

The English Learning Effort: Optimizing English Speaking Skills Through Total Physical Response Method for Fourth Grade Elementary School at Kuala Lumpur of Indonesian School (SIKL)

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ABSTRACT

This research was motivated by the problem of difficulty speaking English in grade 4 elementary school students due to lack of mastery of vocabulary and correct pronunciation. Only 5% of all students are skilled in speaking English. This was proven when teachers demonstrated daily activities such as reading books, 75% were unable to mention the correct vocabulary. Apart from that, the lack of interactive teacher methods is used as one of the factors preventing students from practicing English in everyday life. So this research aims to optimize the English speaking skills of 4th grade elementary school students through one method, namely the total physical response (TPR) method. The existence of this method plays a direct role in both teachers and students in imitating all activities with body movement. Its more interactive application means that students do not get bored and fed up easily when learning takes place. As a form of supporting its success, researchers used descriptive qualitative methods through observation, interviews with both teachers and students. The implementation involved 4th grade elementary school students at the Kuala Lumpur Indonesian School. The research results showed that 30 out of 34 students were able to apply the total physical response method as an effort to optimize English speaking skills in their surroundings. One application with the teacher is by doing storytelling in front of the class about the activities carried out throughout the day

INTRODUCTION

The world of education has become the center of public attention in the current era of globalization, one of which is the lack of student interaction with the surrounding environment. This certainly affects students' thinking and mental abilities in communicating with each other (Hartin, 2017). Communication is an important tool in introducing interaction. The implementation process also requires appropriate language processing to adapt to current developments (Putri & Febriani, 2023). Starting from the many global challenges that are developing rapidly and rapidly, students must be good at communicating using international languages. One of the languages used for understanding between world citizens is English. This language is the first world language used in interactions between one country and another. In general, the main components needed to apply English are the aspects of knowledge and skills (Hamsia, 2017).

The implementation starts from the basic theory of interacting with each other based on their abilities (Monita & Prasetyo, 2021). One of them is an introduction to speaking English, which is a skill that is extracted from students' mastery, habituation and experience. This skill is formed from a series of words collected into a sentence so that a dialogue is formed (Rambe, 2019). Efforts to optimize students' English speaking skills are stated to be emphasized at the elementary school level through vocabulary mastery and pronunciation fluency related to the surrounding environment (Bataona & Lake, 2021). In learning English, it is necessary to implement vocabulary through the practice of talking to people around you. If this learning is not applied in life then the knowledge gained will be in vain. This is also supported by vocabulary and pronunciation aspects which are applied through English speaking skills aimed at avoiding unwanted misunderstandings (Maulidia & Hasibuan, 2021).

The low level of skills at elementary school level in expressing their expressions to speak English is the main problem that is often found in learning English (Besral, 2016). Apart from that, there is also a lack of mastery of vocabulary and pronunciation which still follows the speaking style of each region as a daily habit for students. One of their opinions is that speaking English is very difficult due to differences in grammar and pronunciation which make it difficult for people to speak (Sari & Lestari, 2019). This happens because it is not balanced with their needs and characteristics as a forum for learning English. So, it is necessary to introduce special skills in speaking English through interesting and interactive methods for students. Of the various methods used in learning English, the Total Physical Response method is the majority applied by teachers at the elementary school level (Marina et al., 2023).

The need for this related understanding requires special drilling for students so that they always get used to practicing speaking English directly. Likewise, vocabulary pronunciation is also adjusted to pronunciation which is still not visible through presentation activities with the teacher in class. Many people don't realize that this method is often done by guessing the force of body parts such as waving hands, stomping feet, etc. So the reason researchers use this method is to reflect back on English language learning which often involves

practicing as if carrying out activities in real life. Apart from that, there is differentiated learning as a solution in providing a focus point for students in meeting each different need. From the practice carried out, students can practice vocabulary pronunciation correctly and create an interesting learning atmosphere for students as well as practice students' English speaking skills in pronouncing simple vocabulary, such as wake up, take a bath, have a breakfast, read a book, write a homework, etc (Maxsetbaevna, 2021).

