

THE STUDY OF TPR IMPLEMENTATION IN TEACHING LISTENING AND SPEAKING FOR ELEMENTARY SCHOOL AT SD LABORATORIUM UNDIKSHA SINGARAJA IN THE ACADEMIC YEAR 2013/2014

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Abstrak

Penelitian ini berjenis deskriptif kualitatif yang bertujuan mengetahui penggunaan metode TPR untuk mengajar menyimak dan berbicara, alasan-alasan mengapa guru memilih metode TPR dan apa saja masalah yang dihadapi guru dalam menggunakan metode TPR untuk mengajar menyimak dan berbicara. Subjek penelitian adalah seorang guru Bahasa Inggris dan 32 murid kelas 5A SD Laboratorium Undiksha Singaraja. Penelitian ini berbentuk studi kasus. Data dikumpulkan menggunakan empat instrumen, yaitu; *interview guide*, *observational checklist*, *recorders* dan *test* untuk membuktikan pernyataan guru tentang peningkatan siswa. Data dikumpulkan, lalu dianalisis secara diskriptif. Ada tiga proses utama dalam menganalisis data: reduksi data, tampilan data, penggambaran simpulan/ verifikasi. Dari keseluruhan temuan, dapat disimpulkan bahwa TPR telah diimplementasikan sesuai dengan teori yang dikonsepsikan oleh Larsen-Freeman (2000) dan Richards & Rodgers (2001) dan dikombinasikan dengan lagu. Berdasarkan pernyataan guru dan hasil tes, alasan-alasan mengapa metode TPR digunakan adalah karena dapat membuat siswa menikmati kelas, mudah memahami materi, dan guru mempertimbangkan bahwa TPR efektif dalam meningkatkan kemampuan menyimak dan berbicara siswa. Tetapi, ada sedikit masalah yang dihadapi guru saat mengimplementasikan TPR untuk mengajar menyimak dan berbicara, yaitu; siswa yang memiliki karakter pemalu kurang percaya diri dalam melakukan aktivitas TPR, dan TPR tidak fleksibel diimplementasikan untuk semua materi dan level siswa.

Kata kunci: Metode TPR, Menyimak, Berbicara

Abstract

This study was a descriptive qualitative research, which aimed to find out the implementation of TPR method for teaching listening and speaking, the reasons why the teacher chose TPR method and what the problems were faced by the teacher in implementing TPR method for teaching listening and speaking. The subjects of the study were the English teacher and the 32 students Class 5A, SD Laboratorium Undiksha Singaraja. This study was in the form of case study. The data were collected by using four instruments, interview guide, observational checklist, recorders and test in order to prove the teacher's statement about students' improvement. The data obtained were then analyzed descriptively. There were three main processes of data analysis: data reduction, data display and drawing conclusion/ verification. From the overall findings, it can be concluded that TPR method was implemented in accordance to the theory conceptualized by Larsen-Freeman (2000) and Richards & Rodgers (2001) and was combined with songs. Based on the teacher's statement and test result,

the reasons why TPR method was used because it made students enjoy the class, easy to understand the material and teacher considered TPR method was effective to improve students' ability in listening and speaking. However, there were few problems faced by the teacher in implementing TPR for teaching listening and speaking, namely: The students' characteristic affects their confidence in TPR activities, and TPR was not flexible to be implemented for all materials and students' levels.

Keywords: *TPR Method, Listening, Speaking*

Introduction

As the most used language, English has a great role in uniting people worldwide for many purposes. Furthermore, in teaching English as a foreign language, especially in Indonesia, there are four skills which are recognized as the most important factors in the textbooks and curriculum development. Those four skills are listening, speaking, reading, and writing. Speaking is truly fundamental in preschool. People speak first instead of both reading and writing. In classroom, speaking is used twice as often as listening and the most often used skill (Brown 2000).

However, according to Finnociaro and Brumfit (1983 as cited in Nurkhasanah, 2011) speaking skill is a complex skill, which involves the knowledge of sound, vocabulary and cultural sub-system of English language. It means that the knowledge from pronunciation, structure, vocabulary and cultural system of English system are important and much needed for communicating in the society. It also means that learning to speak in the foreign language is often considered being one of the difficult aspects of language learning for the teacher to help the students.

