THE EFFECTIVENESS OF TEACHING ENGLISH VOCABULARY THROUGH TOTAL PHYSICAL RESPONSE STORYTELLING (TPRS)

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Abstrak

Penelitian ini bertujuan untuk menganalisis efektifitas penerapan metode *Total Physical Response Storytelling* (TPRS) dalam pembelajaran kosakata bahasa Inggris bangun datar matematika. Penelitian ini dilakukan di Madrasah Ibtidaiyah Sirojul Banat Jakarta dengan menggunakan metode eksperimen. Sebanyak 31 peserta didik kelas 1 yang sudah bisa membaca dan menulis sebagai sampel penelitian yang dipilih melalui teknik *purposive sampling*. Data dalam penelitian ini dikumpulkan dengan menggunakan instrument tes dengan desain *one-group pretest-posttest*. Analisis data dilakukan dengan menggunakan *t-test*. Hasil penelitian menunjukan bahwa metode *Total Physical Response Storytelling* (TPRS) efektif diterapkan dalam pembelajaran kosakata bahasa Inggris bangun datar matematika yang ditandai dengan adanya peningkatan pemahaman terhadap makna kosakata serta peningkatan motivasi dan kreatifitas peserta didik di dalam mengikuti proses pembelajaran secara lebih aktif dan interaktif.

Kata kunci: pembelajaran kosakata, teknik bercerita, TPRS

EFEKTIFITAS PENGAJARAN KOSAKATA BAHASA INGGRIS MELALUI METODE TOTAL PHYSICAL (TPRS)

Abstract

This present research aims at analyzing the effectiveness of Total Physical Response Storytelling (TPRS) method in teaching English Math-shape vocabularies. The research was carried out in Madrasah Ibtidaiyah Sirojul Banat Jakarta by using the experiment method. There were 31-first grade literate students as samples chosen by purposive sampling technique. The data is gathered by using the test instrument with one-group pretest-posttest design. The data was analyzed by using t-test formula. Findings have shown that Total Physical Response Storytelling (TPRS) method is said to be effective applied in teaching English math-shape vocabularies which is identified by the enhancement of students' comprehension toward the vocabularies' meaning as well as the increase of their motivation and creativity experiencing the learning process more actively and interactively.

Keywords: vocabulary teaching, storytelling technique, TPRS

INTRODUCTION

In the early stages of learning a foreign language, vocabulary is an important element that needs to be studied by the students as foreign language learners because they need to know the meaning, when and how the vocabulary is used in utterances. Wilkins (1972, p. 111) said that "While without grammar little can be conveyed, without vocabulary nothing can be conveyed". Here, he pointed out that learning vocabulary was more important than learning grammar. Similarly, Nation (1997) asserted the importance of learning vocabulary which would increase language use in relation to the knowledge of the world and vice versa. In other words, vocabulary plays important role in enhancing one's knowledge to put something across to others particularly in a teaching-learning circumstance.

Vocabulary mastery in the teaching-learning process really depends on teachers' proficiency in using the appropriate teaching method and technique to convey the message of vocabulary learning. Unfortunately, most of the teachers in elementary schools still use conventional method where the students are asked to memorize the series of new vocabularies which causes the boredom to the students. That's why, it is necessary for the teachers to equip themselves with a good preparation in order to motivate the students through interactive, interesting, and enjoyable classroom. This is supported by Hanmer (2010, p. 6) who affirmed that "The need for the teachers to motivate students through enjoyable and interesting classes; and quite to a few wanted their teachers to be well-prepared and to be teachers they could confidence in". In short, a well-prepared teacher may be able to help

students develop their knowledge and skill in a higher learning achievement.

A professional language teacher would always apply the most appropriate methods and techniques as he/she knows that he/she plays important role in teaching-learning process. The method by which students are taught must have some effects on their motivation and confidence (Hanmer, 2010). It means that choosing the appropriate method and activities with a focus on students' motivation will create a better learning process as the students will motivate themselves to learn more. In doing so, teachers should be more creative to provide teaching materials as well as teaching aids that are considered significant needed by the students.

Teaching vocabulary for elementary students will need special attention in providing such learning materials since their interest relies on physical activities. Teachers should analyze the students' needs to avoid harmful backwash as students might have at the end of the learning process, particularly in learning vocabulary. As previously mentioned, teachers who are not well-prepared will give negative effect to the students. This situation is also experienced by the students of the first grade in Madrasah Ibtidaiyah Sirojul Banat Jakarta who were formerly taught through conventional way where they are only asked to memorize the series of new vocabularies quite often. This situation, of course, may decrease students' motivation to explore their knowledge and skill. In short, the teaching-learning process should meet students' needs.

