The Effect of Total Physical Response Technique on the Eleventh Graders' Speaking Ability at SMA PSKD 7 Depok

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Abstract

The objective of this research was to investigate whether or not there was an effect of using Total Physical Response (TPR) technique in students' speaking ability to the eleventh graders at SMA PSKD 7 Depok. To attain the aim, both pre and the post-test were administered to two classes consisting 25 students each. Data analysis showed that there is a significant effect of using TPR technique in students' speaking ability; it can be seen from the mean score of the post test between experimental (67.36) and control (51.52) class. Based on the findings, it could be concluded that the use of TPR technique was effective to improve Eleventh graders' speaking ability.

Keywords: *experimental research, total physical Response technique, speaking ability*

Introduction

Speaking is the most important aspect in learning English as a second or foreign language. To improve students' speaking ability teachers use language learning method. Many English learners emphasize their target to be able to speak English well. Speaking is needed to communicate their own experience to each other. Wulandari (2010) most of the Indonesian students face difficulties in speaking, in fact, when the teacher made teaching learning process, the students get. They get difficulty to make sentences based on appropriate grammar because it is different from Indonesian. To communicate foreign language, English learners need to have experience and expose the language, such as talking to each other. However, students do not feel fun because learning speaking in a classroom does not involve any fun activities.

In addition, teaching and learning English should emphasize to help students to be able to communicate in English, both in written and spoken. A language skill which is very important in yielding creative, critical and smart future generation is speaking skill. By mastering speaking skill, students will be able to express their thoughts and feelings intelligently based on the situation and context. Speaking, aside from other skills, such as listening, reading and writing, seems intuitively the most important. This supports the idea of the importance of learning speaking skill. There are some advantages in learning speaking in English, namely: students can express their ideas directly and at that moment; students' self-confidence can be fostered; and students also learn how to use new vocabulary to express their ideas.

Since the writer is eager to carry out the study, the writer then conducted an observation and teaching practice to class XI IPS 1 and XI IPS 2 of SMA PSKD 7, it was found that students in the eleventh grade of SMA PSKD 7 Depok class XI IPS 1 and XI IPS had difficulties to speak English because they don't have much vocabulary and they couldn't speak English well. Besides, there were three impacts which the writer identified as the results of the teacher's experience and reality in the classroom. The result of speaking assessment showed that the students gained 35 – 40 score. It means that the students' speaking competence must be developed immediately. Next, the strategy of teaching speaking used was still conventional and sometimes it was irrelevant to material. The last, the students tended to memorize several texts printed on English text books to be presented in front of the class.

There are many methods used in teaching language to students. One of them is Total Physical Response. It was originally developed by James Asher (1960), an American professor of Psychology. Total Physical Response (TPR) is based on the theory that the memory is enhanced through association with physical movement. It means that Total Physical Response is a method which usually asks the students to make movement (learning by doing); students are asked to be more active while studying. TPR main learning techniques and activities are based on situation where a command is given in the imperative and the students obey the command. It is also closely associated with theories of mother tongue language acquisition in very young children, It is a language teaching method built around the coordination of speech and actions which attempts to teach language through physical activity. Total Physical Response is chosen to be applied in the classroom to see the effects of this technique to students' speaking ability. Andi (2010) defended his opinion that Total Physical response is technique that provides students' speaking skills. The students' problem in senior high school levels is speaking skills as the main target of curriculum of KTSP. Thus, TPR is one of a good alternative to improve English speaking fluency, because it uses more senses.

Realizing the effect of Total Physical Response technique on the eleventh graders' speaking ability as scientifically concluded by Hendrawan (2012) the Total Physical Response was effective to improve the tsudents' speaking ability and Rohayati (2012) students' imperative competence was improved by the Total Physical Response, the writer in this research would like to see whether there was or not the effect of total Physical Response technique on the eleventh graders' speaking ability at SMA PSKD 7 Depok. In relation to the background of the problem described, the writer formulated the problem as: "Is there any significant effect of Total Physical effect on the eleventh graders' speaking ability at SMA PSKD 7?" it is hoped that this experimental research will useful and the benefits of using Total Physical Response on eleventh grades speaking ability in a classroom.

In line with the research question above, the experimental hypothesis of the study is stated as follow: (1) H_o: There is no significant effect of Total Physical Response technique on the eleventh graders' speaking ability at SMA PSKD 7. (2) H_a: There is a significant effect of Total Physical Response technique on the eleventh graders' speaking ability at SMA PSKD.

Methodology

The research was an experimental research which was conducted in two months (April 12th to 17th May 2016) in SMA PSKD 7 Depok in academic year 2015/2016. The   samples of this research were only taken from 2 groups , XI IPS 1 as control group which taught using conventional method and XI IPS 2 as experimental research which taught using Total Physical Response technique. The participants each group composed 25 students in control group; and 25 students in the experimental group.

The data were collected through the set of test (pre and post- test). In collecting the data writer used test technique. The pre-test was conducted at the research and the post-test was conducted the end of the research to both groups to measure the effect of Total Physical Response technique on students' speaking ability. The data in this research used quantitative data. To analyze the data the writer used descriptive statistic and parametric (inferential) analysis technique. all the data analysis were presented by the SPSS 16.0 version for windows.

