STUDENTS' RESPONSE TO SIMPLE ENGLISH INSTRUCTIONS USING TOTAL PHYSICAL RESPONSE (TPR) METHOD IN EFL CLASSROOM

[1]Yulita Luruk, [2]Imanuel Kamlasi, [3] Febronia Lasi
[1,2,3]Universitas Timor
[1]anyluan9@gmail.com, [2]ikamlasi@yahoo.com, [3]febry1202@gmail.com

Abstract

The objective of this study are to what extent do the students face find difficulty to simple English Instruction in using Total Physical Response (TPR) Method and To what level is students' mastery in using Total Physical Response (TPR) categorized? The method that used in this study is descriptive qualitative method. While to get the data needed the writer used Oral test with the topic classroom interaction and the research was observed and take the video. To analyss the data the writer can observed the students, who students can response and difficult to response on TPR and do the observed the researcher was categorized students into five (5) levels, such as: very good, good, enough, bad, and very bad. Based on research result the The extent do the students' face find difficulty to simple english instruction using total physical response (TPR) is have 1 number it is number 10 (*take your bag please*). And To what level is the student mastery in using Total Physical Response it offered in table 3, shows that there are have 13 students' whose mastery is categorized to level very good, 2 students categirized to level good, and just 1 student is categorized to level Bad.

Keywords: *Total Physical Response, Response, Difficulty.*

INTRODUCTION

Total Physical Response is a foreign language learning method where the teacher gives instruction and students responds with action. Total Physical Response (TPR) is a language teaching method build around the coordination of speech and action, it attemts to teach language through Physical (motor) activity, (Jack C. Richards and Rodgers, 2001).

Based on the statements above, it can be concluded that Total Physical Response (TPR) is one method of learning a very popular foreign language, where the teacher gives instruction and students respond with action. Because by itself students can easily remember. Teaching vocabulary using Total Physical Response will make it easier for students to understand. But in fact when the writer observed SMPN Nunufafi, to improve the students vocabularies, the english teacher orders the students to write some new words in a note and then memorize what they have already studied. But the students felt depressed with a

lot of vacobulary item assigned to be memorized. This method would make students get bored and forget the new vocabulary easily. They need something fun and easy to acces the vocabulary quickly when it is required for use.

According to H. Douglas Brown "teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand" for this case, using variety method, for the example TPR method in teaching made the subject matter should be more interesting and teaching learning process run effectively and efficient, therefore the purpose of teaching can be achieved. Moreover, to make english teaching effective and efficient is still difficult. This difficulty depends on provious technique used by english teacher. The technique of teaching vocabulary like substitutions drill and memorizing words seem to make the student bored, even it is killing the students' interest.

From the aforementioned description, it is important for teacher who concerns about teaching english, especially vocabulary, to implement a certain technique which can encourage the students' motivation and interest in vocabulary mastery through learning process.

Based on the cases described above, the researcher intended using Total Physical Response (TPR) method which was conducted on the second year students of SMPN Nunufafi in learning english. By implementing the TPR method the students can learn vocabulary easier and they can gain their motivation in learning English, because the students practice directly using the vocabulary of the target language in real context. By doing so, the students can develop the storage of the vocabulary in a short time. Besides, that TPR method also helps the learners to broaden their linguistics input because they use body movement to attract their attention in teaching learning process.

RESEARCH METHOD

Research Design

Research design is defined as a framework of methods and techniques to combine various components of research in a reasonably logical manner so that the research problem is efficiently handled. It provides insights about how to conduct research using a particular methodology.

The research method which used by the research is descriptive qualitative which used to measure how far the students' can response and difficult to response on TPR .

Participants

The participants of this research were 16 students. They were selected purposively from class VIII B of SMPN Nunufafi.

Instrument

The instrument which used by the researcher in this research is oral test with the topic clasroom instructions to measure the students' comprehension Total Physical Response.

Procedure of data Collection.

The reseacher has some procedure of data collection such as:

Oral Test

For this step the researcher called the name of students one by one and the researcher gave the instructions for the student and the student respond with action.

