

Increasing Motivation to Learn English Through The Total Physical Response (TPR) Method

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ABSTRACT

The importance of English in this modern era did not guarantee that students have the motivation to learn and low motivation to learn English for the method in the learning process. Many students felt bored when learning because that was less effective. So that many students did not have the motivation to learn English, the researchers used a classroom action research (CAR) approach. CAR consists of three cycles, each cycle consisting of planning, implementation, observation, and reflection. The method used the Total Physical Response method. The data collection technique used the Observation Method, Interview, documentation, and filling out questionnaires conducted by students. The data analysis technique used the analysis of increasing motivation through the test again. Based on the learning trials conducted using the total physical response (TPR) method, it was obtained students' motivation and learning achievement had increased. The increase in motivation to learn English through TPR method was quite large, wherein the Pre-cycle average grade of the class was only 60. In the first cycle 71, the second cycle 81, and the third cycle 92. Seen the results of the N-Gain test recapitulation between pre-cycle and Cycle I, it can be explained that there were increase in the average N-Gain of 0.27 with low criteria. Furthermore, between cycle I and cycle II the average increase in N-Gain were 0.31 with moderate criteria, and the last one was the recapitulation of N-Gain test results between cycle II and cycle III of 0.54 with moderate criteria

1. Introduction

The In the process of knowledge transfer, the teacher has an important role in determining the success or failure of the knowledge acquired by students because the task of a teacher is to guide and direct students about how the expected knowledge can be achieved. To guide and direct students, professional teachers are needed. It can be said that professional teachers, teachers must be able to design learning activities with learning methods so that students are more active so that students are motivated, and active in learning to achieve the expected results (Zaini et al., 2008). Therefore, teacher professionalism is the main key in the knowledge transfer process.

Smooth communication between teachers and students is the key to the success of teachers in delivering material (Asnawir & Basyiruddin Usman, 2002). Creativity in processing learning is very important for teachers to achieve success. Through strategies, techniques, methods, and learning media, teacher creativity can be created. That way the teacher can make students who were passive become active. From various strategies, techniques, methods, and media learning, the teacher must choose the one that fits the student's condition. Students tend to learn that is not boring and fun. Learning is a process of changing student behavior regularly through experience, observation, and the language he uses actively (Hamzah B Uno, 2007). As a social being, language has a very important role in everyday life which is used to communicate with each other. With language, students can describe the intent and purpose so that other students can understand it. English is a subject that can be said to be very complex, because English consists of various applied sciences that include four bits of intelligence, so it requires teachers who have good competence in mastering material and classroom management and is also considered important in terms of choosing methods or creating comfortable classroom atmosphere to increase student motivation. Because, until now English has become a subject that is less attractive to lower class students. On the other hand, in this modern era, we have felt many benefits from learning English. Because English is a unifying language between countries or we can call it an international language. So learning English from an early age is a must for students. So that there is a need for new methods that are effective and fun to increase students' motivation in learning English (Lalu supratman, 2021).

From the description above, this time researchers focus on the application of the Total Physical Response (TPR) Method. because basically, students at the age of teenagers prefer fun learning. This is in line with the application of the Total Physical Response (TPR) method which focuses on body movements (motor) that make students not bored and most importantly, this method is often used in foreign language learning.

2. Methods

The This research uses classroom action research, namely research directed at problem-solving or improvement. Classroom action research is research conducted by teachers in their classrooms through self-reflection, to improve their performance as teachers so that student learning outcomes increase. This research was conducted by asking the teacher for help (collaborative). On this occasion, the researcher will use the Kemmis & McTaggart CAR design as the development of Kurt Lewin's model. In Kemmis & McTaggart the components of acting and observing are combined into one unit. This is based on the fact that the application of action and observation cannot be separated. These two activities are activities carried out at the same time. The four components in the Kemmis & McTaggart model are seen as a cycle, in this case, a cycle of activities consisting of planning, observation, and reflection. Based on the reflection, plans

(improvements), actions and observations, and reflections are then drawn up, and so on. The number of cycles depends on the problem being solved (Ani Widayati, 2008).

This action research was carried out at SMP Ibrahimy 1 Sukorejo in the academic year 2021/2022 on English subjects. The subjects of this study were 60 male students of class VII K. There are a series of stages in a cycles. The results obtained from the first cycle will be the basis for the implementation of the second cycle, and if the second cycle has not shown significant results, it will be continued with the third cycle, and so on until the results are obtained according to the predetermined success indicators.