LITERATURE REVIEW

Speaking Skills

The definition of skills always refers to aspects of students' abilities that are psychomotor in nature (Sulistiyowati, 2019). One aspect of speaking skills is the continuation of the learning process after listening to the teacher's explanation (Wahyuni & Inayati, 2022). One form of language speaking skill can be done by pronouncing vocabulary found from several sentences/texts. This can later become a benchmark for students in providing understanding when communicating with the person they are talking to. This is where the process of learning English begins to take shape through one of the language skills, namely speaking skills (Suryanto et al., 2022). So the aim of this research is based on optimizing students' skills in speaking English from the aspect of vocabulary and pronunciation mastery (Hafidah & Dewi, 2020).

The grouping of speaking skills is divided into 3 based on the conditions and atmosphere of learning in the classroom, namely interactive communicative, semi-interactive communicative and non-interactive communicative (Laratmase et al., 2023). The application of skills is carried out in various forms in student communication to process words, diction and sentences. If students are skilled at speaking, then they can express all thoughts, ideas and other things so that they can always establish good relationships with each other (Kuncoro et al., 2021). Apart from that, students are also able to get used to practicing speaking English in everyday life with their peers and the surrounding environment. This is where the teacher's role is very important in providing great appreciation and motivation which greatly influences the success of the implementation. Without optimal support and efforts for students, it can have fatal consequences for learning English to be limited to the classroom (Magnussen & Sukying, 2021).

Roles outside the classroom are also important in applying speaking skills as a habit for students after receiving learning material in the classroom. The amount of effort that each school puts into facilitating teaching and learning activities is carried out through differentiated learning. So that from the activities provided, students can interact with their friends in the English learning process which is guided directly by their English teacher. Through its application, skills are used as student involvement in active and creative learning. This makes the actual acquisition process in optimizing one of the practical skills, namely speaking English in the Daily Activity material by class 4 students. This material is also used as an introduction in assessing their speaking skills, so that they seem to understand what is being done in daily life as an initial introduction to learning English (Hariyadin & Nasihudin, 2021)

Total Physical Response Method

The Total Physical Response (TPR) method is the starting point for introducing English through vocabulary and pronunciation processing. It is implemented by practicing the movements of body parts, both hands, feet and others, then students directly mention the vocabulary that is being practiced by their friends (Putri, R, 2016). Apart from that, this method also invites teachers and students to talk to each other through storytelling and guessing games using body parts and using picture card media (*Flashcards*) (Purwa et al., 2021). This statement provides answers to appropriate learning techniques in mastering vocabulary and pronouncing good pronunciations. The encouragement of this method makes students more active in practicing as if they were playing their role during their daily activities. However, if there is no full control from the teacher, it will be less than optimal in improving students' English speaking skills (Naiborhu, 2019).

This is where improving speaking skills is formed through an English learning process that looks exciting and fun. There is a good and correct processing of the Total Physical Response method as an introductory instrument in assessing English speaking skills in one of the English materials, namely Daily Activity (Sulastri et al., 2021). To re-optimize interaction between students is needed through the Total Physical Response method which is packaged in the form of games. The application is carried out with students who are able to answer quickly from other friends' movement practices, so they can ask questions through body movement practice and so on. So this method is a practical method that can be used as an opportunity for direct expression and practicing English speaking skills in real life (Adnyana, 2022). Through the application of the TPR method, English learning is able to meet all needs that are more visual and kinesthetic. The advantage of this method is that it trains agility and accuracy in guessing and answering from the practice provided.

The originator of this method came from Mr. Asher who applied it more at the children's level where they were more responsive and responsive to everything based on the instructions given (Astutik & Aulina, 2018). The TPR method can also complement the limited media and facilities provided by the school. This makes learning more interesting because students are able to express whatever they know to others. So that they seem free and without any obstacles or binding rules in expression (Sayd et al., 2018).

The application of the TPR method has special motoric characteristics through the use of the right brain rather than the left brain (Firdaus et al., 2018). The steps given in its implementation begin with a plan being made, then emphasizing practice through treatment during core activities by providing an introduction to physical movements from basic vocabulary known to students. In the final stage, material reinforcement and evaluation is carried out for students to perfect the vocabulary spoken with correct pronunciation (Failsofah, 2019).

