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The Use of The TPR Storytelling Method in Teaching Speaking Skills of Physical Education Students

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Abstract

This research investigates the effectiveness of the Total Physical Response (TPR) Storytelling method in improving the speaking skills of physical education students. The study employs a quasi-experimental design involving two groups: an experimental group that received instruction using the TPR Storytelling method and a control group that followed a traditional teaching approach. Data were collected through pre-tests and post-tests to measure the students' speaking abilities, along with observations and interviews to gain qualitative insights into the learning process. The findings reveal that students in the experimental group demonstrated a significant improvement in their speaking skills compared to those in the control group. The TPR Storytelling method was found to be particularly effective in engaging students and promoting active participation, which led to enhanced vocabulary usage, better sentence construction, and increased confidence in speaking. The qualitative data supported these results, showing that students were more motivated and showed a higher level of enthusiasm towards learning English through storytelling. This research highlights the potential of the TPR Storytelling method as a valuable tool in language teaching, especially for students in non-language disciplines such as physical education. The study recommends that educators consider incorporating this method into their teaching practices to foster more dynamic and interactive language learning environments.

Keywords: *TPR Storytelling, speaking skills, physical education students, language teaching, quasi-experimental design*

Introduction

Learning English as a foreign language requires an effective and efficient method to improve the ability to use English in listening, speaking, reading, and writing. Foster, S. J. (2011) The application of each method used, for example, the Audio-Lingual Method, Grammar Translation Method, Direct Method, Total Physical Response, Communicative Approach, Contextual Teaching and Learning, and Communicative Language Teaching, each has advantages and disadvantages. As an English teacher, you can choose the method most needed by your students according to your talents and interests. Storytelling is one of the students' references in the teaching and learning process in the classroom because it allows students not only to be entertained by storytelling but also to make students motivated and active in learning English.

Braunstein, L. (2006) Speaking and writing skills are productive skills in English, which take a relatively long time to master, therefore students must know the steps in

learning English. English speaking practice is one of the skills for giving opinions, conveying messages, and giving and rejecting opinions if they don't match our thinking. However, students still have difficulty conveying opinions or messages in English, especially the basic concepts in understanding the words of teachers and other people. Therefore, the method of teaching English with Teaching Proficiency through Reading and Storytelling, known as TPRS, uses a special method that outperforms the traditional method.

Davidheiser, J. C. (2001) stated that the TPRS method is a method for teaching English that is designed to improve or develop fluency in the use of English in telling interesting, very popular fairy tales that students already know in class. This method has outperformed the traditional (conventional) method, because TPRS can improve pronunciation and vocabulary memory, reduces anxiety or fear of making mistakes, it is a natural way to learn language, encourages active learning, and is good for various types of languages. From this TPRS method, students are very enthusiastic in learning English, making students in class active, besides that the use of this TPRS method has a beneficial influence on developing students' confidence in speaking English because students can perform better than the English teaching method traditional (conventional). Therefore, in research investigating English-speaking proficiency using TPRS.

The formulation of the problem in this research is; Is the use of the TPR Storytelling method useful in improving students' English-speaking skills in physical education students?

The urgency of this research is that TPRS is used as a strategy to improve speaking skills, and student involvement in the process of teaching speaking skills. This research is a novice lecturer's research to improve their abilities in conducting research. The difference between this research and other studies is in the use of the TPRS method in improving students' speaking skills, and the activeness of students in carrying out the process of teaching and learning English speaking skills in high schools.

One method of learning English that is suitable for young learner students as explained above is the TPR method. TPR (Total Physical Response) Method also called "the comprehension approach" brings closer to the importance of "listening comprehensions". In the early stages of learning a foreign language focused on understanding listening. This is based on the results of observations of how children learn language Mother.

According to Richard and Rodgers (1986) "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". In other words, the TPR method is a language learning method that is structured on the coordination of commands (commands), and utterances (speech), Meanwhile, according to Larsen and Freeman (2000: 107) TPR or also called comprehension using instructions or imperative sentences.

