

Implementation of Modified Total Physical Response (TPR) Learning Model to Improve Students Learning Achievement in English Speaking

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ABSTRACT

A Teacher and students are the main aspects of English learning. Collaboration in learning must also fill one another. Students not know much about English, even though there were learning targets that had to be achieved. Meanwhile, English is a lesson that should get a lot of practice. The research gap in this study is the focus on the pronunciation aspect because previous studies only focused on speaking in general. The purpose of this study is to find out Total Physical Response (TPR) leaning model can improve students learning achievement in English speaking. Additionally, this study employs the primary technique of total physical reaction (tpr), which is adjusted by fusing it with a communicative learning strategy to increase the study's accuracy, particularly in terms of improving the students who serve as the research subjects. The findings in this study showed that students were very enthusiastic when practicing, only a little less confident. However, it will be overcome with a sense of habit from each student. The result is that students have felt a lot of difference in mentioning a vocabulary and no longer hesitate in trying to speak English. Based on the hypothesis results, the students' pretest and posttest scores using the T-test, the hypothesis results indicated that there was no significant difference between the posttest results and the standardized English scores after treatment with the modified Total Physical Response (TPR) learning model. The hypothesis result using the T-Test test is 0.073 which is greater than 0.05 in accordance with the decision-making reference.

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1. INTRODUCTION

Teacher and students are the main aspects of English learning (Maulina et al., 2022). Collaboration in learning must also fill one another. COVID-19 has changed its condition and the educational world's strategy. The year 2022 was the beginning of an improvement in the teaching process offline (Simbolon

& Limbong, 2022). Surely this requires new anesthesia, new normal. The students's lack of basic English Knowledge surely made them inferior in their speech.

Based on the results of the interview, the researcher found several reasons for not having completeness of grades in English lessons. These reasons include when the students were still in junior high school and learning was done online, full of homework and not much explanation from the teacher. Some also said that in their elementary school there was no basic English learning. Some others admitted that they were not interested in English lessons, afraid of being wrong and embarrassed, until the students said that learning English was difficult to learn. This is worrisome given that English is the international language that is mandated to be taught in high schools. This makes it difficult for students to learn at school, especially if they follow the LKS book provided at school.

Based on the results of interviews, subject teachers also admitted that they had difficulty teaching in class. Students do not have basic knowledge because, during elementary school, there were no English lessons at school. Then, COVID-19 conditions at the junior high school level caused pupils to become less knowledgeable about English even if there were learning objectives that needed to be met. Meanwhile, English is a lesson that should get a lot of practice. However, as long as the researcher enters the target class, students are enthusiastic about participating in learning, especially if gestures are applied when speaking.

Grade 11 high school students should have the basic ability to pronounce vocabulary (Mitsutomi, 2012). The material that students learn in junior high school becomes additional knowledge that will help students in obtain higher lessons in high school. This ability will facilitate teachers in providing lessons and facilitate students in learning in high school. However, this condition is refuted after knowing the reality that appears in the field. Some of the problems that arise in the field include:

- a. Students do not have the most basic ability, namely pronouncing a word or vocabulary.
- b. Students find it difficult to accept and understand the learning provided.
- c. Teachers have difficulty providing learning because of the difficulty of students understanding this lesson, which also causes teachers to provide basic learning.
- d. Students are afraid to ask questions and shy about expressing arguments.
- e. Students' English learning scores do not reach completion.

The problems in the field as above are caused by several things, including:

- a. The lack of students' ability to pronounce English.
- b. Lack of English language practice when learning online in junior high school.
- c. Students do not have the motivation to learn English because of a belief in themselves that English is difficult.
- d. Students are afraid of being wrong so as to minimize student progress.

Researcher offer TPR to be applied to learning. Researcher assume that this TPR fits the above conditions. Talking while moving (showing gestures) will support learning. This condition is important to be research to find a solution so that existing problems can be solved and its progress known, especially the ability to speak English. It's a shame if, at the high school level, the basic knowledge and courage of speaking English are not on par with other high school levels school.

