

Developing Character-based English Teaching Materials for Elementary School Students through Total Physical Response (TPR)

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ABSTRACT

This research aimed to develop a character-based English teaching materials for elementary school students through TPR. The Research and Development (RnD) was employed in this study which referred to the Plomp model of development which consisted of four stages; namely preliminary investigation, design, construction, test, evaluation, and revision. The data were collected through questionnaires, interviews, observation, validity tests, and effectiveness. Subjects of the research were the fifth-grade students and the English teachers of one private elementary school in Pariaman City. Data analyzed were carried out both quantitatively and qualitatively. The validity test showed that the developed product can be employed in the classroom by expert judgments with an average score of 86% which categorized as good. The result in implementing the product showed the product was effectively improving students' English ability and their ethical values in the learning process. Thus, the English teaching material using the Total Physical Response (TPR) learning model and oriented into character education is feasible and effective to be used in the fifth grade of elementary school.

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1. INTRODUCTION

Having English proficiency is a demand and challenge for Indonesians in the global market era. To anticipate it, Indonesian government included English as local content subject started from primary level to higher level of education. As suggested by children development theory that learning foreign language was more easily to do before puberty which encouraged the government to made a policy introducing English in the primsy school level as a subject of local content (Maili, 2018; Sayd et al., 2018).

English as a local content employed at the elementary school was a form of early introduction of foreign languages to the students. In this case, the government provided freedom to the primary school

in choosing English as a subject to be taught as local content in the school. It meant English subject in primary school curriculum can be taught as mandatory content and local content (Alwasilah, 2013). English teaching in primary school aims to motivate and encourage the students to be confident and ready to learn English at a high level. In addition, the regulation of the Indonesia Minister of National Education No. 22 of 2006 on May 23 about the purposes of teaching English in the primary school were to develop the competence of communication in oral form in the school content and to have an awareness of the nature and importance of English in improving the global community competitiveness (Farikah, 2016; Santoso et al., 2020).

English as local content also taught in elementary schools in Pariaman City. Based on previous observation and interview from teachers in an elementary school in one of private schools in Pariaman City, the English teaching and learning process in the school still provided conventional teaching which meant the learning was teacher centered. Moreover, the teachers tended to give lecture and lack interactive interaction during the learning process. In addition, the teachers also lack English materials sources, and the materials were also less interesting in terms of visuals and content. The material presented tended to direct students to memorize English words and their meaning which led to low motivation of learning English. Therefore, it was necessary to elaborate teaching methods and teaching materials that can motivate and encourage students to learn English, namely Total Physical Response (TPR).

Total Physical Response (TPR) was one of the teaching foreign language methods that was widely used in language teaching for both young learners and adults. TPR teaching method was effectively employed to children in foreign language learning because this method emphasizes learning by doing (Yamin, 2017). This method was an English language learning method for early childhood in which the learning accentuates activities directly related to physical activities and movements (Shi, 2018; Xie, 2021). The TPR method implementation in foreign language teaching was an approach that combines information and expertise through the employment of kinesthetic sensor systems. This combination of skills allowed the students to assimilate information quickly which affects to motivation level. The students should understand spoken language before developing their speaking skills. In the TPR method, the students were not forced to speak but, they were formed to be ready to speak when they felt comfortable and confident in understanding and producing the language (Er, 2013; Intarapanich, 2013).

Furthermore, in bolstering the aims of national education objectives, namely forming a good character students to develop a society that is intelligent and have strong character (Wandasari, 2017), a teaching material oriented to character education was required. Since English in elementary school was a local content subject, the scarcity of English teaching material that employed the Curriculum 2013 and was oriented to character education. Moreover, since English as local content, the development of curriculum guidelines and learning resources such as textbook and teaching material were still less for primary school (Kaltsum & Habiby, 2020; Sulistiyo et al., 2020). Consequently, the development of an English teaching material which can be utilized as a guideline, learning resources, and integrated into character education is necessary.

Having Pancasila's character values was the purpose of character education for students. Character education was an action to foster ethical values, responsibilities, and concerns for learners by providing modeling and character teaching in schools through universally used values (Pala, 2011). It was an embedded system of character that includes knowledge and values towards God Almighty, school residents, the environments, nationality, and others to become good human being (Gunawan, 2012). Thus, it was a continuous process that should be holistically integrated and developed with education aspects such as cognitive, affective, conative, and psychomotor in cultural contexts (Kuswono, 2013).

