

CHAPTER II

LITERATURE REVIEW

2.1 Student Participation

2.1.1 Definition of Student Participation

Student participation refers to students' active involvement in classroom learning activities, which is reflected through their behavioral engagement such as answering and asking questions, offering ideas, and completing assigned tasks. Participation is essential in the learning process because, in principle, learning involves actions that lead to behavioral change therefore, engaging in activities requires students to be actively involved in the learning process (Fredricks, 2004).

Student participation means the participation of students in an activity, which is shown by their physical and psychological behavior (Agustina et al. 2024). Student participation is reflected in students' willingness to respond to questions, follow instructions, and take part in classroom interactions (Indriani et al. 2016). Similarly, Zuleha et al. (2025) states that student participation includes activities such as asking and answering questions, joining discussions, and actively completing learning tasks. Students who actively participate tend to show higher levels of motivation and confidence in learning activities.

Based on the explanations above, it can be concluded that student participation refers to students' active and consistent engagement in the learning process. This engagement can be seen through students' involvement in classroom activities such as responding to questions, participating in discussions, following instructions, and completing learning tasks.

2.1.2 Forms of Student Participation

According to Fredrick (2004), student engagement consists of three interrelated dimensions: behavioral engagement, emotional engagement, and cognitive engagement.

2.1.2.1 Behavioral Engagement

Behavioral engagement refers to students' participation in academic and classroom activities. It includes observable behaviors such as responding to questions, participating in discussions, asking questions, and completing assigned tasks.

2.1.2.2 Emotional Engagement

Emotional engagement relates to students' feelings toward learning, teachers, classmates, and school. It includes interest, enjoyment, boredom, or anxiety during classroom activities.

2.1.2.3 Cognitive Engagement

Cognitive engagement refers to students' psychological investment in learning, including their willingness to exert effort to understand complex ideas and master difficult skills.

Among these three dimensions, behavioral engagement is the most directly observable in classroom settings. Since this study focuses on students' visible participation during the learning process, it emphasizes behavioral engagement as the theoretical foundation of student participation. Based on these forms of participation, the indicators of student participation used in this research are as follows:

2.1.2.1.1 Initiating questions related to the lesson during classroom activities.

2.1.2.1.2 Responding to teachers' or peers' questions, including the ability to express suggestions and opinions appropriately.

2.1.2.1.3 Providing counterarguments or alternative responses during discussions in a relevant and respectful manner.

2.1.2.1.4 Engaging in classroom learning activities, including paying attention, following instructions, and participating consistently throughout the lesson.

2.1.2.1.5 Completing structured assignments both in class and at home accurately and on time.

2.1.3 Factors of Student Participation

Student participation in English language learning at elementary school are influenced by both internal and external factors. According to Syafitri (2025), participation is a complicated interaction between environmental factors and individual characteristics that shape students' engagement in learning activities.

2.1.3.1 Internal Factors

Internal factors refer to students' individual characteristics that influence their level of participation in classroom activities. These factors include the following:

2.1.3.1.1 Motivation

Motivation is a crucial internal factor influencing students' participation. Students who are highly motivated to learn English tend to participate more actively in classroom activities because they value learning and involvement in the learning process (Jiao, 2024).

2.1.3.1.2 Self-confidence

Self-confidence plays an important role in students' willingness to participate. Students with higher confidence in their English abilities are more likely to speak, respond, and engage in classroom

interaction, whereas students with low self-confidence tend to hesitate or remain silent (Putri et al.2025).

2.1.3.1.3 Language Learning Anxiety and Fear of Making Mistakes

Psychological barriers such as anxiety and fear of making mistakes significantly affect students' participation. Students who experience language learning anxiety often avoid speaking or interacting in class due to fear of embarrassment or negative evaluation (Tahang et al.2025).

2.1.3.1.4 Self-perception of Competence and Readiness

Students' perceptions of their own competence and readiness also influence participation. Learners who feel prepared and capable are more willing to take risks, express ideas, and engage actively in classroom discussions (Pradestina & Agustin, 2013).

