

THE EFFECT OF TOTAL PHYSICAL RESPONSE STORY ON THE VOCABULARY MASTERY OF GRADE SEVEN STUDENTS

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ABSTRACT

Vocabulary is one of the most important aspects of language developments. Unfortunately, not all students have a good skill of memorizing vocabularies given by the teacher. Apparently, the students receive limited number of vocabulary items. They need a technique to help them easier in learning new vocabulary and keep it for long term memory. This paper discusses the effect of Total Physical Response in teacher's storytelling on vocabulary mastery at seventh grade students in a private school in Surabaya. It was a quasi-experimental study. The writer used two groups, pretest-posttest design. The experimental group was taught by using Total Physical Response-Story while the control group was taught by using translation.

The research instrument used in this study is vocabulary test that consisted of 60 multiple-choice items that the students had to finish in 120 minutes. The stories were taken from 30 Teenage Stories by Children's Book Trust, New Delhi, and the participants will be grade seven of junior high school students in a state school in Surabaya.

The result reveals that there is a different score between students who are taught by Total Physical Response and those who are taught by translation.

Keywords: *vocabulary, Total Physical Response, translation*

Introduction

English gets important nowadays. In Indonesia, some schools apply English as a main subject, and implement it in some other subject, for example in Math and Science. In English subject itself, teacher do not only teach the language skills, listening-speaking-reading-writing, but also the English components such as grammar, vocabulary, and pronunciation. However, there are still many teachers pay less attention on the process of vocabulary teaching. They are still using traditional techniques which are not

effective anymore to be implemented to the students. The techniques might be neither not up-to-date nor appropriate to the modern students. As the results, the students get difficulties in improving their language skills and need different techniques to learn vocabulary.

Vocabulary is one of the most important aspects of language developments. People will not be able to listen, speak, read and write without having sufficient vocabulary. Sometimes, the teacher only focus on the grammar and pronunciation, but they do not give much attention to the students' vocabulary. Perhaps it is because teaching vocabulary has been included in teaching reading, and the teachers tend to focus on teaching reading skills more than vocabulary to their students. Another possible reason is that, since the teachers do not have much time to applying various techniques in teaching vocabulary, they prefer to use a traditional way of teaching vocabulary, such as translating the word by word into the native language and memorizing them (Larsen, 2000). Unfortunately, not all students have a good skill of memorization. Apparently, the students receive limited number of vocabulary items.

The traditional technique in teaching vocabulary like translation may affect students' interest in learning English. This technique may be helpful in text comprehension because the students know the meaning of the words. In other hand, the vocabulary that the students have learned will stay in their short term memory, since they only read and translate the new word without having an opportunity to experience it (Stevick, 1982). Consequently, they will forget the words easily and have to start again from the beginning. When students are given opportunity to make associations with new words and to form types of mental images such as acting them out, it will be more effective than only memorizing.

Teaching English vocabulary to the middle grade students, especially Junior High school students, is not an easy task since it requires a lot of creativity. Adolescent is a difficult time in development and a time of withdrawal from reliance on the social network as well as a notable withdrawal from responsibilities. Students this age will usually lack motivation, at least to some extent, and will be confused about their place in the world. Adolescent is probably the most challenging and complicated period of life to describe, study, or experience. It is true that many adolescents make serious missteps on the path toward maturity, and

some encounter obstacles that halt their progress completely (Berger & Thompson, 1995).

Psychosocial development helps the young person eventually attain adult status and maturity. Such psychosocial development as relating to parents with new independence, to friends with new intimacy, to society with new commitment, and to oneself with new understanding (Berger & Thompson, 1995). According to adolescent psychosocial development, teacher needs to set some strategies in teaching process and treating classroom atmosphere to affect students positively and to help students through their adolescent transition and succeed academically.

Secondary school students are developing the learning habits on which they will continue to build throughout their student lives and beyond. This is an ideal stage at which to raise students' awareness of their individual learning styles, the learning strategies they are already using and the wider choice of learning strategies available to them. (Rogers, 2008).

From this group, teachers can point out certain characteristics that they would be aware of and consider in their teaching plan. In teaching English to adolescent, particularly teaching vocabulary, the teachers play important role since they have to be able to set students motivation and interest in learning English. Since vocabulary is one of important items that are essential to improve the four language skills of the students, which are listening, speaking, reading, and writing, so it is important to find an exact way of situation to make students interested in improving their vocabularies.