The steps for implementing this method are adjusted to the needs and characteristics of each student. With adjustments, the achievement of the expected goals of differential learning can be realized. One of the main objectives

of applying the Total Physical Response method is to provide fluency in speaking English from parables of body movement regarding daily activity vocabulary. Through this movement, it is an introduction to students' English learning in providing good and precise understanding and coordination (Mohan et al., 2022). This relationship is formed with understanding expressed, one of which is through movement as an implementation of the Total Physical Response method. Then it continues with the emergence of coordination with the brain to respond in the form of expressions, one of which is through speaking. It can be concluded that speaking is not just a statement, but if it is processed with treatment, it gives its own meaning to the practice of speaking (Nupus & Parmiti, 2017)

METHODOLOGY

Research Type and Designs

This type of research uses qualitative research methods. The design used is qualitative descriptive based which describes everything that happens according to the expected research objectives. One of the aims is to provide meaning from a description given through English learning activities in one of the selected research objects. This explanation will later become facts obtained in the implementation of qualitative research which emphasizes problems that occur in real life according to the circumstances in the form of a narrative script (Fadli, 2021). So this research is suitable for use as information material and data sources for researchers in proving the phenomena that occur.

Data Collection Instrument and Techniques

Observations and interviews are a form of instrument used in descriptive qualitative research accompanied by supporting evidence, namely documentation (Sahir, 2022). The collection technique is through observations and interviews of English teachers and students at the Kuala Lumpur Indonesian School. The research was carried out in stages over a period of 1 month at the Indonesian School in Kuala Lumpur. The researcher's role is also to be an instrument in collecting data due to the connection and relationship with the research subjects (Waris, 2022). The research target focused on the subject of one class, namely grade 4 students, totaling 34 students with details of 16 boys and 18 girls. Other subjects are supported by teachers who teach English in grade 4.

Data Analyze Tehnique

The data analysis technique used is through a structured observation results sheet based on student and teacher observation guidance instruments. Apart from conducting observations, the research carried out the interview stage using interview results sheets by adapting the interview guide instruments for English teachers and grade 4 students. Interviews with students were only taken using random sampling techniques through probability sampling, totaling 6 students out of 34 students.. The 6 students include : Alif Makarim, Muhammad Al-Fath, Rakhi Kaur, Malakhias Tongam Siahaan, Bianka Kalistaand Abdullah Khairul Fikri. The selection of this sample was based on their ability to skillfully speak English in class which was based on the Diagnostic test scores at the beginning of learning with the English teacher.

RESEARCH RESULT

Observation

Based on initial observations on Monday, July 24 2023, which were carried out in class 4 at the Kuala Lumpur Indonesian School, the teacher only used the dictation and question and answer method through discussion between classmates, so they got bored more easily because he often applied it. Even though learning is supported by sufficient facilities and media, the teacher only writes on the blackboard the vocabulary and its meaning. After that, the teacher invites students to imitate the vocabulary that has been written with appropriate pronunciation. This can be seen that they are more dominant in listening, writing, hearing and following the teacher's pronunciation of pronunciations, without processing the students' English speaking skills in class. So the problem that occurs for teachers and students is the lack of application of methods that are adapted to student needs and the desired learning objectives. It can be seen that when the teacher mentioned vocabulary related to the Daily Activity material, 75% of the 4th grade students stated that they did not know how to read and the meaning of the vocabulary given.

Based on the initial observation data obtained, the researcher wishes to apply a method that suits the students' needs regarding applying their English speaking skills to daily activities, namely the Total Physical Response (TPR) method (Suryantini et al., 2021). This method aims to improve basic speaking skills which are expressed from the practice of body movement. The teacher often does not realize this, that he has implemented it in class through the command to be quiet, namely "Silent Please!". Students immediately put their index fingers in front of their mouths, ordering them not to speak and asking them to remain silent. But from here researchers can re-optimize students' skills in speaking English by following the implementation flow using the TPR method

DISCUSSION

The research results stated that the *Total Physical Response (TPR)* method was used as an introduction to optimizing the ability to master vocabulary and speak English according to correct pronunciation. Based on the data obtained, it was stated that 30 out of 34 students were able to speak skillfully by adjusting their abilities from beginner to advanced level. Only 2 students still don't speak English because they only just discovered English in class IV so they need full special guidance from a direct English teacher. These observations are assessed through teacher and student observation sheets, making it easier for researchers to manage the data and research sources obtained.



