

Conference Paper

The Application of Total Physical Response (TPR) Method in English Basic Learning for Early Children in TK/KB Al-Ikhlas Tenggilis-Surabaya

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Abstract

Foreign languages learning, especially English is needed to face 4.0 revolution industries. Everything related to technology always uses English as its main language. Therefore, English should be introduced since early to optimize English ability. One of the problems for Indonesian people in learning English is the English position that usually known as a foreign language. This should be one of the biggest things that must be considered by the Indonesia Government to be able to communicate whether with the international or technology world. The introduction and learning of English from an early age can overcome difficulties in understanding and using foreign languages in everyday life. Total Physical Response (TPR) Method application in English Learning are one of the most appropriate and effective for being applied in teaching and learning process in the classroom for the level of Early Childhood Education (PAUD) or Kindergarten (TK) especially for TK / KB Islam Al-Ikhlas Tenggilis - Surabaya as one of the pilot Islamic kindergartens in Surabaya

Keywords: Total Physical Response (TPR), Early Childhood Education (PAUD), Learning, English

Introduction

In the globalization era and industrial revolution 4.0, it cannot deny that English is one of the most important needs in communication. English is an international language and one of the world's most dominating languages in the communication era to connect and transfer knowledge throughout the world. Modern society is demanded to be able to communicate using English to facilitate socialization, especially in the international world. Fromkin's statement that "English is usually known as the lingua franca of the world ". Therefore, English has been introduced early in the world of education. English has included in the curriculum of basic formal institutions in early childhood education institutions or known as PAUD. In optimizing the process of introduction and English learning for early childhood, some things must be understood about the definition of learning itself. The statement in her thesis that Oemar Hamalik said that learning is a combination composed of human, material, facility, equipment, and procedure elements that influence in achieving learning objectives. Learning is a two-way interaction process between teacher and student and the teacher as the spearhead in the teaching and learning process, especially in basic English learning for early childhood students.

Arumsari *et al.* (2017) also stated accordance with constitution number 20 of 2003 concerning about National Education System, Chapter 1, Article 1, Item 14, Early Childhood Education (PAUD) is a coaching effort aimed for children from birth to age 6 through providing educational stimulation to help

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the growth of physical and spiritual development so that children have the readiness to enter further education and also refer to the Ministry of Education and Culture, Article 7 that remembering English learning is given to children since an early age, English learning needs to be adjusted to the level of child development. According to Tami (2018), he also stated that the Child Development Achievement level standard that article, as referred to paragraph (1), is an integration of the development of religious and moral values, physical, cognitive, language, art, and social-emotional aspect. Suhendan (2013) stated that Early years of life are the period when emotional, physical, cognitive, and language development is very fast. It is the most valuable time to start teaching a foreign language or languages to young children. Although there are various methods and techniques in teaching foreign languages, the most appropriate one for young learners is the Total Physical Response (TPR) method. Therefore, Astutik and Choirun explained that Early childhood education institutions or commonly known as kindergartens are one of the most responsible educational institutions in helping the growth and development of children, especially in developing potentials that include cognitive, physical language (gross and fine motor), and social-emotional. At the educational stage, kindergarten is the most sensitive period in introducing aspects of the good and right language, especially introducing foreign language learning (English) because this expertise will be very useful in communicating with the surrounding environment.

Some experts agreed that the appropriate method in carrying out the process of teaching basic English for early childhood is the Total Physical response method. James J. Asher said that "Total Physical Response (TPR) is an English learning method that is very suitable for early childhood where the learning prioritizes activities related to physical activities directly and movements are direct pronunciation to children which contain an order, so children will respond with their physical or body language before they begin to produce a verbal response or known as verbal Language. The total Physical Response (TPR) is a method of language learning which is structured in the coordination of commands, speech and movement; and trying to teach language through physical (motor) activity ". that's why Yamin (2017) also stated that TPR method is a language learning method that coordinates commands, speech, and motion. So, a teacher could try teaching language through physical activity.

