



Original Research Article

Total Physical Response (TPR): Its Effect on Students' Achievement in Reading Procedure Text

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ABSTRACT

The objectives of this study are to find out whether there is any significant effect of Total Physical Response (TPR) method on students' achievement reading procedure text to the tenth grade students in one of Indonesian state vocational schools. This study is designed by using experimental method. It aims to know the effect of TPR method on students' achievement reading procedure text. In this research, the tenth Grade were the population consisting of 572 students. Then, the researcher applied cluster random sampling to get 2 classes which have 78 students. Then the data was collected by using instrument. The instrument used is multiple choices test in which is the test divided post test and pre test. It showed that the scores got by students in X variable is 70.26 in which categorized to the good category. Afterwards, the scores got by students in Y variable is 62.95 in which categorized to the enough category. It is found that the result shows the score of $t_{test} > t_{table}$ ($3.91 > 2.00$). It means that there was any significant effect of Total Physical Response (TPR) Method on students' achievement reading procedure text.

Keyword: total physical response method; reading; procedure text.

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1. Introduction

Reading skill is a most important skill to learn in school beside three other skills such as listening, speaking, and writing. For Indonesian students have problem in reading especially in comprehending reading text. In other words, we can say they often find that it is difficult to get information and comprehend the reading text. (Anggara, et al., 2018) state the students had some difficulties in comprehending many kinds of English text. The difficulties consist of some

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students' troubles in comprehending the text content, understanding the meaning of words found on the text, answering the comprehension questions related to the text, and expressing their thought.

To comprehend the reading text, student should acquire some relate sub skills reading procedure text like analyze the word, identifying topic, main idea, details, making inference of procedure text. In line with this condition, it has found that almost all students in the tenth grade of SMK Negeri 1 Padangsidempuan in particular have a problem in reading procedure text comprehension. Not all students are successful reader. Based on the observation, the researcher has the result of interview from an English teacher who says that the students still low in reading procedure text, it could be seen from the result of formative test. The average value has not been enough to reach the expected minimum passing score (*KKM*), it has targeted 75,00. Accordingly, teacher is suggested to provide interesting ways in reading class by improving their strategy in preparing teaching material and also trying some new methods or techniques in teaching reading procedure text so that students can enjoy the learning process and do not feel bored.

Reading is a crucial skill for our knowledge. Reading involves a visual process. This means that during the reading process, people will get certain ideas, and the ideas will be translated into concepts and whole dimensions of thought (Bennette, 1997). Specifically, reading means a complex process of thinking in giving meaning from written materials which involve most of the readers intellectual act such as pronunciation and comprehension in order to receive ideas extended by the manuscript. It can be seen that reading is not only looking at words in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. The researcher analyses to comprehend text and get information focusing to the following indicators: analyzing vocabulary, identifying a topic sentence, identifying supporting sentences, identifying supporting details sentence, and making inferences in procedure text.

Dealing with procedure text, it is one of lessons in vocational school. The general definition of procedure text are (1) Texts that explain how something works or how to use instruction / operation manuals e.g. how to use the washing machine, television, the tape recorder, the photocopier, etc. (2) Texts that instruct how to do a particular activity e.g. recipes, rules for online games, science experiments, road safety rules. (3) Texts that deal with human behavior examples how to live economically, how to pursuit happiness, etc. In line with this, a

procedure text is piece of text that gives us instruction for doing something (Rumelhart & Ortony, 1997). Beau (2014) clarifies more linguistic feature of procedure text namely:

- a. Something uses words, phrases or clauses indicating when to conduct certain step like: “when the spot is dry, record the time it has taken”.
- b. Sometimes adverb of manner or words, phrases or clauses showing how something is done, begin the sentences, for example, “with the measuring jug, fill the bottle”
- c. Explain detail description about things or tool used, color, shapes or numbers.

Teaching method is an organization and application of teaching technique, teaching materials, teaching aids and supplementary materials by the teacher, with the aim of achieving the teaching and learning objectives. Teaching methods focus on teacher-centered and material-centered to give the students' need.

Trying to facilitate the need of innovative strategy, the researcher tries to use Total Physical Response (TPR), especially for teaching procedure text. Total Physical Response (TPR) is a teaching method which requires learners to respond physically to imperatives given by the teacher, teach language through physical (motor) activity, and correct setting and heading straight into the activities section and surely get good result, can increase student's comprehension in reading procedure text. It is believed that TPR is an effective method. Furthermore, it can potentially arise students' motivation.

Total Physical Response (TPR) is a language learning method that is development by James J. Asher, he is a physiology from San Jose State College, and United States in 1960s. TPR is made to coordination action by movement, it is based on arrangement, imperative, given by teacher to include clear physics. This method attempts to center attention by encouraging learners to listen and respond to the spoken target language instruction of their teachers. In other words, TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Asher's Total Physical Response is a "natural method" since Asher believe that first and second language learning as parallel processes. He argues that second language teaching and learning should reflect the naturalistic processes of first language learning. Further, he agrees that TPR is a method that need physical responses to imperatives given by the teacher, who has contrived these imperatives in such a way as to cover the linguistic items that he or she wishes to teach.

