

A COMPARATIVE STUDY BETWEEN TEACHING VOCABULARY USING TOTAL PHYSICAL RESPONSE AND DIRECT METHOD: THE CASE OF THE FOURTH GRADE STUDENTS OF SD N 04 KARANGBRAI BODEH PEMALANG

By

Ratna kusumawardhani, Hery Sulistyanto

ABSTRACT

The objectives of the research are (1) to describe the mastery of English vocabulary of the fourth graders of SD N 04 Karangbrai in the academic 2010/2011 using Total Physical Response and Direct Method, (2) to identify the advantages and disadvantages of Total Physical Response and Direct Method in teaching foreign language vocabulary, (3) to describe whether there is or not any significant difference between the mastery of English vocabulary of the fourth graders of SD N 04 Karangbrai in the academic 2010/2011 using Total Physical Response and Direct Method.

In this study, the writer used experimental research. The reason was the writer tried to compare two variables and observe their differences. The writer took two groups of the students for doing the research. In this research the writer used control and experimental group. The first group was taught by using direct method and the second group taught by Total Physical Response. The material of this research is vocabulary. The population of this research is the fourth graders of SD N 04 Karangbrai in the academic 2010/2011. The number population is 30 students.

This research used test as an instrument. The writer uses oral and essay test, The oral test for Total Physical Response (TPR) and essay test for Direct Method (DM). The test is twenty items, in which each item are scored by one (1) point for right answer and zero (0) for wrong answers. After the data have been collected and analyzed, Based on t-result, the degree of freedom could be measured. The formula was used as follows = $df = N1 + N2 - 2$ so that the calculation is $(30 + 30 - 2) = 58$. The value of the table with $df =$ of 5 % from the table is 1.672 it could be calculated that t- value is higher than t-table ($10.477 > 1.672$). It means that any significant difference between using Total Physical Response and Direct Method in teaching vocabulary. It can be seen from the average of experiment group (x) is 77.66 and control group (y) is 64.8. so the average of experimental group higher than of control group. The data prove the using Total Physical Response to teach vocabulary is effective.

Key words: comparative, vocabulary, Total Physical Response, Direct Method, SD N 04 Karangbrai Bodeh Pemalang.

Introduction

Language is a means of communication to convey thoughts and feelings. A language cannot be ignored from human beings, since language holds an essential role in any activity. Language is used in daily activities, such as to communicate one to the others. People as a social being always need the other people. It means that without language, it is hard for people to cooperate and to get along with another (Wiratno, 2003:1).

Teaching English to children for the elementary school students should be different from adult. Young learners especially those up to the ages of nine to ten learn differently from older learners, adolescents and adults (Harmer, 2003: 38). They easily get bored, losing interest after ten minutes or so.

A teacher can point out certain characteristics that he would be aware of and take into account in his teaching. In teaching English to children, the teacher plays an important role since he has to be able to set students' interest and motivation

in learning English. Teachers of this level need to plan a range of activities for a given time period, and be flexible enough to move on to the next exercises when they see their students are getting bored. In order to make the teaching English in elementary school be successful, it should be considered some factors such as the quality of the teachers, students' interest, motivation, etc which are involved together in teaching and learning process. Besides that, there are other important factors; they are teaching technique and teaching media which also play important roles. In this study, the writer focus on teaching English vocabulary considering that vocabulary constitutes the knowledge of meaning which is one of the components of language. Studying a language cannot be separated from studying vocabulary. It is very essential to improve the four language skills that are very useful in conducting communication and studying language. By learning vocabulary first, learners will be able to communicate in English.

Vocabulary should be integrated into teaching the four skills - listening, speaking, reading and writing. A teacher needs a special method such as Total Physical Response or Direct Method, because the role of a teacher is very important in teaching-learning process. It will influence the improvement of student's motivation. Today, a number of teacher problems is how to teach well without making students feel bored and the teacher can use suitable method like Total Physical Response (TPR) and Direct Method (DM) to makes English teaching learning difference and students feel enjoy during teaching learning process. And also those methods can be used to motivate the students to learn English especially to learn vocabulary.

