

**INVESTIGATING THE IMPLEMENTATION OF TPR APPROACH IN
ENGLISH LANGUAGE TEACHING FOR CHILDREN**

THESIS

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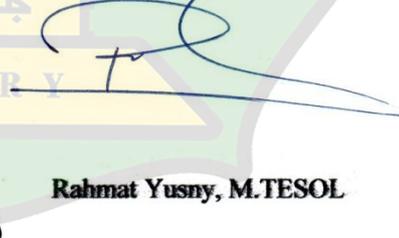
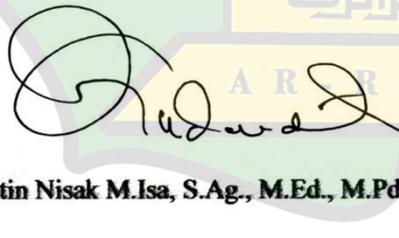
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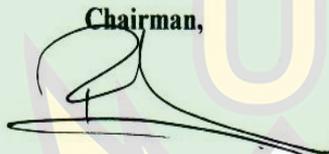
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TABLE OF CONTENTS

APPROVAL BY THESIS SUPERVISORS	ii
APPROVAL BY EXAMINERS.....	iii
DECLARATION OF ORIGINALITY	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENT.....	vii
LIST OF TABLES	viii
LIST OF APPENDICES.....	ix
ABSTRACT	x
CHAPTER I: INTRODUCTION	
A. Background of Study	1
B. Research Questions.....	3
C. The Aims of Study.....	3
D. Significance of Study.....	3
E. Terminology.....	4
CHAPTER II: LITERATURE REVIEW	
A. English Language Teaching for Children	6
B. Theories on Children Language Development.....	8
C. Total Physical Response	14
CHAPTER III: RESEARCH METHODOLOGY	
A. Research Design	21
B. Research Participants.....	21
C. Techniques of Data Collection	22
D. Data Analysis.....	23
CHAPTER IV: FINDINGS AND DISCUSSIONS	
A. Teachers Implementing TPR Approach	25
B. Teachers' Perception on TPR Approach	37
C. Discussions	45
CHAPTER V: CONCLUSIONS AND SUGGESTIONS	
A. Conclusions.....	49
B. Suggestions	50
REFERENCES	52
APPENDIX	
AUTOBIOGRAPHY	

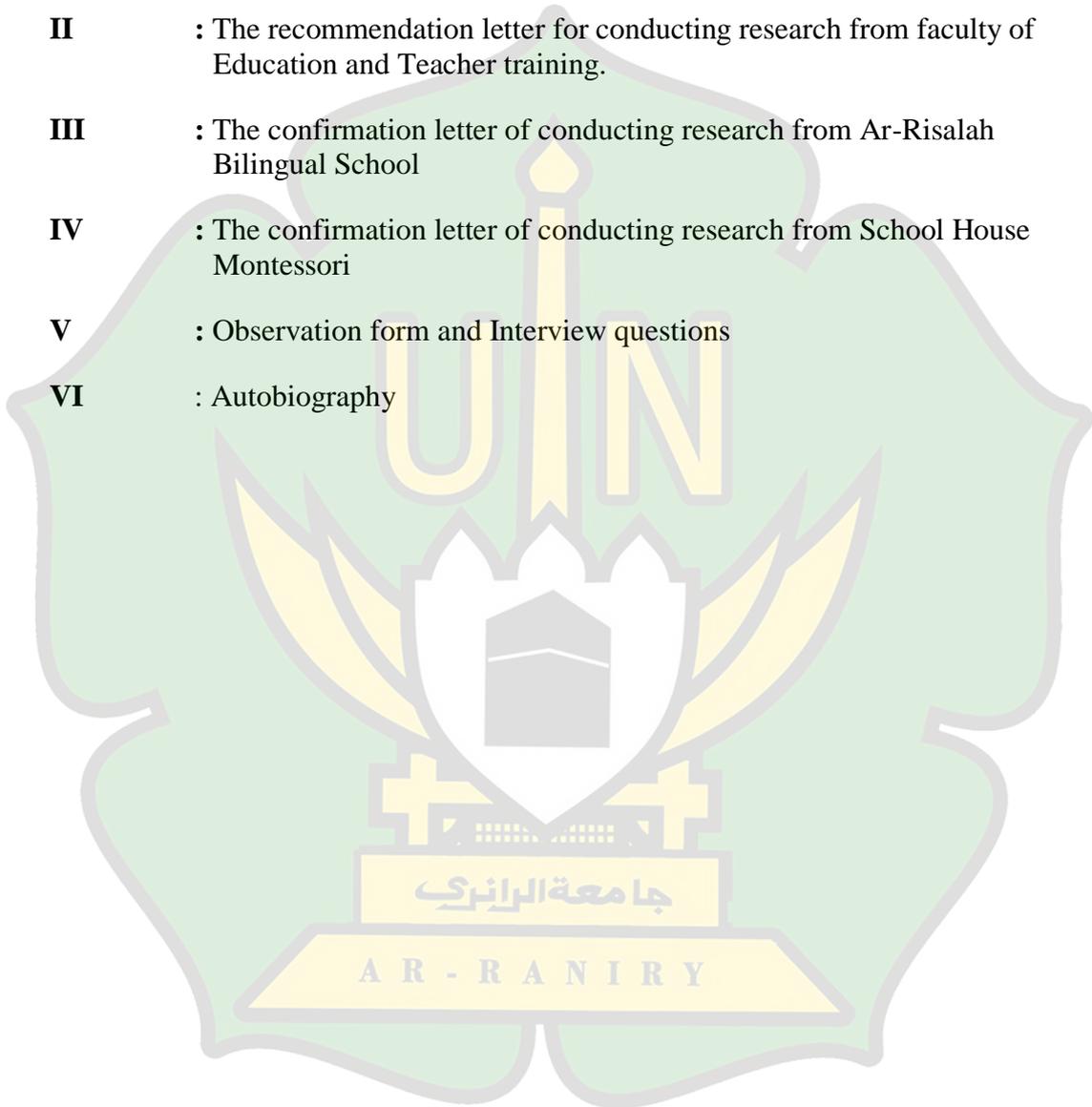
LIST OF TABLES

Table 1 Piaget's Four Stages of Cognitive Development	11
Table 2 The ways scaffold the children	13
Table 3 Implementation of the giving command in two schools	26
Table 4 Teacher and students dance and sing <i>make a circle</i> together	30
Table 5 Teacher and students dance and sing <i>open banana and growing</i> song	31
Table 6 Teacher and students dance and sing several songs	32
Table 7 Teaching procedure and students response when <i>Simon says</i> game	36
Table 8 The use of flashcard as a math game	37
Table 9 Themes, codes, and segments	37