One method that can be used is the Total Physical Response (TPR) method. The TPR method (Sayd, et al., 2018; Richard & Rodgers, 2001; Larson-Freeman, 2000) is an excellent method for improving students' speaking skills. This method prioritizes coordination between speech and movement. This method is a language teaching method using motor-physical activity. This underlies the principle of the TPR method, namely learning to use all the five senses. With this method, students can learn through observation, demonstration, and by doing their actions.

The Features of the TPR Method

The TPRS method stands for Total Physical Response Storytelling. Ray registered it as Teaching Proficiency through Reading and Storytelling (TPRS). Initially, this technique was to introduce vocabulary and grammar, but after development, it became a method not only for teaching vocabulary and grammar but also for teaching language teaching skills Beal, K. D. (2011). Development of The TPR Storytelling method is one of the language learning methods developed by Asher in the 1960s. The TPRS emphasizes students' listening and speaking skills. The TPRS method combines the TPR theory and the Second Language Acquisition (SLA) theory Krashen, D. (2015). Second language acquisition theory is obtained primarily by understanding verbal or written messages (understood input) rather than by speaking or reading without proper understanding. In other words, when language learners understand what they hear or read, it means that language can be understood by them.

Brune, M.K. (2004). Defining the advantages of TPRS linking three principles of teaching English, namely affective, cognitive, and linguistic principles, the first of which is the affective principle. The first is the effective principle. The TPRS method using ego language can be seen by giving students several fictitious names related to the story. The second is the cognitive principle. The term automation in the TPRS method. Automation refers to the way the brain processes English. TPRS encourages students to understand English to increase their fluency. The latter is from linguistic principles. TPRS is useful for improving understanding of English. Students are also exposed to the correct vocabulary and grammatical structures.

The three steps of implementing TPRS in the classroom are: establishing meaning, asking to tell stories, and reading and discussing stories Ray, B and Seely, C (2015). In the first step, establish meaning. the teacher establishes the meaning of some new vocabulary or phrase through Actions, gestures, visuals, or verbal explanations. Vocabulary lists can be written on the blackboard or paper. Then students will check their understanding of the vocabulary list that has been written. After students know some new vocabulary and phrases that will help them in the next stage, the teacher will continue in the second stage. In this phase, students listen to stories followed by Personalized Question and Answer (PQA) to check what input students hear (Ibrahim & Mursyid, 2018). The teacher will provoke/stimulate students to "tell stories" Or build stories by personalizing some questions related to the student's personal experiences, feelings, and opinions on the storyline. (Utami et al., 2023)This stage has three activities. First, the teacher retells the story. Second, students retell the story. Finally, the teacher teaches the students' point of view. Finally, after focusing on listening comprehension and speaking skills, reading and writing skills will be acquired through 3 steps called reading. This story is read by the students, in addition, the teacher can read it aloud. Reading aloud is one type of listening activity for students. Teachers can also use audio materials; stories can be heard from a variety of voices listening allows for many abilities in speaking and writing (Ibrahim & Mursyid, 2018). A parallel story can be written. Students can act out the story, and imitate the characters of some of the characters in the story. This phase begins by telling written stories in English to students. Students will be asked to read and understand the written version of the story.

(Hasnani & Ismail, 2020) Total Physical Response can be also used to teach and practice many things such as: (a) Vocabulary related to action, for example, smile, chop, headache, cry. (b) Aspects of tenses, for example, every morning I brush my teeth, I make my bed, I eat breakfast, (c) Language in the classroom, for example: open your book on page 14. (d) Command sentences, for example: sit down, stand up, close the

door, and (e) Tell stories. It can be adapted to any type of situation learning. We only need our imagination, even students can be lured to imagine, for example in the Join Construction phase students can ask friends

In a group to do something. The odd thing could have been asked by students to their friends, such as: Eat your thumb! Eat the pencil! Kiss your knee! etc. Auto classes are going to get a bit rowdy because TPR involves verbal and physical activity.

