neighbor”.

B. Previous Studies

The first research was conducted by Widodo (2005) entitled ‘Teaching Children Using a Total Physical Response(TPR) Method: *Rethinking*’. The result showed that in teaching to young learners teacher should use appropriate method. He also concludes that when TPR is applied in the classroom, a teacher is required to provide a model. The model has some vital features such as grasping the spoken language must come prior to speaking, comprehension is developed through body movement, and the period of listening period helps a learner to be ready to speak.

The second research was conducted by Sariyati (2013) entitled “The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children”. The result showed that students’ vocabulary mastery were significantly improved using total phisical response method. She also concludes that TPR was suitable for young learners because decrease the boring and a lot of fun.

The last research was conducted by Hanim (2013) entitled “The Use Of Total Physical Response (TPR) To Teach EnglishVocabulary”. She conducted the research at the second grade of one of elementary schools in Sidoarjo. The result showed that total physical response developed the students’ vocabulary mastery.

Based on the previous studies above, the writer concludes that vocabulary is the important aspect in language learning. Vocabulary mastery is needed to explore the language and total physical response could be an appropriate method in teaching vocabulary to young learners. So, the writer chose total physical response method in teaching vocabulary for this research.

CHAPTER 3

RESEARCH METHODOLOGY

The third chapter consists of research design, research method, population and sample, instruments, and data collection and analysis.

A. Research Design

According to Tavakoli as quoted by Kaswan and Suprijadi (2013:9), research design refers to:

“the architectural plan of a research project. Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design. A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data. As such, the design includes an outline of what the researcher will do from the formulation of the research questions and hypotheses to reporting the research findings.”

It means that the writer should determine what will do from the start to the end of the research. Before doing the research, the writer should planned what, when, where, and how much problem would be researched. Research design is like the guidance to do a good research. In addition, Tavakoli also argued in Kaswan and Suprijadi (2013:9) that the researcher should also be familiar with a wide range of research design in order to choose the most appropriate design to

answer the research questions and/or hypotheses of interest. So, the writer concludes that the research design could help to answer the research questions.

Kaswan and Suprijadi (2013:10) also quoted from Tavakoli et al that the research design can be classified into three broad research categories: (1) quantitative research designs, (2) qualitative research designs, and (3) mixed methods research designs. The writer can choose one of among qualitative that tent to use rich description, quantitative that use numerical data, or mixed method that combine between qualitative and quantitative design.

In this research, the writer used quantitative as the research design. Kaswan and Suprijadi (2013:10) stated that quantitative research is a deductive theory-based research process that focused primarily on testing theories and specific research hypotheses that consider finding differences and relationships using numeric data and statistical methods to make specific conclusions about the phenomena. From the statement above, means that in quantitative using process of deductive theory where the writer should make the general hypothesis based on the theory then find the specific evidence to support the statement. After that, the writer should test the specific hyphotheses and finding the differences and/or the relationship between two or more means through numeric data.

Furthermore, Tavakoli as quoted by Kaswan and Suprijadi (2013:12-13) that quantitave research design has characteristics such as using number, a priori categorization, variables rather than cases, statistics and the language of statistics, and quest for generaliability and universal laws. The characteristics from the statement above described that this research design naturally around numbers,

requires specific categories, usually involved group of people, and using statistic language.

B. Research method

According to Creswell *et al* as quoted by Kaswan and Suprijadi (2013:13), “quantitative research designs can be classified into one of four broad research methods: 1) experimental method, 2) correlational method, 3) causal-comparative method, and 4) survey method”.

In this research, the writer used experimental as the research method. There are three experimental design, pre-experimental, quasi-experimental, and true experimental. The writer chose quasi-experimental to find out the answer of research question. This research method involved two groups (control class and experimental class) and employed pretest and posttest. Class experimental is class with the treatment whereas control class is without treatment. Kaswan and Suprijadi (2013:25) stated that quasi-experimental sometimes called naturally occurring group design where the researcher makes comparisons between the means of the scores of the two group or more groups that occur naturally.

In addition, Fraenkel and Wallen (1993:241) stated:

“the major characteristic of experimental research, which distinguishes it from all other types of research, is that the researcher manipulate the independent variable. They decide the nature of the treatment (that is, what is going to happen to subjects of the study), to whom it is to be applied, and to what extend. Independent variables frequently manipulated in educational research include methods of instruction, types of assignment, learning materials, reward given to students, and types of questions asked by teachers. Dependent variable that are frequently studied include achievement, interest in the subject, attention span, motivation, and attitudes toward school.”

