

## **CHAPTER IV**

### **FINDING & DISCUSSION**

This chapter presents the research results. This section is divided into two, namely the results of research findings and discussion. This finding is related to research questions reflections on students' perceptions about the use of the TPR method in the learning process in the English class.

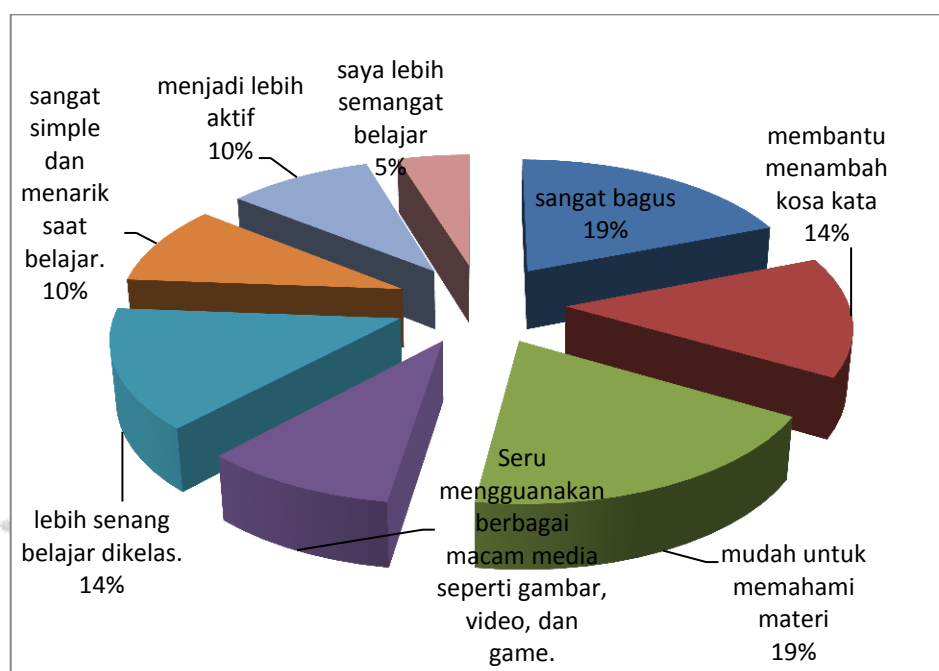
#### **4.1 Findings**

This section has explained the research findings which aim to show how the research results. In this section, the researcher has explained the research findings about students' perceptions of the use of the TPR method based on their experiences in the classroom during the teaching and learning process in the classroom. Data was obtained by conducting a qualitative survey. It presents several opinions and explanations related to how to collect data through student reflection to find out what students' perceptions of the application of the TPR method are in learning English in the classroom.

##### **4.1.1 Finding of the Study**

In this part will explain students' answers from Reflection results based on students' experiences while studying in class can be categorized into several categories. 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.

#### 4.1.1.1 What do you think about the use of the TPR method in the process of 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. Among them:

*"In my opinion, this method is very good in learning English because can make me more be excited in learning."*

Another stated:

*"The lessons given by the teacher and the learning process become exciting because the teacher teaches using various media such as pictures, videos, and games so I feel happy to follow the learning process."*

*"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 three 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. They are more active, excited and participate in the classroom.

*"In my opinion, using the TPR method in learning English is a very good way because it makes me more active and interested in learning in class."*

*"My opinion about the TPR method is that it is very good because it makes me more enthusiastic about 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. They say:

*"In my opinion, I really like that method because it really helps me in increasing my English vocabulary."*

*"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 to 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. They say:

*"In my opinion, it is very exciting because with this method I can understand the explanations and orders given by the teacher faster. Learning is easier and more fun, many students take part in the lesson because the teacher doesn't just talk or lecture in class."*

