

THE EFFECTIVENESS OF USING TOTAL PHYSICAL RESPONSE STORYTELLING IN TEACHING SPEAKING FOR MID WIFE STUDY PROGRAM UNIVERSITY AUDI INDONESIA ACADEMIC YEAR 2021/2022

Roikestina Silaban

Universitas Audi Indonesia
Email: roikestina@gmail.com

ABSTRACT

The objectives of this study are to find out the effect of using Total Physical response Storytelling (TPRS) on the student's speaking achievement Mid Wife study program University Audi Indonesia in Academic Year 2021/2022, to find out the relationship between Total Physical Response Storytelling (TPRS) and speaking Mid Wife study program University Audi Indonesia in Academic Year 2021/2022. This study was conducted by using experimental design, consists of 60 students where taken as a sample of this research. The research design that used in this researched were quantitative data. The result of research Total Physical Response Storytelling (TPRS) significantly effective to improve students' speaking. There is affect positive of using Total Physical Response Storytelling (TPRS) to improves students' speaking of Mid Wife study program in the academic year 2021/2022. It show by means of pre-test and post-test in experimental group and control group. The mean score got from the experimental group (54,86) and the control group (46,53). It means the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Thus it can be concluded that using role play technique significantly effects on the students' speaking achievement. It shown by the result of calculation of the t-test. The result of the t-test calculation shows that t observed value (8.10) is higher than t table value (1.646).

Keywords: *Total Physical Rensponse, Story Telling, Teaching Speaking*

1. INTRODUCTION

English is very important tool of communication used to communicate between two or more people in carrying out their daily activities and has main role to make people understand. English is an international language and the most important language which is taught in the most countries in the world. In Indonesia it is treated as the first foreign language, considered to be important for developing and applying science and technology, as well as for increasing International relationship and cooperation.

It is supported by Maxom (2009:183) who said that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students can express their ideas, feelings and desires to others. In school the students learn how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. Izzan (2007:1) added English as a second and International Language mostly

is used in all countries in this world. He said English is used in almost every aspect of our life, such as in science, education, technology, business and news. To get job, one must be qualified in fulfilling the job requirements including speaking English fluently. In learning English, students are expected to be able to achieve and be familiar with the four language skills, such as listening, speaking, reading and writing. In speaking, students find that speaking is difficult to practice.

When the teacher asks students to say something about their opinion, most of the students feel uncomfident to express it. They are ashamed to make a mistake in speaking English language. According to Tsiplakides (2009) students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due to their limited knowledge of the language, especially in relation to speaking and listening skills. Students who experiences fear of negative evaluation do not consider language

errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluation either from the teacher or their peers.

As a result, they are silent and withdrawn most of the time, and do not participate in language activities. Students who experience test anxiety consider the foreign language process, and especially oral production, as a test situation, rather than an opportunity for communication and skills improvement. The researcher strongly convinced that when something is not interesting for students, it does not matter what you teach or the best way you teach it, in the long run, it will be a waste of time. It is taken for granted that there must be more than one way for developing fluently oral production, a way for students to express themselves orally in their own words, not memorizing lines.

The phenomenon above shows that there is a serious problem in learning speaking. The researcher found this condition when doing observation in Mid Wife Study Program University Audi Indonesia. The students got direct material and forced to give correct responses to the question from the teacher without exploring it with their own knowledge. The situation above made most of the students bored and have a little desire to learn and to speak English in the class. Only a few members of the students are interested to be involved actively in learning the material, and the rest passively involved without performing their best when the teacher asks them to speak about the material.

In this case, the writer saw that if the lecturer just uses a text book and board marker or chalk as a media, it makes the students think that English is a boring subject and uninteresting and they can't speak English even though in simple conversation. So the students cannot remember anything and there is no self-confidence in themselves.

In order to face this speaking problem, the teacher should hold the prior role in changing the old strategy of learning and applying the suitable technique in teaching speaking skill. The teacher should apply a technique that emphasizes prior knowledge as the main point in teaching and learning process. For this purpose, Total Physical Response Storytelling (TPRS) becomes the technique that will be

applied in increasing students' speaking achievement. Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

The storytelling strategies of TPRS (Total Physical Response Storytelling) utilize the vocabulary taught in the earlier stage by incorporating it into stories that the learners hear, watch, act out, and retell (Cantoni:2008). It is an integrated technique that combines 3 skills in English, i.e., reading, listening and speaking.

