

**THE EFFECT OF TOTAL PHYSICAL RESPONSE (TPR) ON
STUDENTS' SPEAKING SKILLS AT THE 4th GRADE OF SD NEGERI 1
PISANG**

SKRIPSI

**Submitted as One of the Requirements to Obtain Bachelor of Education
Degree (S.Pd) at the English Language Education Department Study
Program, University of Nusantara PGRI Kediri**



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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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Approved by the Advisor to be proposed to English Education Department
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Kediri, July 14th, 2023

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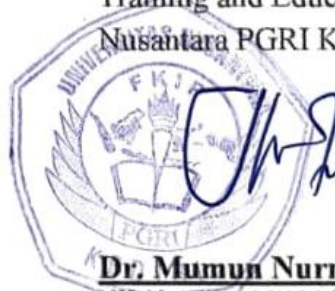
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1. The “Skripsi” is never collected to any institute of higher education for any academic degree.
2. The “Skripsi” is totally independent of my work and not the result of plagiarism of others’ works.

Kediri, 14 July 2023



Ramadhani Trio Gussholik
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MOTTO AND DEDICATION

MOTTO:

“Life is more balance than you think, when you take something you should pay
for it. Everything is equal for him.”

DEDICATION:

This *skripsi* is dedicated to:

1. Myself, for not quitting, no matter how tough the process is to reach this point.
2. My parents are the reason I can be where and who I am today.
3. My friends, for the never ending support they have given me.

ABSTRACT

Ramadhani Trio Gussholik, The Effect of Total Physical Response (TPR) on Students' Speaking Skills at the 4th Grade Of SD Negeri 1 Pisang, English Education Department, FKIP UN PGRI Kediri, 2023.

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 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. According to Asher, TPR is based on the premise that the brain has a repetition habit for acquiring all of the natural language in the world. This acquisition process is more like children acquiring their mother tongue for each new language

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 SDN 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 data analysis, the data showed a result that significantly increased. It was determined that the mean score of the pre-test was 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. 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.

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 (TPR), Young learners

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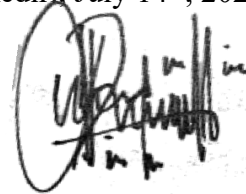
Praise to Allah SWT, the Lord of the universe, upon the blessings He gives to the writer, so this Skripsi, entitled “The Effect of Total Physical Response (TPR) on Students’ Speaking Skills at the 4th Grade of SD Negeri 1 Pisang” which is written as partial fulfillment of the requirements to obtain the Sarjana Degree of Education in English Department of University of Nusantara PGRI Kediri, can be finished regardless of how many obstacles and struggles.

The writer realizes that this Skripsi cannot be finished without the help from others. Therefore, the writer would like to deeply express his gratitude and appreciation to:

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9. And the last, for myself who was able to completed this thesis.

It is realized that this proposal still has many shortcomings, so it is expected that criticisms and suggestions from various parties are expected.

Kediri, July 14th, 2023

A handwritten signature in black ink, appearing to read 'Ramadhani Trio Gussholik', written over a circular stamp or watermark.

Ramadhani Trio Gussholik

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CHAPTER I

INTRODUCTION

This chapter explains the Background of The Research, Problem Identification, Problem Limitation, Problem Formulation, Research Objectives, and Usefulness of The Research.

A. Background of the Research

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. The communication skills expected from the KSTP curriculum for English are to prioritize students' communication skills or practice. 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. This problem has been answered with TPR as a method considered appropriate for improving the speaking skills of today's young learners, as evidenced by several previous studies.

However, although the importance of English is acknowledged, there are several challenges faced in education in Indonesia, especially 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 is currently implementing a curriculum that focuses more on mastering grammar and theoretical knowledge than the ability to communicate actively. According to (Zein, 2017), 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.

Another reason, during the Covid-19 pandemic, teaching and learning activities, including learning English in elementary schools, experienced significant dynamics and changes. Decree of the Minister of Education No. 4 of 2020 where the main point of this regulation is that it requires all schools at all levels in Indonesia to carry out learning activities from home by implementing online learning. In the new learning year 2022/2023, education will begin to run normally. However, the impact of the emergent curriculum and RUU Sidiknas per Agustus pasal 81 ayat 1 makes English not a compulsory subject in elementary schools from 2020 until after the pandemic.