Before the elementary students can speak or have ability in speaking, they have to understand the spoken language uttered by the teacher in order to response the instructions from the teacher. According to Richards (2008) a listening course may be part of a general English course or linked to a speaking course, and in those situations both listening as comprehension and listening as acquisition should be the focus.

Based on the explanation above, it can be seen that in mastering English for communicating, children have to understand the spoken language uttered by other people and after that speak it out in order to give response. So that, to communicate with other, children should not only be able to speak, but they also have to understand the meaning of the

words or phrase uttered by others through listening comprehension.

Furthermore, there are many methods that can be used for teaching listening and speaking. One of the methods that can be used for teaching listening and speaking is Total Physical Response (TPR) method.

According to Widodo (2005), teaching English especially for children should be enjoyable, repetitive, interesting, and understandable. TPR can be one of alternative methods that can be applied for teaching children in elementary school. This method tries to introduce components in action in which a teacher serves three roles: an order taker, a model provider, and an action monitor in which learners serve as models and action performers until they feel ready to speak out.

Furthermore, according to Richards and Rodgers (2001:75), the general objectives of TPR method are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. Richards and Rodgers (2001:76) also stated, learners in TPR have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher.

TPR is commonly used only for teaching listening and it will be something innovative if this method is also can be used for teaching speaking. Actually, many people already use TPR for long time. Even though there are many methods that can be used for teaching listening and speaking. Because of that, it is really interesting to know how the teacher implements TPR in English class nowadays.

SD Laboratorium Undiksha Singaraja is one of private schools in Singaraja. This school uses the same curriculum as the one used at public schools named KTSP (*Kurikulum Tingkat Satuan Pendidikan*) or school based curriculum, however the teacher has a

different technique of teaching from the one that is used by the teachers in public schools. With respect to school improvement, the teachers at this school have developed a variety of methods including TPR to improve students' English language skills, particularly in listening and speaking. Based on the explanation above, the purpose of this study was to find out the implementation of TPR for teaching listening and speaking, the reasons why the teacher chooses TPR method and what the problems are faced by the teacher in implementing TPR method for teaching listening and speaking in SD Laboratorium Undiksha Singaraja.

Research Method

This study is designed descriptive qualitatively. The subjects of the present study were 1 English teacher and 32 students of fifth semester in SD Laboratorium Undiksha Singaraja. Subjects of this study are selected based on pre-observation that had been done in some elementary schools in Singaraja. The result of pre-observation shows that the teacher of Laboratorium school uses TPR as a methodologies in order to make students improve their English achievement especially in listening and speaking skill. The researcher used three techniques in gathering data, namely; observing, recording, and interviewing. The data collection has been done, after all the things needed in collecting data are approved, the researcher came to school for collecting data. The researcher observed and recorded the activity which occurs in the teaching learning process in order to analyze the TPR implementation in teaching listening and speaking for elementary school. It has been done more than once time. Besides that, the researcher also interviewed the English teacher to find out the reasons of the teacher in choosing TPR method and problems faced by the teacher in implementing TPR for teaching listening

and speaking; The researcher also gave a test to the students, in order to prove that there is any improvement of students' ability in listening and speaking after taught by using TPR method or not, as stated by the teacher in interview result.

The reliable and validity of the data must be tested because the result of this study must be acknowledge and trusted. In connection to this, this research done through technique triangulation and time triangulation.

There were several steps or level of analyzing the data, namely: *data reduction*, *data display*, and *conclusion drawing/verification*. In data reduction, the data which was in form of transcription of the implementation of TPR in teaching listening and speaking was sorted. A data display displayed in the form of table.

In data display the procedure of TPR implementation in teaching listening and speaking was written in right order. As the last step in this data analysis, the conclusion will be designed in form of arguments, in order to answer the problem statements in this study.

Findings and Discussion

A. Findings

The researcher used the observation result by Larsen- Freeman (2000) as a guideline of observational checklist. However, it showed more about TPR implementation for teaching listening, whereas this research is about TPR implementation for teaching listening and speaking. So that, the researcher also used the theory of three basic processes in TPR method by Richards and Rodgers (2001), based on that theory the researcher add some procedures or things that need to be implemented by the teacher in order to show that TPR actually could be used for teaching speaking. There were the procedures that existed in researcher observational checklist based on the theory which is conceptualized by theory and the

observation result by Larsen-Freeman (2000: 111).