LIST OF APPENDICES

- I** : Appointment letter of Supervisor
- II** : The recommendation letter for conducting research from faculty of Education and Teacher training.
- III** : The confirmation letter of conducting research from Ar-Risalah Bilingual School
- IV** : The confirmation letter of conducting research from School House Montessori
- V** : Observation form and Interview questions
- VI** : Autobiography



ABSTRACT

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Keywords : English language teaching, Total Physical Response approach, the technique of TPR, English young learners, teachers' perceptions

This research was conducted to find out the way young learners English teachers implemented the TPR approach and their perception toward TPR approach to teach English for children. TPR is an approach that formed by coordination of speech and action. This study took place at Ar-Risalah bilingual school and school house Montessori, where were two teachers and students from each school selected as the participants. This research was narrative qualitative design, in which data was collected through observation and interview. The researcher used QDA and coding for the analysis. The result of this research presents that teacher implemented TPR approach in various ways; giving command in imperative and interrogative motion, dancing and singing, and game. Based on the teachers' perception, the result shows that students learned the language easily by doing the movement, they had a long-term memory to remember the language, they had an improvement on motivation and they started to be familiar with the use of language. The benefits were reducing children's stress, avoiding the boredom, making children more active, improving children's attitude to be more obedient. Moreover, teachers should develop the technique, strategy, and instructional media to cover all students' needs and their learning style.

CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is learned as a foreign language. Currently is taught in junior and senior high school, even though, there are some elementary schools and kindergartens that include English subject in their curriculum. As a foreign language, teaching English is not easy for teachers, especially those who teach children or young learners, because they need to consider students' need, interest, and intelligence.

Children who learn a language at the golden-age (critical period), usually at the first couple of years of schooling is called young learner. In learning language, children might understand the meaningful messages but they cannot analyze language yet because they have a holistic approach to language (Nunan, 2011). However, children have a very short attention and concentration span, they do more duplication of language and get it through hands, eyes, and ears (Scott & Ytreberg, 1990). Related to these characteristics, showing those teaching children are not simple and straightforward, the teachers need to understand how children make sense of the world and how they learn.

According to Cameron (2001), teaching language for young learners must consider all skills such as managing children and keeping them on task, also has knowledge of the language including language teaching and language learning. Teachers who teach English for children should apply an appropriate method or approach that relate to their development.

One of the teaching approaches that can be applied in young learners class is total physical response. This approach was developed by James Asher in 1977, a psychology professor at San Jose State University, he claims that children must have an initial understanding before starting to speak and they need a lot of physical manipulation and action language accompanying early input such as the teacher says “touch your head” then the students touch their head, this action language encouraging physical manipulation that is couched in the imperative. Total Physical Response approach can reduce the stress that students feel when studying English. This approach also can motivate students to learn English because they learn it by doing or moving.

Based on the previous study, TPR approach has been implemented in teaching English as a second language for the young learner. Sari (2016) has analyzed an English teaching-learning process of Spanish children where English becomes the second language, the result of her research showed that TPR is a proper approach for young learner because this approach encourages them to react actively, supports their cognitive development and helps them to memorize the language unconsciously.

Misbah (2013) in his thesis, also recommends this method would be used to be implemented by the teacher, especially for the elementary school teacher to attract student’s interest and motivation. He has done teaching English as a foreign language by applying TPR for the secondary student to improve student’s vocabulary, and their improvement is better than before.

In this research, the researcher focused on implementing TPR approach in teaching English at kindergarten, to find out how this approach has been implemented in the real teaching-learning process. The researcher found how the teachers conduct this approach with some techniques for leading children's motivation in learning a foreign language and to know teachers' perception about the implementation of this approach.

B. Research Questions

This research focused on the following two questions:

1. How does the implementation of TPR approach in English language teaching for children at Ar-Risalah and Montessori kindergarten?
2. What are teachers' perceptions toward TPR approach in English language teaching at Ar-Risalah and Montessori kindergarten?

C. Aims of Study

Related to these research questions, the aims are:

1. To know the implementation of TPR approach in English language teaching for children at Ar-Risalah and Montessori kindergarten.
2. To find teacher's perceptions toward TPR approach in English language teaching at Ar-Risalah and Montessori kindergarten.

D. Significant of Study

The result of this study can give benefit to teachers and readers. It can be a reference for teachers or future teachers to implement this approach in their classroom to motivate the student and reduce children stress in learning a foreign

language. In addition, the result of this research is expected to give information to the future researchers to review and develop this approach through their research.

E. Terminology

Following are themes in this study, presented as an initial comprehension:

1. Total Physical Response (TPR) approach

Krashen (1982) says “naturally, TPR consists of obeying commands given by instructor that involve an overt physical response.” It is a language learning approach based on the coordination of speech and action. This learning approach was developed by James Asher. TPR has some techniques such as giving command, miming and role-playing, story-telling, singing, and dancing, that would be observed in this research. The aims of this study are observing the implementation of TPR approach in Ar-Risalah and Montessori kindergarten.

