

**IMPROVING STUDENTS' MOTIVATION IN LEARNING
ENGLISH BY USING TOTAL PHYSICAL RESPONSE (TPR)
AT GRADE VI OF MI SA'ADAH EL – ISLAMIYAH TEMBILAHAN**

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ABSTRACT

The problem in this research was fewer students' motivation in learning English. This research aimed to increase students' motivation in learning English by using the Total Physical Response (TPR) method. This research is a Classroom Action Research (CAR). The participants in this research were twenty five students, twelve men and thirteen women in the sixth-grade of MI Sa'adah El-Islamiyah Tembilahan. The data were collected in each cycle from observation, questionnaire, and field notes. The findings of this research showed that the study by using the Total Physical Response (TPR) method has increased the students' motivation in learning English in the sixth-grade of MI Sa'adah El-Islamiyah Tembilahan after two cycles have done. It can be seen from the result of the questionnaire, observation, and field note. In the first cycle, it was seen that there was a slight increase to the students' motivation in learning English while in second cycle; the students' motivation was more increased than the first cycle. Furthermore, the researchers concluded that using the Total Physical Response (TPR) method was able to increase the students' motivation in learning English. As recommendation, the method can be utilized to grade up the students' better learning motivation.

Keywords: *Motivation, Total physical Response.*

INTRODUCTION

Learning is the process of constantly changing student behavior through experience, observation, and language that it performs actively (Uno, 2007: 21). Language has an important role in everyday life that is used to communicate. With language, students can convey the message so that it can be understood by other students. English is a very complex subject, because it consists of various applied science that includes four bits of intelligence, thus requiring teachers who are competent in the mastery of materials and classroom management, especially in choosing methods or creating a comfortable classroom atmosphere to attract students. Because English is still not desirable by low-grade students. English lessons have been a very useful lesson

for everyone. Because English is an international language that must be learned by everyone. Therefore the English lesson should be learned since the child is still early.

A teacher is a person who is in charge of guiding and directing learners about how to learn to achieve the expected results. Teachers have a very important role in determining the success of learners, so should a teacher then needed a professional. To be a professional teacher, the teacher should be able to design the learning process activities in such a way as to varying learning methods so that the learners are more active, so that it can motivate learners to be more active learning (Zaini, et al, 2002). Because professional teachers can realize the success of the teacher in delivering the material.

So, language is very important in everyday life. Without language, we can not know the purpose and purpose to be conveyed. A language is a communication tool used by one person to another. Especially in terms of education. Also, teachers are very influential in the Learning Process. This can be seen from the way the teacher teaches, the methods taught and so forth, this is an effort to realize the active and motivated learners in the learning process.

The success of the teacher in delivering the material is highly dependent on the smooth communication interaction between the teacher and his students (Asnawir & Usman, 2002: 1). For students to achieve success, teachers must have creativity in managing the Learning process. Creativity can be done through strategies, techniques, methods, and media in Learning. Learning strategies are certain ways that are used procedurally and systematically in a Learning activity, to improve the quality of results. Learning techniques can be interpreted as a method by a teacher in implementing specific Learning methods. For example, the use of lecture methods in a class with a limited number of students must be technically different from the use of lecture methods in a class with a large number of students. Learning methods can be interpreted as a method used in implementing plans that have been compiled in a real activity to achieve Learning goals. Submission of the subject matter at the primary level of education is the most appropriate presentation using the game. For that teachers need to create a class that had been passively active. However, teachers should also be able to choose the appropriate method in the presentation. Primary school-age children tend to like a variety of fun activities and not boring.

Reality proves that educators in delivering English lessons less effective, thus causing the motivation to learn English is low. This can be seen from the way teachers who teach in the classroom only use the lecture method and focused on the textbook as teaching material by the teacher. The teacher does not use methods that attract students' attention such as role-play method, total physical response, and so on. In addition, Students assume that the English lesson is a lesson that is difficult to understand and interpret by them. Besides, they also argue that the English lesson is very boring and uninteresting unlike other lessons, such as sports lessons. Based on the condition, the researcher is interested in doing classroom research which is to investigate how is the Total Physical Response method improves the students' English learning motivation at grade VI of MI Sa'adah El- Islamiyah Tembilahan.