Here, the methods are Total Physical Response (TPR) and Direct Method (DM) to teach vocabulary to the fourth grade of elementary school. The writer will compare of the effectiveness of using Total Physical Response (TPR) and Direct Method (DM) in teaching vocabulary to the fourth graders of elementary school.

The problems mentioned in this study are ; to what extent is the mastery of English vocabulary of the fourth graders of SD N 04 Karangbrai in the academic year of 2010/2011 who were taught by using Total Physical Response (TPR); to what extent is the mastery of English vocabulary of the fourth graders of SD N 04 Karangbrai in the academic year of 2010/2011 who were taught by using Direct Method (DM); s there significant difference between the mastery of English vocabulary of the fourth graders of SD N 04 Karangbrai in the academic year of 2010/2011 who were taught by using Total Physical Response (TPR) and Direct Method (DM)

Related Theories

English for Young Learners

Children of the elementary school are those about seven to twelve years old who have different characteristics from the students at higher level like junior high school as well as university.

The high curiosity makes the children very active and sometimes hard to be controlled by the teacher. The children have a great motivation to be related so the teachers face the difficulties to keep them seated during teaching learning process in the classroom.

The children as young learners are very enthusiastic and lively as learners. They will go on an activity even when they do not understand why or how. Moreover, they have high curiosity to know everything around their environment (Cameroon, 2001: 1). It is important for the elementary school English teacher to be more creative in teaching, for example by using some interesting media and method. Therefore, the students will enjoy the lesson more.

Total Physical Response

Definition of Total Physical Response (TPR) Teaching learning process is a complex activity. The factors that

influence the success of teaching among others are teaching aids and methods or techniques used by the teacher. A teacher can use several methods; one of them is Total Physical Response (TPR) method. In addition, it can also be used to teach and practice other components of language such as: vocabulary, structure, and imperatives.

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical activity (Richards and Rodgers, 2007: 87). Before applying the Total Physical Response (TPR) method for teaching a foreign language, in this case is English, a teacher should understand its principles well so the teacher will be able to use it properly in the teaching learning process. The principles of Total Physical Response (TPR) are as follows:

- a. Meaning in the target language can often be conveyed through action. Memory is activated through learners' response. The target language should not be presented in chunks; not just word by word.

- b. The students' understanding of the target language should be developed before speaking.
- c. Students can initially learn one part of the language rapidly by moving their bodies.
 - d. The imperative is powerful linguistic device through which the teacher can direct student behavior.
 - e. Students can learn through observing actions as well as by performing the action themselves.
 - f. Feeling of success and low anxiety facilitate learning.
 - g. Students should not be made to memorize fixed routines.
 - h. Correction should be carried out in an unobtrusive manner.
 - i. Students must not develop flexibility in understanding a novel combination of target language chunks. They need to understand more than the exact sentences used in training.
 - j. Language learning is more effective when it is fun.

- k. Spoken language should be emphasized over written language.
- l. Students will begin to speak when they are ready.
- m. Students are expected to make errors when they first begin speaking. Work on the fine details of the language should be postponed until students have become somewhat proficient (Larsen and Freeman, 2000: 111).

According to the principles above, the writer concludes that the objectives of teaching using Total Physical Response (TPR) is to help students in reducing stress, nervous and uncomfortable feeling in learning a foreign language. Moreover, the students will understand the meaning of the commands easily if they use their bodies while they are learning. In the teaching learning the students should feel successful and feel optimistic.

Two very important concepts in Total Physical Response (TPR) 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 (Garcia, 2001: 1).

The first concept deals with the idea of introducing second language by giving action response which has been influenced by the way people acquire their first language. A baby would not memorize a list of words or try to speak immediately. They just listen first to the other family members and then act or do thing in response to their utterances. In the next period he would speak if he was ready to. Nevertheless at first, he would listen and carry out actions or respond physically to him. The second one relates to the brain hemisphere. Our brain is divided into two parts, left and right hemispheres. Scientists had found that the left and the right hemisphere were two independent enological entities having different functions both account for different responsibilities (Garcia, 2001:1).

