

Enhancement of English Student Learning Results through Total Physical Response (TPR) Method

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Abstract: The study was conducted in Madrasah Tsanawiah (MTs) Totolisi Sendana Majene Distric, West Sulawesi Province, this school was chosen purposively based on several considerations, namely: 1) the lack of number of English teachers, 2) the minimum number of learners is proportional to their interest in learning English, 3) the methods used by educators are less creative and innovative. Based on the issues raised in this study, the research entitled "The Effect of TPR (Total Physical Response) Method on Improving Learning Outcomes through Story Telling Activity English" is a method of Quasi Experimental Design research which in this study using a model that is two groups pretest-posttest design. The research design used in this study is a research model conducted by involving a comparison group ". Thus the treatment results can be known more accurately, because it can compare with the situation before being treated and compare methods applied by the English teacher. Based on the descriptions, it can be concluded that There is an influence between the learning value of English learners at the time before and after the implementation of TPR method of Total Physical Response) through story telling activity to students of Madrasah Tsanawiah (MTs)

Totolisi Sendana Majene district. There is an increase in the average value in the experimental group that has the average value of pre-test of 47.26 after being given treatment in the form of application of TPR method (Total Physical Response) through the activity of storytelling, the result of the value of English increases with the average value post-test of 68.44. While in the control group did not increase with the value in pre-test 44.62 while post-test 56.52.

Keywords: Total Physical response (TPR), Learning outcomes, Student, English Learning

1. Introduction

English is a very important language in the international world especially in the era of AEC (ASEAN Economic Community) which is currently underway. The free of foreign workers in the sphere of ASEAN to Indonesia requires educators to prepare learners to develop English proficiency. English learning in Indonesia today has been given optimally and structurally as possible, it is proven that English is a compulsory subject in the adaptive subject group but the learning of English in Indonesia is still not evenly distributed. There is a difference between learning English in urban schools and learning

English in rural schools. English language learning in urban schools is supported by very complete facilities, highly professional teachers, supporting books, and even urban schools that often provide a special room as an English laboratory room. This has a major impact on the students' learning outcomes in the school. While learning English in marginal schools that have limited facilities, even only books and teachers as their guide, the book was only textbooks and student worksheets (LKS) provided as a guide in English lessons only.

So the results of learning English subjects obtained were even less assessed average (Indria & Rusijono, 2013). Madrasah Tsanawiah (MTs) Totolisi Sendana is a fringe school located in Majene District which has a number of students who are not too big even under the standard. The lack of applicants in this school is due to the ineffectiveness of the learning process and the material given by teachers (educators) is less innovative, especially English subjects is because English teachers in Madrasah Tsanawiah (MTs) Totolisi Sendana still adheres to the old method of lecture and practice methods. So many learners have not been able to have a conversation, convey information, or tell a story. so many learners find it difficult to understand what is being taught by the teacher, and this is very influential on the learning outcomes of students.

Increasing the learning outcomes or achieving the minimum completeness KKM is one of the achievement of learning objectives, so it is necessary something that can improve the learning outcomes of English to students with limitations that exist in order to achieve the expected learning objectives. The learning method

that is needed in the learning of English class XI Madrasah Tsanawiah (MTs) Totolisi Sendana is a learning method that is oriented to student activeness, so that students take an active role in the learning process. Total Physical Response (TPR)

concerned with activities directly related to physical activity and movement. In Total Physical Response (TPR) students learn to react to commands given either by teachers or fellow students (Indria & Rusijono, 2013). The TPR method is the teaching of language by way of building coordination between speech and action or movement that develops language through motor responsiveness. Activities in this method of play activities that can be applied by combining songs, music, cards, drawing, storytelling, games, and other activities that are part of the play activities (Widodo in Meza & Ananthia, 2015). The use of story telling activity is intended to complement or improve the TPR method because story telling is one of the most effective ways to develop the cognitive, affective, conative, comprehension aspects of the learners so that learners are able to attain minimal mastery criteria (KKM) as well as learning objectives achieved.

A. Total Physical Response

Total physical response is one of the methods in teaching English used by combining oral or speaking with this action

learning methodology is a methodology to teach a language by involving students in physical activity. Because the Total Physical Response (TPR) method of learning applies an active student learning approach, where learning is primarily

in accordance with Richards & Rodgerjs (1995) Total Physical Response (TPR) is the language teaching method built around the coordination of speech and action, it attempts to teach physical (motor) activity.

