

THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR) TO IMPROVE STUDENT'S ENGLISH VOCABULARY DURING PANDEMIC

by Anita Dewi

Submission date: 23-Apr-2022 11:54AM (UTC+0700)

Submission ID: 1817928409

File name: Oke_7015-18353-2-CE.docx (38.3K)

Word count: 2422

Character count: 13292

THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR) TO IMPROVE STUDENT'S ENGLISH VOCABULARY DURING PANDEMIC

Anita Dewi Ekawati

Universitas Muhammadiyah Prof. DR. HAMKA
anita.dewieka@uhamka.ac.id

ABSTRACT

The government's policy for students to study from home during the Covid-19 pandemic has had a major adjustment impact for students, teachers and parents. Closer collaboration is needed to support the achievement of learning targets. The selection of the right learning method also has an important role in making it easier for students to absorb information and helping teachers and parents as facilitators. In teaching English to kindergarten students, Total Physical Response (TPR) is one method that can be applied. TPR was applied to Kindergarten (TK) Aisyiyah 101 students in class. Fifteen students became respondents in this study. Research data were collected from observations, documentation, interviews, and questionnaires. The results of the study were described using a qualitative descriptive method. From the research data, it can be concluded that TPR facilitates students, teachers, and parents in learning English during studying from home or in Indonesian called as *Belajar Dari Rumah (BDR)*. By using TPR, students can learn with pleasure and absorb information quickly. In addition, TPR also makes it easier for parents and teachers to teach English to children.

Keywords: Total Physical Response (TPR), English

INTRODUCTION

The Work From Home (WFH) policy during the COVID-19 pandemic had an impact on all aspects. In family life, parents have a lot of time to pay attention to the development of their children. Parents can accompany their children to learn. Learning assistance is not only for school-age children who are studying from home or in Indonesian called as *Belajar Dari Rumah (BDR)* or distance learning but also for pre-school age children. Parents can be more responsive in children development at an early age.

Learning assistance for early childhood is very necessary because early age is the basic period of developing cognitive, motor, language, socio-emotional, religious, moral abilities (Ulwiyah, 2019, p. 41). At this age, children can respond to stimuli well but they have a

concentration that is easily divided. Children at an early age are also very easy to imitate what people around them do and say. Therefore, the role and cooperation between students, teachers and parents is also very much needed in mentoring. Good cooperation between parents and teachers, it is hoped that students can easily absorb information and achieve learning goals well even though learning is carried out at a distance

In the critical age hypothesis by Lenneberg (1967) says that at the age of 2 to 12 years a child can acquire any language with the ability of native speakers (Dardjowidjojo, 2010: 218). Children can acquire a large vocabulary and can speak according to native speakers. So that foreign language learning assistance for children is expected to get maximum results both from the correct speech, the number of

¹
The Implementation of Total Physical Response (TPR) to Improve Students' English Vocabulary During Pandemic
(Anita Dewi Ekawati)

vocabulary mastery, and the use of the right vocabulary. In addition, the characteristics of early childhood according to Hartati in (Khairi, 2018, pp. 20–21) are having a great curiosity, having a unique personality, liking to fantasize and imagining, a potential period for learning, having an egocentric attitude, having a vulnerable concentration power, short, and are part of social beings.

To³ Physical Response (TPR) is expected to be able to help students in learning English. DR. James Asher provoke this method in 1988. TPR is a method that uses gestures to interpret words (Ekawati, 2020, p. 72). With the application of this method, it is hoped that students will enjoy learning English without being stuck in space and time. TPR can reduce stress in the learning process (Heriyadi, 2022, p. 33). Parents and teachers also easily facilitate students in learning English. TPR can make the learning atmosphere more fun and reduce pressure so that children will feel like playing in learning in learning (Ulya & Ichsan, 2021, p. 239). Thus the application of TPR is considered to be able to make the learning atmosphere more enjoyable because there is no pressure felt by the teacher and parents to achieve the target and students to concentrate in a room by sitting quietly paying attention to the teacher and parents. Students may feel they are not learning because this method uses a natural learning approach. Students can move freely during English vocabulary learning with this method.

