

**IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY  
THROUGH TOTAL PHYSICAL RESPONSE METHOD  
AT GRADE VII A OF MTs Negeri 2 KUANTAN SINGINGI  
SENTAJO RAYA DISTRICT - KUANTAN SINGINGI REGENCY**

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**ABSTRACT**

Vocabulary is essential in learning English because vocabularies are the key to producing English sounds, words, and sentences. In reality, students still had lack of English vocabulary mastery. One method to solve this problem is by applying Total Physical Response (TPR). This research was carried out at grade VII A of MTs Negeri 2 Kuantan Singingi Sentajo Raya district in Kuantan Singingi Regency. It is designed as Classroom Action Research. The research aims to know how far the Total Physical Responses can improve the students' English vocabularies mastery. Data collection methods are observation and test. This is the test in multiple choices. Data analysis is quantitative, which got from the result of the test. The result of this research is that TPR could increase the students' vocabulary. The students' rate in pre-test is 40.00 %, the rate result in the first cycle is 54.54 %, while in the rate result in the second test is 82.06. the final rate result in the third cycle is 90.00. Total Physical Response can improve students' English vocabularies at grade VII A in MTs Negeri 2 Kuantan Singingi.

**Keywords:** *Improving, Vocabulary Mastery, Total Physical Responses*

**INTRODUCTION**

Vocabulary is an aspect that needs to be emphasized in learning English at the elementary school level because vocabulary is the basis of a language. Adam Robinson in Bahatlar (2017.p9) Vocabulary is a basis for thinking and exchanging information to bring the world closer; vocabulary plays an essential role in learning a language. With much vocabulary, students will be easier to express their idea and feeling verbally or in writing. Besides, teaching English as a foreign language to young learners has its challenges. The process of learning and teaching English does not always work well for them. Sometimes in the learning process. The teacher can see. The class is challenging to stimulate to speak because of students' vocabulary problems and confidence.

Probably. English is new for them. A teacher requires an exciting teaching method so that they can enjoy the learning process.

All of the essential competencies that must be mastered by junior high school is need to rich vocabulary. To acquire standard competencies besides other essential competencies, the purpose of English lessons is to make students interact in interpersonal and monolog with orally and witing. It is also a way to gather information from sources of knowledge and information such as scientific books, newspapers, magazines, etc.

Based on the writer's experience in the teaching-learning process, the writer found that most students of the first year of MTs Negeri 2 Kuantan Singingi Teluk Kuantan still have problems understanding all material they have conversations about. It can be seen in students' book Kemendiknas published 2017. There are some interpersonal and transactional dialog and monolog orally

Most of the students do not feel able to make individual conversations and do not want to present in front of the class. It can be shown from the result of the daily test, midterm test, and semester test. More than 50% got a score under 65. Moreover, reading has a standard score of 65. Besides, some students cannot do what the instruction is given when the teacher does TPR in the teaching-learning process.

It seems that some of the students have low learning motivation. It can be seen during the teaching-learning process. They are unexciting when the teacher instructs them to touch something or do some things in front of the class. They read the text when the teacher asks them to read. They are uninterested in the activity; instead, they do other activities like talking with others, drawing, and asking permission. Consequently, their reading achievement at the daily test and semester test is poor.

As a teacher that are significant problems with what is happening in the classroom, so the teacher as a motivator in the teaching-learning process has been responsible for promoting students' interest in reading text., some students seem naturally enthusiastic about learning, but many need or expect their instructor to inspire, challenge and stimulate them. Effective learning in the classroom depends on the teacher's method and technique to make the class exciting and make the students understand the lesson at the time. Ericksen in Davis (1999) states that the teaching strategy used by the teacher influence learning motivation. Making the students

comprehend the text is not accessible; therefore, a teacher must have a method to enhance students' motivation to follow the lesson.

Therefore one of the methods to take the students' interest in learning is Total Physical Response. Steinberg and Nagata (2001:206) TPR is very much a natural type method: speech understanding precedes speech production, which in turn precedes reading and writing. Therefore through TPR get can hopefully increase students' scores and students' reading comprehension. Moreover, make the students interested in the classroom.

The TPR, the researcher, applies using the technique to instruct the students to touch the equipment, write the word, repeat the word, and say the word. This activity did by the teacher at the free activity. We know that the text that has in junior high school level still in simple text such text how to operate electronic equipment, how to make something and how to do something.

