



Kristianstad  
University  
Sweden

# **Using TPR Method in Teaching English**

## **Adjectives**

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## **Abstract**

The topic of this study is using Total Physical Response (TPR) in teaching English adjectives to 11-year-old pupils. The objective of this study is to investigate whether the TPR method is effective in teaching English adjectives.

The researcher used a quasi-experiment to design this study. The population was the pupils aged 11 in a middle school in Kristianstad. 30 pupils were selected as samples and divided into two groups: one experimental group and one control group. The steps of this experiment were: (1) the experimental group was taught by the TPR method; (2) the control group and the experimental group were given the same post-test. In order to investigate whether there is a necessity to adopt new English vocabulary teaching technique for these pupils, two questionnaires were deliberated; the first questionnaire was for all testees and the second questionnaire was just for the experimental group.

The result of the study showed the pupils' achievements in the experimental group were improved by the TPR method. The mean score of the experimental group was much higher than that of the control group. The p-value of this test was 0.0002 less than 0.01 which showed strong evidence that the results were not achieved coincidentally. The effect size of this study was 2.59 more than 0.8 which indicated that the TPR method has significant effectiveness in teaching English adjectives. The questionnaires indicated that TPR was the new English vocabulary teaching technique that the pupils need.

**Key Words:** Total Physical Response Quasi-experiment Groups Questionnaires

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# **1 Introduction**

English, as an international language, plays an increasingly crucial role in daily life in the world. The reason is that the significance of English is recognized by more and more people who learn the English language as their second language. Therefore, in many countries, English as L2 (ESL) has been taught to children since their early age.

Vocabulary plays an important role in English acquisition, especially for young children. According to the Critical Period Hypothesis, there is a relationship between age and successful L2 acquisition (Lightbown & Spada 1999: 27). How to make use of young children's age advantage in L2 acquisition is a matter that linguists and researchers are all concerned with. The core of language is communication. Comprehending the meaning of words is the foundation of communication (Perry 2002). Therefore, finding an efficient teaching method for the meaning of words is necessary. The English adjective, which is considered as one of the traditional eight English parts of speech is worth studying (Wakish 2008). Many English learners find that it is difficult to describe a word with an English adjective of suitable meaning. Some of them have problems in retaining the adjectives' meaning. However, the memory of the pupils will be more easily recalled when the memory connection is more traced (Richards & Rodgers 2001: 73-74).

TPR (Total Physical Response) is a teaching method that can combine the meaning of English adjectives with actions, pictures, and objects. It is not only a useful way to teach the accurate meaning of each English adjective to the pupils, but it can also help them to recall the meaning of English adjectives. It is also an efficient way of keeping the pupils' retention of the English adjectives' meaning. It brings zero-stress for the pupils in the classroom which can promote their interest in ESL learning. The TPR method emphasizes the interest value which is suitable for the pupil's learning characteristics. Therefore, the TPR method is efficient and can be applied in teaching English adjectives.

## ***1.1 Aim***

The objective of the essay is to investigate the effectiveness of the Total Physical Response (TPR) method in teaching English adjectives and whether the TPR method can be applied in ESL

(English as a second language) classroom for 11-year-old learners to promote their acquisition of English adjectives.

## ***1.2 Material and Method***

The primary material consisted of one experiment which included two groups, a TPR lesson (treatment) and a post-test. The research was carried out in a middle school in Kristianstad, Sweden. There were 30 pupils in this school aged 11 who were taken as the participants of this research. They were divided into an experimental group and a control group. The number of pupils in each group was 15. The treatment included only the 15 pupils in the experimental group. However, all the thirty pupils participated in the post-test.

### **1.2.1 Target words**

Adjectives are content words that describe the properties of people, things or phenomena (Hudson, Paradis & Warren 2005: 110). Also, as Beare has clarified, the adjective describes how the thing is; it is usually applied to describe nouns in the sentence (Beare 1997). The adjective is one word class in English (Haspelmath 2001). Therefore, it is necessary to find an effective way to facilitate the teaching of English adjectives as L2. In order to reduce the chance that the pupils have known and learnt the adjectives selected for the experiment in advance, they were not informed about the adjectives before the test to keep the result of the test fair. In so doing, the adjectives in this study were selected from a textbook that the participants will use next term. It can maximally reduce the probability that the pupils had known or learned these adjectives. There were 15 adjectives selected based on the order of their appearance in the word list. James maintains that the ideal number of words that are selected for one TPR lesson is from 5 to 20 (James 2001: 1-5). Therefore, the number of the English adjectives selected is suitable for this study. Human vocabulary knowledge consists of three parts: the meaning of the word, the relationship among words and the usage of the word in context (Beck & Makeown 1991:792). And the types of syllabus James collected which can be taught by the TPR method include the sentence-based syllabus, grammatical and lexical criteria at the beginning level (James 2001: 2-14). Therefore, the meaning of the English adjectives was concerned in this study.

### **1.2.2 Participants**

The first language of all the participants is Swedish. The participants were pupils in a middle school in Kristianstad, and are 11 years old (they were considered as population). They all have learned English for 3 years with the same level of cognitive capacity. Moreover, at that age, they are all able to make their own decision about the thing they want to study (Harmer 2002:38). Thirty pupils who wanted to participate in this research were selected as participants. They were divided into two groups randomly. The number of samples usually plays a very important role in the data collection and calculation. For experiments that were carried out in the school, the suitable sample number is from 30 to 100 (Nugrahaningsih 2007:32). Therefore, the sample size of 30 is deliberate and effective. According to the textbook of *Good Stuff*, the pupils of 11 years in Sweden possess some English knowledge (Coombs, Hagvörn, Johansson & Knutagård 2002). In order to keep the treatment and have a test which could be understood, which in turn relates to the success of the experiment, these participants were selected as samples. Molina and Balla insist that the TPR method is based upon the principles of child language acquisition (Molina & Balla 2007). Hence, it was suitable to be applied as the teaching method for these participants.

### **1.2.3 Teaching lesson and treatment**

Treatment means a process or intervention in the design of an experiment (Nugrahaningsih 2007:43). In this study, the TPR method applied in the English lesson was taken as the treatment. The teaching lesson was carried out by the researcher herself through the TPR method. The content of the lesson treated the adjectives that had been selected. According to the website of TPR WORLD, the inventor of TPR, James, shows us the ways of the TPR method in the words teaching, including pictures, actions, objects and so on. In this study, games, pictures and actions were used to prepare and carry out the TPR lesson. The treatment was only carried out for the pupils in the experimental group.

