IMPROVING STUDENTS’ CLASS PARTICIPATION BY USING TPR WITH HAND PUPPET

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Abstract

Classroom participation is needed in the teaching and learning process to create an effective learning process. Participation is not only about the students' ability in oral communication to convey his/her idea but also non-talker activities. Both active and passive participation is needed to improve students' knowledge. The purpose of this research was to improve students' class participation which influence students’ reading comprehension skills. This research was conducted to first-grade students of SDS Kinderfield Pontianak in Academic Year 2020/2021. This research was a classroom action research. There were three cycles to improve students' participation. The technique of collecting data was non-measurement and measurement techniques. The data of the non-measurement technique were collected by using an observation checklist, field note, and video analysis. In addition, the measurement technique was gathered by giving a reading comprehension test for each cycle. It consisted of 10 questions of narrative texts. The percentage of student's participation in the classroom was analyzed by an assessing rubric for students' participation. The percentages of each cycle showed improvement. In the first cycle, the percentages of students’ participation were around 59% and it was unacceptable. In addition, in the second cycle, the percentage of students' participation was around 72% for each being observed. It was a developing level. Moreover, in the last cycle, the percentage of students’ participation was more than 80% for all aspects and considered as proficient level. It proves that there was an improvement of students’ participation from each cycle.

Keywords: Class participation, tpr, hand puppet

INTRODUCTION

In the pandemic era, all education levels have to conduct online learning. The teacher and the students needed to deal with s problems. One of them is students’ class participation in online learning. This situation is quite challenging for primary teachers. The teacher has to deal not only with the technical problems but also the students' characteristics.

There have been studies on the students’ participation but were conducted in different contexts. Puspita, Ikhsanudin, and Rosnija (2018) reposted their classroom action research that was conducted a madrasah in Pontianak. The study was aimed at improving 40 8-graders participation in listening comprehension activities in a madrasah in Pontianak. It was found that, the participation improved after three cycles.
implementation of Simon Says Game. From a different perspective, Sriyana, Ikhsanudin, and Bunau (2018) conducted a study in a different madrasah in the same province, Kalimantan Barat. Also using classroom action research method, the study was aimed at improving a madrasah learners’ participation in a reading comprehension activity, particularly in paying attention, answering question, and joining the discussion. In a two-cycle action of Story Mapping Technique, it was found that the learners’ participation improved. Firmansyah, Ikhsanudin, and Sadra (2021) conducted a study on improving students’ participation by implementing discovery learning method. The three-cycle action research successfully improved the students’ participation in responding to the teacher’s questions.

There are six characteristics of young learners which have to be considered by young learners’ teachers. They are intellectual development, attention span, sensory input, affective factors, and authentic meaningful language. By considering those things, the teacher can choose the appropriate teaching technique and media. Those combinations help the teacher to create a positive learning environment that influences their participation in the learning process, especially for young learners.

The two types of participation in the classroom are oral and non-oral participation (Puspita et al., 2018, p. 2). Oral is verbal participation where the students share their ideas actively in the discussion process. It can be asking or answering questions. In addition, non-oral participation is the students' non-verbal activities during the discussion process. It can be eye contact, raising a hand, and nod their head (Abdullah et al., 2012, p. 61). Participation and active engagement in the classroom are the important components that support students' successes in learning (Wright, 2014, p. 1). Because they can achieve the learning objectives that given on the day by active participating in the classroom (Firmansyah et al., 2021, p. 128). As the material given becomes easier to understood get involved(Sriyana et al., 2018, p. 2). In fact, both active and passive participations are needed in the learning process. Yet, being active in verbal participation is easier for the teacher to check students’ understanding toward the material given even it’s hard for the students to be active all the time.

Being active in verbal participation is a complex process. Five factors influence their participation. They are linguistic, pedagogical, cognitive, affective, and socio-cultural factors (Mustapha et., al, 2010, p. 2). They are inter-related factors. It is hard for first-grade students who have a limitation on those things. Thus, the teacher must consider what learning outcome is expected (Richards, 2011, p. 87). It will be reflected on the chosen principle of language teaching that the teacher uses in the classroom. It will influence the students' activities (Richards, 2011, p. 87) both in participation and engagement in the classroom.

The participant of this research is primary school students of SDS Kinderfield Pontianak. It focused on active learning and activities in the program which was designed to encourage learners to become independent, active, and lifelong learners (Cambridge Assessment International Education 2018, p.2). Therefore, the teacher needed to use the appropriate technique and media. One of the appropriate teaching techniques is Total Physical Response (TPR) and the appropriate media for the young learners is hand puppets.
That combination was chosen based on young learners' characteristics. It had been approved by the previous researchers that hand puppets were the meaningful teaching media for young learners. The teacher used hand puppets to create some gestures to explain the teaching material. In addition, Total Physical Respons or TPR is focused on children on language teaching. According to Richards (2001, p. 73) as young learners, most children will respond to the command given physically before they begin to respond to it verbally.

