

## Students' Perceptions of The Use Of Total Physical Response (TPR) Method in Teaching Vocabulary in British English School Makassar

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### ABSTRACT

*The Total Physical Response (TPR) method is a teaching strategy that helps children learn the names of body parts through movement and rhythm. The purpose of this study is to find out the students' perceptions of the Total Physical Response (TPR) method of teaching vocabulary at British English School Makassar. The sample for the study included 28 junior students from British English School Makassar. A quantitative study design was employed to collect data relating to the perceptions of the pupils. The questionnaire functioned as the research instrument to help achieve the study's objectives. The questionnaire was created using the questionnaire that Lin, Chan, and Hasio (2011) used to assess how EFL students felt about learning vocabulary in a computer-supported collaborative environment. A descriptive statistic was employed to analyze the data obtained from the surveys. There were two steps to the data analysis technique. First, the researcher assessed the students' perceptions using a Likert scale. Second, converted the perception data from the students into a percentage analysis. Subsequently, the researcher employed the students' statement category to interpret the students' perspectives. The results verify that 23 or 82.14% of students gave very positive responses, and 5 or 17.86% of students gave positive responses. It revealed that using the Total Physical Response (TPR) method has helped pupils learn language more effectively because the positive environment in the classroom allowed students to enjoy the learning process.*

### ARTICLE HISTORY

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### KEYWORDS

Students' perceptions; Total Physical Response (TPR) Method; Vocabulary.

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### 1. Introduction

Vocabulary is a fundamental body of information that is necessary for both individual and group communication as well as language proficiency in speaking, listening, reading, and writing (Hatch & Brown, 1995; Samad & Nurazikin, 2022). Learning vocabulary is a precondition for learning foreign languages, and it can be challenging for pupils who are not motivated to study (Cameron, 2001).

Teaching vocabulary is a crucial part of learning a language, particularly English. Teaching and learning vocabulary face challenges due to less varied methods, causing students to become bored and struggle with learning English (Rahman, 2016; Junaidi et al., 2020; Hasnia et al., 2022). The teacher must select effective methods (Ibrohim, et al., 2018). The targeted Total Physical Response (TPR) method helps students acquire words, develop self-discipline, and achieve effective foreign language learning results. Teachers provide their students a list of vocabulary words with definitions to help them understand different vocabularies, which they must commit to memory (Ilmi & Anwar, 2022; Hanafiah et al., 2022; Anggawirya et al., 2021).

Students respond physically to a lesson and fosters social bonds as part of the Total Physical Response (TPR) strategy, which was first introduced by Asher (1968). In order to connect language and motor development, Richard and Rodgers (2001) place a strong emphasis on speech and action synchronization in language instruction.

The Total Physical Response (TPR) Method encourages pupils to employ both their physical and mental energies while also fostering cognitive growth and stimulating their senses, imagination, and creativity. It fosters verbal and social skills including rule-following, teamwork, and negotiating (Freeman & Larsen 2000; Inciman Celik et al., 2021; Sumarni et al., 2022). TPR is the ideal vocabulary-learning method for kids because it gives them the necessary flesh and organs for linguistic interaction (Harmer, 2001).

For both adults and children, the Total Physical Response (TPR) approach is a useful teaching method that improves learning fun and helps with word retention. It works well in mixed-ability classrooms and is appropriate for students who require active engagement and can follow instructions from the teacher (Widodo, 2005). Also, it is important to know the student's perception after following the instructions of the teacher.

Perception is a psychological process where individuals interpret stimuli and data from sensory receptors (e.g eyes, ears, nose and skin), shaping their mental image of the environment (Brügger, 2021; Sherf et al., 2021). As intelligent species, humans interpret information in unique ways, influenced by past experiences and sensory inputs (Suryana, 2004). Baron (1995) defines perception as an individual's absorption of stimuli through sense organs, starting with measuring something. It involves gathering knowledge about the world or object through thought, smell, hearing, sight, taste, or touch.

