IMPROVING YOUNG LEARNERS' VOCABULARY MASTERY BY USING TOTAL PHYSICAL RESPONSE WITH OBJECT (TPR-O) TECHNIQUE
(Classroom Action Research at the Fifth Grade Students of SD Negeri 56 Bengkulu City, Academic Year 2018/2019)

THESIS

Submitted as a Partial Requirements for the Degree Sarjana in English Education Program of IAIN Bengkulu

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DEPARTMENT ISLAMIC EDUCATION AND TADRISFACULTY
THE INSTITUTE OF ISLAMIC STUDY (IAIN) BENGKULU
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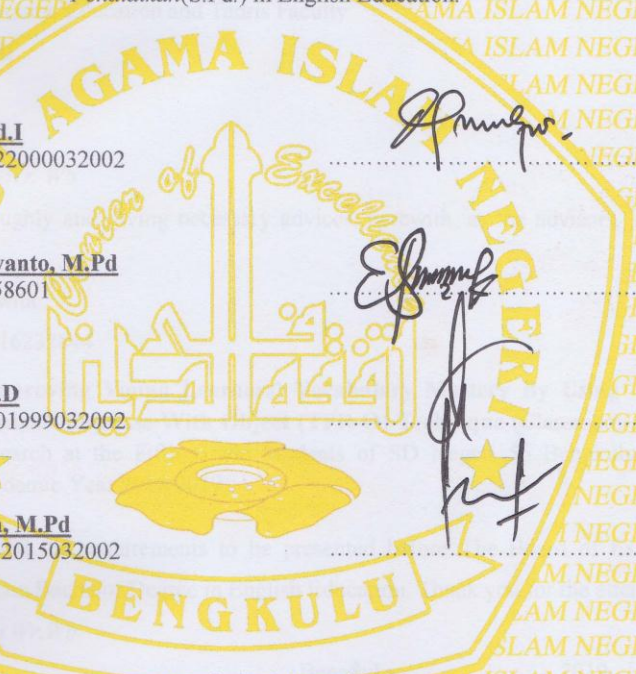
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MOTTO

Success over doubts and ridicule of others. It's so sweet.

Beautiful people are not always good

But good people are always beautiful

The only source of knowledge is experience.

(Albert Eisntein)

DEDICATION

Bismillahirrohmanirrohim.

In the name of Allah SWT, the most gracious and merciful, all praise and gratitude to Allah SWT who has given strength, patience, easiness, and perseverance in finishing this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and friends who guide us to be muslim. 1 proudly dedicated this thesis to:

1. *My beloved parents; my father SARIJAN and My mother (Almrh) ZALIAH, who always love me more than anyone in this world. Yo are the ones who expect the best for me. No matter how much my mistake, with your sincerity you always forgive me. This little present can not pay anything from you. All my life is dedicated to obey you, after Allah, His Messanger, and my family. I thank you so much for sacrificing so much for me. May Allah always bless your life.*

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12. *All of my friends who helped in finishing this graduating paper.*

13. *My great almamater and beloved green campus.*

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

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Menyatakan dengan sesungguhnya bahwa:

Seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah yang berjudul *"IMPROVING YOUNG LEARNERS' VOCABULARY MASTERY BY USING TOTAL PHYSICAL RESPONSE WITH OBJECT (TPR-O) TECHNIQUE (Classroom Action Research at the Fifth Grade Students of SD Negeri 56 Bengkulu City, Academic Year 2018/2019)"*, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengelolaan, serta pemikiran saya dengan pengarahan pembimbing yang ditetapkan. Karya ilmiah yang saya tulis ini adalah asli dan belum pernah diajukan untuk mendapat gelar akademi, baik di IAIN Bengkulu maupun Perguruan Tinggi lainnya.

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Bengkulu, January 2019

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ABSTRAK

Juwita 2019.

IMPROVING YOUNG LEARNERS VOCABULARY MASTERY BY USING TOTAL PHYSICAL RESPONSE WITH OBJECT (TPR-O) TECHNIQUE (Classroom Action Research at the Fifth Grade Students of SD Negeri 56 Bengkulu City, Academic Year 2018/2019)

Thesis. English Letters Study Program, Islamic Education and Tadris Faculty.

Advisors   :1. Risnawati, M.Pd.   2. Feny Martina, M.Pd.

Keywords   : Vocabulary Mastery, TPR with Object

The purpose of this study is to find out the use of TPR with objects that can improve students' mastery of vocabulary. In SDN 56 Bengkulu, the students were not focused on learning English, they found it difficult to memorize vocabulary, because the teacher did not use the right media or method of teaching. The researcher carried out class actions carried out at SDN 56 Bengkulu. This research was conducted in two cycles, namely cycle I, cycle II. Data collection methods used in this study include observation, test and documentation. The results of data analysis showed that there was an increase from 56.4% to 80.7% towards students' vocabulary mastery. Thus researchers concluded TPR with effective objects to increase student vocabulary.

ABSTRAK

Juwita 2019.

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Keywords   : Vocabulary Mastery, TPR with Object

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan TPR dengan objek yang dapat meningkatkan penguasaan kosakata siswa. Di SDN 56 Bengkulu siswa nya kurang fokus dalam belajar bahasa inggris, mereka merasa kesulitan dalam menghafal kosa kata, itu karena guru tidak menggunakan media atau metode yang tepat dalam mengajar. Peneliti melakukan tindakan kelas yang dilaksanakan di SDN 56 Bengkulu. Penelitian ini dilakukan dalam dua siklus, yaitu siklus I, siklus II. Metode pengumpulan data yang digunakan dalam penelitian ini meliputi observasi, test dan dokumentasi. Hasil analisis data menunjukkan bahwa ada peningkatan dari 56,4 % menjadi 80,7 % terhadap penguasaan kosakata siswa . Dengan demikian peneliti menyimpulkan TPR with objek efektif untuk meningkatkan kosakata siswa.

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2. Dr. Zubaedi, M.Ag, M.Pd, the dean of Tarbiyah and Tadris Faculty.
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It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu,   2019
The Researcher

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a factor that supports students to master language skills. The development of English language education can also be seen in Indonesia, where English is taught early to young learners. The demand to speak English both actively and passively has been anticipated by the State of Indonesia by including English as a local subject in kindergarten and elementary school, and a compulsory subject in junior high and high school. English lessons are given from grade one to sixth grade of elementary school students. In Primary School, English is still taught as local content. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins wrote that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[1] This statement showed the importance of mastering vocabulary. Therefore, mastering English is much influenced by vocabulary. By understanding vocabulary, students can express the idea in the form of written and spoken English.[2]

In learning vocabulary, students have to memorize the word. As Schmitt said that students do begin producing language, much of it takes the form of

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[1]Wilkins, D. A. *Linguistics in Language Teaching*. (Australia: Edward Arnold 1972). p. 111-112

[2]Alqahtani, M. *The important of vocabulary learning and how to be taught.* International Journal of Teaching and Education, 2015. Vol. 3 (3), 22. Retrieved from http:// 10.20472/ TE. 2015. 3. 3.002

preformulated speech (memorizing strings of language).[3] They also have to know the part of speech of each word whether it is noun, verb, adjective or adverb. As foreign language learners, students have to know the meaning of the word. In this case, students are expected to master vocabulary to supported their English skill. When the students have enough vocabulary, it would helped them made their learning process go easier so they would got the highest result.

However, the main problem faced by many students is the lack of interest in student learning, they cannot master varieties of vocabularies that influence their English skill. Based on Cameron, building up a useful vocabulary is central to the learning of a foreign language at primary level.[4] As a teacher, it is necessary to found new teaching technique to overcome the problems and not to forgot to motivate the students so that students have a passion for learning.

The cause of the teaching vocabulary problem that teachers actually encounter. The English teacher is suggested to be more active and the lesson to be more interesting, as Jeremy Harmer suggested that English teacher should make their lessons interesting so the students do not fall asleep in them.[5] Through the interesting lesson, students will be able to understand the lesson and they can increase their motivation to learn vocabulary.

Preliminary observations based on the results of preliminary studies conducted by researchers in April 2018 at SD N 56 Kota Bengkulu, class V

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[3] Schmitt, Nobert. *Vocabulary In Teaching*, (New York: Cambridge University Press, 2002). p.18

[4] Lynne Cameron, *Teaching Language to Young Learner, 8th printed*. (New York: Cambridge University Press, 2001). p.72.

[5] Harmer, Jeremy. *How To Teach English, An Introduction To The Practice Of English Language Teaching*, (Graficas Estella, 1998) Spain p. 1

vocabulary mastery. It was found that there were problems in the process of learning English. Results of interviews with teachers, Some students have difficulty learning English because it is limited by a lack of vocabulary. Most grades of English are low and some students have other grades in English KKM standards. The researcher then interviewed students to find out their opinions about teaching the process of learning English in class. Students only remember words, but they do not remember the meaning of the words they do not know how the written form of words, and they cannot pronounce vocabulary correctly and each lesson the teacher always uses the same method when teaching English in class and make students bored.

Based on the above problem, as a teacher, it is necessary to find new teaching techniques to overcome problems and not to forget to motivate students so that students have a passion for learning. Allen and Vallate state that teaching vocabulary can be meaningful if the teacher conducts the teaching process by combining the available techniques of teaching.[6] The use of appropriate teaching methods can improve the results of teaching and learning in the classroom vocabulary for the better. One of them uses TPR with Object. In teaching vocabulary to young learners to improve vocabulary mastery.

Totally physical response with object is a teaching technique by showing objects while mentioning English and their meaning. This technique can focus students so that they are focused on an object, students will remember more when mentioning English while looking at the object. One example is, the teacher in

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[6]Allen, E. D. and Valette, R. Classroom Techniques: *Foreign Language and English as a Second Language*. Prospect Heights, IL: Waveland Press, 1997

front of the class shows one of the items on his desk like a book, pen, and ruler while mentioning the English of the object one by one, unknowingly the student will know the meaning of the English language when the teacher shows objects while mentioning the English language.

There are several advantages to using the TPR with Object method to teach English. They can focus on following the lesson without ignoring the teacher. Students pay more attention to their teacher when the teacher explains using objects, students become more enjoy while learning English because they can know the meaning when looking at objects. This method makes the teacher build a better classroom atmosphere in teaching English. Teachers play an active role and are involved directly in the TPR. The teacher is the determinant of what is being taught, who is the model and presents the new material. Textbook is not used in TPR. In this case, the teacher must actively select and provide the necessary objects, such as books, pens, and other simple objects.

Similar studies have been conducted to find out the total physical response increase to improve the mastery of English vocabulary. Study conducted by Bahtiar. The study is entitled *Using The Total Physical Response to Improve Students' Vocabulary Mastery.*[7] In his research, Total Physical Response with work book and real object as media can improve fourth grade students' vocabulary significantly. At the first cycle, the result of student average score was 54.1. Thus, the researcher changes the scenario of learning that used for the second cycle in order to the students easy to memorize the vocabulary taught,

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[7] Yuyun Bahtiar, *Using The Total Physical Response to Improve Students' Vocabulary Mastery*. Journal English language Vol. 2 (1) 2017. p. 9-12

make all students active and enjoy learning activity. Average score after implementing the second cycle was significance improve become 100% and it means that the target was achieved. By using this method, the research found the advantages of the use of TPR such as the learning process becomes more enjoyable, the students find it easier to memorize the vocabulary taught, all students were active involved in teaching learning process, and both students and teacher enjoy teaching learning process.

So in this case, TPR considers that someone learns well when he is actively involved and understands what he hears according to Linse Using the TPR method will make it easier for teachers to teach vocabulary more creatively.[8] Based on the background above, researchers are interested in conducting research entitled *"Improving Young Learners' Vocabulary Mastery By Using Totally Physical Response With Object Technique (Classroom Action Research at the Fifth Grade Students of SD Negeri 56 Bengkulu City, Academic Year 2017/2018).*

B. Identification of Problem

The research found some information about the problem of english in teaching and learning process at SDN 56 Bengkulu city, focusing on the fifth grade student. Problems associated with students' vocabulary abilities are :

The first problem is related to the young learners have difficulties in learning english because they have the vocabulary slightly visible on the reading test. So, they they need time to understand the vocabulary quickly. The second

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[8]Linse, T. C. *Practical English Language Teachinng Young Learners.* (New York: 2005 NY.10020)

problem is the student had poor vocabulary because students just remember the word without considering the meaning of the word, they do not know how the written form words, and they can not pronounce the vocabulary correctly. The last problem teaching method are tools that teachers use to help students learn to vocabulary and comprehend what they are learn. One problem with the method used is often not taught or not using the right method. So, for the implementation of increased vocabulary through the TPR with objects on the fifth grade students of SDN 56 Bengkulu city to solve the problem.

C. Limitation of Problem

This research problem will be limited to the use of TPR with Object in teaching English vocabulary, improving the mastery of vocabulary of fifth grade students' in SDN 56 Bengkulu city, and students' response to the use of TPR techniques in their learning vocabulary process.

