

## INTRODUCING ENGLISH LANGUAGE USING TOTAL PHYSICAL RESPONSE TO YOUNG LEARNERS

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**Abstract:** The purpose of this research is to answer the question: “How effective is TPR method in teaching English to young learner?”. The method of this research is pre-experimental research. The sample of this research was students of 1A of SDN 08 Kubu Raya which consisted of 25 students. The treatments were given three times in order to know the effectiveness of teaching English using Total Physical response. The technique of data collecting was multiple choices test that consisted of colorful pictures about part of body and color; and there was an oral test where the students should response the teacher’s command physically. The research finding showed that the mean score of pretest was 6.17 and the mean score of posttest was 7.87 and categorized “good”. The result of effect size of treatment was 2.48. It was categorized “highly effective” because the result of 2.48 was higher than 0.80 that was the high level of effectiveness on effect size criteria proposed by Burn ( $ES > 0.8 = 2.01 > 0.8$ ). From the computation, it could be concluded that the teaching English using Total Physical response was “highly effective”.

**Key Word:** TPR, Young learner, Pre Experimental

**Abstrak:** Tujuan dari penelitian ini adalah untuk menjawab pertanyaan: “Seberapa efektif metode mengajar menggunakan Total Physical response dalam mengajar anak-anak?”. Metode penelitian yang digunakan dalam penelitian ini adalah pre-ekperimental. Sampel yang diamati dalam penelitian ini adalah siswa kelas 1A SDN 08 Kubu Raya yang terdiri dari 25 siswa. Untuk mengetahui keefektifan dalam mengajar Bahasa Inggris menggunakan metode Total Physical Response, peneliti memberikan treatment sebanyak tiga kali. Teknik yang digunakan untuk mengumpulkan data adalah tes pilihan ganda yang terdiri dari gambar-gambar berwarna tentang bagian tubuh dan warna. Peneliti juga memberikan test lisan dimana siswa harus mampu merespon petunjuk yang diberikan berupa gerakan. Hasil dari penelitian

menunjukkan data bahwa skor rata-rata pretest adalah 6.17 dan data skor rata-rata posttest adalah 7.87 dan hasil ini masuk kategori “Baik”. Sementara nilai dari pengaruh treatment adalah 2.48, dan dikategorikan “sangat efektif” karena hasil dari treatment lebih tinggi dari 0.80 yang merupakan level tertinggi dari kriteria keefektifan berdasarkan usulan Burns. Berdasarkan hasil tersebut, dapat disimpulkan bahwa mengajar Bahasa Inggris menggunakan metode Total Physical Response adalah “sangat efektif”.

**Kata kunci: TPR, anak-anak, Pre-eksperimental**

**I**n Indonesia, English is a foreign language and it is categorized as local content at Elementary School. Musthafa stated that “The status of English as a foreign language in Indonesia and as “local content” in Elementary School entails extra hard work for teachers” (2010, p:123). At Elementary School, English has taught to the first grade students whose ages are between 6-8 years old. They are categorized as young learner. As young learners, the students of Elementary School need special treatment and based on children characteristics in learning.

Brazelton and Greenspan stated that “Children require and deserve professionals who interact with them in appropriate ways based on the child’s social, emotional, physical, cognitive, and moral development” (cited in Linse, 2005, p:3 ). It is not easy to teach English to young learner. Based on children’s characteristics, they often interact with others and imitate what they see, they cannot be independent, always depend on their teacher in the process of learning. Young learners always learn based on what their teacher have taught, learn from what they see from their teacher, and also imitate their teacher’s attitude.

In addition, Shin (p.4) said, “ Young learner between age 6-7 years old love playing with language sounds, imitating, and making funny noises, learn things through playing; they are not consciously trying to learn new words or phrases – for them it’s incidental”. As young learners, students of first grade Elementary School are indeed affected by what they see, hear and feel in the classroom. Young learners need good atmosphere to stimulate their imagination and creativity through various activities in the classroom, such as playing game, using songs, colorful pictures and other media.

Students of first grade of Elementary School still cannot read, write and spell. So, introducing English language cannot begin with introducing them the language by reading, writing or spelling. Teaching might begin with listening activity, because students are able to imitate and comprehend the material by listen their teacher, see their teacher gesture and imitate it. For the first grade students of Elementary School, introducing English language can be started with simple vocabulary. The lesson should be focused on vocabulary that is related to their daily life. The teacher can begin the learning process by introducing things around students, in order to habituate them to remember their environment in English. The material that can be taught are number, colors, things in the

classroom, part of body, family, etcetera. By learning meaningful and easy to remember words students will be able to remember the vocabulary easily.