### **1.2.4 Post-test**

The post-test was administrated to measure and compare the results of the two groups. The treatment was only carried out for the experimental group; therefore, the different results between the experimental group and the control group can indicate the effectiveness of the treatment (the TPR method). The post-test in this study was carried out for both groups one week later. As

Hulstijn claims, the suitable interval between the treatment and the post-test is one week which will not influence the investigation processes (Hulstijn 2003: 129). After the data of the two groups' results had been collected, the effectiveness of the treatment was measured through the two groups' mean score, the p-value and the effect size of the test. The content of the post-test was about the meaning of the 15 selected adjectives and the type of the test was blank filling. It is not only because that blank filling is considered as an economical test technique of measuring overall ability in language, but also because that the blank filling is easy to construct, administrate and score (Hughes 1989: 62-65). So, blank filling can easily measure whether the meanings of these vocabularies have been understood by the participants. In this test, there were 15 sentences. In each sentence, there was one word that had been removed. The pupils needed to fill in the blanks with these provided English adjectives. The post-test contained 15 items which lasted for only 15 minutes; therefore, the participants did not need much time to finish the test.

### **1.2.5 Questionnaires**

Questionnaires are the most direct way to get feedback from these pupils. There were two questionnaires in this study. The first was for both groups. The aim of the first questionnaire was to investigate whether the pupils need a new teaching method and what kind of teaching method they need. There were 8 multiple-choice questions designed in the first questionnaire, the same one for the whole samples. For each question, there were 4 answers that were marked as A, B, C and D. The pupils needed to fill in each blank with their choice.

The second questionnaire was only for the experimental group who had participated in the TPR lesson. It aimed to collect feedback from the pupils who attended this TPR lesson about whether they were satisfied with that method. And their attitudes to this TPR lesson determine whether the TPR method is suitable to be applied in the English teaching. There were 6 multiple-choice questions in questionnaire two for the experimental group. In questionnaire two, there were also four answers for each question that were marked A, B, C and D.

### **1.2.6 Procedure**

The experimental procedure consisted of several stages (see Table 1). At stage 1, the treatment was carried out. The participants were asked to join a one and a half hour TPR teaching lesson that concerned the selected adjectives. It was carried out by the researcher who was other than the

English teacher in this middle school. The researcher had been familiar with the characteristics and steps of the TPR method in teaching English vocabulary, so the treatment was carried out successfully.

At stage 2, the post-test was taken without advance notice which reduced the possibility of the pupils revising or learning these adjectives. The post-test lasted for 15 minutes, in which the pupils took the test in one classroom under the supervision of their English teacher. The researcher acted as a rater and marker. After that, the data of the results were collected and analyzed. The mean score of the test which showed the difference between the results of the two groups was calculated with the help of the online-calculator and formula. The measurement of the p-value in the test evaluated whether the result was achieved occasionally or not. The p-value was calculated by online-calculator. The effect size used to measure the effectiveness of the treatment was calculated by formula.

At stage 3, the questionnaires were given to the pupils in the type of multiple-choice. Their English teacher translated every question into Swedish for these pupils. Questionnaire one was given to both groups. The second questionnaire was given to the experimental group only. The pupils were asked to finish it after the post-test.

**Table 1 Time plan of the experiments**

Stage	Day	Task
Stage 1	Day 1	Experimental group: treatment (a TPR lesson for English adjectives)
Stage 2	Day 8	Experimental group: post-test Control group: post-test
Stage 3	Day 9	Control group: the first questionnaire Experimental group: both the first and second questionnaires

## **2 Theoretical Background**

The teaching methodologies of English vocabulary include the methods of Audio-lingual, Direct and TPR (Harmer 2002: 79-80). As for this study, the theme is to investigate TPR in teaching the meaning of English adjectives. In this section, the relevant theories that include the theory of the TPR method and method of experiment research are introduced.

### ***2.1 Total Physical Response***

This part contains seven sections. In the first section, the general concept of the TPR method is given. The steps and advantages of the TPR method are stated in sections two and three. Then, the following two sections discuss the approach and design of the TPR lesson respectively. The relationship between the TPR method and the learning characteristics of pupils is introduced in section six. Finally, in section seven, the relationship between the TPR method and English adjectives is introduced.

#### **2.1.1 The general concept of the TPR (Total physical response) method**

The TPR method is the teaching language method built and developed by J.A. James at San José state University. James views the first and second language acquisition as parallel processes. Therefore, the TPR method used for L2 teaching is based on the process of L1 acquisition (James 1996). The TPR method has become very popular after the 1970s and has attracted considerable attention from language research. However, it has not been supported by the mainstream educators (Richard & Rodgers 2001:72). The TPR method aims to teach learners oral proficiency and conversational fluency in a second language. It emphasizes the voices, actions and gestures of learners and teachers rather than the text or media. The most important principle is that only the target language is used for all instructions (Molina & Balla 2007).

The TPR method is built upon the foundational theory of second language acquisition. The researchers in L2 acquisition believe that only if the learner can get comprehensible input, their L2 acquisition can be improved. In other words, for the learners of L2, it is more efficient to learn the comprehensible target language directly than the incomprehensible one. And the basic idea of the TPR method is that the language learners can comprehend the words in the target language said by their teachers and then they respond physically to it (Wilson 2000).

The principles of TPR include: (1) The teacher plays the role as the director, and the pupils respond physically in accordance with the instructions of the teacher (James 1996: 43); (2) Listening, comprehending and then physical response are emphasized more than oral productions; (3) The imperative and interrogative modes are usually employed; (4) Humor is often employed to increase the enjoyment of learning; (5) The TPR method can improve the pupils' confidence to speak the target language (Nugrahaningsih 2007:17).

Although the basic idea of the TPR method is performed through the body movements, TPR is not just limited to body actions. There are 4 types of activities that can be done by the TPR mindset. They are TPR-B, TPR-O, TPR-P and TPR-S. TPR-B refers to TPR with body which includes everything that can be done with the general body movement. TPR-P stands for TPR picture. According to this activity, the word is taught through the picture that refers to the meaning of the words. TPR-O refers to TPR with objectives. TPR-S (TPR storytelling) which was developed by Blaine Ray has become a teaching method used throughout the whole of America. It usually involves the teacher who acts the simple story to help the pupils to comprehend the story and related vocabulary (Wilson 2000).

### **2.1.2 The advantages of the TPR method**

The TPR method has many advantages. Widodo (2005) has collected the advantages of the TPR method as follows:

- (1) It is a successful teaching method that can be used for both children and adults.
- (2) It is very memorable. It can assist pupils to remember phrases or words.
- (3) It is a lot of fun, learners enjoy it. It can actually lift the pace and mood.
- (4) They can make the teaching more enjoyable for both teachers and pupils.
- (5) It is suitable for the children who are required to be active in the class.
- (6) There is no matter with how many pupils involved, as long as the teachers are prepared to take the lead, the learners will follow.
- (7) It also can be used in the mixed-ability classes. The physical actions and the pictures enable all the learners to comprehend the target language effectively.
- (8) It is effective for the young learners.
- (9) The TPR method needs the coordination of both the right and left hemisphere of the human brain. (Widodo 2005)

### **2.1.3 The steps of TPR lesson**

There are three main steps in the design of a TPR lesson. Step 1 is Teaching and Learning. The teacher needs to clearly and consistently act out the actions, or give the clear pictures that refer to the words to be taught. Step 2 is Constitutive Practice and Rehearsal. The teacher does the action and shows the pictures for the pupils while repeating the words simultaneously which can help the pupils to combine their comprehension of the words' meaning with the words themselves. At the time when the pupils can correctly give the physical responses as the teacher asked to, step 3 can be turned to which is the end stage that aims to evaluate whether the pupils have mastered the words the teachers had taught. The pupils need to give their physical responses without any hints from the teachers. If the pupils fail in the second stage, they need to return to stage one and to the second stage, repeating stage one and stage two until all the pupils can do a nice job in stage three (Silver, Adelman & Price 2003:4).