D. Research Question

From the limitations of the above problem, the researcher formulates the research question as follows: *"How does TPR with object improve fifth grade students' vocabulary mastery of SDN 56 Bengkulu city, in academic year 2017/2018?"*

E. Research Objective

Based on the problems mentioned above, the objectives of this research is: *"To find out how does TPR with object improve fifth grade students' vocabulary mastery of SDN 56 Bengkulu city, in academic year 2017/2018?"*

F. Significance Research

There are some significant of this study that is benefit for the students, teacher, school, and researcher.

  1. For learners

The result of this study might help the students to increase their vocabulary mastery by using totally physical response with object.

  2. For english teachers

The english teacher can use TPR as a technique in teaching learning process of vocabulary in order to motivate the students, and make teachingand learning process easier, fun, enjoyable.

  3. For researcher

This study also can be a starting point to develop the teaching method which applies in the school.

  4. For the readers

The researcher will get the advantages by having the knowledge to increase students' vocabulary mastery by using TPR with Object.

G. Definition of Key Terms

   The researcher would like to clarify the terms used in the title to make this thesis easy to understand :

1. Vocabulary mastery is the collection of words that at individual knows.[9] vocabulary is a dictionary or a set of words that we teach in a foreign language. In learninga second language or a foreign language the students have to know what words mean by learning vocabulary.

2. Totally physical response with object is a teaching technique by using an object to show the meaning of a command that is heard by direct observation.

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[9]Linse, T.C. *Practical English Language Teachinng Young Learners.* (New York: 2005)

CHAPTER II

REVIEW OF RELATED STUDY

A. Young Learners

Young learners are referring to a student in five to ten years old.[10] Define young learners as children who have not yet started compulsory schooling and have not yet started to read and can mean children up to the age of seven.[11]

Young learners will learn best if the people involved in the teaching learning process facilitate the learning and take into account the way they learn into the teaching practices. Piaget suggested that children developed through specific stages, they are:[12]

a) Sensor-Motor Stage (from 0-2 years) in which children seemed to learn through physical interaction with the world around them.

b) Pre-operational stage (from 2-7 years) when children need concrete situations to process ideas.

c) Concrete Operational Stage (from 7-11 years) in which children begin to conceptualize and do some abstract problem solving, though they still learn best by doing.

d) Formal Operational Stage (from 11-15 years) in which children are able to use abstract thinking.

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[10] Scott, Wendy A. and L. H. Ytreberg. *Teaching English to Children*. (New York: Longman Inc. 1990)

[11] Reilly, V. and S. M. Ward. *Very Young Learners.* (Oxford: Oxford University Press, 1997)

[12] Simatwa, W. M. Piagetis theory of intellectual development and its implication for instructional management at presecondary school level. (Educational research and reviews. 2010) Vol. 5 (7). p. 366-371

Young learners can be included into those aged 4-11 years or within concrete operational stage, where they learn best from concrete things around them. Piaget believed that children went through the stages above and that they could only move onto the next stage when they had completed the stage before, and were ready to do so.

Based on the consideration above, the writer can conclude that young learners are the children up to the age of six years old and who have not yet started compulsory schooling and also have not yet read. But, in our country (Indonesia) the children up to six years old mostly already started to school and have already read also.

1. The Importance of Vocabulary for Young Learner

The function of language learning is learner's competent using language in listening, speaking, reading and writing skills. Quality of someone's language skills can be seen from quality and quality their vocabulary.[13] If the learners have many vocabularies, the learners will use good language. Therefore vocabulary is important aspect that must be learnt by learners in order that the learner can use foreign language by correct.

Important to teach Englis to children as early as possible. Purpose that children learn languages better at young age.[14] It is not easy to teach English to children. It is different to teach English to children than to adult points out

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[13] Tarigan, Henry Guntur. *Teknik Pengajaran Keterampilan Berbahasa*. (Bandung: Penerbit Angkasa, 1986)

[14] Brumfit, Cristopher. *How applied linguistics is the same as any other science.* (International Journal of Applied Linguistics, 1997). 7/1:86-94

that more than anything else, children are curious, and this in self is motivating. He also added that at the same time their span of attention or concentration is less than that of adult.[15]

From those all understanding, it can be concluded that a young learner or children is agood age to be taught about English. They have more attention and also curiousity about someting new. They also more have good memorizing than adult.

2. The Characteristics of Young Language Learner

The characteristics of Young Language learners are as follows:[16]

a. They can plan activities.

b. They can argue for something and tell you why they think what they think.

c. They can use logical reasoning.

d. They can use their vivid imaginations.

e. They can use a wide range of intonation, patterns in their mother tongue.

f. They can understand direct human interaction

Other characteristics of the young learners stated they are:[17]

a) They know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed, and the rules help to nurture a feeling of security.

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[15] Harmer, J. *The practice of English language teaching.* (London: Longman, 2001)

[16] Scott, Wendy A and Ytreberg, Lisbeth H. *Teaching English to Children*. (New York: Longman, 1990)

[17] Scott, Wendy A and Ytreberg, Lisbeth H. 1990. Ibid, p.12-14

b) They understand situations more quickly than they understand the language used.

c) They use language skills long before they aware them.

d) Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.

e) They are very logical- what you say first happens first.

f) They have very short attention and concentration span

There are also general characteristics of children around eight to ten years old. Children of five are little children. Children of ten are relatively mature children with an adult side and a childish side. Many of the characteristics listed above will be things of the past.

Their basic concepts are formed. They have decided views of the world.

a. They can tell the difference between fact and fiction.

b. They ask questions all the time.

c. They rely on the spoken word as well as the physical world to convey and understand meaning

d. They are able to make some questions about their own learning.

e. They have definite views about what they like and don't like doing.

f. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.

g. They are able to work with others and learn form others.

Eight to ten years olds have a language with all the basic elements in place. They are competent users of their mother tongue and in this connection they are aware of the main rules of syntax in their own language. By the age of ten children can:

a. Understand abstracts.

b. Understand symbols (beginning with words)

c. Generalize and systematize

This refers to children's general language development. There are many similarities between learning one's mother tongue and learning a foreign language in spite of differences in age and the time available.[18] So far no body has found a universal pattern of language learning which everyone agrees with. Much seems to depend on which mother tongue the pupils speak and on social and emotional factors in the child's background.[19] What is clear here is that most eight to ten years olds will have some sort of language awareness and readiness which they bring with them into the foreign language classroom.

3. Teaching Vocabulary Mastery for Young Learner

Teaching vocabulary in early stage or in the primary school is very essential. Teacher should give certain attention in teaching vocabulary and decide the area of words that become the basic need for the pupil. Teacher must give attention to develop the vocabularies of each child through

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[18] Harmer, Jeremy. *The practice of English language teaching* (4th ed). (Boston: Pearson Longma, 2007)

[19] Thombury, S. *How to each vocabulary*. (England: Longman Pearson, 2002)

carefully planned instruction, and to do so, he or she must be aware of what words are (verbal representation of concept) and how they are formed.[20] Huebner states the similar opinion about the area of vocabularies that is taught for the first level. He also says that selection from 750-800 words for the first year may be grouped under some forty of fifty headings.[21] Starting with the immediate situation these may be school, the lesson, language, the family, relatives, profession, description of objects, animals, nature, men's garments, women garments, color, time, months, the days, the body, health, the house, daily action.

The material used in teaching vocabulary should be suitable with the students' need that much of the material which the teacher uses should be familiar to the child in his everyday life, the family, nouns, colors, toys, animals, time, month, season, an so on. It can be said that the English material should be familiar and suitable with students' need. Based on the explanation above, it can be concluded that the area of vocabularies for the first level elementary includes immediate situation such as: the school, the family, the home, actual experience with concrete object, daily activity.

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[20]Burns, P.C and Broman, B.L. *The Language Arts in Childhood Education*. (Chicago: Rand McNally College Publishing Company, 1975)

[21]Huebner, K. H. The *Finite Element Methods for Engineers*. John Wiley & Sons, Inc., (New York: 1975)

B. Vocabulary Mastery

1. The Definition of Vocabulary

Vocabulary is an important subject to study in English. It can support the four language skills. Vocabulary is also important factor that influences the language practice as means of communication. Vocabulary is a central to language and critical important to typical language learner. Without a sufficient vocabulary, one cannot communicate or express his idea both in oral and written form.[22]

Vocabulary is the collection of words that at individual knows.[23] Vocabulary is total number of word in language. Every individual has collection word certainly. An individual has total of word differently. An individual has total of word differently. Moreover, an individual has to know vocabulary to communicate with other individual. Vocabulary can support the four skills: listening, speaking, reading, and writing.[24] Vocabulary referred to list or set of word for a particular language or list of set of words that individual speaker of a language might use. 10 Anyhow, this not means that explicit vocabulary instruction is less important teaching foreign language learners.[25]

From many definitions above, the researcher can conclude that vocabulary is list of words that a person knows and uses to communicate

[22]Fauziati, Endang. *Teaching English as a Foreign Language* (TEFL). (Surakarta: PT.Era Pustaka, 2010)

[23]Linse, T.C. *Practical English Language Teachinng Young Learners.* (New York, 2005).

[24]Hornby, A.S. *Oxford Advanced Learners Dictionary of Current English.* (London: Oxford University Press, 1995)

[25]Hatch, E., & Brown, C. *Vocabulary, Semantics, and Language Education.* (New York: Cambridge University Press, 1995)

every day. Vocabulary was usually arranged in alphabetical and defined in a dictionary. Vocabulary is important in the part of language. Vocabularies are the words for communicating everyday, and for learning when people study a foreign language.

2. Vocabulary Mastery

Vocabulary is one of the important language elements. Mastering vocabulary is very important because it is the key to students in learning language. It will help students in learning language. Mastery is a complete knowledge or complete skill. From these definitions, it comes to the conclusion that mastery means the competency to understand the whole knowledge.[26]

Vocabulary is a basis of a language. It is important to be mastered first. We cannot speak well and understand writing materials if we do not master vocabulary. No matter how successfully the sound of the foreign language is mastered without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.[27]

Vocabulary mastery is knowledge or skill or ability in understanding and using the vocabulary. Vocabulary related to word and its meaning. The

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[26]Hornby, A.S 1995. Ibid,P.1331

[27]Schmitt, N. *Vocabulary learning strategies*. Vocabulary: Descriptive, Acquisition and Pedagogy. (Cambridge:Cambridge University Press, 1997)

learner should know both of the word and its meaning. It can support the learner in mastery of the basic skills better.

3. Types of Vocabulary

In relation to kinds of vocabulary, Nation ststes that there are four kinds of vocabulary in the text:[28]

a) High frequency words

High frequency words in the example text, these words are not marked at all and include function words: in, for, the, of, a, etc. Appedix 6 contains a contains a complete list of function word. The high-frequency word also include many content words: government, forests, production, adoption, represent, boundary. The classic list of high-frequency words is michael west's (1953a) A general service list of english word which contains around 2,000 word families. Almost 80% of the running words in the text are high-frequency words.

b) Academic words

Academic words the text is from an academic textbook and contains many words that are common in different kind of academic text: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text. Appendix 1 contains the 570 headwords of this list. This small list of words is very important for anyone using english for academic purposes.

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[28] Nation, I. S. P. *Learning Vocabulary in Aother Language*, (New York: Cambridge University Press, 2001) P.12

c) Technical words

Technical words the text contain some words that are very closely related to the topic and subject area of the text. The words include indigenous, regeneration, podocarp, beech, rimu (a New Zealand tree) and timber. These words are reasonably common in this topic area but not so common elsewhere. As soon as we see them we know what topic is being dealt with. Technical words like these typically cover about 5% of the running words in a text. They differ from subject area to area. If we look at technical dictionaries, such as dictionaries of economics, geography or electronics, we usually find about 1,000 entries in each dictionary.

d) Low frequency words

Low frequency words the fourth group is the low frequency words. Here this group includes words like zoned, pioneering, perpetuity, aried and pastoral. They make up over 5% of the words in an academic text. There are thousands of them in the language, by far the biggest group of words. They include all the words that are not high frequency words, not academic words and not technichal words for a particular subject. They consist of technical words for other subject areas, proper nouns, words that almost got into the high frequency list, and words that we rarely meet in our use of the language.

C. Total Physical Response

1. The Definition of Total Physical Response

Jack C. Richards & Theodore S. Rodgers reveal that Total Physical Response (TPR) is a method that purposed to teach language phsycal (motor) activity through the coordination around speech and action.[29] It means that to built coordination between speech and action, we can use TPR as a language teaching method.

Total Physical Response is the method that the students have fun with the activity in teaching, because the students have to follow all creative activities from the teacher, to make the students remember about the material.like Jack C Richard and Theodore said that Physical Response is linked to the trace theory of memory of physical, which hold the more often or the more intensively memory connection is traced, the stronger memory association will be and the more likely will be recalled.[30]

This method takes relation with the memory, the more the student remembers the material the better he does. In orther words the student has to recall his memory to get the best understanding of the material.

