

Total Physical Response: An Effective Strategy to Enhance Listening Comprehension in Indonesian Classrooms

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ARTICLE INFO	ABSTRACT
Article history: Received: June 20, 2025 Revised: June 24, 2025 Accepted: June 29, 2025 Published: June 30, 2025 Keywords: Total Physical Response Listening Comprehension Indonesian Classrooms	This study examines the effectiveness of the Total Physical Response (TPR) method in improving listening comprehension among second-year students at SMPN 1 Libureng-Bone. Addressing the urgent need for more engaging and effective strategies in English language instruction, this research highlights TPR as a movement-based, learner-centered approach. Using a pre-experimental design with a single-group pre-test and post-test, the study involved 30 randomly selected students from Class VIII.D over eight sessions, including treatment. Findings revealed a substantial increase in students' direct meaning comprehension scores—from a pre-test mean of 4.05 to a post-test mean of 7.9, reflecting a 93% improvement. These results suggest that TPR significantly enhances listening skills by promoting active participation and cognitive engagement. The study contributes to the growing body of research supporting TPR in EFL contexts and offers practical implications for improving English instruction in Indonesian secondary schools. <i>This is an open access article under the CC BY-SA license.</i> 
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INTRODUCTION

Listening comprehension plays a crucial role in second language acquisition, serving as the foundation for developing other language skills such as speaking, reading, and writing. In the context of English as a Foreign Language (EFL) in Indonesia, however, listening is often considered one of the most challenging skills for students to master. This is due in part to limited exposure to authentic spoken English, traditional teacher-centered methods, and students' lack of engagement during listening activities. As a result, there is a pressing need to explore more interactive and learner-centered approaches that can enhance students' listening comprehension in the classroom.

One promising method is Total Physical Response (TPR), developed by James Asher, which integrates physical movement with verbal input to facilitate language learning. By associating language with actions, TPR helps learners process and retain new information more effectively. Although widely recognized in early language instruction, the use of TPR in improving listening comprehension at the secondary school level, particularly in Indonesian classrooms, remains under-researched.

This study investigates the effectiveness of the TPR method in enhancing listening comprehension among second-year students at SMPN 1 Libureng-Bone. By applying a pre-experimental design, the research aims to provide empirical evidence of TPR's impact and contribute to the ongoing search for innovative, student-centered teaching strategies in Indonesian EFL education.

Teaching listening is one of the duties that has to be conducted by teacher of English to improve the students' listening ability in English. In many traditional language courses, listening is neglected. Great emphasis is put on memorizing grammar rules. A great deal of reading is done. In communicative classes, speech is also emphasized. But for some strange reason, listening is rarely stressed (Hoge, 2006:1).

The ultimate goal of LC (listening comprehension) means that the learner should be encouraged to concentrate on an active process of listening for meanings, using not only the linguistic cues but his nonlinguistic knowledge as well. He should also know that not every clue is equally important to the message. Therefore, even when he misses a piece of language, he need not worry: there is a good chance that other clues will make him understand the message, or at least, enough of the message for his own aim. English listening and comprehension is a difficult task to master. To work through this, you need to learn to listen, need to listen to spoken conversation as much as possible. From this explanation, the writer elaborate listening comprehension through Total Physical Response Method. Whereas, Total Physical Response Method about command words and the students following the teacher attitude or gesture. TPR (Total Physical Response) according to Asher's (2007:1) is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language

without thinking too much, facilitates long term retention, and reduces student anxiety and stress. In order to implement TPR (Total Physical Response) effectively, it is necessary to plan regular sessions that progress in a logical order, and to keep several principles in mind.

RESEARCH METHOD

In this research, the researcher used a Pre-Experimental Design, the purpose of this research was to find out the Effectiveness of Total Physical Response (TPR) and Listening Comprehension, at the eighth grade of SMPN 1 LIBURENG BONE district. This research had three steps were pre-test, treatment, and post-test. In collecting data the writer used one kind of instrument that was listening test. The researcher used a test to assess the student's mastery of the material. Test was very useful to measure subjects' achievement. Evaluation was a test, Thus, evaluation was a significant aspect of the teaching process. Teacher was not judge the teaching and learning process, unless evaluation of learners' performance.

