THE USAGE OF TPR *(TOTAL PHYSICAL RESPONSE)* WITHIN ENGLISH VOCABULARY TEACHING FOR NON FORMAL LEARNERS

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Abstract. The purpose of this research is to discover the effectivity of the usage of TPR*(Total Pysical Response)* learning model in teaching English course. The subjects of this research were all the learners of learning group in Sukamulya village, Sukamakmur, Bogor. In this research, the researcher used pre-experimental design which is one group pretest-posttest design. The researcher had taken pretest and posttest to measure the learners' ability. Pretest was taken before the treatment while posttest was done after the treatment. In this way, it could show the accuracy of the method. Based on the research, it could be concluded that the result of study using TPR was significantly higher than using the conventional was. This result could be seen from the lowest and highest score achieved in conventional way were 0 and 9 while the result from TPR showed that the lowest and highest score were 2 and 13. It was supported the calculation using SPSS 16 that showed in the column of *Asym.Sig.(2-tailed)/asymptotic significance* for two sides pointing 0,000 or probability below 0,05 (0,000 < 0,05), in this case H_o was rejected or it could been said if the result of the learning group using conventional way was siginifcantly different from the result using TPR.
Key words: TPR method of learning, English Teaching, Illiterate.

Abstrak. Tujuan penelitian ini adalah untuk mengetahui seberapa efektif penggunaan model pembelajaran TPR *(Total Pysical Response)* dalam pengajaran kosa kata bahasa Inggris.. Subyek di sini adalah peserta didik kelompok belajar yang ada di desa Sukamulya, kecamatan Sukamakmur, Bogor. Penelitian ini dirancang dengan menggunakan metode eksperimen dengan bentuk desain *preexperimental design* dengan jenis *one group pretest-posttest design.* Adapun pada jenis penelitian ini akan dilakuan *pretest* dan *posttest* terhadap kemampuan peserta didik. *Pretest* dilakukan sebelum diberikannya *treatment* atau perlakuan. Selanjutnya *posttest* diberikan setelah *treatment* atau perlakuan dilakukan. Dengan diberikannya *pretest* dan *posttest,* hasil dari *treatment* akan lebih akurat, karena dapat membandingkan dengan keadaan sebelum diberikan perlakuan. Adapun hasil penelitian ini berdasarkan hasil penelitian yang dilakukan dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara kelompok belajar yang mendapat model pembelajaran TPR dengan kelompok belajar yang tidak mendapatkan model pembelajaran TPR. Hal tersebut menunjukkan bahwa model pembelajaran TPR efektif digunakan dalam pengajaran kosa kata bahasa Inggris.Secara umum dapat diketahui skor *pretest* ketika kelompok belajar tidak menggunakan model pembelajaran TPR nilai terendahnya adalah 0 dan tertinggi 9, sedangkan skor *posttest* ketika kelompok belajar menggunakan model pembelajaran TPR adalah 2 dan tertinggi 13. Perhitungan SPSS 16 kolom *Asym.Sig.(2-tailed)/asymptotic significance* untuk uji dua sisi menunjukkan 0,000 atau probabilitas di bawah 0,05 (0,000 < 0,05), maka H_o ditolak atau skor kelompok belajar yang tidak mendapat model pembelajaran TPR benar-benar berbeda dengan skor kelompok belajar yang mendapat model pembelajaran TPR
Kata Kunci: Model Pembelajaran TPR, Pengajaran Bahasa Inggris

INTRODUCTION

Education is the most important in human life. Without education, human ay live in unknown condition. Originally human is differentiated with other creatures since human are

gifted by mind and thought. Through education, human are able to solve his/ her problem or even create something benefit for his/ her life.

Through education, human are introduced by required values in order fulfilling his/ her need. One of human need is the need to communicate. Every human is allowed to convey his/her need toward communication. On the other hand, human may also achieve knowledge through communication.

