The Students' English Vocabulary By Using Total Physical Response A Literature Study

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Abstract:The vocabulary is needed to be mastered by the students in learning English. But in teaching vocabulary, we need to use an appropriate method. It is because with an inappropriate method, it would be difficult for students to master the vocabulary. The purpose of this research is to determine the Total Physical Response (TPR) can improve the students' English vocabulary. This research uses a literature research. The sources are from journals, theses, and book. The results of the research show that an improvement in the students' learning of every source. The average percentage of all researches used in this research on the students' English vocabulary through Total Physical Response (TPR) starts from the lowest 40,33% to the highest 73,3% with a difference of 32,97%. Furthermore, the average percentage before using Total Physical Response (TPR) is 30,76%. After that, the results are improved when used TPR method. It improves to 56,81% for overall improvement. Based on that, it can be concluded that the Total Physical Response (TPR) method can improve the students' English vocabulary.
Keywords: English Vocabulary, Total Physical Response, Literary Studies

1. THE RESEARCH BACKGROUND

Language is a communication tool for the society that can deliver ideas, feeling, concept or thought of the people (Dewi & Fatmawati, 2022). It is also can be considered as system of sound and delivering meanings. It is because Language is the effective way of communicating in conveying ideas, feelings, thought to others. In every country, they have different languages such as France, Chinese, English and etc. The languages mentioned before are widely used in Indonesia.

In Indonesia, one of those languages which is used commonly is English. The Indonesian students learn English from elementary school until university level. This shows that English is important and need to be mastered. Mariyam & Musfiroh (2019) adds that Indonesian students believe that mastering English can improve their independence. This is why the reason English is needed to be taught to them.

Teaching English is very important to the students. It is because English is one of the international languages. It is also widely used by most people all over the world as a communication (Astri et al., 2023). Furthermore, it can be beneficial for education, business, politics, technology, health, social media etc. in English, there are language skills such as listening skill, speaking skill, reading skill, and writing skill. On the other hand, there are also

language components as grammar, pronunciation, vocabulary, etc. According to Ratnawati & Sulastri (2021), before mastering those language skills, they need to master vocabulary first. It is because vocabulary is one of important components in comprehending materials especially when learning foreign language. So, if someone cannot master vocabulary well, they would have problems in mastering language skills or English.

Vocabulary is a set of words which can be mastered by a person. It is also part of a particular language (Khakim & Anwar, 2020). A person's vocabulary can be defined as a set of the words which make the person understood and be used to compose a new language. In addition, Nirmala Aulia Harahap (2022) added vocabulary is something that can be mastered because it is the main means of spoken language. By mastering vocabulary, the students may be helped to understand the language. Therefore, Islami (2019) emphasizes that mastering vocabulary is an important part of learning English language. It is because when the students learn English, they are stimulated to read, understand the text, even write the ideas using the language they have learnt.

In learning vocabularies, the students need to memorize the words. As Astri & Wahab (2019) said that the students begin to produce language, much of it takes the form of preformulated speech (memorizing strings of the language). As foreign language learners, they need to know the meaning of the words. So, they are expected to master vocabulary in order to support their English language skills. It would be so helpful when they have enough vocabulary in learning the language (Kuntadirga, 2023).

Furthermore, the main problem which are faced by the students when learning Vocabulary is feeling bored. Sari et al. (2019) said that the students would feel bored because the teacher used conventional method. A lack of interest in learning can affect their learning in Vocabulary. The students get difficulties to apply vocabularies. In addition, Nirmala (2022) stated that their difficulties are caused by some reasons. One of the reasons is the method used by the teacher was so bored. Therefore, the appropriate method is need to applied in learning vocabularies. Other reason is the teacher is not active (Katemba & Sianipar, 2020). It is suggested the English teacher should be more active and the learning should be interesting. According to Fadiana et al. (2020), Through interesting learning, the students would understand and improve their motivation in learning vocabularies. Based on those problems, it is necessary to use interesting method to overcome problems in learning vocabulary.

In teaching vocabularies, the use of appropriate method may improve the students' vocabularies in teaching and learning process. By doing it, the purpose of teaching can be achieved. One of the methods is Total Physical Response (TPR). According to Farisatma

(2023), TPR is a language teaching method which is built around coordination of speech and action. It attempts to teach language through physical activities. The students may use TPR to have the primary roles of listener and performer. So, it can make the teaching and learning vocabulary effective.

Based on those problem, the researcher would like to do a literature study. This research is to determine Total Physical Response (TPR) can increase the students' English Vocabulary. The researcher believes that in doing it, we may know whether TPR can give positive effect or not to the students in mastering English Vocabulary.

2.   REVIEW OF RELATED LITERATURE

Vocabulary

Human has been learning language for years. It is because language is one of important things in order to build the communication with other people. English is one of the languages which used globally. English language has four language skills such as writing, listening, reading and speaking. On other hand, learning English language has some aspects that support language skills namely grammar, pronunciation, and Vocabulary. Vocabulary is one of those aspects that need to be mastered.