The research instruments used by researchers in collecting data are: Trial Questions as a matter of evaluation *pretest* and, *posttest* validity and reliability tests are carried out first so that the questions are used as a valid and reliable evaluation question. The second indtrument is Questionnaires or questionnaires used in this study to determine the increase in motivation to learn English through the TPR method and the researcher used the data collection methods from Observation, Interview, Documentation, and Questionnaire

Analytical design is a variety of research data analysis tools so that the formulation of research problems can be solved, research hypotheses can be proven or tested, and Finally, the research objectives can be achieved (Munawaroh, 2013). While data analysis is an analysis of the data that has been collected to find out how much success the action in research for improving student learning (Suyadi, 2011). In this method students become excited in the learning process because the teacher uses teaching aids or media in learning and student learning outcomes increase with this total physical response method.

Determination of the score in data collection through questionnaires is measured by the score as follows:

Table.1 score per-questionnaire	
Alternative Answer	The score for each question
Strongly agree (SS)	4
Agree (S)	3
Disagree (TS)	2
Strongly disagree (STS)	1

The data that has been scored is then analyzed with the following formula:

$$p = \frac{f}{n} \times 100\%$$

Information:

P = Percentage of Assessment

f = Score obtained

N = Overall score

To find out if there is an increase in learning motivation, the examiner performs the N-Gain test

Table 2 criteria increase student motivation to test N-Gain

Index Gain	Criteria
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Average
$g < 0.3$	Low

3. Result

From the exposure of research results from pre-cycle to cycle above, the overall learning outcomes data are obtained as follows:

3.1 Pre Cycle 1

Learning English through the use of the total physical response method begins with the preparation of learning programs. The material is time. The material for the application of this article is considered quite heavy for the seventh grade students because most children consider learning English difficult, so there is a need for renewal in learning activities.

Before the Total Physical Response (TPR) method was applied, the material was delivered using the method lecture. From the documentation before the implementation of the Total Physical Response (TPR) method, a score was obtained as a comparison before the game method was chosen as an indication of the level of achievement of mastery of the material with the Total Physical Response (TPR) method. to increase student motivation in learning English on the material being taught that time.

3.1.1 Data Observations

From the instrument test values obtained as follows:

Table 3 Percentage of the condition of student motivation pre-cycle

No	Range of Value		Category	Frequency	percentage	Average grade
1	40	54	Less	18	30%	60
2	55	69	Enough	25	42%	
3	70	84	Good	17	28%	
4	85	100	Very Good	0	0%	
Total				60	100%	

Based on the data above, it can be said that students who are categorized as lacking are 18 students or 30%. 25 students were categorized as sufficient or 42%, 17 students were categorized as good or 28%, and there were no students categorized as very good. For the number of seventh-grade students, SMP Ibrahimy 1 Sukorejo has average scores of 60.

3.1.2 Reflection

Reflection is carried out by researchers based on two research results, namely the results of

class observations/learning situations and comparisons or improvements in post-test results compared with pre-test scores. Based on the results of the observation of the learning situation as follows:

- a) The implementation of the post-test was not as expected, because students were still confused with the material learning.
- b) Students are bored with the monotonous learning atmosphere. The ability of students to understand the material has not been maximum.

3.2 Cycle 1

In cycle I, the search for data continues to spread questionnaires. From the instrument obtained data about the value of the activity and attention of students following the lesson. The activeness and attention of students as the focus of observation because the success of teaching cannot be separated from these 2 things. For students to understand the material, students must pay attention to the material presented. While activity is an indicator of student interest in participating in learning, activeness, and attention of students following learning. The activeness and attention of students show the level of student participation. if both can go well, it is hoped that the teaching material can be understood so that the level of mastery of the material and student motivation can increase.

2.2.1 Observation data

From the test instrument the following values were obtained:

Table 4. Percentage of students' motivational conditions in cycle I

No	Range of Values		Category	Frequency	Percentage	Average Class
1	40	54	Less	0	0%	72
2	55	69	Enough	17	28%	
3	70	84	good	43	72%	
4	85	100	Very good	0	0%	
Total				60	100%	

Based on the data above, it can be said that more students are motivated than before the application of the TPR method. And student scores also increase, by attaching individual grade data. students who are categorized as less are 0 students or 0%. 17 students were categorized as sufficient or 28%, 43 students were categorized as good or 72%, and there were no students categorized as very good. For the yes-average score of 72, up 12 from before the use of language game media.

2.2.2 Reflection

The application of the TPR method in the first cycle is still very unattractive for students. This is because students do not focus on learning. Based on the results of observing the learning situation in the first cycle, researchers can find the following learning weaknesses:

- a) The implementation of the post-test has not been as expected, because students' attention

has not been fully focused on learning.

