

Developing TPR Vocabulary Peer Assessment in Primary School Classroom Practices

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This study was conducted to improve students' vocabulary mastery of the 2nd grader in a private primary school in Tangerang Indonesia. A classroom action research was initiated for the development. It was found in the preliminary observation that there were problems and weakness in students' vocabulary mastery therefore suitable strategies to overcome that problem need to be employed. There are many aims of peer assessment, yet in this case it essentially involves young EFL learners as participants in providing feedback to others on the quality of their work. The students enjoyed to have the opportunity to assess their partner's performance in doing TPR activities. There was a lot of fun when pair of student doing this Peer Assessment. One of them did the action based on the command in the rubric sheet while their partner guessed the correct command in accordance to what have their partner's movements. Based on the students' result of peer assessment activity in learning English vocabulary, it was found that students were so motivated and tried hard to do the best their performance. They realized that their partners will assess them, so they were enthusiastic to do TPR correctly. The vocabulary mastery improvement could be observed from the results of the students' peer assessment score in each cycle.

Keywords: TPR, peer assessment, EYL, EFL, vocabulary mastery

Ada banyak penelitian penilaian sejawat tentang bahasa Inggris sebagai bahasa asing, namun dalam studi ini penilaian sejawat (peer assessment) dilakukan oleh siswa Sekolah Dasar (SD) dengan memberikan umpan balik kepada temannya. Subyek penelitian ini adalah siswa kelas 2 di sebuah sekolah dasar swasta di Tangerang Indonesia. Metode penelitian yang digunakan sesuai dengan tujuan penelitian adalah penelitian tindakan kelas. Dari hasil pengamatan penilaian sejawat kosa kata dengan TPR membuat siswa bersemangat dan termotivasi untuk berlatih kosa kata baru dengan gerakan sehingga kosa kata yang diperoleh meningkat secara alami seperti proses bermain. Pengulangan saat melakukan penilaian kosa kata pasangan mereka selama aktifitas TPR memberi kegembiraan dan kesempatan kepada siswa untuk meningkatkan kualitas perolehan kosa kata baru terutama ketika memperagakan puisi dan lagu dengan topik 'Awesome Animal' dan 'The world of Work'. Salah satunya penilaian dilakukan dengan mengisi lembar rubrik sementara pasangan mereka menebak kata/ekspresi/perintah yang benar sesuai dengan gerakan pasangannya. Proses peer assessment membuat siswa sangat termotivasi. Mereka menyadari bahwa pasangan mereka akan menilai mereka, jadi mereka antusias dan berusaha keras untuk melakukan yang

terbaik kinerjanya. Peningkatan penguasaan kosakata dapat diamati dari hasil skor penilaian rekan siswa di setiap siklus.

INTRODUCTION

One of the main problems faced by the primary school students in this study is the vocabulary mastery. According to Alqahtani (2015) that “vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings”. The problem was found in the preliminary study of this research. As EFL young learners, learning through playing is the ideal in nature (Wijirahayu, 2017). Total Physical Respond (TPR) is one of approaches in language learning provided motions during teaching and learning process that attract young learners attention to overcome their anxiety and arouse their interest in acquiring new words, expressions and meaning in English as a foreign language. The idea of applying TPR approaches has previously applied by Ghani and Ghou (2014) by conducting TPR method in her research. The research studied the effectiveness of TPR approach in helping slow young learners in acquiring English as a second language in a quasi-experimental design.

Relating to assessment and classroom context, Fauzan (2016) has implemented debate and peer-assessment to solve the students’ speaking problem in his classroom by conducting an action research. The study was successful since the problems to be solved came from the classroom setting and the actions were suited to the real progress. The result showed that the university students gradually express their thought and opinions in debate practice better. The activities also encouraged the students’ creativity to explore the English language use, since they were asked to develop their arguments from certain motions.

For English as a foreign language young learners vocabulary assessment many times gives an unhappy impression especially if the learners’ mastery is still limited. As part of learning process peer and self-assessment plays an essential role in teaching and learning process to change the image. Through peer assessment, students can promote mutual supervision among members of the group to learn each other. It helps them stimulate the motivation in English learning and the mastery of new vocabularies. Peer assessment as an alternative may also create significant pedagogical value as it enables the learners to take part in the evaluation process and gives them opportunities to participate and evaluate their peers’ learning process for a reflection of their own.