### **2.1.4 Approach: Theory of language and learning**

As James states, TPR is linked to psychology, learning theory and pedagogy. It is related to the *trace theory* which is part of psychology. The *trace theory* considers that the memory will be more easily recalled when the memory connection can be traced. Therefore, combining verbal rehearsal with actions can enhance the possibility of recalling the words' meaning by the learners. James puts forward three learning hypotheses for his theory: Bio-program, Brain lateralization and Stress (Richards & Rodgers 2001: 73-74).

James holds the opinion that there is a specific innate Bio-program for language learning that makes possible the development of L1 and L2. James considers learning L1 and L2 as parallel processes. He suggests three processes as the key points: (1) After getting the comprehension of listening, children can develop their speaking ability. It is the same as their early acquisition of L1. That is, without the comprehension of the complex utterance, the babies cannot produce or imitate this utterance. (2) Children's ability in listening comprehension is acquired because they usually need to produce physical response to spoken language after their parents' commands. (3) After the foundation of listening comprehension has been built, the speech involved can be produced naturally and effortlessly (Richards & Rodgers 2001: 73-74). The reason for this hypothesis is that the human brain and nervous system are biologically programmed to acquire

language in a particular sequence---listening before speaking and in a particular mode which is to synchronize language with the individual's body (James 2001: 4). Since the processes of L1 and L2 acquisition are parallel, the TPR method enables the L2 learners to use listening exercises to internalize a *cognitive map* for the target language (Richards & Rodgers 2001: 74).

Brain lateralization refers to the different functions of both the right and left hemisphere of the human brain in the learning of languages (James 2001: 2-24). It was accepted that learners, especially children, acquire language through motor action, which is deemed as a right-hemisphere activity. The right-hemisphere activities occurring before the left-hemisphere activities can improve the language production. If the right-hemisphere learning is sufficient, the left hemisphere will be provoked to produce language (James 2001: 2-24). Most L2 teaching methods are directed to the left-brain learning, whereas TPR is a teaching method which is directed to the right-brain language learning (Richards & Rodgers 2001: 75).

Language anxiety is a negative emotion that arises when a learner needs to use a second or foreign language. The emotion is linked to the performance of the target language directly (Gardner & Macintyre 1993). Stress is such a factor that influences language learning largely; it not only impacts on the learner's motivation, but also produces negative attitudes and language performance barriers to the learners (Arnold 2005:58-59). Just as James states, the stress-free surroundings play a very important role in learning a second or foreign language. It is obvious that there is rare stress in the acquisition of the first language. However, learning a second or foreign language often brings considerable stress and anxiety which is harmful to the achievement and performance of the target language (Richards & Rodgers 2001: 75).

### **2.1.5 Design**

The design of the TPR method incorporates objective, the syllabus, types of teaching, learning activities, and role of learners and teachers (Richards & Rodgers 2001: 75).

The objective of the TPR method is to teach the pupils the basic language skills at the beginning level. It aims to help the pupils acquire their L2 in the same order as their L1 acquisition (Richards & Rodgers 2001: 76). James collects the types of syllabus that can be taught by the TPR method, including the sentence-based syllabus, grammatical and lexical criteria at the

beginning level. The TPR method is one kind of teaching method that makes the pupils pay their attention to the meaning of the language other than the form. Besides that, James also insists that teaching vocabulary by TPR should be carried out in a large space in which the practice can be processed (James 2001: 2-14). Imperative drills, the pictures and games are the major classroom activities in the TPR teaching (Richards & Rodgers 2001: 76).

Learners in the TPR classroom are both listeners and performers; they listen carefully and give their physical response to the commands given by their teachers. James insists that the TPR method can minimize the influence produced by the content of the teaching lesson determined by the teacher. And the learners have the right to speak at the time when they have prepared well (Richards & Rodgers 2001: 77).

Teachers in the TPR classroom act as instructors, directors and actors. They can control the input of learners in the target language. Therefore, they are not only responsible for teaching, finding materials and preparing for the TPR lesson, but also need to organize the classroom interaction and communication. The feedback is also necessary for the pupils in the TPR classroom (Richards & Rodgers 2001: 78).

### **2.1.6 The relationship between TPR and the characteristics of 11-year-old pupils**

Harmer advocates that applying a suitable teaching method for the learners' characteristics is important (Harmer 2002: 43). The pupils who are 11 years old have some common characteristics.

The first characteristic of these young pupils is that they usually learn the things through their right-brain activities according to what they have seen and what they have heard. Therefore, when language is taught through physical movements, the right part of the brain plays a significant role. The TPR method uses the right half of the brain (James 2001: 2-25).

The second characteristic is that the pupils' motivation decides their second language acquisition to some extent. The teachers' praises to the pupils' performances are part of *motivational retrospection*, a term coined by Zoltán Dörnyei (Dörnyei 2003:19). It has been demonstrated that positive motivation can promote language learners' willingness to learn another language

(Lightbown & Spada 1999: 61). James has stated that the TPR method is a way that can produce high motivation of the pupils (James 2001: 2-3).

The third characteristic is that the pupils' concentration span is limited. It is believed that only meaningful, funny contexts and humor enable the pupils to keep their attention to the teaching lesson (Marshall & Thomas 2007: 1). Humor is one useful tool to help the pupils to keep their retention of the words (Jensen 2000: 198-199). The TPR method brings humor and enjoyment into the classroom and increases the concentration span of the pupils (Marshall & Thomas 2007: 7).

### **2.1.7 Teaching English adjectives by the TPR method**

The adjective is a word class that is used to describe a person or thing, such as a *big* house, a *foreign* people, a *bad* car (Wehmeier 2006: 21). Francis states that the adjective is one class of lexical words (Francis 1958: 280). The TPR method is a useful method for teaching new words in a specific context. It can be used, for example, for teaching adjectives describing physical appearance and emotion (Croydon 2007).

## **2.2 Experimental research**

Experimental research is often carried out to investigate the effectiveness of one teaching method. Initially, research methods modeled after the physical sciences were applied to establish principles and laws relying on experimentation. Increasingly, the experimental approach is used in the fields of psychology and education (Ross & Morrison 1996).