Picture 1. Documentation of English Language Learning Observations in Fourth Grade

Teachers and students carry out English learning activities for 2 lesson hours with a time allocation of 2 x 35 minutes. However, this is interrupted by school breaks so teachers need initial planning before teaching through a drafted teaching module. Meanwhile, students carry out learning in class enthusiastically and follow any instructions and directions given. Habitual treatment of both teachers and students is implemented to reflect the discipline of teachers and students. Below the researcher describes the results of teacher and student observations which are attached in the table.

Table 1. Teacher and Student Observation Results

Observation Aspect		Description of Learning Observations	
Teacher	Student	Teacher	Student
1. Learning Media	1. Readiness before studying	What teachers often do is provide worksheets from the LKPD found on the device. So this can be used as a reference in preparing student learning. The right reference guide makes the teacher's hopes for students achieve all the expected goals.	Students prepare English books before learning begins. Apart from that, they always pray, which is usually led by one of them. When it was about to start, they followed the teacher's directions to sit in their respective places, so that the class conditions were calm.
2. Process of learning activities	2. Student activity and enthusiasm	The teacher carries out activities procedurally starting from apperception of the previous material and carrying out Ice Breaking "Animal Sounds". Before learning, an initial diagnostic assessment is also carried out with the introduction of Daily Activity vocabulary related to daily activities.	Students respond to the teacher when delivering material so that interaction & communication arises between each other. Here observers can recognize their characteristics, namely that the learning style is more kinesthetic, which is dominant due to the many actions they make
3. Sources of English teaching materials and materials	3. Ability to recognize and understand the material provided by the teacher	Materials and materials are provided through videos, PPTs which are displayed visually. This is a supporting source for student books which are used as the main	Students receive an introduction through body movements that the teacher practices when delivering lessons, for example, "I" is me, then their partner "am" by

		guide. Sometimes teachers give important notes regarding the material to students.	touching their own chest, and so on.
4. Use of the Total Physical Response method	4. Interaction between each group of students in discussion	The teacher directs you to listen first by practicing body movements while saying the vocabulary. This will be used as an example later in carrying out the TPR method. Its use will later be used as material for responses and speaking which will be carried out alternately by each group. Before starting, of course they prepare as much vocabulary as possible to be presented through body movements which are used as an application of the TPR Method.	Students actively participate in discussions and express themselves by collecting as much vocabulary as possible about daily activities (Daily Activity). During the observation, the material obtained was activities that were often carried out at home, school and public places. So, they associate this with correct and precise writing as practice material in front of all their friends.
5. English speaking optimization	5. Skilled in speaking English through telling stories using the Total Physical Response method	Teachers put a lot of effort into optimizing student speaking through classroom conditioning during learning. Through getting used to the English environment, namely when learning using English little by little. This is so that they get used to and remain controlled in	Students can tell stories by practicing body movements by adapting the vocabulary given by the teacher. Teachers provide evaluations and improvements so that they are able to perfect some things that are not quite right. After the presentation, students are directed to provide a brief

		implementing speaking English in everyday life.	summary of the lesson that has been taught from beginning to end with reinforcement from the teacher.
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Apart from observation, researchers tried to strengthen the data by interviews with teachers and students. The techniques we took in conducting interviews both have different specifications according to needs. For fourth grade elementary school students, out of 3 students in total, the researcher took several random samples that were related to the research material and topic, namely 6 students consisting of 4 boys including Alfath Yusufi, Alif Makarim, Abdullah Khairul Fikri, and Malakhias Siakhan and 2 women include Rimal Rakhi Kaur and Bianca Callysta Putri. This selection is based on their interests and desire to share information during class learning. Meanwhile, the teacher who was interviewed was an English teacher, namely Mrs. Nunik Heri Wahyuni, S.Pd. This interview was carried out in several stages and was carried out alternately starting on August 7 2023 offline and September 2 2023 online. Following are the results of interviews with students and teachers in the attached table.