In addition, the feelings of students during the learning process using the TPR method in helping them learn English vocabulary are considered important to be known. Understanding students' perceptions of teaching vocabulary using the TPR method enables teachers to modify their teaching strategies, improve motivation and engagement, and establish a more successful and comfortable language learning environment. We cannot construct a related idea to be learned later if we are not able to perceive what we are aware of. But, not many researchers concentrate on finding out how students' perceptions of the use of TPR method. Therefore, based on the research background above, the researcher develops the following research question: What are the students' perceptions of teaching vocabulary using the TPR method?.

## **2. Methodology**

A quantitative study design was utilized as the method to collect data regarding students' perceptions. A closed-ended questionnaire was employed to learn how students felt about the TPR method's use in vocabulary instruction. 10 items in all comprised the questionnaire on the perceptions of the students. According to McMilan (2001), the sample might be chosen from a larger group of people who are referred to as the population, or it can just refer to the group of people who are the subjects of the data collection. The study's sample consisted of 28 junior British English School Makassar students.

The researcher chose two classes, junior 1 and junior 2, each consisting of 14 students. The choice of junior students was made because students in this category had spent more than two months learning English by using the Total Physical Response (TPR) method. So, in conducting the study, the researcher did not have any difficulty because students knew about the Total Physical Response (TPR) method, especially in teaching vocabulary.

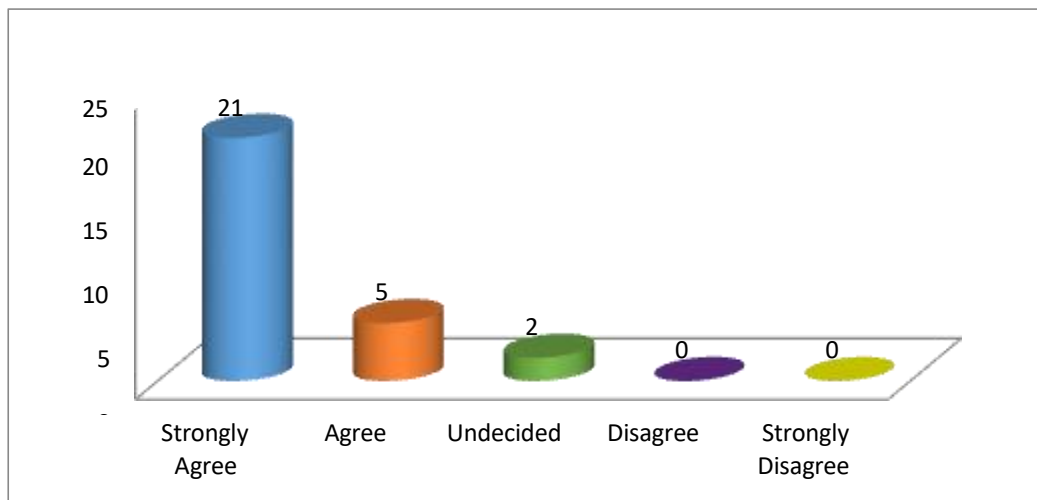
## **3. Result and Discussion**

The researcher gave out questionnaires to find out how pupils felt about the TPR approach to vocabulary instruction. Each item in the charts contained the data.

### **3.1. Responses of The Students of British English School**

Students responded to 10 statements related to the Total Physical Response (TPR) method in teaching vocabulary.

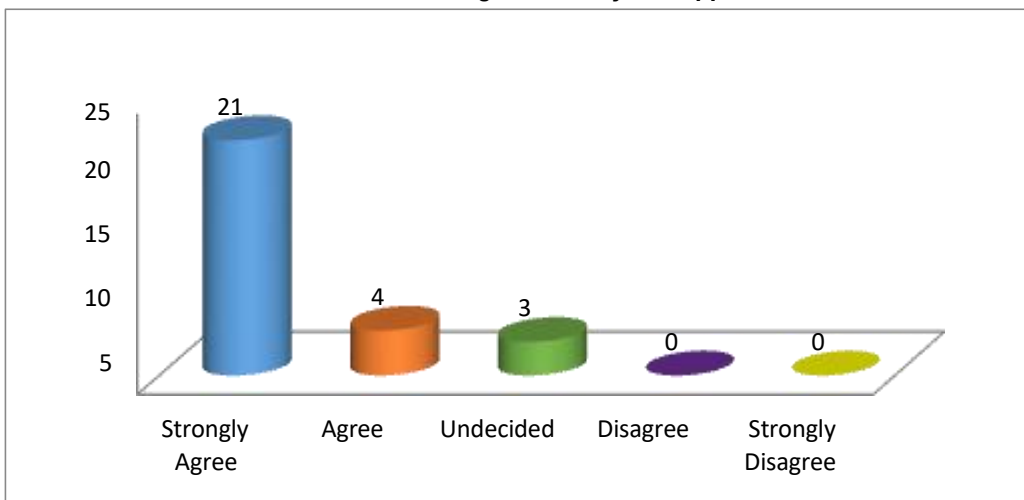
#### **a. Response to Statement 1: The way in presenting the material on vocabulary is more interesting by applying TPR method**