Reading success depends on actively listening to the sounds of language. Because reading by ear is seeing will increase the students' comprehension of a text. In Total Physical Respons, the students listen to the word repeatedly through instruction from the teacher before he/she does the action and pronounces the word. Therefore, the writer wants to research in the classroom about using the total physical response method that uses pictures or natural objects as media.

Some strategies have made students interested in learning English, explicitly speaking to make conversation and reading text genre. The teacher is interested in applying Total Physical Response. It was developed by Asher (1977) in Morita (2008) TPR is a method consisting of obedience of command given by a teacher involving clear physical response. This theory can apply in the teaching-learning process as (Asher in Tarigan 1991,169) it means by applying Total physical response, the children are taught a meaningful understanding of simple command statement this through full of action.

One of the methods in teaching English is the TPR method because the students do a simple instruction, then the teacher asks the students to come in front of the class to touch something that the teacher put on the table, such as ingredients to make fried rice and equipment it. Furthermore, show to her friend and utterance the word.

Based on the explanation above, some problems arise for the young learner in the mastery of vocabulary. Some methods can solve the problems. However, the researcher is interested in implementing Total physical response to improve the students' vocabulary mastery. From the idea, the researchers want to conduct A classroom action research to grade VII students in MTs Negeri 2 Kuantan Singingi and want to improve the students' vocabulary mastery by applying Total Physical Response.

Based on daily observation by the researcher on the first-grade students of MTs Negeri 2 Kuantan Singingi, it can be stated that the purpose of the research is to find out the result of Total Physical Responses as a method to improve students' vocabulary, specifically this research aimed at identifying how well Total Physical Response can improve students' vocabulary.

## **REVIEW OF THE RELATED THEORIES**

### **Vocabulary**

Vocabulary is an essential element to construct sentences. To construct sentences, it needs for students to improve their vocabulary. However, .most first semester students of MTs Negeri 2 Kuantan Singingi faced problems in vocabulary mastery, especially for understanding the meaning of the words and identifying the word and using the word. The students could not speak English well because of their limited vocabulary.

There are two groups of vocabulary.

1. Active vocabulary refers to vocabulary that the students have learned and which they are expected to use.
2. Passive vocabulary refers to the word students will recognize when they meet them but they probably do not produce.

### **Total Physical Response**

The TPR method is interactive teaching for the children in understanding simple command statements because the children can study and play simultaneously. Body action response spoken language is the meaning of understanding acquisition. In this

case, the application of the TPR method in developing the students' understanding of simple command statements is not aside from doing some more exercises repeatedly.

Steinberg (2002: 207) states that the method of TPR is that commands are given to the students, and the teacher demonstrates the meaning of the word and sentences by pointing to the object and acting on the command for all to see.

Katona in Morita (2008) states that the combination between repetitions comes from an action or motor activities, allowing for effective memory. Learning by making more contributes to students' memory; what they do will save in their memory. Besides applying TPR, the situation of the classroom will enjoy complete, and avoid boring classroom as Cook (2001) in Morita (2008) stated that studying English by using the TPR method also creates the situation attractively to the students in short: this situation can help the students avoid stress in learning English. Besides, TPR can make the students active in the learning process and memorize the sentence or word quickly.

Syafrida (2002:2) TPR methods are listening and doing, listening and drawing, listening and writing, listening and circling, listening and coloring, listening and repeating, listening and telling, listening and singing. James Asher (1974 in Steinberg (2001:206) TPR's unique characteristics are the learner performance of physical activity in response to the teacher's command in the target language. This foreign language teaching method is called a Total Physical Response. The writer concludes that TPR that the writer does some command from the teacher with using the target language. The methods that the teacher can do during this research are

1. Listen and do
2. Listen and write
3. Listen and repeat
4. Listen and tell

On another side, the action is done repeatedly by different students. For a while, other students whom the teacher yet calls can analyze which one is correct; they then pronounce the word repeatedly. The step of TPR can make the word, phrase, or sentence will save well in the students' long-term memory. Thus active learning will raise well ; besides, the students are happy in the learning process

## **RESEARCH METHOD**

It is a classroom action research. Jhoson (2005) defines action research as studying a whole school of a class situation to comprehend and improve the quality of action or instruction. Moreover, Mills (2003) states that action research is any systematic inquiry conducted by the teacher or instructor by a teaching-learning environment to gather information about how their particular school operated, how they teach, and how well their students learned. Furthermore, Kemmis (1993) in Sukardi (2006:214) stated that each cycle in classroom action research consists of four phases; planning, action, observation, and reflection. Based on the explanation above can be concluded that classroom action research is a kind of research that the teacher does to solve the problems found in the classroom, which improves the quality of the teacher and the students' teaching and learning process. The teacher finds out a solution how to overcome the problems.

