

Implementation of TPR (Total Physical Response) Method in Learning English in Barunawati Kindergarten

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Abstract—English is one of the programs that supports the quality of school education which is an additional learning for children in introducing English from an early age. Although as additional learning, English language is still introduced through picture books or magazines for children. Therefore in introducing English for early childhood the right method or method is needed. One of them is by using the Total Physical Response or TPR method. The TPR method places more emphasis on the relationship between speech and action. The English teachers at Barunawati Kindergarten used aspects of the TPR method while teaching English to their students. The use of TPR method is known to be more optimally used by the teacher when interacting with students inside learning English material. The main activity in TPR method in learning English is giving orders to Barunawati kindergarten students to respond the form of actions by them. Thus it will motivate the students to learn English and to remember the words they have learned before.

Keywords—English language; learning early childhood; total physical response method

I. INTRODUCTION

English as a foreign language is more appropriate to be introduced as early as possible because early age is a sensitive period for language learning and the flexibility of a child's brain is still very good. Language skills must be introduced from an early age because language functions play a role in helping individuals express their feelings and thoughts in everyday life.

One important aspect of development in infancy and childhood is language. Children can interact with their environment effectively by mastering the language. Language is a form of oral, written or gesture communication based on a system of symbols and consists of words used by the community along with rules to arrange various variations to combine them [1]. So Language is a tool used to communicate with the community both orally and in writing. Therefore language skills must be taught from an early age, considering that language functions play a role in helping individuals express their feelings and thoughts in everyday life.

Foreign language is more appropriate if done as early as possible because this is a sensitive period for language learning and the flexibility of a child's brain is still very good.

In addition, in the [2] Curriculum Early Childhood Education develops basic competencies that are achieved through extensive learning experience. The breadth of the child to develop the ability of attitudes, knowledge, and skills reflected in the habit of thinking and acting. This is a guideline for educators to develop the abilities, skills and knowledge of children as widely as possible in learning and knowing English from an early age.

A child born in this era of globalization is faced with conditions in which citizens learn to learn and master English. Seeing the development of the world today such as in terms of education and increasingly sophisticated technology requires children to get to know and learn English. At the height of the school learning theme, kindergarten children are often taken to official places such as hospitals, hotels, airports, ports, banks, shopping centers and other official offices, where writings or information can be found in English. It does not rule out the child's curiosity when they hear and see the writing or images that contain English.

In kindergarten different conditions have been found, so that learning has not been carried out optimally. However, not a few who have made English language learning as one of the programs that support the quality of school education which is an additional learning for children in introducing English from an early age, one of them in Barunawati Padang Kindergarten.

In introducing English, teachers in Barunawati Kindergarten Padang have used media that are interesting but not interactive for children. The media used are only in the form of magazines or images that are less attractive to children, therefore the child's learning atmosphere becomes boring and tiring. In addition, the method that is used must also support learning English in Kindergarten so that the aims and objectives of learning can reach children and they can apply it in daily life. One of the right methods used in learning English for children is the Total Physical Response method or abbreviated by the TPR method. This method was developed by a psychology professor at the University of San Jose California named James J. Asher who had been successful in developing this method in foreign language learning in children. He argued that the pronunciation directly to children that contain a command, and then the child will respond to the physical before they start to produce verbal or verbal

responses [3]. So the TPR method is very suitable to be applied in learning English in Kindergarten. Based on that problems, the authors propose to conduct research about The Implementation of English Language Learning in Barunawati Kindergarten Padang.

II. METHOD

The type of research is qualitative with descriptive research design. Descriptive research is a study to describe a phenomenon or event systematically according to what it is [4]. Researcher conducted this study in Barunawati kindergarten, Padang City.

Data collection in this study uses observation techniques. Data analysis was carried out by qualitative analysis. Some steps that are done are: 1. collect data (observation) 2. Reduce data researchers, make the process of selecting data related to information on research problems found by recording the results of observation. 3. Data presentation is needed to provide clear images or information contained in the data [5].

