Total Physical Response with Communicative Approach (TPRCA) Method in Primary School English Learning

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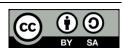
A R T I C L E I N F O

A B S T R A K

Bahasa Inggris sebagai bahasa internasional merupakan sebuah kebutuhan di era sekarang. Namun, dalam implementasinya di bangku Sekolah Dasar, sangat sulit mengajar bahasa Inggris kepada anak-anak. Perlu adanya suatu inovasi. Salah satunya adalah pembelajaran bahasa Inggris yang diintegrasikan dengan budaya Indonesia. Namun, di sisi lain, terdapat kompetensi yang harus dicapai oleh peserta didik di Sekolah Dasar, yaitu keterampilan lisan, sedangkan metode yang sudah pernah ada lebih fokus kepada kosakata dan grammar. Sehingga diusulkanlah metode Total Physical Response with Communicative Approach (TPRCA) berbasis pengenalan budaya Indonesia. Tujuan dari penelitian ini adalah untuk mengembangkan metode TPRCA berbasis pengenalan budaya Indonesia bagi peserta didik di Sekolah Dasar dan bagaimana penerapannya. Metode penelitian yang dipakai adalah ADDIE dengan pendekatan studi literatur. Data dikumpulkan melalui studi literatur, kemudian dianalisis dengan metode kualitatif berupa reduksi dan penyajian analisis. Hasil yang didapat yaitu ada 5 program pelatihan dalam metode yaitu pemberian perintah, bermain peran, berdialog, bercerita, membaca dan menulis. Kompetensi yang ingin dicapai yaitu komunikatif, mampu memahami teks, mampu menulis ringkasan sederhana, mampu menyebutkan hal-hal terkait budaya Indonesia dalam bahasa Inggris, serta mampu memberikan timbal balik atas perintah yang diberikan dalam bahasa Inggris. Kesimpulannya yaitu tahap pengembangan dimulai dari analisis, penyesuaian kompetensi, perumusan keterampilan dan indikator, uji validitas, hingga tahap penerapan dan evaluasi. Penerapan dimulai dari guru menjelaskan metode yang dipakai, pelaksanaan pembelajaran, hingga tes.

A B S T R A C T

English as an International language is a necessity in this era. However, in its implementation in elementary school, it was very difficult to teach English to children. Thus, an innovation was needed. One of them was learning English integrated with Indonesian culture. However, on the other hand, there were competencies that must be achieved by students in elementary school, namely oral skills, while the existing methods focus more on vocabulary and grammar. Therefore, the *Total Physical Response with Communicative Approach (TPRCA)* method based on the introduction of Indonesian culture was proposed. The purpose of this research was to develop the TPRCA method based on the introduction of Indonesian culture for students in elementary schools and how it is implemented. The research method used was ADDIE with a literature study approach. Data was collected through literature study, then analyzed using qualitative methods such as reduction and results analysis. There are 5 methods such as giving orders, role playing, dialogue, storytelling, reading and writing. The competencies to be achieved were communicative, able to understand the text, able to write a simple summary, able to mention things related to Indonesian culture in English, and able to give reciprocity to the commands given in English. The conclusion was that the development stage starts from analysis, competency adjustment, formulation of skills and indicators, validity testing, to the application and evaluation stages. The application started from the teacher explaining the method used, the implementation of learning, till the test stage.

1. INTRODUCTION

English learning in primary schools since 1994 until now still tends to be monotonous, one-way, and not maximized. This has a serious impact on students' learning outcomes, which in turn has an impact on their low English language competence. In fact, English is a provision in the progress of the nation and the main access to the advancement of individual and group knowledge (Putu Risma Dewi et al., 2023; Salim & Hanif, 2021). Thus, there is a need for a new method in teaching English in primary schools that demands the active role of students as learners as well as improving the ability of teachers to teach English creatively, innovatively

and systematically (Huei et al., 2021; Salim & Hanif, 2021). So, it is a must for a teacher to have the ability to design and implement various kinds of learning strategies or methods that are suitable for students at the elementary school level, so as to achieve the expected learning objectives. In relation to these issues, in its implementation in primary school learning, it is found that there are many obstacles and challenges in English language learning. This is due to the psychological development of children in the age range of 6-12 years, where at this age children tend to like to move, be active, and do not like learning that requires them to listen alone, but must be more practical (*learning by accompanying actions*) (Amalia & Husna, 2020; Salim & Hanif, 2021). So learning methods are needed that allow them to be active in the classroom. This is reinforced by research data from previous study which states that at the age of 5-12 years, which is the age of kindergarten and elementary school, children are very difficult to teach English (Rambe, 2019). Thus, it is very important to develop methods that require children to continue to be active so that they are able to remember English vocabulary well so that the ultimate goal of learning English, namely to be able to communicate in English, can be achieved (Amalia & Husna, 2020; Sari et al., 2020).