Since elementary students put their interest of learning mostly on physical activities, Total Physical Response Storytelling (TPRS) method might be as the alternative

to overcome the students' needs in learning vocabulary-particularly English Math-shape vocabularies. By applying this method, students are expected to be more active, creative, and interactive as TPRS employs such playful and enjoyable activities in relation to the physical movement, such as story-telling, playing games and interacting with peers which cover giggling, laughing, body language and facial expression that enable them to study, play, and communicate each other at the same time. Moreover, TPRS is also expected to be the best alternative method to ease students in comprehending the meaning of vocabulary that suited to its contexts.

LITERATURE REVIEW

Total Physical Response Storytelling (TPRS) has been described as an improvement of James Asher's Total Physical Response (TPR), it was developed by Blaine Ray in 1990s with the purpose to develop an efficient technique for the teaching and learning language. Furthermore, Total Physical Response Storytelling has evolved into a methodology which is now more appropriately called Teaching Proficiency through Reading and Storytelling. Total Physical Response Storytelling (TPRS) consists of two complementary pedagogical methods, namely: 1) Total Physical Response (TPR) and 2) Storytelling. However, the main idea of this method is storytelling where the teacher narrates a story by using visual aids, checks and repeats the story several times by increasing more vocabulary.

Ray (2012) asserted that story is interesting technique to increase the students' interest to listen each part of the story in a fully understanding. In other words, through story, student's attention will also be focused on language structures and new vocabulary given in the story. Total Physical Response Storytelling (TPRS) supports the cognitive and language development of the students as well as their social skill. In addition, Total Physical Response Storytelling (TPRS) can increase the students' motivation in learning English vocabulary and can develop an enjoyable classroom condition.

According to Gross (2007) TPRS consists of three essential steps, namely: 1) establishing meaning, 2) story and 3) literacy. However, there are many different ways to accomplish these steps and every teacher can do it in their own way by adding a little personal flair to the method. In establishing meaning, the teacher introduces the new vocabulary (English Math-shapes) altogether with its meaning by using flashcards and gestures. Spoken repetitions of new vocabularies will be as the main focus for students instantly recognizing the words. In the second step, story, the teacher tells the story to the students by using storyboard, shows them with gestures and pictures that indicated the shapes, asks them some questions related to the shapes, then makes the outline of the story comprehensively. This is designed to help students develop a tolerance ambiguity when listening to the target language. Lastly, in literacy, there are two types of students who will be treated differently in accordance to their reading and writing competence. Those are literate and preliterate students. For literate students (i.e., students who are already able to read and write), they should be given a printed story that they could translate into Bahasa Indonesia which will be then discussed. In contrast, the preliterate students (i.e., students who are not able to read and write) are treated by playing games, such as

talking box or picture dictionary. This is employed to ease the students in comprehending the meaning of the vocabularies since they are not able to read and write.

METHODOLOGY

This research basically aims at analyzing the effectiveness of Total Physical Response Storytelling (TPRS) method in teaching English Math-shape vocabularies for the first grade students of Madrasah Ibtidaiyah Sirojul Banat. The population of this research was 41-first grade students of Madrasah Ibtidaiyah Sirojul Banat with 31 literate students (i.e., students who are already able to read and write) as the samples who were chosen by using the purposive sampling technique. The research design was quantitative research method by employing *one-group pretest-posttest* of experimental design as proposed by Lazaraton (1991) as follows:

$$X_1 - T - X_2$$

X_1 : Pre-test
T : Total Physical Response Storytelling (TPRS) Treatment
X_2 : Post-test

FINDINGS AND DISCUSSION

Findings
After giving the tests, the data was compared and analyzed by using SPSS 19 for windows. The purpose of this research is to investigate whether the use of Total Physical Response Storytelling (TPRS) method is effective in teaching English Math-shape vocabularies for the first grade elementary students.

Table 1: Descriptive Statistics of Research Data

	Pre Test	Post Test
Mean	40.52	54.77
Std. Error of Mean	4.35	5.623
Median	43	54
Mode	14^a	31^a
Std. Deviation	24.221	31.31
Variance	586.658	980.314

The table shows that Mean score of post-test is 54.77 and Mean score of pre-test is 40.52. Mode score of post-test is 31 and Mode score of pre-test is 14. Standard Deviation of post-test is 31.310 and Standard Deviation of pretest is 24.211. In conclusion, the score of Mean, Mode, and Standard Deviation of post-test are higher than of pre-test scores. Therefore, it can be assumed that the TPRS method worked well in teaching English Math-shape vocabularies for the first grade elementary students.

Data Analysis Test
The data analysis test was conducted by using the test of normality as well as the test of homogeneity of variances.

