THE EFFECT OF TOTAL PHYSICAL RESPONSE (TPR) METHOD TO IMPROVE THE STUDENTS' VOCABULARY MASTERY OF CLASS VII AT SMPN 3 MAJENE

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ABSTRAK

ASMAWATI **:** Pengaruh Metode Total Physical Response untuk meningkatkan kosakata siswa SMPN 3 Majene. **Skripsi, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024.**

Penelitian ini bertujuan untuk mengetahui apakah metode pembelajaran Total Physical Response meningkatkan kosakata siswa selain itu bagaimana persepsi siswa terhadap metode TPR dalam pembelajaran bahasa inggris. Penelitian ini menggunakan kuantitatif dengan menggunakan desain quasi-eksperimental. Populasinya adalah 217 siswa. Sampel penelitiannya adalah kelas Albert Eisten yang berjumlah 31 siswa sebagai kelas eksperimen, dan kelas Alexander Graham Bell yang berjumlah 31 siswa sebagai kelas kontrol. Teknik pengambilan sampel dalam penelitian ini adalah Random Sampling. Instrumen penelitian ini adalah tes dan angket. Peneliti mengumpulkan data melalui pemberian pre-test, treatment, post-test, dan angket. Data dianalisis dengan menggunakan program SPSS versi 30. Hasil nilai rata-rata siswa pada post-test 50 lebih kecil dibandingkan dengan nilai rata-rata post-test pada kelas Experimental mendapatkan 78 yang dimana lebih besar dari hasil post-tesh kelas control. Dari hasil post-test menunjukkan bahwa pembelajaran dengan menggunaan Metode Total Physical Respon dapat meningkatkan vocabulary secara signifikan, hal ini berdasarkan hasil angket persepsi siswa yang memperoleh 83% dan menunjukkan kategori baik. Dapat disimpulkan bahwa pembelajaran dengan menggunakan metode total physical response membantu meningkatkan kosakata siswa.

Katakunci: Kosakata bahasa inggris Siswa, Metode Total Physical Response

ABSTRACT

ASMAWATI **:** The Effect of Total Physical Response Method to Improve Vocabulary of Students of SMPN 3 Majene. **Skripsi, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024.**

This study aims to determine whether the Total Physical Response learning method improves students` Vocabulary and how students perceive the Total Physical Response Method in learning English. This study uses quantitative research using a quasi-experimental design. The population is 217 students. The research sample is the Albert Eisten class consisting of 31 students as the experimental class, and the Alexander Graham Bell class consisting of 31 students as the control class. The sampling technique in this study is Random Sampling. The research instruments are tests and questionnaires. Researchers collect data by giving pre-test, treatments, post-tests, and questionnaires. Data were analyzed using the SPSS version 30 program. The results of the average student score on the post-test 50 are smaller than the average post-test score in the Experimental class getting 78 which is greater than the results of the control class post-test. The results of the post-test show that learning using the Total Physical Response Method can significantly improve vocabulary skills, this is based on the results of the student perception questionnaire which obtained 83% and showed a good category. It can be concluded that learning using the Total Physical Response Method helps improve students` vocabulary.

Keywords: Students` English Vocabulary, Total Physical Response Method

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a collection of words that are understood in usage. In essence, vocabulary forms a crucial core of language proficiency. According to Sipayung (2018), vocabulary is a key aspect of language that individuals need to focus on when learning a foreign language. Insufficient vocabulary hinders learners from enhancing their listening, speaking, reading, and writing skills. This implies that a person's overall vocabulary richness can be observed through their way of speaking or communicating with others.

The significance of vocabulary in language acquisition lies in the fact that the lack of adequate vocabulary impedes fluency in speech. When individuals aim to convey emotions, for instance, a fundamental prerequisite in any language is a robust grasp of vocabulary. As Megawati (2019; 107) posits, attaining proficiency in a language hinges on the acquisition of a substantial vocabulary, particularly in English where vocabulary plays a pivotal role in articulating words with contextual significance. A rich vocabulary facilitates effective communication with others, enabling a deeper comprehension of the meaning behind every word encountered, spoken, or written. Furthermore, as elucidated by Ebadi & Bashiri (2022), the functional structuring of vocabulary within a specific social context determines the meaningful communication through language. This underscores the pivotal role of vocabulary in honing students' proficiency in speaking, listening, reading, and writing skills.

