

Total Physical Response Method in Understanding English Vocabulary in Kranji Village

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Abstract

The purpose of this study is to find out the obstacles experienced by students of the bimbel program in Kranji village, Lamongan Regency regarding vocabulary understanding. This research is a case study with linguistic analysis approach. The data in this study were obtained through questionnaire method containing 7 statements about pronunciation. The statements are about learning good pronunciation, practicing speech activities in daily vocabulary use. Understanding on pronunciation in the teaching and learning process in class, correcting pronunciation mistakes in class, using local or regional accent when teaching English, using local or regional accent when speaking in English, problems in pronouncing certain sounds caused by local accent or regional accent. The results showed that 10 students gave different responses. Teachers should also give examples in giving directions, so that students can respond and understand English lessons well as the objectives in learning.

Introduction

According to Richard J, the total physical response (TPR) method is a language learning method that is structured on the coordination of commands, speech, and action, and seeks to teach language through physical activity (motor). Meanwhile, according to Larsen and Diane, total physical response (TPR) is also called “the comprehension approach”, which is a method of approaching foreign languages with instructions or commands.

Asher emphasized that the performance of the total physical response (TPR) method begins with giving orders to children, then children respond with physical responses first, before they respond with words. In addition, Asher emphasizes the importance of emotional factors and movements in the game so that it can relieve stress and create a positive spirit towards children in carrying out learning activities in the classroom Based on the above

understanding, the researcher concludes that the total physical response (TPR) method is a learning method used in the process of language teaching and learning activities through coordinating the pronunciation of commands from educators to students who are responded to through gestures (physical). In teaching, this method is based on gestures and commands with an effort to improve the language skills of children or students. In composing the introduction, you should provide an adequate background. Please explain how you addressed the problem, and highlight why it is essential.

Method

The type of research used in this study is linguistic analysis. This means that the author uses linguistic knowledge to analyze some language materials, in particular, linguistic analysis on pronunciation. Based on the purpose of the research, the author took the setting of Kranji village student tutoring center located at Jalan deandles No 4 Kranji. The research was conducted from May to June 2023.

The research subjects were Kranji village students. There are 10 students who have been selected by the author based on the subject's school background; they come from MTs Tarbiyatut Tholabah Kranji. The author conducted the research from May to June 2023 with the procedure of research activities such as: preparing a research plan, selecting a research setting, informing students as subjects of the research.

Research settings, informing students as research subjects, preparing research materials, distributing questionnaires, analyzing research data and finally reporting research.data, Instruments, and Data Collection Techniques

The collection technique used in this study is to use a questionnaire where the author distributes several questionnaires containing 7 items about the causes of vocabulary comprehension problems. Causes of vocabulary comprehension problproblem.

Findings and Discussion

Based on three learning concepts in order to encourage students to be more creative, active, and innovative according to Richard J, namely through the total physical response (TPR) method is a language learning method that is structured on the coordination of command, speech, and action, and seeks to teach language through physical activity (motor).

Therefore, educators can build more constructive interactions so that the various causes of problems in English can be minimized as little as possible in other words, students can maximize their English skills according to the standard. In the practice of English pronunciation associated with the concept of TPR, educators are expected to be able to

identify and then analyze the various causes of problems in English comprehension. The emergence of problems in English comprehension. One way is to prepare a questionnaire that is distributed to students or subjects.

Where the questionnaire consists of seven statements, to find out the students' responses to the causes of problems in understanding English where students have to check the appropriate option from five options for each statement in the student questionnaire. For analysis the responses were converted into percentages. The five options given for each statement were strongly agree, agree, neutral, disagree, strongly disagree. From the results of this questionnaire, the role of the lecturers and the students in TPR concept-based English pronunciation can be seen. The results of the students' responses are presented as follows through table 1

Shows the percentage of responses on the causes of pronunciation problems.

Statement Strongly Agree Neutral Disagree Agree Strongly, no Agree.

Statement	strongly agree	agree	Netral	No Agree	Strongly disagree
Use gesture instructions when starting vocabulary	70%	50%			
Students imitate the teacher's movements after the teacher gives an example		70%	20%	10%	
Students make movements while pronouncing the vocabulary		20%	50%	10%	20%

Statement	strongly agree	agree	Netral	No Agree	Strongly disagree
The need for good learning to increase vocabulary	10%	30%	40%	10%	10%
Use of audiovisual media		20%	50%	10%	20%
Students demonstrate vocabulary in front of the class	20%	20%	40%	20%	
The teacher imitates the vocabulary in front of the class		70%	20%	10%	
Obstacles in understanding vocabulary	30%	40%	30%		

In response to the first statement (Table 4.5), five students (70%) strongly agreed, five students (20%) agreed. Therefore, it shows that 10% of the students strongly agree with the fact that students imitating the teacher's movements after the teacher has given an example is necessary.

In response to the second statement (Table 4.5), seven students (20% agreed, two students (50%) were neutral, and one student (10%) disagreed. From the findings it seems that the majority of students agreed that students cannot pronounce vocabulary (Table 4.5), one student (10%) strongly agreed, three students (30%) agreed, four students (40%) were neutral, one student (10%) disagreed, and one student (10%) strongly disagreed. So here it can be said that most students are neutral so that students do not get enough opportunities to

practice speaking outside the classroom. In response to the fourth statement (Table 4.5), two students (20%) agreed, five students (50%) were neutral, one student (10%) disagreed, and two students (20%) strongly disagreed. Therefore, it seems that the maximum average of students agree that students need to make gestures while pronouncing vocabulary.

In response to the fifth statement (Table 4.5), two students (20%) strongly agreed, two students (20%) agreed, four students (40%) were neutral, two students (20%) disagreed. Therefore, it can be said that the majority of students are neutral towards the fact that students demonstrate vocabulary in front of the class. Responding to the sixth statement (Table 4.5), seven students (70%) agreed, two students (20%) were neutral, and one student (10%) disagreed. So, it can be said that seven students out of ten students agree with the fact that the educator imitates students demonstrating vocabulary.

In response to the seventh statement (Table 4.5), one student (10%) strongly agreed, five students (50%) agreed, three students (30%) were neutral, one student (10%) strongly disagreed. Therefore, here it seems that the maximum average of students agreed that

They appear when speaking English. Finally, in response to the eighth statement (Table 4.5), three students (30%) strongly agreed, four students (40%) agreed, three students (30%) were neutral. Here the results are agreed as the maximum average of students agreed with the statement that there are obstacles in understanding vocabulary

Conclusions

From the questionnaire, the researcher also concluded that students do not emphasize on the teacher imitates the vocabulary in front of the class although they strongly agree. In addition, they do not get enough opportunities to practice. Moreover, teachers do not emphasize pronunciation while taking English Class and teachers do not improve their pronunciation skills. It was also found that Students make movements while pronouncing the vocabulary can improve students' vocabulary.

Based on the concept of Richard J, the total physical response connected with the causes of English comprehension problems, it can be concluded that Richard J, the total physical response can be interpreted by providing space and time opportunities for students to apply the concept of TPR by utilizing media and non-academic resources outside the classroom in understanding English vocabulary so that it complies with good and correct English pronunciation standards. In addition, students can imitate English vocabulary comprehension from various sources other than teachers. These sources include English movies, English songs performed by native speakers, English speeches by native speakers,

and recordings from social media containing examples of standard English pronunciation. In the end, by applying the TPR concept, students and even teachers are expected to be able to develop the ability to understand English vocabulary according to the standard.

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