Stephen Mark Silver stated in his writen listen and perform Total Physical Respound could call a natural method of language

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[29] Jack C. Richards & Theodore S. Rodgers, *Approach and Methods in Language Teaching* 2nd Ed., (New York: Cambridge University Press,1986) p. 87.
[30] Jack C. Richards & Theodore S. ibid, p. 87.

learning. We say that it is a natural method because it follows the same procedure an infan uses to learn its first language.[31]

According to statement above, Stepen Mark sees that Total Physical Response is very natural, because he takes an examples an infant or a baby when he was first year, he does not speak except for babling. The baby try to understand the language code, he tries to make sense from the second which he heard.

Therefore, this method, allows students to react to a language without thinking too much and reduces student nervousness and pressure because the main activity of TPR is to obey the command based on teacher instruction with imperative sentence. it will be easier for students to recall the words they have learned if they use their body in learning imperative sentences.

Like Larsen-Freeman said that TPR was develop 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.[32]

2. Total Physical Response With Object

According to Richards J in his book Approaches and Methods in Language Teaching, the TPR is defined: "a language teaching method

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[31]Stephen Mark Silver, *Listen and Perform: The TPR student Workbook* (Sky Oaks Production, 1985), p. 6.
[32]Diane Larsen-Freeman, *Techniques and Principles in Language Teaching,* (New Tork: Oxford University Press, 2000), p. 113.

built around the coordination of speech and action; it attempts to teach language through physical (motor) activity". So the method of TPR (Total Physical Response) is a method of language learning which is arranged in coordination of command (command), speech (speech) and motion (action); and strive to teach the language through physical activity (motor). Meanwhile, according to Larsen and Diane in Technique and Principles in Language Teaching, TPR or also called "the comprehension approach" is a method of approaching foreign language with instruction or command.

This method was developed by a professor of psychology at the University of San Jose California named Prof. Dr. James J. Asher who has been successful in developing this method on learning foreign languages in children. He argues that the direct pronunciation of a child or student contains a command, and then the child or student will respond to his physicality before they begin to produce a verbal or speech response.

Total physical response is an example of the comprehension approach to language teaching. Methods in the comprehension approach emphasize the importance of listening to language development, and do not require spoken output in the early stages of learning. [33] In total physical response, students are not forced to speak. Instead, teachers wait until students acquire enough language through listening that they start to

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[33] Asher, James. *Learning Another Language Through Actions* (5th ed.). Los (Gatos, CA: Sky Oaks Productions, 1996)

speak spontaneously.[34] At the beginning stages of instruction students can respond to the instructor in their native language.[35]

While the majority of class time in total physical response is spent on listening comprehension, the ultimate goal of the method is to develop oral fluency. Asher sees developing listening comprehension skills as the most efficient way of developing spoken language skills.[36] Lessons in TPR are organized around grammar, and in particular around the verb. Instructors issue commands based on the verbs and vocabulary to be learned in that lesson.[37]

However, the primary focus in lessons is on meaning, which distinguishes TPR from other grammar-based methods such as grammar translation. [38] Grammar is not explicitly taught, but is learned by induction. Students are expected to subconsciously acquire the grammatical structure of the language through exposure to spoken language input, in addition to decoding the messages in the input to find their meaning. This approach to listening is called codebreaking.[39]

Total physical response is both a teaching technique and a philosophy of language teaching. Teachers do not have to limit

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[34]Asher, James ibid 29.

[35]Byram, Michael, ed. "*Total Phsyical Response". Routledge Encyclopedia of Language Teaching and Learning*. (London: Routledge, 2000) pp. 631–633.

[36]The strategy of the total physical response: *an application to learning Russian*" JJ Asher, 1965

[37]Total Physical Response: *Commands, not Control*" William J. Celestino *Hispania,* Vol. 76, No. 4 (Dec., 1993), pp. 902–903

[38]Total Physical Response: *An Instructional Strategy for Second-Language Learners Who Are Visually Impaired*." by P. Conroy Journal of Visual Impairment & Blindness, v93 n5 p315-18 May 1999

[39]Cook, Vivian (2008). *Second Language Learning and Language Teaching*. London: Hodder Education.

themselves to TPR techniques to teach according to the principles of the total physical response method.[40] Because the students are only expected to listen and not to speak, the teacher has the sole responsibility for deciding what input students hear.

The majority of class time in TPR lessons is spent doing drills in which the instructor gives commands using the imperative mood. Students respond to these commands with physical actions. Initially, students learn the meaning of the commands they hear by direct observation. After they learn the meaning of the words in these commands, the teacher issues commands that use novel combinations of the words the students have learned.[41]

Instructors limit the number of new vocabulary items given to students at any one time. This is to help students differentiate the new words from those previously learned, and to facilitate integration with their existing language knowledge. Asher suggests that students can learn between 12 and 36 words for every hour of instruction, depending on their language level and class size.

According to Asher, TPR lesson plans should contain the detailed commands that the teacher intends to use. He says, "It is wise to write out the exact utterances you will be using and especially the novel

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[40] Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching* (2nd ed.). (Oxford University Press, 2000)

[41] Larsen-Freeman, Diane (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford University Press.

commands because the action is so fast-moving there is usually not time for you to create spontaneously."[42]

Total physical response lessons typically use a wide variety of realia, posters, and props. Teaching materials are not compulsory, and for the very first lessons they may not be used. As students progress in ability the teacher may begin to use objects found in the classroom such as furniture or books, and later may use word charts, pictures, and realia.[43]

This works with almost any object chopsticks, a jar, your purse, a notepad etc. Take the object and start manipulating it such as Dirty Dozen style. There's an amazing amount of language which can be practiced with simple objects. For example, with a paper cup you could learn: take, give, turn upside down, push, drop, fill, empty, drink, sip, hold, crush, perforate, put in, take out, stack (if you have more than one), spin, roll, balance on two fingers, etc. For a buck or two, you can buy bits and pieces to practice colors, comparisons, shapes etc. There are many, many possibilities.

The process is always the same: the instructor says the new phrase and demonstrates it a few times, and then lets you do it. New phrases are introduced one by one, and new and old phrases are mixed randomly. In the initial session, the student just does the action and

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[42] Richards, Jack C.; Rodgers, Theodore S. *Approaches and Methods in Language Teaching* (2nd ed.). (New York: Cambridge University Press, 2001)

[43] Rosenthal, Judith W. *Handbook of Undergraduate Second Language Education. Mahwah*, (NJ: Lawrence Erlbaum Associates, 2000)

doesn't speak, but student and instructor can switch roles the next day if the student wants to activate the new vocabulary.

In short, to use the TPR with Object, Richards & Rodgers (in Tarigan 1989: 190-191) suggest that the steps are as follows:

1) Learners in the TPR have a major role as a listener and performer. They listened attentively and responded physically to the instructions given by the teacher, individually or collectively.

2) Teachers play an active role and are involved directly in the TPR. The teacher is the determinant of what is being taught, who is the model and presents the new material, and who chooses the supporting material for the use of the class.

3) Textbook is not used in TPR. In this case, the teacher must actively select and provide the necessary objects, such as books, pens, and other simple objects. For example, with a paper cup you could learn: take, give, turn upside down, push, drop, fill, empty.

D. Part of speech

Parts of speech is a class of words based on the word's function, the way it works in a sentence. Parts of speech are types of words that are grouped based on the function of each word, and its role in a sentence. Words can be considered as the smallest elements that have their own meaning. Based on its use and function there are several parts of speech in each language. In English there are eight parts of parts of speech, in general vocabulary division is divided into four

major groups, namely, Noun, Verb, Adjective, Adverb. In addition, other word groups such as pronoun, preposition, conjunction, and interjection. Nouns are the simplest of the eight parts of speech, which is why they are the first to be taught to students in elementary school.

1. Noun (object)

Noun (object) is one of one of the parts of speech in English. Parts of speech are types of words in English. Noun is a word used to name an object such as people, objects, places, and concepts / ideas. Noun can be singular or plural.[44]

A. Abstract Noun

Nouns that are intangible or intangible nouns with the five senses usually can only be felt and thought cannot be touched, referring to objects that cannot be seen or felt by the senses. For example love, hate, agreement, kindness, statement.

B. Concrete Noun

Concrete Noun is a noun that refers to objects that can be seen and felt or nouns that can be observed with the five senses. Examples include: House, Box, and Ruler.

For example Concrete Noun or tangible nouns themselves can be divided into five types, namely:[45]

a) Proper Noun

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[44]Levin, Magnus. Manchester United are my team: On concord with collective nouns. In *Moderna Språk*. 1998. Vol. 92:1, pp- 18-18.

[45]Levin, Magnus. *Agreement with Collective Nouns in English*. (Lund: Department of English, Lund University, 2001)

Proper Noun, which is a noun used to designate a person's name, country name, city name, day name, company name, and others. This Proper Noun writing must be written in capital letters. Example: Ryan, Saturday, Indonesia, July, Los Angeles, Linkin Park.

b) Common Noun

Common Noun, which is a noun used to designate general objects. Example: Horse, Computer, Island, Wall, Teenager, Singer.

c) Collective Noun

Collective Noun, which is a noun used to express a collection of objects or something that is meaningful. Example: Society, Folk, Group, Parliament, Army, Population.

d) Compound Nouns

That is a combination of two or more words. Examples such as, trash cans, paper clips, floor brooms.

e) Material Noun

Material Noun, which is a noun that shows raw material or objects that come from raw materials and mining. Example: Sand, Gas, Silver, Oil, Coal, Salt.

From the explanation above it can be concluded that parts of Speech in English means types of words or word classes. Called parts of speech because of parts of speech or parts of sentences. The type of vocabulary used for elementary school children is the most widely used

noun. Learning English in elementary schools is emphasized on knowing concrete nouns. Nouns that they can see and count or cannot be counted. But generally in primary school it is more directed to nouns that can be calculated. We teach elementary school children about singular and plural nouns. For abstract nouns that are not so important to be taught in elementary school. They are focused first on singular and plural nouns so that they will be able to distinguish the characteristics of singular and plural nouns. After that it can apply the concepts of singular and plural noun in conversation and writing.

So, the words are in line with the curriculum of the English language that applies, the order of presentation of communication competence begins with language actions competence. This shows that the focus in the curriculum is on these competencies which are manifested in language skills that are presented more explicitly in the sense that the elements of language involving both language competencies and discourse-forming competencies must be clearly presented so that students master the elements of the language, such as vocabulary, spelling, pronunciation, they need to understand the language they are learning.

E. Same Related Previous Studies

In doing research, it is necessary to attach a review of previous research to avoid replication. Several similar studies have been conducted to find out the total physical response increase to improve the mastery of English vocabulary.

The first day is a study conducted by Bahtiar. The study is entitled, "*Using The Total Physical Response to Improve Students' Vocabulary Mastery*".[46] In his research in February 2017, Total Physical Response with work book and real object as media can improve fourth grade students' vocabulary significantly. At the first cycle, the result of student average score was 5,4. Thus, the researcher changes the scenario of learning that used for the second cycle in order to the students easy to memorize the vocabulary taught, make all students active and enjoy learning activity. Average score after implementing the second cycle was significance improve become 100% and it means that the target was achieved. By using this method, the research found the advantages of the use of TPR such as the learning process becomes more enjoyable, the students find it easier to memorize the vocabulary taught, all students were active involved in teaching learning process, and both students and teacher enjoy teaching learning process.

Second is research conducted by Sariyati. The study is titled, "*Efektivitas Penggunaan Metode Total Physical Response Dalam Meningkatkan Penguasaan Vocabulary Bahasa Inggris Pada Siswa Sekolah Dasar Tahun Ajaran 2017*".[47] Observation by doing field notes shows that in general the students respond well to the use of the TPR method used in learning activities. This is shown during the learning process, students look happy, enthusiastic, participate well without any feeling of stress or stress. What's more, they understand both learning material and classroom instruction. Therefore it can be concluded that the TPR method is

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[46]Yuyun Bahtiar, *Using The Total Physical Response to Improve Students' Vocabulary Mastery*. Journal English Education Vol. 5 (7) 2017

[47]Ice Sariyati, *The effectiveness of TPR (total physical response) method in English vocabulary mastery of elementary school children*. Education Journal 2017. Vol. 11, No. 1, P. 38-49.

effective and suitable for elementary school students who learn English, especially vocabulary.

Third is research conducted by Nurjanah. This research is entitled, *"Penggunaan Metode Total Physical Response Untuk Meningkatkan Vocabulary Bahasa Inggris Siswa Kelas V SDN II Logandu Tahun Ajaran 2015/2016".*[48] This study aims to improve English vocabulary using the Total Physical Response method. This research is a classroom action research. This was carried out in three cycles, each cycle starting with planning, implementing, observing, reflecting, the subjects of this study were the fifth grade students of SDN II Logandu in the academic year 2015/2016. The data validity used triangulation of data sources and data collection techniques. are students, class V teachers, observers, and documents Data collection techniques used are tests, interviews, observations, and documentation.The results showed that the use of the Total Physical Response method can improve English vocabulary for fifth grade students of SDN II Logandu in the 2015 academic year/2016.

