



Enhancing Oral Communication Skills through the Total Physical Response (TPR) Method at SDN Semampir I

Lutfi Verdia Lensi ¹, Rika Riwayatningsih ², Dewi Kencanawati ³

Universitas Nusantara PGRI Kediri

E-mail: lutfiverdia2409@gmail.com ¹, rikariwayatining@gmail.com ²,
dewikencanawati@unpkediri.ac.id ³

ABSTRACT

The Classroom Action Research (CAR) conducted at SDN Semampir 1 aimed to explore and implement the Total Physical Response (TPR) method in enhancing students' English speaking abilities. Recognizing the initial challenges where students exhibited passive tendencies and reluctance to participate in English speaking activities, this research was designed with an integrated TPR approach to foster a more interactive, dynamic, and engaged learning environment. The CAR was structured into three sequential cycles, each encompassing planning, implementation, observation, and reflection phases. Each cycle was crafted with progressively more complex activities, ranging from simple physical commands and movement demonstrations to dialogues and group interactions requiring advanced vocabulary and sentence structures. Through this iterative process, students were provided opportunities to build and reinforce their speaking skills incrementally, with guidance and support from the teacher. The evaluation system employed in this research involved reading comprehension tests consisting of a series of questions designed to assess various aspects of speaking abilities, such as comprehension, fluency, pronunciation, and vocabulary usage. The data collected from each cycle were then analyzed using the SPSS statistical program to ensure the validity and reliability of the tests. The analysis results indicated consistent and significant improvements in students' speaking abilities from cycle to cycle. By achieving the success indicators set at the end of the third cycle, this research provides empirical evidence supporting the effectiveness of implementing the TPR method in enhancing students' English speaking abilities. These findings not only have significant implications for the educational context at SDN Semampir 1 but also contribute valuable insights for curriculum development, teaching methodologies, and further research in the field of language education.

Keywords: method, Oral Communication Skills, Total Physical Response,

ABSTRAK

Penelitian Tindakan Kelas (PTK) yang dilaksanakan di SDN Semampir 1 bertujuan untuk mengeksplorasi dan menerapkan metode Total Physical Response (TPR) dalam meningkatkan kemampuan berbicara bahasa Inggris siswa. Menyadari tantangan awal dimana siswa menunjukkan kecenderungan pasif dan keengganan untuk berpartisipasi dalam kegiatan berbicara bahasa Inggris, penelitian ini dirancang dengan pendekatan TPR terintegrasi untuk menumbuhkan lingkungan belajar yang lebih interaktif, dinamis, dan terlibat. PTK disusun menjadi tiga siklus berurutan, masing-masing meliputi tahap perencanaan, pelaksanaan, observasi, dan refleksi. Setiap siklus disusun dengan aktivitas yang semakin kompleks, mulai dari perintah fisik sederhana dan demonstrasi gerakan hingga dialog dan interaksi kelompok yang memerlukan kosakata dan struktur kalimat tingkat lanjut. Melalui proses berulang ini, siswa diberikan kesempatan untuk membangun dan memperkuat keterampilan berbicara mereka secara bertahap, dengan bimbingan dan dukungan dari guru. Sistem evaluasi yang digunakan dalam penelitian ini melibatkan tes pemahaman membaca yang terdiri dari serangkaian pertanyaan yang dirancang untuk menilai berbagai aspek kemampuan berbicara, seperti pemahaman, kelancaran, pengucapan, dan penggunaan kosa kata. Data yang



dikumpulkan dari setiap siklus kemudian dianalisis menggunakan program statistik SPSS untuk memastikan validitas dan reliabilitas tes. Hasil analisis menunjukkan peningkatan yang konsisten dan signifikan pada kemampuan berbicara siswa dari siklus ke siklus. Dengan tercapainya indikator keberhasilan yang ditetapkan pada akhir siklus ketiga, penelitian ini memberikan bukti empiris yang mendukung efektivitas penerapan metode TPR dalam meningkatkan kemampuan berbicara bahasa Inggris siswa. Temuan ini tidak hanya memberikan implikasi yang signifikan terhadap konteks pendidikan di SDN Semampir 1 tetapi juga memberikan kontribusi wawasan berharga bagi pengembangan kurikulum, metodologi pengajaran, dan penelitian lebih lanjut di bidang pendidikan bahasa.

