

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter describes the stages of activities developed as part of Implementation of Total Physical Response Using Picture and Song to Improve the Vocabulary at the Kindergarten Raudhaul Athfal Muslimat NU Gambut Academic Year 2014/2015. The objective of this research is to present the research findings which provide evidence for answering for problems stated in chapter 1.

#### A. Research Finding

The description of the finding based on the data from the researcher field note, observation, and documentary. Vocabulary mastery is necessary for the young learners who learn English as it is a basic for further learning. The wrong perception about learning vocabularies that is learning new words is indicated by translating them into native language. The ideal condition mastering vocabulary is young learners knowing the meaning and spelling. Those two aspects should be taught to the students in learning new vocabularies so that they can master the vocabulary. Unfortunately, the young learners do not learn in such way in mastering new vocabularies.

In accordance with the case, there are some problems encountered based on the observation, and documentary. Based on the observation done before the research process On Mei 3<sup>rd</sup> 2015, 10 young learners showed that they were not interested in English five of them said they hate English. In addition, the teacher said that the

condition of the six years student very stressful. They seemed to be unmotivated enough to learn English. In teaching and learning process, they were likely to be busy with their own activities. From the young learners' point of view, English is difficult, especially in spelling and the meaning. It can be understood as the method and media used is lecturing. Hence, they hardly understand about English. In addition, they seem to be lack in curiosity, motivation, and involvement in teaching learning process.

Related to the problems, the researcher proposes TPR, picture and song as a method and media to teach vocabularies. It is a method and media in which the young learners act and move based on the instructions given. Therefore, the new words are made in imperative and will be acted by the young learners. Those method and media are appropriate for the young learners at such age since they prefer moving to sitting. As using total physical response using picture and song are learning by doing, certainly this method would help them to learn new words easily. Based on the result of reflective and analysis. There are some findings as the following: the improvement of vocabulary mastery, the improvement of confidence, motivation, and involvement in English class and the improvement of class management.

The target of using total physical response using picture and song for the young learners of RA Muslimat NU Gambut for teaching vocabulary is hopefully those method and media can improve the young learners English vocabulary. It can be measured trough two aspects, they are: meaning and spelling.

## 1. Report of Cycle One

### a. Planning

Based on the causes of the problem above, the first cycle of the action research is aimed to improve:

- 1) The young learners' vocabulary mastery includes the meaning and spelling.
- 2) The young learners' curiosity to learn and to know something new.
- 3) The young learners' motivation to learn vocabulary more.
- 4) The young learners' involvement so that they can actively involve in the teaching and learning process.

Based on the result of the discussion with the principal, the researcher of the sixth grade, and the English teacher in a democratic and dialogic atmosphere on Mei 9<sup>th</sup>2015, the actions planned for the cycle are: (1) conducting Total Physical Response, picture and song, (2) using conducive classroom, and (3) giving good response to the young learners.

In doing a classroom action research, planning is the first step which should be done. There, the research planning is important things in order to runs out well the research. The planning is presented in the following:

## 1) Time allocation

Time allocation in every meeting is 80 minutes. The researcher should manage the time well so that the purpose of this research can be obtained. There are four meetings in cycle excluding observation.

## 2) Teaching Material

The teaching surely has been adjusted with the curriculum. The following is the material of the first cycle.

Table 4.1: The material of cycle one

<b>No</b>	<b>Date</b>	<b>Topic of Teaching</b>
1	Monday, May 4 <sup>rd</sup> 2015	Observation
2	Friday, May 8 <sup>th</sup> 2015	Fruits
3	Saturday, May 9 <sup>th</sup> 2015	Part of body
4	Friday, May 15 <sup>th</sup> 2015	Daily routine

## 3) Field-note

In order to help the research to know what happens during the process of implementing Total Physical Response, picture, and song in improving vocabulary, the researcher uses field note. As this field note can record the young learners' activities, the researcher can know the progress and consider what to do in the next meeting.