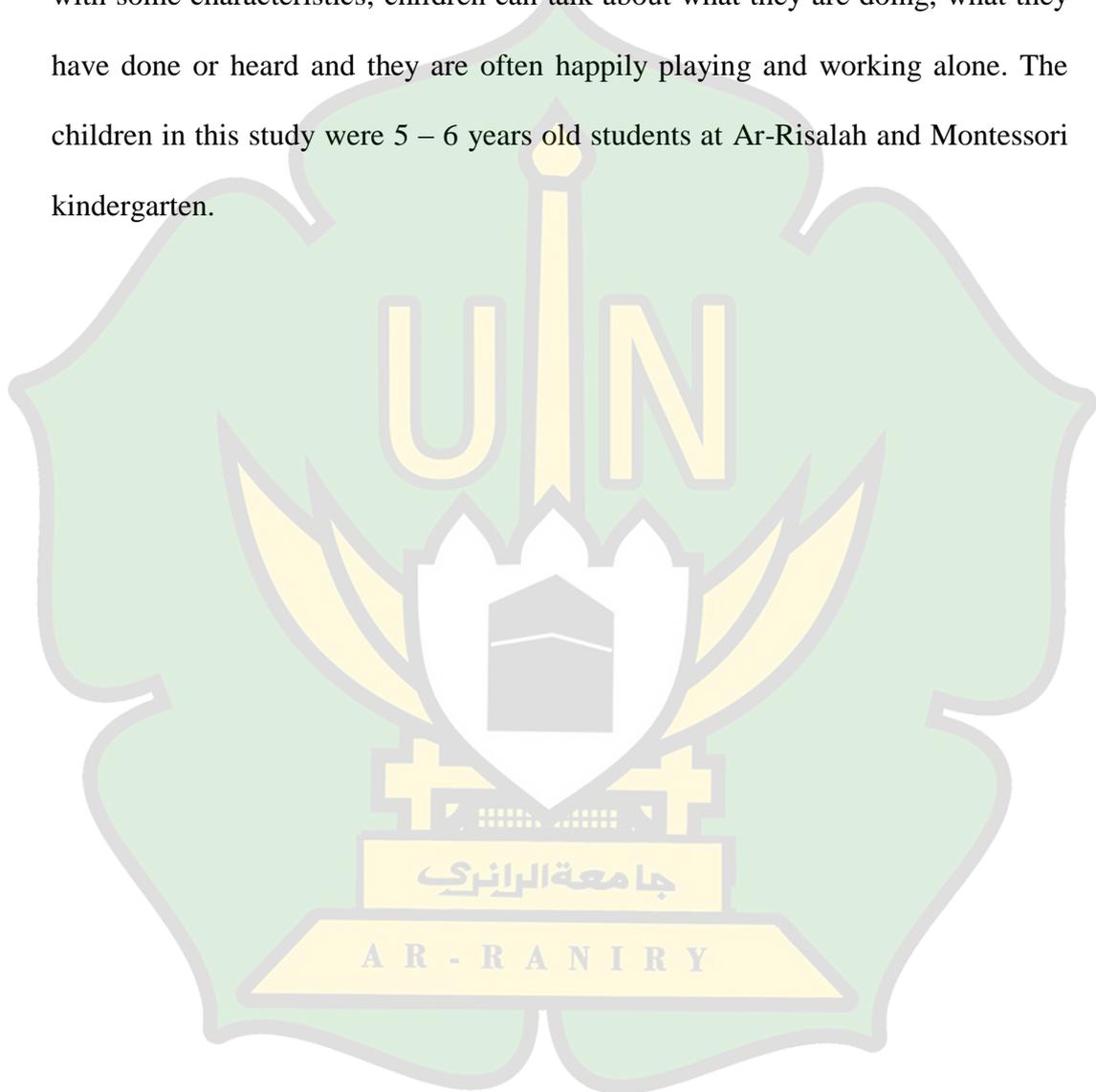
2. English language teaching

Language teaching is a process of how the teacher delivers the language to the student through various methods and approaches to achieve the target language as a foreign language, English taught by various techniques in Indonesia, especially teaching English for children. This research is trying to give a picture of English teaching at kindergarten namely Ar-Risalah bilingual school and school house Montessori, where English is taught for young learners actively.

3. English Young Learners (EYL)

According to Cameron (2001), young learners are children of five to twelve years old. Generally, they have a holistic approach to language, which means that they

understand the meaningful message but cannot analyze language yet. They are able to understand the language through intonation, gesture, facial expression, action, and circumstances. Scott and Ytreberg (1990) identify the young learner with some characteristics; children can talk about what they are doing, what they have done or heard and they are often happily playing and working alone. The children in this study were 5 – 6 years old students at Ar-Risalah and Montessori kindergarten.



CHAPTER II

LITERATURE REVIEW

A. English Language Teaching for Children

In Indonesia, English is taught in various levels of education as a foreign language, which has been regulated in the policy as an effort to improve the human resources quality. Yusny (2013) considers that the context of choosing English as foreign language in Indonesian language policy indicates the purpose of globalization. It is a right direction that makes English is used continually as the communication tool of globalization.

As a foreign language, teaching English is not easy, especially in the kindergarten. The teacher should be very understanding of their students' needs; learning circumstance, teaching material and learning method in order to create the English teaching as a fun experience for children. In education and culture ministerial regulation No. 146 year 2014 about 2013 curriculum of pre-school education, there are six development programs that include religion and moral, physical-motor, cognitive, language, social-emotional, and art (2015). The language development program includes the manifestation of atmosphere for developing the language in playing context. Brown (2000) claims that to build the approaches in teaching children, there are five factors that should be considered the intellectual development, attention span, sensory input, affective factors, and authentic (meaningful language).

In teaching English for children, the teacher has to be aware that language is not learned by children but they get acquisition of the language. Learning is a

process of receiving the knowledge about language consciously, while the acquisition is a natural process where the children unconsciously acquire the language (Krashen & Terrel, 1983, as cited in Sukarno, 2008). Similarly, how the children get their first language, they use contextual and situational cues to interpret utterances such as a sequence related actions and they use memorized phrases and routines in speaking. Moreover, Hurlock (1978) states the essentials in learning to speak for children, there are physical readiness to speak, mental readiness to speak, a good model to imitate, opportunities for practice, motivation and guidance.

Regarding these essentials, the approach and method of teaching-learning language have to be created appropriately for children. The approach and method in language teaching have been formed and revised time by time. In the late nineteenth century, the reformers distributed their beliefs as the principles of teaching a foreign language to reform the new approach, below are the principles (Richards & Rodgers, 2001):

1. The prime of language is speaking that should be visible in oral-based methodology.
2. The language should be heard first and seen the written form then.
3. Practicing the language in a meaningful context.
4. Teaching the grammar inductively, only after the learners have used the language in context.
5. Avoiding the translation.

These principles can be adopted as theoretical foundations in developing an approach to language teaching. In this study, the researcher focuses on an approach reflecting natural and communicative method in language teaching, it is Total Physical Response approach.

B. Theories on Children Language Development

When talking about English language teaching for children, we need to know who are the children. Children are young people who are between infancy and adulthood. In English language teaching, they are called young learners. In general, they are the beginners in learning a foreign language either as main lesson nor extracurricular. Experts variously classify the young learners based on age. According to Nunan (2011) children are aged 3 – 15 years old with their various characteristic, while Scott and Ytreberg (1990) classifies children in two groups, 5 – 7 and 8 – 10 years old with their own characteristic. Commonly in Indonesia, students' age in preschool is under 7 years old who become the focus in this study and they called very young learner. Furthermore, the age is not the only factor in learning language, there are the other factors such as culture, environment, interest and parents' influence (Suyanto, 2008). The most important thing, student's interest should be built at an early age. Following are general learning characteristics of the young learner (2008, pp. 23-25):

1. They are still difficult to distinguish between concrete and abstract things. For an introduction, English is better to begin with a concrete thing. Teaching English is not enough with oral practice, the teacher

needs to involve cognitive aspect and body movement, for example by pointing out part of the body while dancing and singing.