Kata Kunci: metode, Keterampilan Komunikasi Lisan, Respon Fisik Total

INTRODUCTION

Children's age is one of the right periods for learning language. Childhood is the most appropriate and ideal time to acquire a foreign language because it is during this time that their language skills are easy to hone (Kamal, 2004: 12). The use of English in the world of education, especially in elementary schools (SD), is fundamental and determining. By introducing English early, (elementary school) students will be able to recognize and understand English earlier. Therefore, students will have better basic knowledge and experience before continuing to a higher level of education.

Learning English at elementary school level can be used as a tool for students' self-development in the fields of science, technology and arts (Hong et al., 2023). Learning English in elementary school includes 4 language skills. The goal of students learning English is to master 4 language skills, namely: The first is listening skills, if students can and are capable of hearing and understanding other people's speech or conversations. The second is speaking skills, if students can convey all forms of thoughts, feelings and everything that needs to be expressed verbally. The third is reading skills, if students already have the ability to understand reading. And the last is writing skills, if students can convey all forms of thoughts, feelings, and everything that needs to be expressed in written form.

All the aspects above are supported by other language elements. Such as vocabulary, grammar, and pronunciation or pronunciation that are appropriate to the theme so that they are suitable as a means of achieving goals (Pennington, 2021).

The aim of learning English at elementary school level is intended as a tool or medium for communicating with other people from different countries, where as we know English is an international language (Selvi et al., 2023). In elementary school education, the topics of discussion are related to things that exist in a situational context. In this case, students are invited to practice interacting, not only with verbal interaction but also with other activities such as physical activity, both with the teacher and with their friends. This is done so that elementary school students do not have difficulty pronouncing English.

As quoted by (Larsen-Freeman, 1986: 114): "The children learning teaching interaction gradually moves from the teacher centered to student



centered. At the first stage, the interaction begins from the teacher's commands. The students listen to the language used and watch the movements of the teacher and other students as well. They may guess meanings from observation while they are responding to the commands. They themselves may also decide when to change the role: who commands the class. Finally they create the interaction among them and direct themselves to give commands to others."

Basically, the language acquisition learning process requires good interaction between students and teachers. The teacher can give orders that students must carry out in order to show students' understanding of the meaning of these verbal commands. The teacher provides examples of movements or actions ordered by the teacher so that students indirectly get the grammatical structure and vocabulary of the target language (Ghazali, 2010: 97).

In the learning process, a very important aspect used to achieve these goals is the active role or participation between teachers and students. Participation between teachers and students is very influential on achieving the desired learning goals (Comings, 2023). This can be interpreted as meaning that in a learning process there must be involvement between teachers and students. One of the skills in English that involves teachers and students directly is speaking skills. Speaking skills are the most important part of learning activities because speaking is the first aspect seen when someone learns about language.

Student involvement in the learning process is an implementation of student activity in the process, of course in addition to receiving learning material from the teacher (Barkley et al., 2020). With direct student involvement, students will experience learning more naturally. The thing that needs to be considered to achieve this is of course the efforts made to improve student learning achievement, which in this case is the learning process as the basis of an activity. Thus, innovation and creativity efforts are needed in the learning process, including by implementing the TPR (Total Physical Response) learning method in the English language learning process.

The TPR method is a language learning method that uses verbal commands that students must carry out in order to demonstrate their understanding of the meaning of those verbal commands (Ghazali, 2010: 96). Asher was the first to introduce the TPR model in his book entitled "Learning another Language through Actions". He and several linguistic experts researched successful language learning. Total Physical Response can be interpreted more broadly as a learning model that requires students to play an active role in responding with their entire physical being in the learning process.

