STUDY OF LITERATURE ON IMPROVING STUDENTS' VOCABULARY THROUGH TOTAL PHYSICAL RESPONSE

Yaser Arafat[1], Naylur Rosyid[2], Kholisah[3]

[1]Sekolah Tinggi Keguruan dan Ilmu Pendidikan Banten

[2]Sekolah Tinggi Keguruan dan Ilmu Pendidikan Banten

[3] Yayasan Pendidikan Insan Cendikia Kragilan

Penulis Korespondensi:, yaserarafat1986@gmail.com[1], rosyidnaylur@gmail.com[2], dan kholisah373@gmail.com[3]

ABSTRACT

This research is background of the problem by of the low vocabulary of students so that they experience boredom in learning and difficulties in using and applying vocabulary that has not been mastered. The purpose of this study was to determine the condition of students, can the total physical response in increasing students' vocabulary. This study uses a literature study consisting of several sources, such as primary data from journals and theses as well as secondary data from books. The results of the study can be seen that every research that has been carried out has obtained a precentage result that shows an increase in student learning outcomes, The average percentage on improving students' vocabulary through total physical response method in English subjects starts from the lowest 24.30% to the highest 66% with a difference of 41.7%. The average increase in students' vocabulary before using the TPR method in learning English was 37.78% and after using the TPR method in learning English it increased to 84% with a difference of 45.71%. Based on this, it is proven that mastery of vocabulary students continued to improve after using the total physical response method in English subjects.

Keywords: *Vocabulary, Total Physical Response, Improving Students.*

INTRODUCTION

Language is a tool to communicate in a community environment that can convey an idea, concept and feelings of a person in communicating. Language is also a system of sounds and meanings as the meaning of pronunciation. The definition of the language is the most complete communication and effective to convey ideas, messages, intentions, feelings and opinion to others. English becomes the second language in Indonesia.

The teaching of English is important because it is one of the international languages and used most people all over the world communication with each other in English. Furthermore, it is useful for education, trader, business, politics, technology, etc. The skills of language have four, namely: (1) Listening skills, (2) Speaking skills, (3) Writing skills, and (4) Reading skills. In other hand, the components of language have three, namely: (1) Grammar, (2) Pronunciation, and (3) Vocabulary.

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Vocabulary is a set of words owned by a person or is part of a particular language. A person's vocabulary is defined as the set of all words that the person understood or all words the person will use to compose a new sentence. The addition of one's vocabulary is generally considered to be an important part of either the learning process of a language or the development of one's ability in a controlled language.

According Miskiyah & Amalia (2017). Vocabulary is an aspect that needs to be emphasized in learning English at the elementary school level because vocab is the basis of a language. Vocabulary is a basis for thinking and exchanging information in order to bring the world closer. It means that vocabulary plays an important role in learning language.

According Alqahtani (2015). Vocabulary is a factor that supports students to master language skills. The development of English language education can also be seen in Indonesia, where English is taught early to young learners. The demand to speak English both actively and passively has been anticipated by the State of Indonesia by including English as a local subject in kindergarten and elementary school, and a compulsory subject in junior high and high school. English lessons are given from grade one to sixth grade of elementary school students. In Primary School, English is still taught as local content. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins wrote that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This statement showed the importance of mastering vocabulary. Therefore, mastering English is much influenced by vocabulary. By understanding vocabulary, students can express the idea in the form of written and spoken English.

In learning vocabulary, students have to memorize the word. As Schmitt said that students do begin producing language, much of it takes the form of preformulated speech (memorizing strings of language) (Juwita,2019:17). They also have to know the part of speech of each word whether it is noun, verb, adjective or adverb. As foreign language learners, students have to know the meaning of the word. In this case, students are expected to master vocabulary to supported their English skill. When the students have enough vocabulary, it would helped them made their learning process go easier so they would got the highest result.

Vocabulary can be viewed as the main tool to understand a language especially on English as a second language, because in order to understand a sentence a student should understand the meaning of each word in the sentence. Alqahtani (2015) states that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Alqahtani further explained that the vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest's needs and motivation. The teachers have to know the characteristics of his/her learners. From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation.

