

The Use of Total Physical Response Method in Teaching Vocabulary at The Fourth Grade of Al Ma'soem Elementary School

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ABSTRACT

Total Physical Response (TPR) is one of the methods used in English language teaching. This method was created by James Asher (1964) and is designed to make students more interested and less bored. This study aims to find out whether or not the Total Physical Response method can improve vocabulary acquisition in fourth grade students at Al Ma'soem Elementary School. This study used pre-experiment research. The sample taken was only one class by giving a pre-test and post-test to the experimental group of 25 students. The results of the analysis of the value of $t_{(0,975)}$ for a two-sided test on the distribution of students (t) $dk = 23$ obtained t table = 2.069. From the results of the calculation of t count = 10.360, which is in the H_0 rejection area, it is concluded that there is an effect of using the Total Physical Response method in teaching vocabulary to grade IV students.

Keyword: Pre-experimental; Al Ma'soem Elementary School; Total Physical Response; Vocabulary.

ABSTRAK

Total Physical Response (TPR) adalah salah satu metode yang digunakan dalam pengajaran bahasa Inggris. Metode ini diciptakan oleh James Asher (1964) dan dirancang untuk membuat siswa lebih tertarik dan tidak cepat merasa bosan. Penelitian ini bertujuan untuk mengetahui apakah metode Total Physical Response dapat meningkatkan atau tidak penguasaan kosakata pada siswa kelas empat di Sekolah Dasar Al Ma'soem. Penelitian ini menggunakan penelitian pra-eksperimen. Sampel yang diambil hanya satu kelas dengan memberikan pre-test dan post-test pada kelompok eksperimen yang berjumlah 25 siswa. Hasil analisis nilai $t_{(0,975)}$ untuk uji dua sisi pada distribusi siswa (t) $dk = 23$ diperoleh t tabel = 2,069. Dari hasil perhitungan t hitung = 10,360 yang berada di daerah penolakan H_0 , maka disimpulkan bahwa terdapat pengaruh penggunaan metode Total Physical Response dalam pengajaran kosakata pada siswa kelas IV.

Kata Kunci: Kosakata, Pre-experimental; SD Al Ma'soem; Total Physical Response.

INTRODUCTION

In Indonesia English is frequently introduced as a subject in primary schools. The goal of English instruction in primary schools is to teach kids the fundamentals of vocabulary, grammar, and communication. Worksheets, songs, games, and teacher-led teaching are all used to teach English. The English alphabet, rudimentary salutations, numbers, colours, and sentence structures are all taught to students. Students are introduced to more intricate grammar and vocabulary as they advance through the grades, as well as reading and writing in English.

The goal of English schooling in fundamental college is to build a foundation of simple English language talents that students can retain and broaden in better tiers of schooling. By introducing English at an early age, students are capable of broadening their familiarity and comfort with the language, which could help them in future instructional and professional endeavours.

People who learn English as a foreign language (EFL) needs to know and learn about four basic skills. The key to improve those skills is vocabulary. Richard & Renandya (2002) stated that "vocabulary is a core component of language proficiency and provides much of the basis on how well learners speak, listen, read and write". From that statement, we can conclude that by having an extensive vocabulary, the other skills in learning a language can be more easily obtained because the basic skill is already covered. Vocabulary needs to be taught for children since early age. According to Cameron (2005), words play a crucial role in the skill and knowledge development of children, and teaching young students how to use words effectively is a prerequisite for learning a foreign language at the beginning level. It makes sense because people's receptive auditory sensors need to be activated from a young age in order for them to effectively hear information.

English language teaching, especially for early age, require technique or methods that must be mastered by the teacher itself. Because at their very young age, where the character of the children themselves is quickly influenced by the surrounding environment, easily bored and they want something more fun than just learning in class. Therefore, teachers in the classroom need to create the learning atmosphere desired by them, so that student more easily absorb what the teacher teaches in class. Hence it is necessary to create methods to overcome the problems faced by students while they are learning in class.

One of the techniques designed to make people fascinated and not feel bored quickly is the Total Physical Response (TPR), developed with the aid of James Asher (1964). TPR is a language study method. It emphasizes the use of bodily movement to enhance language comprehension in college students. Based totally on this theory, TPR is a learning approach that mixes physical motion with vocabulary recognition and language structure. TPR is based totally on the assumption that bodily motion helps reinforce the popularity of vocabulary and language systems within the brain. In TPR teaching, the instructor offers instructions in the goal language while the scholars imitate the bodily movements that correspond to the commands. In TPR, there are also some listen and do, sing a song, and listen and write instructions. For example, if the teacher gives the command "Stand up", the student should stand up. In TPR teaching, physical movements must be combined with clear and firm verbal commands. Furthermore, it can be concluded that the curiosity factors are very effective in children's language learning, meaning that learning language by involving games with movement that can be combined with singing or storytelling will be able to reduce the pressure of learning one's language. The theories believe that having a positive mood will have a good impact on children's language learning, Ikipsiliwangi (2018).