Human are communicating using language. In the era which boundaries no longer exist, it may bring positive and negative impact. The negative impact may arise when foreign culture penetrates into our culture. One thing that can be prepared is by mastering another language in order to achieve a proper understanding of another culture in avoiding negative impact.

Interpersonal communication within various culture will be succeed if all interlocutors are mastering the same language used together, in this case English. This condition makes English becomes the most important foreign language to be mastered, including for Indonesian people, for the purpose of knowledge, technology and art which can be used for maintain good relations among countries. (Murdibjono, 1996: 1). Logical impact may occur is individual need of English importance who wants to involve in international relation. Without English mastery, it is difficult to build the relation. Harmer (1998: 13) said *"By the end of twentieh century English was already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language."*.

Realizing the importance role of English , it makes English teaching becoming a challenge must be responded seriously. Every language learning is complicated since it involves many factors, which is uttered by Harmer (1991: 3-8) devided into: motivation, learning atmosphere, method of teaching and teacher's competence.

Various way has been taken by teachers in order to give an effective way of English teaching. A proper method is really required in delivering English material, such as vocabularies. Vocabulary is the basic aspect must be mastered in the effort of learning foreign language since meaning is wrapped within word.

Based on the back ground above and consider the importance of giving the same opportunity of teaching and learning in every segment in society, the researcher is going to conduct a research entitled The Effectiveness of TPR *(Total Physical Response)* toward English Vocabulary teaching For Learners in Non Formal School at Mulyasari. The result of this research is aimed to give positive contribution and solve problems may arise in language teaching.

Review of Related Literature
TPR as A Method of Teaching
The word teaching stated by Duffy dan Roehler (1989) in Badarudin (2012) is every effort done consciously using professional knowledge had by the teachers in achieving the objective of curriculum.

Gagne and Briggs (1979:3) in Badarudin (2012) states *instructio*n is a system which has a goal to help students' learning process which contain a series of activities designed to influence and support the learning process internally.

It is clearly if learning process in an effort designed purposely and systematically in order to achieve the education goal stated in the curriculum.

Total Physical Respons (TPR) is a method of language teaching developed in 1970s by Asher, a professor of psychology in University of San Jose California based on the observation to children language acquisition. The children gave physical responds toward parents' or others instructions. In example, when a father said: "*Listen to me*" or "*sit down"* the children will give physical responds. This interaction will last for several months until the children may give verbal responds. In this phase, the children are obtaining all language elements have been heard. By the time they obtain a proper knowledge, they will give verbal responds spontaneously.

Richards and Rogers (1986: 87) defined TPR as "*a language teaching method built around coordination of speech and action; it attempts to teach language through physical (motor) activity*". It means TPR is a method of language teaching which emphasizes on coordination between oral and motorist activities in language teaching.

During this process, the learners do not have to speak. Their main job is to do exactly what has been ordered repeatedly until perfect. This process will allow the learners to memorize vocabularies being taught. The series order, model, support and good relation between the learners and the teachers psychology will make the learners study in good environment without any pressure.

The Procedure of TPR started by giving a command in form of word such as: *"Open!"* or *close!"* and then it increases into phrases such as: *'open the door'*. The learners are commanded to obey the instruction. These activities are repeated until the learners are able to do all instructions correctly.

The limitation of TPR:
  a. Difficult to be applied to introvert learners.
  b. Difficult to be applied abstract words.
  c. Speaking skill is less trained
  d. The learners become less creative.
  e. Need a lot of media to demonstrate.
  f. Difficult to be applied in teaching language structure and meaning.

English as a Subject

English is used as tool to communicate in order to achieve information wthin our daily life. It can also be used to maintain interpersonal relation, share information, and also a media to enjoy the language esthetic within English culture.

English subject has purposes such as:
  a. to develop communication skills within the language orally or written. Language skill consists of *listening*, *speaking*, *reading*, and *writing*.
  b. To grow an awareness about the importance of English as one of international language used as media of learning.
  c. To develop understanding of interrelation between language and culture and also give more insight.

