

CHAPTER 1

INTRODUCTION

This study was intended to investigate students' perceptions of the application of the total physical response (TPR) method to learning in the classroom. This study describes the background of the study, research questions, research objectives, and research significance. Below is an explanation of each point.

1.1 Background of the Study

English is one of the most important languages in Indonesia international world. Therefore, Indonesia urgently needs foreign language educators to develop students' knowledge in foreign languages for the advancement of the next generation of the Indonesian nation. English learning in Indonesia is currently given optimally and structured as well as possible, it is proven that English is compulsory subjects in adaptive subjects group even though learning English in Indonesia is still not evenly distributed. There is a difference between studying English in schools and urban learning English in rural schools. English learning in urban schools is supported by very complete facilities, very professional teachers, support books, and even cities schools that often provide a special room as an English laboratory room. But in the village there are still very few facilities, either in the form of media, books, or special rooms.

In Indonesia, English has become a foreign language, including international languages and 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). TPR is a language showing technique created by James Asher, a teacher of psychology research at San Jose State College. It depends on language coordination furthermore, actual development. In TPR, the educator or instructor provides requests to abroad understudies language, understudies answer with entire body developments or activities.

The TPR method is an introduction to the teaching approach known as absolute physical response (Mulyanah et al., 2018). TPR is a popular method in introducing individualized organization vocabulary related to an action or movement for early childhood. The public's tendency to master foreign languages makes them compete with each other to get their children to learn English as one of the skills to be developed. The implementation of TPR for students uses several aspects of the TPR method in the classroom and outside the classroom when learning English to students. The use of the TPR method will be much more effectively used by masters when interacting with students outside of learning English material.

TPR is an illustration of understanding methodology with unknown dialect educating. Strategies in the way to deal with grasping English accentuates the

significance of paying attention to the improvement of English, and doesn't need the result to be spoken at a beginning phase learning, despite the fact that it is normal that understudies can do it with going with actual developments. In TPR technique understudies are not compelled to talk straightforwardly, rather the educator holds on until the understudies gain sufficient language through tuning in until they start talk suddenly. Widodo in Meza and Ananthia (2015) added that TPR is one of the learning strategies used to work on listening abilities and answering objective language material or jargon given by the educator as actual work in the study hall. Learning English utilizing the TPR learning strategy this material is given to understudies in the educating and educational experience in class through direct developments and is given more than once, the material gave can be a model or show of development which is then depicted as a type of order given more than once and afterward answered with Actual developments by understudies, orders or material given more than once will turn into a propensity until understudies comprehend and answer with their actual developments (Indria and Rusijono, 2013).

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). The TPR method is suitable for teaching young learners according to a statement from Levine (2005) that the characteristics of young learners are physically moving when acquiring and learning language and they are involved in fun activities with language so that it makes students more interested in participating in the learning process in the classroom.

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 & Rodjers (1986, p. 92), Pinter (2006, p. 50), Gardner (2011), and Holleny (2012). Total Physical Response (TPR) is a teaching method that can combine the meaning of the word in English with actions, images, and objects. So that even blind children are able to interpret an action by visualize objects using words or sentences in English through understanding touch, music and touch to get information (Try, 2014). 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). Not only that, the use of the TPR method can also involve activities such as reading books, using text cards, songs, games and much more. If the TPR activity is a game activity, which is what is very suitable for early appropriate children who have kinesthetic learning characteristics (Hafidah and Dewi, 2020). This method can also increase interactions that are good for students and teachers.

In addition, there are not many researchers who focus on examining students' perceptions of the application of TPR, but many researchers who discuss the TPR method and their research focuses more on improving students' critical thinking and problem solving skills (Brenda Wilson, 2012), storytelling (Brenda Wilson, 2012). Holleny,(2012), Lichtman, (2019), and vocabulary (Kuo, Hsu, Fang, Chen; 2013). The researcher raised the TPR method research because the use of this method was discussed more by previous researchers and it was proven that the use of the TPR method during the learning process in class had a very good influence on students, starting with being more interested in learning, making it easier for students to understand the material, reducing stress. On students, making students more relaxed in learning, reducing pressure on students, and making students more active in learning. The Total Physical Response (TPR)

method provides assistance to students through media such as watching, listening to music, playing games, doing physical activities and imitating and it will make students more enthusiastic and active in class. One of the positive evidences supporting the above principles is that children easily acquire vocabulary when given a little explanation and through active learning by watching, listening, doing, and imitating (Biemiller, 2000).

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.

