

# TEACHING LISTENING SKILL THROUGH TPR

**Dewi Purnama Sari \*, Muhammad Sukirlan, Ramlan  
Ginting Suka**

FKIP Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No. 1

\*email: [de-wipurnamasari41@yahoo.com](mailto:de-wipurnamasari41@yahoo.com) Telp: 089699551361

**Abstract: Teaching listening skill through TPR.** The aim of this study is to find out i) whether there is statistically significant improvement of the students' listening skill and ii) the students' responses after the implementation of TPR. This research was quantitative research. The subjects of this research were 30 students of the first year of SMP Negeri 22 Bandar Lampung. Listening tests and questionnaires were administrated as the instrument of the research. The result showed that there was statistically significant improvement of the students' listening skill with the significant level 0.05. There were various responses of the students on this method. But most of them gave positive responses. This suggests that TPR facilitates the students to develop English listening skills more easily.

**Keywords:** ESL, listening skill, TPR

**Abstrak: Pengajaran keterampilan menyimak melalui TPR.** Penelitian ini bertujuan untuk meneliti i) apakah ada peningkatan pada keterampilan menyimak siswa dan ii) respon siswa setelah belajar melalui metode TPR. Penelitian ini adalah penelitian kuantitatif. Sasaran penelitian sebanyak 30 siswa pada tahun pertama di SMP Negeri 22 Bandar Lampung. Tes menyimak dan kuesioner digunakan sebagai alat untuk pengambilan data. Hasil penelitian menunjukkan bahwa adanya peningkatan kemampuan mendengarkan siswa dengan tingkat signifikansi 0.05. Para siswa menunjukkan berbagai respon terhadap metode ini. Tetapi kebanyakan dari mereka menunjukkan respon yang positif. Hal ini menandakan bahwa metode TPR memberikan kesempatan kepada siswa dalam mengembangkan keterampilan mendengarkan dalam bahasa Inggris dengan lebih mudah.

**Kata kunci:** ESL, keterampilan menyimak, TPR

## INTRODUCTION

Listening is the first language skill that human develops and it is the most dominant communication skill. It is the first skill that is acquired by the human before they start to acquire speaking, reading and writing skills. It is also believed that listening is a crucial language skill that contributes to the internalization of language rules and it facilitates the mastery of other language skills. Although listening might apparently be seen as a passive process, it is actually a complex and active process of interpretation of what listeners hear and what they have already known. Listening is an interactive process of recognition, perception, and understanding of the oral input and an intention to complete a communication.

Unfortunately, Listening is a skill that is rarely taught. In school, students are taught speaking, reading, and writing skills, but in general, there are a few courses devoted to the subject of listening. Moreover, most people are so engrossed in talking or thinking about what they are about to next that they miss out on many wonderful opportunities to learn about new concepts, ideas and culture. Furthermore, in teaching listening skill for children we need to use a method which has less stressful ways, enjoyable, easy to be implemented, but has long-term retention effect for them to get the best result. It is also needed to implement a method that is closely related to the way people acquire their first language. Furthermore, the method which has all that characteristics is recognized as TPR.

TPR is one of methods to teach imperatives to learners of foreign language. It promotes learning language in a less stressful ways. TPR is a method which is built around the coordination of speech and action. In other words, it is to teach language through activity (Richards and Rodgers, 2001). Therefore, the researcher chose TPR to teach listening skill based on the previous research which proved that, this method could be implemented to teach vocabulary (Rini, 2014) and speaking skill (Hendrawan, 2012). Moreover, there were two previous research which proved that TPR could be implemented to the fourth and the fifth grade students' of elementary school (Rupaedah, 2012; Sugiarti, 2013). Besides that, there are also a lot of advantages of TPR.

Considering the statement above, the researcher would like to propose TPR as a method in teaching listening. The researcher hopes that TPR will be helpful to improve the teaching learning product in listening.