### **2.2.1 Conducting the Experiment**

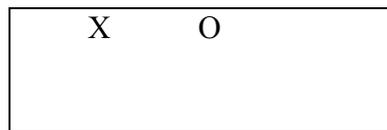
Experiments usually involve elements such as, population, samples, treatment and instrument. Population includes groups of people, animals, plants, tendencies and phenomena from which data can be derived. It can also be entire groups that we are interested in and want to get information from. The sample is selected from the population; it is, in other words, part of the population. By studying the sample, valid results are produced that can indicate the situation of the whole group (Nugrahaningsih 2007:31).

Treatment, referring to the effectiveness produced by environment changing, is demanded to be designed by standardized procedures that can also compare the outcomes between the experimental group and the control group. If there is an outstanding difference between the results of the two groups, it can indicate that the treatment takes effect on the results of the experiment (Ross & Morrison 1996). Instrument is a device used for the experiment to get and collect the data (Nugrahaningsih 2007:31).

### 2.2.2 Designing the experiment

Ross and Morrison have collected four major design approaches for experimental research: true experiment, repeated measures, quasi-experimental design and time series design (Ross & Morrison 1996).

Quasi-experimental design is usually applied for the research based in school. The significant function of the quasi-experimental design is that the control groups can be included to measure the participants' prior achievement before the treatment. The basic schema of the quasi-experimental design is (Ross & Morrison 1996):

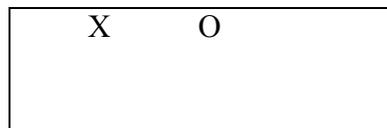


X stands for the treatment.

O stands for the outcomes.

There are three models of the quasi-experiment.

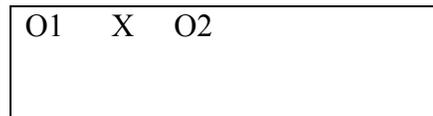
A. One shot case study: the design of this kind of experiment does not consist of the pre-test. And the schema is as follows:



In this model, the purpose of the research is only to measure the effectiveness of the treatment used for the experimental group. There is one significant thing which is that the research should ignore other factors which may affect the outcomes of the treatment.

#### B. One group pre-test post-test design

This model B, which does not contain the control group, is more perfect than model A. This kind of design can measure the outcomes of the treatment accurately by comparing the outcomes of pre-test and post-test. The schema is:



O1 refers to the pre-test

O2 refers to the post-test

X refers to the treatment

#### C. Post-test for the experimental and the control group design

The model deals with one experimental group and one control group. There is no pre-test for both of the groups. The effectiveness of the treatment is achieved only by comparing the outcomes of these two groups in which the experimental group was given the treatment, whereas there is no treatment for the control group (Nugrahaningsih 2007: 29).

### 2.2.3 Data analysis

The data determines the method of measurement. It cannot only measure whether the treatment has effectiveness for the samples, but it can also provide whether the subject of the experiment has practical value.

There is one theory to guide the researchers to find information from the data analysis. The mean comprises the average score of the test. In the post-test, if 85 percent of the mean score in the experimental group is higher than 80 percent of that in the control group, and the p-value is less than 0.01, it can be assumed that the subject analyzed has practical value (Ross & Morrison 1996).

The formula of calculating the mean is:

$$M = \frac{\sum X}{N}$$

in which  $\sum X$  means the total scores of the pupils

N means the number of the pupils (Nugrahaningsih 2007:44).

The p-value is usually needed to measure whether the result of the experiment is achieved occasionally or not. In other words, if the obtained p-value is high, it can indicate that the result of the experiment is achieved coincidentally. The subject analysis has no practical value at all. The p-value is usually calculated by the online calculator. If the p-value is less than 0.05, it may indicate that the experiment is statistically significant. If it is less than 0.01, there is strong evidence that the great progress of the experimental group is produced by the treatment (Ross & Morrison 1996).

In the book *Statistical Power Analysis for the Behavioral Sciences*, Cohen (1988) puts forward that in the quasi-experiment, effect size is a simple way to measure the difference between the experimental and control groups after the treatment. Effect size indicates the effectiveness of the treatment which can be got by formula calculating through the data of each group's mean score. Cohen points out that the effect size which is between 0.2 and 0.3 is regarded as ineffective. If it can reach to 0.8, the treatment can definitely be considered as a significant effect (Cohen 1988: 14). The effect size formula is as follows (Coe 2002):

$$D = \frac{M_1 - M_2}{S}$$

The formula to calculate the Standard deviation of each group:

$$S = \sqrt{\frac{(X_1 - X)^2 + (X_2 - X)^2 + \dots + (X_n - X)^2}{N}}$$

in which X stands for the mean of the group,  $X_n$  is the individual pupil's score, and N represents the number of the samples (pupils selected).

### ***2.3 Previous studies***

Since the 1970s, promoting learners' L2 acquisition has been the subject of study among language researchers (Lightbown & Spada 1999: 3). Researchers have investigated different teaching methods in terms of effectiveness and retention of knowledge, TPR is a case in point. The method has not, however, been generally accepted and considered as an L2 mainstream teaching method (Richards & Rodgers 2001: 72). Through the researches, James and other researchers have summed up the steps and advantages of TPR. According to the basic principle of TPR, the teaching activities such as TPR-P, TPR-O and TPR-S had been invented by Blain Ray and James in the 1990s. Those teaching activities also have gained popular appeal among language teachers (Cantoni 1999: 53-58). Then, pictures, storytelling and actions are introduced in the TPR lessons to help pupils learn L2 in the classroom. Nowadays, many researches about the effectiveness of TPR in the teaching of vocabulary and grammar have been studied which were mostly carried out among the young learners.

TPR is effective for the teaching of language, especially for the foreign language teaching. The researches on the ESL concern English vocabulary and grammar. When it comes to English vocabulary, studies of TPR have expanded to pronunciation and meaning involving all word classes. Nugrahaningsih has studied the effectiveness of TPR in teaching English prepositions (Nugrahaningsih 2007: 24). Arif Yulianto argues that the TPR method has considerable advantages over the Grammar-Translation Method (GTM) when it comes to English vocabulary to children of the same age (Yulianto 2009). Handoyo Puji Widodo's experiment shows that TPR can significantly improve the acquisition of English among L2 children (Widodo 2005).

### **3 Analysis and Discussion**

The following analysis was based on the objective of the present study, i.e. to establish if the TPR method is an effective way to teach 11-year-old pupils the meaning of English adjectives. The 11-year-old pupils in a middle school in Kristianstad, Sweden, were taken as the population. There were 30 participants who were grouped into an experimental and a control group. The experiment was only carried out to the experimental group. The post-test for the experimental

group and control group was the same. The two groups' mean scores, the p-value and the effect size of the test, were calculated and analyzed.

