

(RESEARCH ARTICLE)



Improving students' vocabulary competence by using total physical response method to junior high school students in Manokwari, West Papua Province-Indonesia

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Abstract

The purpose of this research is to improve students' ability in teaching vocabulary through Total Physical Response method. The method of this research was classroom action research, which was conducted in two cycles. The focus of this research was the 8th grade of the 15 Junior high school in Manokwari West Papua Province, Indonesia in the first semester, year 2020/2021. The research instruments were pre-test, observation sheet, and lesson plan. The findings shows that the result of data analysis through pre-test, post-test1 and post-2, the mean score of pre -test was 54.5 in "Fair" category. Students had improvement on post-test 1 after implementing the first treatment was 74.42 in "Good" category and the significant improvement after implementing the second and third treatment on the last post-test was 82.04 in "very good" category. Based on the result of the test, it showed that Total Physical Response method can enhance students' ability in teaching vocabulary.

Keywords: Improving; Teaching vocabulary; Total physical response; Classroom action research

1. Introduction

As an International language, English is very important in the world. Everyone in the world should have a good communication to share his/ her idea or problem. By communication, people can have an interaction among them because human cannot live without interaction.

English as the foreign language is taught to the students in junior high schools. Teaching English in the junior high school has been accepted in Indonesia in line with the government's plan on the nine years basic education. In the junior high school, English is to be taught as one of the compulsory subject. The aim of teaching English in the junior high school is to motivate them to be ready and have self-confident in learning English at higher level of education. The students of junior high school just learn English in the simple pattern (vocabulary & grammar, so forth.) since they learn it for the first time. Moreover, Nunan (2003:591) states "In business, industry, and government, workers are increasingly expected to develop proficiency in English". Therefore, the parents want their children to learn English as early as possible so that they will take advantage from English as an important part of their academic and business career in the future (Sad, 2010).

Considering its mastery of vocabularies student have supported their idea of applying English learning for their students by using good vocabulary, methods and techniques. Students learn in many ways by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing. Teaching methods are also varying. Some

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instructors, lecture use demonstrate or discuss; some focus on rules and others on examples: some emphasize memory and others understanding. One of them is Total Physical Response (TPR) method. Total Physical Response is based on the theory that the memory is enhanced through association with physical movement. Teaching English, especially for children, should be enjoyable, interesting, repetitive, and understandable.

The problem in learning English at SMP Negeri 15 Manokwari is that the students feel difficult in understanding spoken language therefore there should be appropriate methods for teaching English to them. One of the alternative methods that can be applied in the classroom is called TPR. It is also closely associated with theories of mother tongue language acquisition in very young children, in which they respond physically to parental commands, such as "Pick it up" and "Put it down". Total Physical Response as an approach to teaching a second language is based, first and foremost, on listening, speaking and this is linked to physical actions which are designed to reinforce comprehension of particular basic items.

So far, however, English teachers have been experiencing difficulty in teaching children since the method used is less appropriate (Widodo, 2005; Kuswandono, 1999). In defense of the approach, however, it should be emphasized that its early proponents that it should extend beyond beginner level never intended it. In this process of teaching and learning by using Total Physical Response method that is done by the teachers and students.

We choose the TPR as a technique in teaching vocabulary because this approach is very suitable to the level of students; they can learn English while they play the game to improve their vocabulary based on the topic given whether animals, fruits even the objects in the classroom. Grade eight is chosen because the ability of the students is still low and they generally come from suburb and highland areas that the English lesson is taught by non-English teachers. Therefore, the researcher would like to investigate this phenomenon by carrying-out a study entitled the effectiveness of teaching vocabulary by using Total Physical Response Method for the Second grade Students in the 15 state junior high school students Manokwari in West Papua Province, Indonesia

Then, this study attempts to reveals: (1). How can the use of TPR improve students' English vocabulary?

2. Material and methods

This study applies Classroom Action Research. Action research is a systematic process in collecting and analyzing data to investigate practical issues arising within a particular context in order to come to a decision about what the future practice should be (Wallace, 1998:4; Burns, 1999:31). This research was conducted at SMP Negeri 15 Manokwari, West Papua. This place is selected because this research topic has never been conducted before in this school. This research was started from November to December 2020/2021 and the researchers are familiar with the teachers and students as well.

Classroom Action Research has four procedure cycles (Lewis, 1990) as follow:

- Planning
- Action
- Observation
- Reflection

2.1. Technique to Collect Data

2.1.1. Quantitative Data Collection

The researcher collected the data by using quantitative descriptive research. Based on Glass & Hopkins (1984), quantitative descriptive involved gathering data that can be tabulated in numeric form, such as scores on a test.

