IMPLEMENTING THE TOTAL PHYSICAL RESPONSE METHOD WITH WORD WALL PICTURE TO INCREASE DEAF STUDENTS' VOCABULARY IN THE FIRST GRADE OF SMP LUAR BIASA NEGERI MARTAPURA

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Abstract: This research aimed at increasing the English vocabulary mastery of the deaf students using Total Physical Response method with word wall picture. The partivcipants of this research was first grate students of SMP Luar Biasa Negeri Martapura in the academic year of 2014/2015. This research used Classroom Action Research (CAR) conducting in three cycles, Each cycle consisted of 3 meetings. The qualitative data were obtained through observation, while the quantitative data were obtained through test and questionnaire. The data were analyzed using triangulation. The result showed there was an increase of the deaf students' English vocabulary mastery. The pre-cycle test mean score was 48.89, while the mean score in the test of cycle 1, cycle 2, and cycle 3 was respectively 56.67, 63.89, and 78.89. The data obtained through the questionnaire showed there was a positive response given by the students in the teaching-learning process. The mean score of the pre-questionnaire was 32.22%, while the mean score of the post-questionnaire was 77.04%, so it increased as much as 44.82%. Furthermore, the results of observation showed that deaf students were motivated in the teaching-learning process during the implementation of total physical response method with word wall picture.

Keywords: Total physical response, word wall picture, vocabulary mastery, deaf students, and classroom action research.

INTRODUCTION

In Indonesia, English subject has been taught in all level of education including junior high school. As English has four skills namely listening, speaking, reading and writing, students need to posses the words bank or vocabularies. Allen (1983) states that to master over a language, the learners must learn thousands of words. It means that the learners should have many vocabularies to support their ability in mastering English. Vocabulary is the basic competence that must be reached by students to get the competencies in four English language skills. Vocabulary is one of the most important language components in learning English. (Nation, 2001). Learning vocabulary can help students in studying English and support them in mastering the other language components. Thornbury (2002) holds that language comprehension and production will be hampered because of lack of vocabulary.

English vocabulary is also important for deaf students at the first graders of SMP Luar Biasa Negeri Martapura. Teacher needs an appropriate method and media to make them understand the English words. Based on the writerss' observation, the physical imitation of the deaf students' causes them difficult in mastering the vocabulary. When the teacher conveyed the material by using usual method, the students were not interesting because they only received the

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knowledge from the teacher. The teacher taught them vocabulary without media, it made them feel bored. Widjaya, 2012, p. 41-42, stated that a learning of the deaf students were different from normal student. The deaf students cannot receive the information well through their hearing. As the consequence, they need visualization to absorb the information easier. They may have good potential in intelligence, however, they have obstacles to develop it because they have problem in auditory function that influenced their abilities in communication. Since the deaf students were lack of hearing, they often use their vision to absorb the lesson. They turn their observations through their eyes. The deaf student refer to "insan pemata", with eyes, they can see the spoken or oral language and the facial expressions of the interlocutor. It is done to capture the meaning conveys by their interlocutor through lips moving (Widjaya, 2012, p. 26). As cited in Widjaya (2012) states that the level of low capability of the children with hearing impairment is not caused by their disability in learning, but rather due to the problems in communication between the teacher and the deaf students, but it also due to their disability to access or understand the language in the classroom setting.

The most important is that the deaf students should be able to understand the language in their environment, They learn by watching, seeing body movement/gesture, reading mime and lips and using the sign language.. Therefore, in learning process, teacher can use the total physical response (TPR) method with word wall picture. Total physical response method is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Widodo, 2005, p. 237). Richard and Rodgers (1987) also state that Total physical response is a teaching method which requires learners to response physically to imperatives given by the teacher, items that he or she wishes to teach. Besides of total physical response as a method used in learning process, it also used a supporting media. Hamalik (1989) states that media is a tool, method, and technique which are used to make the communication and interaction between teacher and students in teaching and learning process more effective. From the statement it is known that a media is used by teachers and students in teaching and learning process to make the process of learning run well.

