

# **The Effectiveness of Total Physical Response Method In Teaching English Vocabulary To Students With Autism At Inclusive School**

**Rr Retno Dwi Susanti**

*Teacher Training and Education Faculty, University of Lampung, Indonesia*

---

**Abstract:** *This objectives of the study are to know the students' achievement in learning English vocabulary through Total Physical Response Method and to identify the benefit of this method in teaching vocabulary to students with autism. To achieve the objectives of this study, the writer conducted an action research. This research was held at inclusive Cahaya Bangsa School. The subject of this research was the fourth grade students. There are four students and they are three boys and a girl. The writer carried out three steps. The first step was pretest, the second steps was treatment. The third step was posttest. The writer used vocabulary test in the form of command lists to collect the data. Besides the vocabulary test, the writer also used observation sheets. These two instruments were used to observe the situation of the class during the process of teaching-learning activities. In analyzing the data, the writer used descriptive qualitative and a simple quantitative measurement to find the result. The analysis of the data showed that students' achievement in understanding a number of vocabulary increased. The students' achievement in the post test (63.75%) was higher than the pretest (18.75%). Based on the data that have been collected, the writer concluded that teaching English vocabulary through TPR method is beneficial for the students with autism. TPR can help the students remember the English words easier through physical movement.*

**Keywords:** *The Effectiveness, Total Physical Response Method, Students' Achievement, English Vocabulary, Student with Autism.*

---

Date of Submission: 11-12-2019

Date of acceptance: 26-12-2019

---

## **I. Background of the Study**

Autism is complex neurological disorders that have a lifelong effect on the development of various abilities and skills. Cited from the site of American Psychiatric Association, "Autism is a complex neurodevelopmental disorder with the symptoms such as the presence of deficits in social interaction, language and communication".

Therefore, in Indonesia's curriculum, English has become one of formal subjects which have to be taught in elementary school, high schools and university. The purpose of teaching English in the elementary school is actually to motivate them to be ready and have enough self confidence in learning English at higher level of education. English in elementary school is taught from the second grade students until sixth grade students with different level of the difficulties, but the students of elementary school learn English in the simple pattern such as vocabulary and simple grammar since they learn English for the first time.

Not only normal children who has rights to study English, but also children with autism also have rights to learn English. Differ with the normal students who can study in any public school, the children with autism have special school to study, such as *Sekolah Luar Biasa* or School for Handicapped Children, inclusive schools, and other autism special services.

School for Handicapped Children is a place for the children with special needs to learn many things and develop themselves. This school providesspecial teachers to teach them. Another special school for students with autism is inclusive school which is a public school that provide one special class for children with special needs to study. This class contains the sudents with autism who attend the class once until three times a week, not everyday.

It is impossible to master one of components of English without first learning vocabulary. It cannot be denied that vocabulary has important role in learning language. Wilkins (1972: 25) states that "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed.". Based on that statement the writer can conclude that vocabulary has the important role in mastering language which is learnt by any students, whether normal or autistic children.

There are many methods used in teaching language to children. One of those methods is Total Physical Response method. Total physical response is an approach to teaching second language that was developed in the 1970s by James Asher, professor of Psychology at the San Jose State University in California. According to its founder, James Asher, in Bancroft (1999: 2) "Total Physical Response is a learning strategy that is based on the way in which children learn their native language: through coordination of speech and action and in a stress-free setting." TPR is a strategy that uses the imperative form to teach vocabulary and grammar to the beginning students.

The reason why the writer choose TPR method in this research because characteristics in TPR method similar with the strategies that proposed by the Ontario Ministry of Education through the guiding book for teaching students with autism. It is teaching them to study with gestures and some instructions with alternative tools such as pictures or real objects. Through this similarity, the writer is interested to use TPR method in this research. The other reason is this method similar with the Dale's corn of learning theory. Dale through his theory conveys that if we show the someone to do something, they will probably remember. But if we involve them in meaningful way, they will likely understand it better. The previous research conducted by Octaviano (2007) has proven that there was a significant difference of the fourth grade students' achievement in mastering English vocabulary by using TPR.

