

The Implementation of TPR Method to Improve Students' English Vocabulary Mastery

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Abstract: Acquiring vocabulary is critical for language acquisition. The current research is aimed at enhancing young learners' English vocabulary proficiency. It was designed to examine the application of the Total Physical Response (TPR) method in the context of vocabulary mastery. The purpose of this study was to determine whether there were any significant variations in students' vocabulary mastering success prior to and following the use of the TPR approach. TPR is a form of language instruction that focuses on the coordination of voice and action. To accomplish the research's objective, a pre-experimental design was adopted. The sample consisted of 32 first-graders from SMP N 1 Kendal. Pre- and post-tests consisting of multiple choice, matching, and translating tests were used to collect data. The data was then analyzed in SPSS using the t-test method to determine the value of the t-test and t-table, which were used to determine whether there was a significant improvement in students' vocabulary before and after TPR application. The results of the data analysis of the pupils' pre-test indicated that they lacked vocabulary. On the other hand, after implementing the TPR method, pupils' scores climbed. The post-test scores of the students exceeded 100 points. It was greater than the pre-test score of around 65 points. The t-test result was 9,594 when calculated using formulae. Meanwhile, the t-table at the 5% level of significance was 2,04. The result indicates that the t-test was greater than the t-table. It demonstrates a considerable improvement in pupils' vocabulary mastery following therapy with the TPR method. One of the primary factors affecting the students' progress was their motivation in teaching the learning process via Total Physical Response. The researcher concluded from this evidence that TPR aids pupils in their vocabulary acquisition.

Keywords: implementation; tpr; vocabulary; young learners

RESEARCH BACKGROUND

Language is a basic component which is used by humans to communicate to others in daily life. People are born with the innate ability to learn any kind of language. Since then, they have first language acquisition and second language acquisition. First language acquisition refers to what people learn in their mother tongue, while second language acquisition refers to other languages which people acquire beside their native language, such as English as a foreign language in Indonesia. English is taught in practically every school level in Indonesia. It becomes a mostly subject which should be learnt. According to Brown (2008), English is a foreign language which is learnt with a specific purpose. Since English becomes a foreign language in Indonesia, young learners should have a competence in learning that language.

The words which are produced by people are known as vocabulary. According to Spache (1964), vocabulary is something that people hear, understand, and use in the form of spoken and written. Vocabulary is known as an important and basic thing in learning a language. Rahayu (2021:272) expressed that vocabulary is the first thing that a teacher gives to the students in order to know how to compose sentences in a spoken or written form used to communicate. By knowing the vocabulary, people can communicate well with other people in their daily life. Mohammadinejad, Nikdel & Oroujlou (2012) defined vocabularies are the most important thing to learn. When people stop learning vocabulary, they will gain obstacles in learning language. On the other hand, Kufashi pointed out that if the learners have a lack of mastering vocabulary, it will be an obstacle to them to understand the four skills in language learning, namely listening, speaking, reading, and writing.

As a teacher who teaches English to the students, we have to make an interesting learning to them. According to Baleghizadeh & Ashoori (2011), one of the most common difficulties faced by the teachers when teaching English is they do not use the right method while teaching. Therefore, to successfully conduct learning English, the appropriate method and teaching materials should be well introduced to students particularly to young learners. Not suited media and method will make students not master vocabulary well.

Some students feel that English is a language that is difficult to understand. This makes students as learners not interested in learning English. For this instance, teaching English should be pleasant, relevant, repetitive, and intelligible. The Total Physical Response method or TPR would stimulate the students to be ready to learn English at a higher educational level. TPR involves physical movement which is structured on speech and action coordination (Dorothy Grant Henning, 1986:87). By adopting TPR, students are expected to be able to feel like and have fun in the teaching learning process.

Based on the foregoing, the researchers set the following objectives for this study: to ascertain the results of students' English vocabulary mastery at SMP N 1 Kendal before and after applying the TPR method; and to ascertain the significant differences between students' English vocabulary mastery at SMP N 1 Kendal before and after applying the TPR method.

REVIEW OF RELATED LITERATURE

Vocabulary

1. Definitions of Vocabulary

Vocabulary can be defined as an important component in learning a new language. Barnhat (2008:697) stated that vocabulary is known as words collection whose meaning has been determined. A good mastery of vocabulary will make learners write easily, understand what they read and hear, and speak fluently. They also can understand the words, use it well, and have the ability to use them.