Principles of Using Total Physical Response in Language Learning

In the learning process using the total Physical Response model some principles must be applied during learning (Larsen-Freeman & Anderson, 2013). 1) Meaning in the target language can be conveyed through action. Memory is activated through the learner's response, the target language should not be presented piecemeal or word for word; 2) Students' understanding of the target language must be developed before speaking; 3) Learners can learn language by using their body movements; 4) Commands are linguistic tools that teachers can use to direct student behaviour; 5) Students can learn language through observing actions and by doing their own actions; 6) Feelings of success, confidence, and low anxiety support language learning activities; 7) Students may not be given fixed routine memorization material; 8) Corrections must be made in a way that does not interfere; 9) Learners do not have to develop flexibility in understanding new combinations of the target language; they need to understand the exact sentences used in the exercises; 10) Language learning will be more effective with fun learning activities; 11) Speaking skills should be emphasized before language is written; 12) Students will start speaking when they are ready; 13) Learners are expected to make mistakes when they first started talking.

Teachers as facilitators and curriculum developers must be able to understand the principles of the total Physical Response model as a basis for designing the learning process so that the purpose of using the total model Physical Response in learning as a learning model is to improve student language skills and achieve optimal results. From the explanation above it is known that the main activities in the model Total Physical Response is giving orders to students to be obeyed and responded to in the form of action by students. After they understand all the commands given, they can combine several commands into a series of activities. In this way, students learn how to use their language learning, and thus it will be easier for students to remember the words they have learned.

Methodology

Population and Samples

The population of this research was the second-semester physical education students at Universitas Megarezky. The sample of this research consisted of 30 students in the academic year 2022. The samples were selected by using cluster random sampling.

Instruments

The instruments used in the research procedure were lesson plans based on Teaching Proficiency through reading and storytelling (TPRS), which were designed following the TPRS method of Ray and Seely (2019), and Litchman (2018). The lesson plans were divided into three steps of teaching as follows: 1) The teacher presents the new words and grammar structures in the story and checks the students' comprehension of the meaning of the words. 2) The teacher asked a story to the students to create a story together. While telling the teacher should use the circling

technique to check their comprehension, which is yes/no questions and wh-questions. 3) The teacher gave the printed story and the students had to read the same story, and then the students translated the whole story. Then the teacher asked the students to discuss the story's plot, characters, situations, and values. Finally, the students retell the story to their classmates and act out following the characters.

The data was collected by using a pretest to investigate the students' speaking before the researcher gave treatment to the students. and post-test. Next, the researcher gave treatment to the students for five weeks. After treatment, the researcher gave the students a post-test to assess their English-speaking learning achievement.

Result

This research involved two groups of physical education students: an experimental group taught using the TPR Storytelling method, and a control group taught using conventional methods. Each group underwent a pre-test and a post-test to measure their speaking skills before and after the intervention.

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The description of the students' pretest results can be seen in the table below;

Table: 1.2 The Frequency of Pre-Test in Experimental Class and Control Class

Interval of Score	**Classifications**	**Experimental class**		**Control class**	
		F	%	F	%
90- 100	Very good	0	0%	0	**0%**
70 - 89	Good	0	0%	0	**0%**
50 - 69	Fair	9	30%	2	**7%**
30 - 49	Poor	15	50%	19	**64%**
10 - 29	Very Poor	6	20%	9	**30%**
		30	**100%**	**30**	**100%**

Table 1.1 in the experimental pre-test class showed that 0 students (0%) do nothave a Very Good category in the score interval (90-100), there were 0 students (0%) did not have a good category in the score interval (70-89), there were 9 students (30%) have a fair category in the score interval (50-69), there were 15 students (50%) have a poor category in the score interval (30-49), there were 6 students (20%) have a very poor category in the interval score(10-29). And in the control pre-test class, it showed that 0 students (0%) did not have a Very Good category in the score interval (90-100), there were 0 students (0%) did not have a good category in the score interval (70-89), there were 2 students (7%) have a fair category in the score interval (50-69), there were 19 students (64%) have a poor category in the score interval (30- 49), there were 9 students (30%) have very poor category in the score interval (10- 29). Then there were no students who passed the KKM (70) and did not have a very good and good category from the 70-100 score interval in the pretest experimental class and the control class.

