

THE EFFECT OF TOTAL PHYSICAL RESPONSE (TPR) IN TEACHING ENGLISH VOCABULARY

Amrin Hi. Saban¹, Jusmin H.J Wahid², Nurmi Marisalawerang³

Pendidikan bahasa Inggris FIP UMMU Maluku Utara-Ternate
j.hj.wahid2010@gmail.com

Abstract

The objective of this research is to know whether the use of Total Physical Response in teaching vocabulary competence. This research used quantitative method especially pre-experimental design through pre-test and post-test. The data were collected by the researchers used three steps namely pre-test, treatment, and post-test. The researcher used vocabularies test to know the students' competence. Then, the researcher applied Total Physical Response to know the students' competence in mastering vocabulary. The result of the data indicates that the use of Total Physical Response can improve students' vocabulary competence. It can be seen in the result of pre-test=1050 and post-test=1348. The result of statically analysis of the level significance 0, 05 with the presented t-count=8, 3 is higher than t-table value=1,761. It means that the null hypothesis is rejected and it can improve students' vocabulary competence. It can be stated that Total Physical Response is one of the affective way to improve students' vocabulary competence.

Keyword: *Total Physical Response, Vocabulary*

INTRODUCTION

English as an international language used as a tool for communication in daily life and in academics level. English is useful for establishing and maintaining the relationship with the other people. Furthermore, the people have to be ready to face global competition in understanding and developing the scientific and technological in this modern era.

In Indonesia, English language has been taught as a compulsory subject from Junior High School up to university level. The students learned four language skills; listening, speaking, reading, and writing. To support the mastery of the four language skills the learners obviously should have well understanding of language component; they are vocabulary, pronunciation, and grammar as a core of having structured in English communication. To learn and master vocabulary, the learners need appropriate method and appropriate material to support their competence. Based on pre observation in Junior High Schools, some English teachers still use a traditional method for all English materials. The teacher presented the material by focusing on grammar rules, memorizing vocabulary, translating text, and doing written exercises.

Vocabulary is not only symbol for ideas but also a part of how to improve language skills in the target language. The more vocabulary which students master the more ideas they could have, so they can communicate by using their ideas more effectively. The researchers used Total Physical Response in teaching vocabulary, to implement this technique which means to encourage the students' motivation and interest in vocabulary mastery through learning process

Penny Ur (1996) Vocabulary is one of the linguistic aspects that is important in teaching a language, besides structure and pronunciation. As a stock of words used by a person, vocabulary can be defined, roughly, as the words we teach in the foreign language.

Hornby (1995) states that vocabulary is the total number of words which make a language. It means vocabulary is the key to understand foreign language. Enrich oneself use vocabulary, someone can express ideas in communication easier. Richard (2001) adds that vocabulary is one of the most recognized components of language. In addition, Brown (2001) views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized and meaningful language.

Nation (2001) stated two kinds of vocabulary; receptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learner recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing”.

Astutuik (2011) Vocabulary is important in language aspect that should be learnt and taught. It can be defined that it will be hard to master language, without mastering or understanding a certain number of vocabularies. McCarty (1990) the important of vocabulary in language learning as follows: not matter how successfully the sound of L2 are mastered, without words to express a wider range of meanings.

Asher (1969) Total Physical Response method is designed to accelerate listening comprehension of foreign language by having subject gives a physical response when they heard a foreign utterance. In addition, he claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses.

TPR improved by James Asher in 1960s, a professor of psychology at San Jose State University, California, is a language teaching method which originates from his observation. He noticed that interactions between parents and children often took the form of speech from a parent followed by a physical response from a kid. He also observed that children typically are not able to speak until they listen to language for a long time, and they can apprehend their parents' utterances and respond to them by physical movement (Asher, 2012).