The problem discussed in this study was the lack of English teaching materials that are effective, efficient, fun, and able to improve elementary students' enthusiasm in learning English, especially elementary school students in one of private schools in Pariaman. In addition, this study also discussed how to develop teaching materials by using Total Physical Response (TPR) method. Furthermore,

character education-based teaching materials in English language learning for elementary school students were needed to be developed to improve students' hard skills and soft skills integrately in learning English.

The previous research which was relevant to this research is a study conducted by Mujiono (2012) entitled Model of Development of English Language Teaching Materials Based on Multisensory Approach in Elementary School Students. This research was conducted to develop English teaching materials that suit students' learning styles, namely visual, auditory, and kinesthetic. It aims to motivate students to learn English earnestly. Another research was conducted by Oktariyani & Juwita (2019) entitled Development of Local Learning-Based English Teaching Materials in Elementary School Students. It aimed to develop teaching materials with Indonesian local wisdom such as traditional games packaged in English traditional video games. The results of the research showed that the students' English scores improve. Thus, based on the previous data explanation, it was necessary to develop the English teaching materials using Total Physical Response (TPR) oriented to character education.

This study elaborated the English teaching materials for a theme of learning using Total Physical Response (TPR) as the learning model oriented to character education. It aimed to produce and develop a teaching material based on character education by using the Total Physical Response (TPR) learning model for fifth-grade students in one of private school in Pariaman City. This research was hoped to provide enthusiasm, motivation, and activeness of learners in learning English to students; meanwhile, it also hoped to allow the educators to integrate hard skills and soft skills in English learning.

2. METHODS

The design of this research was Research and Development (RnD). It was a method that developed a product or improved an existing product that could be insured because the product had been tested for feasibility, validity and effectiveness (Setyosari, 2016; Sugiyono, 2015). This study employed the Plomp research model as the development model. This model was chosen because it was commonly used in solving education problem (Rochmad, 2012). Based on Plomp & Nieveen (2010), there were four stages in the Plomp Model, namely the preliminary research phase, the design phase, the realization/construction phase and the assessment phase. Subjects of this research were the fifth-grade students and two English teachers of one private schools in Pariaman. The figure below was the illustration of the Plomp model;

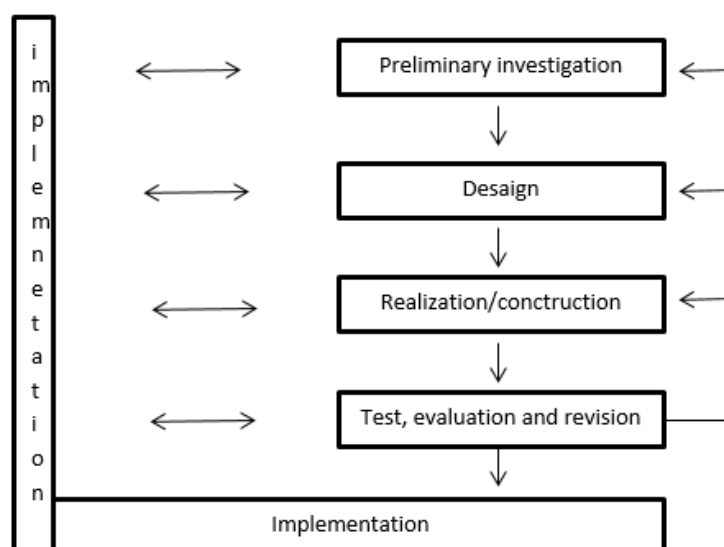


Figure 1. Plomp Development Model

The stages of activities carried out based on the picture above were described as follows:

1. Preliminary Investigation

In this stage, the researcher identified the problems related to English teaching materials at one of private elementary schools in fifth-grade. The team also analyzed the necessity to develop the teaching materials which was suited to the needs of the students and teachers in the schools. The data were collected through questionnaires, interviews, and observation.

2. Design

In design stage, the team designed the teaching materials by integrating Total Physical Response (TPR) and character education. The design of this teaching material developed was tailored to the students' needs in learning English in achieving the expected learning objectives of English subject at the basic level in elementary school.