2. Children tend to be imaginative and active. They will be motivated to learn English with games, stories or songs. For example in the game, there is a need to communicate and this encourages the children to speak English. Although, sometimes they do not know the meaning and usually this case happens at the early stage of learning a foreign language.
3. Children get bored quickly. The level of concentration and attention is short, so the teacher should be very creative in applying the varied method and appropriate media and they also have to have a good time management skill.
4. Children love picture and color. Doing the activities that involve these will be very fun for students. Any colorful media also attracts the students. They are also happy with the song, even though the song is repeated; it is more interesting if the song is sung while dancing. Children are quick to memorize the language and unconsciously children have learned the vocabulary and phrase of English.
5. Children love story as they like a game. In a storytelling activity, children can learn the language by listening to the story and they may understand the whole of meaning by context, it is not word by word. In addition, the story also has a positive social life that can be a moral

message for children and teacher may select the story with the right message for children.

6. Children as an active learner. They are very happy to learn the language by doing a movement. For example, playing and singing by moving the body as a gesture. This is very helpful for children in understanding English as a new language for them.

From these characteristics, clearly the children have a different ability that can be changed immediately, so we need to see children's cognitive development by understanding the theories from developmental psychology. According to Cameron (2001) there are three theories that can be related to learning the language.

1. Piaget (Cognitive Theory)

Piaget's theory focuses on the children's response toward their environment and how it affects them. The children conceive the knowledge from the environment continually so their knowledge is increased. The process of how the children construct their new knowledge that happens in two ways: assimilation and accommodation (Santröck, 2005). When the children absorb the new information around them then they combine it with their existing knowledge, it was called assimilation. While the accommodation happens when the children conform their existing knowledge to new information. Both ways are produced by the children to solve the problem that they face. In Piaget's theory, children are considered as an active learner; they learn and construct their knowledge by themselves from the environment.

Table 1: Piaget's Four Stages of Cognitive Development (Santrock, 2005)

Sensorimotor stage	Preoperational stage	Concrete operational stage	Formal operational stage
The infant constructs an understanding of the world by coordinating sensory experiences with physical actions. An infant progresses from reflexive, instinctual action at birth to the beginning of symbolic thought toward the end of stage.	The child begins to represent the world with words and images. These words and images reflect increased symbolic thinking and go beyond the connection of sensory information and physical action.	The child can know reason logically about concrete events and classify objects into different sets	The adolescent reasons in more abstract, idealistic, and logical ways
Birth to 2 years of age	2 to 7 years age	7 to 11 years of age	11 years of age

This table informs us about the specific children's characteristic in cognitive development based on the level of age. It is closely related to the children learning the process, by knowing the stages of development we can set the appropriate teaching method for them. In relation to language learning, this theory reflects the children as sense-maker (Cameron, 2001). It points that as active learner and thinker, children always ask a question, want to know everything to build their knowledge. They have the desire to explore the action and language in their environment by their own knowledge.

2. Vygotsky (Socio-cultural Cognitive Theory)

The cognitive theory of Vygotsky relates to social and cultural factor. Compared to Piaget's theory that states children develop their knowledge on their

own, Vygotsky's theory identifies that social interaction and cultural context as the crucial factors in cognitive development. The interaction between children and people around them will result from the new knowledge, also the communication happens that makes the language has an important role. In children's life, the interactions often happen when they play. Vygotsky asserts that play can encourage children's cognitive, social, and emotional development (Scharer, 2017). According to Vygotsky, play activities includes the following components: establishing an imaginary situation, taking and playing role, and following a set of rules based on the role (Bodrova & Leong, 2007, as cited in Scharer, 2017).

Actually, Vygotsky identifies the process of cognitive development from their interaction. Vygotsky sees the distinguish of achievement between children who learn independently and who learn with assistance (adult or more-skilled children) that has a range called Zone of Proximal Development (ZPD) (Santrock, 2005). It has a lower limit and an upper limit. In the lower limit, children accomplish the task by themselves while in the upper limit the task is achieved by children with assistance. This shows how interaction can solve the problem in children learning.

Also in language learning, this theory plays an important role. Language is the tool to communicate in social life. In the Vygotsky's theory, children would improve their cognitive development by interaction, that the words are used. Children absorb the new word when they communicate with other people. If the problem comes in learning language, it can only be solved by an able instructor that interacts with the children.

3. Bruner (Scaffolding and Routine)

Similarly, Bruner's theory also talks about sociocultural context, more specifically in understanding children language development. Children are also assisted by assistants. The assistance for children, it is better the close people for them, it can be their parents or their teachers, it is called scaffolding. Moreover, the scaffolding may assist children in various ways, these are Wood's suggestion for scaffolding (Cameron, 2001).

Table 2: The ways scaffold the children (Wood, 1998)

Teachers can help children to:	By:
Attend to what is relevant	<ul style="list-style-type: none">• Suggesting• Praising the significant• Providing focusing activities
Adopt useful strategies	<ul style="list-style-type: none">• Encouraging rehearsal• Being explicit about organization
Remember the whole task and goals	<ul style="list-style-type: none">• Reminding• Modeling• Providing part-whole activities

Usually, the role of scaffolding in children life will be routine, for example, the parents who always read a story for children every night before sleeping. For the first time, children may ask some questions about the story, and parents answer it by showing the picture in the book, or repeating words such as "once upon a time". Similarly, the routine of the classroom, the teacher often use chunk word for example "keep silent", "sit down", "take off your shoes", etc. Unconsciously, the children have acquired the language because they have memorized the routine activities with their parents and teacher, and they have been familiar experience when and where the language is used.

C. Total Physical Response (TPR)

Total Physical Response is an approach formed by coordination of speech and action; it is what the researcher would be observed in this study. It is better to review all about TPR before the research would be conducted. This section will discuss the definition and principles of TPR approach, techniques, and models in the TPR approach, and characteristic of TPR.

1. The Definition and Principles of TPR Approach

Total Physical Response has been classified into a communicative method, that focuses on the use of language in a social context than the form of language (Furuhata, 1999). This method was found by James Asher, a professor of psychology in San Jose state university. Exactly, TPR is the approach to get another language unconsciously. It is an appropriate approach to teach a foreign language for children and adults. The language has been combined with a gesture or sign language thus the learning can be accelerated, stress-free and long-term memory is produced (Asher, 1981).

Furthermore, there are three principles of influential learning considered by Asher (Richards & Rodgers, 2001):

- a. Innate bio-program for language learning. As learning of the first language, the second language also learned by determining the cognitive map of the target language with listening practice firstly. This practice followed by a physical response of commands. The productive skill will be produced spontaneously after cognitive map determined.