#### 4) Documentary

The researcher uses documentation to report the process of action research in the classroom. So, that the real process of conducting the research can be observed in detail and can be evaluated for the next meeting.

### **b. Action of Cycle One**

The teacher carried out the actions of cycle one in the third meeting. The topic is *fruits, part of body and daily routine*. The actions were focused on how implementing the total physical respond using picture and song, can the implementation Total Physical Response, picture, and song and the advantages of the implementation Total Physical Response, picture, and song. The data were collected through classroom observation and documentary.

#### 1) First meeting

The lesson started at 08.30 A.M, it ended at 09.30 A.M. The teacher came to the class on time. In the first meetings the teacher checked the young learners' presence in order to know the young learners name one by one.

#### a) Warming up

The first meeting conducted at 08.20-09.40 A.M. It was on Friday, May 8<sup>th</sup>2015. The teacher then introduced Total Physical Respond, picture, and song. The students seemed to be

curious as they never knew about the method before, but the picture and song they knew. So far, they learnt vocabulary by memorizing list of word about *fruits*, examples word about *fruits* are: *Banana, Watermelon, Papaya and Tomato*.

b) Main activities

The teacher asked the young learners in English what fruit is this. Some young learners answered loudly in English, and others answered in Indonesian. Then, the teacher showed the picture about *fruits* and sang song about *fruits*. The teacher asked some volunteers to come to the front of class to do some instructions. They are *ms w, ms t, ms x*, and the other young learners paid attention while sitting in their seat. They were really enthusiastic and looked motivated. After the volunteers did all of instructions, the young learners then followed them based on the volunteer's instruction. And To improve the young learners' ability in spelling, the teacher wrote some words on the white board and asked young learners to write down on their book., (*Water Melon, Papaya, Banana and Tomato*), after the teacher asked young learners to look at the white board and asked the young learners randomly to spell the word alone.

Song:

*Water Melon 2X*

*Papaya 2X*

*Banana 2X*

*Tomato 2X*

c) Closing

The teacher gave a conclusion of the material given. The teacher asked them to practice some instruction including aspect of meaning and spelling. Then, the teacher gave assignment to the young learners.

2) Second meeting

The second meeting was at the same time as the second meeting that was at 08.30-09-30 A.M. It was on Saturday, Mei 9<sup>th</sup>2015. The topic was *daily routine* by using video, *I wake up, I wash face, I brush my teeth, I comb my hair, I eat breakfast, I go to school*, and laptop, picture as the media. After the teacher greeted the young learners and asked their condition, then the teacher told them that they would study about *daily routine* by using Total Physical Response, picture and song as in the last meeting. All of the students cheer and looked very happy.

a) Warming up

The teacher played video about *daily routines* that were practiced by someone through Total Physical Response. Some young learners imitated what they saw in video. They laughed and seemed to be very happy because they never watched video in the classroom before.

## b) Main Activities

In this meeting, the teacher asked all young learners' to singing along with her, furthermore the teacher asked three young learners to come in front of class. Then gave the same instruction as the video showed: *wake up, wash the face, comb hair, toothbrush, breakfast, and go to school*. Moreover they did all of instructions along with the teacher. To improve the young learners' ability in spelling, the teacher wrote some words on the white board and asked young learners to write it down on their book. (*Wake up, Wash the face, brush the teeth, comb the hair, breakfast and go to school*). After all of the words were mastered well, then the teacher asked the young learners to spell them together with her. In the last, the teacher asked the young learners randomly to spell the words alone.

Song:

*I wake up*

*I wake up*

*I wash my face*

*I wash my face*

*I brush my teeth*

*I brush my teeth*

*I eat breakfast*

*I eat breakfast*



*I comb my hair*

*I comb my hair*

*I go to school*

*I go to school*

c) Closing

The teacher gave a conclusion of the material given. The teacher asked them to practice some instruction including aspects of meaning and spelling randomly. After giving the assignment to the young learners' the teacher end the meeting.