The conclusion in this study uses classroom action research as an effort to improve the learning process of vocabulary teaching and solve students' problems that have been related to vocabulary mastery. CAR is viewed as a device to increase the quality of teaching learning ability in the physical classroom.

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[48]Rosita Nurjanah, *"Penggunaan Metode Total Physical Response Untuk Meningkatkan Vocabulary* Jurnal pendidikan 2016 Vol 4, No. 5, hlm. 570 – 575

CHAPTER III

RESEARCH METHOD

A. Research Design

There are several factors that influence in improving student ability vocabulary, derived from students, teachers or facilitators. As in grade 5 students SDN 56 Kota Bengkulu. The students fell bored entering the classroom because of the teaching and learning process, other factors due to the techniques used by the Teachers are less interactive and no longer interested, so researchers use. Classroom Action Research Method (CAR) to conduct research.

Classroom action research has the important role and strategy to increase learning quality when implemented right and carefully. In other words, classroom action research (CAR) is a self-reflective activity which doing by educational actors in educational situation to fix the rationality and justice about: (a) their educational practices, (b) their comprehension about that practices, and (c) the situation that practices do.[49]

Action research allows teachers to study their own classroom. According to Harmer, action research is the name given to a series of procedures teacher can engage in, perhaps because they wish to increase aspect of their teaching or alternative, because they wish to evaluate the success or appropiatly of certain in activities and procedures.[50] In conducting this research, the researcher made

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[49]Kunandar. *Langkah mudah penelitian tindakan kelas sebagai pengembangan profesi guru., (*Jakarta: Rajawali Pers, 2008), p. 46

[50]Jeremy Harmer, *The Practice of English Language Teaching,* 4th edition, (Pearson Longman, 2007), p, 414.

collaborative research. The researcher was helped by the teacher in order to teach the goal of the research which is aimed to increase teaching method.

Based on several definitions above, it can be concluded that Classroom Action Research (CAR) is research done in the classroom while teaching and learning activities to improve the quality of learning in the classroom and follow some steps and procedures There are four steps each cycle, namely: planning, action, observation, and reflection.

B. Subject of the Study

The subjects of the study were fifth graders in public primary schools in 56 Bengkulu City in academic year 2017/2018. The class consists of 24 students, 8 boys and 16 girls Academically their achievement is low. No students with special needs in learning Most students come from middle to lower economic families. So the participants in this research are 5C grade students in SD 56 Kota Bengkulu in academic year 2017/2018.

C. Data Collection Technique

In order to answer the research question, the research will employ some data collection technique. The data collection technique used for qualitative data is vocabulary test, while qualitative data consest of Test, Observation, Interview, and Documentation. Review these are the data collection techniques described belows:

1) Test

Test is some questions which is used to measure competence, knowledge, intelligence, and ability of talent which is have by individual or group. In this study, the researcher used vocabulary test in her study as the instrument for collecting data. About pre-assessment test taken by kinds of vocabulary such as high frequency words as much as 75% academic words 10% technical words 5% and, low frequency words 10%. High frequency words are more commonly used in making items because it is seen from the syllabus and the book, the words that are often used by elementary school students are still standard words. Then, there until also vocabulary test after implementing cycles of this CAR. Continue tests in the cycle I and the cycle II. The instrument used for the test is a vocabulary list.

2) Observation

Observation is the process of observe toward the subject of observation by using all of sense. An observation task is a focused activity to work on while observing a lesson in progress. It was focused on one or a small number of aspects of teaching learning and requires to observed to collect data or information from actual lesson. The researcher observed the events in classroom during teaching learning process from beginning until the end. To observe the students, the researcher used observation checklist. It is used to describe a range of teacher and learner behaviors. The tool used for observation is preparing a notebook for the results of interviews with teachers in class.

3) Interview

The researcher interviewed the teacher before and after applying classroom action research. This is done to find out the general description of the learning process, the situation of students in the classroom, and what methods or strategies are usually implemented by the teacher in teaching TPR. Researchers also interviewed students to find out that they responded after class action research. In this case, the interview will be conducted by the researcher for the purpose of knowing the students' difficulties with vocabulary mastery. The tool used by researchers is in the form of a notebook from the teacher who was interviewed.

4) Documentation

Documentation is the form of several pictures or proof images when teaching TPR with objects in the context of classrooms and school environments in increasing student vocabulary. The aim is to show students' activities during the teaching and learning process. The tool that will be used for documentation is in the form of a camera to take pictures.

D. Data Analysis Technique

The technique of data analysis in this research consists of two kinds, they are qualitative descriptive analysis and also quantitative descriptive analysis.[51] The data is the test performed by the students, first performed pre-assessment test, then cycle 1 and cycle 2. Ways to analyze data, namely:

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[51]Arikunto, S. *Procedure penelitian suatu pendekatan praktik*. Jakarta: PT Rineka Cipta, 2013

1) Analysis technique for qualitative data

In order to get the mean score the researcher could determine the students' qualification inspired and qualification score of achievemen of national assessment test as follows:[52]

The students' score interval

Interval Percentage	Qualification
90-100	Excellent
80-89	Good
65-79	Moderate
45-64	Low
0-45	Fail

2) Analysis technique for quantitative data

In quantitative descriptive analysis, this research uses descriptive statistics. It is used to gain students' score in each cycle; it is used to measure the students' vocabulary mastery, formulates the formula as follow:[53]

$$X = \frac{\Sigma x}{n}$$

X : mean

x : individual score

n : number of students

Next, the writer tried to get the class percentage which pass the minimum mastery level criterion (KKM) considering English subject gains score 75 (seventy five). The formula is:

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[52]Brown, H. Douglas. *Language and Assessment Principles and Classroom Practices.* (New York: Logman, 2004) p.249

[53]Anas Sudijono, *Pengantar statistik Pendidikan*, (Jakarta, Raja Grafindo Persada, 2008)

$$P = \frac{F}{N} \ X \ 100\%$$

P : the class precentage

F : total precentage score

N : number of students

E. Research procedure

This study applying classroom action research, those are planning, acting, observing, and reflecting. Teacher might probably find a new problem or the previous unfinished problem yet after implementing first cycle. If it happens, it is necessary to continue to the second cycle in line with the same concept of the first cycle.

Based on Mertler, there are the stages of research:[54]

Stages of Research

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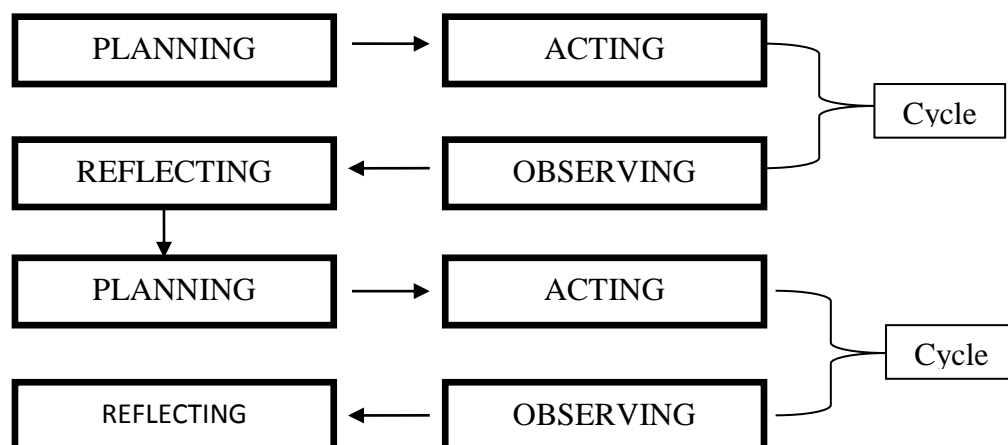
[54]Craig A. Mertler, *Action Reseacrh Teacher as Researcher in the Classroom*, 2nd ed (Sage: America, 2009), p, 16.

1) Planning

In relation to the application of action research, the researcher would make a prior preparation to the implementation of the action based on preliminary study. In this phase, the researcher had some critical things that should be done by researcher as follow:[55]

a) The researcher wrote the lesson plan of learning teaching process for reading comprehension.

b) The researcher prepared a suitable model of summarization strategy in reading comprehension.

c) The researcher prepared the material for the treatments and the final test of cycle 1.

d) The researcher made some English reading exercises that would be done by the students during the treatments.

2) Action

At this stage, the researcher takes action to the students. Researchers take action in the classroom and apply technical techniques to the fifth grade students of SDN 56 Kota Bengkulu to improve students' vocabulary mastery. The steps in applying the vocabulary of teaching teaching using ostensive means are the researchers will open the class, check the list of students present, tell about the material to be learned, teach the material, ask the students to do the material test, motivate the students, and close the meeting.

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[55] Anne Burns, *Doing action research in English language teaching*. (New York & london: Routledge, 2001)

➢ *Pre- learning activities*

1) Informed the students about the rule during the treatments were going to do.

2) Activated background knowledge of students.

3) Setting purpose of vocabulary components.

4) Asked students to sit and follow the treatments in good way.

➢ *Whilst-learning activities*

1) Informed the students about the materials they are going to learn.

2) Modeled vocabulary characteristic.

3) Identified the general topic of the materies.

4) Discussed the difficult words.

5) Gave some instructions to the students what they should do during the treatments.

6) The students had to understand about the materials that they have learned.

7) During the treatment, the researcher observed and directed students, and then researcher asked students in each group to wrote and pronounce new vocabulary they got in front of class.

8) The teacher helped the students to correction the mistaken in their material.

➢ *Post- learning activities*

1) Reviewed the students' vocabulary.

2) Checked the students' vocabulary pronounce and write based on topic.

3) The researcher gave conclusion of the materials.

4) Gave written test to students individually at the end of each cycle.

3) Observation

Observation is one of the instruments in collecting data. Observe students' activities in teaching learning process and while they are doing assignment. They are many aspects that were observed the researcher and the teacher such as: students' attention, students' activeness in doing task individually or group. So that the researcher should made a note in every activities and changing in learning process.

4) Reflecting

The reflection was done every time after the implementation of the actions. The researcher have to analyze the evidence that researcher have gather. Have the problem be solve or not? If not, what steps would researcher try next? At the end of this period of reflection, ideas would usually arise for further cycle of action research. If the result of the first cycle fails, there is no significant increasement in the result of research. The researcher is able to renew its method by doing the second cycle to got the better result till got the satisfy one. The successful actions would be continued in the next teaching and learning process but the unsuccessful actions were modified into the ones that were most suitable.

F. Indicator of Success

The indicators of vocabulary mastery in this research are as follow:

1) The improvement of students' vocabulary mastery by using Total physical response with object.

2) the result of students' vocabulary mastery score with the minimum standard of score (KKM) ≥ 75

3) there is an increase percentage of students' vocabulary mastery during the teaching learning process in every cycle.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the result of the research was presented. The result showed that vocabulary mastery of class V students of SD N 56 Bengkulu in academic year 2018/2019 was slightly improved. It can be seen from the comparison between the result of Pre-Assessment test and test of cycle II. It was presented in the following section.

A. Result

1. Pre –Assessment

At the beginning of the study, students were given a pre-assessment test. It is done to get a vocabulary mastery score before giving action. This test consists of 20 multiple choice item questions. These are concerned with four aspects of high frequency words, academic words, technical words and low frequency words.

This test is assessed based on five interval categories. The results of the pre-assessment test scores can be seen in the following table.

Tabel 4.1. The result of the Pre-Assesment

No	Qualification	Number of Student (21 Students)	Percentage
1	Excellent	0	0%
2	Good	1	5%
3	Moderate	6	28%
4	Low	10	48%
5	Fail	4	19%

Based on the table, it shows that students' vocabulary mastery consists of 5% good (achieved by 1 student), 28% moderate (achieved by 6 students), 48% low (achieved by 10 students), and 19% failing (achieved by 4 students) The results of the calculation show that the average score of mastery of students' vocabulary before being given the action is 56.4% which is categorized as low. The detail table of the result was displayed in appendix.

It informed student ability in English vocabulary mastery before the researcher applied the use of total physical response with objects. Graphically, the students' score on pre-assessment can be seen as follow:

Chart 4.1
Percentage of Students' Vocabulary
Score in Pre-Assessment
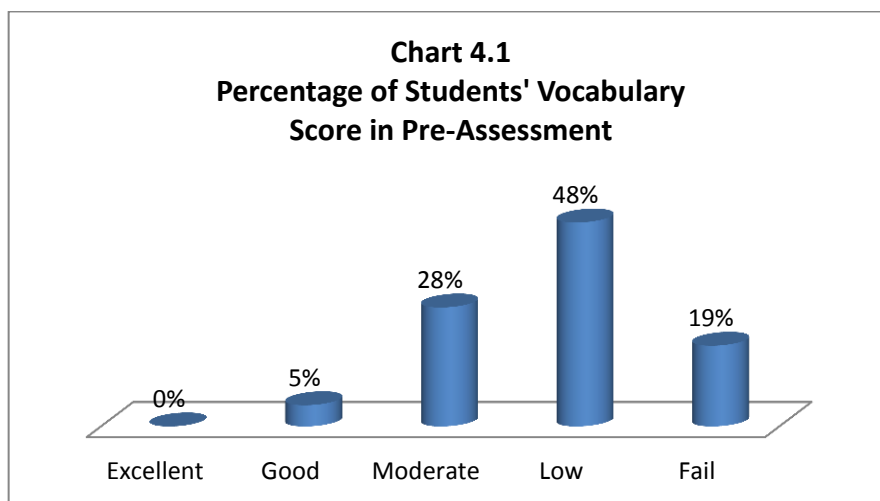
Based on Figure 4.1, students' ability in mastering English vocabulary is low. That means researchers have to improve students' abilities in English vocabulary by using total physical response with objects, which will help students to simplify vocabulary, thus increasing students' grades in mastering English vocabulary.