Teachers teaching in this level need to plan a set of activities for an arranged time period, and be flexible enough to move on the next activities when they see the students are getting bored and not interested anymore. There are some factors, like the quality of the teachers, students' interest, and motivation which are involved together in teaching and learning process, in order to make the teaching English in junior high school successful. Besides, the teaching technique and teaching media are also other important factors which play important role.

Physical activities are very significant and interesting for young learners, because they like to do things, better than they like listening and reading. During the writer's teaching experience as a teacher, the writer found that English language teachers usually depend on asking questions, presenting information, and asking students to read their course book. The lessons become mostly teacher-centered. The teachers do not give the students the practice

they needed to learn the language. The writer did experiences of learning English language with young students and noticed that the students were attracted and interested more to physical activities. According to my observation, physical activities easily get students' attention and promote interaction with each other. That is why the writer agrees that physical response is a very important way of responding to language.

In this research, the writer will focus on teaching English vocabulary considering that vocabulary constitutes the knowledge of meaning which is one of the components of language, because studying a language cannot be separated from studying vocabulary.

There are many methods used in teaching language to children. Total Physical Response is one of methods in teaching language that may support to realize the expected situation. It can also be presented by using a game that is appropriate to the learners' characters. By using the Total Physical Responses, it is hoped that the teacher will be able to motivate them to learn and pay attention to the material presented by the teacher, and finally, they are able to master English well.

Research questions:

The research question of the study is: "Do the students who are taught by Total Physical Response using story get a higher score than students who are taught by translation method?"

The Objectives of the Study

The objective of the present study is to know whether the students who are taught by Total Physical Response using story get a higher score than students who are taught by translation method or not.

The Significance of the Study

The result of this study is expected to give beneficial contribution to the vocabulary teaching for junior high students, particularly grade seven, where they can learn English in an creative and interesting method to enrich their vocabulary through the Total Physical Response method. It is also hoped that the results of this study will enrich the number of effective vocabulary teaching techniques, so that the teachers will have wide opportunities to choose and use the best one of various kinds of teaching activities and techniques in the classroom.

Furthermore, TPR-Story is expected to be able to promote students' English fluency since it eliminates the need of memorization of lengthy vocabulary lists.

Review of Literature

Vocabulary

Language-based learning activities substantially and will depend on the understanding of the students vocabulary. Students must have access to the meaning of the words used by the teacher and the surrounding environment. Limited understanding of the vocabulary on students will result in the unobstructed achievement of language competence. However the learning itself relies on the students. Lack of understanding of the vocabulary is the primary cause of academic failure experienced by students.

Vocabulary is the set of words known to its meaning and can be used by someone in a language. A person's vocabulary is defined as the set of all words which are understood by the people or all words that are likely to be used by such person to compile a new sentence. The wealth of one's vocabulary is generally presumed is a picture of intelligentsia or level of education.

Understanding the vocabulary is generally considered an important part of the process of learning a language or development of a person's ability in a language that is already overwhelmed. The pupils of the school are often taught new words as part of certain subjects and the many adults who consider the formation of a vocabulary as an interesting and educational activities.

Mastery of the vocabulary is the most basic thing that has to be controlled by a person who is in the learning of language. If a student has an adequate vocabulary, then automatically it can be more supportive in the achievement of the four language competence. And vice versa, without an adequate vocabulary, a student will have difficulty in achieving the above language competence.

Hornby (1995: 1331) defined vocabulary as:

1. The total number of words in language.
2. All the words know to a person or used in a particular book, subject, etc.
3. A list of words with their meanings, especially one that accompanies a text book in a foreign language.

According to the definitions above it can be concluded that vocabulary is a stock of words in a language, written or spoken, with

meaning that considered as cultural meaning used by group or individual community.

Another term in vocabulary is *schema*. Schema is knowledge of how things in a specific area of the real world behave and are organized (Schmitt, 2000). Schema can be activated either by a word itself in isolation or by the context it is embedded in. Schema is also known in other terms, such as *schemata*, *frames*, and *scripts*.

