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**Teaching English Listening and Speaking Skills Through Total Physical
Response to Young Learners**

Trabajo de titulación previo a la
obtención del título de Licenciado
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Resumen

La finalidad de esta síntesis de investigación es analizar la enseñanza de habilidades de comprensión auditiva y expresión oral en inglés en estudiantes jóvenes mediante el método de Respuesta Física Total (Total Physical Response). Para llevar a cabo la investigación se seleccionaron 20 estudios empíricos publicados en los últimos 10 años. Además, se utilizaron las siguientes bases de datos como Google Scholar, Scielo, Academia, ERIC y ResearchGate. Los términos claves utilizados en esta investigación fueron Respuesta Física Total, movimientos corporales, gestos, efectos, actividades, inglés y desarrollo de las capacidades de comprensión auditiva y expresión oral. Los resultados de esta síntesis de investigación demostraron que la aplicación del método de Respuesta Física Total para la enseñanza de las habilidades de comprensión auditiva y expresión oral en inglés tiene efectos positivos en estudiantes jóvenes, ya que estos exhibieron una participación activa, motivación y compromiso, mejora de vocabulario, fluidez y pronunciación. Asimismo, los estudios reportan que los estudiantes redujeron su ansiedad en el aula de clase. Además, se evidenció que las principales actividades implementadas basadas en el método de Respuesta Física Total fueron ejercicios imperativos, juego de roles, escucha y repeticiones, uso de gestos o movimientos corporales y lecturas en voz alta.

Palabras clave del autor: inglés, comprensión auditiva, expresión oral, respuesta física total, estudiantes jóvenes



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Abstract

The purpose of this research synthesis is to analyze the teaching of listening and speaking skills in English to young learners using the Total Physical Response method. To carry out the research, 20 empirical studies published in the last 10 years were selected. In addition, the following databases were used: Google Scholar, Scielo, Academia, ERIC, and ResearchGate. The key terms used in this research were Total Physical Response, body movements, gestures, effects, activities, English, and development of listening and speaking skills. The results of this research synthesis demonstrated that the application of the Total Physical Response method for teaching listening and speaking skills in English has positive effects on young learners, as they exhibited active participation, motivation and engagement, improved vocabulary, fluency, and pronunciation. Likewise, studies report that students reduced their anxiety in the classroom. In addition, it was evidenced that the main activities implemented based on the Total Physical Response method were imperative exercises, role-playing, listening and repetition, use of gestures or body movements, and reading aloud.

Author Keywords: English, listening skills, speaking skills, Total Physical Response, young learners



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Table of Contents

Resumen	2
Abstract.....	3
List of Tables	6
Acknowledgments.....	7
Dedication.....	8
Introduction	9
Chapter I: Description of the Study.....	10
1.1 Background.....	10
1.2 Problem Statement	11
1.3 Rationale.....	11
1.4 Research Questions.....	12
1.5 Objectives	12
1.5.1 General Objective	12
1.5.2 Specific Objectives.....	12
Chapter II: Theoretical Framework and Literature Review.....	13
2.1 Theoretical Framework	13
2.1.1 The Total Physical Response Method	13
2.1.2 Characteristics of TPR	13
2.1.3 The Role of the Student and the Teacher in a TPR Classroom	13
2.1.4 Advantages of TPR	14
2.1.5 Disadvantages of TPR	14
2.1.6 The Importance of Listening Skills.....	14
2.1.7 The Importance of Speaking Skills	15
2.1.8 Young learners in TPR.....	15
2.2 Literature Review	15
2.2.1 Effects of the Application of TPR for Teaching English Listening Skills	15

2.2.2 Effects of the Application of TPR for Teaching English Speaking Skills....	17
Chapter III: Methodology.....	19
Chapter IV: Analysis of the Data	20
4. Analysis of the Data	20
4.1. Research Location	20
4.2. Research Approach	21
4.3. Research Instruments	22
4.4. Effects of Using TPR to Teach English Listening and Speaking Skills to Young Learners	23
4.5. TPR Activities Used in Classrooms to Develop Listening and Speaking Skills in Young Learners	25
Chapter V: Conclusion and Recommendations	29
5.1 Conclusions	29
5.2 Recommendations	29
References	30

List of Tables

Table 1 Research Location	20
Table 2 Research Approach.....	21
Table 3 Research Instruments	22
Table 4 Effects of Using TPR to Teach English Listening and Speaking Skills to Young Learners.....	23
Table 5 TPR Activities Used in Classrooms to Develop Listening and Speaking Skills to Young Learners	25

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Bryam Pizarro

Dedication

This research synthesis is dedicated to my mom who always supported me and never gave up to help me with my studies in this long and hard university journey.

Karen

This work holds a deep significance for me, and thus, I dedicate this thesis to my son, Brian, who is always in my thoughts and motivates me in everything I do. I also dedicate it to my grandmother, Imelda, whose constant companionship and support during my evening studies have been invaluable.

Bryam

Introduction

Many EFL teachers use a variety of methods to teach English to young learners (YL). As we will discuss later, the Total Physical Response (TPR) method can be used in the English classroom in order to achieve a better performance among students. According to Asher (1969), “The total physical response method involves having students listen to a command in a foreign language and immediately respond with the appropriate physical action” (pag. 254). This language teaching method was introduced by Asher in 1969, and it is still used nowadays due to the many benefits its application provides (Ismailova et al., 2023).