It combines movement and commands to improve students' participation in answering teachers' questions. The movement may involve touching, grasping, or otherwise manipulating some object (Richards, 2001, p. 73). The movement could become from the teacher's gesture or media. In short, the combination of the appropriate teaching technique and media was expected to attract students' attention and improve the students' participation in answering the teacher's questions, volunteering to read story sentences, following teacher instructions, and listening actively.

Based on the background above this research were going to answer these questions:

a. How does Total Physical Response accompany by hand puppets as teaching media improve the students’ participation to read a story sentence in reading class?

b. How does Total Physical Response accompany by hand puppets as teaching media improve the students’ participation in answering close-ended questions?

c. How does Total Physical Response accompany by hand puppets as teaching media improve the students’ participation in answering open-ended questions?

d. How does Total Physical Response accompany by hand puppets as teaching media improve the students’ participation in following teacher instruction?

e. How does Total Physical Response accompany by hand puppets as teaching media improve the students’ participation in active listening?

METHOD

To improve students' class participation by using tpr with hand puppets, the researcher decided to use classroom action research since it was employed to see the students' progress from each cycle. According to Burns (2010, p. 2), action research is to identify a 'problematic' situation or issue that the participants who may include teachers, students, managers, administrators, or even parents such as consider it worth looking into more deeply and systematically. In addition, classroom action researcher has cycles to conduct, and each cycle has four stages to run such as planning, acting, observing, reflecting (Burns, 2010, p. 4).

a. Participants

This sample of this research was first-grade students of SDS Kinderfield Pontianak. There were 22 students. The improvement of the students’ participation in English class especially in reading class was analyzed by the researcher.
b. Instrument

This method of research was preferable to find out the students' improvement in-class participation that already stated in the research questions. In addition, this research used measurement and non-measurement techniques to collect the data. The measurement technique was a reading comprehension test given at the end of each cycle. Moreover, the non-measurement technique was field note, observation checklist, and video recording.

1. Field note

The fieldnote will help the researcher to describe what might happen during teaching and learning process. The researcher will take it note. While checklist will help the researcher to record number of students who will participate during teaching and learning process.

2. Observation

Observation is used to the students’ participation during teaching and learning process. The researcher would be helped by the observer to observed it. Observation will be done based on the guideline of the observation checklist provided by the researcher.

3. Video Recording

A video recorder was used to record the students speaking activities. This tool may take the observation result valid. By using this tool, the researcher may also check the result at home. It helped the researcher to find out was happened during the teaching and learning process from each cycle and also recorded the students’ participation.

c. Data Analysis

The data of students' participation was analyzed by using this formula:

To compute the percentage of the students’ participation during the teaching and learning process is as followed:

\[
\frac{f}{N} \times 100\%
\]

\(F\) = frequency of the student answer
\(N\) = total questions asked in the meeting

To compute the total percentage of the students’ participation for each aspect is as followed:

\[
\frac{\Sigma F}{N} \times 100\%
\]

\(\Sigma F\) = Sum of the total percentage of the students' participation answers
\(N\) = Total of the students

To compute "\(\Sigma F\)", the researcher used the following formula:

\(\Sigma F = \text{score of Student 1} + \text{score of Student 2} + \ldots + \text{score of Student 22}\)

The total percentage of student's participation in each aspect mentioned in the research question was analyzed based on the table below:
Table 2. Rubric for Assessing Student Participation

<table>
<thead>
<tr>
<th>Frequency of participation in class</th>
<th>Exemplary (90%-100%)</th>
<th>Proficient (80%-90%)</th>
<th>Developing (70%-80%)</th>
<th>Unacceptable (&lt;70%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students initiate contributions more than once in each recitation.</td>
<td></td>
<td>Students initiate contributions once in each recitation.</td>
<td>Students initiate contribution at least in half of the recitations</td>
<td>Students do not initiate contribution &amp; need the instructor to solicit input.</td>
</tr>
</tbody>
</table>

(Cianciarulo, 2011, p. 4)

In addition, to compute the students’ reading comprehension progress.

\[ \frac{f}{N} \times 100\% \]

F = frequency of the student correct answer
N = total questions in the test.