The process of collecting data is as follow:

- The students was given pre-test. Pre -test was conducted in order to find the initial reflection as well as to see the problem that they faced.
- After that, the students were given treatment. The class was focused on improving scanning skill through various classroom activities.
- At the end, the students was given a post-test to find out the result of the action.

2.1.2. Qualitative Data Collection

The researcher collected the qualitative data by using observation sheet. Creswell (2012) states that observation is process gathering open-ended data and get the information by observing people and place at a research site. There were steps to collect students' activity, as follows:

- Prepared the observation sheet.
- Gave the number of each student.
- Observed the students' in the class when they will do exercises.
- Wrote the students' activity based on their number.

The assessment of this validation was the instruments, as follows:

Test

There were several vocabulary used in this study, all texts were completed with exercises and test, this includes pre-test and post-test. Pre-test was used to examine the students' ability in vocabulary test before giving the treatment. The result of pre-test was used as a reference. Post-test issued to examine the effectiveness or the result of the action both in cycle 1 and 2. In other words, post-test was used in order to know the extent that effectiveness of teaching vocabulary by using TPR method.

Observation Sheet

According to Olsen (2008), observation sheet can be used to critically evaluate the learning process and identify the actual data of in the class. Observation sheet helped the researcher as a qualitative data to support the quantitative data of students' score. The researcher observed each student in the class when worked on exercise. The kind of the observation sheet is checklist observation and field note.

Lesson Plan

The researcher used lesson plan in the teaching process. Lesson plan was a guideline for the researcher in conducting every step of teaching process. The competition of lesson plan should appropriate with the standard competition and competition standard based on syllabus in curriculum. SMP Negeri 15 Manokwari used curriculum 2213. Consequently, the assessment focused on cognitive.

2.2. Technique to Analysis Data

2.2.1. Technique to Analysis Quantitative Data

In this section, the writer already to analyze each of the data gathered from the action research activities. The data are attained from pre-test and post-test the teaching learning process and evaluation.

To find the degree of the students' achievement in each activity; from the pre-test up to the post-test, the score of each student will counted individually by using the following formula (Arikunto, 1993):

$$S = \frac{R}{N} \times SM$$

S=the student's mastery in %

R=the student's right answer

N=the maximum number of the whole answer

SM=Standard Mark (100)

2.3. Analysis of the Pre-Test

The pre-test score is conducted at the beginning of the research. The purpose of this test is to check to what extent the students are familiar with the words that would be presented in action research. There are 38 students who followed this test. They have to answer 30 multiple-choice items given by the writer. The items consist of two themes; At School and My Body

2.4. Analysis of the Post-Test

After the pre-test finished, the students' ability in mastering the vocabulary in English will be evaluated by giving a post-test. Before giving the post-test, the writer reviews again all the words in material given during those pre-test by performing some activities or pointing some objects and asking the students to guess it. After analyzing the scores of the written test, the researcher uses a statistical technique to find the mean score of the students. To know the results of this research, the researcher uses a formula proposed by Purwanto (1985: 38) by comparing the mean score result of pre-test and post-test. In scoring the test, the researcher calculates the students' scores by using the following formula:

$$M = \frac{\sum x}{n}$$

M = mean (the score)

x = the total score

n = number of students

It means that if the mean score result increases, the effectiveness of teaching vocabulary through TPR is improving and the research is successful.

2.5. Technique to Analysis Qualitative Data

The researcher will observe the activities of student learning vocabulary and takes notes during students' activities, whether they are active or passive, pay attention to the teachers and do the task. The steps in analyzing data were as follows:

- Read the result of the observation sheet of each student.
- Compared the students' score with the observation sheet.
- Evaluated through analysis the students' score and observation sheet of each student by using words.

3. Results and discussion

This study aims to investigate the use of Total Physical Response in improving vocabulary. The analysis of each activity started from pre-test up to post-test, and the analysis of observation. To find the degree of the students' achievement in each activity; from the pre-test up to the post-test, the score of each student was counted individually by using the following formula (Arikunto, 1993):

$$S = \frac{R}{N} \times SM$$

Remark:

S=the student's mastery in %

R=the student's right answer

N=the maximum number of the whole answer

SM=Standard Mark (100)

There were two treatments for this research. The first treatment was in the first cycle to know how the students understand about the words in topic "the part of body". In this lesson, Total Physical Response method was applied. In second treatment was in second cycle in topic "the object of classroom". In this last treatment, students had applied the Total Physical Response method very well.

3.1. Pre-Test result

The pre-test was conducted at the beginning of the research. The purpose of this test was to check to what extent the students were familiar with the words that would be presented in action research as seen in the Pre-Test result figure.