Vocabulary poses a significant challenge for English language learners in Indonesia. One common issue is the lack of a supportive learning environment that hinders students from expanding their English vocabulary effectively. Despite English being considered a second language in Indonesia, its practical application is limited outside formal classroom settings, leading to a deficiency in vocabulary acquisition. This

highlights the urgent need for a more immersive English learning environment to enhance students' language skills. According to Utari & Zuhdi (2020), mastering English becomes arduous when the language is not integrated into daily life, emphasizing the importance of regular practice in speaking, reading, and listening. It is evident that fostering self-awareness regarding the significance of English language learning, along with incorporating English into daily routines, plays a crucial role in improving students' speaking abilities and enriching their vocabulary.

During the peak of the Teaching Assistance Program at SMPN 3 Majene, several issues were identified. Firstly, students encountered difficulties in understanding and remembering English vocabulary, leading to a restricted range of vocabulary. Additionally, the lack of student involvement in the classroom setting impeded the efficiency of the learning process. In order to address these challenges, teachers should implement creative teaching approaches to boost student achievement, underscoring the significance of tackling vocabulary limitations (Umar et al., 2023).

In the realm of vocabulary learning, various methods can be employed by teachers in schools to enhance students' vocabulary acquisition. One such method is the Total Physical Response (TPR) Method. The TPR method is a language teaching approach that incorporates physical movements and games seamlessly. According to Nuraeni (2019), the implementation of the TPR method not only aids in expanding vocabulary but also contributes to physical development and movement skills. This method is deemed accessible in language instruction due to its inclusion of body movements, which can alleviate student stress and enhance comprehension in foreign language learning.

Amalia (2020) highlights the positive impact of utilizing TPR techniques in education. The study demonstrates that the TPR method effectively assists grade 4 students in enhancing their English vocabulary both verbally and physically, leading to improved comprehension and

retention. Additionally, students feel more at ease, engaged, and motivated in their learning process with the incorporation of the TPR method.

Moreover, Magnussen's (2021) research findings indicate the effectiveness of integrating TPR and songs in vocabulary instruction. The study spanned six weeks and compared the efficacy of using TPR, songs, or a combination of both to teach 12 target words. The results suggest that employing songs and TPR together significantly enhances vocabulary acquisition compared to using either method individually.

Based on the pre-observation where the researcher identified the low student vocabulary and lack of student participation in the learning process, as well as the data findings from the experts mentioned above, the researcher proposes a solution by utilizing English learning techniques to enhance vocabulary through TPR. Therefore, the researcher is interested in conducting a study entitled *"The Effect of Using Total Physical Response (TPR) Technique to Increase the Vocabulary of Class VIII at SMPN 3 Majene."*

B. Problem Identification

From the description above presented in the background, the following problems can be identified:

1. Interest in learning Vocabulary for SMPN 3 Majene students is still lacking.
2. Lack of student interest in the methods used by teachers in learning Vocabulary

C. Problem Limitation and Formulation

Based on the background described above, the following problems can be formulated:

1. Does the use of the Total Physical Response method improve the student`s vocabulary of students at SMPN 3 Majene?
2. What is the perception of student`s towards the use of the Total Physical Response (TPR) method in students learning Vocabulary?

D. Research Objective

Based on the formulation of the problem described above, the objectives of this study are:

1. To determine the effect of use Total Physical Response on improving English for grade VII students of SMPN 3 Majene.
2. To determine student learning perception with the total physical response method.

E. Research Benefits

1. For the author, it can provide direct experience and knowledge as well as information about teacher teaching methods on student learning interests.
2. For students, with this action recently carried out by the teacher can allow increased student interest and learning outcomes.
3. For teachers, it can enrich knowledge about learning methods on the interests and outcomes of learning English
4. For schools, this research is expected to be able to make a positive contribution to improve interest and learning outcomes in schools in the provision of education, so that the image of schools in the community is better.

CHAPTER II
LITERATURE REVIEW

A. Previous Related Study

After reading several research results to the research that the author will examine, the authors found several studies on learning English using TPR method that has been held previously and can support this research.

First, Miskiyah and Amalia (2020), was said the impact of using TPR techniques in learning. Show a result that the TPR method helps grade 4 students in training to improve English vocabulary verbally and physically which improves their comprehension and memorization. In addition, the TPR Method helps in learning they feel more comfortable, active and motivated. And then, the findings showed that students and teachers had a positive perception of TPR use in their classrooms.

The second, Magnussen (2021), was found that over six weeks used Total Physical Response (TPR), songs, or using both in one learning day to teach 12 target words. These findings reveal that using songs and TPR together is significantly more accurate in vocabulary acquisition compared to using one tool alone.