LITERATURE REVIEW

The Nature of Motivation

The main source of the emergence of the motive is from the stimulation (stimulation) of the present situation difference with the expected situation so that the sign of change is visible in the affective difference when the emergence of the motive and when the business achievement is expected. Motivation in that sense has two aspects, namely the impulse from within and from outside to make a change from a state in the expected state, and effort to achieve the goal.

It is clearly said that motivation is an impulse arising from the stimulation from within and from outside so that someone wants to make certain behavior change/activity better than the previous condition (Uno: 2007: 9).

While in a large dictionary of Indonesian language, Learning means trying to gain knowledge of science. Learning is the process of acquiring skills, skills, and attitudes. Learning begins from childhood to the end of a person's life, (Yamin: 2003: 97). Meanwhile, according to Sadirman (2009: 20), Learning is a change of behavior or appearance, with a series of activities.

Thus motivation is a change in one's behavior to be better than before. Therefore, if someone wants to be motivated then someone must be willing to learn. Learning is trying to make changes. While learning is a process of change in an activity that will be done.

The characteristics of Learning include:

- 1). Learning is characterized by a change of behavior
- 2). Behavior change from the Learning result is relatively permanent
- 3). Behavior changes are not necessarily observable at the time of the Learning Process, but behavioral changes are potentially so
- 4). Changes in behavior are the result of training or experience
- 5). This experience or practice can provide a buffer

Motivation and learning are two things that affect each other. Learning is a relatively permanent change of behavior and potentially occurs as a result of a reinforced practice or practice based on a goal to achieve a particular goal. Learning motivation can arise because of the intrinsic factor, in the form of desire and desire to succeed and the impulse of Learning needs, hopes of aspiration. While extrinsic factor is the appreciation, a conducive learning environment, and interesting Learning activities. But keep in mind, these two factors are caused by certain stimuli so that someone wants to do more vigorous Learning activities and spirit. The essence of Learning motivation is internal and external encouragement to students Learning to make behavioral changes, generally with some supportive indicators or elements. It has a great role in one's success in Learning.

According to Dimiyati and Mudjiono (2010: 97), indicators of Learning motivation include:

1. Students' aspirations or aspirations
Ideals will strengthen intrinsic and extrinsic learning motivation. Because the achievement of an ideal will realize self-actualization.
2. Student ability
Every student has different learning abilities. This is measured through the level of development of students' thinking, where students whose level of development of concrete thinking is not the same as students who have reached the stage of development of rational thinking. Siswayang feels he can do something, so he will encourage himself to do something to realize the goals he wants to achieve and vice versa who feel unable to feel lazy to do something.

3. Condition of students

It can be known from physical conditions and psychological conditions because students are beings consisting of psychophysical unity. The physical condition of students is faster known than psychological conditions. This is because physical conditions more clearly show symptoms than psychological conditions.

4. Environmental conditions of students

Environmental conditions are elements that come from outside the student's family, school and society. The physical environment of the school, facilities, and infrastructure need to be organized and managed so that it can be fun and make students feel comfortable to learn. Psychological emotional needs also need attention, for example, the need for security, achievement, respect, recognition that must be fulfilled so that Learning motivation arises and can be maintained.

Total Physical Response (TPR) Method

According to Wijaya Kusumah (in Asmani, 2013: 30), the method is the way used by the teachers in carrying out teaching and learning activities in class, to achieve the Learning objectives that have been set. Learning is a process that contains a series of actions of teachers and students, based on reciprocal relationships that take place in educational situations, to achieve certain goals. The learning method is a science that talks about ways to deliver lesson materials, so that controlled by learners, in other words, the science of teaching teachers and students learn, Penny (2008: 1).

Included in the Learning component are objectives, materials, methods, tools, and judgments. Teaching methods used by teachers are not nearly in vain. Because a method will bring results, either soon or in a relatively long time. The results are felt shortly and are said to be a direct effect (instructional effect), while the results are felt in a relatively long time called nurturant effect, Asmani (2013: 30).