Vocabulary

Vocabulary is a series of words within language used to express thought, mastered for the purpose to communicate – oral or written. It is considered as one of the most important elemen must be mastered in order to comprehend meaning conveyed between interlocutors. Astipuri (2011), words understood by people will be used to arrange new sentence therefore additional vocabularie become important in language learning and development.

Kinds of vocabulary are:
  a. *Productive Vocabulary* (often used)
     This kind of vocabulary mentioned as productive because of its frequent of usage so that these words become familiar and easy to be understood. Example: *school, air, water*, dll.
  b. *Unproductive Vocabulary* (rarely used)
     This kind of vocabulary is not often used in building a sentence or conversation that make it rather difficult to be comprehended.
     Example: *turbulence, surgery, pilgirm,* dll

Non Formal Learners

Based on its environment, education can be classified into three which are formal, in formal and non formal education. Formal education is held by government or private and bind by regulations. In formal education is a kind of education occurs within family. The way of

parents educate their children become the basis of this education. For non formal education, it is a kind of education occurring within the society. Based on the constitution No. 20 /2003, part 1 verse 16, it is mentioned if society-based education conducted by the characteristic of religion, social, culture, aspiration, potencies within the society. It is clear if non-formal education is held and processed based on the basic need of its society.

Michael W. Galbraith (Sudjana. 1984) states if community-based education could be defined as an educational process by which individuals (in this case adults) become more corrtpetent in their skills, attitudes, and concepts in an effort to live in and gain more control over local aspects of their communities through democratic participation. It means if non-formal education focuses in developing individual competency which is required in handling life challenges come from inside or outside their society.

There are three principles of non-formal education:

1. Reduce duplication of service. This means if this kind of education should able to use all natural or human sources within the society without duplication of service.
2. Diversity. It means, it should not separate society based on their gender, income, economic class, race or even ethnic. It should involve society as wide as it possible.
3. Institutional responsivene. It means the institution should follow changes within society and react properly to the changes.
4. Lifelong learning. It means, non-formal education should hold lifelong education. It focuses on the process, not the result.

METHOD

This research was conducted within five months since April until August 2017. Based on the objective of the research, the researcher used experiment research. Several design can be used in the research are: *pre-experimental design*, *true experimental design*, *factorial design*, and *quasi experimental design* Sugiyono (2012: 110).

The researcher decided to used experiment method in *preexperimental design* which is *one group pretest-posttest design.* There was a *pretest* and *posttest* to measure the learners' vocabulary mastery. *Pretest* was conducted before the treatment while posttest was given after treatment. By giving pretest and posttest, the result of the treatment will be more accurate since there was a comparison the condition before and after treatment..

Variable is an attribute or characteristics or values of people, object or activity having certain variation set by the researcher to be learnt and concluded. The bound variable measured in this research is vocabulary mastery around the environment. The variable is controlled by *pre-test* and *post-test* using *Total Physical Response* method.

The population in this research was all the learners in a learning group at Mulyasari village which consisted of 30 children. The researcher chose 16 learners within range of age 6 – 12 years old. They have the same English ability measured by pretest. By giving vocabulary *pre-test* and posttest before treatment using *Total Physical Response* method, it can be compared the condition before and after the treatment based on the changing of the scores.

The technique used to collect data was using test. Suharsimi Arikunto (2005:100) states that test is a series of question or other tools to measure skills, IQ, ability or even someone's talent. Test given to the learners was written test. The learners were commanded to mention the meaning of some vocabularies.

