

INVESTIGATING THE EFFICACY OF TOTAL PHYSICAL RESPONSE METHODOLOGY IN VOCABULARY ACQUISITION AT SENIOR HIGH SHOOOL 10 WAJO

ANALISIS EFEKTIVITAS METODOLOGI TOTAL PHYSICAL RESPONSE
TERHADAP AKUISISI KOSAKATA DI SEKOLAH MENENGAH ATAS 10 WAJO

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ABSTRACT

This research investigates the impact of the Total Physical Response (TPR) method on vocabulary mastery among Class XI IPS students at UPT Senior High School 10 Wajo, highlighting how traditional teaching methods can lead to student boredom and decreased motivation. Using a qualitative descriptive design, the researcher employed random sampling and conducted interviews with eight students to gather insights on their perceptions of vocabulary learning strategies. The findings indicate that students perceive the TPR method as significantly beneficial, noting that its interactive approach enhances their understanding and retention of vocabulary, making learning more engaging. Ultimately, the study concludes that the TPR method not only improves vocabulary acquisition but also fosters a motivated and active learning environment, enriching the overall English language learning experience for students.

Keywords: Total physical response, vocabulary mastery, learning strategies, and students' perception

ABSTRAK

Penelitian ini menyelidiki dampak metode Total Physical Response (TPR) terhadap penguasaan kosakata di kalangan siswa Kelas XI IPS di UPT SMA 10 Wajo, dengan menyoroti bagaimana metode pengajaran tradisional dapat menyebabkan kebosanan siswa dan penurunan motivasi. Menggunakan desain penelitian deskriptif kualitatif, peneliti melakukan pengambilan sampel secara acak dan melakukan wawancara dengan delapan siswa untuk mengumpulkan wawasan tentang persepsi mereka terhadap strategi pembelajaran kosakata. Hasil penelitian menunjukkan bahwa siswa menganggap metode TPR sangat bermanfaat, dengan

mencatat bahwa pendekatan interaktifnya meningkatkan pemahaman dan retensi kosakata mereka, serta menjadikan pembelajaran lebih menarik. Akhirnya, studi ini menyimpulkan bahwa metode TPR tidak hanya meningkatkan perolehan kosakata tetapi juga mendorong lingkungan pembelajaran yang termotivasi dan aktif, memperkaya pengalaman belajar bahasa Inggris secara keseluruhan bagi siswa.
Kata kunci: *Total Physical Response, penguasaan kosakata, strategi pembelajaran, persepsi siswa..*

A. INTRODUCTION

English plays a pivotal role in education across all levels, serving as a global lingua franca that facilitates communication among individuals from diverse backgrounds. Proficiency in English not only offers professional advantages but also enriches social interactions and personal experiences. For students, mastering vocabulary is crucial, as it enables them to construct sentences and convey ideas effectively. Each word carries its own context, and using vocabulary appropriately is a skill that can only be developed through practice. However, many Indonesian learners face challenges since English is not their native language.

The four fundamental skills of English—listening, speaking, reading, and writing—are intertwined with vocabulary acquisition. Despite students often being able to read and write, a significant number struggle with vocabulary mastery. Vocabulary is the cornerstone of language competence and is vital for successful communication; without it, students cannot comprehend others or express their thoughts. As emphasized in the Qur'an, Surah Al-Baqarah (2:31), the importance of names (words) is foundational to understanding the world around us.

Moreover, students frequently experience difficulties with grammar and vocabulary retention, which can undermine their confidence and motivation to engage with the language. Traditional teaching methods often fall short in sparking interest and fostering enthusiasm among learners. Consequently, many students feel disheartened, leading to a lack of participation and achievement in English language learning. To counteract this trend, educators must adopt more dynamic and interactive teaching approaches that resonate with students' needs and preferences (Muhsyanur, 2022) and (Muhsyanur et al., 2021).

One such innovative approach is the Total Physical Response (TPR) method, which integrates physical movement with language instruction. This method not only makes learning more enjoyable but also caters to various learning styles by involving kinesthetic activities. By encouraging students to respond physically to verbal

commands, TPR helps reinforce vocabulary acquisition and comprehension. The objective of this research is to examine the implementation of the TPR method in enhancing vocabulary mastery among students at Senior High School 10 Wajo, ultimately contributing to a more engaging and effective English learning environment.

B. LITERATURE REVIEW

Vocabulary is a fundamental aspect of language learning that significantly influences students' ability to communicate and comprehend effectively. Defined as the collection of words known and used by an individual, vocabulary serves as the building block for expressing thoughts and ideas in both written and spoken forms (Oxford Advanced Learner's Dictionary, 2020). Vocabulary building plays a crucial role in literacy development, impacting reading comprehension, verbal language proficiency, and writing skills (Halim, 2021). Moreover, a robust vocabulary enables learners to articulate their emotions and desires, highlighting its essential role in successful language acquisition (Halim, 2021).