However, the main problem faced by many students is the process of teaching vocabulary felt students bored. Because,

teacher used conventional method (Nurmila,2019:2). The lack of interest in student learning, they cannot master various vocabularies that affect their English skills, and students sometimes get difficulties to use or apply the vocabulary. Their difficulties in using vocabulary have been studied can be caused by some reasons. One of the reasons could be in the method which is used by the teacher in presenting the lesson in the classroom very bored. Therefore, the appropriate method in presenting the lesson in the classroom have to be considered. According to Cameron, building a useful vocabulary is the essence of learning foreign languages at the elementary level. As a teacher, it is necessary to find new teaching techniques to overcome these problems and do not forget to motivate students so that students have a passion for learning.

The cause of the teaching vocabulary problem that teachers actually encounter. The English teacher is suggested to be more active and the lesson to be more interesting, as Jeremy Harmer suggested that English teacher should make their lessons interesting so the students do not fall asleep in them. Through the interesting lesson, students will be able to understand the lesson and they can increase their motivation to learn vocabulary.

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words.

Based on the above problem, as a teacher, it is necessary to find new teaching techniques to overcome problems and not to forget to motivate students so that students have a passion for learning. Allen and Vallate (2014) state that

teaching vocabulary can be meaningful if the teacher conducts the teaching process by combining the available techniques of teaching. The use of appropriate teaching methods can improve the results of teaching and learning in the classroom vocabulary for the better. One of them uses TPR with Object. In teaching vocabulary to young learners to improve vocabulary mastery should be more interesting and teaching learning process run effectively and efficient, therefore the purpose of teaching can be achieved.

According Mustadi A (2017). Total Physical Response is a language teaching method build around the coordination of speech and action; it attempts to teach language through physical (motor) activity. The students used total physical response have the primary roles of listener and performer. And they also listen attentively and respond physically to commands given by the teacher. So, it can make the process of teaching vocabulary to be effective.

THEORITICAL FRAME WORK

Vocabulary

As a human we have been learning language since ancient times because language is one of important thing to build communication or process interaction with other people. In English language involves four language skills, i.e. listening, speaking, reading and writing. In learning a language, there are several aspects that support four language skills above, namely grammar, vocabulary, and pronunciation. In learning and teaching English speaking is one of the important skills to be mastered because speaking is an important aspect in English. Speaking is the delivery of language through the mouth.

According Swaty (2019). Vocabulary is one of the language components required by the students in learning language. The children will get difficulties in learning language if they are lack of vocabularies, especially English as their

second language. The more vocabulary acquired, the more sentences comprehended. Nunan (2003:130) states that words are clearly vocabulary.

Vocabulary is an important subject to study in English. It can support the four language skills. Vocabulary is also important factor that influences the language practice as means of communication. Vocabulary is a central to language and critical important to typical language learner. Without a sufficient vocabulary, one cannot communicate or express his idea both in oral and written form.

According Anggaraini,dkk (2019:37). Vocabulary is a basic thing that must be mastered for students' English learner. Vocabulary began to be introduced to autistic individuals as early as possible, from preschool age. The vocabulary introduced is basic vocabulary related to individual body parts and daily activities autism do.

Language learning is a process of interactions between speakers are the language in an effort to gain language proficiency (M. Zaim,2016:1). In the concent of learning, there are four language skiils that must be mastered by a language learner, i.e. speaking skills, listening skills, reading skills. and writing skills. Two among the four skills it is oral language skills (speaking and listening), and two more language skills write (write and read). The fourth skill speaking this can be controlled by a language learner with ability supported by mastering the language, i.e. mastery of grammar and vocabulary. In this case, Philips (1995) states the following.

Learning and Teaching Vocabulary

Most educators believe that vocabulary instruction is critical in any classroom. The issue is not whether we should have vocabulary instruction, but how to make that vocabulary instruction have meaning beyond assigned word lists. Most of us have struggled and continue to puzzle over how to teach vocabulary in meaningful and memorable ways so our students have access to the words in their reading, writing: and thinking. In *Building Academic Vocabulary Teacher's Manual*, Marzano and Pickering highlight the connection between vocabulary knowledge and comprehension of content.

According to Wallace (1982: 27), basically, there are six principles in teaching vocabulary, they are: 1) Aims. 2) Quantity. 3) Need. 4) Frequent Exposure and Repetitions. 5) Meaningful Presentation. 6) Situation Presentation.

