
THE IMPLEMENTATION OF TPR (TOTAL PHYSICAL RESPONSE) IN ENGLISH SPEAKING UNIVERSITY STUDENTS

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Abstract

This study aimed to describe how the implementation of Total Physical Response (TPR) method can improve English speaking skill in university students, in IAIN Takengon. This study was applied using action research method, which was done in two cycles and carried out in four-weeks. In every cycle there are planning, action, observing, and reflecting. Collecting data technique used in the research are observation, questionnaire, practice, and documentation. The researcher took narrative text as the topic presented in class. The sample was 30 students of sharia economics department in IAIN Takengon. The speaking elements scores covers: vocabulary, pronunciation and fluency. The result of this study showed that percentage of students that gain the minimum mastery criteria score increased from first cycle to the last cycle. In the pre-cycle there were no student gained passing grade since students were still low in speaking skill while at cycle I, 30 % students 10 student from 30) gained the passing grades or get the scores improvement in speaking and at cycle II, there were 100% student gained the passing grades and the mean score of class was 7.8. In other words, TPR method is able to improve students' speaking skill

Keywords: *TPR, narrative text, speaking*

Introduction

English speaking is one of the important skills to develop in students during their process of learning a language to succeed in today's world and teachers have to guarantee that they can speak English and use it appropriately regarding grammar and diction. Soamole y Hanapi (2018) states that teaching speaking skill must start from the beginning until a higher level to make students practice English during a long period and

be able to communicate fluently. Since English is one of the compulsory lesson, students learn English from elementary school until university level. Event though they learn English start from the beginning at attending formal school, most students at university level still found have low English level skill especially in speaking. Gudu (2015) adds the reasons for low speaking skills can come from a lack of emphasis on speaking skills in the curriculum because it is not tested on national examinations, the teacher's limited proficiency, the condition of the classroom which is not supportive, and the limited opportunities outside the classroom to practice. However, learning English for around ten years should have brought the learners to an advanced level. But the fact, students' skill especially in speaking is still low and has to be increased. There are many factors caused, one of them is inappropriate method teacher used in teaching class.

IAIN Takengon, like most of university in Indonesia, had made English as one of the compulsory subjects which is not for English major students but also for all students from any majors. Economics sharia in IAIN Takengon is one of the majors that has 4 credits for English subject. 2 credits English in first semester and 2 credit English for economics in third semester. In conclusion, the students from Economics sharia of IAIN Takengon have to master English since the curriculum created. More over English skill also brings much benefit for them in the future such as for being professional, finding information, or even looking for a job chance.

Based on researcher observation, in pre-cyle, the students at Economics Sharia Department of IAIN Takengon were still low. To overcome this problem, it is needed to interesting teaching methods taken by teacher or lecturer. One of the methods which is recommended in teaching speaking is total physical response.

Total Physical Response (TPR) is a language teaching method built around the coordin ation of speech and action; it attempts to teach language through physical (motor) activity. Andas (2016) mentions that Total Physical Response (TPR) is one of the EFL methods used by English teachers to increase speaking ability in beginner's learners. This method is in charge of developing vocabulary, fluency, accuracy, pronunciation, and

understanding. Moreover, this method is used to help students understand language with body language, movements and mimics. In this case, students must listen to the teachers' commands and reply to them physically. Therefore, this method imitates the natural experience of learning English. In addition, several authors support this information through their research, obtaining positive results with the application of this method.

TPR method was developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses.

According to Soamole y Hanapi (2018), it has proven that the use of Total Physical Response as a teaching technique can improve speech ability by the implementation of body language, mimics and gestures, and work in pairs. It means these techniques contributes to understand meaning and be able to use them to communicate. In addition, Moscoso (2015) mentions that the use of the TPR Method with different communicative approaches is recommended to students to develop speaking skills with innovative activities, and in this way to take advantage of students' interest in learning the English language and motivate them to use and practice it. Therefore, communicative approaches activities such as pair work, dialogues, discussion contribute in students to practice the language and be able to interact with their classmates. Furthermore, TPR is an effective method of teaching English because students use the target language, using gestures, mimics, and body language that allow students to be more motivated in class