The analysis is divided into two parts. In the first part, the design of the experiment is introduced. There are five sections in the first part. In the first section, the design of the experiment is introduced. It involves the experimental group, the control group, the treatment and the instrument of this experiment. The data of the post-test from both the experimental group and control group is shown and analyzed in section two. In the third section, the mean score for each group is calculated. In the fourth section, the p-value of the post-test is calculated which is the standard to measure whether the result of the test is achieved accidentally or not. In the fifth section, the effect size of the post-test is calculated and discussed to assess the effectiveness of the TPR method in English adjectives teaching.

The following second part is about the questionnaires of the experiment. Through analyzing the questionnaire of the pupils, two answers have been achieved: (1) whether the pupils need some new teaching methods for their vocabulary learning (2) whether the TPR method is a suitable technique for teaching the pupils the meaning of English vocabulary.

### ***3.1 Experiment***

As stated in the theoretical background section, one experiment involves the design, the groups, the treatment and the instrument. In addition, the data of the post-test, the means of the test, the p-value and the effect size of the experiment are contained in this part as well.

#### **3.1.1 The design of the experiment**

The researcher designed the study as a quasi-experiment according to the theories in the theoretical background. The design, as one model of the quasi-experiment, consisted of one control group, one experimental group and one post-test. The design is as follows:

E:	X	O
C:		O

in which

E: The experimental group

C: The control group

X: Treatment

O: Instrument

### **3.1.2 Experimental group and Control group**

The 30 pupils who were selected as samples were divided into the experimental group and the control group. The number of pupils in the control and experimental groups were the same. The pupils in both of the groups are all 11 years old and they have all learned English for 3 years. It is easy to find out the effectiveness of the treatment by comparing the results of the experimental and control groups. In other words, the design applied in this study can easily help the researcher to investigate whether TPR can be applied in the teaching lesson to improve the 11-year-old pupils' acquisition of the meaning of English adjectives.

### **3.1.3 Treatment**

The treatment (teaching lesson) of this study was the English adjectives teaching lesson in which the TPR method was applied. 15 English adjectives, as the content of the lesson, were selected and then taught to the pupils as the words' meaning in the textbook. The selected English adjectives were *beautiful, sweet, expensive, dangerous, exhausted, famous, huge, magnificent, thirsty, faint, handsome, colorful, thin, slow and fat*.

The activities of this lesson included the TPR-P and TPR-B and TPR-O. The experiment was conducted by the researcher. As mentioned in the method section, the researcher served as the teacher of this TPR lesson. She had prepared the treatment before the treatment was carried out. During the treatment, the researcher not only paid attention on whether all the pupils had understood the meaning of each adjective but also cared about the interaction in this TPR lesson. The researcher also gave feedback to the pupils when it was necessary. According to the different meaning of the adjectives, the adjectives were taught by the different activities. The pupils in this treatment acted as listeners and actors who did not only need to see and understand the teachers' action or pictures but also needed to do the things the teacher instructed them to do. The ways of teaching for each English adjective will be shown in Appendix 1.

### 3.1.4 Instrument

The instrument of this experiment was one post-test. An English adjective test had been designed for these pupils. It consisted of 15 items in the form of blank filling. The pupils were asked to finish the test based on the adjectives that had been taught in the TPR lesson. If the pupils gave the right answer, they were believed to be successful in learning and memorizing the meaning of the adjectives that had been taught. If the pupils wrote the right word but spelt it incorrectly, they were also given the scores. The content of this instrument will be shown in Appendix 2.

### 3.1.5 The data from the two groups.

For each test item, there was only one correct answer, and each correct answer was awarded 1 point and no points for the incorrect answer. The scores of each pupil in the two groups were collected as follows. Table 2 gives the scores of the pupils in the control group and Table 3 shows the scores of the pupils in the experimental group.

**Table 2 Results of the Control group**

1	7 points	6	4 points	11	7 points
2	6 points	7	6 points	12	8 points
3	9 points	8	3 points	13	6 points
4	8 points	9	7 points	14	7 points
5	5 points	10	5 points	15	6 points

**Table 3 Results of the Experimental group**

1	10 points	6	15 points	11	12 points
2	9 points	7	12 points	12	11 points

3	10 points	8	11 points	13	9 points
4	12 points	9	10 points	14	12 points
5	15 points	10	9 points	15	11 points

As the above table shows, the highest and lowest scores in the control group were 9 points and 3 points respectively. But the highest score of the experimental group was 15 points and the lowest score of the experimental group was 9 points. It is easy to find the fact that the lowest score of the experimental group was the same as the highest score of the control group. What is more, in the experimental group, there were two pupils' scores reaching to 15 scores. And 12 pupils' scores were equal to or more than ten scores. Conversely, the scores of the pupils in the experimental group were around six or seven. These data show that the TPR method helps the experimental group make a tremendous progress. The results of the experimental group were much better than those of the control group.

### 3.1.6 The two means of the post-test

As already stated in the theoretical background section, the mean score of the test can be calculated by the following formula:

$$M = \frac{\sum X}{N}$$

in which

M= mean score of the test

$\sum X$ = total scores of the test

N= the number of samples.

Calculation of the mean score of the control group in the post-test:

$$M1 = \frac{X_1 + X_2 + \dots + X_{15}}{15}$$

$$= \frac{94}{15}$$

$$= 6.27$$

Calculation of the mean score of of the experimental group in the post-test:

$$M_2 = \frac{X_{16} + X_{17} + \dots + X_{30}}{15}$$

$$= \frac{168}{15}$$

$$= 11.20$$

The mean score of the experimental group and control groups were 6.27 and 11.2 respectively. By comparing the mean score of the two groups, it was clear that  $M_2$  (the mean score of the experimental group) was much higher than  $M_1$  (the mean score of the control group). The difference between the two means was 4.93. In other words, the mean score of the group which had been taught with the TPR method was much higher than the group without TPR. Therefore, it can be concluded that the TPR method in teaching English adjectives is efficient.

### 3.1.7 The p-value of the test

As stated in the theoretical background, only when the p-value is less than 0.01 and 85 percent of the mean score of the experimental group is higher than 80 percent of the mean score of the control group, the TPR method's practical value is revealed. The p-value can be calculated using an online calculator. In order to calculate the p-value online, the t-value should first be calculated. The t-value can be calculated with the following formula (Abramowitz & Stegun 1965: 11):

$$T = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

To calculate the t-value,  $S_1$  and  $S_2$  – the standard deviation of the experimental group and control group respectively – must first be calculated.

