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**“IMPROVING SPEAKING SKILL USING TOTAL PHYSICAL
RESPONSE (TPR) METHOD AT SDN SEMAMPIR I”**
SKRIPSI

Presented in Partial Fulfillment of the Requirement to Obtain the
Sarjana Pendidikan Degree of English Department
University of Nusantara PGRI Kediri



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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS NUSANTARA PGRI KEDIRI

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RESPONSE (TPR) AT SDN SEMAMPIR 1”**

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MOTTO AND DEDICATION

MOTTO :

"Keep holding on for the people who love you, keep holding on for the family who really loves you, keep holding on for your soul mate in the future, keep holding on for friends who love and hate you, keep holding on for the midnight Indomie who always accompanies you. You only live once and don't waste your time taking care of other people's lives. Better late than never"

DEDICATION :

I dedicate this thesis to:

1. Allah SWT, who always provides guidance and convenience in writing this thesis.
2. My parents, Mrs. Minarsih and Mr. Yatimin, who always give me extra support and love
3. The whole extended family that I love
4. Everyone who has supported and loved me

ABSTACK

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.

FOREWORD

Alhamdulillah rabbi'lalamin, thanks be to the presence of Allah SWT, who has given His blessings, mercy, guidance and inayah, so that the researcher can complete the thesis with all its shortcomings. Don't forget to send prayers and greetings to the great Prophet Muhammad SAW, who always pray for his people until the end of the day and hopefully we will be included in the group who will receive his intercession in the future. Amen. This thesis with the title "IMPROVING SPEAKING SKILL USING TOTAL PHYSICAL RESPONSE (TPR) AT SDN SEMAMPIR 1" was written to fulfill some of the requirements for obtaining a bachelor's degree in education, in the English Language Education department at Nuasantara University PGRI Kediri.

On this occasion we would like to express our sincere thanks and appreciation to:

1. Chancellor of Nusantara University PGRI Kediri Dr. Zainal Afandi, M. Pd.
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There are no words that the researcher can express to express his gratitude, but only a prayer that his good deeds will be accepted and blessed by Allah SWT and recorded as good deeds. ⁶⁵ The researcher realizes that this thesis still has shortcomings. Therefore, researchers always expect criticism and suggestions. Hopefully this final report will be useful for all of us, especially researchers and readers in general. Amen, Ya Rabbal'alamin.

Kediri 24 December 2023

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1 CHAPTER I

INTRODUCTION

A. Background Of Research

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 process of children's learning and teaching interaction evolves over time, shifting from a teacher-dominated approach to one that is more student-focused. Initially, the teacher takes the lead by issuing instructions, which the students attentively listen to and observe. They also pay close attention to the teacher's and their peers' physical movements. Through this observation, students may infer meanings while responding to the given directives. As the process progresses, students gain the autonomy to decide when to switch roles, potentially taking on the responsibility of instructing the class

themselves. Ultimately, this leads to students creating their own interactions and independently issuing commands to one another”.

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 ¹³ 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 ¹⁰ creativity efforts are needed in the learning process, including by implementing the

⁵⁶ 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 ⁸⁹ 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 ¹⁷ as a learning model that requires students to play an active role in responding with their entire physical being in the ¹⁰⁸ 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 ¹⁸ 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 Panungangan 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.

B. Research Of The Problem

Based on the background of the problems described in the previous point, problems can be identified related to the results of students' speaking skills, namely:

1. Students are not yet skilled in speaking English.
2. Students get less time to practice speaking English in class.
3. Students tend to be passive and embarrassed when or about to use vocabulary and sentences in English.
4. The teacher has not used learning resources that increase students' enthusiasm during English lessons.

C. Limination Of The Problem

The problems in this research are limited to the implementation of the learning process for students' English speaking skills using the Total Physical Response (TPR) method. The choice of using the TPR method takes into account that learning must be student-centered and a fun learning process that involves students directly speaking.

There are several previous studies, such as research conducted by Yuliana (2024) with the title "Total Physical Response (TPR) Method as a Stress-Free Learning Method in English Language Teaching" which explored the use of the TPR method in teaching English to young students. This research highlights how TPR, which combines coordination between speech and physical movement, can create a stress-free learning environment. This method has been widely used in kindergartens and elementary schools throughout the world, because it can increase

student engagement and make the learning process more enjoyable. TPR is not only suitable for children but is also effective for middle school, high school students, and even adults. In addition, this method has also shown positive results in students with dyslexia and the visually impaired, helping them overcome learning obstacles by relying on hearing and physical activity. However, research also notes some limitations of TPR, such as a lack of creativity in producing original sentences and potential stress for teachers who have to follow a strict curriculum. Nevertheless, TPR remains an effective and useful teaching strategy in the ELT (English Language Teaching) context (Yuliana, 2024).

A study by Wariyanti et al. (2024) explored the development of contextual English language proficiency through Total Physical Response (TPR) training. This research highlighted the significance of balanced English communication skills tailored to individual needs, utilizing natural spoken language across a varied curriculum. The researchers identified three key principles for effective English communication: contextuality, scope alignment, and responsiveness. This context-oriented training approach encouraged educators to balance language knowledge with cognitive and psychomotor abilities, rather than focusing solely on linguistic aspects. The primary goal of this initiative was to address students' inadequate foundational skills in foreign language communication. The researchers employed various methods, including focus group discussions (FGD), training and mentoring sessions, TPR teaching simulations, and context-based speaking assessments for students. Following the training, teachers demonstrated heightened enthusiasm and reported increased ease in adapting

English instruction for primary school students in a more natural and practical manner (Wariyanti et al., 2024).

Another research conducted by Azka (2024) with the title "The Steps Of Total Physical Response (TPR) In Extracurricular Program To Develop Junior High School Students' English Vocabulary" examined the application of the TPR method in extracurricular programs to develop junior high school students' English vocabulary in Pekalongan City. The TPR method, which combines speech and action, was chosen for its ability to make language learning more understandable through the coordination of commands, speech, and movement. This research used a qualitative case study approach with five 7th grade students and one extracurricular teacher as participants. The research results show that teachers use four stages of TPR in their teaching: review, new command, role reversal, and reading and writing. The application of the TPR method has proven to be effective in returning students' focus and making learning more enjoyable. Moreover, students respond not only with physical movements but also with speech. Interview data shows that the TPR method really helps teachers in overcoming difficulties in refocusing students, especially because extracurricular time is in the last hour, as well as encouraging teachers to be more creative in learning. This method also makes it easier for students to understand and master English vocabulary. This research confirms that the TPR method is an effective tool in teaching English in junior high school extracurricular programs (Azka, 2024).

D. Research Question

Based on the problem limitations above, researchers can formulate the problem as follows:

1. How the TPR method can improve students' speaking skills?
2. How teachers apply the TPR method to improve students' speaking skills?
3. Is TPR method improve students speaking skills significantly?

E. Research Objectives

Based on the problem formulated, this research aims to:

1. Analyze TPR method can be implemented for speaking skills
2. Analyze the way how teacher teach student using TPR method to improve student's speaking skill
3. Analyze the student improvement trough TPR method in their speaking skill.

