



Applying the total physical response (TPR) method to hone EFL students' speaking skills

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ARTICLE INFO

Article history:

Received: May 24, 2022

Revised: June 11, 2022

Accepted: Sept 20, 2022

Keywords:

Total Physical Response

L2 speaking

Understanding meaning

Conflict of interest:

None

Funding information:

None

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Bengkulu, INDONESIA.

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ABSTRACT

This research aimed to describe the application of TPR method in improving understanding meaning and speaking skill and to describe the effectiveness of the application of TPR in improving student speaking skill in English subjects in class VII at SMPN 13 Bengkulu City. The method of research is used classroom action research and quasi-experiment. The subjects of class action research (CAR) are students of class VII A even semester in 2021/2022 at SMPN 13 Bengkulu City. The number of students in the CAR class is 25 people, the experimental class of VII B class is 25 people and the control class of VII C class is 25 students. The data collection method is using observation and tests, data analysis using the average score and t-test. The results showed that the application of the Total Physical Response (TPR) method can improve understanding meaning and speaking skill significantly that showed t count 5,30 > t table 2,064 then total physical response method can improve effectiveness of student speaking skill outcomes in the subject of English for class VII SMPN 13 Bengkulu City.



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How to cite (APA Style):

Alexon, Kurniah, N., Pardianson, N. (2022). Applying the total physical response (TPR) method to hone EFL students' speaking skills. *JOALL (Journal of Applied Linguistics and Literature)*, 7(1), 489-504.

<https://doi.org/10.33369/joall.v7i2.21758>

In the world of education, an educator plays an important role in learning which in turn, determines the success of students; therefore, a professional teacher is needed in teaching. Professional educators should be able to design learning process activities with varied learning methods so that students are more active. According to Dahar (2011: 72) teachers not only master knowledge about the field of study being taught, but also various approaches and learning methods as well as various learning theories to guide teachers in applying the chosen approach and method. Despite the fact that there are still many educators who use rigid and inappropriate learning methods.

Educators also carry out a tedious learning process that makes it difficult for students to receive learning materials. This also happens in learning English.

English is a very complex subject, because it consists of various applied sciences that include four intelligences, namely listening skills, speaking skills, reading skills and writing skills, thus it requires qualified educators. Children tend to have difficulty understanding and mastering skills in English, especially in speaking skills and understanding meaning. Students find it difficult to apply English learning because English is a foreign language whose pronunciation and writing are different from Indonesian. In fact, speaking skills and understanding meaning are absolute requirements for mastering English. Therefore, English lessons must be learned from an early age.

In the 2020/2021 academic year, learning English has not shown a significant increase. This is indicated by the number of students who are still much below the KKM with an average learning completeness score of only 50 from the KKM of 65. This is due to the teaching process of educators using inappropriate learning methods so that children still have difficulty understanding English learning. Observations made in the learning process found that there were students who had difficulty pronouncing words and sentences in English because English is a foreign language for them. Then it was also found that there were students who have difficulty writing words and sentences in English because of differences in pronunciation and writing in learning English. This condition is caused by several things, such as: 1) English is a foreign language for students and 2) There is a difference between pronunciation and writing of words or phrases.

In connection with the lack of understanding of the meaning and speaking skills of students in learning English, appropriate learning methods are needed in teaching English, one of which is the total physical response English learning method.

According to Sani (2013: 310) the total physical response method is a method that combines information and skills through the use of a kinesthetic sensory system. Using the TPR learning method, the teacher invites children to be directly involved in learning by using physical activity. The total physical response method is the most suitable method for teaching language to children who are new to languages such as English because the total physical response method has the advantage that this method can invite children to move in the learning process so as to create a relaxed learning atmosphere so that students find it easier absorb learning. In addition, the total physical response method has learning steps including imitating the vocabulary spoken by the teacher and writing down the words spoken by the teacher in a notebook. This causes the total physical response method to be

effective in improving students' understanding of meaning and speaking skills in learning English.

METHODS

The research method used is a combination research method (mixed method research). Classroom action research (CAR) is followed by quasi-experimental research. Classroom action research is carried out in cycles, namely cycle I, cycle II and cycle III which are carried out in different classes. The implementation of the cycle is carried out with the preparation stage, namely, planning (plan), action (act), observation (observe), and reflection (reflection), the implementation of learning is carried out by teachers collaboratively with researchers. Quasi-experimental is a pattern that has resulted in learning outcomes being tested in the experimental class and compared with the control class.