Students do not have confidence in pronouncing the words. The students admitted that they could not pronounce English and said that English words were difficult to pronounce. In this case, students also admitted that they did not have the courage to say sentences in English. The students do not have the motivation to pronounce English word by word; besides being embarrassed, they are afraid of being blamed when the pronunciation is not appropriate. The students are not used to pronouncing words in English. TPR (providing learning accompanied by gestures) has an influence on students' visuals so that they have a focus to pay attention and bring up reflexes in pronouncing English vocabulary. So the component of English speaking skill that will be investigated in this research is "Pronunciation" in English vocabulary to support English language learning achievement (complete).

Based on existing problems, researchers analyze the novelty of this study. Where researchers focus on one aspect of English speaking skills, namely pronunciation, because other research only examines English speaking skills in general. Additionally, in order to improve the students who are the research subjects and to boost the accuracy of the study, Total Physical Response (TPR) is adjusted by combining it with a communicative learning strategy in this study. This research also has a different background from other research due to the influence of COVID-19 where at junior high school level students cannot practice optimally because it is full of homework. Besides that, basic English lessons are not learned at the elementary level. Based on the formulation of the problem, the objectives of this study are to find out if the Total Physical Response (TPR) learning model can improve students' learning achievement in English speaking.

2. METHOD

The study focused on students in the eleventh grade at SMA Muhammadiyah 2 Palangka Raya, comprising 30 students, with 17 boys and 13 girls. The research employed Classroom Action Research (CAR) to enhance the quality of the teaching and learning process (James J, n.d.). This approach utilized the Total Physical Response (TPR) learning model, particularly effective for young learners and English-speaking skills (Xie, 2021). TPR, developed by James Asher, promotes quick language response, memory retention, and reduces student anxiety. The TPR model was further integrated with a communicative learning approach, emphasizing constructive communication in foreign language usage. Data analysis involved pretest and posttest evaluations, with a focus on enhancing students' English proficiency. The research encompassed planning, implementation, observation, and reflection, following the CAR methodology.

3. FINDINGS AND DISCUSSION

Modified TPR Learning Model Increase Students Motivation and Confidence

By using movements and the communicative learning approach, students often come forward even without being appointed individually. This does not apply to all students. Students feel more relaxed during learning, of course this will give them an increase in trying to say sentences in English.

The Modified TPR Learning Model Can Indeed Improve Students' Score/Achievement, But It Is Not Too Much

Based on the results of the findings in this study, the researchers obtained very significant results. Where in one cycle can get satisfactory results quite good, it's just that some time before the researchers had indeed carried out learning with the excerpt of the TPR learning model, but did not get satisfactory results. So maybe this is also a factor so that students are so enthusiastic and get pretty good scores, from the existing KKM of 75.

Observation Sheet

The focus of students in participating in learning with Total Physical Response (TPR) Modified Communication Learning Approach. The way of delivery from the teacher (the teacher's performance).
Assesment:

Score each item that appears	: 1
Score each item that does not appear	: 0
Total score	: $10 \times 1 = 10$

$$\text{Presentage} = \frac{\text{Total score obtained}}{\text{Maximum total score}} \times 100\%$$

The following diagram shows the percentage of the educator observation score sheet