- b. The differences of left and right brain hemispheres toward learning function. By definition of Piaget's theory, this approach indicates that children absorb the language by using right-brain learning function because they integrate motor movement in acquiring language before the product of languages is processed in left-brain.
- c. Stress-free, this approach commonly applied in a natural setting such as experiencing relaxation and comfort in the first language acquisition. The learning and teaching focused on the interpretation of language through movement.

TPR can lead the children's comprehension by doing teachers' instruction; as a result, it develops listening comprehension before the children are ready to speak in English. In acquiring native language, children respond the language by their body firstly. Similarly, it is in acquiring a foreign language. Moreover, Asher states three principles (Nunan, 1991): First, the teacher realizes that acquiring a language is a process, so focus on children comprehension than their production (speaking). Second, students attain the target language by performing the teacher's command. Third, believing that children are ready to talk if they have already known about the language. By knowing these principles, the teacher can establish a student role in the class.

The routine activity in this approach that most often appears is in an imperative form where the students have the major roles as listener and performer (Richards & Rodgers, 2001). They have attentive listening and physical respond for all teachers' command. As a giver command, the teacher has an active and

direct role in class. The teacher has responsibility for selecting and preparing the learning material, and deciding the technique that will be applied in the classroom in order to put in basic rules of the target language in children's mind.

2. The Techniques and Models of TPR Approach

Occasionally, the activity can be developed into a more complete activity supported by various materials such as role-play, storytelling, dancing, and singing. The technique is the way how the teacher conducts the language teaching through an approach by using various media and material so the language teaching process is more effective. Below are the TPR techniques according to Savic (2016):

- a. Commands; the common activity of TPR is giving command by the teacher. In this activity, students respond physically by using their large motor skills. Sometimes this activity involves interaction with classroom objects. The command is not always in imperative motion, Brown (2000) adds it could be in interrogative motion. For example, the teacher asks students to "*touch your friends!*" they will do action of touching, by using picture teacher asks to "*point the picture of carrot!*" then students will point the picture of carrot, the teacher asks students to point and touching the object "*where is the door?*". This activity also combines with game such Simon says game.
- b. Storytelling; in this activity, students are involved in every action of the verb and adjective. Students follow the teacher's movements based on the story words. For example, the teacher says "There is a big

elephant in the forest” and teacher’s hands dilate openly then students follow the gesture of the word, the teacher says “the frog jumps” then teacher and students jump together.

- c. Role-playing and miming; in this activity students have their own character so they will do and talk based on their character. For example, the student has a frog role, so they pretend “jump” and said “jump”. The other way to conduct this activity teacher may teach them about adjective vocabulary, then asking them to pretend such sad and happy face.
- d. Dancing and singing; a song is very fun for children. Doing movement while listening to music makes them enjoy teaching. Unconsciously, they absorb the language. For example the song “head, shoulders, knees and toes”, while the song is played the students sing and show the part of their body. This activity includes a common activity.

The model of TPR based on the combination between the activity and media classified into five models by Qiu (2016). Below are the various combinations:

- a. TPR with vocabulary; this combination facilitates students to understand the language by doing the gesture of the word, especially in learning action verb. The other way, Misbah (2013) has applied the TPR approach in his research of teaching English vocabulary to the first grade of junior high school. The result of his experiment shows that implementation of TPR approach improves students’ vocabulary.

He also recommends this approach would be used in teaching English for young learners to build their interest and motivation.

- b. TPR with Games; this combination boost students' interest and motivation, for example, Simon says game.
- c. TPR with Drawing; this combination can be applied in the review section. Teacher asks students to draw what the vocabulary stands for. Such in teaching about shape, the teacher asks students to draw a square, circle, and triangle.
- d. TPR with Music; this combination can avoid students' anxiety in learning a foreign language. As Dzanic (2016) adds that song encourages students' motivation in learning language, they can imitate the language of a song by repeating the phrases and rhythm that could be a memorable experience. The environment makes students more relax by listening to music and also doing the action of the song, so the students can comprehend the language easily. The relevance study about implementing TPR approach for children or young learners has been observed by Sari (2016), she has analyzed an authentic video of implementing TPR approach to Spanish children in teaching English as a second language. She discovers that the teacher uses song and various instructional media to attract student's motivation. The cognitive development theory also supports her study that identifies children in concrete operational stages need a physical and concrete example in learning.

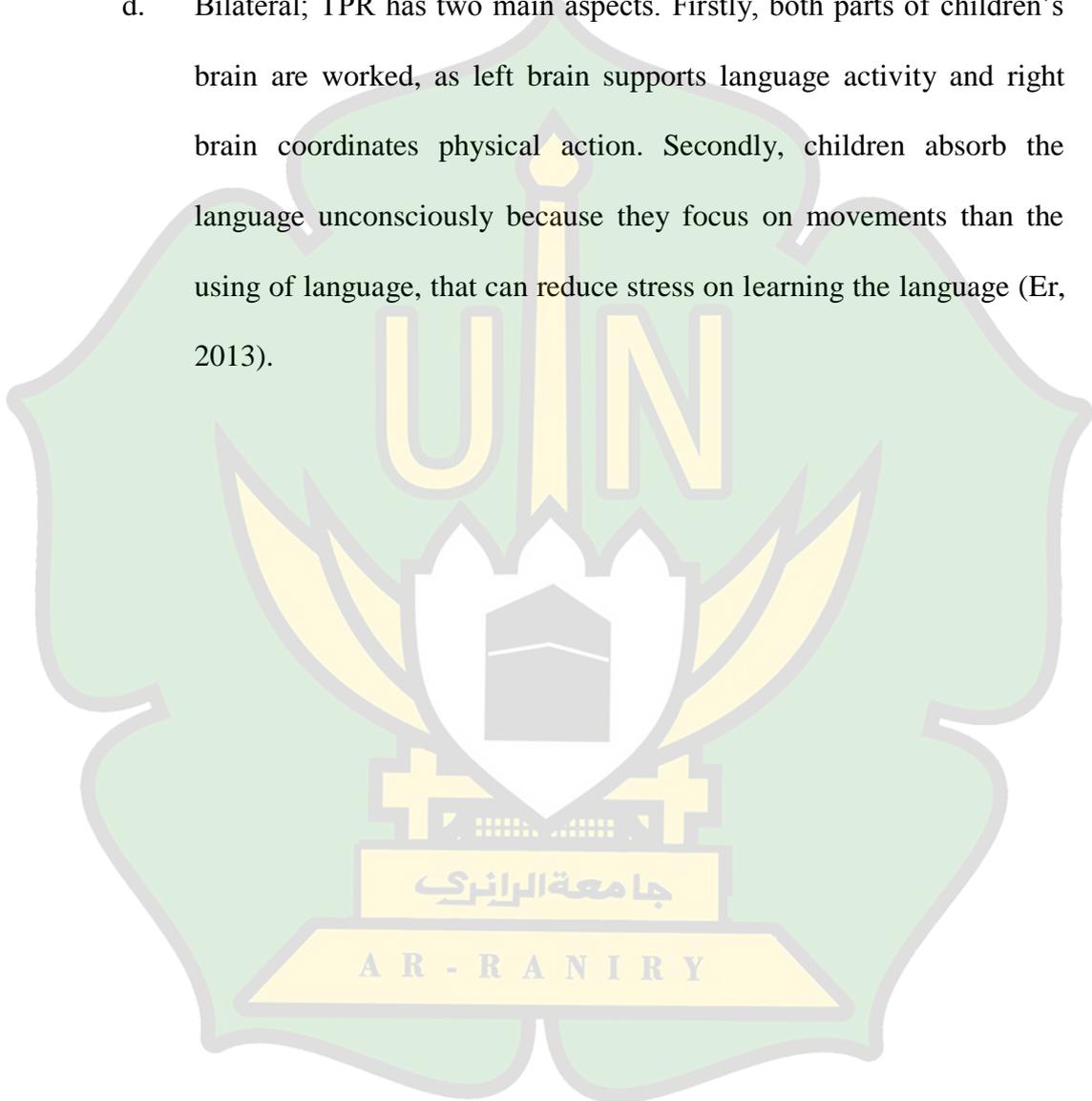
- e. TPR with Role Play; this combination can increase students' comprehension in learning by context. The teacher may set the real situation, and then students will be the performer of the action.