Total Physical Response (TPR) approach is a right brain method of learning a language because the language

is taught mainly through actions. In the other words, commands play as the core of the course (Garcia, 2001:1).

Total Physical Response (TPR) is based on the premise that the human brain has a biological program from acquiring any natural language in the world including the sign language of the deaf. The process is visible when how infants internalize their language. Asher looks to the way that children combine both verbal and physical aspects. A child responds physically to the speech for the parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language without being able to speak. With Total Physical Response (TPR) the teacher tries to mimic this process in class (www.tprworld.com/organizing).

Total Physical Response (TPR) is also named the comprehension approach since of the importance given to listening comprehension. In TPR, students listen and respond to the spoken target language commands of their teacher. If they can perform the teacher's instructions it means that they know the meaning of the words.

Technique of Total Physical Response (TPR) The teacher in Total Physical Response (TPR) should be faster than an atmosphere of general euphoria. There are several techniques utilized in teaching the target through Total Physical Response (TPR). They are introductory techniques and working technique.

The introductory technique refers to the many ways in which a new item or command or direction can be presented for the first time to the students. The following introductory technique of Total Physical Response (TPR):

- a. The teacher gives the command and then models the action while the students listen and watch.
- b. The teacher gives the command and models the action and the students copy the action.
- c. The teacher gives the command without modeling and the students perform the appropriate action.
- d. The teacher gives the command without modeling and the students repeat the verbal commands and perform the action.
- e. One student gives the command and the teacher or other students repeat the

verbal commands and perform the action

Working technique refers to the way in which the commands or directions and supported vocabulary presented to the students can be combined and explained in order to reach the target language.

Direct Method

Direct Method (DM) is a method that assumes that one should learn a foreign language as adult learns their native language (Setiyadi, 2006:44).

The direct Method (DM) is a method of language teaching associated with Francois Guinn and Charles Berlitz. The method came about as much needed replacement for the Grammar Translation Method (GTM). The history of the method took a long way before it relatively typical features. At first the method was given different countries and sort of teaching engendered by Direct Method was quite different among countries. A brief story of brief of the method adapted from (Mackey, 1975:143-148).

The procedures of Direct Method (DM) are:

- a). Each student has a reading passage in front of him or her.

- b). The students are called on one by one and they read the text loudly.
- c). After the students finish reading the passage, they are asked in the target language if they have questions.
- d). The teacher answers the students' questions in target language.
- e). The teacher works with the students on the pronunciation.
- f). The teacher gives questions to the students and the questions and statements are about the students in the classroom.
- g). The students make up their own questions and statements and direct them to other students in classroom.
- h). The teacher instructs the students to turn to an exercise in lesson which asks them to fill in the blanks.
- i). The students read a sentence out loud and supply the missing word as they are reading.
- j). The teacher asks the students to take out their notebooks and

he or she ;²² them a dictation; the passage is the topic that has been discussed (Larsen-Freeman, 2000: 26-28).

1. Technique of Direct Method(DM)

There are some techniques in Direct Method are:

- a. Reading Aloud
(Reading sections of passage, plays, or dialogs out loud).
- b. Question and Answer Exercise
(Asking questions in target language and having students answer in full sentences).
- c. Students self correction
(Teacher facilitates opportunities for the students to self correct using follow up questions, tone, etc).
- d. Conversation practice
(Teacher asks students and students ask students questions using target language).
- e. Fill- in blank exercise
(Items use target language only and inductive rather than explicit grammar rules)

f. Dictation

(Teacher reads passage aloud various amounts of times at various tempos, students writing down (what they hear).

g. Paragraph writing

(Students write paragraphs in their own words using the target language and various models). (Diane Larsen-Freeman, 2000: 26-27).

As stated earlier that there is no fixed procedure of Direct Method. This causes confusion among language teachers; language teachers may not have used the Direct Method in class even though they may not have used it in a real sense.