The average of students' result in the pre-test was 54, 5% "Fair" percentage. According to this result, the writer concludes that the students are not familiar with the words that are presented in this action research. Therefore, treatments in each cycle are important to improve the students' result.

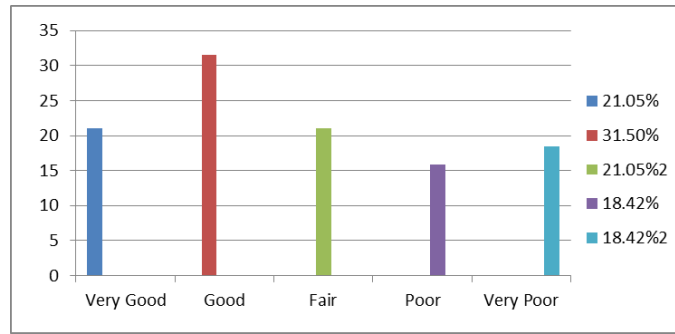


Figure 1 Diagram of the Pre-Test result

3.2. Post-Test 1

The post-test 1 was conducted after treatment 1. The purpose of this test was to check to what the student understand the words that would be presented in action research. Below is the diagram of Pre-Test result.

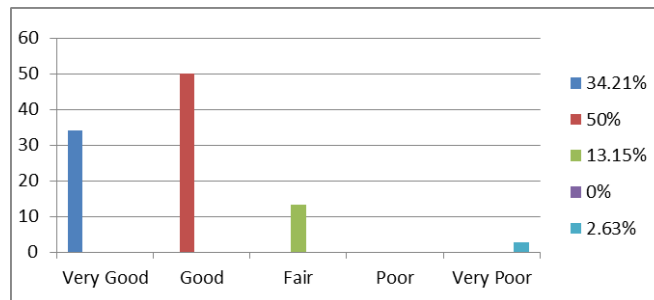


Figure 2 The Result of the Post-Test 1

The average of the students' achievement in the first cycle is 74,42%. This result is higher than the result of the pre-test. According to the criterion provided by Depdikbud, which is stated in the previous chapter, 65% was to be successful. Therefore, it can be concluded that the first cycle is successful. Based on the evaluation, some students still made mistakes when they performed some commands given by the teacher.

3.3. Post-Test 2

The post-test two was conducted after treatment 2. The purpose of this test was to check to what the student understand the words that would be presented in action research. Below is the diagram of Pre-Test result.

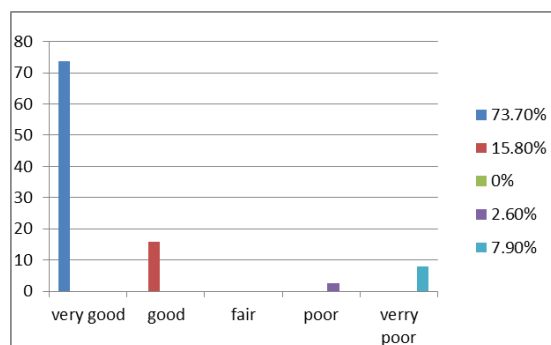


Figure 3 The Result of the Post-Test 2

From the analysis above, the average achievement of the students' post-test is 82,04%. It can be concluded that the students' achievement in learning English vocabulary by applying TPR has a significant improvement. To prove this statement, the results of the test in this action research are compared in the following figures.

3.4. The Overall result

The overall of result was conducted at the final of the research. The purpose of this test was to check to what the student understand the words from pre-test and post-test 1 that would be presented in action research. Below is the diagram of Pre-Test result.

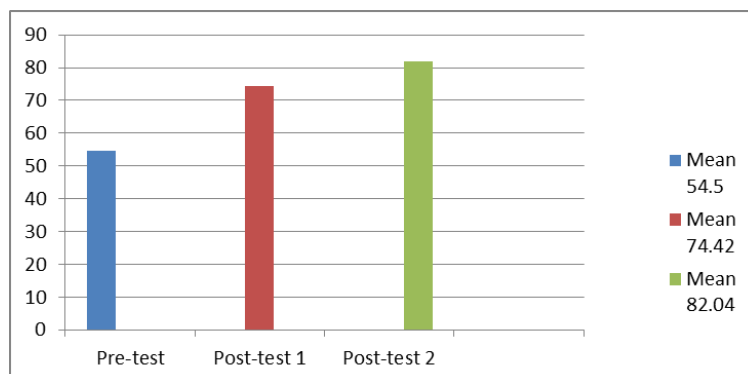


Figure 4 Diagram of Overall Result

At the beginning of the lesson in the first cycle, some students seemed enthusiastic in learning English using the game. This is because the games very fun, easy and interest for the student. In this situation, the teacher explained the procedures to the students and asked them to relax and enjoy the class. The researcher would answer their questions if there when they were something they did not understand. At first, the students looked confused with the method used, but they were able to adapt to the situation during the activity of the first cycle until the last cycle. Most students were enthusiastic and interested in the teaching and learning were so fun process because the games so the students enjoyed the class very much. However, it could not be denied that sometimes there were some students who did not give much attention. From this point of view, the writer concludes that some students pay attention and some students did not attention to the teacher's explanation during the study.