TPRS begins by first establishing the meaning of a word in the target language. This is done by giving the word a translation, picture and teaching a gesture with a word. The technique emphasizes students' background knowledge as the main point to build a meaningful teaching and learning progress. The activities on the Total Physical Response Storytelling stimulate student's ability in thinking and imagining. All ideas given by the students are appreciated, so the students will not be afraid in making mistakes and students will be motivated to learn more and more. Moreover, students who are working together have more chance to process information and improve their communication ability. Based on the background of above, the problem of study is formulated as follows: 1. Does applying Total Physical Response Storytelling method significantly affect student's speaking achievement? 2. Is there a relationship between Total Physical Response Storytelling and speaking? While the objective of the study are: 1. to find out the effect of using Total Physical Response Storytelling (TPRS) on the student's speaking achievement. 2. to find out the relationship between Total Physical Response Storytelling (TPRS) and speaking. This research is limited to "The Effectiveness of Using Total Physical Response Storytelling in Teaching Speaking Mid Wife Study Program University Audi Indonesia Academic Year 2021/2022."

2. THEORETICAL FRAMEWORK

According to Brown Douglas (2004:140) speaking is a productive skill that can be directly and empirically observed, those observations are invariably coloured by the

accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

Fulcher (2007:23) states that speaking is the verbal use of language to communicate with others. While Hughes (2003:135) added that:

1. Speaking is fundamentally and interactive task
2. Speaking happens under real time processing constant.
3. Speaking is more fundamentally linked to the individual who produces it than the written form.

Teaching speaking is divided into some perspectives (Brown, 2001:267)

Conversation Discourse

The conversation class is an enigma in language teaching. The goals and the techniques for teaching conversation are extremely diverse, depending on student, teacher and overall context.

Teaching Pronunciation

There has been some controversy over the role of pronunciation work in communicative, interactive course of study because the overwhelming majority of adult learner will never acquire an accent-free command of a foreign language.

Accuracy and Fluency

Classroom must not become linguistics course but rather than that the locus of meaningful language involvement, or so the argument went. Fluently is an initial goal in language teaching. Yet accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken output.

Affective Factors

One of the major obstacles learners have to overcome in learning to speak in an anxiety generated over the risk of blurring things out that are wrong, stupid or incomprehensible.

The Interaction Effect

Conversation are collaborative as participants engage in a process of negotiation of meaning. So for the learner, the matter of what to say-a tremendous task, to be sure in often eclipsed by conventions of how to say things, when to speak and other discourse constraints.

According to Thornburry (2005:125) there are five types commonly used for assessment of speaking, such as:

Interviews

These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of the examination) while individuals are called out, one by one, for their interview.

Live monologues

The candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidate's ability to handle an extended turn, which is not always possible in interviews. If other students take the role of the audience, a question and answer stage can be included; which will provide some evidence of the speaker's ability to speak interactively and spontaneously.

Recorded monologues

These are perhaps less stressful than a more public performance and for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favorite sport or past time, for example in a room adjacent to the classroom with minimal disruption to the lesson

Role play

Most students will be used to doing at least simple role-plays in class, so the same format can be used for testing. The other 'role' can be played either by the tester or another student. But again, the influence of the interlocutor is hard to control. The role play should not require sophisticated performance skills or a lot of imagination.

Collaborative tasks and discussions

These are similar to role-plays expected that the learners are not required to assume a role but simply to be themselves. The performance of one candidate is likely to affect that of the others, but at least the learners' interactive skills can be observed in circumstances that closely approximate real-life language use.

According to Decker (2008) TPR Storytelling begins with introducing the vocabulary (step 1). Students then act out the stories as the teacher tells (or, more accurately,

“asks”) re-tells and asks questions about a story that uses the vocabulary words (step 2). The oral story is then followed up with speaking (step 3).