2.1.3.2 External Factors

External factors refer to elements derived from the learning environment, instructional practices, and social context that influence students' engagement in English lessons.

One important external factor is the teaching method and classroom interaction. Instructional approaches that emphasize communicative activities, interactive tasks, and supportive feedback tend to increase student participation by creating structured opportunities for engagement (Hasanah et al.2025).

Teacher support and behavior also strongly affect students' participation. When teachers encourage students, create a

positive classroom atmosphere, and provide clear and patient guidance, students feel more confident and willing to participate in learning activities (Lena & Nikolov, 2025).

In addition, peer influence and classroom social dynamics play a significant role in shaping students' engagement. Positive peer interactions and collaborative group work can help reduce anxiety and increase motivation, making students more likely to contribute actively during lessons (Kadir, 2018).

Finally, the classroom environment and learning resources, such as seating arrangements, interactive media, and varied learning activities, can either facilitate or hinder students' participation. A well-organized and engaging classroom environment supports more active student involvement in the learning process (Training & Wulandari, 2025).

2.2 Speaking Skills

2.2.1 Definition of Speaking Skills

Speaking is an interactive process in which learners produce, receive, and respond to language to convey meaning (Ur, 2009). From this perspective, speaking is viewed primarily as a communicative activity rather than merely the accurate production of language forms. Especially for young learners, successful speaking is characterized by the ability to express ideas and respond meaningfully, even when linguistic accuracy is still limited.

Harmer (2003) states that speaking ability involves several fundamental elements, including pronunciation, fluency, and accuracy, which influence a learner's oral communication skills. Instead of using sophisticated phrases, young learners typically start with simple oral responses, repetition, and brief expressions.

Speaking is an essential part of oral communication in language learning and entails interaction between speakers and listeners, making it a crucial measure of language proficiency (Razaq et al. 2022). Through speaking activities, students have opportunities to practice using English in meaningful situations. In order to exchange and negotiate meaning, learners must not only develop proper linguistic forms but also utilize language in socially acceptable ways (Razaq et al.2022). In the context of elementary school students, speaking instruction should prioritize confidence-building and meaningful participation in classroom communication.

2.2.2 Characteristics of Speaking

Speaking is a complex productive skill that involves multiple interrelated components. According to Ur (2009), successful speaking activities in the classroom can be identified through several important characteristics. In this study, four main characteristics of speaking activities are considered relevant to evaluate students' speaking performance.

2.2.2.1 Learners talk a lot

In speaking activities, most of the allotted time should be occupied by learners' talk. This means that students are given sufficient opportunities to express their ideas orally. However, in many classrooms, a large portion of the time is often dominated by teacher talk or long pauses instead of student interaction.

2.2.2.2 Participation is even

Classroom speaking activities should involve all students rather than being dominated by only a few active learners. Each student should have the opportunity to speak, and contributions should be distributed relatively evenly among the participants.

2.2.2.3 Motivation is high

Students should be motivated and willing to participate in speaking activities. High motivation usually occurs when learners are interested in the topic being discussed, have ideas to share, or want to contribute to completing a task.

2.2.2.4 Language is of an acceptable level

Students should be able to express their ideas in utterances that are relevant and understandable to others. Although mistakes may occur, the language used should still be comprehensible and show an acceptable level of language accuracy.

2.2.3 Speaking Problems

Elementary students often face various challenges in developing speaking skills, which can affect their participation, confidence, and motivation in the classroom. According to Ur (2009), several common problems frequently occur during speaking activities.

2.2.2.5 Inhibition

Unlike reading, writing, and listening activities, speaking requires learners to perform in real time in front of others. As a result, students are often inhibited when trying to express themselves in a foreign language. They may worry about making mistakes, fear criticism from their peers or teacher, or feel embarrassed when speaking in front of the class.

