

The Influence of Total Physical Response (TPR) Method on English Vocabulary Mastery in Group B Children

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ABSTRACT

This study aims to determine the significant effect of the total physical response (TPR) method on the mastery of English vocabulary in children in group B Diponegoro Kindergarten. Mastery of English vocabulary is a foreign language ability in children to hear English vocabulary, understand English vocabulary and their meanings, remember English vocabulary that is heard, and physically practice English vocabulary that is understood according to the commands given. This type of research is quasi-experimental research with a non-equivalent control group design. This study population consisted of all group B of Diponegoro Kindergarten, Buleleng Subdistrict, Buleleng Regency, totalling 69 people. The sampling technique uses the cluster sampling technique. This study's sample was children of Diponegoro Kindergarten B1 group of 17 children as the experimental group and B2 Diponegoro Kindergarten children of 19 children as the control group. Data collection techniques are observation techniques using observation guide sheets. The data obtained were analyzed using descriptive statistical analysis and inferential statistical analysis with a t-test. Based on the results of data analysis, the results of the t-test are $t_{count} = 15.093$ and t_{table} with a significant level of 5% at a degree of freedom (db) 34 is 2.032. T-test results show that $t_{count} > t_{table}$, then H_0 is rejected, and H_A is accepted. Based on the results of the study, which stated the differences between the control class and the experimental class, so it can be concluded that there is a significant influence on the application of the total physical response (TPR) learning method to the mastery of English vocabulary in children in B group Diponegoro Kindergarten, Buleleng District, Buleleng Regency 2019/2020 lesson..

Keywords: Total Physical Response, Children of B Group, Vocabulary

1. INTRODUCTION

Early childhood is a small human being whose growth and development are unique, have potential and characteristics. Early childhood is a very active individual, has great curiosity, and there is a potential that must get educational stimulation to grow in the golden age. Kindergarten-age children will show a particular sensitivity, which, when stimulated and fostered today, will undoubtedly have a positive impact on growth and development [1]. From that explanation, children's experience and stimulation at an early age are plentiful around the individual brain's space and abilities. Education for early childhood is also an excellent stage for children's growth. This education can be successful for children in the future and need full of attention in its steps. Regulation of the Minister of Education and Culture (Permendikbud) No. 137 of 2014 concerning

National Standards of Early Childhood Education is stated that there are six aspects that in early childhood the value of religious and moral values, physical motor, cognitive, language, social-emotional. One of the development aspect that very significantly is the language development aspect [2].

Language is an essential human communication tool. Language serves to express thoughts and feelings and is also used to understand those thoughts and feelings. Santrock [3] states that "a language is a form of communication whether oral, written or gestures based on a system of symbols. Language skills are essential parts of someone's life; without language, humans will not communicate with others, convey ideas, thoughts, and feelings to other human beings in formal and non-formal situations. The process of language development in children is undoubtedly inseparable from other aspects

of development. Children's language development combines social interaction, emotional development, cognitive ability, and physical / motor development.

In globalization, the demand to follow science and technology has been felt by all society circles, including early childhood. One of the needs is to develop an international language that is English. With English language skills, the nation's next-generation is believed to compete globally and strive not to become a country left behind. This is supported by Lenneberg's statement (in [4]) that "there was a neurologically based "critical period", which complete mastery of language, but it is no longer possible because it will end around the onset of puberty". According to Lenneberg, an individual has a crucial period (sensitive period) to easily and quickly master the language, which is called a "critical period" when the individual has not entered puberty. Mustafa [5] states that children who master foreign languages have advantages in flexible intellectual, academic, language and social skills. Also, children will have the readiness to enter a social context with various languages and cultures.