The real steps in using TPRS according to Miguel and Nidia (2010) are:

Identify Key vocabulary

The teacher introduces examples of vocabulary from a simple short story using gesture. The teacher asks the students about the vocabulary they do not know while observe the interest and enthusiasm students with the story.

Vocabulary Practice using the Story

The teacher gives the students time to memorize and dramatize the story. In this step, repetition of vocabulary structure is emphasized

Practice Retelling the story using gestures

In this step, the students give chance to talk and the story to other students from their perspective.

3. METHODOLOGY

This research conducted by using experimental design. There are two variables: using total physical response storytelling method as independent variable and speaking achievement as dependent variable.

This research deals with two groups; experimental group and control group. Firstly, both of groups will be given pre-test to know the level mastery of their speaking skills. Then experimental group will be given treatment, whereas control group not. After that both of groups will be measured for the second time which is post-test. Both of groups consist of the same number of student, and will be given pre-test and post-test with the same test items. The research design can be figured as follows (see table 1.1):

Group		Treatment	
Experimental	Pre-test	Using Total Physical Response Storytelling	Post-test
Control	Pre-test	Without Using Total Physical Response Storytelling	Post-test

Population refers to all elements, individuals or units that meet the selection criteria for group to be studied and from which a representative sample is taken for detailed examination (Srinagesh, 2006:125). The population is Mid Wife Class Study Program

University Audi Indonesia.Total number of the students are 60 students.

Sample refers to limited number of observation selected from a population on a systematic or random basis. If the population of the set is too large to handle, it is normal practice in statistical studies to randomly select a smaller number of elements, forming a subset, known as a sample (Srinagesh, 2006:292). Two classes consist of 60 students, will be chosen by purposive sampling as the sample. The sample divided into two groups namely experimental group and control group.

The writer attempts to employ these following methods: Documentation, Test (Pre-Test, Post-Test)

The researcher get the data by colleting the students score from both experiment group and control group.

There are some aspects that influence speaking score. Therefore, the FSI system will be used to score the test by considering some component scales as follows: Accent, Grammar, Vocabulary, Fluence, Comprehension.

There are three procedures that will be taken by the researcher, namely; pre-test, treatment and post-test.

Treatment for Experimental Group

No	Teacher's Activity	Student's Activity
1.	Greets the students and give the explanation about the class is going to do in the meeting.	Greet the teacher and pay attention to the teacher's explanation
2.	Explains about Narrative text; general structure and language features and give the example	Pay attention to the teacher's explanation
3.	Explains about Total Physical Response Storytelling	Listen carefully for the explanation.
4.	Makes an example of TPR Storytelling by using Narrative text	Give more attention and listen carefully
5.	Asks for affirmation, if the students understand about the topic	Respond to the teacher's question
5.	Divides the students into group which one group consist of 4 students	Make the group
6.	Gives each group a narrative story and asks them to read the story in 10 minutes	Read the narrative story
7.	Asks the students about the vocabulary they did not know in the story	Say the difficult vocabulary to the teacher.
8.	Asks the students to discuss the story with their group	Discuss with the group

10.	Give the students time to discuss with their group and then retelling the story by using Total Physical Response Storytelling	Discuss with the group while choose who will be presentation in front of the class
10.	Chose the group randomly to retell the story	One student for each group, retell the story and the other students listen to their friend
11.	After retell the story, the teacher asks the opinion from the other groups	Gave their comment about their friend's story
12.	Asks the story from the other groups	Listen and Give attention to their friend's story
13.	Reviews and concludes what they have learned	Listen to the teacher
14.	Closes the meeting and motivates students to learn more about the lesson at home	Greet the teacher

Treatment for Control Group

No.	Teacher's Activity	Student's Activity
1.	Greets the students and give the explanation about the class is going to do in the meeting.	Greet the teacher and paid attention to the teacher's explanation
2.	Explains about Narrative text; general structure and language features and give the example	Pay attention to the teacher's explanation
3.	Asks for affirmation, if the students understand about the topic	Respond to the teacher's question
4.	Divides the students into group which one group consist of 4 students	Make the group
5.	Gives each group a narrative story and asks them to read the story in 10 minutes	Read the narrative story
6.	Asks the students about the vocabulary they do not know in the story	Say the difficult vocabulary to the teacher.
7.	Asks the students to discuss the story with their group	Discuss with the group
8.	Give the students time to discuss with their group and then retelling the story	Discuss with the group while choose who will be presentation in front of the class
9.	Chooses the group randomly to retell the story	One student for each group, retells the story and the other students listen to their friend
10.	After retell the story, the teacher asks the opinion from the other groups	Give their comment about their friend's story
11.	Asks the story from the other groups	Listen and Give attention to their friend's story
12.	Reviews and concludes what they have learned	Listen to the teacher
13.	Closes the meeting and motivated students to learn more about the lesson at home	Greet the teacher

