

CHAPTER I

INTRODUCTION

1.1 Background

As an international language, english is used as a means of communication in everyday life and in academia, as a first, second or foreign language. As an international language, people are required to master english because most people around the world communicate in english. English is useful for establishing and maintaining relationships with people. In addition, people must be ready to face global competition in understanding and developing scientific and technological knowledge in this modern era.

In Indonesia, english is taught as a compulsory subject from junior high school to university. Students were taught four language skills: listening, speaking, reading and writing. To support the mastery of the four language skills, the learners should of course have a good understanding of the english sub-skills; they are vocabulary, pronunciation and grammar as the core of having structured english in communication and comprehension. Ideally, students in year seventh, should have studied the four language skills and sub skills for three years from the fourth year of primary school. Accordingly, the learners have sufficient skills in the four language skills (listening, speaking, reading and writing) and language components (vocabulary, pronunciation and grammar) and have mastered a list of vocabulary as recommended by the curriculum.

From the previous discussion, it can be concluded that vocabulary is the most important aspect of learning a language, especially english, because vocabulary is the most important component of language, so if someone is not able to master vocabulary well then students will have problems in these four aspects or in mastering english. They have to master the vocabulary well and its grammatical to make a good communication in english.

Because english is completely different with Indonesian language in the structure, pronunciation, and also vocabulary, there are some problems that occur when teaching and learning vocabulary at school. Creating an interesting learning environment for students is one of the difficult jobs for teachers. The teacher must

be able to implement interesting and creative strategies, so that students are interested and enthusiastic in following the lessons.

Many students were drawn to teaching methods that provided them joy, such as making physical gestures, speaking aloud while moving, or giving demonstrations. Because they learned new words through movement, speaking, and simultaneous listening, it helped pupils become more certain and made it easier to remember unfamiliar words. The researcher used Total Physical Response (TPR) as a strategy in this regard.

Based on the researcher's interview with the seventh grade teacher at SMPN 4 Satap Malangke, students experience difficulties when memorizing vocabulary. Memorizing vocabulary is difficult and boring for some students. The reason that causes students to be bored and find it difficult to learn vocabulary is the use of inappropriate teaching techniques. The techniques used previously were ineffective and seemed monotonous. Students only memorize vocabulary once a week and have a dialogue conversation after which the teacher asks students to come forward in front of the class. In this way, students quickly forget their memorization. When the teacher asked them on another day, they had difficulty remembering the vocabulary they have memorized.

Students also had low motivation in learning English because they felt English was difficult. These problems had to be solved because they would affect students' English learning in the future. They would have difficulties in learning the other four aspects. One way to overcome these problems was by applying the right techniques or strategies. Teachers needed to implement new strategies that could attract students' interest in learning English, especially in learning vocabulary. When students had high motivation, they learned optimally. In line with that, they had good achievement in English and were able to use English to communicate.

Based on the existing problems, the researcher intends to use the Total Physical Response method in vocabulary learning for seventh grade students at SMPN 4 Satap Malangke. With this method, students are expected to memorize vocabulary more easily and increase their motivation in learning vocabulary. In this method, students practiced the vocabulary directly and students did 'Learning by Doing'. The researcher gave a series of commands in the target language (e.g.,

jumping and clapping), while students were expected to respond with whole body movements (e.g., jumping while clapping). Learning with this method made students memorize vocabulary in a short time. In addition, the TPR method developed students' talents; they were free to show their body language and created a fun learning atmosphere, as well as making students excited and focused on the vocabulary being trained. Ideally, when researcher used varied strategies in the teaching and learning process, students' vocabulary mastery improved.

Based on the explanation above, the researcher has conducted a research study to find out how the Total Physical Response method can improve students' vocabulary in the learning process. With the title 'The Implementation of Total Physical Response Method to increase Students' Vocabulary at Seventh Grade of SMPN 4 Satap Malangke'.

1.2 Problem Statement

Based on the background of the study above, the problem that can be formulated is as follow: Can the Total Physical Response (TPR) method increase students' vocabulary at seventh grade of SMPN 4 Satap Malangke?