The teacher provides examples of the movements or actions that are ordered so that students indirectly get the grammatical structure and vocabulary of the target language (Vold, 2022). During the listening practice



period, students are asked to respond to commands from the teacher (such as “stand up”, “go to the blackboard and write your name”). After undergoing listening practice, students then change roles with their teacher, namely students produce/speak language by giving orders to their classmates and the teacher. Reading and writing skills are used to support this oral/listening component. The students were asked to write down all the vocabulary and grammar structures that had been taught in the meeting in their notebooks at the end of the lesson (Kendall et al., 2023). This method is very helpful in making it easier for teachers and students in the process of learning vocabulary because this method can also be combined with pictures/real objects and also body movements, so that students can understand and express them.

Progress will not be achieved without meaningful effort. Effort is really needed in terms of improving student learning achievement. Thus, this research is "action research" which aims to improve students' speaking skills while still involving students in the English language learning process using the TPR method for grade 3 students at SDN Semampir 1 Kediri City.

By considering the importance of aspects of speaking skills that involve teachers and students directly in the learning process, the researcher wants to know to what extent the TPR method is effective in learning English speaking skills, especially for class III students at SDN 1 Semampir, Kediri City. The author tried to conduct research using the TPR method based on the idea of improving students' speaking skills in English using the TPR method.

In research related to the effect of using the TPR method to improve students' speaking skills carried out by researcher X (Hanim, 2023) In this research, the researcher used an experimental method approach, the research was carried out at the West Panungganan Citizens' Hall Elementary School, Tangerang.

In contrast to the research conducted by researcher Y, the research conducted by researcher Y used the CAR method or Classroom Action Research (CAR). Apart from that, the place where the data was collected was also different, where researcher X conducted research in Tangerang. Meanwhile, researcher Y carried out research or data collection in Kediri City.

RESEARCH METHODS

A. Research Subjects and Settings

The research setting is the design of the place and what must be done during the research. The research location is the place where the researcher obtains information regarding the required data. The research location is the place where the research will be carried out. Location selection must be based on considerations of attractiveness, uniqueness and suitability for the chosen topic. By choosing this location, researchers are expected to find things that are meaningful and new (Suwarma Al Muchtar, 2015: 243). Meanwhile, research subjects are sources that can provide information, selected



purposively and implemented in accordance with a specific purpose or objective.

1. Research Subject

The research subject is the main source of research data, namely regarding the variables studied. Research subjects or respondents are people who are asked to provide information about a fact or opinion. So the research subject is a source of information that is explored to reveal facts in the field. The subjects that will be used in this research are class III students. Student total of class III is 29 students.

2. Research setting

Classroom action research was carried out at SDN Semampir 1 Kediri City in the 1st semester of the 2023/2024 academic year, for approximately one month which was carried out for approximately one month and was carried out in 3 meetings with a time allocation for each meeting of 70 minutes. This research was carried out in 3 cycles, each cycle was carried out in 1 meeting with 2 class hours. Each lesson hour has 35 minutes.

The reason why the researcher decided to research grade 3 students at SDN 1 Semampir was that the researcher felt that the speaking skills of grade 3 students were lacking. Even when compared with class 2 students, the speaking skills of class 3 students are still considered lacking. Therefore, researchers decided to try using the TPR method to help students improve their speaking skills.

B. Research Procedures

1. The first stage or planning stage, in the first stage learning planning is carried out using the TPR method,
2. The second stage is the process of implementing speaking skills learning using the TPR method.