2. Description of cycle 1

   Cycle I is based on the results of the Pre-assessment test. Here researchers and collaborators of teaching and learning classes apply teaching vocabulary using total physical response. This is a type of technique in which students are supported to guess vocabulary by looking at an object raised by the teacher. students see objects while mentioning their vocabulary and accidentally the students know the meaning of the word after seeing the object. In this technique students listen to instructions from the teacher and ask students to stick to the objects on the table such as lifting pens, books, and rulers, all students follow instructions from the teacher, when the teacher mentions the English the student must raise the object.

   a. Planning

      The first cycle was held on November, 2018. From the Pre-assessment test, the result not satisfying. All of vocabulary aspects tested in the test was categorical low again. In the cycle one, focused on the treatment materials high frequency words because in this treatment was low. Then, still got many revised for improving students' vocabulary. The teacher does not use new techniques in teaching vocabulary, so students do not give attention to the teacher. From the previous learning activities, the researcher and teacher decided to use the total physical response with the object to teach vocabulary in planning, before applying the technique the researcher had to prepare everything which needed in learning process, these are:

1) Preparing the materials, making lesson plan, and designing the steps in doing the action.

2) Preparing list of the students, Name, and Scoring

3) Preparing teaching purpose.

4) Preparing sheets for classroom observation (to know the situation of teaching learning)

5) Preparing test foe cycle (to know whether students vocabulary will increase or not.

b. Implementation

Based on data collection in action I, the researcher applied a total physical response to the object that had been taken to solve the problem. In taking action, the researcher divides the action into teaching vocabulary into three steps. They are pre activities, temporary activities, and post activities. The implementation process can be seen as follows:

1) Pre-learning activities

   a. Teachers greet students.

   b. Teachers asks students to read Basmallah before starting lesson.

   c. Teacher checks student attendance

   d. Teacher asking the students some questions related to the topic.

e. Introducing some words that related to the topic to the students.

f. Focus students on an object in the class.

g. The teacher shows to a stationery object that the student brings a pen, the teacher holds the pen and says the vocabulary and the students follow.

2) While learning activities

a. Informed the students about the materials they are going to learn.

b. Modeled vocabulary characteristic.

c. Identified the general topic of the materies.

d. Discussed the difficult words.

e. Gave some instructions to the students what they should do during the treatments.

f. The students had to understand about the materials that they have learned.

g. During the treatment, the researcher observed and directed students, and then researcher asked students in each group to wrote and pronounce new vocabulary they got in front of class.

h. The teacher helped the students to correction the mistaken in their material.

3) Post learning activities

    a. Reviewed the students' vocabulary.

    b. Checked the students' vocabulary pronounce and write based on topic.

    c. The researcher gave conclusion of the materials.

    d. Gave written test to students individually at the end of each cycle.

After applying vocabulary techniques to objects in cycle I, tests for this cycle are administered. The test actually aims to find out students' vocabulary mastery after applying vocabulary techniques with objects. It was conducted in November 2018.

c. Observation

The action in the first cycle was carried out in four meetings. The meeting will be held on October 24, 2018, October 31, 2018, November 7, 2018, and November 14, 2018. The topics of the first cycle are objects that are in school and objects that are in the class. Topics chosen in this cycle are based on four aspects of vocabulary. They are high frequency words, technical words of technical words and, words of low freelance, however, the material in this cycle is explained about objects in the class. This mostly uses high frequency word vocabulary. This is because of the low level of students in this aspect.

Readiness of students to receive a subject matter. Students enter the class on time, prepare learning equipment such as books, pens, and do not do other work that will disrupt the learning process. Observations were made to find out about teaching and learning activities, student activities, learning equipment, student responses and student participation in learning activities.

During Cycle I the total physical response to the object is used in each meeting except the test in the last meeting. Implementation using this technique aims to help students memorize and see their vocabulary related to the topic given in an interesting way and build their enthusiasm in learning. This technique is done after I give students some objects to help them find vocabulary about the topic. The students were very enthusiastic in learning vocabulary using objects. That's because teachers never use new techniques to teach vocabulary.

When studying, students are more active and enjoy learning. That can be seen in their participation. This shows that students begin to be more active in teaching the vocabulary learning process using objects, although half of the students are still less active.

d . The result of test in cycle 1

Table 4.2 The result of test in cycle 1

No	Qualification	Number of Student (21 Students)	Percentage
1	Excellent	0	0%
2	Good	3	14%
3	Moderate	9	43%
4	Low	7	33%
5	Fail	2	10%

From the table above, it shows that students' vocabulary mastery consists of 14% good (achieved by 3 students), 43% moderate (achieved by 9 students), 33% low (achieved by 7 students) and 10% failed (achieved by 2 students). Calculations show that mastery of student vocabulary after being given an action is 65.2%. It was still categorized Moderate in appendix.

Graphically, the students' score on cycle 1 can be seen as follow:

**Chart 4.2
Percentage of Students' Vocabulary
Score in Cycle 1**

	Excellent	Good	Moderate	Low	Fail
	0%	14%	43%	33%	10%
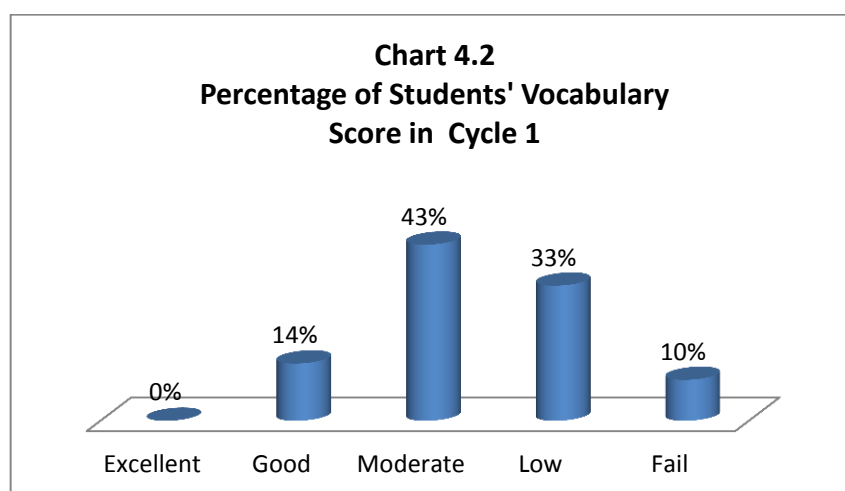
Based on Figure 4.2, students' ability in mastering English vocabulary is still low, only a few students get good grades, but many students get enough grades. Although, there are still students who get low scores and fail. There is still an increase compared to the first score in the pre-assessment.

Based on the interview that was done to some students, there were only a few students understood what was being taught. They had less practice for high frequency words, academic words, technical words, and low frequency words.

e. Reflection

In the application of learning by using objects in the first cycle, there are some good things that have been achieved. However, there are some things that must be rearranged and changed. The following good things have been achieved in cycle I.

a. Comparing to the Pre-assessment test, the students achievement in mastering vocabulary in cycle I increased eventhough the average score of the students was still low At the beginning, students' average score was 56.4%, while in cycle 1 was 65.2 %. However, though there was any improvement toward students vocabulary mastery, the target of this research was not achieved yet.

On the other handed, in the implementation of cycle 1, there were some things that had not been achieved well, and must be organized and changed. The following are:

a) Students still lack focus when learning, encouragement to ask students to stay focused on learning is not very successful. They feel lazy and say that it's difficult. That's because students lack motivation in learning, therefore using TPR with objects can change students' enthusiasm in learning, although some students are diligent, at least there are many students who are eager to learn.

b) There are some students who have not dared to come to the front of the class to learn physical response to objects, it is because of the lack of courage of students to be the best examples of classmates, but there are also students who are eager and courageous to show objects in class when the learning process takes place.

c) Learning techniques using objects successfully motivate students to learn vocabulary. They enjoy the atmosphere in the classroom and observe objects in their classrooms. But there are a few words that I found, students have not been able to pronounce the vocabulary correctly in English.

d) In general, the pronunciation of students is not corrected during the teaching and learning process. Students are asked to repeat the words after me or the students say the truth.

3. Description of Cycle II

Cycle II was carried out as a follow-up cycle 1. In the first cycle the researchers were not satisfied with the results of the student scores. In the

second cycle, researchers tried to be more creative in applying teaching vocabulary using Total Physical Response with object. The aim is to increase vocabulary in learning English, active students and student grades. The cycle II procedure is carried out as follows:

a. Planning

       The action plan for cycle II is a continuation of the actions taken in cycle I. However, in the second cycle, there were several things that were reorganized:

  a. Preparing a set of classroom instruction to implement the action.

    a) Prepare materials, make lesson plans, and design steps in carrying out actions.

    b) Prepare a list of students, names, and assessments.

    c) Prepare teaching goals.

    d) Prepare a sheet for class observation (to find out the situation of the teaching and learning process when TPR with objects is applied)

    e) Prepare the test for cycle II (to find out whether the student's vocabulary will increase or not)

  b. Considering that students become more active when they are given new techniques in learning that make students comfortable and relaxed. Researchers plan to make students more active in activities at each meeting during Cycle II.

c. Pronunciation aims to make students have better pronunciation. In other words, it helps students to improve their pronunciation more accurately. As found in Cycle 1, the pronunciation of students is still bad. Therefore, research plans to continue to provide feedback on student pronunciation to improve their ability to say new words so that they do not make the same mistakes in the next activity.

b. Implementation

The implementation of action I was done on November 17, 2018, November 19, 2018, and November 21, 2018. In this step the researcher applied the lesson plan. The following procedure of action II:

1) Pre-learning activities

a. Teachers greet students.

b. Teacher asks students to read Basmallah before starting lesson.

c. Teacher checks student attendance.

d. Teacher asking the students some questions related to the topic.

e. Introducing some words that related to the topic to the students.

2) While learning activities

a. The teacher introduces objects around the class.

b. While looking at the objects in the classroom, the teacher asks students about the kinds of objects and types of feelings or

actions. the teacher speaks the words correctly together and the individual, after which the teacher writes it on the blackboard.

c. Then the teacher asks the students to repeat it over and over and ask them to write the words in their book.

3) Post learning activities

a. Teacher helped students to conclude the material they had learnt.

b. Teacher asked students to please study at home and had more practice.

c. At the end of the lesson, the teacher gave the students a short test. This activity was to check students" understanding about this lesson.

d. The researcher and Collaborator observed and evaluated students" activity during teaching and learning process.

c . Observation

Cycle II consists of three meetings. The action was carried out on November 17, 2018, November 19, 2018, and November 21, 2018. By implementing a total physical response with object. Students learn two topics about classroom equipment and school supplies. The topics chosen in this cycle are based on four aspects of vocabulary. They are high frequency words, academic words, technical words and, low frequency words. The teaching and

learning process in Cycle II will be discussed in the description below.

Based on the problems found in Cycle I that some students still haven't brought focus. In this cycle, I ask students to stay focused and pay attention to the teacher when explaining, with this the researcher uses objects in learning so that students continue to see and focus ahead when the researcher explains.

The use of English during the teaching and learning process has effectively increased the ability of students to use language. They easily understand some expressions that are usually used in class interactions. That shows that they are used to expressions. They are also able to answer or answer my questions.

In conclusion, students enjoy learning new vocabulary through objects can encourage students to learn new words. Some students say that the objects in the class they see make it easier for them to memorize vocabulary. Their ability to memorize words and help them apply words to assignments easily. This is a good improvement since the total physical response with object in Cycle II is competitive and pleasant. Researchers feel that there is an increase in motivation and competitiveness of the students. The main activities in the class can be done smoothly.

d . The result of test in cycle II

Table 4.3 The result of test in cycle II

No	Qualification	Number of Student (21 Students)	Percentage
1	Excellent	2	10%
2	Good	6	28%
3	Moderate	9	43%
4	Low	4	19%
5	Fail	0	0%

From the table above, it shows that students' vocabulary mastery consists of 10% very good (achieved by 2 students), 28% good (achieved by 6 students), 43% moderate (achieved by 9 students), and 19% low (achieved by 4 students). Calculations show that mastery of student vocabulary after being given an action is 75.2%. It was still categorized good in appendix.

Based on interviews conducted on several students, most students understand what is being taught. They practice a lot of high frequency words, academic words, technical words, and low frequency words.