Total Physical Response

Total Physical Response was first developed by James J. Asher (Frost, 2016). He stated that we learn better when our muscles are involved as well as our minds. TPR method is a particularly suitable strategy to use with young learners. The Total Physical Response involves the whole human body in the learning process. It requires students to physically respond to words since it is assumed that by producing words, students then understand the words. Total Physical Response (TPR) is based on the theory that the memory is enhanced through association with physical movement. According to Larsen (2000: 107), Asher's Total Physical Response is a "Natural Method" since Asher views first and second language learning as a parallel processes. He argues that second language teaching and learning should reflect the naturalistic processes of first language learning. For this reason, there are three central processes:

- a. Children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition, they can understand complex utterances that they cannot spontaneously produce or imitate.
- b. Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands
- c. When a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

From the explanation above, the writer concludes that TPR is based on the way in which children learn their mother tongue. TPR places more emphasis on the link between word and action. The activity, where a command is given in the imperative and the learners obey the command, is the main activity of TPR. The powerful method of TPR is best applied to introduce new vocabulary and new grammatical feature at any level. TPR can be

varied in any different activities such as storytelling, dialogue, games, or a pattern drill.

Total Physical Response with Story

Stories usually work so well in English classroom because stories are perfect for teaching young students because they already love stories and are already motivated at the thought of listening to one.

Cagri Tugrul Mart stated (Mart, 2012) that stories are useful in language learning for young learners. Young learners acquire language unconsciously. The activities teachers do in classroom should help this kind of acquisition. Stories are the most valuable resource they may have because they offer children a world of supported meaning that they can relate to.

Total Physical Response-Storytelling was firstly introduced by Blaine Ray (Gross, 2014). It is defined as the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific, live audience (Marsh, 2000). TPR using story is a technique which uses physical movement and gesture as well as a story to teach a target language.

Storytelling has special pedagogical values for the foreign language classroom. (Curtain & Dahlberg, 2004) identifies some reasons why storytelling is very interesting. Firstly, the purpose for telling a story is genuinely communicative. It is linguistically honest, real since the people do it most of the time, and sensual. Moreover, storytelling appeals to the affective domain and caters for the individual while forging a community in the classroom. Storytelling also provides listening experiences with reduced anxiety. It is pedagogically sound.

The Total Physical Response using Story technique begins with pre-teaching vocabulary using gestures. Students then act out the stories as the teacher tells, retells and asks questions about a story that uses the vocabulary words. The method relies heavily on the five hypotheses of the Natural Approach (Krashen & Terrell, 1988):

1. The acquisition hypothesis
2. The input hypothesis
3. The natural order hypothesis
4. The affective filter hypothesis
5. The monitor hypothesis

Additional philosophical mooring is furnished by the idea of the 'Kinesthetic learner' that the acquisition of knowledge is enhanced when it is accompanied by physical activity.

Based on TPR and the Natural Approach, TPR using story embeds new vocabulary and structures in a story line and provides extensive listening practice before students are expected to speak. Before the teachers use a story in the classroom, they will need to teach the students the key vocabulary needed to follow the story. The students will implicitly learn the words, and immediately see how they are used. They will also hear them in context of the language. This is much more beneficial than simply memorizing a list of words.

A research on TPR using Story has been ever conducted by Todd McKay (James, 2000), in which he studied about the effectiveness of TPR using Story approach. The subjects were a class of 30 middle school students who experienced TPR using story who were compared to a class of 30 students in a traditional Audio Lingual Method class, and both got the same set of vocabulary. The results are that the TPR using Story students had significantly higher comprehension compared to the Audio Lingual Method students.

Research Method

This study will be conducted to find out the effectiveness of TPR in teaching vocabulary to Junior High students, and to achieve the purpose, the writer conducts a quasi-experimental study. A quasi-experimental study is used when it may not be possible for the experimenter to assign subjects randomly to group.

Data Collection Procedure

All kinds of researches need the data to support the investigation. The techniques and methods of collecting data which can be used to gather evidence in action research are pre-test, post-test, and/or treatments.

In order to get the data from her study, the writer will provide the students with a vocabulary test. The test will be given to both experimental and control group. The test itself consists of 50 items that must be done in 90 minutes. The time is decided after the writer do the pilot test.

In order to get the data for this study, the writer will do several procedures:

- a. determining the objective of the study,
- b. preparing the test items and direction,

- c. reviewing the items, and
- d. administering the test.

Data Analysis Technique

After administering the real test to the control group and the experimental group, the writer will scored and analyzed the scores of the students' tests. In analyzing the data, the writer uses non-parametric Wilcoxon Rank-Sum test. This testing aims to test different median for two independent data (Algifari, 2013).

The data gained will be used to test whether the using of Total Physical Response-Story to enhance students' vocabulary mastery is effective or not. As the requirement of the t-test, the data have to be tested using normality test.

