

# English Language Communication in PGSD Through the TPR Method

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**Abstract:** This article aims to describe how the TPR method can introduce English to the Primary Teachers Education (PGSD) students or Primary Teacher candidate. In this research is focused on communication skill or speaking. On other words, students concentrate on listening and speaking skills in learning English. The techniques used for fresh man PGSD students and related to TPR method are game. Media used are digital picture, cards, English song etc. in hope that students can memorize English words easily. The used method is Classroom Action Research. The results showed an increase in results from 69% of students who reached Minimum Completeness Criteria (KKM) in the first cycle and increased to 83% of students who achieved Minimum Completeness Criteria (KKM) in the second cycle.

**Key words:** TPR, digital media, english language

## I. INTRODUCTION

English is a communication tool international influence on human resource capabilities within facilitate access to interact interactively global. The effect of English is increasingly increased at the international level, so that English clearly will be counted in international transactions. Lack of mastery English as an international language can have an impact on lack of ability competing. Education about English is very much important to get by everyone since age children. Teach English begin from elementary school is like teaching English from an early age.

English is the only foreign language that began to be introduced or taught to grade 1 elementary school students (GBPP, 2002: 1) who are on average 6 or 7 years old. In the age that is very young and in the intermediate stage of kindergarten education and due to other factors, the teaching of English to PGSD students is different from teaching adult students (adult learners). Small children change easily, related to attention, attitude, interest (mood), every minute, especially they are very difficult to be able to sit and quietly listen to the teacher. On the other hand, they show enormous motivation compared to adults in learning or doing something because they are always in the stage of wanting to know and do something new (Klein, 2005: 12). Herein lies the challenge for a teacher, that is, teachers are required to be creative in providing a variety of activities and are good at choosing activities according to their age and development.

Need a design or material design which supports increased motivation and interest students, because designing material is an intellectual process to officially help the teacher systematically analyze student needs and establishing responsibility for accountability answer, When the lecturer or incorrectly selected wrongly compiled, the model or learning strategy will have an impact. The low achievement of students. Lazy learners, bored, indifferent to the compilation of the learning process attended, waiting for an English course considered a difficult subject and boring. in the process of

learning existence evaluation at the end of the meeting is one curriculum component, with evaluation can Receive accurate information about implementation of learning and success learners.

Teaching English to students of PGSD students is based on three disciplines, namely linguistics, psychology, and education. In terms of linguistics, students will recognize, though not all phonemes or sounds, from English that is not found in their language (Indonesian or L1) or vice versa. For example, on the song "Old MacDonald Had a Farm", where this song introduces animal sounds. In English, the duck voiced, "A quack, quack here and a quack, quack there." While in Indonesian, the duck voiced, "quack, quack." In addition, students will also know other words from their language which has the same meaning or meaning, for example book for books, pencils for pencils. In terms of education and psychology, all young children have very high motivation in learning languages. Pleasant learning, which makes them active, which involves physical movement, will make them eager to use the language in communication

TPR is the right method to be implemented in the stage of introducing English to PGSD students because they can recognize and improve their English skills not only by learning it but also by experiencing it.

Based on the things described above, two problems can be formulated in this paper, namely: (1) How TPR concepts are implemented by PGSD students? (2) How is the improvement of English communication to students of SD PGSD through the TPR method?

## II. METHOD

### A. Research Subject

Research Subject of this class action research is limited to class C students of class C PGSD FIP UNESA. This Classroom Action Research is conducted in the second semester of the 2018-2019 school year

### B. Student Characteristics

The characteristics of the study subjects were the same as most PGSD students. Most of them are very

active and have a variety of traits and behaviors. For those learning English is a difficult and boring lesson, especially if the teacher uses a conventional learning model or uses the lecture method.

Data collection technique

In conducting this research 2 data collection techniques are used, namely

#### 1. Test

Tests are a series of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups (Suharsimi, 2006: 150). This time the researchers used an achievement test (achievement test) which was used to measure student achievement after learning English in communication skills

#### 2. Observation

Observation is a direct observation of an object by using all sensory devices (Suharsimi, 2006: 156). In this study researchers used observations of types of systematic observations that used guidelines as observation instruments. There are two observation activities, the first is aimed at observing teacher activities in the learning process and the second is aimed at student activities during the learning process.

### III. RESULT AND DISCUSSION

#### A. Result

Teaching English in PGSD Student Students

Teaching English to students of PGSD is inseparable from: (1) methods, (2) techniques, and (3) media.

From Research Observation

Teaching English to PGSD students in this research is not focused on reading and writing skills. This is because PGSD students will teach children who are new to know letters, practice reading and writing in their first language (Indonesian). In other words, when children begin to recognize and learn new languages, namely English, children are not faced with letter recognition, symbol recognition, sounds from the letters, and so on. Ashworth and Patricia (2005: 5) say that reading skills in English can be taught only when in development, children are ready mentally and physically to absorb these skills. Readiness arises as a result of maturity after the child is ready to be taught special skills that will enable them to read. This is supported by Tarigan (1989: 384) who said that the importance of teaching English, children concentrate on listening and speaking skills from the very beginning. Reading and writing skills are ranked second. In addition, Krashen in Schindler (2006: 9) adds that students can verbally learn languages before learning to read and write in the language. This is in accordance with the order or rules in learning the first language.

#### B. Discussion

Based on the results of the research in cycles I and II found an increase in learning outcomes in English communication. Based on the results obtained it can be said that the Classroom Action Research carried out has been successful which is characterized by an increase in student learning outcomes in English Communication using the Total Physical Response (TPR) method

Based on the discussion above and from the final results of the teacher activity observation sheet, student activity observation sheet, final student learning assessment sheet, it can be said that this Class Action Research has been successfully implemented. the Total Physical Response (TPR) method can increase the value of PGSD Students in communicating English. Evidenced by the increase in the percentage of teacher activity from 65% in the first cycle increased to 97.5% in the second cycle, the percentage of student activity from 80% in the first cycle to 90% in the second cycle, the last student learning outcomes in the first cycle as many as 69 %, but in cycle II it increased to 83% in cycle II.

### IV. CONCLUSION

Total Physical Response (TPR) help teaching and improving communication in English and a process for introducing English for PGSD students. In this research TPR need media, The media can be images, realia, cards, and so on. These media can be made by the teacher himself or made by someone else. In addition to the media can help teachers in teaching.

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