2.2.2.6 Nothing to say

The students do not speak fluently because they have nothing to say. This situation occurs when learners lack ideas, vocabulary, or confidence to express their thoughts during speaking activities.

2.2.2.7 Low or uneven participation

One problem that often occurs in English classrooms is low or uneven participation among students. This situation means that

in large group discussions, students have very little talking time because only one participant can speak at a time. As a result, some learners tend to dominate the discussion while others remain silent and have limited opportunities to practice speaking.

2.2.2.8 Mother-tongue use

The use of the mother tongue can influence students' speaking in English. When students share the same mother tongue, they tend to use it during classroom interactions. This happens because using the first language feels easier and more natural than speaking in a foreign language. In addition, students may feel less anxious when communicating in their native language.

2.2.3 Elements of Speaking

Speaking skills involve various elements that contribute to successful verbal communication. According to Hughes (2003), there are five main components of speaking skills: pronunciation, grammar, vocabulary, fluency and comprehension.

2.2.3.1 Pronunciation

Pronunciation refers to the way speakers produce speech sounds, including stress, intonation, and articulation. Good pronunciation helps listeners understand the message clearly and reduces misunderstanding during communication.

2.2.3.2 Grammar

Grammar is the system of rules that governs how words are arranged to form meaningful sentences. In speaking activities, students need to use appropriate grammatical structures so that their ideas can be expressed clearly and accurately.

2.2.3.3 Vocabulary

Vocabulary refers to the set of words that learners know and use in communication. Having sufficient vocabulary enables students to express their ideas, thoughts, and feelings more effectively when speaking in a foreign language.

2.2.3.4 Fluency

Fluency is the ability to speak smoothly and naturally without too many pauses or hesitations. Fluent speakers can express their ideas clearly and maintain communication even when they make minor mistakes.

2.2.3.5 Comprehension

Comprehension refers to the ability to understand spoken language and respond appropriately during communication. In speaking activities, students must be able to understand questions, instructions, or statements in order to participate effectively in conversations.

2.3 Total Physical Response (TPR)

2.3.1 Definition of Total Physical Response

Total Physical Response (TPR) is a language teaching method developed by James J. Asher that emphasizes the coordination of speech and physical movement in language learning. According to Richard & Rodgers (2001), language learning can be more effective when learners listen and respond physically to verbal input before they are required to speak. This method is based on the idea that second language learning should resemble first language acquisition, which begins with listening comprehension (Yohanes, 2023).

In TPR activities, teachers give simple commands, and students respond through physical actions (Richards & Rodgers, 2001). This process helps reduce learners' anxiety and encourages natural language

acquisition. Total Physical Response creates a stress-free environment in language learning by coordinating speech and physical movement, allowing learners to respond to simple commands through action. This approach reduces anxiety and supports natural acquisition, especially for beginner learners (Yohanes, 2023).

Larsen-Freeman (2003) states that TPR is particularly suitable for beginner learners because it lowers learners' affective filter and promotes comprehension through action. Total Physical Response is considered effective in increasing students' participation because it requires students to respond actively to the teacher's instructions. Through physical and verbal responses, students are encouraged to participate in classroom activities without fear of making mistakes. Therefore, TPR is an appropriate teaching method to improve students' participation in English learning, especially at the elementary school level (Wahyu et al. 2022).

2.2.4 The Characteristic of Total Physical Response

Total Physical Response has several distinctive characteristics in the teaching and learning process. According to Larsen-Freeman (1986) & Rodgers (2003), as cited in Widodo&Gunawan (2019), several characteristics of the Total Physical Response method can be identified (Nigora & Faculty, 2018).

- 2.3.2.1 Learners emphasize physical actions in the learning process and primarily act as listeners and performers in responding to the teacher's commands.
- 2.3.2.2 Learners respond both individually and collectively, while the learning content is mainly determined by the teacher.
- 2.3.2.3 Learners are able to understand and respond to new combinations of previously learned language through repeated exposure to commands given by the teacher.