The research participants were the grade VII of MTs Negeri 2 Kuantan Singingi in the 2019-2020 Academic year. As the research sample, the researcher selected class VII A. the choice of this class is based on the observation in daily activities. The students are not active during the learning process.

The instrument is the tool to collect the data of the research. The researcher used two main instruments in collecting the data; observation, and test. The data were collected by doing direct observation to find out what happened in the classroom while applying the Total Physical Response to improving students' English vocabularies. The Data collected in this research is quantitative.

There are four steps that the writer did in the research. They are as follow;

1. Planning

To improve the students' English vocabularies at first grade, specifically at grade VII A MTs Negeri 2 Kuantan Singingi Regency. The writer makes test questions of vocabularies.

2. Action

The duration of each meeting was done 40 minutes. Here the students were given some instruction with applying the total physical response method. There are actions, writing the word, repeating the word, saying the word, and giving instructions to match the picture.

### 3. Observation

The observation is needed to see students' responses or activities in the class during the teaching-learning process. Therefore, the information about the students' activities, strengths, and weaknesses of the strategy was obtained through observation.

### 4. Reflection

The reflection was done after the teaching-learning process with a collaborator to make the learning process better than before and to know how far the students' improvement would apply for the next meeting.

This research just used qualitative data, qualitative means that the data is presented in the form of verbal report. Gay (2000) suggests that the step of data analysis is data managing, reading and memoing, describing, classifying, interpreting, and writing report.

This research is quantitative design. It is to know how many percentage the students' achievement in mastering English vocabularies. This research was done by the teacher English teacher who teaches in the classroom, which focused to improve in the learning process and learning by doing

**Table 1. Minimum Learning Completeness Criteria**

No	Completeness Criteria	Qualification
1	$\geq 60$	Complete
2	$< 60$	Incomplete

(Depdikbud. 2007: 11)

## FINDINGS AND DISCUSSION

This research was held in MTs Negeri 2 Kuantan Singingi at VIIA Class. It was begun in August 2019 and ended on November 30th 2019. The location is at grade VII-A at MTs Negeri 2 Kuantan Singingi academic year 2019/2020. The research subject is the students of VII A MTs Negeri 2 Kuantan Singingi academic year 2019 / 2020. Total number of participant is boys 18 , and the girls 15. So they are 33 students. The collaborator is Novarilla. S.Pd, she is an experienced English teacher in MTs Negeri 2 Kuantan Singingi

The source is taken from students' book of education ministry. (Kemendikbud kurikulum 2017). The pre-test was done by using flash card and picture card, and quiz to application of Total Physical Response method during the learning process. In the first step the observer observe all the activities during the learning process . in this process just to know how interesting the method applying to motivate the students are following teacher instruction. The observer also observe how deep the method can improve the students vocabularies. In order the researcher got the drawing and knew how far the method can influence the students activity and concentrate to join the learning process, the researcher get solving what is the solution in the next meeting.

At the first time the students are given a free test in multiple choices. The indicator the students are mastery vocabulary. They can show the vocabulary that the teacher asks to touch. They can speak English fluently and understand all types of text in junior high school.

The students are given 50 questions that consist of four group. First is animal , thing at home, thing at school.and public service. The test are given every cycle in eight meeting. every test they answer 50 question.the learning process are using flip card.and using real object. picture chard.

Every cycle consist of 4 steps; Planning, Action, Observation, and reflection. First cycle held on August 02nd 2019 . this research was done in four step. 1. Planning. 2. Action 3. Observing 4. Reflection. Firstly teacher make a plan how to do and waht to do in the classroom. What instrument test should be given and how doing the action. In the second way is the action. In here the teacher gave instruction to mention what the English name of the thing. And the action done with the students together And the third face observing. During the action the observer wrote his comment about the students and teacher activity. Finally reflaction. In here the teacher and the observer discussed about the plus minus activity and observer gave some suggestion.