The research method uses CAR research followed by quasi-experimental research. Basically, in CAR, there are four important stages, namely: a) planning, b) implementation, c) observation, and d) reflection. The subjects in this study were conducted using a purposive sampling technique where the technique of taking this subject was based on the existence of special characteristics determined by the researcher to be the subject of the study. The research subjects for the CAR class in this study were 25 students of class VII A SMPN 13 Bengkulu City. As for the quasi-experimental research sample, there are 25 students in class VIIB as the experimental class and 25 students in class VIIC as the control class.

In this study, the observation method was used for teacher activities in applying the TPR method, understanding students' meaning and students' speaking skills.

Data Analysis of Observation Results Implementation of the application of the TPR method using a very lack of scale, less, sufficient, good and very good. The data obtained from the observation sheet are processed descriptively. This observation sheet is used as a guide to find out deficiencies. In addition, it can be presented as a reference to improve guidance activities in the next cycle.

Test data were analyzed using the average value equation, and t-test. While the experimental quasi was analyzed with this study was said to be successful if student learning achievement reached KKM 65. Student classical learning completeness was achieved if 80% of students gained a score of ≥ 65 , the ability to understand meaning students and speaking skills of students in the good category and there are significant differences in English learning using the application of the TPR method. When compared to learning conventional models.

FINDINGS

The First Cycle

Observation of the process of implementing the TPR method.

Based on the results of observations of the implementation of actions in the first cycle during the TPR method of implementing the TPR method, the researcher and the observer observed the course of the activity to see whether the actions were as planned. As for the observations of the application of the first cycle of TPR method can be seen in Table 4.1

Table 1. Recapitulation of observation results learning process of TPR method in the first cycle

NO	Observer	Average Score
1	Observer 1	3.2
2	Observer 2	3.2
The total average score		6.4
Average		3.20
criteria		Enough

Table 1 shows that the average value of the implementation of the TPR method in the first cycle process is 3.20 and this is still included in the "enough" category this shows that the TPR method activities by the researcher and the enthusiasm of students in following the implementation of the TPR method is enough.

Observation of understanding of meaning

During the process of implementing the implementation of the TPR method in class VII students of SMPN 13 Bengkulu City, an observation of understanding the meaning of students with the aim of knowing the understanding of the meaning of students in the process of applying the TPR method that has been carried out. Based on observations in the learning implementation process, it can be seen in the table below.

Table 2. Observation results understanding the meaning of the first cycle

NO	Observer	Average Score
1	Observer 1	2.30
2	Observer 2	2.30
The total average score		4.60
Average		2.30
criteria		Less

Table 2 presents that the average understanding value of students in the process of applying the TPR method in the first cycle is 2.30 and is categorized as "less". This can be seen from the still large aspects that have not been fulfilled properly, namely: 1. Cannot translate a word/sentence 2. Cannot

give an example of a word/sentence in English. From the data shows that indicators of understanding of students' meaning are necessary. The existence of maximum effort to be able to increase the understanding of students' meaning so that learning can be carried out effectively, so that it will get more meaningful learning.

Observation of speaking skills

During the process of implementing the implementation of the TPR method in class VII students of SMPN 13 Bengkulu City an observation of student speaking skills was held in order to find out the level of student speaking skills in the process of applying the TPR method that had been carried out. Based on observations in the learning implementation process, it can be seen in the table below

Table 3. Observation results speaking skills of the first cycle

NO	Observer	Average Score
1	Observer 1	2.24
2	Observer 2	2.28
The total average score		4.52
Average		2.26
criteria		Less

Table 3 shows that the average student speaking skills value in the process of applying the TPR method in the first cycle is 2.26 and is categorized as "less". This can be seen from the still large aspects that have not been fulfilled properly, namely: 1. Cannot recite the word well 2. There is still an error in the pronunciation of English words or sentences that are not in accordance with the correct sentence structure, 3. Still a mistake in providing intonation to an English word/sentence from the data shows that the indicator of student speaking skills needs to be a maximum effort to be able to improve students' speaking skills so that learning can be carried out effectively, so that it will get more meaningful learning.

The Second Cycle

Observation of the process of implementing the TPR method.

Based on the results of observations of the implementation of actions in the first cycle during the TPR method of implementing the TPR method, the researcher and the observer observed the course of the activity to see whether the actions were as planned. The results of observations of the application of the second cycle of TPR method can be seen in Table 4.

