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THE USE OF TOTAL PHYSICAL RESPONSE FOR TEACHING ENGLISH VOCABULARY AT SMPN 1 KRAMATWATU

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ABSTRACT

This study discusses the application of the TPR method at SMPN 1 KRAMATWATU for grade 8F students. This study takes how effective the method is. The result shows that students understand more when using the TPR method. Researchers used descriptive qualitative when conducting the research.

Keywords: TPR, method, descriptive

INTRODUCTION

Vocabulary is one of the main requirements that determine the success of someone who is skilled at speaking, the richer a person's vocabulary, the more likely a person is to be skilled at speaking and the easier it is to convey and receive information both orally, in writing and using signs. According to Tarigan (1985:85), explains that vocabulary can increase the growth of writing, speaking, reading and listening activities. Seeing the importance of vocabulary, it must be realized that learning vocabulary must be interesting for students.

There are many methods that can be applied in teaching vocabulary, especially teaching English to young students. Teachers now have to involve physical activity during teaching and learning activities. According to Scott and Ytreberg (1990:2) "children's understanding comes through hands, eyes,

ears and the dominant physical world all the time". That is why when teaching and learning activities involve physical activities so that it is easier to understand and remember the vocabulary given.

Of the many learning methods in English, in this study, the authors chose the Total Physical Response (TPR) method in teaching vocabulary. Richards and Rodgers (1986; 87) stated that Total Physical Response (TPR) was developed by Asher in the 1970s. From a developmental point of view, he sees successful adult second language learning as a parallel process to the acquisition of a child's first language. He claimed that speech addressed to young children consisted primarily of commands, which children responded to physically before they began to produce verbal responses. Apart from that, the author also wants to complete the teaching methodology course and try to



apply the Total Physical Response (TPR) that has been taught in the teaching methodology course.

Based on the explanation above, the authors conducted a study entitled "Use of TPR for teaching vocabulary at SMPN 1 Kramatwatu".

Teaching

The main task of a teacher is to teach. The definition of teaching is very complex. According to Brown, "Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in learning something, imparting knowledge, causing to know or understand" (Brown, 2000:7). Brown provides another definition of teaching because it relates to learning itself and cannot be defined separately from learning itself and cannot be defined separately from learning. He said that "Teaching is "To teach is to guide, facilitate, learn, enable learners to learn, and set the conditions for learning" (Brown, 2000:7).

In the teaching and learning process, the teacher is an important element because the success or failure of the teaching and learning process depends on the teacher in carrying out the process. Therefore, a teacher is required to have good quality in teaching. What can make someone a good teacher? Harmer gave his opinion based on a survey he conducted of his respondents such as teachers, trainers, methodologists and students. The resulting resume is that what makes a good teacher is not so much about the teacher per se as it is about the relationship between the teacher and students. Teachers should be easily approachable. Successful teachers are those who can identify the aspirations and difficulties of their students when they teach them. A good teacher should try and draw out students who are quiet and control students who are more talkative. The teacher must be able to correct people without offending them. A good teacher is more concerned with the learning of his students than teaching himself. (Harmer, 1998:1-2).

Vocabulary

Vocabulary is a basic language aspect that must be mastered before mastering English skills. There are several definitions of vocabulary by several experts. According to Hornby (2006: 1645) vocabulary is all words that are known or used by someone and are all words in a particular language.

Vocabulary is a list or set of words for a particular language or a list or set of words that may be used by speakers of an individual language (Hatch & Brown, 1995:1). Vocabulary is the first basic important aspect for learning English by learners. By mastering vocabulary, they are able to communicate both orally and in writing well. In addition, by having a large vocabulary, learners are expected to be able to master the four skills in English such as reading, speaking, writing and listening.

From the definition above, we can see that vocabulary is all the words in a language that are known and used by someone to communicate with each other. According to Rivers as quoted in Nunan (1991: 117), vocabulary is very important for the successful use of a second language because, without an extensive vocabulary, the learner will not be able to use the structures and functions that we may have learned for comprehensible communication. From this statement it can be concluded that vocabulary is the first element in English. Vocabulary must be well mastered by young learners to support mastery of English.

Total Physical Response

Total physical response (TPR) is a language teaching method developed and introduced by James Asher, a professor emeritus of psychology at San José State University during the 1960s. Asher (1968) suggests that this approach bears a close resemblance to how children appear to learn their first language. This is based on the belief that to learn a new language, humans must understand the concept of the language before



being able to produce the target language (Winitz: 1981).

Total Physical Response as a method in teaching vocabulary. Method is a set of generalized classroom specifications to achieve linguistic goals. Methods tend to be concerned primarily with the roles and behavior of teachers and students and secondarily with features such as linguistic goals and subjects, sequences, and materials. They are almost always considered to be widely applicable to various audiences in various contexts (Brown, 2001:16). This shows that the method helps teachers and students to achieve learning goals in the classroom. In addition, Richard and Rodgers (1986:155) argue that method is an umbrella term for the specification of the relationship between theory and practice. From the statement above, the teaching method is like an umbrella that connects practice and theory. In this study, the authors chose the TPR method, which is one of the applied language teaching methods that relates to the coordination of commands, speech and movements so that it is easier to master a language in learning. This method aims to improve the quality of learning and the participation of students who are still low in the process of learning English.

It can be concluded that using the Total Physical Response (TPR) method can increase the motivation to learn English for class 8F students of SMPN 1 Kramatwatu in the material of giving and asking that is conveyed.