Using TPR in an EFL classroom can bring forth many advantages. Asher (1969) claims that the TPR method makes teaching interesting and motivates students. Ismailova et al. (2023) state that TPR can be adapted to various situations. It also allows students to learn in a fun and memorable environment. Moreover, this method can be used in large or small classes, enhancing students' memory, reducing anxiety, and increasing confidence in them. Additionally, teachers do not have to use a lot of materials to apply the Total Physical Response method (Asher, 1969; Ismailova et al., 2023).

In this research synthesis, we aim to examine the effects of the use of TPR when teaching English listening and speaking skills to young learners (YL). This study is divided into 5 chapters. The first chapter includes a description of the research. The second chapter presents the theoretical framework and the literature review. The third chapter presents the methodology used for the collection and analysis of 20 empirical studies. The fourth chapter includes the results and discussion, which aim to answer the research questions of this study. Finally, in the fifth chapter, conclusions and recommendations are found.

Chapter I: Description of the Study

1.1 Background

Teaching English to young learners is a rapidly growing area of research around the world, as English education is increasingly found in primary schools (Shin, 2006). In order to be able to communicate using English, two essential skills that people need to learn and practice are speaking and listening. As Andriyani (2018) points out, “speaking is the process of conveying information to someone verbally using language as the media” (p.1). As regards the listening skill, Sari et al. (2017) mention that it “is an interactive process of recognition, perception, and understanding of the oral input and an intention to complete a communication” (p. 2).

Sari et al. (2021) state that English teachers have been looking for new methodologies to teach speaking and listening skills efficiently for decades. This author asserts that one method used to teach these skills is Total Physical Response (TPR). Sari et al. (2021) claim that “TPR is built around coordinating speech and action” (p.35). Moreover, Rambe (2019) holds that TPR is a language teaching method that attempts to develop language proficiency and communication skills through the effects of body movements in response to linguistic cues. This author adds that Total Physical Response is an EFL method used by English educators to develop the ability to speak, especially in novice learners. This method focuses on developing vocabulary, fluency, accuracy, pronunciation, and understanding (Andas, 2016, as cited in Abata et al., 2021).

Furthermore, according to Prananti et al. (2019), Total Physical Response is a method that helps students improve their English level, especially listening and speaking skills. Mahmud (2018) argues that speaking skills used in TPR involve practicing the language and encouraging students to study it actively, giving an understanding of the foreign language.

In a study conducted by Andas (2016), about how to improve students’ speaking abilities using TPR, students developed comprehension of the commands that the teacher gave through listening skills connected with body movements. Hence, this opportunity allowed the students to be active listeners in the classroom. The students listened to the commands, understood the language, and followed the instructions. Pupils did not feel obligated to speak in English until they felt ready. For this reason, the results also showed that TPR minimized students’ anxiety when speaking. The students were not afraid of making mistakes using the language because the teacher would not interrupt when that happened. Instead, the teacher allowed them to speak and gave them general feedback at the end of the class.

In a similar study about the implementation of the Total Physical Response method for teaching listening and speaking skills with fifth-grade students, Prananti et al. (2019) found that TPR helped the students comprehend the meaning easily. The activities, commands,

instructions, and directions were performed using physical movement, which the students imitated and repeated.

According to Savic (2014) when teaching young learners (YL), the Total Physical Response method can be very beneficial because they learn best by doing, and also the method considers that it is best for children to develop listening comprehension before speaking. In a related study conducted by Ulfa (2016), the use of several TPR activities for teaching a foreign language to young learners showed that YL developed listening comprehension, a solid vocabulary and grammar foundation for speaking, and communication activities. Moreover, due to body movement, those children could reinforce language learning and were motivated to participate in action games, which made foreign language learning truly effective.

1.2 Problem Statement

Several factors have affected the teaching of listening and speaking skills to develop good communication in the English language. For instance, Leong and Ahmadi (2017) state that young learners with low self-esteem, anxiety, and motivation have difficulty speaking.

Additionally, in a study conducted by Ardila (2013), he found seven factors that impact EFL young learners' listening skills: "learners' motivation, paralinguistic features, vocabulary, concentration, teacher's methodology, the use of material, and the learners' background" (p. 79).

As mentioned by Strother (1987), listening is a complex process that varies depending on the learner's age, gender, cultural background, self-concept, training, cognitive abilities, and physical and mental state. Call (1985) argues that listening has been neglected or poorly taught because it is believed to be a passive skill, and that simply exposing students to spoken language provides adequate instruction in listening comprehension. Moreover, in the words of Sabina (2018), speaking is considered one of the most difficult skills language learners have to develop. It has traditionally been neglected in the language classroom; teachers of English spend most of their classroom time teaching students how to write and read in a second language (Sabina, 2018).

As can be seen, listening and speaking are two important skills that must be taught thoroughly through an efficient method. The Total Physical Response method has been found to have a great influence on young learners' performance in both listening and speaking skills (Singh, 2011). Therefore, the purpose of this research synthesis is to gather articles that report about the implementation of Total Physical Response in order to teach listening and speaking skills to young learners.