Specifically the purpose of the study was to find the answers of the following questions:

1. Is there any improvement of students' listening skill before and after being taught through Total Physical Response method?
2. What responses do the students have after the implementation of Total Physical Response method in learning listening skill?

## METHODS

In this article, the researcher used quantitative research which used one group pretest-posttest design to improve the students' listening skill through TPR and also to know the responses of the students after the implementation of TPR. The subject of this action research was 7C students in the first year of SMP Negeri 22 Bandar Lampung consisted of 30 students. To gain the data, the researcher applied two kinds of instruments. The instruments were the listening test and questionnaire. The first instrument was analyzed by using t-test and the second one was analyzed by using Likert Scale.

## RESULTS

After analyzing the data of try out test, the researcher used the items that had been selected for testing. There were 25 items of objective listening test in 80 minutes with four option alternative answers for each (A, B, C, D), one was the correct answer and the rest were distracters. The total score of the pretest was 1938. The mean score of pretest was 64.60; the highest score was 88.00; the lowest score was 28.00; the median was 64.00; and the mode was 60.00. The distribution of the students' score of pretest in experimental class can be seen in the table below.

**Table 1. Distribution of Students' Score of the Pretest**

PRETEST				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 28	1	3.3	3.3	3.3
44	1	3.3	3.3	6.7
48	3	10.0	10.0	16.7
52	1	3.3	3.3	20.0
60	6	20.0	20.0	40.0
62	1	3.3	3.3	43.3
64	3	10.0	10.0	53.3
68	5	16.7	16.7	70.0
72	3	10.0	10.0	80.0
76	1	3.3	3.3	83.3
80	1	3.3	3.3	86.7
84	2	6.7	6.7	93.3
88	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The table above shows that the frequency of students who obtained the lowest score (28.00) was one student and the highest score (88) was two students. There were 9 students obtained 72.00 (30%), while there were 21 students obtained less than 70.00 (70%). It indicated that their achievement in listening was still low.

Furthermore, the researcher administered posttest in order to determine whether there was an improvement of students' listening skill before and after being taught through TPR or not. The total score of posttest was 2296. The mean score of the posttest was 76.53; the highest score was 92.00; the lowest score was 60; the median was 76.00; and the mode was 68.00. The distribution of the students' score of posttest in

experimental class can be seen in the table below.

**Table 2. Distribution of Students' Score of the Posttest**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	1	3.3	3.3	3.3
64	3	10.0	10.0	13.3
68	6	20.0	20.0	33.3
72	4	13.3	13.3	46.7
76	4	13.3	13.3	60.0
80	3	10.0	10.0	70.0
84	2	6.7	6.7	76.7
88	2	6.7	6.7	83.3
92	5	16.7	16.7	100.0
Total	30	100.0	100.0	

The table above shows that the frequency of students' who obtained the lowest score (60.00) was one student and the highest score was 5 students. There were 20 students who obtained 72.00 (67%) while there were 10 students who obtained less than 72.00 (33%). It indicated that there was an improvement of students' achievement from pretest. Therefore, based on the result of posttest, it can be stated that there is an improvement of students' listening skill after being taught through TPR.

There were four aspects measured in this research by using the tests. The tables below provide the students' score of each aspect of those four aspects of micro skill.

**Table 3. The Students' Result of Micro Skill in Listening**

No	Aspects of Micro Skill	Pretest Score (%)	Posttest Score (%)	The Improvement (%)
1	Discriminating sound	191 (76%)	227 (91%)	36 (15%)
2	Intonation Pattern	89 (72%)	93 (74%)	4 (2%)
3	Detect sentence constituents	92 (74%)	117 (94%)	25 (20%)
4	Recognition of function of structures	91 (76%)	137 (110%)	46 (34%)

There was an improvement between students' pretest score and students' posttest score. Moreover, TPR has the advantages in improving all aspects in micro skill of listening.