According to Penny (2008: 1), the method of Total Physical Response (TPR) is defined as "a language teaching method of building around the coordination of speech and action, it attempts to teach language through physical (motor) activity". so the Total Physical Response method is a method of language learning that is structured in command, speech, action, and attempts to teach the language through physical activity (motor).

So, the method is a tool or material, Learning is an action performed by someone so that Learning method is a tool or material to convey action. For example in the process of teaching and learning in the classroom. While the Learning component is the purpose, materials, methods, tools, and assessment. In addition, the Total Physical Response (TPR) method is a method that uses action or activity in the Learning Process.

The objective in Learning the Total Physical Response (TPR) method is to teach speaking skills in the early stages, using understanding as a way or way to talk, using drills based on actions in command.

This method was developed by a psychology professor at San Jose University of California named Asher who was successful in developing this method on Learning foreign languages in children. He argues that the direct pronunciation of a child or student contains a command, and then the child or student will respond to his or her physicality before they begin to produce a verbal or speech response. This method of Total Physical Response (TPR) is very easy and light in terms of language use and also contains elements of the game movement to relieve stress on learners because of the problems encountered in the lesson especially when Learning a foreign language, and also can create a positive mood on learners who can facilitate Learning to improve student motivation and achievement in the Learning. The teacher has an active and direct role in applying this method, Penny (2008: 2).

According to (Tohon, 2007: 20). Steps in the Learning process using the Total Physical Response (TPR) method are as follows:

1. The teacher gives a new vocabulary or verb in English that is related to the material being studied.
2. The teacher provides training to students related to the material.
3. The teacher tells students to listen and observe the commands or training given.
4. The material studied is given precisely and repeatedly.
5. Giving new vocabulary or orders is given gradually.
6. If students experience mistakes or errors in speaking using English the teacher must tolerate their mistakes and give them the correct answers.

RESEARCH METHOD

The method used in this study is Classroom Action Research (CAR). According to Abidin (2011: 217) Classroom Action Research is a conducted research to solve existing problems in the class itself and improve the Learning process repeatedly or cyclically. This research was conducted at MI Sa'adah El- Islamiyah Tembilihan. The subject was used in this study is the sixth-grade students at MI Sa'adah El- Islamiyah Tembilihan with 25 students. Two cycles were used to determine the use of the Total Physical Response (TPR) to increase students' motivation in Learning English at grade VI at MI Sa'adah El- Islamiyah Tembilihan.

The procedure used in this study is based on the research design of the Kemmis Stephen and Mc Taggard model as quoted in Koshy (5: 2005). The model proposed by Kemmis Stephen and Mc Taggard is essentially in the form of devices or strands with a device consisting of four components, namely planning, action, observation, and reflection. Then, the data were analyzed through qualitative and quantitative analysis.

FINDINGS AND DISCUSSION

The Result of Cycle I

This research strived to answer this research question: "Can Total Physical Response (TPR) improve students' motivation in Learning English at grade VI of MI Sa'adah El- Islamiyah Tembilihan?". To answer the research question, the researcher has researched two cycles. Each cycle consisted of three meetings. During cycles 1 and 2, the researcher has collected the data by using observation sheets and field notes. At every end of each cycle, the researchers administered the post-test.

Based on the data from observation, in the first observation, the teacher have provided new vocabulary or verbs in English that have relation to the material being studied, then in the second observation the teacher has not maximally provided training to the students related to the material given such as the teacher have to explain and practices the verbs that have been taught then students listen and follow what is taught by the teacher. In the third observation, the teacher has not maximally told students to listen and obey orders or training provided. Teachers practice the material taught to students. Then in the fourth observation, the material being studied is given precisely and repeatedly, the teacher explains the material repeatedly so students understand the

material. In the fifth observation, the teacher gives the vocabulary or the new command is given in stages, the teacher instructs the students to practice the vocabulary that has been given in stages then the teacher appoints one student to practice vocabulary in front of the class. In the sixth observation, if students experience errors in speaking in English, the teacher must tolerate their mistakes and give them the right answer, the teacher explains to students about the mistakes made by students such as the teacher tells students to stand up but students do it wrong the teacher must explain the right for students.