Then, Mahmud (2018) performed a research based on the effectiveness of Total Physical Response in teaching speaking skill following the experimental approach and the relational design. This research was carried out through the objective to know the

effectiveness of Total Physical Response in teaching students' speaking skill in the second grade of SMA Darussalam in the academic year 2016-2017. The population was divided into two groups where the first was the experimental class, and the second was the control class. Therefore, the TPR method was applied just to the experimental group. The data was collected through a pre-test score, a post-test score, an interview, and documentation. Thus, it was found that the TPR method has a high influence on student speaking skill improvement. In addition, it was proven that this method motivates students and encourages them to practice English. So, Nuraeni (2019) mentions that Total Physical Response makes possible to integrate physical movements, games, songs and mimics naturally to enhance not only linguistic knowledge, but also speaking skill in children. Then, teachers can use this method to engage students in class and make them funny.

Furthermore, TPR also has advantages such below:

- 1 It is a lot of fun and enjoyable. Students actively move and think about the appropriate gestures to deliver the message or the story
- 2 It is very memorable. It does assist students to recognize phrases or words;
- 3 It is good for kinaesthetic learners who are required to be active in the class;
- 4 It can be used not only in large classes but also in small classes
- 5 It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the learners are able to comprehend and apply the target language;
- 6 lecturer no need to have a lot of preparation or materials using the TPR.

While in implementing TPR method, it can be done by the following phase:

- a. The Problem Identification Phase: At this phase, the teacher could identify the main problem using observation. The problem was the low score in speaking skill of the students in economics sharia department.

- b. The Planning Phase: After the analysis of the problem, the teacher did some theoretical research about methods to develop speaking skill. Thus, the teacher concluded that the T.P.R method is an alternative to develop the students' speaking skill.
- c. The Action Phase: The teacher applied Total Physical Response in classes during four weeks. The topics is narrative text and theme chosen by the student freely. Student can take story, legend, myth, fairy or animal story. In the presentation, the teacher gave feedback about students' performances. The lecturer also delivered the speaking elements which was scores covers vocabulary, pronunciation and fluently
- d. The evaluation phase: the lecturer do the scoring for student speaking performance in narrative text by considering students' vocabulary, pronunciation and fluently.
- e. The Reflection phase: The researchers analysed the data and present the results of the students at beginning and after the implementation in the three elements to develop speaking skill: vocabulary, pronunciation and fluency.

Method

This research is qualitative because it focuses on describing the student's problems and their improvement in speaking ability through the application of Total Physical Response. The type of design was descriptive due to the results described student's improvement in speaking skill. Furthermore, the researchers applied action research to determine the effectiveness of the method. The research was conducted in IAIN Takengon at Economics Sharia department. There were three instruments used to collect the data in this research. They were interviews, observation, and documentation. The researcher did the interview section by making fifteen questions related to the study and the interview were recorded by phone. Then researcher observed the class by watching the class situation and condition by bringing an observation sheet. The

observation sheet was given a checklist at each point. After that, researcher do documentation through taking photo and video during the class and interview section.

Findings

Based on the cycles that has been applied in this research, it can be concluded that TPR is an effective method in improving speaking skills. It can be seen from students' response during the teaching and learning process and students' result of test. By implementing TPR method, students are encouraged to speak more and they became more enthusiastic to deliver their idea about the story which given by the teacher during process of learning. Moreover students, as audience also have been more excited and intrigued in listening other students' speaking or story in front of the class. The implementation of total physical response method contributes to improve speaking skill in the three elements: vocabulary, pronunciation and fluency for students. Moreover, the finding from each cycle presented in table below:

NO	Speaking elements scored	Mean		
		Pre - cycle	Cycle I	Cycle I
1	Vocabulary	2.3	6.5	8.4
2	Pronunciation	3.4	7.1	8.9
3	Fluently	3.1	7.7	8.8
Mean		2.9	7.1	8.7

