SCAFFOLDING THAI STUDENT'S ENGLISH VOCABULARY WITH TOTAL PHYSICAL RESPONSE

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah Total Physical Response dapat merancah kosa kata bahasa Inggris siswa Thailand. Penelitian ini dilakukan di Sekolah Santiwit selama sekitar empat bulan dari November 2018 hingga Februari 2019. Metode penelitian ini adalah penelitian tindakan kelas (PTK). Subjek penelitian adalah siswa kelas tiga sekolah dasar. Dalam mengumpulkan data, peneliti menggunakan rekaman video dan jurnal. Temuan penelitian menunjukkan bahwa total fisikal respon dapat merancah kosa kata bahasa Inggris siswa Thailand termasuk makna, ejaan, pengucapan dan penggunaan kata-kata. Implikasi dari penelitian ini adalah sebagai proposal bagi para guru untuk mengajar bahasa Inggris dengan total fisikal respon, kegiatan ini sebenarnya dapat dimodifikasi berdasarkan minat siswa selama mencakup empat aspek penguasaan kosakata.
Kata kunci*: kosakata, total fisikal respon, penelitian tindakan kelas.*

ABSTRACT

The aim of this research is to know whether Total Physical Response can scaffold Thai students' English vocabulary. The research was conducted in Santiwit School for about four months from November 2018 to February 2019. The method of this research was classroom action research (CAR). The subject of the research was the students of the third grade of elementary school. In collecting the data the researcher used video recording and journal. The research finding showed that the total physical response can scaffold Thai students' English vocabulary including the meaning, spelling, pronunciation and using of words. The implication of the research is as a proposal for teachers to teach English with total physical response, the activity actually can be modified based on the students' interest as long as it covers the four aspects of vocabulary mastery.

Keywords: vocabulary, total physical response, classroom action research.

INTRODUCTION

Vocabulary is important aspect of language that uses in communication. For the beginners, vocabulary is more appropriate to enhance them to the next material in different skills. In fact, the method of the teaching vocabulary in many schools seems to be inappropriate yet. Nearly all of the teacher give the vocabularies directly when the students ask the meaning of English words and do not give them an understanding in a context so that the students really know how to use that word. There are many methods in teaching vocabularies and one of them is total physical response, this method seems to be appropriate to teach vocabulary since children seem like playing and moving all the time. Therefore, the researcher would apply total physical response as a method in teaching vocabulary in Santiwit School Sonkhla, Thailand. Total physical response is a language teaching method build around the coordination of speech and action. Total physical response makes learning become enjoyable and stressful.

Hornby (1974) stated that vocabulary is list of words used in a book with definition or translations. In other opinion, according to Scrivener (1994), vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Moreover, Mc Charty (1990) states that vocabulary is the experience of most language teachers that the biggest component of any language course. No matter how well the student learns grammar, no matter how successfully the sounds of second language are mastered, without

words to express a wide range of meanings, communication in second language just cannot happen in any meaningful way.

Total Physical Response is a successful classroom management tool that teachers can easily implement at any stage of their lesson. Total Physical Response is developed by James Asher, a professor of psychology at San Jose state University, California, USA to aid learning foreign language. This method attempts to center attention to encouraging learners to listen and response to the spoken target language commands of their teacher. Asher in Richard and Rogers (2001) state that Total Physical Response is a language teaching method builds around the coordination of speech and action it attempts to teach language through physical (*motor*) activity. Total Physical Response is based on the premise that the human brain has biological program from acquiring any natural language in the word including the sign language of the deaf.

The target after applying Total Physical Response to the students of School Sonkhla, Thailand Is the students' vocabulary mastery will scaffold significantly and they get an easy understanding how to master English vocabulary though this method.

METHOD
Research Design
This study is a Classroom Action Research. Action research tries an idea in practice with a view to improve or change something tries to have a real effect on the situation (Kemmis: 1983 in Hopkins, 1993: 45). Classroom action research is research organized by teacher in the class on the pressing of completing or improvement process and learning practice.

Participant
Sukardi (2003) stated that population is the totally group of humans, animal, phenomenon, and the thing as a point of the conclusion target and the result of the research. This study was conducted on students of third grade in elementary school. The participants were chosen to make researcher effectively collect the data. This study conducted on one class consisting 13 students at Santiwit School, Songkla, Thailand.

Data Collection Techniques

The technique for collecting the data in this research was qualitative analysis. In getting qualitative data, the writer did direct observation in the classroom, journal, and also using video recording to collect the data during conducting the research.

Data Analysis
This present study the data to analyze qualitatively. The writer analyzes the scaffolding English vocabulary by identifying appropriate data analysis and data interpretation techniques. Mills (2004) explains that data interpretation techniques had five steps, they are: extend the analysis by raising question, connect the finding with the personal experience, seek the advice of critical friends, contextualize finding in the literature, and turn to the theory. The writer considers using the five steps because it is more appropriate with the data encountered in this research. By using those five step hopefully the research could analyze the data accurately.

