

IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE PRINCIPLES IN TEACHING VOCABULARY AT ELEMENTARY SCHOOL

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Abstrak. Penelitian ini bertujuan untuk meneliti (i) apakah ada perbedaan yang signifikan dari pencapaian kosakata siswa setelah penerapan pembelajaran kosakata menggunakan prinsip-prinsip dasar *Total Physical Response* (ii) berapa banyak kata yang mampu dikuasai oleh siswa secara benar selama proses kegiatan belajar mengajar dengan metode ini. Desain penelitian yang digunakan adalah metode kuantitatif-kualitatif. Subjek penelitian ini adalah 15 siswa dari kelas VA SD Negeri 3 Mulya Asri. Selain itu, tes kosakata dan lembar observasi digunakan untuk mengumpulkan data. Data dianalisis menggunakan Paired Sample t-test. Penelitian ini menunjukkan bahwa ada perbedaan yang signifikan dari pencapaian kosakata siswa setelah penerapan pembelajaran kosakata menggunakan prinsip-prinsip dasar *Total Physical Response* dengan tingkat sigifikasi $p=0.00<0.05$. Berdasarkan hasil yang didapat, penelitian ini menunjukkan bahwa prinsip-prinsip dasar *Total Physical Response* dapat membantu siswa dalam memahami kosakata dengan mudah.

Abstract. The aims of this study were (i) to find out whether there was statistically significant difference of students' vocabulary achievement after the implementation of TPR principles (ii) to find out how many words did the students use correctly during the implementation of this method. This research was a quantitative-qualitative research design. The subjects of this research were 15 students of the fifth grade of SDN 3 Mulya Asri. The instruments of this research were vocabulary tests and the observation sheets. The data were analyzed by using Paired Sample t-test. The result showed that there was a statistically significant difference of students' vocabulary achievement after the implementation of TPR principles, with $p=0.00<0.05$. This suggests that TPR principles lead the students to understand vocabulary easily.

Keywords. vocabulary, Total Physical Response method, teaching vocabulary

INTRODUCTION

In learning English, students acquire four language skills. They are listening, speaking, reading, and writing. Then, they also have to acquire language component; such as structure, vocabulary, and pronunciation. Explicitly, students need to learn both of language skills and language components. Communicating in English, students have to understand the structure in forming sentences, to choose the appropriate diction, and to pronounce it correctly. These components of language support learners' mastery in communicating English.

As cited in Thornbury (2002), David Wilkins states that without grammar mastery, a speaker can make a short and simple message. Yet, without vocabulary mastery, it is almost impossible to deliver any message. As cited in Thornbury (2002), Dellar and Hocking states that the more learners spend time in studying grammar, their English will not improve very much. From those explanations above, vocabulary is very important in language learning to communicate with other people.

However, as a second language learner it is different from a native speaker who is able to master vocabulary easily. A native speaker probably master 20.000 words at five years old compares to a grown second language learners, there are only about 5.000 words mastered by them (Scott Thornbury 2002). It happens that the second language learners experience nothing, they mostly acquire quantity than the quality of exposure that the native speaker receives. In fact, to be able to communicate in English the

language learners have to acquire 2.000 words.

Vocabulary will make the practice of English language structures easier. Having many stocks of words is useful for describing daily life ideas and feelings. So that, the researcher try to implement the teaching learning with Total Physical Response (TPR) method because the students will learn English with practicing the commands that given by the teacher. It is expected can make teaching vocabulary easier, fun, and interesting.

Total Physical Response (TPR) is a method in language teaching which is developed by the Dr. James J. Asher as cited in Setiyadi (2006b). In this language teaching method, the teacher gives an example of a word and practice the word by doing some physical activities based on the meaning of the word. So, the students will learn vocabulary by doing some body movements based on the words meaning. TPR is a method which based on the premise that the human brain has a biological program for acquiring any language. As quoted in Rini (2014), Brown states that someone's memory will increase if something they talk is stimulated with motor activity and the process of learning a foreign language through TPR is parallel with learning first language. In addition, Richard and Rodgers as cited in Rini (2014) state that the first language command from adult dominate the communication and children will respond physically before they begin to produce verbal responses.

