

The implementation of Total Physical Response (TPR) Technique as a Variation in Learning English at SDN Gampingrowo 02 Sidoarjo

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ABSTRACT

This study aims to find out whether there was statistically significant difference of students' English vocabulary achievement after the implementation of *Total Physical Response* (TPR) technique, the learning technique focuses on body movement and music. In addition, this research aims to find out how much influence the *Total Physical Response* (TPR) method has on learning English vocabulary that students can master it correctly during the process of teaching-learning activities. This research was a quantitative research design. The subject of this research were 20 students of SDN Gampingrowo 02, Tarik, Sidoarjo. The English vocabulary pre-test and post-test score used to collect the data as the instrument of this study. This data was analyzed using the Paired Sample T-Test. The result of this study showed that there was significant difference of students' English vocabulary achievement after the implementation of *Total Physical Response* (TPR) technique in the application of English vocabulary learning, with $p = 0.00 > 0.005$. This suggests that *Total Physical Response* (TPR) technique can help the students to understand English vocabulary easily and more interestingly.

Keywords: Vocabulary, Total Physical Response method, teaching vocabulary, English learning

INTRODUCTION

Education is one of the benchmarks in knowing the progress of a nation. A nation can develop and grow if the education in that country can be carried out properly. One of the abilities that must be mastered by every human being is the ability to speak English. English is one of the foreign languages used as a language of communication throughout the world. The latest information on science, technology, politics, education, health, and business as well as other field information is always written in foreign languages, especially in English (Putranti et al., 2019).

Basically, English is very important and in the era of globalization and will be found in everyday life. Therefore, children must be provided with sufficient provisions as early as possible to get English learning which starts from elementary school age. In the age between 6-13 years, children are in a critical period, experiencing very rapid development of the brain. So that they are easy to understand, remember and apply any kinds of lesson. Childhood is

golden age period, whereas their brain can save memory in the long term accurately (Laughlin in Ummah, 2017).

When the teachers are giving lesson or knowledge to the elementary school-age-children, it is hoped that they will not use monotonous or ordinary things, but they must know or apply some tricks and some ways so that the children do not get bored easily. Learning should be arranged in such way as to give birth to learning activities that are important and fun (Gumiandari, 2021).

English is not only important in the world of education but it also very necessary in the world of work. Unlike in the city, English subject are not particularly felt by students who are in rural areas. Gampingrowo is a village in Tarik district, Sidoarjo. In this village, most people work as farmer. They do not much pay attention to education especially in English subject because their income is below average. SDN Gampingrowo 02 is a school which located in this village. This school is an underprivileged school because it does not have sufficient facilities. In this era, it is very common for us to find that many children get English knowledge easily from technology such as social media, games, movies, or videos but different from children in this school. The students cannot speak English fluently because they are not used to it. They cannot use technology and they are not used to listen English language. They feel scared and are not confident to speak English because they lack of vocabulary.

From those case problems, the researcher did the research or study which was intended for the students of SDN Gampingrowo 02, Tarik, Sidoarjo by giving the teaching-learning English vocabulary using the *Total Physical Response* (TPR) method. The students will learn vocabulary by doing some body movements based on the words meaning (Safitri & Setiyadi, 2017). This research aims to increase children's passion and motivation in learning English. In addition, this research aims to provide information to the children in Gampingrowo village about the importance of learning English and motivate them to learning English so they can increase their English vocabulary and be able to pronounce it correctly.

Total Physical Response (TPR) is language learning method which is developed by James Asher in 1970. He was a professor in San Jose State University. This method related to the utterances and action and aims to stimulate the ways children acquire their mother languages in learning foreign languages (Mariyam & Musfiroh, 2019). *Total Physical Response* (TPR) method is a method for teaching language to the early childhood because its application relates to the coordination of commands, speech, and movements so that it is easier for children to master a language in their learning (Astutik et al., 2019). Richard & Rodgers in 2001 stated that Total Physical Response (TPR) is the language teaching method built around the coordination of speech and action; it attempted to teach the language through Physical activity (Astutik et al., 2019).

