



**TEACHERS' PERCEPTION ABOUT TOTAL PHYSICAL RESPONSE
METHOD IN TEACHING SPEAKING SKILL
AT SD ISLAM AL-FALAH JAMBI**

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Abstract. The purposes of this qualitative study were to find out the voices of teachers about total physical response method in teaching speaking skill and describe activities that teachers usually give in teaching speaking skill using total physical response method. Data for this study were collected through a demographic background, interview, and observation. The demographic data were analyzed descriptively. The interviews data were analyzed using thematic analysis. The observation were analyzed descriptively using observation sheet and using video recorded for recorded the process of teaching speaking skill using total physical response method in the classroom. There were five English teachers as participants in interview and there were two English teachers as participants in observation. Based on the research results, there were five major themes emerged from the data related to the voices of teachers about TPR method in teaching speaking skill such as body gesture in teaching speaking skill, difficulties in learning vocabulary, effective method in teaching speaking skill, participation and interaction in teaching speaking skill, and role play in teaching speaking skill. As the suggestion, TPR method is recommended to be applied in teaching speaking and teachers who apply this method were suggested to develop appropriate classroom management.

Key words: *Teachers' Perception, Total Physical Response Method, Teaching Speaking Skill*

Introduction

The purposes of this qualitative study were to find out the voices of teachers about total physical response method in teaching speaking skill and describe activities that teachers usually give in teaching speaking skill using total physical response method at SD Islam Al-Falah Jambi. The researcher choose speaking as researched skill since language development is fast in early years. It is the most valuable time to start teaching a foreign language to young learners. Young learners are mainly based on the year spent at the primary or elementary stages of formal or informal education. In Indonesia, English is one of subjects which is taught in Junior High School, Senior High School, and University as the first foreign language. In the other hand, teaching English in the elementary school has been accepted as an intracurricular subject that before as a compulsory subjects. However, there are some private schools in Indonesia, especially Jambi, which the students of private school still learn about English as a local content.

In teaching English to young learners, there are four skills in English which speaking is an essential skill that the students have some difficulties in using it because of lack of vocabulary or lack courage to speak with others. In addition, the teachers should know how to manage the students with the real use of English to make the classroom activities more meaningful and interesting . To make the students enjoy and fun in learning English, the teacher must be able to select the appropriate methods for teaching English to them and know the characteristics of young learner in order that it can help them in understanding the lesson and automatically the goals of teaching and learning English can succeed. In teaching a foreign language, there are different learning styles of an adult and a child based on approaches, methods, or techniques (Ellis, 2008).

There are many methods used in teaching language to young learners that suitable for teaching speaking skill. One of methods is a Total Physical Response (TPR), a method developed by James Asher. According to Jai (2011) Total Physical Response is very effective with young learners and teenagers as it involves both left and right brain learning using TPR. Moreover, Richards & Rodgers (2014, p.76) claims that *“when Total Physical Response method is integrated into apply, the learners can use the language and engaged in reacting to it”*.

Based on researcher's observation, Total Physical Response (TPR) is familiar with the teachers of SD Islam Al-Falah Jambi. The teachers usually used TPR method in teaching speaking to taught vocabulary for the students. The teachers also use TPR method link games and song in learning speaking skill. In teaching English to students of private school, the teachers play an important role to set the students interest and motivation in learning English, especially speaking skill. When the teachers use a Total Physical Response method for teaching speaking skill, at the same time, some English teachers have their perception about this method. In addition, teachers' perceptions result in how teachers deal with shortcomings in their teaching situations (Moloi, 2009). It means that teachers' perceptions are the basis for

the teacher to form judgment or make decisions. In this research, teachers' perception is the condition showing the teachers are able to interpret and understand toward Total Physical Response method in teaching speaking skill.

Review of Related Literature

According to Robbins (2008) defines perception is the impression by an individual the sense after analysis, interpretation and then evaluated, so that individual acquire meaning. By seeing the definition above, Robbins (2008) states that there are two types of perception. The first perception is internal attribution and the second perception is external attribution. In the first perception, perceptions that result are motivation or ability rather than situation or fate. In the other hand, the second perception is external attribution, perception that result is situation or fate rather than perception. By seeing the explanation above, teacher's perception plays important role in teaching learning process, in which they can give opinion based on their background knowledge, views, experience. According to Rosenberg (2001), there are three process of perception such as selecting, organizing, and interpreting information.

