Vol 3 No.2
Year 2023
ISSN 2775-8834 (Online)

THE USE OF TOTAL PHYSICAL RESPONSE METHOD ON THE STUDENTS' LEARNING MOTIVATION

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Abstract

This paper reported on the findings of Total Physical Response (TPR) method on the students' learning motivation. This study belongs to an experimental research. The subjects of this study were the students of Universitas Muhammadiyah Lampung at the first semester in academic year 2022/2023. The writer uses questionnaire to know the students' responses toward using the TPR method in the classroom. Then the researcher masured the students' motivation by questionnaire test and analyzed the data by using T-test formula. The findings showed that there was a significant influence on using the Total Physical Response method toward the students' learning motivation.

Keywords: *total physical response; learning; motivation*

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INTRODUCTION

Learning English is such a difficult things for some students in Indonesia. Many students find it difficult to learn English because it is a foreign language. They have to learn some skills and components of English and they also need to know the spelling, pronuntiation and the meaning. These things make them lack of motivation to learn English. However, in learning process, not only the teacher that has to be active and creative in determining students' achivement, but also the students. According to Yeung, Lau, and Nie (2011) claim that student motivation may have significant influences on essential academic outcomes.

Motivation is one of the most important factors in learning English. According to Brown (2000), the learner may get successful in learning second or foreign language if they are motivated. Lai (2011) defines motivation refers to reasons that underlie behaviour that characterized by willingness and volition. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Purnama, Rahayu, and Yugafiati (2019) mention that by

getting motivation students will be spirited in learning, so they will be motivated to study English well. Besides, Klimova (2011) argues that motivation has always been a pivotalconcept in the study of language learning.

Mariyam and Mufiroh (2019) state that learning activities will be more interesting when followed by physical activities. Therefore, the researcher connects it with an alternative method, According to Asher (2009) Total Physical Response. Total Physical Response (TPR) is a language learning method which relates to the utterances and action.

Based on the descritive above, moivation is really important in learning English. However the writer has conducted the preliminary observation, the problems show that the students are mostly not motivated and find it difficult to learn English. The students do not focus while learning process. Therefore, the researcher would like to apply another mehod, Total Physical Response (TPR) method to improve students' motivation in learning English. The researcher is interested in finding out how far the influence of using the TPR method towards the students' motivation in learning English.

METHOD

This research includes quantitave research. This study is conducted in Universitas Muhammadiyah Lampung. The population of this study is all of the students of Teacher Training and Education Faculty of Universitas Muhammadiyah Lampung at the first semester in the academic year 2021/2022, the total population is 159 students. The sample of this research is the English Literature students at the first semester in the academic year 2021/2022. The participamts are 39 students.

This reserach uses questionnair as the data collecting technique. The questionnair consist of positive and negative statement about learning motivation. The questionnaire item will be arranged by using multiple-choise types. It will be given to the respondents. The respondents will answer the stetements by choosing one of available alternative choise. Every item has five alternative choices. The total item of the questionnaire 20 items.

To investigate wheter there is any positive and significant influence of TPR method toward students' motivation in learning English at the English Literature students of Universitas Muhammadiyah Lampung at the first semester in the

academic year 2021/2022. The writer analyze the data by using t-test formula.

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

RESULT AND DISCUSSION

The purpose of administering questioner is to measure the students' motivation in learning English before treatment. The result of questioner-test before use TPR method can be identified as follows:

p = the highest score – the lowest score
total of the categories

Note:

p = Class Interval

The Highest score = 79

The lowest score = 59

Total of the categories = 3

p = the highest score – the lowest score
total of the categories

$$= \frac{79 - 59}{3}$$

$$= \frac{20}{3}$$

= 6, 67 ⟶ 7

The total of class interval (p) of this result pre-test research is 7. After knowing the \ class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 1. Frequency distribution of students score in questionnaire

No.	Class Interval	Frequency	Category	Percentage
1	73 – 79	9	Good	23,08 %
2	66 – 72	14	Average	35,90 %
3	59 – 65	16	Bad	41,02 %
Total		**39**		**100 %**

Based on table frequency distribution above, it can be inferred that 39 students as the research sample can be divided:

1) For the class of 73-79, there were students who are included in the good category (23,08 %).
2) For the class of 66-72, there were students are included in the average category (35, 90 %).
3) For the class of 59-65, there were students are included in the bad category (41, 02 %).

