

INCREASING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH TOTAL PHYSICAL RESPONSE AT THE FIFTH GRADE OF ELEMENTARY SCHOOL

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Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan yang signifikan dari pencapaian kosakata sebelum dan setelah diajarkan melalui TPR dan untuk mengetahui apakah ada setiap peningkatan aktivitas siswa melalui penerapan TPR. Hasil penelitian menunjukkan bahwa: (1) nilai rata-rata pretest adalah 59.90 sedangkan nilai rata-rata posttest adalah 78,86 . Peningkatan nilai rata-rata adalah 18.96 setelah treatment. Ini berarti bahwa ada peningkatan yang signifikan pencapaian kosakata siswa antara pretest dan posttest setelah diajarkan melalui TPR. (2) TPR dapat meningkatkan aktivitas siswa dalam belajar. Ini menunjukkan bahwa ada peningkatan yang signifikan dari pencapaian kosakata siswa antara pretest dan posttest setelah diajarkan melalui TPR. Dengan kata lain, mengajarkan kosakata melalui TPR dianggap lebih baik dalam meningkatkan prestasi kosakata siswa daripada metode lain dan dapat digunakan sebagai acuan mengajar kosakata bahasa Inggris.

This research was intended to find out whether there was any significant increase of the students' vocabulary before and after being taught through TPR and to find out whether there was any improvement of students' activity through the implementation of TPR. The result shows: (1) mean score of the pretest was 59.90 while the mean score of the posttest was 78.86. The increase of the mean score was 18.96 after the treatments. It means that there was a significant increase of the students' vocabulary achievement between pretest and posttest after being taught through TPR. (2) The hypothesis proposed in this research was accepted. It means that there was a significant increase of the students' vocabulary achievement between pretest and posttest after being taught through TPR. In other words, teaching vocabulary through TPR is considered to be better in increasing the students' vocabulary achievement than any other methods and it can be used as reference to teach English vocabulary

Key words: *increasing, total physical response, vocabulary achievement.*

INTRODUCTION

Vocabulary is one of the language components which is important for learners to achieve. It has a very important role in communication. Vocabulary has been considered important since it is used to support the achievement of the four skills, namely listening, speaking, reading, and writing. A small number of words can be used effectively to express an enormous number of ideas as in the case of speaking. It is important to get learners able to make the best use of a small productive vocabulary. Besides, a number of vocabularies are also needed if learners are going to generate, develop, and present ideas in their writing even in very simple form.

Therefore, based on the problem above, the writer tries to find a way of how to make students easy to learn, to memorize, and to understand, and to use the vocabulary easily. After searching for several methods, finally, the writer decides to use “Total Physical Response (TPR)” to be applied in the classroom.

TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Setiyadi (2006) states the TPR allows language learners to learn the target language in a manner similar to a child learns his/ her mother tongue. In a class that is taught through TPR, a language teacher begins the class by modeling actions and students observe and act the same actions. The students follow simple commands and directions and then give commands to fellow classmates. Gradually, the students themselves direct the class and decide who has to give commands.

TPR is suitable in teaching vocabulary especially for young learners. By observing actions and performing, learners would understand the language they are learning. The meaning of words can be understood by making associations between the utterances they hear and the actions they

are observing. Moreover TPR would be an interesting way to learners since the teacher becomes the real model to give actions and performance in teaching vocabulary and the students are encouraged to guess the words performed by the teacher. It was give the good atmosphere in the class and can motivate young learners to learn English vocabulary easily.

Vocabulary is the total number of words that make up a language. Vocabulary is a list of words used in alphabetical order and with the explanation of their meaning. In learning a Foreign Language, vocabulary plays an important role. Vocabulary is an element that links the four skills of listening, speaking, reading and writing all together. In order to communicate well in a foreign language, student should acquire an adequate number of words and should know how to use them accurately.

As stated by Fries (1975:4), vocabulary can be classified into some types namely:

1. Content words represent:

- a. Name of subject or things that is noun. According to Frank (1972:6) based on the meaning noun can be classified into five types, proper noun (*Mr. John Smith, Paris, Dutchman, Thanksgiving Day*), concrete noun (*flower, girl*), abstract noun (*beauty, justice*), countable (*chairs, tables*) or non countable noun (*sugar, sand*), and collective noun (*committee, class, crew*).
- b. Action done that is verb. Frank (1972:47) mentions that verbs can be classified into five types. The predicating or linking verbs (*be, seem, look*), transitive verbs (*give, write*) or intransitive verbs (*go, come*), reflexive verbs (*express oneself, wash oneself*), auxiliary verbs (*be, have, do*), and finite or non-finite verbs.