1.3 Rationale

The Total Physical Response method involves the kinesthetic sensory system, which is a powerful language-learning tool (Rahman, 2017). This method allows learners to maximize

language acquisition quickly and to feel motivated because it involves little stress. In other words, TPR is useful for teaching English to young learners, as it can arouse enthusiasm, evoke interest, reduce anxiety, increase motivation, and build confidence in students (Xie, 2021). So, the implementation of the Total Physical Response method contributes to improving speaking skills (vocabulary, pronunciation, and fluency) in young learners (Abata et al., 2021). In addition, as stated by Yang (2014), TPR emphasizes hearing training, allowing students to respond to their understanding of language through listening activities.

In particular, this research synthesis aims to examine the effects of the use of TPR to teach English listening and speaking skills to young learners, as reported in previous studies. In addition, we report the main activities used within this method. As far as we know, there are no studies in our context that have synthesized the results of empirical research on the use of TPR. For that reason, it is important to understand the advantages and disadvantages of this method and the activities used within TPR, according to what has been found in previous studies.

1.4 Research Questions

- What are the effects of using TPR to teach English listening and speaking skills to young learners?
- What TPR activities are implemented in EFL classrooms to teach listening and speaking skills to young learners?

1.5 Objectives

1.5.1 General Objective

- To analyze the application of the Total Physical Response method to teach English listening and speaking skills to young learners.

1.5.2 Specific Objectives

- To analyze the effects of using TPR to teach English listening and speaking skills to young learners.
- To examine the activities used with young learners to teach listening and speaking skills using TRP.

Chapter II: Theoretical Framework and Literature Review

2.1 Theoretical Framework

In this segment, we include significant concepts and definitions that guide the present study. Therefore, we aim to define what the Total Physical Response method is, its characteristics, and the role of students and teachers in a TPR classroom. Additionally, we mention the advantages and disadvantages of TPR, the importance of listening and speaking skills, as well as our operationalization of *young learners*.

2.1.1 The Total Physical Response Method

Richards and Rodgers (1986) state that Total Physical Response (TPR) is a language teaching method developed by the psychology professor, James Asher. It focuses on the coordination of speech and action through physical activity. According to Andas (2016), TPR is an instructional strategy that concentrates on teaching language through physical activity, similar to how children learn their first language. Thus, students become enthusiastic about learning the language, particularly new vocabulary, and useful expressions through body language and physical responses (Soamole & Hanapi, 2018).

2.1.2 Characteristics of TPR

Koh (2012) argues that the Total Physical Response (TPR) method involves a set of physical activities through a combination of verbal communication and movements of the body to teach a language. In addition, Nunan (1991) claims that TPR provides children with extensive comprehensible input, which incorporates physical manipulation and action together with language learning. Similarly, Nuraeni (2019) holds that the TPR learning process integrates physical activities that contribute to physical development and movement outside and in the classroom. The physical activities reduce students' stress. Furthermore, the instructors teach their lessons mainly by giving commands to their students. Besides, in this method, the aim for students is to understand language utterances before producing verbal language, and teachers should avoid providing abstract words to make it easier for their learners (Putri, 2016).

2.1.3 The Role of the Student and the Teacher in a TPR Classroom

According to Richards and Rodgers (2001), learners play a dual role in the Total Physical Response method. They are listeners and performers. They listen attentively and respond to teacher commands, recognizing and responding to combinations of previously taught language items with new ones. Likewise, they monitor and evaluate their own progress, and are encouraged to speak when they feel ready.

In the words of Widodo (2005), within the TPR model, educators are actively involved in the teaching process at all times, and they have to be well-prepared if they want to make the

lesson flow. This author mentions that the role of the teacher includes certain responsibilities to make effective use of TPR in the classroom. The first vital objective for the teacher is grabbing the attention of the students. Moreover, Widodo (2005) highlights a key point about teachers' feedback: teachers should understand that students will make mistakes and that when this occurs, the teacher should not interrupt learners' performance or force them to perform without mistakes because it could cause self-consciousness in students. Finally, the teachers' essential role is to provide specific commands or models, practice the commands with the students, and monitor the learners' understanding and practice (Widodo, 2005).

2.1.4 Advantages of TPR

Rajapova et al. (2022) discuss the advantages of the TPR method in second-language teaching. The authors focus on four aspects that improve communication skills of students by using TPR. First, in a TPR class, learners easily interact with their groups and pairs, and this helps them forget about their mistakes and anxiety. Students just enjoy learning through physical activities. Second, there is a reduced feeling of boredom. Many young students learn better with physical actions or activities instead of the traditional method, in which they usually stay seated during the whole lesson. TPR activities encourage students to become proficient in English. Third, TPR makes it easier for teachers to revise their students' second language development. For instance, if a pupil shows movements and/or language production that they had learned in class, then it is a demonstration for the teacher that the strategies implemented in the classroom are working.

2.1.5 Disadvantages of TPR

Widodo (2005) also explains the disadvantages of the TPR method. He points out that young learners may feel ashamed because they are unfamiliar with the commands, so the teacher is in charge of creating a comfortable environment for students to feel safe. Furthermore, this author claims that if TPR is used frequently in class, it could become repetitive for learners and that TPR needs to be linked to other approaches and techniques to be effective. Also, the author states that teachers have to consider that TPR cannot be used to teach everything. There are many topics that need additional methods and resources to be explained and learned. Also, TPR tends to omit narrative, descriptions, concepts, abstract or complex vocabulary, and conversation forms of language because it uses only commands to teach English (Widodo, 2005).