The third, Ghazali (2023), the purpose of this study is to find out whether there is an influence between the variety of methods used by teachers when teaching with student interest and achievement, especially in the madrasah. Thus it can help teachers to be able to understand students and be more optimal in applying methods when teaching at school. Based on the results of research conducted by the author at SMPN 02 Banjar Agung shows that there is an influence between teacher teaching methods on student learning interest of 77.5%, while the results of the influence of teacher teaching methods on student achievement are 41%, and for the influence between student learning interest on student learning achievement by 34.6%. Thus, the results of the research show that there is

an influence between variations in teacher teaching methods on student interest and achievement.

Based on previous research, the researcher presented above which explains how learning techniques or methods have a significant influence on the learning process of students both elementary to high school levels, as for similarities and differences in previous studies such as; The first is by Miskiyah (2020), in his research both use TPR learning techniques and aim to increase student vocabulary, as for the difference, namely using qualitative methods and research conducted at the elementary school level, precisely in grade 4 elementary school, besides that this study focuses on the use of image and song media. The second, by Magnussen (2021), both use the TPR learning method and both aim to increase student vocabulary, but the difference is in the research method that uses learning media using hidden cameras to monitor every student interaction in the learning process, in addition to using video media and songs. And the Ghazali (2023), the research has similarities that use learning methods that aim to improve students' abilities and both use quantitative methods in the research process, but this research included in previous research to clarify the importance of an application of teaching methods applied by teachers in improving student abilities in learning.

B. **Theoretical Framework**

1. **Definition of Total Physical Response**

Definition of Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action: it attempt to teach language through physical (motor) activity. Developed by; James Asher in 1965, a psychology professor at San Jose State University, California. Asher`s emphasis on developing comprehension skills before being taught focuses on a movement in teaching foreign languages sometimes called the comprehension approach.

Freeman (1986) also states that "in the first stage of the (TPR) method, the teacher acts as a model who demonstrates the action. Teacher

can give instructions to some of their students and then gave example or practice their words in front of students so that students can understand the instructions or orders given and can follow the words and movements of the teacher's instructions. In the second stage, students can demonstrate what they can understand from the commands that have been given by the teacher. Then up to the third stage the participants have understood, understood and responded commands or instructions physically, the students can learn further to read and write them. So that in time the students are ready to speak in a foreign language.

According to Freeman, (1986) there are thirteen aspects in applying the total physical response (TPR) learning method, as follows;

1) Target language learning is explained in its entirety, not just word for word.

2) Students' understanding of the target language must be developed before they start speaking.

3) Students initially call out one part of the language quickly by moving their body.

4) Commands are tools strong linguistics where the teacher can guide students' behavior.

5) Students can learn by observing other people's actions or their own actions.

6) It is very important for students to feel that this is easy to do so that they feel successful. Low feelings and anxiety can facilitate the learning process.

7) Students cannot remember the same routine.

8) Correcting students' mistakes must be done in a gentle and unobtrusive manner.

9) Students must develop flexibility and understand new combinations of pieces of the target language. They need to understand the exact sentences used in the training.

10) English learning will be more effective if it is fun

11) Spoken language should be emphasized over written language.

12) The last steps, Teacher write new commands on the blackboard. Each time she he write a command, she acts it out.

13) The students copy the sentences from the blackboard.

Listening before speaking is one of the basic principles of Total Physical Response (TPR) method. In other words, the teaching process should emphasize meaning rather than form. And student stress should be minimized. In Total Physical Response, students are required to be active they listen and respond to commands from the teacher. When all the students can respond to the command correctly and correctly, one of them can begin to instruct his friend. According to James Asher (1965), the Total Physical Response (TPR) learning method has the potential to reduce and thereby encourage them to build some kind of proficiency.

2. Design of Total Physical Response

1. Language Objective

The general goal of total physical response techniques is to teach oral proficiency at an early level. Comprehension is a means to an end, and its main purpose is to teach students basic speaking skills by acquiring sufficient vocabulary. Learning using the TPR method aims to produce students able to communicate without barriers and understandable by native speakers, specific teaching objectives are not outlined, as this will depend on the specific needs of the students.

2. The Syllabus

The Syllabus essentially emerged from an analysis of the types of exercises used in TPR classes. The analysis revealed the use of a sentence-based syllabus, with grammatical and lexical criteria primary in selecting teaching items.