It means, the questionnare is in the bad category. Therefore, the writer found that the students' problem was lack of motivation in learning English. The problem could be seen by the answer the question that given, only 9 students got good score and many student got low score in this questionnaire.

To measure the students' motivation in learning English after giving treatment by using TPR method, writer tested the students by giving them questionnaire test. The result of questionnaire-test can be measured as follows:

$$P = \frac{\text{the highest score} - \text{the lowest score}}{\text{Total of categories}}$$

Note:

p = Class Interval

Total of categories = 3

The Highest score = 91

The lowest score = 68

$$P = \frac{\text{the highest score} - \text{the lowest score}}{\text{Total of categories}}$$

$$= \frac{91 - 68}{3}$$

$$= \frac{23}{3}$$

$$= 7, 66 \longrightarrow 8$$

The total of class interval (p) of this result questionnaire-test research is 8. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 2. Frequency distribution of students score in questionnaire

No.	Class Interval	Frequency	Category	Percentage
1	84 – 91	20	Good	51,28 %
2	76 – 83	16	Average	41,02 %
3	68 - 75	3	Bad	7,70%
Total		**39**		**100 %**

Based on the table above. It can be inferred that 39 students as the research sample can be divided:

1) For the class of 84-91, there were students who are included in the good category (51,28%).
2) For the class of 76-83, there were students are included in the average category (41,02 %).
3) For the class of 68-75, there were students are included in the bad category (7, 70%).

So, the questionnaire-test is categorized into good category, even though part of them still lack motivation in answering the question but it was good because they had well effort in learning English.

In this research all of the test had done individually by the students. It is aimed to know the students' motivation in learning English by using Total Physical Response method by using the result of these questionnaire-test.

To know critical value of t-test (t_{table}), the writer firstly counted df, *df* is degree of freedom. The formulation of df = N-1. N is the number of research population:

df = N-1

= 39-1

= 38

After considering the t-test table by using df 38, because 38 bigger than 30 and smaller than 40, so it is done by interpolation and it can be found that:

Table 3. Level of significant

Level of Significant	5%	1%	0,1 %
db 30	2, 042	2,750	3,646
db 40	2, 021	2,704	3,551

Table 4. Inter Potation

Interpolation	5%	1%	0,1%
db 30 + db 40/2	2, 042 + 2,021/2	2,750 + 2,704 /2	3,646 + 3,551 / 2
	2, 031	2, 727	3, 598

1. The critical value of t-test (t_{table}) for the 5% level is 2,031
2. The critical value of t-test (t_{table}) for the 1% level is 2, 727
3. The critical value of t-test (t_{table}) for the 0,1 level is 3, 598

From all of data analysis above, it can be found that:

1. "$t_{observation}$" = 15,99
2. "t_{table}" = 2,031

"$t_{observation}$" > "t_{table}" or 15,99 > 2,031

Finally, the can confirmed that "$t_{observed}$" is higher than "t_{table}". Therefore, it can be inferred that hi is accepted and Ho is rejected. It means that there is a positive and significant the influence of TPR method towards students' motivation in learning English at the English Literature students at the first semester in the academic year 2021/2022.

CONCLUSION

All of the research activity which the researcher has carried out, it can be concluded that Total Physical Response method as an alternative method can influence students' motivation in learning English

By using direct method and increasing students' motivation in learning English. It can be seen from the critical value "$t_{observation}$" is 15,99 and " t_{table}" is 2,031. The data confirmed that "$t_{observation}$" is bigger than " t_{table}". Therefore, it can be inferred that hi is accepted and ho is rejected. So, there is influence of Total Physical Response method towards students' motivation in learning English at the seventh class of SMPN 3 Batanghari.

Through the Total Physical Response Method, the students learn English in an easier way. In brief, there is a positive influence of TPR method towards students' motivation because after treatments the fact shows that there is an improving of the students' motivation.

Based on the students response. In generally they like English subject, they have good interest to study English more deeply. The students have good response towards teacher and TPR method

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