TPR for Student: Increasing Students' Vocabulary Mastery Through The TPR Method

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Abstract

The researcher focuses on teaching English vocabulary to students using the Total Physical Response (TPR) method. In this study, a two-cycle process was applied. There are two treatments for each cycle. Based on the results of the analysis of this study concluded that the advantage of using TPR in teaching English vocabulary is that the language is directly used in context, there is no pressure for students in the teaching and learning process using TPR, language learning is more effective when it is fun, TPR is good. how to build vocabulary, TPR motivates students in learning English because it is fun, TPR is easy to remember, Increases students' self-confidence.

Keywords: *TPR, vocabulary, learning, learning methods*

INTRODUCTION

Language has a very important role in human life. Especially in his position as a social being, humans certainly carry out social relations by communicating. Language is a tool that can be used to launch communication activities. Today, English is the most popular and important language ever. For Indonesians, English is a foreign language which has become a second language. This is also the case in many countries. Therefore, if everyone wants to communicate and establish relationships to expand their network with people around the world, they will use Indonesian.

In Indonesia, English is a foreign language that is taught at various levels of education, from kindergarten to university. In junior high schools, English is taught as a local content subject. It is expected that students can speak, listen, write, read and also understand statements or sentences even if they only take simple parts. However, the basic English taught in elementary schools will be useful for students when they find English subjects at a higher level.

Teaching English to students in junior high schools in Indonesia is indeed different from teaching English at a higher level. This is because junior high school students only learn English in a simple form. However, that does not mean teaching English to junior high school students is easy. However, they are just children with different characteristics from each other, easily bored, lose attention and lose interest after a few minutes in the teaching process. Therefore the teacher must know the characteristics and needs so that learning can be carried out effectively.

The teacher, as a figure who functions as a facilitator in the classroom, has an important role in maintaining students' interest and maintaining their enthusiasm for the learning process in class. Teachers at this level need to think about and plan some activities or exercises that can keep students motivated when they are bored with routine activities in learning. Teachers must apply appropriate teaching methods for students in the

learning process in class, and appropriate teaching methods will increase students' interest in learning English in class.

In this case, the researcher will focus on teaching English vocabulary to students at the junior high level because vocabulary is one of the components of English which is a very important part of a language. Student improvement will increase faster by learning more words, and everyone can communicate with each other through vocabulary, therefore students must develop their vocabulary and master it as much as possible in order to be able to communicate with others and make them master it. English well.

One method that teachers can apply to teach vocabulary is the Total Physical Response (TPR) method. TPR was developed by James Asher (1942), a psychology professor at San Jose State University, California. TPR is a suitable method for young learners in learning English because the teaching process of this method uses direct activities which include physical activity and body movements. The learning process becomes effective, fun, meaningful and reduces pressure for children. Therefore the authors will focus on conducting research on teaching vocabulary through Total Physical Response for students in junior high schools. Teaching vocabulary using TPR will be able to make students master English well.

Based on the explanation above, in this study the researcher found that the big problem that had to be solved and resolved was regarding the function and effectiveness of using TPR to increase students' motivation in learning English. In addition to these problems, what will also be solved is how TPR can improve fourth grade students' English vocabulary mastery. From the formation of the problems above, this research is limited to discussing how TPR can improve fourth grade students' English Vocabulary mastery.

METHOD

In this study, researchers used Classroom Action Research because this method was in accordance with the research objectives, namely teaching students' vocabulary through TPR and it is hoped that it can improve the learning process to become optimal. There are several stages in Classroom Action Research that must be carried out, namely: planning, implementing, observing and reflecting on one another's relationships.

This action research will be carried out through two cycle processes. Each cycle consists of two treatments. Both cycles consist of identifying problems (planning), developing and implementing plans (acting), collecting and analysing data, using and sharing the results (reflecting). The author gave the pre-test, the first and second cycle post-test and the questionnaire was given in the last activity of this study.

Based on this design, there is a basic cycle of activities in conducting action research. These activities can be described as follows: identify class problems (planning), develop and implement action research plans (action and observation), reflection, data collection, and study instruments.

FINDINGS AND DISCUSSION

In the process of analysis, researchers want to analyse data from action research activities. Data obtained from the evaluation and teaching and learning process. One of the purposes of giving an evaluation is to find out how far students have mastered the words given in this study. Analysis of each activity starts from the pre-test, post-test, observation form and questionnaire analysis. The researcher uses the following formula to find the percentage of student achievement in each activity, from the pre-test to the post-test.

$$\text{The percentage} = \frac{\text{The number of right answer}}{\text{The number of item}} \times 10$$

And to find the average increase in student vocabulary is calculated using the following formula:

$$\text{The average of the students' result} = \frac{\text{The total of percentage}}{\text{The number of the students}}$$

The pre-test was given by the researcher to the students at the first meeting, on June 18 2018. This was given to find out their scores and find out their vocabulary before being given treatment.

