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Improving Students' Speaking Skill Through TPR (Total Physical Response)
Technique on Command at Second Semester of STIE-SAK
Academic Year 2022/2023

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Abstrak

Bentuk penelitian ini adalah penelitian tindakan kelas. Tujuan dari penelitian ini adalah untuk mengetahui keterampilan berbicara siswa pada semester kedua STIE-SAK tahun ajaran 2022/2023 melalui teknik TPR (*Total Physical Response*) dan untuk menjelaskan faktor-faktor yang mempengaruhi keterampilan berbicara siswa. Penelitian ini akan dilakukan dalam empat tahap yaitu perencanaan, pelaksanaan, observasi dan refleksi. Penelitian ini dilakukan dengan siklus spiral, terdapat dua siklus dalam penelitian ini. Penelitian ini dilakukan di STIE-SAK. Berbicara merupakan bagian penting dalam berbahasa, dan penting untuk dikuasai. Seperti yang kita tahu, berbicara tidak bisa dipelajari tanpa latihan dan mempraktekkannya. Artinya untuk menguasai berbicara, siswa harus berbicara. Maka sebagai seorang guru, kita harus memberikan lebih banyak aktivitas kepada siswa di kelas untuk menggunakan bahasa tersebut dengan menggunakan berbagai cara dalam mengajar. Namun berdasarkan pengamatan dan pengalaman peneliti dalam mengajar bahasa Inggris pada mahasiswa semester dua STIE-SAK, ada Hanya sedikit siswa yang mendapat nilai bagus dan sebagian besar mendapat nilai rendah dalam berbicara bahasa Inggris. Hal ini berarti ada beberapa permasalahan yang dihadapi oleh siswa. Pertama, kemampuan berbicara siswa rendah. Siswa kurang memahami perintah guru seperti "dengarkan aku, buka bukumu, berdiri, dan sebagainya". Kedua, siswa malu untuk berbicara di kelas, siswa kebanyakan diam ketika dosen meminta mereka melakukan sesuatu atau mengucapkan sepatah kata dalam bahasa Inggris. Ketiga, mereka juga memiliki keterbatasan kosakata sehingga kurang memahami instruksi yang diberikan dosen. Untuk mengatasi permasalahan tersebut diperlukan suatu penerapan model yang tepat dalam pengajaran. Ada banyak teknik yang bisa digunakan dalam proses belajar mengajar. Salah satunya adalah Total Physical Respon (TPR). Respon fisik total adalah pengajaran bahasa yang dibangun berdasarkan koordinasi ucapan dan tindakan. Artinya ada ucapan

dan tindakan di dalamnya. Alasan memilih TPR karena dapat meningkatkan kosa kata siswa, siswa menggunakan TPR dalam berbicara dan topik yang digunakan berdasarkan silabus.

Kata Kunci: *Berbicara, Keterampilan Berbicara, Total Physical Respon (TPR)*

Abstract

The form of this research is classroom action research. The purpose of this research is to know the students' speaking skill at second semester of STIE-SAK academic year 2022/2023 through TPR (Total Physical Response) technique and to explain the factors influence students' speaking skill. This research will be done in four phases namely planning, acting, observing and reflecting. This research is done in spiral cycle, there are two cycles in this research. This research is done in STIE-SAK. Speaking is an important part of language, and it is important to be mastered. As we know that, speaking cannot be learned without practice and practice it. It means that to master speaking, students have to speak. So as a teacher, we have to give more activities for the students in the class to use the language by using various ways in teaching. However, based on the researcher's observation and experiences in teaching English at second semester students of STIE-SAK, there are only a few students who got good score and most of them got low score in speaking English. It meant that there are some problems faced by the students. First, the students' speaking skill is low. The students do not understand the command from the teacher such as "listen to me, open your book, stand up, etc". Second, the students are shy to speak in the class, the students mostly kept silent when their lecturer asks them to do something or to say a word in English. Third, they also have a limited vocabulary so they do not understand the instructions given by the lecturer. To solve the problems, it needed an implementation of appropriate model in teaching. There are many techniques that could be used in teaching and learning. One of them was Total Physical Response (TPR). Total physical response is a language teaching built around the coordination of speech and action. It meant that there are speech and action on it. The reason to choose TPR because it can improve the students' vocabulary, the students use TPR in speaking and the topic used is based on the syllabus.

Keywords: *Speaking, Speaking Skill, Total Physical Response (TPR)*

INTRODUCTION

Speaking is also an important part of language, and it is important to be mastered. As we know that, speaking cannot be learned without practice and practice it. It means that to master speaking, students have to speak. So as a teacher, we have to give more activities for the students in the class to use the language by using various ways in teaching.

However, based on the researcher's observation and experiences at second semester of STIE-SAK academic year 2022/2023, most of the students got good score and some of them got low score. It meant that there were some problems faced by the students. First,

the students' speaking skill is low. The students do not understand the command from the teacher such as "listen to me, open your book, stand up, etc". Second, the students are shy to speak in the class, the students mostly keep silent when their lecturer asks them to do something or to say a word in English. Third, they also have a limited vocabulary so they do not understand the instructions given by the teacher.

To solve the problems, it needed an implementation of appropriate model in teaching. There are many techniques that can be used in teaching and learning. One of them is Total Physical Response (TPR). Total physical response is a language teaching built around the coordination of speech and action. It meant that there are speech and action on it. The reason to choose TPR because it can improve the students' vocabulary, the students use TPR in speaking and the topics used are based on the syllabus.

Based on the explanation, the researcher will implement Total physical Response (TPR), the title of this research is "Improving Students' Speaking Skill Through Total Physical Response (TPR) at Second Semester of STIE-SAK academic year 2022/2023.