Since the previous studies about TPR and *peer assessment* as well as the preliminary study in the primary school have ideas in common, the aim of the study in this article was to overcome the problems of the 2nd grader elementary school students in mastering English vocabulary and fostering their interest and enthusiasm in learning EFL. The research questions to be answered were: (1) How are the TPR peer assessments developed in improving students’ vocabulary mastery? (2) What are the students’ vocabulary responses on the TPR peer assessments?

METHODS

This research was aimed at implementing TPR method and peer assessment in order to solve the classroom problem in the teaching vocabulary. For that reason, the classroom action research

(CAR) design was chosen for this particular study since the problems to be solved come from the classroom site. Teacher as a participatory researcher creates some action plans based on early reflection, implementing, evaluating, reflecting and re-implementing the plan in improving students' English mastery or achievement (Wijirahayu, 2011).

The research was done at an Islamic private elementary school in Tangerang, where the researcher is a classroom teacher in the second grade. The school was chosen because there was a phenomena related to problems in learning English vocabulary for young learners. Twenty five students in one class participated in this study. Based on the preliminary study, the improvement of students' interest and mastery in learning English, especially in mastering vocabularies were needed.

TPR peer assessment were based on four indicators, they are students' activity, the application of lesson plan, students' response, and students' achievement in mastering vocabularies. Some data will be analyzed using simple formula in counting the students score, the used of numerical data in this case as a support for the main data. A combination of techniques used were observation, vocabulary test, interview, and documentations to determine the analysis of TPR peer assessment process in teaching vocabulary in Elementary School.

The observation was conducted during the implementation of action research in the class. Observation was done to determine how the analysis of TPR peer assessment process in teaching vocabulary is and how the students' vocabulary mastery is improved by using TPR method and peer assessment in the second grade Elementary School Student. The observation sheet was used to note how the process and progress in applying TPR peer assessment in each cycle.

FINDINGS AND DISCUSSION

Findings

The first question to answer is how TPR peer assessment gives contribution in improving English vocabulary mastery. There are many aims of peer assessment, but essentially it involves students providing feedback to other students on the quality of their work. In this research, the practice of peer assessment was by doing TPR activity and filling the rubric sheet. The students enjoyed to have the opportunity to assess their partner's performance in doing TPR activities. The assessment was about the peer's performance having through doing action in TPR successfully done. There was a lot of fun when pair of student doing this peer assessment. One of them did the action based on the command in the rubric sheet and their partner guessed the correct command that was according to what have their partner done.

In first cycle, The students have conducted TPR activity "Matching action with command" about theme "How are you?" in pair work. In this moment, they filled Peer Assessment Rubric to assess their peer. The students showed their enthusiasm in implementing the rubric while they assessing their friend. They noticed their friend orderly, so they could determine whether their peer is right or false in matching the action with command. The rubric in this cycle 1 is showed below:

Figure 1. Peer assessment rubric in cycle 1

Peer Assessment Rubric (Cycle 1)

Names: _____ and _____

Class: _____

Please assess your friend:

put \checkmark in column 😊 = the answer is RIGHT or ☹️ = the answer is FALSE

Sentence	😊	☹️
1. The girl is happy. She is smiling.		
2. My sister is crying. She feels sad.		
3. The boy is frowning. He is worried.		
4. My brother is tired. He is yawning.		

Score = _____

The rubric is conducted by pair work. First, this rubric is given for Student 1. After Student 2 guesses the action of Student 1, then Student 1 has to determine whether the answer of Student 2 right or false by giving checklist (\checkmark) inside the column above. This activity was so exciting for the students as this would be the first time for them conducting peer assessment activity. On the other hand, some students still need guidance in assessing their peer. The result was vary in giving assessment to their peer. So, the researcher accompanied them to do it. Teacher's beliefs in involving students in the assessment as part of strategy training in this case influence the successfulness of the activities (Wijirahayu, 2013). Here is a picture of the student who was enjoying the peer assessment process by filling the rubric (She was trained to assess her peer).

Figure 2. The picture a student doing peer assessment






In addition, the second cycle was conducted also by Peer Assessment activity. The theme in this cycle 2 was “Awesome Animals”. The material included vocabulary connected with actions




that animal like doing (swim, run, walk, fly, etc.). The difference between cycle 1 and cycle 2 was the students conducted TPR activity with “Reading Poetry” about theme “Awesome Animal” individually and they were provided Peer Assessment Rubric to assess their peer each other. In this moment, the students were asked to construct the Peer Assessment quite serious. So, they performed the poem in front of their friend and another who brought the rubric need to assess their friend’s performance. The picture below was the rubric that the students need to fill in.

