

ABSTRACT

Mardiana, Rini. 2019. “ *The Use of Total Physical Response Method in Teaching English Vocabulary to Young Learners of The Fourth Grade at SD Muhammadiyah 1 GKB* ”. A thesis submitted as partial fulfillment of requirement for the Bachelor degree of English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor: (I) Dr. Slamet Asari M.Pd, (II) Candra Hadi Asmara M.Pd

Keywords: Total Physical Response (TPR) method, English Vocabulary, Young Learners.

Vocabulary is very important in language process especially in learning English. Because learners are able to communicate and understand in English when they learn vocabulary first. In this thesis, TPR method is offered as a method which can be very useful and helpful to the teacher and students in learning English vocabulary. According to Setiyadi (2006:132), learning by using gestures consists of commands and language learners perform physically can make them learn the target language more exciting. This method is for teaching English vocabulary, in which the teacher acts out the vocabulary being taught and the students learn new vocabulary by imitating the teachers' model. The teachers' role as the model and the students are as the imitators. Students can enjoy learning English by using TPR, because in this method learning is done through gestures or body movements and performing physically.

This study takes two problems: (1) How is the use of Total Physical Response in teaching English vocabulary for young learners of the 4th grade at SD Muhammadiyah 1 GKB?., (2) What are the students' response towards the use TPR method in learning vocabulary?. The purpose of the study to describe the implementation of Total Physical Response (TPR) in teaching vocabulary to young learners of the fourth grade at SD Muhammadiyah GKB. Second, to describe the students' response toward teaching vocabulary yusing Total Physical Response (TPR) in fourth grade at SD Muhammadiyah GKB.

The data analysis from the observation checklist and fieldnotes, students' questionnaire, interview and teachers' interview showed that the teacher has been successfully implemented the procedure of TPR method, namely preparation, setting up, asked volunteers, demonstration, students' modeling, and writing the sentences. The students' active participation and enthusiasm in class also has indicated their good responses toward the use of TPR method in teaching English vocabulary.

The conclusion in TPR could be the method to teach English vocabulary at SD Muhammadiyah 1 GKB because the method could make the students learn more enjoyable and in a fun way. Then, for the further researcher will be better if this research is continued in the future to see the effectiveness of the TPR method applied by the teacher.