Speaking is a complex skill in interaction between a speaker and listener. It involves an active process. Speaker should think the ideas to express. According to Finnochiaro (2007: 109), he says that "a speaker must think the idea to express in good pronunciation, be aware of grammatical, lexical, and culture needed". It means that speaking is an important skill to convey ideas through language.

Kramersch (2006: 367) states that "speaking means negotiating intended meaning and adjusting one's speech to produce the desired effect on the listener". Between speaker and listener have to work together to handle the interaction in speaking and they must pay attention to what will be talked.

Furthermore, Brown (1994: 24) explains speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. The meaning depends on the context of the speech. Therefore, in speaking we should consider about the ideas and context.

Relating to the ideas, to communicate with others, one should focus on being spoken to achieve meaningful communication because speaking is an activity done by the speaker and involves at least to person, speaker and listener.

Nunan (2003:54) states five principal in teaching speaking, they are: a) be aware of the differences between second language and foreign language learning context, b) give students practice with both fluency and accuracy, c) provide the opportunities for the students to talk by using group work or pair work and limit teacher talk, d) plan speaking

task that involve negotiation for meaning, and e) design classroom activities that involves guidance and practice in both transactional and interactional speaking.

From the explanation, the conclusion was in teaching speaking we have to give more opportunities for the students to use and practice their speaking. Use the communicative teaching in the classroom, and give a communicative exercise in order to develop the students' speaking skill.

Total physical response is a method used in teaching and learning process. Asher (1960) states that total physical response (TPR) is based on the theory that the memory is enhanced through association with physical movement. It is also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands, such as "Pick it up" and "Put it down". TPR as a method to teaching a second language is based, first and foremost, on listening and this is linked to physical actions which are designed to reinforce comprehension of particular basic items.

Then, Muhren (2003: 7) describes the basic technique of TPR is simple. Learners act out commands given by the teacher or their fellow pupils (at a later stage). These commands, or series of commands, are simple at the beginning (stand up, sit down) but after some time they may become more complex (I want the boys to stand in a circle please). A TPR sequence can be a chain of actions relating to a compound task (take pen and paper, sit down, begin at the top of your paper, write down: Dear ...) or even contain a story-line. The other examples are:

Point to the blackboard	Walk to the door
Point to the window	Walk back to your chair
Touch your desk	Point to a wall
Point to the ceiling	Point to the bookcase
Touch the floor	Walk to the window
Open the window	Walk to the door

RESEARCH METHOD

There are three instruments in this research that were test, observation and fieldnotes. It will be explained in the following:

1. Test

The test is done at the end of every cycle. The researcher gives a speaking test. The researcher asks the students to do command based on the lecturer's statements and

the students will respond it. The students have to do the right action based on the command to get the score.

2. Observation

The observation is by using observation checklists that is contained several information about the research. The collaborator will do it. The purpose of the observation is to observe and to know the factors that influenced the process of teaching and learning during the research.

3. Field notes

The writer also used field notes to report things occurred in the teaching and learning process. It gives information to the writer as a reason to improve the action in the next cycle. The purpose of field notes is also to know the factors that caused the process of teaching in the class. It is also done by the collaborator.

RESULT AND DISCUSSION

Based on the findings from cycle one, the students failed to understand the command in the first cycle. It could be proved by the students' grade of the test in cycle one as follows:

Symbol	Score	Frequency	Percentage
A	81-100	3	11.12 %
B	66-80	9	33.34 %
C	56-65	7	25.93 %
D	41-55	2	14.82 %
E	0-40	3	11.12%
Total		24	100 %

From the result of the test, it was found that there were only three students got A, nine students got B, seven students got C, two students got D and three students got E. the total of the students' score was 1550 and the mean score was 57, 41 %. Then, from observation and fieldnotes also showed there was no good improvements in the classroom so students needed to increase their speaking skill on command. From the result of the data, it would be consideration by the lecturer to revise all of the problems in cycle two to be implemented in the next cycle to get better improvements. Then the lecturer as researcher did the next cycle that was cycle two.

Based on the findings from cycle two, the students failed to understand the command in the first cycle. It could be proved by the students' grade of the test in cycle two as follows:

Symbol	Score	Frequency	Percentage
A	81-100	4	14.82 %
B	66-80	17	62.96 %
C	56-65	4	14.82 %
D	41-55	1	3.70 %
E	0-40	1	3.70 %
Total		27	100 %

From the test in cycle two, it was found that there were good improvements from the students' score, there were four students who got A, seventeen students got B, 4 students got C, and there was one student who got D and E. It showed that students' increased their speaking in command in cycle two. After counting the students' mean score, it was found students' mean score in cycle two increased about 15,55 %. The mean score in cycle two was 72,96 %.

It could be concluded that the students' speaking in command had improved from cycle one to cycle two. The students started to speak in the class in simple form that was by using command. It was fun and meaningful because the students just designed their speaking in simple form. It meant that the use of TPR on command could improve students' speaking skill at second semester of STIE-SAK academic year 2022/2023.

CONCLUSION

Based on the result of this research, the researcher comes to the conclusion and suggestion of the research as follows:

1. The total physical response (TPR) could improve the students' speaking skill at second semester of STIE-SAK academic year 2022/2023. It could be seen from the students' score of the speaking test done by the students. The mean score of cycle one was 57.41% and in cycle two was 72. 96 %. It meant that the students improved their speaking skill.
2. The improvement of the students' speaking skill at second semester of STIE-SAK academic year 2022/2023 was influenced by several factors. The factors were media, management classroom, and teaching way.

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