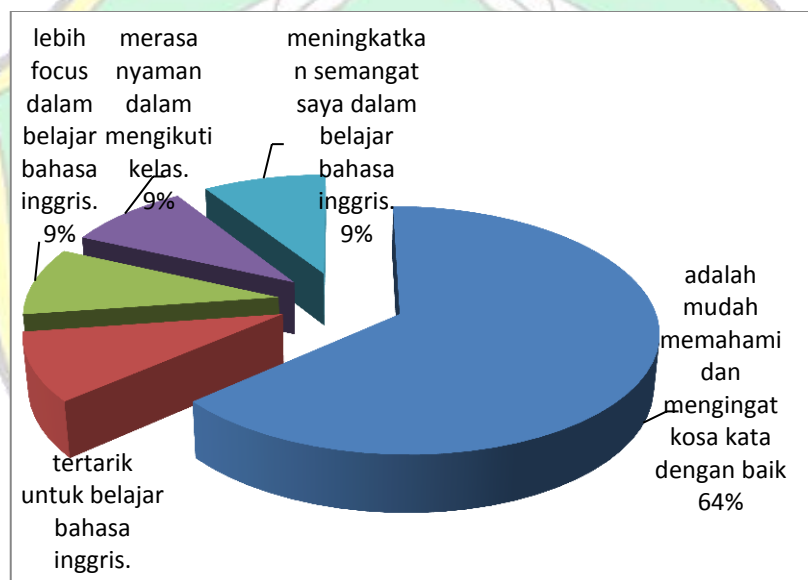
*"My opinion about the TPR method in learning English is that it makes it easier for me to understand the material given by the teacher and easier to understand the material to be taught."*

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 and Then, the lack of motivation, encouragement enthusiasm of students in learning in the class, and monotonous learning methods that make the class atmosphere very boring and reduce student activity in learning.

#### 4.1.1.2 What benefits do you get from using the TPR method by the teacher in Teaching English?

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. Four of them said:



*“The benefit I get is that it is easy to understand and remember words well.”*

*“The benefit I get is like the answer in number one, which is that it is easier for me to understand what the teacher gives, instructions and explanations.”*

Another said:

*“Very useful and makes it easier for me to understand English lessons.”*

*“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. They say:

*“One of the benefits I can find is that I can figure out words easily and quickly or understand material quickly.”*

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

**b. Students are more interested 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 and Eager to learn and able to create a classier atmosphere, fun and not boring. This is indicated by several student answers.

They said:

*"More often repeat the lessons given so that it makes me more interested in learning English."*

*"The benefit I got and what I found was that I became more focused on learning English."*

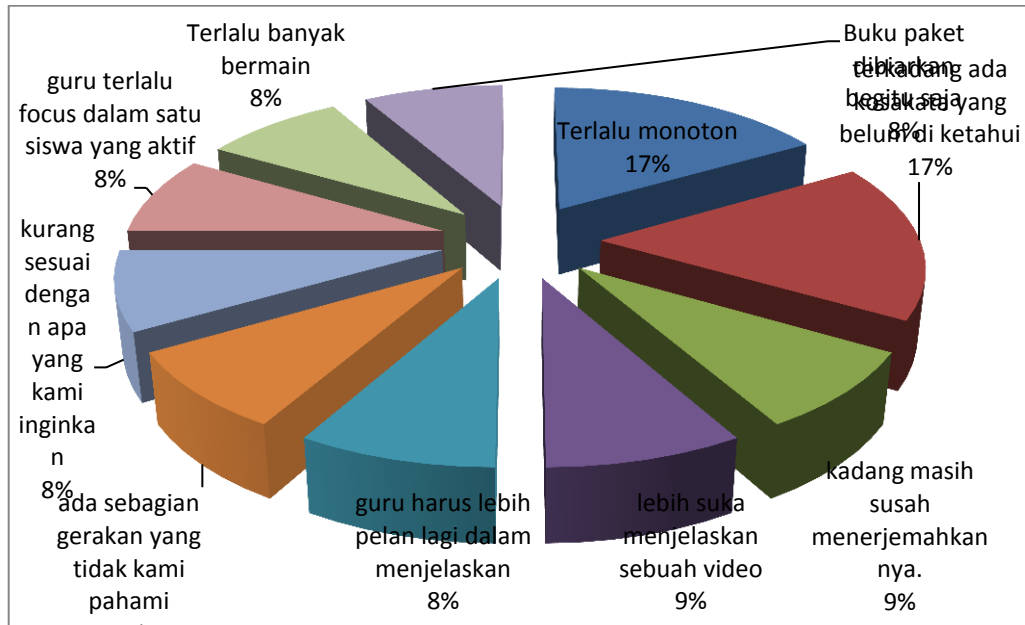
Then another said:

*"The benefit I get is that I feel more comfortable in taking classes."*

*"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.

