

THE INFLUENCE OF TOTAL PHYSICAL RESPONSE METHOD TOWARD STUDENTS' VOCABULARY MASTERY AT THE 1st GRADE OF SMP PLUS ASSA'ADAH

Pipin Hayadi, S.Pd, M.Pd

Fakultas Agama Islam Universitas Al-Khairiyah

Email : hayadiapin5@gmail.com

Abstract : *The objective of the research is to find out wheather Total Physical Response has significant influence or not toward students' vocabulary mastery at the first grade of SMP Plus Assa'adah. The methodology of research was quantittative research through true experimental research. The population of the research was the first grade at SMP Plus Assa'adah in academic year 2014/2015. Researcher used pre-test and post-test in both of classes, in the experimental group was taught by using TPR method and the control group was taught by using discussion way. The result showed that in experimental class pre-test, the students got mean score 59.35 and in post-test got 75.65. And for students in control class they got 46.58 for mean pre-test, and for mean post-test they got 49.96. The result has shown that there was an improvements, the improvement could be seen for experimental group which had mean score of post-test was 75.65. Meanwhile, the mean score of post-test in the control group was 49.96. Finally, the result of analyzing the post-test both of experimental and control group showed that t_{count} more than t_{table} ($4,544 \geq 2,009$). It means the H_a (Alternative Hypothesis) was accepted and there was an influence of using Total Physical Response toward students' vocabulary mastery at the first grade of SMP Plus Assa'adah.*

Key words: *Total Physical Response, Vocabulary mastery.*

INTRODUCTION

English has four skills to be mastered. They are speaking, listening, writing and reading. Those skills are very important to be mastered for students when learning English, so to be easier in learning those skills students should learn vocabulary first. Because as we know that vocabularies are the fundamental element to learn four skills in English. According to Wallace (1982: 1) learning a foreign language is basically a matter of learning vocabulary of that language.

Vocabulary is one of element in every language and it has important position when we learn a language especially foreign language, without mastering vocabulary we were unable to

communicate with other person and vocabulary also function to deliver messages. Vocabulary mastery plays important rules in learning foreign language. Every learner should be able to master the foreign vocabulary. According to Swannel cited in Anisa (2010:169) mastery is comprehensive knowledge. Many experts define the importance of learning vocabulary Ellis (1997) cited in Schmitt (2000: 143) said that the main reason for believing that vocabulary knowledge can help grammar acquisition is that knowing the word in a text or conversation permits learner to understand the meaning of the discourse, which in turn allows the grammatical patterning to become more transparent.

According to Thornbury (2004 : 13) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This show to us how important of mastery vocabulary in learning a language, especially foreign language. Because without mastering vocabulary we cannot deliver anything to others person. Other definitions of vocabulary from the experts refer to Kridalaksana (1993: 127) states that vocabulary is a component of language that maintains all of information about meaning and using word in language.

In Indonesia, English is positioned as the foreign language, it means that English language was not well known by most people in Indonesia especially students in elementary and junior high school. Therefore, teacher needs extra strategy to make them interested in this foreign language. According to Brown (1994: 23), teaching is showing or helping something, giving instruction, guiding in study of something, providing with knowledge, causing to know understand.

Therefore, it would be big challenge for teacher in junior high school especially in the first grade because not all students learn English at their school. According to Schmidt (2002:330) method is way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught and learned and a

particular theory of language and of language learning. It means that method is a way of our teaching process during the class activity.

According to Stahl (1998: 95) vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world. Vocabulary is the important elements to communicate with the other person without knowing vocabulary we cannot communicate with the other person. Besides that, when we have memorized vocabularies we also must know how to use those vocabularies in our daily conversation.

Mastering vocabularies for students in junior high school level it must be first thing that may be considered by teacher, because some experts believe that by mastering vocabularies it can help students to express their thought and idea, especially in English language and it also helps what they read and listen. According to Cheryl (1995: 1) define vocabulary as a list or set of words for a particular language or a list or set of word that individual speaker of language might use.