Result and Discussion

Result

In order to find out the initial competence of the participants in Speaking ability, the writer analyzed pre-test and post-test scores of the control and experiment group. The analysis results of data are described in Table 1.

Table 1
Statistic Description of Pre Test Score in Control and Experimental Group

Group	F	Mean	Minimum	Maximum
Experiment	25	47.36	36.00	60.00
Control	25	50.24	40.00	60.00
$\bar{x}$		48.00	38.00	60.00

Table 1 reveals that the mean pre-test of the control group was 50.24 points; while the mean of experimental group was 47.36 points. It shows that the averages of the score of both groups were 50.00 points. The average minimum scores of both groups were 38.00 points and the average maximum scores were 60.00.

The Participants' Achievement in Speaking Ability

1. Pre-Test and Post-Test Analysis Results of Control Group

The analysis output of the pre-test and post-test scores of control group are displayed in the following table.

Table 2
The Partcipants' Achievement on Speaking Ability in Control Group

Group	Scores	Mean	Minimum	Maximum
Control	Pre-Test	50.24	40.00	40.00
	Post-Test	51.52	60.00	60.00
Differences (Gain)		1.28	20.00 20.00	

Table 2 shows that in control group, there was an increase of score in post-test. It can be seen through the gained scores of the pre-test and post-test. In pre-test, the score was 50,24 points;   the minumum score was 40.00 points; the maximum score was 60.00 points. After teaching, the mean score of post-test was 51,52 points, the minimum score was 40.00points, the maximum score was 60.00 points. The differences of mean, minimum, and maximum scores of pre-test and post-test were repectively: 1.28 points (=51.52 – 50,24) or 2,5 %; 0 points (= 40-40) or 0 ; and 0 points (=40-40) or0%

2. Pre-Test and Post-Test Analysis Result of Experimental Group

The analysis output of the pre-test and post-test scores in the experimental group can be seen in Table 3.

Table 3
The Partcipants' Speaking Ability Achievement in Experimental Group

Group	Scores	Mean	Minimum	Maximum
Experiment	Pre-Test	47.36	36.00	60.00
	Post-Test	67,36	60.00	81.00

Table 3 shows that in experimental group, there were increases of scores in the post-test. It clearly displayed the gained scores of the pre-test and post-test. In the pre-test mean score was 47.36 points; the minumum score was 36.00 points; and the maximum score was 60 points.

After teaching, the mean score of post-test increased to 67,36 points; the minimum score was 60.00 point;, the maximum score was 81; points. The differences of mean, minimum, and maximum scores of pre-test and post-test were repectively: 20 points (=67,36 – 47,36) or 42 %; 21 points (=60-36) or 66 %; and 20 points (=81-60) or 35%

To figure out the gain of the participants' development in control and experimental group, the writer providedit is the Figure 1.
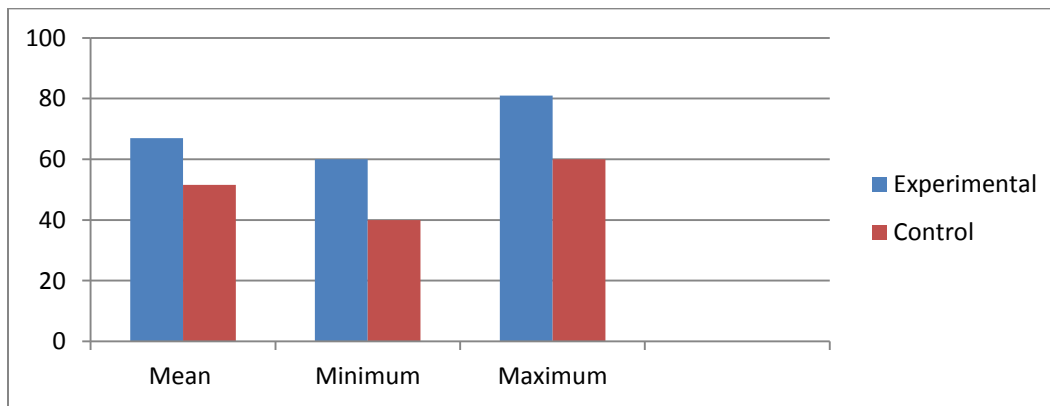

Figure 1 The Gain Scores of Control and Experiment Group

Requirement Test Result

To carry out the hypotheses test, there were two requirement tests to conduct, normality and homogenity tests.The normality and homogenity tests are neccesarily carried out in order to make a decision to use appropriate analysis technique, parametric (infrential) or non-parametric one.

1. Normality Test

After the scores of post test had been collected, the writer conducted a normality test. The writer use Kolmogorov - Smirnov.The normality test was carrieut through the post-test scores of the control and experimental group. The results of the normality test of the post-test scores are dispalyed in Table 4.