Furthermore, Fraenkel and Wallen (1993:241) also stated that in an experimental study, researchers look at the effect(s) of at least one independent variable on one or more dependent variable. Independent variable in experimental research is also frequently referred to as the experimental or treatment variable. The dependent variable also known as the criterion or outcome variable, refers to the results or outcomes of the study.

From the statement above, the writer concludes that experimental involves dependent and independent variable and need treatment to compare the data. In this research, total phisical response as independent variable whereas vocabulary as dependent variable. There were two class involved, experimental class and control class. The treatments were needed in experimental class, whereas in control class did not need its.

The table below would describe the design of quasi experimental:

Table 3.1
The Schematic of The Quasi-Experimental Design

Group	Pre-Test	Treatment	Post-Test
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

C. Population

The first task in selecting sample is to define the population in interest (Fraenkel and Wallen,1993:80). Based on the statement above, before choose the sample,

the writer should determine the population first. In this research the writer took the population at SDN Sariwangi.

D. Sample

One of the most important steps in the research process is to select the sample of individuals who will participate (be observed or questioned) as part of the study. Sampling refers to the process of selecting these individuals. According to Fraenkel and Wallen (1993:79), “a ‘sample’ in a research study refers to any group on which information is obtained. The larger group to which one hopes to apply the results is called the population”.

Furthermore, sample is the group of elements, or a single element, from which data are obtained (McMillan,1992:69). In other word, sample is any part of population considered to be representative to the population. The writer took two classes as sample of SDN Sariwangi at the third grade with the cluster random sampling.

E. Instrument

According to Tavakoli as quoted by Kaswan and Suprijadi (2013:107) , “instrument is any device which is used to collect the data”. It can be presented in written, audio, or visual format. Responses can be gathered via paper-and-pencil tests, computer administered tests, video camera, or audiotape recorder. In this research, the writer uses test as instrument to collect data.

F. Data collection and analysis

Fraenkel and Wallen (1993:101) stated “the term data refers to kinds of information researchers obtain on the subjects of their research”. It shows that data processing was very important and needed in research, because presence of data processing will be result conclusion from the research. The writer collected the data using the test, and after the data were collected, they will be analysed. In this research, the writer used a test in collecting data. The test was given after treatment by Total Physical Response method where the students have to listen, understand, and do the command.

Before and after treatment, the writer made a list of students test. The test are as follows:

1. Pretest

The pretest was used to find the student ability or achievement before the treatment. The test was given in multiple choice questions.

2. Posttest

The posttest was used to find the student ability or achievement after the treatment but using similar questions with pretest.

The process of collecting the data started from February 25th – March 29th, 2016.

The Time allocation of the research can be seen in the table below.

Table 3.2
The Schedule of the research

No	Experimental Group			Control Group		
	Date	Material	Treatment	Date	Material	Treatment
1	25 Februari 2016	Pre-test	-	8 Maret 2016	Pre-test	-
2	10 Maret 2016	Family	Word list	15 Maret 2016	Family	TPR
3	17 Maret 2016	Family	Word list	22 Maret 2016	Famiy	TPR
5	29 Maret 2016	Post-test	-	29 Maret 2016	Post-test	-

After collecting the data, the data would be analysed using SPSS 22 program.

First, the writer used descriptive test, normality test, and mann-whitney u test.

a. Descriptive statistics

According to Kaswan & Suprijadi (2013:126), descriptive statistics is a wide variety of techniques that allow us to describe the general characteristics of the data we collect.

- Mean

According to Kaswan and Suprijadi (2013:126), “mean is the sum of scores divided by the number of scores. The means should be determined both of experimental and control class”.

- Standard deviation

Standard deviation is typical, or average, deviation between individual scores in distribution and the mean for the distribution (Kaswan and Suprijadi, 2013:127).

b. Normal Distribution

Distribution is a theoretical distribution which shows the frequency or probability of all the possible values that a continuous variable can take. Testing criteria are as follow :

- If the value of the sig. or significance or probability values < 0.05 the data distribution is not normal.
- If the value of sig. or significance or probability values > 0.05 the data distribution is normal.

c. Mann-Whitney U Test

In this result, the normality test that showed not normal, so the writer used mann-whitney test to find the significant the data. Kaswan and Suprijadi (2013:145) stated that Mann-Withney U Test is a non-parametric test used to determine whether scores from two unrelated samples differ significantly from one another. The probability value is ascertained by examining the Asimp. Sig. (2-tailed) where the result less than 0.05 is considered to be indicative of significant differences.