The first cycle was conducted on Tuesday, 28 November 2021. It was participated by 38 students. In this activity, the Total Physical Response was introduced to the students. The topic used in this cycle was 'Part of body'. Most of them were presented in the form of simple commands or sentences. The words given in this cycle were about At School; book, pencil, bag, ruler, pen, blackboard, window, door, table, chair, floor, bin, broom, cupboard, eraser, teacher, etc. The activities or commands which were given to the students used some verbs such as open, close, write, draw, clean, point, touch, sit down, stand up, and etc.

Before starting the activities, the researcher explained about the method used in the teaching and learning process as briefly as possible. Because the students were in the beginning level, she explained in two languages; students' native language and English. It was hoped to make the students had some ideas about what they had to do. The researcher also provided some teaching aids to help the students to know what they were going to demonstrate the activities. In starting the activities, the researcher asked four students to come forward and sit with her on chairs facing the other students. They were the models for some commands. The other students listened and paid attention to the performances doing by their four friends. The researcher explained the procedures to the models and uttered some commands related to the topic by performing them slowly and clearly. The examples of the imperative phrases given were Sit down!, Stand up!, Open your book!, Close the door!, Clean the blackboard!, etc. The researcher repeated each commands for several times and then asked the four students to imitate her. The researcher asked the models to perform what she said chorally then individually. If they could not do it, she performed it again so they could perform it like what she did. The rest of the students watched them. The researcher did not ignore the students who had been sitting and observing her doing activities with the four students. The researcher also involved them in the activities by asking them to practice with their partner, so the researcher could see how their students' understanding was. Researcher helped the students when they got difficulties in practicing and pronouncing the words.

The second cycle was conducted on Tuesday, 5 December 2021. It was followed by 38 students. The topic in this cycle was 'At School'. The procedure of the teaching and learning process was the same as in the first. The words and activity presented by teacher in the second cycle were related to our body and the functions. They were head, eyes, ears, mouth, nose, cheek, neck, hair, hand, arm, tooth, leg, foot, etc. The verbs presented were see, smell, hear, taste, bite, eat, count, kick, etc. In this cycle, the teacher also introduced some adjectives; they were tall, short, slim, fat, white, black, curly,

straight, handsome, beautiful, etc. The researcher explained again to the students about the method that would be used was the same as the previous class. This time, the students were getting adaptable with the activities. The researcher asked four students to come forward and sit with her on chairs facing the other students. They were different students from the student who were in the first cycle. In this time, they did it voluntarily without getting pointed by the teacher. They would be the models for some commands. The researcher explained again the procedures to the models and uttered some commands related to the topic while performing it briefly and slowly. The other students listened and paid attention to the performances seriously when the researcher and their four friends performed commands. The commands which is given in this cycle were related the part of the body and its functions such as; Close your eyes!, Smell your hair!, Raise your hand!, Open your mouth!

The score they were getting is significant improvement, because post-test 1 and post-test 2 results are in very good category and that is higher than pre-test result which is in fair category.

Based on the discussion above, it is conclude that Total Physical Response method can increase students' vocabulary mastery.

Then, the effectiveness of using Total Physical Response in teaching vocabulary are:

- Students are enthusiastic in learning English through the games.
- Teachers can save time in teaching vocabulary.
- The teaching learning process in the classroom are more vivid and enjoyable.

According to Wallace (1982), attitude can influence students in teaching vocabulary. In other words, students' attitude in teaching vocabulary could be seen in their enthusiasm during the class. The researcher saw that the students did not feel pressure in answer the question after the treatment, because they can easy to understand the new word. After students learned with TPR method, the researcher was hopeful that students can enjoy in teaching vocabulary. The reflection of the last treatment was that students should add their new English vocabulary through English written books, English stories and dictionary.

4. Conclusion

In relation to the result of the findings and discussion, it is concluded that:

- The students show significant progress during the teaching and learning activity by using Total Physical Response. The students' mastery in English vocabulary can be improved.
- Most of the students said that the activities in teaching and learning process using TPR could help them in mastering English vocabulary. The students' motivation in learning English has been enhanced.

Compliance with ethical standards

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Disclosure of conflict of interest

We hereby declared there is no conflict of interest on this research work.

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