

THE EFFECTIVE OF USING TOTAL PHYSICAL RESPONSE (TPR) IN STUDENTS' VOCABULARY MASTERY AT STUDENTS OF SMAN 12 SINJAI

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Abstract

This research the used descriptive method of the TPR method to teach vocabulary to students at SMA Negeri 12 Sinjai. The purpose of this research was determined whether the TPR method effectived for teaching vocabulary. The method used was qualitative method. This research selected participants from students of SMAN 12 Sinjai for the academic year 2021/2022. The sample consisted of 24 students, 11 students from X IPA 3 and 13 students from XI IPA 1. This research used two kinds of instruments, namely observation and interviews. The results of this research found that the use of the TPR method could help students to improve their vocabulary. Most students of SMAN 12 Sinjai like learning by using the TPR method, TPR also helps students increase vocabulary and pronounce fluently. On the other hand, this strategy was effective in teaching students to know new vocabulary in class. Based on the observations, there were several students who had problems such as 12 students having problems with self-confidence, 10 students having problems with pronunciation, and based on the results of interviews 20 of 24 students agreed that the TPR method could improve vocabulary.

Keywords: *Vocabulary, TPR method, Teaching English*

Abstrak

Penelitian ini membahas tentang penggunaan metode TPR untuk mengajarkan kosakata kepada siswa di SMA Negeri 12 Sinjai. Tujuan dari penelitian ini adalah untuk menentukan apakah metode TPR efektif untuk mengajar kosa kata. Metode yang digunakan adalah metode kualitatif. Penelitian ini memilih peserta dari siswa SMAN 12 Sinjai untuk tahun ajaran 2021/2022. Sampel terdiri dari 27 siswa, 12 siswa dari X IPA 3 dan 13 siswa dari XI IPA 1. Penelitian ini menggunakan dua macam instrumen yaitu observasi dan wawancara. Hasil penelitian ini menemukan bahwa penggunaan metode TPR dapat membantu siswa untuk meningkatkan kosakata mereka. Sebagian besar siswa SMAN 12 Sinjai menyukai pembelajaran dengan menggunakan metode TPR, TPR juga membantu siswa menambah kosakata dan pelafalan dengan lancar. Di sisi lain, strategi ini efektif dalam mengajar siswa untuk mengetahui kosakata baru di kelas. Berdasarkan hasil observasi terdapat beberapa siswa yang mengalami masalah seperti 12 siswa bermasalah dengan

kepercayaan diri, 10 siswa bermasalah dengan pengucapan, dan berdasarkan hasil wawancara 20 dari 24 siswa setuju bahwa metode TPR dapat meningkatkan kosakata.

***Kata kunci:** Kosakata, metode TPR, Pengajaran Bahasa Inggris*

INTRODUCTION

Language is the most important thing for human to communicate, and expressing their idea or opinions with others. Every country has different language, the examples such as France, Dutch, Chinese, Arabic, English, etc. The languages mentioned just now were examples of foreign languages that were widely used by Indonesian people, one of which was commonly used in Indonesia was English. In Indonesia, students learned English from elementary school until university. It showed that English was an important language to master because English has a large influence on technology, social media, education, health etc. This was reason why we have to master English language. There were four aspects that mastered in English, namely speaking, reading, listening and writing. According to Ratnawati., Sulastri (2021), before mastering these four aspects we must master vocabulary first. Vocabulary was considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language. Because vocabulary is the most important component of language, so if someone was not able to master vocabulary well then he/she was have problems in these four aspects or in mastering English. They mastered the vocabulary well and it was grammatical to make a good communication in English. Teaching English to senior high school students was a challenge in achieving quality teaching and learning, as many students found English was difficult subject. This dispute was based on the author's preliminary observation before initiating the investigation. Previous observe was important to recognize the existing conditions in the observed school.

The existing conditions appearing in the class are many students often feel frustrated in researching English. They feel hard in memorizing English vocabulary so they were incapable of doing their task well. When they did not complete their task, their English score became low. The next condition was that the teacher did not use an innovative teaching method. Mostly, the students research English vocabulary through text. Their teacher explicitly teaches them the meaning of the vocabulary and there was lack of active interaction between the teacher and the students. As long as the students understand the meaning of the vocabulary, the teacher looks satisfied. She was ignoring whether their students have a difficulty during the teaching and learning process or not. These conditions were not fair for the students. They deserved worth and memorable learning experiences that made them content and interested in learning English vocabulary too. In short, the teaching method used by the teacher was not attractive and students become passive, bored and unmotivated. This condition contributes to the low score that students got in English subject. Based on the explanation above, the writer would like to investigate the used of Total Physical Response in teaching English in order to improve the teachers' skills; how she guided and teaches her students, students activities during the teaching and learning process, and students score. Furthermore, the writer also wanted to investigate the students' perception after experiencing this teaching method and to know whether or not they enjoy learning English vocabulary through Total Physical Response. Bahtiar (2017) stated that Vocabulary was important aspect of language that used in communication. In Indonesia, English has been taught since in senior high school even just as local content subject. Total Physical Response with work book and real object as media can improve ten grade students' vocabulary significantly. This, the research changes the scenario of

