

## THE INFLUENCE OF TOTAL PHYSICAL RESPONSE METHOD TOWARD UNDERSTANDING VOCABULARY OF HEARING IMPAIRMENT CHILDREN IN SPECIAL NEED KINDERGARTEN DHARMA WANITA SIDOARJO

Wagino, (wagino@unesa.ac.id)

*Special Education Department, Surabaya State University Indonesia*

Hersen Nehrulita, (hersen\_nehrulita@yahoo.com)

*Special Education Department, Surabaya State University Indonesia*

### ABSTRACT

*The purpose of this research was to know the influence of Total Physical Response method toward vocabulary understanding to hearing impairment children preparation class in Dharma Wanita Special Need Kindergarten-B /Sidoarjo. This research used pre experiment with "One Group, pre-test – post-test design". The data collection method used test and the data technique analysis used sign test non parametric statistic. The research result showed that there was score enhancement of vocabulary understanding ability in pre-test it was 45,16 to be 78,16 in post-test. Based on the data analysis it indicated that  $ZH = 2,05 > Z_{table} = 1,96$  to 5% significant level (two sides test). So it could be concluded that there was significant influence of Total Physical Response method toward vocabulary understanding to preparation class of hearing impairment children in Dharma Wanita Special Need Kindergarten-B Sidoarjo.*

**Key Words :** *Total Physical Response method, vocabulary understanding, hearing impairment student.*

### A. INTRODUCTION

The main problem is a problem of communication of deaf children due to limited mastery of proficiency due to obstacles in its development. "Students with hearing impairment have limited vocabulary either receptive or expressive affect the understanding of the child, especially the vocabulary of abstract." (Traxler in Rahardja&Sujarwanto, 2010: 42). Abstract Ability and the limited information received by deaf students led to inhibition of verbal intelligence. Vocabulary owned deaf students become limited due to lack of input information so that their intelligence is functionally less have the opportunity to develop as a child to hear.

The ability to master the vocabulary is the ability to master, understand, and use vocabulary both orally and in writing. Vocabulary skills strongly associated with a person's ability to speak. While the language has an important role in communication and interaction

in everyday human life. Communication and interaction will be disrupted if the vocabulary is limited. Therefore, human beings need sufficient vocabulary to communicate smoothly. The more vocabulary owned, the more information he receive and the more information he give to others.

According to Tarigan (2008: 1) b, "in acquiring language skills, we usually via relationship regular order: first, in childhood, we learn to listen / listen to the language, then spoke; after that we learned to read and write. "All four of these skills should be interconnected and integrated because they have a close relationship as a means of communication. Vocabulary skills in one skill will be able to support the other language skills. As mentioned by Tarigan (2011: 2), "the quality of a person's language skills depending on the quantity and quality of its vocabulary." This suggests that the ability vocabulary is one tool that can develop language and communication skills.

The first language skill that is gotten by a man is listening skill.

Listening process will occur if there is a stimulus to the senses of hearing and vision. In children hear, after the babble will experience a period of sound and visual imitation. However, due to constraints hearing in deaf children babble does not occur after a period of time sound imitation. His sound imitation period is limited to the visual imitation. The hearing barriers cause the development of language and speaking impaired and deaf children left behind with the development of language a child hears his age. From the process is what causes the differences in language development in hearing children and deaf children.

As quoted from Traxler in (Rahardja&Sujarwanto, 2010: 42), "deaf students have a limited vocabulary either receptive or expressive affect the understanding of the child, especially the vocabulary of abstract." Power abstract and the limited information received by children with hearing impairment causes impaired verbal intelligence. Vocabulary owned deaf child becomes limited due to input the missing information so that their intelligence is functionally less have the opportunity to develop as a child to hear. According Somantri (2007: 97) that the functional and cognitive intelligence deaf children lacking however, is potentially the same as hearing children. That is, that the vocabulary skills in children with hearing impairment can still be developed with the guidance as early as possible and as well as possible so as not to impede the education and social interaction.

