



THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE METHOD IN TEACHING ENGLISH IN THE FIFTH GRADE STUDENT OF TERANG BANGSA CHRISTIAN SCHOOL THE ACADEMIC YEAR OF 2022

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Abstract

Berdasarkan hasil observasi di lapangan, peneliti menemukan salah satu permasalahan yang dihadapi dalam proses belajar mengajar yaitu siswa beranggapan bahwa pelajaran bahasa Inggris sulit dipahami dan membosankan, sehingga kurang tertarik untuk mempelajarinya, dan kebiasaan guru yang selalu monoton di dalam ruangan sehingga siswa kurang aktif dan kurang aktif. proses pembelajaran komunikatif dalam bahasa Inggris. Metode TPR (Total Physical Response) sebagai metode pengajaran bahasa yang dibangun di sekitar koordinasi ucapan dan tindakan telah dipilih sebagai metode pembelajaran yang bertujuan untuk memecahkan masalah pemahaman bahasa Inggris siswa dalam mata pelajaran bahasa Inggris, terutama materi imperatif dalam bahasa Inggris. prosedur teks. Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian deskriptif adalah metode penelitian yang digunakan untuk menyajikan dan menjelaskan secara lengkap fenomena yang terjadi dengan menggambarkan sejumlah variabel yang berkaitan dengan masalah yang diteliti. Berdasarkan hasil penelitian, hasil belajar bahasa Inggris siswa kelas V Sekolah Kristen Terang Bangsa melalui pembelajaran metode pembelajaran TPR mengalami peningkatan. Hal ini terlihat dari nilai rata-rata 58,28 yang meningkat menjadi 78,15 dari nilai ideal yang mungkin mencapai 100 dan berada pada kategori penelitian tinggi. Peningkatan kehadiran siswa juga meningkat dari 97,3% menjadi 99,34%. Rata-rata persentase siswa yang bekerja sama 91,36% meningkat menjadi 98,64% siswa, rata-rata persentase siswa yang aktif 91,36% meningkat menjadi 98,02% siswa, persentase rata-rata siswa yang menggunakan determinasi 90,13% kata meningkat menjadi 94,73% siswa, persentase rata-rata siswa yang menggunakan tata bahasa kalimat determinasi adalah 82,89% meningkat menjadi 99,34% siswa, rata-rata persentase siswa yang menggunakan tindak tutur 90,13% meningkat menjadi 99,34% siswa, siswa yang memiliki tekad dalam menanggapi tindak tutur 90,13% meningkat menjadi 99,34% siswa

Kata kunci: Implementasi, TPR, pengajaran

Abstract

Based on the results of observations in the field, researchers found one of the problems faced in the teaching and learning process, namely students thought that English lessons were difficult to understand and boring, so they were less interested in learning it, and the habits of teachers who were always monotonous in the room so that students were less active and less active. communicative learning process in English. The TPR (Total Physical Response) method as a language teaching method built around the coordination of speech and action has been chosen as a learning method that aims to solve students' problems of understanding English in English subjects, especially imperative material in English. text procedure. This research uses descriptive qualitative method. Descriptive research is a research method used to present and fully explain the phenomena that occur by describing a number of variables related to the problem under study. Based on the results of the study, the learning outcomes of fifth grade students of Terang Bangsa Christian School English through learning the TPR learning method have increased. This can be seen from the average value of 58.28 which increased to 78.15 from the ideal score that might reach 100 and is in the high research category. The increase in student attendance also increased from 97.3% to 99.34%. The average percentage of students who work together 91.36% increases to 98.64% students, the average percentage of students who are active 91.36% increases to 98.02% students, the average percentage of students who use determination 90.13% words increased to 94.73% students, the average percentage of students who used sentence grammar determinations was 82.89% increased to 99.34% students, the average percentage of students who used speech acts was 90.13% increased to 99.34% of students, students who have determination in responding to speech acts 90.13% increased to 99.34% of students

Keywords: Implementation, TPR, teaching

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INTRODUCTION

English becomes an international language which is mostly used to communicate in this world. In this era, English is often called a world language, the lingua franca of the modern era because it is widely used in any aspects of people lives such as education, politics, trading, and business field. In Indonesia, English becomes the first foreign language to be taught in formal education and it has been included in the Educational System Curriculum. Formally, teaching English as a foreign language in Indonesia begins at Primary School of educations. The government has decided to start teaching English earlier that is at the level of elementary school as one of the local content subjects (*muatan lokal*) especially in four up to six graders. Even in some schools, they start to introduce English from the first until sixth grade.