2.1.6 The Importance of Listening Skills

According to Purdy (1997), listening is the process of receiving, making meaning from, and answering spoken and/or nonverbal messages. Other authors such as Gilakjani and Ahmadi (2011) have stated that listening includes listening for thoughts, feelings, and intentions and that this requires active involvement, effort, and practice.

Similarly, Wah (2019) mentions that the primary ability that allows students to use their other abilities is listening. If learners are able to understand what they hear, they will not have problems in the speaking-learning process. Hence, language learning depends on listening. Regarding listening comprehension, Egamnazarova and Mukhamedova (2021) state that “Listening comprehension is the basis for speaking, writing, and reading skills. To train your listening skills, it is important to listen actively, which means to actively pay attention to what you are listening to” (p.28).

2.1.7 The Importance of Speaking Skills

Zarifa (2020) explains that speaking is the most relevant active skill in foreign language learning. The author points out that speaking skills include a variety of aspects, not just saying words, but creating meanings, preparing and producing utterances, and processing information with confidence. Equally, Nematov et al. (2022), mention that “speaking is the process of forming thoughts and ideas and exchanging them through the use of verbal and non-verbal symbols in various contexts” (p. 666). The authors affirm that for students, speaking is one of the most important skills when learning English. When people speak or communicate, they exchange opinions, information, and ideas about everyday life. Therefore, speaking is considered an essential part of teaching and learning.

2.1.8 Young learners in TPR

In general terms, Harmer (2007) states that young learners are those students between 5 and 9 years old and that very young learners are the ones between 2 and 5 years old. Mckay (2006) argues that young learners are those who are in the ages of six or seven. Considering the empirical articles examined in this research synthesis, we categorize young learners into the age range of 4 to 12 years of age. Each article includes participants of different ages within the mentioned range. For example, Noviandari and Rustipa (2023) used participants from 4 to 6 years old. Prananti et al. (2019) worked with students from 10 to 11 years old. Besides, Sinta and Uyun (2023) utilized participants from 7 to 8 years old. Also, Abata et al. (2021) conducted their study with pupils from 8 to 12 years old.

2.2 Literature Review

As mentioned above, Total Physical Response is a method that aims to teach a language by using physical activities and verbal input. Thus, this section presents a review of previous studies which have explored the effects of using TPR for teaching English, especially listening and speaking skills.

2.2.1 Effects of the Application of TPR for Teaching English Listening Skills

In the previous chapters of this work, we have mentioned that TPR is considered a helpful method for teaching listening. Some studies support this idea.

Werdiningsih and Mardiyah (2019) developed a quantitative study to prove that Total Physical Response was useful in the teaching of listening. The participants, who were Indonesian middle schoolers, were divided into a control and an experimental group. Both groups were given a pre-test before the experiment, and a post-test after the treatment. The experimental group was taught by using TPR, while a traditional teaching methodology was used with the control group. The authors found that students from the experimental group achieved better scores than those of the control group. Also, the researchers found that TPR creates a relaxed and comfortable learning environment, and increases vocabulary retention because of the association of movements with words. Teachers who use TPR focus mostly on listening skills through the use of commands.

The next study, conducted by Sari et al. (2017), was a quantitative research that analyzed the statistically significant improvement in students' listening skills and their responses after implementing TPR. The research involved 30 middle schoolers in the first year of SMP Negeri 22 Bandar Lampung. The study used a pretest-posttest design and two instruments: a listening test and a questionnaire. The results showed an improvement in students' post-test scores. Moreover, TPR was found to be effective in improving all aspects of listening micro-skills, including discrimination of sound, intonation patterns, identifying parts of sentences, and recognizing commands. The authors argue that the TPR method uses strategies that emulate the way children acquired their first language, with physical gestures, and that this is one of the reasons for its effectiveness.

In the same line, Oktavia et al. (2016) carried out qualitative and quantitative research on teaching EFL listening skills through the use of the TPR method. The research design used was Classroom Action Research (CAR). The participants were students of the seventh grade. For that study, the data was collected from the students' listening tests and field notes. Later, the tests were analyzed quantitatively, and the data of field notes was analyzed by giving a description of what was found. In the pretest, only 66.67% of students passed the test. However, after the implementation of TPR, 95.23% of students approved the test. Based on this, the researchers reported that the TPR method was an excellent tool to teach listening, by using imperative drills and real objects. Besides, as an advantage, the researchers reported an increase in the students' enthusiasm.

In another study, Prananti et al. (2019) carried out descriptive qualitative research to examine the implementation of the TPR method for teaching listening and speaking. The participants were 32 students from the fifth grade. Four instruments were used to collect the data: an interview guide, an observational checklist, recorders, and a test. The findings demonstrated that the TPR method was very helpful because it made students enjoy the class, and it was easier for them to understand the material.

Ulfa (2016) developed a quantitative study to analyze the influence of TPR on students' listening skills. This study was conducted in Sabilillah Elementary School with third-grade students. Pre-tests and post-tests were administered. While the control group received traditional instruction, the experimental group received instruction through TPR. The authors discovered that there is a substantial difference in students' listening skills development between those who were taught using TPR and those who were not. The study's findings indicate that TPR greatly improved students' listening abilities, causing them to be more engaged and at ease in the classroom.