Table 1. Procedure of TPR implementation

No	Procedure
1.	The teacher utters commands in the target language and followed by the students
2.	The teacher repeats the example of command or the direction and act it out in from of the class
3.	After the students understand the commands or directions, together they pronounce the example of command or direction given by the teacher loudly and act it out.
4.	The teacher pronounces the example of commands or directions and asks students respond the commands or direction in action
5.	Teacher introduces other example of command or direction while act it out and then asks the students to follow what the teacher's has been done
6.	The students repeat to pronounce a new example of command or direction given by the teacher while act it out.
7.	The teacher correct students pronunciation if there is any mistake
8.	Teacher change the order of the command or direction
9.	Teacher utters a command or direction that might be makes the students laugh, in order to make the learning process more fun
10.	The teacher asks a student to stand up in front of class and pronounces some examples of command or direction to his friends, and the other students have to act it out.
11.	One of students stands up in front of class and utters some examples of command or direction, other students respond to the commands or directions through moving (physical movement)
12.	Teacher gives chance to other students to perform in front of class
13.	The teacher asks the students to produce a new example of command or direction and perform it in front of class, teacher should allow the students to use dictionary
14.	The teacher asks other students to give applause to each performance, in order to give immediate feedback for student who already performs.

After the observation that had been conducted by the researcher from 12th August 2014 until 30th September 2014, the researcher got two data of TPR implementation that had been done by the teacher

Date of observation: 19th August 2014
Length of observation : 70 Minutes
Topic : Giving Instructions/ Commands

Table 2. First Session Observation Result

Procedure	Done
Procedure number 1	✓
Procedure number 2	✓

Procedure number 3	✓
Procedure number 4	✓
Procedure number 5	✓
Procedure number 6	✓
Procedure number 7	✓
Procedure number 8	---
Procedure number 9	✓
Procedure number 10	✓
Procedure number 11	✓
Procedure number 12	✓
Procedure number 13	✓

Procedure number 14	✓
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The table 2 shows, from 14 procedures of TPR implementation for teaching listening and speaking, the teacher did not implement procedure number 8, it means the procedures was implemented 93 %.

Date of observation : 16th September 2014
Length of observation : 70 minutes
Topic : Daily Activities

Table 3. Second Session Observation Result

Procedure	Done
Procedure number 1	✓
Procedure number 2	✓
Procedure number 3	✓
Procedure number 4	---
Procedure number 5	✓
Procedure number 6	✓
Procedure number 7	✓
Procedure number 8	✓
Procedure number 9	✓
Procedure number 10	✓
Procedure number 11	✓
Procedure number 12	✓
Procedure number 13	✓
Procedure number 14	✓

The table 3 showed there were just 13 procedures from 14 procedures, that implemented by the teacher in the third session. It means, same as the first session, the teacher implemented TPR method for teaching listening and speaking about 93%. However, in the second session, the teacher did not implement procedure number 4.

From the result of interview, the implementation of TPR was started from inviting students to sing TPR song together while doing physical movement, after that some instructions and then showing the action or movement of each instruction,

after that asking students to respond teacher's utterances by physical movement, then asking the students to come in front of class and giving commands, instructions or directions and was responded physically by the other students. Moreover, all of those activities were implemented by the teacher.

From the findings that has been already described above (table 2-3), it can be known, during the observation that conducted by the researcher, TPR was implemented about two times. The first session, the procedures in observational checklist was done 93%, and the second session was done about 93%. So, it can be calculated $(93\% + 93\%) : 2 = 93\%$. It means, the teacher successfully implemented TPR for teaching listening and speaking.

Furthermore, during the interview the teacher stated that there are three reasons why the teacher chose to implement TPR for teaching listening and speaking. The teacher considered the reasons as the benefits of TPR method. The reasons can be seen in table 5, below.

Table 5. Teacher's Reasons of Choosing TPR for Teaching Listening and Speaking

No.	Reasons
1.	TPR method helps students to comprehend the material (command, instruction or direction) easier
2.	TPR method makes teacher and students enjoy the learning process
3.	TPR was effective to improve students' listening and speaking ability and easy to be implemented.

To prove the teacher's statement, the researcher conducted listening and speaking test. The function of the test was to see whether there is any improvement of students' listening and speaking ability or not. The measurement was conducted based on the rubric that had made by the researcher which accordance to the theory of speaking assessment from Cambridge

Certificate in English Language Speaking Skill (CELS) that believed by Scott (2005).