learning that used for the second cycle in order to the students easy to memorize the vocabulary taught, make all students active and enjoy learning activity. Average score after implementing the second cycle is significance improve become 100% and it means that the target was be achieved. By using this method, the research was found the advantages of the use of TPR such as the learning process becomes more enjoyable, the students find it easier to memorize the vocabulary taught, all students were actively involved in teaching learning process, and both students and teacher were enjoyed the teaching learning process.

Johnson (Xu, 2011) The perceptual learning style was called the sensory learning style. It focuses on taking the sense organs of learners in the learning process, such as the eyes and ears. Learners used their sense organs to practice external stimuli. This type consists of five styles namely, visual learning (learning by looking). Active employed by visual learners who prefer to read books, see words, or see some teaching tools. Students like teachers write more than talk more. The use of images or graphics that present the words is appropriate for this learner. This learner was feeling happy when the teacher applies grammatical learning approach. Auditory learners, students learn by listening. They may be happy to communicate with others. They do not like reading books. They prefer to listen more than see in formal situations. Some teaching approaches may be appropriate for them, such as communicative approaches, oral approaches, audio-language approaches, and situational approaches. Students love learning to read and write. A text-based approach would be appropriate for this type of student to apply. Teachers need to provide additional material to facilitate their reading and habits. And Tactile students (learning by touching), and kinesthetic learning/practical learning (learn by doing) class. Tactical learners and kinesthetic learners are almost identical. Students would rather learn by touching something with their hands and moving them anywhere. This was feel good when the teacher uses a total physical response approach for this type of learner. The cognitive learning style relates to field independence and field dependence. Individual field research participants are identified as analytic learners who want to focus on the details of a foreign language and break it down into sections or parts. When they focus on the details, they may not pay attention to the whole thing. They are good analysts. They want to examine text or sentences into sections and find the true meaning. For learners who depend on the field, they learn globally. They want to focus on the whole learning material, whether a part or a sentence. There are two categories of learners in terms of personality that is reflective learner and impulsive learner. Reflective learners refer to how learning favors the accuracy of fluency. Before students talk, write or perform other production tasks, they want to consider things more carefully and more thoroughly, they try to avoid mistakes. Conversely, impulsive learners want to be at risk. The important thing is the smoothness of the accuracy. They may make extra mistakes rather than reflective learners.

These teachers promote a student center where teachers facilitate some activities but students can process and practice them. Delegators are a category of teachers acting as consultative and students was always have the option of designing and implementing their own complex learning projects Syarifuddin, Salmia., Hasyim, Irmawaty, (2019). The relationship between learning styles and teaching styles is well supported. It is still ambiguous that a student's learning style causes how students can analyze the teacher. Rams den(in Jepson, 2016) demonstrated the quality of teaching associated with the quality of their approach that has been applied in the learning process based on students' perceptions. Finally, notices the result of his research on students' learning styles for both students' and teachers' advantages. Particularly for students, if they recognize their learning style, they can understand the essence of learning process and be comfortable in learning.

While teacher, they can be triggered being adapted in applying different teaching methods for different students' learning style. The learners attain and acquire knowledge with their own unique styles. These unique styles are named as learning styles. Learning styles can be defined as the way of individuals think, identify and remember the information. All of things that the students have was influence the student's style in learning and the teachers are involved in all part of learning process. Many previous studies have shown that students learn well when a teacher uses different materials, methods and strategies in the classroom. Researchers and investigators explore styles to formulate complementary learning environments and to teach adaptation styles to more students to foster learning and motivation. So, we can say that teaching cannot be separated by learning. A good teacher needs to know about the field of research and their ways to support student learning. Teachers can understand what students do with information, how students learn socially, patterns of motivation, what culture they bring from home to school, and so on. Based on the research problem, the objective of the study was found out the used of TPR improved students' vocabulary mastery, also To find out how effective the use of TPR was improved students' vocabulary mastery.