- 2.3.2.4 The teacher plays an active and central role as a director who guides learners' actions during the learning process.
- 2.3.2.5 The teacher determines the learning objectives, presents new materials, and selects appropriate supporting materials to ensure an organized and well-structured lesson.
- 2.3.2.6 The teacher gives commands and monitors learners' physical responses, while learners imitate the teacher's verbal and non-verbal models.

2.2.5 The Step of Total Physical Response

According to Yang (2024), the implementation steps of the Total Physical Response (TPR) method can be broadly divided into four stages.

2.3.3.1 Teachers Demonstration Phase

In this phase, the teacher demonstrates actions while giving instructions in the target language. Students carefully observe the teacher's actions and listen to the instructions. The teacher may repeat the commands and movements several times to ensure that students understand the relationship between the spoken language and the physical actions.

2.3.3.2 Student Imitation Phase

In this stage, students imitate the teacher's actions in response to the commands given in the target language. Students respond through physical movements without being required to speak.

2.3.3.3 Collaborative Practice Phase

At this stage, students begin to repeat the teacher's commands while performing the corresponding actions. This activity allows students to practice both listening and speaking while reinforcing their understanding of the instructions.

2.3.3.4 Students' Independent Practice Phase

In the final stage, the teacher only gives verbal commands without demonstrating the actions. Students listen to the instructions and perform the appropriate physical responses independently.

2.2.6 The Advantages & Disadvantages of Total Physical Response

According to Nigora & Faculty (2018), Ben Shearon state there are some advantages of using Total Physical Response. These advantages support the implementation of TPR in developing students' comprehension, confidence, and participation in speaking activities.

2.3.4.1 Easy to Implement without Translation

TPR uses clear verbal commands accompanied by physical actions, allowing students to understand meaning directly without translation. This encourages students to associate language with actions and context, supporting natural language acquisition and improving listening comprehension.

2.3.4.2 Suitable for Academically Slow Learner Student

TPR provides equal learning opportunities for all students, including slow learner. By combining physical movement and mental processing, students' who struggle with text-based learning can still participate actively and demonstrate understanding.

2.3.4.3 Lowering Students' Affective Filter and Stress Level

TPR reduces students' anxiety by allowing them to respond through physical actions before speaking. This low-stress environment increases students' confidence

and willingness to participate, which is especially beneficial for elementary school learners.

2.3.4.4 Repetition as Meaningful Input without Boredom

TPR employs repetition through engaging physical activities, allowing students to receive repeated language input without boredom. This helps students internalize vocabulary and expressions more effectively while maintaining motivation and attention.

According to Madina (2022) by applying the TPR method in schools, with young learners, we learned about several advantages of the TPR method:

2.3.4.1 Creating a Fun and Enjoyable Learning Atmosphere

TPR creates a fun and enjoyable learning activities. This increases students' motivation, improves classroom mood, and encourages active participation in speaking activities.

2.3.4.2 Enhancing Memory and Retention

linking language input with physical actions, TPR strengthens students' memory and retention of vocabulary. Physical movement helps learners recall language more effectively than verbal explanation alone, especially for young learners.

2.3.4.3 Supporting Kinesthetic Learners

TPR effectively supports kinesthetic learners by allowing them to learn through movement and physical responses. This enables students who struggle with passive learning to stay engaged and demonstrate understanding actively.

2.3.4.4 Effective for Young Learners and Teenagers

TPR is suitable for young learners and teenagers because it emphasizes interactive and action-based activities. This approach helps learners understand meaning naturally and build confidence in speaking at early stages of language learning.

2.3.4.5 Engaging Both Left- and Right-Brained Learning

TPR engages both linguistic and motor processes by combining verbal input with physical movement. This balanced engagement supports deeper comprehension and more effective speaking development.

According to Nigora & Faculty (2018), Ben Shearon state the TPR approach has the following disadvantages:

2.3.4.1 It can be embarrassing for students who didn't use these items. It's possible that when a teacher prepares students to perform certain tasks, they are more comfortable imitating.