3. Teacher and learner Roles

There are several important roles for students and teachers in the learning process using the Total Physical Response method, namely as follows:

1. Learners Role

Students using the TPR method have two main roles as listeners and doers, namely those who teach and those who are taught. They listen attentively and respond physically to commands said by the teacher. Students are required to provide responses both individually and collectively. Students have little influence in the learning process, because the learning content is determined by the teacher, who mostly follows an imperative-based learning format. Students are also expected to recognize and respond to new combinations of learning that has been carried out.

Apart from that, in the process of learning vocabulary, after several students show progress in understanding new vocabulary by responding to the teacher's commands, each of them gives the same command to train the students' speaking skills as proof of the existence of sufficient vocabulary that can help students in communicating with the language. English as demonstrated and classmates carry out these actions. Apart from offering practice in using new vocabulary, this activity also helps keep students' minds attentive to their progress.

2. Teacher Roles

In the TPR learning method, the teacher is a figure who plays a central and active role in the sense that most of the activities are planned and will be implemented in the learning process by the teacher. Apart from that, the teacher also acts as a model of sentence structure, which is translated into imperative form; in this way, he is the one who initiates the learning process.

However, Asher explained that teacher is not just teaching staff but teacher provide learning opportunities. Teacher has the responsibility to provide good language exposure so that students can internalize the basic rules of the target language.

4. Activities

This method has simplicity as its most attractive feature. And in this TPR method, its strength lies in the internationalization of the material discussed. The teacher gives orders and students carry them out.

The basics of TPR can be seen as follows:

a. Imperative exercises that function to obtain action and physical activity on the part of students.

b. Presentation slides that function as the visual center of the teacher's narrative in learning, which is followed by instructions and questions to students in the learning process.

c. Role plays center on everyday situations to familiarize students with learning while interacting naturally.

d. Action sequence.

Apart from that, the total physical method (TPR) makes extensive use of the imperative mood, even to a higher level of mastery. Prompts are an easy way to get students moving and relaxing. No verbal response is required. More Complex Syntax that can be included in the imperative, humor is easy to introduce. Interrogatives are also easy to handle.

Total Physical Response (TPR) method activities in the learning process, in the teaching and learning process using the Total Physical Response (TPR) method, there are many activities that can be carried out by teachers and students, including:

1) Exercises using commands (imperative drill), is a major activity that teacher can do in class, practice is useful for obtaining physical movements and activities from students

2) Dialogue or conversation.

3) Role Playing (authority to play), can be focused on daily activities such as in schools, restaurants, markets.

4) Presentation with OHP or LCD.

5) Reading (reading) and writing (writing) activities to increase vocabulary and also train on sentence structure based on tenses and so on.

Here are some of the most common learning methods used in various schools by teachers in the process of learning English;

1. Lecture Method

The lecture method is the most common method used by teachers in the learning process. Learning materials are delivered orally in this method. Teachers do not need other additional media because the center of knowledge is found in the teacher.

2. Discussion Method

If the lecture method places the teacher as a source of learning, then in the discussion method learning activities are student-centered. Generally, the discussion method consists of several groups with varied backgrounds.

3. Demonstration Method

The demonstration method can be used when studying material that needs to be demonstrated so that students become more understanding, usually exact subject matter such as physics, chemistry, and biology. The demonstration will show students how the process of something happens. In other words, the teacher is trying to show students the similarities between theory and practice. This method is quite effective because it makes students become more focused on the material being studied.

4. Recitation Method

The recitation method requires students to focus on the material being delivered by the teacher, because at the end of learning students will be asked to make a summary related to the material that has been received during learning. The material delivered by the teacher can be done by way of lectures, displaying in pictures or videos, or through audio.

5. Experimental Method

This method is almost the same as the demonstration method. The difference is, in this method students are required to carry out experimental activities independently through a series of scientific processes to get a result.

6. Question and answer method

The question and answer method is one method that allows direct communication between teachers and students. The teacher will deliver learning material by giving questions to students. In this regard, teachers are working to improve students' critical thinking skills. Students are asked to express their opinions confidently. By practicing continuously, students will get used to it so that they tend to be faster and more efficient in solving problems.

7. Tourist Work Method

The method of field trips is one of the methods that the students idolize. Because this method invites students to learn outside the classroom, interact directly with the surrounding environment, and explore to find ways to solve problems. This method can be done in a short or long time. Depending on the needs of students in understanding the material being studied

8. Discovery Method

The discovery teaching method invites students to be actively involved in the learning process. In this method, students are asked to study the material independently, find for themselves the things they question, to conduct analysis related to their findings. The teacher only acts as a facilitator in charge of directing learning activities.

