



**IMPROVING THE MASTERY ON ENGLISH VOCABULARY
OF THE FIFTH GRADE STUDENTS OF SD 3 GARUNG LOR KUDUS
BY USING TOTAL PHYSICAL RESPONSE (TPR) METHOD
IN ACADEMIC YEAR 2011/2012**



**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

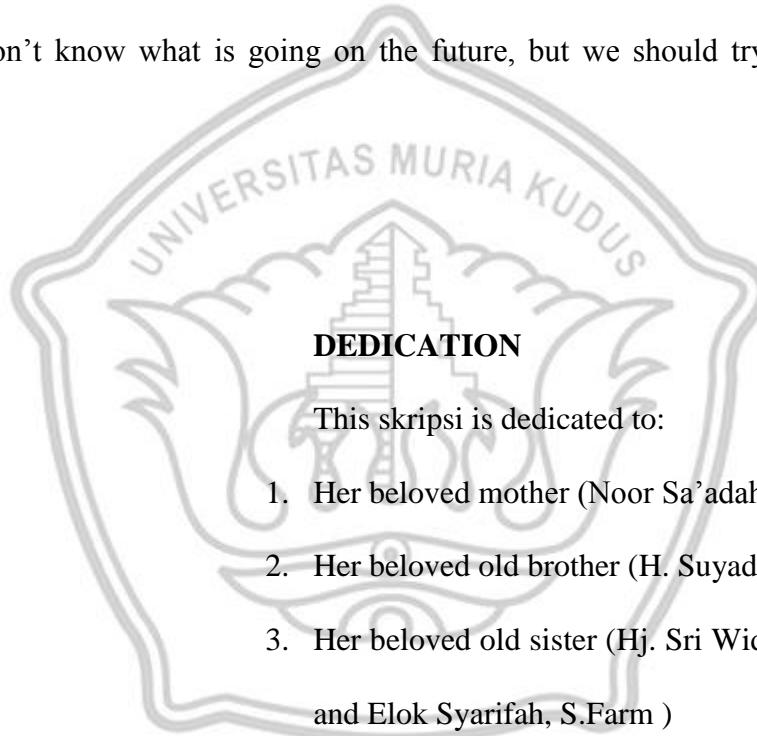


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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**

MOTTO AND DEDICATION

MOTTO:

- ∞ It is Allah Who bestows success, and guides to the Straight Path.
(The Noble Qur'an).
- ∞ Make a great job with *Bismillahirrohmanirrohiim*
- ∞ Never give up and keep trying.
- ∞ We don't know what is going on the future, but we should try to make it better.



- This skripsi is dedicated to:
1. Her beloved mother (Noor Sa'adah Mufidz)
 2. Her beloved old brother (H. Suyadi, SE)
 3. Her beloved old sister (Hj. Sri Widiyawati, SH
and Elok Syarifah, S.Farm)
 4. Her sweetest niece (Zahiya Nahda Soraya)
 5. Her beloved man (Choirul Annam)
 6. Her best friend (Wulan Sari Al Azwar, Aris
Setia Budi)
 7. All of her friends in UMK

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Nila Aminah has been approved by the skripsi advisors for further approval by the Examining committee.

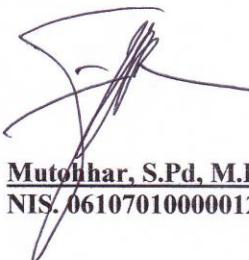
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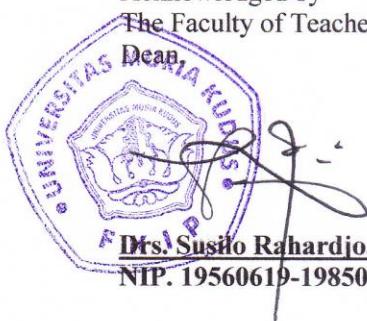
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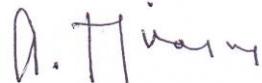
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EXAMINERS' APPROVAL

This is to certify that the Skripsi of Nila Aminah (2008-32-051) has been approved by the Examining Committee as a requirement for the Sarjana Degree in the Teaching of English as a Foreign Language.

Kudus, July 2012

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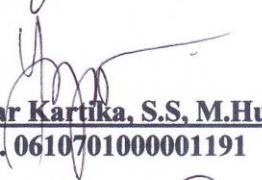
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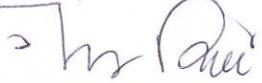
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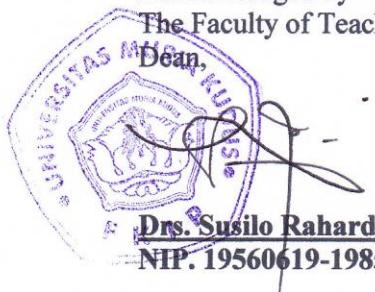
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In this occasion, the writer would like to say thousands thanks to Allah SWT for all of mercy and blessing to the writer with health, power, and motivation to finish her skripsi entitled “Improving the Mastery on English Vocabulary of the Fifth Grade Students of SD 3 Garung Lor Kudus by Using Total Physical Response (TPR) Method in Academic Year 2011/2012”.