Total Physical Response has been proven to be effective in strengthening vocabulary comprehension and language structure. Therefore, there have been

many studies on TPR in teaching or improving vocabulary in students. This theory can be found in Setiawan et al., (2022) "Teaching Vocabulary through Total Physical Response to Elementary Students". Another research by Hidayat & Munandar, (2018) in their journal entitled "Improving English Vocabulary by Using Total Physical Response (TPR) Method to the Fifth Grade Students of SDN Pasirkaliki 1 Cimahi". This study found that using TPR to teach young students is successful. Another research conducted by Eka, E., & Setiawan, (2018) "Teaching English Vocabulary Using TPR (Total Physical Response) Method at The Fifth Grade Students of SDN Cinerang Cianjur". In this study, the result is the same with previous research. Another experimentation by Yulianjani, (2018) Entitled "Enriching Vocabulary for The Fourth Grade Students of Elementary School Using Total Physical Response".

Concerning Total Physical Response, the researcher chose to conduct research in grade four elementary school. Base on the experience while in the class, the researcher found that students at that level had difficulty in some of the material contained in the book(Mukarto et al., 2017), students were taught weather words. In this research using the TPR method, the researcher hopes that these students will be smooth in mastering the material easily. By using this TPR method, the researcher hopes to be a solution to the problems found in fourth grade students, especially the problem of mastering vocabulary. For this reason, the researcher conducted research at that location, Making it simpler for pupils to comprehend the material covered in class, particularly terminology, by adopting the TPR method.

In order for this research problem not to expand and be more focused, the researchers made the following problem limitations. Those are: 1. Improvement of student vocabulary using the Total Physical Response method. 2.Parameters measured are student learning outcomes through pre-test and post test.3. The samples in this study were fourth grade students and the study was conducted at Al Ma'soem elementary school.

METHOD

This research belongs to the pre-Experimental type with a one group pre-test post-test design. In this type of research there is no control class and the sample is cluster sampling, in behalf of this technique is carried out by selecting samples from several predetermined groups or clusters in the population. According to Gay (in Emzir, 2007) pre-Experimental research is the only research method that can properly test hypotheses regarding relationships. research method that can properly test hypotheses regarding causal relationships. causal (cause and effect) relationship.

Moreover, the sample used is a regular class without changing the existing structure (Sanjaya, 2013). This design involves one group that is given a pre-test, given a treatment and then given a post-test. The outcome of the therapy is figured out by contrasting the results from the pre- and post-tests (Darmadi, 2011). The Treatment involves instruction using the Total Physical Response approach. The table below shows the research design.

Table 1. Research Design

Pre-Test	Treatment	Post Test
T ₁	X	T ₂

Description:

T₁ = initial test (pre-test) given before learning activities take place.

T₂ = Final test (post-test) given after the activity takes place.

X = Learning treatment using the total physical response method

The population to be studied in this study were fourth grade students at Al Ma'soem elementary school. In this school, grade fourth is divided into 3 classes, namely grade 4 A, B and C. At this level, it is considered sufficient to be involved in research and also have sufficient age to understand an instruction during research. This study uses one class that is 4A, this class can represent the needs of researcher as a sample in data collection. This class was chosen as the research sample because the students in this class had a variety of mastery of the English language, especially in vocabulary. The students in this class also had a suitable age to be used as a research sample, namely between 9 and 10 years they are consider as young learners. Furthermore, at this age, students are able to understand what the teachers said.

In this study, researcher took data from students in grades IV A, B, and C, totalling 72 students with ages ranging from 9 to 10 years. At this age, students already understand command words, they already understand what the teacher says or commands. However, researcher only took data or samples from one class, namely class 4A. This class was chosen because students in this class have average English language skills, especially in mastering vocabulary. The atmosphere in the class is also conducive not too crowded but quite active. So researcher chose this class to be a research sample.

FINDINGS AND DISCUSSION

This research was conducted at Al Ma'soem Elementary School, namely in class 4 A, B, and C, which amounted to 72 students. The sample for this study consisted of one class which is 4 A, the sample presented was 25 students. The researcher chose the class because, during the research, 4A had a conducive situation and the average student in the class was lacking in vocabulary based on the material taught during the research.