This informs students' abilities in mastering English vocabulary after researchers apply the use of total physical responses to objects. Graphically, student scores in cycle II can be seen as follows:

Chart 4.3
Percentage of Students' Vocabulary
Score in Cycle II

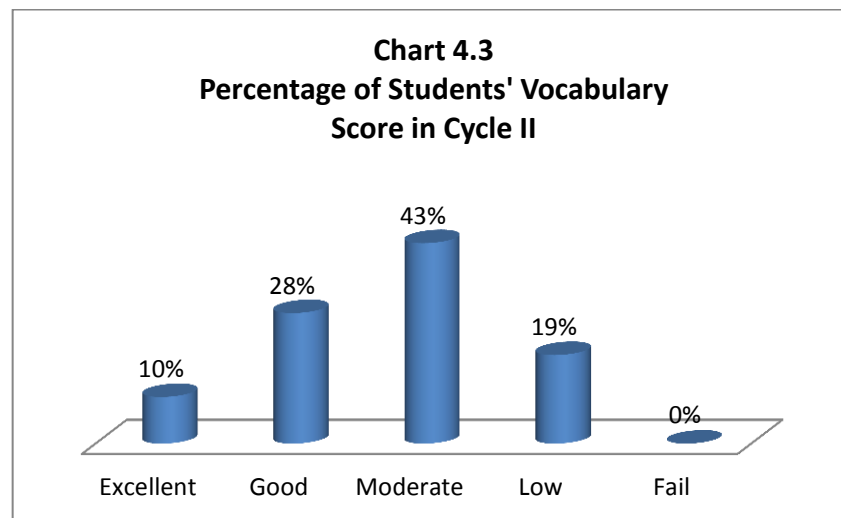|		43%		
	28%			
			19%	
10%				0%
Excellent	Good	Moderate	Low	Fail

Figure 4.3: Students Vocabulary Ability Score in Cycle II

Based on Figure 4.3, students' abilities in English vocabulary are good. No qualified students fail and only a few students get low scores. Even through, it decreases compared to the score in the pre-assessment and cycle I. The researcher feels that the use of the total physical response with object is effective enough to improve students' vocabulary mastery.

e. Reflection

In the implementation of total physical response with object in the second cycle, there are several improvements that have been achieved. The following are improvements that have been achieved in cycle II.

1) Compared with cycle I, student achievement in mastering vocabulary in cycle II increases. In the first cycle, the average score of students was 65.2% while in the second cycle it was 75.2%.

2) Active students increase. This is indicated by the majority of students paying attention to the teacher's explanation, most of them focus on

the material provided. actively participate in the class, and most of them understand the material provided.

3) Increase students in mastering vocabulary. They can memorize new words easily. Because the total physical response with object has the purpose of increasing students 'vocabulary mastery, I have effectively implemented techniques to improve students' vocabulary mastery.

4. Post Test

Post-test were conducted on November 23, 2018. The researcher conducted a post test at the end of the study to investigate that peer tutoring classes could improve students' vocabulary mastery. The material used by the Post-Test is accurately the same as the ingredients in the diagnostic test. The results of that can be seen in the following table.

Table 4.4 The result of post test

No	Qualification	Number of Student (21 Students)	Percentage
1	Excellent	3	14%
2	Good	8	38%
3	Moderate	10	48%
4	Low	0	0%
5	Fail	0	0%

Based on the table, it shows that mastery of student vocabulary consists of 14% excellent (achieved by 3 students), 38% good (achieved by 8 students), and 48% moderate (achieved by 10 students). Calculations show that mastery of student vocabulary after being given an action is 80.7%, which was categorized excellent. The detail table of the result was displayed in appendix.

This informs students' abilities in mastering English vocabulary after researchers apply the use of total physical responses to objects. Graphically, student scores in post test can be seen as follows:

**Chart 4.4
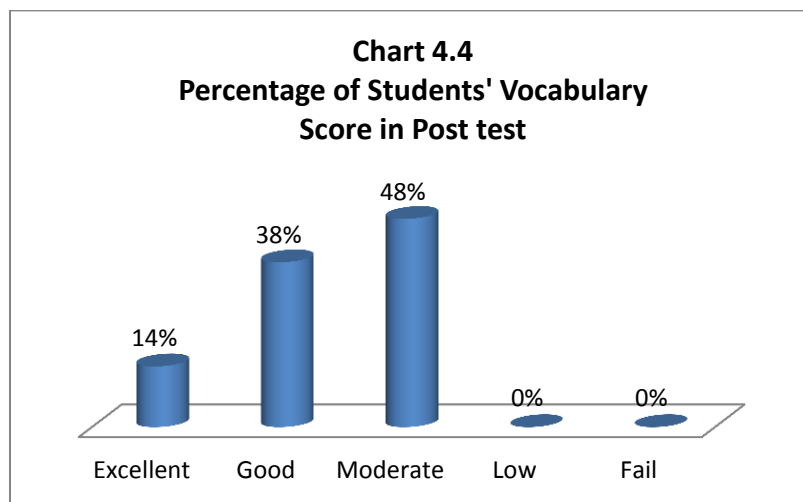Percentage of Students' Vocabulary
Score in Post test**

Figure 4.4: Students' Vocabulary Ability Score in Post Test

Based on Figure 4.4, students' abilities in English vocabulary are excellent. There are no students who are low qualified or fail. Many students get moderate, good, and excellent grades. Researchers feel that the use of techniques taught to students is effective enough to improve students' mastery of vocabulary.

5. The Analysis of The Pre-Assessment and Post Test

In analyzing the test of pre-assessment test and cycle II, the scores are compared to see whether the action had an improvement or not.

Table 4.5 The analysis of the Percentage of Students' Average Score in Pre-Assessment and Post Test

Persentage of students'	Average scores	Increasing
Pre-assessment test	Post – test	
56,40 %	80,70 %	24,30 %

From the table above, the prcentage of sudents' average score of Pre-assessment test was 56.40 % and post test test was 80,70 % . It could be concluded that students' average score in Pre-assessment test was smaller that post test. The increasing of students' average score in Pre-assessmernt test to post test was 24.30 % .

The students' scores in mastering English vocabulary started from pre-assessment, cycle 1, cycle II, and post test.

Table 4.5 The Distribution of Students' Ability Vocabulary on Pre-Assessment, Cycle I, Cycle II, and Post test

Score Interval	Category	Pre-Assessment		Cycle I		Cycle II		Post Test	
		F	P	F	P	F	P	F	P
90-100	Excellent	0	0 %	0	0%	2	10%	3	14%
80-89	Good	1	5 %	3	14%	6	28%	8	38%
65-79	Moderate	6	28 %	9	43%	9	43%	10	48%
45-64	Low	10	48 %	7	33%	4	19%	0	0%
0-45	Fail	4	19 %	2	10%	0	0%	0	0%

Based on table 4.5 from the results of the above research, it can be seen clearly that the pre-assessment results and the entire cycle showed an increase in the mastery of students' vocabulary. This can be seen from the average score of several pre-assessments (56.4), cycle I (65.2), cycle II (75.2) and post test (80.7) in other words, the use of total physical response with object can improve students' mastery of vocabulary.

In general, the improvement achieved by students from diagnostic test, pre-assessment, cycle I, cycle II, and post - Test could be seen as in the following chart.
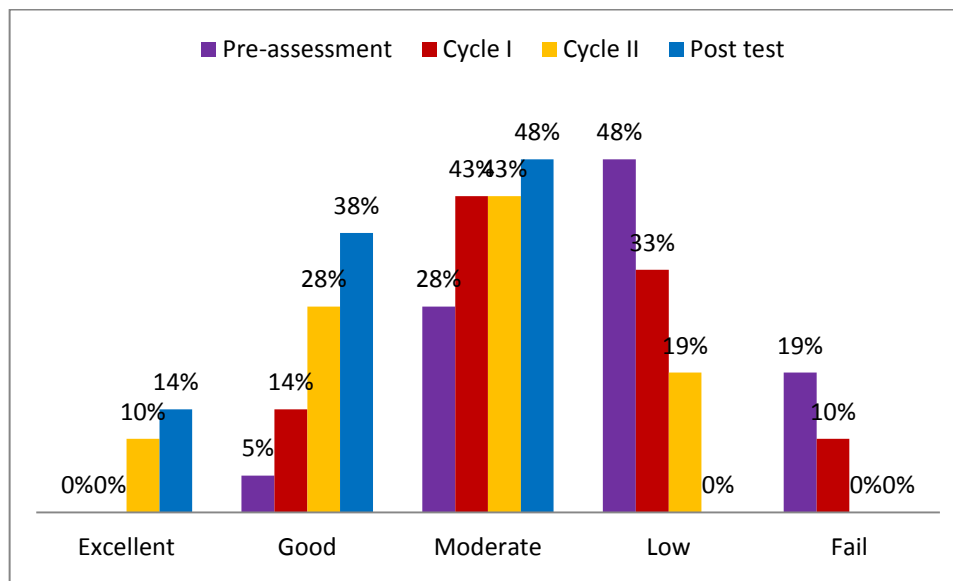
Figure e 4.5: Student Vocabulary Ability Score in Pre-assessment, Cycle I, Cycle II, and Post test.

Based on Figure 4.5 the ability of students to master English vocabulary is very good. There is an increase in students' ability to master English vocabulary, comparing between pre-assessment, cycle I, cycle II, and post test. This shows that most of the student grades are in the excellent, good, and average categories.

B. Discussion

The results showed that mastery of student vocabulary increased after the action was given to students'. The results of this study also show that the use of total physical response in vocabulary teaching can be useful to improve students' vocabulary mastery, objects and additional actions succeed in improving students' vocabulary mastery for two cycles. The findings can be concluded from observations of the teaching and learning process, interviews

with students' and collaborators, and questionnaires given at the end of cycle II.

Because action research depends not only on the process, English teachers and researchers assess the mastery of students' vocabulary as a product of the teaching and learning process. As planned before the researcher conducted a vocabulary test to find out whether mastery of students' vocabulary increased or not after I conducted a diagnostic test for students'.

During the implementation of the total physical response with object technique in the first cycle, researchers found that not all students gave attention to the teacher's explanation. Only a few students are active during the teaching and learning process. Interaction between students and other people and teachers is low. This shows that the research target has not been achieved.

During the implementation of the total physical response with object in cycle II, there were several improvements that had been achieved. Student achievement in mastering vocabulary in cycle II increased. Active students increase. This is indicated by the majority of students paying attention to the teacher's explanation, most of them actively participated in the class, and most of them understood the material provided. Student mastery for high frequency words, academic words, technical words, and low frequency words increases. It is shown by their ability to complete tasks and how they explain material.

Based on the findings above, actions in Cycle I and Cycle II, collaborators agreed to stop the study until this cycle. Implementation of objects and complementary actions successfully completes the objectives of the action for two cycles. The purpose of increasing mastery of student vocabulary is determined based on field problems and needs. Actions planned, acted, observed and reflected lead to the need to provide general findings. The findings of this action can be concluded from observations of the teaching and learning process and interviews with students and teachers. In short, improving the teaching and learning process during Cycle I and Cycle II.

The action was carried out, most students became more active in the teaching and learning process. The use of objects is new to students, so they are interested in learning English. This helps students build their enthusiasm to learn new words. They are active during learning and the most important thing is to help students memorize and understand new words easily in interesting ways. I also gave them a prize that got the highest score, so the students got more motivation to improve their English vocabulary. As a result, they easily memorized the words used with the object. This is evidenced by the student vocabulary test after implementation. The test compares students' vocabulary skills before and after implementation. The average score from the last post-test (80, 7%) was higher than the average diagnostic test (56.4%). This shows that Total Physical Response with Object effectively increases student mastery of vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the conclusion an suggestion related to the result of the research.

A. Conclusion

Based on the findings and discussion of the research in the previous chapter, the researcher draws the following conclusions:

mastery of fifth grade vocabulary in SD N 56 Bengkulu in the 2018/2019 academic year in the Pre-assessment test included in the "low" category which was categorized as the average score (56.4). After taking action for two cycles, mastery of students' vocabulary increased significantly. Student scores in the Post-test were included in the "excellent" category with an average score (80.7). That is a Total Physical Response with object technique to improve the mastery of English vocabulary of fifth grade students from SD N 56 Bengkulu academic year 2018/2019.

B. Suggestion

After conducting this research, this researcher suggested the following.

1. For the students

Students must pay attention to the teacher when the teacher delivers the material so that they understand the material. Students must also bring a dictionary to help them enrich their vocabulary.

2. For the teachers

   The teacher must teach students to use interesting media, techniques, and methods so that students enjoy the learning process and understand the material easily. One technique that researchers recommend is Total Physical Response with object. In addition, this kind of teaching and learning techniques should not always be applied to teaching reading only but can be applied to other language skills as well, such as for, vocabulary and speaking classes.

3. For the researchers

   The researcher hopes that this thesis can be useful for readers. So, the use of total physical response with objects is to increase student mastery. In addition, researchers can advise subsequent researchers to conduct further research that can improve this research, because this research can actually be extended to other subjects and also in different settings.