Moreover, based on the data from questionnaire, we can see that students' motivation in learning English using the Total Physical Response (TPR) method that answers the first question all students answer questions with YES and the percentage value is 100% and the number of students in the class is 25, while those who answer NO are zero. Then in question number two, all students answered questions with YES and the percentage value of 100% and the number of students in the class were 25 people, while those who answered NO were nil. After that in question number three, all students answered questions with YES and a percentage value of 100%. and the number of students in the class was 25 people, while those who answered NO were nil. Then in question number four not all students answered questions with YES answers, there were only 22 people with a percentage of 88% while those who answered NO had 3 people with a percentage value of 12%. Then in question number five that answered questions with YES answers, there were only 21 people with a percentage of 84% while those who answered NO had only 4 people with a percentage value of 16%, then in question number six answering the questions with answers YES there were 25 people with a percentage 100% while the answer with NO is zero. Then in question number seven, which answers questions with YES answers, there are only 23 people with a percentage of 92%, while those who answered with NO answers there are only 2 people with a percentage value of 8%. Then in question number eight that answers questions with YES answers, there are only 22 people with a percentage value of 88% while those who answer with NO answers there are only 3 people with a percentage value of 12%. Then in question number nine, which answers questions with YES answers, there are only 20 people with a percentage value of 80%, while those who answer with NO answers there are only 5 people with a percentage value of 20%. Then in question number ten, which

answers questions with YES answers, there are only 15 people with a percentage of 60%, while those who answer with NO answers there are only 10 people with a percentage value of 40%.

Furthermore, based on the data from field note, it showed that at the first meeting on Thursday, March 14, 2019, researchers entered the class, instructing students to prepare and say hello and ask news to students, introduce themselves to students and then researchers attend students one by one and instruct students to introduce themselves one by one, giving motivation to students, question and answer between researchers to students about English. Then, at the second meeting on Saturday, March 16, 2019, the researcher entered the class, then the researcher gave greetings to the students and the researcher checked the attendance of the students, the students also responded to greetings and absent students, then the researcher gave motivation to students before starting the lesson, students listened to what was conveyed by researchers. The researcher asks students about Total Physical Response (TPR), students also listen to the questions given by the researcher. Researchers explain about Total Physical Response (TPR) to students, students listen to the explanation of researchers about Total Physical Response (TPR), besides that in the Learning process, there is one student who often goes back and forth to the bathroom. Then the researcher gave an example of Total Physical Response (TPR) to students, students also listened to the example of Total Physical Response (TPR) given by the researcher. In the researchers gave an example of Total Physical Response (TPR) some children are cool with themselves and do not pay attention to researchers to explain the subjects. The researcher gives instructions to students about Total Physical Response (TPR), students do instructions given by researchers. Then the final step is the researcher concludes the learning material about Total Physical Response (TPR), students also listen to the material concluded by the researcher. Moreover, during the meeting on Thursday, March 21, 2019, the researcher entered the class, the researcher greeted and greeted students in the classroom, students responded to greetings and absent students. Researchers give questions to students about Total Physical Response (TPR), students also answer questions given by researchers, but some students can answer questions asked by researchers. Then the researcher explained again about Total Physical Response (TPR), students also listened to the explanation given by the researcher. For

students to understand more, researchers showed several pictures of Total Physical Response (TPR) to students, students also pay attention to the images given by the researcher. The researcher gives an example of Total Physical Response (TPR) to students, students listen to the example presented by the researcher. Researchers ask about students' difficulties in the learning process, students also respond to questions given by researchers. The researcher concluded the Learning material and provided motivation to students in the class, students also listened to the conclusions and motivations given by the researcher.

The Result of Cycle II

Based on the data from observation, in the first observation, the teacher have provided new vocabulary or verbs in English that have relation to the material being studied, then the observations of the two researchers have maximally provided training to students related to the material given such as researchers explain and practice the verbs that have been taught to students, then students listen and follow what is taught by the researcher. listen and obey the commands or training provided. Researchers practice the material taught to students. Then on the fourth observation the material studied was given correctly and repeatedly, the researcher explained the material repeatedly so that students understood the material. In the fifth observation, the researcher gave the vocabulary or the new command was given in stages, the researcher ordered the students to practice the vocabulary that had been given gradually then the researcher appointed one of the students to practice the vocabulary in front of the class. In the sixth observation, if students experience errors in speaking in English, researchers must tolerate their mistakes and give them the right answers, the researcher explains to students about mistakes made by students such as researchers telling students to stand up but students do it wrong the researcher must explain the right for students.