There are also relevant research concerning the teaching technique to students with autism. She also stated that in teaching students with autism, more time and patience were needed. Based on the explanation and the previous studies that have been stated above, the writer become interested in knowing and making a research about autistic students' achievement in learning English vocabulary by using TPR method and the benefit of the method itself. In conducting this research, the writer chooses Cahaya Bangsa School. The reasons are: 1. This school is the only one special school for students with disabilities in Metro which accomodate the students with disabilities. 2. No similar reasearch conducted in this school. 3. This school is reachable for the writer to carry out the research.

The writer tries to define the problem, what is the benefit of Total Physical Response method in teaching English vocabulary to students with autism? How the autism students achievement in learning English vocabulary through total physical response method? To find out the students's achievement in learning English vocabulary through TPR method, to find out the benefit of Total Physical Response in teaching English vocabulary to students with autism.

## **II. Literature Review**

### **2.1.English Teaching and Learning**

Learning a foreign language is not easy as learning native language. In learning a foreign language, the learners may meet all kinds of learning problem dealing with vocabulary, sound system, and how to arrange the words into sentences that are quite different from native language. In line with this, Ramelan (1994: 4) states:

"If someone wants to learn a foreign language, he will obviously meet all kinds of learning problem. The difficulties have to do with the learning of sounds system, the learning of new vocabulary items, and the learning of the unfamiliar ways of arranging the foreign language words into sentences."

According to Brown (1980: 8), "Teaching is guiding and facilitating learning, enabling, and setting the condition for learning." There are some factors that should be considered before teaching a foreign language such as English. Those factors are "age, ability, aspiration and need, native language, and previous language experience" (Finocchiaro, 1974: 14). By that statement, it can be concluded that the material which is going to be presented should be based on the learners' age, ability, aspiration and need, native language, and previous language experience.

### **2.2.Characteristics of Individuals with Autism**

Quoted from the site of American Psychiatric Association, "Autism spectrum disorder (ASD) is a complex developmental disorder that can cause problems with thinking, feeling, language and the ability to relate to others. It is a neurological disorder, which means it affects the functioning of the brain. The effects of autism and the severity of symptoms are different in each person." Autism is characterized by marked difficulties in behaviour, social interaction, communication and sensory sensitivities. Simanjuntak (2009: 248) says that autism is categorized as one of the language disorders.

### **2.3. English Vocabulary Teaching**

Vocabulary is very important to be mastered first. For this reason, teacher should pay more attention to the teaching and learning English vocabulary to children as the learners. Teacher should choose and apply some teaching techniques and media which are suitable with the students' needs based on the curriculum to improve students motivation.

For the students with autism also, English vocabulary is important to be taught. Though there are opinions of some people about the purpose of English teaching in autistic children, but the writer thinks that it is important to be taught because later on, they will face the global era and at least they should know a number of English vocabulary since they are young.

Notion in Puspitarini (2007: 11) states that a good vocabulary teaching technique has the following things: It attracts the learners, it makes the learners give attention to the form meaning or use of the words and gives a chance for repetition.

#### **2.4. Total Physical Response**

Definition of Total Physical Response James Asher's theory of TPR is based on the idea that we as humans are biologically programmed to learn language, including a second language. In TPR, the teacher uses gestures, models, and commands to teach the second language. Larsen-Freeman and Diane (1986:110) states that Total Physical Response (TPR) is one of new methods developed by James Asher, a professor of psychology at San José State University, California, USA, to aid learning foreign language. There are five steps to complete a successful TPR lesson (Conroy, 1999). According to Conroy, first, the teacher should introduced the words to students. Second, the teacher must give the command and act out the command while the students listen and watch them. Third, the teacher gives the command and acts out the command while the students copy the teacher's action. In Conroy's fourth step, the teacher gives the command and the students act it out. Finally, the teacher gives the chance to students to be the instructor. In these steps, pronunciation should be developed.

TPR is a language learning method which is based on the coordination of speech and action. The act of moving is memory-friendly, which holds that the more often or intensively a memory connection is traced, the stronger memory will be. In TPR classroom, students respond to commands that require physical movement. Richard and Rodgers (1986: 87) state that TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Asher in Bancroft (1999: 5) declares that most students (80 percent) can rapidly internalize the linguistic code, the structure of the language and vocabulary when language is synchronize with actual body movement.

