

Students' Perception of the Implementation on Total Physical Response (TPR) in English Teaching

Sarjaniah Zur^{1✉}, Selfieni²
IAIN Kendari, Kendari, Indonesia^(1,2)

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✉ Corresponding author:
(Selfieni46@gmail.com)

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Abstract

This study aims to determine students' perceptions of the application of the total physical response (TPR) method in foreign language lessons in the classroom. The participants of this study focused on students in one of Islamic Junior High School in Poleang. Vocabulary is a major problem for students in learning English. This study uses a qualitative research. The main reason for descriptive research in qualitative research begins with the question 'how' or 'what'. Qualitative research aims to explain the phenomenon profusely through deep data collection. This study offers some important insights into a number of aspects of theoretical and pedagogical benefits. The findings of this study can be used as a reference for those who conduct research on students' perceptions in the application of the total physical response (TPR) method in learning foreign languages in the classroom. The application of the TPR method in learning English in the classroom makes the class more fun, interesting, and provides new experiences for students. While the benefits of applying the TPR method in the classroom learning process include making students easy to understand the material, encouraging student motivation, encouraging student enthusiasm, making students more interested and active in participating in the learning process.

1. INTRODUCTION

In Indonesia, English has become a foreign language, including international languages currently taught in almost all schools, including elementary schools and for kindergartens. For a teacher, in teaching English is not easy, especially for those who are young learners because there are many things that need to be considered from the needs that are appropriate to their age in order to provoke their interest in learning. To overcome some of the problems experienced by teachers in facilitating the process of teaching and learning that is the experts have issued several methods and one of them is the total Physical response (TPR). Many researchers have previously discussed the use of the total physical response (TPR) method in the use of English. In research conducted by Pujiningsih (2010) is to improve students' English vocabulary by using total physical response (TPR). From several research results prove that the total physical response method is able to increase student learning interest and also facilitate student understanding in learning English. One researcher who has proven this is a study conducted by Nugraheni & Kristian (2019) showing the highest scores and the lowest scores obtained by students in the pre-test and post-test. The mean score of the pre-test score was 71.25, while the average score of the post-test was 87.5, from these results we can see the changes and improvements experienced by students. It has been proven that the TPR method is able to stimulate student interest in learning as well encourage students' understanding of learning. The application of this method is more likely to be fun and more relaxed.

Many researchers who have conducted research using the TPR method then explain how students' perceptions of application of the TPR method in English teaching and learning process. Students who answered strongly agree 20% and agree 80% for motivated statements when learning vocabulary using the TPR method. During the teaching and learning process in class, most students are interested in learning vocabulary using the TPR method (Ibrohim et al., 2019). From this research, we can see that students' perceptions or responses to the TPR method are very good and can encourage student motivation in increasing student interest in learning. The TPR method is very easy in terms of language use as well contains elements of game movement so that it can reduce stress on students because of its problems faced in his lessons especially on when studying a foreign language (Sayd et al., 2018).

TPR is one of the methods in teaching foreign languages that was first developed by James Asher, a psychology professor at San Jose University. Richards and Rogers (2011, p. 73) reveal that total psychological response (TPR) is a teaching method that is formed in the coordination of speech and actions in an effort to facilitate teaching through physical activity. Total physical response (TPR) is well known as one method that is quickly able to increase student interest in learning and this is evident from several researchers who have recommended methods of learning total physical response (TPR) such as Richard & Rodgers (1986, p. 92), Pinter (2006, p. 50), Gardner (2011), and Holleny (2012). The opinion of Larsen and Freeman (2000, p. 107) which states that TPR is an approach to understanding foreign languages with an instruction and a command. Larsen and Freeman also said that TPR is considered an understanding approach because in practice students are given several instructions and also an order that can increase students' understanding of the material that has been presented. Total Physical response (TPR) is very important in increasing student interest in learning. This learning method includes a very fun, and can reduce stress on student learning that will make students more relaxed in learning a foreign language.

Related to the application of the total physical response method (TPR) in learning English in the classroom, this study can discuss the TPR method can help improve students while encouraging student interest in learning. One of the things that children

need to keep in mind when learning is through methods with the activities of hands, eyes, ears and the physical world that they are more interested in at any time to help students learn (Scott & Ytreberg, 1990). This method can also increase interactions that are good for students and teachers.

In addition, not many researchers focus on researching students' perceptions of the application of TPR, but many researchers discuss the TPR method and their research is more focused on improving student's critical thinking and problem-solving skills (Brenda Wilson, 2012), storytelling (Holleny, 2012) and Lichtman, 2019), vocabulary (Kuo, Hsu, Fang, Chen; 2013).