3. Realization/Construction

This stage produced the basic form of the product as the result of the design stage. The teaching materials began to be developed by following the design. The design of teaching materials that employed Total Physical Response as the teaching model and were oriented to character education then the product would be validated by a team of experts, namely education experts and lecturers before being implemented to the students.

4. Test, Evaluation, and Revision

In this stage, the research team implemented English teaching materials products with the Total Physical Response (TPR) method based on character education that had been developed. Then, it was evaluated based on students' learning outcomes after using the teaching material. In addition, the research team will also analyze the response of teachers and students to the English teaching materials. Positive responses from students and teachers are the impact of the effectiveness of the teaching materials.

Data were collected using questionnaires, interviews, observations, and expert team validation. Questionnaires, interviews, and observations were conducted to determine the needs of English teaching materials in a private elementary school in Pariaman. Validation sheets were employed to assess the feasibility and practicality of teaching materials conducted by material experts and media experts, namely, experts, lecturers, and teachers. The input and advice of the experts were used as the basis to improve in designing and constructing the teaching materials which could be used in the learning process and based on the students' and the teachers' needs. The data were analyzed through qualitative descriptive analysis for documents, interviews, and questionnaires; and descriptive quantitative for validation of expert teams and English test results.

3. FINDINGS AND DISCUSSION

a. Preliminary Investigation

Preliminary investigation was done to investigate the needs of both students and the teachers in learning English as local content. In collecting the data, the researchers employed observation, questionnaires, and interviews with the students and the teachers at fifth-grade of a private elementary school in Pariaman. The results of questionnaires were stated in the following table below;

Table 1. Questionnaire Analysis Result

No.	Statement	Answer	Percentage
1	Interaction in English	Often	38%
		Never	22%
2a	Opinion of learning English	Difficult	48%
		Easy	52%
2b	English learning difficulty		
	Familiarity of English		
	English was a difficult lesson		46%
	English lesson was boring		32%
	English lesson was uninteresting		14%
			8%
2c	English skills which were difficult		
		Speaking	32%
		Writing	28%
		Listening	24%
		Reading	22%
3	Opinion of English teaching materials		
	Current teaching materials for students	Not available	82%
		Available	66%
	Source of teaching materials for teachers		
	Needs for new teaching materials	Yes	85%
	Materials contain pictures	Yes	86%
	Materials contain videos	Yes	10%
	Materials contain both pictures and videos	Yes	4%
4	Character owned in learning English		
		Confident	48%
		Hard work	32%
		Responsibility	5%
		Creative	5%

In addition, to dig deeper understanding of both students' and teachers' needs in English learning, observation and interviews were also done. The observation was conducted three times that the teachers tend to employ the lecture method rather than the communicative method. During three observations, the teachers employed twice of lecturing method, which meant the teachers explained the materials without having interaction with the students, and a communicative method, which meant the teachers did interactive communication with the students, in English teaching. It was also found that the teachers had not have the learning equipments such as modules and learning media yet. The teachers only practiced the compulsory books while the students wrote and did the exercises on their notebooks.

The learning materials presented were memorizing vocabulary. It was recorded during the observation that the teachers always provide vocabulary notes written on the board in every meeting. Students were asked to write the vocabularies in their notebook, then the teacher modelled the pronunciation of the words, then the students were asked to repeat pronouncing the words together. It meant, the teaching was focused on mastering vocabulary through memorization. It was opposite with the research conducted by Susanto (2017) which stated that in teaching new vocabulary, English teachers should employ some techniques which allow the students to learn, practice, and revise the words to prevent them from forgetting them. The techniques utilized can be teaching vocabulary through objects, pictures, drawing; teaching vocabulary by drilling, spelling, and active involvement;