In teaching English for young learners, it's very completely different with teaching English for adult. Young learners are unique. They are different with adult, they have very different needs, interest and abilities from adult and more enthusiastic than adult in language activity. In Indonesia, interest in teaching English to young learners has been steadily growing in recent years. According to Harmer (2001), teaching English to young learners is a guiding and facilitating young learners in aging 6-11 years old, for their activities in learning, knowing, understanding, and comprehending ideas, attitudes values, skills, and information of English using tricks and strategies which will be used in changing and redefining their thought forward their daily surrounding situation as a foreign languages learners.

In teaching English, a teacher should have an objective. The common objective of teaching English to young learner is to make young learners to be able to communicate by using the target language orally and written form. Using the body movement in the process of learning is suitable to the characteristic of the children because children like to do physical movement. In addition, teacher as a role model who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. The selection of interesting teaching method or technique and appropriate to the age and the characteristics of young learner will not guarantee the success of teaching and learning if the teacher does not have ability to do it. There is one of methods that related to teaching speaking skill. Total Physical Response (TPR) is one of the language teaching methods which was developed by James Asher, a professor of psychology at San Jose State University, California. According to Richards & Rodgers (2014) states that Total Physical Response is a language teaching methods that integrated to apply; the learners will use the language and engaged in respond to it. They will release what they learn and they will understand about a lot of things.

Total Physical Response is conducted based on the coordination of spoken and physical movement. The most important concept of the Total Physical Response method is to have learners perform motions with their bodies to express their understanding of what they heard and respond quickly. Total Physical Response method is related to the speaking skill which Nunan (2005) argue that speaking is the productive oral skill. It consists of producing systematic verbal to convey meaning. Speaking is one of the important skills in English as a Foreign Language (EFL). It shows the best influence when seeing goal of speaking learning process, especially in EFL. The goal of English teaching is to make students able to communicate well. Moreover, speaking is a skill that very needs many exercises. In EFL, the time to do exercise is limited in the classroom.

In teaching speaking in English Foreign Language (EFL) Context when students speak using all and any language they know, it provides valuable feedback about their language knowledge, for both them and their teachers. In addition, good speaking activities provoke genuine student engagement where they really get involved with the process of language learning in class. This previous research in this research are from Nopphadol Panyadee (2013), Dukes (2012), and Kalasova (2011).

Method

To conduct the research, the researcher used qualitative research design to find out and to describe the voices of teachers about Total Physical Response in teaching speaking skill at SD Islam Al-Falah Jambi. According to Christensen & Johnson (2008), qualitative research is a type of educational research in which focuses on ‘ deep-angle’ and depth of a phenomenon in order to get rich and thick information out of it (p.34). Creswell (2008) also expressed that in qualitative research, the researcher mostly relies on the participants perspectives; collect data which mainly consisted of verbal data from participants by asking general questions from their experiences; describes and analyzes those words and conducts them subjectively. According Flick (2006), qualitative method is as research procedures that produce descriptive data containing of spoken or written words from the people and the behavior which can be observed. The site for this research is SD Islam Al-Falah Jambi. The populations of this research are teachers taken from SD Islam Al-Falah Jambi. The total numbers of participants were 5 teachers.

In collecting the data, the instrument were demographic background, interview and observation. In this research, the interview which used the structure interview with ten questions. To analyze the interviews, this study used a thematic analysis. Thematic analysis is an exploratory approach where analysis code or mark their sections of a text according to their patterns contributing to some relevant themes (Schwandt, 2007). In observation, this research used observation sheet with 17 items. This observation sheet was adapted from online education journal. In addition, the researcher used a video recorder; it's for record the process of teaching English with using TPR method in the classroom. In the process collecting the data, the researcher asked the

willingness of teachers as participants in this study, so before giving demographic background and doing interview the researcher contacted them first. To build the trustworthiness of this study or to verify the accuracy of data, findings, and interpretations, this research was run by the following procedures such as, first, the researcher collected all the data from participants and then transcribed it. After that, to avoid any misunderstanding and misinterpretation during transcribing, the researcher did a member check to get order of participants' feedbacks on the accuracy and credibility of the data collected.