Results of Data Analysis and Findings

Result of Statistical Data Analysis

The scores of the experimental and the control group are calculated by using Wilcoxon non-parametric test. Below is the table of calculation of the experimental and the control groups' scores.

Table 4.1
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
TPR	20	33	88	1414	70,70	14,974	224,221
Translation	20	32	88	1024	51,20	15,783	249,116
Valid N (listwise)	20						

Table 4.3
Test Statistics^a

	control - experimental
Z	-3,092 ^b
Asymp. Sig. (2-tailed)	,002

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

From the table above, it can be seen that the highest score in both experimental and control group is 88 and the lowest is 33 and 32. The mean of the scores of experimental group is 70.70, whether the control group is 51.20. The standard deviation of experimental group is 14.974 and the control group is 15.783. From the calculation, the writer found that the z Wilcoxon value is -3.092, meanwhile the asymptotic significance is 0.002.

Hypothesis Testing and Interpretation

As chapter one has mentioned, there are two hypotheses formulated to give tentative answers to this study. The Ho mentioned that, there is no significant difference between the English vocabulary achievement of the students who are taught by using TPR-Story and those who are taught by translation. Meanwhile, the Ha mentioned that, there is significant difference between the English vocabulary achievement of the students who are taught by using TPR-Story and those who are taught by translation.

According to the result of test statistics, there are two possibilities of hypothesis. The z Wilcoxon value = -3.092 < z table = 1.96 means that, there is no difference score between the students who are taught vocabulary by using TPR storytelling as vocabulary teaching technique to those who are taught vocabulary by translation. In other words, the Ho is accepted.

However significantly, the **asymptotic significance** (asypm.sig.) is 0.002. Asymptotic significance value determines the statistical significance of the relationship we have just tested. In all tests of significance, if the *asypm. sig.* < 0.05 (confident level or α), we can say that there is a statistically significant relationship between the two variables, and it means the Ho is rejected.

The *asympt. sig.* of this study = $0.002 < 0.05$. It is concluded that there is a difference score between the students who are taught vocabulary by using TPR storytelling as vocabulary teaching technique to those who are taught vocabulary by translation.

Conclusion and Suggestions

After conducting the treatment and analyzing the vocabulary test, it is found that there are differences between the students who are taught by TPR story and the students who are taught by translation. The result shows that the students who are taught by TPR story obtain higher vocabulary test score than the students who are taught by translation. As explained in the findings, the writer concludes that teaching vocabulary using TPR story is more effective to improve students' vocabulary achievement since it provides relaxed and fun situation. In the learning process, TPR story uses stories and body movements, so the students are interested to follow the class activities. It stimulates students' participation and increases their motivation by eliminating memorization. At the end of the treatment, they have acquired the vocabulary target without realizing it.

Suggestions

It can be apparently seen that TPR-story makes the students enjoy acquiring vocabulary. During the treatment, they are very active, enthusiastic, happy and enjoy the learning process because the new vocabularies are introduced by using story, gestures, and actions. The circumstance of learning gets interesting and fun as well since the students are not required to memorize all words. It is found that TPR-story is a new technique for the students and they never get this implemented in their classroom previously.

Regarding to the result of the study, the writer is eager to suggest that English teachers should use Total Physical Response using story as one of fun alternative techniques to teach vocabulary to their students. It is because this technique gives more opportunities to experience the target language by themselves and also improves the relationship between the teacher and the students. Even for the students who are in a lower level of academic achievement, they will feel confident to speak up and get closer to their friends and teacher. Moreover, the writer expects that teachers will be more creative in teaching vocabulary to their students. They can choose some types of story according to their students' age, which seemingly can attract the students' attention and interest. By

developing TPR story, moreover, into more interesting and fun activities or combining it with other teaching technique, the students will be able to easily enrich their vocabulary. Providing pictures as supporting media is one of teacher's creativity to stimulate students' interest.

Suggestions for the future research

The treatment of TPR-story is conducted in five meetings, in which eighty minutes for each. The writer realizes that the time allocation does not really support her to get the students reach a maximum result of vocabulary acquirement. It will be more effective if the teacher can do a good time management by selecting the length of the story used to fit the provided time.

Furthermore, in improving students' vocabulary achievement maximally, the writer hopes that the students initiatively review the vocabulary they have learned over and over again as well as apply it in their daily life.

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