**Table 2. Indicators of students' vocabulary mastery (cycle 1)**

No	Observed Aspects	Students' Frequency			
		Active		Not Active	
		F	%	F	%
1	Showing pictures as the teachers' directions	13	39%	20	60%
2	Giving answers on the teachers' questions	12	36%	21	28%
3	Asking questions to the teachers	12	36 %	21	63 %
4	Practicing in using English	27	81%	6	18%
5	Pronouncing English words	19	57%	14	42%
6	Taking conversation with their friends	25	75%	8	24%
7	Using vocabulary correctly	20	60%	13	40%

The data shown the students can follow teacher instruction which is just 39% The students can shown picture suitable with the teacher instruction.while student can give answer is 12 or 36 % ,the students are give question 12 Or 36 % . The student are practice to produce word 19 or 57 % . The students are doing conversation 25 or 75 % , finally. The students are using vocabulary 20 or 60 % .

The teacher discuss with collaborator about the learning process to improve the students mastery vocabulary. She give me some suggestion to do for the next meeting.

In the second cycle the students get better than first cycle, it seems the data and significant result can see in the third cycle which the students score got 90.90

**Table 3. The Percentase Of Achievement Test In Pre Test**

No	Score	Frequency	Percentage
1	81 – 100	8	24 %
2	60 – 80	6	18 %
3	41 – 59	10	30 %
4	21 – 40	9	27 %
5	00 – 20	0	00%
<b>Total</b>		<b>33</b>	<b>100 %</b>

$$N = \frac{\text{The numbers of completed students}}{\text{The numbers of students}} \times 100\%$$

N = the percentage of completed students

$$= 8 / 33 \times 100 \%$$

$$= 24.247 \%$$

Based on the data from the pre-test, It shows that just 24% of the students raised score 81 to 100, and 18% raised score 60 to 80. The others do not raise the score standard for English. This data indicated that the classroom still has some students who do not master English vocabulary as the curriculum wants to do.

**Table 4. Students' Percentage Achievement Score of Cycle 1**

No	Score	Frequency	Percentage
1	81 – 100	16	48 %
2	60 – 80	8	24 %
3	41 – 59	9	27 %
4	21 – 40	0	0 %
5	00 - 20	0	0%
<b>Total</b>		<b>33</b>	<b>100 %</b>

$$N = \frac{\text{The numbers of completed students}}{\text{The numbers of students}} \times 100\%$$

N = the percentage of completed students

$$= 16 / 33 \times 100 \%$$

$$= 54.54 \%$$

Based on the data, 48 % of the students got to score 81 up to 100. At the same time, 24 % got a score of 60 up to 80. the others are got lower score, This data indicated that in the classroom still have some students are not mastery English vocabulary as the curriculum want to do.

**Table 5. Students' Percentage Achievement Score of Cycle 2**

No	Score	Frequency	Percentage
1	81 – 100	18	54 %
2	60 – 80	10	30 %
3	41 – 59	3	9 %
4	21 – 40	2	6 %
5	00 – 20	0	0%
<b>Total</b>		<b>33</b>	<b>100 %</b>

$$N = \frac{\text{The numbers of completed students}}{\text{The numbers of students}} \times 100\%$$

N = the percentage of completed students

$$= 28 / 33 \times 100 \%$$

$$= 82.06 \%$$

Based on the second cycle. The students got increased scores. It seems 54 % of students got a score of 81 – 100. Moreover, 30 % of students got 61 -80 scores. The other is a low score that is under the English score standard. Based on the data above. This classroom improved their mastery vocabulary. It seems from every cycle, some students got enrichment vocabulary.

**Table 6. Students' Percentage Achievement Score of Cycle 3**

No	Score	Frequency	Percentage
1	81 – 100	26	78 %
2	60 – 80	4	12 %
3	41 – 59	3	9 %
4	21 – 40	0	0%
5	00 – 20	0	0%
<b>Total</b>		<b>33</b>	<b>100 %</b>