2.3.4.2 This approach is appropriate for beginning learners, where it is evident that TPR is appropriate for kids at a lower level due to the activities' usage of the target language. Intermediate and advanced students also use it. For instance, teach the intermediate students cooking verbs (stir, grate, and so on) and "how to walk" (stumble, tiptoe, and stagger).

2.3.4.3 Teachers may face difficulties when teaching abstract vocabulary or expressions through TPR because the method mainly relies on physical actions, which are more suitable for concrete words.

2.4 Previous Study

Several studies related to the implementation of Total Physical Response (TPR) and students' participation in English learning are reviewed as follows,

2.4.1 The Implementation of Total Physical Response in Increasing Students' Participation in Learning Vocabulary

This study aimed to investigate the implementation of Total Physical Response (TPR) in increasing students' participation and motivation in learning vocabulary. The research was conducted with second-grade students at SD Negeri 2 Kayuputih Melaka, Bali. The study used a qualitative descriptive design to analyze how TPR influenced students' motivation and participation in vocabulary learning. Data were collected through classroom observations and were analyzed descriptively. The result indicated that the use of TPR successfully increased students' motivation and participation in vocabulary learning activities. Students showed improvement in learning new vocabulary during the meetings, which was reflected in the increase of students' participation and vocabulary achievement. Therefore, the study concluded that TPR positively contributes to increasing students' participation in learning vocabulary among second-grade students.

2.4.2 Using the Total Physical Response Method to Improve Young Learners' Perceptions of Vocabulary Mastery explains the use of Total Physical Response (TPR)

This study aimed to explain how English language learning for young learners can be implemented using the Total Physical Response (TPR) method. The research used a descriptive qualitative design. The subjects of the study were a teacher and ten kindergarten students aged between five and six years old. Data were collected through observation and interviews during the learning process. The

study focused on students' comprehension and understanding during TPR-based learning activities. The finding showed that young learners enjoyed participating in English learning activities when the TPR method was applied. Students were actively involved in classroom activities and were able to improve their vocabulary mastery. The results also indicated that TPR can create interactive learning activities that support young learners in understanding English more effectively.

2.4.3 The English Learning Effort: Optimizing English Speaking Skills Through Total Physical Response Method for Fourth Grade Elementary School at Kuala Lumpur of Indonesian School (SIKL)

This research was motivated by the problem of difficulty speaking English in grade 4 elementary school students due to lack of mastery of vocabulary and correct pronunciation. Only 5% of all students are skilled in speaking English. This was proven when teachers demonstrated daily activities such as reading books, 75% were unable to mention the correct vocabulary. Apart from that, the lack of interactive teacher methods is used as one of the factors preventing students from practicing English in everyday life. This research aims to optimize English speaking skills of 4th grade elementary school students through one method, namely the total physical response (TPR) method. The existence of this method plays a direct role in both teachers and students imitating all activities with body movement. Its more interactive application means that students do not get bored and fed up easily when learning takes place. As a form of supporting its success, researchers used descriptive qualitative methods through observation, interviews with both teachers and students. The implementation involved 4th grade elementary school students at the Kuala Lumpur Indonesian School. The research results

showed that 30 out of 34 students were able to apply the total physical response method as an effort to optimize English speaking skills in their surroundings. One application with the teacher is by doing storytelling in front of the class about the activities carried out throughout the day.

Based on the previous studies above, it can be concluded that the implementation of Total Physical Response (TPR) is effective in improving young learners' participation, vocabulary mastery, and speaking skills. The findings indicate that TPR creates an enjoyable and interactive learning environment that encourages students to become more actively involved in classroom activities. However, most of the previous studies focused on vocabulary mastery or speaking skills as separate variables. In contrast, the present study focuses on improving both students' participation and speaking skills through the implementation of TPR. Therefore, this study attempts to extend previous research by investigating how TPR can contribute to the development of students' speaking skills and active participation in the classroom.