



Improving The Students’ Vocabulary Mastery Through TPR Method At SMP Negeri 29 Medan Tahun Ajaran 2020-2021

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ABSTRACT

Vocabulary is one of the essential language components in studying English. Without a propotional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learning language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school. They must master English vocabulary and its grammatical rules to make communicate to another people. A good teaching technique makes students understand and master the lesson like the 2 other lessons which need a suitable technique and methods, teaching language also needs a suitable techniques and methods. In reality learning English especially to memorize vocabulary is boring for some students. One of the method will can improve the students mastery is use *TPR (total physical response)* in the class. That is way I want to conduct the research with title “Improving the Students’ Vocabulary Mastery Through TPR Method at SMP Negeri 29 Medan Tahun Ajaran 2020-2021”. This research was conducted at SMP NEGERI 29 MEDAN to be exact in class VIII with a total of 12 students. by using the *Classroom action research* techniques to get student scores. The results of this study are sought to support the creativity of teachers in teaching and increase knowledge to students about the ease of memorizing vocabulary.

Kata Kunci

TPR Method, Classroom Action Research, Memorize Vocabullary

INTRODUCTION

Vocabulary is one of the essential language components in studying English. Without a propotional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learning language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school. They must master English vocabulary and its grammatical rules to make communicate to another people. Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school. Problem in learning and teaching English still exist at school, because English language

is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the 2 other lessons which need a suitable technique and methods, teaching language also needs a suitable techniques and methods. In reality learning English especially to memorize vocabulary is boring for some students.

The students had difficulty in differentiating the form of word grammatically, such as part of speech noun, verb, adjective, and adverb. Furthermore, the students tend to be bored and low participation in English class. Those problems of vocabulary must be solved, because it can be difficulties for the students to continue the next level or grade. Also the students may have low motivation in learning English because they feel English is difficult. Furthermore, the students will have boredom in English class. One of the ways to teaching strategies that can make students motivated to learn English like use new method. One of the method will can improve the students mastery is use TPR (total physical response) in the class. That is way I want to conduct the research with title *“Improving the Students’ Vocabulary Mastery Through TPR Method at SMP Negeri 29 Medan Tahun Ajaran 2020-2021”*

RESEARCH METHOD

This study uses a classroom action research. There is several kinds of opinions according to some experts regarding the meaning of classroom action research. Classroom Action Research abbreviated as CAR is a form of research that occurs in the classroom in the form of certain actions taken to improve the teaching and learning process in order to improve learning outcomes better than before. Classroom action research can be used as the implementation of various existing programs in schools, by examining various indicators of the success of the process and the results of implementing various school programs.

The following is the definition and understanding of classroomaction research from several book sources:

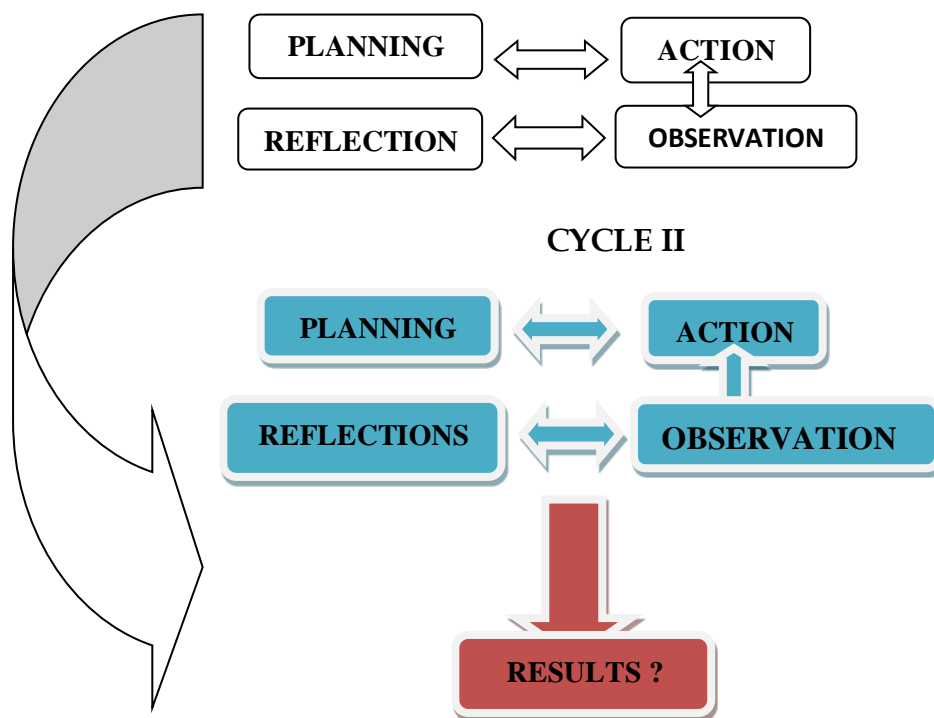
According to Arikunto, et al (2006), classroom action research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together.