Nowadays, learning a foreign language is a must. Learning a foreign language can be a unifier and improve one's quality, in addition to being a provision to face this sophisticated modern era. It can be said that a foreign language is a necessity and life essence that becomes a basic provision in living life (Purwono, 2021; Purwono & Asteria, 2021). Furthermore, learning and mastering foreign languages can also be a means to improve one's own abilities, understand other cultures, build an attitude of self-initiative, be able to adapt and interact in teams from different language and cultural backgrounds, and be able to be open-minded and broad-minded (Bin & Mandal, 2019; Nurul Iskandar et al., 2021). English is an International language that is used by all countries in the world in all matters between countries. This shows that English is a foreign language that must be learned by all humans. In order to have effective and maximum results, English learning should be done from an early age. With the introduction and learning of English from an early age, learners will get used to the target language being taught, so their language skills will be much better than English learners in adolescence or adulthood. Referring to this reality, in Indonesia, English language subjects have been introduced since the elementary school level. Although the status of the subject in primary schools is still as a local content subject, the basic English language skills taught at the primary school level will be very helpful for learning English at the next level of education, where English at the junior and senior high school level is compulsory.

Based on Permendiknas No 22 of 2006 concerning content standards, English learning in Indonesia should refer more to language skills such as listening and speaking without excluding writing and reading skills (Handayani & Aminatun, 2020; Susanthi, 2021). Thus, the role of teachers as educators is required to be more active in presenting new learning methods in the classroom so that students also participate actively in learning so that they have maximum learning outcomes. Referring to this statement, in particular, learning English at the primary school level is basically a process of interaction between students and their environment, with their teachers, with their peers in the same goal, namely to master English, so mastering English will be a provision for a better life in the future. Furthermore, English language learning is often considered as a translation of the term "*instructional*", which is the process of interaction of learners with educators and learning resources in a learning environment (Nurul Iskandar et al., 2021; Rohqim, 2020). English language learning in primary schools is identified as an effort that aims to help learners at the primary school level understand English. Therefore, there are five assumptions that support learning, namely (1) learning must be planned in order to facilitate learners' learning, (2) both short and long-term phases are included in the learning design, (3) learning planning should not be perfunctory and not merely provide a nurturing environment, (4) learning efforts must be designed with system design, and (5) learning must be developed based on knowledge of how people learn (Ahmadi, M., 2018; Zahedpisheh et al., 2017). The implementation of English language learning in elementary schools must pay attention to the characteristics of children at that age. Simply put, English learning must be concrete and able to be reflected in real terms by students, not abstract. In this case, the teacher acts as a learning companion and supervisor, while the learners play a much more active role. The teacher gives more instructions, while the learners will implement the instructions (Anam & Stracke, 2016; Pratiwi, 2016). Thus, the development of activity-based learning methods and communication skills for elementary school children is absolutely necessary. Furthermore, the development of English learning methods with motor-based methods and foreign languages based on cultural recognition has already been carried out. The first study was entitled "The effectiveness of total physical response (Tpr) on teaching english to young learners". The findings of the observation suggest that the Total Physical Response (TPR) technique, when integrated with games, role-play, storytelling, and pair work involving physical actions, proves to be an effective approach (Duan, 2021; Rambe, 2019). However, the study identifies certain challenges associated with TPR implementation, including reliance on traditional methods, constraints in training, students' low proficiency in English, the absence of an authentic language environment, and an assessment system that prioritizes exams. These challenges align with those reported in existing literature. However, the weakness of this study is that it focuses more on children's motor skills, so that children's communication skills are put aside. The difference is that Xie's research focuses on how