There were 34 students who took this test. They have to answer 20 items given by the author. The items consist of four themes; they are my Body, In School, Hobby and uniform.

Most students get bad results on the pre-test, they don't have a lot of vocabulary related to the topic given. The score is calculated from the correct answers, the score for each item is one. For example; student A-01 out of 20 items given he only has four correct answers, which means his total score is four (20%). Student A-02 of the 20 items given he has 12 correct answers, meaning his total score is 12 (55%) and so on. Poor pre-test results, namely no students scored 95-100 (very good), 0 students scored 85-90 (very good), one student scored 75-80 (good), three students scored 65-70 (pretty good).), and 30 students scored 10-60 (poor). The pre-test results can be seen in the table below.

No	Test code	Total score	%
1	A-01	4	20
2	A-02	12	60
3	A-03	8	40
4	A-04	11	55
5	A-05	13	65
6	A-06	10	50
7	A-07	8	40
8	A-08	9	45
9	A-09	4	20
10	A-10	10	50
11	A-11	7	35
12	A-12	13	65
13	A-13	9	45
14	A-14	8	40
15	A-15	2	10
16	A-16	10	50
17	A-17	4	20
18	A-18	15	75
19	A-19	7	35
20	A-20	5	25
21	A-21	10	50
22	A-22	10	50
23	A-23	12	60
24	A-24	3	15
25	A-25	11	55
26	A-26	6	30
27	A-27	8	40
28	A-28	9	45
29	A-29	4	20
30	A-30	8	40
31	A-31	13	65
32	A-32	6	30
33	A-33	7	35
34	A-34	9	45
Total of the students = 34			1425

The students' average result on the pre-test was 41.91%. In fact, the pre-test results were lower than the criteria set by the Office of Education and Culture, namely $\geq 75\%$. The writer concludes that students have limited vocabulary related to the topics presented in this action research. Therefore, treatment in each cycle is important to improve student learning outcomes.

The student vocabulary scores shown in the table above can be depicted in a pie chart on the percentage form, as follows:
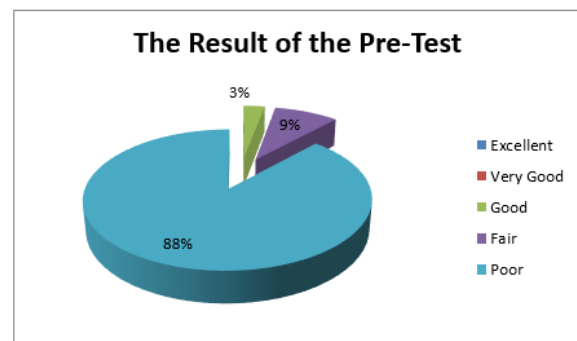
There are two treatments in this cycle, the first treatment was carried out on June 19 2018 and the second treatment in

this cycle was carried out on June 20 2018. First, the researcher made a plan before carrying out the first cycle, this time the author makes preparations regarding the treatment that will be given to students. Some preparations such as making lesson plans, preparing materials and teaching aids and preparing yourself as a teacher who will do the best possible treatment.

Second, the researcher introduced Total Physical Response to students at the first meeting of this cycle. The topic used in this meeting is My Body. The words and activities presented by the teacher in this cycle are related to our bodies and their functions. They are head, eyes, nose, ears, mouth, shoulders, knees, hair, teeth, toes, arms, legs, hands, stomach, etc. Most are presented in the form of commands or simple sentences. Commands or activities given to students use several verbs, namely touching, kicking, kissing, seeing, hearing, tasting, moving, opening, closing, pointing, etc. The procedure for the teaching and learning process in the first cycle is as follows:

Before starting the activities at the first meeting, the teacher explained the methods used in the teaching and learning process as briefly as possible. The explanation is in two ways, language as native language and English as target language so students have some ideas about what they should do. she also provides some props to help students know what they will be demonstrating with. In starting the activity, the teacher asks two students to come forward and stand with them in front of other students. They will be models for some commands. Other students should listen carefully and pay attention to performance. Then the teacher explains the procedure on the model and pronounces several commands related to the topic by demonstrating it slowly and clearly because the research object is at the beginner level. Examples of commands given are; touch your nose!, close your eyes!, clap your hands!, etc. He repeated the activity several times and asked the two students to imitate him. If they didn't understand, he did and then they did as he did before and corrected them if they made a mistake. after the two students successfully carried out all the commands, the teacher asked all students to practice with their partners. Master also guides them when they have difficulty practicing the commands and speaking the words.