Based on findings of previous study conducted by Ghani, and Hanim (2014)

identified that Total Physical Response method was confirmed to be appropriate for teaching English and for children English vocabulary learning at early stages of their learning process. TPR is effective in helping slow young learners with low achievement in acquiring English as a second language. For that reason the researchers of this research think that this method is best used for children or beginners. In addition, based on findings conducted by Hanim *et al* (2013) state that TPR was confirmed to be appropriate for teaching English and for children English vocabulary learning at early stages of their learning process and the main skill developed through the application of TPR method is vocabulary skill, since this method pretends to teach the language similarly as the process that the children follow to acquire their mother tongue.

Based on the explanations above, by teaching children using Total Physical Response is successful to be implemented. This research is conducted to find out whether there is significant difference of students' vocabulary achievement after the implementation of TPR principles, how many words did the students use correctly during the implementation of this method, and how the implementation of TPR principles in teaching vocabulary is.

METHODS

This research was quantitative-qualitative research design. The subjects of this research were fifth grade students of SDN 3 Mulya Asri. This was according to curriculum, the subjects had already learned vocabulary in particular imperative discussion consisting of noun

and verb. The research was done in two meetings. In addition, the researcher chose one class selected randomly.

The teacher gave the pre-test before giving treatment and gave the post-test after giving treatment. Besides that, the data that the researcher also collected: (1) learning product that was students' vocabulary achievement (2) learning process that was students' activities. Those data were collected to see whether there is significant difference of students' vocabulary achievement after the implementation of TPR principles, how many words did the students use correctly during the implementation of this method, and how the implementation of TPR principles in teaching vocabulary is. Instruments used to complete the data were the vocabulary tests and the observation sheets.

RESULTS AND DISCUSSIONS

Results

To find out students' vocabulary achievement before and after the implementation of TPR principles, the pre-test was administered on 3 February 2017 in class VA of SDN 3 Mulya Asri as the first meeting before the treatment of teaching vocabulary through TPR method was implemented. It was used to see the students' preliminary vocabulary ability. The post-test was administered on 24 February 2017. There were 15 students in the pre-test and post-test.

In the pre-test and post-test, the researcher gave 30 items in the form of imperative sentences. The researcher conducted the pre-test and post-test by asking the students to do the commands.

English teacher in that school helped the researcher to observe the students' action and counted how many students could do the commands. While the students did the commands, then the researcher asked students to keep doing that commands in order to make easier in counting how many students could do the commands. All of the students were given code. The researcher gave treatments in two meetings where she taught 15 commands in each meeting.

The researcher used statistical computation with SPSS 16.0 for

Windows to see the difference of students' vocabulary achievement before and after the implementation of TPR principles. In the pre-test, the highest achievement was 16 commands did correctly and the lowest achievement was 7 commands did correctly. In the post-test, the highest achievement was 30 commands did correctly and the lowest achievement was 25 commands did correctly. These explanations could be seen in the table 4.1. It shows the minimum and maximum achievement of students' vocabulary ability in the pre-test and post-test.

Table 4.1. Results of the Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest	15	7.00	16.00	187.00	12.4667	2.55976	6.552
Posttest	15	25.00	30.00	421.00	28.0667	2.12020	4.495
Valid N (listwise)	15						

From Table 4.1, it also could be seen that the mean of the students' achievement in the pre-test and post-test improves about 15.60 points after the treatment of teaching vocabulary through TPR principles was implemented. Besides that, the highest achievement of the pre-test was 16.00 achievement and the highest achievement of the post-test was 30.00, in which the highest score gain was 14. The lowest achievement of the pre-test was 7.00 and the lowest achievement of the post-test was 25.00, in which the lowest score was 18. It could be seen from the table below.