III. RESEARCH RESULT

A. *Learning English as Foreign Language for Early Childhood*

English in Indonesia is the first foreign language. The second language is a language that children learn after their mother tongue with the language characteristics used in the surrounding community. Bialystok in [6] revealed that many children speak more than one language. Bilingualism is the ability to speak in two languages that have a positive effect on children's cognitive development. Children who are fluent in two languages will show better attention control performance, concept formation, analytical thinking, cognitive flexibility, and cognitive complexity than their peers who only have one language, so foreign language learning at an early age has the assumption that children learn more foreign languages faster than adults. Furthermore, [7] argue about precisely teaching English in early childhood by stating several reasons as follows:

1. In this period the development of linguistic children was in a very good stage to be used as a basis for further linguistic development.
2. A beginning that is done earlier provides maximum learning time for learning English as a foreign language the sooner the start, the more time to learn first.
3. Children who study foreign languages in pre-school has a better chance to learn a second foreign language in secondary school.
4. Learning foreign languages at an early age stimulates a child's ability to use their mother tongue better.

[8] revealed that it is important to support the sustainable development of the primary language of children while providing meaningful experiences with learning English. In line with this opinion [9] adds that learning English in early childhood education programs can provide educational and social outcomes that help them achieve high standards of

education and responsible life in the future. Another opinion from Kovacs in [10] also states that learning foreign languages such as English can reach higher cognitive levels than before.

From the opinion of the experts it can be concluded that learning English is better applied at an early age because in this period, children experience a language development that is faster than that of adults, besides it will help them to achieve brilliant educational standards in the future.

B. *Total Physical Response (TPR) Learning Method*

Learning method is a method that must be passed to achieve the goals set in the learning setting. Learning method is a method applied by the teacher to his students in the classroom in achieving learning goals (Slameto, 2010). Determination of learning objectives is an absolute requirement for teachers in choosing the method to be used in presenting teaching material. According to [11] the method literally means "way". The method is defined as a method or procedure used to achieve certain goals. The word "learning" means all efforts made by educators so that learning occurs in the learners themselves.

In line with the above opinion, [12] define learning methods as ways that teachers use in carrying out their functions and are tools to achieve learning goals. [13] states that the learning method can be interpreted as a way that someone does in implementing methods specifically. From some of the opinions above it can be concluded that the method of learning is the ways of presenting subject matter conducted by educators so that learning processes occur in the students themselves in an effort to achieve goals. The need will determine success in delivering learning.

Some experts point out the definition of TPR (Total Physical Response) as an effective and fun method of language learning especially for early childhood. This method was first developed by James J. Asher who was successful in developing foreign language learning methods in children. The TPR method was developed by James Asher based on the results of his experience in observing children in learning their first language. Asher concluded that the interaction between parents and children is often in the form of speech and responded to by physical activity by children. Asher [14] suggests that direct pronunciation to children contains a command, so that the child will respond physically (body language) before they start to produce a verbal response. So that it can be said that "Total Physical Response (TPR) or Total Physical Response is a method of learning English that is suitable for early childhood where learning is more focused on activities that are directly related to physical activity and movement.

Likewise with [15] who argues that in the TPR method understanding and memory are obtained well through the movements of the children's bodies in answering or responding to commands. Forms of language imperative are powerful tools for manipulating children's behavior and guiding them towards understanding through movement or action. In his research [16] stated in his research that the application of the TPR model can help early childhood in

mastering simple vocabulary in English along with their meanings in Indonesian.

The application of the TPR model in English for early childhood is suitable to be applied to kindergarten children. Larsen & Freeman [14] also states that in the first stage of the TPR method, the teacher acts as a model that demonstrates the action. The teacher can give instructions to some of his students and then give examples or practice his words in front of the students so that students can understand instructions or commands given and can follow the words and movements of the teacher's instructions. In the second stage the students can demonstrate what they understand from the instructions given by the teacher. Then until the stage when the students have understood, understood and responded to commands or instructions physically, students can learn further to read and write them down. So that in time the students are ready to speak a foreign language.

In the implementation of the TPR method, children listen and respond to orders from a teacher. If then the students are able to respond to these instructions with that action means that the learner knows the meaning of the command words spoken by the teacher. Furthermore [17] states that activities in the TPR method especially with action games can introduce new languages such as English in an effective way. The teacher interacts with the children in the following order: giving commands, modeling behavior, desires, trying actions after several repetitions (when the child responds with confidence) then combining commands in a creative way or turning them into a competitive game.

From various kinds of theories, definitions, backgrounds and objectives of the Total Physical Response (TPR) method described above, the authors can conclude that the TPR method places more emphasis on the relationship between speech and action. The main activity in the TPR method is to give orders to students to obey and respond in the form of actions by children. Thus it will be easier for students to remember the words they have learned if they use their bodies in learning English.