**Figure 1. Chart frequency of statement 1**

The chart above shows that there were 21 (75%) students who strongly agreed and 5 (17.86%) students who agreed to the statement. Meanwhile, there were 2 (7.14%) students undecided. It implied that the way in presenting the material on vocabulary was more interesting to the students by applying TPR method. The research done by Ibrohim et al., (2018) revealed that the students could follow the instructions, and the teacher-student connection in the classroom was positive. The manner in which the vocabulary information was presented in the TPR technique was more interesting for the students.

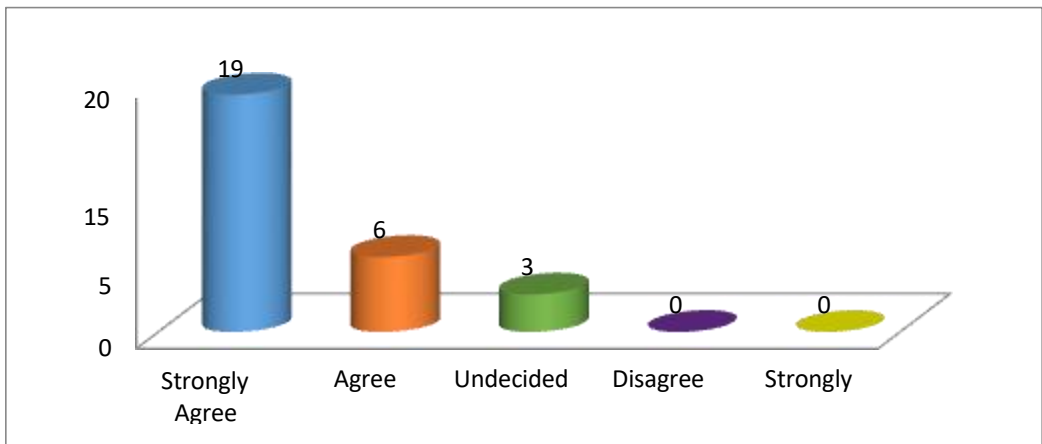
**b. Response to Statement 2: I am interested in learning vocabulary, if it applies TPR method**



**Figure 2. Chart of frequency of Statement 2**

The chart above show that there were 21 (75%) students who strongly agreed and 4 (14.29%) students who agreed. Meanwhile, there were 3 (10.71%) students undecided to the statement. It indicated that they were interested in learning vocabulary by applying TPR method. According to the study conducted by Ibrohim et al., (2018), the students were interested in learning vocabulary using the TPR method because there were many activities for the students to complete during class. So it can be determined that students found this strategy engaging when using the TPR method to acquire English vocabulary.