Related to the discussion above, the TPR method is very important to be applied in learning foreign languages in the classroom. (Holleni, 2012) said that the application of the TPR method in the learning of foreign languages in the classroom is one of the effective ways to teach foreign languages to students who have an inability to capture material quickly. This method is not only effective in learning in the classroom, but also includes methods that are known to be easy to apply in the classroom, where students do not need to give verbal responses, they only need to follow the instructions given or shown by a teacher. Then, students and teachers will play actively and relax more and enjoy the lesson. In applying this method, it does not give emphasis to students when learning, but rather gives improvement and is very suitable for students who do not have a strong motivation or motivation in learning.

2. METHOD S

This study uses a qualitative research. The main reason for descriptive research in qualitative research begins with the question 'how' or 'what'. Qualitative research aims to explain the phenomenon profusely through deep data collection. Qualitative approach is a study that intends to understand phenomenon about what is experienced by research subjects such as behavior, perception, motivation, action and so on. Therefore, qualitative research is subjective and the results were more casuistic. Besides qualitative descriptive selection, topics need to be developed to see the extent to which students' perceptions of the implementation on Total Physical Response (TPR) in English Learning.

3. RESULT AND DISCUSSION

Researchers categorize students' answers based on experience, students answer questions from Reflective results that they have answered before. The answers shown are most of the students' answers that have been categorized.

3.1 The Use of the TPR Method in the Process Learning English

a. TPR as a learning method

Learning strategies using the TPR method have a good influence on student progress in learning. This is evident from the number of students who agree and give a good response to the learning strategy using the TPR method which makes the learning process more interesting and also fun. The positive responses generated by students were divided into several categories.

Five of them provide an explanation of their opinion why they like and are happy with the TPR method of learning strategies.

"In my opinion, the use of the TPR method when teaching in class is very good because it can make me happier learning in class."

From the opinions of the students, it has been concluded that the use of learning strategies has been proven to be able to increase students' enthusiasm in learning English in the classroom and provide attractiveness to students to be more enthusiastic in learning.

b. TPR helps students to increase vocabulary

Then there are some students who have other opinions about the use of TPR learning strategies, they think that this learning strategy is able to help them in the learning process and really helps students to increase students' vocabulary. Student's said:

"In my opinion, I am very helpful in learning English like this, it is very simple and interesting when studying."

Students argue that TPR method can help them to identify new vocabulary based on the picture or illustration that show by teacher. They can add vocabulary, either simple vocabulary or vocabulary that interests them. for them this method is also very good and fun because this method does not only focus on textbooks from school but rather uses music, videos, pictures or games that will make them not easily bored in class.

c. TPR helps students understand in learning

Other students also gave other better positive opinions about the use of learning strategies in the classroom which were proven to be able to quickly improve and facilitate students' understanding of a material. The participant said:

"My opinion about the TPR method in learning English is that it makes it easier for me to understand the material given by the teacher and easier to understand the material to be taught."

With the results of research on learning strategies used in the classroom, teachers are able to conclude and solve some of the problems faced by students during the teaching and learning process such as the lack of student focus on a material that makes it difficult for students to understand the material given. Then, the lack of motivation, encouragement and enthusiasm of students in learning in class, monotonous learning methods that make the class atmosphere very boring and reduce student activity in learning.

3.2. The Benefits That Students Get From Using the TPR Method

This section describes the benefits felt by students related to understanding learning using TPR.

a. Make it easier for students to understand the material

The results of the second reflection show that the learning strategy using the TPR method has provided great benefits for students; this is evidenced by almost all students' answers regarding the benefits of the TPR method, which makes it easier for students to understand the learning material. in the classroom. The Students said:

"The benefit I get is that it is easier for me to understand in studying the material that has been given"

The students' explanations above have shown that this learning strategy is proven to provide benefits for students, making it easier for students to understand the

learning material that has been given in class. In this case we can see the results of students' own reflections which show that they have a good experience in learning using the TPR method in class, this is explained by the answers of other students. Students say:

"The benefits that I get from learning English with the TPR method is that it is easy and interesting because our teacher prepared some games and also pictures so that I feel happy and excited"

b. Students more interest in learning

Other students also had a positive opinion about the benefits of the TPR learning strategy, from their experience notes it was proven that with this learning strategy students were more interested in learning in class, able to improve students' learning abilities. eager to learn and able to create a classier atmosphere, fun and not boring. This is indicated by several student answers. Students said:

"The benefits that I feel are many, one of which improves me in learning English."

Of all the student answers above regarding this method, students have had many very memorable experiences when applying the TPR method in teaching and learning processes so that most of them are interested in this method.