Table 2. Teacher and Student Interview Results

Teacher		Student	
Question	Answer	Question	Answer
1. Do you always prepare all the learning tools, one of which is the Teaching Module which is used as a plan before carrying out the learning process?	Mrs. Nunik said, "Certainly, this has become a routine as we prepare learning plans at each meeting by following the Education Unit Operational Curriculum (KOSP) guidelines at the Kuala Lumpur Indonesian School. The plans prepared include CP, TP and ATP and models, methods and media that are	1. Have you known English since you were little or is this something new?	a. Malachias said, "Yes, I have known English since I was little even in Jakarta, so I always practice speaking English wherever and whenever. b. Meanwhile, Alfath, Alif, Bianca and Rimal said, "We have known English since we were toddlers, around 5-6

	<p>adapted to student characteristics."</p>		<p>years old when we were at PAUD/TK level." c. Fikri said, "I only recently learned about English since I was in grade 1 of elementary school. This means that people still don't understand what is expressed in English.</p>
<p>2. Do you always speak English when delivering lessons in class, especially the Daily Activity material?</p>	<p>Mrs. Nunik said, "When learning in class, because the students have different characters, the delivery to students uses a mixed language, namely English with Indonesian translation."</p>	<p>2. What do you do if people around you speak English both in class and outside?</p>	<p>a. Malachias said that he always speaks English whenever and wherever even though he understands other people's expressions using regional languages and Indonesian. However, he remained firm on the grounds that he had been trained and accustomed to it since childhood, indirectly applying English in his daily life. b. Meanwhile, other friends were able to speak like Malachias, but</p>

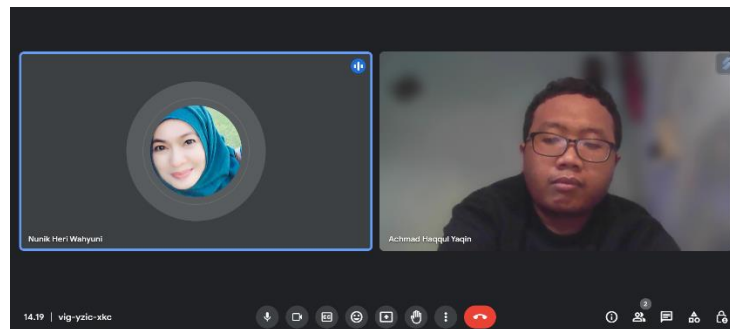
			<p>they adjusted to the time and place. Alfath, Alif, Rimal and Bianca said that the majority of them would speak English if they were invited to speak English with other people.</p> <p>c. Meanwhile, Fikri still prioritizes his native language because he has gotten used to it and has difficulty applying English in his daily life.</p>
<p>3. How do you look for sources of information and data related to the material being taught apart from student books and teacher books, especially the Daily Activity material?</p>	<p>Mrs. Nunik said, "English at SIKL is one of the topics of local content so it only refers to one book with the addition of reference sources for articles, theories and websites from the internet when preparing the draft."</p>	<p>3. In the material for the 4th grade English subject, there is Daily Activity material, so what do you know about Daily activity?</p>	<p>a. Malachias, Alfath, and Rimal said, "Daily activity is my routines", from this they interpreted daily activity as my routine.</p> <p>b. Meanwhile Alif, Fikri, and Bianca said, "Daily activities are hobbies", from this they interpreted daily activities as hobbies.</p>
<p>4. How do you prepare a plan before learning, especially when implementing</p>	<p>Mrs. Nunik said, "many methods are used according to the atmosphere and needs of the</p>	<p>4. Where do you get sources of information so you can</p>	<p>a. Apart from learning from the student handbook, they also use social</p>