Validity

Brown (2001: 387) defines that validity is "the degree to which the test actually measure

what it is intended to measure". Speaking is a construct and as a construct, it can only be measured by asking the sample to do as what the construct means, namely by having the sample to speak.

According to Best and Khan (1981:217) "a test is reliable to the extent that is measure whatever it is measuring consistently". It is determine by having two persons independently score the same set of test papers and then calculating a correlation between their scores, determined by the scores. The correlation coefficient is computed by using Pearson Product Moment Formula:

$$r = \frac{(N \sum XY) - (\sum X \sum Y)}{\sqrt{[N \sum X^2 (\sum X)^2]} \sqrt{[N \sum Y^2 (\sum Y)^2]}}$$

Where: $\sum XY$ = The total score of X multiplied with total score of Y

$\sum X$ = The sum of scores X

$\sum Y$ = The sum of scores Y

N = The number of students

$\sum X^2$ = The total score of squared of X

$\sum Y^2$ = The total score of squared of Y

$(\sum X)^2$ = Sum of the scores squared X

$(\sum Y)^2$ = Sum of the scores squared Y

4. RESULT AND DISCUSSION

The data were collected from both pre- test and post- test measuring students' speaking achievement. The instrument used in collecting the data is oral test .

The data served in Table is the final scores which obtained from accumulating several other scores representing pronunciation, grammar, vocabulary, interactive communication and fluency scores. The data were collected fro two groups of sample, namely the Experimental and Control group. The experimental group was a group that taught by using Total Physical Response Storytelling (TPRS) while the control group was taught without Total Physical Response Storytelling (TPRS). Pre-test was administrated to both of groups. Treatment by using Total Physical Response Storytelling (TPRS) only was given to the experimental group. Post- test was given to the both of groups to see the differences of the students.

The Result of Experimental Group

No	Students' Initial	Pre-Test	Post-Test
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	Name	(y1)	(y2)
1.	MFYS	61	78
2.	SS	45	70
3.	TMH	40	65
4.	RR	65	85
5.	NH	70	88
6.	NK	65	70
7.	ML	65	85
8.	TAS	60	72
9.	KNYH	40	65
10.	EH	35	65
11.	MH	60	79
12.	MP	70	90
13.	CSW	40	70
14.	TTL	68	85
15.	SS	38	65
16.	LS	60	85
17.	YJH	70	90
18.	TVZ	56	70
19.	KG	39	75
20.	DLH	53	85
21.	MO	60	79
22.	DRSL	64	80
23.	RS	40	65
24.	RL	65	70
25.	RSL	57	78
26.	SGTS	52	75
27.	SNS	70	80
28.	SBL	58	70
29.	ST	40	71
30.	SA	40	65
Total		1646	2270
Mean		54,86	75,66

From the table above, it has shown that in experimental group the total score in pre-test is 1.646 and the mean score is 54.86. The lowest score for pre-test is 38 and the highest is 70. While in post-test, the total score is 2270 and the mean score is 75.66. The lowest score is 65 and the highest is 90.