The collection tool used is called research instrument. In this research, the research herself directly observed and noted the learners' ability to understand and pronounce vocabulary. To measure the learners' ability in mastering vocabulary, the researcher used rubric mentioned by Arikunto (1993: 29) which are:

a. Score 1 (one) if correct.
b. Score 0 (zero) if false

The instrument given to the learners was a series of productive vocabularies. To decide instrument's validity and reliability, there must be a test conducted. A valid instrument if it can be used to measure what must be measured. (Sugiyono, 2006:173). A reliable instrument

is an instrument which can be used several times to measure the same object and bring the same result. (Sugiyono, 2006: 173). The usage of valid and reliable instrument is believed can give a trusty result.

The validity of instrument was tested by using *judgement experts*. The experts are asked their judgment related to the instrument. The experts will give their judgment: instrument can be used without any revision. The experts were asked their judgments were two English lecturers and one volunteer teacher.

The instrument must be tested to discover the validity and reliability. The subject to test the instrument must have the same or almost the same characteristic to the subject of the research. In this case, the characteristic was low ability of in mastery English vocabulary.

The reliability of the instrument was tested by conducting *test – retest. Test – retest* conducted by trying instrument into several times to the subject of research. In this case, the instrument and subject used were the same. It was only differentiated by the time of application.

The reliability measured by coefficient correlation between the first and the next experiment. "The reliability measured by Reliabilitas diukur coefficient correlation from the first and the next experiment. If the coefficient correlation is positive and significant, the instrument is considered reliable." (Sugiyono, 2006: 184). The calculation of coefficient correlation from the first and the next experiment uses *product moment* formula.

$$r_{xy} = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N.\sum X^2) - (\sum X)^2 . (N.\sum Y^2) - (\sum Y)^2\}}}$$

Keterangan :
rxy = Koefisien korelasi X dan Y
X = Nilai percobaan awal
Y = Nilai percobaan akhir
N = Jumlah Subjek

After the reliability calculation, it is discovered if coefficient correlation was **0,92**. Based on Suharsono, when coefficient correlation is near 1 it means has a high correlation. It is clearly if the instrument has high correlation and considered reliable so that can be used for the research.

To operate data research, the researcher used technical analysis non parametric statistic, since the subject of the research in a small amount and the distribution and the variation of the population does not require normality test. Sidney Siegel (1992:145) states that non parametric statistic does not test population parameter but test the distribution. Non parametric statistic does not require a lot of assumption that data analyzed must be distributed normally and used to analyze nominal data, ordinal. The statistic test used was Mann Whitney Test (U- test) and the formulation according to Moh. Nazir (2005: 205) is:

$$U_1 = n_1.n_2 + \frac{n_2(n_2+1)}{2} - \sum R_2$$

$$U_2 = n_1.n_2 + \frac{n_1(n_1+1)}{2} - \sum R_1$$

Keterangan :
U1/U2 = Coefficient U test.
R1 = Rank for group *pretest.*
R2 = Rank for group *posttest.*

n1 = Number of group pretest.
n2 = Number of group postest.
The criterion of the testing is:

1. H_a accepted if $U_{hitung} > U_{tabel}$ in the significant 95% or $\geq 0,05$.
2. H_o accepted if $U_{hitung} < U_{tabel}$ in the significant 95% or $\leq 0,05$.

RESULT AND DISCUSSION

Statistic test used was *Mann Whitney* (uji U) menurut Riadi (2016:220), "*Mann Whitney U test* which was used to compare to *mean* independent population came from homogeny population and can be used to test the similarity of two *mean* population".

Tabel I
Data Sample

NO	SCORE	GROUP	NO	SCORE	GROUP
1	2	KONVEN	17	7	TPR
2	1	KONVEN	18	3	TPR
3	0	KONVEN	19	4	TPR
4	1	KONVEN	20	6	TPR
5	1	KONVEN	21	5	TPR
6	2	KONVEN	22	4	TPR
7	0	KONVEN	23	3	TPR
8	9	KONVEN	24	13	TPR
9	2	KONVEN	25	8	TPR
10	6	KONVEN	26	9	TPR
11	1	KONVEN	27	5	TPR
12	3	KONVEN	28	8	TPR
13	3	KONVEN	29	6	TPR
14	0	KONVEN	30	7	TPR
15	2	KONVEN	31	6	TPR
16	1	KONVEN	32	5	TPR