Figure 3. Peer assessment rubric in cycle 2

Peer Assessment Rubric (Cycle 2)

Name: _____
 Class: _____

Please give a score of 1 to 3:
 Put √ in column  1= Bad  2= Good  3= Very Good

Assessment			
1. The voice			
2. The action			
3. Understanding of the Poem			
4. Performance in reading Poem			

Score = _____
 Assessor = _____

This rubric was given for all students. In this cycle, the students still need to work in pair. The technique was the student read the poem one by one, and then assessed their pair each other in reading the poem by giving checklist (√) inside the column above. The students enjoyed doing this activity; they showed no more worry in this cycle. While filling the rubric the students were looked more confident, they noticed orderly their peers’ performance and when their turn needs to perform they tried hard to act the poem as an animal. The picture here may describe the student when did the TPR activity and filled the rubric in this cycle:

Figure 4. The picture of a student doing a TPR activity







From the observation, there was one of pair who did this peer assessment very well. The one who was hopping just did TPR activity as reading and acting the poem that she got, and her

pair who was as an assessor just conducted the peer assessment rubric. They tried to cooperate and enjoy this activity. Yet, there was still some of their friends who still tried hard to act that means that they didn't master all words in the poem yet. The result was they were getting panic when showing their performance. Basically adaptation was still needed. It wasn't a matter as the students still showed funs in this activities.

On the other side in the last cycle, much better progress shown in the whole teaching learning process. In the cycle 3, the students still need a rubric in conducting Peer Assessment. The differences was the theme in this cycle "The world of work". The vocabulary exposed about kind of work words (a farmer, a vet, a dentist, at home, in the office, Etc.). Then, the students conducted TPR activity "Matching command with picture" about theme in pair work and they filled Peer Assessment Rubric to assess them each other's.

The rubric in cycle 3 asked the students to more focus on picture and command. The students looked more enthusiast, it is caused in this moment some pictures together used while filling the rubric. Moreover, the students have used to this Peer Assessment activity in the third time, so they had already good understanding how to conduct the rubric. This rubric was given for Student 1. After guessing was given by Student 2 about the picture that related with the sentences from Student 1, then Student 1 determined the answer of Student 2 whether it was *right* or *false* by giving checklist (✓) inside the column below. The picture below was the rubric that the students need to fill in:

Figure 5. Peer assessment rubric in cycle 3

Peer Assessment Rubric			
Names: _____ and _____			
Class: _____			
Please assess your friend:			
put ✓ in column 😊 = the answer is RIGHT or ☹️ = the answer is FALSE			
Sentence	Picture	😊	☹️
1. My father is an English teacher. He works in a School.		<input type="checkbox"/>	<input type="checkbox"/>
2. My sister works in an Office. She is office worker.		<input type="checkbox"/>	<input type="checkbox"/>
3. I like to play soccer. I want to be a soccer player.		<input type="checkbox"/>	<input type="checkbox"/>
4. My brother loves to draw and paint. He wants to be an artist.		<input type="checkbox"/>	<input type="checkbox"/>
Score = _____			

The rubric drilled the students to be cooperative, because this activity must be done in pair work. In this cycle, the students tried to do the best in doing TPR according to the pictures. On the other hand, some students need assessing their peer, they called as assessors. The assessors team looked very concerned in filling the rubric. It could be concluded that the Peer Assessment has contributed good atmosphere in the third cycle. Here is a picture of the students while filling the rubric.

Figure 6. The picture of students filling in the rubric



They were a pair who did this Peer Assessment cooperatively, enjoyed it and got good score in filling the rubric. One of them guessed the picture correctly. This facts proved that pair work activity created effectiveness in learning proecess. Despite of saving time, the pair work also drilled students to cooperate in doing the task.

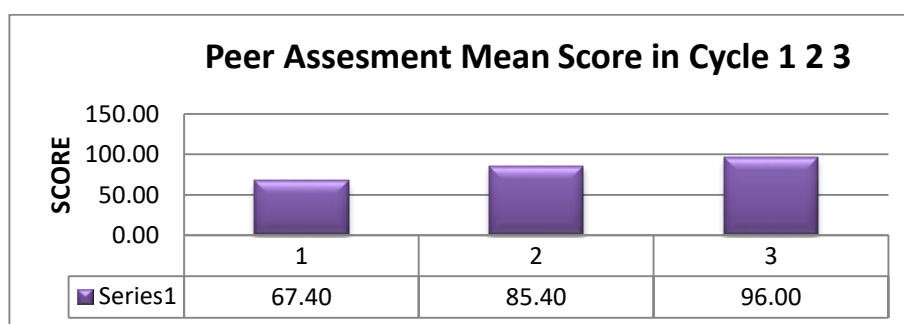
Based on the students' result of peer assessment activity in learning English vocabulary, it was found that students were so motivated and tried hard to do the best their performance. They realized that their partner will assess them, so they should do TPR correctly. It can be showed by the results of the students' Peer Assessment score in each cycle. The score was accumulated of the students' rubric sheet results by the researcher. The results of this data can be tabulated into a table as follows:

Table 1. The scores of each cycle

	Initial	Peer Assessment Rubric		
		Cycle I	Cycle II	Cycle III
1	AS	50	80	100
2	ASA	60	90	100
3	APF	75	90	100
4	AQR	75	90	100
5	CZH	75	95	100
6	DZH	75	90	75

7	DPR	50	85	100
8	FAH	75	85	75
9	FHA	75	85	100
10	GAM	50	75	75
11	IAM	75	75	100
12	KF	75	90	100
13	KGN	75	95	100
14	KGS	75	85	100
15	LSL	50	85	100
16	MAH	50	95	100
17	MAP	75	95	100
18	MFA	75	70	75
19	MFR	75	85	100
20	MRH	50	70	100
21	MSA	75	80	100
22	NA	50	80	100
23	NFI	75	90	100
24	QMA	75	85	100
25	SZW	75	90	100
SUM		1685	2135	2400
MEAN		67.40	85.40	96.00

Table 2. Peer assessment mean score



Graph of Peer Assessment Score

The data above were the students' score in doing TPR based on peer assessment's rubric sheet in each cycle. There was a good improvement achieved that starting from cycle 1 to cycle 3, where the mean score in cycle 1 was 96.00. Before cycle 2 was conducted, the result in cycle 1 was not really good in which the subjects' mean score was 67.40. Moreover, after cycle 2 was

conducted, the result was much better with the mean score of 85.40. In fact, some students still had score less than the minimum passing grade. In the last cycle it was clearly shown that peer assessment activity was effective and successful in increasing the students' vocabulary mastery related to the materials of second grader elementary school students. It could be seen from the mean score in cycle 3 which showed that 25 subjects had achieved the minimum passing grade which was determined for the second grade students 75 score. This means this peer assessment activity were giving good contribution in English vocabulary mastery of the second grade students in that school.

Discussion

How are the TPR peer assessments developed in improving students' vocabulary mastery?

The data analysis of the research showed how TPR and peer assessment improved the vocabulary mastery of the second graders elementary school students. TPR is not a newly developed language teaching method. It was developed in 1965 by James Asher. Although English teachers do unconsciously use TPR in their instruction, it is executed without thorough the lesson plan. Therefore, this research can be used as future reference by English teachers, so they can plan and use TPR as one of a powerful language tool to help their pupils.

The study was started by Pre-cycle through the students vocabulary pre-test that was not satisfying. Cycle 1 of peer assessment was conducted by as asking the subjects to do the first TPR activity that was Matching Action with Command Form in theme "How are you?" After explaining the topic systematically through TPR, students were given a task to fill the rubric sheet with Peer Assessment. The students did the task very well. Peer Assessment as the main strategy was applied as it has been conducted by Bryant and Carless (2010) "Peer assessment in a test-dominated setting: Empowering, boring or facilitating examination preparation?" Both of the study about peer assessment contributed to the development of student learning and promotes ownership of assessment processes.

In the cycle 2 peer assessment were conducted by giving a chance for the subjects to learn in interpreting a poem. The TPR activity in this cycle was Reading Poetry with theme "Awesome Animal Poems". In order to make the material clear, explanation about the topic b using pictures and video were given. Then, similar with cycle 1, students' rubric sheet was asked to be filled as the students assessing their peers' performance in reading and acting out the poem. The students were looked very confident in assessing each other. Moreover, some of them tried to prepare it before performing well. The result impacted on better vocabulary scores in this cycle. According to Silver (as cited in Budiarti 2012), part of the success of TPR is that student keep up their enthusiasm for learning (p. 3). In addition, Freeman (2011) stated, this TPR method was developed in order to reduce the stress people feel when they are studying other languages and thereby encourage students to persist in their study beyond a beginning level of proficiency (p. 144). The last, the TPR evaluation test was administered for students and the researcher filled the observation sheet about this cycle.

