

The Effect of Total Physical Response (TPR) on Students' Speaking Skills at SD Negeri 1 Pisang

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ABSTRACT

This research is aimed to find the effectiveness of TPR on students' speaking skills. This research applied a quantitative approach in analyzing the data taken from the student of SD Negeri 1 Pisang using a pre-experimental design. In this design, the researcher studies a single group and provides an intervention during the experiment. This design does not have a control group compared to the experimental group. The researcher used one-group pre-test and post-test design to get the data. From the other literature, using TPR will help the children's learning process. So, this research applied the TPR method to see the technique's effectiveness on students' speaking skills. From the result, it can be concluded that TPR is suitable method to teach students speaking skills. TPR is a creative method because it is needed to keep the mood of the class to make them still focused on the course. The teachers should be more creative every time during the English class.

KEYWORDS: *speaking skill, total physical response, young learners.*

INTRODUCTION

English education for children plays an essential role in facing the current era of globalization. In Indonesia, English is recognized as an essential international language for communicating in various fields, including business, education, and technology. Placing priority on being able to speak well and fluently in English is no longer an added value. Still, it has become a demand or necessity for everyone in the current era of globalization, and this is due to the influence of English in almost all aspects of life Dafi Firmansyah (2019). Learning English proficiency at a young age will give children a competitive advantage when they seek better education abroad or compete in the global job market. Therefore, learning English early in Elementary school provides a strong foundation for students to develop practical language skills and improve cross-cultural communication.

The development of speaking skills is essential for language acquisition, as they allow learners to express themselves confidently and fluently in real-life communication situations. According to Zein (2017), in his journal, the KTSP curriculum applies communicative pedagogy for English education in Indonesia and expects teachers to design and deliver communicative classroom assignments and activities. However, current teaching methods and curricula often fail to engage young learners and hinder their progress in speaking. However, Teachers still need to learn the old way of teaching students to answer student worksheets without practical lessons that

can cover students' abilities in speaking skills. This happened because education in Indonesia's current education system is test-oriented and is an obstacle for teachers to carry out learning according to the KTSP Curriculum, which establishes a communicative pedagogy for English education. Because teachers become more inclined to teach to prepare students to take exams rather than delivering more communicative activities, these affected students have difficulties in applying the English Language in real situations, which is far from the purpose of teaching English.

Based on the challenges that occur in English education, practical strategies, and methodologies play a crucial role in enhancing students' language skills. Among these strategies, Total Physical Response (TPR) has gained significant attention for its innovative approach to language learning. Total Physical Response (TPR) is a fun method of teaching the English language by developing listening and also speaking comprehension through a series of commands and responses with physical activity Savić (2014). This method makes learners stress-free in learning English and is suitable for teaching beginners, young learners, teenagers, or adults Putri R. (2016) The TPR method is intended to make it easier for beginners, especially young students, to learn English in a fun way with a teaching character suitable for young learners. This method is based on statements about what is considered accurate about the human brain having a biological program to acquire any natural language in the world from the beginning of the language acquisition process Putri R. (2016).

Speaking skill is the essential ability to communicate. Communication is a skill that is focused on being developed. Language skills, such as speaking skills, require far more practical treatment than just learning about theory. So, this research focuses on using the TPR method to improve students' speaking skills. The TPR method, which focuses on motor movements, will be much more helpful in giving students opportunities to practice communicating orally. With a research focus on using the TPR method, researchers hope it will provide an increase in students' speaking skills in fourth grade in SD Negeri 1 Pisang, Patianrowo Nganjuk, because the state of school learning still needs to improve in learning English.

LITERATURE REVIEW

2.1 Definition of speaking skill

The definition of speaking skills refers to the ability to articulate thoughts, ideas, and information effectively using verbal communication. It involves the clear and coherent delivery of one's message, allowing the speaker to connect and engage with their audience. While speaking skills encompass various aspects, including vocabulary, pronunciation, fluency, and nonverbal cues, their core purpose is to convey information, express emotions, and influence others through spoken language.

According to Leong & Ahmadi (2017), stated human communication is complex. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speaking also refers to the ability to effectively communicate ideas, opinions, and information orally in English. It involves using appropriate vocabulary, grammar, pronunciation, and intonation to convey meaning and interact with others in various contexts Richards, J. C., & Renandya W. A. (2002).

Based on Ratnasari (2020), speaking is when people transfer their ideas into verbal and nonverbal communication. Nowadays, students need to master speaking skills in English language learning because, by speaking, they will know someone's language measurement Nazara (2011). Further, speaking mastery is important due to the position of English as the universal language.