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APPENDICES

Type of Vocabulary	Vocabularies	Part of Speech	Meaning
➢ High frequency words	Ball	Noun	Bola
	Big	Adjective	Besar
	Book	Noun	Buku
	Boy	Noun	Laki-laki
	Car	Noun	Mobil
	Cat	Noun	Kucing
	Dog	Noun	Anjing
	Goat	Noun	Kambing
	Diligent	Adjective	Rajin, tekun
	So	Adverb	Jadi
	Stop	Verb	Berhenti
	Top	Noun	Atas
	Two	Noun	Dua
	After	Adverb	Setelah
	Baby	Noun	Bayi
	Feel	Verb	Merasa
	Five	Noun	Lima
	Long	Adjective	Panjang
	Make	Verb	Membuat
	Seven	Noun	Tujuh
	Sick	Noun	Sakit
	Small	Noun	Kecil
	Back	Adverb	Kembali
	Bag	Noun	Tas
	Best	Adjective	Terbaik
	Brown	Noun	Coklat
	Bus	Noun	Bus
	Cake	Noun	Kue
	Call	Verb	Memanggil
	City	Noun	Benda
	Doll	Noun	Boneka
	Door	Noun	Pintu
	Foot	Noun	Kaki
	Game	Noun	Permainan
	Happy	Adjective	Gembira
	Ice	Noun	Ice
	Milk	Noun	Susu
	Name	Noun	Nama

	Open	Adjective	Buka
	Black	Adjective	Hitam
	Blue	Noun	Biru
	Full	Noun	Penuh
	Green	Noun	Hijau
	Live	Verb	Tinggal
	Hot	Adjective	Panas
	Run	Verb	Lari
	Red	Adjective	Merah
	Sleep	Verb	Tidur
	Sing	Verb	Bernyayi
	Food	Noun	Makan
	Rain	Noun	Hujan
	Read	Verb	Membaca
	Today	Adverb	Hari ini
	White	Noun	Putih
	Night	Noun	Malam
	Run	Verb	Lari, menjalankan
	Cow	Noun	Sapi
	Ship	Noun	Kapal
	Eat	Verb	Makan
	Bring	Verb	Membawa
	Brother	Noun	Saudara laki-laki
	Change	Verb	Merubah, menukar, mengganti
	Clean	Adjective	Bersih
	Girl	Noun	Perempuan
	Give	Verb	Memberi
	Goat	Noun	Kambing
	Hard	Adjective	Keras, sukar, susah
	Good	Adjective	Baik, bagus
	Read	Verb	Membaca, bacaan
	Rain	Noun	Hujan
	Rabbit	Noun	Kelinci
	Put	Verb	Meletakan, menaruh
	Part	Noun	Bagian
	Page	Noun	Halaman
	Pay	Verb	Membayar, upah
	Only	Adjective	Satu-satunya, tunggal

	Next	Adjective	Yang berikutnya
	More	Adjective	Lebih banyak
	Soon	Adverb	Segera, sebentar lagi
	Start	Verb	Mulai
	Stay	Verb	Berdiam, tetap
	Still	Adverb	Masih, tetaplah
	Story	Noun	Cerita, kisah, riwayat
	Take	Verb	Membawa
	Tell	Verb	Mengatakan, menceritakan
	Shop	Noun	Toko, kedai, warung
	Road	Noun	Jalan
	Late	Adjective	Telat
	Little	Noun	Sedikit
	Drive	Verb	Mengendarai, menyetir
	Keep	Verb	Menaruh, menyimpan
	Homework	Noun	Mengerjakan pekerjaan rumah
	Sing	Verb	Menyanyikan, bernyanyi
➢ Academic words	Approach	Noun	Pendekatan
	Assessment	Noun	Penilaian
	Assume	Verb	Menduga, mengansumsikan
	Authority	Noun	Kewenangan
	Available	Adjective	Tersedia
	Benefit	Noun	Keuntungan, mengambil manfaat
	Create	Verb	Menciptakan
	Derive	Verb	Mendapatkan dari sesuatu
	Environment	Noun	Lingkungan
	Eatablish	Adjective	Mendirikan
	Evidence	Noun	Bukti
	Formula	Noun	Rumus
	Involve	Adverb	Melibatkan
	Issue	Verb	Masalah, topik,

			terbit
	Labor	Noun	Tenaga kerja
	Major	Noun	Bidang studi, utama
	Occur	Verb	Terjadi
	Policy	Noun	Kebijakan
	Require	Verb	Mempersyaratkan
	Role	Noun	Peran
	Significant	Adjective	Penting, berarti
	Similar	Adjective	Mirip
	Source	Noun	Sumber
	Achieve	Verb	Mencapai
	Acquire	Verb	Memperoleh
	Affect	Verb	Mempengaruhi
	Appropriaite	Adjective	Pantas, tepat
	Assistance	Noun	Bantuan
	Chapter	Noun	Bab
	Commission	Noun	Komisi
	Conclusion	Noun	Kesimpulan
	Conduct	Verb	Melaksanakan
	Consequences	Noun	Konsekuensi, akibat
	Distinction	Noun	Perbedaan
	Equation	Noun	Persamaan
	Features	Noun	Ciri-ciri
	Impact	Noun	Dampak
	Injury	Noun	Luka
	Institute	Noun	Menetapkan
	Investment	Noun	Investasi
	Items	Noun	Benda, hal
	Maintain	Verb	Merawat, menjaga
	Obtain	Verb	Mendapatkan
	Perceive	Verb	Menganggap, memandang
	Previous	Adjective	Sebelumnya
	Primary	Noun	Utama
	Purchase	Verb	Pembelian
	Rage	Noun	Rintangan
	Region	Noun	Daerah
	Resident	Noun	Penghuni
	Resources	Noun	Sumberdaya
	Restrict	Verb	Membatasi
	Seek	Verb	Mencari

	Select	Adjective	Menyeleksi
	Site	Noun	Lokasi
	Circumstance	Noun	Kondisi
	Consent	Noun	Persetujuan
	Considerable	Adjective	Cukup besar
	Constraints	Noun	Kendala
	Convention	Noun	Konveksi
	Core	Noun	Inti
	Corporate	Adjective	Perusahaan
	Corresponding	Adjective	Yang berkaitan
	Deduction	Noun	Pengurangan
	Emphasis	Noun	Penekanan
	Ensure	Verb	Memastikan
	Exclude	Verb	Mengeluarkan
	Framework	Noun	Kerangka kerja
	Funds	Noun	Dana
	Imply	Verb	Mengimplikasikan
	Initial	Noun	Awal
	Intance	Noun	Contoh
	Justification	Noun	Pembenaran
	Layer	Noun	Lapisan
	Link	Noun	Hubungan
	Outcomes	Noun	Hasil
	Partnership	Noun	Kemitraan
	Physical	Noun	Fisik
	Publish	Verb	Menerbitkan
	Reliance	Noun	Ketergantuangan pada sesuatu
	Remove	Verb	Memindahkan
	Scheme	Noun	Skema
	Sequence	Noun	Urutan
	Shift	Verb	Berpindah
	Specify	Verb	Memerinci
	Sufficient	Adjective	Memadai
	Task	Noun	Tugas
	Annual	Adjective	Tahunan
	Apparent	Adjective	Jelas
	Approximate	Adjective	Menyerupai
	Attitude	Noun	Sikap
	Attribute	Noun	Menyatakan sesuatu adalah penyebab

	Civil	Adjective	Sipil
	Cycle	Noun	Siklus
	Emerge	Verb	Muncul
	Goal	Noun	Tujuan
	Grant	Noun	Memberikan
	Impose	Verb	Menerapkan sesuatu
	Investigate	Verb	Menyelidiki
	Obvious	Adjective	Jelas
	Occupation	Noun	Pekerjaan
	Option	Noun	Pilihan
	Overall	Adjective	Kelurahan
	Phase	Noun	Fase
	Predict	Verb	Meramalkan
	Principal	Adjective	Utama
	Prior to	Noun	Sebelumnya
	Promote	Verb	Mempromosikan
	Regime	Noun	Rezim
	Resolution	Noun	Pemecahan
	Retain	Verb	Mempertahankan
	Subsequent	Adjective	Berikutnya
	Undertake	Verb	melakukan
➢ Technical Words	Complex	Noun	Komplek, asrama
	Device	Noun	Alat, perlengkapan
	Diversion	Noun	Hiburan, pengalihan
	Capacity	Noun	Kapasitas
	Erosion	Noun	Erosi, pengikisan, longsor
	Permeability	Noun	Kesarangan, Kelolosan
	Significantly	Adverb	Dengan mantap
	Augmentation	Noun	Tambahan
	Implement	Noun	Alat, peralatan
	Consumption	Noun	Konsumsi, pemakaian
	Extraction	Noun	Pencabutan
	Collateral	Noun	Tambahan, keturunan
	Flotation	Noun	Pengapungan
	Default	Noun	Kegagalan, kelalaian
	Stagnant	Adjective	Menggenang

	Amalgamation	Noun	Percampuran, penggabungan
	Distress	Noun	Berbahaya, kesungkaran
	Migrant	Noun	Pekerja yang berpindah
	Rural	Adjective	Pedesaan
	Urban	Adjective	Yang berkaitan dengan kota
	Cramped	Noun	Sempit, tulisan yang kecil
	Statistics	Noun	Ilmu statistik
	Recruit	Noun	Cepat rekrut, calon
	Import	Noun	Impor, kepentingan
	Spell	Verb	Mengeja, mengindikasikan
	Genius	Noun	Kecerdasan pikiran
	Stimulus	Noun	Perangsang
	Nucleus	Noun	Inti, pusat
	Uranium	Noun	Uranium
	Fission	Noun	Pembelahan, pembagian
	Disposal	Noun	Pemusnahan, pembersihan
	Core	Noun	bagian tengah biji
	Coolant	Noun	Pendingin
	Breeder	Noun	Perternak
	Radiation	Noun	Radiasi, pemancaran, penyinaran
	Hazard	Noun	Bahaya, risiko
	Contamination	Noun	Pengotoran, pencemaran
	Fiction	Noun	Fiksi, cerita rekaan
	Fantasy	Noun	Khayalan, lamunan
	Extraterrestrial	Noun	Luar angkasa
	Robot	Noun	Manusia mesin
	Sensor	Adjective	Sensor
	Natural language	Noun	Bahasa ilmiah
	Artificial	Adjective	Tituan, dibuat-buat, buatan
	Intelligence	Noun	Kecerdasan, inteligensi

	Chip	Noun	Keping, bilah, tatal
	Semiconductor	Noun	Semipenghantar
	Microprocessor	Noun	Mikro prosesor
	Playing	Verb	Bermain, permainan
	Enforce	Verb	Menyelenggarakan, menjalankan
	Fatal	Adjective	Ynag menimbulkan bencana
	Violation	Noun	Pelanggaran
	Pedestrian	Noun	Pejalan kaki, tidak menarik,
	Stringent	Adjective	Ketat
	Regulation	Noun	Peraturan
	Stray	Adjective	Sesat, kesasar
	Congestion	Noun	Kemacetan
	Hazard	Noun	Bahaya, resiko
	Heritage	Noun	Warisan, pusaka
	Intact	Adjective	Utuh, lengkap
	Panorama	Noun	Panoramas, Pemandangan yang luas
	Exotic	Adjective	Eksotis
	Repository	Noun	Tempat penyimpanan, gudang
	Lush	Adjective	Subur, lebat
	Spectacular	Noun	Hebat, spektakuler, mengagumkan
	Tranquil	Adjective	Tenang, hening, sentosa
	Sanctuary	Noun	Tempat perlindungan
	Diversity	Noun	Perbedaan
	Technology	Noun	Teknologi
	Appropriate	Adjective	Tepat, cocok, pantas
	Exploitation	Noun	Esploitasi, pengharapan
	Indigenous	Noun	Pribumi
	Innovative	Adjective	Inovativ
	Porridge	Noun	Bubur
	Husk	Noun	Kulit ari
	Nutrition	Adjective	Ilmu gizi

	Extraction	Noun	Pencabutan
	Indispensable	Adjective	Sangat diperlukan
	Anticipate	Verb	Mengantisipasi
	Transaction	Noun	Transaksi
	Casual	Adjective	Kebetulan, sepintas, sementara
	Enclosure	Noun	Lampiran
	Informal	Adjective	Tidak resmi, biasa
	Instant	Noun	Saat, jenak, segera
	Feedback	Noun	Pengaruh arus balik
	Conservation	Noun	Pengawetan, perlingdungan alam
	Genetics	Noun	Ilmu keturunan
	Amphibian	Noun	Berhubungan dengan amphibi
	Submergence	Noun	Pencelupan
	Ecology	Noun	Ekologi
	Afforestation	Noun	Penanaman hutan
	Repercussion	Noun	Reaksi, akibat
➢ Low frequency words			
	Abjure	Verb	Mengharamkan
	Apparent	Adjective	Nyata, jelas
	Benediction	Noun	Doa, ucapan syukur
	Dawn	Noun	Subuh, fajar
	Dissipate	Verb	Menyia-nyiakan
	Dive	Verb	Menyelam
	Disseminating	Verb	Penyebaran
	Extraneous	Adjective	Tidak sesuai
	Brain	Noun	Otak
	Interdict	Verb	Melarang
	Leave	Verb	Meninggalkan
	Grapple	Verb	Bergulat, memegang erat
	Fair	Adjective	Adil
	Folder	Noun	Map, berkas
	History	Noun	Sejarah
	Tender	Adjective	Lembut
	Sharp	Noun	Tajam
	Satisfied	Adjective	Puas
	Rude	Adjective	Tidak sopan, kasar
	Peak	Noun	Puncak