Qiu (2016 in Wu Fei 2012) TPR particularly are organized around verbs. The word meaning is priority to grammar. Grammar is learned by induction instead of explicitly taught. Students are expected to subconsciously acquire grammatical structure of English language through exposure to spoken language input, in addition to decoding the messages in the input to find their meaning.

In applying this technique, the researchers used some procedures improved by Wang Yiming (2004) teachers give instruction and do physical actins accordingly. Students just need to listen and observe, teachers give instructions and do physical actions, and students do as what teachers have done. Third, teachers give instructions without doing anything, and students do physical actions according to teachers' instructions.

The general objectives of TPR are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker; specific instructional objectives are not elaborated, for these will depend on the particular needs of the learner. The syllabus dawns from an analysis of the exercise types employed in TPR classes. The analysis reveals the use of a sentence based syllabus, with grammatical and lexical criteria being primary in selecting teaching items.

Widodo (2005 cited in Asher) Total Physical Response is a "natural method" since Asher views first and second language learning as parallel processes. He argues that second language teaching and learning should reflect the naturalistic processes of first language learning. For this reason, there are such three central processes: before children develop the ability to speak, they develop listening competence. At the early phases of first language acquisition, they are able to comprehend complex utterances, which they hardly can spontaneously produce or imitate. Children's ability in listening comprehension is acquired because children need to respond physically to spoken language in the form of parental commands; and when a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it. In addition, Asher believes that it is crucial to base foreign language learning upon how children learn their native language. In other words, TPR is designed based upon the way that children learn their mother tongue.

RESEARCH METHOD

Research Design

This research used quantitative research and using pre-experimental design. The researchers using dependent t-test because the researchers compare the result both of two classes. Sarwono (2006) t-test is utilized to compare one or two populations with data that gets interval scale. In addition, Martono (2010) t-test constitutes quiz tool. Statistic who is utilized to test comparative's hypothesis two samples if its data lies on scale one parameterizes statistical form because test data on interval or ratio scale compare pre-test and post-test.

Technique of Collection Data

The researchers used three steps in collecting data; Pre-test is used to collect the data about students' ability to read text comprehension previously. This test consists of 30 questions in the form of multiple choices. After the students is giving a pre-test, the researchers gave treatment to students by applying total physical response, where this activity was carried out in any meetings or face to face. The researchers did eight meeting, six times to applied treatment of the research and two meeting to give pre-test and post-test, and post- test to collect the data on the evaluation of students' vocabulary competence after all the processes of treatment is done.

Analyzing Data

The data analyzed by using Quantitative analysis. The researchers also used spss-21 to analyze the data and compare the result of pre-test and post-test of both classes.

RESEARCH FINDING AND DISCUSSION

Finding

Finding data consist of pre-test, treatment, and post-test, which dealing with the explanation of the means score and the significance of Total Physical Response in Teaching English vocabulary.

Table 1: The students' means score of pre-test and post-test

Test	Mean score	Percentage (%)
Pre-test ($\sum d1$)	45	86,66%
Post-test ($\sum d2$)	84	

Based on the table above, it showed that the mean score of pre-test is low then the score of post-test it proved that the students' competence in mastering vocabulary are improved.

Table 2: The students' score in pre-test

No	Respondents	Noun of correct	Verb of correct	Number of correct answer	Percentage
1	Jr	40	20	60	4 %
2	Ma	30	25	55	3,66 %
3	Fn	25	30	55	3,66 %
4	Ri	25	30	55	3,66 %
5	Ms	30	20	50	3,33 %
6	Nl	25	25	50	3,33 %

7	Rk	25	25	50	3,33 %
8	Si	25	20	45	3 %
9	Ss	20	25	45	3 %
10	Da	20	20	40	2,66 %
11	Rn	20	20	40	2,66 %
12	Ma	15	20	35	2,33 %
13	Rd	20	15	35	2,33 %
14	Rm	15	15	30	2 %
15	Fm	15	15	30	2 %
	15	350	325	675	44,95 %

The data of pre-test above shows that from 15 respondents 2 students obtained 45 score, 2 students obtained 40 score, 2 students obtained 30 score, 2 students' obtained 35 score, 3 students obtained 50 score, 3 students obtained 55 score, and 1 student obtained 60 score.

