

## THE EFFECT OF TOTAL PHYSICAL RESPONSE METHOD ON STUDENTS' VOCABULARY FOR SECOND GRADERS OF MTs TPI SAWIT SEBERANG

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### ABSTRACT

This study used a hybrid methodology that combined quantitative and qualitative techniques. The aim of this study was to find out whether Total Physical Response (TPR) method significantly affect the students' vocabulary for second graders of MTs TPI Sawit Seberang. There were two classes were chosed as the sample of this study where class VIII B as the experimental group and VIII A as control group which consist of 25 students each group. A quasi-experimental design was employed by giving pre-test and post-test to the two groups (control and experiment) where the treatment by using TPR method was given to the experimental group, while the control group was taught by traditional method. The results of this study showed that the significance score was 0,000 which means  $< 0.05$ . It means that  $H_0$  was rejected and  $H_a$  was accepted. It can be concluded that Total Physical Response (TPR) method significantly affect the students' vocabulary mastery of second graders of MTs TPI Sawit Seberang. The results of observational research also showed that the assessment of this method's benefits in lowering pressure and stress for students. The Data from field notes revealed that students happily engaged in the class activity without experiencing any stress.

**Keyword: TPR Method, Vocabulary Mastery**

### INTRODUCTION

When one wants to master a language, particularly English, their command of vocabulary is crucial. However, in practice, a lot of students still struggle to retain it or use it in daily life since their learning activities are too formulaic and repetitive. Therefore, it is essential to have something that may help pupils acquire language and be prepared to use it in regular life while still being enjoyable. (Ice Sariyati, 2013)

This study uses the Total Physical Response (TPR) technique to teach English to children while increasing their vocabulary in engaging ways. English proficiency is essential in the age of communication and globalization. To promote the four foreign language abilities to listening,

speaking, reading, and writing, vocabulary instruction is designed to help students or students understand and master foreign language vocabulary verbally and mastery of written vocabulary as one of the language aspects taught. Therefore, if a person has a large vocabulary, they can communicate effectively.

Because people in most parts of Indonesia still favor their native tongue or regional language, learning English is still regarded as a challenging foreign language. To encourage students' interest and expertise, teachers require new ways in addition to traditional teaching methods. The Total Physical Response (TPR) method is one strategy for enhancing English speaking abilities. The TPR approach (Richards, Jack C. dan Rogers, Theodore S, 2001) is a great way to help students become more fluent speakers.

The synchronization of speech and movement is emphasized by this technique. With the use of physical activity, this technique teaches language. The TPR method's fundamental tenet of employing all five senses to learn is based on this. Students who use this approach can learn by practicing their behaviors, watching examples, and observing others. This TPR approach is very simple and light in terms of language use, and it also incorporates elements of gameplay to help students relax from the difficulties they may be experiencing in the lesson—especially while learning a foreign language—and to help them feel more upbeat. This can help students learn so they are more motivated and successful in the course. The meaning or significance of the target language is acquired. This TPR approach is very simple and light in terms of language use, and it also incorporates elements of gameplay to help students relax from the difficulties they may be experiencing in the lesson—especially while learning a foreign language—and to help them feel upbeat. This can make learning easier and boost student enthusiasm and lesson success. During the action, the meaning or meaning of the target language is learned. The TPR method is actively and specifically implemented by teachers or instructors.

MTs TPI Sawit Seberang is one of the private elementary school which is located at Jl. Sempurna No. I Kelurahan Sawit Seberang Kabupaten Langkat. Based on the observations that students have low motivation in learning English which caused the low competency of English especially in vocabulary mastery. The teachers who teach English have a lot of experiences but they still teach conventionally. By looking at the issue the researcher recommended the Total Physical Response (TPR) method in order to engage the students motivation in learning English and improve their vocabulary mastery.

The Total Physical Response Method is related to the psychological concept of "tracking theory," which entails rote memorization through intense repetition of both verbal and physical exercises. Rogers and Richards The foundation of the Total Physical Response Method (TPR), which aims to teach language through physical (motor) activity, is the coordination of speech and action. Total Physical Response (TPR) is a physical movement that occurs from an instruction that occurs in the learning process that forms social interaction (Dzurotul Ilmi & Anwar, 2022)

The following are some drawbacks of the Total Physical Response technique, according to Putri (2016) : It is not an original approach. Creative thought and opinion expression are prohibited for students. TPR is prone to overuse. It has limitations because this approach can't account for everything. It should be used in conjunction with other strategies. It's just for kids. Because they are not accustomed to this approach, students frequently feel humiliated.