The vocabularies being introduced are those related to things around them, these vocabularies will not only introduce the English words but also support them to learn other subject, for example, number for mathematics, part of body for science and etcetera. As young learners, students at Elementary School are dependable on the teacher, therefore teachers are responsible to make good atmosphere and promote students' motivation and spirit of learning. Brown (2000) theorized that if teacher can play the roles as controller, teacher as director, teacher as manager, teacher as facilitator, and teacher as resource. We have no doubt that a teacher has important job in teaching learning activity. Moreover, young learners always depend on their teacher in learning process. It is then important for teacher of young learner provide material by direct experiences by asking students to involve in the lesson by playing a game, singing a song or response their teacher's command in order to enhance students' motivation and spirit of learning. Young learners also give a priority for a real situation to remember and acquiring a language.

Young learners who learn foreign language will compare and influenced by their first language. As Linse said, "the home environment for acquiring a native language is often different from the classroom environment use to teach a second or foreign language" (2005, p:12) At home, students always communicate with their mother language. They hear, imitate and understand a conversation with their mother language. It is quite hard for them to develop new language and use it in their daily life, because young learner often not confident to express the language. That is why, in teaching foreign language to young learner, teacher use appropriate approach and method to facilitate them to learn. Teacher can invite students to initiate with English with fun situation and use the same technique that they use when they learn their mother language. It is important to attract young learner with new language, in order to make them enjoy and distinguish the language. With regard to this, Asher, the developer of Total physical Response (TPR) stated that motor activity is a right-brain function that should precede left-brain language processing. Moreover, Asher stated that TPR is a method that is undemanding in terms of linguistic production and that involves game like movements reduces learners stress and creates a positive mood in the learners (cited in Richards & Rodgers 1986, p.87).

Young learners at first grade of Elementary School need to adapt to a learning process that makes them feel comfortable and want to know more about something that they learned. That is why teachers should be able to provide a good method of learning in the classroom. Teachers also need to make an enjoyable atmosphere to increase students' motivation in learning. Total Physical Response is known as an alternative method to introduce young learner English and assist them to achieve the goals in fun situation. TPR is good for listening, especially for young learners, and TPR also provide the material in different way. As Sakhaweti stated that "The use of TPR in the language classroom has different dimensions, and it can be used for different purposes. It is a very useful method for teachers who believe that students' enjoyment during the lesson is very

important and who also believe that students to be taught in different ways to meet the differences in their learning styles” ( 2004, p.29). It means that TPR helps teacher to provide direct experience and physical activity to young learner and present the enjoyment during the lesson at the same time. Moreover, TPR will attract students to involve to the lesson and helps students to acquire a new language in real situation without feeling bored.

TPR is an appropriate method that familiar with students, they are asked to response the command and be active in the classroom. Asher said that “ Speech directed to young children consist primarily of commands, which children respond to physically before they begin to produce verbal responses” (cited in Richard & Rodger, 1986, p:87). The process of TPR is like processes of children acquire their mother language. They acquire a language by listening and respond the instruction. Furthermore, teaching English using TPR could be a good effort for teacher to be closer with the students and emphasize the listening activity in classroom.

Learners in TPR have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. The teacher plays an active and direct role in Total Physical response. The teacher decides what to teach, how and be the role in the classroom. Teacher is responsible to present appropriate material using TPR, control the process of learning. With TPR, teachers provide the material by the instruction and students will response the instruction with fun. Student will not feel under pressure when they are in the learning process. TPR helps teacher to interact with students. According to Linse (2005, p:30) TPR has positive aspect;

- a) It utilizes the auditory, visual and tactile learning channels. The learners listen and watch as the commands are given. Later, the learners have the chance to use all three channels: they listen, watch one to another, and do the command themselves.
- b) TPR help to teach children to follow direction and listen attentively-two important skills for academic success.
- c) In keeping with developmentally appropriate notions or thoughts, children are allowed and then choose when they feel comfortable to start speaking.
- d) This method can be easily being adapted in many different ways to young learners.