F. Significance Of The Research

It is hoped that the results of this research will be useful for those who need them, as described in the following section:

Theoretical benefits

Theoretically, this research delves deeply into the development of innovative concepts that are pertinent to the field. It not only applies established theories but also integrates foundational principles and methodologies associated with educational technology. The primary emphasis is on pioneering design strategies and effective management techniques within the realm of English

language learning. By leveraging cutting-edge technological tools and methodologies, the research aims to ensure that the teaching and learning processes are enhanced and optimized to achieve superior outcomes.

Practical benefits

⁷⁶ It is hoped that the research results will be useful for:

a. **Researcher**

Can gain direct experience in implementing learning using the TPR method to improve the quality of learning, speaking skills in English. This research is useful for increasing the professionalism of researchers and can be used as reference material for further research or other research in the future.

b. **Teacher**

Teachers can have an overview of effective English language learning and can use it to develop effective English language learning programs and provide an overview of the implementation of the speaking learning process using the TPR method.

c. **Learners**

¹⁸ Can improve students' learning outcomes and can increase students' activeness in the learning process, as well as gain direct experience of the learning process. ¹⁸

d. **Elementary school**

It is hoped that the results of this action research will be useful in improving and enhancing the quality of English language learning processes and products, especially speaking skills.

CHAPTER II

RELATED LITERATURE

A. Theoretical Review

1. Speaking skills

a. Understanding Of Speaking Skills

Verbal communication is a crucial language competency that enables individuals to express their concepts, reflections, and emotions effectively, allowing others to comprehend their mental constructs. According to Iskandarwassid & Sunendar (2011: 241), speaking proficiency involves the ability to produce articulate sound patterns to convey one's wishes, requirements, sentiments, and aspirations to others.

Solchan et al. (2014: 132) further elaborate that oral communication entails the capacity to verbally transmit messages to other individuals. These messages may encompass thoughts, emotions, perspectives, reactions, evaluations, and more. The core of speaking lies in the transmission of a message from one person to another, which can take various forms based on the speaker's intent.

Effective speaking requires coherence and accuracy in delivery. Therefore, it is essential to cultivate speaking skills diligently to ensure that information, ideas, thoughts, feelings, and desires are readily received and understood by the audience.

Moreover, speakers must ⁷² tailor their communication to meet the specific needs of their listeners.

This aligns with Tarigan (2008: 16) assertion that speaking serves as a medium for conveying ideas that are formulated and expanded according to the requirements of both the speaker and the listener. In summary, speaking skills encompass the ability to orally communicate messages, desires, feelings, ideas, and thoughts to others. Proficiency in this area is vital for ensuring clear understanding between individuals. To develop superior speaking abilities, early education and consistent practice are crucial, particularly for children.

b. Purpose of speaking

Communication through speech should always be purposeful. According to Tarigan (2008: 16-17), ⁸⁷ the primary goal of verbal expression is to convey information. To effectively share one's thoughts, speakers must have a clear understanding of the message they wish to impart. Speaking generally serves three main functions:

1. To disseminate information and provide updates
2. To amuse and create enjoyment
3. To influence, encourage, and sway others' opinions or actions

Humans are social creatures so as we know humans have to interact with one another. The manifestation of interaction between humans is communication. Humans need to speak to be able to communicate well so that someone can inform what they want to convey, entertain others and invite or convince others. According

to Vygotsky (in Santrock, 2012: 252) the purpose of conversations carried out by children is actually not only to carry out ¹⁹ social communication but also to help them complete tasks. Vygotsky believed that young children use language to plan, guide, and monitor their behavior. Complementing Vygotsky's opinion above, Tomkins & Hoskisson (1995:125) state that speaking is a useful and important learning tool. Complementing the opinion above, Iskandarwassid & Sunendar (2011: 242-243) argue that the goals of speaking skills include achieving ⁴ ease of speaking, clarity, responsibility, forming critical listening, and forming habits. Ease of speaking means that when students are given more opportunities ⁴ to practice speaking until they are able to develop speaking skills naturally, fluently and pleasantly both in their group and in class because it can develop students' self-confidence when speaking. Solchan (2014:11.20 – 11.22) states that the aim of speaking in lower class elementary schools is to train students' courage, train students to share their knowledge and experiences, train them to convey opinions, and train students to ask questions. Meanwhile, the aim of speaking in high-class elementary schools is to foster students' ²¹ courage, share students' knowledge and insights, train students to refute/reject other people's opinions, train them to think critically and logically, and train students to respect other people's opinions.

⁴ Based on the opinions above, it can be concluded that the purpose of speaking is to inform, entertain, invite and convince. In elementary school learning, the aim of speaking is to train students' courage, express opinions, tell stories, ask questions, and think critically and logically. Speaking goals can be achieved if ¹⁰ the learning process carried out by the teacher ¹³ provides many opportunities for students

to practice speaking skills, including through discussions, interviews, storytelling, role playing, etc.

c. Benefits of Speaking Skill

There are many benefits that can be felt directly by someone who is skilled at speaking. Some of these benefits include:

1. Facilitate communication between people.
2. make it easier to provide various information.
3. increase self-confidence.
4. increase self-authority.
5. increase public or community support.
6. to support you in achieving a profession and job, and.
7. improve the quality of professions and work (Mahardika, 2015: 93).

Seeing that there are many benefits that a person can gain from being skilled at speaking, it is very important for a person to have good speaking skills for the sake of success in life. Speaking skills will improve if they are often practiced. Therefore, an opportunity is needed to practice speaking skills, one of which is through the learning process at school.

d. Principles of learning to speak

Learning to speak requires several processes that students must go through in their learning. The processes undertaken will influence learning outcomes. The success of learning to speak will be good if the process carried out is good. Brooks 1964, in Tarigan (2008:17-18) states that the general principles underlying speaking

activities include: requiring at least two people, using a linguistic code, accepting or recognizing a common reference area, being an exchange between participants, connecting each speakers with each other and their environment, relate to the present, only involve apparatus or equipment related to voice or sounds of language and hearing (vocal and auditory apparatus), and indiscriminately face and treat what is real and what is received as proposition. The principles underlying speaking activities can be used as a reference for how the speaking learning process should be carried out.

Brown (2001: 275-276) proposes seven key principles for effective speaking instruction:

1. Employ a range of methods addressing various learner requirements, balancing language accuracy with interactive communication, enhancement, and fluency.
2. Implement strategies that inherently motivate students.
3. Promote the utilization of genuine language within meaningful situations.
4. Deliver constructive feedback and corrections as needed.
5. Leverage the innate connection between oral expression and aural comprehension.
6. Create opportunities for students to initiate verbal interactions.
7. Foster the growth of conversational tactics and strategies.

Where speaking skills are a process that requires continuous practice.