3) Third meeting

The third meeting was at the same time as the first meeting that was at 08.30-09.30 A.M. It was on Friday, May 15<sup>th</sup>2015. The topic is *part of body*, and the media were picture and song. After the teacher greeted the young learners and asked their condition, then the teacher told them that they would study about part of body by using Total Physical Response, picture and song. All of the young learners cheered and looked very happy.

a) Warming up

The teacher asked them whether they ever heard the

Song:

*Head, shoulder*

*Knees and toes 2X*

*Ears, eyes, nose and cheek*

*Head, shoulder*

*Knees and toes 2X*

*Ears, eyes, nose, and cheek*

All of them answered that they never heard to song before. Then, the teacher asked volunteers to song in front with her. The other young learners paid attention to the volunteers by listening to the song while seeing the movement. The teacher sang and touched her *part of body* based on the song and the last the teacher showed picture about *part of body*.

b) Main activities

The teacher asked all young learners' to sing together with her. They had sung twice, and teacher let the young learners sing. Then, the teacher asked them to act based on the song: *open your eyes, close your eyes, touch your head, and touch your nose*. There were still some mistakes because they did not know the meaning of *open, close, your, and touch*. After the same verbs were given for different *parts of body*, they understood, *open your eyes, close your eyes, touch your head and touch your nose*. To improve the young learners' ability in spelling, the teacher wrote some words on the whiteboard and asked young learners to write them down on their book. (*Open your eyes, close your eyes, touch your head, touch your nose, touch your*

*knees*). After all of the words were mastered well, the teacher asked the young learners' to spell them along with her. Later, the teacher asked the young learners' randomly to spell the word alone.

c) Closing

The teacher gave a summary of the lesson by asking the young learner' to do some instruction in turn and gave an assignment afterward. Then, the teacher closed the meeting.

**c. Observing**

In conducting this action research, the teacher cast a role as the teacher in conducting Total Physical Response, picture and song. During implementations the method and media, the teacher observed the situation, fact, the young learners' progress, and their response in each meeting. The following is the result of observation in each meeting.

1) First meeting

The result of the observation in the first meeting showed that the young learners are less active to get involved in the teaching learning process. Only few young learners responded the teacher instructions. It took some time for teacher to convince them that they should not be afraid of being volunteers. Then, some young learners were willing to be volunteers and followed what the teacher said. Yet, some young learners' seemed to be ashamed to participate. They

did not follow the instructions. Sometimes they looked busy talking to their friend.

In this meeting, the young learners learnt the two aspects. The teacher claimed that Total Physical Response, picture and song could improve the young learners' ability in mastering new words especially meaning aspect. In addition, the time allocation should be well managed in order to set the time for evaluation is available.

2) Second meeting

In this meeting, the young learners were more responsive than in the previous meeting. The teacher did not need more time to have some volunteers. The young learners' who were still ashamed in the first meeting began to pay more attention to the researcher instruction. Also, those who talked each other in the previous meeting seemed to begin to cope with teacher instruction. They involved themselves during the class.

3) Third meeting

Based on the observation, it can be concluded that the young learners were much more enthusiastic than before. The young learners began to be familiar with Total Physical Response, picture and song. They cheered and sang the song happily. When the teacher stopped singing, they asked more. They enjoyed the song much. In this meeting, they sang a song about *part of the body*. From the two aspect of the meaning is well-understood by the young learners,

while for aspect of spelling, only half of young learners' who could do them well. There were eight young learners who could master the two aspects well, on the contrary, four young learners still not able to master the two aspects.

Based on the observation in each meeting, it can be concluded that the young learners' ability had improved. Below is the improvement achieved by the young learners in the first cycle.

- 1) The improvement of young learners' ability in vocabulary mastery.

Based on the observation in each meeting in the previous, it was noticed that the young learners' were enthusiastic in following the lesson. It supported them to learn new words intensively. It can be said that there was improvement in young learners' vocabulary mastery particularly in aspect of meaning. Yet, some of the young learners' were ashamed in practicing spelling. At last, the teacher strongly agreed that Total Physical Response, picture and song were good in improving young learners' vocabulary mastery.

