

THE EFFECT OF USING TOTAL PHYSICAL RESPONSE STORYTELLING ON STUDENTS' SPEAKING ACHIEVEMENT

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Abstract

This study deals with the investigation of the effect of using Total Physical Response Storytelling on Students' Speaking Achievement. This study was conducted by using experimental research. The population of the study was the third grade of SMP N 22 Medan. There were seventy two students used as the sample out of the research taken from two classes and they were divided into two groups namely the experimental group and control group. The experimental group was taught by using Total Physical Response Storytelling while the control group taught without using Total Physical Response Storytelling. The instrument of collecting the data was an oral test. To obtain the result of the reliability of the test, the researcher used the Product Moment Formula. The result of the calculation showed that the reliability of the test was 0.63, which means that the reliability of the test is high. The data were analyzed by using t-test formula. The result of the analysis showed that t_{observed} is exceeded than t_{table} ($3,692 > 1,994$) at the level of significance of 0.05 with the degree of freedom (df) 70. The result of this study showed that the students' speaking achievement taught by using Total Physical Response Storytelling is higher than those who taught without using Total Physical Response Storytelling.

Key words: Total Physical Response Storytelling, Students' Speaking Achievement

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Introduction

The Background of the Study

English is very important tool of communication used to communicate between two or more people in carrying out their daily activities and has main role to make people understand. The function of language is not only for communication but also for culture transfer. English is an international language; and the most important language which is taught in the most countries in the world. In Indonesia it is treated as the first foreign language, considered to be important for developing and applying science and technology, as well as for increasing International relationship and cooperation.

It is supported by Maxom (2009:183) who said that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students can express their ideas, feelings and desires to others. In school the students learn how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. Izzan (2007:1) added that English as a second and International Language mostly used in all countries in this world. He said English is used in almost every aspect of our life, such as in science, education, technology, business and news. To get job, one must be qualified in fulfilling the job requirements including is speaking English fluently. In learning English, students are expected to be able to achieve and be familiar with the four language skills, such as listening, speaking, reading and writing. In speaking, students find that speaking is difficult to practice. When the teacher asks students to say something about their opinion, most of the students feel unconfident to express it. They are ashamed to make a mistake in speaking English language. Piccolo (2010) said one speaking problem faced by the students occurred because they worried about making mistake, receiving critic or losing face in front of the rest of the class.

It is supported by Kartini (2010) who said that anxiousness about making mistakes when speaking in front of class is the problem faced by the students in

speaking English. And according to Tsiplakides (2009) students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due to their limited knowledge of the language, especially in relation to speaking and listening skills. Students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluations either from the teacher or their peers.

As a result, they are silent and withdrawn most of the time, and do not participate in language activities. Students who experience test anxiety consider the foreign language process, and especially oral production, as a test situation, rather than an opportunity for communication and skills improvement. The researcher strongly convinced that when something is not interesting for students, it does not matter what you teach or the best way you teach it; in the long run, it will be a waste of time. It is taken for granted that there must be more than one way for developing fluently oral production, a way for students to express themselves orally in their own words, not memorizing lines.

The phenomenon above shows that there is a serious problem in learning speaking. The researcher found this condition when doing observation in SMP NEGERI 22 MEDAN. The students got direct material and forced to give correct respond to the question from the teacher without exploring it with their own knowledge. The situation above made most of the students bored and did not have big desire to learn and to speak English in the class. Only a few members of students are interested to be involved actively in learning the material and the rest passively involved without performing their best when the teacher ask them to speak about the material.

In order to face this speaking problem, the teacher should hold the prior role in changing the old strategy of learning and applying the suitable technique in teaching speaking skill. The teacher should apply a technique that emphasizes prior knowledge as the main point in teaching and learning process. For this purpose, Total Physical Response Storytelling (TPRS) becomes the technique that

will be applied in increase students' speaking achievement. Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. The storytelling strategies of TPR-S (Total Physical Response Storytelling) utilize the vocabulary taught in the earlier stage by incorporating it into stories that the learners hear, watch, act out and retell (Cantoni:2008). Brune (2004) added TPRS incorporates aspects from a wide variety of foreign language teaching methods to create an innovative and effective means of training students in a second language. It is an integrated technique that combining 3 skills in English, i.e., reading, listening and speaking.

TPRS begins by first establishing the meaning of a word in the target language. This is done by giving the word a translation, picture and teaching a gesture with a word. This is followed by storytelling process (Holleny: 2012). The technique emphasizes students' background knowledge as the main point to build a meaningful teaching and learning progress. The activities on the Total Physical Response Storytelling stimulate student's ability in thinking and imagining. All ideas given by the students are appreciated so the students will not afraid in making mistake and students will be motivated to learn more and more. Moreover, students that working together has more chance to process information and improve their communication ability.

Research Question

Based on the background above, the problem of study is formulated as "Does applying Total Physical Response Storytelling significantly affect student's speaking achievement?"