### **III. Method Of Research**

#### **3.1. Research Design**

The writer used classroom action research to conduct this research. Wallace in Benson (2001: 182) states "Action research as a systematic collection of analysis of data relating to the improvement of some area of professional practice." The model of classroom action research used in this study is based on the model developed by Kemmis and Mc Taggart (1982) in Adlia (2015). There are four steps in this model of action research: planning, action, observation, and reflection.

#### **3.2. Sample and Population**

The subject of this research was the fourth grade students of Cahaya Bangsa School. The writer took one class IV as the subject for this research as her source of data. The class consisted of four students.

#### **3.3. Instrument of Collecting Data**

In this observation, the writer used three instruments in collecting the data, they were; vocabulary test in the form of command list, observation sheets and dairy notes. Setiyadi ( 2006: 159) said that there were five instruments which often be used in collecting data. They are (1) Quesionnare (2) Sosiometry (3) dairy notes (4) recording (5) test.

#### **3.4. Data Analysis**

In this section, the writer would like to analyze each of the data gathered from the action classroom research activities. The result were written in qualitative and quantitative data. The data was achieved from the teaching and learning process including evaluation/vocabulary test in the form of command list, diary notes and observation sheets. One of the aims of giving an evaluation was to know the students' achievement mastering the words given in this action research in specific a persentage. The analysis of each activities started from pre-test up to posttest, observation sheets and the diary notes. The students were given test in the form of command list. There were 20 items in each test. To find out the comparison of the students' achievement in learning vocabulary from pretest up to post test.

### 3.5. Procedure of Collecting Data

In this classroom action research, the action research conducted collaboratively. The teacher helped the writer to observe the students. This classroom action research consisted of two cycles. In conducting the action research, there were four steps that are included namely : planning, action, observation, and reflection. Planning means program of action that would be done. Plan was needed to arrange and prepare everything that would be needed on action stages. The arrangement and preparation were included : (1) make a lesson plan which consists of the steps of the action, (2) prepare the teaching facilities, such as media in teaching, (3) prepare research instrument, such as observation format to observe the teaching and learning process, and (4) prepare the test to measure student's vocabulary understanding. Action was an implementation of planning. The writer should be flexible and welcome to the situation changing in the school. Thus, the action should be dynamic, need immediately decision to be done, and complete the evaluation. On this stage, the writer did everything that has been planned.

To make the steps in this research more clearly, the writer made the elaboration of the activities in this action research as follows: Pre-test, the pretest was conducted at the beginning of the research before the two cycles, treatment, and post test. The aim of this activity was to check the students' understanding in learning English vocabulary whether the students were familiar or not with the words that presented. There are 20 items which were given to the students in the form of command lists. First Cycle, the writer did some activities in the first cycle.

The explanation was in two ways, students' native language and English as the target language so that the students had some ideas about what they should do. But, dominantly the writer used Bahasa as the language which was used in the class. Because the writer understood, English is new to them. It would be better if the writer used Bahasa to explain about material. Introduced the students the name of things in the class one by one by showing them the picture of those names and picking up the real objects. It was important for them to know about the name first. The name of the pictures have already written below its pictures. The aim of using pictures is to attract the students' attention. Started to give some commands in simple pattern and did it first in order the students could follow the action. In this time, the writer became the model of the commands. For example : "Hold your book!". Then the writer holded the book. After giving them commands, the next activity was asking them to point some objects in the class which commanded by writer. Example: "Where is your pencil?" or "Pencil?" Then the students point the object.

After they could point the objects in English, guided them to pronounce the words. The writer took one real objects, and asked the students to pronounce it. If there was a mistake, the writer corrected it. After the action process, the teacher gave a practice about the material that had been given in the first cycle. The practice was in the form of command lists. One by one student had to perform what the writer said. There were a number of command lists for each student. Second Cycle, in this cycle, the writer presented new topic and new words; that was *Part of Body*.