In the curriculum SDLB (1994), students are required to have as many as 9000 vocabulary vocabulary for deaf students fourth grade. However, in reality the child only

understands concrete vocabulary and basic vocabulary alone and the number is still considerably less than the expected number. Nicolasi and Collins in Tarmansyah (1996: 31) expressed his opinion about the mastery of vocabulary according to age. Nicolasi and Collins in Tarmansyah (1996: 31), "the age of 2 years mastering  $\pm$  300 words to 400 words, the age of 2.5 years mastering  $\pm$  400 words, the age of 3 years mastering  $\pm$  800,  $\pm$  4 years of age mastered 1500 words, the age 5 year master  $\pm$  2,500 words, the age of 6 years mastering  $\pm$  2,800 words. "In the course of communication in the classroom is necessary for learning activities. If students passive and do not understand the material presented, the learning objectives will not be achieved. On learning that takes place in schools is often seen phenomenon is evident that deaf children often use sign language rather than speaking, but when they mingle with the community and out of the community, not everyone understands sign language so big possibility of misunderstanding and even interruption of communication of deaf children , In fact deaf children in preschool and elementary level is less interest in talking. It also occurs in deaf children in the preparatory class-B Dharma Wanita TKLB Sidoarjo. Their attention was drawn to the activities they experienced so need other alternatives for children to be actively involved in speaking. It is also necessary stimulus for children to engage in communication and interaction in the classroom to improve vocabulary.

Thus, it can be said that to develop the language skills in vocabulary ability is also very necessary. One of the tools that can be used in developing it is by learning that focuses on increasing vocabulary skills. With the increased vocabulary skills, the improvement of language skills and communication will perform continuously.

In an effort to develop the vocabulary ability to children, teachers need to choose appropriate learning methods. Selection of the appropriate method will be able to increase the children vocabulary skills optimally. Researchers used the type of language learning method Total Physical Response (TPR) as one method of language learning to improve vocabulary skills of children. Total Physical Response (TPR) uses a period of time sufficient for children to listen to and observe the commands before the children are invited to speak. This method was first introduced by James J. Asher a Profesor psychology at the University of San Jose California-Americans. James J. Asher has conducted experiments some language instruction that uses the response / body movements children and adults. This method is also called Total Physical Response. This method is used for language teaching in particular to improve vocabulary and can be used for all ages of learners. Several studies have been done in the classroom using this method shows that there is significant progress on statistically students in understanding new words. Total Physical Response (TPR) gives greater opportunities to

the students so that students equip themselves with an understanding beforehand until they are ready to talk (Iskandarwassid&Sunendar, 2011: 73). Methods of Total Physical Response (TPR) language teaching is in the learning process can be: an exercise using the command (Imperative Drill), the dialogue / conversation (Conversational Dialogue), playing the role (Role Playing), and reading and writing (Reading and Writing). Initially, the child is given the command and then the child will give a physical response before the response speech.

According Subana&Sunarti (2011: 79) states that, "the assimilation of information and skills can be improved significantly if we take advantage of the sensory system kinesthetic." This assumption can be proved by the fact that it happens that the children in the control his language use more languages it requires a good physical responses in children hear and deaf children. For example, an order from a teacher or a parent who then involves the physical response of the child. So the opportunities for the child to understand the words become more than being forced to directly talk. This method can be used to train and simultaneously improve vocabulary skills deaf children. Based on the research results Nabila ulmi (State University of Padang, Vol: 1 No: 1 in 2013), entitled "Efforts to Improve Ability Mastery of English Vocabulary Through the method Total Physical Response for Autistic Children (Single Subject Reaserch in class IV SLBYPPA Padang)" found that method Total Physical Response (TPR) may improve the ability to master the English vocabulary of children with autism accompanied by other supporting factors. This proves the method Total Physical Response (TPR) can be used to improve vocabulary skills. Based on that idea researchers conducted a study on "The Effect of Method of Total Physical Response (TPR) for Vocabulary Understanding Deaf Children in TKLB Preparation class-B Dharma WanitaSidoarjo".

## **B. METHODS**

The research design used in this study are pre-experiment with the form of "one group pre testpost test design" involving a group. Observations done as much as 2 times that before the intervention and after intervention. Observations were carried out before the intervention (O1) is called pre-tests and observation after intervention (O2) is called the post test (Arikunto, 2010: 124). Research subjects include all students in the class class preparation vocabulary comprehension is still low. Methods of data collection and analysis techniques using test data using sign test.non-parametric statistical

**C. RESULTS AND DISCUSSION**

Understanding Capability pretest results show the following vocabulary:

Table 4.1

Pre-test results Capabilities of Understanding Vocabulary

Name	Vocabulary Understanding for deaf				Score
	A	B	C	D	
AS	32	9	3	4	48
AI	37	9	3	6	55
HR	29	9	3	4	45
NR	27	7	3	3	40
MA	29	7	3	3	42
NG	27	7	3	4	41