1.3 Objective of the Research

Find out the statement of the problem above, the purpose of the study is to find out the implementation of Total Physical Response (TPR) method can increase students' vocabulary at seventh grade of SMPN 4 Satap Malangke.

1.4 Significant of the Research

Based on the objective of the researcher above, the result of the researcher are expected to provide useful information for:

1. For Students: Students can benefit from a more engaging and interactive learning experience through the TPR method, which involves physical movements and actions. This can make the process of acquiring vocabulary more enjoyable and memorable.
2. For Teachers: The research could prompt teachers to explore and incorporate various teaching methods into their pedagogical approaches, leading to continuous professional development.

3. For Further Researchers: The research can serve as a foundation for future studies exploring the effectiveness of TPR in different educational settings, with diverse student populations, or for other language skills beyond vocabulary development.

1.5 Scope of the Research

The researcher investigates whether Total Physical Response (TPR) can help students increase their vocabulary and understanding of english vocabulary in learning, especially since the main focus in this research is restricted to students' vocabulary, specifically focusing on verb.

1.6 Operational of the Research

The researcher defines important terms associated with the title in order to promote general comprehension and prevent misunderstandings of the research:

a. Vocabulary

In the context of language learning, vocabulary refers to the set of words, including nouns, verbs, adjectives, adverbs, and other linguistic elements, that an individual understands and is capable of using in speaking, listening, reading, and writing within a specific language.

b. Total Physical Response (TPR)

Total Physical Response is a language teaching method that emphasizes the use of physical movements, gestures, and actions to facilitate language comprehension and retention. In Total Physical Response, learners respond physically to verbal commands, creating a link between language input and motor responses to enhance language learning. This method is particularly focused on engaging the mind and body in the language acquisition process.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is the study of basic language, regardless of whether it is a first, second, or foreign language (2001) as quoted in Nurueni & Lube (2020). In order to master the four English language abilities of speaking, writing, listening, and reading, vocabulary is crucial. Nothing can be passed down without vocabulary, and very little without language structure can be passed down as stated in (1972) (Ngarofah & Sumarni, 2018).

Exceptionally, vocabulary plays a crucial role in interpersonal communication. as referenced in Ibrohim & Septianti (2018) (1995). Without vocabulary, understudies should be more familiar with words in the first place so they can't write about them more effectively or participate in certain conversations or talks. Vocabulary is a fundamental component of language skills that helps learners read, write, speak, and listen more effectively. (2002) according to Setiawan (2018). Additionally, vocabulary can be a collection of terms that a person or group of people have always known or that are components of a specific language. Handayani & Muddin (2018) referenced (2004). The others asserted that vocabulary is the building block of language. Verbs, adverbs, adjectives, and nouns are the vocabulary types that can contribute significantly to the significance of a language. (1975) according to Rahmawati and Utami (2019).

James Asher (1977) argues that foreign languages can be taught similarly to how children learn their mother tongue. In his book, 'Learning Another Language through Actions', Asher states that listening comprehension is an early stage in the language learning process, and involving physical responses helps students to understand and remember the language better. TPR can be an effective method because students at this age still have a tendency to learn through movement and physically involving activities.

It suggests that mastering vocabulary is extremely important for mastering the four skills of English. Students cannot grasp any English skills if they lack vocabulary. Understudies in Indonesia tend to focus on learning other courses, because they find learning English to be very difficult. Teachers have a crucial role in boosting students' self-esteem and inspiring a desire to learn English further.

The conclusion from these definitions is that vocabulary is an important component of language learning, whether it is a first, second or foreign language. Vocabulary is essential for acquiring the four skills of English: speaking, writing, listening and reading. Without vocabulary, interpersonal communication becomes difficult, and the learning of other language skills is hindered. Vocabulary is considered the foundation of language, consisting of different types of words such as verbs, adverbs, adjectives, and nouns that significantly contribute to language comprehension. In Indonesia, students often focus more on other subjects because they find learning English difficult. Therefore, teachers play an important role in boosting students' confidence and motivating them to learn English more vigorously.

b. The Importance of Vocabulary in Language Learning

Ingrid (2013) we might learn and understand a language through its vocabulary. Students needed to be able to have a larger vocabulary as they advanced through the grades.