According to Richard and Rodgers (1986: 87) TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Furthermore, in Pujiningsih (2010:24) stated that Total physical Response is a method that is used to teach second or foreign language that concern with listening comprehension in order to get students' understanding in learning the language naturally and easily. Because this method as explained before the role of this method like acquiring the first language, that persuade students to follow the instruction that acted by teacher that usually followed by body movement.

Total Physical Response is one of method that researcher think is appropriate in building students' vocabularies mastery because this method invites students to involve directly and

they used their body movement. It more makes them entertain and fun because they can express directly and it can make the atmosphere around the class more energies.

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. It is linked to the trace theory of memory, which holds that the more often or intensively a memory connection is traced, the stronger memory will be. The teacher direct and students act in response-the instructor is direct on the stage play in which students are the actors (Asher, 1977:43).

In TPR classroom, students respond to commands that require physical movement, this method is very effective to help students in mastering vocabularies because students not only listen what their teacher said but they should to respond their teacher said, like take your pen!, and then students should follow what teacher said. Indirectly students memorize 3 vocabularies from their teacher; take, your and pen.

Therefore, the researcher is interested to use this method in students' vocabulary mastery, researcher thinks this method is very effective and make students fun and enjoyed during teaching learning process, it also coordinates between speech and action and attempts to teach language through physical activity.

MATERIALS AND METHOD

To make this research successful, researcher needed an appropriate research design in conducting the research. In this research, researcher used Quantitative research. According to Sugiyono (2009:72), "Experimental research methods can be interpreted as the research method used to find the effect of a particular treatment over another in a controlled condition". The other definition explained by Punch (1998: 87) stated that quantitative data are in the form of number, and measurement is the process by which data are turned into number. It means all the data would serve by using number and would interpret quantitatively. In this research includes two groups design, they are experimental and control group. Experimental group

treated with Total Physical Response and control group was not treated with Total Physical Response.

In this research there were two variables, independent variable and dependent variable. Independent variable was Total Physical Response and dependent variable was student's vocabulary.

The design can be show as follow:

Control group pre-test post-test design

$G_1 T_1 X_1 \quad T_2$

$G_2 T_2 X_2 \quad T_2$

Where: T_1 : Pre-Test

T_2 : Post-Test

G_1 : An Experiment

G_2 : A Control

X_1 : Treatment (Total Physical Response)

X_2 : Treatment (Conventional Method)

(Hatch and Farhadi, 1982: 72)

The population of this research were students of the first grade of SMP Plus Assa'adah are 190 that divided into 7 classes. According to Sugiyono (2009: 80), "population is a generalization area consisting of: objects/subject that have certain qualities and characteristics are determined by the investigator to be studied and then drawn conclusion".

The samples of this research were students from 7 Najran class that consist of 26 students belong to control group and 7 Yalamlam class that consist of 26 students belong to experimental group. So the total number of sample is 54 students. According to Sugiyono (2009: 81), "sample is part of the number and characteristics possessed by the population".

The technique of collecting data in this research used vocabulary test. The test consisted of pre-test and post-test, it was to know the improvement of students' vocabulary before and after treatment. It also to compare students' vocabulary between students who were taught by using Total Physical Response and the students who were taught by conventional method.

According to Arikunto (1984: 150), "test is a tool or a systematic and objective procedure for obtaining the data or desirable particulars about a person, in a way that can be said right and fast". In getting the data researcher used pre-test and post-test. Pre-test conducted before treatment and post-test conducted after treatment for both of classes. In every test consisted of 20 items of questions.

DISCUSSIONS AND RESULTS

Results

This research was conducted to know the influence of Total Physical Response at The first grade of SMP Plus Assa'adah, the researcher used test as research instrument. To get the data of score students' vocabulary mastery researcher used pre-test and post-test in teaching process.

The data took in two classes in the first grade of Junior high school, 1 Yalamlam as control class and 1 Najran as experimental class, in each classes consisted 26 students. The research was conducted in the first semester in academic year 2013-2014.