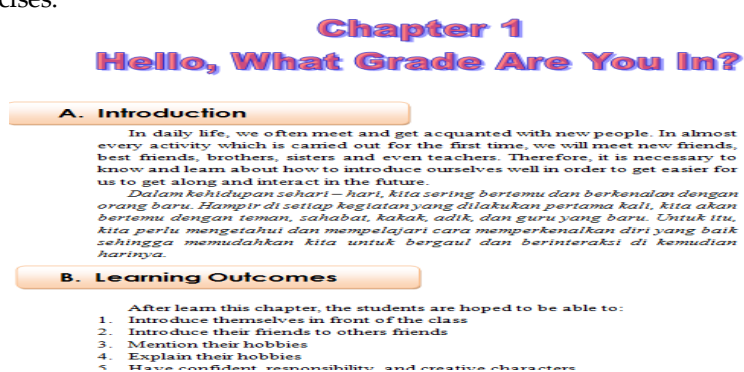
teaching vocabulary using mime, expressions, and gestures; teaching vocabulary using enumeration, and contrast, and context clues (Schmitt, 2010). Furthermore, the interviews also showed that in English teaching and learning at fifth-grade of a private elementary school, the teachers had not have teaching materials that can integrate both skills, hard and soft yet, the teaching materials used still utilized the previous curriculum that is KTSP Curriculum, not 2013 Curriculum and the teachers expected to have the teaching materials which utilize active, creative, and communicative skills. Based on the results of preliminary research, it can be concluded that both of the teachers and the students need a learning materials which can fulfill their hard and soft skills. They wanted the learning materials which possessed colorful pictures, were easy to be understood, and integrated with soft skills, such as confident, hardwork, responsibility, and creative.

b. Design

The results of the preliminary investigation served as guidelines in developing the draft of English teaching materials for the fifth-grade of elementary school. Since English serves as a local content in primary school subject, the topic and learning objectives referred to the English learning achievements of the private elementary school in Pariaman where the teaching materials developed employed. The teaching materials developed had been utilized thematic learning which meant a learning consists of several subjects combine into a theme to provide the students with a meaningful experience (Hidayah, 2015; Sari et al., 2018). A theme consisted of some sub-indicators which an indicator was used for each meeting. It meant the teaching materials were developed into a theme with some sub-indicators which was relevant with the 2013 Curriculum.

Before deciding the topic lesson, the researcher discussed it with the English teachers, made it compatible with the 2013 Curriculum, and matched the topic with the TPR learning method and character education. The theme of the teaching materials developed was "Hello, What Grade Are You In?". It was chosen because the theme was taught as the first topic in the intial meeting. This theme consisted of three sub-themes; self-introduction, introducing peers, and hobbies. Based on the English textbook for the fifth-grade of elementary school used the 2013 Curriculum, the first topic were self-introduction. The researchers enhanced introducing peers sub-theme to integrate the character education which the students were able to introduce their friends in front of the class confidently. Moreover, the hobbies sub-theme was chosen since it could trigger the TPR learning method where the students could memorize the words through practiced.


The design of the teaching materials were divided into three sections, such as introduction, contents, and exercises.




Picture 1. Introduction Part of Teaching Material

In picture 1, it can be seen that the teaching materials were developed into two parts, introduction and learning outcomes. The researchers provided two languages, Indonesian and English, in introduction part to compose easier understanding to the fifth-grade students. The introduction part served as contents description which described about the learning materials about. The second part was the learning outcomes which served as the indicators of learning. The learning outcomes contained both hard skills and soft skills which had to be achieved at the end of the English learning.

3. My Hobby
a. Listen and Do



Play football Go painting Do cooking




Ask your friends

	Address	Hobby
Andita	Jl. Pondok No 7	Singing and gardening

Now, It is your turn to report the results in front of the class

Hi, my friend is Andita. Her address is at Jl. Kampung pondok No. 7. Her hobbies are singing and gardening.



Picture 2. Contents of teaching materials

It can be seen the picture 2 that the contents of teaching materials conceived of the TPR learning method and character-based. The picture showed that the contents conversed the sub-theme untitled hobby. The instruction was 'listen and do' which meant the students were requested to listen to the words and do the words mentioned by the teacher. The process represented the procedure of the TPR learning method that the learning related to physical movement and activities and the teaching employed used listen, repeat, and do (Xie, 2021; Yusuf et al., 2017). Whereas the contents of character education were showed in the activities that the students were asked to do and report the tasks in front of the class. In those activities, the characters taught and highlighted were confident, responsibility, and hardwork.

D. Exercises

A. Fill in the blanks the following dialogue with the words in the box.

Meisya	:, Arif. How are you?
Arif	:	Good morning Meisya. I'm fine.
Meisya	:	What are you in?
Arif	:	I'm in the grade.
Meisya	:	Are you? Me too.
Arif	:	Nice to hear that. Meisya. Let me you to my friends. He is Evan.
Evan	:	Hi Meisya. How do you do?
Meisya	: Evan. Where do you live, Evan?
Evan	:	My is at Jl. Jati Baru No. 10
Arif	:	Evan likes to and What do you to do, Meisya?
Meisya	:	I like watching TV and dancing.
Evan	:	Well, the bell is ringing. to the class.

introduce singing

B. Read the text

Hello everybody. My full name is Sheila Hanum Sari. You can call me Shei. I'm twelve years old. I live with my parents at Jl Papaya 30 Pariaman. I study at SD Pertiwi grade 5. My hobbies are listen to music, reading, and play basketball.