- 2) The improvement of young learners' motivation, confidence, and involvement in learning vocabulary. The researcher agreed that Total Physical Response, picture and song were successful in motivating young learners' to learn vocabulary. Young learners' memorized more words by using this method and media. The teacher also noticed that the movement and action could improve the young learners' confidence in learning new words. They were not afraid of

making mistake in responding what the teacher said. They felt that English was easier than they thought. It was important as it could give them more motivation to learn about English in the next level. Some young learners who were not interested in English stated that learning English through Total Physical Response, picture and song were enjoyable. They could memorize word easily.

#### d. Reflection of Cycle One

After doing action researcher in the class, there were some strengths and weaknesses found. The strengths and weaknesses could be seen as follows:

Table 4.2: Implementation of cycle one

No	Cycle two	Discussing	Explanation	Improvement		
				Many	Words	Song
1.	Planning	Young learners' problems	<p>a. Most of the young learners' English vocabulary mastery is low. They lack of curiosity, motivation, and involvement in process of English.</p> <p>b. Most of the young learners' motivation, involvement, and confidence in speaking English are</p>	22	<p>Water melon, Papaya, Banana and Tomato</p> <p>Wake up, Wash, Face, Brush, Teeth, Eat, Breakfast Comb, Hair, go, and school.</p> <p>Head, Shoulder, Knees, Toes, Ears, Eyes, Nose and Cheek.</p>	<p>Fruits</p> <p>Daily routine</p> <p>Part of body</p>

		Solution	a. low. Introducing and implementing Total Physical Response, picture and song to learn English vocabulary.			
2.	Acting	First meeting	Introducing Total Physical Responses, picture and song to study vocabulary of the topic "Fruits".	4	Water melon, Papaya, Banana and Tomato	Fruits
3.		Second meeting	Introducing Total Physical Responses, picture and song to study of the topic "Daily routine".	11	Wake up, Wash, Face, Brush, Teeth, Eat, Breakfast, Comb, Hair, go, and school.	Daily routine
4.		Third meeting	introducing Total Physical Responses, picture and song to study the topic "Part of body"	8	Head, Shoulder, Knees, Toes, Ears, Eyes, Nose and Cheek.	Part of body
5.	Observing		The researcher observed the implementation and noted the results in field notes, and diaries.	1 3 6	Water melon,  Shoulders, Ears, Eyes,  Wake up, Brush,, Eat, Breakfast, Comb, School.	Fruit  Part of body  Daily routine
6.	Reflecting	Strengths	a. There was improvement in young learners'	3	Banana Papaya and Tomato	Fruits

			<p>vocabulary mastery.</p> <p>b. The most significant aspect of vocabulary that improved was meaning.</p>	<p>5</p> <p>4</p>	<p>Head, Knees, Toes, Nose, Cheek</p> <p>Wash, Face, Teeth, Hair, Go.</p>	<p>Part of the body</p> <p>Daily routine</p>
		Weaknesses	<p>a. Some young learners' was still ashamed and got difficulties in spelling.</p> <p>b. The class was little bit disorganized and noisy as they had to act and move. It often caused them laugh since it was new for them.</p>	<p>1</p> <p>3</p> <p>6</p>	<p>Water melon</p> <p>Shoulders. Ears, Eyes</p> <p>Wake up, Brush, Eat, Breakfast, Comb, School</p>	<p>Fruits</p> <p>Part of body</p> <p>Daily routines</p>
7.	Revising		<p>a. Focusing to improve the aspect of vocabulary on spelling.</p>	<p>1</p> <p>3</p> <p>6</p>	<p>Water melon</p> <p>Shoulders. Ears, Eyes</p> <p>Wake up, Brush, Eat, Breakfast, Comb, School</p>	<p>Fruit</p> <p>Part of body</p> <p>Daily routine</p>



			b. Focusing to motivate the young learners' to be involved in learning process to avoid noise.			
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**e. Revising The Plan**

To handle the problems encountered in cycle one, the teacher revised the plan to eliminated or reduced the weaknesses of the implementation of Total Physical Response, picture and song in cycle one. It was expected that the weaknesses would not occur again.