TPR method gives the priority to learners in learning process, to accept the lesson, memorize the material and then practice it. Teacher gives the opportunity to students to enjoy the process of learning and let them to practice it when they are ready. TPR provide good atmosphere between teacher and the students. Students will not feel under pressure, they can involve to the lesson but in fun activity.

In this research, the writer used TPR to present the language to young learner. TPR method is combined with other activities that challenge students' motivation in learning English language. Also, it brings advantages to the teacher to present important lesson in fun activity so that young learners will not fell under pressure in the process of learning. The writer intended to investigate how effective TPR in

introducing English language to first grade students of Elementary school is. This research was conducted at the first grade students of Elementary school.

## **METHOD**

In this research, the writer used pre experimental as the method of research that includes one group test. The design is written O1 X O2, which indicate a pretest is given to all subject. O1 is pre rest, X is treatments, and O2 is posttest. First step was a pretest that was given by the writer to assess students' understanding about material. After that, students were given treatment by the writer by using TPR. The last step, the writer gave the students posttest, to know whether those treatment success or not.

Urdan (2005) stated that "a population is an individual or group that represents all the members of certain group or category of interest". The population of this research is the first grade students of Elementary School of SDN 08 Kubu Raya in academic year 2011/2012. First grade is consisting of two classes; they are class 1A and 1B. The total numbers of students are 49. The number of students for each class consisted of 25 students and 1B consist of 24 students. The samples of this research are the students of class 1A which consist of 25 students.

In collecting data, the writer used measurement technique, the measurement were done twice. First was pretest to collect data before giving the treatment. The writer wanted to know the students' previous understanding and mastery of material. The pretest was conducted at SDN 08 Kubu Raya on March 18<sup>th</sup>. The test that was used consists of 40 items which is consist of 20 picture multiple choices and 20 picture oral test. The second one was posttest (final test) to collect the data after the treatment. The posttest was conducted on April 28<sup>th</sup> 2012 and used the same test with pretest.

The writer collected the data by giving the students test that consist of 20 oral test items and 20 multiple choices. Students were asked to listen and act the correct response that they had heard in oral test. The tests were consisted of commands. And for the multiple choices, students asked to choose the correct answer by listen the teacher. For both pretest and posttest the writer used same test.

### **Analysis on the effect size of treatment**

In order to identify the effect of value of effectiveness of introducing vocabulary with TPR, the writer applies the formula:

$$Es = t \sqrt{1/n}$$

Es = effect size

t = the result of t-test

n = the number of students

The criteria used to classify the effectiveness:

**Table 1**  
**Effect size qualification**

Effect size	Qualification
$E S \leq 0.2$	Low
$0.2 < ES < 0.8$	Moderate
$S > 0.8$	High

*Taken from Burns (2000,p.167)*

## FINDINGS AND DISSCUSSION

### Findings

To answer the research problem, the writer analyzed the data which were obtained through an oral test and written test. While doing the pretest, their understanding about the materials that consist of simple of vocabularies are lack. The mean score of pretest is **6.17**. Then the writer did the treatments 3 times. The treatments were done with Total physical Response method. English language teaching with TPR to young learner is quite effective. Students' response in the learning activity were increase and better than before. After done the treatments, the writer did posttest to find out the result. The mean score of posttest is **7.87**. The result of posttest shown there is a significant escalation between pretest and posttest. Test which had been carried out comprises two parts, namely pretest and posttest.

In order to know how well the effectiveness of the treatment given, the writer analyzed the effect of the treatment (Effect Size) as follow:

$$\begin{aligned}
 Es &= 12.14 \sqrt{1/25} \\
 &= 12.14 \sqrt{0.04} \\
 &= 12.14 \times 0.2 \\
 &= \mathbf{2.48}
 \end{aligned}$$

After the writer analysis on the effect of treatment, the result of the analysis is **2.48**. And based on the criteria, the Effect Size (ES) is high;  $2.32 > 0,8$  is categorized as **high**.

Based on the result of data computation, it indicates that the test of significance has pointed out a significance difference. Based on test t-value 12.14 is more than t-table 2.704 with the degree of freedom (df): in (n-1),  $(34-1=33)$  at the level 0, 05. And the Effect Size (ES) is categorized high because  $(2.32 > 0, 8)$ . Thereby teaching English using TPR is highly effective for first grade students. Therefor The null hypothesis (Ho) which says "The use of Total Physical Response for teaching English language to students of first grade is not effective"

is rejected. And the alternative hypothesis ( $H_a$ ) which says “The use of Total Physical Response for teaching English language to students of first grade is effective” is accepted.