**Table 4. The Improvement of the Pretest and the Posttest Score**

	The Score of Pretest	The Score of Posttest	Gain
Mean (m)	64.60	76.53	11.86

The scores show that this method improved the students' listening skill in the experimental class. Meanwhile, the result of the computation shows that t-ratio is 7.681 and t-table is 2.042. Because the value of t-ratio is higher than t-table (7.681 > 2.042) and the significant is lower than 0.05 (0.000 < 0.05),  $H_1$  is accepted.

Moreover, the researcher obtained some good responses from the students after learning listening skill through TPR.

- The students understanding in the aspects of micro skill were improved. Firstly, they were able to distinguish the similar sounds that were told by the native speaker in the recorder (Discriminating sound). Secondly, the students could understand of what was said by the native speaker in the recorder (Intonation pattern). Thirdly, the ability of the students in differentiating kinds of word such as, noun and verb were improved better (Detect sentence constituents). The last, the students understood about the form of the commands or instructions that were stated orally (Recognition of function of structures).
- Some principles in Total Physical Response method also had proved that; firstly, this method was fun in teaching English especially listening skill. Secondly, the movements that were produced by the students helped them in understanding the command or instruction told by the native speaker in the recorder. Thirdly, this method helped them in remembering the vocabularies that were taught and told verbally. Fourthly, the students liked to be taught the listening skill through TPR because it eased them in learning listening skill and

made them loved English lesson. At the last, the ability of the students in listening especially in micro skills improved better because they enjoyed the learning process very much.

**Table 5. The Result Analysis of Questionnaire Data**

No.	Statement	Scale				Percentage (%)
		1	2	3	4	
1	Metode ini membantu saya dalam membedakan bunyi kata dalam bahasa Inggris yang diucapkan oleh native speaker.	4 %	16 %	52 %	48 %	80%
2	Saya dapat memahami apa yang diucapkan oleh native speaker dengan lebih baik melalui metode ini.	8 %	36 %	56 %	20 %	68.3 %

3	Metode ini membantu saya dalam membedakan jenis kata seperti noun (kata benda) dan verb (kata kerja) yang diucapkan dalam bahasa Inggris.	0 %	12 %	52 %	56 %	84.16 %
4	Melalui metode ini, saya menjadi paham kata perintah yang diucapkan dalam bahasa Inggris khususnya oleh native speaker.	4 %	12 %	64 %	40 %	79.16 %
5	Metode ini menyenangkan untuk digunakan dalam pembelajaran bahasa Inggris khususnya listening skill.	0 %	4 %	44 %	72 %	88.33 %
6	Gerakan yang dilakukan dalam metode ini membantu	4 %	20 %	52 %	44 %	78.33 %

	u saya dalam memahami instruksi dalam bahasa Inggris yang diucapkan secara verbal.					
7	Metode ini membantu saya dalam mengingat kosakata dalam bahasa Inggris.	0 %	24 %	44 %	52 %	80.83 %
8	Metode ini membuat saya menjadi menyukai pelajaran bahasa Inggris khususnya listening skill.	4 %	16 %	44 %	56 %	81.66 %
9	Pelajaran bahasa Inggris khususnya dalam listening skill menjadi mudah dengan menggunakan metode ini.	0 %	24 %	64 %	32 %	76.66 %
10	Metode ini mampu meningkatkan kemampuan mendengar	0 %	4 %	40 %	76 %	90 %

rk (listening skill) saya.						
-------------------------------------	--	--	--	--	--	--

Criteria:

ST = Very High ( $\geq 81.25\%$ )

T = High (62.50%-81.24%)

S = Average (43.75%-62.49%)

R = Low ( $\leq 43.74\%$ )