Silver, Adelman, & Price (2003) says that “Total Physical Response (TPR) is like all tools, most effective when used correctly in the correct setting. Discard the notion of heading straight into the activities section.” TPR reflects a grammar-based view of language. Asher

states that “most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor” (Asher, 1977). He views the verb, and particularly the verb in the imperative, as the central linguistic motif around which language use and learning are organized. Based on the previous explanation, it can be concluded that Total Physical Response (TPR) is a teaching method which requires learners to respond physically to imperatives given by the teacher, teach language through physical (motor) activity, and correct setting and heading straight into the activities section.

Several research has found the empirical support for the TPR effectiveness. Mostly, the findings show the practical contribution to the teaching of English for Young Learners. (Rachmawati, 2013; Rokhayati, 2017; Sariyati, 2013; Putri, 2016; Astutik & Aulina, 2017). Considering the condition happening in Indonesian Vocational High School students who have limited access to the interesting activities that can increase their interest in learning English writing, thus, the researcher would like to investigate the effectiveness of TPR in teaching procedure texts.

2. Methods

Arikunto (2007) states that two deciding of experimental research, they are *true and quasi experiment*, true experiment is implemented if the characteristic and terms of research fit rules but quasi experiment is like model of true experiment but there is no randomization in selecting the samples. Accordingly, the researcher used quasi experimental design.

The aim of experimental research is to get the possibility of causal relationship by treating one or more experimental group, one or more treatment condition and compare the result to the one group or more control group. In this case, the researcher promoted Total Physical Response (TPR) Method for the treatment.

The researcher chose SMK Negeri 1 Padangsidempuan as the location of the research. It is on Jl. Sutan Soripada Mulia no. 25, Sadabuan, Padangsidempuan. The population of the study included all tenth grade students. There are 572 students as the population and the samples were 2 classes of tenth grade SMK 1 Padangsidempuan namely experiment class and control class. Suryabrata (2010) says that random sampling is one of technique for getting sample. However, In this study the researcher used cluster sampling because the sample have characteristic from homogeneous population that to be observed and the sample is two classes they are X TKJ 2 and X TKJ 3 that consist of 78 students.

To collect the data, the researcher used an instrument. Instrument is something used in forming an action in scientific action and also representing the application assist to researcher in using the collecting data. The instrument of this research is a test. A research must have a good instrument because a good instrument can guarantee the valid data. (Arikunto, 2006) says that instrument of the research is a tool or facility which is used by the researcher in collecting the data in order to get the easier process and the better result, in brief definition, complete and systematic so it will be easier to analyze.

Based on definition previously, in doing the research must use a tool. Tool means here can object or facility and it is function to collect the data at the field. In this research, the instrument is the collection of many questions. In making the instrument, of course, it is based on the variables. In this case, teaching methods by using Total Physical Response (TPR) Method in reading procedure text.

Analyzing data is activities to collect the research based on the statistic's rule. There are two kinds of technique of analyzing data, they are: 1) descriptive analysis, 2) inferential analysis. Descriptive analysis is used to describe the variables for instance: mean median, modus. While inferential analysis is used to analyze the hypothesis. The data that has been collected will be analyzed by using descriptive statistics. In this research, the researcher uses the formula t_{test} .

3. Findings and Discussion

After conducting the research in SMK Negeri 1 Padangsidimpuan by giving test to the students, the researcher got the students' achievement as the result of teaching reading procedure text with Total Physical Response (TPR) Method at Tenth Grade Students of SMK Negeri 1 Padangsidimpuan. The set of score is presented in Table 1.

Table 1. The Calculation of score in Reading Procedure Text Taught by Total Physical Response and Conventional to the Tenth Grade students at SMK Negeri 1 Padangsidimpuan

No.	X_1	X_2	X_1^2	X_2^2	X_1X_2
1	70	60	4900	3600	4200
2	65	55	4225	3025	3575
3	60	70	3600	4900	4200
4	55	60	3025	3600	3300
5	85	45	7225	2025	3825
6	70	60	4900	3600	4200
7	60	70	3600	4900	4200

No.	X_1	X_2	X_1^2	X_2^2	X_1X_2
8	80	50	6400	2500	4000
9	65	85	4225	7225	5525
10	55	35	3025	1225	1925
11	80	65	6400	4225	5200
12	75	45	5625	2025	3375
13	65	70	4225	4900	4550
14	60	55	3600	3025	3300
15	50	60	2500	3600	3000
16	75	80	5625	6400	6000
17	85	65	7225	4225	5525
18	85	75	7225	5625	6375
19	65	70	4225	4900	4550
20	65	60	4225	3600	3900
21	75	40	5625	1600	3000
22	70	65	4900	4225	4550
23	95	75	9025	5625	7125
24	60	65	3600	4225	3900
25	85	75	7225	5625	6375
26	80	55	6400	3025	4400
27	70	70	4900	4900	4900
28	80	80	6400	6400	6400
29	60	65	3600	4225	3900
30	80	35	6400	1225	2800
31	75	60	5625	3600	4500
32	70	50	4900	2500	3500
33	65	75	4225	5625	4875
34	90	70	8100	4900	6300
35	70	80	4900	6400	5600
36	50	70	2500	4900	3500
37	65	85	4225	7225	5525
38	80	45	6400	2025	3600
39	50	60	2500	3600	3000
TOTAL	2740	2455	197450	160975	172475
MEAN	70.256	62.948			

The calculation of standard deviation and standard error of reading procedure text by using total physical response method is presented in the following formula.

