

The Implementation of Total Physical Response in Increasing Students' Participation in Learning Vocabulary

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Abstract

In acquiring a language, it should be considered that internal and external motivation hold the crucial place as the basic thing to support young learners' willingness and attract them to have some interested in learning new language, such as learning English. This research has an aim to investigate the implementation of total physical response (TPR) in increasing students' motivation in learning vocabularies by observing the second graders of SD Negeri 2 Kayuputih Melaka, Bali. TPR is a good method to teach new language for young learners. TPR is used to see how it affects students' motivation to learn more English vocabularies. This study designed in form of qualitative research. The method being used to analyze the data belongs to descriptive qualitative. The result of this research indicates that the use of TPR is successfully increase students' motivation to participate more in learning vocabularies. The students showed a significant knowledge of new vocabularies that had been learnt during the meetings shown by the chart being explained that shown the increment of students' participation and new vocabularies achievement. The conclusion of this study is TPR positively works in increasing students' participation in learning vocabularies for second graders at SD 2 Kayuputih Melaka.

Keywords: Young learners, elementary school, total physical response. Teaching

Introduction

Literacy and learning mastery of foreign languages, English as one of the media of information and communication on an international scale, is a very crucial thing that needs special attention. Introducing and mastering a foreign language such as English is something that needs to be considered from an early age (Abdelhalim, 2015) . In mastering a language, introducing vocabularies as early as possible is a good effort because the ability and absorption of children are in optimal conditions in development. In language, it is known that there are various kinds of basic skills that must be mastered to learn a language. These skills include listening skills, speaking skills, reading skills, and writing skills (Er & Prof, 2013).

In Indonesia, the most common foreign language learned in schools from early education is English. English is known as one of the most common international languages and is used to communicate internationally. It is considered that teaching English to the elementary school

students is not an easy task since it requires a lot of creativity and need some innovation to get rid their boredom (Qiu, 2016). Their world is still full of enjoyable activities. If English is taught interestingly, it will motivate them to learn it better.

In fact, Indonesia is a country with a high predicate as a trilingual country where the majority of the people are able to use 3 languages, namely traditional or regional languages, national languages, and foreign languages. However, at this time, English education in Indonesia in primary school education such as kindergarten and public elementary school is tied to the rules of the Indonesian Ministry of Education which states that English is recognized as noncompulsory subject which is only studied as a complementary subject.

English at public elementary schools in Indonesia is recognized as a noncompulsory subject according to Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 79 of 2014 concerning Local Content of Curriculum 2013/2014. In this case, English teachers at public elementary schools who are not professionals in the field of English language education are also given the burden of teaching to fulfill English language learning in school as a non-compulsory subject (Qiu, 2016). Most teachers who support thematic subjects only rely on books and monotonous learning models. The limited knowledge to innovate with various teaching and learning strategies greatly affects students' achievement in learning languages (Gumiandari, 2021). Monotonous strategies and approaches will cause students to get bored easily and lose interest in the target subject they want to learn, making it a little difficult to achieve basic competencies (Darsih, 2018). In addition, the motivation of young learners to learn several languages may decrease because one of the characteristics of young learners is that they are easily distracted and bored (Puspitasari, 2016). Cahyani et al., (2020) stated that students' motivation had a good relationship either decreasing or increasing due to monotonous or dynamic teaching strategies and the media used.

Vocabulary is the most barrier thing to learn every language. As soon, the students need to acquire more the vocabulary as the basic thing to understand the information well (Permana, 2020). There are several research and resources highlighting the implementation and the good impact of total physical response being used to increase students' achievement in developing their vocabulary. These previous studies showed that total physical response giving good impact to resolve the problem. The study by Nurlaili et al., (2015) , entitled "*The Effectiveness Of Teaching English Vocabulary Through Total Physical Response Storytelling*" proved that this approach is not only effective to lead students feel more interesting and enjoy doing activity in the class and give the big chance to students to be more active in the learning process. This study has a gap that the Total Psychological Response approach was applied by using story and focused on mathematics language.

In study of comprising another approach to TPR, this approach always showing good impact to students' vocabulary achievement. The study from Mariyam and Musfiroh (2019) in comparing the use of total physical response and grammar translation method said that TPR giving such a big impact to students' participation in the class because they considered this approach as a game that can be used to increase students' mood and motivation.

Total physical response also can be combined by several method and strategy to teach in order to build new innovation and atmosphere in teaching English (Ratminingsih, Artini, Santosa, 2021). “English Learning Interactive Media for Early Childhood Through the Total Physical Response Method” that conducted by Suryana et al (2021) highlighted how the Total Physical Response mixed with another strategy and media to build new atmosphere to the students that affected the students motivation that belongs to natural method, where the process of acquiring a second language is similar the ways of acquiring the speakers’ first language or mother tongue. It was shown that the incensement of students’ reaction and response through the experiment of this method. The focus of TPR is the use of commands to build coordination of language skills and behavior that has language view point is reflected from grammatical language aspect.

SD Negeri 2 Kayuputih Melaka is a state elementary school in North Bali, Indonesia which has no teacher to learn English even though as a noncompulsory subject. There are 18 people of second grader were chosen as the object of this research. In this case, almost all of students did not learn English as well. This research has an aim or a research objective to investigate how the total physical response works in gaining students motivation in learning English especially in acquiring the simple vocabulary of English.

Method

a. Research Design

This research was conducted in order to know the how total physical response increasing students’ motivation in learning new English vocabulary. There were 2 media being used to gain the data and analyze the result. Students result worksheet and the feedback of students attached in form of chart. The data described qualitatively.

b. Participants of The Study

The participants of this study were the second grader of SD Negeri 2 Kayuputih Melaka in academic year 2020/2021. They were given some treatment to learn new simple English vocabulary for a week (5 meetings) using total physical response. After that, they were given a spoken questioner by the researcher and they would react by using yes-no card. The result is recorded.

c. Instrument

There are 2 instruments are being used in this research.

