

## The Use of TPR Method to Teach Vocabulary in Yayasan Al Falah

Evha Nazalatus Sa'adiyah Sy<sup>1</sup>, Chairunnisa<sup>2</sup>

evhasyuaibi@unira.ac.id<sup>1</sup>, chairunnisa.sempama@gmail.com<sup>2</sup>

Universitas Madura<sup>1</sup>, SMPN 5 Pamekasan<sup>2</sup>

### Abstract:

This research is to investigate how to apply the TPR method and the students' response toward the implementation of this method at 6<sup>th</sup> grade MI an Al Falah Islamic education foundation. The data collected by using observation, interview and questioner. The result of the research of conducting TPR method to VI grade of described with descriptive qualitative method, the researchers uses saturation sampling methods in analyzing data, where all of number of populations become sample, there are one English teacher and 17 students. Based on the result of observation, interview and questioner has been finding that there are students' response are faced by the teacher in applying of TPR method such as: the students like and enjoy the material, the students dislike this method and the students feel bored of conducting this method, beside that the researchers found the total numbers of students like this method for about 11 students, it shown when the teacher give a command and demonstrate the movement they respond it well, and 4 students dislike this method and 2 students feel bored of this method, it shown when the students cannot demonstrate the command of the teacher and they are not active in learning process.

**Keywords:** TPR method, Teaching Vocabulary, Vocabulary

### Introduction

English is utilized for interaction in elementary school with the goal of helping students develop their language abilities alongside the activity. To pique students' interest in the subject matter, discussion topics usually center on issues or things that make sense in the given setting. So that elementary students do not struggle with pronouncing vocabulary because it is primarily used for practice and should be flexible to pronounce, during this season, students were invited to interact with their partners or they are able to mention the word appropriate with the activity (body movement) which is practiced by their teacher. Teaching is a process of communication in which the teacher sends the messages of knowledge and skill to students as feedback, and the students respond with their ability and the performance (Sy, 2019)

The foundation for how well language learners listen, speak, read, and write is provided in large part by their vocabulary. Without a large vocabulary and methods for expanding it, learners frequently fall short of their potential and may become disenchanted with the opportunities for language learning that are all around them, such as listening to music, speaking with native speakers, using the language in various contexts, reading, or watching television. The levels of vocabulary learning that students must attain in order to read both simplified materials and to process different types of oral and written text, as well as the kinds of strategies students use to understand, use, and remember words, have all been clarified by research on vocabulary in recent years (Richard; 2001).

One of the first areas applied linguists focused on was vocabulary because it is one of the most obvious aspects of language (Harmer, 2001: 4). Students in elementary school learn more about English through vocabulary instruction because, as we all know, English is a foreign language; therefore, the teacher must be able to teach vocabulary effectively and with enjoyment. One teaching strategy that is thought to be appropriate for students' interests is the TPR Method (Total Physical Response), which engages students in active learning and is appropriate for their age group.

The researchers chose to conduct the research in elementary schools with the purpose of demonstrating that study vocabulary is extremely important to be started from elementary school, even though English lessons are taught locally. This is because it is not a barrier to improving the students' vocabulary skills. As a result, the researchers decided to enroll in the Madrasah Ibtidaiyah, which is on par with an elementary school. The researchers chose to conduct the research at Al Fatah, an Islamic education foundation, because it is one of the schools that offers English instruction and includes vocabulary instruction in the 6th grade as local content. The school's ability to produce talented students is demonstrated by the fact that every student participates equally in competitions held at the district and/or district levels.

Many Previous research has be done about it, but in different skill and therefore the researchers tries to pick on the use of TPR method in teaching vocabulary, most of them just raised about student proficiency in speaking, listening, reading and writing, so the researcherrs tried to make an experiment

in order to help the smooth of teaching and learning process in that Madrasah and become inspiration for all English teachers all over Indonesia generally.

From the background of the study stated above, the writer formulates the questions as follows: (1) How to apply TPR Method in teaching vocabulary at VI grade of Madrasah Ibtidayah at Islamic education foundation Al Fatah? (2) What are the student's response toward the use of TPR in teaching vocabulary?

## **Review of Literature**

Vocabulary is a powerful carrier of meaning (Harmer; 2002: 45). Vocabulary is one of the most obvious components of language and one of first things applied linguists turned their attention (Harmer; 2001: 4). According to Richard (2002: 255) vocabulary is core component of language proficiency and provides much of the basis for how well learners listen, speak, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening music, listening of native speakers, using the language in different context, reading, or watching television.

The learner's vocabulary is divided into two main areas, active and passive (Thornbury: 2002). Sometimes they called productive and receptive vocabulary. An important consideration for teacher planning vocabulary work is the distinct ion between productive and receptive vocabulary (Thornbury; 2002: 74). The clear differences between productive and receptive vocabulary will be seen the function of the using vocabulary. The productive vocabulary is used for oral skill, and receptive vocabulary is used just for comprehending.