This data description was presented in the form of pre-test average scores and post-test scores, and hypothesis testing. In obtaining the data, researchers conducted three stages of learning activities: 1) Pre-test, 2) Implementation of learning or treatment (provision of learning materials), and 3) Post-test. This table shows the result of the total physical response's impact on students vocabulary and value in the class.

Tabel 2. The total physical response's impact on students vocabulary and value in the class

No	Meeting	Description
1	Meeting 1	In the first meeting, also called the introduction stage, where the researcher explains the purpose of being in the class and how long it will last, the researcher also acts as a tutor. Explaining how Total Physical Response is effective in the classroom. By using images or objects linked to the subject, the researcher provided a general overview of the TPR or Total Physical Response methodology. She then gave a brief overview of the weather before inviting the class to follow the researcher's instructions. This section is crucial so that students may comprehend how to use the technique. Students will feel more at ease adopting this strategy in the following meeting if they can comprehend at this method.
2	Meeting 2	In the second meeting, the researcher reminded the students of what had been explained in the previous meeting. At this meeting, the researcher also gave a pre-test with the aim of finding out the extent of students' vocabulary knowledge of the weather material that had been introduced at the previous meeting. Students were asked to interpret the sentences into Indonesian by drawing lines based on their knowledge of command words and objects related to weather material. The questions given were only 10 questions, and it was deemed sufficient to measure their knowledge.
3	Meeting 3	In the third meeting, the researcher provided material related to weather, asked questions about today's weather and how the weather is today, and also divided students into several groups and gave tasks according to the material contained in the textbook. Students shared tasks in their groups by adhering to the researcher's instructions and discussed with their groups the weather in this world, such as rain, sunny, cloudy, snowy, and others. At this meeting, the researcher also played a guessing game by writing a text, and students were asked to complete the text related to the material presented that day.
4	Meeting 4	At the fourth meeting, the researcher began to introduce the Total Physical Response method, that was listen and say also known as repetition; the material provided was based on the material book. At this meeting, the researcher introduced objects commonly used in certain weather conditions: sunny (hat and sunglasses), snowy (scarf, shoes, gloves, coat), windy (jacket, sweater), and rainy (umbrella, boots, jacket, sweater, blanket, raincoat). At this meeting, students were asked to repeat what the teacher had said. Using this method, students would remember objects related to weather and how to pronounce them correctly.
5	Meeting 5	In the fifth meeting, which was the core meeting of this study, the researcher applied the technique of total physical response, namely listen and do. This time, the researcher brought several objects that had been introduced at the previous meeting. At this meeting, students were divided into groups and then asked to name the

No	Meeting	Description
		objects one by one, led by the researcher. After that, students are asked to demonstrate what objects are usually used in each weather condition. by the way one group comes forward to listen or demonstrate according to what the other groups ask them to use with the objects that the researcher has brought before. At this meeting, students are more confident to talk and moved.
6	Meeting 6	At the sixth or last meeting, the researcher gave a post-test with the aim of knowing whether the total physical response method given to students was successful or not and also to see if there was an increase in scores between before and after treatment. In this post-test treatment, the researcher used the technique of Total Physical Response, that was listen and write. Students must write down what they hear from the teacher or researcher.

Experimental Class Data

To obtain accurate data in this study, researchers used the experimental classes 4 A, B, and C, but in this study, researchers only took one class, namely 4 A, consisting of 11 female students and 14 male pupils, for a total of 25 students. With an average age between 9 and 10 years. This experimental class used the tutorial learning method with Total Physical Response. In the pre-test, treatment, and post-test, the following is a further explanation of the implementation of research in the experimental class.

Pre-test Data

Pre-test implementation was carried out at the second meeting with the aim of seeing students' abilities and the extent of mastery of student vocabulary related to the material that must be delivered at that time, it was about the weather. The pre-test was carried out by interpreting the command sentence in English, and students must answer the meaning in Indonesian appropriately by drawing a line (matching). Learning activities were carried out for 1 (one) hour of learning, and the teacher gives 10 minutes of duration at the end of the lesson for the implementation of the pre-test and collects it from the teacher according to the specified time. Although the questions given were only 10 (ten), at that time they were enough to represent the abilities that must be possessed by students before treatment is given.