	Credence	Noun	Kepercayaan
	Disburse	Verb	Membayar
	Hawker	Noun	Penjaja
	Secret	Noun	Rahasia
	Key	Noun	Kunci
	Join	Verb	Bergabung
	Harm	Verb	Merugikan, membahayakan, melukai
	Hell	Noun	Neraka
	Hide	Verb	Bersembunyi, menyembunyikan
	Identical	Adjective	Sama persis, serupa
	Judge	Noun	Hakim, wasit, juri
	Grudge	Noun	Dendam
	Gun	Noun	Senapan, meriam
	Doubt	Noun	Ragu-ragu
	Libel	Noun	Fitnah
	Malevolent	Adjective	Yang berhati dengki, jahat
	Perjury	Noun	Sumpah palsu
	Providential	Adjective	Bernasib baik
	Revelation	Noun	Wahyu
	Shovel	Noun	Sekop
	Verbose	Adjective	Bertele-tele
	Succinct	Adjective	Ringkas, singkat
	Lugubrious	Adjective	Murung, penuh kesedihan
	Reviled	Verb	Dicaci
	Askew	Adverb	Miring
	Sew	Verb	Menjahit
	Wick	Noun	Sumbu
	Vial	Noun	Botol kecil
	Intrepid	Adjective	Pemberani, berani
	Scurrilous	Adjective	Kasar, kotor, keji
	Timidity	Noun	Takut-takut malu-malu
	Turbulent	Adjective	Goncangan, bergolak
	Cursory	Adjective	Sepintas
	Gyrate	Verb	Berputar
	Imbibe	Verb	Meminum

	Zeal	Noun	Kegiatan, semangat
	Garish	Adjective	Yang berkilat-kilat
	Peremptory	Adjective	Yang harus di taati
	Inexrable	Adjective	Tidak dapat di tawar-tawar
	Tractable	Adjective	Penurut
	Extricate	Verb	Melepaskan
	Indulge	Verb	Memanjakan
	Credence	Noun	Kepercayaan
	Hostile	Adjective	Bermusuhan
	Hustle	Noun	Keramaian
	Dyslexia	Noun	Ketidak mampuan
	Fidelity	Noun	Kesetiaan, ketaatan
	Intercede	Verb	Mengetengahkan
	Fiduciary	Adjective	Gadaian
	Gratuitous	Adjective	Tanpa sebab
	Malign	Verb	Memfitnah
	Interdict	Verb	Melarang
	Respective	Adjective	Masing-masing
	Corruption	Noun	Kecurangan
	Profound	Adjective	Lebih mendalam
	Elucidate	Verb	Menjelaskan, menguraikan
	Revelation	Noun	Wahyu
	Chalk	Noun	Kapur
	Camouflage	Noun	Penyamaran
	Burden	Noun	Beban
	Bald	Adjective	Gundul, botak
	Bizarre	Adjective	Aneh, ajaib, mengerikan
	Befall	Verb	Menimpa, hancur, runtuh

SCHOOL   : PRIMARY SCHOOL
NAMA SEKOLAH : SDN 56 BENGKULU
MATA PELAJARAN : BAHASA INGGRIS
CLASS/SEMESTER : V/ 1
TAHUN PELAJARAN : 2017/2018
SKILL   : VOCABULARY

Standar kompetensi :

- Siswa mampu memahami instruksi sangat sederhana dengan tindakan dalam konteks ruang kelas, sekolah, dan siswa mampu menerapkan kosa kata yang diberikan.

Kompetensi dasar :

- Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.

Kisi-kisi soal

No	Vocabulary Aspect	Item number	List of vocabulary	Type of noun	Total	Max Point
1	High frequency words	1, 2, 3, 5, 6, 7, 9, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 29, 30, 32, 33, 34, 38, 39, 40	Book, Drawing book, Dictionary, Crayon, Color marker, Chair, Table, Pencil case, Ballpoint, Pencil, Whiteboard, Ruler, Hat, Bag, Shoes, Ballmarker, Broom stick, Clock, Eraser, Trash can,	Concrete noun Compound noun Concrete noun Concrete noun Compound noun Concrete noun Concrete noun Compound noun Concrete noun Concrete noun Concrete noun Concrete noun Concrete noun Concrete noun Compound noun Concrete noun Concrete noun Compound noun Compound noun Concrete noun Concrete noun	30	2,5

			Floor mop,	Concrete noun		
			Broom,	Concrete noun		
			Tie,	Compound noun		
			Belt,	Compound noun		
			Curtain,	Concrete noun		
			Table cloth,	Concrete noun		
			Table flowers,	Concrete noun		
			Trousers,			
			Shorts,			
			Socks.			
2	Academic Words	35, 37	Formula, Site.	Collective noun Collective noun	2	2,5
3	Technical Words	36	Energy.	Material noun	1	2,5
4	Low frequency words	4, 8, 10, 11, 20, 28, 31	Abacus, World map, Sharpener, Cupboard, Dust pan, Duster, Flagpole.	Concrete noun Compound noun Concrete noun Concrete noun Compound noun Concrete noun Concrete noun	7	2,5
			Jumlah Soal		40	2,5
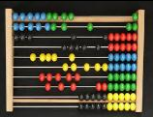
Kartu soal

No. Soal: 1	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	This is my . . .
	  a. Binders c. Dictionarys
	  b. Books d. Drawing books

Kunci jawaban	B

No. Soal: 2	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	I have three . . .
	  a. Dictionarys c. Writing papers
	  b. Binders d. Drawing books

Kunci jawaban	D

No. Soal: 3	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan

	konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words
Butir soal	This book is . . . a. a book c. a drawing book b. a dictionary d. a binder
Kunci jawaban	B

No. Soal: 4	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	Low frequency words
Butir soal	It is an . . . a. Abacus c. Calculator b. chalk d. Marker
Kunci jawaban	A

No. Soal: 5	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	What is the picture about . . . ?
	  a. This is crayon c. This is ballpoint
	  b. This is pencil d. this is marker

Kunci jawaban	A

No. Soal: 6	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	I have . . .
	  a. Color markers c. Ballpoints
	  b. Color pencils d. Crayons

Kunci jawaban	A

No. Soal: 7	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	It is a . . .
	  a. Ruler c. Table
	  b. Cupboard d. Chair

Kunci jawaban	D

No. Soal: 8	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	Low frequency words
Butir soal	What is this . . . ? a. This is a map c. This is ictionary b. This is drawing book d. This is note book
Kunci jawaban	A

No. Soal: 9	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words
Butir soal	It is a . . . a. Chair c. Cupboard b. Table d. Floor
Kunci jawaban	B

No. Soal: 10	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary

Lexico gramatical features	The use of Noun
Vocabulary Aspect	Low frequency words
Butir soal	 This is a . . . a. Pencil case c. Sharpener b. Maker d. Eraser
Kunci jawaban	C

No. Soal: 11	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	Low frequency words
Butir soal	 Save a book in the . . . a. Floor c. Chair b. Table d. Cupboard
Kunci jawaban	D

No. Soal: 12	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words
Butir soal	 Save the pen in . . . a. The pencil case c. The cupboard

	b. The tapered	d. The scissors
Kunci jawaban	A	

No. Soal: 13	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	This is my . . .
	   a. Eraser c. Pencil
	   b. Ballpoint d. Marker

Kunci jawaban	B

No. Soal: 14	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	I have one . . .
	   a. Pencil c. Eraser
	   b. Pen d. Crayon

Kunci jawaban	A

No. Soal: 15	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan

	dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	What is this . . . ?
	   a. This is a whiteboard c. This is a blackboard
	   b. This is a chair d. This is a paper clips

Kunci jawaban	A

No. Soal: 16	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	It is a . . .
	   a. Bag c. Eraser
	   b. Chalk d. Ruler

Kunci jawaban	D

No. Soal: 17	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	This is my . . .
	    a. Hat c. Socks
	    b. Tie d. Shoes

Kunci jawaban	A

No. Soal: 18	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	I have a new . . .
	    a. Shirts c. Shoes
	    b. Bag d. Bow

Kunci jawaban	B

No. Soal: 19	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	These are my . .
	    a. Hat c. Sandals
	    b. Shoes d. Socks

Kunci jawaban	B

No. Soal: 20	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	Low frequency words
Butir soal	This is a . . . a. Dust pan c. Broom b. Duster d. Floor Mop
Kunci jawaban	A

No. Soal: 21	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words
Butir soal	What is this . . . a. BallMarker c. Ballpoint b. Ruler d. Pen ink
Kunci jawaban	A

No. Soal: 22	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary

Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	What is the picture abouve . . . ?
	  a. a trash can c. a floor mop
	  b. a broom stick d. a duster

Kunci jawaban	B

No. Soal: 23	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	This is my . . .
	  a. wristwatch c. alarm clock
	  b. clock d. wall display

Kunci jawaban	B

No. Soal: 24	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	I have one . . .
	  a. Calculator c. Eraser
	  b. Duster d. Crayon

Kunci jawaban	C

No. Soal: 25	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	What is this . . .
	    a. a whiteboard c. a blackboard
	    b. a trash can d. a dust pan

Kunci jawaban	B

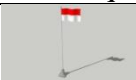| No. Soal: 26	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	It is a . . .
	    a. Broom c. Trash can
	    b. Duster d. Floor mop

Kunci jawaban	D

No. Soal: 27	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical	The use of Noun

features	
Vocabulary Aspect	High frequency words

Butir soal	
	
	This is my . . .
	  a. Broom c. Trash can
	  b. Floor Mop d. Duster

Kunci jawaban	A

No. Soal: 28	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	Low frequency words

Butir soal	
	
	My . . . is new
	  a. Duster c. Dust pan
	  b. Floor Mop d. Eraser

Kunci jawaban	A

No. Soal: 29	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	This is my . . .
	  a. Tie c. Socks
	  b. Hat d. Skrit

Kunci jawaban	A

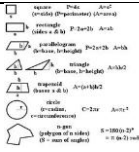| No. Soal: 30	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	I have one . . .
	
	  a. Belt c. Hat
	  b. Trouser d. Tie

Kunci jawaban	A

No. Soal: 31	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	Low frequency words

Butir soal	What is this . . . ?
	
	  a. This is a belt c. This is a door
	  b. This is a window d. This is a flagpole

Kunci jawaban	D

No. Soal: 32	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical	The use of Noun

features	
Vocabulary Aspect	High frequency words

Butir soal	
	
	It is a . . .
	   a. Door c. Window
	   b. Curtain d. Floor

Kunci jawaban	B

No. Soal: 33	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	What is this. . . ?
	  a. This is a curtain c. This is a socks
	  b. This is a table cloth d. This is a Shoes

Kunci jawaban	B

No. Soal: 34	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	What is this. . .?
	   a. This is a table flowers c. This is a Floor
	   b. This is a table cloth d. This is a Window

Kunci jawaban	A

No. Soal: 35	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	Academic words
Butir soal	 what is this picture about . . . ? a. This is a symbol c. This is a map b. This is a formula d. This is a paper
Kunci jawaban	B

No. Soal: 36	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	Technical words
Butir soal	 What symbol is this . . .? a. This is an energy c. This is a lamp b. This is a power d. This is a sun
Kunci jawaban	A

No. Soal: 37	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary

Lexico gramatical features	The use of Noun
Vocabulary Aspect	Academic words

Butir soal	
	
	What is the name of this picture . . . ?
	  a. a site c. a street
	  b. a place d. a live

Kunci jawaban	A

No. Soal: 38	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	This is my . . .
	  a. Uniform c. Skirt
	  b. Trousers d. Jacket

Kunci jawaban	B

No. Soal: 39	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	It is a . . .
	  a. Short c. Shirt
	  b. Skirt d. Jacket

Kunci jawaban	A

No. Soal: 40	Level kognitif: C1 C2 (C3) C4 C5 C6
Kd	Mengidentifikasi fungsi sosial, menanggapi instruksi sangat sederhana dengan unsur kebahasaan teks intraksi interpersonal lisan dan tulis yang melibatkan tindakan dalam konteks ruang kelas dan sekolah sesuai dengan konteks penggunaanya.
Lingkup materi	Descriptive text vocabulary
Lexico gramatical features	The use of Noun
Vocabulary Aspect	High frequency words

Butir soal	
	
	This is my pair of . . .
	   a. Skirt c. Socks
	   b. Shorts d. Shoes

Kunci jawaban	C