the implementation of the *TPR method is* carried out and the results, while the researcher's scientific work does not carry out implementation and is more inclined towards how the *TPR* method is developed with the addition of a communicative approach as an effort to optimize students' English communication skills in elementary schools (*TPRCA* method) based on the introduction of Indonesian culture (Suryana et al., 2021; Zulfa et al., 2023). Then, there is also another study that concern about TPR method entitled "Analisis Kebutuhan Bahan Ajar Bahasa Inggris Dengan Metode Total Physical Response (TPR) Berbasis Pendidikan Karakter Di Sekolah Dasar". This study proves that elementary school teachers and students directly need teaching materials with character education-based Total Physical Response (TPR) learning method in English local content subjects. In addition, it was also found that the desired teaching materials contain pictures, easy-to-understand vocabulary, and use two languages. Meanwhile, the attitudinal values that both students and teachers want to have are self-confidence, responsibility, hard work, and creativity (Antika & Syari, 2022; Fauzia, 2016). However, in the study, the analysis only reached the effort to dissect the curriculum and identify the needs of learning methods in the classroom, especially for elementary school students. So it has not yet reached the method development stage. In addition, there is no element of initiating new things in the research, because it focuses more on analyzing needs, thus distinguishing from the research initiated by the author, which is up to the stage of initiating the proposed method.

From the two studies above, it can be seen that the research initiated has novelty. The novelty of the research is found in the object of research, namely elementary school students in Indonesia. Not only that, the novelty of the research can also be found in the focus of the study, namely the development of the *Total Physical Response* method in English language learning with a main focus on improving students' oral communication skills based on the introduction of Indonesian culture. Therefore, the aims of this study is to analyze the development of the TPRCA method based on the introduction of Indonesian culture for students in elementary schools and how it is implemented. This method integrates English learning through the *Total Physical Response (TPR)* method with *Communicative Approach* supported by the addition of Indonesian cultural materials. The hope is that this research can be realized so that it can provide solutions to English learning methods based on a new approach, namely oral communication skills for elementary school students so that it has wider benefits in the future.

2. METHOD

The type of research used is the ADDIE version of development. ADDIE stands for *Analysis, Design, Development or Production, Implementation or Delivery and Evaluations* (Spatioti et al., 2022). However, in this study, the 5 stages of ADDIE method were only analyzed in literature to describe how to develop the *Total Physical Response with Communicative Approach (TPRCA)* learning method as a new learning method according to the ADDIE version without conducting field research because the focus of the research was only to reveal the latest innovations or ideas in the field of English language learning. The subject involved in this research is the researcher himself. Then in the future application, there will be English teachers, elementary school students, schools and related education agencies. Furthermore, this research answers the formulation of the problem by describing the problems based on the theoretical basis to be studied and presenting solutions in the form of the concept of methods or strategies that are initiated. The study of problems to create solutions in this research is carried out by reading the appropriate literature. While the method uses literature studies and then harmonizes with the concept of ideas and existing problems. The data collection technique used is secondary data through literature review such as books, scientific articles in journals, and websites that contain the data needed in the research. Then, after the required data is found, data analysis is carried out. Data analysis was carried out qualitatively with the following steps. The researcher's ideas are clearly displayed, including the concrete concept of the idea and how it is implemented based on the ADDIE version of the development concept. The data that has been collected from the results of the literature review is reduced, to then take the most relevant, important parts, and in accordance with the research objectives to strengthen the idea of the learning method that the researcher proposes. Draw conclusions from the results of the analysis.

3. RESULT AND DISCUSSION

Result

Development Stage of Total Physical Response with Communicative Approach (TPRCA)

The *TPRCA* method is a method that integrates English language learning through the *Total Physical Response (TPR) method* with the *Communicative Approach* supported by the addition of Indonesian cultural materials. The *Total Physical Response* or TPR method means a method that involves whole body movements in the learning process, while the *Communicative Approach* is a method in language learning with the aim of

maximizing what is learned in an effort to improve oral communication skills without ignoring other language skills such as writing, reading, and listening. This is in accordance with the growth and development of elementary school children who are in the range of 6-12 years, where they are active so they need learning that involves motor movements, and more communication approaches are used to strengthen their memories. The initial stage in the ADDIE version of the development process is analysis. At this stage of the analysis, researchers examine the material presented in teaching and learning activities in elementary schools. After reviewing the material, the next step is to identify learning objectives, because there are competencies and learning objectives in the curriculum to be achieved. Analyzing learning objectives is useful for determining the competence of the learning methods to be developed. This happens because there is a possibility that not all curriculum competencies can be conveyed with teaching materials. Based on the previous analysis, the curriculum used in the development of this learning method is the K13-based curriculum. This is because many schools use K13 as a school curriculum guideline. In addition, schools are also allowed to make learning tools independently in K13, depending on the learning material to be delivered.

