

Using the Total Physical Response Method to Improve Very Young Learners' Perceptions of Vocabulary Mastery

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Introduction

The prevalence of English usage in modern times is a common occurrence. However, young students typically do not practice speaking English with their families or those around them. Moreover, teaching English to younger learners poses a challenge for educators as it requires thorough preparation for successful instruction. This can prove to be daunting as teachers must possess the skills to effectively engage young minds, utilizing appropriate methods and strategies, capturing their interest, and keeping them engaged during lessons [1]. The most significant characteristic of young students is their tendency to be highly active, with some displaying more than others [2]. As a solution, various methods can be employed, such as the Total Physical Response (TPR) technique. This approach integrates language instruction with physical movement, building coordination between speech and action [3]. Some students may struggle with effectively conveying their thoughts through communication [4].

Research Questions

What is the Total Physical Response Method to Improve Students' Perceptions of Vocabulary Mastery?

Metode

This kind of study is qualitative descriptive in nature. The researcher in this study outlines the TPR method-based tasks that instructors and students completed. Teachers and students at kindergarten are the source of the data. There are ten pupils in the class, and their ages range from five to six. Through observation of learning activities, data was gathered. Comprehension and understanding were the criteria examined, and the methods utilized were interviews and observation.

Result

The kindergarten students' early age, the TPR (Total Physical Response) approach has been used and found to be appropriate for use in the English teaching and learning process at Bayt Al Fath Level 1 Sidoarjo. Their preferred method of learning English is imitation, memorization, repetition, and whole bodily reaction demonstration. Early childhood English language instruction should be joyful, engaging, enjoyable, entertaining, unstoppable, comprehensible, and unforgettable for the students. They may therefore readily implement it in their daily lives. Researchers have knowledge of students' responses after the English teaching and learning process through the use of the Total Physical Response (TPR) technique, thanks to the findings of interviews conducted with English instructors and students at Bayt Al Fath level 1 Sidoarjo. The student replies from the interviews with English teachers at Bayt Al Fath level 1 Sidoarjo are known to the researcher. It was shown that when an English instructor does not use innovative and judicious teaching strategies, students typically get disinterested and lethargic when learning the language.

Pembahasan

The fact that the students in this portion appear content, enjoying themselves, and finding the subject more intriguing to learn about indicates that they are more motivated and excited about participating in the English teaching process in the classroom. They make an effort to demonstrate the importance of speech by substituting body language. They don't pause while instructing to attempt demanding speaking through bodily means. In this instance, they want to attempt as soon as possible. If that's the case and they're asked to mimic it in class, they're more engaged. When they can accurately follow the teacher's directions, they also exhibit more confidence. When teachers model the action of "jumping" instead of using the term "jumping" (Indonesian), researchers see that students are very motivated to learn English. Thus, the majority of pupils collectively mimicked the teacher's movements by saying, "Jump, jump, jump!" Together, they exclaim "jump" with joy. They appeared as though they had never found practicing it to be tedious and exhausting. Researchers discovered that during instruction, pupils are more eager to participate in the teaching and learning of English. The pupils pay close attention to the body's components when being taught. That The teacher takes images while writing the names of the bodily parts on the paper. Thus, it is simple for kids to comprehend them. This can facilitate pupils' rapid memorization of it. Researchers observed that the majority of pupils in this instance actively participated in the teaching and learning of English. They really serve as excellent incentives to follow directions from teachers. Their voice came back louder. In addition, after-teaching pupils have a strong desire to study English. When the teacher invites the class to sing a song called "If You Happy," the pupils in this phase seem engaged and lively. At that time, songs that are spoken in English are still connected to the English lesson. They actually love it, and singing it makes them so happy. Even after the allotted time has passed, they still want the teacher to sing. English teacher Bayt Alfath, level 1, Sidoarjo focuses on teaching English in class B. All students are expected to actively engage in class activities by using this strategy. The TPR approach can encourage the development of new vocabulary and cognitive abilities in young kids, which is one of its benefits. Additionally, students' drive, interest, and recall are enhanced by word repetition. This class does not make use of such technology. This implies that English teachers should only use their most effective techniques and approaches to get their students involved in class.

Research Findings

The researchers concluded that TPR (Total Physical Response) is the correct method for the process of teaching English to students of Sidoarjo Level 1 at Bayt Al Fath. There are two meetings in one class in English class. Each of them has different activities. It depends on the specific topic the teacher is discussing. When teaching English, teachers also combine the TPR (Total Physical Response) method with English songs to stimulate students' interest in learning English during the classroom teaching process. It turns out that studying is not boring or lazy. It has been observed that students in the classroom are more motivated and enthusiastic to participate in the English teaching process. In this case, most students are generally interested, happy, and enthusiastic when participating in the English teaching process because they can embed it directly in the classroom.

research purposes

This study aims to explain how early childhood English language learners are taught English using the Total Physical Response (TPR) technique.

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