Choose the correct answer.

- Sheila Hanum Sari's nick name is.....
a. Shei b. Sheila Sari c. Sheila Hanum d. Hanum Sari
- Sheila lives in.....
a. Padang b. Pariaman c. her parents d. Bukittinggi
- Sheila is years old.
a. 11 b. 13 c. 10 d. 12
- Sheila studies at.....
a. SD Pertiwi b. Jl Papaya c. Pariaman d. SD Mutiara
- Sheila's hobby is....
a. knitting b. singing c. gardening d. Reading

C. Based on the text, make the biodata

Full Name	:	Sheila Hanum Sari
Call Name	:
Address	:

Picture 3. The Exercise of Teaching Material

Picture 3 showed the part of exercises in the teaching materials developed. The exercise parts consisted of three types of tests that examined the students' understanding and comprehension of the lesson presented. The sections contained fill-in the blanks questions, multiple choices, and essays. The exercises were more focused on hard skills than soft skills. After designing the teaching material, the validity of the teaching material should be conducted before implementing it in teaching and learning process.

c. Realization/Construction

The predetermined product design became a guideline for researchers in developing and compiling the English teaching material using the Total Physical Response (TPR) learning model and oriented into character education. In this stage, the validity tests are done. The aspects determined to test the validity of the teaching material are the contents and the media aspects. On the contents aspect, the indicators used are components of the teaching materials, the contents, the language usage, the exercises, and the display of teaching materials. While in the media aspect, the indicators used are the size of the teaching material, the appearance of the cover of the teaching material, illustrations contained in the teaching materials, layouts, typography, and paper sizes used in the teaching materials.

Furthermore, in testing the validity of the teaching materials, five experts were required to conduct them. These experts consist of two teachers, teachers who employed this English teaching material, and three lecturers, who were experts in learning media and English teaching. Each teacher and lecturer assessed each aspect, and one expert lecturer, learning media and English language materials, assessed both aspects of this teaching material of validation. In measuring the validity, the validity criterion by Akbar (2013) was employed. The results of teaching materials aspect of validity test could be seen in the following table.

Table 2. Results of Content Validity

No.	Aspects	Validator 1	Validator 2	Validator 3	Average	Validity
1	Component	100%	80%	90%	90%	Very Valid
2	s	98%	75%	80%	84%	Very Valid
3	Materials	100%	80%	80%	86%	Very Valid
4	Verbal	95%	80%	75%	85%	Very Valid
5	Exercises	100%	77%	90%	88%	Very Valid
	Visual					

Meanwhile, the validity of media aspects were stated in this following table;

Table 3. Results of Media Validity

No.	Aspects	Validator 1	Validator 2	Validator 3	Average	Validity
1	Size	80%	80%	100%	87%	Valid
2	Cover	76%	84%	92%	84%	Valid
3	Illustration	73%	87%	93%	84%	Valid
4	Layout	76%	80%	92%	83%	Valid
5	Typography	93%	87%	93%	81%	Valid
6	Paper	80%	80%	80%	80%	Valid

The results showed that the English teaching material developed satisfy very valid criteria which determined that English teaching materials using the Total Physical Response (TPR) and oriented into character education can be used without revision. It meant, the teaching material was ready to be used to the students since both aspects of validity, content and media, served valid criteria with the mean was 86% categorized as valid. The results and the average score of the validity test can be seen in the following figure;