The revised plan included the class management so that the situation would be-well controlled. Then, related to the spelling, young learners' would be given a song of alphabet to remind them about the right spelling of English.

**2. Report of Cycle Two**

**a. Revised Plan**

Based on the weaknesses encountered in cycle one. The researcher revised the following plans: focused on aspect of spelling and focused motivate the young learners' to be involved in teaching learning process to avoid noise. The researcher then planned a sequence of steps to be conducted in cycle two as follows:

## 1) Time Allocation

The time allocation in each meeting is 80 minute. There were three meetings in cycle two.

## 2) Teaching Material

The teaching materials of the second cycle same with cycle one but focus to aspect spelling, were *fruits, daily routine and part of body*. The teaching media were picture and song.

Table 4.3: The materials of cycle two

No	Date	Topic of the Teaching
1	Friday, June, 5 <sup>th</sup> 2015	Fruits
2	Saturday, June, 6 <sup>th</sup> 2015	Daily routine
3	Friday, June, 12 <sup>th</sup> 2015	Part of body

**b. Action of Cycle Two**

## 1) First Meeting

## a) Warming up

The teacher entered the class at 08.30-09.30 A.M. The teacher greeted the young learners and asked their condition. Moreover the teacher arranged the young learners' seat in a circle without table. The teacher stood up in the middle of the circle. The teacher asked them whether they like fruits. All of

them answered “Yes I like”. Ok, “Today we are going to learn about *fruits*.”

b) Main Activities

The teacher singing about *fruits*, and showed them picture about *fruits: watermelon, banana, tomato, and papaya*. The teacher asked who wanted to be volunteers. Some young learners’ raised their hands while standing up. The teacher said that all of young learners would get their turn in order to avoid noise. Then, the young learners sat and the teacher chose some who were less active than others. After that, the volunteers did the instruction the researcher. The teacher held the picture of banana and said “*take the banana*”. Then, the teacher held the *watermelon* and asked the young learners’ to say something. One young learner’s replied, “*watermelon*”. The other young learners’ said “*take the watermelon*”. “Good”, the teacher replied. The teacher wrote words on the white board and spell it after that the teacher asked them to repeat the word.

Song:

*Water Melon 2X*

*Papaya 2X*

*Banana 2X*

*Tomato 2X*

c) Closing

The teacher summarized the material by reviewing some instructions including aspect of meaning and spelling and closed the meeting.

2) Second Meeting

a) Warming up

The teacher entered the class at 08.30-09.30 A.M. The teacher greeted the young learners' and asked their condition. The teacher asked the young learners to mention *daily routine*. They answered, "*wake up, wash face, tooth brush, breakfast, and go to school*". Ok, today we will study about daily routine.

b) Main Activities

In this meeting, the teacher asked all young learners to sing about daily routine together with her, furthermore the teacher asked all young learners to do instruction along with her, *brush your teeth, wash your face, comb your hair, your wakeup and your breakfast*. After the instructions were sufficient, the teacher asked one of young learners to give instruction to others young learners. The teacher wrote down some words on the whiteboard, they were: *wakeup, wash face, tooth brush, breakfast, and got to school*. After that, teacher asked young learners' to write down the words and the teacher

asked one of young learners to spell word “*toothbrush*”. Then he spelled the word followed by the other young learners’.

Song:

*I wake up 2X*

*I wash my face 2X*

*I brush my teeth 2X*

*I eat breakfast 2X*

*I comb my hair 2X*

*I go to school 2X*

c) Closing

The teacher asked the young learners to stand up and did teacher instruction in series. Then, teacher summarized the material by reviewing some instruction including aspect meaning and spelling and the researcher closed the meeting.