Total Physical Response (TPR) is a teaching method that can combine the meaning of words from English with actions, images, and objects. So that the blind child is able to interpret an action by visualizing objects using words or sentences in English through the sense of touch and touch for information (Try, 2014).

Widodo in Meza & Ananthia (2015) added that TPR is a language learning method that trains the ability to listen and respond to the target language or vocabulary given by the teacher in the form of physical activity. The TPR method is a method of language learning that relies on the coordination of the child's sense-sensory ability to respond through the physical (motor) activity of commands or command so that the child is actively involved. The learning process uses this method as natural as the child learning the mother tongue and is very flexible. TPR (Total Physical Response) is a language teaching method developed by

James Asher, a professor emeritus of psychology at San Jose State University. It is based on the coordination of language and physical movement. In TPR (Total Physical Response), instructors or teachers give orders to students in a foreign language, students respond with whole body movements or actions. TPR (Total Physical Response) is an example of an understanding approach with foreign language teaching. The method in the English understanding approach emphasizes the importance of listening to English development, and does not require output to be pronounced in the early stages of learning, although it is expected that students may do so with accompanying physical movements. In the TPR method (Total Physical Response) students are not forced to speak directly, instead the teacher waits until the students get enough language through listening until they start speaking spontaneously. Learning English by using the method of learning TPR (Total Physical Response) this material is given through direct movement or direct experience to and given repeatedly, the material provided can be an example or demonstration of the movement which in later in describe as a form of command given repeatedly and then responded with physical movement by students, commands or materials given repeatedly will become a habit until students understand and respond with their physical movements (Indria & Rusijono, 2013).

Based on the above definitions, the authors conclude that Total Physical

Response (TPR) is an English teaching method that combines the meaning of words with actions, images, and objects. So that the blind child is able to interpret an action by visualizing objects using words or sentences through the sense of touch and touch to obtain information.

There is some emphasis put forward by Asher in (Indria & Rusijono, 2013). so that children have a foreign language understanding which is called as comprehension approach (Comprehension Approach) that is:

- a. The ability of understanding is followed by their body movements
- b. The teaching of speech must be postponed before the child's comprehension has been established
- c. Expertise gained through listening is transferred to other skills
- d. Teaching should minimize learner stress levels.

The emphasis on understanding (Comprehension) and using physical movements in teaching foreign languages at the level of recognition is actually a long-standing tradition of language learning called "Based Teaching Strategy" or "English Trough Action"

B. Story Telling

Story telling is one of the activities to talk about something or a storytelling activity where the speaker plays a role to invite the listener to dissolve with the story or tale. Story telling is often used as a branch of

competition in English competition activities in Majene regency of West Sulawesi. For a favorite school like SMA Negeri 1 Majene story telling is not an alien matter. Story telling can be said as the branch of the oldest literature as well as the latest. Although the goals and conditions in story telling change from century to century, and from the culture of one culture to another, story telling continues to meet the same basis of social and individual needs. Human behavior seems to have an innate impulse to tell the feelings and experiences they experience through storytelling.

C. Research sites

The study was conducted in Madrasah Tsanawiah (MTs) Totolisi Sendana Kabupaten Majene, West Sulawesi Province, this school was chosen purposively based on several considerations, namely: 1) the lack of number of English teachers, 2) the minimum number of learners is proportional to their interest in learning English, 3) the methods used by educators are less creative and innovative.

Based on the issues raised in this study, the research entitled "The Effect of TPR (Total Physical Response) Method on Improving Learning Outcomes through Story Telling Activity English" is a method of Quashi Experimental Design research which in this study using a model that is two groups pretest-posttest design. The research design used in this study is a research model

conducted by involving a comparison group. Thus the treatment results can be known more accurately, because it can compare with the situation before being treated and compare methods applied by the English teacher.

2. Method

For the purposes of this study, the samples were obtained from Based on the Administration of Madrasah Tsanawiah (MTs) Totolisi Sendana Majene district. The number of samples in this study is the class X numbered 30 students, class XI amounted to 30, and class XII consisting of two majors ie science majors and IPS amounted to IPA 15 students and IPS amounted to 18 people. So the total number of students at Madrasah Tsanawiah (MTs) Totolisi Sendana is 71 people. The instrument used in this study is the observation and test ability learners learn after learning the method of Total Physical Response (TPR) through story telling.