The steps for learning English with TPR are quite simple. The teacher or parent of the student gives orders while demonstrating the movements according to the command. Students hear and then interpret the meaning of the sentence by looking at the movement of the command. After that the teacher or parents give orders

to students. Students perform movements according to orders. It aims to give a test of student understanding. Simple sentences for commands such as “raise your hands!”, “sit down please”, “open the book page 1³”, “open the door”, “applause”, etc. TPR is based on the premise that human brain has a biological program from acquiring any natural language in the world, including the sign language of the deaf (Ekawati, 2017, p. 62).

Three preliminary studies on the latest TPR, the first entitled “TPR (Total Physical Response) Method on Teaching English to Early Childhood” detail by Hafidah & Dewi (2020). The results of the study claim that the TPR method makes it easier for kindergarten and early childhood teachers to develop themes and materials, create and use media, choose English vocabulary according to themes and materials, and apply English learning. The second research entitled “*Komparasi Metode Blended Learning Dengan Metode TPR Dalam Keefektifannya Terhadap Sistem Pembelajaran Daring Pada Materi Vocabulary Bahasa Inggris*” written by (Harahap & Panjaitan, 2021). The conclusion obtained from this research is that there are differences in the results of learning vocabulary material using the TPR method and the Blended Learning method. The TPR method is considered more effective than the Blended Learning method in learning English vocabulary material for grade 2 students of DRA Islamic School. The third research is entitled “*Peningkatan Kualitas Pembelajaran Bahasa Inggris Dengan Metode TPR Melalui Aplikasi Comma Pada Paud di Era New Normal*” researched by (Hayati, Tranggono, Parastiwi, & Achmadani, 2021). TPR method using the Comma application as a medium for learning English in TK Roudhotul Muttaqin is sufficient to support

learning efficiency and assist the school in improving teaching resources

This research carries the research title "The Implementation of Total Physical Response (TPR) to Improve Students' English Vocabulary During Pandemic". In this study, not only teachers were involved but also parents of students were also asked to play a role in TPR learning. The research data were taken from 15 students in grade A at TK Aisyiyah 101. This research received support from teachers and parents of students. Before taking the student observation data, the researcher provided TPR learning steps in the form of a workshop for teachers and parents of students. The researcher also provides topics and some vocabulary that will be taught to students. It is intended that the development of one student with another student can be measured.

Teachers and parents are directly involved in teaching students. Students are given information about parts of body (nose, eyes, ears, hair, fingers, lips, teeth, etc.), commands to perform simple movements (open a book, close the door, clap hands, jump, sit, stand, etc.), and sore (headache, toothache, stomachache, sore throat, cold, fever, cough, etc).

METHOD

This study used descriptive qualitative method. Descriptive qualitative is an important and appropriate method to identify research questions that focus on discovering who, what, and where the event or experience and about the acquisition insights from informants regarding poor understanding phenomenon (Kim, Sefcik, & Bradway, 2016, p. 1). Moreover, Sutopo in Ulwiyah, (2019, p. 44) claimed that the descriptive qualitative research method provides notes on research results with detailed, complete, and in-depth sentence descriptions, which describe the actual situation to support the presentation of the data. The data obtained are designed

(embedded research) according to the research focus. In this study the researchers used the TPR method to be taught to students of TK Aisyiyah 101 class A. In this study 15 students as respondents were taught by parents and teachers with the TPR method during learning from home. This research was conducted for two months from October to November 2021. During the research, researchers continued to monitor teachers and parents in applying the TPR method to English vocabulary. To find out whether there are obstacles or difficulties during learning using TPR, the researcher conducted interviews with teachers and parents of students after and before they taught their students.