- c. Qualities of the things, that is: adjectives. Frank (1972:109) categorizes the types of adjectives into three determiners article (*the, a, an*). Demonstrative adjectives (*this, that*), possessive adjective (*my, your, the girl's*), numeral adjective (*four, twenty, fourth, twentieth*), adjective of indefinite quantity (*some, few*), relative and interrogative adjective (*whose, which*), descriptive adjective [proper adjective (*a French dish, a Catholic church*), participial adjective (*an interesting book, a bored student*), and adjective compounds (*a good-looking girl, absent-minded, a wall-to-wall carpet, a never-to-be-forgotten plot*).
- d. How the action done, that is: adverbs. Frank (1972:148) summaries the category of adverbs into five, adverbs of manner (*slowly, silently*), adverbs of place (*inside, there*), adverbs of time (*yesterday, tomorrow*), adverbs of frequency (*sometimes, often*) and adverbs of degree (*completely, very*).
2. **Function words** are those words, which one is used as a means of expressing relation of grammar structure, such as conjunction (*and, but, however*).
 3. **Substitute words**, those which represent the individual things or specific action as substitutes for whole form classes or words, that is: identities (*anybody, anyone, somebody, and someone*).
 4. **Distributed words**, those are distributed in use according to grammatical matter as the presence or absence of a negative, such as: *some, any, neither, either, too or yet*.

In this research, the writer would focus on content words. Fries (1975:4) mention that noun, verb, adjective, and adverb belong to content words. The writer would teach vocabulary of concrete noun and command and request verb, those are used things in the classroom and student's school equipment. Content words consist of words that can be well associated.

Moreover, other types of words such as function word, substitute word, and distribute word cannot be well associated since they are limited in meaning.

Vocabulary is a list or collection of words and phrases, usually alphabetically arranged and explained or defined. Furthermore, Nunan (1991:117) has also argued that the acquisition of an adequate vocabulary is essential for successful second language use. Because without an extensive vocabulary we would be unable to use the structure and function we may have learnt for comprehensible communication.

Nation (1990:18) states that when a teacher teaches a word, she or he has to teach three things, they are; the teacher should: (a) Teach the shape, or form of the word, (b) Teach the meaning of the word, (c) Teach the form and the meaning of the word together. He purpose out that the meaning of words can be communicated or taught in many different ways such as by using action or demonstration.

Nation also stated that some people criticize translation in mother tongue as way of communicating or teaching meaning of word. Their objections are:

- a. There is usually no exact correspondence between one language and another.
- b. Translation in mother tongue is indirect.
- c. The use of the mother tongue takes time which could better be spent in using English.

All of the criticisms are true. But they can also be applied to the use of gestures, demonstration, and commands. In TPR, the form of the words and the meaning of the words are able to be given to learners by demonstration, gestures and commands. The teacher should demonstrate. It is desirable that students make a direct association between the target language and the meaning.

Teaching vocabulary is facilitating the students to master a number of words and their meaning. According to the guideline 2006 curriculum of English local content for elementary school the target of English vocabulary that should be reached by the fifth grade of elementary school students is 250 words. It means that the teacher needs the best way to teach in order to achieve the goal.

Giving and asking students to memorize a list of vocabulary is not an effective way in teaching vocabulary. It is impossible to teach all the vocabulary in one time. The useful way in teaching vocabulary is to teach the meaning of words and how they are used.

In teaching vocabulary the teacher not only chooses the appropriate method to the learners but also select the material that would be taught. Then, the teacher should first recognize the age and characteristic of the students, so s/he can provide his/her students new words of the target language.

There are numerous methods and techniques concerned with vocabulary presentation. However, a few things have to be remembered irrespective of the way new lexical item is presented. If teacher wants students to remember new vocabulary, it needs to be learned in practiced, and then revised to prevent students from forgetting, teacher must make sure students understood the new words, which would be remembered if introduced in a memorable way Hubbard (1983) in Wirdayati (2008) said that bearing all this in mind, teacher have to remember to employ a variety of techniques for new vocabulary presentation and revision.

In order to increase the students' vocabulary achievement teacher should use appropriate technique, teaching method, and teaching aid. By using them, it would be easy for the students

into the real active and motivated learning process, which can be hope as the way to explore their interest and progress in addition it can use to overcome the monotonous teaching and learning process. A good technique would help the students to get the meaning and to use the words.