Table 4. Recapitulation of observation results learning process the TPR method in teacher activities in the second cycle

NO	Observer	Average Score
1	Observer 1	4.4
2	Observer 2	4.3
The total average score		8.7
Average		4.3
Criteria		Very Good

Table 4 shows that the average value of the implementation of the TPR method in the first cycle process is 4.30 and this is still included in the "very good" category this shows that the TPR method activities by the researcher and the enthusiasm of students in following the implementation of the TPR method is very good.

Observation of understanding of meaning

During the process of implementing the implementation of the TPR method in class VII students of SMPN 13 Bengkulu City, an observation of understanding the meaning of students with the aim of knowing the understanding of the meaning of students in the process of applying the TPR method that has been carried out. Based on observations in the learning implementation process, it can be seen in the table below.

Table 5. Observation results understanding the meaning of the second cycle

NO	Observer	Average Score
1	Observer 1	3.41
2	Observer 2	3.48
The total average score		6.89
Average		3.44
Criteria		Good

Table 5 shows that the average understanding value of students in the process of applying the TPR method in the second cycle is 3.44 and is categorized as "good". Understanding the meaning of students has become good. Students can already interpret the meaning of words or sentences.

Observation of speaking skills

During the process of implementing the implementation of the TPR method in class VII students of SMPN 13 Bengkulu City an observation of student speaking skills was held in order to find out the level of student speaking skills in the process of applying the TPR method that had been carried out. Based on observations in the learning implementation process, it can be seen in the table below.

Table 6. Observation results speaking skills of the second cycle

NO	Observer	Average Score
1	Observer 1	3,41
2	Observer 2	3,48
The total average score		6,89
Average		3,44
Criteria		Good

Table 6 presents that the average student speaking skills value in the process of applying the TPR method in the second cycle is 3.44 and is categorized as "good". This can be seen from several aspects that have been fulfilled properly, namely: 1. can recite the word well 2. A little error occurs in the pronunciation of English words or sentences that are not in accordance with the correct sentence structure, 3. Students are correctly giving intonation In an English word/sentence from the data shows that the indicator of student speaking skills is good and carried out effectively, so that it will get more meaningful learning.

The Third Cycle

Observation of the process of implementing the TPR method.

Based on the results of observations of the implementation of actions in the first cycle during the TPR method of implementing the TPR method, the researcher and the observer observed the course of the activity to see whether the actions were as planned. The results of observations of the application of the third cycle of TPR method can be seen in Table 7.

Table 7. Recapitulation of observation results learning process of the TPR method in the teacher activities in the third cycle

NO	Observer	Average Score
1	Observer 1	4,72
2	Observer 2	4,72
The total average score		9,44
Average		4,72
Criteria		Sangat Baik

Table 7 shows that the average value of the implementation of the TPR method in the third cycle process is 4.72 and this is still included in the "very good" category this shows that the TPR method activities by the researcher and the enthusiasm of students in following the implementation of the TPR method is very good.

Observation of understanding of meaning

During the process of implementing the implementation of the TPR method in class VII students of SMPN 13 Bengkulu City, an observation of

understanding the meaning of students with the aim of knowing the understanding of the meaning of students in the process of applying the TPR method that has been carried out. Based on observations in the learning implementation process, it can be seen in the table below.

Table 8. Observation Results Understanding the meaning of the third cycle

NO	Observer	Average Score
1	Observer 1	4.48
2	Observer 2	4.47
The total average score		8.92
Average		4.46
Criteria		Very Good

Table 8 shows that the average understanding value of students in the process of applying the TPR method in the third cycle is 4.46 and is categorized as "very good". Understanding the meaning of students has become very good. Students can interpret the meaning of words or sentences.

Observation of Speaking Skills

During the process of implementing the implementation of the TPR method in class VII students of SMPN 13 Bengkulu City an observation of student speaking skills was held in order to find out the level of student speaking skills in the process of applying the TPR method that had been carried out. Based on observations in the learning implementation process, it can be seen in the table below.

Table 9. Observation results speaking skills of the third cycle

NO	Observer	Average Score
1	Observer 1	4.43
2	Observer 2	4.44
The total average score		8.87
Average		4.43
Criteria		Very Good

Table 9 shows that the average student speaking skills value in the process of applying the TPR method in the second cycle is 4.43 and categorized as "Sangta Good". This can be seen from several aspects that have been fulfilled properly, namely: 1. can recite the word well 2. A little error occurs in the pronunciation of English words or sentences that are not in accordance with the correct sentence structure, 3. Students are correctly giving intonation In an English word/sentence from the data shows that the indicator of student speaking skills is good and carried out effectively, so that it will get more meaningful learning.