The result of students’ test was analyzed by using minimum score which should be achieved by the students. The minimum score for the test was 70. In short, if the students’ score was under 70, it categorized as fail.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research was a classroom action research. The focus of this research was improving students' class participation in English class by using TPR with hand puppets. There were five questions in this research. They improved the students’ participation to read a story sentence, answering closed-ended questions, answering open-ended questions, following teacher instruction, and active listening.

The percentages progress for those research questions was as follow:

First Meeting

The first cycle was conducted on November 9th, 2020. At the beginning of the story, all of the students were enthusiastic to read the story, they were happy to get a turn. But in the middle of the story, they got bored. Their participation to answer the teacher's questions was decreased until the end of the class. There were only 55% of 22 students got a chance to answer open-ended questions.

Besides observing active participation such as being active in reading story sentences, answering the teacher's open-ended and close-ended questions, the observer also observed students' passive participation such as active listening and following the teacher's instructions. Active listening means that students could pay attention to the discussion process and sit down properly. There were 68% of students who could actively listen. In addition, there were 78% of students follow the teacher's instruction. There was three main instruction. They were turning on the camera, turning off-mic, and preparing a book, pencil, and eraser.

The result of students’ participation in this cycle could be seen as follows:
Based on the figure above, it could be seen that students’ active participation such as reading story sentences, answering teacher's open-ended and close-ended questions were low rather than passive participation such as active listening and following teacher's instructions. It could be concluded that students' participation in this cycle was unacceptable. Because students’ passive participation was higher than active participation. Thus, conducting the next cycle was needed.

The things which happened in this cycle would be a reflection for the researcher in the next cycle. The teacher had to pay attention to the technical problems, the way how to use the hand puppet, and the give same opportunity for all students to answering questions. The inequality opportunities will decrease students' motivation to participate in the class.

Second Meeting

This cycle was conducted on November 13th, 2020. The students' participation has improved on both active and passive participation. On active participation, the percentage of students’ participation in reading a story sentence, answering teacher's questions on the open-ended and close-ended questions were higher than the previous cycle. They were 74% for reading a story, 72% for answering close-ended questions, and 75% for answering the open-ended question. On the other hand, the percentage of passive participation also improved. The students could follow the teacher's instructions to turn on the camera, turn off the mic, and prepare their learning stuff. In addition, the percentage of active listening was about 84%. It meant that the students were interested in the story when they could sit down nicely and pay attention to the story. The result of students’ participation in this cycle could be seen as follows:
The problem which happened in this cycle would be a reflection for the next cycle. The teacher had to pay attention to the length of the story and involved the students to use their puppets too which could improve students' participation for the next cycle.

On the next day, the students would be given a reading comprehension test about the narrative text. There was 10 question which involved 2 narrative texts. They had to find out the title of the text, setting, and plot of the story. They had to submit the test at the end of the class. It was about 50 minutes. The test was given to find out students' understanding of story structures of narrative texts.

The average score of students' tests was about 70. It was better than the previous cycle. The learning situation in this cycle also affected students' understanding. Because media can influence students' motivation in the language teaching process (Murcia, 2001, p. 461).

Third Meeting
Cycle 3 was conducted on November 19th, 2020. In this cycle, most of the students had improved their understanding of the story structure. They could answer the teacher's questions that asking about the title, characters, setting, and plot of the story. In addition, they could find out the moral value of the story. Furthermore, the percentage of students’ participation in this cycle had improved rather than the previous cycle. The detailed percentage of student's participation in this cycle could be seen in figure 3.

Figure 2: Students’ Participation in Cycle 2

![Image: Figure 2: Students’ Participation in Cycle 2]

Figure 3: Students’ Participation in Cycle 3

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Based on the diagram above, it could be seen that the improvement of students’ participation had been done. The active participation such as participate in reading a story sentence, answering close-ended questions, and open-ended question were more than 80%. It meant that the students were at the proficient level. More than 80% could participate actively during the discussion process. In addition, passive participation such as following the teacher’s instructions and active listening were improved sufficiently. The percentage was more about 90% which meant that the students had an exemplary level.

After discussing the reading text, on the next day, the students would be given a reading comprehension test about the narrative text. There was 10 question which involved 2 narrative texts. They had to find out the title of the text, setting, and plot of the story.

The mean score of students’ tests was 88. It was improved by about 18 points than the previous cycle. In this cycle, both researcher and the students could maximize the use of hand puppets during the teaching and learning process. This situation also creates a positive situation that improves students’ participation not only in asking and answering questions but also in the other aspects, such as following the teacher's instructions.

**DISCUSSION**

In the research findings, it could be seen the students' progress from each cycle. In cycle one, the result was not maximized. Based on the field note and observation checklist, it was caused by the students were not getting used to using hand puppets. In addition, they were asked to raise their hands whenever they wanted to answer the teacher's questions. Meanwhile, the internet connection was not good. As this was online learning, when we had a bad connection, it would influence the teaching and learning process.