While Vermeer (in Schmitt and McCarthy, 1997: 140) states that knowing words is the key to understand and being understood. The bulk of learning new language consists of learning new words. Grammatical knowledge does not make for great proficiency in a language.

It is clear from the previous explanation that vocabulary is considered to be essential to the process of learning any language. Anybody studying a language needs to have a sufficient vocabulary; else, learning a language is an extremely difficult task. Without words to convey meaning, learners of a foreign language may not be able to communicate in any meaningful way, regardless of how well they master grammar.

c. Kinds of Vocabulary

Active or productive vocabulary and passive or receptive vocabulary are the two categories of vocabulary. According to Hatch and Brown (1995: 370), citing Haycraft (1978), there is a difference between receptive and productive vocabulary:

1) Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they are used in context, but which they can't produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use in speaking and writing.

2) Productive Vocabulary

Productive vocabulary is the words which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive language can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

d. Types of Vocabulary

Word classification involves categorizing words based on certain criteria. Here are several common types of word classification:

1) Verbs

Verbs express actions, states, or occurrences. They can be classified into action verbs, linking verbs, auxiliary verbs, and others.

2) Adjectives

Adjectives describe or modify nouns by providing more information about their qualities. They can be categorized into descriptive adjectives, demonstrative adjectives, and so on.

2. Total Physical Response

a. Definition of Total Physical Response (TPR)

James Asher is a psychology professor at San José State University in California, USA. He invented Total Physical Response (TPR) as a tool to help with language learning. This approach focuses on encouraging students to listen

intently to their teacher's spoken instructions in the target language and to follow them. To put it another way, Total Physical Response (TPR) is a technique of teaching languages that focuses on the coordination of speech and movement; it teaches languages through the use of motor activities. It is related to the trace theory of memory, which maintains that a memory will be stronger the more frequently or intensely a memory connection is traced.

There are many methods for teaching vocabularies. One of them is Total Physical Response (TPR) method. This method is one method of learning in teaching English as a foreign language. Furthermore, Richards and Rogers (2011) reveal the Total Physical Response is a language teaching method built around coordination of speech and action. It attempts to teach language through physical activity. It is a language teaching method based on coordination between speech and action, the method for teaching languages using motor physical activity. Larsen and Freeman (2000) add that TPR is intended to understand a foreign language with instructions or orders because in practice students are given instructions or commands that can enhance their understanding of the learning material. Therefore, this study is aimed at investigating the effectiveness of using the TPR method to improve students' vocabulary viewed from classroom interaction.

Total Physical Response (TPR) is also called the "Comprehension Approach" since the focus is given to listening comprehension. In Total Physical Response (TPR), students listen and respond to the spoken target language commands of their teacher. Listening should be accompanied by physical movement. If they can perform the teacher's instructions it means that they know the meaning of the words. Speech and other productive skills should come later. In other words, they will choose to speak naturally when they are ready.

Since Asher sees learning a first and a second language as concurrent processes, his Total Physical Response approach is referred to as a "Natural Method." He contends that the naturalistic methods of first language acquisition should be reflected in the teaching and learning of second languages. Because of this, there are three main procedures:

- 1) Children become proficient listeners before they become verbal communicators. They are able to comprehend complicated words that they are unable to compose or mimic on their own during the early stages of first language acquisition.
- 2) The acquisition of hearing comprehension skills in children occurs as a result of their need to physically react to spoken language in the form of directives from parents.
- 3) Speech develops organically and intuitively from a foundation in listening comprehension.