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).

The TPR method is suitable for teaching young learners because of the characteristics of young learners physically moving while learning the language and they engage in fun activities with the language. Also, this method creates a class environment free from bored and pressure for students to learn. TPR is an exciting method for teaching young students because they immediately practice simple commands with simple body movements. In practice, the preparation needed to use this method in the teaching and learning process is not a little and this method is suitable for teaching listening and speaking skills and increasing students' vocabulary (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 SDN 1 Pisang, Patianrowo Nganjuk, because the state of school learning still needs to improve in learning English.

B. Identification of the Problem

In relation to the background of the problem above, the following problems can be identified:

English education for young learners plays an essential role in facing the current era of globalization. However, 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. Students need help applying the English Language in real situations, and this is far from the purpose of teaching English. The situation of English education in Indonesia is becoming increasingly worrying due to the COVID-19 pandemic, which forced the government to issue an emergency curriculum that worsened the position of English education in primary schools after the launch of the 2013 curriculum, which eliminated English from primary and secondary schools. This condition got worse when RUU Sidiknas per Agustus 2022 pasal 81 ayat one was published, which no longer included English as a compulsory subject. Some of these problems, only some of which have been listed. However, this problem makes elementary schools that are lagged need to catch up of the quality of their education even more lagging behind the needs of English language education today.

C. Limitation of the Research

This study uses quantitative research methods and uses pre-test and post-test to collect the data. Researchers focused on measuring the effectiveness of Total Physical Response in students' speaking skills and focused on the subject of "Jobs" for fourth-grade students at SDN 1 Pisang Patianrowo, Nganjuk.

D. Research Questions

Need to be researched as follows:

1. How is the students' speaking skill before being taught using total physical response?
2. How is the students' speaking skill after being taught using total physical response?
3. Is there any significant effect of using total physical response?

E. Objective of the Research

Based on the formulation of the problems above, the objectives of the research are as follows:

1. To find out the students' speaking skills before being taught using total physical response.
2. To find out the students' speaking skills after being taught using total physical response.
3. To find out whether there is any significant effect of using total physical response on students' speaking skills.

F. Significance of the Research

The results of this study are expected to be beneficial both theoretically and practically, elaborated in the following section

1. For students

The results of this study can be used as a reference to improve students' ability to understand more about speaking using beverage packages. Hopefully, that TPR method can improve students' speaking skills in fun way for them.

2. For teachers

This study's results can help teachers more easily present material related to speaking skills and the other skills. Hopefully, teacher will have various ways to teaching English especially for young learners after this research has been successfully implemented.

3. For the other researchers

To provide additional information for other researchers who wish to conduct further research in the field related to speaking skills for young learners. From this research hopefully can give new various data about the topic of teaching young learners in learning speaking skills using total physical response method.

G. Definition of Keywords

1. Speaking Skill

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 (Jack, C, Richards & Willy, A, 2002). Speaking skills are an essential skill that makes the learners to engage in real-life conversations, express their thoughts and feelings, negotiate meaning, and participate actively in social and academic settings. Proficiency in speaking helps learners become confident and fluent English speakers, allowing them to communicate effectively with native and non-native speakers of English.

2. Total Physical Response (TPR)

Total Physical Response (TPR) is a method of teaching a foreign language or a second language (target language) by developing listening and speaking comprehension through a series of commands that students respond to with physical activity. According to Asher, TPR is based on the premise that the brain has a repetition habit for acquiring all of the natural language in the world. This acquisition process is more like children acquiring their mother tongue for each new language (Putri, R, 2016).

3. Young Learners

According to (Harmer, 2007), young learners refer to children in the early stages of their language development who are learning English as a second or foreign language. While the specific age range may vary, young learners generally include children between the ages of 3 and 12. Unlike adults, young learners display differences in physical, psychological, social, emotional, conceptual, and cognitive aspects.

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