There total number of correct is 60, 1 student got 20 correct answer of verb category and 40 of noun category or 4%, 2 students got 30 correct answer of verb category and 25 of noun category or 3, 66%, 1 student got 25 correct answer of verb category and 30 of noun category or 3, 66%, 1 student got 20 correct answer of verb category and 30 of noun category or 3,33 %, 2 students got 25 correct answer of verb category and 25 of noun category or 3,33 %, 1 student got 20 correct answer of verb category and 25 of noun category or 3%, 1 student got 25 correct answer of verb category and 20 of noun category or 3%, 2 students got 20 correct answer of verb category and 20 of noun category or 2,66%, 1 student got 20 correct answer of verb category and 15 of noun category or 2,33%, 1 student got 15 correct answer of verb category and 20 of noun category or 2,33%, and 2 student got 15 correct answer of verb category and 15 of noun category or 2%.

Tabel 3: students' score in post-test

No	Respondents	Noun of correct	Verb of correct	Number of correct answer	Percentage
1	Jr	45	50	95	6,33 %
2	Ma	45	45	90	6 %
3	Fn	50	45	95	6,33 %
4	Ri	45	50	95	6,33 %
5	Ms	45	45	90	6 %
6	Nl	40	35	75	5 %
7	Rk	50	40	90	6 %
8	Si	45	40	85	5,66 %
9	Ss	50	45	95	6,33 %
10	Da	45	35	80	5,33 %
11	Rn	40	30	70	4,66 %

12	Ma	40	30	70	4,66 %
13	Rd	40	40	80	5,33 %
14	Rm	40	30	70	4,66 %
15	Fm	35	45	80	5,33 %
	15	655	605	1260	83,95 %

The data of post-test above shows that there are 15 respondents. The classification of students' score of post-test showed 4 students obtained 15 score, 4 students obtained 95 score, 3 students obtained 90 score, 1 student obtained 85 score, 3 students obtained 80 score, 1 student obtained 75 score, 3 students obtained 70 score.

The data above shows that the students' score based on analysis each item especially in post-test score. There total number of correct is 95, 4 student got 50 correct answer of verb category and 45 of noun category or 6,33% in each category, 3 students got 45 correct answer of verb category and 45 of noun category or 6% in each category, 1 student got 40 correct answer of verb category and 45 of noun category or 5,66%, 3 students got 40 correct answer of verb category and 40 of noun category or 5,33 %, 1 student got 45 correct answer of verb category and 40 of noun category or 5 %, and 3 student got 30 correct answer of verb category and 40 of noun category or 4,66.

Table 4: students' score in the pre-test and post-test

No	Respondents	Pretest	Posttest	D	D ²
1	Jr	86	100	14	196
2	Ma	85	96	11	121
3	Fn	85	100	15	225
4	Ri	85	100	15	225
5	Ms	75	96	21	441
6	Nl	75	85	10	100
7	Rk	75	96	21	441
8	Si	66	95	29	841
9	Ss	66	100	34	1156
10	Da	65	85	20	400
11	Rn	65	75	10	100
12	Ma	56	75	19	361
13	Rd	56	85	29	841
14	Rm	55	75	20	400
15	Fm	55	85	30	900
	t=15	$\sum x^1=1050$	$\sum x^2=1348$	$\sum D=298$	$\sum D^2=6748$

The data of the table above showed that teaching vocabulary by using total physical response significantly improved. The data indicates that score of all students of post-test is higher than pre-test.