Technique of data analysis to calculate data of result of research or result of learning English learners use formula presents as follows .:

$$P = F / N \times 100$$

Information:

P: Percentage of value obtained

F: The frequency being searched for its percentage

N: Many individuals / number of

individuals

While to know the change of learning result through pretest and posttest used t-test, to know t-test of researcher use SPSS 21.0 data processing application program.

3. Data Description

In the description of this data, the researcher discusses the average, standard deviation, the highest and lowest score of English ability test on control group learners (class XI, XII IPS) and experimental group (class X, XII IPA).

After the research data about the results of English proficiency of learners gathered then the researchers conducted a statistical calculation analysis. Based on the result of data analysis, it can be seen that there is difference between English score value before and after application of TPR (Total Physical Response) method through story telling material in control group and experiment group. The results of these calculations can be described as follows:

Table 5.1. Classification of Pre-test and Post-Test in the Experiment Group and Control Group

| Descriptive | Experiment | | Control | |
|-------------------------|-----------------|------------------|-----------------|------------------|
| | <i>Pre-test</i> | <i>Post-test</i> | <i>Pre-test</i> | <i>Post-test</i> |
| Mean | 47,26 | 68,44 | 44,62 | 56,52 |
| Standart Deviation (SD) | 11,26 | 12,58 | 12,35 | 11,68 |
| Median | 50,00 | 67,00 | 44,00 | 53,00 |

| | | | | |
|-------------|-------|-------|-------|-------|
| Low Value | 22,00 | 44,00 | 25,00 | 33,00 |
| Haigh Value | 70,00 | 94,00 | 78,00 | 94,00 |
| Total | 2127 | 3080 | 2142 | 2713 |

Based on the results of the analysis in Table 5.1 above it has been shown the results of data obtained from the ability of the English score in the experimental group has an average pre-test of 47.26 while the average post-test results 68.44. With standard deviation of pre-test 11,26 and post-test 12,58. As for the median in the experimental group on pre-test 50.00 and post-test 67.00. With the lowest score on the pre-test of 22.00 and the post-test of 44.00. For the highest score on the pre-test is 70.00 and the post-test is 94.00.

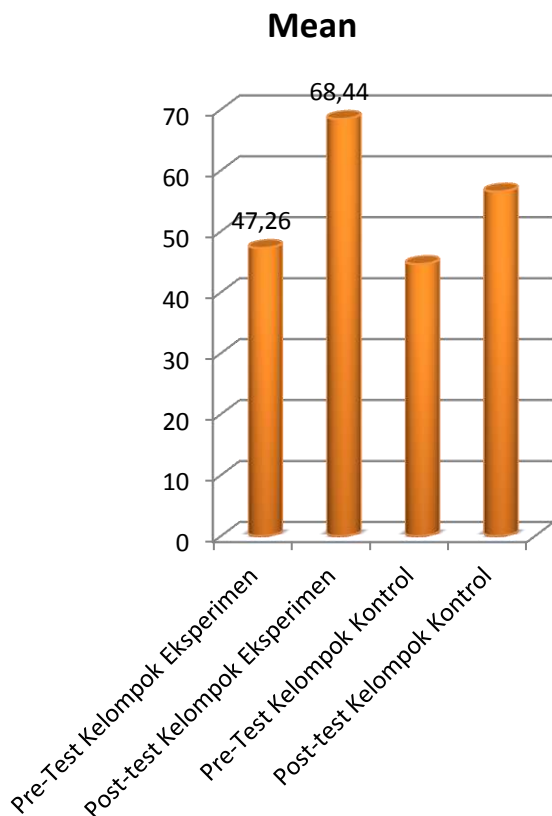
While for the control group has an average pre-test of 44.62 while the average post-test results 56.52. With standard deviation of pre-test 12,35 and post-test 12,68. As for the median in the control group on pre-test 44.00 and post-test 53.00. With the lowest score on pre-test of 25.00 and post-test of 33.00. For the highest score on the pre-test of 78.00 and the post-test of 94.00.