2. The Objective of Using Direct Method(DM)

The basic premise of the Direct Method (DM) is that students will learn to communicate in the target language, partly by learning how to think in that language and by not involving first language in the language learning process whatever. Objectives include teaching the students how to use the language spontaneously and orally, linking meaning

with the target language through the use of realia, pictures or pantomime. (Larsen-Freeman, 2000:24). There is to be a direct connection between concepts and the language to be learned.

Vocabulary

Vocabulary is one of the language components which have to be mastered by the students in learning a new language. The students will get difficulties in using English if they are lack of vocabularies.

. Vocabulary is the total number of words in a language (Oxford Advanced Dictionary).

Defines vocabulary as:

1. The total number of words in language. 24
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 (Hornby, 2003: 1425).

Vocabulary is one of the language aspects which should learnt. Learning vocabulary is important because we are to speak, write, and listen nicely we have to

know vocabulary first. A person said to 'know' a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

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.

Teaching elementary school is considered as teaching children. In this case, vocabulary is very important to be mastered first. For this reason, a teacher should pay more attention to the teaching and learning English vocabulary to children as the learners. A teacher should choose and apply some teaching techniques and media which are suitable with the students' needs based on the curriculum.

Methodology Of The Research

The design of the research is a plan made by the researcher as a rule of activity which will be done. It is all process done in the research (Arikunto, 2006: 51).

The based on, vocabulary becomes an important thing in English, because vocabulary is the first basic important thing in learning English. And also when will speak, write, read or listen in English, of course we cannot avoid the vocabulary. We have to mastery vocabulary more. As we know that the lacks of vocabulary often bring many troubles for us (as English learners). When do not know what we will say in English. So, the conclusion is that we cannot deny that vocabulary is one of the important things in communication in English.

A. Teaching Vocabulary

Teaching vocabulary has important role in learning and teaching English Foreign language. It is very complex because the teaching includes the meaning of the words. A professional teacher should use suitable techniques and medias in teaching, because actually vocabulary is applied in four skills; listening, speaking, reading and writing.

In this research, the writer used an experimental research. The reason was the writer tried to compare two variables and observe their

differences. The writer took two groups of the students for doing the research. In this research the writer used experimental and control group. The first group was taught by using Total Physical Response and the second group taught by Direct Method. The material of this research is vocabulary.

The research chose two group as experimental group and control group, and the research gave pre-test to find out the students 'ability in vocabulary before the treatment.

As a subject of the research the writer chose the fourth grade of SD N 04 Karangbrai Bodeh Pematang because the writer wants to compare between teaching vocabulary using Total Physical Response and Direct Method.

To get the data, the writer chooses a population; the population is the fourth graders of SD N 04 Karangbrai Bodeh Pematang in the academic year of 2010/2011. The total the population is 30 students.

The writer used all of subject of population as sample because

they are less than 100 students (Arikunto, 2006:131). They are only 30 students of the class.

Method of Collecting Data

Collecting data is an important thing in research activity. By the data collected, the research can make a conclusion after processing and analyzing it. In collecting data, the writer uses a test as the instrument.

1. The Administration of the test.

a. Preparation of the Test

The writer prepares the test by designing the instrument. The materials of the test were vocabulary topics that had been taught to the students. The number of them was 20 in form those are oral and essay test. After one draft of test items was approved, he conducted a test.

b. Test

After prepare of the test. He could use the test as the instrument of his experimentation. The test carried out to the fourth graders

of SD N 04 Karangbrai Bodeh
Pemalang on May 13rd 2011.

2. The performance of the test

The subject of the research was students fourth grade SD N 04 Karangbrai Bodeh Pemalang in the academic year of 2010/ 2011.the research was done on May 13rd 2011 and May 18th 2011.

The pre-test was done on May 13rd 2011. The test began at 10.15- 11.00 WIB. After the students has done the pre-test, they were given the first treatment.

The-post test was done on May 18th 2011. The test began at 09.00- 09.45 WIB. After the students has done the post-test, they were given the second treatment.