Discussion

As explained previously, students' vocabulary ability is low before applying Total Physical Response. It can be seen that 2 respondents obtained very poor score were categorized (0-35), 4 respondents obtained poor score were categorized (36-55), 2 respondents obtained fair score were

categorized (56-65), 6 respondents obtained fair good score were categorized (66-75), 7 respondents obtained good score were categorized (75-85), 2 respondents obtained very good score were categorized (86-95), 7 respondent obtained excellent score were categorized (96-100), it means that students' vocabulary in mastering vocabulary are still poor.

After applying Total Physical Response, students' vocabulary ability is improved significantly. Were the data collected through pre-test and post-test it showed that the students' vocabulary competence at the second grade Students at SMP Negeri 40 Hal-Sel were very good. It was supported by the result of the students' score of post-test where the researchers applied Total Physical Response (TPR) at school. In pre-test there were 4 students got score 95 or 6%, 3 students got score 90 or 6%, 1 student got score 85 or 5,66%, 3 students got score 80 or 5,33%, 1 student got score 75 or 5%, 3 students got score 70 or 4,66%.

Based on the data above, it can be seen that the students' score in vocabulary after applying Total Physical Response (TPR) Method was better than before treatment. The researchers can conclude that from 15 students involved in this research obtained significant score in post-test. The data from pre-test was 45 and post-test 84. It means that the average score of the post-test is higher than pre-test. For the level $(p)=0.5$ and the degree of freedom $(df)=25$, then the value of t-test value was greater than t-table value. It means that Total Physical Response (TPR) Method was significant improve of students' vocabulary competence.

CONCLUSION

From the data analysis, it can be concluded that the use of Total Physical Response (TPR) can improve students' vocabulary competence at second grade of SMP Negeri 40 Hal-Sel. This supported by the post-test score which is higher than pre-test score. It also proved by the average score of the students pre-test is 59 where post-test is 80. The result of statistical analysis of the level significance is 0, 5 with degree of freedom is 25 presented that $t\text{-count}=8, 3$ is higher than $t\text{-critical value}=1,388$. It means that the the use of Total Physical Response (TPR) improved students' vocabulary competence.

REFERENCES

- Astutik, Fitria, Milani. 2011. *Improving Students' Vocabulary Mastery through Total Physical Response (TPR) For Elementary School*. English Department, Teachers Training and Education Faculty Sebelas Maret University. Surakarta.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman.
- Hornby. 1995. *Advance Learner's Dictionary*. New York: Oxford University Press.
- James J. Asher . 1969. *the Total Physical Response Approach to Second Language Learning*. The Modern Language Journal, Vol. 53, No. 1 Jan., pp. 3.
- Martono, Nanang. 2010. *Metode Penelitian Kuantitatif*. PT. Raja Grafindo Persada: Jakarta.
- McCarty, Michael. 1990. *Vocabulary*. Oxford. Oxford University Press.
- Nation, I.S.P. 2001. *Learning Vocabulary in Another Language*. Cambridge University Press.
- Penny Ur. 1996. *A Course in Language Teaching: Practice and Theory*. New York: Cambridge University Press.
- Qiu, Ying. 2016. *Research On The Application of Total Physical Response Approach to Vocabulary Teaching In Primary Schools*. School of Foreign Languages, Northwestern Polytechnical University, Xi'an, Shaanxi province, China.
- Richard, Jack C and Rodgers, Theodore S. 2001. *Approaches and Methods in Language Teaching Second Edition*. Cambridge University.

- Sarwono, Jonathan. 2006. *Metode Penelitian Kuantitatif dan Kualitatif*. Yogyakarta: Graaha Ilmu.
- Wang, Yiming. 2004. On the Application of the TPR to English Teaching in Primary School. *Journal of Foreign Languages of Shandong Normal University*, Vol. 4, 48-49.
- Widodo, Puji, Handoyo. 2005. *Teaching Children Using a Total Physical Response (TPR) Method: Rethinking*. Politeknik Negeri Jember.
- Wu Fei. 2012. *On the Application of TPR to Elementary English Teaching*. *Northern Literature*, Vol.7, pp183.