Related with the function of media, there is an interactive media which is suitable for learning English, especially in vocabulary learning or mastering vocabulary. The media called word wall picture, where it means that a group of words with picture that are displayed on a wall, bulletin board, check board, or white board in a classroom. The words are printed in a large front so that they are easy visible from all students seating area. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities (Cronsberry, 2004, p. 3). It is relevant to Green (1993), he argues that a word wall is an organized collection of large print words on the classroom wall. A word wall helps to create a

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print rich environment for students, and it can be a wonderful tool that is designed to promote group learning. Word wall picture is a media which can support a TPR method in teaching English to the deaf students. By using word wall the method of total physical response can be a maximum in teaching the deaf students in learning English vocabulary. It is done because the deaf students could not hear, so they need a supporting media to make the instruction and expression could be understood.

This classroom action research involved the deaf students' as participants. The main reason for this action research was derived from the real problems in the classroom. Students often misunderstand when they are given the material about instruction. They felt confused in understanding the meaning of instruction which was given by teacher. Therefore, the total physical response method with word wall picture is classified as the effective and efficient one, because it gives opportunities to the deaf students to participate in teaching and learning process. So, to solve the problem, the writer conducted the classroom action research under the title: Implementing the total physical response method with word wall picture to increase the deaf students' vocabulary mastery in the first graders of SMP Luar Biasa Negeri Martapura.

METHOD

This research, was conducted in SMP Negeri Luar Biasa Martapura of academic year 2014/2015 using classroom action research (CAR) method. The objective CAR is to improve the learning activities' quality (Suhardjono, 2007). The data of this research is the student's vocabulary mastery whcih was collected through vocabulary test and observation. In this action research, the writer used Kemmis & McTaggart design, where it consisted of four phases; they were planning, acting, observing, and reflecting, after doing four phases called one cycle. After finishing the first cycle, it was found a new problem (the previous unfinished problem). Therefore, the second and the third cycle was done, in line with the same concept as the first cycle. The process of Classroom Action Research described as followed:

1. Cycle 1

   In the first cycle at this classroom action research (CAR) the writer did some activities such as: Planning, acting, observing, and reflecting with the design as follows:

   1.1 Planning

      First, the writer and collaborator discussed the planning that would be conducted in the action phase to solve the problems faced by the students in understanding instruction. The lesson plan made in this cycle was three lesson plans. After that, the writer determined the selected material and exercises into a lesson plan. The main material was *instruction.* It took from the English textbook. The writer also made hand out for

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the students. They have to see and perform; see attentively and respond physically the command given by the writer. In this phase the researcher did not only make the lesson plan but also prepared observation sheet to observe the students and researcher's activities in teaching learning process it was in line with the lesson plan had made before or not. And the writer also prepared the cycle test 1 to collect the data; to know the students' scores after implementing the total physical response method with word wall picture in the classroom. Next, the writer determined the criteria of success were 75% of students' vocabulary score achieved the Minimum Mastery Criterion (Kriteria Ketuntasan Minimal) of English at least 65.0 and 75% of students participated in English vocabulary class. Besides that the writer also prepared the instruments for the research such as: Instrument for cycle test 1, and observation checklist.

1.2 Acting

In this stage, the writer explored the teaching learning process based on the lesson plan by doing the steps as follows: delivered the learning objectives, then taught the students about *instruction* and how to perform it, after that the writer put the word wall picture on the wall / white board, introduced to the students about the word wall picture containing the material about *instruction, then* asked the students to observe carefully related the material explained, the next step is that the writer gave some examples to respond the instruction in the form of action and signed language, finally, with the guidance from the teacher the students followed the instruction in the form of action and sign language.

1.3 Observing

This observation carried out at the teacher and student activities for teaching English language that used Total physical response with word wall picture as a method and medium in learning process, so during the learning process, teacher will record their findings.

1.4 Reflecting

In this phase, the collaborator and writer discussed the result of the action. Based on the analysis of the students' vocabulary score in cycle test 1, the students had not achieved 75 % of the minimum criteria of success (KKM). Only 55.56 % students who got the score above the minimum mastery criterion. So, the implementation of Total physical response method with word wall picture had not given satisfactory result yet on the improvement of students' vocabulary. Therefore, it needed to revise the acting and planning before implementing the next cycle, so that it could achieve the criteria of success of the study.

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2. Cycle 2

   Same with the first cycle, the second cycle consisted of the same steps; they were planning, acting, observing and reflecting, but there were some emphasis due to the revised plans that was referenced to the result reflection at the first cycle to make improvements in this cycle.