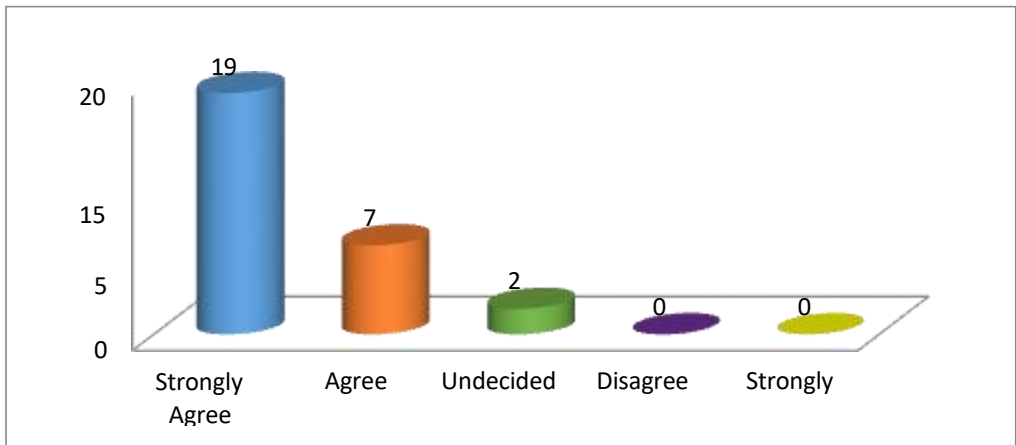
**c. Response to Statement 3: I am motivated to know more about vocabulary, if TPR method is applied**



**Figure 3. Chart of frequency of Statement 3**

The chart above shows that there were 19 (67.86%) students who strongly agreed and 6 (21.43%) students who agreed to the statement. Meanwhile, there were 3 (10.71%) students undecided response to the statement. It indicated that they were motivated to know about vocabulary by applying TPR method. Based on the research carried out by Ilmi and Anwar (2022), the result was that using the TPR method to study vocabulary motivated the students. The pupils claimed that when they studied English, they had the ability to look up new words.

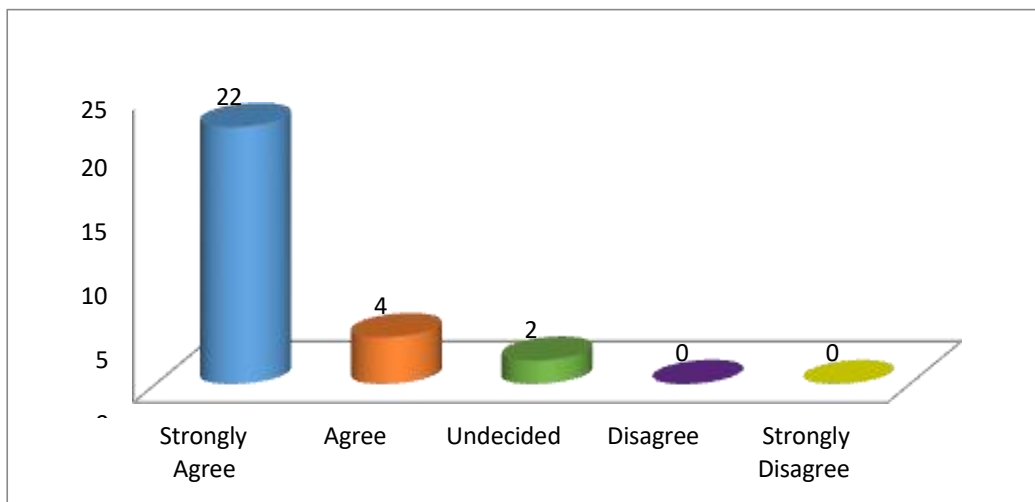
**d. Response to Statement 4: I enjoy learning vocabulary, if TPR method is applied**



**Figure 4. Chart of frequency of Statement 4**

The chart above shows that there were 19 (67.86%) students strongly agreed and 7 (25%) students agreed to the statement. Meanwhile, there were 2 (7.14%) students who gave undecided response to the statement. It indicated that they were enjoy to be treated by TPR method in learning vocabulary. Based on the findings of the study conducted by Ilmi and Anwar (2022), students found the TPR method to be highly enjoyable when learning vocabulary.