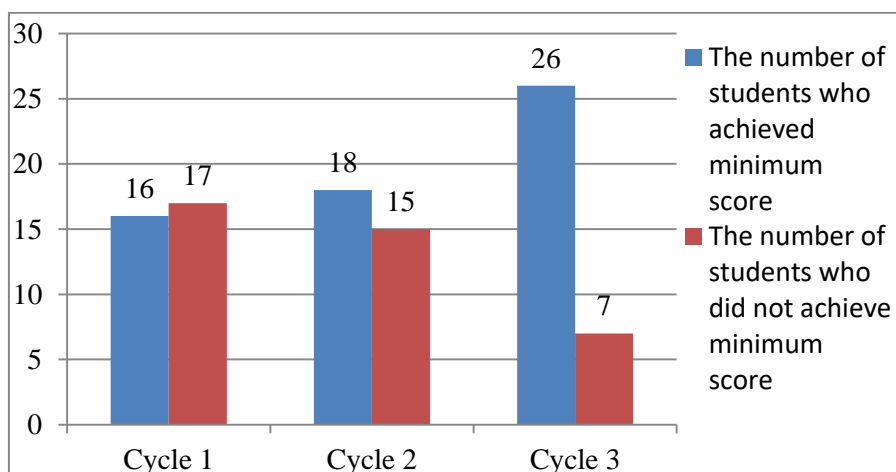
$$N = \frac{\text{The numbers of completed students}}{\text{The numbers of students}} \times 100\%$$

N = the percentage of completed students

$$= 30 / 33 \times 100 \%$$

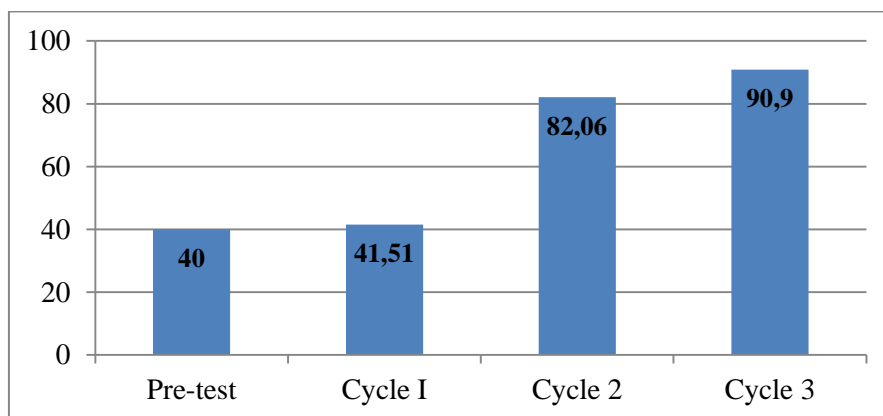
$$= 90.90 \%$$

Based on the third cycle. The students got increased scores. It seems 78 % of students got a score of 81 – 100. Furthermore, 12 % of students got 61-80 scores. The other is a low score. Almost all students got achievement score standards. Based on the data above. This classroom improved their mastery of vocabulary. It seems from every cycle; some students got enrichment vocabulary.



**Graph 1. The students’ achievement test**

The following compares the students' improvement in English vocabulary mastery during the teaching and learning process.



**Graph 2. The students’ mean scores during the teaching-learning process**

The achievement test result is in multiple choices. The free test result is in pre-test 40.00 % of the result; it can be concluded the students’ mastery in English vocabulary was still insufficient. Then in the first cycle, the result is 41.51 %. The conclusion is that the students vocabularies are getting better than before. After application the Total Physical Response method. Eventhough the result is not perfect yet. While in the second

cycle, the students' rate result is 82.06%. We can conclude the students' English vocabularies are improving than before. In the final test the percentage get better than before is 90.90%. The important thing is that the students are categorized completely for the competencies.

### **Discussion**

Based on the research, .in classroom action research, the method total physical response can be used to enrich students' vocabulary. Students can get vocabulary from their environment, things, animal, and others. If the students have the motivation to master English, they should do repetition, practice, and join an English course. For vocabularies determined by how much vocabulary that the students can remember in their brain.

The last step of this action research was discussing the result of the research as a final reflection. The teacher as The researchers identified some problems as follows; the students' vocabulary mastery was still low; the teacher used the same technique each time in the teaching process, and the sources book id limited only from a textbook.

Based on the problem found, one of the appropriate methods in teaching vocabulary is the Total Physical Response. Therefore success learning depends on the students' active learning, and the researcher got some students to improve their vocabularies.

Based on the research findings, the researcher gives some suggestion; the student do not be shy to ask the teacher if they got problems, the teacher always have time to help students in improving students vocabulary, the teacher should make accessible material, the teacher should make an exciting picture and give some quiz.

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