Method of the Data Analysis

In analysis the data which had been collected the rough the test, the researcher used the following as formula:

1. To calculate the mean score of experiment group, the researcher used the formula as follows:

Instrument of the Research

In this research the writer used test as the instrument. Pre-test was used to see the students ability before they had been given treatment. Post-test was used to see the students' vocabulary achiviement after they were given treatment.

The test is used to know which method is more effective between Total Physical Response (TPR) and Direct Method (DM) technique in teaching vocabulary. For collecting the required data this research applier the objectives those are oral and essay test. The oral test for Total Physical Response (TPR) and essay test for Direct Method (DM). The test is twenty items, each item are scored by one (1) point for right answer and zero (0) for wrong answers

$$M = \frac{\sum xy}{Ny}$$

In Which:

M = the mean score of experimental group

$\sum xy$ = the sum of all of experimental group

N_y = the number of the experimental group.

2. To calculate the mean score of control group, the researcher used the formula as follows:

$$M = \frac{\sum xx}{N_x}$$

In Which:

M = the mean score of control group

$\sum xx$ = the sum of all of control group

N_x = the number of the Control Group

3. After calculating the means score, the researcher calculated the deviations of each group as follows:

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N_y}$$

Where:

$\sum y^2$ = the deviation of experimental group

$\sum y$ = the sum score of percentage score of experimental group

N_y = the number of the experimental group

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N_x}$$

Where:

$\sum x^2$ = the deviation of control group

$\sum x$ = the sum score of percentage score of control group

N_x = the number of the control group

4. Finding the mean of deviation of control group

M_x = deviation mean of control group

$\sum x$ = sum of deviation of control group

N = number of the Control Group

5. Finding the mean of deviation of experimental group deviation mean of experimental group

$\sum y$ = sum of deviation of experimental group

N = number of the experimental Group

6. To find the significant difference between the two means of the both groups the research used the t-test formula as:

the deviation mean of experimental group.

If the obtained value is higher than the t-table value at 5% alpha level of significance, it means that there is significant difference in vocabulary mastery between the experimental and control group.

Discussion

After getting, the result of the research, the data were discussed. The quantitative data in the research were analyzed by using statistic. The data were teaching vocabulary scores using Total Physical Response and Direct Method for fourth grade students of SD N 04 Karangbrai Bodeh Pematang in academic 2010/2011.

The research was done by giving the items of the test for the respondents twice, they are pre-test and post-test. The result of pre-test and post-test are named quantitative data.

$\sum x^2$ = the deviation of control group.

$\sum y^2$ = the deviation of experiment group.

(Arikunto, 2006: 306-307)

The result of students' achievement is the mean score of students' achievement who were taught by using Total Physical Response is 76.67. The table of achievement shows 76.67 is on range 66-79 which categorized into good.

The other result the mean score of students' achievements who were taught by using Direct Method is 64.83. The table of achievement shows 64.83 is on range 56-65 which categorized into fair.

The last result of students' achievement there is significant difference of the students'

achievement teaching vocabulary between students' achievement who were taught by using Total Physical Response and students' achievements who were taught by using Direct Method. It can be seen from the result of the data, $t_{test} > t_{table}(10.477 > 1.672)$.

Conclusions

After analyzing the data, there are three main conclusions, they are:

The mean score of the students in teaching vocabulary who are taught using Total Physical Response is 76.67 It is categorized into good. The mean score of the students in teaching vocabulary who are taught using Direct Method is 64.83. It is categorized into fair. There is significant difference of the achievement in teaching vocabulary between the students who are taught using Total Physical Response and the students who are taught using Direct Method. It can be seen from the result of the data : $t_{test} > t_{table}(10.477 > 1.672)$. According to the result of the study and its discussion, the t-test score showed that the $t_{test} > t_{table}$. The $t_{table} = 10.477$, while the t_{table} could be obtained 1.672. The test score showed that the $t_{test} > t_{table}$. So

there is significant difference between the students who are taught using Total Physical Response and those are taught using Direct Method.

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