

# TEACHING ENGLISH VOCABULARY USING TPR (TOTAL PHYSICAL RESPONSE) METHOD AT THE FIFTH GRADE STUDENTS OF SDN CINERANG CIANJUR IN ACADEMIC YEAR OF 2017/2018

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## Abstract

The objective this research entitled “Teaching English Vocabulary Using TPR (Total Physical Response) Method at the Fifth Grade Students of SDN Cinerang Cianjur” was to find out whether or not teaching vocabulary using TPR was effective to improve the students’ vocabulary mastery. In this research, the writer used pre experimental design one group pretest and posttest design and quantitative research method. The instrument of this research was multiple choices reading test. The data of this research were collected by giving multiple choices reading test to the student sample. The data collected data used t-test formula. The result of analysis data showed that: mean score of pretest was 58,29, means score of posttest was 68,90, and the tobs was 9,07. The t critical value with d.f = n-1 (41-1=40) and significance level at 0.05 was 1.68. From the data analysis above, the alternative hypothesis of the research was accepted, because tobs was higher than t critical value (9,07 > 1,68). Using TPR Method in vocabulary was effective and can increase students vocabulary mastery.

**Keywords:** *Vocabulary, Physical Response, Teaching*

## INTRODUCTION

The basic learning English is vocabulary, because vocabulary is the basic for how learners listen, speak, read and write. According to (Richards, J.C and Renandya, 2002) “Vocabulary is an important thing of language skill basic to increase learners listen, speak, read and write. English taught in Indonesia at Elementary. It is expectationed that the learners will comprehend English as early as possible and can applied in usual conversation between other. Students need vocabulary in communication which to motivated them to produces and use meaningful word and sentences. (Harmer, 1991) classifies that “Then it is vocabulary that provides the vital organs and flesh”. That is why the students have to expand their vocabulary and master it in order to be able to communication. Knowing words in english is very important. If comprehend more words we know, it could increase understanding or making ourselves understood”. However, students sometimes get problems to use or apply the vocabulary. Their chalenges in using vocabulary which have been learned can be caused some reasons. One of the reasons could be in the method which is used by the teacher in presenting the lesson in the class. That’s why the appropriate method in delivering the lesson in the class should be considered.

(Brown, 2000) teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

TPR is English teaching approaches and methods developed by James Asher. The objective of the method is to start using English for communication in the classroom. Students can move physically and speak to their friends. TPR (Total Physical Response) is a method of language teaching to built around the coordination of speech in action, it attempts to teach target language through physical (motor) activity (Richards, Jack and S Rodgers, 2001).

Total Physical Response (TPR) is a teaching technique which is a learner (young learner) can responds to language received with body motions. This could be, for example, the acting out a chant. TPR is a teaching method of language built around the coordination of speech and action; to teach language by physical (motor) activity. TPR also get one benefit that allows for low fearfulness learning, it hoped learners don't have the worries of producing language. On of example TPR activity is “Robot”, where the teacher give intructions to learners like robots to do some task in the classroom. Acting out stories and giving commands are common TPR activities. Great for early stages but is hard to teach complex language (Asher, 1977).

From the discussion above, the writer writes the topic entitled ” Teaching English Vocabulary using TPR Method at the Fifth Grade of SDN Cinerang Cianjur.

## **METHOD**

The method used in this research is referring to (Crowl, 1996) quantitative research method is used to check that can good be answered by collecting and statistically analyzing data that are in numerical form. Population is a group of people which all have at least one characteristic in common, and must be defined specifically and unambiguously (Burns, 1995). In this research the population that the writer took was of the students of the 5<sup>th</sup> grade of SDN Cinerang Cianjur. The sample for this research are 41 students, perhaps an example will help clarify this point the object that will be observed in this study is the 5<sup>th</sup> grade students of SDN Cinerang Cianjur consist of one class.

To gain the data, the writer used some instruments, those were: (1) Pre-test item sheets were given to the students in the first meeting to know teaching vocabulary without use TPR method, (2) Post-test item sheets were given to the student after teaching vocabulary using TPR method.

In collecting the data analysis, the writer used a reading narrative text test. In this research, the writer used pre-test and posttest.

### **a) Doing Pre-Test**

The writer was conducted a pre-test to the student of SDN Cinerang Cianjur 5<sup>th</sup> . Before they answered the test, the writer gave little of introduction about the purpose of observation and made sure to them that this experiment will not effect to them score at all. After that the writer gave the task in order to be answered by them. Since this idea the first time, they seemed confused, but the writer hope in the finally they could do all questions within the time had been allocated. In the pre-test writer identified students’ problems in comprehending text before using TPR Method and Solution student problem in comprehending of text.

### **b) Doing Posttest**

The writer gave the posttest to the 5<sup>th</sup> grade students of SDN Cinerang Cianjur Posttest was quite easy. Because, they had been thought all materials that supported the test, so they could finish the test approximately forty five minutes.