The classification score post-test of both experimental and control classes can be seen in table 1.2 below

Table: 1.2 The Frequency of Pre-Test in Experimental Class and Control Class

Interval of Score	Classifications	Experimental class		Control class	
		F	%	F	%
90- 100	Very Good	10	34%	0	**0%**
70 - 89	Good	20	66%	11	**37%**
50 – 69	Fair	0	0%	18	**60%**
30 – 49	Poor	0	0%	1	**3%**
10 – 29	Very Poor	0	0%	0	**0%**
		30	**100%**	**30**	**100%**

Table 1.2 in the post-test experimental class showed 10 students (34%) have a Very Good category in the score interval (90-100), there were 20 students (66%) have a good category in the score interval class (70-89), there were 0 students (0%) did not have a fair category in the score interval (50-69), there were 0 students (0%) did not have a poor category in the score interval (30-49).), there were 0 students (0%) who did not have a very poor category on the interval score (10-29). And in the control class, the post-test showed 0 students (0%) did not have a very good category in the score interval (90-100), there were 11 students (37%) had a good category in the score interval class (70-89), there were 18 students (60%) had a fair category in the scoreinterval (50-69), there was 1 student (3%) had a poor category in the score interval (30-49).), there were 0 students (0%) who did not have a very poor category on the scoreinterval (10-29).

Discussion

The results of the investigation of the effects of learning English using Teaching speaking Storytelling (TPRS) were presented before learning English using the TPRS, The highest score on speaking learning achievement was 16 points out of 9 students and the percentage was 30% and the lowest score was very poor and the percentage 20% of 6 students the percentage 20%. After learning English using the TPRS, the highest score on speaking English learning achievement was 32 points and the percentage of 34% was 10 students, and the lowest score was 13 points and the percentage of 66% was 20 students. All sample students obtained higher scores in the post-test than in the pre-test. The post-test mean score of the Speaking English learning achievement of the second-semester students was 20.08, which was significantly higher than the pre-test means score (9.75) at the .05 level. This indicated that the student's English-speaking learning achievement had improved after learning English using the TPRS. English speaking skill is a person's ability to convey his desires and thoughts to anyone through oral, however, speaking skills are difficult to develop if not trained continuously and can be done with peers in the classroom, language teachers in English, or other teachers who can speak English.

The goal is to streamline speaking skills, enrich the use of vocabulary, improve language structure, perfect vocabulary utterances, and English sentences, and train hearing so that it is easy to catch messages from the other person. (Ibrahim, 2022) In English lessons, several subject matters can be discussed with integrated skills, such as: listening, speaking, reading, and writing skills. Everything is studied regularly according to the textbooks provided by the school. However, this paper only focuses on speaking skills to help teachers of language subjects in improving their teaching methods by using

the theory of 'Guide Conversation'. This problem is likely related to the low motivation of students towards English speaking skills. True or not, learning to speak a foreign language (English) is considered difficult because not the language itself. There are several stages of the development of students' speaking competence in English, including: 1) receptive speaking, 2) productive speaking, and 3) Descriptive speaking.

Conclusion

The findings of this research revealed that the mean score of the post-test of the English-speaking learning achievement of the samples who learned English using Teaching Proficiency storytelling (TPRS) was significantly higher than the pre-test at the .05 level. Furthermore, the results of the questionnaire revealed that the students strongly agreed that learning English using the TPRS can effectively improve their speaking and vocabulary learning achievement and enhance their positive opinions towards learning English using the TPRS.

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