



## THE USE OF TPR METHOD FOR DISABLE STUDENTS WITH DIFFERENT LEARNING STYLES IN ENGLISH VOCABULARY DEVELOPMENT

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### ABSTRACT

*Teaching English as a foreign language to mentally retarded persons is much more complicated than normal EFL students, and it requires specific techniques and methods. The aims of the research are to find out the profile of disabled students' learning style and to elaborate on how well Total Physical response meets the needs of disabled students with different learning styles. This research applied pre-experimental design which used to see the result of applying the TPR Method for disable students with different learning styles in vocabulary development and the data were obtained from the questionnaire, interview, and classroom observation. The research result shows that there are 3 types of learning styles in the classroom, namely visual learning, auditory and kinesthetic learning style. The data revealed that the average pre-test results of students before being given teaching material using the TPR method is 5% while the results obtained by students after giving teaching material using the TPR method is 77%. 100% of visual learners have improved the result of the post-test after being given the material. 100% of auditory learners also have an increase in the result of the post-test after the provision of teaching materials using the TPR method. However, only 50 percent of 100 percent kinesthetic learners experience an increase after the provision of teaching materials using the TPR method. There are many factors that can influence the result of the student's test. It can be in the form of internal factors that can stimulate the concentration and the motivation of students in learning English*

**Keywords :** TPR, Method, Learning, Style, Disable, Students

### INTRODUCTION

Teaching English as a foreign language to mentally retarded persons is much more complicated than normal EFL students, and it requires specific techniques and methods. Giving affection by the teacher is assumed to be

an effective way to overcome limitations caused by intellectual disability.

As we know, students as individuals have some differences and similarities that cannot be avoided as natural factors by teachers as well as the disable students. Those differences and

similarities can be derived both as genesis factors and habits. They can be in the form of age, motivation, interest, attitude, aptitude, learning styles and learning strategies. Learning style is one of students' different features that have not been got more attention yet. Most of teacher use their own teaching method to teach their students rather than considering the students' learning styles. In this issue, teaching method can be integrated as an aspect which influences students' performance. In fact, the students will learn effectively if teachers present an appropriate teaching method to stimulate the learning process and improve the students' performance.

Researcher tries to inspect the effectiveness of TPR method for disable students with different learning styles in vocabulary development. Furthermore, in this research, researcher tries to take TPR method since many researchers conducted about this method that shows that this method is popular to improve the vocabulary skill of students but there is no research which investigate that this method fits with what kind of learning styles and where we know hat in a classroom they are heterogeneous and the previous researcher did not observe the learning style of students so in the finding they just get result about the effectiveness of this method for the heterogeneous class.

Based on the rationale about the important of vocabulary element, the important of learning style identification and

the effect of TPR Method, the researcher conducted research to investigate the use of Total Physical Response Method for disable students with different learning styles in English vocabulary development.

### **Objective of Research**

The objectives of this research are:

1. To find out the profile of disable students' learning style
2. To elaborate how well Total Physical response meet the needs of disable students with different learning styles

### **Urgency of Research**

It is known that everything conducted always has benefits; there are two benefits of this research, as follows:

### **Practical Benefit**

1. The` finding of the research can be useful for reader in helping them to identify their learning styles.
2. Students can be aware about their learning styles and find out the appropriate learning strategies based on their own learning styles.
3. Teacher can use the TPR method as an interesting way to increase students' vocabulary especially for disable students.

### **Theoretical Benefit**

This research gives a contribution for other researchers who are interested in

analyzing and investigating the effect of Total Physical Response Method for language skills (writing, reading, listening or speaking).

## **LITERATURE REVIEW**

### **What is Vocabulary?**

In reviewing the definition of vocabulary element. Majaili et al (2012) defined vocabulary as “a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write”. Moreover, Alhaysony (2012) stated that the acquisition of an adequate vocabulary is essential for successful second and foreign language use, and plays an important role in the formation of complete spoken and written text. It means that vocabulary is the key of success of someone in learning English as second or foreign language. Vocabulary should be mastered before learning others skills of English language because vocabulary is the first basic important thing in learning English.