According to Jackson (2000:202), vocabulary is a collection of words which is understood by a person in their general activities. It will make it easy for people to get the information which is obtained from others. In learning vocabulary, several things need to be defined. People can remember more often, and apply new words into the activities. Penny Ur (1996:60) stated vocabulary is the most important aspect in language besides structure and pronunciation. It also can be defined as words collection which is taught in a foreign language.

According to statements and definitions from the experts above, it can be concluded simply that vocabulary is a basic component that must be learnt to be able to master a language in making a good communication with other people.

2. Vocabulary Teaching Strategy on Young Learners

In the case of young learners, learning vocabulary is such a challenge. It is due to a lot of vocabulary variations. On the other hand, understanding vocabulary is important in language. When the teaching learning process takes place in the classroom, teachers would find several problems, such as they do not know how to make an enjoyable class, so students are getting bored with the class. At the moment, teaching vocabulary may be difficult because teachers are unsure where to begin (Berne & Blachowicz, 2008). The teacher should develop resources that begin with the technique and method.

Therefore, teachers should pay attention that teaching vocabulary to young learners is different from adult. Young learners have the characteristics that they like an interesting and enjoyable class. For this case, an appropriate method should be well introduced in order to gain the best target of language teaching.

Total Physical Response (TPR)

1. Definitions of Total Physical Response

Total Physical Response was introduced by Dr. James J Asher in the 1960s, a psychology professor at University of San Jose State, California. TPR takes into account that students will easily understand when they get involved in learning activities. Since we know that children like moving, learning a language should use physical movement (Asher, 2012). Children will remember what they learnt more if it is related to a game, interesting photos, and other fun methods. TPR has the theory that humans can learn any kind of language. It can be seen when we observe how babies internalize their first language. A child responds physically to what their surroundings say. According to Richards & Rogers (1986:87), TPR is a method which needs a collaboration between speech and action. They work together to form a physical movement.

According to the statements above, an idea behind the TPR method is that the students are hearing something from the teacher and then physically responding to it. It will prepare the students to learn with free feelings. They will get excited since we know that children love moving around and get bored easily. TPR is based on the way children acquire their first language. TPR made the assumption in this situation that a person learns best when he or she can relate to and comprehend what was heard (Haynes, 2004; Larsen-Freeman, 1986; Linse, 2005).

2. TPR in the Classroom

TPR has the theory that humans can learn the natural languages that exist in the world. This process can be seen when observing how babies internalize their first language. A child responds physically to what their surroundings say. According to this case, in the TPR method, the teacher attempts to imitate this process in the class. By using TPR, students are expected to remember more material they learn. According to Muhren (2003), TPR is a method which has a simple basic technique to be applied. TPR is an activity which is done based on the teacher's instruction. The teacher has rules to decide the learners who become a model. The command is simple in the beginning, but after some time it becomes more complex. Thus, the

teacher's primary responsibility is to assist students in becoming involved in classroom activities, as the primary function of TPR in the classroom is to engage pupils. They will self-learn the material and get actively immersed in it. When TPR is used in the classroom, it can be used to teach topics like vocabulary, imperative words, and story-telling; when story-telling activities are included, the process becomes critical. There was interaction between the crowd and the presenter (Ardini, 2019:80). As with TPR, there is cooperation between the educator and the audience.

There are some stages that a teacher can do when doing the teaching and learning process through TPR. First, the teacher gives the material to students; it is the material that they are going to learn, and it suits the TPR method. Then, the teacher directly does physical movements such as giving an instruction to students. In this stage, students just need to listen, observe, and try to understand what they are hearing from the teacher (Wang Yiming, 2004:49). For the second stage, the students are given commands by the teacher. Both the teacher and the students take action according to what the teacher said. Third, the teacher gives instruction to the students without doing anything. For the last stage, the students do the instruction to other students, and they complete the actions by themselves (Hu Qieqiu, 2000:33).