Saddhono & Slamet (2012: 36) also state that in learning and practicing speaking, a person needs to be trained in ⁵¹ pronunciation, pronunciation, voice control, self-control, control of body movements, choice of words, sentences and intonation, good and correct use of language, as well as arranging or organizing ideas. When teaching speaking skills, teachers should pay attention to speaking principles and use techniques that suit students' needs. Learning activities must be able to provide motivation that can encourage students to use language contextually and provide appropriate feedback. The principle of learning to speak in elementary school must be carried out according to the student's character and using appropriate methods or techniques.

Based on what is expected in this research, it is to improve students' speaking skills so ² that the TPR method is a good method to use to improve students' speaking skills. ³² TPR is a language teaching method that will build coordination between students' speaking skills and actions. TPR tries ² to teach language through physical motor activities. The author thinks that teachers have an important role in guiding students so that they can speak English well.

Educators must be proficient in instructional methodologies and possess strong competencies ² in the four fundamental English language skills, with a particular emphasis on oral communication. ¹⁵ Total Physical Response (TPR) is an instructional approach where the educator issues commands in English, and learners

respond through bodily actions, enhancing their comprehension of the teacher's instructions. TPR exemplifies a comprehension-based approach to foreign language instruction, which prioritizes listening skills in language acquisition and doesn't mandate verbal output during the initial learning phases, though physical responses are encouraged.

In the TPR methodology, students aren't pressured to speak immediately. Instead, the instructor allows time for learners to absorb sufficient language through listening before they naturally begin to verbalize. Asher specifically noted that learners most effectively internalize language when they respond with physical actions, demonstrating their grasp of the lesson content. Consequently, TPR is considered an effective technique for enhancing the English speaking abilities of primary school pupils.

e. Speaking Skills Assessment

Speaking skill evaluation typically encompasses two main categories: linguistic and non-linguistic elements. Linguistic components, as outlined by Saddhono & Slamet (2012: 2), include articulation, word emphasis, intonation and cadence, connections, lexicon or idiomatic expressions, and syntactical diversity. Non-linguistic factors comprise fluidity, subject mastery, self-assurance, amiability, organization, zeal, and demeanor.

Brown (2001: 142-143) offers an alternative classification, dividing speaking assessment into microskills and macroskills. Microskills focus on minute language units such as phonemes, morphemes, individual words, and phrasal

constructions. Conversely, macroskills address broader aspects like fluency, discourse management, functional language use, stylistic choices, coherence, non-verbal communication, and strategic competence.

In his work, Brooks (as cited in Tarigan, 2008: 28) proposes that educators should consider five key factors when evaluating an individual's speaking proficiency:

1. accuracy of pronunciation of individual sounds (vowels and consonants).
2. The intonation patterns, rise and fall of the voice, and syllable stress are satisfactory.
3. The precision and accuracy of speech reflects that the speaker without internal references understands the language used.
4. The correctness of the form and sequence of the words spoken
5. The extent to which "naturalness" or "fluency" or "native-speakerness" is reflected when someone speaks.

In this research, assessment of speaking skills was carried out through assessment of storytelling skills using a series of picture media or assessment of speaking skills based on image stimuli. According to Nurgiyantoro (2016: 448), the component of assessing speaking skills based on image stimuli must involve language elements and meaning content. Assessment of speaking skills based on picture stimuli includes aspects:

- a. Conformity to the image.
- b. The logical accuracy of the story sequence.

- c. Accuracy of the meaning of the whole story.
- d. Accuracy of words.
- e. Accuracy of sentences, and
- f. Smoothness.

2. TPR Method

A. Definition of TPR Method

TPR method, conceived by James Asher, a psychology professor emeritus at San Jose State University, is an innovative approach to language instruction. This technique is characterized by its simplicity in language usage and incorporation of physical activities, which helps alleviate student stress caused by language learning challenges. By fostering a positive learning environment, TPR enhances student motivation and academic performance. The target language's meaning is acquired through action-based learning.

In the TPR approach, educators play a pivotal and hands-on role. Asher (1986) likens the teacher to a theatrical director, with students as the performers. The instructor determines the curriculum, assigns roles, and presents the material. Students primarily function as attentive listeners and active participants, responding physically to the teacher's instructions, either individually or collectively.

They can move physically and talk to their friends. "Total Physical Response (TPR) is a language method which uses commands and physical activities in the teaching learning process. It is a method of teaching English which is based on the coordination of utterance and movement (Larsen-Freeman, 1986:112)." The

author thinks that teachers have an important role in guiding students so that they can speak English well. Therefore, teachers must master teaching techniques and must have good skills in the four basic English skills, especially speaking. Writers must be able to speak fluently. In TPR, the instructor or teacher gives orders to students in a foreign language, students respond with all body movements or actions.

B. Use of the TPR Method

TPR is method exemplifies a comprehension-based approach to teaching foreign languages. This approach in English language instruction prioritizes listening skills as a crucial component of language acquisition. Initially, learners are not required to produce spoken output; however, the expectation is that they will eventually engage in verbal communication accompanied by physical actions. TPR methodology allows students to refrain from immediate verbal participation. Instead, instructors patiently wait for students to accumulate sufficient linguistic knowledge through listening before they naturally begin to speak. Asher, the founder of TPR, specifically noted that optimal language internalization occurs when learners respond to instructions with bodily movements, demonstrating their comprehension and grasp of the taught material.

According to Pavlou in the book *Theories of Learning* (2003: 180), Pavlou carried out his experiments on a dog, by giving genuine and neutral stimuli which were paired with conditional stimuli repeatedly so that they gave rise to the desired reaction. With this theory, a teacher can familiarize his students with speaking.

Trained continuously using the TPR drill method. Behaviorists view learning as ordering behavior to be learned.

The theory that underlies TPR method learning on English learning outcomes for class III students at SDN Semampir 1 Kota Kediri is behaviorism is a theory developed by B.F. Skinner that views learning solely as a result of imitation, practice, reinforcement, and habit formation. According to behaviorism, an individual exhibits certain behaviors due to imitation. If they receive sufficiently positive feedback, they will continue to display this behavior, which eventually develops into a habit.

In teaching English using the Total Physical Response (TPR) method, material is presented through direct movements or experiences and repeated frequently. The material can be in the form of examples or demonstrations of movements, which are then explained as commands given repeatedly. Students respond to these commands with physical movements. As the commands or material are repeated, they become habitual, leading students to understand and respond with appropriate physical actions.

Asher (1988: 47) emphasizes several key points to help children develop an understanding of a foreign language, which he calls the comprehension approach:

1. The ability to understand is followed by their body movements
2. Learning to speak must be postponed before the child's comprehension ability has developed
3. Skills gained through listening are transferred to other skills
4. Learning must minimize learner stress levels

The emphasis on comprehension and physical movements in early foreign language learning is a long-standing tradition known as "Action-Based Teaching Strategy" or "English Through Action," which later evolved into "Total Physical Response" (TPR). An example of this method is as follows: When introducing the word "stand up," the teacher says it while standing, and all the children stand up while listening to the phrase. This process is repeated several times. There's no need to emphasize written language at this stage, although occasional writing is not prohibited. We can reinforce word recognition through singing and moving according to the song's instructions.