- Standard deviation of variable X_1

$$SD_{X_1} = \sqrt{\frac{\sum X}{N}} = \sqrt{\frac{2740}{39}} = \sqrt{70.26}$$

$$= 8.38$$

- Standard error of variable X_1

$$SE_{MX_1} = \frac{SD_x}{\sqrt{N-1}} = \frac{8.38}{\sqrt{38}} = \frac{8.38}{6.16}$$

$$= 1.36$$

The calculation standard deviation and standard error reading procedure text by using conventional method.

- Standard deviation of variable X_2

$$SD_{X_2} = \sqrt{\frac{\sum X}{N}} = \sqrt{\frac{2455}{39}} = \sqrt{62.95}$$

$$= 7.93$$

- Standard error of variable X_2

$$SE_{MX_2} = \frac{SD_x}{\sqrt{N-1}} = \frac{7.93}{\sqrt{38}} = \frac{7.93}{6.16}$$

$$= 1.29$$

The calculation between the mean of variable X_1 and calculation to get the score of t_0 at the grade X_2 .

- Standard error differences variables X and mean variable Y by formula as follow :

$$SE_{M_1-M_2} = \sqrt{(SE_{MX_1})^2 + (SE_{MX_2})^2}$$

$$= \sqrt{(1.29)^2 + (1.36)^2}$$

$$= \sqrt{1.66 + 1.85}$$

$$= \sqrt{3.51}$$

$$= 1.87$$

- The value of t_0 applying the formula as follow :

$$\begin{aligned} (t_0) &= \frac{Mx_1 - Mx_2}{SE_{MX1-MX2}} \\ &= \frac{70.26 - 62.95}{1.87} \\ &= \frac{7.31}{1.87} \\ &= 3.91 \end{aligned}$$

Based on the computation, the scores for the experimental group (taught by Total Physical Response) reached 95 as the highest score, and the lowest score is 50. The mean score is 70.26 the median is 70 the mode is 65 standard deviation is 8.38, standard error is 1.36. Based on the mean score of students' achievement in reading procedure text taught by using Total Physical Response (TPR) Method at Tenth Grade Students of SMK Negeri 1 Padangsidempuan, it is categorized "good".

Meanwhile, from conventional method, it was found the highest score is 85 and the lowest score is 35. The mean score is 62.95, the median is 65, the mode is 60, standard deviation is 7.93 and standard error is 1.29. Based on the mean score of students' achievement in reading procedure text taught by using Conventional Method at Tenth Grade Students of SMK Negeri 1 Padangsidempuan is categorized "enough".

In addition to the category, The value of t_{test} is 3.91. The samples were 78 students where $N_1 = 39$ students and $N_2 = 39$ students. If we will compare than so, $df (N_1 + N_2) - 2 = (39 + 39) - 2 = 78 - 2 = 76$. There is no 76 in t-table, so the researcher chooses 70. The value of t_{table} at 5% significant level of number 60 is 2.00. After finding the value of the calculation and t_{table} , both of the scores are compared. It is found that t_0 calculation is bigger than t_{table} ($t_{test} > t_{table} = 3.91 > 2.00$). From the score, the hypothesis is accepted. There is significant difference of students' achievement reading procedure text by using Total Physical Response at the tenth grade of SMK Negeri 1 Padangsidempuan.

4. Conclusion

Students' achievement reading procedure text by using Total Physical Response Method is better than Conventional Method. It can be seen from the mean of student's achievement scores in reading procedure text by using both methods, $70.26 > 62.95$. So, student's achievement in reading procedure text taught by using Total Physical Response Method is higher than Conventional Method at the Tenth Grade Students of SMK Negeri 1 Padangsidempuan. It means that there is a significant effect of Total Physical Response Method teaching in reading procedure text. So, the hypothesis in this research is accepted.

Based on the previous conclusion, it can be said that the students' achievement in reading procedure text is determined by their ability to analyze the vocabulary, topic, main idea, supporting sentences, and making inferences from the text are not satisfied. Here, the researcher proposes one solution for this problem that is applying the total physical response method.

By applying the total physical response method, the students can learn and try to solve their problem independently. To develop the students' comprehension in reading procedure text the teacher should stimulate the students through the treatments, namely, (1) the teachers should give more exercise for the students, (2) The teacher should apply variation for learning such as method, (3) The teachers should give specific teaching about reading comprehension, (4) Use some media that is having relation with material of learning, (5) In learning and teaching process, the teacher is expected to provide the complete and relevant book.

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