2.2.2 Effects of the Application of TPR for Teaching English Speaking Skills

Several studies have shown the effectiveness and importance of using Total Physical Response for enhancing speaking skills. For instance, Abata et al. (2021) conducted a qualitative study to assess the effectiveness of this method in developing speaking skills in beginner learners in a rural school. The study was carried out with 26 students from 7th grade at "Belisario Quevedo" Rural School in Ecuador. The researchers found that TPR improved speaking skills in students, and they also showed a positive attitude toward language learning when this method was implemented. Based on this, the authors concluded that teachers implement TPR with the aim of helping children start learning the language and avoid low levels of proficiency in the future.

In the same line, Duan (2021) conducted a study, which used a quantitative approach, to prove the effectiveness of the TPR method for improving listening and speaking. The participants were six preschool students. The data was obtained through a pre-interview, a pre-test, a TPR teaching experiment, a post-test, and a post-interview. The results show that in the pre-test the total scores of the six children were less than 50/100. Most children did not understand English instructions. However, after the treatment, in post-test, the children's English proficiency significantly improved, with most scores above 90/100 points. Children learned English under minimal stress, stimulating their interest in the subject. Additionally, in the pre-interview, the children were not interested in English. But, after the experiment, all children showed interest and regularly participated in English learning activities like singing, acting, and playing.

Similarly, Andriyani (2018) carried out a Classroom Action Research (CAR) with 20 grade 3 students. The results showed that the students were able to respond to instructions when their teacher used Total Physical Response, leading to improvements in comprehension, fluency, pronunciation, and vocabulary. So, the author reported that 75% of students reached the appropriate success indicators by using the Total Physical Response method.

Likewise, Andas (2016) carried out action research to analyze the effects of using TPR on students' speaking abilities. The participants were 24 students of the seventh grade. After

implementing a speaking test, an observation sheet, tape recorder, and note-taking, the results showed a significant improvement in speaking ability after three cycles of TPR, with a 37% increase in the third cycle. Based on this, the author stated that TPR effectively addressed students' grammatical, lexical choice, and pronunciation issues, indicating its potential for language learning, particularly in speaking skills.

Noviandari and Rustipa (2023) conducted a qualitative study to explore the use of the TPR method with flashcards for teaching English vocabulary. The participants were 20 students of class 2B. The results revealed that using flashcards in the TPR method is the best way teachers can teach English vocabulary to young learners. Moreover, applying the TPR method to daily activities in the school environment makes the learning process enjoyable and interesting for students.

Chapter III: Methodology

This study is a research synthesis which, according to Wyborn et al. (2018), is a process of reviewing, assessing, and synthesizing existing data to produce outputs. To obtain information about teaching listening and speaking skills through Total Physical Response to young learners, we used the following online databases: Google Scholar, Scielo, Academia, ERIC, and ResearchGate.

Additionally, to conduct this study, the key terms for the search process were 1. Total Physical Response to Teach English Skills, 2. The use of body movements to teach English, 3. The impact of Total Physical Response in young learners, 4. Listening and speaking skills, 5. Characteristics of Total Physical Response, and 6. Advantages and disadvantages of the TPR method.

The inclusion criteria to manage the selection of different resources in this research synthesis were as follows. First, the approaches of the studies could have been quantitative, qualitative, or mixed. Second, all the sources to be used had to remain on digital platforms. Third, the articles had to be written in English. Fourth, the studies were to be empirical, to collect reliable outcomes from primary sources. Fifth, all the studies used in this research synthesis were to be published within the last 10 years. Finally, the studies had to focus on teaching English listening and/or speaking skills through Total Physical Response to young learners. Studies which did not fall into the mentioned categories were not selected for this work.

We considered articles published in the following journals: Horizontes Revista de Investigación en Ciencias de la Educación, ELTT Conference, Journal of English and Education, International Journal on Education, Social Sciences and Linguistics, Journal Of Social Science Research, Jurnal Darussalam: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum islam, Jurnal Ilmiah Pendidikan, Journal of English Language, Literature, and Teaching, Jurnal Edukasi, Jurnal Pendidikan Bahasa Inggris undiksha, Jurnal Scientia, ELTT, UNILA Journal of English Teaching, Journal of English Pedagogy and Applied Linguistics, Research Gate, Journal of English teaching, English Department, Universitas Airlangga, LSP International Journal, ELLITE Journal of English Language, Literature, and Teaching. These journals provided reliable information that helped to reach the objectives of this research synthesis. Once the data was collected, it was analyzed and classified according to the themes or categories that emerged during the analysis itself.

Chapter IV: Analysis of the Data

4. Analysis of the Data

In this research study, we aimed to answer the following two research questions: 1) What are the effects of using TPR to teach English listening and speaking skills to young learners? 2) What TPR activities are implemented in EFL classrooms to teach listening and speaking skills to young learners? Twenty studies were analyzed and classified into 5 categories: research location, research approach, research instruments, effects of using TPR to teach English listening and speaking skills to young learners, and TPR activities used in classrooms to develop listening and speaking skills in young learners.