The pre-test score was gotten from students' score before they got the treatment. The pre-test consisted of 20 multiple choice questions. The result of pre-test score in control and experimental group as follow;

Data of Pre-Test Score

Group	Ideal Score	Xmin	Xmax	\bar{X}	Coefficient Variants %	S	N
Experiment (Class VIII E)	100	25	90	59.35	32.50	19.29	26
Control (Class VIII B)	100	20	70	46.58	36.45	16.98	26

The table showed that the results of mean score of pre-test on experimental class is 59.35, the highest score is 90 and the lowest score is 25 with standard deviation = 19.29 and the Coefficient Variants = 32.50%. Whereas, the results of mean score of pre-test on control class is 46.58, the highest score is 70 and the lowest score is 20 with standard deviation = 16.98 and the Coefficient Variants = 36.45%.

The post-test score was gotten from students' score after they got the treatment. The post-test consisted of 20 multiple choice questions. The result of post-test score in control and experimental group as follow;

Data of Post-Test Score

Group	Ideal Score	Xmin	Xmax	\bar{X}	Coefficient Variants %	S	N
Experiment (Class VIII E)	100	40	100	75.65	22.54	17.05	26
Control	100	25	90	49.96	30.75	15.37	26

(Class VIII B)							
----------------	--	--	--	--	--	--	--

The table showed that the results of mean score of post-test on experimental class is 75.65, the highest score is 100 and the lowest score is 40 with standard deviation = 17.05 and the Coefficient Variants = 22.54%. Whereas, the results of mean score of post-test on control class is 49.96, the biggest score is 90 and the smallest score is 25 with standard deviation = 15.37 and the Coefficient Variants = 30.76%.

Discussion

The aim of this research was to find out the influence of Total Physical Response towards students' vocabulary mastery. The subject of the research was the first grade students of SMP Plus Assa'adah. The object of the research was vocabulary mastery. The researcher used TPR method in teaching process.

In this research, researcher used quantitative method for getting and processing the data in the field. In this research, the researcher choosed two classes that where 1 Najran as experimental class that consisted of 26 students and 1 Yalamlam as control class that consisted of 26 students.

The research used test, which consisted pre-test and post-test as instrument in collecting the data. The data was collected in three meeting both of the class. It aimed to know the influence of TPR method towards students' vocabulary mastery. The pre-test was given to the both class at the first meeting. Then, the researcher applied the TPR method in experimental class and teaching control class by using conventional method . And then, researcher gave the post-test to the both class at the last meeting of the research.. The research was conducted from November 4rd, 2014 until November 15th, 2014.

In November 4th, 2014, the researcher gave the pre-test to the experimental class. It aimed to know the students' score before the researcher treated them by using TPR method. The pre-test finished at 30 minutes.

In November 5th, 2014, the researcher gave the pre-test to the control class. It aimed to know the students' score in vocabulary mastery.

After giving the pre-test to both of classes, the researcher applied TPR method to the experimental class on November 6th 2014. The researcher gave some instructions to students about command and prohibition used Total Physical Response and researcher persuaded students to imitate the researcher utterance and act together. So, the researcher asked students to demonstrate command and prohibition phrase from the researcher. At the end of the lesson researcher gave some tests used audio visual to know students understanding about the material.

The second meeting in the control class was conducted on November 7th, 2014. In this control class, the researcher taught the students by using discussion. They only asked to discuss the material while learning process.

The last meeting in the experimental class was conducted on November 11th, 2014. The researcher applied the Total Physical Response in this meeting in 75 minutes before the researcher gave the students' post-test. The application of Total Physical Response in third meeting was similar to the application in the second meeting. Then after the application of Total Physical Response, the researcher gave the post-test to the experimental class. It aimed to know the influence of Total Physical Response towards students' vocabulary mastery at the first grade of SMP Plus Assa'adah.

For the last meeting in control class which was conducted on November 12th, 2014, the researcher also used the 75 minutes of time allocation to teach the students by using Discussion. After that, the researcher gave them the post-test.