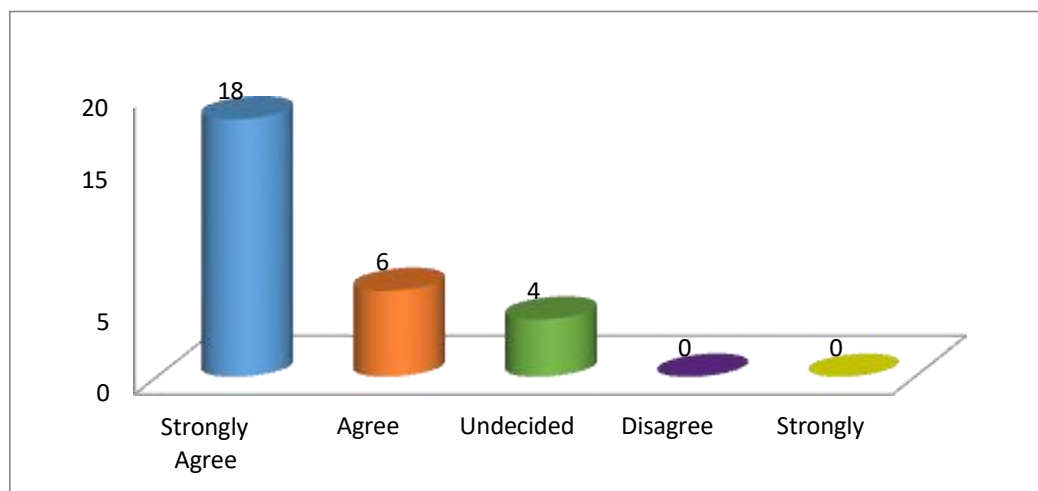
**e. Response to Statement 5: TPR method can help me improve my knowledge on vocabulary**



**Figure 5. Chart of frequency of Statement 5**

The chart above shows that there were 22 (78.57%) students strongly agreed and 4 (14.29%) students agreed. Meanwhile, there were 2 (7.14%) students who gave undecided response to the statement. It assumed that TPR method helped students to improve their knowledge on vocabulary. According to the findings of the study conducted by Ibrohim et al., (2018), using the TPR method to teach the students would help them increase their vocabulary. When the researcher questioned the students, most of them said that they could use the TPR method to increase their vocabulary in English.

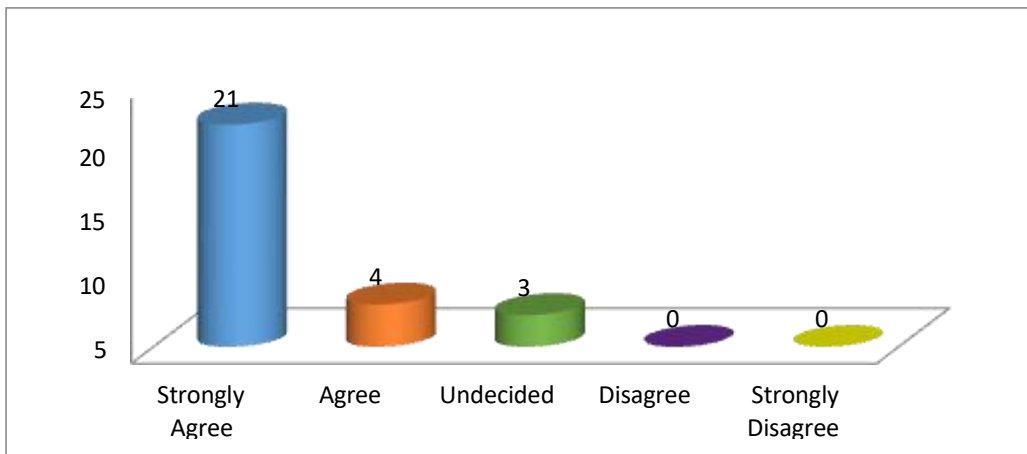
**f. Response to Statement 6: TPR method can create the classroom to be more active and fun in learning vocabulary**



**Figure 6. Chart of frequency of Statement 6**

The chart above shows that there were 18 (64.29%) students strongly agreed and 6 (57.14%) students agreed. Meanwhile, there were 4 (14.29%) students who gave undecided response to the statement. It assumed that TPR method could create vocabulary acquisition in the classroom more active and fun. Hence, it can be said that the TPR approach made learning vocabulary in the classroom more engaging and interactive.