Total Physical Response

Total Physical Response originally developed by an American professor of psychology, James Asher. Total Physical Response is closely related to physical movement. It is considered as one of the teaching techniques which acquires students' mother tongue. It is based on the theory that the mother tongue acquisition in children can easily respond to parents' commands such as "take it" and "hold it". TPR is one of the techniques to teach a second language by listening and using physical action to comprehend a concept (Rokhayani,2017:77).

According to Ashers (1969), Total Physical Response (TPR) is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their effective filter.

According to Richard and Rodgers (1986: 87) stated that Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

Garcia (2001: 1) explained that the two very important concepts in Total Physical Response are the notion of Total Physical Response involvement and the role played by the right hemisphere of the brain in learning a second language by action.

Characteristics of TPR

The most prominent thing in class activities that use the TPR learning method is that it is in the form of command sentence exercises. The exercises are specifically equipped for physical actions and student activities. In this case, students play the main role, a listener and viewer, they listen carefully to the commands spoken by the teacher and respond with physical activity. Students must respond both individually and together, they have as little influence on the learning content as much. The strategy of TPR is that students listen to commands in a foreign language and are immediately followed by physical activity- Larson-Freeman states that during the first stage of the TPR method, the teacher acts as a model or example.

TPR With Picture

TPR with Body (TPR-B). 2) TPR with Objects (TPR-O). 3) TPR with Picture (TPR-P). 4) TPR with Storytelling (TPR-S)

Principles of TPR Method

In a TPR lesson, teachers model actions which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word and phrase, students rapidly and naturally acquire language while establishing.

The Advantages and Disadvantages of TPR

The disadvantages the TPR is limited in terms of language coverage and the age of the learners. However, the overall advantages outweigh the disadvantages. This means that TPR can help teachers to improve students' abilities in learning English vocabulary. So, they can find improvement in students' vocabulary mastery and they can also express pronunciation and translation.

RESEARCH METHOD

Definition Study Literature

According to Sugiyono (2017:9). Qualitative research method is a research method based on the philosophy of post positivism. Used to examine the condition of a natural object, (as opposed to an experiment) where the researcher is the key instrument, the data collection technique is done by triangulation (combined), the data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization

According to Melfianora (2017). literature research and literature study or library research although it can be said to be similar but different. Literature study is another term for literature study, literature review, theoretical study, theoretical basis, literature review, and theoretical review.

Based on the definition above it can be concluded that study literature is a series of activities relating to library data collection methods, reading and recording, and managing research materials. Study literature is look for theoretical references that are relevant to the case or problem found. This reference can be searched from books, journals, research report articles, and websites on the internet. The output of this literature study is the collection of references that are relevant to the formulation of the problem.

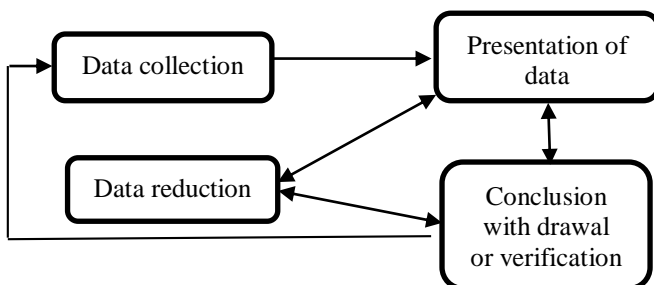## Research flow
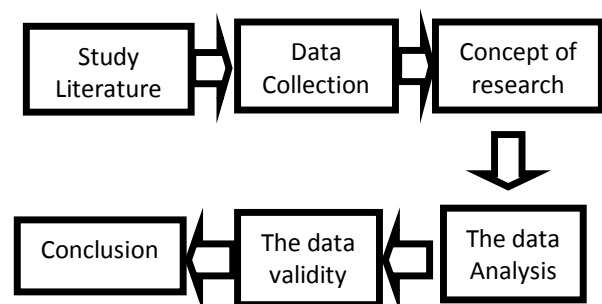
Picture 3.1 Research flow

Data collection techniques are the most important step for researchers,

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because the main goal of researchers is to obtain data. The data collection technique used in this research is literature study.

Literature study is done by studying and reviewing books that have to do with the problem under study to obtain materials or sources of information about the problem under study.