For the current study, a list of vocabulary be taught in context to students and then be used by them to speak, read and write something.

### **Total Physical Response**

Teaching strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning. Chamont (2015) stated that the strategies to teach

disable students is different with normal students. Some of these strategies are:

### **Total Physical Response Method**

In the teaching and learning activity using TPR method, the learners and the teacher play different roles. The main role of students in a TPR context is to be listeners and performers. Students should give a physical representation to verbal commands given by the teacher and they are encouraged to respond individually and collectively (Richard and Roger, 1986). Yet, it is expected that students recognize and respond to innovative commands mixed with previous items. For instance, the teacher addresses the students by stating expressions such as: “Walk to the table!” and “sit down on the chair!” The students have previous knowledge about these commands, since these commands have been used in previous classes and students have responded before. They are encouraged to speak when they are ready to do it as soon as they have internalized enough structures of the target language (Richard and Rodger, 1986). In addition, at the point when students are ready to speak there will be role reversal with individual students directing the other students and teacher (Larsen and Freeman, 2000).

On the other hand, in TPR method teacher plays an ‘active’ and ‘direct role’. The students are the actors and the teacher is the director of a stage (Richard and Rogerd,1986). Larsen and Freeman (2000) declared that

teacher is the leader of all students' actions. Teacher is the one who decides what to teach, who forms and introduces the new material, and who decides supporting materials for classroom use. Teacher is encouraged to be well-prepared and well-organized so that the lesson runs efficiently and unsurprisingly. Moreover, Richard and Rodger (1986) suggested in preparing detailed lesson plan, teachers must have clearly in mind the expressions and new orders that will be used in the classroom, since the development of the class must be "fast-moving" and there is no time to make it "spontaneously". TPR is a strategy that is widely used in learning vocabulary especially in schools that have students with special needs because it can increase vocabulary mastery of students in a unique way and make students happy. Not only that, vocabulary teaching using TPR can also be used in various types of disabilities.

### **Gesture**

Using particular gestures or expressions in the classroom will lead students to associate them with a particular thing. For example, if you always use the same gesture when you say "*Please stand up.*" students will become accustomed to it and stand up when you use that gesture even if you occasionally leave out the oral instruction. An effective instructor will use their body to help give students additional information about what they want them to do. Modeling (doing what you want students to do

by showing them what is wanted), gesturing to prompt behaviors and cueing with more subtle movements all provide assistance to the students.

### **Sign Language**

Sign language use hand, face or other movement in a dimension space as the physical means of communication. Principally, there are two type of sign language and these differ as to whether or not signs represent ordinary (speech-based language). Thus there are sign language which represent the word (though signs) and their order as they appear in ordinary languages, such as Swedes, English and French, and there are sign language such as America sign language and British language which have their own word and grammatical systems for the generation of sentence.

### **Written Language Approach**

Written Language Approach is one of the ways used to teach students with special needs in the classroom. Teachers usually use this strategy to assist students in understanding the lessons in the classroom, because students in the classroom cannot communicate with the normal language. The teacher should publish each letter to write one word to the students so they understand and know the procedure of writing the word properly and correctly. So the teacher must be patient to help students write letters from a word. This is why this Written Language Approach should be used in

classroom teaching with students who have special needs.

In this research, the researcher applied Total Physical Response Method to teach vocabulary for disable students.

## **RESEARCH METHODOLOGY**

### **Types and Variables of Research**

This research is a pre-experimental study which has two variables, namely the independent variable and the dependent variable.

1. TPR Method and Learning Styles as independent variables.
2. English Vocabulary Development as dependent variable

### **Location of the Research**

This research conducted in SLB N 1 Maros. This school is one of school for students with special needs in Maros regency.

### **Research Design**

This research applied pre- experimental design which used to see the result of applying TPR Method for disable students with different learning styles in vocabulary development. Sugiyono (2013) stated that there are some forms of pre-experimental designs namely One-Shot Case Study, One-Group Pretest-Posttest Design, and Intact-Group Design. For this study, the researcher conducted One- Group Pretest-Posttest design where there was only one group experiment and no control group.

