Statement of problem

- English has been taught in SLC from kindergarten to secondary 6. It is hoped that the students will learn and comprehend English as early as possible and can practice simple conversation. According to curriculum of education of Saint Gabriel’s foundation of Thailand. Saint Louis school is a part of Saint Gabriel’s foundation of Thailand to use English language to be instructional media by using science, English, mathematics and social study textbook.

- Some of students do not confuse the meaning of vocabulary and they sometimes get difficulties in using vocabulary which have been studied So I would like to motivate the primary 4 students to learn vocabulary through TPR method by using games, pictures and real materials. Primary 4 students of SLC need vocabulary which can support them to make and use the meaning of sentences because of all vocabulary give the parts of the sentences, so they should have more ideas to communicate English effectively. The characteristic primary 4 students of SLC are boys and girls that are learnt English twice week by me. There are 10 students to be selected because of the school is during long vacation. It is convenient to select them to be participants. There are many learning styles of students such as some of them like to learn pass through visual, audio and kinetic learning style. The most students do not have confidence to response the learning activity in the classroom because some of them cannot follow the teacher’s order.

Objectives

This report aims to:

- Study using Total Physical Response method to motivate primary 4 students in Saint Louis School Chachoengsao to learn vocabulary effectively.
Background information

When some of primary 4 students confuse the meaning of vocabulary, the teacher creates the activity to motivate them to learn by using real materials, pictures and games because of appropriation according to their age pass through Total Physical Response Method. It is found by James Asher (1977) note that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses. (reaching, grabbing, moving, looking, and so forth). He also gave some attention to right brain learning. According to Asher, mortar activities are a right brain function that should precede left brain language processing. Asher was also convinced that language classes were often the locus of too much anxiety and wished to devise a method that was as stress-free as possible, where learners would not feel overly self conscious and defensive. The total physical language classroom, then, was one in which students did a great deal of listening and acting. The teacher was very directive in orchestrating a performance: “The instructor is the director of a stage play in which the students are actors” (Asher, 1977, p. 43).

Furthermore there are many learning styles for the primary 4 students of SLC which the teaching provide activity to motivate them to learn. Learning styles might be thought of as “cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and response to the learning environment” (Keefe, 1979, p.4). or more simply, Skehan (1911, p. 288) defined learning style as “a general predisposition, voluntary or not, toward processing information in a particular way.” In enormous task of learning a second language, one that so deeply involves affective factors, a start of learning style brings important variable to the forefront. Such styles can contribute significantly to the construction of more a unified theory of the second language acquisition. There are three main types of learning styles: auditory, visual, and kinesthetic. Most people learn best through a combination of the three types of learning styles, but everybody is different. Auditory learners would rather listen to things being explained than read about them. Reciting information out loud and having music in the background may be a common study method. Other noises may become a distraction resulting in a need for a relatively quiet place. Visual learners learn best by looking at graphics, watching a demonstration, or reading. For them, it’s easy to look at charts and graphs, but they may have difficulty focusing while listening to an explanation. Kinesthetic learners process information best through a “hands-on” experience. Actually doing an activity can be the easiest way for them to learn. Sitting still while studying may be difficult, but writing things down makes it easier to understand.

When the students have many different behaviors. The teacher use the positive reinforcement to motivate them to learn according to Skinner, the events or stimuli- the reinforcers- that follow a response and that tend to strength behavior or increase the probability of a recurrence of that response constitute a force in control human behavior.
Reinforcers are far stronger aspects of learning than mere association of prior stimulus with a following response, as in the classical conditioning model. The most important principle of reinforcement theory is, of course, reinforcement. Generally speaking, there are two types of reinforcement: positive and negative. Positive reinforcement results when the occurrence of a valued behavioral consequence has the effect of strengthening the probability of the behavior being repeated. The specific behavioral consequence is called a reinforce. An example of positive reinforcement might be a salesperson that exerts extra effort to meet a sales quota (behavior) and is then rewarded with a bonus (positive reinforce). The administration of the positive reinforcer should make it more likely that the salesperson will continue to exert the necessary effort in the future.

One of the best known attempts to construct a behavioral model of linguistic behavior was embodied in B.F. Skinner’s classic. Verbal Behavior (1957). Skinner was commonly known for his experiments with animals behavior, but he also gained recognition for his contribution to education through teaching machines and program learning (Skinner, 1968). Skinner’s theory of verbal behavior was an extension of his general theory of learning by operant conditioning. Operant conditioning refer to conditioning in which organism(in this case, a human being) emits a response, or operant( a sentence or utterance). Without necessarily observable stimuli; that operant is maintained (learned) by reinforcement ( for examples, a positive verbal or nonverbal response from another person). If a child says “want milk” and a parent gives the child some milk, the operant is reinforced and, over repeated instances, is conditioned. According to skinner, verbal behavior, like other behavior, is controlled by its consequences. When consequences are rewarding, behavior is maintained and is increased in strength and perhaps frequency. When consequences are punishing, or when there is a total lack of reinforcement, the behavior is weakened and eventually extinguished.

Methodology

- The ten Thai students of primary 4 in Saint Louis school are selected to learn vocabulary by using total physical response method. It is convenient to collect data this moment because my students have during long vacations in the first semester in school academic year 2011. They are selected the same age and level to be participants. There are many learning styles of students such as some of them like to learn pass through visual, audio and kinetic learning style. The most students do not have confidence to response the learning activity in the classroom because some of them cannot follow the teacher’s order.