Furthermore, the writer would like to express the sincerity gratitude and appreciation for the available assistance given by many people in finishing this research. They are:

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10. All of her friends in UMK

Hopefully, this skripsi can give contribution and motivation to the teaching learning process. Then suggestion and criticism from the reader will be fully appreciated and always welcomed. For further information, contact the writer on 085641539090.

Kudus, July 2012

Nila Aminah
200832051

ABSTRACT

Aminah, Nila. 2012. *Improving the Mastery on English Vocabulary of the Fifth Grade Students of SD 3 Garung Lor Kudus by Using Total Physical Response (TPR) Method in Academic Year 2011/2012*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Dr. H.A. Hilal Madjdi, M.Pd. (ii) Mutohhar, S.Pd, M.Pd.

Key words: *English Vocabulary Mastery, Total Physical Response (TPR) Method*

In learning English cannot be separated from learning vocabulary. Learning vocabulary is the first step of learning language. Students need vocabulary which can support them to produce and use meaningful sentences because vocabulary provides organ of sentence that can be understood by others. In fact, the fifth grade students of SD 3 Garung Lor Kudus in academic year 2011/2012 felt difficulties to understand, remember the vocabulary and to know the meaning of English vocabulary. In conducted this research, the writer used TPR method because this method is memorable and a good tool for building English vocabulary.

The objective of the research is to find out if the Total Physical Response method can improve the mastery on English vocabulary of the fifth grade students of SD 3 Garung Lor Kudus in academic year 2011/2012.

This research applied a classroom action research. The research was conducted in the fifth grade students of SD 3 Garung Lor Kudus in academic year 2011/2012 on second semester that consist of 20 students (10 boys and 10 girls). This research consists of three cycles and each cycle has instrument, they are observation and achievement test.

In the result, the mastery on English vocabulary improves from cycle I until cycle III. In cycle I, the average score of the mastery on English vocabulary is 65.75 as **sufficient** category with 9 students (45%) who could reach the KKM. In cycle II, the average score of the mastery on English vocabulary is 75.5 as **good** category with 14 students (70%) who could reach the KKM. In cycle III, the average score of the mastery on English vocabulary is 86.75 as **excellent** category with 20 students (100%) who could reach the KKM.

Therefore, the writer can conclude that Total Physical Response (TPR) method can improve the mastery on English vocabulary of the fifth grade students of SD 3 Garung Lor Kudus in academic year 2011/2012.

The writer suggests that the teacher should use enjoyable method because it can attract students to understand and master on English vocabulary well. TPR method is a good tool for building English vocabulary. The powerful method of TPR is best applied to introduce new English vocabulary. The English teacher can use media in TPR method. It makes students interested in the teaching and learning process.

ABSTRAKSI

Aminah, Nila. 2012. *Peningkatan Penguasaan Kosakata Bahasa Inggris pada siswa kelas Lima SD 3 Garung Lor Kudus menggunakan Metode Total Physical Response (TPR) pada Tahun Ajaran 2011/2012.* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Dr.H.A. Hilal Madjdi, M.Pd. (ii) Mutohhar, S.Pd, M.Pd.

Kata Kunci: Penguasaan Kosakata Bahsa Inggris, Metode Total Physical Response (TPR)

Dalam belajar bahasa Inggris tidak dapat di pisahkan dari belajar kosakata. Belajar kosakata adalah langkah pertama dalam belajar bahasa. Siswa membutuhkan kosakata untuk mendukung mereka menghasilkan dan menggunakan kalimat sepenuhnya karena kosakata melengkapi bagian kalimat agar dapat bisa dipahami oleh orang lain. Pada kenyataannya ditemukan kelas lima SD 3 Garung Lor Kudus tahun ajaran 2011/2012 merasa kesulitan dalam memahami, mengingat kosakata dan mengetahui arti dari kosakata dalam Bahasa Inggris. Dalam melakukan penelitian ini, penulis menggunakan metode TPR karena metode ini mengesankan dan merupakan suatu alat yang bagus untuk membangun kosakata bahasa Inggris.

Tujuan dari penelitian ini adalah untuk mengetahui apakah metode Total Physical Response method dapat meningkatkan penguasaan pada kosakata Bahasa Inggris siswa kelas lima SD 3 Garung Lor Kudus tahun ajaran 2011/2012.

Penelitian ini menggunakan penelitian tindakan kelas. Penelitian ini dilakukan di kelas lima SD 3 Garung Lor Kudus tahun ajaran 2011/2012 pada semester kedua yang terdiri dari 20 siswa (10 anak laki-laki dan 10 anak perempuan). Penelitian ini terdiri dari tiga siklus dan setiap siklus mempunyai alat, adalah observasi dan ujian prestasi.