Furthermore, based on the data from questionnaire we can see that students' motivation in learning English using the Total Physical Response (TPR) method that answers the first question all students answer questions with YES and the percentage value is 100% and the number of students in the class is 25 people, while those who answer NO are zero. Then in question number two all students answer questions with YES and the percentage value is 100% and the number of students in the class is 25

people, while those who answer NO are zero. After that in question number three, all students answer questions with YES and percentage values of 100 % and the number of students in the class was 25 people, while those who answered NO were nil. Then in question number four not all students answered questions with YES answers, there were only 24 people with a percentage of 96% while those who answered NO had 1 person with a percentage value of 4%. Then in question number five that answers questions with YES answers, there are only 24 people with a percentage of 96% while those who answer NO have only 1 person with a percentage value of 4%, then in question number six that answers the questions with answers YES there are 25 people with a percentage 100% while the answer with NO is zero. Then in question number seven that answers questions with YES answers, there are only 24 people with a percentage of 96% while those who answer with NO answers have only 1 person with a percentage value of 4%. Then in question number eight that answers questions with YES answers, there are only 24 people with a percentage of 96% while those who answer with NO answers have only 1 person with a percentage value of 4%. Then in question number nine, which answered questions with YES answers, there were only 22 people with a percentage of 88%, while those who answered with NO answers there were only 3 people with a percentage value of 12%. Then in question number ten who answered questions with YES answers, there were only 21 people with a percentage value of 84% while those who answered with NO answers had only 4 people with a percentage value of 16%.

Based on data from field not, it explained that at the first meeting on Saturday, March 30, 2019, the researcher entered the class, greeted the students, then the students responded to the greetings given by the researcher, the researcher checked the presence of students in the class and students responded to the absences given by the researcher. Researchers motivate students, students listen to the motivation given by researchers. Researchers asked about Total Physical Response (TPR) to students, students listened to questions given by researchers. The researcher gave an example of Total Physical Response (TPR) to students, students also listened to the example given by the researcher. The researcher instructed students to jointly conduct Total Physical Response (TPR) and students carried out instructions instructed by the researcher. Then the researcher concluded the learning material about Total Physical Response (TPR), students listened to the material concluded by the researcher, then at the second meeting

on Thursday 4 April 2019 the researcher entered the class, greeted the students, then the students responded to the greetings given by the researcher, the researcher checked the presence of students in the class and students responded to the absences given by the researcher. then the researchers asked students questions about Total Physical Response (TPR) and the researchers showed some pictures to students about Total Physical Response (TPR). students also pay attention to the picture given by the researcher. The researcher gives orders to students about Total Physical Response (TPR). The students listened to the instructions given by the researcher. Then the researcher gave an example to students about Total Physical Response (TPR), the students listened to the example given by the researcher. Then the final step is the researcher gives an assessment to the students and the researcher asks the students about the difficulties of the students in the learning process, the students listen to what is said by the researcher, furthermore at the third meeting on Saturday 6 April 2019 the researcher entered the class, greeted the students, then the students responded to the greetings given by the researcher, the researcher checked the presence of students in the class and students responded to the absences given by the researcher. Researchers asked students about Total Physical Response (TPR), students answered questions given by researchers. Then the researcher instructs students to carry out tests on Total Physical Response (TPR), the students do the tests given by the researcher. The researcher asked the students 'difficulties in the teaching and learning process, students responded to the researchers' questions about the difficulties in the learning process. The researcher concluded the Learning material about Total Physical Response (TPR), the students listened to the conclusions of the learning material. Researchers motivate students, students listen to the motivation given by the researcher.

CONCLUSION

After accomplishing the whole steps of the Classroom Action Research (CAR), the researcher concluded that the students' motivation in learning English by using Total Physical Response (TPR) can be improved. It can be proven based on the data that the researcher has found through observation sheets, questionnaires, and field notes. Furthermore, the researcher concluded that the use of Total Physical Response (TPR) could better improve the students' motivation in learning English.

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