Table 4
Test of Normality

Group		Kolmogorov-Smirnov[a]		
		Statistic	Df	Sig.
Value	Experimental	.154	25	.128
	Control	.166	25	.075

Based on the table above, the Sig. value (0.128) > α (0.05) for the experimental group. It means that H_o was rejected and $H_1$was accepted. In other words, the distribution of the data is normal. The sample data in the control group also indicates normal. It is evidenced through the Sig (0.75) > α (0.05).

2. Homogeneity Test

After the normality test had been carried out, the writer conducted a homogenity test. Homogenity test is a measure to determine whether the sample data of a quantitative research are taken from homogenous population variances.

The results of the homogeneity test using SPSS 16.0 version for windows for the data of this research are displayed in Table 5.

Table 5
The Test Result of Homogeneity

		Levene Statistic	df1	df2	Sig.
Value	Based on Mean	.620	1	48	.435
	Based on Median	.482	1	48	.491
	Based on Median and with adjusted df	.482	1	47.808	.491
	Based on trimmed mean	.602	1	48	.442

Based on mean in Levene statistic in Table 4.5, it is clearly seen that the Sig (0.435) > α (0.05). It indicates that H_o was accepted and H_1 was rejected. This finding clearly indicates that the sample data were taken from homogenous population variances.

Hypothesis Test Result

This research showed that the data of the two samples were normal and homogeneous, the research hypotheses were tested using parametric or inferential technique. In order to test the hypotheses of this research, the writer used Independent Sample Test to see the compare means. After processing the data, the results of research hypotheses test were displayed in Table 6.

Table 6
The Result of Post-Test in the Experimental Class and Post-Test in the Control Class by Using Independent T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower	Upper
Value	Equal variances assumed	.622	.434	8.037	48	.000	15.880	1.976	11.907	19.853
	Equal variances not assumed			8.037	47.214	.000	15.880	1.976	11.906	19.854

Table 6 describes that the Sig Value (0.0000) was less than the Sig. α (0.05). It means that the alternative hypothesis of this research accepted; and the null hypothesis was rejected. It also proved that there was a significant effect of using Total Physical Response technique as a teaching technique on speaking ability of the eleventh graders at SMA PSKD 7 Depok.

Discussions

The data showed at first meeting, the writer conducted a pre-test in both of groups to determine the students' initial competence in speaking ability. Then the scores were

descriptively analyze. Based on the analysis result, it was found that the mean of experimental was 47.36 points; while that of the control group was 50.24 points. The total mean of the groups was 48.8 points. .

After serving the treatment in experimental group using Total Physical Response technique. The data analysis result indicated that in the control group, there was an increase of score compared to that in the pre-test. It means that in the control group, the conservative technique factually worked. It could be evidenced through the score gain of the post-test and pre-test. In the Figure 1, the increases accoured in the experimental group. The experimental group was greater than in the control group. The differences of the mean, minimum, and maximum scores of the post-test and pre-test were respectivelydescribed as : 1.28 points; 0 points; and 0 points".

There are two requirement tests to conduct the hypotheses test, the normality and homogeneity test. The test normality test can be indicated the Sig. value (0.128) > Sig. α (0.05) for experimental group. It also indicated that the Sig. value (0.75) > Sig. α (0.05) for control group. In other words, the sample data were taken from normally-distributed population or normal. Beside the homogeneity test was conducted. The result of homogeneity, it is known that the significance value of Based on Mean was 0.968. The significance value is higher than the significance level. So, the sample data were taken from homogeneous population variances.

Since the tests for the analysis requirement through the normality and homogeneity met the criteria of each hypotheses, the writer decide to test the research using parametric or inferential technique. To test the hypotheses, the writer used Independent Sample Test. It indicated that the significance value of the research hypothesis was 0.000 and the significance α was 0.05. It means that Ho was rejected and Ha was accepted.

Based on the result findings, it can be stated that Total Physical Response can significantly effect of teaching speaking and students achievement. In conclusion, the use of Total Physical Response technique in teaching speaking was successful in improving speaking ability or Affected the eleventh graders' speaking ability at SMA PSKD 7 Depok.

Conclusion and Suggestion

Based on the or findings and discussion, it can be concluded that the Total Physical Response technique significantly affected the eleventh graders' achievement or in speaking

ability at SMA PSKD 7, Depok in Academic Year 2015/2016. This conclusion was based on 2 evidences. First, the differences between the post-test and pre-test mean scores of the experimental is higher than the mean score of control group. Second, based on the research hypheses test, showing that the Sig. Value 2 (0.000) < 0.05 the Sig α (0.05).

First, for the teacher at SMA PSKD 7 Depok; the teacher should able to create new ideain process of learning. Besides, the teacher suggested to create are relaxing atmosphere in learning English in order to make the students feel enjoy to study and interested to do it. They need an alternative or interesting media to motivate the students in learning English. Second, the students should be more active, express their ideas in learning process and try to be more confident to write something in English. When the teachers implement any interesting activity in the classroom, the students should be more active and communicative in learning process and try to be more involved in the activity offered. Besides implementing interesting technique, making speaking as students' habit hopefully can stimulate students to try speak English every day. The students should have to practice their speaking ability not only at the school but also at outside.

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