CHAPTER 4

RESULT AND DISCUSSION

This chapter presents and discussed the results of the research based on the data obtained during the research. The writer showed the results of pretest and posttest of experimental and control class. Data were processed using SPSS 22 program to know the significantly and normality of the scores.

A. Result

1. Result of Pre-Test and Post-Test of Experimental and Control Class

In this discussion, the writer explained the result of the investigation using statistical analysis. The data were the result of this research through pre-test and post-test. The results of pre-test scores of experimental and control class were presented in the tables below.

Table 4.1
Students' Pre-test Score of
Experimental Class

No	Name	Score
1	Student 1	20
2	Student 2	45
3	Student 3	50
4	Student 4	50
5	Student 5	60

Table 4.2
Students' Pre-test Score of
Control Class

No	Name	Score
1	Student 1	45
2	Student 2	55
3	Student 3	60
4	Student 4	60
5	Student 5	60

6	Student 6	60
7	Student 7	60
8	Student 8	65
9	Student 9	65
10	Student 10	65
11	Student 11	65
12	Student 12	65
13	Student 13	70
14	Student 14	70
15	Student 15	70
16	Student 16	70
17	Student 17	70
18	Student 18	75
19	Student 19	80
20	Student 20	85
21	Student 21	90
22	Student 22	90
23	Student 23	90
24	Student 24	90
25	Student 25	90
26	Student 26	90
27	Student 27	95

6	Student 6	65
7	Student 7	65
8	Student 8	70
9	Student 9	70
10	Student 10	70
11	Student 11	75
12	Student 12	75
13	Student 13	75
14	Student 14	80
15	Student 15	80
16	Student 16	80
17	Student 17	80
18	Student 18	85
19	Student 19	85
20	Student 20	85
21	Student 21	90
22	Student 22	90
23	Student 23	90
24	Student 24	95
25	Student 25	95
26	Student 26	95
27	Student 27	95

28	Student 28	95
29	Student 29	95
30	Student 30	95
31	Student 31	100
	Sum	2280
	Mean	73.54839

28	Student 28	95
29	Student 29	95
30	Student 30	100
31	Student 31	100
	Sum	2460
	Mean	79.35484

Based on the table of experimental pre-test, the highest score was 100 and the lowest score was 20. There was one student who got 20, one student who got 45, one student who got 75, one student who got 80, one student who got 85, and one student who got 100. There were two students who got 50, three students who got 60, four students who got 95, five students who got 65, five students who got 70, and six students who got 90. From the varied scores, the score mean of experimental class was 73.5.

Whereas based on the table of control pre-test, the highest score was 100 and the lowest score was 45. There was one student who got 45, one students who got 55, two students who got 60, two students who got 100. Besides, there are three students who got 65, three students who got 70, three students who got 75, three students who got 85, three students who got 90. Then, there are four students who got 80, and six students who got 95. From the varied scores above, the score mean of control class was 79.3.

Based on the result of the pre-test of both of classes, the writer concluded that pre-test mean of experimental class was lower than control class. After doing

the treatment, the writer did the post-test to both of the classes. The results of the post-test were in the tables below:

Table 4.3
Students' Post-test Score of
Experimental Class

No	Name	Score
1	Student 1	65
2	Student 2	80
3	Student 3	80
4	Student 4	100
5	Student 5	85
6	Student 6	80
7	Student 7	95
8	Student 8	75
9	Student 9	65
10	Student 10	95
11	Student 11	65
12	Student 12	80
13	Student 13	70
14	Student 14	95
15	Student 15	85
16	Student 16	90
17	Student 17	95

Table 4.4
Students' Post-test Score of
Control Class

No	Name	Score
1	Student 1	75
2	Student 2	85
3	Student 3	80
4	Student 4	80
5	Student 5	45
6	Student 6	65
7	Student 7	60
8	Student 8	90
9	Student 9	70
10	Student 10	85
11	Student 11	75
12	Student 12	90
13	Student 13	70
14	Student 14	80
15	Student 15	85
16	Student 16	85
17	Student 17	80