5. Concept of Vocabulary

Mastering vocabulary deals with learning words at the first. According to Cameron (2001: 74), learning words is a cyclical proses of meeting new words and initial learning, followed by meeting words again and each time extending knowledge of what are the words the words mean and how they are used in the foreign language.

a. Definition of Vocabulary

There are several definitions of vocabulary according to several experts, one of which is: According to Sipayung (2018), vocabulary is one aspect of language that must be studied when someone is studying a foreign language. Without having sufficient vocabulary, learners cannot improve their listening, speaking, reading and writing skills. And also according to Nurcahyani (2019), states that vocabulary is one of the components for students' fluency in learning English because of the influence of four skills.

According to Hornby (1974), vocabulary is a number of words which (with their combination rules) form a language. According to lexical field theory, the vocabulary of a language is basically a dynamic and well-integrated system of lexemes, structured by meaning relationships (Jackson, 2000). In addition, Webster & Webster (1984) state that vocabulary is a list of words, usually arranged alphabetically and defined, explained, or translated.

1. The Important of Vocabulary

How important vocabulary in teaching English, in English it is very necessary to have sufficient vocabulary so that students are able to speak English, so Vocabulary is very important in language because any language in this word including the English language, Has thousands of words. In many ways, even so many native speakers do not know all the words because it is too much to learn. And in fact, according to many source that have more or less find there are some word you need to know to using in English conversation. The vocabulary list is so long to be mention in this article, but the way a good start is to read the vocabulary list and see how many words you already know.

According to Webster (1984), in learning a language, someone will learn the words of that language since we have learned that it is the essential area of language. From the statement above, we assumed that vocabulary is a very important element of a language. Although there are

many techniques of teaching vocabulary, according to Dakhi & Fitria (2019), stated an account for the vocabulary types is important. It is to have a better understanding of how to teach them effectively according to context, learners ,,learning style and preferences, and needs.

2. Kinds of vocabulary

   1). Noun;

   Words used to revert to people, places, things, or abstract concepts. For example: book, pan, dog, and bag.

   2). Verb;

   A word that describes an action, activity, and process, For example: sing, run, sleep and eat.

   3). Adjective;

   A word that gives a description or attribute to a noun, For example: ugly, cute, tall, beautiful.

   4). Adverb;

   Words that provides additional information about verbs adjectives or other adverbs, For Example: quickly, carefully and very.

C. Conceptual Framework

Based on the problems that exist at SMPN 3 Majene during the learning process, the low vocabulary of students is influenced by the lack of student interest in implementing English language learning. Teachers still use conventional learning models (direct learning) where students are only assigned to listen and then record what the teacher has explained. This certainly causes students not to be very active in the learning process. The researcher took the title of the research Using Total Physical Response method to Improve students' Vocabulary.