3) Third Meeting

a) Warming up

The teacher entered the class at 08.30-09.30 A.M. The teacher greeted the young learners’ and asked their condition. The teacher gave a question to the young learners’ before the lesson. What is the picture about? The young learners said,

“*part of body*”, the teacher said “Good”. Ok, today we will study about *part of body*

b) Main Activities

The teacher asked all young learners to sing along with her. They had sung twice, and teacher let the young learners sing. Then, teacher asked them to act based on the song: *open your eyes, close your eyes, touch your head, and touch your nose*. There were still some mistakes because they did not know the meaning of *open, close, your, and touch*. After the same verbs were given for different parts of body, they understood, *open your eyes, close your eyes, touch your head and touch your nose*. The teacher wrote down some words on the whiteboard, they were: *head, shoulders, knees and toes*. Then, teacher asked young learners to write words in their book. After that the teacher asked one of young learners came in front of class and spelled the words. Then, he spelled the words followed by the other friends.

Song:

*Head, shoulder*

*Knees and toes 2X*

*Ears, eyes, nose, and cheek*

*Head, shoulder*

*Knees and toes 2X*

*Ears, eyes, nose and cheek*

c) Closing

The teacher summarized the material by reviewing some instructions including aspect of meaning and spelling and closed the meeting.

**c. Observing**

Based on the observation during the process of cycle two, the problems encountered in the first cycle could be managed well. Below is the result of the observation in each meeting.

1) First Meeting

The result of the observation in this first meeting showed that some young learners are bored. They seemed to be less active in answering the teacher question. It could be seen from their face expression when the teacher told them they would learn about fruits. Yet, with the new position of seat, they felt free than sitting in rows. They were sitting in a big circle without table in front of them. The meaning and spelling aspect were understood well by the young learners.

2) Second Meeting

In the second meeting, the meaning aspect was understood well by the young learners, so the teacher was concerned with the spelling aspect in this meeting. The way of writing word in the

whiteboard and teacher asked young learners to write the words in their book. After that the teacher asked one by one of young learners came to the front class and spelled the words.

### 3) Third Meeting

In the third meeting, they sang a song about part of the body. The meaning aspects were understood well by the young learners, so the teacher was concerned with the aspect of spelling, for spelling the teacher wrote the words in the whiteboard and asked the young learners to spell it after that the teacher.

To monitor the effects of action in solving the problem, the teacher did an intensive observation. The results of observation can be explained as follows:

#### 1) The improvement of Vocabulary Mastery

There was improvement in young learners' vocabulary mastery in aspect of meaning and spelling. The young learners who got difficulties in the first cycle could cope with the process of teaching and learning.

#### 2) The Improvement of Young Learners' Involvement

Based on the observation in cycle two, the teacher found a significant improvement related to young learners. By making a big circle, the young learners could be involved maximally. Mostly, they were not doubt and ashamed to act as in the first cycle.



### 3) The Improvement of Class Management

Class management in cycle two was much better than that of cycle one. By making a big circle, it was easy to manage so that noise could be eliminated. In fact, the way in conducting total physical response using picture and song by setting the young learners' seat position in a big circle worked well.

#### d. Reflecting of Cycle Two

This stage is aimed to analyze and examine the final results of the action in the cycle two. After the action research in the class, there was some strength. The strengths in cycle two were the improvement of vocabulary mastery especially aspect of spelling, the improvement of young learners' motivation, confidence and involvement during the lesson. The following table is the result of implementation of cycle two.

Table 4.4: Implementation of Cycle two

No	Cycle two	Discussing	Explanation	Improvement		
				Many	Words	Song
1.	Planning	Young learners' problem	a. The young learners had problem with spelling. b. The young learners were noisy during the lesson.	2	Breakfast and Shoulders	Daily routine and Part of body
		Solution	a. Writing the some word on the whiteboard in order to spelled it. b. Changing the seat position into big circle	2	Breakfast and Shoulders	Daily routine and Part of body