RESULT AND DISCUSSION
Report of Cycle One
A. Planning
Based on the causes of the problem above, the first cycle of the action research was aimed to scaffold Thai students' vocabulary including the meaning, pronunciation, spelling, and using of words. The teacher made some vocabularies about occupations and verbs about daily tactivities. There were 4 meetings conducted by the writer to scaffold the vocabularies understanding.

B. Action
The researcher carried out the actions of cycle 1 in three meetings the researcher taught vocabulary about occupation, such as doctors, fireman, police cook, etc. To scaffold students' understanding of vocabulary, students were given some pieces of paper and asked to write down the vocabulary on their own books. After that, the teacher asked to the students to listen to and repeat after him.

Aspect of Spelling
To improve the students' ability in spelling, the teacher wrote some instructions on the board and asked students to write them down on their book (*doctors, fireman, cook, police, teacher, soldier, driver, pilot*). After all of the words were mastered well, the teacher cleaned the board. Then, the teacher

asked the students to write the instructions on the board and spell them along with her. Later, the teacher asked the students randomly to spell the words alone.

Aspect of Pronunciation
In improving the students' ability to pronounce the new words related to occupations, the teacher asked the students to listen and repeat after him.

Aspect of Using Word
The last step of improving English vocabulary mastery by using TPR was teaching how to use words. After the students were trained how to use words. After the students were trained how to know the meaning, the spelling, and the pronunciation of new vocabularies the teacher let them make new sentences based on the vocabularies given. The teacher asked the students to make new imperative sentences by using words.

C. Observe
After conducting the activities above, the teacher had some problems, such as getting lazy in reading, writing, and giving good attention about the topic. Moreover, the students still don't understand about the meaning of words.

D. Reflection
After doing Action Research in the class, there were still weaknesses found. The weaknesses could be seen as follows:
a) There were many students lack of vocabularies.
b) There were many students could not read well vocabularies.
c) Students still do not understand about the meaning of words.

E. Revising
To handle the problems encountered in cycle 1, the writer scaffold the plan or reduce weaknesses of the implementation of total physical response in cycle 1. It as was expected that the weaknesses would not occur again.

The revise plan included the class management so that the situation would be well controlled. Then, related to the spelling, the students would be asked to write down some instructions on the board and asked students to write them down on their book (*doctors, fireman, cook, police, teacher, soldier, driver, pilot*).

Report of Cycle 2
1. Revised Plan
Based on the weaknesses and countered in cycle 1, the writer revised the following plan:
a. Focusing on aspect of spelling, pronunciation, and using word.
b. Focusing to motivate the students to be involved in teaching learning process to avoid noise.
c. Focusing on how to use the words given by students.

2. Action
The first meeting, the writer gave some verbs about daily activities that should be written down and pronounce. After that, the students were asked to spell them.
The second meeting, the students were given some prepositions, such as in front of, behind, and between before making a good sentence.

The third meeting, the writer asked the students to make a good sentence, such as by looking I hug my friend, I drive a car, I read a book, what the teacher did.

C. Observation
Based on the first meeting, the write found that the students' vocabularies were increasing. The teacher gave some new vocabularies about preposition. Meanwhile, the second meeting, the writer corrected the students' spelling and meaning. And the third meeting, students could make good sentences.

D. Reflection
This stage is aimed at analyzing and examining the final results of the action research in the cycle 2. After doing action research in the class, there were some strengths and weaknesses. The strengths in the cycle 2 were the improvements of vocabulary especially aspect of pronunciation, spelling, and using words by making a sentence. Meanwhile, the weaknesses of this stage were that the students seemed difficult to pronounce the words clearly.

E. Revising
To evaluate all the cycles (cycle 1 and 2), the writer gave exercises of matching the words into the physical given by the teacher.
FINDINGS

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There were some findings as the followings:
1) The improvement of vocabulary mastery.
2) The understanding of meaning vocabulary.
3) The spelling of vocabulary.
4) The use of vocabulary in making a sentence.

DISCUSSION

The teacher taught the students by using Total Physical Response to teach vocabulary the action had been implemented into cycles. The research findings showed that the using of Total Physical Response contributed some improvement based on following results of exercise given about matching the words.

no	nama	L/P	Nilai
1	Adillah	P	6
2	Faisal	L	8
3	lukman	L	10
4	Lutufee*	L	-
5	Nadeea	P	8
6	Nasereen *	P	2
7	Nasryah	P	7
8	Nattanee Loteh	L	10
9	Nurya Makeem	P	8
10	Ni' teemah	P	9
11	Seriporn*	L	1
12	Sobareeyah	P	8
13	Sofwan	L	10

- Lutufee did not come at the exercise.
- Seriporn attended only 2 meetings.
- Nasereen attended only 3 meetings.

CONCLUSION

Total Physical Response can scaffold the Thai student's vocabulary in four aspects there are meaning, spelling, pronunciation and using the words. The most significant improvement was aspect of meaning.

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