

THE USE OF TOTAL PHYSICAL RESPONSE (TPR) IN TEACHING VOCABULARY MASTERY OF THE FOURTH GRADE STUDENTS OF SD NEGERI 1 NGABUL JEPARA IN THE ACADEMIC YEAR OF 2021/2022

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Abstract.

English subject in elementary school is very important. In SDN I Ngabul Tahunan Jepara, English is taught to students since they are in fourth grade. At this age, the students are willing to study any subjects that make them enjoy with great enthusiasm. This latter project attempts to examine the use of Total Physical Response (TPR) in mastering the vocabulary of teaching SDN 1 Ngabul. The main aims of this study were to determine the effect of TPR in mastering teaching vocabulary and to determine students' attitudes towards learning using TPR. The fourth grade class in SDN 1 Ngabul was consisted of 25 students that were used as subject of this study. Pre-test and post-test data were analyzed statistically and not statistically. The result showed a rise in student scores. The result of the post-test showed that most students got a higher score after using TPR. The students were also in great enthusiasm during the learning process with TPR. They were very enjoyable and happy during with that. It showed that TPR is successfully helping students in mastering vocabulary.

Keywords: Total Physical Response, vocabulary mastery, students' attitude

(A) Introduction

Language is used by people to communicate with others. There are so many languages in the world, including local, national or international languages. English is a global language that a lot of people use in this world. Therefore, learning English is very important so that we can communicate with other people all around the world. The ability to speak English will help us find employment, study on board, get a grant, and many more. In Indonesia, English becomes a second language.

Learning the language requires four skills: listening, speaking, reading and writing. But, for elementary school students, teachers will teach a simple English pattern including vocabulary, grammar, spelling and pronunciation. The main objective of the government's stated learning of English is to enable students to communicate effectively in both oral and written English. But between four skills, speaking becomes a core skill which must be mastered by the students. In the local contents, curriculum in 2006, the objective of English language learning is to make students able to use English in daily communication at school and also be aware of increasing the nation's competitiveness in a world society. (Sutiyono, 2014).

Vocabulary is one of the elements of language competence has an important role for the English learner in learning a foreign language. Language proficiency is linked to the ability to master in vocabularies. Vocabulary is central to language instruction and learning. But, teaching vocabulary to elementary students is not very easy. Students have their own problem in mastering vocabulary. Knowing the student's difficulties will help the teacher to find the appropriate teaching method to help them. Therefore, the teacher must prepare the material and use an effective method to make the learning becomes effective and fun. So, the learning will be very enjoyable and students can master the vocabulary easily.

Basically, we should understand that the objectives in teaching English to elementary school students is to make them interested in studying English. To achieve this, we must understand the characteristics of the students and choose the right materials and methods for them. Therefore, before starting teaching, we should have sufficient knowledge about the students, especially their background. English class can give a fun experience for the students, but it also can bring a scary experience if we cannot manage it well.

Saylor and Alexander said that a curriculum is a plan of action by students and teachers (Olivia, 2009). The action is not limited to subjects but also other activities in the school. With the development of technology and globalization, the Indonesian education curriculum has changed and improved. The previous curriculum was student-centered, but the students were still dependent on the teacher's explanation and not fully played an active role. Therefore, Nadiem Makarim as the Minister of Education and Culture in Indonesia launched Merdeka Belajar. The curriculum has priority concepts in independent learning, namely freedom in thinking (Indarta et al., 2022). According to (Gumilar & Aulia, 2021) Merdeka Belajar aims to increase the potential development and independence of students with all their abilities and development in learning. The curriculum allows students who basically have different potentials, interests, and talents to develop their ability and interest in independent way.

Merdeka Belajar provides opportunities for students to study in a relaxed, calm and happy based on the students' talent and interest. The focus of Merdeka Belajar is to give more freedom to students so they could think creatively and independently. In this curriculum, the teacher will help the students to develop their potential and abilities with the way they love. Merdeka Belajar offers a new way to educate students in Indonesia. The learning achievement will be better teachers may use their own method that is good for their students (Istiq'faroh, 2020).