Beginner students are capable of responding physically to instructions. It is anticipated that students who actively engage in their education and make use of their body intelligence will do better. It is a technique that actively engages both the left and right sides of the brain at once. There aren't a lot of teaching aids available. The teacher's skill with body language and competence are crucial factors. Young learners or children require different approaches to foreign language instruction than adults, particularly because they are more likely to engage in movement and

physical activity. Furthermore, according to (Shin, J. K., 2006) learners will retain the language they have learned better if they are having fun while learning it. Total Physical Response (TPR) supports children's cognitive development thereby stimulating all their senses, imagination, and creativity. With this technique, children use physical and mental energy productively, while facilitating the development of language and social skills such as cooperation, negotiating, competing, and following rules (Dzurotul Ilmi & Anwar, 2022).

Vocabulary is commonly defined as "all the words known and used by a particular person" (Lestari et al., 2022). The most crucial aspect of learning a language is its vocabulary. Vocabulary of language in communication must be understood and recognize, because without understanding and recognizing the vocabulary of the target language, the verbal communication will not run well for the learner who are in this effort to master or understands the rules of vocabulary of the target language (Lestari et al., 2022). Active language acquisition can also be accomplished by structuring and comprehending the language's words as well as by receiving enough exposure to them. To be able to explain oneself in a language, one must have a sufficient vocabulary, as this facilitates communication. For this reason, it's critical to build a sufficient vocabulary when learning a language so that you can comprehend and communicate. "Little can be achieved without grammar, but nothing can be achieved without words," Wilkins said about the value of vocabulary.

According to (Freeman, Dianne Larsen, 1985) and other academics, speaking, listening, reading, and writing are fundamental language skills. Grammar and vocabulary are also fundamental language abilities.

Although students are not coerced into speaking in any way, they are expected to be prepared because it is thought that learning a second or foreign language will be similar to learning one's native tongue. As a result, speaking is anticipated after initial language exposure, comprehension, and observation of physical reactions. Students who view their professors as role models will eventually begin to mimic them. They start responding to the teacher's orders in a meaningful way. Students should not get direct correction when using this strategy, and they should be encouraged to speak up and try to make sense of the situation as they go through it. People who are learning a new language will be negatively affected by interruptions and attempts to correct every word they say. As interactions get better, more corrections might happen (Gocen, A., Eral, S., & Bucuk, M, 2020). With novices and younger students, the strategy works better (Gocen, A., Eral, S., & Bucuk, M, 2020).

## RESEARCH METHOD

The embedded mixed method employed in this study, mixing quantitative and qualitative data. A quasi-experimental design, which involved two groups (control and experiment) and a pretest and posttest, was utilized to determine if the TPR method is successful in helping students of MTs TPI sawit Seberang in learning English vocabulary. The design is described in more detail in the table below.

There were two classes of grade eight of MTs TPI Sawit Seberang participated in this study. Grade VIII A Class which consist of 25 students appointed as control group and Grade VIII B appointed as the experimental group. The researcher did not carry out the treatment by herself. The treatment was provided by two teachers. The same English vocabulary materials (single-word vocabulary items) were taught to the experiment group, but the first teacher used the Total Physical Response method as a treatment by introducing some language instructions.

Three stages made up in this methodology: combining quantitative study results with meta-analysis, combining qualitative research findings with thematic synthesis, and comparing the outcomes of the three processes. Descriptive research methods to obtain information about current conditions and to assess hypotheses or questions regarding the current research situation. In addition, to determine student perception to the use of the TPR method, the researcher applied a qualitative research approach by conducting interview. With the aim of obtaining information from the opinions and feelings of participants and drawing reliable conclusions (Creswell, J. W., & Plano Clark, V, 2006). The goal of this approach is to use analytical themes derived from thematic synthesis to explain differences in studies when used with meta-analysis. For clearer description of the design can be seen in the table below:

**Table 1. The Desain of he Research**

<i>Experiment Class</i>	<i>Pretest</i>	<i>X(Treatment TPR method)</i>	<i>Posttest</i>
<i>Control Class</i>	<i>pretest</i>	<i>X(Treatment with conventional Method)</i>	<i>Posttest</i>

The vocabulary materials taught covered body parts, colors, objects in the classroom, animals. The class was conducted in three meetings. The other teacher, however, gave the control group by using the standard way.