From the provided information, the conclusion is that Total Physical Response is essentially modeled after the natural process of children acquiring their first language. It prioritizes the association between words and physical actions, with the main activity involving learners following imperative commands. Utilizing the body in learning vocabulary enhances memory recall for students. Total Physical Response proves to be a potent method, particularly effective for introducing new vocabulary and grammatical features at various levels. The versatility of Total Physical Response is evident in its application across different activities such as storytelling, dialogue, games, and pattern drills.

b. Characteristics of TPR

- 1) Students "act" in accordance with the teacher's instructions. The pupils are the actors in a stage production directed by the instructor.
- 2) Physical reaction abilities and listening comprehension are prioritized over oral production.
- 3) Even at more advanced levels, the urgent mood is the most often used linguistic function. Another common usage is interrogatives.
- 4) Students are not obliged to talk unless they feel comfortable or confident enough to do so on their own.
- 5) Vocabulary and grammar are prioritized above other extensive topics. The emphasis is on spoken language rather than written language.
- 6) Lessons are infused with comedy whenever feasible to increase students' enjoyment of language acquisition.

c. Procedures in TPR Implementation

Asher (in Richard and Rodgers, 2001:77-78) provides a lesson-by-lesson account of a course taught according to the principles of Total Physical Response, which serves as a source of information on the procedure used in Total Physical Response teaching. The four steps in this course are as follows:

1) Review

This is a warm-up step. The purpose is to check the students' understanding of the previous lesson and to warm up the students' readiness for new material before they really get into the new material.

2) New command

Here the teacher introduces some new vocabulary related to the topic and based on the school curriculum such as:

Take a cup	Pour the hot water into a cup
Wash your hands	Hold the phone
Give me a glass of water	Don't walk on the floor!

The teacher then asks simple questions which the pupils can answer with a gesture, for example pointing to something or someone.

3) Reading and writing

The teacher writes on the whiteboard each new vocabulary item and a sentence to illustrate the item. She then reads each item and acts out the sentence. Pupils listen while she reads the material. Some copy the information in their notebooks. It is almost similar to the principles of Total Physical Response, as follows:

- a) The teacher says the command and does the action.
- b) The teacher says the command and both the teacher and the students do the action.
- c) The teacher says the command but only the students perform the action.
- d) The teacher gives the command to one student at a time.
- e) The teacher and students allow the command to be extended or produce new sentences.



2.2 Previous Studies

1. Muhasonah (2023) in his research entitled “The Effectiveness of using Total Physical Response Method to Improve Students’ Vocabulary acquisition at seventh grade class of MTS Negeri 3 Donggala”. The result shows that the students mean in teaching vocabulary before taught using total physical response (pretest) is only 32. While the students mean in teaching vocabulary after they being taught using total physical response (posttest) is 67. And result of the (pretest) for the control class is 39.5 after being taught using total physical response (posttest) is 57.5. It means that total physical response method can motivate the students to more memorize vocabulary well. Because the mean of students in post-test is more larges than the mean of students achievement in pre-test. After the data was calculated using t-test it was found that the value of t-test was higher than table at 1% and 5% level of significance $t\text{-test } 1.734 < 12.252 > 2.101$. This finding indicated that the alternative hypothesis stating that there was any significant effect of using total physical response to improve students’ vocabulary at the seventh grade class of MTs Negeri 3 Donggala.