Mastering vocabulary is vital for effective communication and comprehension in a second language. Mastery refers to the deep understanding and proficient use of vocabulary, enabling students to engage in meaningful conversations and write coherently (Longman, 2019). This mastery is particularly important as it underpins other language skills, such as speaking, reading, listening, and writing (Butterfield, 2020). Consequently, vocabulary mastery is foundational to achieving fluency and effective communication in English, allowing students to navigate various contexts and topics with confidence.

Research indicates that vocabulary acquisition is influenced by both intrinsic and extrinsic factors. Intrinsic factors include learners' motivation, cognitive abilities, and prior knowledge, while extrinsic factors encompass the instructional methods employed, the learning environment, and social interactions (Schmitt, 2010). Understanding these factors can help educators create a supportive context for vocabulary learning, facilitating better retention and use of new words.

Vocabulary can be categorized into two main types: productive and receptive vocabulary (Harmer, 2019). Productive vocabulary, also known as active vocabulary, includes words that students can understand, pronounce correctly, and use in communication. This aspect emphasizes the ability to express thoughts clearly through

spoken and written language (Harmer, 2019). In contrast, receptive vocabulary involves recognizing and understanding words when they are heard or seen, without necessarily being able to produce them (Harmer, 2019). Understanding these distinctions is crucial for educators to develop effective vocabulary teaching strategies that enhance language learning.

Effective vocabulary instruction employs various techniques to engage students and facilitate learning. Harmer (2019) suggests methods such as using realia, pictures, mime, and gestures to explain vocabulary meanings. These strategies not only make vocabulary acquisition enjoyable but also help students retain new words by connecting them to real-world experiences. Additionally, using context clues within texts to infer meaning allows students to enhance their vocabulary in a meaningful way, promoting active engagement with language (Beck et al., 2013). Furthermore, Finnochiaro (2021) emphasizes the importance of reviewing familiar words in new contexts and using vocabulary notebooks to reinforce learning, which is essential for vocabulary retention.

In addition to vocabulary, the Total Physical Response (TPR) method offers an innovative approach to language learning that enhances vocabulary acquisition through physical activity. Developed by James Asher, TPR emphasizes the coordination of speech and action, allowing learners to engage physically with the language being taught (Richards & Rogers, 2020). This method capitalizes on the idea that memory retention improves when language instruction is accompanied by physical movement, thereby making vocabulary learning more memorable (Larsen & Freeman, 2021). The TPR approach aligns with the notion that learners can internalize language concepts more effectively when they actively participate in the learning process, facilitating a deeper understanding of vocabulary.

TPR is characterized by several principles, including the necessity for comprehension to precede speech and the effectiveness of physical movement in facilitating memory retention (Asher, 2020). By implementing TPR, educators can create a dynamic and engaging learning environment where students practice vocabulary through direct physical involvement, fostering a more profound understanding of language (Asher, 2020). Research indicates that TPR can lower anxiety levels in learners and promote confidence in language use, thus enhancing overall language acquisition (Shearon, 2021). Moreover, incorporating TPR activities that cater to different learning styles can maximize student engagement and

ensure that vocabulary instruction is accessible to all learners (Larsen & Freeman, 2021).

Interest in language learning is another critical factor influencing vocabulary acquisition (Ramadhanti et al., 2021). Interest acts as a motivational force that drives students to engage with learning materials and pursue academic goals (Ainley, 2019). When students find a topic or activity appealing, they are more likely to invest time and effort into mastering new vocabulary, which ultimately enhances their language skills (Hidi & Renninger, 2020). Research has shown that students with a strong interest in reading and language are more likely to engage in extensive reading practices, thereby increasing their exposure to new vocabulary (Day & Bamford, 2017). Understanding the dynamics of interest can help educators design lessons that foster intrinsic motivation, thereby promoting effective vocabulary learning.

Furthermore, creating a classroom environment that encourages curiosity and exploration can enhance students' interest in vocabulary acquisition. Strategies such as integrating games, interactive activities, and collaborative learning can foster a sense of community and excitement around language learning (Garrett, 2019). By fostering an atmosphere of curiosity, educators can help students see vocabulary not merely as a set of words to memorize, but as a tool for communication and self-expression.

In summary, vocabulary mastery, effective teaching strategies, and student interest are interconnected components that significantly impact language learning outcomes. By integrating TPR and employing diverse vocabulary teaching methods, educators can enhance students' engagement and retention of new vocabulary. This literature review has examined the theoretical foundations and empirical evidence surrounding vocabulary acquisition, offering insights into effective pedagogical practices that support language learning. Through a holistic approach that incorporates vocabulary instruction, physical activity, and student interest, educators can foster a more dynamic and enriching language learning experience for their students.

C. METHOD

This qualitative study aims to explore how students enhance their vocabulary mastery through the implementation of the Total Physical Response (TPR) method, a teaching approach that integrates physical actions with language learning to improve retention and comprehension (Asher, 2000). The research will involve 17

students from class X IPS at SMA 10 Wajo in South Sulawesi, representing a critical stage in language acquisition where vocabulary development is essential for academic success (Nation, 2001).