It is hoped that introductory activities using this method can take place continuously and gradually, especially learning in an interesting way so that children can be happy and cheerful so that they can maximize children's second language learning abilities so that children will emerge who will be able and fluent in English in the future.

C. Advantages of Using the TPR Method

Total Physical Response (TPR) is a language learning approach created by Dr. James J. Asher, a professor emeritus of psychology at San José State University. This method is based on the premise that second language acquisition mimics the process of first language development. It posits that learners internalize the new language through a decoding process, which emphasizes long-term listening and comprehension before speech production. In TPR, students physically respond to verbal commands, reinforcing language learning through movement.

¹⁴ Advantages of the Total Physical Response (TPR) Method

1. Students are able to pick up and learn language better and faster if they associate physical actions with specific words.
2. ⁵⁴ Be fun and easy. Students will enjoy getting up from their chairs and moving around.
3. TPR activities are very simple and do not require much ² preparation on the part of the teacher.
4. This method is a good tool for building vocabulary and can improve students' skills.
5. The TPR method is good for stimulating ¹⁴ children to learn.
6. This method can facilitate students with meaning in real contexts.
7. This is easy to remember. Actions or activities help strengthen connections in the brain.
8. Help students quickly understand the target language
9. Help students ⁵⁸ achieve fluency more quickly by immersing students in activities that involve them in situational language use.

From the many benefits above, it can be concluded that the TPR method is ² felt to be able to help ¹⁷ teachers in carrying out the learning process. So the researchers wanted to prove that ¹⁰⁴ using the TPR method would make things easier for all parties. Both students and teachers.

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3. Characteristics of elementary school children and learning English for elementary school children

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a. Characteristics of elementary school children

Children are individuals with different ways of learning. However, they also have similar characteristics. The same characteristics possessed by elementary school children according to Briggs and Potter in Slameto (2010:12) include:

1. they are always interested and curious about the natural surroundings
2. They love to play and are always happy
3. With their high curiosity, they always try and investigate something
4. They always feel moved and motivated to do better after failure or disappointment
5. They will study seriously if it suits their interests
6. they learn by working, observing, and teaching other friends.

So for elementary school children, learning is a fun activity. Teachers must pay attention to these six characteristics when they prepare learning plans, develop learning activities, manage the classroom, and arouse children's enthusiasm for learning. Teachers must develop materials that suit children's needs and are appropriate to face the challenges of teaching children who have different abilities, attitudes and talents who are in the same class.

b. English Learning in Elementary School

Almost every school, both public and private, carries out English language learning from the lower grade level in elementary school, starting from grade one or grade 3 and 4 of elementary school (Lesia et al., 2022). This should be introduced from an early age by the school because it is during that time that lower class students find it easier to gain initial knowledge of foreign languages, especially English. One thing that is very important in language learning is the function of language itself to communicate. When a student wants to ask about something, express an idea or idea, they must master language as a communication tool. In implementing learning, a teacher must be able to choose the right method and suit the characteristics of elementary school students.

Teaching English, particularly to children, should be an enjoyable, engaging, repetitive, and comprehensible process (Widodo, 2002). To achieve this, appropriate methods should be implemented in the classroom, such as Total Physical Response (TPR). This approach introduces language skills and components through action, with the teacher assuming three roles: order giver, model provider, and action monitor. Meanwhile, students act as models and action performers until they feel confident enough to speak. The aforementioned statement suggests that English language instruction for elementary school students requires a distinct approach. It necessitates a learning environment that is fun, interesting, and easily understandable. TPR is a suitable method that aligns with the characteristics of elementary school students. This language teaching technique establishes a connection between speech and action, attempting to teach language

through physical motor activities. TPR is based on the principle that optimal learning occurs when students are actively involved and comprehend what they hear.

Learning English also takes time and must be practiced continuously. As quoted by Cameron (2002:78), he expressed the opinion that in language teaching, we must practice and practice, again and again during the language learning stage he practices all the time. When learning a language, especially a foreign language, you need continuous practice to get used to the written form, speech and structure of the language. Teachers who are creative, active and innovative will not find it difficult to prepare learning materials that have characteristics that suit children's mental and mental development. To prepare this learning material, teachers can form team teaching with other English teachers (Anwar et al., 2021). So that elementary school children feel happy, motivated and confident in learning English, teachers must be able to create a conducive situation that can make children feel safe. For this reason, English teachers need to know the characteristics of foreign language learning, especially English, so that they know how children master the first language and the target language being studied. So based on that, all researchers think that the TPR method is suitable for improving elementary school students' English skills.

B. Study of the Results of Previous Researchers

To obtain correct conclusions, there are several research results that are similar and relevant to the problems in the research that can be used as comparisons

and supports for this ¹⁸ research. The relevant research results are described as follows:

1. The first researcher, Rachmawati (2013), had a thesis entitled the ³⁰ effect of using the Total Physical Response (TPR) learning method on kindergarten children's mastery of vocabulary and English speaking skills. ¹⁷ This research aims to obtain an overview of the influence ³⁰ of using the Total Physical Response (TPR) learning method on the level of English vocabulary mastery of Darul Hikam Kindergarten-PG children in Bandung City. The results of the study showed that there was a significant increase in the experimental group kindergarten children's mastery of English vocabulary, whereas there was no significant increase in the control group. This ²⁰ can be evidence that the Total Physical Response (TPR) learning method is effective in improving kindergarten children's vocabulary mastery and English speaking skills. ⁶

2. Second researcher ⁷⁷ Apriliyanti et al. (2019) community service journal entitled TPR method training to improve students' speaking skills and creativity at junior high school level, Jalancagak village, Subang Regency. This research aims to optimize student participation in learning with an approach that involves total physical response. This study identifies the potential for increasing speaking ability and creativity through the application of the TPR method. The results can provide insight into the effectiveness of this method in the context of education at the junior high school level, especially in village environments and the use of the TPR method is considered capable of motivating students, especially regarding foreign language skills, in this case English. ¹⁰

3. The third researcher, Hanim (2023) a community service journal entitled English Vocabulary Training using the TPR Method for elementary school students

at the West Panunggangan Citizens Hall, Tangerang. In English vocabulary training using the Total Physical Response (TPR) method for students At the West Panunggangan Citizens' Center, Tangerang, this approach has proven its effectiveness. The use of physical movement helps students associate words with actions, strengthening their understanding of vocabulary. In conclusion, the application of the TPR method in this environment can improve elementary school students' mastery of English vocabulary.