			without tables to avoid noise. c. Preparing the media before the class begun.			
2.	Acting	First meeting	Conducting Total Physical Responses, picture and song to study vocabulary of the topic "Fruits".	4	Water melon, Papaya, Banana and Tomato	Fruits
3.		Second meeting	Conducting Total Physical Responses, picture and song to study of the topic "Daily routine".	11	Wake up, Wash, Face, Brush, Teeth, Eat, Breakfast, Comb, Hair, go, and school.	Daily routine
4.		Third meeting	Conducting Total Physical Responses, picture and song to study the topic "Part of body"	8	Head, Shoulders, Knees, Toes, Ears, Eyes, Nose and Cheek.	Part of body
5.	Observing		The researcher observed the implementation and noted the results in field notes, and diaries.	2	Breakfast and Shoulders	Daily routine and Part of body
6.	Reflecting	Strengths	a. There was improvement in young learners' vocabulary mastery especially in spelling.	4 10	Water melon, Papaya, Banana, Tomato  Wake up, wash, face, brush, teeth, eat, comb, hair,	Fruits  Daily routine

			b. The class management was improved; the seat position made the class well-managed.	3	go, school Head, Knees, Toes	Part of body
		Weakness	The young learners had problem with spelling.	2	Shoulders, Breakfast	Part of body, Daily routine

### e. Revising The Plan

Table 4.5: Progress Report of the Research

Data Source	Beginning of Cycle One	End of Cycle One	End of Cycle Two
Observation and documentary	<p><b>Vocabulary Mastery</b></p> <p>Meaning: The young learners knew few meaning of words. They said that English is difficult.</p> <p>Spelling: The young learners' spell the words (Shoulders, breakfast, wash pace, badly).</p>	<p><b>Vocabulary Mastery</b></p> <p>Meaning: The young learners understand the meaning aspect indicated by doing instruction correctly.</p> <p>Spelling: Some young learners' were still ashamed and got difficulties in spelling.</p>	<p><b>Vocabulary Mastery</b></p> <p>Meaning: The young learners' understand the meaning aspect well.</p> <p>Spelling: The young learners' were not ashamed anymore and were able to spell well.</p>
	<p><b>Teaching Learning Process</b></p> <p>The young learners are less active initially as they to adapt with the new method, but they are</p>	<p><b>Teaching Learning Process</b></p> <p>The young learners are active and more enjoy in learning.</p>	<p><b>Teaching Learning Process</b></p> <p>The young learners are active and there is significant improvement of their vocabulary</p>

	interested in the method.		mastery.
Observation and documentary	<p><b>Problem Encountered</b></p> <ul style="list-style-type: none"> <li>The young learners have less motivation in learning English initially.</li> <li>The young learners have less ability in vocabulary mastery</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>Some of young learners were still ashamed and got the difficulties in spelling.</li> <li>The class was little bit disorganized and nosy as they had to act and move. It often cause them to laugh since it was new for them.</li> </ul>	<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>There are many young learners more confidence in studied English.</li> <li>There are young learners can mention vocabulary correctly in English.</li> </ul>

## B. Discussion

The teacher taught the young learners by using Total Physical Response, picture and song to teach vocabulary. The action had been implemented in two cycles. The research findings showed that using total physical response picture and song contributed some improvements in the following aspect:

### 1. The Implementation of Total Physical Response Usin5Picture and Song

The teacher showed some pictures about *fruits*, *daily routine* and *part of body* which related with the vocabulary with the song that will be learnt by the young learners, after that the teacher explain to the young learners about

theme of the lesson. The teacher introduced a song which related with the theme by sang the song. The teacher sang the song several times, the teacher also moving part of the body or did some gesture while the teacher sang

The teacher asked young learners to sing the song together with her, the teacher and the young learners the song several times until the young learners understood the song and remember the gesture. The teacher also asked the young learners to follow some gesture which moved by the teacher while they sang the song, after that the teacher asked young learners to come in front of class to do some instruction from the teacher such as: *touch your head, touch your nose, sit down, raise your hand, etc.*

## 2. The Improvement of Vocabulary Mastery

The finding of this research also reveal that the implementation of total physical response using picture and song can enhance the young learners enthusiasm, motivations, and confidence it could be seen from the young learners learning activity in class room. Furthermore, as the use method and media in this research are combined to the performance of sang a song.