Based on findings of previous study conducted by Safitri & Setiyadi (2017) identified that the implementation of *Total Physical Response* (TPR) method could be used as teaching vocabulary for elementary school students. It was confirmed that TPR method applicable for teaching English vocabulary and effective. The researcher thought that TPR method could help students to improve their English vocabulary comprehension. In addition, based on findings conducted by (Viviane, 2020) in titled Promoting TPR (Total Physical Response) Method in Teaching Vocabulary for EFL Beginners in Benin Secondary Schools. The application of *Total Physical Response* (TPR) method was effective for teaching English and students enjoyed their learning process and their English vocabulary skill improved. They developed their listening skill to understand commands very well through learning English by using TPR as the teaching method. TPR is only suitable for beginner levels and this method is a funny way of changing

the dynamic and pace of a lesson used conjunction with other methods and technique (Viviane, 2020).

Based on the explanation above, teaching English especially in vocabulary by using *Total Physical Response* (TPR) is successful to be implemented. This research is conducted to find out whether there is significant difference of students' vocabulary improvement and understanding after the implementation of TPR method and how the implementation of TPR method in teaching English vocabulary. In addition, this research aims to motivate the schools whose students have not been touched by any technology such as gadget and the school with incapacitated circumstances.

METHOD

Based on the case of problem which is increasing students' English vocabulary for the students in SDN Gampingrowo by using Total Physical Response (TPR) method, the researcher used experimental research method. This research used experimental design with one group pre-test post-test design. The researcher conducted pre-test and post-test on students' English vocabulary abilities as the research instrument. The pre-test done before the treatment (TPR method) and the post-test given after the treatment. By giving pre-test and post-test, the result can be found accurately because it can compare with the students' achievement before being given the treatment. This research was quantitative research design. The subject of this research were students of SDN Gampingrowo 02, Tarik, Sidoarjo. This research was done in two meetings. In addition, the researcher chose one class selected randomly because each student of the population who participate has an equal opportunity being selected to be in the sample.

Teaching vocabulary is related to vocabulary of nouns, verbs, and adjectives (Mariyam & Musfiroh, 2019). All children participated in activities by following physical activities related to the commands. The role of a student in TPR classroom is similar to the teacher, the students remain engaged and they must pay attention and participate in class discussion (Singh, 2011). The learning techniques were divided by four sessions. This division was to adjust the process of the language absorption in students of primary school age. Therefore, it does not become a burden on the students' minds because it was presented each stage from the introduction to the use of language. The use of language in speaking was adjusted by the circumstances in the classroom. When the students felt some difficulties, the teacher would adjust by simplifying the lighter and easier sentences.

In session 1, the teacher showed some pictures to the students which related to the achievement English vocabulary. For example, the pictures of public transportation such as car, bus, and stationery pictures such as pen, pencil, eraser, pencil case, etc. Then continued by combining the numeral sentence of adjective with the demonstrative sentence such as; this is a pencil, that is an apple, etc. This learning was using the *Total Physical Response* (TPR) method. After the students mastered it, the teacher would present the question-and-answer session in entertaining and fun ways. In session 2, The students learned to combined numeral sentence of adjective with the demonstrative sentence such as; these are three pencils, those are two bags. In session 3, The teacher applied the initiation of imperative sentence to the students' knowledge with *Total Physical Response* (TPR) method and drilling technique. For example: I ride the motorcycle, I drive a car, etc.

In session 4, there were some techniques for the game with music as base, such as: 3 students divided by three lines. The music had three kinds which are pop, modern java, and

remix. When the pop song played, the student in the first line took a step forward, when the modern java song played, the student in the second line took two steps forward, and when the remix song played, the student in the third line took three steps forward. There were five steps to get to the front of the classroom. The student in the front would say the word or sentence which she got at the first lesson and would get a pencil as a gift if she could express the word or the sentence successfully. Those ways aimed to practice the students' boldness or bravery to come forward and perform in front of the class without any compulsion and to reduce their shyness.