Total Physical Response (TPR) Method is much more effective when it is applied in the teaching process of English for early childhood. Piaget also believes that children at the age of 2 until 7 years are in the preoperational stage or usually known as the stage of development which is using symbol or language signs and intuitive concepts. This stage is divided into two stages, those are the pre-conceptual stage which starts from age 2 until 4 years and the intuitive stage which starts from age 4 until 7 years. Widodo (2005) explained that In learning language, children start learning very simple expressions. It can be said that children learn abstract rules of language from their hearing, and also they learn expressions that they have never heard before. The approach must be used in line with the objectives of language recognition in general. The purpose is children be able to understand how to communicate well, dare to express their ideas, and can communicate with their environment. Methods and techniques used in the process of learning English include through: a. Story Telling b. Role Play c. Art and Crafts d. Games, e. Show and Tell, f. Music and Movement which includes - Singing (Chanting) - Chants and Rhymes, and so on.

Based on the results of the survey that has been conducted, it is known that TK/KB Islam Al-Ikhlâs Tenggilis – Surabaya has implemented an English learning curriculum for students, but with the number of meetings is only once a week which has not been obtained the maximum results in the absorption of English learning because it has not been used the method of Total Physical Response (TPR) to TK/KB Islam Al-Ikhlâs Tenggilis – Surabaya students. Field surveys also show that some of the problems faced by TK/KB Islam Al-Ikhlâs Tenggilis – Surabaya Teachers can be identified as follows: The lack of knowledge of TK/KB Islam Al-Ikhlâs Surabaya teachers regarding the Total Physical Response (TPR) method and the application of the Total Physical Response (TPR) method for English teaching and learning process in the classroom. Based on Putri's (2016) statement that As an English teacher, choosing an appropriate method for their students in learning English Easily is a must. And Total Physical Response is one of the best methods for teaching English for Young Learners. It can help young learners

to memorize some commands or vocabularies easily through use their physical movement. The students will not only learnable but also interesting and enjoyable. Total Physical Response is a very good method for Kinesthetic learners who need to be active in the classroom. The aims of this study are that TK/KB Islam Al-Ikhlas Tenggilis – Surabaya teachers understand the Total Physical Response (TPR) method for basic English learning for early childhood, understand about the application of the Total Physical Response (TPR) method, and can use this method in the process of learning basic English in the classroom.

Research Method

In this study, we use a mixed-method to analyze the problems that occur in TK/KB Islam Al-ikhlas Tenggilis – Surabaya in the application of the Total Physical Response (TPR) method for basic English learning for early childhood. We use qualitative methods and quantitative methods in analyzing problems in this study. It uses a Qualitative method to analyze data collection. Qualitative method is usually used to gain deep information from the underlying reasons, motivations, and opinions. It also used to collect the data of the research and find out the result of the research. Creswell stated:

Qualitative research is a form of interpretive inquiry in which researchers interpret what they see, hear, and understand. Their interpretations cannot be separated from their backgrounds, history, contexts, and prior understandings. After a research report is issued, the readers make an interpretation as well as the participants, offering yet other interpretations of the study. With the readers, the participants, and the researchers all making interpretations, it is apparent how multiple views of the problem can emerge. (Creswell, 2009)

This study also used a quantitative method; we used a questionnaire and interview method to obtain the data about the understanding of TK/KB Islam Al-Ikhlas Tenggilis – Surabaya teachers towards the Total Physical Response (TPR) method for basic English learning for early childhood. Williams (2007) stated that Quantitative research begins with a problem statement and involves the formation of a hypothesis, a literature review, and a quantitative data analysis. The findings from quantitative research can be predictive, explanatory, and confirming. As for the implementation, we use surveys, lectures, and mentoring methods. The details are explained as follows:

- a. The observation method carried out to find out the understanding of the teacher about the Total Physical Response (TPR) method for learning basic English for early childhood.
- b. Lecture method, outreach, and training methods regarding the Total Physical Response (TPR) method for Basic English learning for early childhood.
- c. Assistance method, for ongoing activities in the application of the Total Physical Response (TPR) method for Basic English learning for early childhood. The training material, in general, includes understanding the theory and applying the Total Physical Response (TPR) method in the class.