This study provides an overview of how this research was conducted, which is presented in the following excerpt:
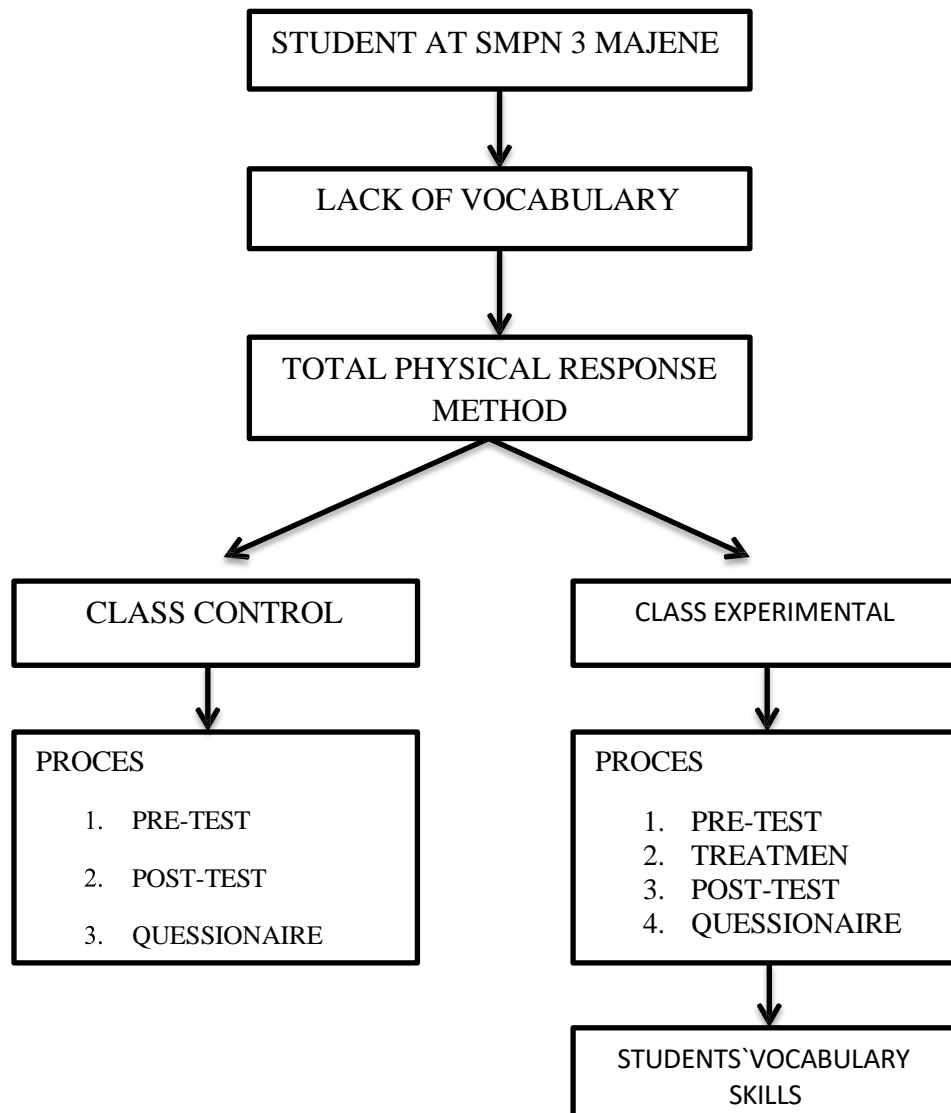
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            ┌─────────────────────────────┐
            │   STUDENT AT SMPN 3 MAJENE   │
            └─────────────────────────────┘
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            │      LACK OF VOCABULARY      │
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            │   TOTAL PHYSICAL RESPONSE    │
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    ┌──────────────────┐   ┌──────────────────┐
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    │ PROCES           │   │ PROCES           │
    │  1. PRE-TEST     │   │  1. PRE-TEST     │
    │  2. POST-TEST    │   │  2. TREATMEN     │
    │  3. QUESSIONAIRE │   │  3. POST-TEST    │
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                          │STUDENTS`VOCABULARY│
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Figure 2.1 Conceptual Framework

Based on the framework above, it illustrates that in English language learning using the Total Physical Response (TPR) Technique to Improve Vocabulary to efforts to increase student vocabulary in English subjects, there is still a lack of teacher creativity In managing the classroom both from the way of delivering material and in managing the

learning atmosphere of students in English subjects where we know in the learning process it is very necessary for the creativity of teaching staff so that students have a high interest in learning English. This is due to the lack of teacher attention to the learning methods that will be presented in an effort to increase students' interest in learning English lessons.

D. Hypothesis

Relevant research by Reski (2001), states that a hypothesis is a specific testable prediction of what you expect to happen in your research. To get the answer, the study proposed the following hypothesis;

H0 : There is no effect of using Total Physical Response (TPR) Method to Improve Students" Vocabulary Mastery of Class VII at SMPN 3 Majene.

H1 : There is an effect of using Total Physical Response (TPR) Method to Improve Students" Vocabulary Mastery of Class VII at SMPN 3 Majene.

CHAPTER V
CONCLUSION AND SUGESTION

This chapter presents conclusions and suggestions for further research related topics.

A. Conclusion

The conclusion from the research results conducted by researcher at SMPN 3 Majene is as follows;

1. Learning using the Total Physical Response Method has been proven to be effective in increasing students` vocabulary, as shows by a significant increasing in the average score from pre-test (53) to post test (78).

2. Based on the results of questionnaire, students gave a positive perception of the Total Physical Response Method with an average assessment of 83% which is included in the feasible to be applied in English Learning Vocabulary.

B. Suggestion

After conducting the research, there are several suggestions given by the researcher;

1. For Students
   a. Students should increase their enthusiasm in learning
   b. Students should pay more attention to classroom learning.

2. For Teachers
   a. Teachers should pay more attention to students' interest in learning.
   b. Teachers can make the results of this study as a benchmark that the importance of learning methods for students.

3. For Future Researcher
   The study serves as a valuable reverence for researcher exploring the use of Total Physical response Method in Learning English.

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