## Discussion

This research was conducted at SDN 08 Kubu Raya, academic year 2011/2012. There were 2 classes at first grade, class A and class B. The sample of this research was class A which consisted of 25 students. There were 16 girls and 9 boys in the classroom. In this research, the writer did observation on November 2011. By doing the observation, the writer found out that teacher only used a text book which is not available for all students. So, the students who did not have text book only wrote some note on their book.

On February 2012, the writer did the try out test to find out the reliability of the test that would be given. The try out was conducted to class B. based on the result, the test is categorized **Reliable**. On March 18<sup>th</sup>, the pretest was held. The teacher gave students 20 oral test and 20 multiple choices. The mean score of pretest is **6.17**. According to Burn, this categorized “**Average to good**”. After did the pretest, the writer began to hold the treatment. And then the treatment was held on March 25<sup>th</sup>, April 7<sup>th</sup> 2012 and April 14<sup>th</sup> 2012. The treatment was held 3 times, with 2 materials, part of body and colors. The writer used Total Physical Response method while presenting the material. Also, the writer combined TPR with Simons says game in order to make the lesson more attractive and enhance students’ motivation in learning English. It is emphasize the knowledge by playing a game. The vocabulary that taught is about part of body and colors. The writer used some familiar concrete model to support the lesson. The writer used part of body and also colorful things that familiar to the students to present material about colors, such as origami paper, colored pencil or crayons.

At the end, the writer did the post-test on April 28<sup>th</sup> 2012. The posttest still used the same test as pretest. The score of posttest is **7.87** this categorized “**Good to excellent**”. However, the interval score between pretest and posttest is significant. It is proved that students performs a better achievement and teaching by using Total Physical Response is better than without Total Physical Response. The interval of students mean score is **1.7**. It indicates that the use of Total Physical Response also influence the students’ achievement in learning English. Besides, the effect of the treatment given to the students is **2.48** (it is categorized “**high**”).

According to the data, the writer concludes that Total Physical Response is highly effective in teaching English especially for young learner. For first grade students, they learn English for very beginning. They learn about simple vocabularies that help them to recognize the environment by using English. Students acquire the vocabularies by response the teacher’s command. They listen, comprehend and respond it. The command that used is simple command that easy to be understood by the students, such as, touch, draw, take. The process of command and response is familiar to the students, because the activity is easy to do, fun and they can memorize it by doing the response. Total Physical Response could be a good method to help students in learning English easily with

fun. Easy and fun mean that in process of learning, average of students did it without pressure, they enjoy it, they just felt like they were in game so that was why, they would compete each other and did the best. Therefore, the using of Total Physical Response in teaching English to the first grade students of SDN 08 Kubu Raya academic year 2011/2012 is effective.

However, although TPR is appropriate in teaching English to young learners, there are things to consider as a teacher;

1. It is not easy to supervise and control the classroom while doing TPR, because teacher should provide material and control the classroom at the same time.
2. Students at Elementary School might be hard to focus on the material that given.
3. Teacher might be hard to invite students to join the TPR activity.

## **CONCLUSION**

There is significant score between the score of pretest and posttest in after using Total Physical Response. The mean score of pretest is **6.17** ( it is considered “average to good”). After the treatment is given, the mean score of posttest increased become **7.87** ( it is considered “ good to excellent”). Therefore, the interval of the students’ mean score is **1.7**. So that, the interval of the students’ mean score higher than before. It indicates that the use of Total Physical Response in teaching English for young learner is highly effective.

## **SUGESTION**

Based on the findings and the conclusion, it is suggested to the teachers and further researcher that TPR is effective in teaching English to first grade students, but there are some weaknesses that can be minimize by some suggestion below. Based on the facts found, the writer would like to give some suggestions:

1. While doing TPR in a large group of students, teacher needs a partner to supervise the students.
2. Add a meaningful lesson, for example a thematic lesson that interesting, especially for young learners.
3. Teacher can use pictures or real things in the class room to help students’ imagination about vocabulary or information that is given.
4. Teacher can add other activities in the end of lesson to emphasize the material such as game. Teacher also can summary and assess students’ learning outcome.



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