The improvement that achieved by students class A grade fifth was $90,47 - 82,80 = 7,67$. The percentage could be calculated like this: $(7,67 : 82,80) \times 100 \% = 9,26\%$. That number proves that, TPR method actually could help students in improving their listening and speaking ability, as stated by the teacher.

From the interview result, it was also described that there just a few of problems faced by the teacher when implemented TPR method for teaching listening and speaking. The teacher considered the problems as the weaknesses of TPR method. The problems or the weaknesses can be seen in the table 6 below.

Table 6. Teacher's Problems in Implementing TPR for Teaching Listening and Speaking

No.	Problems
1	Students who have shy character are unconfident in following TPR activities
2	TPR method is not flexible for all material and level

B. Discussion

From the observation and interview result it can be seen that there was a similarity in the pre- activity in the first – second session. The teacher always opens the class by giving TPR songs and inviting the students to sing together. The purpose of this activity as the opening was to guide the students to analyze the material that they would learn. For the whilst activity the teacher did procedure 1 - 3, which are in accordance with the observational checklist that made by the researcher. However, the findings showed that the teacher did not do the certain procedure in the certain time.

From the findings that already described, the researcher analyzed that procedure number 4 – 14 was implemented in the elaboration activity. Additionally, to make the lesson more varied, the teacher gave different assignment in each session of TPR implementation.

For overall, the teacher implemented 93% of procedures in observational checklist during two sessions. It means, the teacher successfully implemented TPR method for teaching listening and speaking accordance to the theory conceptualized by Larsen-Freeman (2000) about TPR principles and Richards and Rodgers (2001) about three basic processes in TPR method. So it can be said that the teacher actually understand the essences and the principles of TPR method.

This research result also has a similarity with the previous research that has been done by Octaviany (2007), Prastowo (2012), and Ilwana (2010), in efforts to implement the TPR as a teaching method. The difference between this research and those previous researches are in its kind. This research is qualitative research, and the previous researchers are CAR and Experimental research.

Furthermore about the teacher's reason in choosing TPR method for teaching listening and speaking. For the first reason, TPR method helps students in comprehending the material easily because, in implementing TPR method, physical movement was involved. By practicing the examples of command, instruction or direction through physical movement, the students easily and unconsciously understand and memorize the material.

The second reason, every time the teacher implemented TPR method, the teacher always throws commands, or jokes that made the students laugh. It can be seen in procedure number 9. By laughing together, the teacher and the students felt really enjoy in class, because they did not need to be too serious in learning process. The teacher was happy, because the students comprehend the meaning easier and enthusiast in the learning process. The student happy, because they didn't feel stress when they learned and they also could move and laugh.

The last reason, the teacher feels that TPR method is easy to be implemented. She didn't need much time to prepare the material, because she just needs to prepare the song, the commands, instructions or directions and also the physical movement of it. The teacher said that TPR method effective and it could improve students' listening and speaking ability. It can be seen from the test result that showed that there was improvement about 9,26 % from the students' listening and speaking mean score.

Those reasons are in accordance with the theory of TPR advantages conceptualized by Widodo (2005) and Mohammed (2009) about the most salient features of the TPR. This result is support the current research that has been done by Hendrawan (2012) with his research entitled "Teaching Speaking Using Total Physical Response (TPR) Method at Seventh Grade of Mts Musa'adatul Ikhwan Cianjur" which is about the measurement of the Total Physical Response in improving the students speaking ability. It also support the research that has been done by Octaviany (2007) "TPR is a method that is very beneficial for teaching vocabulary"; Ilwana (2010) "rather than Grammar Translation Method (GMT), the use of TPR is more effective for teaching vocabulary"; and Prastowo (2012), stated that "TPR is the most appropriate method for teaching listening and speaking".

Even though TPR was good implemented by the teacher for teaching listening and speaking, the teacher still faced few problems which are considered as the weaknesses by the teacher.

The first problem for the teacher, the differences of students' characteristic caused a problem in implementing TPR. For example, there were some students who still unconfident or shy to respond the teacher's command or speak a command. However, by implementing TPR method, the teacher wanted all of the students be

able to respond physically and speak a command, instruction or direction.