Before conducting the lesson in this cycle, the writer reviewed what they have learned in the previous cycle. The procedure of activities in the second cycle was same with the activities in the first cycle. The words and activities presented by the writer in the second cycle related to our body. They were *head, eyes, ears, mouth, nose, cheek, neck, hair, hand, arm, tooth, leg, and foot*. The verbs which would be presented were *hold, touch, and close and open*. In action research, the writer used qualitative and quantitative methods in collecting the data. In qualitative method was included an diary notes and observation sheets to describe the situation during the teaching process and the students' motivation and behavior. Then the data were in the form of words taken form the result of observation. In quantitative method was included writing test that covered into pre-test and post test. It was used to analyze the score of student by tabulating the data. To evaluate student's improvement in vocabulary, the writer gave 20 items tests in the form of command list on pre-test and posttest. The test was scored by using score rank from 0-100 by counting the correct answer and applying the following formula:

$$S = \frac{RX}{N} \times 100$$

S = Score of test

R = Number of the correct answer

N = Number of test items

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

Where :

X = The mean of the students' score

$\sum X$  = The total score of the students

N = The number of the students

To establish a criteria of success for students' achievement, the certain criterion referring to reference standard assessment will be used as follows.

**Table 1 Indicator of Success**

Number	Range of Score	Category	The Quality
4	85 - 100	Very High	A
3	70 - 84	High	B
2	60 - 69	Average	C
1	50 - 59	Low	D
0	0 - 49	Very Low	E

#### IV. Analyzing and Finding

This research was conducted in only one class that was I which consisted of four students with autism. The students were three boys and a girl. Based on the information that the writer got from the class teacher, three students in this class have ever been run the therapy for autism outside the class before and one have not. Their attitude were well enough. They could play with their friends during the break time. According to the teacher each students in the class have learning disabilities and communication impaired. DN is a 12 years old boy identified by the teacher as students with learning disabilities. DN demonstrates average language ability. DN is hardworking in doing task and completes all his work. DN generally comes to the class on time and in a good mood. He is also ready to learn. But sometimes, when there are many distractions outside the class, DN is easily distracted by other students. It was the teacher role to take his focus back to the class.

MA is a 14 year old boy identified as the students with learning disabilities too. According to the teacher, MA has willingness to study and do the task but sometimes MA asks his friend about the answer. MA comes to the class generally in a good mood. He comes to the class ready to learn but needs constrain redirection to complete tasks in the given amount of time. RA is a 13 year old boy identified as the students with learning disabilities and communication impaired. According the teacher, RA is in below average range in reading, speaking, and writing comprehension and math problem solving, but he is hardworking and will completes all of his task with guidance of the teacher. He is friendly and gets along well with both peers and teachers. RA has language abilities in the low average range and he has deficits in the area of articulation. FA is a 13 year old girl identified as the students with learning disabilities too. Based on the teacher, FA is diligent student, neat writing, but lack of vocabulary. All these students have never been taught English in the class yet. But there were teaching facilities that the writer found in the class, such as hanging picture on the wall describing about fruits, animals and vegetables and numeral in English.

##### a. Analysis of Pretest

The pretest was conducted at the beginning of the research. The purpose of this test was to check to what extent the students were familiar with the words that was presented in action research. In the pretest, the students should do vocabulary items in the form of command list which were given by the writer. The vocabulary test consisted of two themes such as *Class Property* and *Part of Body*. This topics were chosen because the students are familiar with these stuffs. The result of pretest could be seen in the table below:

**Table 2 Result of Pre-test**

No.	Students' code	Number of items which successfully performed	Score (%)
1	DN	4	20
2	FA	6	30
3	MA	3	15

4	R	A	2	1	0
5	T o t a l o f t h e s t u d e n t s = 47				

$$\begin{aligned} \text{Mean of the students' score} &= \frac{\sum X}{N} \\ &= \frac{75\%}{4} \\ &= 18.75\% \end{aligned}$$

The mean of the students' score was 18.75 %. This result was so far from the term "good". According to this result, the students were not familiar with those words which were presented in the pre-test. Actually there was no wrong with the students result. English was not their mandatory nor local content for them at school. They have never been given this material in the class before. The result showed the low score of the students. Therefore, treatments in each cycles are important to be given to them to know their vocabulary achievement by using TPR method and the benefit of this method. The first cycle was conducted on Tuesday, May 7th- May 10th 2019. It was followed by four students. This cycle was conducted three meetings in one week. In this cycle, TPR method was introduced to the students. This introducing used the students' native language. The topic which is given in this cycle was *Class Property*. All the words were presented in the form of simple commands.