### **Procedures of Data Collection**

There were some instruments used in this study; questionnaire, interview and classroom observation. Questionnaire was used to find out the students' learning styles by administering 24 items of questions (Barsch, 1980), which is categorized into 3 scales; often, sometimes, and seldom. The second instrument was interview. Data from the questionnaire were confirmed and crosschecked by interviewing the students. The third instrument was classroom observation to find out the classroom activities and students' behavior toward TPR method given and the last was vocabulary test which consist of pre-test which was intended to see the students' prior knowledge in vocabulary element and post-test which was aimed to see students' vocabulary knowledge after they experience TPR method.

### **Data Analysis**

The data were analyzed chronologically, as follows: first, the data collected from questionnaire was analyzed by tabulating the students learning style results and differentiating them based on their preferred learning style. The Learning Style inventory was calculated into number to find out students learning style. Second, the researcher calculated the result of vocabulary test (pre-test and post-test).

Calculating of students' percentage by using formula:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Percentage of data

F = Number of Frequency

N = Total Sample

(Sudjana, 1992) as cited in Sirajuddin (2010)

Mean, the formula of the mean score was:

$$\bar{x} = \frac{\sum x}{N}$$

$\bar{x}$  = meanscore

$\sum x$  = the sum of all score

N = the total number of subject

(Nasir, 2016)

## FINDING AND DISCUSSION

### Identification of Learning Styles

In identifying disabled students, there are some obstacles that are found in the field, namely the difficulty of students in filling in the questions given. Then the researcher tried to identify the learning style by asking directly the statements in the questioner one by one to each student and it is still difficult to do. The researcher then took steps to observe the respondent. Observations were conducted about 11 times in the class, namely 3 times during piloting and 8 times during real research.

The research result shows that there are 3 types of learning styles in the classroom, namely visual learning, auditory and kinesthetic learning style. The way researchers observed by looking at the similarity of the characteristics

shown by students who were sampled in this study with a questioner issued by Barsch regarding Learning style inventory. From 4 research samples found 2 kinesthetic learning styles, 1 student with visual learning style and 1 student with auditory learning style.

Based on the data above, in general, most of the 3rd grade students of SLBN 1 Maros who suffer mental retardation are kinesthetic learners where there are 50 percent of visual learners from the sample. This number reaches half of the respondents. Furthermore, there are 25% visual learners and also 25% auditory learners. Overall, the study sample has a tendency for one learning style.

Knowledge of individual learning styles is very important for students. Students should know each other's learning styles so that they are able to find out their strengths and weaknesses based on their learning styles. However, in this study, researchers did not explain to the students about their learning style and how they should act with knowledge of the learning styles. The researcher in this case simply identified students' learning styles and let the class run naturally because researcher need to know about the effectiveness of Total Phsyca Response Method (TPR) for Disable students. In this way, this maybe important for future researchers who want to conduct the same study, in which they should provide knowledge about the importance of knowing the individual learning style because when the individual knows

his/her learning style, she/he will integrate it in the process of learning so she/he will learn more easily and fast and will be successful (Gilakjani, 2012).

#### **The improvement of academic ability of students**

From the data above shows that the average pre-test results of students before being given teaching material using TPR method is 5% while the results obtained by students after giving teaching material using the TPR method is 77%. Before giving the material using the TPR method, the average student did not know about the pre-test questions that were given even though they had studied some of the material provided before. From the results of the improved post-test it can be said that students have experienced a significant increase after giving teaching material using the TPR method.

100% of visual learners have improved the result of the post-test after being given the material. 100% of auditory learners also have an increase the result of the post-test after the provision of teaching materials using TPR method. However, only 50 percent of 100 percent kinesthetic learners experience an increase after the provision of teaching materials using TPR method. There are many factors that can influence the result of student's test. It can be in the form of internal factors that can stimulate the concentration and the motivation of students in learning English.

