

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

**THESIS**

Presented in Partial Fulfillment of the Requirement to Obtain the

Sarjana Pendidikan Degree of English Department

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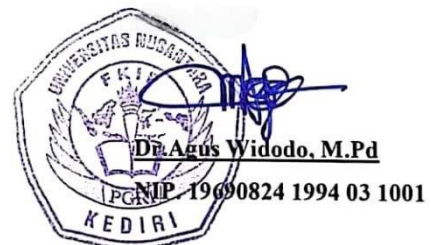
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## **MOTTO AND DEDICATION**

### **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 Nusanantara University PGRI Kediri.

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

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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. 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'alam.

Kediri 24 December 2023



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## **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 students' understanding of the meaning of these verbal commands. The teacher provides examples of movements or actions ordered by the teacher so that students indirectly get the grammatical structure and vocabulary of the target language (Ghazali, 2010: 97).

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

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

including by implementing the TPR (Total Physical Response) learning method in the English language learning process.

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

The teacher provides examples of the movements or actions that are ordered so that students indirectly get the grammatical structure and vocabulary of the target language (Vold, 2022). During the listening practice period, students are asked to respond to commands from the teacher (such as "stand up", "go to the blackboard and write your name"). After undergoing listening practice, students then change roles with their teacher, namely students produce/speak language by giving orders to their classmates and the teacher. Reading and writing skills are used to support this oral/listening component. The students were asked to write down all the vocabulary and grammar structures that had been taught in the meeting in their notebooks at the end of the lesson (Kendall et al., 2023). This method is very helpful in making it easier for teachers and students in the process of learning vocabulary because this method can also be combined with

pictures/real objects and also body movements, so that students can understand and express them.

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

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

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

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

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

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.

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