3. Characteristics of TPR

In a journal article of social and behavioral sciences, Er (2013) formulates four characteristics of TPR. Those can be teacher's consideration to be applied this approach in the classroom. From the following characteristics, the researcher concludes that those characteristics relate to children characteristic.

- a. Appeals to a number of learning styles; from all the techniques and models of TPR that can produce various learning styles. There are kinesthetic, visual and auditory learners. When TPR is conducted through a game involving physic movement, it appropriates for kinesthetic learners. Visual learners can understand by seeing the teacher's instruction with body movement. Auditory learners also have benefit when teacher applied a song and make some movements. All these learning styles make a long-term memory for children in learning English that involves their hands, eyes, and ears (Reilly & Ward, 1997, cited in Er, 2013).
- b. Text-Independent; basically in TPR, there is no text. The lessons require the teacher's voice, actions, and gestures. Mostly, the technique and models of TPR can use classroom objects such as teacher can show the picture and students point or touch it when a story-telling teacher can use puppet and students can mime the action.

- c. Enjoyable, fun, interesting; as Mirici (1999, cited in Er, 2013) affirms that the TPR always can attract the students because it is full of movement such song and movement, and story and movement.
- d. Bilateral; TPR has two main aspects. Firstly, both parts of children's brain are worked, as left brain supports language activity and right brain coordinates physical action. Secondly, children absorb the language unconsciously because they focus on movements than the using of language, that can reduce stress on learning the language (Er, 2013).



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted into qualitative research to investigate the implementation of TPR approach through narrative approach that organize the entire of research chronologically. According to Creswell (2012), qualitative research requires exploring a problem and developing a detailed understanding of a central phenomenon. In this method, the researcher has to describe or report what happened then, through the survey and inquire into the fact (Kothari, 2004). Cipani (2009) adds that in the steps of identification and observation the researcher often interacts with the subject directly.

B. Research Participant

The research was conducted in two private kindergartens, Ar-Risalah bilingual school and school house Montessori. Both of kindergartens have schools' curriculum that regulate about implementation English for young learner and use English as a preface language in the teaching-learning process. The schools have three group studies: one playgroup and two kindergartens.

The participants in this research are class B of kindergarten's students, the students aged five and six years old. This class was elected because the students have been able to write the letter and number, and the teaching-learning atmosphere in this class is more conducive for this research. Also, the participants are two teachers from each school, they are the main teachers in each class that was elected because they know very well about the class.

C. Techniques of data collection

To answer of the research question, the researcher collected the data in two ways:

1. Observation

To collect the data, the researcher conducted observation in the classroom as a nonparticipant observer by using the observation sheet (field note). In other words, a nonparticipant observer called passive participant as Stainback (1988, as cited in Sugiyono, 2013) says that the researcher presents in the classroom during learning activities, but does not interact. In addition, the researcher recorded some of the activities in the classroom by using a video camera. The observation was conducted in three days with three learning phases: physical activity, circle time, and central play.

a. Physical activity

It is an activity at the beginning of the class. Students are asked to gather in front of the class, and then they follow the teacher's movement according to the song. Sometimes teacher uses audio player to play the song and sometimes students and teacher song together.

b. Circle time

This is the initial activity when starting the class. Students pray first guided by the teacher then the teacher asks students' life. The main of this stage is giving apperception by relating to students' lives. In this activity, the teacher builds an initial knowledge for students before play center.

c. Central play

This is the main activity in kindergarten, where the activity is centered on the students. After introducing the theme at the circle time, then students are asked by the teacher to do such as coloring, drawing, role-playing, storytelling, and arranging puzzle. In this section, the teacher often gives instruction and direction for children.

2. Interview

The researcher distributed semistructured interview to find teachers' perception about TPR approach. The researcher used open-ended questions, to find teachers' opinion based on their experience. Researcher interviews the teachers by asking some questions that related to the TPR implementation in the classroom. Such as teachers' experience by using TPR method, the obstacles when using TPR approach, the most frequently TPR's technique used, and what teachers' perception about the students' response when teachers use this method.

D. Data Analysis

The data from observation and interview will be analyzed through Creswell's steps. The process is how to make sense to entire raw data. Below are the steps how the researcher analyzed the data (Creswell, 2012):

1. Preparing the data for analysis by organizing and transcribing the raw data from observation and interview. Researcher organized the data through spread sheet.
2. The researcher explored and coded the data through QDA Miner Lite application. The data from Microsoft excell office was input to QDA Miner Lite.

