

THE EFFECT OF TOTAL PHYSICAL RESPONSE (TPR) TEACHING METHOD TOWARDS STUDENTS' SPEAKING SKILL

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Abstract

The research aims to know the effect of total physical response teaching method towards students' speaking skill, the implementation of the teaching method to senior high school students and the students' responds to the teaching method. The research was conducted to the eleventh grade students of SMAN 1 Purwadadi in academic year 2020/2021 using the quasi experimental research design. The research was consisted of four meetings including pretest, posttest, treatment and questionnaire distribution. The result of the research was analyzed using SPSS 21 program which show the significance difference between the students who taught by TPR and the students who taught by the conventional teaching method. The result of independent sample T-test was 0.007 which is less than 0.05, it means that H_0 is rejected and H_a is accepted. The result of independent sample T-test was supported by the result of questionnaire and field notes that show the positive improvements. In conclusion, the result of the research indicate that the effect of total physical response teaching method could improve the students' speaking skill and the result of questionnaire indicate that students felt that learning to speak was easier using gestures.

Keywords: Total Physical Response, Speaking Skill, Gestures

BACKGROUND OF THE STUDY

Speaking skill is one of four lingual skills that should be mastered by students in learning English. Speaking skill is one of English productive skills. It is not a skill that is examined in national examination, but someone will be said success in learning language if he can deliver his idea by speaking. Gruber-Miller, (2006) states that producing the units of meaning in phrases and clauses can be helped by speaking. Although speaking is an important skill, but most of Indonesian students still cannot speak English for some reasons such as student's motivation, vocabulary mastery, personal confidence and inefficient teaching method.

Based on the problems above, the researcher assumed that TPR (Total Physical Response) teaching method can help students in learning to speak. Widodo (2005) states that TPR is designed based on the way children learn their mother tongue. Based on the statement, it can be seen that the baby can learn speaking by seeing their mom's gestures. The researcher considered that the TPR teaching method can be a solution for students in learning to speak easier. Even though TPR is a convensional method that developed by Asher in 1960, the teachers still use this method in the class. Eight from ten English teachers from elementary and secondary level prefer to use TPR in ther English classes.

The TPR teaching method is not only used for students in elementary school, but also it can be used in junior to senior high school even in the college. The TPR teaching method that used a lot of gestures can avoid students from being bored to the class. By using gestures, students can learn some new vocabularies and comprehend the sentence. After understand the sentence, the students can produce the sentence by speaking.

METHODOLOGY

The aims of the research are to see the effect of Total Physical Response teaching method towards students' speaking skill, to know how to implement the TPR teaching method to Senior High School students and how students' responds to the teaching method. This research uses a quantitative research paradigm and using quasi-experimental designs. In the research design that used in the study, a class was taught by using TPR teaching method (experimental group) while another class was taught by using conventional teaching method (control group).

The population of this research is the students of eleventh grade at SMAN 1 Purwadadi the academic year 2020/2021. The total number of the students is 420 students. The sample of the research is 68 students which represent 16% of total sample 420 students, 34 students of experiment class (XI IPS 5) and 34 students of control class (XI IPS 4). The preliminary datas were obtained by research observation. The research used test and non-test instruments. Test instruments consist of pretest and posttest. The non-test instruments consist of lesson plan, questionnaire and field notes.

The research was conducted in four meetings, including the pretest, posttest, and questionnaire distribution. During the pandemic of covid-19 condition, the data was collected by using online social media such as Google form and Whatsapp. The data that has been collected was analyzed using the help of SPSS 21 program

The students taught through TPR, the following steps are followed. The unit that used in the study is about passive voice. After knowing the basic knowledge of the students, it was decided to explain the students about the form of the sentence and what build a sentence in form of simple present tense. Due to the pandemic of covid-19 situation, the treatment of the research was conducted by Whatsapp group application. The students would be taught how to make an active sentence in form of simple present tense. It would be explained what the different between active and passive voice is. The researcher would give some examples for the students to make them more understand. The explanation was given by using TPR method video and the students follow the response. After that, the researcher was an exercise to the students. The students was allowed to ask anything they do not understand and the researcher answered it by re-explain what they do not understand yet and gave some feedbacks.

The second meeting of the treatment should be the exercise of the speaking skill. By using Whatsapp group application, the students would need to remember the lesson that discussed in the last meeting. The researcher gave feedback to the students' works from the last meeting. The students allowed asking and responding.

The first step, the researcher gave a picture to the students that show some gestures. After that, the researcher asks to the students, is the gesture show active voice or passive voice. If the students have problem to answer the question, they are allowed to ask the explanation from the researcher. Then, the teacher sends 2 pictures, active voice and passive voice gesture. The researcher explained what the difference between

those pictures is. The researcher explained that the students can imagine the gesture while they are speaking both active and passive voice so they know what to say. In the end of the meeting, the students were given a task to make the picture that shows the gesture while speaking passive voice.