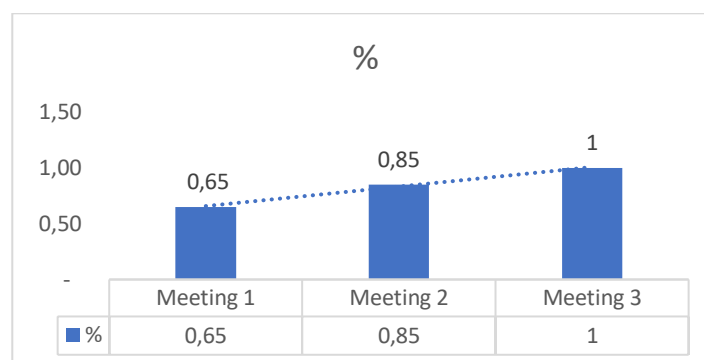


Diagram 1. Teacher/Educator Observation Score Sheet

Diagram 1 above illustrates how the percentage of teacher learning observations was calculated based on the research findings. There were five meetings. Two teachers who can be relied upon to comprehend the research are the factors in this study. The meetings began in September 2023 and continued through October 2023, every Monday from 10.05 to 11.00 am. At the first meeting, the teacher's percentage of learning was 0.65, or 65%. This is due to certain things that, once implemented, cannot be done so optimally, which has an impact on how well teachers learn. These include a lack of time because, during the research, the city of Palangka Raya experienced a haze disaster. As a result, the city government and the Ministry of Religion of the city of Palangka Raya issued a letter requesting a 10-minute reduction in school-related activities per hour. This was followed by the issuance of a circular by the city government, numbering 800/2661/Disdik.Um-Peg/X/2023, which addressed the implementation of teaching and learning activities during the haze. So that the material is not conveyed optimally and in its entirety.

Furthermore, in the second meeting, the percentage of teacher learning was 0.85 or 85%. This percentage increased from the previous nominal percentage which was only 65%. this was supported by the conduciveness of learning on that day. So that the percentage on the educator observation assessment sheet increases. In the third meeting, the percentage of teacher learning was considered perfect with a percentage of 1.00 or 100%. This is obtained from 10 aspects of the teacher/observation sheet assessment, and is backed by the classroom's conduciveness as well as the adjustment and estimation of time to remedy issues that previously presented a challenge. the percentage of teacher learning was considered perfect with a percentage of 1.00. This is obtained from 10 aspects of the teacher/observation sheet assessment, and is backed by the classroom's conduciveness as well as the adjustment and estimation of time to remedy issues that previously presented a challenge.

Then, this is the learning presentage observation sheet of student

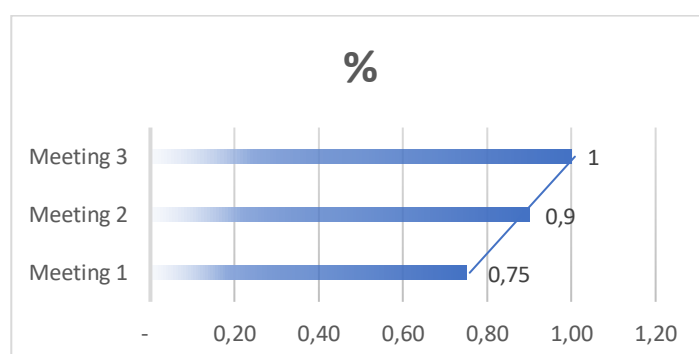


Diagram 2. Student observation score sheet

The diagram above is a percentage diagram of the student learning observation score sheet. The calculation above is based on student learning observations. The percentage shows how student participation during the learning process both during theory and practice. At the first meeting the percentage of student learning was 0.75 or 75%. This is because there is one student initiative that is outside of the target observation so it has a plus for students. Student participation in learning is very high. it's just that students are still adjusting to the learning model applied by researchers. The second meeting, the percentage of student learning increased by 0.9 or 90%. This is supported by the extraordinary enthusiasm of students. The fifth meeting, the percentage of student learning was 1.00 or 100% carried out by students. Students have been able to adjust and even claim to enjoy this learning model. In this cycle one, the students claimed to have changes and developments, especially in terms of pronunciation of sentences that previously they were even very shy or afraid to say them, the above results were obtained from 10 aspects of the student observation sheet assessment.