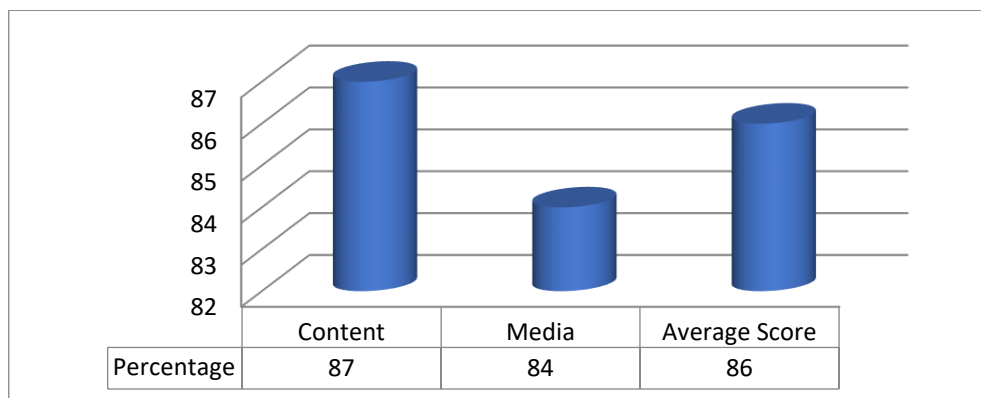


Figure 1. English Teaching Material Validity

d. Test, Evaluation, and Revision

The English teaching material using the Total Physical Response (TPR) learning model and oriented into character education was implemented after conducting the validity test. The implementation of the product was done for a month (4 meetings) because of the limitation of research time. The implementation began with conducting the pretest, implementation, and the post-test. The pretest was done at the beginning of the class before the implementation of teaching materials developed. The post-test was done after implementing the teaching material. The pretest and the post-test were developed into twenty questions consisted fill-in the blanks questions and multiple choices. It was done to measure the development of students' ability in learning English.

The practicality test was held before conducting the English test. The practicality test was employed to determine the practicability of English teaching material using the Total Physical Response (TPR) learning model and oriented into character education which had been developed. The data collecting to both students and the teachers at fifth-grade of a private elementary school in Pariaman by using questionnaires. The test was divided into three aspects, such as usage, attractiveness, and usefulness to measure the practicality of the teaching materials developed. The result of the practicality test is showed in the following table.

Table 4. The Result of Practicality Test

Aspect	Teachers	Students	Practicality
Usage	86%	86%	Very Practical
Attractiveness	88%	87%	Very Practical
Usefulness	86%	86%	Very Practical

It can be seen the table 4 above that the result of the practicality test of usage aspect was 86% for both teachers and students which was categorized as very practical. The aspect of attractiveness of the English teaching material developed was scored 88% for teachers and 87% for students which was categorized as very practical. Meanwhile, the result of the usefulness aspect in the practicality test was scored 86% which was categorized as very practical. The average score of the practicality test based on students' respond was 86% which was categorized as very practical meanwhile the average score of the practicality test based on teachers' respond was 87% which was also categorized as very practical. Thus, it can be concluded that the English teaching material using the Total Physical Response (TPR) learning model and oriented into character education was practical. It can be seen in the figure below;

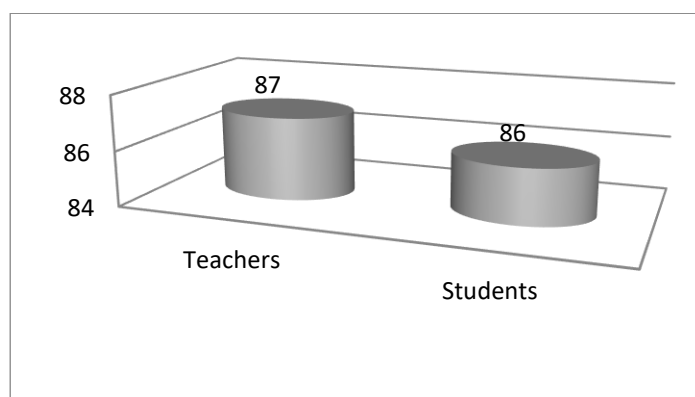


Figure 2. Practicality of English Material

A-One Group Pre-test-Post-test Design was employed to analyse students' pre-test and post-test results by using a class which employed English teaching material developed (Knapp, 2016). Then, the data was calculated by using N-Gain Normality. The score of N-Gain was to determine the improvement level of English learning material developed before and after it was employed. After that, the result was tested by using the T-Test (Pairs Samples T-Test) which was utilized to examine the average difference of more than two samples, similar data variations, but it was not related.