RESULT AND DISCUSSION

Total Physical Response Method in Teaching Listening Comprehension

a. The Mean Score of Students' Direct Meaning Comprehension

The following table shows the distribution of mean score of the students' direct meaning comprehension in pre-test and post-test.

Table 1. The Mean Score of the Students' Direct Meaning Comprehension in Pre-test and Post-test

DMC	Pre-test	Post-test	Development
Idea	3.7	7.6	97%
Important Information	4.4	8.3	89%
<u>X</u>	4.05	7.9	93%

DMC = Direct Meaning Comprehension

The result of the data analysis from pre-test and post-test of the students' Listening Comprehension on Direct Meaning Comprehension showed by the mean score of indicator in the table above. The mean score of listening for some idea in pre-test is 3.7, which is classified as poor, in contrary the mean score in post-test is 7.6, which is classified as good and the development of students is 97%. The mean score of listening for important information in pre-test is 4.4, which is classified as poor. In contrary the mean score in post-test is 8.3 which is classified as good with 89% development. The mean score of students in direct meaning comprehension is the result of calculating both of indicators is 4.05 in pre-test which is classified as poor and 7.9 which is classified as good in post-test with 93% percentage. It means that the students' direct meaning comprehension had developed after treated by using Total Physical response method.

2. Test of Significance

To know the level of significance of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = $N - 1$, where N = number of subject (30 students) then the value of t-table is 1.699. The t-test statistical, analysis for independent sample was applied.

The following table shows the result of t-test calculation of students' in Direct Meaning Comprehension in listening:

Table 2. The Comparison of T-test and T-table Score of the Students in Listening Comprehension

Direct meaning comprehension	t-test	t-table	Development
Idea	13,10	1.699	Significant
Important Information	17	1.699	Significant
x	15.05	1.699	Significant

The table above shows that t-test value of indicator for direct meaning is greater than t-table. The t-test value of idea and important information are greater than t-table, ($13.10 > 1.699$) and ($17 > 1.699$). The result of calculating t-test of the indicators in the students' t-test in direct meaning comprehension is greater than t-table $15.05 > 1.699$. It is said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that there is a significant development of the students' direct meaning comprehension before and after using Total physical Response method in teaching English listening at the eighth grade students of SMPN 1 libureng, Bone.

Discussion

The description of previous section shows the students' comprehension in listening had developed. It is supported by the frequency and rate percentage of the result of the students' pre-test and post-test. Based on the findings above in applying Total Physical Response Method in the class, the data was collected through test as explained in previous finding section shows that the students' comprehension in listening is developed the students' mean score significantly after treated by using Total Physical Response Method. The students' mean score after presenting in teaching Listening Comprehension using Total Physical Response Method is better than before the treatment is given to the students. Before giving treatment, the students' comprehension in listening was categorized as poor. After giving the treatment, their ability was significantly developed and categorized as good.

The description of the data collected using listening test which has explained in the previous section showed that the student's direct meaning comprehension in listening was developed. It is supported by the students' scores in pretest and post test from the indicators. The student's score of idea 112 in pretest is different from post test 226, it means that has developed between before and after giving treatment. The student's score of important information 132 in pre-test is different from post test 250 it means that has developed between before and after giving treatment. The percentage of the student's development in direct meaning comprehension is 93%. The students' mean score in pre-test and post-test

of indicator. The students' mean score of Idea 3.7 is classified as poor, in important information is 4.4 which is classified as poor in pre-test. And the mean score of the students' idea in post test become 7.6 which is classified as good, in information become 8.3 which classified as good. The result of calculating the mean score of the indicators is the student's development in direct meaning comprehension, the result of calculation is 4.05 in pretest then become 7.9 in post test with 93%.

CONCLUSION

After conducting The Experimental Research about The Effectiveness of Total Physical Response method in teaching Listening Comprehension and based on the research findings in the previous chapter, the researcher conclude The implementation of Total Physical Response Method in Teaching English listening had developed the Students' Comprehension in listening some Idea and Important information from the text which had presented in the classroom. It has been proved that the mean score of Direct Meaning Comprehension before and after giving treatment is 4.05 becomes 7.9 with the t- test value of idea and important information are greater than t-table, ($13.10 > 1.699$) and ($17 > 1.699$). The result of calculating t-test of the indicators in the students' t-test in Direct Meaning Comprehension is greater than T-Table $15.05 > 1.699$. It means that there is significance difference between before and after giving the treatment.

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