After that, the teacher writes the vocabulary and commands they just learned on the blackboard. Whenever he wrote those items, he acted them out. He also explained the pronunciation clearly and the students repeated it after him. This time the teacher reviews the words taught before, especially the words that are difficult to memorize. He asked them to form a group of five people to make some orders and those orders had to be told to the other groups to carry out those orders. Any errors that occur can be tolerated.

At the second meeting in this cycle the teacher introduces a new topic, Hobby. The words given in this cycle are about Hobby types; such as reading, swimming, fishing, cooking, singing, dancing, eating etc. In this meeting the teacher implements role playing activities. The teaching and learning process in this cycle can run well. Students are very interested and pay serious attention when the lesson is delivered. Lastly, to check students' mastery in this cycle, the writer evaluates it by giving a post-test after two meetings in the first cycle.

The results of the post-test cycle I were higher than the pre-test, namely one student got 95-100 (very good), seven students got 85-90 (very good), eight students got 75-80 (good), seven students got grades 65-70 (enough), and 11 students scored 25-60 (poor). The results of the post-test cycle I can be seen in the table below:

No	Students code	Total score	%
1	A-01	10	55
2	A-02	19	95
3	A-03	12	60
4	A-04	17	85

5	A-05	18	90
6	A-06	15	75
7	A-07	15	75
8	A-08	12	60
9	A-09	11	55
10	A-10	14	70
11	A-11	13	75
12	A-12	18	90
13	A-13	12	60
14	A-14	14	70
15	A-15	5	25
16	A-16	14	70
17	A-17	11	55
18	A-18	15	75
19	A-19	13	65
20	A-20	13	65
21	A-21	17	85
22	A-22	16	80
23	A-23	18	90
24	A-24	8	40
25	A-25	18	90
26	A-26	11	55
27	A-27	15	75
28	A-28	16	80
29	A-29	10	50
30	A-30	14	70
31	A-31	17	85
32	A-32	11	55
33	A-33	15	75
34	A-34	14	70
Total of the students = 34			2370

The student vocabulary scores shown in the table above can be depicted in a pie chart on the percentage form, as follows:

The Result of the First Cycle Post-Test
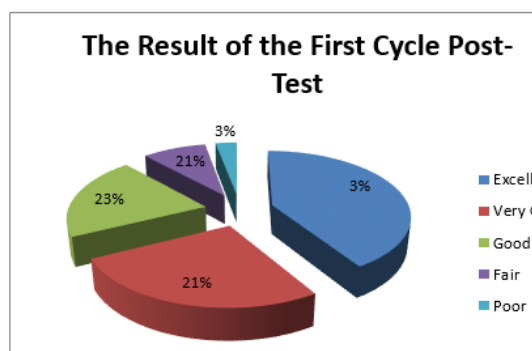
$$\text{The average of the students' result} = \frac{\text{The total of percentage}}{\text{The number of the students}}$$

$$= \frac{2370\%}{34}$$

$$= 69.70\%$$

Then, the researcher evaluates the treatment given and the results of the cycle I post-test. Reflection is used to decide whether or not the next cycle is necessary. Besides that, it is also used to analyse the weaknesses of the cycles that have been carried out.

The average student achievement in cycle I was 69.70%. This result is much better than the pre-test results. The second cycle must still be carried out even though the results of the first cycle post-test are better than the pre-test results, because the results are not as expected.

Then, in the second cycle, there were two treatments. The first was carried out on June 22 2018 and the second treatment in this cycle was carried out on June 23 2018. The procedure for the treatment was: Planning, where the researcher made plans again before carrying out the second cycle, this time the researcher made preparations for the treatment to be given to students. Some preparations such as making lesson plans, preparing materials and teaching aids and preparing yourself as a teacher who will do the best possible treatment. After evaluating the first cycle, the researcher made a better plan to get better results in this cycle.

Second, the researcher carries out the plan, where at school, before starting learning, in this cycle, the teacher reviews the lessons learned in the last cycle. The teaching and learning process procedure is the same as in the first cycle. the words and activities presented by the teacher in this cycle are related to school supplies. They; books, pens, pencils, bags, rulers, whiteboards, windows, doors, tables, chairs, floors, teachers etc. Activities or orders given to students use several verbs, namely close, clean, open, pick, take, put,

stand up, sit down, point, touch, draw, write etc.