1. Worksheet
2. Rubric motivation tracker

d. Data Analysis

The data analyzed qualitatively and attached in form of chart.

Findings & Discussions

The data were collected and recorded. After given a treatment to learn new simple vocabulary, almost all of students are able to pass the test and give positive response through the research was conducted. The first instrument being used by the researcher is a worksheet as a media to measure their improvement. This worksheet involved some picture related to the TPR

instruction that they ever learnt before the data was collected. This pie chart is interpreting the score the students got to measure their achievement in short treatment.

Figure 1. Students' Worksheet Score

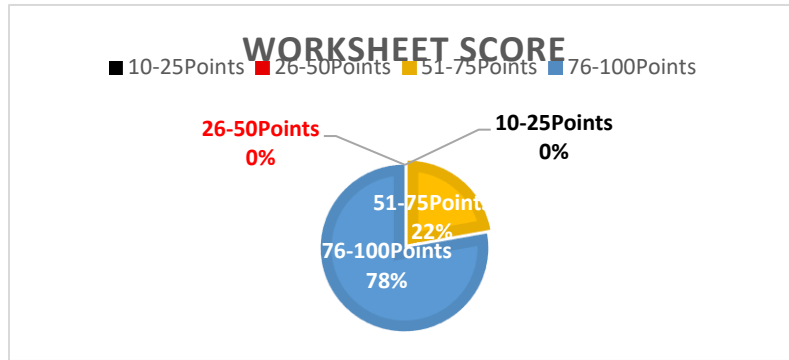


Figure 1 is showing the students' worksheet score after they are given treatment to learn new simple vocabularies about names of animals and their behaviors. The worksheet is contained the pictures of animals doing something and described. The instructions are given spoken by the researcher as how they were trained in a week (5 meetings).

From the chart, all of the students are able to identify the instruction given by the researcher. By doing physically, they are able to remember simple vocabularies and its meaning described in the worksheet by pictures provided. There are 22.2% from 18 participants that have 50-75 points for their worksheet. Meanwhile, there are 78.8% that have 76-100 points for their worksheet. Most of them are able to remember the vocabulary as well that they had been learn before.

The researcher tracked their motivation and activities to participate actively in the middle of the class was ongoing. This data was recorded and served in 2 different table to see the students' motivation improvement from the first day until the last day.

Table 1. Students' Participation

No	Meeting	Participant (p)	Percentages (p x 100/18)
1	1	0	0%
2	2	1	5.56%
3	3	4	22.22%
4	4	12	66.67%
5	5	10	50%
6	6	15	83.33%

The students' participation is increased during the meeting. These percentages indicate that the students have good motivation to participate actively during the class ongoing by using total physical response in knowing new vocabulary. The activities being held are according to the role and step by step cited in Ratminingsih (2019) they are *commands, action sequence, and role reversal*. The students participate actively by using total physical response and able to do the step by step properly. They have good listening skill and able to acquire the new English vocabulary in animal theme that related to the theory of TPR highlighting the behavior and listening skill to accept new information about vocabularies and their meanings. The students were active when they were given the role to give a command for their other friends in the class which was building positive atmosphere for them to learn together. This phenomenon can be considered as described on the theory which is building behaviors to acquire new vocabularies by doing in learning process. Their focus was in the class frame and the researcher are able to manage the class that was going well.

This research is related and showing the same side as the previous studies by the other researchers. As cited in Khusniyati, (2020), total physical response is a strategy to approach students need in learning new thing which is in this case the students learn new English vocabulary. According to Sumihatul (2017) young learners are easily get destructed by something because they are still in their grown step to explore more things especially in physically and train something new. Aini (2013) highlighted that in learning vocabularies, the target must be approached by using the right strategy being used for better experiences to prepare themselves in good motivation to learn.

Vocabulary is the basic thing need to be acquired and applied properly. In every aspects of communication, vocabulary has crucial term to deliver the exact meaning (Master & Castro, 2019). The teacher should able to do some need mapping for young learners and able to give the suitable strategy and approach in order to maximalist the effectiveness of learning vocabulary by considering the characteristics of the students and able to manage the classroom as well (Khusniyati, 2020) and (FENG Shan-shan, 2017). Total physical response is a good method for a beginner to learn new vocabulary. As seen above, the second grader of SD Negeri 2 Kayu Putih Melaka were showing good participation and positive result to acquire new vocabulary. Wulandari et al., (2020) and (Nurlaili et al., 2015) stated that total physical response is a natural method which is the process of acquiring the second language has the same process as how they acquire the mother tongue as well. This theory is related to the students' behavior at SD Negeri 2 Kayu Putih Melaka. They were more enjoy to learn new vocabulary by involving physical activities and referring to the positive improvement. They also more active and showed good participation during the research.

Conclusions and Suggestions

Total physical response is a method by giving a command to the students or participants to do something. This method is recognized as a natural method that supported the learners to acquire the second language as how they learn the mother tongue as well. The students are showing a good

implication to the method being used because the target of this research is a student who did not learn English as a compulsory subject. From the discussion, this method is able to be combined to another media or another strategy to make a new atmosphere to manage the class and to solve the problem of young learners that have general characteristic easily getting bored.

From this research, the suggestion that can be given to the public is to maximalist the use of teaching strategy to support students learning process. The teachers are suggested to figure out the students need and their situation to find out the suitable strategy will be used in learning process.

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