In testing hypothesis, *Repeated Measure T-Test* was used to find the difference and was also statistically tested by using SPSS 16.0 for Windows, in which the significance was determined by $p < 0.05$. The T-Test revealed that the result was significant ($p = 0.00$; $0.00 < 0.05$). Hence, there was the difference of students' vocabulary achievement after the implementation of TPR principles. The result also showed that students' vocabulary achievement improved after the treatments of teaching vocabulary through TPR principles. In other words, H_0 was rejected and H_1 was accepted. Table 4.2 and table 4.3 presented the data of *Repeated Measure T-Test* in the pre-test and post-test.

Table 4.2. The Students' Vocabulary Improvement

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest - Pretest	1.56000	4.13694	1.06815	13.3090	17.890964	14.605	14	.000

Table 4.4 above shows that t-value is 14.605 and the two tail significance shows that $p=0.000$, in which the data showed the significant difference if the t-table is at least 2.976 ($df = 14$). T-value on the table is higher than t-table ($14.605 > 2.976$). It can be inferred that H_1 is accepted and H_0 is rejected since t-value higher than t-table with the significant level was 0.000. In conclusion, there is a significant difference between students' the pre-test and post-test score after the implementation of TPR principles. Thus, the hypothesis is accepted.

In this research, the researcher conducted two treatments. She decided to give 15 target words in each meeting. From those two treatments, the researcher found that there were only 8 commands could be performed perfectly by 15 students. 22 commands could not be performed by all students so only some students could do commands correctly. The researcher saw that there was rule in acquiring the second language. She found that if the words were in the same verb, so that the students could do the 30 commands almost perfect. For example, the researcher categorized the verb touch

and those words were different in noun the students understood and remembered easily.

Furthermore, TPR principles applied in teaching learning activity. According to James J Asher as quoted in Setiyadi (2006b), here are the principles of TPR:

- a. Observing an action
- b. Delaying speech and reducing stress
- c. Listening ability should be developed before speaking
- d. Second language learning is parallel to first language learning or should be reflected the same naturalistic process.
- e. Speaking ability develops naturally

From those principles, the researcher found that the hardest principle achieved was students' speaking ability. In the first meeting, there were no students could give the commands to their friends. They said that they did not want to speak, they felt shy to speak, and they were afraid if they did the mistakes.

Discussions

Total Physical Response was a technique which has principles that would be implemented in the teaching learning process. Based on TPR principle, the researcher tried to make teaching learning activity to be fun in order to make the students were interested in learning English and reach target of teaching learning activity.

The results of the research indicated that TPR principles significantly improved students' vocabulary achievement in class VA of SDN 3 Mulya Asri. The mean of students' achievement after the implementation of TPR principles improved better and significantly. The mean of students' achievement in the pre-test was 12.46 meanwhile the mean of students' achievement after the implementation of TPR principles was 28.06, in which students' gain score was 15.60. Thus, this finding has answered the first research question of this study. In line with the finding, it could be stated that from mean of students' achievement in the pre-test and post-test, there was a significant difference before and after the implementation TPR principles in teaching learning process.

In relation with the result of the research findings, it could be seen that TPR method was effective in teaching vocabulary. The result of *Repeated Measure T-test* computation showed that the significant level gained was 0.000 (two tailed) which indicated that the null hypothesis (H_0) was rejected. It means that there is a difference between the pre-test and post-test after the treatments which shows significant improvement in students' vocabulary achievement. Thus,

the treatments could run well and could give a positive effect in improving students' reading comprehension ability.

From those results, the researcher concluded that TPR was applicable in teaching vocabulary at elementary school. The result was in accordance with the finding of previous study of Ghani, and Hanim (2014) in which identified that Total Physical Response method was confirmed to be appropriate for teaching English and for children English vocabulary learning at early stages of their learning process. TPR is also effective in helping slow young learners with low achievement in acquiring English as a second language since in this research the subjects were young learners.

In addition, result was also proved by finding of Hanim, *et al* (2013) state that TPR was confirmed to be appropriate for teaching English and for children English vocabulary learning at early stages and the main skill developed through the application of TPR method is vocabulary skill, since this method pretends to teach the language similarly as the process that the children follow to acquire their mother tongue.