Observation

The researcher observed and took the video to know what extant do the students' and what difiicult part for students' to response on TPR. For this step the researcher asked someone to help the researcher take the video.

Technique of Data Analysis

Observing.

In this part The researcher can observed the students, who students can response and difficult to response on TPR.

Categorizing

After the researcher do the observed the researcher was categorized students into five (5) levels, such as: very good, good, enough, bad, and very bad.

Tabulating

Based on the classification above data was be tabulated qualitatively in the form of table. This was be done to make the presentation simple, but meaningful.

Interpretation

The arrange the level of level each student's ability, the writer used the standard of (Arikunto, 1994: 246) which is follows:

Range of Score	Level of Mastery
80% - 100%	Very Good
70% - 79%	Good
60% - 69%	Enough
50% - 59%	Bad
Less than 49%	Very Bad

To find out the students level of Mastery, the writer calculates the students score. To facilities the calculates, the writer use the formula as follows:

$$S = \frac{R}{N} X\ 100$$

Notes :

S   : Score of Students.

R   : Total right answer.

N   : Total test items.

FINDINGS

In this chapter, the writer would like to present the data analysis and discussion of findings based on the result of the instruction and respond by the second year students of SMP Nunufafi. In collecting the data, she used 25 number of instructions and 23 students. But when she collect the data the students have 7 students did not come, so the writer just collect the data of 16 students.

Chart 1
Student's Frequency on Total Physical Response
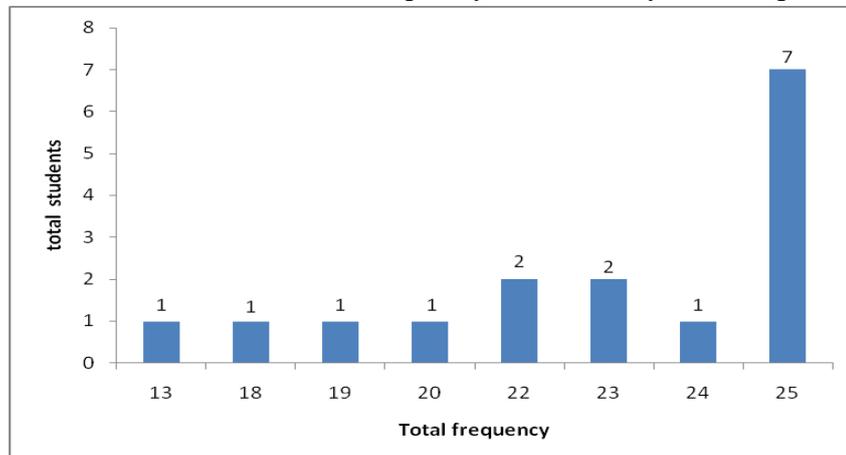
This chart presentation in the students frequency on TPR in EFL classroom. The data showed that who got frequency 13 from 16 students just 1 student, who got frequency 18 from 16 students is just 1 student, who got frequency 19 from 16 students is just 1 student, who got frequency 20 from 16 students is just 1 students also, who got frequency 22 from 16 students have 2 students, who got frequency 23 from 16 students have 2 students, who got frequency 24 from 16 students just 1 student, and who got frequency 25 from 16 students have 7 students. So, from explanation above from the 16 students who got the high frequency have 7 students and the lowest frequency just have 1 student.

Table II

Types of Students' Response

No	Command Words	Number of Item	Students Response	
1	*Sit*	1	16 can	0 Cannot
		3	14 can	2 cannot
2	*Stand*	2	16 can	0 cannot
		14	15 can	1 cannot
3	*Moved*	4	15 can	1 cannot
4	*Get*	5	15 can	1 cannot
5	*Show*	6	15 can	1 cannot
		7	15 can	1 cannot
6	*Open*	8	15 can	1 cannot
		12	14 can	2 cannot
		19	15 can	1 cannot
7	*Back*	9	15 can	1 cannot
8	*Take*	10	10 can	6 cannot
		18	13 can	3 cannot
		20	16 can	0 cannot
9	*Write*	11	12 can	4 cannot
		21	13 can	3 cannot
10	*Close*	13	11 can	3 cannot
		24	14 can	2 cannot
11	*Switch*	16	15 can	1 cannot
		17	15 can	1 cannot
12	*Clean*	15	13 can	3 cannot
13	*Raise*	22	13 can	3 cannot