The development of curriculum has contributed to the learning process of English in schools in Indonesia. Learning is said to be successful if students can implement what the teacher has given them. However, in the application of English language lessons in classes is still a lot of factors that make the learning objectives unsuccessful, starting from students reluctant to learn English because it is considered difficult, lack of motivation from students, the factor of educators who are less competent in providing subject matter, the use of vocabulary from the teacher which is considered difficult by students, learning that is more emphasized on theory than practice, the lack of strategies applied by our educators to students and many more. Therefore, the teacher should use the right method in teaching English so the students will feel enjoy in the learning process.

Proficiency in a language is associated with proficiency in vocabularies. The teachers should teach the students using techniques that encourage the students to be active in the classroom. The teachers must teach about vocabulary earlier before other language skills. Therefore, the teacher must use the right method, that is the Total Physical Response (TPR).

From the background of the study, the writer states problems as follows :

1. How is the Total Physical Response (TPR) method used in teaching the vocabulary mastery of the fourth grade students of SD Negeri 1 Ngabul Jepara in the academic year 2021/2022?

2. How is the students' vocabulary mastery before and after taught using TPR?
3. How is the students' attitude towards the implementation of TPR in teaching vocabulary?

(B) Literature Review

Learning vocabulary is very important. Tnanh Huyen & Thi Thu Nga (2003, in Rouhani & Purgharib, 2013) define vocabulary as a language element that links between the four language skills including listening, speaking, reading, and writing in learning a foreign language. The Vocabulary here may refer to all words in the whole language that are used in particular varieties such as dialect, register and terminology. Learning vocabulary is purposed to find and understand the meaning of specific words in the language. It refers to the words that are used in communication. The combination of vocabularies is important to make sentences or even discourses. The more vocabularies we have, the more we have word choices to convey our ideas and thoughts.

Vocabulary of the language consists of lexical forms (words) that refer to part of our experience. Knowing many English words is very important especially when we want to use it in our daily communication. It also will give us more chance in understanding the language. Vocabulary is knowledge of words and its meaning. Actually, according to Miller and Gildea (1987, in Bahri 2018) vocabulary mastery is the ability to understand the words and its meaning, its sound and its use in different contexts.

By mastering vocabulary, we will be easy to express our ideas and to understand others. Therefore, vocabulary mastery is a great skill in using the words of a language, based on our interests, and needs. According to Thornbury (as cited in (Al Hosni, 2014), vocabulary is more important than grammar. By mastering English vocabulary, students will be easier to express their ideas orally. Thus, the way to teach vocabulary, becomes one of interesting topics to be discussed by English teachers.

Asher, a professor in psychology at University of San Jose California developed the Total Physical Response (TPR) to teach a language to the children. He found that when he gives a command to children or students, they will respond it physically before start producing a response in verbal. Asher (in (Larsen-Freeman & Anderson, 2013) notes that children listen more before speak when they are learning a language. Children do physical activities such as moving and reaching during the listening activities. In term of language use, the TPR method is very easy because it contains elements of game movements so that it makes students happy and creates positive mood during the language lesson.

The TPR is a language learning method that combines utterances and actions. The purpose of this method is to stimulate the ways children acquire their mother languages in learning foreign languages. Total Physical Response combines command, speech, and motion. In this method, the teacher will teach about language to the student through physical activities. James J. Asher said that the Total Physical Response (TPR) is very suitable for early childhood as children will respond with their physical or body language before they begin to produce a verbal response or known as verbal language (Sumiati, 2019).

The TPR method emphasizes more speech and action. The goal of the TPR method is to have a basic speaking skill through the use of imperative sentences. The students will listen and then obey the command are TPR main activity. Therefore, in learning vocabulary, it will be easier to recall the words that have learned if the students use their body. The TPR method is best applied to introduce new vocabularies, new grammatical feature and listening in fun activities.

(C) Method

According to Tuckman (1978), research is a systematic attempt to find answers to questions. In the basic research, the answers may be abstract and general, but in applied research the answer may be specific. Basic research looks at the relation between two or more variables. In this research, the writer will identify a problem, examine selected relevant variables through a literary review, construct a possible hypothesis, create a research design to investigate the problem, collect and analyze appropriate data, and then draw conclusions about the relationships of the variables. It often does not give immediately usable information to change the environment. The aim is to develop a model or theory that identifies all relevant variables in a particular environment and then hypothesizes about their relationship. After that, use the finding to develop a given curriculum, a particular teacher-training program, a textbook or an audio-visual aid and etc.