The teacher gave the pre-test before giving treatment and gave the post-test after giving treatment. Besides that, the data which has been collected are the learning product that was students' English vocabulary achievement and the learning process of students' activities. Those data were collected to see whether there is significant difference of students' vocabulary achievement after the implementation of *Total Physical Response* (TPR) method and how the implementation of this method in teaching English vocabulary is. The result was analyzed based on scoring guidelines which made on the total value. To know the data is normal distributed, the researcher determined the Normality Test using Shapiro Wilk test. To collect the data, the researcher analyzed by using statistical computation used the Paired Sample T-test from the pre-test and the post-test by using SPSS 25.0.

FINDINGS AND DISCUSSION

In order to learn the students' English ability, the pre-test and post-test was conducted (Qiu, 2016). To find out students' English vocabulary achievement before and after giving the implementation of TPR method, the pre-test was administered on 22 June 2022 to the students of SDN Gampingrowo 02 Sidoarjo at the first meeting before the treatment was implemented. It was to see the students' preliminary English vocabulary ability. The post-test was administered on 23 June 2022 after the treatment of *Total Physical Response* (TPR) method in teaching English vocabulary implemented. There were 20 students in pre-test and post-test.

TABLE 1. Normality Test

Class A	Kolmogorov-Smirnov			Shapiro Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	.190	20	.056	.869	20	.011

Before doing the pre-test and post-test analyzed, the researcher determined the Normality test using Shapiro Wilk. In the table above, the significant is 0.11. It means that the data is normal distributed because $0.11 > 0.05$. After that, the researcher collected the pre-test and post-test data of the students.

TABLE 2. Pre-Test and Post-test Score

No	English Score	
	Pre-test	Post-test
1	70	85
2	75	95

3	60	90
4	65	95
5	70	85
6	60	85
7	70	90
8	60	95
9	75	88
10	60	95
11	65	90
12	70	85
13	60	80
14	65	90
15	75	88
16	65	90
17	70	95
18	75	90
19	65	90
20	65	95

In the pre-test and post-test, the researcher gave 20 items in the form of imperative sentence. The researcher conducted the pre-test and post-test by asking the students to do the commands. The researcher observes the students' action and counted how many students could do the commands. The researcher used statistical computation with SPSS 25 to see the difference of students' English vocabulary improvement before and after the implementation of TPR method.

TABLE 3. Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	67.0000	20	5.47723	1.22474
Post-test	89.8000	20	4.33590	.96954

From the table 3 above, it could be seen that the mean of the students' achievement in the pre-test and post-test improves about 22.80 points after the treatment of *Total Physical Response* (TPR) method in teaching English vocabulary implemented. In pre-test, the highest score was 75 and the lowest score was 60. In the post-test, the highest score was 95 and the lowest score was 80.

In testing hypothesis, Paired Simple T-Test was used to find the difference and was also statistically tested by using SPSS 25 for Windows, in which significance was determined by $p < 0.05$. The T-test revealed that the result was significant ($p = 0.00$ which is $0.00 < 0.05$). there was the difference of students' English vocabulary achievement after the implementation of TPR method. The result also showed that students' English vocabulary achievement improved after the treatment in teaching English vocabulary through *Total Physical Response* (TPR) method. In other words, H_0 was rejected and H_1 was accepted. The two tables presented the data of Paired Sample T-Test in the pre-test and post-test.

TABLE 4. Paired Sample T-test

	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pre-test	22.80	7.03824	1.57380	26.09400	19.50600	14.487	19	.000
Post-test	000							

The table 4 shows that the t-value is 14.487 and the two tailed significance shows that $p = 0.000$, in which the data showed the significant difference if the t-table is at least 2.860 (df=19). T-value on the table is higher than t-table ($14.487 > 2.860$). it can be inferred that H_1 is accepted and H_0 is rejected since t-value is higher than t-table with the significant level was 0.000. in conclusion, there is a significant difference between students' pre-test and post-test score after the implementation of *Total Physical Response* (TPR) method and the hypothesis is accepted.