4.1. Research Location

Table 1

Research Location

Location	Author/Year	No of studies	Percentage
Asia	Agung (2021); Andas (2016); Andriyani (2018); Duan (2021); Kartawijaya et al. (2023); Noviandari & Rustipa (2023); Nuraeni (2019); Oktavia et al. (2016); Prananti et al. (2019); Ramadani & Syihabuddin (2023); Ramadhani (2023); Sari et al. (2017); Sinta & Uyun (2023); Soamole & Hanapi (2018); Ulfa (2016); Uthaya & Sandaran (2018); Wati (2021); Werdiningsih & Mardiyah (2019); Yaqin & Yasir (2024)	19	90
South America	Abata et al. (2021)	1	10
Total		20	100

Table 1 displays the categorization of 20 articles according to location. As can be seen, the majority of studies (19) were carried out in Asia, and only one study was conducted in South America. So, this indicates that more research on teaching English listening and speaking

skills through Total Physical Response has to be performed in South America in order to analyze the possible benefits of this method in this context.

4.2. Research Approach

Table 2

Research Approach

Approach	Author/Year	No of studies	Percentage
Quantitative	Duan (2021); Ramadhani (2023); Sari et al. (2017); Ulfa (2016); Uthaya & Sandaran (2018); Wati (2021); Werdiningsih & Mardiyah (2019)	7	35
Qualitative	Abata et al. (2021); Andas (2016); Andriyani (2018); Kartawijaya et al. (2023); Noviandari & Rustipa (2023); Nuraeni (2019); Prananti et al. (2019); Ramadani & Syihabuddin (2023); Sinta & Uyun (2023); Soamole & Hanapi (2018); Yaqin & Yasir (2024)	11	55
Mixed	Agung (2021); Oktavia et al. (2016)	2	10
Total		20	100

As can be seen in Table 2, the research approaches of the articles were quantitative, qualitative, and mixed methods. This table shows that 35% of the studies were quantitative, 55% were qualitative, and only 10% used a mixed-methods approach.

The findings of the quantitative studies showed that the use of TPR method makes young learners achieve speaking and listening skills more effectively. As a case in point, Duan (2021) and Yaqin and Yasir (2024) concluded that the TPR method had a significant effect on teaching speaking skills to young learners' as well as on their motivation, proper vocabulary, and pronunciation practice. Besides, Ulfa (2016) and Werdiningsih and Mardiyah (2019)

stated that using TPR facilitated the learning of listening skills in students of English. Additionally, students were more active during the class, which reduced their stress levels in the classroom.

In the qualitative studies, the results also showed that the application of TPR improves listening and speaking English skills in young learners. For example, Andas (2016) and Abata et al. (2021) concluded that TPR improved some components of the speaking skill such as vocabulary, pronunciation, and fluency. Moreover, the method contributed to motivate and engage students in the learning process. Regarding listening skills, Prananti et al. (2019) reported that the TPR method made students comprehend meaning with the help of commands, instructions, or directions described through physical movement. The authors mentioned that TPR was enjoyable to implement; therefore, learners felt less stressed and followed the instructions during the learning process.

Regarding the mixed-method studies, again, the results showed the efficacy of teaching listening to young learners through TPR. For instance, Agung (2021) and Oktavia et al. (2016) argued that the process of teaching listening using TPR to young learners was effective because students were able to learn English while having fun and feeling excited about the activity. Both aspects contributed to their success in listening.

4.3. Research Instruments

Table 3

Research Instruments

Instrument	Author/Year	No of studies	Percentage
Observation and Interview	Abata et al. (2021); Duan (2021); Noviandari & Rustipa (2023); Sinta & Uyun (2023); Yaqin & Yasir (2024)	5	25
Pre-test and Post-test	Agung (2021); Duan (2021); Nuraeni (2019); Ramadani & Syihabuddin (2023); Ramadhani (2023); Sari et al. (2017); Ulfa (2016); Uthaya & Sandaran (2018); Wati (2021);	10	50

	Werdiningsih & Mardiyah (2019)		
Questionnaire	Soamole & Hanapi (2018)	1	5
Pre-test or Post-test	Andas (2016); Andriyani (2018); Kartawijaya et al. (2023); Oktavia et al. (2016); Prananti et al. (2019)	5	25
Total		20	100

As displayed in Table 3, this section presents the instruments used in the 20 empirical studies. Observations and interviews were used in 5 studies. Pre-tests and post-tests were applied in 10 studies. Besides, only 1 study used a questionnaire to collect data. Soamole and Hanapi (2018) declared that questionnaires helped them understand how students felt when the teacher applied TPR in the classroom. Additionally, either pre- or post-tests were used in 5 studies to gather information about the development of listening and speaking skills before and/or after applying the TPR method in a class with young learners. For example, the study conducted by Kartawijaya et al. (2023) showed how a post-test is used at the end of each study cycle, demonstrating the improvement of speaking skills after applying the TPR method.