3. Cycle 3

   It was the third cycle from this action research that using total physical response with word wall picture as the method and media in learning *instruction.* Steps of the third cycle as same as the other cycles, they were planning, acting, observing and reflecting, but there were some emphasis due to the revised plans that was referenced to the result reflection at second cycle to make improvements in third cycle.

FINDINGS AND DISCUSSIONS

1. The initial condition of the deaf students before CAR

   Before the classroom action research was done, the deaf students' condition in learning process of English was passive. They often misunderstand when they were given the material about instruction. They felt confused in understanding the meaning of instruction which was given by their teacher. Deef studnts' hearing limitation made them difficulties in mastering vocabulary. When the teacher conveyed the material by using usual method, that is the teacher centered. The students were not interesting, because it did not involve all students.

   The pre-cycle test was conducted as preliminary study or it was done before implementing the classroom action research (CAR) to identify the students' real competence and problems in their vocabulary. In pre-cycle test, the students assigned to answer some questions related to their competence in English vocabulary and their understanding on the material about instruction. There were 20 questions in multiple choices. The result of students' vocabulary score in pre-cycle test could be seen in the table 1 as follows:

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Table 1
The Students' Vocabulary Score in Pre-cycle Test

No.	Respondents	Pre-Cycle Test
1.	Students 1	45
2.	Student 2	65*
3.	Student 3	55
4.	Student 4	50
5.	Student 5	45
6.	Student 6	40
7.	Student 7	30
8.	Student 8	60
9.	Student 9	50
MEAN		48.89

Noted: *) = students who passed the KKM, the scores were processed from students' answer sheet.

Based on the result of the pre-cycle test, the data showed that the mean score of pre-cycle test was 48.89. There were only one student or 11.11% of the students who got the score above the minimum mastery criterion of 65, meanwhile the others 8 students were below of the criterion. From the analyzing, it could be seen that almost of the first grade students' vocabulary of SMP Luar Biasa Negeri Martapura was still very low in learning englsh vocabulary.

2. The action results in pre-cycle, cycle I, II, and III
   In the whole cycles that included planning, acting, observing, and reflecting were gained the score of students' result as follow:

Table 2
The Result of Students' Vocabulary Score

No.	Respondents	Pre-Cycle Test	Cycle Test 1	Cycle Test 2	Cycle Test 3
1.	Students 1	45	50	65*	75*
2.	Student 2	65*	70*	75*	90*
3.	Student 3	55	65*	70*	85*
4.	Student 4	50	60	70*	85*
5.	Student 5	45	55	60	80*
6.	Student 6	40	45	50	75*
7.	Student 7	30	45	50	60
8.	Student 8	60	65*	75*	85*
9.	Student 9	50	55	60	75*
MEAN		48.89	56.67	63.89	78.89

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From the table above can be seen that in the pre-cycle test in the initial condition, the students' vocabulary score mean was only 48.89, in which only 1 student who passed the minimum mastery criterion / KKM. And it increased to the first cycle in which there were 3 students passrf the minimum mastery criterion with the mean result about 56.67. And the students' vocabulary score mean increased anymore in the second cycle, in which there were 5 students who passed the minimum mastery criterion / KKM, with the students' mean score was about 63.89. And finally in the third cycle it was perfect that the students' vocabulary score mean was about 78.89, in which there were 8 students could passed the minimum mastery criterion / KKM. So, in the third cycle, it achieved the criteria of success.

3. The observation results in Cycle I, II, and III

In this stage the writer observed the students and the teacher attitude during the learning process using Total **Physical Response method with Word Wall Picture as the technique of teaching in the form of obserrvation sheet. The indicators of the students and treacher attitude in observation sheet was shown in the table bellow**

Table 3
The observation score indicators

Score	Remark
86 – 100	Excellent
76 – 85	Very Good
66 – 75	Good
56 - 65	Fair
< 56	Failure

From the table obove it can be seen that the range score of grae Excellent is between 86 to 100, the range score of grade "Very Good" is between 76 to 85, the range score of grade Goog is between 66 to 75, the range score of grade Fair is between 56 to 65, and the grade of E is under 56.