T-test results of observation of the first cycle speaking skills with the second post-test

We analyze the results of the study whether experiencing a significant increase or not using the T test. The data was obtained from the results of student observations in the first and second cycles.

Table 10. T-test data for both the first and second cycles

Result	Cycle 1	Cycle 2
Average	18.08	27.56
T _{count}		19,75
T _{table}		2.064

Table 10 shows that the Results of T Observation Speaking Skills First Cycle and Second Cycle obtained T-count of 19.75. When consulted at t-table with DK 25 at a significant level of 0.05 or 5% of 2.064 it turns out that the t-count is greater than the t-table which means the results of observations of the second cycle rise significantly than the observation results of the first cycle.

T-test results of observations speaking skills in the second cycle with the third cycle

We analyze the results of the study whether experiencing a significant increase or not using the T test. We employ data obtained from the results of student observations in the second and third cycles.

Table 11. T-test data of both the second and third cycles of spaking skills

Result	Cycle 2	Cycle 3
Average	27.56	35.48
T _{count}		11.64
T _{table}		2.064

Table 11 shows that the results of T-Observation Skills The second cycle and the third cycle obtained t-count of 11.64. When consulted at t-table with DK 25 at a significant level of 0.05 or 5% of 2.064 it turns out that t-count is greater than the t-table meaning the observation of the third cycle rises significantly than the observation results of the second cycle.

Quasi Experiments

Research results in the experimental class

Obtaining the value of student speaking skills tests has shown excellent results because the average student has completed, because the posttest value obtained by students has fulfilled or above the minimum completeness criteria set by SMPN 13 Bengkulu in English subjects, namely student speaking skills. It is said to be complete if you get a score of 65 with classical

learning completeness reaching 80 %. As for the acquisition of student speaking skills in the experimental class seen in Table 12.

Table 12. Recapitulation of student speech skills test results in the experimental class

No	Categorization	Pre-test	Post-test
1	Total Students	25	25
2	Lowest Value	55	60
3	Highest Value	80	85
4	The number of students has not been completed	11	4
5	The number of students has been completed	14	21
6	Average	65	75
7	Percentage of completeness	56	84

Table 12 shows that students' speaking skills in the experimental class obtained an average value of pretest 65 and posttest 75 or the completeness of pre-test and post tests are 56% and 84%. The results show that in the experimental class skills Speaking students are said to be complete, because students who get a score of >65 have reached 84%, meaning that they have reached the percentage of the minimum completeness criteria set.

Research results in the control class

Judging from the speaking skills of students showing the results of "bad" because there are some students who have not been completed. Post-test values obtained by students have not met the minimum completeness criteria set by SMPN 13 Bengkulu in English subjects, namely 65. As for the acquisition of the results of speaking skills Students in the control class can be seen in the Table 13.

Table 13. Student Speech Skills Results in the Control Class

No	Categorization	Pretest	Pottest
1	Total Students	25	25
2	Lowest Value	55	60
3	Highest Value	75	75
4	The number of students has not been completed	14	11
5	The number of students has been completed	11	14
6	Average	63,2	65,2
7	Percentage of completeness	44	56

Testing the Effectiveness of The Application of the TPR Pretest t-test in experimental and control classes

To analyze the results of the study whether there are differences in the test value and speaking skills or experience a significant increase or not in the

experimental group and the control group, the test is used. In analyzing this test, research using class VII B for the experimental and VII C class for the control class. The pre-test test results between the speaking skills of experimental group students and student group learning outcomes can be seen in table 14.

Table 14. Test T-Test Experimental Class and Control Class

Result	Experiment	Control
Average	65.00	63.20
T _{count}		0.92
T _{table}		2.064

Table 14 shows that the t-test on the pre-test results of the experimental class with an average score and the control class with an average score, the t-count value was 0.92. When consulted with t-count with a df at a significant level or a t-table of 2,064 is obtained. It turns out that t-count is smaller than t table. It means that there is no significant difference in student speaking skills that apply the total physical response method with students whose learning does not apply the total physical response method or conventional or both classes have the same initial ability.

The t-test results prove that there is no significant difference from the pre-test results between the achievements of the speaking skills of the experimental group and the control group students. The Post-test t-test results between the speaking skills of the experimental group students and the control group can be seen in Table 15.