Learning English vocabulary in early childhood is closely related to learning to use two languages or bilingualism. According to Hurlock [6], bilingualism is the ability to use two languages. This ability is speaking and writing and understanding what others are communicating verbally and in writing. According to Miranti et al. [7], "the ability to communicate in English, both in oral and written form, includes listening, speaking, reading, and writing. Besides, children's English skills need to be developed with movements that correspond to the child's developmental age and impact the English learning process's success in early childhood. According to Scot [8], in learning English as a foreign language child need to play with the language, try it out, test it, receive feedback, and try it again. Wardani (in [9]) states that children easily accept English learning. There are several methods in providing activities about English teaching, such as games and songs with actions, total physical response activities, tasks involving cutting and pasting colours, simple recurring stories, simple repetitive speaking activities. Mustafa [5] added that the child's understanding and appreciation of his language and culture would also develop if the child learns a foreign language early. Bilingual learning in early childhood education is learning modified to create a pleasant environment using verbal communication and sensory movements. Learning activities are organising and organizing the environment around children [10]. This is because every child has a physical, psychic, intellectual, attitude, interest, and so on [11]. Also, Montessori (in [10]) believes that the five senses are the gateway to the entry of various sciences into the human brain (child).

Observations and interviews conducted in mid-November 2019 at Diponegoro Kindergarten at Singaraja found several factors that cause low English vocabulary mastery, namely teachers tend to use lecture and question and answer methods, teachers are less innovating in the use of learning methods and media, there are still many children who have difficulty in learning English vocabulary, and children's English vocabulary mastery skills are still relatively low or undeveloped.

Looking at the following problems, teachers need to design learning that can stimulate children through play activities, have conversations with children, play some of the children's favourite roles, provide a library corner, to decorate that interests' children in learning. It is intended to introduce auditory information, understand the meaning of English vocabulary, pronounce the language correctly, and do commands in English vocabulary. Therefore, the researcher tried a method called total physical response (TPR). Mulyanah et al. [12] stated that the total physical response (TPR) method introduces the teaching approach known as a total physical response. Total physical response (TPR) is chosen because it is easy to attract the children's attention when they begin to get bored with monotonous classroom situations. Through this method, the child's understanding and memory can be obtained through the students' bodies' movement in answering or responding to the commands.

Based on the description above, to improve the mastery of English vocabulary of students group B Diponegoro Kindergarten conducted a study entitled "The Influence of Total Physical Response Method (TPR) on The Mastery of English Vocabulary In Students Group B Diponegoro Kindergarten at Buleleng Regency in Academic Year 2019/2020".

2. METHOD

This research is quasi-experimental. It is quasi-experimental because all experimental variables and conditions cannot be strictly managed or controlled [13]. Experimental research design Non-Equivalent Control Group Design. This design uses one group of experiments, and one control group was given a pre-test. The experimental group gets treatment with the Total Physical Response (TPR) method. In contrast, the control group uses a commonly applied method in conventional methods and then given a post-test.

The location of this research is in the Diponegoro Kindergarten, Buleleng sub-district, Buleleng Regency. The implementation in the second semester (even) in the 2019/2020 school year. This study's population was as many as four classes of group B Diponegoro Kindergarten with 69 students. The sampling technique in this study is the cluster sampling technique. The samples obtained were Group B1, numbered 17 people

and Group B2, in 19 people. A draw is then conducted to determine the experimental class and control class.

Variables are something that will be the object of observation in research. Research variables are attributes or traits or values of people, objects, or activities with certain variations set to be studied and concluded [14]. This research only involves independent variables and dependent variables. Free variables are one or more of the variables deliberately studied the influence on bound variables [15]. In contrast, bound variables are influenced or become a result due to the existence of free variables [14]. The free variables in this study are the total physical response (TPR) method, and the bound variable in this study is the mastery of English vocabulary.

The data collection technique used in this study is an observation technique using an observation guide sheet. Observation or observation is a method of data collection used to collect research data using observation. This observation is done by making observations on ongoing activities using observation guidelines. Research instruments are made in checklist form. The research instruments for measuring children's English vocabulary mastery are based on aspects of the assessment criteria used are 1 (incapable), 2 (able), and 3 (very capable). The research instrument consists of 16 instruments. To find out how far the instrument's quality will be used, a content validity test (expert judgment) conducted by two experts in the field of English. The two experts are two lecturers of the Faculty of Education at the Ganesha State University of Education.

After conducting the experts' test, then conducted a validation test using the Gregory formula. Test results by both experts stated that 16 instruments were declared relevant or worthy of use in the study. It was then continued with the test of the validity of the grain and reliability test to determine the instrument's validity to be used in the research. The result of the item validity test states that there are 16 items classified as valid. Item validity test is done by testing the instrument into the field and then validated using the product-moment formula and continued with reliability test by doing calculations with Cronbach alpha formula.