The population is a group that the researcher is looking for information and conclusions about. When the researcher is interested in the teaching method for students, for example, the population of the study would be students (Tuckman, 1978). Population is group of people, objects or things that have characteristics from which the researcher gets data. Therefore, the population in this study is the fourth grade students of SD Negeri 1 Ngabul Jepara in the academic year 2021/2022.

Tuckman (1978) said that when we do a study, we must select a sample from such population. In this study, the writer will use all students in fourth grade of SD Negeri 1 Ngabul in the academic year 2021/2022 as a sample. The number of fourth grade students of SD Negeri 1 Ngabul Jepara in the academic year 2021/2022 used in this study is 25.

The instrument of research refers to some devices used in observing and recording events or gathering data (Miles, 1994, Saleh, 2001). In collecting data, we can use questionnaire, interview, observation, test and etc. (Arikunto, 1998). In this study, the researcher will use test and questionnaire as the instrument.

The test is used to find the level of student's achievement on the material given. The test or evaluation is a significant aspect in the teaching process. The teacher cannot directly judge the teaching and learning process unless the assessment of students' performance is done.

There are some results from education that are too intangible to measure, such as critical thinking and satisfaction (Ebel, 1991). Teachers can get information about the students' progress by using other tools, not with a test. The questionnaire is used to gather data about idea, opinion or experience (Saleh, 2001). Therefore, the writer will use it to get the data about the student's attitudes towards the learning process.

1. Data Collection

Data are used in the research to find answers of the problem statements. In the process of collecting the data, the writer will give a pre-test, then use the TPR method to teach the students. After that, the writer will give a post-test to find out the effect of TPR method to the students. The writer also gives a questionnaire to know the student's attitude toward teaching and learning process. The questionnaire is used by researchers to convert into data the information directly given to by a person (research subjects) (Tuckman, 1978). Therefore, data that is used in this study gained from the questionnaire and test.

2. Data Analysis

The data from pre-test and post-test are then categorized and classified to find the students' level of achievement. The questions are in the form of multiple choices. The rating scale from is from 0 to 100. Then, the writer categorized the students' scores from the lowest to the highest. For the questionnaire, there will be three choices, those are yes, no and neutral. Then the researcher classifies it into percentage.

In this study, the writer uses the descriptive statistical analysis to analyze the students' achievement. The writer will analyze the mean, median, mode, and standard deviation.

a. Mean

The mean is computed by adding a list of scores and then dividing by the number of scores (Tuckman, 1978). It is the average scores of the group. It is used to determine the position of the students in achieving the material given. The formula used to determine and find mean is:

$$Mx = (\sum X)/N$$

In which:

Mx = mean

$\sum X$ = the sum of any test scores or x

N = the number of samples

b. Median

The middle of the score is called median (Tuckman, 1978). It is a description of the score distribution and is considered to be complementary information to average scores.

c. Mode

The data that occurs most frequently is called mode. It is the score that has a maximum frequency in the data.

d. Standard Deviation

The standard deviation is an average of the measure by which a series of scores deviates from the mean. It is a measurement of the variability in the distribution of scores. The standard deviation will be smaller if the spread of scores is closer. It will be greater if the spread of scores is greater. The formula of standard deviation is:

$$SD = \sqrt{((\sum fX^2)/N)}$$

In which:

SD = Standard Deviation

$\sum X^2$ = the sum of deviation squared

N = total of the subjects

3. Reporting the Result

There are many various ways in reporting the result of the study. Those can be in the form of statistical data, charts, tables, etc. The writer here uses Tinambunan formula to categorize and describe the students' achievement.

Table 1. Tinambunan's classification of achievement

The Percentage of Correct Answers	Grade	Levels of Achievement
93 – 100%	(D) Outstanding	Outstanding Achievement
85 – 92%	(E) Very Good	Above Average
75 – 84%	(F) Satisfactory	Average
60 – 74%	(G) Very Weak	Below Average
Below 60%	(H) Fail	Insufficient

(I) Finding and Discussion

The purpose of this study is to identify the use of the Total Physical Response (TPR) in teaching the vocabulary mastery of the fourth grade students of SD Negeri 1 Ngabul Jepara in the academic year 2021/2022 and students' attitude toward it. The population and sample of

this study is the fourth grade students, the writer use total sampling. The writer gave pre-test before the treatment and post-test after treatment.