Dalam hasilnya penguasaan pada kosakata Bahasa Inggris meningkat dari siklus I sampai ke siklus ke III. Di siklus I nilai rata-rata penguasaan pada kosakata Bahasa Inggris adalah 65.75 sebagai kategori cukup dengan 9 siswa (45%) yang dapat mencapai KKM. Di siklus II nilai rata-rata penguasaan pada kosakata Bahasa Inggris adalah 75.5 sebagai kategori baik dengan 14 siswa (70%) yang dapat mencapai KKM. Di siklus III nilai rata-rata penguasaan pada kosakata Bahasa Inggris adalah 86.75 sebagai kategori unggul dengan 20 siswa (100%) dapat mencapai KKM.

Oleh karena itu, penulis dapat menyimpulkan bahwa metode Total Physical Response (TPR) dapat meningkatkan penguasaan pada kosakata bahasa Inggris siswa kelas lima SD 3 Garung Lor Kudus tahun ajaran 2011/2012.

Penulis menyarankan agar guru sebaiknya menggunakan metode yang menyenangkan karena ini dapat menarik siswa untuk memahami dan menguasai kosakata bahasa Inggris. Metode TPR adalah suatu alat yang baik untuk membangun kosakata bahasa Inggris. Kekuatan metode TPR paling baik digunakan untuk mengenalkan kosakata baru bahasa Inggris. Guru bahasa Inggris dapat menggunakan media dalam metode TPR. Karena dapat membuat para siswa tertarik dalam proses belajar dan mengajar.

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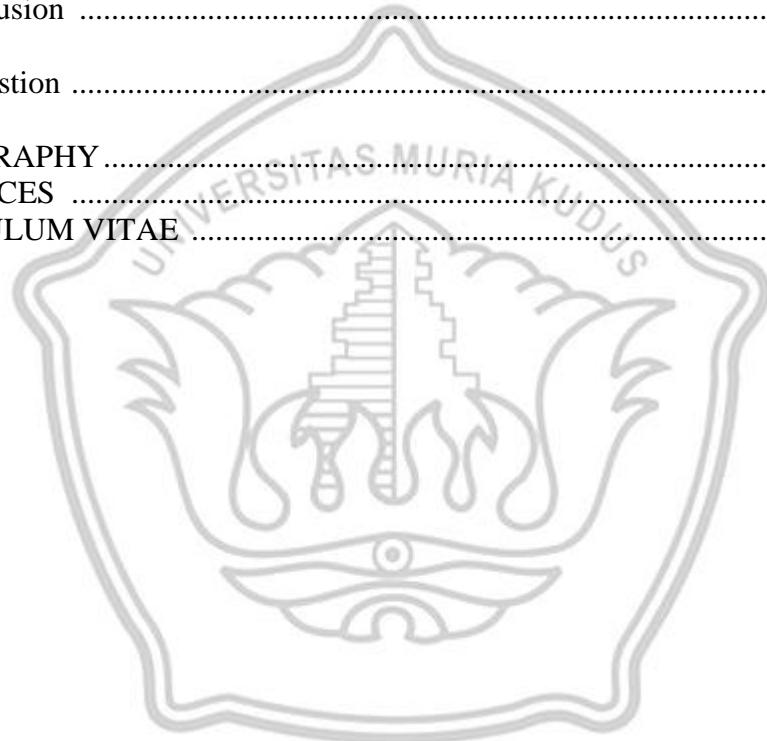
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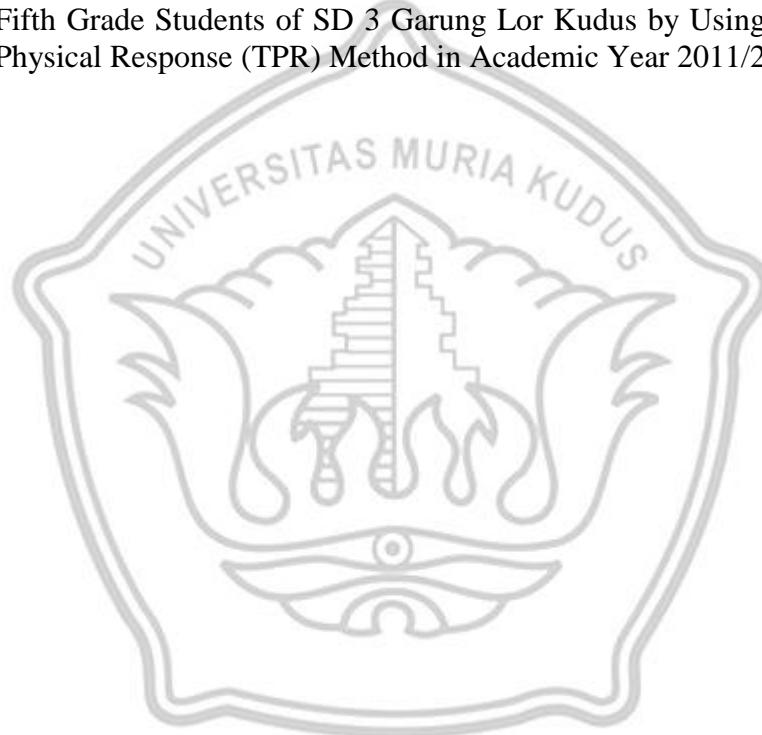


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