The general sequence of learning implementation is as follows:

- Starting learning with an introduction, namely providing motivation and apperception. At this stage, the teacher starts the class by motivating the students so that the students can feel more excited and ready to learn. Then, the teacher also provides perception, which is to connect the material to be learned with the knowledge or experience that students already have, so that students can more easily understand the new material that will be delivered.
- Students are introduced to imperatives vocabulary related to the theme. At this stage, the teacher introduces imperative words or phrases that are relevant to the learning theme. Imperative vocabulary or instructions that are often used in everyday conversation. This stage is done so that students can feel familiar with the words and can use them properly and correctly in the appropriate context.
- Students carry out instructions and respond to these instructions. At this stage, the teacher provides intuition using the imperative vocabulary



- that has been introduced previously. Then, students are expected to be able to carry out the instruction physically or be able to give an appropriate response. This activity aims to practice students' speaking skills and understanding of the commands given.
- Provide practice questions to check students' understanding After students carry out various instructions, the teacher provides practice questions that aim to evaluate the extent of students' understanding of the material that has been taught. These practice questions can be written questions or practical tasks that students must complete.
 - Guide students to make conclusions from learning At the end of the learning session, the teacher guides students to reflect on what they have learned and draw conclusions. This can be done by inviting students to summarize the key points of the newly learned lesson and how they can apply the skills they have gained to their daily lives. This process aims to help strengthen students' understanding and ensure that learning objectives have been well achieved.
3. Evaluate speaking skills learning with a speaking assessment rubric that contains grammatical accuracy , fluency, clarity of speech (pronunciation), vocabulary.
 4. The students' speaking skill scores have reached learning completeness, namely 75% of the total number of students.

There are 3 cycles in this research, where each cycle is carried out once a week. The first cycle was carried out on October 10 2023. The activities carried out in the first cycle were the introduction of words and the introduction of the learning model, namely (TPK). The second cycle will be held on October 17 2023. Activities carried out in the second practical cycle (TPR) will be carried out on a limited basis. Meanwhile, in the third cycle, there is extensive practicum implementation by students accompanied by teachers.

C. Data Collection Instruments

The type of data collection instrument that will be used in this classroom action research (CAR) is a test (pre test post test, observation sheet and also evaluation). The pre-test, post-test is used to measure the extent to which students' abilities have improved during this research, observation sheets are used to find out in detail the results obtained during the research, and finally evaluation is used to evaluate or provide feedback to students from the learning outcomes that have been carried out.

1. Explanation of the type of instrument to be used. The types of data collection instruments that will be used in this research are as follows:
 - a. Pre test and post test. According to Purwanto (2009) PreTest is a test given before teaching begins which aims to find out to what extent students have mastered the teaching material to be taught. Meanwhile, according to Costa (2014) Pre-Test/Post-Test is one of three assessment tools that is highly recommended for use because it is a concise and



- effective direct evaluation that can be used to improve student learning outcomes.
- b. observation or observation of the assessment of attitudes and skills in learning cycles 1, 2 and 3.
 - c. Evaluation of learning outcomes regarding the implementation of learning cycles 1, 2, and 3 with description tests and oral practice. The reason why researchers use this type of instrument is that this type of instrument can make it easier for researchers to easily determine the development of students' speaking skills.
2. Explanation of the instrument model or specifications. The steps in this research are to collect the required data Broadly speaking, it can be measured in the following way: Pre-test and post-test are two types of tests used in research or learning contexts to measure changes or progress before and after an intervention or learning.
- Pre-test (Initial Test)
- Goal: Measure participants' baseline knowledge, skills, or characteristics before they participate in a program or intervention.
 - Time: Carried out before the intervention or learning begins.
 - Function: Provides an initial picture of the participant's initial level of understanding or skills.
- Post-test (Final Test):
- Objective: Measuring changes or progress that occur after participants participate in a program or intervention.
 - Time: Carried out after the intervention or learning is complete.
 - Function: Assesses the extent to which participants have improved certain knowledge, skills, or characteristics as a result of the intervention.
- Advantages of Using Pre-test and Post-test:
- Evaluation of Change: Allows to assess how effective a program or intervention is in changing participants' knowledge or skills.
 - Initial and Final Measurement: Provides a comparison between initial and final conditions, so that changes can be identified.
 - The type of test used is in the form of a text that will be distributed to students who will then read the text one by one.
3. Explanation of scoring techniques. The scoring technique is a data processing system used in determining regions. The scoring system is used to classify whether an area is in the underdeveloped category or not (Muta'ali, 2015: 274). Researchers created an assessment table based on students' ability levels. The scoring technique used in this research is as follows:

Tabel 2. Skoring

Score	Information
86-100	Very good
76-85	Good
61-75	Enough



51-60	Less
0-50	Very less

Based on the table above, the following information is made, for those who get a score of 86-100, students are considered very fluent in terms of spelling and pronunciation and can answer 5 questions correctly. Those who get a score of 76-85 are considered fluent or have a little bit of spelling and pronunciation and answer 3-4 questions correctly. Those who get a score of 61-75 are considered adequate in spelling and pronunciation and can answer 2-3 questions correctly. Those who get a score of 51-60 are considered unable to convey spelling and pronunciation well and are only able to answer 1-2 questions. Meanwhile, those who get a score of 0-50 are considered very poor in terms of spelling and pronunciation and are unable to answer questions at all.

D. Data Analysis Techniques

Data analysis according to Patton (in Hasan, 2002: 97) is the process of arranging the sequence of data, organizing it into patterns, categories and basic units of description. Meanwhile, according to Black & Champion (in Zuriah, 2009: 179) data analysis is the most sociological research technique of all social research techniques.

1. This CAR research uses a quantitative and qualitative approach. Therefore, the data analysis technique used in this research is descriptive and SPSS version 20.0. The data will be explained descriptively which will be strengthened with quantitative evidence in the form of numbers which are student scores which have been processed with SPSS 20.0 to support the descriptive data presented, namely the influence of tpr on student speaking
2. Validity
To test validity, item analysis was used. The analysis was carried out by calculating the correlation between the instrument item scores and the total score using the Pearson product moment correlation formula assisted by the SPSS 20.0 for Windows program which refers to Arikunto, (2006: 72)
3. Reliability
Asep Hermawan (2006:126) defines: "Reliability is related to the consistency of accuracy and predictability of a measuring instrument". Based on the opinions of these experts, it can be concluded that reliability is related to the accuracy and precision of a measuring instrument for measuring because the instrument is good. The success of conducting research using the TPR method can be seen in terms of increasing students' speaking skills, this is marked by an increase in students' vocabulary and splendor. The learning process is measured through observation sheets



HASIL DAN PEMBAHASAN

A. Overview of the research setting

The type of research used in this research is Classroom Action Research (CAR), which means action research (research with action) carried out in the classroom. According to Kemmis and Mc. Taggart, Classroom Action Research is a study conducted to improve oneself, one's own work experience, which is carried out systematically, planned, and with an introspective attitude. According to Carr and Kemmis, the term classroom action research is a form of self-reflection carried out by participants (teachers, students or school principals) in social situations (including education) to improve the rationality and correctness of social or educational practices carried out themselves. understanding of these practices and the situations (institutions) in which they are carried out. Classroom action research (CAR) is considered suitable and effective, because this research is focused on learning problems that arise in the classroom, this research is also carried out to improve learning problems and to improve the teaching and learning process in the classroom. Class action research (CAR) is easy for teachers to carry out because it does not require comparison of learning models and while carrying out the teaching and learning process teachers can also carry out research on problems in the classroom. This classroom action research was carried out in class III of SDN Semampir 1 Kediri City. This classroom action research was carried out in 3 cycles to determine how to improve speaking skills in the English language learning process at SDN Semampir 1 Kediri City. Data obtained from observations with class teachers showed that there were still some students who got grades below the teacher's expectations. There were 29 students in class 3, from the three cycles all students were present during each cycle and the students' condition was felt to be quite ready when the research was carried out. The equipment and infrastructure prepared include observation sheets, reading texts for the pre-test and post-test.