According to O’Brien (Mulyatiningsih, 2011), classroom action research is research that is conducted when a group of people (students) identify the problem, then the researcher (teacher) sets an action to solve it.

Research Type

The model chart for this research concists of several stages, as follows:

Picture 1.
Research Cycle I



RESEARCH RESULT AND DISCUSSION

Description of Research Results

This research is a Classroom Action Research conducted at SMP Negeri 29 Medan. Classroom Action Research, commonly abbreviated as CAR in English, is called Classroom Action Research. Classroom Action Research (CAR) is considered very suitable to be used, because this research is focused on learning problems that arise in the classroom, in order to improve the quality of learning and improve the teaching and learning process that is better and more efficient. The research data that will be presented are recorded data on several matters relating to the implementation during the research action. At this stage, the results of research on the application of the Total Physical Response method are presented to improve students' understanding of vocabulary. This cycle consists of 2 meetings in one cycle consisting of planning, implementation, observation, and reflection stages.

Pre-action data exposure

The research was carried out in class VIII using CAR technique and quantitative methods, starting from the Pre-Test to get the intian score.

Pre-Test

After doing the proposal seminar, the next step is to continue research at the school that I have chosen and approved by my supervisor, SMP Negeri 29 Medan.

Before starting my research, I met with the English teacher and the principal to ask permission to conduct research at the school. That same day I had a meeting with students in the class and gave them a pre-test to find out their basic ability to understand English vocabulary.

The pre-test took place in an orderly manner for 30 minutes. The explanation in the process of giving the pre test is as follows:

- a) The initial activity of the researcher is greeting, the researcher invites students to read basmalah together, the researcher attends to the students and does apperception to inspire new enthusiasm in the students then the researcher asks a little about the previous lesson.
- b) The main activity of the researcher is distributing pre-test questions (initial tests) to students to find out the extent of the level of knowledge or students
- c) The researcher's final activity provides useful motivation before leaving the class, besides that the researcher also says that the next lesson will take place next week.

Next, the researcher corrected the students' answer sheets to find out the pre-test scores. The results of the pre-test can be seen in the following table:

Result of Pre-Test		
Respondens	Score	Result
1	70/ 100	Complete
2	70 / 100	Complete
3	60 / 100	Not Complete
4	80 / 100	Complete
5	60 / 100	Complete
6	50 / 100	Not Complete
7	60 / 100	Not Complete
8	70 / 100	Complete
9	50 / 100	Not Complete
10	60 / 100	Not complete
11	60 / 100	Not Complete
12	70 / 100	Complete

Based on the table above, it can be seen from 12 students only 5 students who get a complete score and 7 students do not get a complete score.

Post- Test

The post-test took place in an orderly manner for 30 minutes. The explanation in the process of giving the post test is as follows:

- a) The initial activity of the researcher is greeting, the researcher invites students to read basmalah together, the researcher attends to the students and does apperception to inspire new enthusiasm in the students then the researcher asks a little about the previous lesson.
- b) The main activity of the researcher is distributing post test questions (initial tests) to students to find out the extent of the level of knowledge or students
- c) The researcher's final activity provides useful motivation before leaving the class.

Next, the researcher corrected the students' answer sheets to find out the post test scores. The results of the post test can be seen in the following table:

Result of Post-Test		
Respondens	Score	Result
1	80/ 100	Complete
2	90 / 100	Complete
3	80 / 100	Complete
4	90 / 100	Complete
5	70 / 100	Complete
6	70 / 100	Complete
7	70 / 100	Complete
8	80 / 100	Complete
9	70 / 100	Complete
10	60 / 100	Not complete
11	80 / 100	Complete
12	70 / 100	Complete

Test Result

Respondents	Pre-Test Score	Post-Test Score	Average Value	Category
1	70	80	75	Complete
2	70	90	80	Complete
3	60	80	70	Complete
4	80	90	85	Complete
5	60	70	65	Not Complete
6	50	70	60	Not complete
7	60	70	65	Complete

8	70	80	75	Complete
9	50	70	60	Not Complete
10	60	60	60	Not Complete
11	60	80	70	Complete
12	70	70	70	Complete
	760	910	835	

$$M = \frac{760}{12} = 63,3$$

After treatment the mean of students have a score : ?

$$M = \frac{910}{12} = 75,8$$

A. Result Finding

Before treatment

$$P = \frac{5}{12} \times 100\% = 41,6\%$$

41,6% student presentase have a score before treatment.

After treatment student have a score

$$P = \frac{11}{12} \times 100\% = 91,6\%$$

91,6% student presentase have a score after treatment.

CONCLUSION

This study focuses on class VIII which is to increase the level of understanding vocabulary with TPR Method. Therefore, a quantitative study was made in the form of a CAR to find the average result and the percentage of students who had received an increase after the treatment was carried out.

Based on the research that I got after doing the pre-test and post-test, it can be concluded that children's understanding vocabulary with TPR Method increases. Although there are some who do not understand but the results I get from the percentage of 100% there are already 91,6% of children who have increased their understanding.

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