Total Physical response (TPR) is one of the most effective methods in increasing vocabulary in students, especially in early childhood. TPR in this study is one of the methods used by a teacher to improve the quality of students' English. The TPR method can make students more relaxed in learning English, reduce pressure on students while studying and reduce stress. Using the TPR

method in teaching English to children is very fun and fun, doesn't require a lot of preparation or materials, very effective for teens and young learners, suitable for kinesthetic learners to be active in class, easy to remember for students to remember phrases and words well, and works well with mixed ability classes (Sophaktra, 2009).

The use of the TPR method is very effective for use in the classroom learning process, especially foreign languages and this is evident from the many research results that have discussed the use of the TPR method. Not a few educators who have used this method to help and encourage students' interest in learning and help make it easier for students to understand the material. The use of the TPR method will not make the teacher focus on the textbook which will make it monotonous which will cause students to feel bored easily because they think that the learning process is just like that. However, this method involves several learning media such as listening, playing, reading, using text cards, physical activity or movement so that students feel interested and become more active in following the lesson. The TPR method will also not make the teacher run away from the material in general, but the use of this method will provide a new way and make the classroom atmosphere more pleasant. With this method, students will more easily respond to material from students who were previously silent to become a little more active. In addition, there is also positive evidence supporting the above principles that children easily acquire vocabulary when given a little explanation and through active learning by watching, listening, doing things, and imitating (Biemiller, 2000).

TPR can be applied to educate and prepare various parts of language, including: words related to activities, action words to start, language used in class, commands or directions, narration. In learning English, there are many strategies and procedures that can be used, including through: (a) Basic Drill, which is a direct sequence of sentences using English that is repeated to get the actual development. For example: when the teacher shows and says touch your hair, students will follow the progress. For this situation students are prepared on the ability to listen and add new words; (b) action song, is the act of paying attention to the song or music and performing it directly by the instructor first singing the tone to the students with the aim that they know the tone to be sung, repeating the tone and following its development. According to the song being played, invites students to follow the development of the appropriate song lyrics. For example, head and shoulders songs. At the time of the "head" tone lyrics, the teacher and students immediately held each other's heads, asked and understood the importance of the expression of each lyric for students, played the song more than once and repeated it with students while showing it. (c) Using flash cards, this method is used to show the picture cards and the students show the exercises contained in the photos in the following way: The teacher prepares some pictures and action words such as walking, running, singing, dancing, etc., the teacher asks the students to pay attention to the words expressed verbally by the educator then the students follow what is said. spoken by the educator, the educator tries to invite the child to decipher the words contained in the picture by showing it, the educator repeats the words contained in the picture card and then the student

shows it, To test the centralization of the child the instructor can submit guidelines by speeding up how to express words according to the picture shown by the teacher.

1.2 Scope of the Study

In this study, the teacher uses the total physical response method (TPR) in a foreign language in the classroom. This study only challenges students' perceptions of the application of the total physical response (TPR) method in learning foreign languages. Implementation of total physical response methods (TPR) to facilitate students towards students' vocabulary.

1.3 Research Questions

In an effort to contribute to the body of knowledge, this research focuses on the question "what is the student's perception of the application of the total physical response (TPR) learning method in the classroom.

1.4 Purpose of the Study

Based on the questions, this study aims to determine students' perceptions of the application of the total physical response (TPR) method in foreign language lessons in the classroom.

1.5 Significance of the Study

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. Moreover, it can have a positive impact for all levels of academic society.

Firstly, this research will be helpful for students. This study can provide a very useful and referential contribution in developing students' knowledge of foreign languages by using the TPR method as a method of learning in the classroom and expressing their experiences when applying the TPR method in classroom learning through a reflection questionnaire.

Secondly, for teachers or lecturers, with this research they can find out what are the students' perceptions of the TPR method, both in terms of benefits and, their disadvantages. Then, this research will contribute to the teachers in solving some of the problems they experience while implementing the total physical response (TPR) method in the classroom.

The last, this research will be helpful for institutions, IAIN Kendari to improve the qualifications of teaching and training to teachers in learning. In addition, with this research, hopefully not only from English majors who use this method (TPR) in their research but also from other majors as strategies for learning.

1.6 Definition of Key Terms

For the purpose of this study, the terms to be defined are listed as the following Students' perception in this study means an approach to the quality of perceptual experience in learning. Perception is the interpretation of sensory information in providing a picture as well as an understanding of the environment and is a result of physical education. Perception in this study refers to students'

understanding of how students perceive the application of the total physical response (TPR) method in learning English in class.

Total Physical response (TPR) is one of the most effective methods in increasing vocabulary in students, especially in early childhood. TPR in this study is one of the methods used by a teacher to improve the quality of students' English. The TPR method can make students more relaxed in learning English, reduce pressure on students while studying and reduce stress.