B. Description of Research Findings

Tabel 4.1 score cycle 2 and 3

No	Nama siswa	Siklus 1	Siklus 3	No	Nama siswa	Siklus 1	Siklus 3
1.	AAK	70	82	16	GCL	68	78
2	AML	72	85	17	GOD	78	88
3	ADP	73	85	18	HZAR	68	82
4	ANZ	70	80	19	IDP	62	73
5	AWR	65	75	20	JPTJ	68	82
6	ATP	72	85	21	JNW	78	85
7	AKP	72	80	22	LFF	70	85
8	ASP	83	90	23	MA	70	82
9	ARP	72	80	24	MGP	69	78
10	CGE	72	78	25	MDA	71	78
11	CHDR	60	70	26	OPA	70	80
12	DNI	78	85	27	RF	65	75
13	EDS	70	78	28	RR	85	95



14	FHP	73	80	29	RDR	73	85
15	FFS	80	85				

**SPSS RESULT
 NORMALITY TEST**

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	,196	29	,006	,947	29	,155
PostTest	,148	29	,104	,965	29	,427

a. Lilliefors Significance Correction

According to Sugiyono (2017:239), the normality test is used to assess the normality of the variables studied, whether the data is normally distributed or not. This is important because if the data for each variable is not normal, then hypothesis testing cannot use parametric statistics. The normality test is a test used to determine whether the data being tested is normal and homogeneous. Based on the table above, the pre-test and post-test scores of 29 students were declared abnormal and homogeneous. This can be seen from the significance value (Sig.) which shows a value above 0.05 so the data will be processed using non-parametric SPSS, namely the Wilcoxon test.

WILCOXON TEST

The Wilcoxon test is a test used to measure the comparison of two data like the T-Test. However, this research has data that is not normally distributed, so data processing uses the Wilcoxon test

Ranks

	N	Mean Rank	Sum of Ranks
PostTest - PreTest			
Negative Ranks	0 ^a	,00	,00
Positive Ranks	29 ^b	15,00	435,00
Ties	0 ^c		
Total	29		

- a. PostTest < PreTest
- b. PostTest > PreTest
- c. PostTest = PreTest

From the table above it can be seen that learning through the TPR method has an influence on students. This can be seen from the negative ranks column which shows a value of 0, which means the student did not experience a decrease in value. Meanwhile, the positive test column shows a mean rank value of 15.00 and a sum of ranks of 435.00, which indicates that students' scores have increased both in terms of mean (average) and sum (overall). So it can be concluded that the TPR method has an influence on the 29 students who were the subjects of this research.

Test Statistics^a

	PostTest - PreTest
Z	-4,720 ^b
Asymp. Sig. (2-tailed)	,000

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

In the non-parametric analysis of the Wilcoxon Test, the table above is used to identify hypotheses that are accepted and rejected in this research.



Judging from the table, the Asymp Sig (2-tailed) value shows 0.000 which is less than 0.05, so it can be concluded from the table that TPR has an effect on student learning outcomes. These results are in sync with the researchers' observations during the CAR, so that in this study the results accepted H1 (there was an influence) and rejected H0 (there was no influence).

C. Interpretation

Based on research that has been conducted, TPR has an influence on the student learning process. The process and student progress explained by the researcher is in line with the results of SPSS 20.0 data which states that there is a positive difference in the form of an increase in student grades before and after TPR learning is implemented. Therefore, researchers can conclude that this research accepts H1, namely that TPR has an influence on students. According to researchers, the TPR method is good for improving the speaking skills of grade 3 students at SDN Semampir 1. This is supported by experts Indah et.al in 2022 who stated that TPR can improve students' speaking skills, previous researchers Kartawijaya 2022 also agree that the use of TPR is considered very effective in improving students' speaking skills. The way TPR improves speaking ability is by applying its method, namely using body movements to interpret a word or sentence. In this way, students become more active and enjoy using the TPR method, because naturally young children or elementary school children tend to be more active and like active ways of learning. Asher (in Larsen-Freeman 2000: 19) notes that children, in learning their first language, listen more before they speak. The listening activity is accompanied by physical responses such as reaching, grabbing, moving, looking, and so on.