- The second step, they start to learn the vocabulary pass through the processes of TPR method. They move their body according to the commands following teacher in each series.
After that teacher order the command one by one (Series 1 = Shake your bottoms, Series 2 = Step your feet series 3 = Nod your head, Series 4 = Turn around, Series 5 = Say we are). The students perform the action by themselves. The third step the teacher provide the students perform the action by using 5 series on above by volunteer. The fourth step the teacher order the students to perform action again without teacher and volunteer and then three observers to collect data in observation form. Observation form is an instrument for evaluation for this experiment. The students is observed by 3 observers who are teachers to teach three subjects into English (Science, mathematics, and English subject).

Finding

Chart 1 Observation form the Content of TPR Instruction

Horizon line is the series of commands
Vertical line is percentage of students perform the actions.

Series 1 = Shake your bottoms
Series 2 = Step your feet
Series 3 = Nod your head
Series 4 = Turn around
Series 5 = Say we are

The data from the chart above show average that surprisingly, 38.60 percent of students can perform the actions by themselves without example and motivation by teacher from
series 1 to 5 before using TPR method because of some student had old experiences for learning vocabulary acquisition. After they are motivated by teacher to learn commands pass through TPR method, the data from the chart show average that 90 percent of students can perform all commands.

I would like to explain and compare the data from the chart above in each series. In series one the command is shake your bottoms that 43.30 percent of students can perform the action by themselves without the example action of teacher. After that the students is motivated to learn command from series 1 by teachers pass through the TPR method that 90 percent can perform the action this series correctly.

In series two the command is step your feet that 36.60 percent of students can perform the action by themselves without the example action of teacher. After that the students is motivated to learn command from series two by teachers pass through the TPR method that 86.60 percent can perform the action this series correctly.

In series three the command is nod your head that 40 percent of students can perform the action by themselves without the example action of teacher. After that the students is motivated to learn command from series three by teachers pass through the TPR method that 93.30 percent can perform the action this series correctly.

In series four the command is turn around that 40 percent of students can perform the action by themselves without the example action of teacher. After that the students is motivated to learn command from series four by teachers pass through the TPR method that 90 percent can perform the action this series correctly.

In series five the command is say we are that 38.60 percent of students can perform the action by themselves without the example action of teacher. After that the students is motivated to learn command from series five by teachers pass through the TPR method that 90 percent can perform the action this series correctly.

The observation the target of students from 3 observers to learn vocabulary or command. The average is 90 percent of student can perform the action after using TPR method show that the motivation the students to learn vocabulary effectively through TPR to make them response the actions and enjoy to learn.

Discussion

After learning commands by using the TPR method 90 percent of student remember six commands show that total physical response is one of the learning process which involves the students actively in classroom activities. The effectiveness of TPR has given significant improvement of students achievement in learning English especially vocabulary in language target. TPR method will make language learning especially vocabulary more effective because students feel fun during the learning. Finally, the advantage of TPR method hopefully teacher is able to present the lesson to student effectively.

Interpreting of data from observation that the first time the most students do not response the commands and cannot perform the actions due to the teacher only direct the command without modeling to make them confuse and do not understand the meaning of
commands. Other emphasize the influence of language on cognitive development. Jerome Bruner (Bruner, Ovler, and Greenfield, 1966) for example, singled out sources of language-influenced intellectual development: words shaping concepts, dialogues between parents and child or teacher and child serving to orient and educate, and other sources. Vygotsky (1962-1978) also different from Piaget in claiming that social interaction, through language, is a prerequisite to cognitive development.

Interpreting of data from observation in the second time, all students can perform the actions and response the command with the direction and modeling action of teacher to make them understand the meaning of command, enjoy and good attitude to learn English. And the most important the TPR method apply to teach English language to another classes because it can motivate learner to assess vocabulary acquisition.

The first step, the data of students are collected by observation method pass through 3 observers before using the Total Physical Response, all students perform the action by themselves without the instructor. And then they are observed by 3 teachers who is invited to be observers.

The second step, they start to learn the vocabulary pass through the processes of TPR method consist. The first phase of a lesson is one of modeling. The instructor issues commands to a few students then perform the actions with them. In the second phase, the same students demonstrate that they can understand the command by performance them alone. The observers also have an opportunity to demonstrate their understanding.

The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances. These commands, which students perform, are often humorous.

After learning to response to some oral commands, the students learn to read and write. After students start speaking, activities expand to include skits and games.

The instrument of evaluation is observation form when the teachers know immediately whether or not students by observing the student before and after using PTR method. Formal evaluation can be conducted simply by commanding individual to perform a series of actions. As students become more advanced, their performance of skit they have created can become the basis for evaluation.

Observation form evaluate the performance of the student actions.
Implication

Result of study the motivation learners to learn Vocabulary by using TPR method is the best way for learners to enhance vocabulary acquisition effectively. It is very important for teachers and learners. Teacher should apply TPR method to motivate students to learn vocabulary.

CONCLUSION

TPR is a processing for motivation the students to learn English vocabulary by movement the body. It is by James Asher. It is used to motivated my some of students who confuse and do not understand new vocabulary or command. From case study that 100 percent of students can perform the action after using TPR method show that the motivation the students to learn vocabulary effectively through TPR to make them to enhance vocabulary acquisition.
References