3. The codes that the researcher got would be used to formulate the themes
4. After getting the themes, the researcher developed the findings.
5. Last, construct an interpretation of findings



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter aims to present the answer of research questions and interpret it in the discussion section. The researcher has analyzed the data that have been collected through observation, and interview in Ar-Risalah Bilingual School, and Schoolhouse Montessori. First, the researcher presents finding how teachers implement TPR approach in their classrooms. Second, the researcher presents findings of teachers' perceptions toward the implementation of TPR. Third, the researcher discusses an interpretation of the first and second research questions answers.

A. The Way Teachers Implementing TPR Approach

In this part, the data was presented to answer the first research question about the way of two teachers implementing TPR approach in their classroom in Ar-Risalah Bilingual School and School House Montessori. The researcher has classified the data into three themes; giving command, dancing and singing, and game. All of these themes explained how the teacher conducted the technique of TPR approach.

1. Giving Command (imperative and interrogative way)

Giving command is the common technique used in the entire of classroom activity in Ar-Risalah and Montessori kindergarten; it can be in the imperative or interrogative way. This technique was conducted to create the submission for

children; it preferred to form their character, also to offer the language explicitly.

Below are the expressions that teachers used in giving the command:

Table 3: Implementation of the giving command in two schools

Teaching Procedure	Imperative expression	Interrogative expression
Teacher 1	<p>“Raise your hand please!” Students respond by rising their hands</p> <p>“Ok, make a line please!” Students respond by standing and make a line</p> <p>“Sit down nicely!” Then students do some movements of their hands by counting 1-6 for each the movement.</p> <p>“Give me five!” Then teacher’s and student’s hands clap together</p> <p>“Let’s count the number! one, two, three... to thirty” Students count the number by using their fingers.</p> <p>“Find watermelon!” They point to watermelon picture</p> <p>“Find apple!” They point to apple picture</p> <p>“Find banana!” They point to banana picture</p> <p>“Add more the sodium!” Student takes the sodium and put it into vinegar</p>	<p>“What is the weather today?” A student answers by pointing hands outside the window and say “it’s sunny”</p> <p>“Who want to eat?” Students rise their hands and say “yes, me”</p> <p>“How many teacher?” Students respond by showing one finger.</p> <p>“who can count one to twenty” They raise hand spontaneously. One student count the number by using his fingers</p> <p>“Where is square?” Students grab the square wood</p> <p>“Where is triangle?” Students grab the triangle wood</p> <p>“Which one the small square?” Students grab the small square</p> <p>“Which one the big circle?” They grab the big circle</p> <p>“Who wants to color it?” They raise hand up and say “me”</p> <p>“Who want to try?” One student raise her hand, and walking forward to try the experiment</p>

Teacher 2

“Raise your hands!” Students raise their hands when praying	“What is this? (showing the picture) They say “this is manggis” by touching the picture
“Let’s count together, follow me!” Students listen to teacher and follow what she does	“What is the color?” They point the picture and say “purple”
“Twenty one (touching her head)” Students touch their heads and say “twenty one”	“What is this? (showing the picture)” They say “this is elephant” by pointing their hands to the picture
“Twenty two (touching her shoulders)” Students touch their shoulders and say “twenty two”	“How is its shape?” Students open their hand and say “big”
“Twenty three (touching her knees)” Students touch their knees and say “twenty three”	“Are you happy today? Show your smile!” They say “yes” and smile
“Twenty four (touching her feet)” Students touch their feet and say “twenty four”	
“Tidy up please!” Students respond by putting in order their pencil color	

The table shows all the teachers’ expression in implementing TPR. These results were collected from circle time and central play activity. In the first meeting in two schools, the researcher found the using of giving command in the classroom by the teacher. Teacher-1 used imperative and interrogative expression when she gave apperception in the circle time, for example, she asked “*what is*

the weather?” then students responded by pointing outside the window and say *“it’s sunny”*, *“raise your hand, please!”* Then students raise their hands when praying, and when she opened the central play activity, for example, she asked *“how many teachers?”* and students responded by showing one finger, sometimes teacher asked students to sit nicely and students responded by pleating their hands. While teacher-2 used imperative expressions in circle time and central play. For example in circle time, she reviewed the previous lesson of number twenty one to forty. Then she asked students to follow what she said and did, she said *“twenty-one”* by touching her head, *“twenty-two”* by touching her shoulders, *“twenty-three”* by touching her knees, *“twenty-four”* by touching her feet, until forty by repeating the movement, and students responded by touching their part of body and said the number. In the central play, the researcher found teacher used an imperative expression to ask students to put their pencil color in order by saying *“tidy up please!”*.

In the second meeting, Teacher-1 used imperative and interrogative expressions in her classroom. In the circle time, the teacher asked students to count the number one to thirty together by pointing their fingers and students responded as the teacher did. In the central players, the teacher brought the various shape of chunky wood and asked students *“where is a triangle?”* and students grabbed the triangle wood. Then teacher show them the picture of fruits, and then asked *“find watermelon!”* students responded by pointing out the watermelon picture. Teacher-2 used the interrogative expressions. The researcher found the implementation in the circle time when reviewing the previous lesson.

The teacher showed the picture and asked students “*what is this?*” students responded by pointing to the picture and said “*elephant!*” then she asked again “*how is its shape?*” students opened their hands and say “*big*”.

In the third meeting, teacher-1 used imperative and interrogative expressions in central play. The day is science day in the first school and they did some experiments outdoor, but teacher also used the language such as teacher asked “*who want to try?*” then one student responded by raising their hand and walking forward to try the experiment, and she asked “*add more sodium!*” when students did the experiment and they added some sodium into vinegar. Teacher 2 used imperative and interrogative expressions in circle time. Such as, she asked “*are you happy today? show your smile!*” students smiled and said “yes”. Then they count the number forty-one to fifty by touching their heads, shoulders, knees, and feet repeatedly such in the first meeting of this observation.

2. Dancing and Singing

In general, this technique appears in the whole physical activity in the first section of the kindergarten teaching-learning process. Usually, there are songs that were played and teachers showed the action of each expression from the song. Students participated this morning activity enthusiastically. Even though students did not know the meaning of the language song, but they can absorb the meaning of language by doing the action of expression from the songs. There are several songs that were used in English teaching in two schools, with the title; *make a*

circle, open banana, growing, brush your teeth, go bananas, walking-walking, action song, hokey pokey and tooty ta song.

The researcher presented the data from the first school to show how the teacher-1 conducted the dancing and sing a song. During three days, the researcher found that the teacher and students danced and sang together in the circle time without audio play. In physical time, they stand in front class in a circle formation and started sang by moving. The table showed you how students' response when dancing and sing a song was implemented.