From the table shown above, the highest score from the point of strongly agree is the statement number 10 (76%) that is "Metode ini mampu meningkatkan kemampuan mendengarkan saya (This method can improve my listening skill)" and the lowest is statement number 2 (20%) that is "Saya dapat memahami apa yang diucapkan oleh native speaker dengan lebih baik melalui metode ini (I can understand better what is said by the native speaker through this method)". The highest score from the point of agree is the statement number 4 "Melalui metode ini, saya menjadi paham kata perintah yang diucapkan dalam bahasa Inggris khususnya oleh native speaker (I can understand the instruction which is said in English especially by the native speaker through this method)" and 9 "Pelajaran bahasa Inggris khususnya dalam listening skill menjadi mudah dengan menggunakan metode ini (English lesson, especially in listening skill becomes easier through this method)" (64%) and the lowest is statement number 10 (40%) "Metode ini mampu meningkatkan kemampuan mendengarkan saya (This method can improve my listening skill)". The highest score from point less agree is the statement number 2 (36%) "Saya dapat memahami apa yang diucapkan oleh

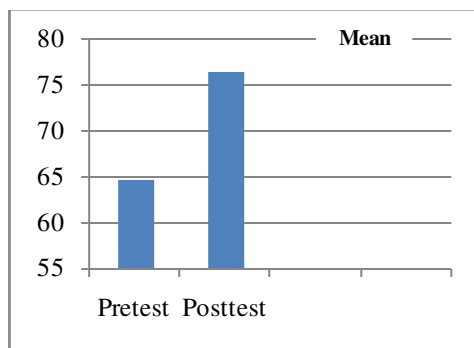
native speaker dengan lebih baik melalui metode ini (I can understand better what is said by the native speaker through this method)" and the lowest is the statement number 5 "Metode ini menyenangkan untuk digunakan dalam pembelajaran bahasa Inggris khususnya listening skill (This method is fun to be implemented in English especially in listening skill)". and number 10 "Metode ini mampu meningkatkan kemampuan mendengarkan saya (This method can improve my listening skill)" (4%) The highest score from point disagree is the statement number 2 (8%) "Saya dapat memahami apa yang diucapkan oleh native speaker dengan lebih baik melalui metode ini (I can understand better what is said by the native speaker through this method)" and the lowest is the statement number 3, 5, 7, 9 and 10 (0%), it means that there was no student who chose this point. Furthermore, it can be concluded that the responses of the students' in learning listening skill through Total Physical Response method were good. It can be seen more clearly in appendix 16, there are 7 points (1, 2, 4, 6, 7, 8, 9) which are in the high criteria (62.50%-81.24%) and 3 points (3, 5, 10) which are in the very high criteria ( $\geq 81.25\%$ ).

## DISCUSSION

The main concerning of this research is the use of TPR to improve listening skill in form of micro skill and to know the responses of the students related to this method. In relation to this research, the result showed that the students' micro skills of listening are improved after

being taught through TPR. The students' mean score after being taught through TPR are improved. Comparing between pretest and posttest' mean score, it was obtained that the gain was 11.86 point. It supported the previous research finding conducted by Rupaedah (2012) who said that there is a good improvement of students' average score after the implementation of TPR.

**Graph 1. The Improvement of the Pretest and the Posttest Score**



Based on the Graph above, it shows that there is an improvement of the mean score between pretest and posttest. Since, the mean score of listening skill in term of micro skill in the posttest is higher than pretest, it can be stated that TPR impacts positively toward students' listening skill. It is because this method is a great way to teach listening skill to the students just like when they were acquiring the mother tongue by experiencing the language by themselves and giving the responses through physical movements.

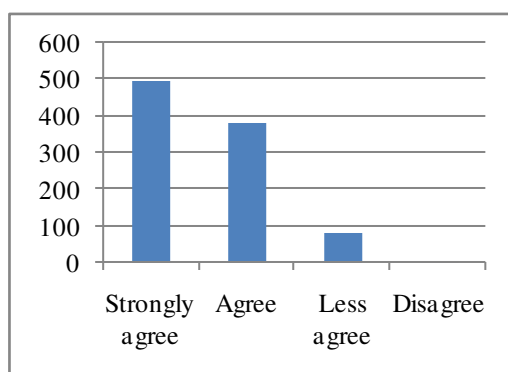
Moreover, the use of media helped the students so much in learning listening skill through TPR. The use of pictures, posters, puppet and games took the students attention and made them kept focusing on the