In the next stage, instructional analysis includes analyzing specific instructional objectives and general instructional objectives in the material that will be given to students. This analysis will produce a diagram of skills/concepts that show the relationship between the skills of the concept. The next stage is the analysis of learners' characteristics, where things that need to be considered to find out the characteristics of learners include: individual academic ability, group work ability, learning motivation, and previous learning experience. In relation to the development of learning methods, learner characteristics need to be known to develop the skills that need to be trained and the stages of the procedure that must be passed by learners. Based on the analysis conducted in the literature, the characteristics of learners in Indonesia are still heterogeneous, meaning that the academic abilities of learners are still diverse and the social conditions in the community are still mutual cooperation. So that students in Indonesia can still accept new things, especially in the teaching and learning process. The next stage is the design stage. At this stage, the design of the learning method was initiated as follows. A.) Study the materials and components needed to develop the *TPRCA* learning method. B.) Create an overview of the *TPRCA* method. C.) Formulating learning objectives and competencies to be achieved by students after learning and teaching activities with the learning method to be created, among others, the development of this learning method aims to: 1) Optimize English learners communication skills; 2) Optimize students' vocabulary and writing skills in English; 3) Make learning activities more fun with active motor-based learning; 4) Foster motivation to learn English in students; 5) Develop positive attitudes of students towards English; and 6) Foster a sense of love for Indonesian culture and homeland through English learning.

At this stage, the *TPRCA* method was developed by formulating the learning steps through the method. In this case, the researcher maps out what skills should be taught to students and how students achieve these skill objectives. This mapping is very important, because it will determine and affect the final results and whether or not the learning objectives are achieved. The skills of speaking skills, reading skills, writing skills, and speaking skill are very much in line with learning English as a foreign language. From the skills above, each indicator of the success of the method can be mapped. The mapping of these indicators is in line with the research that the preparation of learning methods and media must be measured by the indicators that have been determined.

Furthermore, at this stage of development, the feasibility test of the *TPRCA* learning method based on the introduction of Indonesian culture must also be carried out before it is applied to actual learning. The feasibility test of the method, or what is commonly called the validity test, must be carried out by experts in their fields. The first expert is a media and learning method expert in English Education from a university with Master Degree as a minimum educational qualification, then an elementary school teacher education expert from a university with a minimum educational qualification of Master in elementary school teacher education or equivalent, and then an elementary school teachers in schools that will later test method feasibility. In this application stage, socialization will be conducted to elementary school teachers from the local education office, then the method will be rolled out to schools that are suitable for the proposed learning method. At this stage, periodic evaluations will be conducted to find out what needs to be developed, improved, maintained, or discarded. The focus in this stage is on student learning outcomes, student responses, teacher responses, and how this method can achieve learning objectives.

Stakeholders in The Implementation Stage

The steps of implementing the learning method are consisted of 1.) Initial Activities, namely the teacher enters the class, reads prayers together, then explains the learning objectives that have been compiled in the Syllabus and Learning Implementation Plan (RPP). Then, the teacher explains the *TPRCA* learning method based on cultural recognition to students and the rules of the game. 2.) Core activities, starting from the teacher dividing learners into several groups, learners then follow the instructions and directions from the teacher during the learning process, starting from communication skills, namely storytelling and group dialogue, reading and writing story summaries, and listening through command exercises. Furthermore, the teacher supervises the

learning process while providing assistance to learners if there are difficulties. At the end of the lesson, the teacher briefly reviews the material from the beginning. 3.) Closing activities, namely conducting tests for students to determine their level of understanding of English language skills and Indonesian culture through written and oral tests then closing prayers. From the explanation above, the following parties are involved in the formation and implementation of the *TPRCA* learning method based on the introduction of Indonesian culture are students that here have an important role as the owner of the idea and companion to the running of the socialization process of the *TPRCA* method based on cultural recognition. Then, cooperation with the education office is useful for evaluating available materials and as a means of supporting the socialization of the *TPRCA* learning method based on the introduction of Indonesian culture. And elementary school teacher, as a user in the implementation of learning in schools to be implemented so that it can be useful for learning to students.