Table 1. Frequency of the students' pre-test score

No	Score (X)	F	f(X)
		3	168
		3	174
		2	124
		6	384
		7	462
		4	288
		25	1600

Table 2. Frequency of the students' post-test score

No	Score (Y)	f	f(Y)
		6	456
		1	78
		3	240
		1	82
		5	420
		4	360
		3	276
		2	188
		25	2100

The mean of pre-test is 64 whereas the post-test is 84. There is a significant improvement of students' mean, that is 20. The median of pre-test is the thirteenth that is: 64. Whereas the median of post-test is also the thirteenth, that is: 84. The modus of pre-test is 66. The modus of post-test score is 76. The standard deviation of pre-test is 5,29 and post-test is 6,35.

After analyzing the statistic data from the students score, the writer will do non statistical analysis. The levels of achievement by the use of five letters as score, those are A, B, C, D, and E. The writer classified the students' scores using Tinambunan formula. This is called Criterion-Referenced grading. Based on the Tinambunan formula, the writer would classify the students score as follows :

Table 3. Tinambunan formula of students' pre-test score

No	The Percentage of Correct Answers	Frequency	%	Level of achievement	Grade
1	93 – 100%	0	0%	(A)	Outstanding
2	85 – 92%	0	0%	(B)	Very Good
3	75 – 84%	0	0%	(C)	Satisfactory
4	60 – 74%	19	76%	(D)	Very Weak
5	Below 60%	6	24%	(E)	Fail

Table 3. Tinambunan formula of students' pre-test score

No	The Percentage of Correct Answers	Frequency	%	Level of achievement	Grade
1	93 – 100%	2	8%	(A)	Outstanding
2	85 – 92%	7	28%	(B)	Very Good
3	75 – 84%	16	64%	(C)	Satisfactory
4	60 – 74%	0	0%	(D)	Very Weak
5	Below 60%	0	0%	(E)	Fail

Based on the table of pre-test score above, we can see that 19 students (76%) got below average and 6 students (24%) got insufficient grade. This means that the students' skill, especially in English vocabulary mastery was not good enough.

But, as we can see in post-test score, there are 2 students (8%) got outstanding achievement, 7 students (28%) got above average, 16 students (64%) got average and no student got below average grade. This result shows that the teaching process using Total Physical Response method in fourth grade students of SDN 1 Ngabul Tahunan Jepara is considered to be successful.

The result of the interview to principal, English teacher and 25 students show that the Total Physical Response (TPR) is a good method that helps student in vocabulary mastery. Students also feel enjoy during the learning using TPR.

Table 4. The students' attitude toward the implementation of TPR in teaching vocabulary

No	Questions	Answers		
		Yes	No	Neutral
1	Do you love studying English using the TPR	22	2	1
2	Do you think the TPR method can help you to master in vocabulary?	23	1	1
3	Do you enjoy the TPR class?	24	1	0

After reading the table, we can conclude that the students love to study English by using the Total Physical Response (TPR) method. This method also helps students to master in vocabulary. And the last, based on the table, the students feel enjoy to learn English by using the TPR method.

(J) Conclusion

The Total Physical Response method is very useful in helping students in vocabulary mastery, especially for fourth grade students of SDN Ngabul 1 Tahunan Jepara in academic year 2021/2022. The Total Physical Response method makes students memorize words through action. In this case, all students' senses are working together. The students not only use their eyes to see the material and ears for listening it but also the total of their body. This make all sensors in their body working together to memorize any words related to the material given. This method makes not only the teacher but the students also become very active in learning. It makes their motivation toward learning become higher as they enjoying it. The students will not be bored spending their time in classroom only sitting on their chairs. In the Total Physical Response method, the teacher used the language directly on the context. It makes the students focused on the subject. The Total Physical Response method can be applied not only in the classroom but also outside. This will help the students feel enjoy.

In teaching vocabulary mastery, the teacher should use the appropriate method for the students in order that it creates the atmosphere in the classroom more interesting. But, before conducting a certain method, the teacher must understand the situation in the class first. The teacher ought to give more motivation to the students, so that they will feel happy to learn the vocabulary mastery. The methods that are used in teaching vocabulary are hoped to be suitable with the material. The teacher should accommodate many kinds of vocabulary to improve the students' vocabulary achievement. The School of SDN 1 Ngabul should have more facilities of the books of English Language, Reading books, etc.

i. References

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