

Teaching Verb Through TPR Method to EFL Young Learners at SDN 232 Inpres Dulang

Roni La'biran

Universitas Kristen Indonesia Toraja, Indonesia

Abstract

This research is a kind of quantitative method where the writer used experimental. The experiment was held through pre-test and post-test by written test. In this research the writer used total sampling, where all the fourth grade students as population that consist of 19 students being as sample in this research. The result of this research showed that the mean score in pre-test was 28.16 and post-test was 63.58. It showed that the mean score in post-test was higher than pre-test. It means that there was significant improvement of the student knowledge in learning action verbs by using Total Physical Response after giving treatment. The significant was a proved by the data analysis of t-test (9.073) is higher than t-table (2.100), it means that H_0 is refused and H_1 is accepted. The writer concluded that Total Physical Response is affective in teaching action verbs to EFL young learners at SDN 232 Inpres Dulang and the students were more attention to the teacher's explanation than teaching action verbs without Total Physical Response.

Keywords

Teaching

TPR

Young Learner

Ethical Lingua

Vol. 9, No. 1, 2022

ISSN 2355-3448 (Print)

ISSN 2540-9190 (Online)

Corresponding Email

Roni La'biran

ronilabiran@ukitoraja.ac.id

Article's History

Submitted 02 February 2022

Revised 26 July 2022

Accepted 27 July 2022

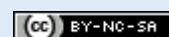
DOI

10.30605/25409190.356

Copyright © 2022

The Author(s)

This article is licensed under
CC BY-NC-SA 4.0 License



Teaching Action Verb Through TPR Method to EFL Young Lernerers at SND 232 Inpres Dulang

Introduction

In English language, children will certainly experience many difficulties, both from their environment and culture, as well as from the child's own personality. Children who are born and raised in Indonesia with the background of their original parents, make English as a foreign language for them. Unlike most other children in several countries, Malaysia and Singapore for example. Where there English is not a foreign language for them, because it is the language they must use. In contrast to Indonesia in general, we know that Indonesia consists of various languages. Thus, English is one of the most important foreign languages to learn from the age of children

Elementary level is very necessary of learning English because learning English from the beginning makes students can more easily learn it at the next level of school. Ur (1996: 296) states that children learn language better than adult learners. As biological age of students in elementary school is the right time to learn a foreign language, thus learning foreign languages in schools should be started early perhaps because it is easier to attract children's attention and interest than it is adults. Curtin and Pesola (1994) states, children will learn foreign languages well if the learning process occurs in a communicative and meaningful context for them. For children this context includes social, cultural situations, games, songs, fairy tales, and experiences of arts, crafts, and sports.

Umiyati (2011) states that teaching English as a foreign language is not as easy as teaching mother tongue, because students will inevitably face many obstacles and also the context of English is not a domestic language or is not the basic language in Indonesia, therefore foreign languages are mentioned in the TEFL material. In language teaching, teacher will find many teaching approaches, methods and techniques that can assist in the teaching and learning process. Teachers will always try their best to achieve learning goals through methods, models, or language teaching techniques by improving their teaching methods in every teaching and learning process.

Teaching English as a foreign language to young learners should be fun, interactive and exciting. Children really like movement, direction, and play. They will also feel happy and greatly assisted by having a teacher as a model and direct demonstration. That way, using TPR as a teaching learning method not only makes students happy but also makes them attractive in learning, so they can further develop their thinking. That's way English will be tough with an appropriate method.

Richards and Rodger (2001 : 73) defines, Total Physical Response (TPR) as a language teaching method built around the coordination of speech and action, it attempts to teach language through physical (motor) activity. So, TPR is a method of language learning that arranged by command coordination, speech, and action, try to teach language by physical activities (motor activities) and allows students to learn new English vocabulary by listening to and demonstrating oral commands.

Method

In this research the writer used quantitative method where the writer used experimental. The experiment was held through pre-test and post-test by written test. In this research the writer used total sampling, where all the fourth grade students as population that consist of 19 students being as sample in this research.

Results and Discussion

There was thirty items that used to test student. It was consisted of 20 items multiple choose and 10 items essay (guessing word). Before giving the treatment, there was not student who got ≥ 60 score. It means that before giving a treatment, there was not students who passed the completeness criteria. Student only got 0-40 score, where most of them got poor score (73,7%). Based on the classification, it can be concluded that the students had less action verbs mastery before the treatment. After giving treatment, out of 19 students, there was fifteen students who got ≥ 60 score. It means that there was 78,9% students' passed the completeness criteria. Based on the classification, it can be concluded that the students had significant improvement in action verbs.

In pre-test most of students got poor score, where there was fourteen students who got score from range 20-39 (73,3%) and five students who got score ≤ 40 (26,3%). It means that before giving a treatment there was not student who passed the completeness criteria ($KKM \geq 60$) and it can be concluded that the students had less action verbs mastery. In post-test, most of students got good and very good score, where there was fifteen students who got ≥ 60 score (78,9%) that means students passed the completeness criteria (KKM).

		Paired Samples Statistics							
		Mean	N	Std. Deviation	Std. Error Mean				
Pair	pre-test	28.16	19	7.869	1.805				
1	post-test	63.58	19	18.234	4.183				
		Paired Differences				t	df	Sig.	
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference			(2-tailed)	
					Mean Lower Upper				
Pair	pre-test	-	17.017	3.904	-43.623	-27.219	-	18	.000
1	post-test	35.421					9.073		

Table above show that the mean score of pre-test and post-test is -35.421, it show the difference value between mean score of pre-test and mean score of post test ($28.16 - 63.58 = -35.421$) and it was the difference value between -43.623 until -27.219 (95% Confidence Interval of the Difference Lower and Upper). For statistics significance $\alpha = 0,05$ with degrees of freedom (df) = 18, it was found that t -table = 2.100. The table above shows that t -test = -9.073. It can be negative because the mean score of pre-test was lower than mean score of post-test. In this case t -test can be mean positive, thus t -test = 9.073. Because of t -test > t -table, it can be conclude that there was significance difference between pre-test and post-test, and it means

that there was an effect on using the TPR method in teaching action verbs to fourth grade students of SDN 232 Inpres Dulang, academic year 2021/2022.