**4.1.1.3 In your opinion, what are the disadvantages of using the TPR method by teachers in teaching English?**



**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. They said:

*"The downside is that it's too monotonous."*

*"Too monotonous and not giving other activities."*

Then another 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"*

*"In my opinion, the teacher should be slower in explaining because there are some movements that we don't understand"*

*"The disadvantage of TPR is that there are still some that I don't understand because I still lack the ability to understand vocabulary, so it makes it difficult for me to interpret it."*

The three 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 disadvantage of using TPR in the classroom is that the teacher usually prefers to explain a video that is shown rather than let us imagine."*

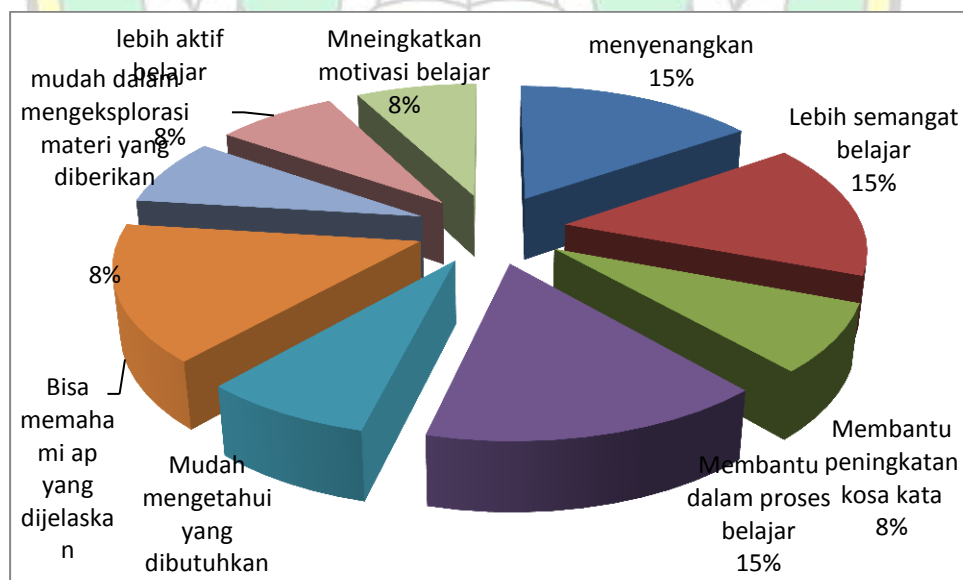
Other answers:

*"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.

#### 4.1.1.4 In your opinion, what are the advantages of using the TPR method by teachers in teaching English?

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



##### a. Students were 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 in learning English is that it becomes more fun so that it makes me more excited to learn"*

*"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 processing the information 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"*

*"...as well as helping me in the process of learning English"*

*"And the advantage is that it is easier for students to explore the material provided by the teacher."*

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.

#### **4.2 Discussion**

This section presents a discussion of research results on students' perceptions of learning methods in English classes using the Total Physical Response (TPR) method. 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 the 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 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 results of this study indicate that the Total physical response method is very necessary in the teaching and learning process because this method is 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 students' motivation in the process of learning English in the classroom. This is supported by the results of research conducted by (Asher, 1968) which says that the TPR method functions or aims to help students develop understanding of a material, listening comprehension and oral fluency by reducing their pressure and fear in an interesting learning process. In this method, in addition to using body or limb movements, it can also be a response to sound or music, using learning media like pictures, or text cards, books or other media and also responses between students. With the progress of curriculum, the teacher may want to use additional materials to support teaching; they may include pictures, text charts, and slides and so on. (Asher, 1993,p.65).