The data that has been obtained from the field is then analyzed using descriptive statistical analysis. The statistical analysis presents average numbers (mean), median, mode, and standard deviation. Furthermore, the prerequisite test is a test of normality of data distribution and a variant homogeneity test. Normality test using Kolmogorov-Smirnov technique (K-S) and Homogeneity Test of data distribution used is Fisher Test. The technique used to analyze data in testing the research hypothesis is the t-test (polled variant). The hypothesis test is practical to see if there is a significant difference in English vocabulary mastery between children who use the total physical response (TPR) method, and children who use conventional methods. It can be concluded

whether the Total Physical Response (TPR) method can significantly influence the child's mastery of English vocabulary.

3. RESULTS AND DISCUSSION

Significant differences in English vocabulary mastery between children getting total physical response (TPR) learning methods and children who obtain conventional learning methods can be expressed through the research hypothesis. This hypothesis's truth is stated by describing the research results' data; the group of children who obtained a total physical response (TPR) learning method obtained a higher score than the group of children who obtained conventional learning methods.

Data from pre-test measurements using SPSS type 16.0 program on English vocabulary mastery of 19 experimental group children showed the highest score was 32, and the lowest score was 17. Based on the calculations for the experimental class obtained, $M = 23.11$. $Me = 23.00$, $Mo = 22$, Standard Deviation (SD) for the experimental class is 3.47. Based on the data analysis, the mean value in the results before the total physical response (TPR) learning method to the mastery of group B children's English vocabulary is 32.11 and put in the less high category. The pre-test data of English vocabulary mastery of the experimental group is described in a bar graph in figure 1.

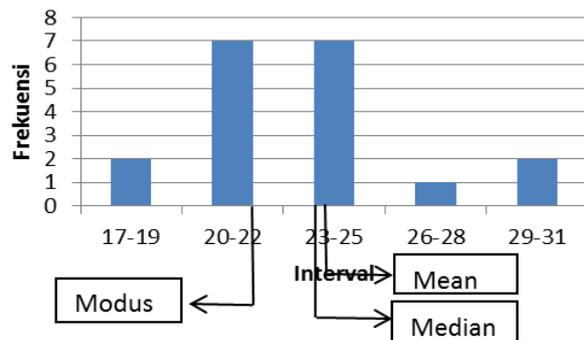


Figure 1. Bar graph pre-test English vocabulary mastery experimental group

Data from post-test measurements using SPSS type 16.0 program on English vocabulary mastery of 19 experimental group children showed the highest score was 45, and the lowest score was 34. Based on the calculations for the experimental class obtained $M = 40.74$. $Me = 42.00$, $Mo = 43$, Standard Deviation (SD) for the experimental class is 3.03. Based on the data analysis, the mean value in the results after the total physical response (TPR) learning method to mastery of group B children's English vocabulary is 40.47 and put in the high category. The post-test data of English vocabulary mastery of the experimental group is described in a bar graph in figure 2.

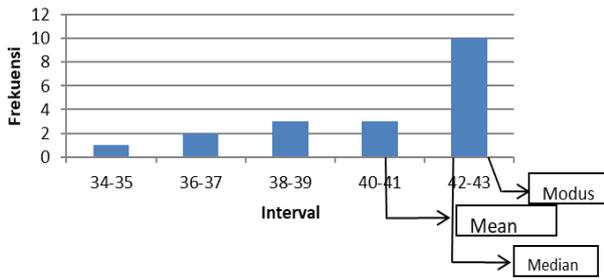


Figure 2. Graph bar post-test English vocabulary mastery experimental group

Data from pre-test measurements using SPSS type 16.0 program on English vocabulary mastery of 17 control group children showed the highest score was 24, and the lowest score was 15. Based on the calculation for the control class obtained $M= 18.47$, $Me = 18.00$, $Mo = 16$, Standard Deviation (SD) for the control class is 2.76. Based on the data analysis, the mean value in the results before the total physical response (TPR) learning method to mastery of group B children's English vocabulary is 18.47 and put in the less high category. The control group's English vocabulary mastery pre-test data is illustrated in the form of a bar graph in figure 3.