In this research, the researcher also found how students acquired the target words and how many words can be acquired by the students in the implementation of TPR principles. The finding shows that there were some commands could be performed perfectly and there were some commands could not be performed by the students correctly.

The researcher found that the students could do and remember the commands if the commands were in the same form. The researcher listed the targeted words in order to make students could understand the meaning of the words easily. It was also based on techniques proposed by Garcia as cited in Setiyadi (2006b). It was proven by the theory of Krashen as cited in Setiyadi (2006b) about natural order that students may have rules in acquiring second language, some rules tends to come early and others late. He stated that most children and adults follow a similar sequence in their acquisition of grammatical morphemes. For example, they discovered that most learners acquire the -ing form (e.g., walking) before the regular past form -ed (e.g., walked). In the teaching learning activity, the researcher found some evidences that students had they rules in acquiring the language. It becomes a reason for the researcher in sorting and categorizing the commands in order to make easier in understanding the meaning.

If the commands pattern is verb and noun, make same verb and different noun to make the students acquire the meaning of verb. According to Setiyadi (2006b) stated that to teach TPR should start from the comprising verbs of imperatives and concrete nouns so that it is easier for language learners to perform and observe the action. If it is easy to perform and it does not fill confusion, the students will understand the meaning by themselves. In this teaching learning activity, the researcher found that students acquired noun easily than verb. Based on previous study which was conducted by Ervin (2010) she found that TPR procedure was applicable to

improve the students' vocabulary mastery in understanding action verbs.

Furthermore, the researcher also observed the teaching learning activity. She also observed the students' response while teaching learning activity. She conducted two treatments. In two meetings, there were 8 commands could be performed by students perfectly. Since the researcher taught imperative sentences, it consisted of verb and noun. There were also 22 commands could not be performed correctly by some students. It means that there were confusion in delivering the commands or students did not pay attention on teacher's instruction. They did not observe the teacher's action or their own action because they only saw and followed what their friends did.

Furthermore, the implementation of TPR principles in teaching vocabulary affected students' vocabulary ability. The explanations of TPR principles as follow:

- a. Observing an action. The researcher found that this activity made easier in understanding the meaning of the words. The students stated that the method made easier in remembering the meaning of the words. It was proved by the statement that "memory is increased if it is stimulated through association with motor activity" according to Brown as quoted in Setiyadi (2006b).
- b. Students enjoyed the class. It could make easier in teaching learning activity. As quoted in Setiyadi (2006b), Richards and

Rodgers stated that stress affect the act of the students in learning language and also disturb their memory to accept the material given, so the lower stress the greater the learning.

- c. Started to speak in the second meeting. As quoted in Setiyadi (2006b), Brown also stated that the process of learning foreign language is parallel process to learning the first language. As quoted in Setiyadi (2006b), Richards and Rodgers also added that based on their first language, TPR emphasize on comprehension and delays the production of the language. They learned to speak naturally as same as first language learning which needs period of time.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After conducting the research and analyzing the data gained, the researcher draws the conclusions as follows:

1. The implementation of TPR principle in teaching vocabulary in the form of a game can increase the students' vocabulary achievement, it could be seen by the margin from the vocabulary pre-test and vocabulary post-test. In the the pre-test, the highest achievement only one students performed 16 commands and the lowest achievement was 7 commands. In the post-test, the highest achievement was 30 commands and

the lowest achievement was 25 commands.

2. The students have their rules in learning second language so that the students can understand the meaning of the words easily
3. The whole procedures and TPR principles ran well. Even though there was one principle could not be achieved in first meeting, but it could be achieved in second meeting although only some students could achieve that principle.

Suggestions

Reffering the data, some events occured in treatments, and conlyssions, the reseacher would like to recommend some suggestion as follows:

1. For teachers, it is suggested for teachers to find another technique in teaching vocabulary using TPR method in order to make students' speaking ability develop after their listening ability has been developed.
2. In teaching vocabulary, English teacher should master the material and create the material to be more interesting while implementing the method in the class.
3. The researcher hopes that another researcher conducts this method to be implemented for adults and also in different English skill

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