Speaking skills are essential to language learning as they enable learners to engage in real-life conversations, express their thoughts and feelings, negotiate meaning, and participate actively in social and academic settings.

2.2 The Elements of Speaking

Elements of speaking is According to (Alvionita et al., 2022) journal that Heaton J.B. in Zaid F classify that there are three elements to analyze or measure students' speaking skills:

2.2.1 Accuracy

Accuracy, defined as being able to speak English by speaking correctly, with very few mistakes, and speaking with few pauses. Accuracy consists of three components. Those are vocabulary, grammar, and pronunciation.

2.2.2 Fluency

Fluency is the ability to talk freely without too much confusing, stopping in sentence, and hesitating any words or diction when during the conversation. Speak fluently also means be able to get the message without considering grammar and other mistakes.

2.2.3 Comprehensibility

Comprehensive means understanding the essence of what is said or conveyed in a conversation. This relates to the overall meaning of what two or more speakers give to exchange information in a conversation.

2.2 Young Learners

One of the main reasons for teaching English at a young age is their age ability to master the language. The belief that "younger is better" and that children learn much more quickly and efficiently is generally appreciated by many. Another reason for the popularity of teaching English to young learners is because it is the current lingua franca, meaning the common language used for communication between two people who speak different languages Harmer (2007). Therefore, young learners need to start familiarizing themselves with learning English as foreign learners.

Children are born with a natural appetite and interest in learning, and their desire to learn should be encouraged when they start school Cammeron, (2001). The teacher plays the most important role in creating a comfortable and pleasant atmosphere. Teachers also have to be creative so that the classroom atmosphere becomes fun and interesting. In addition, students should feel that they are winning and having fun. However, this should be understood as something other than enjoying with a bit of learning.

METHODOLOGY

The research approach is using a quantitative study. Quantitative research methods can be interpreted as methods of investigating a particular population or sample, data collection using survey tools, or statistical data analysis aimed at testing a particular hypothesis. The approach used in this study is a quantitative approach focused on the application of the TPR method in teaching speaking skill at SD Negeri 1 Pisang Patianrowo.

This research technique used an experimental technique. Experimental method systematically manipulates one or more variables in order to evaluate how this manipulation impacts an outcome (or outcomes) of interest. Importantly, an experiment isolates the effects of this manipulation by holding all other variables constant. research used pre-experimental design. This design is the researcher studies a single group and provides an intervention during during the experiment. So that, this design doesn't have a control group to compare with experimental group.

Thus, researcher used One-group Pre-test Post-test Design to get the data.

This study was carried out at SD Negeri 1 Pisang, Patianrowo. Kab. Nganjuk is the location. SD Negeri 1 Pisang had a total population from first grade until sixth grade students. The research population consisted of a total of students at SD Negeri 1 Pisang. The researcher took all of the population as the sample with a total 45 students as a sample. The researcher utilized SPSS version 20.0 to evaluate all of the data acquired from the pre-test and post-test scores.

RESULTS AND DISCUSSION

4.1 Result

The researcher provides the results of the students' pre-test and post-test scores using SPSS version 20 in this section. The following data outputs are based on SPSS calculations: Paired Sample Statistic, Paired Sample Correlation, and Paired Sample Test.

Table 1: Paired Samples Statistics

Mean	N	Std. Deviation	Std. Error Mean
49,7778	45	9,10517	1,35732
64,4444	45	12,53279	1,86828

Based on the paired sample statistics table above, it was determined that the mean score of the pre-test is 49,7778, with a standard deviation of 9,10517. The mean post-test score is 64,4444, with a standard deviation of 12,53279. Each test contains a total of 45 participants (N).

Table 2: Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest TPR & Posttest TPR	45	,502	,000

According to the Paired Sample Correlation table above, the correlation impact of the data before and after being taught Total Physical Response is 0,502, with a significant 000. This data showed the correlation of TPR between students' speaking skill in this research. As a treatment, TPR method successfully affected students' speaking skill.

Table 3: Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest TPR - Posttest TPR	-14,66667	11,20065	1,66969	-18,03171	-11,30162	-8,784	44	,000

Based on the paired sampled test table above, the mean difference between the pre-test and post-test is -14,66667, and the standard deviation error is 1,66969. The t-score is -8,784 with the

degree of freedom 44 and significance (2-tailed) $0,000 < 0,005$. It indicates a correlation or influence between students' speaking skills before and after being taught using Total Physical Response. Thus, it can be interpreted that H_0 is rejected and H_a is accepted.