4.4. Effects of Using TPR to Teach English Listening and Speaking Skills to Young Learners

Table 4

Effects of Using TPR to Teach English Listening and Speaking Skills to Young Learners

Effects	Author/Years	No of studies	Percentage
Active participation	Andriyani (2018); Kartawijaya et al. (2023); Oktavia et al. (2016); Ramadhani (2023); Sinta & Uyun (2023)	5	25
Reduced anxiety	Andas (2016); Duan (2021); Prananti et al. (2019); Ulfa (2016)	4	20

Vocabulary, fluency, and pronunciation	Abata et al. (2021); Soamole & Hanapi (2018); Yaqin & Yasir (2024)	3	15
Motivation and engagement	Agung (2021); Duan (2021); Novindari & Rustipa (2023); Nuraeni (2019); Ramadani & Syihabuddin (2023); Sari et al. (2017); Uthaya & Sandaran (2018); Wati (2021); Werdiningsih & Mardiyah (2019)	9	45

Table 4 indicates the predominant effects of using TPR to teach English listening and speaking skills to young learners: active participation, reduced anxiety, vocabulary, fluency, pronunciation, and motivation and engagement.

As the table shows, the most common effect was motivation and engagement. The students demonstrated eagerness and determination to learn listening skills through TPR since this method enables them to actively participate by incorporating physical movements while learning English, enhancing their motivation to listen to and understand imperative drills attentively, and subsequently replicate them (Agung, 2021; Novindari & Rustipa, 2023; Sari et al., 2017; Uthaya & Sandaran, 2018; Werdiningsih & Mardiyah, 2019). Applying TPR fostered students' engagement in the learning process, contributing to a relaxed classroom atmosphere and motivated students (Ramadani & Syihabuddin, 2023). Regarding speaking skills, Duan (2021) affirmed that Total Physical Response is a good method for developing this skill since students feel enthusiastic about using realistic scenarios to practice language, making the learning experience more relevant and engaging.

Active participation is another important effect analyzed in this study. The Total Physical Response (TPR) method made students participate and cooperate in the teaching-learning process. Moreover, through imperative drills, which incorporated physical activities and real objects to grasp the meaning of instructions effectively, the students enhanced their listening skills (Oktavia et al. 2016). Additionally, Ramadhani (2023) and Sinta and Uyun (2023) stated that the TPR method is suitable for young learners, as it demands their attentiveness to instructions, contributing to an engaging yet enjoyable learning experience. This teaching method not only fosters active participation and aids in word retention but also cultivates a sense of enjoyment in speaking English among young learners (Kartawijaya et al., 2023).

Another effect of using TPR to teach English listening and speaking skills to young learners was reduced anxiety. Prananti (2019) showed that pupils got less stressed and enjoyed TPR activities because they listened to and comprehended the instructions through enjoyable physical movements, which motivated them to invest time and effort in practicing their speaking and listening skills. For instance, the teacher gave some commands and acted them out in front of the class. After some repetitions, the instructor asked students to pronounce the commands loudly and act them out. Then, in a very friendly and comfortable environment, the teacher corrected students' pronunciation and asked some of them to stand up in front of the class and give a command to their friends; the other students had to act it out (Prananti, 2019). The TPR implementation fosters a stress-free and enjoyable learning environment for students, enabling them to comprehend commands and instructions through physical movement. This method promotes active listening and speaking skills as students imitate and repeat the teacher's actions and commands. Additionally, the incorporation of humor by the teacher adds to the enjoyment of the learning process, making students feel happy and engaged in learning (Andas, 2016; Prananti et al., 2019; Ulfa, 2016). In the same way that Duan (2021) contributed about motivation and engagement, the author also concluded that the Total Physical Response (TPR) method effectively reduces anxiety in preschool children by fostering a relaxed and enjoyable learning environment. By minimizing the emphasis on mistakes, this method allows children to learn without fear or stress, creating a "zero pressure" atmosphere.

Abata et al. (2021), Soamole and Hanapi (2018), and Yaqin and Yasir (2024) reported that Total Physical Response contributes to the improvement of main components of the speaking skill such as vocabulary, pronunciation, and fluency. The authors mentioned that TPR enhances speaking skills by incorporating physical movements, mimicry, and active engagement. Likewise, learners improve vocabulary by associating words with corresponding actions, refine pronunciation through mimicking sounds and intonations, and develop fluency by responding spontaneously to spoken commands. Yaqin and Yasir (2024) concluded that by associating words with physical movements, students effectively learn and retain new vocabulary, practice correct pronunciation, and become more fluent through contextual usage of dynamic and enjoyable activities.

4.5. TPR Activities Used in Classrooms to Develop Listening and Speaking Skills in Young Learners

Table 5

TPR Activities Used in Classrooms to Develop Listening and Speaking Skills in Young Learners

Activities	Author/Year	No of studies	Percentage
Imperative drills	Agung (2021); Andas (2016); Andriyani (2018); Duan (2021); Kartawijaya et al. (2023); Noviandari & Rustipa (2023); Nuraeni (2019); Oktavia et al. (2016); Prananti et al. (2019); Ramadhani (2023); Ulfa (2016); Uthaya & Sandaran (2018); Wati (2021); Werdiningsih & Mardiyah (2019)	14	70
Role Play	Andriyani (2018); Duan (2021); Soamole & Hanapi (2018)	3	15
Body gestures or Movements	Abata et al. (2021); Duan (2021); Prananti et al. (2019); Sari et al. (2017); Soamole & Hanapi (2018)	5	25
Listen and repeat	Sinta & Uyun (2023)	1	5
Reading aloud	Ramadani & Syihabuddin (2023); Yaqin & Yasir (2024)	2	10

Table 5 shows the Total Physical Response activities to develop listening and speaking skills. The 20 articles were classified into 5 activities.