Result and Discussion

TK/KB Islam Al-ikhlas Tenggilis – Surabaya is one of the pilot Islamic kindergartens in Surabaya. This institution has more than 130 students. There are 3-grade levels in TK/KB Islam Al-ikhlas Tenggilis – Surabaya those are; Kindergarten level A (TK A) with approximately 50 students, Kindergarten level B (TK B) with 65 students or more the last is the Playgroup Level. The number of teachers in TK/KB Islam Al-ikhlas Tenggilis – Surabaya is 12 permanent teachers, 7 extracurricular teachers. TK/KB Islam Al-ikhlas Tenggilis – Surabaya has applied the curriculum by giving 1 meeting in a week for English class. It considered less effective to get optimal results in English learning for students. Therefore, the research aims to provide training on the application of the Total Physical Response (TPR) method for basic English learning for early childhood. Shi (2018) also said that The general purpose of the TPR teaching

method is to make the students learn to use the language. The initial stage about teaching is to let the students understand the content of the study and to teach the language through action. However, the traditional English teaching method in our country is to teach grammar, to master the grammar structure, and the final purpose is to test, instead of using the language. This leads to the traditional teaching method into a single and rigid teaching dead end.

In this study, the teachers and students played a role as socialization participants and questionnaire panelists about the Total Physical Response (TPR) method for basic English learning for early childhood and implementing training activities for the application of the Total Physical Response method. (TPR) for basic English learning for early childhood. it can provide additional knowledge about learning methods in teaching and learning in the classroom. Ummah (2017) stated that Teaching English for children is so different than other second language learners. It is also not an easy job for the English teacher. The English teacher should know the ways, such as appropriate tricks and treats, to make the students interest and pay great attention to join with the English teaching-learning process in the classroom. Based on the problems of TK/KB Islam Al-ikhlasTenggilis – Surabaya Teachers, the solutions are:

Socialization Regarding the Importance of Applying the Total Physical Response (TPR) Method for Basic English Learning for Early Childhood

Our aims in conducting socialization activities regarding the Importance of Applying the Total Physical Response (TPR) method for Basic English Learning for Early Childhood to Know the level of understanding of TK/KB Islam Al-ikhlas Tenggilis - Surabaya teachers about the Total Physical Response (TPR) method for basic English learning for early childhood. It is very important considering that foreign languages, especially English, are very necessary to face the globalization era and industrial revolution 4.0. Learning to speak a foreign language must start early because in the golden age (3-6 years) is the right time for all individuals to learn languages. The ability of children in the golden age is very optimal in absorbing foreign language learning. Therefore, we organize these activities to open the insight and knowledge of the teachers in the importance of teaching foreign languages too early childhood, especially with the Total Physical Response (TPR) method.



Figure 1. Giving a workshop about the Total Physical Response (TPR) method

Participants in the implementation of the socialization activities regarding the importance of the application of Total Physical Response (TPR) method for Basic English Learning for Early Childhood is 12 teachers of TK/KB Islam Al-Ikhlas Tenggilis – Surabaya. This event was held in TK/KB Islam Al-IkhlasTenggilis – Surabaya’s hall. In the core session, the presentation of material on the Application of the Total Physical Response (TPR) method explained the importance of foreign language learning, especially English for early childhood. It continues with the understanding of the definition of Application of the Total Physical Response (TPR) method for Basic English learning for Early Childhood and finally closed with how to apply in giving material about the Application of the Total Physical

Response (TPR) method for Basic English learning for Early childhood. The output we expect from this activity is to find out the level of understanding of TK/KB Islam Al-Ikhlas Tenggilis – Surabaya teachers about the Total Physical Response (TPR) method for basic English learning for early childhood.

Based on the questioner that we had shared to the teacher in TK/KB Islam Al-Ikhlas Tenggilis-Surabaya, we can conclude that there are 73 % of teachers did not get a lesson about Total Physical Response (TPR) method in their college that's why they did not apply total physical respond because they have no idea about this method. The rest (27 %) of the participant is getting enough knowledge about Total Physical Response (TPR) method but they are still lack of knowledge about this method. But only 36 % of TK/KB Islam Al-Ikhlas Tenggilis - Surabaya teachers who understand about Total Physical Response (TPR) method after having a short course of understanding and applying about total physical response method. That's why there are only 36 % of the teachers in applying the Total Physical Response method in their class.