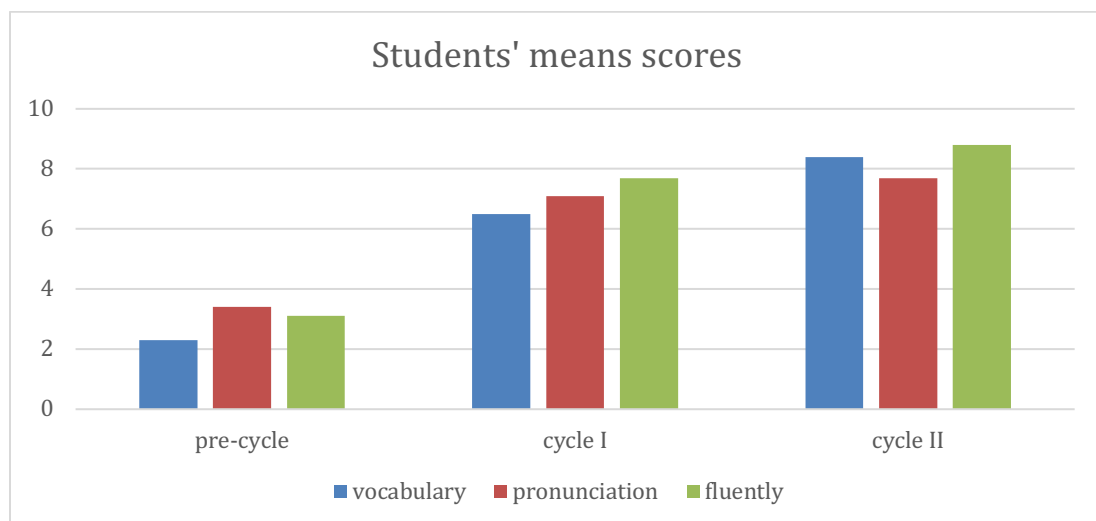
According to the data, it is found that in pre-cycle phase, the students mean score of all three element didn't gain passing grades (7,5), that also one of the reason the researcher took the study.

In cycle I, there are 2 mean scores almost gain the passing grades (7,5). The mean score of vocabulary is 6.5 and mean score pronunciation is 7.1, while mean score of fluency is 7.7 which one speaking element that gain passing grades. There were 12

students (40%) who gained passing grades in all three element, 13 students (44%) gained passing grade in vocabulary, 10 students (34%) gained passing grade in fluently and 16 students (56%) gained passing grade in pronunciation. While in cycle II, all students gain passing grades in all three speaking elements. The mean score of vocabulary is 8.4, the mean score of pronunciation is 8.9, and the mean score of fluently is 8.8. More over the number of students who gained passing grade was 30 students (100%). It means all the students gain the increasing in their speaking point after lecturer implemented TPR method in teaching English narrative text.

Discussion

After the researcher taught the narrative speaking using TPR method, the researcher got the data from cycle I and cycle II. It was analyzed in each cycle and the researcher got the result of the classroom action research. The result of research showed that there was significant improvement of students' speaking narrative taught using TPR. It could be seen from the result of pre cycle to the first cycle up to second cycle.



According to the data above, the students' mean score of all three speaking elements get improvement in every cycle. The lowest mean score of students is in pre-

test or observation phase, it was 2.9 and the mean score in cycle I is 7.1 and the mean score in cycle II is 8.7. Based on the data above, it can be concluded that the implementation of TPR method contributed to enhance students speaking skills.

This result contributes to the same findings of Nuraeni (2019); Budiarte (2012); Mahmud (2018) who state that movements, action activities contribute to learn vocabulary in an enjoyable way and develop speaking skill. Similarly, Moscoso (2015) mentions that the use of the TPR Method with different communicative approaches is recommended to students to develop speaking skills with innovative activities, and in this way to take advantage of students' interest in learning the English language and motivate them to use and practice it. Therefore, communicative approaches activities such as pair work, dialogues, discussion contribute to students to practice the language and be able to interact with their classmates. In another research related to Abata (2021) showed TPR is effective to develop speaking skill in EFL beginners. Students could use English to communicate with their partners and the teacher using basic vocabulary, correct pronunciation and some fluency after applying the method.

Conclusion

Based on the findings, it can be concluded that TPR (total Physical Response) can improve students' speaking narrative text. By taking three speaking element such vocabulary, pronunciation and fluently, it was found that in cycle I, speaking element mean scores was 6.5, 7.1, and 7.7 regarding the number of students gained passing grades, 13 students (44%) gained passing grade in vocabulary, 10 students (34%) gained passing grade in fluently and 16 students (56%) gained passing grade in pronunciation. While in cycle II. The mean score of vocabulary is 8.4, the mean score of pronunciation is 8.9, and the mean score of fluently is 8.8. More over the number of students who gained passing grade was 30 students (100%) and the total mean scores was 8.7.

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