<p>how to use the approaches, strategies, media used in learning?</p>	<p>class. The models that are often applied are PJBL, PBL, etc. Previously, Mrs. Nunik had also used the Total Physical Response method accidentally when practicing the Daily Activity Voocabularu movements, combined and linked with other methods in one learning model.</p>	<p>speak English?</p>	<p>media, one of which is YouTube, as an insight into English vocabulary which is not only taught by the teacher. The majority of this is done from the start of elementary school where they are accustomed to making the best use of technology. Apart from social media, written sources are obtained through novels and stories in English that motivate them. b. Fikri revealed that he enjoyed reading picture stories written in short English.</p>
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<p>5. How do you condition a class atmosphere that is quite crowded with students with their diverse needs, whereas in an independent curriculum, as a teacher you have to adjust to the desired needs in differentiated learning?</p>	<p>Mrs. Nunik said, "The way to condition a class with students with different characters is through grouping students' characters, learning styles and behavior through the results of students' diagnostic tests. This means that the treatment must be different from one another. With this, students are able to socialize with each other."</p>	<p>5. How do you get used to speaking English with the correct vocabulary and pronunciation regarding daily activities?</p>	<p>a. Alfath, Alif, Rimal and Bianca said, "we often speak English in class when studying English. Meanwhile, outside of class, we get used to it when traveling to other countries by speaking English with foreigners." b. Malachias said, "I speak English anytime and anywhere." c. Fikri said, "Even though I can't get used to speaking English, I enjoy speaking this language with Caucasians, even though there is still a lot of vocabulary that I need to know."</p>
<p>6. One thing that is often emphasized in learning English is speaking in terms of vocabulary mastery and good pronunciation. How do you create a class atmosphere that is equipped with an English</p>	<p>Mrs. Nunik said, "as a form of habituation in speaking English in class, students are accustomed to implementing the motto "No Service Without English" which means not serving without English, so that students start to</p>	<p>6. Do you have experience studying courses or other things that can train you to speak English?</p>	<p>a. Malachias said, "I can speak English because my environment is English." This indicates that his environment was an early experience, one of which was his family who often invited</p>

<p>language environment, one of which is the Daily Activity material?</p>	<p>say a few words even though there is a mixture of English-Indonesia. This will enable them to improve their English speaking skills.</p>		<p>him to speak English. b. Alfath, Alif, Rimal and Bianca said "they have experience training in tutoring studios around the house and in English language tutoring courses such as Kumon, etc. c. Meanwhile, Fikri has no experience, he said, "I have no experience, but only listen to teachers and friends who speak English."</p>
<p>7. The delivery of differentiated material is often a problem in learning, so how do you ensure that students achieve optimally in speaking English with appropriate Vocabulary and Pronunciation according to their respective abilities?</p>	<p>Mrs. Nunik said, "In completing student achievements, one of the aspects of student speaking skills is carrying out psychomotor assessments through presentations and appearing in front of the class by telling stories about daily activities accompanied by overall physical movements. Mrs. Nunik did this to support their</p>	<p>7. Do you feel comfortable speaking English with people around you in everyday life?</p>	<p>a. Malachias said, "I'm so comfortable by using English speaking in every where and every time" b. Meanwhile Alif, Ramal, Bianca and Al-fath said. "We are also comfortable speaking English both inside and outside the classroom, but this only limits us to talking to foreigners and foreign tourists"</p>

	<p>courage and fluency in speaking. Before this treatment was given, many of them seemed embarrassed and did not want to show themselves. If the presentation has reached the specified criteria for completeness, then Mrs. Nunik will provide training in the next related material</p>		<p>without having to learn their language. Likewise with Fikri, he prefers to socialize with different guests from abroad, even though he himself is not used to speaking English.</p>
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Picture 2. Documentation of Interview with Class IV English Teacher

Based on the attached interview results, the majority of students already know how to speak English from basic theories that are often used in everyday life. The teacher makes great efforts through the use of the Total Physical Response method when delivering the material with the aim of optimizing them to speak actively in the surrounding environment. Starting from the introduction of vocabulary obtained from an early age from their family so that they gain language acquisition indirectly through the role of parents, family and peers. Usually, students are obtained after being given previous teaching by the teacher using the Total Physical Response method which is expressed through modified role-playing games for the subject and his partner. This is proven when the teacher enters the class, they speak English directly with him. Efforts to optimize their skills only emphasize good pronunciation through visual-based media support, namely game applications, educational websites, and animated YouTube videos that can be studied by the general public.

CONCLUSION AND RECOMMENDATION

Based on the research data obtained, the discussion in this research shows that students are able to become skilled at speaking English with Native Speakers as a form of implementation in their daily lives. This was given high appreciation from parents, teachers and closest relatives. Starting from practice in front of the class with body movements that link daily activities, making them more agile and responsive to do it again in the environment with their peers. They proved this statement through the performance of Telling Stories which they practiced in front of their classmates with the help of their body parts and good and correct English pronunciation. Previous research has explained that it is not so easy for children to understand English quickly so a simple introduction is needed that makes them understand what is meant when speaking to it (Chaniago et al., 2021).

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