Table 15. Data of t-test posttest of the experimental and control classes

Result	Experiment	Control
Average	75.00	65.20
T _{count}		5.30
t _{table}		2.064

Table 15 shows that after the t-test on the post-test results of the experimental class with an average score and the control class with an average score, the tcount value was 5.30. When consulted with tcount with a df at a significant level or a ttable of 2,064 is obtained. It turns out that tcount is greater than T table. Means there is a significant difference in student speaking skills that apply the total physical response method with students whose learning does not apply the total physical response method. This means that the average achievement of student test values and speaking skills with the application of the total physical response method is better than the average student achievement with conventional methods (control class).

DISCUSSION

The application of total physical response can increase the understanding of students' meaning

Based on the results of research on understanding the meaning of students in the learning process using the total physical response method shows an increase in the understanding of the meaning of students of SMPN 13 Bengkulu City. In the Total Physical Response learning method in SMPN 13 Bengkulu City, understanding the meaning of students becomes more increased where in the learning process students become more understanding and understand in understanding the meaning of a word or sentence in English. Students can also interpret the meaning of the word or sentence without Students know the meaning of the word or sentence. In addition, in drawing a conclusion from a sentence students can do it themselves so that students become more confident in the classroom. This supports the theory put forward by Chasanah (2014: 10) that the purpose of the total physical response method is so that students can show his understanding of the purpose of oral orders. According to Sani (2013: 311) the main principle of the Total Physical Response method is to understand the language spoken before developing speaking skills both verbally and in writing.

The application of Total Physical Response can improve students' speaking skills in learning English

Based on the results of the study, students' speaking skills in English subjects in SMPN 13 Bengkulu City have increased. This is in accordance with the opinion of Anita, et al (2016: 2) General Purpose The total physical response method is to teach oral language skills at the beginner level. The total physical response method has the main principle, namely to transfer and communicate language verbally. This can be drawn a conclusion. that the Total Physical Response method is a method that teaches language to communicate orally so as to improve children's speaking skills using physical activity. According to Sani (2013: 311) which also states that the main principle of the TPR method is to understand the language spoken before developing speaking skills both oral and written. From the results of classroom action research with the application of the total physical response method carried out in three cycles, changes occur in the learning process from the cycle one to the third cycle towards a better direction. The ability of students in pronunciation, spelling and communicating in English is seen experiencing good development and continues to increase from the cycle one to the third cycle.

The application of the effective TPR method can improve students' speaking skills in English lessons

Based on the results of the research on the application of TPR seen from the comparison of the results between the experimental group and the control group in improving speaking skills it can be concluded that there is a significant difference between the speaking skills of students whose learning uses the application of the TPR method with students whose conventional learning proves that effectively the TPR method can improve Speaking skills. According to Sani (2013: 311) The main principle of the TPR method is to understand the language spoken before developing speaking skills both verbally and in writing. Learning that uses TPR has learning steps, namely students doing pronounces the words given by the teacher.

Steps of TPR learning is very effective in improving student speaking skills. Students involved in the learning process using physical activity can digest learning compared to DID participants IK who only sat in the chair. The improvement that occurs students' speaking skills shows that students have mastered the material delivered by the teacher so that the results of student observations increase in each cycle. Research that is relevant to Fauzan's reference, Ahmad with the title "Application of the Total Physical Response Method to Improve the English Learning Learning Process of SDN 2 Arjasari Students". From the results of the study showed that there was an increase in the learning process of SDN 2 Arjasari students in active English communication with the application of the total physical response method.

CONCLUSION

The application of the Total Physical Response (TPR) method can increase the understanding of the meaning of students in English subjects in class VII SMPN 13 Bengkulu City Year 2021/2022, through 13 steps to learn the TPR method, but in step 2,3,4 is equipped with the media Interactive, pronunciation exercises that are repeated appropriately and slowly that support the increasing understanding of students' meaning which is very significant.

The application of the Total Physical Response (TPR) method can improve students' speaking skills in English subjects in SMPN 13 Bengkulu City Academic Year 2021/2022. Increased speaking skills can be proven by the results of the first and second cycle of the t test where $t_{count} 19.75 > t_{table} 2,064$ and the second cycle t test where $t_{count} 11.64 > t_{table} 2,064$ which shows a significant increase in speaking skills.

Application of the Total Physical Response (TPR) Method is effective for improving student speaking skills in English subjects in SMPN 13 Bengkulu City Academic Year 2021/2022. This can be seen from the analysis of student speaking skills, namely the post-test value in the experimental class compared to with a post-test value of the control class using T-test that shows significant results between t_{count} and t_{table} where $t_{count} 5.30 > t_{table} 2.064$.

The post-test value between the experimental class and the control class appears that there is a difference in students' speaking skills where experimental class speaking skills are increasingly significantly increased than the speaking skills of the control class students.

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