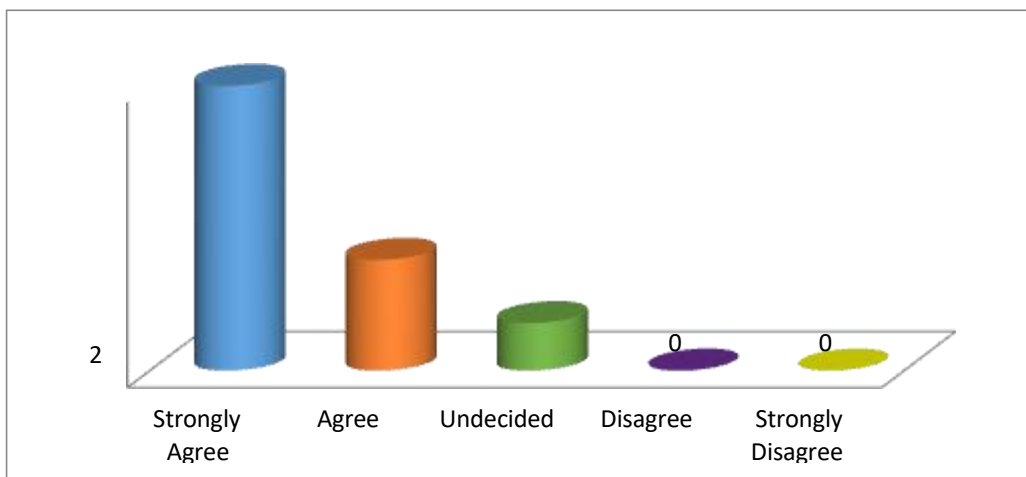
**g. Response to Statement 7: I can easily understand vocabulary, if TPR method is applied**



**Figure 7. Chart of frequency of Statement 7**

The chart above shows that there were 21 (75%) students who strongly agreed and 4 (14.29%) students who agreed to the statement. Meanwhile, there were 3 (10.71%) students undecided. It implied that TPR method made students to be easier in understanding vocabulary. According to the results of the research carried out by Ilmi and Anwar (2022), the TPR method helped students comprehend the vocabulary.

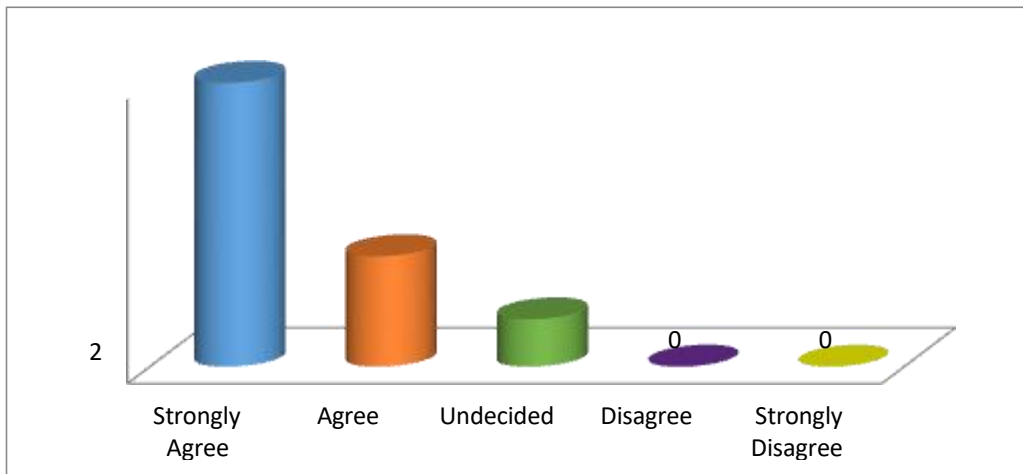
**h. Response to Statement 8: TPR method facilitate me to memorize vocabulary fastly**



**Figure 8. Chart of frequency of Statement 8**

The chart above shows that there were 21 (75%) students who strongly agreed and 6 (57.14%) students who agreed to the statement. Meanwhile, there was 1 (3.57%) students undecided. It implied that TPR method facilitated students in memorizing fastly. So, pupils could memorize vocabulary more quickly when using the TPR method.