The words which were given are about the *Class Property*, they were; *book, pencil, pen, crayon, blackboard, table, door, clock, eraser, ruler, and chair*. The commands which were given to the students used some verbs such as *stand up, sit down, open, close, hold, and point to*. Before starting the activity, the writer who was accompanied by the class teacher explained to the students about the TPR method. Because of the students were the beginning level and they were students with autism which should be treated patiently, the writer explained about the method by using the students native language in hope the students had some ideas about what they had to do. The writer mixed it with English though just a little. The writer explained as clearly as possible.

In starting the activities, the writer brought the media such as pictures that would be hung on the blackboard and the real objects. There were the pictures of class property with the name of the property in English below the picture. At first, the writer introduced the name of each properties in English and asked the students to follow the writer pronounced it. The writer repeated this activity to see their pronunciation. Then, the writer started to ask the students to imitate what the writer did. In this time the writer became the model of each commands. The commands were *Sit Down! Stand Up! Open the book! Close the Book!*

The writer repeated the commands and keep performing it to the three students for several times. The students followed what the writer did. DN seemed confused and performed it a little late from his friend. The writer did not give many commands in one meeting. This thing aims to make sure that the students could perform it well first. After the students could perform it, the writer went on the next items. The writer wrote the commands on the blackboard in order they had some ideas about the commands in written. The writer acted those out one by one followed by the students. The pronunciation of each words was also pronounced clearly by the writer. The students repeated after the writer. After the writer asked the students to perform the commands collectively, the writer then asked the students to perform it individually. Finally, to check the students' comprehension in this cycle, the writer evaluated them by giving a practice in simple commands.

**Table 3 of Command Lists in First Cycle.**

N o .	C o m m a n d s	S t u d e n t s ' c o d e				
		D	N	M	A	R
1	S t a n d u p !	a	b	l	e	a
2	S i t d o w n !	a	b	l	e	a
3	O p e n y o u r b o o k !	n	o	t	a	b

4	C l o s e y o u r b o o k !	a b l e	n o t a b l e	a b l e	n o t a b l e
5	H o l d y o u r p e n c i l !	n o t a b l e	n o t a b l e	n o t a b l e	a b l e
6	H o l d y o u r p e n !	n o t a b l e	n o t a b l e	n o t a b l e	a b l e
7	P o i n t t o t h e b l a c k b o a r d !	n o t a b l e	n o t a b l e	n o t a b l e	n o t a b l e
8	P o i n t t o t h e t a b l e !	n o t a b l e	n o t a b l e	n o t a b l e	n o t a b l e
9	C l o s e t h e d o o r !	n o t a b l e	n o t a b l e	a b l e	a b l e
10	O p e n t h e d o o r !	a b l e	n o t a b l e	n o t a b l e	a b l e

According to the exercise in this cycle, the students were able to do some commands which have been taught to them. Although there were also some commands they could not perform, the students have showed a good response by showing their ability to perform some commands and willingness to learn. It can be concluded that TPR method could help students achieved a better result in learning English vocabulary. Although the practice showed an improvement of the students in learning English vocabulary, the students still made some mistakes whether in performing the commands and pronouncing the words.

#### 4.2. Analysis of Second Cycle

The second cycle was conducted on Monday, August 21th - August 25th 2019. It was followed by four students. The topic in this cycle was *Part of Body*. The procedure of the teaching and learning process was same as in the first. The words and activities presented by the writer in the second cycle were related to part of body. They were *head, eyes, ears, mouth, nose, neck, hand, teeth, and foot*. The verbs presented were *point to, touch, close, and open*. The writer explained again to the students about the method that would be used was same like the activities before. In this occasion, the students were getting adaptable with the activities.

The writer who was accompanied by the class teacher entered the class and greeted the students. The writer explained again the students about the method and the material in this cycle. The writer have prepared the media such as the pictures of the body.

The commands which was given in this cycle were related to the part of the body, such as; *Close your eyes!, Open your eyes!, Touch your hair!, Raise your hand!, Open your mouth!*. The writer kept correcting the mistakes in pronouncing which made by the students. The writer could felt their spirit of the students in learning English. It was proven by when the writer asked one student to be the model of command, the two students FA and RA raised their hands voluntarily.

In order to improve their memories with the lesson, the writer wrote the vocabulary items and commands they just learnt on the board and she acted those out again so that students being more clearly. She also explained those pronunciations and the students repeated after her. The writer kept repeating the pronunciation. After the teaching-learning process in this cycle, the writer gave a exercise to the students to evaluate their vocabulary achievement. The writer gave exercise in form of command list.