Note:

- A: Shows and utter images / objects that prompted by the teacher
- B: Implement / demonstrate the movements and say that ordered by teachers
- C: Distinguishing opposite words
- D: Knowing the characteristic equation objects

Post-test results vocabulary comprehension of deaf children after applying the Total Physical Response method is as follows:

Tabel 4.2

Post-test Result Vocabulary Understanding Ability

Name	Vocabulary Understanding for deaf children				Score
	A	B	C	D	
AS	66	20	5	8	99
AI	72	20	5	8	105
HR	54	12	4	6	76
NR	62	14	6	7	89
MA	54	15	4	7	80
NG	53	11	4	6	74

Description:

- A: Shows and utter images / objects that prompted by the teacher
- B: Implement / demonstrate the movements and utter that ordered by teachers
- C: Distinguishing opposite words
- D: Knowing the characteristic equation objects

To view the comparison results child's vocabulary comprehension before and after treated through Total Physical Response method can be illustrated in following table recapitulation of the pre-test and post-test:

Table 4.3

Vocabulary Understanding Table Summary of Data Results of Pre-test and Post test

No	Name	Pre Test	Post Test
1	AS	48	99
2	AI	55	105
3	HR	45	76
4	NR	40	89
5	MA	42	80
6	NG	41	74
	<b>Total</b>	<b>271</b>	<b>523</b>
	<b>Mean</b>	<b>45,16</b>	<b>87,16</b>

Tabel 4.4

Score Change Working Table Pre-test and post-test Understanding  
Score Name Change Signs

Name	Score		Sign Change (0 <sub>2</sub> -0 <sub>1</sub> )
	Pre Test (0 <sub>1</sub> )	Post Test (0 <sub>2</sub> )	
AS	48	99	+
AI	55	105	+
HR	45	76	+
NR	40	89	+
MA	42	80	+
NG	41	74	+
Total of Plus Signs(+)			6

Results of the work table above changes then will be measured with a sign test with the following:

$$Z_h = \frac{X - \mu}{\sigma}$$

a) Decide Mean ( $\mu$ )

$$(\mu) = n \cdot p$$

$$= 6 \cdot 0,5$$

$$= 3$$

b) Decide Standard Deviation ( $\sigma$ )

$$(\sigma) = \sqrt{n \cdot p \cdot q}$$

$$= \sqrt{6 \cdot 0,5 \cdot 0,5} = \sqrt{1,5}$$

$$= 1,22$$

From the pre-test and post-test on the influence of Total Physical Response method positive sign is greater than the mean, then the value of X is located to the right of the normal curve of 5.5, so use the formula:

c) Both side test ( $\alpha = 5\%$ , Z tabel = 1,96)

$$: X = \text{Plus Sign (+)} - p$$

$$= 6 - 0,5$$

$$= 5,5$$

$$\mu = 3$$

$$\sigma = 1,22$$

sign testas follows :

$$Z_h = \frac{X - \mu}{\sigma}$$

$$= \frac{5,5 - 3}{1,22}$$

$$= \frac{2,5}{1,22}$$

$$= 2,05$$

When crisis value for  $\alpha = 5\%$ , then the Z table = 1.96. Price z count of 2.05. It is claimed that  $Z_h \geq Z_t$ , thereby  $H_0$  (null hypothesis) is rejected and  $H_a$  (working hypothesis) is received. So this means that there is significant influence Total Physical Response method for understanding the vocabulary of deaf children in the preparation class B Dharma Wanita TKLB Sidoarjo.

#### D. DISCUSSION

Barriers hearing in deaf children resulted in a lack of vocabulary to exist limitations in language skills. Deaf children need enough vocabulary to communicate and interact with the surrounding environment. Deaf children further optimize the visual senses to obtain information. In accordance with the statement Somad and Herath (1995: 28) states that: "Due to the lack of a functioning hearing, deaf children divert his observations to the eye, the deaf children called PermataInsan. Through the eyes of a deaf child to understand spoken language or oral, other than seeing movements and facial expressions deaf children are also used to read lipstalking people. "

Understanding of the vocabulary using Total Physical Response method is very appropriate to be used to train deaf children who have visual characteristics to maximize the learning process. This method has the initial concept to provide stimulus in the form of facial expressions, gestures and lip as experience in the language by using a direct approach to the vocabulary. Through the provision of treatments or interventions using Total Physical Response method of this, children can learn to understand the vocabulary and spoken language easily.