Based on the results of the research that has been presented, it shows that the TPR method has been proven to provide much better results to students. Most students agree with the TPR method because it has helped students develop their enthusiasm and interest in learning. The total physical response method is able to encourage them to carry out the learning process in the classroom, especially in the English class. Wolfe and Jones (2008), Elliott and Yountchi (2009) have conducted research using TPR in learning English in the classroom. The findings show that the TPR method is able to encourage students to be more active and enthusiastic during the teaching and learning process in class. TPR is one of the



successful classroom management tools during the learning process that can be easily applied by teachers and easily understood by students at any stage of their learning process, or once they face management problems and can be used in other grade levels as children in the classroom. Elementary school in Sharjah in the United Arab Emirates, in general they are active and they are having fun in English classrooms with the application of the TPR method in the learning process (Sakhaweti, 2004).

Tinting Shi (2018) said that the essence of the purpose of using the TPR teaching method is to make students learn to use the language at an early stage about teaching is letting students understand the content of the lesson, and teaching a foreign language through action, physical movement, and media in the form of text cards, books, songs, game and other media. However, the traditional method of teaching English in our country is to teach grammar, mastering grammatical structures, and the end goal is to test, instead of using the language. This causes traditional teaching methods to become one and a rigid teaching dead end. The use of this TPR method by providing instructions or directions using learning media such as songs, paper, physical movements, slides, videos, and other media. then students respond or follow what is shown, such as when the teacher sings a song accompanied by movement, the students must follow, when the teacher sings the students sing along and so do other media according to the media and instructions.

TPR has been supported by many theoretical approaches to foreign language learning situations in the classroom (Khorasgani, 2017). The physical

aspect of the TPR learning process makes it possible to integrate physical exercise and play into language teaching in a natural way and to increase children's physical activity and engagement outside the classroom, contributing not only to their linguistics, but also to their physical and movement development. Using the TPR method in the foreign language learning process in the classroom can help stimulate students' thinking power so that it makes students easy to understand the material that has been brought by the teacher. Repetition of songs, word games and actions is very important for students' especially young students because this approach or familiarity brings confidence and will help them to remember words in English so that it can make it easier for them to develop their vocabulary in English or other foreign languages (Reilly and Ward, 1997).

In the process of teaching and learning English, the use of TPR involves movements that can be carried out by both teachers and students actively in foreign language classes. In teaching, the teacher can use songs, stories, or role plays, cards, games and other media in which there are instructions so that students can carry out these instructions to take an action according to the instructions given by the teacher to students. For example, the teacher says "run". Then the teacher instructs by giving orders to the students to do the action then all students carry out the instructions from the teacher such as running. This activity can be done repeatedly. After that the teacher asks students to repeat the words that have been said by the teacher. In the lesson, the teacher can change the position of the class into a circle, triangle or form the letter 'U'. Students in class

take action and listen to the instructions given by the teacher then follow the teacher and return to practice.

Regarding this, this research has also revealed that there are some students who do not like and feel that there is no significant change in their learning process after the implementation of the TPR method during the learning process in the classroom and this is referred to as a challenge when using the TPR method in the English class. From the results of the study, it was stated about the reasons why students did not like and did not feel a change in their interest in learning. It has been proven from the results of student perceptions that there are still many things that are difficult for students to understand when using the TPR method such as movements, games, or videos. Some students also feel that this method is too monotonous and the teacher does not allow students to imagine and express their opinions. They assume that teachers only focus on certain students such as active students. From this, it is evident that not all students like the TPR method or in other words a small part, so teachers must be more effective in teaching using the TPR method.

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. 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.

Based on the results of research conducted by Tinting Shi (2018), it was proven that before the experiment, there was a slight difference between the two groups. But after conducting teaching experiments, from the results of the research we can see a clear difference between the experimental group and the control group. From the data analysis on the research results, on experimental group, there was no extreme difference between students' scores. However, in the control group, there some extreme differences between student scores. Based on the above analysis, it can be concluded that the TPR teaching method is better than the traditional method. There are many advantages to using the TPR method on teaching, as shown below: Help arouse student interest in learning and raise students' enthusiasm for learning, TPR teaching methods can reduce student pressure, Coordination of language and behavior is beneficial for brain development, Can help students to improve listening and speaking skills, Can be

remembered. It can help students to remember phrases or words. Action helps strengthen, connections in the brain, it's funny and easy, students enjoy it. It can really elevate your mood, it is great for students who need to be active in class, It works well for students and adult learners, Can create an authentic language environment.

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.