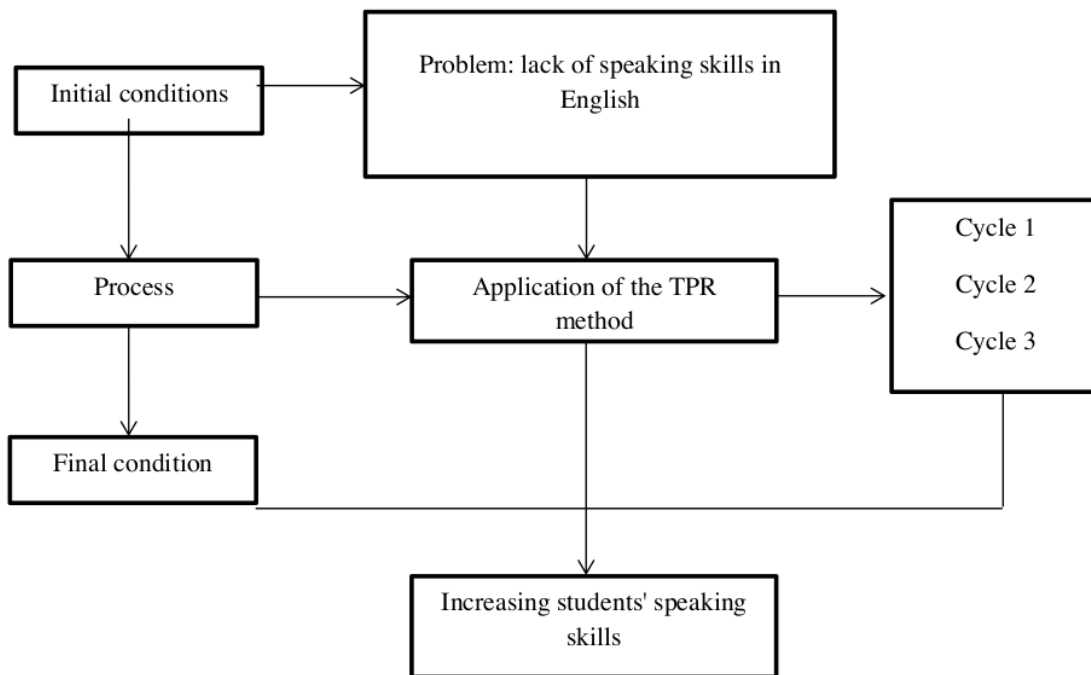
The difference with previous researchers, the author wants to research the learning process using the TPR (total physical response) method for low class students, namely Class 3 students at SDN Semampir 1 Kediri City and research aspects that emphasize improving students' speaking skills. The author examines English learning in Grade 3 Elementary School where students are asked to imitate and practice utterances in very simple expressions. This needs to be studied because there are many shortcomings and weaknesses of teachers or students in the ongoing learning process, especially in terms of speaking English.

C. Framework of Thinking

The success of the teaching and learning process in the classroom cannot be separated from the learning outcomes obtained by students. Class III students at SDN Semampir 1 have speaking skills and English learning outcomes that are still considered inadequate. This is proven by the large number of students who get scores below the KKM. The learning method used by class teachers is still unable to improve the learning outcomes and English speaking skills of class III students at SDN Semampir 1. Researchers chose the TPR or Total Physical Response

learning method as the learning method. Of the various other research methods, TPR is considered easier to use, especially for elementary school children, so TPR is deemed suitable to be used as a learning method. By using this learning model, it is hoped that students will be able to work together with their colleagues and be able to implement basic English well. The application of this method is intended so that students actively participate in learning and express what they have understood through questions given by the teacher. So that later it is hoped that students will be able to improve their speaking skills and English learning outcomes for class III students at SDN Semampir 1.

picture 2.1 schematic framework for classroom action research



40 CHAPTER III

RESEARCH METHOD

A. Research Subjects and Settings

The research setting encompasses the design of the location and the necessary procedures during the study. The research location is where the researcher gathers information related to the required data. It is the specific place where the research will be conducted. The selection of a location should be based on its appeal, uniqueness, and relevance to the chosen topic. By selecting an appropriate location, researchers aim to discover meaningful and novel findings (Suwarma Al Muchtar, 2015: 243). Research subjects, on the other hand, are sources capable of providing information. These subjects are chosen purposively and in alignment with specific aims or objectives.

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.

7 B. Research Procedures

This research is Classroom Action Research (CAR), namely research intended to provide information on appropriate actions to take increasing student activity by learning using the TPR method which has an impact on improving students' English speaking skills. This classroom action research was carried out in the form of cycles. Researcher trying to find solutions to problems in the speaking learning process. This is important carried out because it is related to the research to be carried out. Research was carried out through stages, namely: planning, implementation, observation and reflection. (1) The first stage is planning, when planning the research, the researcher realized that the speaking skills of grade 3

students at SDN Semampir 1 were still very below average. Therefore, researchers planned this research to help students improve their speaking skills using the TPR method. Where researchers saw that students were very active and preferred lessons with physical activity compared to monotonous lessons with just books. Therefore, researchers think that the TPR method seems to be very suitable for this research. The researcher also collaborated with the homeroom teacher in planning this research, this was done because the researcher thought that the homeroom teacher would understand more about the characteristics of grade 3 students so that in the planning process the researcher was assisted by the homeroom teacher. (2) The second stage is implementation, when carrying out the research the researcher prepares everything needed during the research such as observation sheets and so on. During the research, the researcher realized that not all children were suitable for this method at first, so that some students still seemed embarrassed to take part in research activities (TPR). However, researchers try to ensure that students feel comfortable and can participate in each activity from start to finish. As time goes by, all students appear confident and able to follow the research process well so that the research process or the process of carrying out research can run smoothly. The research carried out over 3 cycles ran smoothly with the help of the homeroom teacher who coordinated the class and the students so that the students were conducive when the research took place. (3) the third stage is observation, namely when the research is taking place and after that the researcher makes observations on the students, whether the students can participate in the activities well or not. As happened at the beginning of the cycle where there were some students who were

still embarrassed and hesitant to take part in activities (TPR) when during the researcher's observations they found that some of these students lacked confidence and so on. So that researchers can find a way out to solve the problems carried out during observations. Not only that, during the observations the researchers also measured the students' abilities with several tests. This is done so that the researcher can see how the students develop while the research or activity is taking place, so that they can see whether the student's progress has been able to improve their speaking ability, which is one of the aims of this research. (4) the final stage, namely reflection, is the final activity after the observation takes place. After observing, the researcher certainly finds several things that may not be in line with the researcher's expectations, so the reflection stage becomes an important stage where later the researcher will reflect on or correct deficiencies in mistakes that have occurred previously.

This research uses the action research model developed by Taggart (1988) in Arikunto (2006: 83) which includes ¹³ four stages, namely plan, action, observation and reflection. This ³⁷ class action research is characterized by continuous change. Research will ends when the predetermined indicators can ³⁷ be achieved or have already been achieved the level of saturation where results shift ⁴ only slightly or do not change at all.

1. The first stage or planning stage, in the first stage learning planning is ⁴ 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.

⁹⁷ 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, ¹⁵ 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.

⁴⁷**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).⁷ 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.²²

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:²⁹

a. Pre test and post test

Purwanto (2009) defines a pre-test as an assessment administered before instruction begins, designed to gauge students' existing knowledge of the subject matter to be taught.⁹⁰ Costa (2014), on the other hand, considers pre-tests and post-tests as one of the three most recommended assessment tools, describing them as concise and effective direct evaluation methods that can enhance student learning outcomes.

b. observation or observation of the assessment of attitudes and skills in learning cycles 1, 2 and 3.¹⁸

- 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 3.1 skor penilaian

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.