3.3. The Disadvantages of Using the TPR Method

a. TPR was very monotonous

In the third question, students give and express their opinions about the shortcomings of learning strategies using this TPR method. from their explanation, it can be seen that the use of this method does not always give positive results for students but many students also think that the use of this method has some drawbacks. One student said that this strategy was very monotonous, assisted by answers from other participants. Students said:

"The downside is that there's too much to play with so the textbooks seem to be left alone."

From the answers above, it shows that not all students are happy and interested in this strategy; they think that this method is easy and does not provide a new atmosphere or new activities.

b. TPR is an elusive method

Some students also argue that this learning strategy makes it difficult for them to understand the method, thus making students less understanding of vocabulary. They said:

"The drawback is that sometimes there is vocabulary that I don't know and sometimes I'm still translating it"

The student statements above show that the strategy of using TPR not only has a positive impact but also makes it difficult for students to learn.

c. Students can't express their opinion

As for the other answer, a student said that students should be allowed to imagine and express their own opinions and argue that the teacher will focus more on one student who is visible and active in the classroom. They said:

"The weakness I feel is that the teacher is too focused on one student who is active in class so that it makes other students feel ignored"

From the answers above, the teacher concludes that not only the TPR learning strategy does not only provide motivation and benefits for learning in class. This strategy also has some drawbacks and it is based on their experience. Students do not really like things that are too monotonous and play too much, they also need to imagine themselves and express their own ideas.

3.4. The Advantages of Using the TPR Method

Explain the advantages that students get in terms of the learning process they feel by using TPR.

a. Students enthusiastic in learning process

In the fourth question, students were asked to provide information or express their opinions based on what they experienced about the advantages of learning strategies using the TPR method in the classroom. Most of the students gave positive answers about the advantages of using the TPR method; they thought that the TPR method made them more enthusiastic in participating in the learning process. They said:

"The advantage of the TPR method is that I feel more attracted to the frozen method"

The explanations from the two students above have shown that the TPR method also has the advantage of encouraging students' enthusiasm in participating in the learning process in class.

b. TPR helps students in process learning English

Other students have opinions about the advantages of using the TPR method in the classroom. They said:

"The advantage is that it really helps me in learning English, especially in improving my vocabulary"

From the results of student statements based on their experiences, it has been shown that the TPR method has other advantages, namely it can help students increase their vocabulary, improve the quality of students' English and students' understanding. Then, there was another different answer from one of the students who said that with the TPR method the student felt that the student would find it easier to know what he was asked to do, he said:

"The advantage of using TPR is that it is easier for me to know what I am ordered to do in learning English."

From some of the statements above, it can be said that TPR has many advantages or advantages that make students more interested in learning by using this method. From their answers above, it shows that most of the students explained that the TPR method was able to make them more interested in learning English and was able to increase their understanding of the learning material.

4. DISCUSSION

This section presents a discussion of the results of research on students' perceptions of learning methods in English class. The results of this study have shown that the Total physical

response method is very necessary in the teaching and learning process because this method has proven to have a great influence on students in the form of increasing students' ability to understand the material and also being able to encourage student motivation in the English learning process in the classroom. This is supported by the results of research conducted by (Asher, 1968) which says that the TPR method is able to help students develop understanding of a material, listening comprehension and oral fluency by reducing their pressure and fear in an interesting learning process.

Based on the findings of student responses to the application of total physical response in learning English in the classroom, the researchers concluded that the total physical response method had a positive impact on students' interest in learning and could help to encourage motivation and enthusiasm in the learning process. As discussed above, such as students easily understand the material, students are more interested in learning, students are more enthusiastic to learn English, can help improve students' English, students are more active because they think that this method is very good and fun and can increase vocabulary. said the student. However, apart from that, there were some students who felt that there were no significant changes or that the application of the TPR method did not have any effect on their interest in learning. From the results of student reflection, it was explained that some students said that the shortcomings of this were too monotonous, too focused on the active ones and also there were some movements that were difficult to reach. However, they still give positive opinions like other students who stated that the Total physical response method can make it easier for students to understand the material and can make the classroom atmosphere more fun.

5. CONCLUSION

The application of the TPR method in learning English in the classroom makes the class more fun, interesting, and provides new experiences for students. While the benefits of applying the TPR method in the classroom learning process include making students easy to understand the material, encouraging student motivation, encouraging student enthusiasm, making students more interested and active in participating in the teaching and learning process and can help improve students' understanding and vocabulary.

With the application of the TPR method in learning English in the classroom, the teacher will find it easier to find out what students need in the classroom learning process. After the teacher knows this, the teacher can determine their teaching and learning plans and methods, whether the application of the TPR method in the classroom can provide a positive or negative increase in student interest in learning. The application of the TPR method in classroom learning provides many advantages for students, namely fun, helps in the teaching and learning process, helps add new vocabulary, is easy to understand the material, easy to know what students need, easy to explore the material provided, and makes students more active in the classroom.

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