DISCUSSION

Total Physical Response (TPR) is an excellent method for Kinesthetic learners who need to be active in the classroom during the lesson. This method tries to introduce language skills in an action and English teacher have three responsibilities, such as; as an instructor, as a role model, and an action supervisor until the students are ready to imitate what the teacher says and does. This method encourages to teach language through physical action, gesture, and commands (Shi, 2018). *The Total Physical Response* (TPR) method is a suitable method for English language learning because students can get an understanding of what is being taught easily. The physical aspect of TPR learning process makes it possible to integrate physical exercise and play into language teaching quite naturally and to enhance children's physical activity, not only to their linguistic but also to their physical development and movement (Nuraeni, 2019). In addition, students can also re-demonstrate the material that has been taught by the teacher.

In relation with the result of the research findings, the implementation of *Total Physical Response* (TPR) method was effective in teaching English vocabulary. The result of Paired Sample T-test computation showed that the significant level gained was 0.000 (two tailed) which indicated that the null hypothesis (H_0) was rejected. It means that there is a difference between the pre-test and post-test after the treatments which shows the significant improvement in students' English vocabulary achievement. This treatment could give the fun and good effect in English teaching also could improve the students' understanding and memorizing abilities. From those explanations, the researcher concludes that *Total Physical Response* (TPR) method was applicable and effective in teaching English vocabulary at elementary school students.

From this research, some results achieved by the researcher. The students' comprehension in understanding of English vocabulary improved easily. The teacher more proficient in the use of *Total Physical Response* (TPR) technique. The students' motivation in teaching English increased. From the result of pre-test score and post-test score could be seen that students' English vocabulary achievement were improved. It proves that the implementation of TPR technique as the English teaching is effective for students' achievement. It proves that the learning process by using TPR is successful. Students could memorize the words easily. Students were become more active in class from learning through the music and rhythm. This method also encouraged students' self-confident. This means that

TPR method is successful in motivating students to learn English vocabulary and gives the positive impact to the learning process.

It proved that teaching Vocabulary by using Total Physical Response could improve students' abilities. Music could help them reduce their anxiety when they feel nervous and movement made them more active. Students were comfortable learning vocabulary by this method because it more relaxing their minds. They practiced to memorize some vocabulary and keep in their mind by combining the music and movement. That way was better than memorizing without this method because they felt bored and scared being wrong.

Even though they are not used to use any technology, they still enjoyed the learning activities. It could improve their technology knowledge too by playing the music from some social medias. They felt and realize that English vocabulary was not too hard to spell and to learn. Total Physical Response could motivate them to learn English vocabulary more and enjoyed them while they were studying in the fun way. Their vocabulary skill also increased.

CONCLUSION AND SUGGESTION

CONCLUSION

After conducting the research and analyzing the data gained, the researcher draws some conclusions. The researcher gained the benefits from this research. The students could understand the English vocabulary easily. The implementation of *Total Physical Response* (TPR) method in teaching English vocabulary can increase the students' English vocabulary achievement. The teacher can apply the lesson in the *Total Physical Response* (TPR) method by using body movement and music. This strategy can make the English teaching-learning in the fun way and more interesting. It can give the exciting and attractive lesson vibes for the students so they will not get bored easily. *Total Physical Response* (TPR) strategy trained students' confidence. The TPR method ran well in the English vocabulary lesson even though there was only one student who got the lowest score (80) and still could not be achieved in the first meeting, but it could be achieved in second meeting and that student ventured herself to come forward at least and increased her English vocabulary score in the post-test.

It could be seen by the table from pre-test and post-test. In the pre-test, the highest achievement was 75 and the lowest was 60. In the post-test the highest achievement was 95 and the lowest was 80. The result of Paired Sample T-test computation showed that the significant level gained was 0.000 (two tailed) which indicated that the null hypothesis (H_0) was rejected. It means that there is a difference between the pre-test and post-test after the treatments which shows the significant improvement in students' English vocabulary achievement.

SUGGESTION

Referring the data, some events occurred in treatments and conclusion, the research would like to recommend some suggestions. The research hopes that this research can help to increase English teaching-learning by the innovation of English lesson model using Total Physical Response (TPR). The implementation of TPR method can be done in the English teaching-learning and provide the English teachers training assistance. By using Total Physical Response (TPR) technique, the English teaching-learning can becomes varied which can certainly be useful for elementary school students and teachers.

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