The mean of cognitive results before the English learning material employed was 63,00 with a standard deviation was 7,30, and a standard error was 1,67. Afterward, the mean of cognitive results after the implementation of English learning material was 81,00 with a standard deviation was 7.23, and a standard error was 1,65. It means the students' ability in learning English was improved after using the English teaching material developed. The description can be seen in the following table;

Table 5. Cognitive Result

Test	Total Students	Mean	Standard Error	Standard Deviation
Pretest	20	63.00	1.67	7.30
Posttest	20	81.00	1.65	7.23

The result of the scores' tests conducted (the pretest and the posttest) were used to specify the effectiveness of English teaching material developed by using the N-Gain calculation. This formula was engaged to analyze the pretest and the posttest score comparison (Nissen et al., 2018). It can be seen in the table below;

Table 6. Summary of Pretest- Posttest and N-Gain

Score	Minimum	Maximum	Average
Pretest	50	75	63.00
Posttest	65	95	81.00
N-Gain	0,3	0.8	0.48

The table 6 showed that the pretest minimum score was 50 and the maximum score was 75, meanwhile, the minimum score of the posttest score was 65 and the maximum score was 95. The average scores for both the pretest and the posttest were 63.00 and 81.00. It meant there was an improvement of students' score in learning English. It can be concluded that the teaching materials developed had been effective to be implemented.

Furthermore, the N-Gain calculation shows the score of improvement is 0,48 which categorized as moderate. It was implied that the English teaching material using the Total Physical Response (TPR)

learning model and oriented into character was not really effective in improving students' English learning ability at the fifth-grade of a private elementary school in Pariaman since the interpretation of N-Gain effectiveness for effective improvement was $>76\%$ (Sundayana, 2014).

In evaluating the effectiveness of the English teaching material developed that had been implemented, hypothesis testing was done by using the t-test. The results of the t-test can be seen in table 7;

Table 7. T-test result

Data	Mean	Number of Student (N)	T-test	P value	Criteria
Pre test	63.00	20	3.60	0.000	Significant
Post test	81.00	20			

It can be seen in table 7 that the calculation obtained $t=3.60$ with a probability of 0,000 (p-value <0.05), it meant H_0 was rejected and H_1 was accepted. It can be stated that the English teaching material using the TPR and oriented into character education was effective in improving students' English ability which can be concluded from the N-gain calculation and the t-test results. Students' hard skills improved because the English teaching material was combined with the TPR learning model. It was a model which can encourage students' to learn foreign language naturally because it stimulates language comprehension with movement activities (Febriyanti, 2016). In teaching foreign language to young learners, it was important to construct the learning situation which has delight atmosphere and as naturally as possible in order to establish a situation where children learn a foreign language like learning their mother tongue (Garton & Copland, 2018; Gungor, 2016).

Furthermore, observation results on students' softskills also point some improvements. Before implementing the teaching materials developed, there were some of the students were active in the English learning process. After implementing it, almost all the students were enthusiastic and active in joining English learning process. Moreover, the students were also competing to perform the activities in front of the class. The students who were shy to come forward the class performed bravely and confidently. It was in line with a study conducted by Amano(2017) which results that using the TPR is effective in encouraging the students who are unwilling to speak. It is also found that the students are able to demonstrate the role play in public and be responsible in doing their tasks. In addition, the students indicate hard work in doing their assignment. It can be seen when the teacher asked them to finish their tasks almost all the students do the task diligently and effortly. Even though the implementation of the English teaching material did not show significant impact on students' character development, it assisted the students to embed ethical values in English learning. A study showed that in realizing the character education, habituation and building noble characters were the ways that could be implemented in education in order to interrelationship comprehensive elements (Isgandi & Prasodjo, 2018). In other words, character education was employed concurrently in the teaching and learning process.

4. CONCLUSION

Based on the research's result and discussion in the previous section, it can be stated that the development of English teaching material using the Total Physical Response (TPR) and oriented to character education for fifth-grade of the elementary school was developed by using Plomp model which consists of four stages namely, preliminary investigation, design, realization/construction, and test, evaluation, and revision. The results of the preliminary investigation concluded that both students and teachers demand a teaching material which can integrated both hard skills and soft skills while it is easy to understand. The development of the English teaching material was valid, practical, and effective to be used in the fifth-grade of a private elementary school in Pariaman City. However, this research has a limitation which was it only developed a theme of learning objectives and only focus on a teaching

model, which was the Total Physical Response (TPR). It was suggested to the next researcher to develop an English textbook for the fifth-grade of elementary school by using more teaching models.

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