As this research aimed to find out the effectiveness of TPR Method on students' vocabulary of Gade VIII students at MTs TPI Sawit the result of the pre-test and post-test of both classes analyzed by the application of SPSS 25,0 ),

The writer compared the post test scores of the experimental and control groups to answer the main question, whether there was any significant difference between using Total Physical Response method and without TPR on Grade VIII students' vocabulary achievement of MTs TPI Sawit Seberang. The t-test formula for independent samples was used to answer this question. The formula determined whether the mean scores of the experimental and control groups differed significantly.

### 3. RESULTS AND DISCUSSION

This section presents the research findings to determine if Total Physical Response improves student vocabulary. The writer analyzed the data by using a procedure from the previous chapter. The writer used t-test formula for independent sample at 5% significance and 38 degrees of freedom to answer the main question, "Is there any significant difference between using Total Physical Response method than using traditional method in teaching vocabulary to the VIII grade of MTs TPI Saetit Seberang?". Then, the writer compared the experimental group's post test score means to the control group's.

The descriptive statistics of the experimental and control class pre-test and post-test data are compared to acquire an overview of the scores between the classes before giving the treatment and after giving the treatment and to see the improvement of each class as shown as follow :

**Table 2. The Results of Pre-Test and Post-Test of Experimental and Control Classes**

	N	Mean	Std. Deviation	Std. Error Mean
Pre Test of experimental Class	25	59.48	7.671	1.534

Post Test of experimental class	25	81.92	4.983	0.997
Pre Test of Control class	25	63.52	9.653	1.931
Post Test of Control class	25	62.96	9.791	1.958
Valid N (listwise)	25			

From the table above it showed that the pre-test mean score of the experimental class was 59,48 with standard deviation 7,671, and the post-test mean score was 81,92 with standard deviation was 4,983 with the sig value lower than 0,05 ( $0,00 < 0,005$ ) which means that there was difference after given the treatment by using TPR method. While it was found that the pre-test mean score of the control class was 63,52 with the standard deviation 9,653 and the post-test mean score was 62,92 with the standard deviation was 9,791, with the sig value  $0,621 > 0,005$  which means there was no difference and affect of the traditional method on the students vocabulary achievement.

To show whether there was effect of TPR method on students' vocabulary the Hypothesis Testing was conducted by using independent samples test as shown below :

**Table 2. The results of the Post-test Score Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
RESULT POSTEST	Equal variances assumed	1.946	.169	4.296	48	.000	10.120	2.356	5.383	14.857
	Equal variances not assumed			4.296	44.883	.000	10.120	2.356	5.375	14.865

The table above showed that significance score is 0,000 which means  $< 0.05$ . It means that  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that Total Physical Response method significantly affect the students' vocabulary mastery after implemented to the experimental class. The results of observational research also supported the assessment of this method's benefits in lowering pressure and stress for students. The Data from field notes revealed that students happily engaged in the class activity without experiencing any stress. The TPR method is appropriate for teaching young learners because, according to (Gitlow, H. S., & Levine, D. M, 2005), young learners are physically active when acquiring and studying languages and they engage in joyful language-related activities. The results of observational research also supported Head's assertion that learners will like getting up from their chairs and moving around. Even though the data from observation using field notes also showed that the majority of students perfectly executed the teacher's commands after the teacher did as an example and repeated the commands numerous times, the data from observation using field notes showed that the students understood both the learning material and the classroom instructions. The results of this study indicate that the Total Physical Response approach is efficient and appropriate for use in helping MTs from TPI Sawit Seberang learn English, particularly English vocabulary because it facilitates their learning.

#### 4. CONCLUSION

Based on the result of the data analysis, it can be concluded that the total Physical Response (TPR) method is significantly affect the students' vocabulary mastery of Grade VIII students of MTs TPI Sawit Seberang. It is supported by the pre-test and post-test result of the experiment class that there was significantly improved after being given TPR method treatment, and it was different from that of the control class after being given conventional method treatment where there was no difference before and after treatment.

The TPR method also can motivate the students to be amore active in learning English vocabulary, as it is entertaining them. It was supported by the real condition that the students felt so happy, enthusiastic, and laughing much during the learning activity.

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