Commonly, the students who have brave character showed high confidence in TPR activities. They actively respond the teacher commands, instruction, or direction and they also more often raise their hand to get a chance to speak commands, instructions or directions in front of class. However, the students who have shy and doubtful character respond the teacher's command, instruction or direction doubtfully. So that, their concentration was disturbed by their feeling and then they couldn't comprehend the meaning of commands, instructions or directions maximally. They also seldom raise their hand, when the teacher asked the students to speak commands in front of the class, even nothing at all.

The second problem is TPR method is not flexible, because it could not implement for all levels and materials. It means, TPR method can be implemented just for certain materials, and teacher also said that TPR method just suitable for beginner level. So that, eventhough TPR method good for teaching listening and speaking, the teacher could not use TPR method carelessly.

In this case, the teacher should do the material selection. The teacher should consider about the purpose of the learning process. For example if the goal of the learning process is the students are able to respond and speak, and the material is suitable to be taught by using TPR method and could involve physical activity for example giving commands, expressing feeling, daily activity, showing direction, or part of body, it means TPR method could be implemented for that material.

TPR method is more suitable for beginner level, rather than medium and high level. It because the students' characteristic in the years 6 -10 shown that they easy to absorb new things or language by imitating and repeating the word. In the TPR method, there are activities where the

teacher showed the meaning of commands, instruction or direction physically and then asked the students to imitate what the teacher done, after that the teacher asked the students to repeat what they had already done.

The problems and the weaknesses that are explained above in accordance with theory of disadvantages that conceptualized by Widodo (2005) and it also support the previous research that has been done by Prastowo (2012) who also had done a research about TPR entitled Teaching speaking Using Total Physical Method and Fun games for Fourth Grade in SD Pangudi Luhur Surakarta. The purposes of the research are to know the problem in learning and teaching activity and also to find the solutions from the problem that is faced in teaching and learning activities.

CONCLUSION AND SUGGESTIONS

Based on the findings and discussion, there were three conclusions in this research. (1) TPR implementation in teaching listening and speaking skill for fifth grade students at SD Laboratorium Undiksha Singaraja was successfully conducted. The teacher implemented TPR accordance to the procedure and principles of TPR method and it was combined with TPR song. (2) The reasons that stated by the teacher about TPR method for teaching listening and speaking are: TPR method made the students comprehend the meaning easily, it because in TPR activity, the meaning of commands, instructions, or directions was described through physical movement, then the students imitated and repeated the teacher had done. Through physical movement, the students comprehend the meaning easily.

TPR method is enjoyable to be implemented, because through the movement they felt stress less to follow the learning process. The teacher also always

stated some funny examples of command, instructions or directions that might be make the students laugh, so they laugh together. It caused the students feel happy and could enjoy the learning process.

TPR is effective to improve students' listening and speaking ability. It can be known from the test result that compare the students' mean value before and after taught by TPR method. The comparison value showed that there was an improvement about 7,67 after the students' being taught by using TPR. This number proves that there was much improvement that achieve by the students (3) in implementing TPR for teaching listening and speaking, the teacher got a problem from the students. The students who have shy character followed the lesson doubtfully and they didn't maximally comprehend the meaning because they were disturbed by their feeling. So, the teacher should give more attention and motivation to this kind of students.

The teacher also stated that TPR method is not flexible to be used for all material. TPR method is suitable just for certain materials. So that, the teacher should select, which materials are appropriate to be taught by using TPR method. TPR method is also more suitable for beginner level, rather than medium to higher level. Because of what that had been explained above, the teacher could not use the TPR method carelessly.

After conducting research at SD Laboratorium Undiksha Singaraja, several suggestions can be put forward as follows: (1) The teacher who are interested in implementing the TPR method in teaching listening and speaking in their classroom should be creative to providing many songs that have a spirit beat, so that the students can be more interested and motivated in learning process. (2) The teacher also should prepare some jokes or commands that might be make the students laugh, in order to make the class more relax, enjoyable and less of stressed. (3) The

teacher should give commands, instructions or directions by using simple words and appropriate physical movement to make the students comprehend the meaning easily. (4) The teacher has a responsibility to motivate and give more attention for the students who have shy or doubtful characteristic to make them more active in the class. (5) The teacher should give more chance to the students to speak after the already understand the commands, instructions, or directions.

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