C. Implementation of Learning

The researcher wanted to describe the results of the implementation of child learning, related to the implementation of English language learning by using TPR method.

1. Implementation of English language learning by using TPR method on the first day.

The learning process at Barunawati Kindergarten begins at 07.30-12.00. Learning activities are divided into 4 (three) parts they are: 1) opening activity (07.30-08.30), 2) core activities (08.30-10.00), 3) snack time (10.00-10.30), 4) Closing before going home (10.30-11.00).

1.1 Opening activities are carried out as morning story activities such as learning theme recognition. The researcher observed children's activities. The following is description of the results of the morning activities: Praying before studying, greeting and sing the song "If you're

Happy and You Know it", storytelling about morning activities before going to school.

- 1.2 Core activity: Discussion about kinds of occupation, teacher showing the pictures about occupation (teacher), showing the action of being teacher, introducing action verbs of being teacher such as: put your hand up, sit down, open your book). Children response what teacher say with showing action of action verbs (put your hand up, sit down, open your book)
- 1.3 Snack time (praying together before and after having meal then washing hands.)
- 1.4 Closing activity : discussion about the whole activity in this morning

2. Implementation of English language learning by using TPR method on the second day

2.1 The learning process at Barunawati Kindergarten begins at 07.30-12.00. Learning activities are divided into 4 (three) parts they are: 1) opening activity (07.30-08.30), 2) core activities (08.30-10.00), 3) snack time (10.00-10.30), 4) Closing before going home (10.30-11.00).

2.2 Opening activities are carried out as morning story activities such as learning theme recognition. The researcher observed children's activities. The following is description of the results of the morning activities: Praying before studying, greeting and sing the song "Bingo", storytelling about morning activities before going to school.

2.3 Core activity: Discussion about kinds of occupation, teacher showing the pictures about occupation (doctor), showing the action of being doctor, introducing action verbs of being doctor such as: take a medicine, cough, and wash your hand). Children response what teacher say with showing action of action verbs (take a medicine, cough, wash your hand)

2.4 Snack time (praying together before and after having meal then washing hands.)

2.5 Closing activity : discussion about the whole activity in this morning

3. Implementation of English language learning by using TPR method on the third day

3.1 The learning process at Barunawati Kindergarten begins at 07.30-12.00. Learning activities are divided into 4 (three) parts they are: 1) opening activity (07.30-08.30), 2) core activities (08.30-10.00), 3) snack time (10.00-10.30), 4) Closing before going home (10.30-11.00).

3.2 Opening activities are carried out as morning story activities such as learning theme recognition. The researcher observed children's activities. The following is description of the results of the morning activities: Praying before

studying, greeting and sing the song "alphabet", storytelling about morning activities before going to school.

- 3.3 Core activity: Discussion about kinds of occupation, teacher showing the pictures about occupation (teacher, doctor, and fisherman), showing the action of being fisherman, introducing action verbs of being fisherman such as: swimming, fishing, sailing). Children response what teacher say with showing action of action verbs (swimming, fishing, sailing)
- 3.4 Snack time (praying together before and after having meal then washing hands.)
- 3.5 Closing activity : discussion about the whole activity in this morning

IV. DISCUSSION

From those observations, the researcher found that every single day the teacher gave 3 different learning materials with occupation themes, the first was material about the teacher, the second material was about doctors and the third material was about fishermen. On each theme, the teacher gave a different verb. Children imitated speech and responded with movements based on the verb. The teacher applied the TPR method in each learning material. And the result was children were motivated and understood the verb meanings spoken by the teacher. That means the TPR method is suitable for learning English in Barunawati kindergarten.

V. CONCLUSION

Referring to the results of the study, the researcher obtained data that English teachers at Barunawati Kindergarten used aspects of the TPR method while teaching English to their students. The use of the TPR method is known to be more optimally used by the teacher when interacting with students inside learning English material. This means that while providing material in class, teachers also often interact with students by applying the TPR method. This can be seen when the teacher asks students to put your hand up and the students immediately take action by raising their hands or when the teacher says wash your hand with the appropriate movements, students immediately respond to wash their hands.

From the conclusions above, the implications that can be elaborated from this study are that TPR method is the right way to be used by English teachers in teaching for basic material about English language learning in the classroom and also in interacting and communicating every day. By using TPR method applied to English learning activities by teachers

at the school can motivated students to learn English as a second language.

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