The research data were collected from the results of observations, interviews, and questionnaires, and documentation. Observations are made to see if students can receive information well. Students are asked to perform movements in accordance with the orders given by the teacher and parents. After that, the researcher asked the students through an interview and questionnaire. Parents and teachers as interviewees and students being interviewed. Students answer the questionnaire with the help of teachers and parents. In addition, the researchers also collected documentation both when zooming in and during face-to-face learning.

FINDINGS AND DISCUSSION

From the results of interviews with teachers and parents of students. They said that TPR learning provided by teachers and parents can make it easier for children to increase new vocabulary in English. They are not only comfortable with using the TPR method but find it easy to experiment when taught with people they know. Students pay attention to the words and gestures of parents and teachers. Like the development of kindergarten children in general, students naturally imitate what adults do without

shame and doubt. Students interpret the command by paying attention to the body movements of parents and teachers. TPR application that is not bound by space and time and does not require a lot of learning media, making it easier to teach English new vocabulary to students. Students can learn without coercion and demands.

From the results of teacher and parent interviews with students, it was concluded that students did not feel coercion in learning English. They feel free to move. They like to learn two English skills, namely speaking and listening. On the other hand, writing and reading in English are not learned because they are still in kindergarten. This is in line with the theory of the TPR method described by Asher. Gulsanam & Farangiz (2021, p. 57) summarizes the essence of the TPR method by Asher as follows:

- a) Before children can speak, they begin by listening.
- b) The child's proficiency in understanding what they hear is acquired when the child responds physically from spoken language in the form of orders to them; and
- c) When children have understanding in listening, their speech will develop naturally and easily come out. Student questionnaire data filled out by parents and teachers emphasize data that is in line with the results of student interviews. TPR is considered very helpful in learning English vocabulary. When learning face to face, online or blended, both parents and teachers are recommended to use TPR as a method of teaching English.

Despite of some advantages of TPR, this method also has disadvantages in its application. For example, pronunciation and spelling errors when teachers are not accustomed to speaking spoken English can

occur. This will make students imitate the wrong pronunciation or wrong speech in students is not corrected.

Researchers suggest that teachers and parents who will use the TPR method re-examine speech and spelling before teaching them to their students or children. In addition, the reading and writing skills that will be taught using the TPR method are prepared in advance with the equipment used because teaching these two skills is not as easy as listening and speaking using TPR. Teachers should prepare equipment or it can also be applied in the form of games. For example, students are asked to stick the letter "B" that has been prepared on the blackboard.

CONCLUSION

Collaboration between students, teachers and parents is needed to achieve maximum learning outcomes. The role of parents and teachers is needed both during face-to-face learning, online learning and blended learning. TPR is a method that can be applied to students both in the school environment and when learning at home. With the TPR method, children can feel fun learning, thereby reducing the pressure in learning foreign languages. The results obtained from this study are students feel comfortable learning English vocabulary with the TPR method. They can absorb English vocabulary and understand the meaning of words well. Students also feel the learning atmosphere is like playing. Hence, TPR can be a reference for the next method of teaching English vocabulary

REFERENCES

- Dardjowidjojo, Soenjono (2010). Psikolinguistik: Pengantar Pemahaman Bahasa Manusia. Jakarta: Yayasan Obor Indonesia
- Ekawati, A. D. (2017). The Effect of TPR