The main goal of English teaching in elementary schools is to motivate and facilitate students in learning English at their higher level of education (Euis and Ishak, 2018). In fact, it is not easy to teach English for young learners. Because children character is different from adults. Children's have very short concentration span. They like playing, moving and they very need more exercise to understand about English. They also learn more effectively by using their hands, ears and eyes. In other words, they need method and media which can be touched, heard, seen and allow them to be active in the classroom activities. Elementary students have a difficulty in understanding the material because they still have a simple concept of thinking. Generally, they can understand the language by following and responding simple instructions in the form of clauses or sentences which are usually used repeatedly as it happens in their process of acquiring their native language from their environments. Seeing this fact, an English teacher has a duty to provide simple and understandable English instructions to help students in learning English.

There are many language teaching methods which can be used in teaching classroom instructions for elementary school students. Basically, the methods suggested in teaching elementary school students should contain the principle of learning by playing and always based on the developmentally appropriate practice. It means the learning process should be based on the student's developmental stages and they should not force them physically and mentally in order to promote students' motivation and better attitude toward learning. The teacher should also provide maximum physical activities for the students to respond to some given instructions. It also assumes that with physical or body movement, the students can memorize and interpret the meaning of the words by themselves (Nugraheni & Kristian, 2018).

Based on the results of the data obtained researcher at Terang Bangsa Christian School against results study student fifth grade on the eye English lessons , then obtained less result satisfying , thing this seen from analysis results test daily still under KKM or in other words of 2 classes that is class A with the number of 23 people, 10 students who have reached the KKM and 13 students who have not reach KKM, and in class B with the number

of 23 people, 8 students who reached the KKM and 15 students who did not reach KKM. With KKM value for language English is 62.5.

Based on results observations and interviews conducted researcher, found problem related to the learning process that is, in the process of learning English, the teacher teaches with method read something material, then instruct student for follow readings that have been read by the teacher, after it's a teacher then translate it to in Indonesian. Where do teachers teach? without existence combination method. and from results Interview with a number of student fifth grade, got that student confess feel saturated and not enthusiastic in follow English lessons. With existence results observation and interview the teacher is expected could use methods new, especially in English learning.

Considering the above statements, one of the English teaching methods that promote those criteria is Total Physical Response (TPR), a language method introduced by James Asher, a professor of psychology of San Jose State University, California. This method has many specialties. TPR is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning (Fadlan et al, 2021). Therefore, this method will allow the students to be active during the teaching and learning process.

This total physical response method base self on understanding about potency function brain right and brain left. Activity motor which is function brain adjacent right, must precede management language which is potency brain adjacent left. With use method this is in English lesson expected could increase results study students and cause student no again feel bored and forced in follow lesson language English, will but because that is the need that must learn with good.

Study before about This TPR method by Nugrahaningsih (2017) produces conclusion that the study showed that the students' progress in mastering English preposition during the teaching learning activity by using Total Physical Response method was good. The students' achievement in English preposition improved. By comparing the post-test scores and the pre-test scores, the writer gets the significant difference of the result. Then research by Nugraheni and Kristian (2018) on TPR method for increase Skills English vocabulary student mental retardation, produce conclusion that Total Physical Response method is successful applied in increase Skills English vocabulary students.

Based on phenomena and research above, related with low results study students in English lessons, teachers are expected apply special methods in learn language England. Methods that can be applied by the teacher, namely, the TPR method. With method this student learn English through motion trustworthy physique could make student more passionate and able shape more memory strong.