Considering vocabulary is basic for young learners to learn more about English, the two aspects of knowing vocabulary is given; aspect of meaning, and aspect of spelling. It equips them a comprehension about new vocabularies. In fact' total physical responses using picture and song can improve the young learners' vocabulary mastery.

In total physical responses using picture and song, for aspect of meaning, they learnt the words about *fruit, daily routine* and *part of body*

and the word are: *water melon, tomato, banana, papaya, wake up, wash face, comb hair, eat, breakfast, go to school, head, shoulders, knees and toes* in form of imperative sentences. They acted based on the instructions. The correct movement indicates that they know the meaning of particular word. The young learners seemed like this aspect as they could move and act.

For aspect of spelling, they spelled the words, in this aspect, most of young learners' needed more time to spell. They often inferred from alphabets of Indonesian by saying *ai* for *a*, saying *i* for *i*, saying *ei* for *e*. This problem can be solved in the cycle two. In cycle two, the words were written on the whiteboard then the young learners spelled it.

Therefore, it can be concluded that the implementation of Total Physical Response, picture and song to be improved vocabulary positively it brings good improvement to the young learners' vocabulary and positive impacts to the teaching learning process. The strategy increases the young learners' interest to learn vocabulary and creates good atmosphere of learning.

### 3. The Improvement of Confidence, Motivation and Involvement in English Class.

Total physical response using picture and song motivates young learners to learn English especially vocabulary. Those method and media enables them to learn vocabulary by acting, see and moving. Because Total Physical Responses, picture and song were enjoyable, the young learners were free to act, see, and move without being ashamed. Acting, seeing and

moving made them more confident to learn English for example the young learners be brave to come in front of the class to the sang a song and be model to do the gesture. The use of various media also motivates them to be involved during the lesson.

Initially some young learners who seemed not interested in English, had improved significantly by getting involved either to be teacher. One of them stated that learning English by acting, see and moving are enjoyable.

The high involvement and enthusiasm in the activities of Total Physical Responses, picture and song cause the noisy. Most of young learners enjoyed the class and subconsciously laughed even shouted when they acted, see or moved incorrectly.

Based on the young learner's comments, they expressed their enthusiasm in learning vocabulary using total physical response using picture and song. During the implementation of total physical response using picture and song, young learners learn freely without being afraid of making mistake. They are concerned by giving the right response to the instructions given. Young learners interactive were active and have good confidence motivation.

#### 4. The Improvement of Class Management.

Having the finding which showed the success of improve vocabulary using Total Physical Response, picture and song, It is important to know in what way it can improve the young learners vocabulary and motivations in learning English.

In connection with this, there are three major steps to be followed in the implementation of Total Physical Response, picture and song in teaching vocabulary namely: *fruits, daily routine and part of body*.

In cycle one the young learner learnt about *fruits, daily routine, and part of body*, the Weaknesses are: some young learners was still ashamed, got difficulties in spelling and the class was little bit disorganized and noisy as they had to act and move. It often caused them laugh since it was new for them. And the strength of this cycle are: there was improvement in young learners vocabulary that improved was meaning, because the weaknesses in cycle on the teacher should continue to the cycle two.

In cycle two the young learner learnt about *fruits, daily routine, and part of body* and the meeting some young learners are bored. They seemed to be less active in answering the teacher question. It could be seen from their face expression when the teacher told them they would learn about fruits, daily routine and part of body. Yet, with the new position of seat, they felt free than sitting in rows. They were sitting in a big circle without table in front of them. The meaning and spelling aspect were understood well by the young learners.

Total physical response using picture and song could be applied by modified the activities and setting the class or young learners adjust to the situation. The class will be noisy. To avoid some noisy, changing seat position might be a good idea. In a big circle without table available, it is easier to control them.