After taking the result of the test's score, the writer computed and analyzed the result of the test. They were processed and analysis through the following steps:

a. Finding the Mean ( $\bar{x}$ )

To find out the mean of score from the test, the writer used the formula as follows:

$$\bar{x} = \frac{\sum x}{n} \quad (\text{Crowl, 1996})$$

Where :

$\bar{x}$  = mean

$\sum x$  = the score of the student

$n$  = the totals of the student

b. Standard Deviation

$$S_D = \frac{\sqrt{\sum x^2 - \frac{(\sum x)^2}{n}}}{n-1} \quad (\text{Crowl, 1996})$$

$\sum x$  = the sum of the scores

$n$  = the number of scores

$\sum x^2$  = the sum of the squared scores

$(\sum x)^2$  = the sum of the scores squared

c. T-test

In analyzing the collected data, the writer used t-test formula with significant level at 0.05. (Crowl, 1996)

The formula of t-test as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

$\bar{D}$  = The mean difference between the two sets of scores

$\sum$  = Summation (Sum Up)

$D$  = The difference between the scores of one person (of matched pair)

$D^2$  = The squared difference between the scores of one person (or matched pair)

$\sum D^2$  = Square each difference and sum the squares

$(\sum D)^2$  = The sum difference and square the sum

N = The number of differences

d. Degree of freedom

The formula degree of freedom is :

$$df = n - 1$$

Computation is used for testing hypothesis of the research .The next step is to compare  $t_{obs}$  and  $t$  critical value at the degree of freedom and the level of significance 5% (0,05). There are two alternatives, alternative hypothesis and null hypothesis. If  $t_{obs}$  is higher than  $t$  critical value, alternative hypothesis is accepted and null hypothesis is rejected.

The Research Procedures are:

- a) Gave the pretest
  - b) Teaching Learning Process, Gave the treatments
  - c) Gave the posttest
- Analyze and interpret the data gathered Draw conclusion and suggestion

## RESULTS AND DISCUSSION

### Results

The data of this research was described in the following table:

**Table of the scores result**

N	PRETEST SCORE (X1)	POST TEST SCORES (X2)	GAI N (Xd)	Xd <sup>2</sup>
1	50	70	20	400
2	55	70	15	225
3	60	60	0	0
4	55	80	25	625
5	60	65	5	25
6	50	60	10	100
7	55	75	20	400
8	60	70	10	100
9	50	70	20	400
10	65	65	0	0
11	80	90	10	100
12	50	65	15	225
13	50	70	20	400
14	50	65	15	225
15	65	80	15	225
16	50	65	15	225
17	60	60	0	0
18	50	65	15	225
19	55	60	5	25
20	50	65	15	225

21	55	70	15	225
22	55	75	20	400
23	80	80	0	0
24	70	70	0	0
25	60	80	20	400
26	60	60	0	0
27	55	70	15	225
28	55	70	15	225
29	55	70	15	225
30	65	65	0	0
31	65	70	5	25
32	55	65	10	100
33	65	80	15	225
34	65	70	5	25
35	55	65	10	100
36	80	80	0	0
37	65	65	0	0
38	50	65	15	225
39	50	60	10	100
40	60	60	0	0
41	50	65	15	225
<b>ΣX<sub>1</sub> =</b>				<b>2390</b>
<b>ΣX<sub>2</sub> =</b>				<b>2825</b>
<b>ΣD =</b>				<b>435</b>
<b>ΣD<sup>2</sup> =</b>				<b>6875</b>

In order to know the significant or no of the treatment, the data were the analyzing using t-test. The formula of t-test is :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N-(N-1)}}} \quad (\text{Crowl, 1996})$$

$$t = \frac{10,61}{\sqrt{\frac{6875 - \frac{(435)^2}{41}}{41-(41-1)}}}$$

$$t = \frac{10,61}{\sqrt{\frac{6875 - \frac{189225}{41}}{41.40}}}$$

$$t = \frac{10,61}{\sqrt{\frac{6875 - 4615,24}{1640}}}$$

$$t = \frac{10,61}{\sqrt{\frac{2259,76}{1640}}}$$

$$t = \frac{10,61}{\sqrt{1,38}}$$

$$t = \frac{10,61}{1,17}$$

$$t = 9,07$$

The similar result are seen when *t* test revealed a significant different between the *t* test value (9.07) at the level significant 0.05 for *df* = 40, *t* table (2.02) it means that *t* test value > *t* table it also means that alternative hypothesis was accepted.

Based on the data above, that writer concluded that using TPR method in teaching English vocabulary was effective and can improve students ability in reading especially at the 5<sup>th</sup> grade students of SDN Cinerang Cianjur.

### Discussion

Teaching English Vocabulary Using TPR (Total Physical Response) Method at the 5<sup>th</sup> Grade Students of SDN Cinerang Cianjur. It can be seen from the result of data. Result of Analyzed are :

- a) Mean of Pretest = 58.29
- b) Mean of Posttest = 68.90
- c) Standard Deviation of Pretest = 8.41
- d) Standard Deviation of Posttest = 7.11

Which analyzed above by using *t*-test formula with level significance ( $\alpha$ ) = 0,05 and the degrees of rejected (*d.f*)=40 the writer found the *t* table =1.68 and,  $t_{obs} = 9.07$   $H_0$  is rejected and  $H_1$  is accepted, it means Teaching English Vocabulary Using (PR (Total Physical Response Method) at the 5<sup>th</sup> Grade Students of SDN Cinerang Cianjur.

### CONCLUSION

After conducting the writer proposed several suggestions as follows :

1. The teacher are suggested to use Discovery Learning Method in teaching reading.
2. In using Discovery Learning Method the teaching are suggested to explore students' experience and ability in reading. The teacher should keep monitoring students' performance in reading, especially in reading narrative text.
3. Teacher should be more creative and attractive in teaching especially in teaching reading narrative text.

### ACKNOWLEDGMENTS

First of all me speak accept love to Allah SWT, with his permission compiler could complete this paper . No forget I speak to lecturer mentor from IKIP Siliwangi Bandung with patient guide and directing compiler in preparation of this paper . Authors very appreciate with sources that we have used for complete this paper although maybe still much to do repaired . No there is the most valuable that is family the ever -present author support good on morale as well material I for that we say thank you .

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