Total Physical Response Storytelling

Total Physical Response Storytelling (TPRS) comes from Total Physical Response (TPR) and Storytelling. Total Physical Response (TPR) is a method invented by Asher, a professor of psychology at San Jose State University,

California in the 1960s. It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions. Asher believes that language learners should understand the target language before speaking. Language learners can learn through observing actions as well as by performing the actions themselves (Setiyadi, 2006:125). The Basic Guidelines of TPR are:

- 1) The teacher says and performs a command.
- 2) The teacher repeats the command, and the teacher and students perform the command.
- 3) The teacher repeats the command, and the students perform the command.
- 4) The teacher tells one student to perform the command.
- 5) Students give commands to one another and perform each one.

Storytelling is an effective pedagogical strategy that can be woven into instruction to increase students' competencies in all areas. Storytelling relating a tale to one or more listeners through voice and gesture (Miller and Pennycuff: 2008). Storytelling allows students to explore their inner resources, empathize with others, and use their own experiences as a scaffold upon which to build credible action. As a result, students can improve their ability to produce the target language, acquire many of its nonverbal nuances, improve the ability to work cooperatively in group situations, and effectively deal with effective issues. Exposing students to a story before fully understanding the words can be highly motivating for beginners at any age. The same story can be used from time to time in different ways until a full understanding is achieved over a period of perhaps several months (Richard, 2003:215)

Total Physical Response Storytelling (TPRS) is a method for teaching foreign languages that was developed by Blaine Ray, a Spanish teacher in Bakersfield, California, in 1990 concerned that his students were disinterested in

the unexciting process of learning a language from a textbook, he began to use James Asher's Total Physical Response to teach Spanish. Blaine experienced great success, and the students began to be excited about his class. As the technique was developed over the years, it became an all-encompassing method and methodology. The method combines Dr. James Asher's Total Physical Response (TPR) with Dr. Stephen Krashen's language acquisition strategies, allowing us to teach grammar, speaking and reading along with vocabulary.

TPR Storytelling is a foreign language teaching methodology. TPR Storytelling teachers tell personalized stories in their foreign language or English as a Second language classroom as their students act those stories out. Students comprehend the stories by virtue of the live action visual aids and acquire the target vocabulary because it is repeated dozens of times within the daily story. Sentence structure, vocabulary and grammar are acquired because non-stop comprehensible input is provided by the teacher.

TPR Storytelling is used by thousands of elementary school, middle school, high school, college and adult education English as a Second Language, English as a Foreign Language and Foreign Language teachers nationally and internationally. The long-term memory strategies, constant comprehensible input and intense personalization of this methodology are based on the pedagogy of Dr. James Asher (TPR) and Dr. Stephen Krashen (The Natural Approach). TPR Storytelling is similar to Classical TPR.

According to Decker (2008) TPR Storytelling begins with introducing the vocabulary (step 1). Students then act out the stories as the teacher tells (or, more accurately, "asks") re-tells and asks questions about a story that uses the vocabulary words (step 2). The oral story is then followed up with speaking (step 3). The real steps in using TPRS according to Miguel and Nidia (2010) are:

1. Identify key vocabulary

The teacher introduces examples of vocabulary from a simple short story using gesture. The teacher asks the students about the vocabulary they do not know while observe the interest and enthusiasm students with the story.

2. Vocabulary Practice using the Story

The teacher gives the students time to memorize and dramatize the story. In this step, repetition of vocabulary structures is emphasized.

3. Practice Retelling the story using gesture

In this step, the students give chance to talk and tell the story to other students from their perspective.

The goal of TPR Storytelling is to make students fluent and proficient in a second language.. TPR Storytelling teachers direct their efforts toward their students, rather than the textbook, the grammar or the curriculum. The best way to learn more about TPR Storytelling is to speak Fluency through TPR Storytelling.

The characteristics of Total Physical Response Storytelling (TPRS)

Some characteristics of Total Physical Response Storytelling are:

- 1) Learning language by gesture (body movements)
- 2) Focusing on meaning and comprehension of the text
- 3) Great deal of listening and acting
- 4) Directing a performance in which the students are actors
- 5) Humor is easy to introduce
- 6) Overcoming the fear of speaking

The Advantages of Total Physical Response Storytelling

According to Miguel and Nidia (2010) said on their journal there are numerous advantages to TPR-Storytelling that are rarely found in other methods, those are:

1. The most important one is that students can recall the words. They get enough exposure to them through storytelling and through TPR, so that they are able to make use of the words in context, and speak the language consequently.
2. Stories are simple in nature and easy to always remember. Learners may be likely to forget what they have been taught in class, but they will surely remember the events of a story and its descriptive words to narrate it.
3. TPR-Storytelling develops fluency with accuracy. Learners acquire language in an amusing way, which enables them to speak it. In the process, they develop an «ear» for what sounds right. As a result, they learn how to speak the language that way, whether it sounds right or not to them. This process closely resembles that of first language acquisition.
4. TPR-Storytelling is fun. Humour makes learners laugh and promotes better long-term memory and a positive attitude towards their new language.
5. TPR-Storytelling is also interesting. Since it is centred on the learners' lives, it is more likely that they will be truly interested in the content, and in expressing meaningful things in real communicative life situations.
6. The results of using TPR-Storytelling in regard to spoken production are especially noteworthy: it develops the ability to speak freely that is fluency; it encourages learners to use their imagination and

creativity; it also encourages them to take on a large part of their responsibility for learning and building their confidence when speaking.