4.2 Discussion

Based on the results of data analysis conducted by the researcher, it can be used to find the answer of the research question and also can be concluded the students' speaking skill before being taught using the Total Physical Response (TPR) and after being taught with TPR. For the treatment will be carried out to 45 students which will be delivered using the TPR method and with the topic of work. Including the pre-test and post-test, there will be 4 meetings to treat the speaking skills of SDN 1 Pisang students. The TPR used is the TPR command where the teacher will give directions and examples of movement as a characteristic of TPR.

The researcher gave a pre-test to measure the level of students' ability in speaking skills before the treatment. The pre-test results found there are still many students needed to improve in vocabulary aspect and fluency aspect when the pre-test was given. From the pre-test data that was carried out, it showed that out of the 45 students who were given the pre-test, only 2 or only 4.4% of students passed the KKM score of 70 with a mean pre-test average score from the table one are 49.7%. In the pre-test students are still not good at speaking, it is normal because they lack vocabulary and are still shy to speak in front of the class.

After the pretest and treatment, the post-test was given to get the results of the treatment given by the researcher when using TPR to improve students' speaking skills. From post-test, there was an increase in results on several aspects that were assessed. In the aspect of vocabulary, the results obtained were 127 points which showed an increase of 27% compared to before. In other aspects, such as pronunciation, it increased by 29%, in the aspect of comprehension, it increased by 33%, and in the aspect of fluency, it increased by 31%. with an average increase in all student scores of 13%. From this data it was found that there was also an increase in the number of students passing the KKM scores from previously only two students to 16 students from 45 students. Even though this increase can be said to have not fulfilled more than 50%, it can be said that TPR which is used as a method for teaching speaking skills in elementary schools is effective to use.

The result above is correlated with the Ayu Santika, et. al. (2021) research. The research investigated the effectiveness of the Total Physical Response (TPR) teaching method on students' speaking skills. The results showed a significant difference in speaking skills between students taught with the TPR method and those taught with conventional methods. The study also found that students found learning to speak easier using gestures, and the TPR method was implemented through online platforms due to the COVID-19 pandemic. The independent T-test analysis revealed a significant difference in the mean scores of the experimental group (TPR method) and the control group (conventional method) ($t = 6.765$, $df = 66$, $p < 0.05$). Overall, the study concluded that the TPR method can improve students' speaking skills.

According to Anh & Ho (2018) speaking is a complex skill because at least it is concerned with the components of vocabulary and fluency. By learn more of vocabulary and practicing, speaking skill will be improved fluently. One of the obstacles to students' lack of speaking skills is because they lack confidence in their own abilities. the lack of self-confidence to speak is caused by their lack of vocabulary in English. Another factor is also their lack of experience in practicing their speaking skills other than at school. This reason corresponds with the situation at SD Negeri 1 Pisang where even the students have not had English lessons. This makes students not ready to be good in English material that is adapted to their current class level. From pre-test shows that the students' vocabulary aspect scores are low. By giving them TPR become a effective solution to improve their vocabulary and also their speaking skill. TPR will focus students' abilities in practicing their vocabulary. So, this practical activity will help develop their ability to increase

their vocabulary and also improve their speaking skills. This is in accordance with the statement from the research results above.

CONCLUSION

Speaking skills are an ability that is very necessary for communicating and should be learned from an early age. This refers to the ability to speak English. Learning speaking skills at a young age is the right opportunity to do this because the ability to receive language at a developing age like this is effortless to receive stimulation. However, speaking skills need to get proper attention in teaching and learning activities in Indonesia, especially in elementary schools. So we need teaching focusing on developing students' speaking skills as early as possible.

To teach and improve students' speaking skills at an early age, this can be done by using TPR. This method is very suitable for the character of children who like to play and move more than teenagers or adults. The method will require students to pay attention to the instructions given so that it is easy to get their focus in learning but still fun for them. Basically, TPR is also said to be a method adapted for young learners by taking into account their various characters, abilities and instincts.

From the data that has been obtained and researched, researchers can provide advice to teachers of young learners. English teachers should pay attention to the media used to teach the material so that their students can easily follow the lesson more enthusiastically and receive the material well. Apart from that, teachers must also be able to convey their material by not only focusing on books, but also utilizing the media around them. Especially for teaching young learners, conducting interesting learning so that students don't get bored is the key to successful learning. Using TPR which places great emphasis on learning accompanied by physical activity is one of the right choices for teachers to use.

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