In this study there is a difference in understanding the value of vocabulary in children with hearing impairment before the given intervention using Total Physical Response method with an average value of 45.16 and after a given intervention using Total Physical Response method with an average value of 87.16. Analysis of data on the implementation of the pre-test conducted in the understanding of oral vocabulary in children with hearing impairment preparatory classes obtain average results were lower with an average value of 45.16. This indicates that deaf children have difficulty on tests given because of resistance in her hearing, so it needs help in the learning process. Thus, the children are given treatments or interventions during the meeting 8x with 40 different vocabulary is to give 10 the same vocabulary in 2x meeting. At any given time allocation meeting is 1x30 minutes for children to better understand and accept the material easily. In this study, every 10 vocabulary given during repeated interventions in 2x meeting.

In this study, the intervention be repeated twice in learning vocabulary with the aim to better understand the child and can remember well the vocabulary that has been taught. This is consistent with the theory in psychology Memory investigation described by Katona in Tarin (1989: 184) a that the more frequent / intense memories of a relationship traced, then the stronger the memory associations and the easier it is to remember and raised again. In search of human memory / fresh investigation can be done by verbal (memorizing) and can



also be done in combination with movement / motor activity. If the verbal investigation combined with the motor activity of the brain in remembering the possibility of success will be greater.

Total Physical Response method in this study in the learning process also uses repetition exercises using the commands (Imperative Drill). This method teaches how to optimally increase vocabulary skills through understanding. In fact, children in early mastery of language are more used language that requires physical responses so that opportunities for children to understand the words become greater. In accordance with the statement of James Asher in Subana and Sunarti (2011: 78) that the assimilation of information and skills can be improved significantly if we take advantage of the sensory system kinesthetic due to master the language of the brain and the human nervous system is programmed biologically and to be in order as well as the particular method , The sequence i.e. before speaking and comprehension skills modes is synchronization between language and body movements. It is also reinforced with the opinion of the SubyaktoNababanKrashen (1993: 81) that the sequence occurs naturally. So that the use of the motion of bodies and limbs is highly recommended to improve the mastery of vocabulary and simplify the given meaning.

Eight times treatments or interventions provided and the views from the pre-test orally with an average value of 45.16 and post-test results with an average value of 87.16 can be said there is an increase in value in understanding aspects of vocabulary. The use of the method Total Physical Response is to train the understanding of vocabulary in children is also supported by previous research by JafarShodiq (UIN SunanKalijogo, Vol: 4 No: 1 of 2012), entitled "Efforts to Improve Proficiency Speaking Through the method Total Physical Response in Subjects Language Arabic Class VI A MI "and other studies conducted by Nabila Ulmi (State University of Padang, Vol: 1 No. 1 of 2013), entitled" Efforts to Improve Ability in Mastering English through Total Physical Response Method for Children Autism (SSR) in the Class IV SLB YPPA Padang ", found that the Total Physical Response method proved to be more effective in teaching vocabulary. This is because the child is easier to learn to understand the vocabulary because they involve motor activity makes students become more active in the learning fun and without pressure.

By applying the Total Physical Response method can teach children in learning to understand and pronounce words well and can be understood because it is done repeatedly in the process of the learners, as well as helping children to understand the meaning of words easily.

## E. CONCLUSION

Based on the results of research and data processing on Total Physical Response method for understanding the vocabulary of deaf children, it can be summed up as follows:

1. There was a difference value in understanding vocabulary in children with hearing impairment before the given intervention using Total Physical Response method with an average value of 45.16 and after a given intervention using Total Physical Response method with an average value of 87.16.
2. The results of the analysis of the data  $Z_h$  (2.05) is greater than the value of the Z table 5% (1.96), so it can be seen that the application of the Total Physical Response method significantly influence the understanding of the vocabulary in deaf children in the preparation class-B Dharma TKLB Women Sidoarjo.

## SUGGESTION

Based on the results of research on the influence of Total Physical Response method to the understanding of the vocabulary, it is recommended:

1. Teachers can use the Total Physical Response method of this as a learning method to improve children's ability to understand, control, and use vocabulary.
2. It is recommended to parents for using Total Physical Response as appropriate learning methods to train child's vocabulary comprehension at home and enhance their abilities optimally.
3. It is recommended further research to conduct research on the Total Physical Response method on a broad scale with different subjects.

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