The teacher explains again briefly about the methods used in the teaching and learning process. In this opportunity, students began to adapt to the activity. He also provided some props to help students with what they would be demonstrating. At the second meeting of this cycle, the teacher gave a topic about Uniforms. The words given in this cycle relate to student uniforms such as hats, skirts, shoes, socks, shirts, t-shirts, ties etc. In this cycle the teacher also introduces some adjectives namely; dirty, clean, big, small, black, blue, pink etc.

The process of activities in this cycle can run better than the previous cycle. Students are familiar with the activities given by the teacher. After the teaching and learning process in the second cycle, the students' ability in mastering English vocabulary was evaluated by giving a post-test. There were 14 students who scored 95-100 (very good), nine students scored 85-90 (very good), seven students scored 75-80 (good), three students scored 65-70 (fair), and one student get a score of 60 (not good).) The results of student achievement in the post-test can be seen in the table below:

No	Students code	Total score	%
1	A-01	15	75
2	A-02	20	100
3	A-03	16	80
4	A-04	20	100
5	A-05	20	100
6	A-06	18	90
7	A-07	17	90
8	A-08	17	85
9	A-09	13	65
10	A-10	20	100
11	A-11	17	85
12	A-12	20	100
13	A-13	16	80
14	A-14	18	90
15	A-15	12	60
16	A-16	18	90
17	A-17	16	80
18	A-18	20	100
19	A-19	18	90
20	A-20	15	75
21	A-21	19	95
22	A-22	18	90
23	A-23	20	100
24	A-24	14	70
25	A-25	20	100
26	A-26	16	80
27	A-27	17	85
28	A-28	20	100
29	A-29	13	65
30	A-30	19	95
31	A-31	20	100
32	A-32	15	75
33	A-33	19	95
34	A-34	19	95
Total of the students = 34			2980

The student vocabulary scores shown in the table above can be depicted in a pie chart on the percentage form, as follows:

The Result of Second Cycle Post-Test
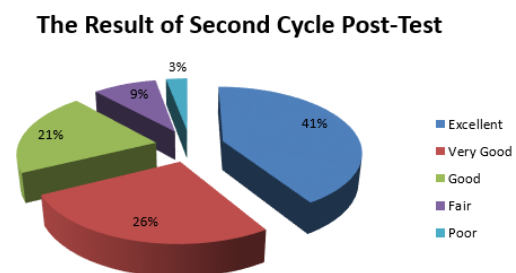
$$\text{The average of the students' result} = \frac{\text{The total of percentage}}{\text{The number of the students}}$$

$$= \frac{2980\%}{34}$$

$$= 87.64\%$$

The next activity in this research is observation. The researcher was assisted by his friends as observers who observed the teaching and learning process from start to finish. The observer must fill out the observation form given by the researcher. At this time the researcher must check the results of the post-test cycle II, the observation notes and the treatment provided. Reflection is used to decide whether or not the next cycle is necessary. In the second cycle there are 20 items that are the same as the pre-test. The results of the post-test in the second cycle showed that the students' progress was very developed. From the analysis above, the average post-test achievement of the

second cycle of students is 87.64%. it can be concluded that student achievement in learning English vocabulary by applying TPR experienced a significant increase. To prove the percentage increase in students' vocabulary, the test results in this action research are compared in the table below:

No	Students code	The Result of the Test (%)		
		Pre-Test	First Cycle Post-test	Second Cycle Post-Test
1	A-01	20	55	75
2	A-02	60	95	100
3	A-03	40	60	80
4	A-04	55	85	100
5	A-05	65	90	100
6	A-06	50	75	90
7	A-07	40	75	90
8	A-08	45	60	85
9	A-09	20	55	65
10	A-10	50	70	100
11	A-11	35	75	85
12	A-12	65	90	100
13	A-13	45	60	80
14	A-14	40	70	90
15	A-15	10	25	60
16	A-16	50	70	90
17	A-17	20	55	80
18	A-18	75	75	100
19	A-19	35	65	90
20	A-20	25	65	75
21	A-21	50	85	95
22	A-22	50	80	90
23	A-23	60	90	100
24	A-24	15	40	70
25	A-25	55	90	100
26	A-26	30	55	80
27	A-27	40	75	85
28	A-28	45	80	100
29	A-29	20	50	65
30	A-30	40	70	95
31	A-31	65	85	100
32	A-32	30	55	75
33	A-33	35	75	95
34	A-34	45	70	95
The total of percentage / The number of the student		$\frac{1425}{34} =$ **41.91**	$\frac{2370}{34} =$ **69.70**	$\frac{2980}{34} =$ **87.64**

The table above shows that most students get a much better improvement in learning English vocabulary. Even though the results of increasing students' vocabulary in the second cycle were not higher than the results of the first cycle, almost all students increased their vocabulary from the lowest criterion to the highest criterion. The target of this study was reached, then the treatment was stopped.