18	Student 18	90
19	Student 19	85
20	Student 20	100
21	Student 21	95
22	Student 22	70
23	Student 23	95
24	Student 24	75
25	Student 25	65
26	Student 26	90
27	Student 27	95
28	Student 28	90
29	Student 29	100
30	Student 30	95
31	Student 31	100
	Sum	2645
	Mean	85.32258

18	Student 18	75
19	Student 19	85
20	Student 20	85
21	Student 21	95
22	Student 22	90
23	Student 23	80
24	Student 24	85
25	Student 25	100
26	Student 26	100
27	Student 27	95
28	Student 28	95
29	Student 29	95
30	Student 30	90
31	Student 31	90
	Sum	2560
	Mean	82.58065

Based on the table above, the post test score of experimental had the improvement. The highest score was 100 and the lowest was 65. There were two students who got score 70, two students who got 75, three students who got 85. Then, there are four students who got 65, four students who got 80, four students who got 90, four students who got 100, and eight students who got 95. The score mean of post-test was 85.3.

The result of the post test score of control class also had the improvement. The highest score was 100 and the lowest was 45. There was one student who got 45, one student who got 60, and one student who got 65. Then, there were two students who got 70, two students who got 100, three students who got 75, four students who got 95, five students who got 80, five students who got 90, and seven students who got 85. The score mean was 82.5.

Based on the result of the pre-test and post-test, the writer concluded that there were improvement on the both of classes. Post-test mean of the experimental class was 85.3 while control class was 82.5. It means that post-test mean of experimental class was higher than post-test of the control class.

2. Result of the research by using SPSS

Before analysing the data by using SPSS, the writer should find the gain score of the pre test and post test from the both of class as the tables below.

Table 4.5
Comparison Between Pre-test and
Post-test Score of Experimental
Class

No	Name	Pre	Post	Gain
1	Student 1	20	65	45
2	Student 2	45	80	35
3	Student 3	50	80	30
4	Student 4	50	100	50
5	Student 5	60	85	25

Table 4.6
Comparison Between Pre-test and
Post-test Score of Control Class

No	Name	Pre	Post	Gain
1	Student 1	45	75	30
2	Student 2	55	85	30
3	Student 3	60	80	20
4	Student 4	60	80	20
5	Student 5	60	45	-15

6	Student 6	60	80	20
7	Student 7	60	95	35
8	Student 8	65	75	10
9	Student 9	65	65	0
10	Student 10	65	95	30
11	Student 11	65	65	0
12	Student 12	65	80	15
13	Student 13	70	70	0
14	Student 14	70	95	25
15	Student 15	70	85	15
16	Student 16	70	90	20
17	Student 17	70	95	25
18	Student 18	75	90	15
19	Student 19	80	85	5
20	Student 20	85	100	15
21	Student 21	90	95	5
22	Student 22	90	70	-20
23	Student 23	90	95	5
24	Student 24	90	75	-15
25	Student 25	90	65	-25
26	Student 26	90	90	0
27	Student 27	95	95	0

6	Student 6	65	65	0
7	Student 7	65	60	-5
8	Student 8	70	90	20
9	Student 9	70	70	0
10	Student 10	70	85	15
11	Student 11	75	75	0
12	Student 12	75	90	15
13	Student 13	75	70	-5
14	Student 14	80	80	0
15	Student 15	80	85	5
16	Student 16	80	85	5
17	Student 17	80	80	0
18	Student 18	85	75	-10
19	Student 19	85	85	0
20	Student 20	85	85	0
21	Student 21	90	95	5
22	Student 22	90	90	0
23	Student 23	90	80	-10
24	Student 24	95	85	-10
25	Student 25	95	100	5
26	Student 26	95	100	5
27	Student 27	95	95	0

28	Student 28	95	90	-5
29	Student 29	95	100	5
30	Student 30	95	95	0
31	Student 31	100	100	0
	Sum	2280	2645	365
	Mean	73,5	85,3	11,7
		4839	2258	7419

28	Student 28	95	95	0
29	Student 29	95	95	0
30	Student 30	100	90	-10
31	Student 31	100	90	-10
	Sum	2460	2560	100
	Mean	79,3	82,5	3,22
		5484	8065	581

The writer used the result of gain scores of pre-test and post-test in SPSS 22 program to determine descriptive statistic that showed in the table below.

Table 4.7
Descriptive Statistics

	N	Range	Minimu m	Maximu m	Mean	Std. Deviation
experimental	31	75.00	-25.00	50.00	11.7742	17.82079
control	31	45.00	-15.00	30.00	3.2258	11.58651
Valid N (listwise)	31					

Based on the descriptive statistics, the gain score of the experimental and the control class had mean 11.7 and 3.2 and standar deviation of experimental was 17.8 and control was 11.5. It means that the results of experimental class was higher than control class.