In the learning process in the classroom, the first phase is to give examples, at this stage the teacher gives instructions to students verbally and gives examples of movements to students so students will be easier to imitate and remember the given material This is in line with Asher (1968:7) who argues that direct pronunciation in children contains a command, so that the child will respond with his physical (body language) before they start to produce verbal responses (verbal language). In this case it can be said that the Total Physical Response (TPR) is an English learning method that is suitable for early childhood where learning prioritizes activities directly related to physical activity and movement. This is also in line with Larsen & Freeman (1986:116) who state that TPR is the comprehension approach, which is the method of approaching a foreign language with commands or instructions". Furthermore, Richards & Rodgers (1999: 87) also support that TPR is a method of language learning that is structured in the coordination of commands, speeches and actions; and trying to teach language through physical (*motor*) activity . This is what makes disabled students become very enthusiastic in learning because they do not have to be quiet and listen to the teacher in the classroom but also they need to do fun activity in the classroom.

There are several obstacles experienced by researchers when giving pre-test to students that they were difficult to answer questions if it is given in the form of essays and multiple

choice, so researchers make adjustments several times so that they understand the procedures for filling in the answers from the questions given. In this study, researchers gave questions in the form of a matching vocabulary that made it easier for them to understand the instructions given. As for some oral tests given such as the instruction sentence for example *sit down please, open the door, stand up !, touch, pick up and so on*. This was done by researchers to find out if they still understand and remember instructions that were taught before. And it was found that they could remember it well because there was always repetition when giving teaching material and there were direct activities such as moving so that they were able to remember things that they had often done.

In addition to an increase in academic ability, this study also found improvements in learning motivation and student participation in class. Normally, when they are taught using conventional methods they are easily bored and when they are bored they will go out of the classroom without burden and from the research result it is found that using TPR method they enjoy learning English and they are happy to participate when requested by the instructor. This happens because they learn while playing and moving so learning is not monotonous. They learn by doing so that they remember longer the teaching material provided using the TPR method.

## CONCLUSION

The data revealed that the average pre-test results of disable students before being given teaching material using TPR method is 5% while the results obtained by disable students after giving teaching material using the TPR method is 77%. 100% of visual learners have improved the result of the post-test after being given the material. 100% of auditory learners also have an increase the result of the post-test after the provision of teaching materials using TPR method. However, only 50 percent of 100 percent kinesthetic learners experience an increase after the provision of teaching materials using TPR method. There are many factors that can influence the result of student's test. It can be in the form of internal factors that can stimulate the concentration and the motivation of students in learning English.

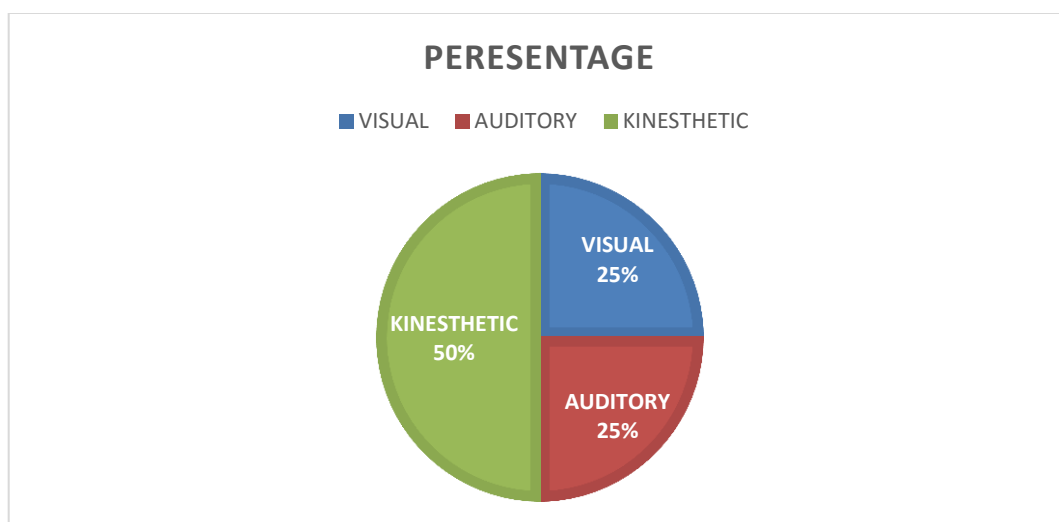
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**Figure 1. Learning style identification**



**Figure 2. Chart of Students' improvement**