The results of the observation of the students' activity in the learning process in the whole cycles can be shown in the table as follows:

Table 4
The Students' Mean Scores of Observation Sheet

No.	Cycle	Meeting 1	Meeting 2	Meeting 3
1.	Cycle 1	58.61	61.67	65.00
2.	Cycle 2	67.22	69.17	72.22
3.	Cycle 3	75	77.5	81.94

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From the table above, it can be seen that the result of students' observation in teaching and learning activities in the first cycle were still Fair with the mean score 58.61 in the first meeting, This result proofed that the students mean scores were still low, It means that the teacher need to improve students' score in the second and third meeting. In the second meeting of the first cycle, the students mean score imprved from the previous meeting, however this score were still in grade Fair, that is 61,67 of means score, on the other hand, the teacher still needed to improve students' mean score in the third meeting. The result of the third meeting increased significantly, that is 65.00 of mean score. However this score were still in the position of grade Fair. This data were in contrast to the students' vocabulary achievement test score. In the first cycle, the meaan sore was about 56.67 in which only 3 students passed the minimum mastery criterion, it means that the result between students' observation sheet and the students' achievement test score was not balance. Most of students did not feel confident in demonstrating the instruction which was given by the writers. The deaf students could not absorb the lesson without using their vision, and they also did not pay attention when the writer taught them in the front of class. They tend to be busy chatting up with their classmate. It happened because the students were lack of discipline in participating the lesson. They were ignoring the writer in the classroom. It could be seen from the polite and courteous attitude of students in participating the instructions. It means that it should be improved again in the second cycle, so that the observation between the evaluation of attitude and knowledge can be balanced.

In the cycle 2 of the table 4 above, it could be seen that the results of students' observation sheet in teaching and learning activities in the second cycle were good with the mean score was about 67.22 in the first meeting, 69.17 in the second meeting, and 72.22 in the third meeting. It means that the students' attitude in the learning process were good, but in reality, the students' achievement test score in the second cycle was about 63.89, in which there were only 5 students who passed the minimum mastery criterion. It means that the result between students' observation sheet and the students' achievement test score was not balance.

In cycle 3, it can be seen that the results of students' observation sheet in teaching and learning activities were in range of grade "Good" with the mean score 75 in the first meeting, 77.5 in the second meeting, and 81.94 in the third meeting. It means that the students' attitude in the learning process was Good. Besides that, the students' achievement test score in the third cycle was about 78.89, in which there were 8 students who passed the minimum mastery criterion. It means that the result between students' observation sheet and students' achievement test score was balance.

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4. The results of Pre-questionnaire and Post-questionnaire

The results of the students' pre-questionnaire and post-questionnaire can be shown in the table bellow:

Table 4
The Students' Results of Questionnaire Sheet

No.	Questionnaire	Answer Yes	Answer No
1.	Pre-questionnaire	32.22%	67.78%
2.	Post-questionnaire	77.04%	22.96%

From the table above, it can be seen that the implementation of this method got positive responses from students in the teaching and learning process of vocabulary. It could be seen from the mean in pre-questionnaire was 32.22%, and post-questionnaire was 77.04%. It improved 44.82%.

CONCLUSIONS

After conducting the Classroom Action Research at first grade of students in SMP Luar Biasa Negeri Martapura in the academic year of 2014/2015, it can be concluded that total physical response method with word wall picture could increase the deaf students' English vocabulary mastery especially in the material of instruction. It can be proved from the following facts: First, related to the deaf students' achievement, there were only 1 student or 11.11% of students in the pre-cycle test, and increase to the first cycle in which there were 3 students or 33,33% of students could passed the Minimum Mastery Criterion, and increase anymore to the second cycle in which there were 5 students or 55.56% of students who passed the KKM, and in the third cycle it was perfect that there were 8 students or 88.89% of students could passed the Minimum Mastery Criterion / KKM. So in the third cycle, it achieved the criteria of success. Second, the questionnaire result showed that the implementation of this method got positive responses from students in the teaching-learning process of vocabulary, it could be seen from the mean of pre-questionnaire was 32.22%. Then the mean of post questionnaire was 77.04%. It improved 44.82%.

Third, the data from the observation showed that the students were more active in the teaching learning process. It could be seen from the improvements of their score in vocabulary for each meeting.

In conclusion, this research was successful in increasing the deaf students' English vocabulary mastery by using total physical response method with word wall picture. In addition, the students more actived in the teaching-learning process of vocabulary. Therefore, total

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physical response method can be an alternative methd for teacher in teaching vocabulary which can increase and keep the deaf students' vocabulary.

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