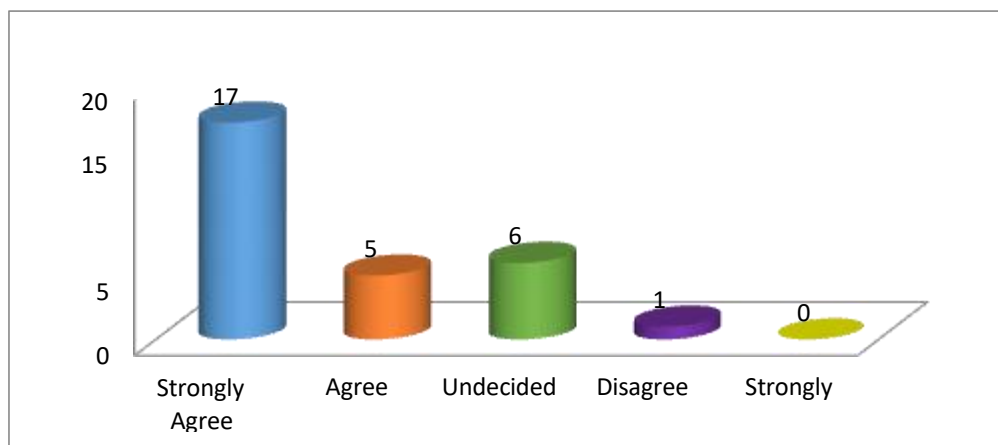
**i. Response to Statement 9: TPR method helps me to store vocabulary to my memory for long time**



**Figure 9. Chart of frequency of Statement 9**

The chart above shows that there were 18 (64.29%) students strongly agreed and 7 (25%) students agreed. Meanwhile, there were 3 (10.71%) students who gave undecided response to the statement. The result indicated that TPR method helped students to store vocabulary in their memory for long time. So it can be concluded that the TPR approach assisted students in long- term vocabulary memorization.

**j. Response to Statement 10: TPR method can help me to recall and retrieve vocabulary in my memory when it needed**



**Figure 10. Chart of frequency of Statement 10**

In the last question of students' perception, the chart above shows that there were 17 (60.71%) students strongly agreed and 5 (17.86%) students agreed. Besides, there were 6 (57.14%) students who gave undecided and 1 (3.57%) student stated disagree response to the statement. It means that TPR method helped students to recall and retrieve vocabulary in their memory. Thus, it can be said that students were able to remember and recover vocabulary from memory with the aid of the TPR method.

**Table 1. Frequency and percentage of questionnaire on students' perception toward the application of TPR method**

No	Category	Frequency	Percentage %
1	Very Positive	23	82.14
2	Positive	5	17.86
3	Moderate	0	0

4	Negative	0	0
5	Very Negative	0	0
	<b>Total</b>	28	100

The table performs the findings of students' perceptions toward the application of TPR method. The findings show that the students gave positive responses. It can be seen by looking the table that there were 23 or 82.14% of students who gave very positive responses and 5 or 17.86% of students gave positive responses.

#### 4. Conclusion

Students' perceptions were good when the TPR method was used to teach vocabulary. Data analysis showed that 23 or 82.14% of students offered very positive responses, and 5 or 17.86% of students offered positive responses. It revealed that the TPR method worked well for teaching vocabulary. Additionally, this approach affected the students' learning process by helping them develop comfortable emotions when they were studying.

Furthermore, from the explanation above there may be certain advantages to using the TPR method for teaching vocabulary. First, students' vocabulary mastery was enhanced by the TPR method. Students were more engaged in vocabulary learning due to the entertaining and engaging approach. Second, because the TPR method made it easier for students to memorize language, it can help them become more proficient in it. Third, the TPR approach assisted students in long-term vocabulary retention.

The finding indicates that the junior students at British English School Makassar responded positively to the TPR method. According to the students, the TPR method made the vocabulary content more engaging and inspired them to study more. The positive environment in the classroom contributed to the students' enjoyment of the learning process. Based on that, the TPR approach proved successful in assisting junior high school pupils in expanding their vocabulary.

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