- ³⁶ Descriptive qualitative explanation

Bogdan and Taylor, as cited in Moleong (2010:04), define qualitative research as "a research procedure that generates descriptive data in the form of written or spoken words from people and observable behavior." Qualitative research is characterized by its reliance on a holistic natural setting, the use of humans as research instruments, ⁹² inductive data analysis, and an emphasis on process rather than results. This approach is mutually agreed upon by researchers and research subjects.

Sugiyono (2016:9) describes ²⁶ the qualitative descriptive method as a research approach grounded in postpositivist philosophy. It is employed to study natural phenomena (as opposed to experimental conditions), with the researcher serving as the ²⁶ primary instrument. Data collection involves triangulation techniques, while ⁶¹ data analysis is inductive and qualitative in nature. The findings of qualitative research prioritize meaning over generalization.

So qualitative research is research in the form of descriptive sentences or written words.

- Explanation of spss

SPSS is a sophisticated software application that offers advanced statistical analysis capabilities and a data management system within a graphical interface. It utilizes descriptive menus and straightforward dialog boxes, making it user-

friendly. SPSS can import various data types or allow direct data entry into its Data Editor. Regardless of the original data file structure, information in the SPSS Data Editor must be organized into rows (cases) and columns (variables). Cases contain information for individual units of analysis, while variables represent the data collected for each case.

The data analysis used in this research is qualitative, namely to answer problem formulations 1 and 2. And to answer the third problem formulation, quantitative methods are used, namely by testing and analyzing the data by calculating numbers and then drawing conclusions from the test.

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

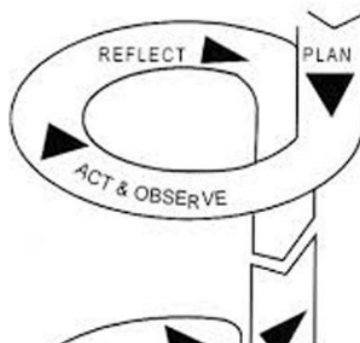
The implementation of learning includes initial, core and final activities, the results of which are conclusions as recommendations for the design of the next cycle.

E. Research Schedule Plan

In the planned research schedule, each stage is divided into the role and intensity of activities, so that the level and quality of collaboration in the research is clear. Based on the steps of action research, the flow of classroom action research proposed (Wiriadmaja 2008: 64) is obtained, so that each cycle is action, observation and reflection. All of these stages were carried out after initial observations to obtain an overview of the use of the TPR method to improve speaking skills. The research procedure was carried out in the form of a cycle which refers to the spiral model of Kemmis and Mc Taggart (Kasbolah.1998.114) which starts from planning, action, observation and reflection, then planning again for the next cycle. The cycle is carried out repeatedly until the expected improvement is achieved. Referring to the Kemmis and Taggart cycle model, the picture of the research procedure or flow is as follows:

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gambar 3.1

model spiral Kemmis dan Mc Taggart (Wiriadmaja 2008:64)



The picture above clearly shows the flow of activities in action research which begins with action (planning), namely the action plan that will be implemented to improve, or change the training pattern as a solution: implementation of training or action (action), namely something that will be carried out by the researcher as an effort. desired improvements, changes and improvements: observing, namely the activity of observing the process and results of an action to be carried out and reflecting (reflection), namely an activity of studying, and seeing and considering the results of an action. If the results of the reflection indicate the need for improvements to the action, then the action plan that will be implemented next repeats a previous action. And so on until the paper under study can be solved optimally.

1. Action Plan

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At this stage the researcher determines an action plan with steps.

2. Implementation of Actions

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In the process of implementing the action, the researcher acts as an actor (teacher) who is directly involved in carrying out the learning.

3. Alternative Solutions

Based on the results of existing observations and notes, appropriate solutions are used to carry out learning process actions for the next meeting and implementation of actions.

4. Observation

Observations or observations in this class action aim to obtain information or information regarding the learning or training process. These observations refer to the guidance sheet for observing teacher performance and student activities that has been provided.

1. Planning Stage

The activity steps ⁴⁴ carried out in the planning stage are as follows:

- a. Create learning scenarios.
- b. Determination of learning methods.
- c. Create a learning evaluation tool, to see the increase in student speaking skill.
- d. Make observation sheets and field notes to see teacher performance and student activities during the learning process.

2. Implementation Stage

Cycle 1

The activity steps carried out in the action planning stage of cycle 1 are as follows:

- a. Do a pre-test
- b. Create vocabulary recognition learning scenarios.
- c. Introducing the TPR method
- d. Make an observation sheet

Cycle 2

The activity steps carried out in the action planning stage of cycle 2 are as follows:

- a. Create new vocabulary learning scenarios and new movements and apply the TPR method.
- b. Practice the movements modeled by the teacher and mention the vocabulary or sentences from these movements
- c. Make new observation sheets and field notes to see ⁷³ the development of students' speaking skills during the learning process.

Cycle 3

The activity steps carried out in the action planning stage of cycle 3 are as follows:

- a. Prepare a learning scenario by adding several activities or supporting cycle 2 reflection results.
- b. Carrying out post tests
- c. Create a new learning evaluation tool, to see improvements in student learning outcomes in terms of speaking ability.
- d. Make observation sheets to see student progress.

3. Observation Stage

Observe the learning process while evaluating movement agility tasks in accordance with the objectives set for each cycle mentioned above.

4. Reflection

Totally evaluate the process and results achieved in cycles I, II and III. As the end of the implementation of the class action, it then enters the data processing and analysis stage.

25 CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Overview of the research setting

The research methodology employed in this study is Classroom Action Research (CAR), which involves conducting action-oriented research within a classroom setting. Kemmis and McTaggart define CAR as a systematic, planned, and introspective approach to research aimed at self-improvement and enhancing one's work experience. Carr and Kemmis further describe CAR as a form of self-reflection undertaken by participants (such as teachers, students, or school principals) in social situations, particularly educational contexts. The goal is to enhance the rationality and effectiveness of social or educational practices, as well as to deepen understanding of these practices and the institutional settings in which they occur.

CAR is deemed suitable and effective for this study because it focuses on addressing learning issues that arise within the classroom. This research method is designed to improve learning outcomes and enhance the overall teaching and learning process. Teachers find CAR particularly accessible as it does not require comparisons between different learning models, allowing them to conduct research on classroom problems while simultaneously carrying out their teaching duties. This specific classroom action research was conducted in the third-grade class of SDN Semampir 1 in Kediri City.

⁴¹ This classroom action research was carried out in 3 cycles ⁴³ 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 ² for the pre-test and post-test.

B. Description of Research Findings

1. General Plan for Action Implementation

In the general plan for implementing the action, the researcher together with the class teacher prepares what is needed for the research and also the plans that will be implemented for the research to take place. What is prepared includes the classroom that will later be used during the research, then the readiness of the students who will be ⁹⁹ the object of the research. Not only that, the researcher also prepared text and several questions which will later be used during the research.