Table 4 of Command Lists in Second Cycle.

N o .	C o m m a n d s	S t u d e n t s ' c o d e				
		D	NM	AR	A	F
1	T o u c h y o u r e y e s !	a b l e	a b l e	a b l e	a b l e	a b l e
2	C l o s e y o u r e y e s !	a b l e	a b l e	a b l e	a b l e	a b l e
3	T o u c h y o u r n o s e !	a b l e	a b l e	a b l e	a b l e	a b l e
4	O p e n y o u r m o u t h !	a b l e	a b l e	a b l e	a b l e	a b l e
5	C l o s e y o u r m o u t h !	a b l e	a b l e	a b l e	a b l e	a b l e
6	T o u c h y o u r t e e t h !	n o t a b l e	a b l e	a b l e	a b l e	a b l e
7	R a i s e y o u r h a n d !	a b l e	a b l e	a b l e	a b l e	a b l e
8	T o u c h y o u r e a r s !	a b l e	a b l e	n o t a b l e	a b l e	a b l e
9	T o u c h y o u r f o o t !	a b l e	a b l e	a b l e	a b l e	a b l e
10	T o u c h y o u r n e c k !	n o t a b l e	n o t a b l e	a b l e	a b l e	a b l e

According to the result of exercise, all students could perform it good. FA could perform ten commands of ten commands, DN could perform eight commands, and MA and RA could do nine commands.

This result showed a process of a good achievement of the students in performing the commands related to the part of body.

**4.3. Analysis of Post Test**

After the the implementation or action had finished, the students’ ability in learning the vocabulary in English was evaluated by giving a posttest. It was conducted on Tuesday, 22 August 2019. Before giving the posttest, the writer reviewed again all the words in material given during the implementation by performing some activities or pointing some objects and asking the students to guess it by pronouncing it. In the post-test, there were 20 items that were similar with the pre-test. The writer was help by the class teacher. The result of the students’ achievement in the post-test can be seen in the table below.

**Table 5 of Post Test Result**

N o	Students’ s code	Number of items which successfully perform	Score ( % )
1	D N	2	0
2	M A	2	0
3	R A	1 1	5
4	F A	1 6	0
5 Total of the students =		4 2	5 5

$$\text{Mean of the students' score} = \frac{\sum X}{N}$$

$$= \frac{2 \quad 5 \quad 5}{4} \quad \%$$

$$= 63.75 \quad \%$$

From the analysis above, the mean achievement of the students’ post test is 63.75%. It was higher than the result of pretest which result is 18.75%. Based on this result, the writer could conclude that TPR method could help the students to achieve a better result in learning and understanding a number of English vocabularies. It canbe concluded that the students’ achievement in learning English vocabulary by using TPR method has a good improvement.To prove this statement, the results of the test in this action research were compared in the table below:

**Table 6 The Result of the Tests During the Action Research**

N o	S t u d e n t s ’ C o d e	T h e R e s u l t o f t h e T e s t s ( % )	
		P r e t e s t	P o s t t e s t
1	D N	2 0	6 0
2	M A	1 0	6 0
3	R A	1 5	5 5
4	F A	3 0	8 0
Σ		7 5	2 5 5

M e a n		
	1 8 . 7 5	6 3 . 7 5

**4.4. Observation Sheets**

This was an alternative to gather the information about researcher’s behaviors, students’ attitude, the class participation, and the teaching learning atmosphere while doing the research. The complete information about the observation sheet can be seen in Appendix A.

**4.5. Analysis of Diary Notes**

The IV class consisted of four students with autism which was three of them have got the therapy outside the class and one student has not. The writer could communicate to these students but the writer should speak slowly and patiently and should use simple words. When the writer entered the class firstly, the students looked confused about what was going to happen. The students kept silent because the teacher commanded them to keep quiet and listened. The teacher greeted the students and introduced the writer briefly then asked the writer to take over the class and the writer did it. The writer has prepared the teaching facilities such as the media, observation sheets and the special book to take the notes. In the first meeting, they were a bit shy to do the activities. The writer asked their name one by one and they answered. Although the writer has already known their name, the writer asked it to them in order to give stimulus to them to speak although just their names.