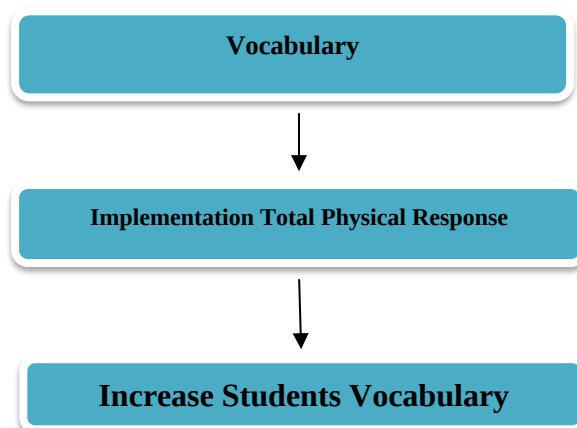
2. Ika Nurhalimah LBS (2020) in her research entitled “Improving Students’ Vocabulary mastery through Total Physical Response Method at seventh grade students of MTs Hidayatussalam”. Based on the quantitative data, it indicated that the implementation of the TPR method can improve students’ vocabulary mastery. The improvement can be seen from the students’ score in the test. The score improved from each cycle. The results showed that the mean of the score get improved from cycle to cycle. The mean of pre cycle was 56,32, the mean of cycle I was 79,4, and the mean of cycle II was 83,2. It can be seen that the mean of the score get improved from pre cycle to cycle I, and cycle II get the better result than cycle I. Based on qualitative data that was obtained, it can be seen that there was the improvement of students’ vocabulary mastery and the learning process activity. The data was taken from observation sheet, interview (before and after the implementation of the TPR method), diary notes, and documentation. From the data, it indicated the students were participated actively in the class, interested and enthusiast when did the movements, and concentrate to listen the material. The students also motivated to add more vocabulary to make them can speak english well, and easier to learn other topics in english lesson. 60 The percentage of students’ score also increased. In pre-test, only 5 students who got score ≥ 75 (20%). In the post-test I, students who got score ≥ 75 increased become 17 students (68%). And in post-test II, there were 23 students who got score ≥ 75 (92%). It was proven that there was improvement in students’ vocabulary mastery that seen from the percentage. From the pre-test to post-test I the increasing was 48%. The post-test II got the highest percentage (92%), and the increasing from the post-test I was 24%. In conclusion, the students’ vocabulary mastery improved from cycle to cycle. Based on the data analysis, there is the improvement of students’ vocabulary mastery by the implementation of the Total Physical Response method at the seventh grade students of MTs Hidayatussalam.
3. Ita Rahmawati, Abd Rahman, and Bunyamin (2019) in their journal entitled “The Implementation of Total Physical Response Method in teaching english vocabulary material at MTsN Sorong”. Based on the research results and discussion that has been described can be concluded that after the application

of TPR method to students of class VII A students of MTsN Kota Sorong, the vocabulary of students has increased, both from cognitive domain is also effective and effective. psychomotor field. The details are as follows: 1) Cognitive aspects, viz; first, the average score of initial ability students was 58.33 in the low, then in cycle I the average score of the student vocabulary test increased to 69.44 in the medium, and in cycle II it increased to 77.78 with a very high category. Second, students experienced vocabulary increase above the expected of 75.00%, 2) Affective aspect is the ability that is measured is receiving (paying attention), responding, appreciate and organize. Then, the researchers only see and observe the changes after the teaching learning process, both from attitudes, behavior, interest, emotion, motivation, cooperation, and coordination of each students through direct observation and interaction direct observation and interaction, 3) Psychomotor aspects, namely seen from observations or activities of students obtained during the learning process.

Based on the research above, data is obtained that students feel satisfied with learning using Total Physical Response, especially in vocabulary learning, because the data shows that junior high school students find it easier to improve vocabulary when there is media. Therefore, the researcher concluded that if the Total Physical Response Method had a good influence in improving students' vocabulary skills, then it would be better to use the Total Physical Response Method in increasing vocabulary at SMPN 4 Satap Malangke.

2.3 Conceptual Framework

The conceptual framework is a concept in which the theories can be related to the factors that are identified as the important problems. The conceptual framework in this research is shown in the diagram below:



Prior to the treatment, the researcher first administered a pre-test to determine the students' vocabulary mastery ability. After that, the researcher gave a treatment in the classroom. The researcher did not give any treatment in the control class. After the treatment in the experimental class, the researcher gave a post-test to find out how the results between the control class and the experimental class compared. At the end of the research, it was concluded that there was an improvement in the vocabulary acquisition of the students in the experimental class. From the results of the research and the analysis of the post-test data of the students in english in the seventh grade class of SMPN 4 Satap Malangke, namely the experimental class and the control class, it was found that there was an effect of the Total Physical Response Method on students' vocabulary improvement in the seventh grade of SMPN 4 Satap Malangke. It was said to have an effect because there was a significant improvement in the students' vocabulary in the experimental class using the physical response.

2.4 Research Hypothesis

Related to the previous explanation, the researcher formulated the hypothesis as follows:

1. Null Hypothesis (H0) the use of Total Physical Response Method does not increase students' vocabulary
2. Alternative hypothesis (H1) The using of Total Physical Response Method application is effective to increasing students' vocabulary.

General Testing Rules by using the formula as follow: If sig $\alpha < 0,05$ it means that (Ho is accepted) If sig $\alpha > 0,05$ it means that (Ho is rejected).