The Result of Control Group

No	Students' Initial Name	Pre-Test (y1)	Post-Test (y2)
1.	AM	40	50
2.	TZ	45	55
3.	DP	43	44
4.	YN	45	50
5.	FR	40	47
6.	SR	45	50
7.	JN	42	52
8.	TL	41	73
9.	NL	40	45
10.	KS	45	69
11.	RB	40	47
12.	FK	43	45
13.	CN	40	55
14.	ZF	50	55
15.	ML	40	45
16.	EP	50	55
17.	RN	60	60
18.	CN	45	50
19.	MT	40	48
20.	HT	43	45

21.	TR	45	45
22.	SV	71	75
23.	GS	45	58
24.	PS	50	50
25.	EM	40	48
26.	RS	65	73
27.	RDH	65	65
28.	SB	60	65
29.	TASS	40	45
30.	TSS	45	45
Total		1403	1609
Mean		46,07	53,63

From the table above, it has shown that in control group the total score in pre-test is 1.403 and the mean score is 46,07. The lowest score for pre-test is 40 and the highest is 71. While in post-test, the total score is 1.609 and the mean score is 53.63. The lowest score is 44 and the highest is 75.

Data Analysis

The writer used Total Physical Response Storytelling (TPRS) in this research. Total Physical Response Storytelling (TPRS) is one of teaching strategies as a tool to increase the students' speaking achievement. Total Physical Response Storytelling (TPRS) can make the students active when learning English in the classroom.

Before the strategy was applied for experimental group, the writer gave the students in experimental group pre-test to see their ability. The next step was applied by using Total Physical Response Storytelling (TPRS) to this group. After applied the strategy, the writer gave the students post-test to see whether their ability in English grammar would be affected by the technique. The result of the post test by the students in experimental group can be shown in the following tables.

Calculation of Experimental Group

No	Students' Initial Name	Pre-Test (y1)	Post-Test (y2)	Deviation (d)	Square deviation (d) ²
1.	MFYS	61	78	17	289
2.	SS	45	70	25	625
3.	TMH	40	65	25	625
4.	RR	65	85	20	400
5.	NH	70	88	18	324
6.	NK	65	70	5	25
7.	ML	65	85	20	400
8.	TAS	60	72	12	144
9.	KNYH	40	65	25	625
10.	EH	35	65	30	900
11.	MH	60	79	19	289
12.	MP	70	90	20	400
13.	CSW	40	70	30	900
14.	TTL	68	85	17	289

15.	SS	38	65	27	729
16.	LS	60	85	25	625
17.	YJH	70	90	20	400
18.	TVZ	56	70	14	196
19.	KG	39	75	36	1296
20.	DLH	53	85	32	1024
21.	MO	60	79	19	361
22.	DRSL	64	80	16	256
23.	RS	40	65	25	625
24.	RL	65	70	5	25
25.	RSL	57	78	21	441
26.	SGTS	52	75	23	529
27.	SNS	70	80	10	100
28.	SBL	58	70	12	144
29.	ST	40	71	31	961
30.	SA	40	65	25	625
Total		1646	2270	649	15197
Mean		54,86	75,66		

$$M_x = \frac{\sum D}{N}$$

$$= \frac{649}{31}$$

$$= 20.9$$

Mean of deviation of the experimental group is 20.9. It means that the deviation is high. This group was taught by using Total Physical Response Storytelling (TPRS).

The result of the post-test by the students in control group can be shown in the following table.

The Calculation of Control Group

No	Students' Initial Name	Pre-Test (y1)	Post-Test (y2)	Deviation	Squared Deviation (dx) ²
1.	AM	40	50	10	100
2.	TZ	45	55	10	100
3.	DP	43	44	1	1
4.	YN	45	50	5	25
5.	FR	40	47	7	49
6.	SR	45	50	5	25
7.	JN	42	52	10	100
8.	TL	41	73	32	1024
9.	NL	40	45	5	25
10.	KS	45	69	24	576
11.	RB	40	47	7	49
12.	FK	43	45	2	4
13.	CN	40	55	15	225
14.	ZF	50	55	5	25
15.	ML	40	45	5	25
16.	EP	50	55	5	25
17.	RN	60	60	0	0
18.	CN	45	50	5	25
19.	MT	40	48	8	64
20.	HT	43	45	2	4
21.	TR	45	45	0	0
22.	SV	71	75	4	16
23.	GS	45	58	13	169
24.	PS	50	50	0	0
25.	EM	40	48	8	64
26.	RS	65	73	8	64
27.	RDH	65	65	0	0
28.	SB	60	65	5	25
29.	TASS	40	45	5	25

30.	TSS	45	45	0	0
Total		1403	1603	211	2859
Mean		46,07	53,63		

$$M_y = \frac{\sum D}{N}$$

$$= \frac{211}{31}$$

$$= 6.8$$

Mean of the deviation in control group is 6.8. It means that the deviation is low. This group was taught without Total Physical Response Storytelling (TPRS).