From both observation sheet assessments, both have been achieved successfully in cycle 1. With the specified success criteria of 60% based on consideration of student background, it turns out that it actually reached more than 90% in cycle 1. Of course, this is due to good cooperation between teachers and students in the learning process. Furthermore, to find out how successful the application of the modified Communicative Learning approach and Total Physical Response (TPR) learning model is by looking at the results of the T-Test hypothesis test calculation as follows:

Table 1. Test of Normality of Student Pretest Result

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Student Pretest Result	.133	30	.183	.948	30	.148
A. Lilliefors Significance Correction						

The table shows that the Pretest data normality test on students is normally distributed, which is a requirement for the One Sample T-Test test. The following are the results of the one sample test:

Table 2. Mean of Student Pretest Result

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Student Pretest Result	30	40.50	10.451	1.908

The table has shown the average learning pretest obtained by students is 40.50

Table 3. Hipotesis of Student Pretest Result

One-Sample Test						
	Test Value = 75					
	T	Df	Sig. (2-Tailed)	(2-Mean Difference	95% Confidence Interval Of The Difference	
					Lower	Upper
Student Pretest Result	-18.081	29	.000	-34.500	-38.40	-30.60

Based on the table above, it is found that Significant (2-tailed) is 0.000. Referring to the basis for decision making, namely:

H0: There is no significant difference between the pretest results and the standardized English/KKM score (75), if significant (2-tailed) <0.05 then H0 is rejected and Ha is accepted.

Ha: There is a significant difference between the results of the pretest and the Standardization of English Lessons If significant (2-tailed) >0.05 then H0 is accepted and H is rejected.

The T-test result on student pretest results is 0.000, which means H0 is rejected and Ha is accepted. The conclusion on the students' pretest results is that there is a significant difference between the pretest results of class XI IIS SMA Muhammadiyah 2 Palangka Raya and the standardization of English / KKM scores of 75. So this shows that improvements need to be made in order to achieve the standardization of English scores. Furthermore, the following are post test calculation based on the One Sample T-Test test results

Table 4. Test Of Normality Of Student Posttest Result

Tests Of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Student Posttest Result	.134	30	.181	.950	30	.167
A. Lilliefors Significance Correction						

As usual before carrying out the Ones Sample T-Test test, a normality test must be carried out and ensure that it is normally distributed. This normality test uses saphiro wilk because the sample is under a small scale, which only amounts to 30. In the table above, it can be concluded that the results of the learning posttest of students in class XI IIS SMA Muhammadiyah 2 Palangka Raya are normally distributed. Furthermore, here are the results of the One Sample T-Test test on the results of the Learning Posttest in class XI IIS SMA Muhammadiyah 2 Palangka Raya.

Table 5. Mean of Student Posttest Result

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Student Posttest Result	30	77.67	7.849	1.433

The average posttest result of student learning, as shown in the accompanying table, is 77.67, indicating an improvement from the pretest result of just 40.50. An analysis of a single sample t-test is provided below.

Table 6. The Hypotesis of Student Posttes Result

One-Sample Test						
	Test Value = 75					
	T	Df	Sig. (2-Tailed)	Mean Difference	95% Confidence Interval Of The Difference	
					Lower	Upper
Student Posttest Result	1.861	29	.073	2.667	-.26	5.60

Based on the table above, found that Significant (2-tailed) is 0.073 where the nominal is greater than 0.05. Referring to the basis for decision making, namely:

H0: There is no significant difference between the pretest results and the standardized English/KKM score (75), if significant (2-tailed) <0.05 then H0 is rejected and Ha is accepted.

Ha: There is a significant difference between the pretest results and the standardized English/KKM (75), if significant (2-tailed) >0.05 then H0 is accepted and H is rejected.