Discussion

From the explanation above, it can be seen that in the development carried out, there are 5 stages carried out according to the ADDIE process. However, in this study, researchers only reached the development stage, which is formulating what kind of method can later be implemented in the field. According to the research development research with ADDIE model can be carried out up to the development stage only, due to time constraints and the absence of the ability to implement in the field (Gayanti & Satriani, 2020; Salas-Rueda et al., 2020; Suryana et al., 2021). In the context of ADDIE development research, the development stage is one of the important phases involving the creation of learning media-based products, as applied in the research on the development of guidance and counseling. Although the development stage has a key role in creating the product, the ADDIE model is not limited to this stage. The model includes several other stages, namely analysis, design, implementation and evaluation. The development stage is an integral part of this process, but is only one of several stages that must be followed to ensure the success of the overall development product. Henceforth, it is implied that this research can be realized until the final evaluation stage (Khamsuk & Whanchit, 2021; Lestari & Nirmala, 2020). Then, in relation to the research results, the 5 communicative approaches proposed are then in line with research which state that the communicative approach should be able to help students understand instructions in English by involving gestures (Rambe, 2019; Wang et al., 2019). In the concept proposed by the researcher, imperative drilling and role play activities are one of the real forms of implementation of physical activities involving movements. In addition, in language learning, writing and speaking activities as one of the active abilities should also not be left out (Astutik et al., 2019; Sari et al., 2020; Suryana et al., 2021). According to other study to better remember vocabulary, productive language skills also need to be inserted into learning activities (Duan, 2021; Zulfa et al., 2023). Referring to the concept proposed by the researcher, role play, writing, and dialog activities show learning activities that are appropriate and in line with the learning objective.

However, during the development stage, researchers also found that in the course of research, it is impossible to develop a learning method by ignoring the implementation and evaluation stages. This is because the implementation of a media or learning method will help researchers find a real problem from students, which in turn will be corrected at the evaluation stage (Sabrina, 2020; Sari et al., 2020; Suryana et al., 2021). In line with this statement, previous research also mentioned similar things (Xie, 2021). The implementation and evaluation stages play a major role in the development of learning media and methods, so that improvements that are needed by students can be applied to learning products. This step will then make learning objectives easier to achieve (Cholimah et al., 2020; Rosyida, 2019). Different things happen if the implementation and evaluation stages are not carried out. Although improvements and revisions are made regularly, measurable, and able to solve problems that arise in trials, the application in the classroom can be different. Usually there is still a gap between what humans have designed and the dynamic real conditions, so learning products should also be dynamic following the development of actual conditions (Giguere et al., 2022; Prihantoro, 2018; Rahmati et al., 2021). On the other hand, the findings of the research also in line with the research that suggest the Total Physical Response (TPR) technique, when integrated with games, role-play, storytelling, and pair work involving physical actions, proves to be an effective approach (Xie, 2021). However, the study identifies certain challenges associated with TPRCA implementation, including reliance on traditional methods, constraints in training, students' low proficiency in English, the absence of an authentic language environment, and an assessment system that prioritizes exams. These challenges align with those reported in existing literature. This study contributes valuable insights into attitudes toward English education held by parents and students. Additionally, it highlights the impact of parents' limited supervision on the implementation of TPRCA. The systemic introduction of TPRCA in this research aims to assist future teachers in incorporating TPRCA methods into their teaching for young learners. The results of the study not only offer a basis for self-reflection on teaching approaches but can also provide support for other educators within the college setting. The researcher's suggestion for the future related to the results of this idea is that there is a further development stage, as well as accommodating all stages in the ADDIE process, so the real product of this idea can be formed and realized in

the community. Furthermore, the researcher also suggested an effectiveness test be carried out from the application of the proposed method so it can be evaluated and its usefulness is more widespread.

4. CONCLUSION

The conclusion that can be drawn from the above discussion is that the process of developing *TPRCA* learning methods based on the introduction of Indonesian culture starts from the problem and needs analysis stage, followed by the design stage, development, implementation stage, and evaluation stage. Meanwhile, the steps of implementing the *TPRCA* learning method based on the introduction of Indonesian culture start from classroom activities in the form of initial activities, core activities, and closing activities. In detail, there are 5 activities included in core activity, such as imperative drill, story telling, role play, dialogue, and text production (reading and writing). Then, for the realization of the application of the development of the *TPRCA* learning method based on the introduction of Indonesian culture requires the cooperation of several related parties such as the education office, elementary school teachers, and students as the originator of the idea.

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