Conclusion

The mean pre-test score was 28.16, and the mean post-test score was 63.58, according to the findings of this study. It was discovered that the mean post-test score was greater than the pre-test score. It signifies that employing Total Physical Response following therapy resulted in a considerable increase in the student's understanding of action verbs. The significance was shown by the data analysis of the t-test (9.073), which was greater than the t-table (2.100), indicating that H₀ was rejected and H₁ was approved. The writer concluded that Total Physical Response is effective in teaching action verbs to EFL young learners at SDN 232 Inpres Dulang.

References

- Argawati, Ningtyas Orilina, Lilis Suryani dan Intan Satriani. *Intermediate Structure*. Yogyakarta : Deepublish, 2018.
- Arikunto, Suharsimi. *Prosedur Penelitian*. Yogyakarta : Rineka Cipta, 2010.
- Asher, J. James. *The Total Physical Response Approach to Learning Language*. www.tprworld.com/organizing.htm.
- Asriyani. 2017. *Teaching Auxiliary Verb by Using Transformation Drill at The Eleventh Grade of SMAN 1 Walenrang*. Thesis. Tidak diterbitkan. Palopo : IAIN Palopo.
- Cameron, Lynne. 2001. *Teaching Language to Young Learners*. Cambridge : Cambridge University Press.
- Curtain, Helena and Pesola, Carol A. B. (1994). *Language and Children*. New York : Longman Publishing Group.
- Jack C. Richards & Theodore S. Rodgers, *Approach and Methods in Language Teaching* 2nd Ed., (New York : Cambridge University Press. 1986), p. 87. (2001)
- Kawasaki, Johanna. 2020. *What is TPR for Teaching English and How can I Use it (online)*. US & Canada : Bridge University. (Retrieved on May, 11th 2021 from <https://bridge.edu/tefl/blog/>)
- Margono. 2010. *The Effectiveness of Teaching English Verbs by Using Cartoon Film*. Thesis. Tidak diterbitkan. Semarang : IAIN Walisongo
- Miskiyah, N. Taranindya Zulhi Amalia. 2020. *Enriching Vocabulary Through Total Physical Response (TPR) For Young Learners (online)*. Britania : Journal of English Teaching. (Retrieved on April, 30th 2021 from <https://journal.iainkudus.ac.id/index.php/Britania/article/view/7073>).
- Owen. 2019. *The Effectiveness of Teaching Preposition of Place by Using Total Physical Response for The Eight Grade Students of SMP Negeri 2 Rantetayo*. Thesis. Tidak diterbitkan. Makale : Fakultas Keguruan dan Ilmu Pendidikan UKI Toraja.
- Penyusun, Tim. 2019. *Pedoman Penulisan Skripsi Program Studi Bahasa Inggris*. Makale : Dosen Prodi Pendidikan Bahasa Inggris.
- Putrid, Aprilia Riyana. 2016. *Teaching English for Young Learners Using a Total Physical Response (TPR) Method*. *Jurnal Edulingua*, Vol. 3 (2). (<https://ejournal.unisnu.ac.id/JE/article/view/503>, diakses 21 April 2021, up to date)
- Prasetya, Cicik. 2011. *Teaching English For Young Learners (online)*. Retrieved on May, 9th 2021 from <https://cicikprasetia.wordpress.com/2011/08/29/teaching-english-for-young-learners/>
- Risdiyanto, Faizal. 2010. *Contextual English Grammar*.
- Rokhayani, Atik. 2017. *Promoting Total Physical Response (TPR) for Young Learners in English Class*. *The 2nd TEYLIN International Conference Proceedings V(84-89)*. Kudus : Universitas Muria Kudus
- Rosydah, Elly. 2018. *Improving Student's Mastery of Irregular Verb by Using Memrise Application at The Tenth Grade of MAN Sidoarjo*. Thesis. Tidak diterbitkan. Surabaya : Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya.
- Rowland, Michael. 2016. *Total Physical Response (online)*. Texas : Austin ISD. (Retrieved on May, 13th 2021 from <http://www.theteachertoolkit.com/index.php/tool/total-physical-response-tpr>).

- Septiyantono, Binta Nugroho. 2013. *The Effectiveness of Using Vocabulary Trees as a Technique in Teaching Vocabulary at Elementary School*, Vol. 4 (2). (<https://media.neliti.com/media/publications/224528-the-effectiveness-of-using-vocabulary-tr-26f3f5da.pdf>, diakses 04 Mei 2021, up to date).
- Sugiyono. 2010. *Metode Penelitian Kuantitatif, Kalitatif*. Bandung :Alfabeta.
- Sutarsyah, C. 2017. Pembelajaran Bahasa Inggris Sebagai Muatan Lokal Pada Sekolah Dasar di Provinsi Lampung. *Jurnal Bahasa dan Sastra*, Vol. 18 (1). Pp : 35-43. (<http://jurnal.fkip.unila.ac.id/index.php/aksara>, diakses 05 April 2021, up to date).
- Suyanto, Kaihani K. E., 2007. *English for Young Learners*. Jakarta :Bumi Aksara.