Test of Normality

Tabel 2 : Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Nilai	Post Test	0.109	31	.200*	0.941	31	0.09
	Pre Test	0.154	31	0.061	0.942	31	0.092

a. Lilliefors Significance Correction
*. This is a lower bound of the true significance.

The test of normality employed in SPSS 19 for Windows is the Kolmogorov-Smirnov test technique, with the basic conditions if the score of Sig. > 0.05 then the data is said to be having a normal distribution. From the table, the data shows that the score of Sig. in post-test is 0.200 and the

score of Sig. in pre-test is 0.061>0.05, in short, the data is said to be having a normal distribution.

Test of Homogeneity

Tabel 3 :Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.275	1	60	0.137

Based on the test, the score of Sig. is more than 0.05 (0.137>0.05), hence, it can said that variance from the two groups of data is similar, with the basic conditions if $\alpha = 0,05 \leq$ sig then data is said to be homogeneous.

Research Hypothesis Test

Tabel 4 : Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Post test & Pre test	31	0.954	0.00

The above result shows that there is the correlation between the pre-test and post-test in the amount of 0.954. The hypothesis test is aimed to determine whether the correlation of those two tests is significant. In this case the significance = $0.000 < \alpha = 0.05$ so the correlation is said to be significant.

Tabel 5 : Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post Test - Pre Test	14.258	10.988	1.973	10.228	18.288	7.225	30	0.049

Based on the above data, the difference between pre-test and post-test Mean score is 54.77-40.52 = 14.25. The result of t-test (for paired sample test) H_0: $\mu_1 < \mu_2$ against H_1: $\mu_1 > \mu_2$, which gives value of t = 7.225 with degrees of freedom (df) = 30, value of t_{table} = 2.042, and the significance (2-tailed) 0.000. Because we did a one-sided test of hypothesis H_1: $\mu_1 > \mu_2$, then the significance (2-tailed) should be halved into 0.000 : 2 = 0.000 and because of the significance (s-tailed) less than $\alpha = 0.05$, then H_0: $\mu_1 < \mu_2$ rejected. Moreover, because of value of $t \geq t_{table}$ or 7.225 $\geq$ 2.042, then there is an increase in the test results after TPRS method was applied.

DISCUSSION

Findings have shown that TPRS method has a significant influence on the student's mastery of English Math-shape vocabularies with the analysis as follows: 1) the score of Mean, Median, Mode and Standard Deviation of the post-test increases compared with those of pre-test. In other words, the TPRS method is said to be effective for student's English Math-shape vocabulary improvement; 2) Based on sample t-test, the significance (2-tailed) is 0.0245 < 0.05. Since it is lower than 0.05 (level of significance), the null hypothesis is rejected. It means that there is a significant difference between the pre-test and post-test. Therefore, it can be concluded that the test of vocabulary acquisition was significantly improved after TPRS method was applied.

CONCLUSION AND SUGGESTION

Conclusion
From the hypothesis test and discussion of the findings, conclusion is drawn as follows: 1) the *Total Physical Response Storytelling* (TPRS) method is said to be effective in improving student's vocabulary mastery. This can be seen from the results

of hypothesis test and findings which identify the significant difference between the scores of pre-test compared to those of post-test. Hence, it can be concluded that student's vocabulary mastery (English Math-shape vocabularies) is significantly increased after TPRS method was applied; 2) the process of teaching-learning English vocabulary through *Total Physical Response Storytelling* (TPRS) method works well to enhance student's vocabulary comprehension. It is reflected from student's capability in defining vocabulary meanings that are suited to its daily contexts; 3) TPRS method is also assumed as the method that could increase both student's motivation and creativity. This can be overviewed from student's interaction in a more active-communicative learning circumstance as they will have a more enjoyable learning experience and could easily get across to learning materials given by the teacher.

Suggestion

As the effort of teaching-learning quality improvement, particularly of English teaching-learning vocabulary, TPRS method could be applied by using various innovated learning media and learning techniques. Some suggestions are delivered as follows: 1) the effectiveness of TPRS method applied in teaching-learning English Math-shape vocabulary really depends on how teacher delivers the message of learning materials. Hence, it is hoped that teachers could be more interactive-communicative in conveying the materials with an efficient-innovative learning media. And, of course, students' motivation and comprehension would also be improved in following teacher's instruction; 2) the application of TPRS method cannot also be separated from the participation of the school itself in providing the learning facilities (at class

and outside the class) in order to create a better and conducive teaching-learning environment; 3) the focus of this research only analyzes the effectiveness of TPRS method on student's mastery of English Math-shape vocabulary with storytelling as the main media in delivering the message. Therefore, it is expected to other researchers to explore TPRS for teaching other disciplines and also to elaborate other innovative teaching techniques which have to be integrated with TPRS itself.

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