14	*Clap*	23	14 can	2 cannot
15	*Go*	25	15 can	1 cannot
		Total	353	45

Table 3 shows that there are 15 (fiveteen) words which were used to ask the students to follow the command given. On the basis of data analysis, TPR is effective used to improve the students' vocabulary mastery. It is revealed by their total number of the right answers, that is, 353 and the wrong ones, namely, 45.

Based on research result the part difficult for students' to response on Total Physical Response have 1 number, it is number number 10 (*take your bag please*). And the part for students to response have 4 number, they are number 1, 2, 13, and 20.

Table III

Students Level of Mastery

Score Range	Frequency	Level
80-100 %	13 students	Very good
70-79 %	2 students	Good
60-69 %	-	Enough
50-59 %	1 student	Bad
Less than 49 %	-	Very bad

The table above shows that there are have 13 students' whose mastery is categorized very good, 2 students categirized good, and just 1 student is categorized Bad.

DISCUSSION

This part present the discussion it cover two parts. They are discribe in the following part, To know what extent do the students face find difficulty to simple English Instruction in using Total Physical Response (TPR) Method, and to know what level in the students mastery using total physical response (TPR) categorized.

Based on research result the extent that do the student's face find difficult on simple class instruction used total physical response method have 1 number it

is number 10 (*tag your bag please)*, and To what level is the student mastery in using Total Physical Response it offered in table 3, shows that there are have 13 students' whose mastery is categorized very good, 2 students categirized good, and just 1 student is categorized Bad. The easiest numbers for students' to respond are number 1 (*sit down please*), number 2 (*stand up please*), number 13 (*close the door please*), and number 20 (*take your book please*). Because based on the researcher observation, the sentences is often heard by students and often by students' when learning will begin. For example in sentence 1 (*sit down please*) and sentence 2 (*stand up please*). Both sentences are always said when the teacher wants to enter the room to stars the lesson so that it has become a habit and both sentences are familiar to students' to understands and respond. And the number most difficult for students' very rarely use or listen to the sentence when the lesson is in progress and because the students' vocabulary is lacking so students do not understand.

CONCLUSION

Based on the result of the analysis and discussion of the data, the authors obtain conclusion that can be drawn from research on students' response to simple english instruction using total physical response (TPR) method by the second year students of SMPN Nunufafi in the school year 2019/2020**.** The extent do the students' face find difficulty to simple english instruction using total physical response (TPR) is have 1 number it is number 10 (*take your bag please*). To what level is the student mastery in using Total Physical Response it offered in table 3, shows that there are have 13 students' whose mastery is categorized very good, 2 students categirized good, and just 1 student is categorized Bad.

BIBLIOGRAPHY

Brown H. Douglas, 1970. *Teaching by Principles an Interactive Approach to Language Pedadogy*. Longman.

Bahtiar Yuyun, Journal Iternational 2017. *Using the Total Physical Response to Improve Students Vocabulary Mastery*. ISSN 2528-6595.

Freeman Larsen. 2000. Techiques and Principles in Language Teaching, Oxford University Press. New York.

Richards Jack C. 2001. *Curriculum Development in Language Teaching*. Cambridge University Press. United Stated of America.

Richard Jack, and Rodgers Theodore, 1986. *Approach Methods in Language Teeaching*. Cambridge University Press. United Stated of America

Vardanjani Arezoo M, Journal international of English Language and Translation Studies. *A Critical Study of Iranian EFL Environment.* Vol: 1, issues 3

Zuri Ghani, and Hanim Mohd Ghous, journal international 2013-2014. *The Effectiveness Of Total Physical Response (TPR) Approach In Helping Slow Young Learnesr With Low Achievement Acquire English As A Second Language.* ISSN 2307-22