In teaching learning process, the teacher may also use gesture or commands because it would make the students able to infer the meaning of the word easily.

Teaching vocabulary should fit into a language learning course in any of four ways:

1. Material is prepared with vocabulary learning.
2. Words are dealt with as they happen to occur.
3. Vocabulary is taught in connection with other language activities.
4. Time is spent either in class or out of school. (Nation, 1990:3-4)

RESEARCH METHODS

This research is a quantitative research using one group pretest-posttest design, where the students received pretest before three times treatments and posttest after the treatments they receive posttest. The pretest was used to determine the students' preliminary ability and the posttest is used to see how far the increase of the students' vocabulary achievement after the treatments. The treatments were given to the students by implementing total physical response (TPR) method. It was intended to find out whether there is a significant difference of the students' vocabulary achievement related to content words at the fifth grade of SD N 1 Enggal Bandar Lampung before and after being taught through TPR. The research design is described as follows:

T1 X T2

T1 = Pretest

X = Treatment

T2 = Posttest

(Setiyadi, 2006:133)

RESULTS AND DISCUSSIONS

The objective of this research was to find out whether there was any significant increase of the students' vocabulary achievement at the fifth grade of SDN 1 Enggal Bandar Lampung after they are being taught through TPR and also to investigate the process of teaching learning process through TPR. This research was conducted in SDN 1 Enggal Bandar Lampung. There were two classes, V A consisted of 32 students and V B consisted of 30 students. The V A class was chosen as experimental class by *Simple Probability Sampling* and class VB was chosen as a tryout class.

Try out was given to know the reliability, level of difficulty, and discrimination power in order to get good test. Class VA was given pretest and posttest to see whether there was significant increase of students vocabulary achievement after being taught through TPR and to investigate the process, the writer used observation sheet that filled by the writer and the English teacher.

The Result of Vocabulary Classes Achievement

No.	Classes of Vocabulary	Pre-test (%)	Post-test (%)	The Increase (%)
1.	Noun	294(57.42%)	398(77.73%)	104(19.83%)
2.	Verb	244(63.54%)	308(80.21%)	64(16.67%)

Based on the table above, it can be seen that TPR can increase the students' vocabulary achievement in three classes of vocabulary, such as *Noun*, that increases 19.83% and *Verb* 16.67%. The chart below represents the increase of students' vocabulary achievement per class of word.

The research result shows that the students' vocabulary achievement through TPR in VA of SDN 1 Enggal Bandar Lampung increase and it enables the students to learn vocabulary with fun. It can be seen from the mean score between the pretest and post test which is shown that there was a difference after being taught by using TPR because the students score was increase effectively. The mean score of pre test was 59.90 meanwhile the mean score of post test was 78.86 and the gain of pre test and post test was 18.96. it indicates the hypothesis proposed was accepted.

After the three times conducting treatments, the post test was administered to know whether there was significant increase of students' vocabulary achievement before and after being taught through TPR. Based on the computation result, the writer concluded that TPR gave a good contribution to attainment of teaching learning of English vocabulary. They were more active

and interested in learning new words. It helped the English teacher arise the students' interest and motivation in learning English vocabulary.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Finally, after conducting the research at the fifth grade SDN 1 Enggal Bandar Lampung, the researcher concluded as follow:

1. Total Physical Response (TPR) can significantly increase students' vocabulary achievement at the fifth grade of SDN 1 Enggal Bandar Lampung. It is proven by the increase of students' mean score in posttest that was higher than mean score in pretest. The mean score increased from 59.90 to 78.86. the gain of pretest and posttest was 18.96. The hypothesis test $0.000 < 0.05$ is accepted. Therefore, it can be concluded this TPR could increase students' vocabulary significantly.
2. In teaching learning process, it can be concluded that teaching learning through Total Physical Response creates more conducive condition and situation for the students'. The students' were more active and enthusiastic in learning vocabulary.

Suggestions

Considering the result and the conclusion the research, the writer would like to propose some suggestion as follow:

1. It is suggested to English teacher apply Total Physical Response in teaching learning vocabulary at the fifth grade in order to avoid students boredom and makes the different atmosphere.
2. Further research is recommended to apply Total Physical Response in a more conducive classroom to minimize the constraints of teaching learning process uses TPR conducted in this research.

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