Vocabulary can be considered as one of the language components in learning English language. It is related to Astri et al. (2023) that Vocabulary is one of the language components which are required by the students in learning English language. The students would face difficulties in learning English language if they lack of vocabularies. It is because since the students need to have access to the words of their reading, writing, and thinking. So, the connection between vocabulary knowledge and comprehension of content would be understood.

According to Saputra & Sahid (2023), those words are clearly vocabularies. It means that the more vocabularies are acquired, the more sentences are comprehended. Vocabulary is an important part to study in English. It is because it can support the four language skills. It also can influence the practice of English language as means of communication. Vocabulary can be considered as a critical aspect for learners. It is because If they do not have sufficient vocabularies, they are not able to communicate or even express their ideas, feeling and thought to people.

Vocabulary begins to be introduced to the individual as early as possible from preschool age. It is because vocabulary is a basic that need to be mastered. It is same with Anggraini et

al. (2019) that Vocabulary can be considered as a basic thing that must be mastered by the students.

Total Physical Response (TPR)

An American Professor of Psychology, James Asher, originally developed Total Physical Response (TPR). Total Physical Response is related to physical movement. It also can be considered as one of the teaching techniques that acquires the students' mother tongue. It relates on theory that the acquisition of mother tongue that the children have can respond to parents' commands such as "take it" and "hold it". Based on that, according to Sabban et al. (2021) ,Total Physical Response (TPR) is one of the techniques that teaches a second language by listening and also implementing physical movement in order to comprehend a concept.

Furthermore, according to Blair (1982) in his book, stated that Total Physical Response is a method of teaching the language by using physical action to react to spoken input in order to reduce their inhibitions. It is also built for the coordination of speech and actions. Hounhanou (2020) stated that there are two important concepts in TPR namely the notion of TPR involvement and the role played by the right hemisphere of the brain in learning the language by action.

3.   RESEARCH METHOD

This research uses a qualitative method. A qualitative method is a method that based on the philosophy of post positivism. It is also used to examine the condition of a natural object where the researcher is the key instrument. The results of this method emphasize the meaning rather than generalization. This research can be considered as a literature research. According to Snyder (2019) stated that a literature research has another term such as literature study, literature review, and theoretical basis.

A literature research is a series of activities that relates to library data collection methods, reading, recording and managing the materials of research. It also looks for theoretical references which are relevant to the case. The references may be from books, journals, research reports, articles, and websites on the internet. The outcome of this research is the collection of references that are relevant to the formulation of the problem.

The data collection of this research is literature study. Literature study is done by studying and reviewing the references which have to do with the problem in order to obtain materials/outcomes.

In analyzing the data, the researcher uses data analysis technique model from Miles & Huberman (1994). It consists of the stages namely Data collection, Data reduction, presentation of data, and verification. It be seen as follow:
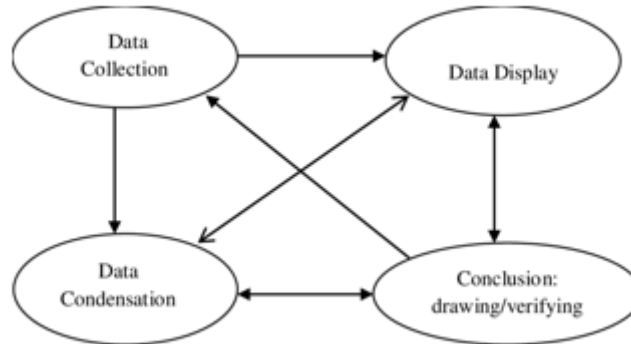
Picture 1Analysis Model

In data analysis, the researcher would like to summarize, select and focus on the main things which are important. Then, the researcher displays the data in the form of texts as narrative text. After that, the researcher would draw conclusion and verification as the answers to the formation of the problem that have been written since the beginning.

The data validity technique used by the researcher is Triangulation. Triangulation is a technique of checking the data validity which utilize the data. It also defines the sources as means comparing the information obtained through time and different tools in qualitative research.

4. RESULT AND DISCUSSION

Result

In this part, the researcher would like to describe the sources that used regarding a literature research on the students' English Vocabulary by using Total Physical Response (TPR). The sources that used are first-hand written evidences of history that were made at the time the event occurred by people such previous journals and theses.

In data collection, the data that is used to be analyzed as the research materials. This provides an explanation of the research from various sources. The total of the sources is Ten Sources. The sources consist of National Journal, international journals, and theses. The sources would be given the code for each source. The code A1 for first Journal and it goes until A10 for the last source. The data would be shown as follows:

Table 1 Data Collection

NO	DATA CODE	METHOD	RESULT
1	A1	Classroom Action Research	Improved
2	A2	Classroom Action Research	Improved
3	A3	Classroom Action Research	Improved
4	A4	Classroom Action Research	Improved
5	A5	Classroom Action Research	Improved
6	A6	Classroom Action Research	Improved
7	A7	Classroom Action Research	Improved
8	A8	Classroom Action Research	Improved
9	A9	Classroom Action Research	Improved
10	A10	Classroom Action Research	Improved

From the table above, it shows that the ten sources that have different variables of their researches are on average to determine the increase of the students' English vocabulary by using Total Physical Response (TPR). Then, all of them used the same methods which are Classroom Action Research (CAR).