The class started. In the process of this teaching and learning activities in the implementation stage, the writer found that these students were able to learn English words. The writer caught their interest to perform the commands. This statement was based on their willingness to raise their hand voluntarily when the writer asked them to perform the commands. Meeting to meeting the students showed their enthusiasm in learning English. They could enjoy the English learning since they were asked to perform it by themselves.

**Data Findings**

This section contained the findings in analyzing data of research. The findings supposed to answer problems of the study. The average score of the pretest is 18.75% and the average score of the post test is 63.75%. Thus it can be said that the average students result from the initial test until the final test increase of 45%. It is logic that the score on the initial test is low, because the students have never learned English in the formal class, but as the interview from the one of students’ parent (FA), they have given English words to their child. That is why, the student FA can recognize English words like pen, pencil, and crayon better than his three friends who have not learned English before. But there were differences in the result of students’ score on the final test. It could be seen from the final score that the student have got. It increases to the number 63.75% (average category). It is a proud result as they are the students with disabilities.

It means that using Total Physical Response method in teaching English vocabulary gives a good influence to autistic students’s achievement.

**V. Conclusion**

Based on the result of the analysis the writer concludes that: Total Physical Response Method can help the students increasing the understanding a number of English vocabularies. The vocabularies that the writer means is the vocabularies about things in class and part of body. Based on the result of quantitative data, it can be concluded that teaching English vocabulary by using TPR method can bring a better result of vocabulary comprehension. It is proved by the student’s scores that changed after got the treatment with TPR method. There is an improvement to the score of the students. The score of the students in the posttest increased from the score in the pre-test after the students got the treatment. The mean score in the post-test (M=63.75) was higher than the mean score in the pre-test (M=18.75). It was found that TPR method is effective to improve students’s understanding of English vocabulary and the effectiveness of TPR method as a method of improving students understanding of English vocabulary is good. TPR method can help the students learning English vocabulary since it is enjoyable. The students enjoyed moving around and do not sit on the chair only.

**VI. Suggestions**

Using Total Physical Response method in teaching English vocabulary is recommended for English teachers to teach students with autism. The writer personally hopes that the findings of this research could be the references for teachers who teach English to teach the students with autism by trying this method in the class. These three students later on, will study English in the higher level of education. So that, a little knowledge which the writer given in the implementation stage, hopefully can be useful for them.