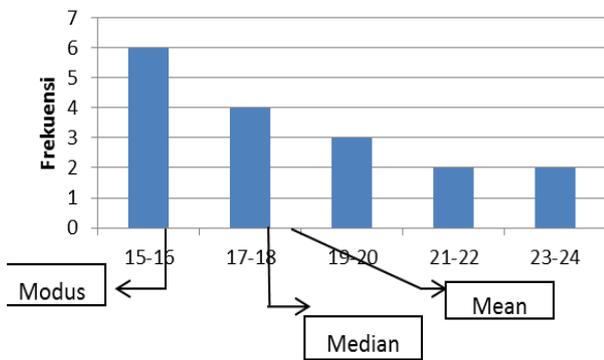


Figure 3. Bar graph pre-test English vocabulary mastery control group

Data from post-test measurements using SPSS type 16.0 program on English vocabulary mastery of 17 control group children showed the highest score was 32, and the lowest score was 15. Based on the control class calculation obtained $M= 21.00$, $Me = 20.00$, $Mo = 18$, the Standard Deviation (SD) for the control class is 4.71. Based on the data analysis, the mean value in the results after the total physical response (TPR) learning method to mastery of group B children's English vocabulary is 21.00 and put in the less high category. The control group's post-test English vocabulary mastery data is illustrated in the form of a bar graph in figure 4.

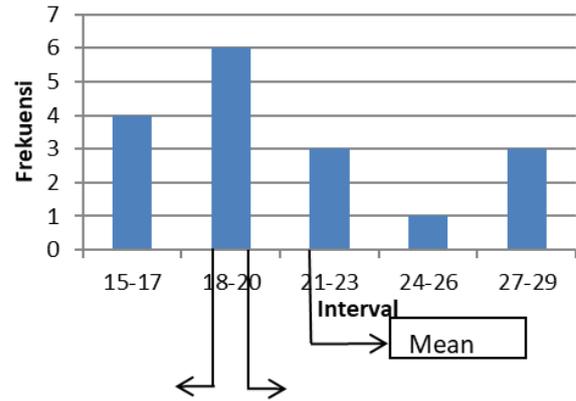


Figure 4. Bar graph post-test English vocabulary mastery control group

Normality tests are conducted to test whether the data is normally distributed or not. The normality test of the data against the experimental group's post-test results and the control group using the Kolmogorov-Smirnov formula. The normality test of data distribution for English vocabulary mastery scores in the experimental group's pre-test was sig. $\alpha = 0.200$ ($\alpha > 0.05$) and post-test sig experiment group. $\alpha = 0.77$ ($\alpha > 0.05$), while pre-test the sig control group. $\alpha = 0.186$ ($\alpha > 0.05$) and post-test sig control group. $\alpha = 0.193$ ($\alpha > 0.05$) which means the data distributed normally.

The results of the Levene Statistic based on the Mean on homogeneity test showed a sig value. $\alpha = 0.94$ or well above 0.05, so it can be assumed that the experimental group and control group's English vocabulary mastery data came from populations that had homogeneous variances.

Based on the data analysis using the t-test obtained, t_{count} is 15,093, while t_{table} with a significant level of 5% and degree of freedom $= (16+17) - 2 = 34$ is 2.0032. Thus $t_{count} > t_{table} = 15.093 > 2.032$, it can be interpreted that there is a significant difference between the scores of the two variances of the data tested. Thus, based on the data of this t-test, the hypothesis proposed in this study was accepted that there was a significant difference in the mastery of English vocabulary of the experimental group with the mastery of the English vocabulary control group.

The total physical response (TPR) learning method has a more significant influence than conventional learning methods on English vocabulary mastery. The total physical response (TPR) method provides the child's experience to understand and practice the teacher's English vocabulary. The total physical response (TPR) method also provides children with knowledge about new vocabulary about verbs, nouns, and other types of words delivered during English learning. The total physical response (TPR) method helps the child understand each English vocabulary's meaning and can help the child remember the English vocabulary through physical motor activities. Garcia (in [16]) states that the total

physical response learning technique is the teacher creates a situation where the child is given ten new words about the intended item, for example, about the fruit, with the introduction of a new word, then the child must choose from three items that they fail. If it is incorrect, the word can be repeated. If true, the teacher pries the students; the teacher introduces a new item with a series of activities, both through gestures. The teacher introduces new material by performing commands in the tape—instructor's record for being his voice and then following the order.