- and Audio-Lingual Method in Teaching Vocabulary Viewed from Students' IQ. *Journal of ELT Research*, 2(1), 55–65.
<https://doi.org/10.22236/JER>
- Ekawati, A. D. (2020). Penerapan Metode Total Physical Response (TPR) dalam Pengajaran Bahasa Inggris di TK. *E-DIMAS: Jurnal Pengabdian Kepada Masyarakat*, 11(1), 71–73.
- Gulsanam, B., & Farangiz, K. (2021). The role of Total Physical Response in teaching young learners, Characteristics, advantages and disadvantages of TPR and the application in the classroom. *Central Asian Journal of Social Sciences and History*, 02(05), 55–61.
- Hafidah, R., & Dewi, N. K. (2020). TPR (Total Physical Response) Method on Teaching English to Early Childhood. *Early Childhood Education and Development Journal*, 2(1), 9–17.
- Harahap, S. W., & Panjaitan, B. (2021). Komparasi Metode Blended Learning Dengan Metode TPR Dalam Keefektifannya Terhadap Sistem Pembelajaran Daring Pada Materi Vocabulary Bahasa Inggris. *Jurnal Mutiara Pendidikan*, 6(2), 83–89.
- Hayati, K. R., Tranggono, T., Parastiwi, A. D., & Achmadani, Z. A. (2021). Peningkatan Kualitas Pembelajaran Bahasa Inggris Dengan Metode TPR Melalui Aplikasi Comma Pada Paud di Era New Normal. *A b i y a s a, Jurnal Abdimas Dan Ilmu Rekayasa*, 01(02), 21–26.
- Heriyadi, H. (2022). Penerapan Metode Total Physical Response untuk Meningkatkan Hasil Belajar Keterampilan Berbicara Peserta Didik. *LANGUAGE : Jurnal Inovasi Pendidikan Bahasa Dan Sastra*, 2(1), 32–40.
- Khairi, H. (2018). Karakteristik Perkembangan Anak Usia Dini Dari 0-6 Tahun. *Jurnal Warna*, 2(2), 15–28.
- Kim, H., Sefcik, J. S., & Bradway, C. (2016). Characteristics of Qualitative Descriptive Studies: A Systematic Review. *Research in Nursing and Health*, 1–20.
<https://doi.org/10.1002/nur.21768>
- Ulwiyah, I. (2019). Pengaruh Story-Reading (Buku Bilingual) Terhadap Perkembangan Kecerdasan Linguistik Anak Usia Dini. *Journal of Elementary School (JOES)*, 2(2), 40–49.
- Ulya, N., & Ichsan. (2021). Pengaruh Metode Total Physical Response Pada Perkembangan Kosakata Bahasa Inggris Anak Usia Dini. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 9(2).

THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR) TO IMPROVE STUDENT'S ENGLISH VOCABULARY DURING PANDEMIC

ORIGINALITY REPORT

12%

SIMILARITY INDEX

11%

INTERNET SOURCES

4%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1	repository.upstegal.ac.id Internet Source	2%
2	jurnal.uns.ac.id Internet Source	2%
3	Submitted to University of Birmingham Student Paper	1%
4	Zulia Karini. "The Design of Learning Methods for Reading Comprehension", IJECA (International Journal of Education and Curriculum Application), 2019 Publication	1%
5	abiyasa.upnjatim.ac.id Internet Source	1%
6	jurnal.iainponorogo.ac.id Internet Source	1%
7	p3m.poliban.ac.id Internet Source	1%

8	ejournal.uika-bogor.ac.id Internet Source	1 %
9	Submitted to Academic Library Consortium Student Paper	1 %
10	ddd.uab.cat Internet Source	<1 %
11	api.crossref.org Internet Source	<1 %
12	www.ijsrp.org Internet Source	<1 %
13	M D Kurniasih, D H Lenaldi, Wahidin. "The effect of ice-breaking using stand-up comedy on students' mathematical belief system", <i>Journal of Physics: Conference Series</i> , 2018 Publication	<1 %
14	Muammar Qadafi. "Pembelajaran Bahasa Inggris pada Anak di Sangkhom Islam Wittaya School saat Pandemi Covid-19", <i>Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini</i> , 2020 Publication	<1 %
15	adoc.pub Internet Source	<1 %
16	Yuli Astutik, Choirun Nisak Aulina, Fika Megawati. "Total Physical Response (TPR): How is it used to Teach EFL Young Learners?",	<1 %

International Journal of Learning, Teaching and Educational Research, 2019

Publication

Exclude quotes Off

Exclude matches Off

Exclude bibliography On