For ensuring that TPR peer assessment activities could give improvement for students' English vocabulary mastery, the researcher applied the third cycle with the theme "The world of work" and TPR activity as Matching Command with Picture Form. In the cycle 3, the students learned to know many jobs and they were asked about their dream. They enjoyed to tell their dream job and pretended it with TPR activity. As usually, the researcher explained it before with helping some media, pictures and song about dream job. All of the students memorized the song very well. It gave good result, so the students were able to fill the rubric sheet as Matching Command with Picture about job and the place of those jobs by assessing their partner. They were able to work together with their partner while doing this activity.

Similar with cycle 1 and 3, in this cycle 3 the TPR evaluation test should be finished by students and the researcher also filled the observation sheet about the whole activities in cycle 3. The results in the cycle 3 were much more satisfying comparing with cycle 1 and 3. There is a need to think about assessment in ways that align more closely with the ideals of learning self and peer assessment can play an important role in this respect (Spiller, 2012, p. 2). Furthermore, as noted by Boud and Falchikov (in Spiller, 2012), active participation by students in assessment design, choices, criteria and making judgements is a more sustainable preparation for subsequent working life (p. 3).

In the third cycle, vocabulary post-test was administered to know the subjects' progressing scores of the vocabulary mastery after the implementation of TPR peer assessment. There was a good improvement in each cycle of the students' vocabulary score. It could be concluded that the intensity in implementing TPR peer assessment influenced the students in learning the vocabulary. There are many variants of peer assessment, but essentially it involves students providing feedback to other students on the quality of their work. In some instances, the practice of peer feedback was included in the assigning of a grade, but this was widely recognized to be a process that is fraught with difficulties. "Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining" (Falchikov as cited in Spiller, 2012, p. 7).

What are the students' vocabulary responses on the TPR peer assessments?

In cycle 1 to cycle 3 the students were introduced to interesting peer assessment activities in their English lesson. The English lesson was started with much enthusiasm in doing TPR performance by the students. There were pictures, songs, videos and also poem in learning the materials. Here is an example of "Awesome Animal Poems": This poem described how the parrot moving. It tells us that the parrot can fly but can't swim. So, the students who got this poem need to have interpretation and pretend to be a parrot. They did some actions such as, flying and swimming or jumping. Peng (2010) told that peer assessment has received much attention in recent years due to the growing focus on learner independence and autonomy (p. 1). The evidence suggested that students become better at peer assessment with practice (Falchikov as cited in Spiller, 2012, p. 12).

Students need practice to gain confidence in peer assessment and to become more competent at it. Other classroom on group work practices can also help to prepare students for peer assessment, such as discussion of the feedback form. The students can assess their friend with helping the feedback form that is created by the teacher.

In introducing these poems, the teacher also gave an interesting video that helped the students to imagine what and how these awesome animals are and this resulted in better student performance in giving peer feedback. It can encourage collaborative learning through interchange about what constitutes good work. Students were more motivated as they can help each other to make sense of the gaps in their learning and understanding and to get a more sophisticated grasp of the learning process. According to Cicerchia (2015), the poetry can be useful for developing the language that we learn.

CONCLUSIONS

The improvement of students' vocabulary mastery in this study were developed in each cycle through some themes: "How are you?", "The awesome animal" and "The world of work" increasingly. The result proved that TPR and Peer Assessment were able to improve the students' vocabulary mastery. It was clearly showed through the mean score that was increasing from 75.36 to 92.96. From to the students' Post-test score, all of students have reached score more than standard minimum score (75.00). Thus, TPR and Peer Assessment activities were effective and useful in increasing the subjects' English vocabulary especially the materials of second grader students in that elementary school. The target vocabulary could be shown when the students were able to identify many vocabularies according to some themes that they learned in each cycle.

From the observation TPR peer assessment creates positive students responds not only in form of vocabulary mastery but also higher interest and enthusiasm in learning English. In cycle one they need process to get used to the TPR peer assessment. Acting meaning and expression through poetry reading in cycle 2, motivated the students to have better understanding and more efforts to memorize more vocabulary for their performance. Collaboration in cycle 3 shared pedagogical value that was needed for further activities.

TPR and peer assessment activities are important for the students to get exposure, especially for those who want to improve the language skills, especially in speaking and listening. By giving exposure based on their interest in the peer assessment, the students will have a chance learn to have self-assessment and be a more autonomous learner. Since more spontaneous and motivated learners were shown as the result of the study in this article, it is suggested for EYL, primary school teachers and further researcher to have more exploration on the use of TPR and developing TPR peer assessment as part of strategy training for more autonomous EFL young learners.

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