Data will be collected using three primary instruments: an observation sheet designed to assess student interactions and engagement during TPR activities, face-to-face interviews that seek to uncover students' perceptions of the method and any challenges encountered, and video and audio recordings to ensure accurate documentation of the learning process and interviews (Creswell, 2013).

The data collection process will consist of observing the implementation of TPR over six instructional meetings, followed by individual interviews with students to gain deeper insights into their experiences and the impact of TPR on their vocabulary acquisition. The analysis will involve transcribing and coding the data to identify prevalent themes and patterns, following the qualitative data analysis framework proposed by Miles and Huberman (1994). This method will facilitate a comprehensive interpretation of the findings, allowing for an understanding of how TPR influences vocabulary mastery among students.

The effectiveness of this research will be evaluated based on the insights gained regarding students' vocabulary development and the suitability of the employed instruments in achieving the research objectives. By integrating both observational and interview data, this study aims to contribute to the existing literature on vocabulary instruction and the effectiveness of the Total Physical Response method in enhancing language learning outcomes (Hattie, 2009).

D. RESULT AND DISCUSSION

This chapter presents the findings and discussions derived from the implementation of the Total Physical Response (TPR) method in teaching vocabulary to students. The results highlight the effectiveness of TPR in enhancing students' vocabulary mastery, increasing their interest in vocabulary learning, and improving overall engagement in the classroom.

The implementation of the TPR method revealed positive outcomes for students' vocabulary mastery. Data were collected through interviews with eight students from Class X IPS conducted between August 23rd and 30th, 2023. The students expressed that the TPR method significantly enhanced their understanding and

retention of vocabulary. For instance, student Kasya Tilla noted that TPR facilitated better self-understanding and improved vocabulary mastery through movement, making learning more engaging. Similarly, student Ayu Saskia shared that before TPR, vocabulary learning was challenging, but after its application, she found it easier to grasp vocabulary through associated physical actions.

Additionally, the findings highlighted a marked increase in students' interest in vocabulary learning through TPR. Observations indicated that students became more active, engaged, and enthusiastic during lessons. As noted by student Mutiara, the TPR method created a pleasant classroom atmosphere, contributing to overall happiness in learning. The incorporation of movement made lessons more dynamic, as evidenced by student Husna Aulia, who reported feeling more confident in using new vocabulary in daily conversations.

The observation field notes confirmed the effectiveness of the TPR method in enhancing vocabulary acquisition. Throughout several classroom sessions, students demonstrated improved attention and participation when instructed through physical actions. For example, during the "Simon Says" activity, students actively engaged in vocabulary exercises, demonstrating their ability to recall and apply new words in context. Furthermore, feedback from interviews indicated that students felt less bored and more motivated to learn, with many expressing enjoyment in the learning process.

These findings align with existing theories of language acquisition, particularly the Total Physical Response method as proposed by Asher (1969). TPR emphasizes the integration of physical movement with language learning, suggesting that kinesthetic learning can enhance cognitive retention. This study confirms that incorporating movement facilitates better understanding and memorization of vocabulary, supporting Asher's assertion that learners can acquire a new language more effectively when they physically respond to the language being taught.

Moreover, the increased interest and engagement among students correlate with Gardner's (1985) Theory of Multiple Intelligences, which posits that learners have different strengths and preferences for learning. The TPR method caters to kinesthetic learners by involving physical activity, thereby promoting a more inclusive and enjoyable learning environment.

The positive feedback from students regarding their experience with TPR echoes the findings of previous research by Chastain

(1988), which emphasized the importance of motivation and enjoyment in language learning. By creating a dynamic and interactive classroom environment, the TPR method not only facilitates vocabulary mastery but also fosters a positive attitude towards language learning.

In conclusion, the implementation of the Total Physical Response method has proven effective in improving students' vocabulary mastery, increasing their interest in learning, and enhancing their overall engagement in the classroom. This study underscores the value of integrating physical movement into language instruction, as it aligns with both theoretical frameworks and practical classroom applications. Future research could explore the long-term impacts of TPR on vocabulary retention and its applicability across different age groups and language proficiency levels.

E. CONCLUSION

This study demonstrates that the Total Physical Response (TPR) method significantly enhances vocabulary mastery among Class X IPS students. The combination of physical actions with vocabulary instruction fosters a more engaging learning environment, resulting in improved understanding and retention of new words. Students reported a positive experience with TPR, highlighting increased interest and confidence in using vocabulary in real-life situations.

The findings support established theories such as Asher's Total Physical Response and Gardner's Theory of Multiple Intelligences, which emphasize the importance of kinesthetic learning in language acquisition. The successful implementation of the TPR method not only improves vocabulary mastery but also creates an inclusive atmosphere that caters to diverse learning styles. These results suggest that TPR can be an effective strategy for enhancing language education, encouraging further exploration of its long-term effects on vocabulary retention across different contexts.

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