The formula of the standard deviation is:

$$S = \sqrt{\frac{(X_1 - X)^2 + (X_2 - X)^2 + \dots + (X_n - X)^2}{N}}$$

The standard deviation of the experimental group and the control group was as follows:

$$S_1 = 1.58$$

$$S_2 = 1.9$$

The t-value of this study can be calculated as follows:

$$\begin{aligned} T &= \frac{11.2 - 6.27}{\sqrt{\frac{(1.58)^2}{15} + \frac{(1.9)^2}{15}}} \\ &= \frac{4.93}{\sqrt{\frac{2.50}{15} + \frac{3.61}{15}}} \\ &= \frac{4.93}{\sqrt{0.17 + 0.24}} \\ &= \frac{4.93}{\sqrt{0.41}} \\ &= \frac{4.93}{0.64} \end{aligned}$$

$$= 7.70$$

The p-value of the test can be calculated using an online calculator that calculates the p-value through the t-value. The p-value was 0.00002 that was calculated by statistics calculators (<http://www.danielsoper.com/statcalc/calc08.aspx>). The p-value of this study was less than the critical value of 0.01, which indicates that the results of using the TPR method were not achieved coincidentally. In addition, 85 percent of the mean score of the experimental group was 9.52 higher than 80 percent of the mean score of the control group which was 5.016. Hence, it can be concluded that the TPR method is of practical value.

### 3.1.8 The effect size of the test

As stated in the theoretical background, calculating the effect size is the most convenient way to measure the effectiveness of a teaching method. If the effect size of the study reaches to 0.3, this indicates that the effectiveness of the method is small. If the effect size is more than 0.8, it is deemed the method produced a significant effect. The effect size was calculated by the following formula:

$$D = \frac{M_1 - M_2}{S}$$

The calculation of the effect size of the test is as follows:

$$\begin{aligned} D &= \frac{11.2 - 6.27}{1.9} \\ &= 2.59 \end{aligned}$$

The effect size of the post-test was 2.59 larger than 0.8. It can be concluded that the TPR method resulted in a significant improvement in the performance of the experimental group in the post-test. In other words, it is established that the TPR method is an effective way to facilitate 11-year-old pupils' learning of English adjectives.

### ***3.2 Analysis of the questionnaires of the two groups***

According to the data and computations in 3.1 above, the TPR method is effective in teaching English adjectives. As shown in the theoretical background, the method fits the learning characteristics of pupils aged 11. In the previous section, the effectiveness of the TPR method in English adjectives teaching has been calculated. This section aims to discuss the pupils' opinions of TPR, its effectiveness and relevance. There are two questionnaires in this study, the first one was distributed to both the experimental and the control group (30 pupils in total); the second was given to the experimental group only (15 pupils in total). The results of the questionnaires were presented according to the actual number of responses given by these pupils.

#### **3.2.1 Analysis of the first questionnaire**

This questionnaire consists of eight questions concerning three specific areas: (1) The pupils' opinions on the English vocabulary that involves questions like: their interest in learning English, the teaching methods for their English vocabulary and whether they need new teaching methods for their English vocabulary teaching (question 1 to 4). (2) Information about their motivation in learning English vocabulary (question 5, 6 and 7). (3) The pupils' opinions on the zero-stress teaching lesson (question 8). The first questionnaire shows in Appendix 3. The result of questionnaire one is shown in Table 4 below.

**Table 4 Results of Questionnaire 1**

Multiple-choice Items		A	B	C	D
		The first part	1	6 pupils	10 pupils
	2	7 pupils	12 pupils	6 pupils	5 pupils
	3	2 pupils	7 pupils	12 pupils	9 pupils
	4	7 pupils	12 pupils	8 pupils	3 pupils
The second part	5	6 pupils	10 pupils	7 pupils	6 pupils
	6	9 pupils	9 pupils	7 pupils	5 pupils
	7	9 pupils	5 pupils	8 pupils	6 pupils
The third part	8	7 pupils	12 pupils	6 pupils	5 pupils

The first part of the questionnaire was from the first to the fourth question. The aim of the first question was to investigate the pupils' attitudes on learning English vocabulary. The pupils who chose A, B and C held the opinion that learning English vocabulary was not interesting. As the table shows, 24 pupils chose A, B and C and only 6 chose the answer D. That is to say, 80 percent of the pupils thought studying English vocabulary was not interesting. The objective of the second question was to investigate whether the pupils wanted some new teaching methods in their vocabulary teaching lessons. As the table shows, 7 pupils chose A (very necessary) and 12 pupils chose B (necessary) respectively, that is to say, more than half of the pupils thought it was necessary to adapt some new teaching techniques for the English vocabulary teaching. The third question concerned the most difficult part in learning English vocabulary. There were only two pupils who chose A (spelling) as their answer. Except that C (meaning) was chosen by 12 pupils

there were more pupils who selected B and D, that is to say, the meaning of English words was most difficult for these pupils. The fourth question concerned the level of enjoyment in English lessons. Only three pupils thought that enjoyment was unnecessary, that is to say, about 90 percent of the pupils who took part in the questionnaire considered that the fun in the English lesson was necessary. Most pupils clearly thought that learning English vocabulary was not interesting. They needed some new teaching techniques that can be used to produce fun in their English vocabulary lessons.

The second part relates to questions 5 to 7. These questions aim to identify some factors' functions in ESL learning, such as stress and praise. The objective of the fifth question was to investigate whether the pupils felt stress during the English lessons. The number of the pupils who selected A, B and C were 9, 9 and 7 respectively. That is to say, 25 pupils in both groups experienced stress in their English lesson. As stated in the theoretical background section, stress usually reduces pupils' motivation. In this study, more than 80 percent of the pupils felt stress in their English lessons. Therefore, a new teaching way which enables to reduce the pupils' stress in the lesson was indispensable. Question six was designed to investigate the importance of teachers' praise. As the table shows, only six pupils were not concerned about the praises from their teachers. That is to say, most of these pupils cared much about their teachers' praises. Question 7 concerned the pupils' opinions on the *zero-stress* teaching lesson. The data analysis indicates that most of the pupils suffered by the stress from the English lessons which reduced their motivation of English learning. Furthermore, most of them hoped their teacher would introduce some new methods to make the teaching lessons zero-stress.

In the last part of this questionnaire, question 8 aimed to find a way to lengthen the pupils' limited attention time. There were 11 pupils who thought that actions (A) attracted their attention to the English lesson. The number of pupils who chose pictures (B) and stories (C) were 8 and 6, respectively. Therefore, it can be surmised that with the actions, pictures and stories applied in the English lesson, the concentrated span of these pupils will substantially increase.

The questions in the first questionnaire were based on 11-year-old pupils' learning characteristics. The questionnaire demonstrated that most pupils found it was boring to learn English adjectives

to some extent and the meaning of English words was the most difficult problem for them. They agreed that it was necessary to bring some teaching methods which can make the lessons in teaching the meaning of English vocabulary funny and zero-stress. In addition, the teacher's praises were helpful to improve their English learning. Therefore, it was significant to bring some efficient teaching methods to improve the pupils' ESL acquisition.