The text used included, for the pre-test, the researcher prepared a text about parts of the body where at the time the research was taking place the students were getting to the part of the body material, therefore the researcher adapted it to the students' situation and created a text with the theme of parts of the body. For the text used for the post test, the researcher took the theme about animals, for the same reason, namely that when the research took place the students were studying learning material about animals.

Not only the reading text, the researcher also prepared several questions according to the theme. Researchers ask questions to measure students' knowledge and how students convey answers which will later be assessed by the teacher as a reference for whether students' speaking skills will develop better. Apart from preparing texts and ⁴⁷ questions for the pre-test and post-test, researchers also prepared observation sheets per cycle which will later be used to measure students' abilities in English speaking skills. Observation widths are prepared per cycle, in this study there were 3 cycles and the researcher prepared 3 observation widths.

2. Implementation of cycle 1 learning actions

¹⁷**1. Cycle 1 action planning**

Cycle 1 of action in this research consisted of one meeting where each meeting had 2 hours. Each meeting lasts 35 minutes so each meeting consists of 70 minutes of English learning. The researcher prepared several things that would be used for the first cycle of action, including:

- a) Determine the place that will be used in the research, namely SDN Semampir 1 Kediri City.
- b) The researcher identified data from observations and interviews with the class 3 homeroom teacher and from the school.
- c) Researchers observed the students and found out why grade 3 speaking abilities did not meet the teacher's expectations.
- d) Prepare instruments that will be used during research, instruments in the form of observation sheets.

- e) Prepare instruments that will be used for the pre-test and post-test in the form of reading texts and several questions.

3. Implementation

The action given to research subjects was in the form of learning English on part of the body material. Action steps for carrying out research carried out when learning English are carried out are as follows:

Initial activity

- a. The teacher prepares the material to be studied.
- b. Teachers condition students.
- c. The teacher opens the lesson.
- d. Teachers motivate students.
- e. The teacher tells the learning objectives
- f. The teacher holds an apperception

Core activities

- a. The teacher explains the learning objectives using learning media.
- b. The teacher explains the material to be studied.
- c. The teacher provides the material to be studied (before using the TPR method).
- d. The teacher gives examples of how to read the text well and correctly and gives examples of several questions that will be asked.
- e. Teachers monitor and provide guidance to students.
- f. The teacher asks students to read the text and asks the students 5 questions.

Closing activities

- a. The teacher carries out reflection for students.
- b. The teacher provides follow-up for students.
- c. The teacher closes the lesson.

4. Cycle 1 Observation Results

The learning results during cycle 1 found that 29 students were present in cycle 1 activities. The lowest score obtained from the pre-test results was 60 which was declared incomplete in participating in the learning, and students who obtained a complete score or above the KKM 75 were 6 students or as a percentage to 21%, while the students who did not complete were 23 students or if the percentage was 79%.³⁴ The following is a diagram of the results of pre-cycle activities. The following are the scores from cycle 1 results.

Tabel 4.1 skor hasil siklus 1

No	Name	Score
1	AAK	70
2	AML	72
3	ADP	73
4	ANZ	70
5	AWR	65

6	ATP	72
7	AKP	72
8	ASP	83
9	ARP	72
10	CGE	72
11	CHDR	60
12	DNI	78
13	EDS	70
14	FHP	73
15	FFS	80
16	GCL	68
17	GOD	78
18	HZAR	68
19	IDP	62
20	JPTJ	68
21	JNW	78

22	LFF	70
23	MA	70
24	MGP	69
25	MDA	71
26	OPA	70
27	RF	65
28	RR	85
29	RDR	73

5. Reflection on cycle 1 actions

Reflection of action in cycle I was carried out by analyzing data carried out on observation data and test result data carried out on the subject. The observation data consists of students' speaking skills through the process skills approach carried out by students during the lesson. The test result data is from the results of the post-action test for cycle I of speaking skills of class III students at SDN Semampir 1.

1. Implementation of cycle 2 Learning Actions

1. Cycle 2 action planning

Cycle 2 actions in this research were carried out in one meeting and one week after the first cycle. The time used is the same as the first cycle, namely 2 hours or 35 minutes x 2 70 minutes English lesson hours. Before carrying out the action, the researcher prepared several things. Unlike the first cycle, no tests are taken in the second cycle because the test will be carried out during the third meeting or cycle 3.

What is prepared during the second cycle is an observation sheet from the previous cycle. To observe from the previous meeting and to find out what things need to be added in the next meeting so that the speaking skills of grade 3 students improve.

2. Implementation of cycle 2 actions

The action given to the subject is in the form of learning English on material about animals. In this material, students are asked to name animals and their characteristics. The steps in learning students' speaking skills are as follows:

Initial activity

- a. The teacher prepares the material to be studied
- b. Teachers condition students.
- c. The teacher opens the lesson and gives greetings.
- d. Teachers motivate students.
- e. The teacher provides learning objectives.
- f. The teacher provides an overview of the learning and application of the TPR method that will be studied.

- g. The teacher gives appreciation.

Core activities

- a. The teacher explains material about animals.
- b. The teacher gives examples of movements that correspond to the animals mentioned (TPR method).
- c. The teacher asks students to give movements to each animal that has been mentioned.
- d. Students see and understand every movement made and represent the movement as an animal.
- e. Other students imitate the movements that represent the animal and say the name of the animal.
- f. Students can name and make movements that represent the animal.

Closing activities

- 1. The teacher provides reflection to the students.
- 2. The teacher provides follow-up to students.
- 3. The teacher closes the lesson and gives greetings.

3. Results of observation cycle 2

³⁶ The results of the observations were carried out by the researcher, during cycle 2 the researcher saw that the students were very enthusiastic about the TPR method because children tend to prefer to move. Therefore, ²³ the TPR method is considered a very suitable method to be implemented in elementary schools. During cycle 2, the teacher also reflected on last week's material, namely material about

parts of the body, the students looked very enthusiastic and were able to answer several questions asked by the teacher.

Based on the results of observations in cycle 2, researchers can conclude that students really like the TPR method, apart from that students can also easily memorize movements and names of animals and body parts thanks to the TPR method. In this activity, teachers and students are able to master the material provided easily, so that its application is easy and is felt to improve students' speaking skills.

No assessment was carried out in cycle 2 because the assessment will be carried out in the following week or cycle 3 with the same material, namely material about animals.

4. Implementation of cycle 3 Learning Actions

1. Implementation of cycle 3 actions

The action given to research subjects in cycle 3 is a test on animal material which has been explained in cycle 2 and will be made into a post test score. The steps that will be implemented in cycle 3 are as follows:

Initial activity

- a. Prepare the test that will be given to students.
- b. Conditioning the students.
- c. Opening the lesson.
- d. Provide motivation.

- e. Provide learning objectives or tests.
- f. Give appreciation to students.

Core activities

- a. Explain the test that will be carried out.
- b. Call students randomly to come forward to read the text provided.
- c. Students read the text that has been provided.
- d. After the students read the text, the teacher asks several questions according to the material being studied.
- e. Students answer the question, if the answer is correct the student gets points.
- f. Complete the same test for all students.