Learning Implementation

The implementation of learning for this experimental class is to use the tutorial method by TPR; the implementation of treatment using the TPR method itself was carried out at the fourth and fifth meetings. The tutorial method was a learning or tutoring method where there were tutors for students to help smooth the independent learning process carried out by students individually or in groups related to the material. Therefore, each student learns by using this method. The learning process in this experimental class had three dimensions. The implementation of learning in this experimental class is as follows:

1. Initial Activities

Learning activities begun with prayer led by the class leader and continue with greetings as well as interesting questions to motivate students' enthusiasm for learning in the morning. Furthermore, the teacher checks the presence of students and then asks them questions about the material to be conveyed. Students sing the song "Rain-Rain Go Away," guided by the teacher, five times. After finishing singing together, students answer the teacher's questions about the song sung and the material to be conveyed. The teacher conveys the learning objectives to the students after they complete the questions and answers related to the material. Next, the teacher conditions the class again to make it more conducive.

2. Core Activities

In the learning process this time, the researcher uses the Total Physical Response method, namely, listen and say and also listen and do. To prove that this method was successful, the researcher applied it in two meetings, namely the fourth and fifth meetings. The fourth meeting using the listen and say technique or repetition, while the fifth meeting uses the listen and do technique. In this learning activity, students are divided into several groups consisting of 4-6 people per group. The division of groups is done by counting repeatedly from 1 to 6, and when finished, the students prepare to sit in groups. After students are comfortable and feel comfortable sitting in groups with their respective groups, they also learn by playing games that have been prepared by the teacher. The game is guided by the teacher, and the teacher has also prepared the media used during the game. Before starting the game, students listen to the teacher's explanation of the rules of the game to be played. This game is called "What should you do?", because each group must focus on hearing orders from other groups and doing what they are told. Each leader of the hompimpa group determines the order of the game. The teacher prepares the objects in front of the class and keeps them neatly on the table. From the hompimpa results, the game begins to take turns moving forward. The group at the forefront is tasked with training the other group's commands with the media that has been provided. There is a set time of 10 seconds for each command exercise. The activity is repeated until everyone in the group has been given an order. Commands are spoken in English with the command vocabulary "Use, Get, Bring, Wear" and followed by the object they must use or wear. There is scoring during the game; namely, at the end of the game, if all group members have finished practicing the orders, the teacher checks whether each member has practiced correctly or incorrectly. If correct, each member is given a score of 100, and if wrong, 100 is deducted. Thus, the group with the highest score will be the winner of the game.

3. Final Activity

In this final activity, the researcher conditioned the students to return to their respective seats. After the conference, students and teachers asked questions about the activities that had been carried out. Students answered questions by raising their hands one by one, and the teacher invited Students repeat the old

and new vocabulary contained in the learning activities guided by the teacher. The next activity is closing, where students and teachers pray together to end the learning.

Post-test Data

The post-test was conducted at the end of the meeting or at the sixth meeting. The implementation of this test aims to determine the increase in mastery of object vocabulary. A post-test, according to the dictionary of educational and general terms explained by Amrulloh (2016) in his thesis tests given at the end of each teaching unit program.

Hypothesis Test

The hypothesis test used in this study is a parametric statistical test, namely the independent sample t-test. This test is used to make a decision about whether the hypothesis is accepted or rejected.

1. Analysis to determine the effect

The test is explained in the following steps:

- a. Determine the hypothesis.

H0 = There is no effect of the Total Physical Response method on the learning outcomes of weather material vocabulary in grade IV students of Al Ma'soem Elementary School in the 2022-2023 school year.

H1 = There is an effect of the Total Physical Response method on the learning outcomes of weather material vocabulary in grade IV students of Al Ma'soem Elementary School in the 2022-2023 school year.

In this study, it is proven that H0 is rejected and H1 is accepted, which means that there is an increase in students using the TPR method.

- b. Determine the level of significance.

- 1) If the significance value or probability value $< \alpha = 0.05$, then H1 is accepted and H0 is rejected.

- 2) If the significance value or probability value $\geq \alpha = 0.05$, then H1 is rejected and H0 is accepted.

- c. Hypothesis testing criteria:

H0 is accepted if $-t_{((1-1/2 \alpha))} < t < t_{((1-1/2 \alpha))}$, the value of $t_{((1-1/2 \alpha))}$ is obtained from the t distribution list with probability $(1-1/2 \alpha)$, otherwise H0 is rejected at other values.