The most common activity used by language educators is imperative drills. For example, Oktavia et al. (2016) used imperative drills with students to develop listening comprehension. The students had to listen to and then understand the instructions. This activity was also followed by real objects (realia) to help learners understand the meaning of instructions. Furthermore, within this category, we include giving commands as another activity. For instance, in the study carried out by Andas (2016), the researcher asked students to take turns being the instructor and the listener to give commands and perform actions about how to plant a flower. In a different study conducted by Duan (2021), the researcher applied giving commands through the movement of the body to practice imperative phrases. In addition,

there are some articles that include more than one activity such as Role Play, Giving Commands, Using Realia, and Body Gestures or Movements. For instance, Agung (2021) uses giving commands and songs to teach and improve listening and vocabulary. In another study conducted by Andriyani (2018), the author used verbal commands to give instructions and change roles among students. Also, the researcher asked the students to make a role-play and present it in the class. As a result, this activity was useful to improve pronunciation, fluency, comprehension, and vocabulary.

Role-playing is considered the second activity. Soamole and Hanapi (2018) conducted research in which they implemented role-play with students to express situations and questions. Therefore, the implementation of this activity helped students to improve their speaking skills. Furthermore, in an article conducted by Andriyani (2018), the researcher included more than one activity such as giving commands to start the class and later introduced role play as the main activity that contributed to the learning process in students. Also, a study conducted by Duan (2021) explained how the author introduced different activities to find the use of the total physical response on learners. For example, the researcher asked one young learner to perform the role of a new student and introduce himself while the other 5 students took turns introducing themselves.

Body gestures and movements were applied to determine the effectiveness of using Total Physical Response to develop speaking and listening skills. For example, Abata et al. (2021) demonstrated that teaching vocabulary through flashcards and body movements had a positive effect on developing speaking skills. In another study, conducted by Sari et al. (2017), the researchers implemented body movements with first-grade students. This activity positively improved students' listening skills. Additionally, Duan (2021) used the activity of body movements to teach verbs such as stand up, pick up, and put down. This activity contributed to the development of students' listening skills by using the Total Physical Response.

The next activity, "Listen and Repeat" is found in only one article. In the study conducted by Sinta and Uyun (2023), the author asked the students to listen and do the action, listen and mention, and "repeat after me." Also, the teacher gave assignments and quizzes to students, and their responses were very positive.

Finally, Reading aloud is classified within the activities to improve listening and speaking skills. For instance, we found one article carried out by Ramadani and Syihabuddin (2023) in which the teachers had students do a listening task by implementing Total Physical Response (TPR). During the class, they asked the students to listen to the teacher read out loud, and then perform an action. This activity was performed by students in order to understand the content. Therefore, the authors concluded that this TPR activity was effective for a listening class.

Another activity in this section is about a study conducted by Yaqin and Yasir (2024) who found that the teacher used body movements to practice vocabulary at the beginning of the class. Later, as a main activity, the students told stories in front of the class by implementing body movements. The authors concluded that the students were able to apply the Total Physical Response method by telling stories in an effort to improve speaking skills.

Chapter V: Conclusion and Recommendations

5.1 Conclusions

This research synthesis aimed to analyze the effects of teaching listening and speaking skills through the total physical response (TPR) teaching method in young learners, as well as the activities used in this method. Based on the analyzed studies, we conclude that TPR is useful to develop listening and speaking skills in an English classroom with young learners.

The results of the analyzed studies show that using TPR for teaching listening and speaking skills to young learners has positive effects. These effects include active participation, reduced anxiety, vocabulary retention, enhancement of fluency and pronunciation, and motivation and engagement. These studies demonstrate that students exhibit motivation and engagement when performing physical movements. The factor of motivation also contributes to a relaxed classroom learning environment. Further, TPR fosters active participation, as it requires students to attentively follow instructions, supporting word retention and cultivating enjoyment in listening and speaking in the classroom among young learners. Additionally, TPR facilitates vocabulary acquisition, pronunciation reinforcement, and fluency development by listening to commands and performing actions that include whole-body movements. This method promotes active learning and English-speaking development among young learners.

In addition, the studies demonstrated that through different TPR activities, young learners had significant improvement in listening and speaking skills and vocabulary. Language educators used Imperative Drills, Role-play, Body Gestures or Movements, Listen and Repeat, and Reading Aloud to help students understand meaning of content, grammar items, and express situations and questions. So Total Physical Response has been found to be effective in improving listening and speaking skills, due to the fact that these skills were accelerated when doing a task in the context of action and body movement.

5.2 Recommendations

The results of the current research focus on the application of TPR to teach listening and speaking to young learners. Therefore, the first recommendation is to consider analyzing the application of TPR in adult learners. It would be very interesting to examine if previous research on the use of TPR had adults as their participants, considering that adults have different learning styles and preferences compared to children.

Since the main focus of this work included listening and speaking, another recommendation is that teachers and future researchers think about examining the effectiveness of TPR for the development of reading and writing skills. Traditionally, TPR is associated with oral language development, so exploring its application in reading and writing can uncover innovative strategies for enhancing those skills.

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