Closing activities.

- a. The teacher provides reflection to students
- b. The teacher provides follow-up for students.
- c. The teacher closes the class and gives greetings.

2. Observation results from the implementation of cycle 3.

Observations were carried out after cycle 3 was completed, the researcher observed all the test activity processes carried out in cycle 3 and took data from cycle 3 which would be used as a post test. Based on the results of test observations carried out in cycle 3, the researchers considered that the learning outcomes were good. The total score obtained by students after being given the action was 27 out of 29 students who got a very satisfactory score, namely KKM and above KKM. In this activity the teacher concluded that students could master the material on parts

of the body and animals more easily by using the TPR method. The following are the scores for the research carried out in the 3rd cycle.

Tabel 4.2 hasil tes yang diperoleh siswa

No	Nama siswa	Skor
1.	AAK	82
2	AML	85
3	ADP	85
4	ANZ	80
5	AWR	75
6	ATP	85
7	AKP	80
8	ASP	90
9	ARP	80
10	CGE	78
11	CHDR	70
12	DNI	85
13	EDS	78
14	FHP	80
15	FFS	85
16	GCL	78
17	GOD	88
18	HZAR	82
19	IDP	73

20	JPTJ	82
21	JNW	85
22	LFF	85
23	MA	82
24	MGP	78
25	MDA	78
26	OPA	80
27	RF	75
28	RR	95
29	RDR	85

3. Reflection on cycle 3 actions

Cycle 3 action reflection is carried out by analyzing the data carried out on observation data and test result data carried out on the subject. The observation data consists of students' speaking skills through the process skills approach carried out by students during the lesson. The test result data is from the results of the post-action test for cycle 3 of students' speaking skills using a process skills approach for class III students.

Based on observation data, it can be seen that students' speaking skills using the TPR method have reached high criteria with the highest score being 92 and the lowest score being 70. Meanwhile, the results of the speaking skills test for class 3 students in cycle 3 show that on average the students got a good score. high or above the KKM. The following is a comparison table from cycle 1 to cycle 3

Tabel 4.3 perbandingan nilai siklus 1 dan 3

No	Nama siswa	Siklus 1	Siklus 3
1.	AAK	70	82
2	AML	72	85
3	ADP	73	85
4	ANZ	70	80
5	AWR	65	75
6	ATP	72	85
7	AKP	72	80
8	ASP	83	90
9	ARP	72	80
10	CGE	72	78
11	CHDR	60	70
12	DNI	78	85
13	EDS	70	78
14	FHP	73	80
15	FFS	80	85
16	GCL	68	78
17	GOD	78	88
18	HZAR	68	82
19	IDP	62	73
20	JPTJ	68	82
21	JNW	78	85

22	LFF	70	85
23	MA	70	82
24	MGP	69	78
25	MDA	71	78
26	OPA	70	80
27	RF	65	75
28	RR	85	95
29	RDR	73	85

Discussion and drawing conclusion

NAMA SISWA	PRE TEST	POST TEST
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AAK	70	82
AML	72	85
ADP	73	85
ANZ	70	80
AWR	65	75
ATP	72	85
AKP	72	80
ASP	83	90
ARP	72	80
CGE	72	78
CHDR	60	70
DNI	78	85
EDS	70	78
FHP	73	80
FFS	80	85
GCL	68	78

GOD	78	88
HZAR	68	82
IDP	62	73
JPTJ	68	82
JNW	78	85
LFF	70	85
MA	70	82
MGP	69	78
MDA	71	78
OPA	70	80
RF	65	75
RR	85	95
RDR	73	85

SPSS RESULT

¹⁶
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. ² The normality test is a test used to determine whether the data being tested is normal and homogeneous. Based on ¹² 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.

⁷
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 Asymp⁵⁷ 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).

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 for⁴³ improving the speaking skills of grade 3 students at SDN Semampir 1. This is supported by experts Indah et.all 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.

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. ³ 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.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

³¹ A. Conclusion

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

¹⁰ 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 ⁶⁷ 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 ¹⁰² the movements that have been made ⁵⁹ 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' ² 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 $KKM \geq 75$.

B. Suggestions for further action.

⁵Based on the conclusions outlined above, researchers can provide suggestions as follows:

1. For other teachers who want to use the TPR learning model, first find out ⁵the characteristics of the students.
2. To teachers who want to apply the TPR learning model to be able to provide students with an understanding of the material they want to achieve and provide guidance to students who encounter difficulties
3. Teachers in designing learning should pay attention to ⁷the time used in the learning process so that there is no shortage of time for students to complete their work.
4. In helping students in solving problems, teachers can pay attention to the variety of learning resources used so that students find it easier to solve problems and the vocabulary provided by the teacher.

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Appendix :

Pre-test (part of body)

Pertanyaan

Post test (Animal)

Pertanyaan

1. Hewan apa saja yang ada di hutan
2. Siapa yang memanjat pohon
3. Siapa yang terjatuh dari pohon
4. Bagaimana ~~tidak~~ monyet saat temannya menginginkan buah itu
5. Apa pesan dari cerita tersebut.









	NAMA SISWA	Pre test	Post test
1	AFINA AULIA KIRANA		
2	AFIQA MIKAYLA LEILANIE		
3	AHMAD ADITYA PRASETYO		
4	AISHA NEVALISA ZHAFIRA		
5	ALBAIHAQI Wafa RAMADHANI		
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8	ARYA SATYA PRIYAMBADA		
9	AZZAHRA RAMADHANIA PUTRI		
10	CALLISTA GABRIELLA EVELYN		
11	CIKA HUMAIRA DITA RAMADANI		
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19	IZHA DARa PURWANTI		
20	JODHA PUTRI TASYA JINGGA		
21	JUNIO NATHANAEL WAHYUDI		
22	LYRA FARLA FADLILA		
23	MARSYA ADZKIA		
24	MISCEL GEA PUTRI		
24	MUHAMMAD DEVEN AKHAREGA		
26	OCTAVIOLA PUTRI ARDIYANTI		
27	RAFA FERNANDO		
28	REVI RAHMAWATI		
29	RISKA DWI RAHMAWATI		

Reno and His Hands

Reno loves to draw. Every day, he sketches with his nimble right hand. His hand always helps bring his imagination to life.

One day, Reno lost his favorite pencil. He searched everywhere, but it wasn't his right hand that found it. Instead, it was his often-overlooked left hand.

From that incident, Reno learned that every part of the body has its role and importance, even the ones we often ignore.

Greedy monkey

In a dense forest there are lots of animals in it, from elephants, giraffes, monkeys, to birds.

They lived side by side in the forest, one day a tree bearing heavy fruit appeared in front of them. The monkey immediately climbed the tree and took the fruit.

The monkey didn't want to share the fruit with his friend, the other animals felt sad. Suddenly the monkey fell from the tree.

His friends immediately helped him, the monkey regretted being greedy and stingy. Finally they ate the fruit together.

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