Then, to know the normal distribution of data the writer used One-Sample Kolmogorov-Smirnov Test. The result can be seen in the table below.

Table 4.8
One-Sample Kolmogorov-Smirnov Test

		experimental	control
N		31	31
Normal Parameters ^{a,b}	Mean	11.7742	3.2258
	Std.	17.82079	11.58651
	Deviation		
Most Extreme	Absolute	.132	.223
Differences	Positive	.132	.223
	Negative	-.125	-.132
Test Statistic		.132	.223
Asymp. Sig. (2-tailed)		.181 ^c	.000 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table above, the result asymp. Sig. (2-tailed) of experimental was 0.18 whereas the control class was 0.00. It means the data above were not normal because both of scores were not higher than 0.05. So, the writer used Mann-Whitney Test as the next formula. The result showed in the table below.

Table 4.9
Mann-Whitney Test
Test Statistics^a

	d
Mann-Whitney U	323.000
Wilcoxon W	819.000
Z	-2.251
Asymp. Sig. (2-tailed)	.024

a. Classing Variable: iv

Based on the table above, the result of asymp. Sig. (2-tailed) was 0.024. It means that the result was lower than 0.05 and showed that the hypothesis alternative (Ha) was accepted while null hypothesis (Ho) was rejected. In the other words, the data showed that the differences of experimental and control group were significant different.

B. Discussion

After the writer conducted the research at SDN sariwangi at the third grader, the data collected had shown that different result of the pretest both classes. It stated that the ability of students in each class was different even though both classes had the same number of students. The pre-test mean of experimental group was 73.5 and control group was 79.3. The result of control groups' pretest which was higher, it did not affect the students' ability to provide posttest score were also greater than experimental group.

When the data of post-test collected, the writer analysed that the mean of experimental group was higher than control group. The post-test mean of experimental group was 85.3 and control group was 82.5. After the writer analyzed the data based on the pre-test and pos-test, the data was not normal and had to use Mann-Whitney test. The result of Mann-Whitney test showed that asymp. Sig. (2-tailed) was 0.024 that lower than 0.05. It means that hyphotesis alternative (Ha) was accepted and null hyphotesis (Ho) was rejected. So, the writer concluded that there is a significant different between experimental and control group.

This is in line with the statement by Pinter (2006:2) who said that young learner enjoy fantasy, imagination, and movement. It means that teaching English vocabulary using total physical response at elementary school was success because there was an influence in the scores of the test after they got the treatment using total physical response method. Besides, Richards and Rodgers (1986:87) argue that total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. So, the writer concluded that TPR method had given the interesting activities to students in doing instructional so that they enjoyed during the research occured. Because they had fun and interested in the activities, they easier to understand the material. It seemed from the result of post-test which higher than pre-test and the final result from Mann-Whitney test which lower than 0.05.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

The last chapter covers about conclusions and suggestions. The conclusions was drawn as interpretation towards the result of the research while the suggestion were written to be addressed to the teacher and the students.

A. Conclusions

After conducting the research at SDN Sariwangi at the third grader, the writer found the result showed in the chapter four. Based on the data analysis, the writer found the answer of research question of this research. The research question is whether or not TPR influences the students vocabulary master. Because of the result of Mann-Whitney U Test was 0.024, it showed the score was lower than 0.05. It means the alternative hyphotesis (H_a) was accepted and null hyphotesis (H_o) was rejected and there was significant different between both of samples. On the other words, the result showed that teaching English Vocabulary Using Total Physical Response at Elementary School was success because total physical response method influenced students vocabulary mastery.

B. Suggestions

There are some suggestions for the teacher, the students, and the writer as follows.

- a. For the teacher

To increase the students vocabulary mastery, teacher should use the appropriate method in giving the materials, especially for young learners. Teacher can use TPR method in teaching vocabulary to stimulate physical activities.

b. For the students

For some students English can be a difficult language to learn. So, they should change their mind set about English. The more good perception in English, the more easy to learn it.

c. For the next writer

The next writer should find other fields to conduct the research. It may be in the upper or lower grade with different ages or in the different level. The writer used quasi-experimental design and used test as the instrument. So, it is better to the next writer in different data collection by adding the other intruments to find more data.

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