After that, the researcher would reduce the data. In reducing the data, the researcher would like to summarize, select, and focus at the main data. The main data which is considered as the important one. Then, the data would be easier to draw the conclusion and procced the next process.

Then, the researcher can display the data. In displaying the data, the researcher would present the data in the form of quantitative through a number of narrative texts. This would make it easier for the researcher to understand the data. The results can be seen as follow:

Table 2 The Percentage of Data

NO	DATA CODE	RESULT			IMPROVEMENT
		PRE-CYCLE	CYLE 1	CYCLE 2	
1	A1	22,3%	54%	95,6%	73,3%
2	A2	15,23%	63,2%	87,26%	72,03%
3	A3	27,12%	58,32%	83,5%	56,38%
4	A4	18,6%	55,46%	81,56%	62,96%
5	A5	33,7%	66,6%	90,4%	56,7%
6	A6	36,21%	57,32%	87,47%	51,26%
7	A7	42,5%	60,53%	82,83%	40,33%
8	A8	28,3%	59,4%	92,24%	63,94%
9	A9	47,4%	68,8%	88,55%	41,15%
10	A10	36,21%	74,23%	86,32%	50,11%
	MEAN	**30,76%**	**61,79%**	**87,57%**	**56,81%**

Based on the table above, it can be seen that there are improvements on the students' English Vocabulary by using Total Physical Response (TPR). The improvement can be seen starts from pre-cycle, cycle 1 and cycle 2. The percentage is very low before using the Total Physical Response (TPR) method. After using the TPR method, it was improved at cycle 1 and cycle 2.

Discussion

In this part, the researcher would like to discuss the results of the research. Based on those results which described above, the use of Total Physical Response (TPR) method can improve the students' English vocabulary. It can be seen that every previous research above that has been carried out has obtained the results that indicates an improvement on the students' English vocabulary. The percentage of improvement in using the Total Physical Response (TPR) method on the students' English vocabulary starts from the lowest 40,33% to the highest 73,3% with an average of 56,81%.

Firstly, In Pre-Cycle, the average results before using Total Physical Response (TPR) is 30,76%. From all the researches that have been carried out, the lowest percentage is A2 data with 15,23% and the highest percentage is at A9 data with 47,4%. Secondly, in Cycle 1, the lowest percentage is A1 data with 54% and the highest percentage is A10 data with 74,23%. The average result of Cycle 1 is 61,79%. Lastly, in Cycle 2, the lowest percentage is A4 data with 81,56% and the highest percentage is A1 data with 95,6%. The average result of Cycle 2 is 87,57%.

Even though A2 data is considered to be the lowest percentage in Pre-Cycle but it has the second highest improvement with the percentage 72,03%. It is same with A1 data in Cycle 1 which considered to be the lowest percentage but it has the highest improvement of all data with the percentage 73,3%. At the end, the average result of improvement is 56,81%. Based on those results which conducted by previous researchers, it can be concluded that the Total Physical Response (TPR) can improve the students' English vocabulary.

5. CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the research that has been done by the researcher, it can be concluded that the Total Physical Response (TPR) has an effect on improving the students' English vocabulary. Through this method, it doesn't only improve the students' English vocabulary in English subject, but it makes the students active and working together in the teaching and learning process. The improvement in the students' English vocabulary by using Total Physical Response (TPR) is shown by the results of this research.

The average percentage of all researches used in this research on the students' English vocabulary through Total Physical Response (TPR) starts from the lowest 40,33% to the highest 73,3% with a difference of 32,97%. Furthermore, the average percentage before using Total Physical Response (TPR) is 30,76%. After that, the results are improved when used TPR method. It improves to 56,81% for overall improvement. Based on that, it can be concluded that the Total Physical Response (TPR) method can improve the students' English vocabulary. This method in teaching and learning process is suitable and necessary in developing the students' English vocabulary for further learning.

Suggestion

In this part, the researcher would like to give suggestion to teacher, school and further researcher. Firstly, for the teacher, every teacher has to make new innovations in using methods. Teachers do not only used traditional method such as lecture method, dictating, etc., it only causes boring and less interesting for the students. They should use a variety of methods which will create fun and creative learning.

Secondly, for school, every school needs to provide facilities that support the teachers in order to create a variety of learnings. It also should provide the training for the teachers who still do not know about creative and fun methods.

Thirdly, for further researchers, it is expected that in conducting a research using this method with a different situation and condition can give a better quality for their researches. It is hoped that they can examine more sources related to the Total Physical Response (TPR) method.

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