The picture below shows the increase in students' vocabulary from the pre-test, the first cycle of the post-test and the second cycle of the post-test:
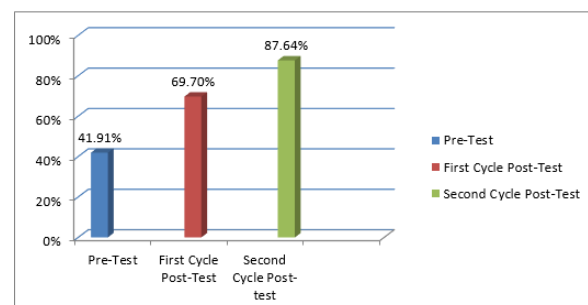
There are two types of observation notes in this study, namely language class observation forms and student observations. They are two observers who observe the teacher and students. The language class observation form is used to find out information about preparation, lesson presentation, class management, class atmosphere and language use. And student observation notes are used to find out information about student preparation and participation as well as student responses during the teaching and learning process.

Observation notes are about teacher activities during the learning process. There are 20 observational aspect

numbers and the score for each number is five. Then, the total score of the observation records is 100 (very good) and < 21 (worst) The percentage is calculated as:

$$\text{The percentage} = \frac{\text{The score}}{\text{The total score}} \times 100\%$$

The results of the teacher's observations are as follows:

No	Day and Date	The Result of the Teachers' observation (%)		
		Total score	Percentage	Criteria
1	Tuesday 19/06/2018	55	55%	Fair
2	Wednesday 20/06/2018	69	69%	Fair
3	Thursday 22/06/2018	75	75%	Good
4	Friday 23/06/2018	85	85%	Good

The table above is the result of the language class process, during which improvement research was achieved, and finally it can be concluded that the teacher presented the lesson plan clearly and effectively. He also pays good attention to students' difficulties. The students participated well, using English in class, doing assignments and responding to the material being taught.

The second is the result of student observation. In the first cycle the student response was quite good, most of the students looked enthusiastic and curious about the arrival of the researcher. Hence, he explained the procedure to the students and asked them to calm down and enjoy the time while studying. Some students asked him when there was something they didn't understand and he would answer their questions.

In the next cycle they were able to adjust to the situation during the first cycle

to the last cycle. Most of them are interested and very enthusiastic about the teaching and learning process, they are very happy in the teaching and learning process because it is like a game, there is no pressure in the teaching and learning process so students enjoy the situation. They should not only memorize words and orders but they also do them. They are no longer afraid and ashamed in carrying out any orders even though they make mistakes. But it cannot be denied that sometimes there are some students who do not pay attention so the teacher just reminds them.

From this point of view, the researcher concludes that by using TPR, students are motivated to actively learn new English words and students pay close attention to the teacher's explanation during learning and they are very interested in learning English with that method. used.

Based on these results it can be concluded that students' interest in learning English and the importance of English for students is good. The result of the first part is Approximately 81.17% which indicates that English is important for their life now and in the future. The result of the second part is 60.29%, it shows the students' difficulties in learning English, students feel that English is not easy. They find difficulties and problems in learning English.

The last section is about the advantages of the TPR method applied in this study. The yield is about 89.11%. it can be concluded that TPR has many advantages and benefits for students in learning English. They feel that TPR can help them learn English vocabulary as well as possible. They want TPR to be applied in teaching and learning English in their schools.

CONCLUSION

In this study, the researcher apply a two-cycle process. There are two treatments for each cycle. Based on the results of the analysis in the previous

section, the authors concluded that after carrying out two cycles of teaching and learning activities using Total Physical Response, students' progress became better. Mastery of students' English vocabulary can be improved. This is supported by the results of the pre-test (41.91%) which are lower than the results of the post-test (87.64%). Then, most of the students said that the activities in the teaching and learning process using TPR could help them master English vocabulary. Students' motivation in learning English increases. All students said that activities at TPR were very necessary and they hoped that this program would be carried out regularly and continuously. The researcher also concluded that the advantage of using TPR in teaching English vocabulary is that language is directly used in context, there is no pressure for students in the learning and teaching process using TPR, language learning is more effective when it is fun, TPR is good. how to build vocabulary, TPR motivates students in learning English because it is fun, TPR is easy to remember, Increases students' self-confidence.

TPR also has several weaknesses, namely: Limited scope of language. Certain target languages may not be suitable for this method, TPR is easy to overuse. This is evidenced by what Asher said "No matter how great and productive an innovation is, people will get bored with it."

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