In addition, understanding the differences between active and passive vocabulary is important for the learner, because adding a word to active vocabulary is ordinarily more difficult than merely learning to recognize. Learner must choose a word that appropriate in the situation when they speak in English. Therefore, it is useful to know the differences between them.

### **a. Receptive Vocabulary**

Receptive vocabulary is the set of words that we recognize and understand, but tend not to use ourselves (Thornbury; 2002: 75).

Receptive vocabulary sometimes called passive vocabulary, it is a word that a person understands when he hears or reads them but does not use in his own speech.

b. Productive Vocabulary

Productive vocabulary is the words that the students should be in using in their speech and writing (Thornbury; 2002: 48). Sometimes, productive vocabulary called active vocabulary active vocabulary consist of those words which the learner use frequently and naturally in learner's writing and speaking.

An active vocabulary is more difficult to be learned than a passive vocabulary. The learner must be able to choose the word which is appropriate with the situation. Therefore, the learner must be an extra effort to learn an active or productive vocabulary. In teaching vocabulary, teacher needs to manipulate some methods in order to make the students easy to understand and catch what was delivered by the teacher; the method also helps the teacher in conducting success teaching learning process.

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. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925 (Richards; 2001).

According to Asher (in Richards; 2001), the studies clearly indicate that the TPR training produced better results than the audiolingual method. He attributed the success to the fact that the TPR utilizes implicit learning, whereas the audiolingual approach relies on explicit meaning. These two concepts roughly parallel Krashen's acquisition/learning distinction. However, Asher suggested that an alternative model of teaching might begin the instruction in the implicit mode and end it in explicit mode. He feels that a student's skill at later levels may be advance to the point at which teaching rules and correcting errors may be beneficial.

The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the

ultimate aim is to teach basic speaking skills. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form (Richards; 2001). Imperative drills are the major classroom activity in Total Physical Response. They are typically used to elicit physical actions and activity on the part of the learners.

## **Method**

The researchers used descriptive qualitative method to get the aim. In qualitative method validity refers to the “trustworthiness” of study (Cresswell, 2005). Descriptive method is the effort to observe, notify, analyze, and interpret the condition happening. Ainin (2007) notified the purpose of descriptive method is to make description about the fact, characteristics, and relation of current cases systematically, factually, and accurately. this study is categorized as descriptive qualitative research because describe the characteristics of particular individual or group, and this study would be conducting by using the qualitative research, because the researchers would like to describe the use of TPR method in teaching Vocabulary and the students’ response toward TPR method in teaching vocabulary at the six of MI Al Falah.

In this research, the researchers use saturation sampling methods in analyzing data, where all of number of populations become sample because there are only little number of data, it is only one English teacher and 17 students and the research conducted collectively without selecting number of samples, so that all of number of samples to be a sample of data in this research (El Qorni: 2010).

Data of the research collected by using observation, interview and questioner. While the data analyzed based on the following steps:

1. Collecting data
2. Selecting the data
3. Verifying Data
4. Analyzing Data
5. Drawing Conclusion

## Results and Discussions

The way to apply Total Physical Response (TPR) method in teaching vocabulary need preparation to support the teacher in solving the difficulties of the students and find students' response toward the applying TPR method in learning vocabulary as follow:

1. Syllabus: Total Physical Response requires initial attention to meaning rather than to the form of items. Grammar is thus taught inductively. Grammatical features and vocabulary items are selected not according to their frequency of need or use in target language situations, but according to the situations in which they can be used in the classroom and the ease with which they can be learned (Patricia; 2003). The teacher adapted the material from the syllabus that was provided by the school related to the material of vocabulary but, the teacher modify and add the material appropriate to the topic and the method which applied in teaching learning process, in this case the teacher uses kinds of verb and things in the class.
2. Lesson plan: The teacher prepares the material or topic for the students. It is about some verbs and things in the class. The teacher explains the objectives of the topic and then the teacher starts teaching learning process collectively, and the last the teacher gives evaluation. There is generally no basic text in a Total Physical Response course. For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities (Richards; 2001).
3. Teaching learning process: Imperative drills are the major classroom activity in Total Physical Response. They are typically used to elicit physical actions and activity on the part of the learners. Other class activities include role plays and slide presentations. Role plays center on everyday situations, such as at the restaurant, supermarket, or gas station. The slide presentations are used to provide a visual center for teacher narration, which is followed by commands, and for questions to students, (Patricia; 2003).
4. Teacher's role: The teacher plays an active and direct role in Total Physical Response. "The instructor is the director of a stage play in

which the students are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably. Teacher begins with a wide tolerance for student speech errors, but as training progresses, the tolerance narrows.