The T-test result on the student learning posttest result is 0.073, which means H_0 is accepted and H_a is rejected. The conclusion on the posttest results of student learning is that there is no significant difference between the posttest results of class XI IIS SMA Muhammadiyah 2 Palangka Raya and the standardization of English scores of 75. So based on the calculations in the diagram above, it can be concluded that after applying the modified communicative learning approach and total physical response (tpr) learning model can improve the learning achievement of students in class XI IIS at SMA Muhammadiyah 2 Palangka Raya in terms of English speaking skills.

Documentation Sheet

This refers to the achievement of data that will assist researcher in collecting data. The data collected relates to the object of research including:

School location

The school is located on demak road in kalampangan sub-district pahandut city palangka raya central kalimantan 74874.

The number of students

There are 30 students in class 11 IIS SMA Muhammadiyah 2 Palangka Raya. 13 female students and 17 male students. So the total number is 30 students.

Field Note Sheet

Field note sheet is an instrument used by researcher to record everything that happens in the field. This instrument relates to the recording of activities carried out by teachers and researcher. This sheet is also used to find out about the development and improvement of students during the method. Note sheets are objective in accordance with the conditions in the field. Reaction, activeness and participation of students during the learning process. The provisions for analyzing data are pretest and posttest and there is an increase in grades until the achievement of completeness.

At the cycle 1 meeting, the researcher prepared several things related to preparation before the study. English learning in class XI IIS is every Monday at 10.30-11.45 am. The researcher prepared a pre-test and post-test as one measure of the success or failure of the learning model that the researcher applied. Then the researcher also prepared all teaching materials to be delivered at each meeting. The initial meeting the researcher gave greetings and asked about the students' readiness to start learning at that time. At the beginning of the meeting students took the pre-test first. Then students prepared to start learning.

At each meeting, the researcher observed each student's behavior while learning. Students were initially lazy, afraid, and unenthusiastic about learning that applied the TPR learning model with a modified Communicative learning approach. Students were very afraid to argue even so when directed to try to mention a sentence students mentioned very enthusiastically. Communicative learning approach is also applied by using conversation learning. The researcher always observes and reflects on the development of the students.

Meeting after meeting students are increasingly enthusiastic and very eager to do learning, especially when practicing. Students say that they like learning, it's just that the fear of being wrong is still there. There are about 4-5 who often ignore explanations on the grounds that they don't understand at all and are embarrassed if they are wrong. After meeting-pert is over, then cycle 1 ends by doing the post-test. The novelty of this research is that it focuses on one aspect of English speaking skills, namely pronunciation, in contrast to previous studies that examined English in general.

In this study, there are weaknesses, namely a small sample so that it is less representative. besides that, the measurements in the study are also less objective because only from pretests, posttests, field note sheets, simple school data, and observation sheets without being equipped with questionnaire calculations and others. so of course this can be an improvement in future studies. This research is very

important to do because the basis of English language improvement is practice so that the modification between Communicative learning approach and TPR learning model is an extraordinary combination that will provide improvement in English language learning, especially speaking skills aspect pronunciation.

4. CONCLUSION

The conclusion of this research is based on the results of the educator and student observation score sheets showing that learning performance has improved. On the educator learning observation score sheet shows a percentage of 0.65, 0.85 to 1.00. Likewise, the learning performance on the student observation score sheet shows a percentage of 0.75, 0.90, to 1.00. While the hypothesis results based on students' pretest and posttest scores using the T-test show the average student score of 77.67 with a significant (2-tailed) of 0.073 which is greater than 0.05, which means that after treatment using the Modified Total Physical Response (TPR) learning model, it was found that there was no significant difference between the posttest results and the standardized English score. So, the implementation of modified communicative learning approach and Total Physical Response (TPR) learning model can improve the score/learning achievement of students of class XI IIS SMA Muhammadiyah 2 Palangka Raya. In this study, researchers took the focus of speaking skills with aspects of pronunciation. This is the difference and novelty between this research and previous studies. There are several weaknesses of this study, namely the sample is too small so that it is less representative and then the measurements in the study are also less objective. This can be considered more in carrying out the next similar research.

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