Technique of Analyzing Data

According to Suarifqi Diantama (2018:34-36). Data analysis was performed to process and interpret the data with the aim of obtaining information suitable for research purposes. Data analysis technique is the process of a process of simplifying data into a form that is easier to read and interpret. in analyzing data, data analysis techniques used in research with models from (Miles and Huberman) consisting of three stages, including data reduction, data presentation and drawing conclusions / verification that can be seen through the following picture:


Picture 3.1. Components of Data Analysis

The first step, summarizing the data is to summarize, select and focus on the main points and things that are considered important, with the search for themes and patterns.

The second step, researchers present (display) data that presents data in qualitative research through a number of narrative texts.

The third step, researchers draw conclusions and verification as an answer to the formulation of the problem that has been outlined since the beginning. Conclusion is an activity carried out with the aim of searching for meaning,

meaning, explanation carried out on data that has been analyzed by looking for important things. This conclusion is the answer to the problem to be studied as explained in the identification and formulation of research problems.

Data Validity Testing Techniques
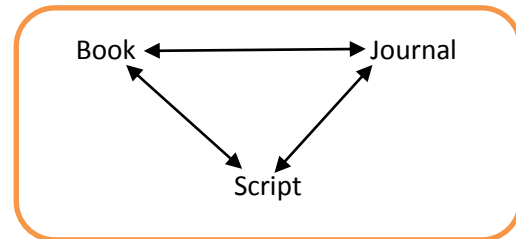
Picture 3.2
Triangulation with data sources

The data validity technique used by the researcher is triangulation. Triangulation is a technique of checking the validity of data that utilizes something other than the data for checking purposes or as a comparison against the data. Meanwhile, Patton defines triangulation as a source means comparing and checking back the degree of confidence of an information obtained through time and different tools in qualitative research.

RESULTS AND DISCUSSION

The result of research

This chapter will explain the description of the sources used regarding the Study of literature on improving Students' vocabulary through total physical response. Regarding the sources that will be used consist of primary and secondary sources. Primary sources are first-hand written evidence of history made at the time the event occurred by people who were at the event such as previous journals and theses. While secondary sources are sources that take from primary sources as a topic of discussion such as books. Primary data from researchers amounted to 10 and secondary data amounted to 1.

Data Collecting

Data collection is data that is used to be analyzed as research material. This study was conducted to determine the increase in students' vocabulary through total physical response. This chapter provides an explanation of the research themes from various sources. The sources used consist of primary data in the form of

Tabel: 4.1 Dara Collecting

No	Code	Level	Method	Class	Sub	Result
1	A1	ES	PTK	III	40 stud	Improving
2	A2	ES	PTK	IV	12 stud	Improving
3	A3	ES	PTK	IV	22 stud	Improving
4	A4	ES	PTK	V	24 stud	Improving
5	A5	ES	PTK	V	31 stud	Improving
6	A6	JHS	PTK	VII	23 stud	Improving
7	A7	JHS	PTK	VII	129 stud	Improving
8	A8	JHS	PTK	VII	25 stud	Improving
9	A9	JHS	PTK	VII	25 stud	Improving
10	A10	JHS	PTK	IX	20 stud	Improving

Tabel: 4.2 Presentase Score

No.	Data Code	Presentation Results			Improvement
		Score Pre Cycle	Score Cycle I	Score Cycle II	
1	A1	19,09%	74,13%	83,28%	64,29%
2	A2	25%	68%	86%	61%
3	A3	34%	54,1%	100%	66%
4	A4	56,4%	65,2%	80,7%	24,30%
5	A5	23,30%	44,61%	60,5%	37,2%
6	A6	65%	44%	100%	35%
7	A7	28%	50,46%	76,31%	44,14%
8	A8	55%	56,3%	83,2%	28,2%
9	A9	32%	64%	84%	52%
10	A10	40%	65%	85%	45%
Rata-Rata		**37,78%**	**58,58%**	**84%**	**45,71%**

thesis and journals, and secondary data in the form of books. The results obtained, obtained 3 national journals, 2 international journals, 5 theses, and 1 book related to vocabulary development. The data was taken based on the summary of the essence of the research results used, namely the use of the total physical response method to increase the vocabulary of students learning English at school.