Analyzing the Data by Using t-test Formula

T-test formula was used to test the hypothesis. From the data, it was obtained that:

$$t = \frac{M_x - M_y}{\sqrt{\frac{Dx^2 + Dy^2}{N_x + N_y - 2} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

Where:

T = the effect

M_x = mean of experimental class

M_y = mean of control class

Dx² = the deviation square of experimental class

Dy² = the deviation square of control class

N_x = the sample of experimental class

N_y = the sample of control class

The calculation showed that :

$$M_x = 20.9$$

$$M_y = 6.8$$

$$N_x = 31$$

$$N_y = 31$$

$$dx^2 = 1610$$

$$dy^2 = 1423$$

$$t = \frac{M_x - M_y}{\sqrt{\frac{dx^2 + dy^2}{N_x + N_y - 2} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

$$t = \frac{20.9 - 6.8}{\sqrt{\frac{1610 + 1423}{(31 + 31) - 2} \left\{ \frac{1}{31} + \frac{1}{31} \right\}}}$$

$$t = \frac{14.1}{\sqrt{\frac{3033}{60} \left\{ \frac{2}{62} \right\}}}$$

$$t = \frac{14.1}{\sqrt{50.5 \{0.06\}}}$$

$$t = \frac{14.1}{\sqrt{3.03}}$$

$$t = \frac{14.1}{1.74}$$

$$t = 8.10$$

Discussion

This research started on 28 th of October, 2021 until 05 th of Nopember, 2021 in Mid

Wife study program University Audi Indonesia which is located at JL. Bunga N'cole No. 83 Medan Tuntungan. There Were 60 students as the sample in the experimental and control groups. Each consists of 30 students. The writer choose this population because based on the writer's observation it was found that most of the students have minimum skill in learning English especially when the writer persuade them to speak English. Based on the observation, many students in University Audi Indonesia not interest to study English.

Research Finding

The result of the study indicated that lecturer of English might be familiar with Total Physical Response Storytelling (TPRS) on students' speaking achievement. Besides, the lecturer who are teaching English may use this information to develop a good skills in listening, speaking, reading, and writing.

In conducting the research, the writer found some experience problems from the students during the teaching and learning process, namely:

1. The students are difficult in speaking English. To solve this, the writer taught them in treatment.
2. In the middle of teaching and learning process, some of students were not interested to that lesson. To solve this, the writer gave the students motivation and jokes to build students spirit in the class.
3. The data obtained from the score were the result of the experimental and control class. From the total score pre-test of the experimental class (1.646) and the total score pre-test of the control class (1.403) can be concluded that the achievement of both group was the same. After getting the treatment (taught Total Physical Response Storytelling (TPRS)), the total score post-test of the experimental (2.270) was higher than the total score post-test of the control class (1.609) which did not get the treatment. It can be said that teaching Total Physical Response Storytelling (TPRS) gave positive effect on the students' speaking achievement.

The result of computing the t-test shows that t-observed (calculated) was higher than t-table ($t_{observed} = 8,10 > t_{table} = 1,671$). It can be concluded that alternative hypothesis was accepted. It means that there was a significant effect of teaching

Role Play technique on the students' speaking achievement. In order words, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that, this research can be used as one of the alternatives in teaching-learning process, especially to improve the students' speaking achievement.

5. CONCLUSION

From the data analysis can be concluded that :

1. Total Physical Response Storytelling (TPRS) significantly affect to improve the students' speaking.
2. There is affect positive of using Total Physical Response Storytelling (TPRS) to improves students' speaking of Mid Wife study program in the academic year 2021/2022. It show by means of pre-test and post-test in experimental group and control group. The mean score got from the experimental group (54,86) and the control group (46,53). It means the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Thus it can be concluded that using role play technique significantly effects on the students' speaking achievement. It shown by the result of calculation of the t-test. The result of the t-test calculation shows that t observed value (8.10) is higher than t table value (1.646).

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