Tabel II
Output Mann-Whitney Test

Ranks

	EKSPERIMEN	N	*Mean Rank*	*Sum of Ranks*
SKOR	1	16	10.06	161.00
	2	16	22.94	367.00
	Total	32		

Tabel III

Test Statistics[b]

	SKOR
Mann-Whitney U	25.000
Wilcoxon W	161.000
Z	-3.904
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2(1-tailed Sig.)]*	.000[a]

a. *Not corrected for ties.*

b. *Grouping Variable*: EKSPERIMEN

The data above consist of two samples which are free each other, group using conventional and using TPR. In this case, the data in a small amount and the distribution is considered unknown. Therefore the test used was non parametric with two independent sample.

Analysis *output Mann-Withney Test* using hipotesis as:

3. H_a accepted if $U_{hitung} > U_{tabel}$ in the significant 95% or $\geq 0,05$.

4. H_o accepted if $U_{hitung} < U_{tabel}$ in the significant 95% or $\leq 0,05$.

H_o kedua populasi dinilai identik yaitu data pada kedua skor kelompok belajar tidak berbeda secara signifikan, sedangkan H_a kedua skor kelompok belajar tidak identik (berbeda secara signifikan).

Based on the output of SPSS 16 above it is clearly seen if the column *Asym.Sig.(2-tailed)/asymptotic significance* to test two sides is 0,000 probability below 0,05 (0,000 < 0,05), therefore H_o was accepted or score for group without TPR is significantly different from group using TPR.

CLOSING
Conclusion

Based on the research done, it can be concluded if there was a significant different between group taught using TPR with non TPR group. The result showed if model of learning TPR is more effective than conventional model in English vocabulary language teaching.

Generally can be described that the highest and the lowest score by using conventional way are 0 and 9, while the score when used TPR are 2 and 13.
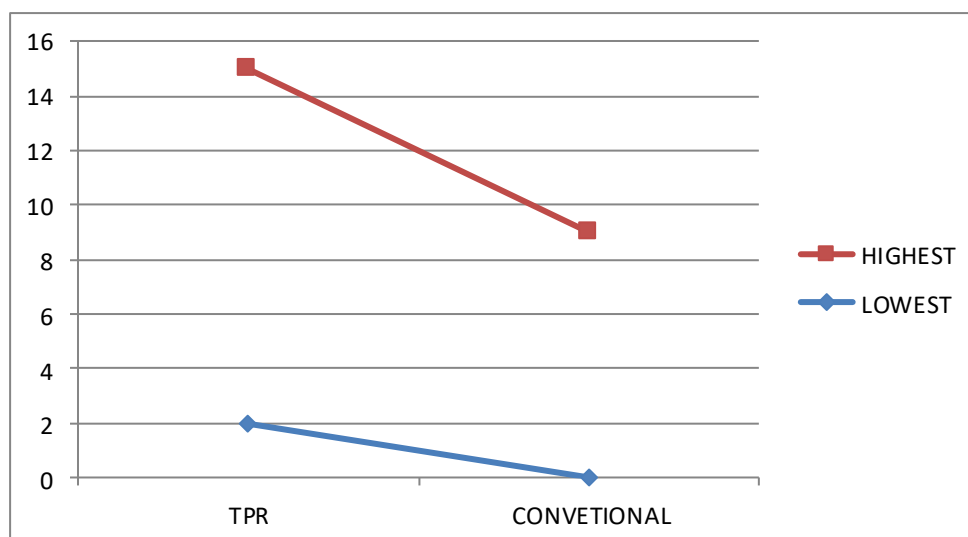
Suggestion

Based on the research, the researcher suggest to other researchers to explore other models of language learning to discover other effective way of learning.

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