5. Students' role: Learners are also expected to recognize and response to novel combinations of previously taught items (Richards; 2001). The students give attentions and listen to the teacher which demonstrate the material then, the students demonstrate by action what the teacher says related to the material or the students demonstrate orally (speaking) to what demonstrated by the teacher.
6. The role of instructional material: These may include pictures, realia, slides, and word charts (Richards; 2001). The teacher chooses vocabulary which easy to remember by the students, consist of kinds of verb and noun in the class, and then the teacher arranges them become imperative sentence to demonstrate to the students.
7. Evaluation: Each student must be active in giving responses to the material, and then they can demonstrate what done by the teacher. And the last the teacher also give evaluation to the best students' response.

Based on the result of observation, interview and questioner has been finding that there are students' response are faced by the teacher in applying of TPR method such as: the students like and enjoy the material, the students dislike this method and the students feel bored of conducting this method.

The observation and questioner investigate the students' response of the Total Physical Response (TPR) method that has been conducted in this school is easy to implement, and beside that the researchers found the total numbers of students like this method for about 11 students, it shown when the teacher give a command and demonstrate the movement they respond it well, and 4 students dislike this method and 2 students feel bored of this method, it shown when the students cannot demonstrate the command of the teacher and they are not active in learning process.

Based on the result of research finding above, the researchers find some factors why the students dislike and feel bored of conducting this method. The students are afraid to make a mistake, there are no self confident of students to compose the opinion, even they misunderstanding the material.

The researchers delivered the conclusion by showing the percentage of the students like this TPR method are 64.6%, and the percentage of students dislike of this method are 23,5%, and the last percentage of students feel bored of this method are 11.7%.

## **Conclusion**

Based on the analysis, it can be concluded that during learning process taking place in the class by using Total Physical Response (TPR) method was very good, the teacher can apply the method well and the students can give good response to the material by using this method. This is shown by their interaction in the class, usually they are not interested to study English especially vocabulary, but by applying this method can reduce the passive student to be active students, and they began to interest to study vocabulary step by step.

The result of observation, this study also confirmed the result of interview the researchers with the English teacher that the Total Physical Response (TPR) method has been applied in this school is easy to implement, and effective because students of elementary school more interested to study the lesson that has relation with action although sometimes there are obstacles such as; student who are not interested, it probably proper because this method has never conducted in this school before.

Based on the result above can be described on the percentage of the student who fill the questioner that provided by the teacher to measure the students interest, there for about 64.7% students are interested to study vocabulary by using TPR method because they can enjoy the material by using action, and only a few students are not interested to this method with several reason such as; they don't have self confident, even they misunderstanding to the material.



## References

- Ainin, Agustina. (2007). *Penelitian Qualitative: Perkenalan Awal*. Jakarta: Universitas Terbuka.
- Brown, Douglas. H. (2007). *Principles of Language Learning and Teaching (Fifth Edition)*. New York: Pearson Education.
- Creswell, W, John. (2005). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches (2nd ed.)*. USA: Sage Publication, Inc.
- Daniel Pratt, D. *Good Teaching: One Size Fits All? New Directions for Adult and Continuing Education*. (Spring 2002): 5-15. Accessed on 9th February 2023. [Elqorni.wordpress.com/2010/02/01/populasi-dan-sampel-population-and-sample](http://Elqorni.wordpress.com/2010/02/01/populasi-dan-sampel-population-and-sample).
- Fischer, Barbara Bree and Louis Fischer (1979). *Styles in Teaching and Learning. Educational Leadership* 36 (January), 251. Accessed on 6th January 2023.
- Grasha & Grasha (1996). *Teaching with Style*. Pittsburgh, PA: Alliance Publishers.
- Hadi, Sutrisno. (1987). *Research Methodology*. Yogyakarta: Yayasan Pembina Fakultas Psikologi. Universitas Gajah Mada.
- Harmer, Jeremy Harlow. (2008). *How to Teach English*. U.K. Longman.
- Patricia, A. & Amato-Richard. (2003). *Making it Happen (Third Edition)*, New York: Pearson Education.
- Richards, Jack C. & Rodgers Theodore S. (2001). *Approach and Methods in Language Teaching (Second Edition)*. Cambridge: Cambridge University Press.
- Rogova, G. V. (1975). *Methods of Teaching English*. Poroba. R.b.
- Sardiman, Refnaldi. (2003). *Pengantar, Mengajar Kreatif Siswa Aktif*. Jakarta. Rineka Cipta.
- Sukarno. (2008). *Teaching English to Young Learners and Factors to Consider in Designing the Materials*. Yogyakarta: Faculty of Languages and Arts, Yogyakarta State University.
- Sy, Evha Nazalatu Sa'adiyah. (2019). The Effect of Using Sequenced Pictures on Students' Ability to Write Narrative. *IJET*. State Islamic University of Sunan Ampel Surabaya, 8 (2), 8-14.

Thornbury, Scott. (2002). *How to Teach Vocabulary*. England: Longman

Yursa Cahyono, Bambang. (2000). *Qualitative Research Methodology*. Malang: State of University of Malang Press.