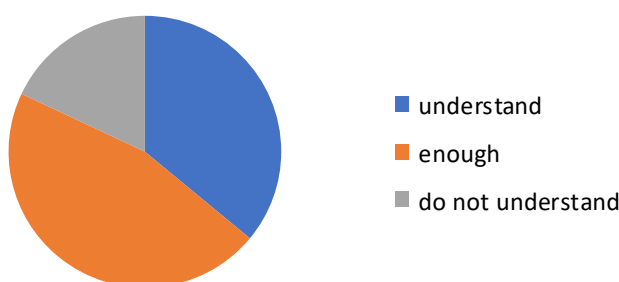


Figure 2. The scale of teachers' TK/KB Al-Ikhlas Surabaya understanding about Total Physical Response (TPR) method

Training and workshop about the application of Total Physical Response (TPR) Method for Basic English Learning for Early Childhood

Based on the results of the above implementation, we continue to carry out the next stage of activities to Provide Training and workshop on the application of the Total Physical Response (TPR) method for basic English learning for TK/KB Islam Al-IkhlasTenggilis – Surabaya to be implemented in the classroom. We think this is very important in applying the Method for Learning Basic English for Early Childhood in the class, given that English is a practical science where not only mastery of theory is needed but also practice in applying the Total Physical Method Response for Learning Basic English for Early Childhood. Therefore, we organize these activities to provide knowledge about the Application of the Total Physical Response Method for the students in the class.



Figure 3. Giving a simulation about the application of Total Physical Response (TPR) method in the class

Participants in the Training and Workshop about Implementation of Total Physical Response (TPR) Method for Basic English Learning for Early Childhood are 12 teachers and 20 students of TK/KB Islam Al-Ikhlis Tenggilis – Surabaya. In the core session, the presentation of material in Training and Workshop about the Application of Total Physical Response Method for Basic English Learning for Early Childhood. The output we expect from this activity is the Teachers understand and apply the Total Physical Response (TPR) method for basic English learning for early childhood. Silver *et al.* (2003) also stated that Students are much more focused on their learning when instruction involves the use of physical items – “realia” – to create meaning. “Manipulable” eliminate the possibility of ambiguity in meaning. However, depending on the availability of resources, the teacher may have to resort to Picture Dictionaries or similar resources.

From the result of a survey by spreading the questioner to the correspondent (teachers of TK/KB Islam Al-Ikhlis Surabaya), we find out that only 27% of teacher apply the method in the class. There are 64% of the teachers apply this method in the class rarely and the rest for about 27% of the teachers did not implement the Total Physical Response method in the class. That’s why only 27 % of teachers in TK/KB Islam Al-Ikhlis - Tenggilis Surabaya who applied Total Physical Response method in their English class and 73 % of the teacher who did not apply Total Physical Response (TPR) method in their English class.



Figure 2. Histogram of the implementation of teachers' TK/KB Islam Al-Ikhlis Tenggilis Surabaya about Total Physical Response (TPR) method in their class

Conclusion

The result of the study can be concluded that:

1. The application of Total Physical Response method for basic English learning for early childhood in TK/KB Islam Al-ikhlasTenggilis – Surabaya to provide training and workshop on the application of the method for basic English learning for TK/KB Islam Al-ikhlasTenggilis – Surabaya to be applied in the classroom, Knowing the level of teacher understanding of Total Physical Response method for basic English learning for early childhood, and Providing direct understanding to the teachers with the application of the Total Physical Response (TPR) method for basic English learning for the institution.
2. In Socialization of the Importance of Applying the Total Physical Response (TPR) method for Basic English Learning for early childhood known that only 36% of TK/KB Islam Al-ikhlasTenggilis – Surabaya teachers understand with the concept of the Total Physical Response method. In the training and workshop of the application of the Total Physical Response method for basic English learning for early childhood known that only 27% of the teachers apply the TPR method for classroom learning.

Suggestion

In the application of the Total Physical Response method for basic English learning for early childhood especially in TK/KB Islam Al-ikhlas Tenggilis – Surabaya, it can be suggested that the Total Physical Response method is very important in the process of foreign languages learning, especially English. Therefore, the ability and knowledge of the teachers must be further improved so that they can prepare their students in facing the industrial revolution 4.0 through mastering foreign languages from an early age.

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