### 3.2.2 Analysis of the second questionnaire

The second questionnaire consisted of 7 questions which were only for the experimental group. All the questions were about the TPR method. The purpose of designing these questions was to investigate the pupils' opinions about the TPR method. The second questionnaire shows in Appendix 4. The results of the second questionnaire are as follows:

**Table 5 Results of Questionnaire 2**

Multiple-choice Number Of item	A	B	C	D
1	8 pupils	4 pupils	2 pupils	1 pupil
2	10 pupils	5 pupils	0 pupil	0 pupil
3	8 pupils	5 pupils	1 pupil	1 pupil
4	6 pupils	6 pupils	2 pupils	1 pupil
5	7 pupils	5 pupils	2 pupils	1 pupil
6	8 pupils	5 pupils	1 pupil	1 pupil

The first question focused on investigating the interest value of the TPR method. Choosing the answers of A, B and C manifested that the pupils affirmed the interest value of the TPR method. On the contrary, the answer D means the pupils still feel bored even in the TPR lesson. However, there was only one pupil who chose D in this question. That is to say, 14 pupils found their funs in the TPR method class. In addition, there were 8 pupils choosing the answer of A (very funny) which means that more than half of the pupils held an extremely positive attitude to the TPR method. From the data stated above, 14 out of 15 pupils affirmed the interest value of the TPR method. It is asserted that the basic effectiveness of the TPR method could be realized as a result of the pupils' positive attitudes to this method.

As to the second question, it aimed to investigate whether the TPR method really could keep the attention time of pupils longer. All the pupils chose A (very useful) or B (useful). There were no pupils who chose the negative answer D. It means all the pupils regarded the TPR method as an effective teaching method which can improve their concentration span.

Besides the data analysis of the post-test, the treatment (the TPR method) demonstrated that it was an effective teaching technique for teaching the meaning of English adjectives. However, it is necessary to get information from the pupils about the effectiveness of the TPR method. In the third question, there was only one pupil who selected D (useless). In other words, most pupils believed that the TPR lesson is effective in their English adjective learning.

As the result of the second questionnaire shows, most of the pupils found learning English vocabulary was boring. Therefore, it was necessary to offer the pupils a teaching method which can help them promote their interest in English learning. As to the fourth question, the objective of this question was to find whether the TPR lesson could promote the interest of the pupils in learning English. As Table 5 shows, 12 pupils chose the positive answers of A or B which means most of the pupils thought the TPR method was useful in promoting their interest in English learning.

The fifth question was about whether it was easier for the pupils to recall the meaning of English adjectives if these adjectives had been taught with the TPR method. There were 12 pupils who

selected A (very useful) and B (useful) as their answer, that is to say, 75 percent of the pupils who took part in the lesson agreed that the TPR method was helpful for them to recall the meaning of English adjectives easily.

The sixth question was to investigate whether the pupils who were taught by TPR were satisfied with this lesson. Only one pupil selected the negative answer D, that is to say, 14 pupils who had taken part in the TPR lesson were satisfied with it.

From the analysis of questionnaire two, the evaluation from the pupils about the TPR lesson was positive and affirmative. They were satisfied with the TPR lesson. In their opinions, the TPR method was effective and helpful. It was an effective teaching method in teaching the English adjectives. It was useful for the pupils to promote their interests in English learning and recall the meaning of the English adjectives that had been taught. Whenever this method is applied in the English lesson, it can attract the pupils' attention by the interest value produced.

#### **4 Conclusion**

The objective of this study was to investigate whether the TPR method can be applied in the English as L2 classroom for the English adjectives teaching for the 11-year-old pupils. A quasi-experiment was conducted to measure the effectiveness of the TPR method in English adjectives teaching. After designing the experiment, the researcher calculated the mean score of the experimental group and control groups respectively. Based on the statistical analysis, it was evident that the mean score of the experimental group was much higher than the mean score of the control group. The p-value was 0.002 which was less than 0.01, which reveals that the result of the test was not achieved coincidentally. The effect size of the test was 2.59 larger than 0.8, indicating the TPR method was effective in English adjectives teaching for 11-year-old pupils.

According to the results of this study, three suggestions of the application of TPR in ESL teaching are offered as follows. The first one is that the Total Physical Response method can bring zero stress and fun into the classroom. Hence, it is the English teachers who are responsible to create their own ways to motivate the pupils to take the Total Physical Response method as a technique for the English (as L2) teaching. The second one is that the teachers should use the

Total Physical Response method according to the content of the teaching lesson and the education level of the pupils. The third one is that the study appeals for more investigations or researches on the effectiveness of the Total Physical Response method.

From questionnaire one, we found that it is necessary to find a specific teaching method that fits the learning characteristics of the pupils. Questionnaire two demonstrated that the TPR method is effective, and that it can be applied in the ESL classroom: It is the most suitable method. The analysis of the two questionnaires showed the following advantages of the TPR method: (1) the TPR method makes the sequence of L2 acquisition the same as L1 (2) it fits the pupils' learning characteristics (3) It is effective and useful.

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## Appendices

### Appendix 1

The following 15 adjectives were selected: *beautiful, expensive, dangerous, exhausted, famous, huge, fat, thin, magnificent, faint, fear, slow, colorful* and *thirsty*. They were taught by different TPR ways. The process of the treatment is as follows.

*Sweet*: The researcher gave candies to the pupils. When they ate, the researcher repeated the word *sweet* to describe the taste of the candies many times. Then the researcher asked the pupils questions such as: “*What is the taste of the candies?*” The pupils answered “*sweet*”. The researcher asked every pupil to answer this question. If everyone comprehends the question in the right way, it means they understand the meaning of *sweet*.

*Expensive*: The processing of the teaching was carried out by a selling game. The researcher made the classroom as the market. There were 3 stalls, A, B, C, in the market. Stall A sold apple, banana and watermelon at the price of 10, 15, and 120 Swedish ‘kronor’. Stall B sold these three fruits at the price of 15, 18 and 150 Swedish ‘kronor’. The prices of apple, banana and watermelon in the C stall were 5, 10 and 100 Swedish ‘kronor’. In the beginning the researcher acted as the buyer, she repeated the word *expensive* as she saw the price of 100, 150 and 120 Swedish ‘kronor’. Then the researcher asked the pupils to go to the fruit whose price was expensive. At last, the researcher asked the pupils to choose the expensive fruit and repeat the word *expensive*.

*Dangerous*: The researcher showed some pictures to the pupils. (1) Working in the sky is dangerous. (2) Driving after drinking is dangerous. (3) The tiger that got away from the zoo is dangerous. The researcher showed the picture and repeated these phrases many times. Then the researcher asked the pupils whether working in the sky is dangerous, and so on. In addition , the pupils were asked to make sentences with the word *dangerous*. However, they have a right to decide at what time they want to open their mouth.

*Beautiful:* The researcher showed some pictures to the pupils: (1) a beautiful sight (2) a beautiful girl (3) a beautiful park. With these pictures the researcher repeated the word *beautiful*. Then the researcher asked the pupils to point out the beautiful sight, the beautiful girl and the beautiful park. Finally, the researcher asked the pupils to make sentences with the word *beautiful*.