In addition, in the second cycle, the students were enthusiastic at the beginning and middle of the lesson. But their enthusiasm and willingness were decreased at the end of the lesson. It was caused to the length of the story. Yet, the improvement of their participation could be seen in this cycle.

Moreover, in the third cycle, the teaching and learning process runs well. The researcher could minimize the problems which happened at the previous cycle either technical or practical to apply the technique and media which had been prepared. In addition, students’ participation in this cycle was high, the researcher involved the students to use their dolls as a learning medium.

Based on the explanation above, it could be concluded that students’ performance in participating in responding to the teacher's questions would not be better if there was no support from the teacher's performance. The teacher had led, motivated, facilitated, and also guided the students when the technique was implemented.

The students’ progress from each cycle could be seen as follows:
Based on the figure above, it could be seen that students' participation in cycle 1 was very low in both active and passive participation. The lowest percentage was in answering the teacher's close-ended question. Moreover, the highest percentage was in following teacher's instructions. The first cycle was categorized as unacceptable because the percentage was under 70%. Thus cycle 2 was conducted.

The students' participation has improved on both active and passive participation in cycle 2. On active participation, the percentage of students' participation in reading a story sentence, answering teacher's questions on the open-ended and close-ended questions were higher than the previous cycle. They were 74% for reading a story, 72% for answering close-ended questions, and 75% for answering the open-ended question. On the other hand, the percentage of passive participation also improved. The students could follow the teacher's instructions to turn on the camera, turn off the mic, and prepare their learning stuff. In addition, the percentage of active listening was about 84%. It meant that the students were interested in the story when they could sit down nicely and pay attention to the story. Based on the percentage, this cycle was categorized as developing level where the percentages were about 70%-80%.

In cycle 3, it could be seen that the improvement of students' participation had been done. The active participation such as participating in reading a story sentence, answering close-ended questions, and open-ended questions were more than 80%. It meant that the students were at the proficient level. More than 80% could participate actively during the discussion process. In addition, passive participation such as following the teacher's instructions and active listening were improved sufficiently. The percentage was more about 90% which meant that the students had an exemplary level.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the research finding of this research, the researcher concludes that improving students’ participation in answering teacher's questions for first-grade students of SDS Kinderfield Pontianak by using TPR and hand puppets could improve students’ participation in answering teacher’s questions. Besides active participation, the improvement also happened on the passive participation. They were active in listening and following the teacher's instruction. The percentages were 95% for active listening and 91% for following the teacher's instructions.
was categorized as the exemplary level where the percentages of students’ participation were more than 90% (Cianciarulo, 2011, p. 4).

The improvement on the last cycle on both active and passive participation was because the students were allowed to hold their hand puppets from the beginning to the end of the lesson. The students could use their hand puppets on the discussion process or read story sentences before the teacher act them out. Then the students also used their hand puppets to answer the teacher’s questions and share their ideas on the conclusion. In addition, the story was not too long so the students enjoyed participating during the class. Thus, it could create a positive environment for the students to participate in both active and passive participation.

Based on the research finding on each cycle, it could be concluded that improving students’ participation by using TPR and the hand puppet method attract students' attention, especially for young learners. Yet, the teacher had to involve the students to use the hand puppet during the teaching and learning process. Because it was too boring to watch the teacher who played the hand puppet on the screen. If the teacher involved the students and let the students take apart to use their puppet not only on sharing their ideas but also on the reading story sentence, the students would be more active during the teaching and learning process. In addition, they could respond teacher's questions, pay more attention to the lesson, and follow the teacher's instructions.

**Recommendation**

Based on the result of this research study, there are two suggestions by the researcher which may helpful for the other English teachers and researchers. First, applying TPR with a hand puppet is recommended for English teachers as an alternative teaching technique in improving the students' participation especially for young learners. Second, Applying TPR with a hand puppet is the technique needed by the teacher to be a good facilitator and instructor. The teacher's role as facilitator is to facilitate the students in learning and guide the students to respond to the problems. As the instructor, the teacher can give instructions systematically to the students to finish their work. In addition, for the coming up researcher, using hand puppets as a teaching medium, the researcher also has to pay attention to the students' psychological condition and the learning material which will be given. Moreover, the researcher also needs to engage the students to use their hand puppets while teaching and learning process. So, they will not get bored listening to the teacher's explanations even the teacher use hand puppets as a teaching medium. Because hand puppet which used by the researcher only attracts students' attention at the beginning of the lesson.

**REFERENCES**