**References**

- [1]. Adlia, Fachruni. 2015. The improvement of Student’s Ability in Mastering Vocabulary by Using Guessing Games technique in SDN 067690 Medan. Medan : Department of English
- [2]. American Psychiatric Association. 2016. What is Autism Spectrum Disorder?. [Online]. (<https://www.psychiatry.org/patients-families/autism>). Retrieved on April 2016.
- [3]. Arikunto, Suharsimi. 2002. Prosedur Penelitian Edisi Revisi V. Jakarta: Rineka Cipta.
- [4]. Autism Spectrum Australia Contributor. 2016. Characteristics of Autism. [Online]. ([www.autismspectrum.org.au](http://www.autismspectrum.org.au)). Retrieved on April 2016.
- [5]. Bancroft. W. Jane. 1999. Suggestopedia and Language Acquisition. Singapore.
- [6]. Gordon and Breach Publisher.
- [7]. Benson, Phil. 2001. Teaching and Researching Autonomy in Language Learning. England: Pearson Education Limited.
- [8]. Brown, H. Daughlas. 1980. Principles of Language Learning And Teaching. New Jersey: Prentice-Hall, Inc.
- [9]. Conroy, Paula. 1999. Total Physical Response: an instructional strategy for secondlanguage learner who are visually impaired. Journal of Visual Impairment & Blindness, 93 (5), 315-318.
- [10]. Charty, Michael. 1995. Discourse Analysis for Language Teachers. New York:McMillan Inc.
- [11]. Dalessandro, Jessica Lynn. 2016. Total Physical Response and Natural Approach to Teaching Foreign Language to Students with Disabilities. New Jersey: Rowan University. [Online] (<http://rdw.rowan.edu/cgi/viewcontent>.) Retrieved on December 2016
- [12]. Finocchiaro, Bonomo Mary. 1974. English as A Second Language: From Theory to Practice. New York: Regent Publishing Company
- [13]. Haycraft, John. 1978. An Introduction to English Language Teaching. Great Britain: Longman Group, Ltd.
- [14]. Hopkins, D. 1993. A Teachers’ Guide to Classroom Research (Second Edition). Philadelphia: PA Open University Press.
- [15]. Larsen-Freeman and Diane. 1986. Techniques and Principles in Language Teaching. England: Oxford University Press.
- [16]. Ministry of Education. 2007. Effective Educational Practices For Students with Autism Spectrum Disorders: A Resource Guide. Ontario. [Online]. ([www.edu.gov.on.ca](http://www.edu.gov.on.ca)) . Retrieved on November 2016.
- [17]. Octaviany, Yenny. 2007. The Application of Total Physical Response in Teaching Vocabulary to the Fourth Graders of SD Kaliwung. Semarang: English and Literature Department of Faculty of Languages and Arts State University Of Semarang.
- [18]. Puspitarini, Palupi. 2009. Pembelajaran Bahasa Inggris dengan Menggunakan Wordwall Picture terhadap Penguasaan Kosakata Anak Autis. Semarang: Pendidikan Luar Biasa UNESA.
- [19]. Ramaningsih, Vivi Lubis. 2014. A Case Study of English Teaching Methods To Young Learners at Budi Dharma Kindergarten Tebing Tinggi. Medan: Department of English.
- [20]. Ramelan. 1994. English Phonetics Fourth Edition. Semarang: IKIP Semarang Press.
- [21]. Richards, Jack C. and Rodgers, Theodore S. 2001. Approaches and Methods in Language Teaching (second edition). Cambridge: Cambridge University Press.
- [22]. Setiyadi, Bambang. 2006. Metode Penelitian untuk Pengajaran Bahasa Asing. Yogyakarta: Graha Ilmu.
- [23]. Simanjuntak, Mangantar. 2009. Pengantar Neuropsikolinguistik: Menelusuri Bahasa, Pemerolehan Bahasa dan Hubungan Bahasa dengan Otak. Medan: Perpustakaan Nasional Republik Indonesia.
- [24]. Stevie, D. 2016. Move and Groove: 5 Total Physical Response Activities That’ll Have Students Soaking Up Language Like a Sponge. [Online] (<http://www.fluentu.com/educator/total-physical-response/>). Retrieved on July 2016.
- [25]. Wallace, L and Marry. 1982. Vocabulary Building and Word Study. New York: Mc.
- [26]. Graw-Hill Book Company. P.207.
- [27]. Wilkins, David A. 1972. Linguistics in Language Teaching. Cambridge, MA: MIT Press.

**A P P E N D I X A**

**O B S E R V A T I O N S H E E T**

D a t e : 2 0 M a y – 2 4 M a y 2 0 1 9

T e a c h e r : R e t n o D w i S u s a n t i , S . S

S t u d e n t s : G r a d e I V

S c h o o l : C a h a y a B a n g s a

F o c u s	T o p i c	C y c l e 1		C y c l e 2	
		Y e s	N o	Y e s	N o
The Researcher as a teacher	1. The researcher came to the class on time.	✓			

	<p>2. The researcher greeted the students before giving lessons.                  3. The researcher gave the students motivations before teaching and learning vocabulary.                  4. The researcher presented and explained about the material well.                  5. The researcher used media such as picture and relia to present                  6. The researcher started to be a model of instruction.                  7. The researcher gave the chance to the students pronouncing the words.                  8. The researcher observed students' activities and behaviour while the class was running.                  9. The researcher asked the students to perform the commands individually.                  10. The researcher appreciated the students by saying "Very good!" for their efforts                  11. The researcher used time effectively.                  12. The researcher closed the class on time and thanked the students.</p> <p>Students</p> <p>1. Students paid attention to the researcher and teacher class explanation about topic they will learn.</p> <p>2. Students paid attention to the picture and relia which the researcher brought to the class.</p> <p>3. Thought English is new to them, the students seem enjoying the class.</p> <p>4. The students enjoyed doing the commands.</p> <p>5. The students enjoyed moving around.</p> <p>6. The students participated in pronouncing the English words.</p>				
--	--	--	--	--	--

Note: Answer for reseacher as a teacher and students the cycle 1 and 2 : yes