Teachers play an active role and are directly involved in TPR. The teacher is the decider of what is taught, who models and presents new material, and who selects supporting materials for classroom use. The role of the teacher in this research is as a role model, namely in the learning process using the TPR method students will imitate the teacher's movements, where the TPR method requires the teacher and students to use physical movements. Therefore, the teacher will give examples of movements to the students which the students will later imitate, which is the essence of the TPR method. Teachers are expected to be able to build good communication with their students, teachers must also use learning methods that are comfortable and easy for children to understand, as Kasmadi (2013) argued. The communication process between educators and children can run well if teachers are clever at using simple but targeted methods, using language. children, the delivery system is pleasant and easy to understand, the teacher also provides opportunities for children to ask questions, discuss and have fun learning.

Grade 3 students who act as subjects in this research have experienced many changes since researchers used the TPR method for everyday English



teaching. This is proven by the large increase between cycle 1 and cycle 3 where during cycle 1 the TPR method had not been implemented. Many of the students experienced changes in their ability to speak for the better. Previously, students were less able to speak English. After implementing the TPR method, these students can now speak English better. Likewise, students who are still unsure or embarrassed during English lessons because they feel they are not able to speak English well, now these students are more confident and more focused during learning activities. According to Mudini and Salamat Purba (2009:14), "Speaking skills are productive skills because in their realization speaking skills produce various ideas that can be used for language activities (communication), namely in oral form.

D. Constraints and Limitations

From this research there are several limitations that cause interference and lack of results of this research. The limitations contained in this research include the following things, such as limited literature on previous research results which researchers still lack. This results in this research having many weaknesses, both in terms of research results and analysis. Then the limitations of time, money and energy meant that this research was less than optimal. Subject limitations, because the subjects in this knowledge are only 29 people, although progress can be described well, for testing in the form of numbers it feels less than optimal. Another limitation is that students feel they are less able to collaborate and are less united, which becomes a bit of an obstacle during research. The author's knowledge is limited in creating and compiling this article, so its reliability needs to be tested again in the future. The limitations of the data used in this research make the results less than optimal. This research is far from perfect, so it is hoped that future research will be better than the previous one

CONCLUSIONS

Based on the results of classroom action research that has been carried out, you can concluded that:

Learning design is in accordance with students' learning needs, namely they are not yet skilled at speaking English and are still passive and embarrassed to pronounce vocabulary or sentences in English, followed by creating learning objectives to measure students' abilities in solving the problems they want to achieve. Group learning strategy using the TPR method.

The learning process begins by making command sentences using learning resources available around them and asking students to do what the teacher tells them to do. Then the teacher asks students to take turns with friends in making and carrying out commands like what the teacher has demonstrated. The next process is that the teacher asks students to demonstrate the movements that have been made in front of the class. After



that the teacher asks students to show their classmates the sentences or words they mean. Using this learning process can accompany students in observing objects, observing actions, using a variety of vocabulary, giving orders with instructional sentences, the accuracy of students' responses to instructions, the speed of students' responses to instructions, and students' questioning activities. The findings of this CAR are that learning using the TPR method is able to make students understand well in increasing the activity of observing objects and the accuracy of students' responses to the instructions given. Not only that, based on other activities such as observing actions, using varied vocabulary, giving orders according to instructions, speed of response to intrusions and asking questions, students have been able to understand well and optimally in carrying out English speaking activities.

The English language learning evaluation system using the TPR learning model to improve students' speaking skills is measured using a reading form test and each is given 5 questions, which are then analyzed using the SPSS program. The validity and reliability results state that the questions are valid and reliable. The difficulty level of the questions in each cycle was on average moderate and the differentiating power in each cycle stated that the questions were well accepted.

The speaking skills using the TPR method that researchers want to assess are comprehension, fluency, pronunciation, vocabulary which increase in each cycle. The findings of this CAR are that learning using the TPR method is able to make students understand speaking skills well in the aspect of comprehension. In cycle 3, the speaking skill scores of grade 3 students at SDN Semampir 1 on average were able to improve their speaking skills. So the research ended in the third cycle because more than 75% of students achieved success indicators according to the $KKM \geq 75$.



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