The Effectiveness of the Total Physical Response Method to Students' Vocabulary Mastery in Elementary School

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ABSTRACT

Vocabulary is a part of a language or the core of a language that can be arranged into sentences. Teaching to students, of course, is not only introduced orally but also teaching in physical form and instructions. One of them is the TPR method. The Total Physical Response method is a learning method that focuses on teaching language through commands accompanied by speech, then movement through physical activity, and then imitation. This study aimed to determine the effect of the TPR method on students' vocabulary mastery. This study uses pre-experimental quantitative research methods. The subjects of this study were 25 fifth-grade students. The results showed a significant difference between the pre-test and post-test. The test results were tested by data analysis in the form of Paired Sample T-Test using the SPSS 25 application. The test results show a significance value of 0.000, meaning that the value is smaller than 0.05 so that H0 is rejected and H1 is accepted. So, the TPR learning method is effective in mastering students' vocabulary.

Keywords: effectiveness, Total Physical Response method, vocabulary mastery

ABSTRAK

Kosakata adalah bagian terkecil dari suatu bahasa atau inti dari bahasa yang dapat disusun menjadi sebuah kalimat. Dalam mengajarkan kosakata kepada siswa tentunya tidak hanya diperkenalkan secara lisan, namun juga pengajaran dalam bentuk fisik beserta perintah. Salah satunya adalah metode TPR. Metode Total Physical Response merupakan metode pembelajaran yang menitikberatkan pada pengajaran bahasa melalui perintah yang disertai ucapan, lalu gerakan melalui aktivitas fisik kemudian menirukan. Tujuan dari penelitian ini adalah untuk mengetahui adanya pengaruh metode TPR terhadap penguasaan kosakata siswa. Penelitian ini menggunakan metode penelitian kuantitatif pra eksperimen. Subyek penelitian ini adalah 25 siswa kelas V. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test. Hasil pengujian diuji dengan analisis data berupa Paired Sample T-Test menggunakan aplikasi SPSS 25. Hasil uji statistik menunjukkan nilai signifikansi sebesar 0,000 artinya nilai tersebut lebih

kecil dari 0,05 sehingga H0 ditolak dan H1 diterima. Jadi, metode pembelajaran TPR efektif dalam penguasaan kosakata siswa.

Kata-Kata Kunci: efektifitas, metode Total Physical Response, penguasaan kosakata

INTRODUCTION

A language is an educational tool that functions as an intermediary for communication between community groups. Both are interrelated and cannot be separated to raise language from all sides of people's lives. Therefore, researchers must convey a synchronous language in the environment or regional space (Yulia, 2011:335). In education, researchers as facilitators in learning activities must know well that language teaching effectively applies to students in the school environment. Indonesian is the local language to communicate with other people or foreigners. English is a compulsory subject for students at school. This is because English is an international language as a means of communication for local and foreign communities in the millennial era.

In learning the language, students must pay attention to English vocabulary and master it. The learning process will be fun if the teacher can provide learning methods that attract students' attention to achieve learning objectives. One is the TPR method to teach vocabulary, in which the students must imitate the teacher's commands. So, the researchers chose the TPR method for learning English vocabulary.

LITERATURE REVIEW

Penny (2018:1) states how students can master the lesson well. This learning model focuses on command and speech, namely the Scientific and Action approach as a language teaching tool through physical activity, making it easier for students to English vocabulary mastery. In this case, Vocabulary mastery is the basis of a language. Therefore, the role of students in mastering vocabulary is significant because it will affect their ability to speak, listen, write, and read. Richards and Reynanda (2020:255) argue that vocabulary is a core part of language as a communication tool that provides basic concepts to discover how students can speak, write, listen, and read.

METHOD

This study uses quantitative research methods. Sugiyono (2015:14) argues that quantitative research methods are defined as research methods based on a specific population/sample philosophy. Therefore, quantitative research includes numbers, data collection, data processing, and results. In this case, the researcher used a pre-experimental design and one group as the control and experimental classes. Pre-test and post-test were given to determine students' ability scores before and after applying the TPR method. In this study, the researcher selected 25 fifth-grade students as the sample. The research instrument used was a test in the form of pre-test and post-test.

The test given is in the form of multiple choice. Before the test is given to students, it is necessary to test the validity and reliability. The validity test was carried out using the Point-biserial correlation, and the reliability test using the Cronbach Alpha formula. Hypothesis testing in this study uses the paired sample t-test:

a. H0: TPR no significant effect between the TPR method on English vocabulary mastery of 5th-grade students of the State Elementary School of Mendalanwangi 03

b. H1: TPR has a significant effect between the TPR method on English vocabulary mastery of 5th-grade students of the State Elementary School of Mendalanwangi 03.