Methods

This research uses descriptive qualitative method. Descriptive research is a research method used to present and fully explain the phenomena that occur by describing a number of variables related to the problem under study (Sugiyono, 2016). This method allows researchers to explain in detail based on the data obtained by conducting pre-test and post-test. Determination of the sample in this study, using a saturated sample technique, namely the entire population is used as the research sample. So that the sample in this study was 38 students. Data analysis in this study is data reduction by finding the average value of students with the percentage technique. Students who get grades are declared passed if 75 in accordance with the minimum completeness that has been determined. The value obtained by students is selected according to the focus of the problem by finding the class average.

This study examines the validity of the data by using triangulation techniques. Triangulation is done by checking data from various sources in various ways. Triangulation technique is done by checking data to the same source with different techniques, such as: interviews, observation and documentation. To obtain valid and credible data, each research focus is given treatment according to needs, including: interviews, observation and documentation.

Results and Discussion

Data regarding students' English learning outcomes prior to the TPR action obtained through giving tests at the beginning of learning, as for the description of students' English learning outcomes at the initial stage can be seen in Table 4.1 below:

Table 1 Statistics of English learning outcomes at the beginning

Statistics	Score
Students	38
Ideal Score	100
Average Score	58,28
Highest Score	85
Lowest Score	40
Score Range	45

Based on Table 1 above, it shows that the average score of students' English learning outcomes before the action was carried out was 58.28 from the ideal score that might be achieved, namely 100, the highest score was 85.00 and the lowest score was 40.00.

Meanwhile, the frequency of the score of English learning outcomes before the action is as follows:

Table 2 Frequency Table of English Learning Outcomes Scores Before Action

Score	Categories	Frequency	%
0-20	Very Low	0	0%
21-40	Low	1	3.3%
41-60	Currently	25	65,8%
61-80	High	11	29%
81-100	Very High	1	1,9%

Based on Table 2 it can be seen that from 38 fifth grade students of Terang Bangsa Christian School, there are 0 students (0%) whose mastery of the material is in the very low category, 1 student (3,3%) students in the low category, 25 students (65,8%) are in the medium category, 11 students (29%) are in the high category and 1 student (1,9%) is in the very high category. The average score of students' English learning outcomes before the action was carried out was 58.28 from the ideal score that might be achieved by students, namely 100, which was in the 41-60 interval. Thus, it can be concluded that the fifth-grade students' of Terang Bangsa Christian School, English learning outcomes before implementing communicative learning with communicative belongs to the medium category.

Data on students' English learning outcomes after the implementation of the action, namely TPR, were obtained through giving a final test. The quantitative description of students' English learning outcomes in the application of the TPR method can be seen in Table 3 below:

Table 3 Statistics of students' English learning outcomes scores on the TPR method

Statistics	Score
Students	38
Ideal Score	100

Average Score	71,31
Highest Score	100
Lowest Score	60
Score Range	40

Based on Table 3 above, it can be seen that the average score of students' English learning outcomes after the TPR method was implemented was 71.31. The highest score obtained by students is 100 from the ideal score that may be achieved, namely 100 and the lowest score obtained by students is 60 from the ideal score that may be achieved, namely 100. From these results it can be stated that the results of learning English after using the TPR method are in the high category. . Here are the groupings:

Table 4 Distribution of Frequency and Percentage of Learning Outcomes after the application of the TPR method

Score	Categories	Frequency	%
0-20	Very Low	0	0%
21-40	Low	0	0%
41-60	Currently	5	13%
61-80	High	26	67%
81-100	Very High	7	20%

Table 4 shows that from 38 fifth grade students of Terang Bangsa Christian School there are no students (0%) whose mastery of the material is in the very low category, 0 students (0%) whose mastery of the material is in the low category, 5 students (13%) whose mastery of the material is in the medium category, 26 students (67%) whose mastery of the material is in the high category and 7 students (20%) are in the very high category.

The average score of English learning outcomes for fifth grade students of Terang Bangsa Christian School after learning with the TPR method is 71.31. From the ideal score that may be achieved by students, which is 100, it is in the interval 61 – 80. Thus, it can be concluded that the results of learning English fifth grade students of Terang Bangsa Christian School after the action with TPR was in the high category.