RESEARCH METHOD

Quantitative research was used in this current research. Experimental design was applied in the implementation of the method. Experimental design is research that can affect the variables directly. It is aimed to prove causality of several problems. According to Donald Ary (2002:279-280), experimental research begins with the hypothesis. It is a prediction to show that the treatment will cause a different effect. Therefore, this research was divided into pre-experimental research. It was to define results of a group before and after the treatment applied. The population was first grade students of SMP N 1 Kendal. The sample of this research was all students of VII G class which consisted of 32 students. The researcher used tests as the instrument in this research. There were three processes to collect the data, namely pre-test, treatment, and post-test. There was a pre-test before giving a treatment, so the result can be compared about the students' condition before and after treatment. Each test consisted of 20 items of questions which consisted of three categories; multiple choices, matching, and translating tests. To know the result of the significant difference, the t-test formula was used to collect the data which were calculated by manual and analyzed by using statistics. The researcher used this following formula:

$$t = \frac{M_{po} - M_{pr}}{\sqrt{\frac{\sum b^2}{N(N-1)}}$$

RESULT AND DISCUSSION

The main activity in this research was to investigate whether there was a significant difference in the Total Physical Response (TPR) method at the first grade students' at mastering English vocabulary of SMP N 1 Kendal. The supporting data of this research were gained from the results of documentation, pre-test and post-test. In addition, there will be an explanation of students' perceptions of the TPR method in vocabulary learning in the classroom. The

documentation was used to get the supporting data. It included the names of the respondents and the teacher's lesson plan. Students were given a pre-test to measure the extent to which students understand English vocabulary. After some time, they received treatment through the Total Physical Response method. After getting treatment, the students were given a post-test. Therefore, after getting the results of pre-test and post-test, the results are described as follows.:

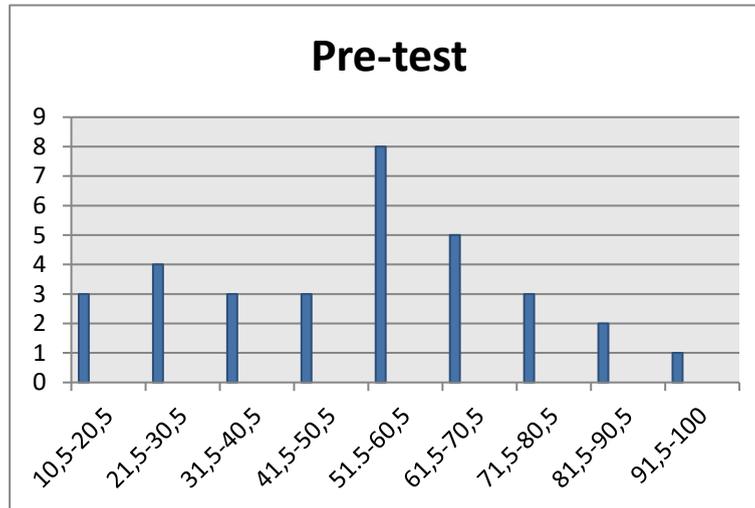


Figure 1 Students' scores from pre-test

From the diagram frequency of the pre-test above, there are still a lot of students who got a low score. Low score here is less than the standard score of the English subject in first grade students. More than 15 of 32 students did not pass the test. The lower score is 15 points, and the high score is 95. The total score of the pre-test is 1710. The mean of pre-test can be counted from the students' total score divided by the number of students, so the mean of pre-test is 53,437.

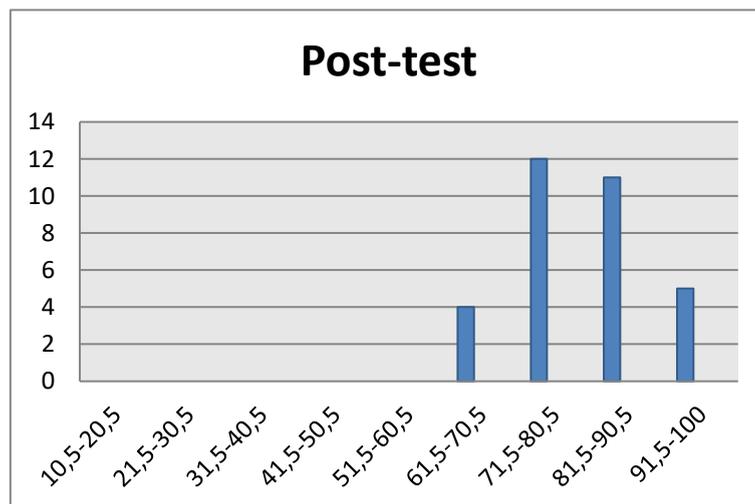


Figure 2 Students' scores from post-test

From the diagram of frequency of post-test above, it can be seen that there is improvement in students' scores. The minimum score is around 61-70, and the maximum score is 100. Students who got low scores are 4 of 32 students. According to that diagram, students who are taught after applying the TPR method gained an increase in their scores. From the diagram of data