The data presented in this research was supported by the hypothesis that there was an influence on students' vocabulary mastery between students who were taught by using Total Physical Response method and those who were not taught by using Total Physical Response. After conducting post-test in the both of classes experimental and control class there was average result in control class 50.34 and experimental class 73.1. It means that Total Physical Response method gave an influence in students' vocabulary mastery.

Finally, the result of post- test on both of classes showed that $t_{\text{count}} \geq t_{\text{table}}$ ($4,544 \geq 2,009$). It means that H_a was accepted and H_o was refused. Therefore, the researcher concluded that there was an influence of using Total Physical response method at the first grade of SMP Plus Assa'adah.

CONCLUSION

Based on the research about the influence of Total Physical Response Method towards Students' vocabulary mastery at the first grade of SMP Plus Assa'adah. the researcher concluded the result of the research as follows:

1. There was an influence of using Total Physical Response method towards students' vocabulary mastery. It was proven by the independent T-Test analysis of experimental and control class. The result of the t_{count} was 4.544 and compared with the t_{table} at $\alpha = 0.05$. It showed that the t_{count} higher than t_{table} . It means there was an influence of using of Total Physical Response method towards students' vocabulary mastery at the first grade of SMP Plus Assa'adah.
2. The mean score of pre-test in the control class was 46.58 and the mean of post-test which was 49.96. It increases 3.38 point. Meanwhile, the mean score of pre-test in the experimental class was 59.35 and the mean of post-test became 75.65. It increases 16.3 point.

3. Based on the result of the experiment, the researcher concluded that the use of Total Physical Response method was very beneficial to influence the students' vocabulary mastery.

Suggestion

Based on the result of the research, the researcher would like to give some suggestions, as follows:

1. Total Physical Response method in teaching vocabulary is recommended for English teachers. They may use Total Physical Response as an alternative strategy in teaching English especially vocabulary.
2. The quantitative finding of research shows that the use of Total Physical Response influences students' vocabulary mastery. Based on the result, it is recommended for the next researcher to conduct the research of using TPR method in teaching vocabulary.
3. For the other researchers, they can develop and continue their own research dealing with TPR method and reading comprehension. It is expected to be better than this research paper.

REFERENCES

- Anisa, Ike. *Improving Students' Vocabulary Using Experimental Learning*. Sukoarjo : Universitas Widya Dharma Klaten, 2010.
- Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta, 2002.
- Asher, J. James. *Learning Another Language Through Action*. California: Sky Oaks Productions, Inc, 1983.
- Brown, Douglass. *Principle of Language Learning and Teaching*. Eagle wood Cliff : Prentice Hall, 1980. Hatch, Evelyn and Cheryl Brown. *Vocabulary, Semantic and Language Education Cambridge*. Cambridge University Press, 1995.
- Hatch & Farhady. *Research Design and Statistic for Applied Linguistics*. Massachussetts: Newburry House, 1982.
- Kridalaksana, Harimurti. *Kamus Linguistik, edisi ke-3*. Jakarta: PT Gramedia Pustaka Utama. 1993.
- Pujiningsih, Nining. *Improving Students' English Vocabularies by Using Total Physical Response in the Sixth Year of MI NU Manafiul Ulum Kudus*, 2010.
- Punch, F. Keith. *Introduction to Social Research Quantitative and Qualitative Approach*. London: SAGE Pulication, 1998.
- Richard, Jack. C and Rodgers, S. Theodore. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press, 1999.
- Schmidt, Richard and Richards, C. Jact. *Dictionary of Language Teaching and Applied Linguistics*. Malysia: Longman, 2002.
- Schmitt, Norbert. *Vocabulary in Language Teaching*. United State of America: Cambridge university press, 2000.
- Stahl, A. Steven. *Teaching and Learning Vocabulary*. New Jersey: Lawrence Elbaum Associates, 2005.
- Sugiono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta, 2011.
- Thornburry, Scott. *How to Teach Vocabulary*. London: Longman, 2002.
- Wallace, J. Michael. *Teaching Vocabulary*. New York: Oxford, 1982.