Learning activities are essentially managing and organizing the environment around the child [10]. This study's results are in line with Mulyanah et. al. [12] total physical response (TPR) method is an introduction to the teaching approach known as a total physical response. Fauzia [17] states that the total physical response (TPR) method is a fun method, students enjoy it, and it can be a driver of the classroom atmosphere, easy to remember and can help students remember phrases and words, allowing maximum learning development for kinesthetic type students who need to be active in the classroom, can be used in small or large classes, it does not matter how many students have as long as the teacher has mature preparation, students will follow, this method goes well in the classroom with heterogeneous student abilities. This research is in line with research conducted by Astutik and Choirun [18] entitled Total Physical Response (TPR) Method in Teaching English Kindergarten Students in Aisyiyah Kindergarten stated that the research results showed that the TPR method is the right way to be used by English teachers not only in teaching the subject matter about English learning in the classroom but also in interacting and communicating daily. The TPR method applied to teachers' daily activities in the school environment can make it easier for students to understand the studied target language.

The purpose of the total physical response (TPR) method is to maintain initial motivation and maintain children's curiosity and interest to develop a desire to learn languages, especially in the introduction of English vocabulary. Total physical response (TPR) learning activities train children to understand, practice, and remember English vocabulary taught quickly because children's age is more effective to learn foreign languages than adults [3]. At the end of the lesson, the child can learn English to master the English vocabulary and mention the English vocabulary correctly.

In contrast to learning in experimental groups, learning activities in the control group still need to be optimized to stimulate children in learning English vocabulary and stimulate children's activeness in following the learning process. Teachers only give instructions or lectures and lack variation in learning media to children during the learning process. Children are rarely allowed to express opinions, perform in front

of the class, do motor activities, and ask questions. Teachers provide this learning activity every day to become bored quickly and lack passion in the learning process. Conventional methods are not suitable to assist the child in understanding, remembering, and practising the English vocabulary taught.

It appears that there is a difference between the control class that applies conventional learning methods and the experiment class that applies the Total Physical Response (TPR) learning method to the mastery of children's English vocabulary. The total physical response (TPR) method can be used as an alternative to stimulate the mastery of children's English vocabulary. All children can actively participate in English vocabulary learning using motor physical activity based on the teacher's model.

4. CONCLUSIONS AND SUGGESTIONS

The results of this study stated that there is a difference between the control group class and the experimental group class, so it can be concluded that there is a significant influence on the application of total physical response (TPR) learning methods to the mastery of English vocabulary in children of group B of Diponegoro Kindergarten Buleleng Subdistrict, Buleleng Regency in Academic Year 2019/2020. This can be seen from the results of the t-test obtained t_{count} is 15.093, while the t_{table} with a significant level of 5% and the degree of freedom $= (n_1 + n_2) - 2 = 34$ is 2.032. Thus $t_{count} > t_{table} = 15.093 > 2.032$. Therefore, it can be concluded that the total physical response (TPR) method affects the mastery of English vocabulary in children of group B of Diponegoro Kindergarten, Buleleng SubDistrict, Buleleng Regency, in Academic Year 2019/2020.

Based on the research results and discussion, the advice as a consideration in kindergarten for the future is to the teacher know the children's characteristics so that the teacher can stimulate the children's ability following his characteristics. Similarly, with the selection of learning activities, learning should be provided through innovative and fun activities through appropriate learning activities for children. The child is more active and enthusiastic in participating in the learning activities that occur to meet their learning needs. The head of the kindergarten is advised that more teachers are training or coaching suitable child learning strategies. Other researchers are advised to be better able to develop total physical response (TPR) methods to stimulate other abilities such as foreign language speaking skills, writing foreign languages, and children's creativity by the findings in this study, so that it is expected that later aspects of children's development can be stimulated optimally through the use of the latest learning models, attractive, and following the needs of children's development.

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