RESULT

This study uses quantitative research methods. Sugiyono (2015:14) Researchers chose the material "Prepositions of Places and Objects" for vocabulary mastery in students using the TPR learning method. The following are the scores of 25 fifth-grade students before being given treatment:

Table 1

The Students' Score in Pre-Test

No	Initials' Name	Score
1	AAS	64
2	ADS	28
3	APA	10
4	AN	58
5	AS	16
6	AAFA	58
7	AIJ	64
8	AP	76
9	AN	22
10	BAR	22
11	DYES	58
12	DAH	64
13	DAZQW	40
14	JP	52
15	LAL	28
16	LR	46
17	MPA	16
18	MR	52
19	NCA	28
20	NANS	40
21	PU	10
22	PAF	72
23	RAM	52
24	RASW	58
25	TUU	52

Table 2

The Descriptive Statistic of Pre-Test

Descriptives			Statistic	Std. Error
pretest	Mean		43.4400	4.01915
	95% Confidence Interval for Mean	Lower Bound	35.1449	
		Upper Bound	51.7351	
	5% Trimmed Mean		43.5333	
	Median		52.0000	
	Variance		403.840	
	Std. Deviation		20.09577	
	Minimum		10.00	
	Maximum		76.00	
	Range		66.00	
	Interquartile Range		33.00	
	Skewness		-.269	.464
	Kurtosis		-1.198	.902

From the table above, it can be seen that all who did the pre-test and the average score was 43,4400. Then, the number of data samples set as the median value is 52,0000. Lastly, the minimum score is 10.00, and the maximum score is 76.00. Then, Variance was used to measure the mean distribution of test results. It can be seen in the table above that the average standard error is 4.01915. From this statement, it can be said that the statistical data is good. Below are the scores of 25 students after receiving treatment:

Table 3

The Students' Score in Post-Test

No	Initials' Name	Score
1	AAS	70
2	ADS	58
3	APA	82
4	AN	64
5	AS	64
6	AAFA	70
7	AIJ	76
8	AP	82
9	AN	52
10	BAR	76
11	DYES	94
12	DAH	70
13	DAZQW	70
14	JP	94

15	LAL	46
16	LR	64
17	MPA	70
18	MR	94
19	NCA	52
20	NANS	52
21	PU	78
22	PAF	94
23	RAM	72
24	RASW	94
25	TUU	72

Table 4

The Descriptive Statistic of Post-Test

Descriptives

			Statistic	Std. Error
pretest	Mean		72.4000	2.87750
	95% Confidence Interval for Mean	Lower Bound	66.4611	
		Upper Bound	78.3389	
	5% Trimmed Mean		72.6000	
	Median		70.0000	
	Variance		207.000	
	Std. Deviation		14.38749	
	Minimum		46.00	
	Maximum		94.00	
	Range		48.00	
	Interquartile Range		18.00	
	Skewness		.057	.464
	Kurtosis		-.704	.902

From the table above, it can be seen that for all who did the post-test, the average score was 72.4000. Then, the number of data samples set as the median value is 70,0000. Thus, the standard deviation is 14.38749, while the mean is 72.4000. Lastly, the minimum score is 46.00, and the maximum score is 94.00. Then, Variance was used to measure the mean distribution of test results. Standard error, which shows the accuracy of the sample to the population. The lower the standard error, the better the model. In this study, researchers used Kolmogorov Smirnov to test for normality. Researchers used SPSS 25. The results of the normality test are as follows:

Table 5

Normality Test Result

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE 5	.185	25	.027	.931	25	.092
POST 5	.133	25	.200[*]	.933	25	.104

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the output of SPSS above, it shows that the significant value of the pre-test is 0.092, and the practical value of the post-test is 0.104. The significant value of the pre-test was 0.092 > 0.05. Then, the significant value of the post-test is 0.104 > 0.05. This shows that H1 is accepted and H0 is rejected, and the pre-test and post-test data is distributed. Hypothesis testing using the Paired Sample T-Test. If the significance value (0,00 < 0.05), then H0 is rejected, and H1 is accepted. On the other hand, if the significance value is (0,00 > 0.05), then H0 is accepted, and H1 is rejected. The following are the results of the T-test that have been calculated using SPSS 25:

Table 6

Paired Sample Test

Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
Pair 1	PRE-TEST 5 POST-TEST 5	-28.96000	19.23642	3.84728	-36.90041	-21.01959	-7.527	24	.000

The table above shows a significant difference in scores between the pre-test and post-test because the sign value is 0.000, which is lower than 0.05. because the Sign value> 0.05, then H0 is rejected. If Sign < 0.05, then H1 is accepted. It is evident that the 0.000 sign is less than 0.05, so H0 is rejected, and H1 is accepted.

DISCUSSION

In this study, the researcher used one sample because there was only one class in the object. To determine whether this method is effective, the researcher uses a pre-

test and post-test and then calculates it using SPSS 25. The results of a study have been conducted by Larsen (2020:16) that the TPR method is very effective for improving vocabulary mastery in students. Then Usman (2018:17), vocabulary is a collection of words to express the form of thought patterns for speaking. It can be concluded that language teaching using the TPR method is effective for students' vocabulary mastery although there are some students' post-test scores that do not increase ideally, this shows a significant increase in students.

CONCLUSION

Based on the results of hypothesis testing in the research findings, it was concluded that the students' ability to master vocabulary using the TPR teaching method was very effective. This is evidenced by the results of the Paired Sample T-test which shows results that are less than 0.05. As a result, the treatment using the TPR method for vocabulary mastery was successful. In addition, several research findings show that learning using the TPR method motivates students to improve vocabulary mastery.

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