7. TPR-Storytelling is entertaining and a low-stress way of acquiring foreign language.

Methodology

This research conducted by using experimental research. This research applied in order to investigate the effect of using Total Physical Response Storytelling on students' speaking achievement. This research deals with two groups; experimental and control group. In doing treatment the researcher used Total Physical Response Storytelling (TPRS) to the experimental group whereas the control group used conventional method. Firstly, both of groups gave pre-test to know the level mastery of their speaking skills. Then experimental group will be given treatment, whereas control group not. After that both of groups measured for the second time which is post-test. Both of groups consisted of the same number of student, and given pre-test and post-test with the same test items. The research design can be figured as follows (see table 3.1):

Table 3.1 Research Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	Y ₁	X ₁	Y ₂
Control	Y ₁	O	Y ₂

Where:

Y₁= Experimental group

Y₂= Control group

X₁= Study of Total Physical Response Storytelling

O = Study without Total Physical Response Storytelling

The Population and Sample

The population in this study was the third grade students of SMP Negeri 22 Medan at Pendidikan Street No. 36 Marindal I Medan. There are 6 parallel classes; each class consists of 36 students. So, the total number of the student was 216 students. Two classes which consisted of 36 students, chosen by purposive sampling as the sample. The sample divided into two groups namely experimental and control group.

The Instrument in Collecting Data

The data of this study were collected by giving the same material to both experimental group and control group in pre-test and post-test. The teacher asked the students to retelling the short story based on the topic given in the group. Each group consisted of 4 students, so there are 9 groups in experimental and control group.

Research Procedures

The procedure of the test was divided into three steps, they were: pre-test, treatment and post-test.

1. Pre-test

The test was given before applying the techniques in both experimental and control classes. It was given to know the ability of students in both groups. For this pre-test, writer asked the students to retelling the narrative short story which had been decided by the writer.

2. Treatment

Both experimental and control groups were given different treatment. The experimental group was taught by using Total Physical Response Storytelling, while control group was taught without using Total Physical Response Storytelling. This treatment was given for several meetings.

3. Post-test

The test is administrated after the treatment. Both experimental and control groups were given a post test. It is aimed to discover the result of the treatment.

Result and Discussion

The data to be analyzed was obtained by conducting the oral test to the students in order to know their ability in speaking. It is calculated by using scores of Foreign Service Institute (FSI) in both experimental group and control group. The analysis is intended to get the significant differences between taught by using Total Physical Response Storytelling (TPRS) and taught without using Total Physical Response Storytelling. The analysis of the data through pre-test and post-test in both groups, the experimental group and control group are computed by applying t-test formula to prove hypothesis in this study.

The result of this research shows that there is difference of output in both of groups. Based on statistic calculation, the mean of experimental group and control group is different. The mean score of experimental group is higher than control group. The calculation of the t-test shows that the t-observed (3,693) is higher than t-table (1,994) for the degree of freedom (df) 70 at the level of significance (α) 0,05. The difference took place because the effect of different treatment for each groups. The experimental group was taught by using Total Physical Response Storytelling (TPRS) while control group taught without using Total Physical Response Storytelling (TPRS). Based on theoretical and statistical findings, the researcher concludes that teaching speaking by using Total Physical Response Storytelling (TPRS) has more significant effect than without using Total Physical Response Storytelling (TPRS).

Conclusion and Suggestions

Conclusion

Based on the research finding, the researcher concludes that there is a significant effect of using Total Physical Response Storytelling (TPRS) on students' speaking achievement. This can be seen from the calculation of t-test at the level significance 0,05; t-observed (3,693) is higher than t-table (1,994). Therefore, the alternative hypothesis that formulated as "there is a significant effect of using Total Physical Response Storytelling (TPRS) on students' speaking achievement" is accepted.

Suggestions

The result of this study showed that the use of Total Physical Response Storytelling (TPRS) could increase students' speaking achievement. The following suggestions are offered:

1. The English teacher are suggested to apply Total Physical Response Storytelling (TPRS) to increase students' speaking achievement in teaching speaking process by choosing interesting topics and giving much time for students to practice it.
2. The students should apply Total Physical Response Storytelling (TPRS) in learning speaking process by listening and practicing the conversation over and over again with other students.
3. Other researcher is suggested to apply TPRS on different level students to prove the effectiveness of SMS in teaching vocabulary.

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