From the results of the analysis along with the above explanation it can be assumed that the average value of each experimental group and the control group has different values between the average pre-test and post-test in which there is an increase in the value of the English score of learners after treatment (treatment) in the form of application of TPR (Total Physical

Response) method through telling story activity (telling story).

The difference of mean value of each group is the experimental group and the control group when described with histogram diagram as follows:

Histogram Diagram 5.1. Average Value Com



Based on diagram above, there is a difference of average score result in experimental group and control group. The average value in the experimental group that has the average value of pre-test of 47.26 after being given treatment in the form of application of TPR method (Total Physical Response) through the activity of

storytelling, the result of the value of English increases with the average post-test value of 68.44.

4. Statistical analysis

This test is intended to investigate whether there is any influence in the treatment of the application of TPR (Total Physical Response) method through the material telling the students' English proficiency in Madrasah Tsanawiah (MTs) Totolisi by looking at the difference of average calculation between the experimental group and the group control. The result of test of difference test of average of statistical calculation between experiment group and control group. The test results of different test average (independent sample t-test) by using statistical calculations using computer program SPSS 21.00 for windows.

From result of research data got result of score of English ability which is done during pre-test and post-test between experiment group and control group can be explained through following table:

Table. 5.2. Test Result Test-t

T-Test Assay

Pre-test 0.285 0.05

Post-test 0.001

Based on table 5.2 above, we get the result of calculation using t-test independent sample t-test. With the obtained t-test value for pre-test 0.285 while for post-test 0.01 with a significant level of 0.05. ini proved

there are differences in English proficiency of learners before and after treatment by using TPR (Total Physical Response) method through activity tells the students of Madrasah Tsanawiah (MTs) Totolisi Sendana Majene district.

5. Discussion

This discussion will discuss the effect of listening ability before and after the application of TPR (Total Physical Responses) method through story telling activity to MTs Totolisi Sendana lecturer (MTs). Based on the description data and statistical analysis above, it can be known the value of English proficiency of learners before and after being treated that there is a development or there is an increase with the number of average values of difference between pre-test and post-test in experimental group 21.18 while the mean value of difference between pre-test and post-test in control group 11.9.

The results of this study prove that the use of TPR (Total Physical Response) method through the activity of storytelling (story telling) has an effect on the result of the value of English learner of Madrasah Aliyah BPII Pamboang Majene district. This is consistent with Widodo's theory in Meza & Ananthia (2015) adding that TPR is a method of language learning that trains the ability to listen and respond to the target language or vocabulary given by the teacher in the form of physical activity. The TPR method is a method of language learning that relies on the coordination of the child's

sense-sensory ability to respond through the physical (motor) activity of commands or command so that the child is actively involved. The learning process uses this method as natural as the child learning the mother tongue and is very flexible.

This is also supported by Meanwhile, according to wikipedia, storytelling is the way that is done to convey a story to the listening, either in the form of words, pictures, photos, and sound. Story telling is often used in teaching and learning process primarily at the beginner or children level. This technique is useful to practice the ability to hear fun. The person who delivered the story telling must have good public speaking skills, understand the character of the listener, imitate the sounds, cleverly set the tone and intonation as well as the skill of using the tools. It is said to be successful using story telling techniques, if the listener is able to capture the story and feel entertained. Besides the moral message in the story is also obtained.

The storytelling activity is part of a very enjoyable learning of English because the activity is very interesting and makes learners more enthusiastic in the process. When learners are treated by the method of TPR (Total Physical Response) through the activity of storytelling, all learners are very focused on the learning especially when the activity tells the story, learners are very responsive and serious listen to the stories that are presented even some student ts make small notes in his book relating to the stories he listened and saw and finally they

were able to answer the questions that had been given. This means the use of TPR (Total Physical Response) through story telling activities (story telling) is very effective in improving learning ability to discuss

6. Conclusion

Based on the above descriptions, it can be concluded that:

1. There is an influence between the learning value of English learners at the time before and after the implementation of TPR method of Total Physical Response) through story telling activity to students of Madrasah Tsanawiah (MTs) Totolisi Sendana Majene district.
2. There is an increase in the average value in the experimental group that has an average value of pre-test of 47.26 after being given treatment in the form of application of TPR method (Total Physical Response) through the activity of storytelling, the result of the value of English increases with the average value post-test of 68.44. While in the control group did not increase with the value in pre-test 44.62 while post-test 56.52.

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