Procedure of TPR

Slattery and Willis (2005:23) argue that Total Physical Response (TPR) is when children listen and follow the entire sequence of instructions, do what the teacher says. This is a great way to start using English for classroom communication. The procedure is:

1. Teacher: Tells students what to do, Uses clear pronunciation and natural intonation, Helps them understand various movements or by performing actions.

2. Students: Must listen to instructions carefully, Enjoy doing actions, can do actions together or individually, Don't have to speak (but do it often), understand because gestures and language go hand in hand.

This step is carried out in the following ways:

- a. This review is a quick warm-up where each student moves around with commands such as; sit
- b. New commands they don't know yet, here we introduce some new vocabulary such as; act like you are driving a car.

METHODOLOGY

Kaswan and Suprijadi (2013: 10) also quote from Tavakoli et al that research designs can be classified into three broad research categories: (1) quantitative research designs, (2) qualitative research designs, and (3) mixed methods research designs. Authors can choose between qualitative which tends to use rich descriptions, quantitative which uses numerical data, or mixed methods which combines qualitative and quantitative designs. Qualitative research method is a research method based on postpositivism philosophy, used to examine natural object conditions (as opposed to experiments) where researchers are key instruments, sampling data sources are taken purposively and snowball, with triangulation data collection techniques (combined).

This study uses a qualitative descriptive research method. When viewed from the purpose of conducting descriptive research, it is to describe the facts of the objects and subjects that are studied systematically and precisely to those who are studied. In order for the research to be carried out systematically, it is necessary to have a research plan through observation, interviews, and documentation.

Research that is descriptive qualitative is a research method that describes an object, phenomenon, and social setting in the form of words and pictures through writing obtained based on data and facts that occur in the field. Researchers can hope that the descriptions

obtained through speech, writing, and pictures provide the embodiment of the research objectives based on the facts that occur. Researchers in this study will describe the implementation of the Total Physical Response (TPR) method in learning English on the material Giving and Asking Instruction in class 8F SMPN 1 Kramatwatu, Serang, Banten.

RESULTS AND DISCUSSION

Data Description of Students Using the TPR Method in Their Vocabulary Mastery

Based on the observations obtained by using the TPR method in providing vocabulary learning to 8F students at SMPN 1 KRAMATWATU, it turned out that it was able to influence students' understanding of the vocabulary given. By providing movement or learning by doing it is able to make students directly involved and actively participate in the learning process provided.

In the first experiment, students were given vocabulary and students were instructed to explain what the given vocabulary meant. As an example the researcher gives the vocabulary 'sit down', students must be able to practice what that vocabulary means. In the first experiment, students were able to show a good response when it was related to familiar or everyday vocabulary. Like, the vocabulary 'do a push up', 'make a happy face', 'make a sad face', 'make an angry face,' wave hello', 'run in place', 'and' clap your hand'. The vocabulary is familiar to students so they can easily demonstrate what the vocabulary means.

In the first experiment, it can also be seen that some of the vocabulary that the students failed to do or there were only a few students who were able to follow according to the vocabulary instructions given. The vocabulary is considered unfamiliar to students and is quite rarely used in students' daily lives. These vocabulary include, 'ack like driving a car', 'wink your right eye', 'wink your left eye', 'put both hands on head', 'shakehand', and 'stand on one foot'. The

vocabulary is considered rarely heard by them, causing a reaction of confusion from students. By using the TPR method, the researcher tries to mention the vocabulary - the vocabulary is accompanied by using body movements. After that the students understand and understand what the instruction means.

In the second experiment, all the vocabulary that had been given was repeated again to see how far the students' understanding and memory were after they had finished with the first experiment before. Compared to the first experiment, students showed positive progress in responding to each given vocabulary. Accompanied by Movement makes students remember and understand more quickly compared to using only vocabulary without accompanied by Movement on each vocabulary. This can be seen from the activeness of the students who followed and carried out the movements carefully shortly after the vocabulary and movements were given. Students are able to express each given vocabulary with various students' understanding abilities.

Analysis of the Effect of Using the Total Physical Respond Method in Vocabulary Learning Results of the Experiment

From the explanation above, it can be interpreted that the TPR method is quite successful in learning about vocabulary to students compared to not using the TPR method. Students who initially felt confused about the vocabulary given became better able to understand quite well when the vocabulary was accompanied by action. It can be seen from the results of the second experiment that there was an increase in student responses related to the vocabulary given. Students became more active and responded quickly to the vocabulary they just learned on the first try. They can immediately correct the mistakes made and can make positive improvements in the next trial.

Based on the increase in student test results after studying the material vocabulary

using the TPR method in learning activities, it is evident that the use of the TPR method in learning activities in the teaching and learning process is important for student achievement. In addition, student motivation increases. Moreover, it can be said that students influence their vocabulary mastery in learning vocabulary through the TPR method; This can also be seen from the activities they actively participate in class. It fits well with the student's response when the teaching and learning process is in progress, they carry out the teacher's orders quite perfectly.

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CONCLUSION AND SUGGESTION

After conducting research at SMPN 1 KRAMATWATU on grade 8F students, the author has found results as shown in chapter 4 above. Based on observations, the authors found the answer that the use of the TPR method on students showed a positive effect. Increasing understanding of the given vocabulary is the main focus why the author writes that the results of the TPR method given are going well. In addition to an increase in understanding of the vocabulary given in the first and second trials, the increased motivation and active involvement of students in responding is also the main attraction in using this method. Students become more active when the vocabulary is given and can also be practiced together immediately.

In other words, the results of research on teaching English vocabulary to 8F grade students at SMPN 1 Kramatwatu using the TPR method with two trials can influence students' vocabulary mastery and understanding. More studies in the same field are needed in order to enrich methods of teaching.

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