Data Processing Result

To process the data for this study, researcher used statistical formula single standard deviation Karl.Hans (1904). To find out how much influence the Total Physical Response method on increasing vocabulary in fourth grade students of Al Ma'soem elementary school can be known as follows:

Average pre-test score = 49,2

Average post-test score = 72,2

$$\alpha = 0,05$$

$$\begin{aligned} \sum D &= 575 \\ \bar{D} &= \frac{575}{25} = 23 \\ S_D &= \sqrt{\frac{\sum(D - \bar{D})^2}{n - 1}} \\ S_D &= \sqrt{\frac{3000}{24}} = 11,1 \\ s_{\bar{D}} &= \frac{S_D}{\sqrt{n}} = \frac{11,1}{\sqrt{25}} = \frac{11,1}{5} = 2,22 \\ t &= \frac{\bar{D}}{s_{\bar{D}}} \\ t &= \frac{23}{2,22} = 10,360 \\ \text{Source: Susetyo [8]} \end{aligned}$$

From the data of 25 students, the average score at the time of the pre-test was 49.2, this amount was obtained from the total score at the time of the pre-test divided by the number of respondents, as well as the average post-test score of 72.2, the total post-test score divided by the number of respondents. The value of $t_{(0.975)}$ for a two-sided test on the student distribution ($t_{dk=23}$) obtained $t_{table} = 2.069$. From the calculation of $t_{count} = 10.360$ is in the H_0 rejection area, it is concluded that there is an effect of using the Total Physical Response method in teaching vocabulary in fourth grade of elementary school.

As previously explained, the students' vocabulary skills were low before applying TPR. It can be showed that 2 respondents got a very bad score categorized (0-30), 14 respondents got a bad score categorized (31-55), 7 respondents got a pretty good score categorized (56-60), and 2 respondents got a good score categorized (61-80), meaning that the students' vocabulary mastery is still lacking. After implementing Total Physical Response, students' vocabulary skills increased significantly. If the data is collected through the pre-test and post-test, it shows that the vocabulary competence of the fourth-grade students at Al Ma'soem Elementary School is very good. This is supported by the results of the students' post-test scores, in which researchers apply TPR in schools. In the pre-test, 3 students scored 100 or 12%, 2 students scored 90 or 8%, 2 students scored 85 or 8%, 4 students scored 80 or 16%, 1 student scored 75 or 4%, 2 students scored 70 or 8%, 2 students scored 65 or 8%, 4 students scored 60 or 16%, and 5 students scored 50 or 20%. As may be observed from the information above, the pupils' results in vocabulary after applying the TPR method were better than before the treatment. The researcher can conclude that the 25 students involved in this study obtained very good scores on the post-test. The data from the pre-test is 49.2, and the data from the post-test is 72.2. This means that the average post-test score is higher than the pre-test. For level $(p) = 0.05$ and degrees of freedom $(df) = 23$, the t-test result exceeds the t-table result. That is, the TPR method is very good at increasing students' vocabulary

competence. After applying the TPR method, it was better than before the treatment. The researcher can conclude that the 25 students involved in this study obtained very good scores on the post-test. The data from the pre-test is 49.2, and the data from the post-test is 72.2. This means that the average post-test score is higher than the pre-test. For level (p) = 0.05 and degrees of freedom (df) = 23, the t -test value is greater than the t -table value. That is, the Total Physical Response (TPR) method is very good at increasing students' vocabulary competence.

Based on the results of research and also observations that have been made by researcher during the study, and this study proves that this method can make students able to improve their speaking skills by reason of this method involves movement so that students easily remember new vocabulary based on what is done by classmates and by themselves, considering this method is simple so that students easily understand the material taught by the teacher, in view of James Asher (1966) did design this TPR method to increase oral response in students.

CONCLUSION

Based on data collection through observation, testing, and documentation, researcher were able to obtain research results from the implementation of the Total Physical Response (TPR) method in increasing English vocabulary mastery in fourth grade at Al Ma'soem Sumedang Elementary School. English vocabulary includes: syllabus preparation, learning implementation plans, facilities and infrastructure, material to be delivered, class conditions, and things that can support and hinder learning activities.

Although there are many factors can hinder research, the application of the Total Physical Response (TPR) method does not escape the various factors that will hinder its implementation. Factors that can affect the application of the total physical response method are psychological factors in children or students who have shyness or feel stressed and depressed. In order to overcome existing factors, it is necessary for educators to take action to create a good and pleasant teaching and learning atmosphere or conditions. Because the creation of a pleasant teaching and learning atmosphere can eliminate shyness, stress, and pressure for learners.

The problem faced by students in the fourth grade of Al Ma'soem Elementary School is the lack of mastery of students' vocabulary. Especially related to the material being taught at that time about the weather. There are still many students who do not understand command words such as sentences to bring umbrellas, but they instead use the word wearing umbrellas. Besides that, knowledge about objects that are used in certain weather is still very lacking. With that, the purpose of this study is to improve students' vocabulary mastery by using the Total Physical Response method, thus H_0 is rejected. This method is very effective in improving students' vocabulary mastery as shown by the increase in average scores from pre-test to post-test.

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