Findings and Discussion

Findings used a thematic analysis; there were five major sub themes in this study. The first sub theme was body gesture in teaching speaking skill which one of their statements:

“TPR adalah metode pengajaran yang menggunakan gesture tubuh.....” (Manda)
(TPR is a learning method using body gesture.....)

The finding showed that learning speaking skill using body gesture improved the students' knowledge and understanding in learning speaking skill. Using TPR method made the ideas and experience of the students were drawn upon because they found a method that they used to express what they thought or what they wanted to say using body gesture.

The second sub theme was difficulties in learning vocabulary. The finding showed that vocabulary is one of problems that teachers found in teaching speaking skill. It made the students had problem in speaking skill because their vocabulary to minimum. It had effect to their speaking skill because of the lack of vocabulary. It made the students can't improve their speaking skill. The following were the statements :

Yang sering menjadi masalah adalah pengenalan kosakata baru”(Manda)

(So far, the understanding of vocabulary is the problem that I found)

“.....karena faktor kurangnya pengetahuan tentang kosa kata dan sifat malu”(Andin)

(...because of the lack of knowledge of vocabulary and shyness)

The third sub theme was effective method in teaching speaking skill. The finding showed that teaching English using the method that appropriated with material of the students, the teachers said that Total Physical Response method is an effective method. TPR method made effective use of time, it doesn't really matter how many students, and teacher has as long as teacher is prepared to take the lead, the students followed. The following were the statements:

“...bisa membuat kelas menjadi lebih efektif saat menggunakan metode TPR”(Andin)
(...can make the class be an effective when using TPR method...)

The fourth sub theme was participation and interaction in teaching speaking skill. This finding showed that there were participation and interaction in teaching speaking skill. In teaching speaking skill using TPR method, the students participated actively in the lesson and the teachers also gave an activity such as role play, storytelling, demonstration which there were participation and interaction with and among the learners. It's also created the classroom environment conducive to learning. The following were the statements:

“Iya, TPR bisa meningkatkan interaksi dan partisipasi siswa dalam belajar kemampuan berbicara. Dengan adanya kegiatan yang biasa dilakukan seperti yang saya katakan sebelumnya, secara tidak langsung ada interaksi dan partisipasi antar siswa dan guru”(Minda)
(Yes, TPR could increase the interaction and participation of students in learning about speaking skill. With their activities can be done like I said before, indirectly there is an interaction and participation among students and teachers)
Iya, terjadi komunikasi antar siswa saat menggunakan metode TPR dalam pembelajaran kemampuan berbicara”(Manda)
(Yes, there is a communication among teh students even using TPR method in learning speaking skill)

The last sub theme was role play in teaching speaking skill. The finding showed that role play was an activity that the teachers usually did in teaching speaking skill. It's also set task and activities that were conducive to learning including group or pair work, and there was a positive relationship in interaction with and among the learners. The following were the statements:

“Biasanya guessing word dan role play”(Manda)
(Usually guessing word and role play)

“Kegiatan yang biasa dilakukan itu role play sama demonstrasi. Itu kegiatan yang sering saya lakukan”(Nana)
(The activities that usually do in learning are role play and demonstration. That's activities that I often do)

In this study, the researcher also used observation for collecting the data of the study. In observation, from 5 participants of the study, the researcher only observed two participants in the process of teaching speaking skill. Based on the observation with the two participants in grade 2 and grade 5, when the participants used TPR method in process teaching speaking skill in the classroom which result based on the observation were the students participated actively in the lesson, the students worked autonomously when using TPR method. The teacher also explored and acknowledges learners' prior knowledge and skill. Teachers also set task and activities that were conducive to learning including group or pair work because using TPR method with group or pair work made the activity in process of learning speaking skill to be better. Then the teacher also set classroom procedure and managed learner behavior and there were positive relationship and interaction with and among the learner when the teacher taught about the lesson using TPR method.

Conclusion

The findings of the research finally had fulfilled the aim of the research, that was answering the two research questions of this research. Based on the result of the research, most participants stated that in teaching English, the teachers found the some problems in teaching speaking skill for the students. Based on the teachers' perception, TPR related to the body gesture and also as a method for to teach understanding of vocabulary for the students. There were many activities that related in using TPR method, it's made improving in teaching speaking skill for the students. The last, the reflection of the teachers when using TPR method is an effective teachers for the students in the class and TPR method improved the participation and interaction with and among learners.

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