materials that were taught and reduced the pressure that probably appeared during the learning process. These media also turned the condition of the class to be fun and more active. This finding is supported by Li-Ling who states that a medium is called the educational medium when the medium transfers message for teaching (Li-Ling, 1996). He adds that the use of media is important and it is impossible to coordinate teaching with learning without using media (Li-Ling, 1996). Media are flexible because they can be used for all level of students and in all subjects. Teaching media also can encourage students to take more responsibility and control over their own learning, engage in joint planning of the syllabus, and take longer-term perspectives on their own learning (Masterman, 1999). It can be concluded that media could raise the students' interest of the lesson and it is important to lead students' attention.

The result details of the questionnaire assessment of 30 students showed that the total score of all item was 969. The assessment was from 4 categories, rated with a score item of 496 (strongly agree), rated with a score item of 384 (agree), rated with a score item of 82 (less agree) and rated with a score item of 7 (disagree). For more details, it can be seen in the graph below.



**Graph 2. The Result of Questionnaire Analysis**



Over all, the students' responses through this method were good because they enjoyed the learning process and also this method proved that it could improve their score in listening even it helped them in improving of each aspect of micro skill. This is supported by the previous research conducted by rupaedah who states that TPR could improve students' listening skill (Rupaedah. 2012) and sugiarti who states that the teaching and learning of listening through Total Physical Response method improved in each aspect (Sugiarti. 2013).

## CONCLUSIONS

Considering all data gathered from the research, the researcher has drawn up some conclusion. They were as follow:

1. Total Physical Response Method can improve the students' listening skill at the first grade students' of SMP Negeri 22 Bandar Lampung.
2. Total Physical Response method has good responses

toward the students in SMP Negeri 22 Bandar Lampung.

## SUGGESTION

Based on the conclusion above, the following recommendations were put:

1. For the teachers in general and particularly those in SMP Negeri 22 Bandar Lampung who want to improve the listening skill of the students. It is needed to use some media to make the learning process of listening through Total Physical Response more enjoyable and effective.
2. For further research, it is necessary to choose appropriate subject since it is needed many physical movements in Total Physical Response Method. Moreover, this research is expected to be a good reference for the next research findings.

## REFERENCE

- Hendrawan, R. 2012. *Teaching speaking English using total physical response method (an experimental research at the seventh grade of MTs. Musa'adatul-ikhwan Mande Cianjur)*. Unpublished script. Bandung: Siliwangi Bandung.
- Li-Ling, C. 1991. The importance of educational media in teaching. *Buletin of Social Education*. Vol 20, pp.61-88. Retrived on February 22, 2017 from <https://dianingpadmi.wordpress.com/eedduuccaattiioonn/the-use-of-media-in-teaching-learning-process/>
- Masterman, L. 1999. *18 Principles of media education*. Retrived on February 22, 2017 from <https://dianingpadmi.wordpress.com/eedduuccaattiioonn/the-use-of-media-in-teaching-learning-process/>
- Richards, J.C. & Rodgers T.S. 2001. *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Rini, E.I. 2014. *Improving students vocabulary achievement through total physical response method at the fourth grade of SD Negeri 4 Bagelen Kec. Gedong Tataan Pesawaran*. Unpublished Script. Bandar Lampung: Lampung University.
- Rupaedah, E. 2012. *Improving students' listening comprehension through total physical response*. Unpublished script. Bogor: Universitas Pakuan.
- Sugiarti, A. 2013. *Improving the teaching and learning process of listening through total physical response (TPR) to the fourth grade students of SD Negeri Sidoarum in the academic year of 2012/2013*. Unpublished Thesis. Yogyakarta: Univeristas Negeri Yogyakarta.