Total Physical Response implemented in teaching classroom instructions for the fifth-grade students of elementary school

At the first meeting of the study, the researcher felt some difficulties, especially in dealing with students. One of them is the number of students who actively ask questions and want to be given guidance so that sometimes researchers need quite a long time to explain the subject matter, so that the learning process takes a relatively long time. Students also still look awkward with the application of the TPR learning method which is relatively new to them, so it takes a long time to provide an understanding of this method. In addition, learning with the TPR method formed by the teacher makes students more active and communicative in learning English. Responding to the learning process in a noisy atmosphere, the form of reflection is more emphasized on how to design better classroom management for the next meeting.

TPR learning process, discussion of material that includes how to respond to feelings of happiness, in paying attention and how to respond to command sentences in English. Realizing the shortcomings at the first meeting, the researcher tried to manage the class by guiding students so that the class atmosphere was more controlled. The students also seemed enthusiastic in following the lesson. In general, students have difficulty responding to commands given by the teacher in English. This is because students feel unfamiliar with this TPR method. As a result, there are still a small number of students who are still hesitant in responding to orders given by the teacher.

In the learning process with TPR, the discussion of the material includes how to use expressions of feeling happy, and using imperatives in English. The learning process with individual settings and guided by the author will make the learning atmosphere more communicative. Even though the previous shortcomings can be overcome, it was found that the students had difficulties in communication and verbalization. The learning process at the fourth meeting, the discussion of the material includes how students are able to respond to 3 types of text, namely recount, narrative and procedure. Realizing the previous shortcomings, it appears that the teacher places more emphasis on how students respond to commands in communicative learning. Until finally students showed more enthusiasm and were more communicative in learning if the learning process was carried out with this TPR method.

The implementation of Total Physical Response improves the student's ability in responding and giving classroom instructions

Responding to various problems that occur during the learning process, a description of the actions to be carried out is obtained, namely the application of the TPR method. The actions taken include:

1. Giving direction and reintroduction of the TPR method learning model, the teacher explains the subject matter in more detail.
2. Increase students' courage to respond or respond to answers from teachers or friends
3. Give extra time to complete the task
4. Provide additional learning media that is more creative than before.

The implementation of learning with TPR has a positive impact on student activities, in general the results are more in line with what is expected. This can be seen from the ability of each student in responding to commands given even in English and in answering the exercises given. Students have also been able to master the material in accordance with the allotted time, and they are no longer awkward in doing the exercises. In addition, the attention and motivation of students is increasing, this indicates that there is comfort and sincerity of students to learn.

The results of students' learning of English showed an increase from before, that is, many students who have scored in the very high category and students who are in the medium category have decreased. This shows that most of the obstacles faced can be overcome even though they still occur in subsequent learning. From the existing data, it is said that the application of the TPR (Total Physical Response) learning method makes a positive contribution to improving students' English learning outcomes.

Conclusion

Based on the results of research and discussion, it can be concluded that:

1. The results of learning English for fifth grade students of Terang Bangsa Christian School through learning the TPR learning method have increased. This can be seen from the average score of 58.28 from the ideal score that may be achieved, namely 100 in the medium category (before the implementation of the TPR) to 71.31 from the ideal score that may be achieved, which is 100 and is in the high category (after the implementation of the TPR), then the value increased to 78.15 from the ideal score that might be achieved, namely 100 and was in the high research category (after the implementation of the TPR).
2. Through learning with the TPR learning method an increase in student attendance increased from 97.3% to 99.34%. The average percentage of students who work together 91.36% increases to 98.64% students, the average percentage of students who are active 91.36% increases to 98.02% students, the average percentage of students who use determination 90.13% words increased to 94.73% students, the average percentage of students who used sentence grammar determinations was 82.89% increased to 99.34% students, the average percentage of students who used

speech acts was 90.13% increased to 99.34% of students, students who have determination in responding to speech acts 90.13% increased to 99.34% of students.

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