*Exhausted:* The researcher did some sports. Afterwards, the researcher acted as if she was very exhausted. At the same time, the researcher repeated the sentence “*I am so exhausted*” many times. Then the researcher asked the pupils to do the actions and repeat the word *exhausted* simultaneously.

*Huge:* The researcher showed the pictures of Pearl Mora Masan and repeated the sentences “*The outer space is huge, the mountain is huge.*” Then the researcher asked the question: “*Where is the huge mountain?*” and asked the pupils if they could give some examples of things that are huge.

*Fat and thin:* The researcher taught these two words by comparing two pictures. There was a fat boy in the first picture and in the second picture, there was a thin boy. The researcher showed the pictures and repeated the phrases “*this is a fat boy*”; “*this is a thin boy.*” Then the researcher asked the questions: “*Where is the fat boy?*”; “*Where is the thin boy?*” At last, the researcher pointed at the first picture and asked the question: “*The boy seems what?*” Then she asked: “*What about the other boy?*”

*Magnificent:* The researcher taught this word by some pictures. The researcher showed the pictures of a palace in Sweden, and the Great Wall. The researcher described them by the word *magnificent*. Then the researcher asked the pupils: “*Where is the magnificent palace?*”; “*Where is the magnificent Great Wall?*” At last, the researcher pointed at the pictures and asked the pupils the questions: “*The Great Wall seems very... ..?*”; “*The palace seems very... ..?*”; “*Can you give me more examples that can be described by the word magnificent?*”

*Faint:* After the researcher spinning around several times, she said: “*I feel so faint, faint and faint*” (try to repeat the word several times). The researcher asked the pupils to spin around with the researcher. And then researcher asked the pupils: “*Are you feeling faint?*”; “*What about your*

*feeling?”* At last, after the pupils spinning around again, the researcher asked the pupils: “*How do you feel?*”

*Colorful:* The researcher showed several colorful pictures to the pupils. After repeating the word *colorful* many times, the researcher pointed at the picture and asked the pupils: “*Is it colorful?*”; “*Can you give me some examples of things that are colorful?*”

*Fast and Slow:* The teaching of this word was through an action. The researcher ran very slowly and repeated the sentence of “*My speed is slow*” simultaneously. Then the pupils were asked to run, followed by the researcher at a slow speed and spoke the word *slow* together with the researcher. After that the researcher asked the pupils to run at a fast speed. The pupils did the action following the researcher’s requirement. The fast and slow speed can be compared and showed to the pupils.

*Thirsty:* The researcher said, “*I am thirsty.*” Then she drank water. And she repeated the word *thirsty* several times accompanied by the action of drinking water. After that the researcher asked the pupils: “*Are you thirsty? If you are thirsty what action do you want to do? Do the action for me.*”

The most important thing in this treatment was that the researcher had to make sure all the pupils had comprehended the meaning of each word before asking the questions and doing the actions. If the pupils did not understand the meaning of each word, the teacher had to repeat the word accompanied by the pictures or actions for more times until all of them understood the meanings. What was more, the pupils had the right not to open their mouth to speak until they all understood the meaning or were ready to speak.

Appendix 2

**There are 15 adjectives below, followed by 15 sentences in which an adjective is missing. Please fill in the blanks with one suitable adjective in every sentence. Each adjective can be used just once. (30 minutes 15×1= 15 scores)**

**Slow colorful fat thin famous faint expensive exhausted sweet magnificent huge thirsty handsome beautiful dangerous**

- 1 He gave her a (an) \_\_\_\_\_ fur for her birthday.
- 2 Do you like \_\_\_\_\_ or dry sherry?
- 3 She is, as it were, the most \_\_\_\_\_ girl I have ever seen.
- 4 The fields are \_\_\_\_\_ for rain.
- 5 Fine clothes added to his \_\_\_\_\_ appearance.
- 6 All three men were hot, dirty and \_\_\_\_\_.
- 7 The tight jumper only accentuated his \_\_\_\_\_ stomach.
- 8 The ice on the pond is too \_\_\_\_\_ for skating.
- 9 The \_\_\_\_\_ vegetation of this tropical forest amazed the professor.
- 10 This pupil is \_\_\_\_\_ in learning English.
- 11 The parks of this city are \_\_\_\_\_ for their ornate fountains.
- 12 The atomic explosion is always accompanied by a \_\_\_\_\_ fireball.
- 13 The teacher continues his work until he feels \_\_\_\_\_.
- 14 The Hungarian view is \_\_\_\_\_ from the summit of the mountains.
- 15 That dog is a \_\_\_\_\_ brute; it bites people.

The answer for each item is: 1 expensive 2 sweet 3 beautiful 4 thirsty 5 handsome 6 exhausted 7 fat 8 thin 9 colorful 10 slow 11 famous 12 huge 13 faint 14 magnificent 15 dangerous

## Appendix 3

### Questionnaire for both groups

Direction: there are four questions in this questionnaire. For each question, four choices marked A, B, C and D will be offered. Please tick the option that corresponds to your opinion of each of them.

1 Do you think learning English vocabulary is interesting? ( )

A. No, not at all. I hate learning English vocabulary

B. no, it is boring

C Yes, a little

D Yes, I like it.

2 Do you think it is necessary to bring some other methods into the teaching lesson for the English vocabulary? ( )

A very necessary

B necessary

C not so necessary

D not necessary at all

3 In your opinion, what is the most difficult part in learning English vocabulary? ( )

A spelling

B pronunciation

C meaning

D kinds of variant

4 Do you think it is necessary for teachers to bring something funny to the classroom? ( )

A very necessary

B necessary

C not so necessary

D not necessary at all

5 Do you feel stress during the English lessons?

A Yes, they are very stressful.

B Yes, they are stressful

C a little stress

D Not at all

6 Do you think teachers' praises are very important for your motivation to study English?

A very important

B important

C not so important

D not important at all

7 What do you think about the *zero-stress* English lesson?

A perfect

B good

C just so so

D I hate it.

8 What kind of things in the below can attract your attention in the English lesson?

A Action

B Pictures

C Story

D Nothing

## Appendix 4

### Questionnaire for the experimental group

Direction: there are six questions in this questionnaire. For each question, four choices marked A, B, C and D will be offered. Please tick the option that corresponds to your opinion for each of them.

1 Do you think the TPR method teaching lesson is funny? ( )

A Very funny.

B Funny

C Not so funny

D Not at all

2 It is useful in lengthening your attention time in the TPR lesson? ( )

A. Very useful

B Useful

C Little useful

D Useless

3 Do you think the TPR method is effective in teaching English vocabulary? ( )

A very effective

B effective

C a little

D not at all

4 Does the TPR method promote your interest in learning English vocabulary? ( )

A I think it is very useful

B useful

C a little useful

D useless

5 Do you think the TPR method is helpful for recalling the meaning of English adjectives? ( )

A very useful

B useful

C little useful

D no useful at all

6 Are you satisfied with this TPR lesson? ( )

A I like it very much

B I like it

C a little

D I do not like it at all.