METHOD

The method used is a qualitative method. Qualitative research explores attitudes, behavior and, experiences through such methods as interviews or focus groups (Dawson, 2009). It attempted to get an in-depth opinion from participants. As it is attitudes, behavior, and experience which were important, people took part in the research, but contact with these people tent to last a lot longer. Then, Sugiyono (2009) defined qualitatively as a part of post-positivism which is characterized by natural settings, interpretative and constructive, that put social reality as something holistic, complex, dynamic, meaningful and, a reciprocal relationship. Qualitative research is a method for exploring and understanding the meaning that some individuals or groups of people consider as coming from social or humanitarian problems. This qualitative research process involves important efforts, such as asking questions and procedures, gathering specific data from participants, analyzing data inductively starting from specific themes to general themes, and interpreting the meaning of data. This research was conducted at SMA 12 SINJAI. The population of this research was the students of grade 10 at SMA 12 SINJAI in the second semester total number of them was less than one hundred, the sample of this research was the students of grade 10 at SMA 12 SINJAI that consisted of 24 students.

FINDINGS

Table 1. Results of Students Observation Sheet

No	List of Student Questions and Response
1.	Q: How many students already know what vocabulary is? A: According to the results of the research, out of 24 students there were 21 people who knew what vocabulary was and 3 more people still didn't know what vocabulary was
2	What do you do when you learn vocabulary? Do you learn from the internet, through class games or other activities? Most of the way they do to learn vocabulary is by learning through the internet. They access Google to search for vocabulary that they do not understand and they use English learning applications to learn and increase vocabulary

3.	Is it allowed to use a laptop or headphone when learning vocabulary? Students said that they were allowed to use laptops or headphone to search for vocabulary because it made it easier for students to search for vocabulary on the internet and did not take a long time
4.	How long do students usually learn about vocabulary? 15-45 minutes every day
5.	If you learn vocabulary on the internet or in class, does it have anything to do with the lesson or not? There are some that are related to lessons at school. Because some students learn vocabulary on the internet that is in accordance with the lessons at school.
6.	What do you look for when learning vocabulary, do you use Indonesian or English? Sometimes use English and Indonesian but most students use English

The table above showed that 21 students knew what vocabulary was and 3 students did not know what vocabulary was and most of students learned vocabulary from the internet through their phone. The results of observations show that the duration of the students in learning vocabulary at school was around 15-45 minutes every day. In learning vocabulary most of students mix the language that aimed to make it easier to know the meaning and pronunciation.

DISCUSSION

After the data analyzed, it seen that there are variety of students' problems encountered in vocabulary. Research showed that different factors affect students' vocabulary performance. In terms of understanding the material by students, especially English material about vocabulary while they are studying. From the results of the interviews, it is found that the understanding of the material obtained by students is quite good in English lessons, especially in carrying out material about vocabulary. They have understood the explanation given by the teacher they also understand well the important points regarding the discussion of vocabulary in English lessons. Although they feel that learning English is quite difficult, they do not hesitate to try. In class they cannot explore themselves in learning English. However, according to them, learning English, especially about vocabulary in class, is enough to make them rise from feeling lazy because the teacher applies learning while playing in class. So that students can get a good understanding of the material, even though they have a little difficulty understanding the material presented, and what they get from vocabulary learning from the teacher hopefully can be applied in vocabulary learning at every English subject meeting. This research also found that the majority of students like to research about vocabulary but are too lazy to practice English outside the classroom. This might be why they cannot speak English fluently because they rarely research about vocabulary English. After the interview and observation data were analyzed, it could be concluded that there were various problems students faced in speaking. Research shows that different factors affect students' vocabulary performance.

Based on the research results obtained from 8 questions posed to 24 students, the authors found that the TPR method can improve students' vocabulary these results were obtained using observations and interviews. During the research process, the writer found several problems experienced by students when using the TPR method, students who did not agree with the statement that the TPR method was less effective and they also said that the TPR method was not

suitable for many people. shy one. but apart from that, 20 people agreed that the TPR method was effective and could improve their English vocabulary. After the writer conducted research using observation and interviews, based on the results of the research 20 people out of 24 said that the TPR method was effective to use. The result of observation found that the most linguistic problem they encountered were lack of vocabulary, difficulty in pronunciation, and poor grammar knowledge. Regarding to non-linguistic problem majority of students agreed that worried of making mistake is the main problem they encountered in speaking. This research found that in students' perceptions, the teacher had used good strategies for students as well as applied good learning methods in the classroom and provided opportunities for students to ask and answer questions. Provide correction when students make mistakes in pronouncing vocabulary or help them to understand the vocabulary but some problems during online classes are internet connection. Some students also feel that online classes do not help them to get the material well. In summary, we can say that the results of the research show that there are some problems with the factors that affect students' language and vocabulary. These problems and factors further contribute to the failure and success of speaking English. For that, teachers should pay more attention to this problem.

CONCLUSION

After all the data is analyzed accurately based on the research results, the writer can write some conclusions about the TPR method in vocabulary learning. Based on findings, it can be concluded that the students' vocabulary skills by using TPR at second year students of SMAN 12 SINJAI in Academic year 2021/2022 Based on the data through observation and interviews showed that the use of TPR method which was applied in the class was effective in teaching vocabulary.

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