From the table, it is known that 3 national journals, 2 international journals and 5 theses use the TPR method in English subjects, so that the material for research studies is only 5 journals and 5 theses. The table above shows that the variables in this study are on average to determine the increase in students' vocabulary in English Education subjects, through the TPR method in their research, namely Classroom Action Research (Action Research).

Data reduction

Data reduction is summarizing, selecting and focusing on the main things and things that are considered important by trying to find themes and patterns. Data reduction takes place continuously along with the implementation of the research. The data reduction process is a form of analysis that sharpens, categorizes, directs, discards unnecessary and organizes data so that it is easier to draw conclusions and proceed to the verification process.

Data Display

Data display is presenting data in quantitative research through a number of narrative texts. Performing data presentations will make it easier for researchers to understand what is happening and what to do.

The results of increased learning obtained from 5 journals and 5 theses in research related to improving students' vocabulary through total physical response method in English subjects are as follows

Based on the table, it shows that there is an increase in students' vocabulary through the Total Physical Response method in learning English. The average percentage increase in student learning outcomes using the Total Physical Response method in English learning starts from the lowest 24.30% to the highest 66% with an average of 45.71%. The average student learning outcomes before using the total physical response method in learning English is 37.78% and after using the total physical response method in learning English it increases to 84%. It can be concluded that the total physical response method in learning English can improve students' vocabulary in English subjects.

The Research Discussion

Based on the results of research analysis that the use of the total physical response method can increase students' vocabulary in English lessons. The results of the research above can be seen that every research that has been carried out has obtained percentage results which indicate an increase in students' vocabulary. Based on the research that the researcher did from 3 national journals, 2 national journals and 5 theses, it can be seen in the A1 data code that from pre-cycle 19.09% to cycle II became 82.28% with an increase of 64.29%, code A4 data from pre-cycle 56 .4% to cycle II to 80.7% with an increase of 24.30%, A9 data code from 32% pre-cycle to cycle II to 84% with an increase of 52%, A10 data code from 40% pre-cycle to cycle II to 85% with 45% increase. The average pre-cycle results before using the total physical response method was 37.78% and after using the total physical response method increased to 84% with an average increase of 45.71%. From the results of research conducted by previous researchers that the total physical response method in learning English can increase students' vocabulary in English subjects.

CLOSING

Conclusion

Based on the overall description of the results of the research that has been done, it can be concluded that: through the total physical response method it has an effect on improving students' vocabulary in English subjects, through this learning not only improve student vocabulary but also students are able to work together and be active in learning so that have a positive attitude in the stages of learning English. The increase in students' vocabulary through TPR method is shown by the enthusiasm and cooperation of playing an active role in English subjects.

Based on the results of research that I have analyzed from 3 national journals, 2 international journals and 5 theses, that there is an increase in students' vocabulary through the total physical response method in English subjects. The average percentage increase in students' vocabulary through the total physical response method in English subjects starts from the lowest 24.30% to the highest 66% with a difference of 41.7%. The average increase in students' vocabulary before using the TPR method in learning English is 37.78% and after using the TPR method in learning English it increases to 45.71%. It can be concluded that the TPR method in learning English can increase students' vocabulary in English subjects. This technique as a teaching and learning method is more suitable and necessary if the teacher wants to develop students' vocabulary for further learning. It is proven based on calculations that the TPR method can increase students' vocabulary in English subjects.

Suggestion
a. For Teachers
- Every teacher learning should make new innovations in using models when learning takes place, just as teachers do not only use the lecture method, which causes less enthusiasm for student learning.

Using a variety of models will create effective and fun learning.

- Every teacher should be able to create creative learning models, which can increase students' understanding of the content of the material being taught and also create fun learning.
- Every teacher learning should provide a different learning model than usual in order to motivate and arouse students' enthusiasm for learning.

b. For School

- Every school should provide facilities that support teachers to create a variety of models, to achieve the goals of learning.
- It should provide opportunities for teachers to explore all knowledge and explore it for students, so as to create an active, innovative, creative, effective, and fun learning for students and special satisfaction for teachers.

c. For the next Research

- To other researchers, in conducting research using this learning method or model on material with different situations and conditions, it is hoped that a better, complete and quality article will be born later.
- Further researchers are expected to examine more sources and references related to the Total Physical Response learning method.

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