frequency above, it can be concluded simply that students' post-test scores are higher than pre-test scores. The total score of the post-test is 2670, so the mean of the post-test can be obtained from the total score divided by total number of students, so the mean of the post-test score is 83,437.

After the scores are analyzed, the scores are calculated by using statistics to find out whether there is a significant difference between pre-test and post-test. The results were described as follows:

	PRETEST	POSTTEST
Mean	53,4375	83,4375
N	32	32
Std. Deviation	20,65217	9,54087
Variance	426,512	91,028

Figure 3 The results of pre-test and post-test's mean

Based on the scores of students' pre-test and post-test which has been presented, it can be analyzed from the data statistics above the mean of pre-test (M_{pre}) is 53,4375, and mean of post-test (M_{post}) is 83,4375. The comparison between mean of post-test and pre-test are $83,4375 > 53,4375$. The result of the tests which were presented can be analyzed using T-test formula which was as follows:

$$t = \frac{M_{po} - M_{pr}}{\sqrt{\frac{\Sigma b^2}{N(N-1)}}}$$

$$= \frac{83,4375 - 53,4375}{\sqrt{\frac{10,29^2}{32(32-1)}}}$$

$$t = 9,594$$

$$t = 9,594$$

		Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	PRETEST - POSTTEST	-30,00000	17,68907	3,12702	-36,37759	-23,62241	-9,594	31	,000

Figure 4 The results of pre-test and post-test using SPSS

After being calculated using formulas by manual and statistics, the researcher gained the data to decide the significant difference of pre-test and post-test. The basic decision making is based on the comparison of t-table to t-test. If the t-test value is higher than t-table, it means that there is significant improvement of students' vocabulary mastery after applying TPR. Therefore, if the t-test value is lower than t-table, it can be indicated that there is no significant improvement

of students' vocabulary after applying TPR. After the data were calculated by using t-test formula, it was found that the t-table value at 5% significance is $t\text{-table} = 2,04$, $t\text{-test} = 9,594$.

From those calculations, it can be defined that the value of t-test is higher than t-table ($9,594 > 2,04$) at level significance 5%. According to the basic decision making which have been outlined, it can be concluded that the research finding indicates that there was significant improvement of applying the Total Physical Response (TPR) method on improving students' vocabulary mastery at first grade of SMP N 1 Kendal.

Moreover, based on the interview results, most of the students of first grade of SMP N 1 Kendal, particularly at 7G, have positive perspectives about TPR method. The students agreed if TPR was an effective method when it was applied in teaching English vocabulary in the classroom. TPR has enjoyable, fun, and interesting activities when it happens in the class, so the students can be more active and involved in the classroom activities. Several students agreed that TPR made it easier for them to learn and understand the vocabulary that was being learnt. Students said that teaching the learning process using TPR can increase enthusiasm and motivation to learn English. Another students' perception about TPR was that this method made the students remember more vocabulary which was being taught by the teacher. Since we know that young learners love to do a movement, most of the students agreed that TPR was such a suitable method to apply to students particularly to young learners.

CONCLUSION

Knowing the results and significant differences before and after applying the TPR method were the objectives of this research. Looking at the manual calculation, statistical results, and students' perception that have been presented, it can be interpreted that TPR gives significant improvement on students' vocabulary mastery. TPR is such a successful method to improve the students' vocabulary mastery. It can be seen from the scores of post-test which were higher than pre-test and also the positive perceptions which were explained from the students. By using TPR, students feel more enjoyment when the teaching learning process takes place. They can memorize easier through appropriate methods, so they no longer think that learning English vocabulary is a difficult subject to understand. In addition, TPR is successful in enriching the students' vocabulary at first grade of SMP N 1 Kendal.

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