The treatment was fun and enjoyable for the students and hopefully can help students to improve their speaking skill. Besides that, the treatment will help the English teacher to make the teaching-learning process to be easier and more efficient

RESULT OF THE RESEARCH

The previous research that was conducted by Oflaz (2019) with the title of The Foreign Language Anxiety in Learning German and The Effects of Total Physical Response Method on Students' Speaking Skill show there was increase in the students' success levels by checking the result of speaking skill test. Mahmud (2018) states that there is a significant effect of using Total Physical Response on the second-grade students' speaking achievement at SMA Darussalam in the 2016/2017 academic year. Those previous research were related to the result of this research that show there is a significant difference of speaking skill between students who taught by TPR teaching method and the students who taught by conventional teaching method. The result was based on the data analyzing that has been done by using SPSS 21 program. The normality, homogeneity and independent T-test has been done by the researcher to analyze the data. The result of normality test is shown by below table:

Table 1. The Result of Normality Test

Class	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Pretest-Experiment	.102	34	.200*
Posttest-Experiment	.125	34	.197
Pretest-Control	.111	34	.200*
Posttest-Control	.122	34	.200*

Based on the table 1 above, it can be seen that the significance value of the experiment class pretest is 0.2 and the significance value of the experiment class posttest is 0.197 which is more than 0.05. It means that the data of pretest and posttest of experiment class is normally distributed. The significance value of the control class is 0.2 and the significance value of the control class posttest is 0.2 which is more than 0.05. It means that the data of pretest and posttest of control class is normally distributed as well.

After knowing the normality of the data, the researcher analyzed the homogeneity of the data. It was also done by using the help of SPSS 21 program. The result of homogeneity test can be seen as follow:

Table 2. The Result of Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Based on Mean	3.826	1	66	.055

Based on Median	3.789	1	66	.056
Based on Median and with adjusted df	3.789	1	63.845	.056
Based on trimmed mean	3.751	1	66	.057

Based on the table 4.3, the significance value of the research data based on mean is 0.055. It can be concluded that the data of experiment class and control class is homogenous. After that, the analysis must be continued by conducting the independent T-test. But before, the researcher determined the hypothesis of the research as below:

1. H_0 : There is no significant difference between the speaking ability of students who apply the TPR method and the speaking ability of students who apply conventional methods
2. H_a : There is a significant difference between the speaking ability of students who apply the TPR method and the speaking ability of students who apply conventional methods

Then the researcher was conducted the independent T-test by using the help of SPSS 21 program. The result of the independent T-test can be seen as follow:

Table 3. The Result of Independent T-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	f	Sig.	t	df	Sig. (2- tailed)	Mean Differe nce	Std. Error Differe nce	95% Confidence Interval of The Difference lower upper	
Equal variances assumed	3.826	.055	2.808	66	.007	6.765	2.409	1.995	11.575
Equal variances not assumed			2.808	61. 226	.007	6.765	2.409	1.948	11.582

From the data above, it can be seen that the significance 2-tailed of the Equal Variances Assumed is 0.007 which is less than 0.05. Based on criteria of independent T-test, it can assume that the H_0 is rejected and the H_a is accepted. It can be concluded that there is a significant difference between the speaking ability of students who apply the TPR method and the speaking ability of students who apply conventional methods.

To answer how to implement the TPR teaching method in teaching speaking skill to senior high school students can be answered by the use of lesson plan that conducted by the researcher. Students' responds were obtained by using the questionnaire data. The students' was unfamiliar with the TPR teaching method, it can be seen from the questionnaire data. Meanwhile, a big part of students agree that using TPR teaching

method made learning English easier. In order to support the questionnaire data, field notes were used to record the students' attitude during the class

CONCLUSION

This study had quasi experimental research design which was conducted to the eleventh grade students of SMAN 1 Purwadadi to see the effect of Total Physical Response teaching method towards students' speaking skill. The research used experiment class and control class to see the difference of the students' learning result between students who taught by the TPR teaching method and conventional teaching method.

Based on the research question of "how to implement the TPR teaching method in teaching speaking skill to senior high school students" the researcher used lesson plan that arranged based on the learning target. The researcher made the teaching method to be suitable to apply to senior high school students. The lesson plans were arranged for four meetings.

In the beginning, students' score in experiment class and control class was no statistically different. Refers to the research question "Is TPR teaching method effective in teaching speaking skill?" the researcher used the independent T-test data after treatment. The score of experiment class is higher than the control class, the significance (2-tailed) of the posttest data is 0.007 which is less than 0.05. The significance means that H_0 is rejected and H_a is accepted. Based on the result, it can be seen that there is significant difference between the students who taught using TPR teaching method and students who taught by using conventional teaching method. It means that the TPR teaching method is effective to use in teaching speaking skill to senior high school students.

The research question of "how students' responds to the TPR teaching method?" is answered by using the questionnaire and field notes. The questionnaire was distributed after treatment to the experiment class. Based on the questionnaire data result, the students still unfamiliar with the TPR teaching method, but they had been decided that it is easier to learn English speaking skill by using TPR teaching method. The data was supported by the result of the field notes. The students still had some problems in answering the questions in the first meeting, although the explanation was delivered by using video, the students still hard to understand the form of passive voice. In the first meeting, the students already showed their feedback by asking about the task to the researcher. In the second meeting, the researcher gave feedback of their task by explaining the problems to the students. After that, when the researcher delivered the example by using picture, the students seemed more understand the difference between active voice and passive voice. The students could answer the questions and show the good responds to the learning activity. Based on the data above, it can be concluded that the students' responds are really well.

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