- b) Students can not follow the game well and are still many who are confused.
- c) The ability of students to understand the material is also not maximized, so the teacher must repeat the material

3.3 Cycle II

3.3.1 Observation Data

In cycle II, the data obtained from the observation sheet about students' attention and

No	Range of values		Category	Frequency	Percentage	Average class
1	40	54	Less	0	0%	81
2	55	69	Enough	4	7%	
3	70	84	Good	36	60%	
4	85	100	Very Good	20	33%	
Total				60	100%	

activity are as follows:

Table 5. Percentage of scores in cycle I

Based on the above data it can be said that the value increased of individual students over cycle I. students are categorized as least as much 0 students or 0%. 4 students who are categorized as adequate or 7%, 36 students were categorized as good or 60%, and 20siswa are categorized very well, or 33%. For the yes-mean value of 81, up 9 from the first cycle .

3.3.2 Reflection

Students who take part in learning have increased enough to pay attention to learning. Not just by the media which affect levels of motivation and student learning outcomes, but also influential factors of individual students.

Based on learning observations in cycle II, the researchers found an increase in students' understanding in learning English using the TPR method in class VII students of SMP Ibrahimy 1 Sukorejo as follows:

- a) The results of the post-test were better than the results of the first post-test.
- b) Students' understanding of learning English using Flashcard media has increased.

3.4 Cycle III

3.4.1 Observation Data

The values obtained in cycle III are as follows:

Table.6 Percentage of cycle III values

No	Range of values		Category	Frequency	Percentage	Average class
1	40	54	Less	0	0%	92
2	55	69	Enough	0	0%	
3	70	84	Good	9	15%	
4	85	100	Very Good	51	85%	
Total				60	100%	

Based on the data above, it can be said that students have increased motivation to learn English. The average class in the third cycle increased by 11 from the second cycle. In cycle III the average is 92.

3.4.2 Reflection

The value obtained in the third cycle is more increased than in the second cycle. In cycle, III students can complete the predetermined value. In addition, students can increase their motivation to learn English language Reflection in cycle III is the existence of a learning method for English subjects because all students can follow the lesson well and get good results. In this third cycle, the researcher has succeeded in increasing the motivation to learn English through the total physical response method in the seventh-grade students of SMP Ibrahimy 1 Sukorejo.

4. Discussion

From the results of the recapitulation of the N-Gain test between pre-cycle and Cycle I, it can be explained that there is an increase in the average N-Gain of 0.27 with low criteria. Furthermore, between cycle I and cycle II the average increase in N-Gain is 0.31 with moderate criteria, and the last one is the recapitulation of N-Gain test results between cycle II and cycle III of 0.54 with moderate criteria. From these results, it can be concluded that starting from the pre-cycle to the third cycle, the students experienced a fairly good increase.

Table 7 Increased learning outcomes in the Pre – Cycle III

No	Cycle	N-Gain	Criteria
1	Pre-cycle and cycle I	0,27	Low
2	Cycle I and cycle II	0,31	Mediun
3	Cycle II and cycle III	0,54	Medium

From the recapitulation results The N-Gain testbetween pre-cycle and Cycle I can be explained by an increase in the average N-Gain of 0.27 with low criteria. Furthermore, between cycle I and cycle II the average increase in N-Gain is 0.31 with moderate criteria, and the last one is the recapitulation of N-Gain test results between cycle II and cycle III of 0.54 with moderate criteria. From these results, it can be concluded that starting from the pre-cycle to the third cycle, the students experienced a fairly good increase.

Student learning out comes are influenced by very high student motivation in English subjects using the total physical response method, while other factors that influence student success rates are talent factors, interest levels, children's learning characteristics, and strategies or methods as well as media. used by teachers in learning.

5. Conclusion

Based on the results of classroom action research that has been carried out through several actions from cycles I, II, and III and based on all the discussions and analyses carried out, it can be concluded that the use of the Total Physical Response (TPR) method can increase student motivation in the material time. Specifically, this research can be concluded as follows:

Motivation to learn English at SMP Ibrahimy 1 Sukorejo is still lacking. This can be seen from the results of the recapitulation of the N-Gain test between pre-cycle and Cycle I which is only categorized as low. The application of learning English with the Total Physical Response (TPR) method can make students active. Events that occur during the teaching and learning process by involving the activities of these students. This makes students not bored to learn.

Learning using the Total Physical Response (TPR) method can increase students' motivation in learning English. The use of the Total Physical Response (TPR) method can turn students into active learning, relieve stress on students and teachers provide motivation that learning English is easy. It can be proven by the final result of the N-Gain test between cycle II and cycle III of 0.54 with moderate criteria.

Thus, the Total Physical Response method can spur students to be more active in understanding and mastering time material. This is evidenced by the results of the N-Gain test which describes the increased motivation of students in learning.

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