Table 4: Teacher and students dance and sing *make a circle* together

Teaching procedure	Students' response
Make a circle big big big, big big big	They move and make their formation is bigger than before
Make a circle small small small, small small small	They make their formation is smaller than before
Make a circle clap clap clap, clap clap clap	They clap their hands
Make a circle jump jump jump, jump jump jump	They jump
Make a circle round and round And sit down	They round They sit down

In the first day of three days in the first school, the teacher implemented the dancing and singing a song at the closing activity of central play. They sang *open banana and growing* song. Here are how their responses toward the expressions from the song.

Table 5: Teacher and students dance and sing *open banana and growing song*

Teaching procedure	Students' responses
Growing , we do it every day	They do such a sliding hand
We're growing when we're sleeping	They put the hands on their cheeks, such a sleeping action
Each day we grow a little taller	They make their hands up to show the taller action
A little bigger, not smaller.	They open their hands to show the bigger action, and close it to show the smaller action
Because I'm growing and so are you.	They point their friends
Open banana, open banana	They open their hands one by one
Peel banana, peel, peel banana	They do such a peel action with their hands
Slice banana, slice, slice banana	They make slicing motion with hands
Shake banana, shake, shake banana	They make whirling motion with hands
Eat banana, eat, eat banana	They make feeding motion
Close banana, close, close banana	They close their hand

Teacher -2 implemented dance and sing a song in physical activity. During three days the researcher had observed the classroom activity, the teacher used audio play. The songs make *a circle, brush your teeth, go bananas, walking-walking, action song, hokey pokey and tooty ta song*. The table showed you how students respond when the song implemented.

Table 6: Teacher and students dance and sing several songs

Teaching Procedure	Students response
Make a circle big big big, small small small, big big big	They make a big circle formation, then smaller then bigger
Make a circle small small small, hello hello hello	They make a small circle and say hello
Make a circle round round round, round and round, round and round	They walk around
Make a circle round round round, hello hello heloo	They walk around and say hello
Make a circle up up up, down down down, up up up	They stand, then down, then standing up again
Make a circle down down down, now sit down	They sit down
you put your right hand in	They put their hand forward
you put your right hand out	They put their hand back
and you shake it all about	They shake their hand
and you turn your self around	They turn around their body
you put your right foot in	They put their foot forward
you put your right foot out	They put their foot back
and you shake it all about	They shake their foot
every body shake your body, tooty-ta-ta!	They shake their body
Tumbs up, tooty-ta-ta, tooty ta!, tooty-ta-ta!	They put their tumbs forward
Tumbs up, elbows back, tooty-ta-ta, tooty ta!, tooty-ta-ta!	They put their tumbs forward then elbows back
Tumbs up, elbows back, feet apart, tooty-ta-ta, tooty ta!, tooty-ta-ta!	They put their tumbs forward, elbows back, then feet apart

Tumbs up, elbows back, feet
apart,knees together, tooty-ta-ta,
tooty ta!, tooty-ta-ta!

They put their tumbs forward, elbows
back, feet apart, then knees united

Tumbs up, elbows back, feet apart,
knees together,bottoms up tooty-ta-
ta, tooty ta!, tooty-ta-ta!

They put their tumbs forward, elbows
back, feet apart, knees united, then
bottoms up

Tumbs up, elbows back, feet apart,
knees together,bottoms up, tongue
out tooty-ta-ta, tooty ta!, tooty-ta-ta!

They put their tumbs forward, elbows
back, feet apart, knees united, bottoms
up, then tongue out

everybody shake your body, tooty-ta-
ta!

They shake their body

form the corn, form, form the corn

They put the right hand up, left right up
and unite it

peel the corn, peel, peel the corn

They put the hands down one by one

pop the corn, pop, pop the corn
pop,pop,pop,pop,pop!, pop the corn!

They pump their hands

form potato, form, form potato

They put the right hand up, left right up
and unite it

slice potato, slice, slice potato

They do such a cutting movement by
their hands

mash potato, mash, mash potato
mash, mash, mash, mash potato!

They shake their body

form the orange, form, form the
orange

They put the right hand up, left right up
and unite it

peel the orange, peel, peel the
orangesqueeze the orange, squeeze,
squeeze the orange
squeeze..... the orange!

They put the hands down one by one
hey shake their body

form bananas, form, form bananas

They put the right hand up, left right up
and unite it

peel bananas, peel, peel the bananas

They put the hands down one by one

go bananas, go, go bananas
go,go,go,go,go, bananas

They shake and jump

Walking-walking, walking-walking	They walk around
hop-hop-hop, hop-hop-hop	They do hops
running-running-running,	They run around
now let's stop, now let's stop	They walk then stop
tiptoe-tiptoe, tiptoe-tiptoe	They are tiptoed around
skip-skip-skip, skip-skip-skip	They do skips
jumping-jumping-jumping	They jump
now let's stop, now let's stop	They walk then stop

Naa, naa, naa I'm so happy, oh so happy sing with me	They shake their body
Clap, clap, clap your hands	Clapping their hands
Stomp, stomp, stomp your feet	Stomp their feet
Swing, swing, swing your arms	Swing their arms
Jump, jump, jump around	Jump around
Touch the sky and touch the ground	Hands up and hands down
Shake, shake, shake your hip	Shake their hip
I know a song, and it goes like this!	Shake their body

up and down, left to right	They do such brushing up and down
up and up, up and up, brush and brush!	their teeth with hands, and brushing left to right.
all the way through	Their hands are up and up.
up and down, left to right	

up and up, up and up, brush and brush!	They do such brushing up and down
all the way through	their teeth with hands, and brushing left to right.
move your toothbrush, up and down	Their hands are up and up.
let's brush our teeth, healthy and clean	

left and right, between the teeth	They do such brushing up and down
front teeth, back teeth, shiny and	their teeth with hands. They do such

clean all together, it's time to brush	brushing left and right their teeth with hands
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In the first day, teacher-2 used five songs in physical activity; *make a circle, go bananas, walking-walking, hokey pokey and tooty ta song*. As the table showed, the teacher did the action from the song expressions and students followed the teacher's movement and sang the song together. This activity took place outside the classroom. The second day, teacher used six songs; *make a circle, brush your teeth, go bananas, walking-walking, action song, and tooty ta song*. Teacher used audio play, they sang and danced together. The third day, teacher used three songs; *tooty-ta song, hokey pokey and make a circle*, the procedure like the days before teacher used audio play then sang and danced together.

3. Game

From the observation, the researcher found the implementation of games in the first school. Teacher-1 conducted Simon says game at the closing activity in central play. This game was implemented to boost students' mood because they looked bored. The teacher asked students one by one to touch what she said, the first topic about part of the body and the second topic about the objects in the classroom. The steps were teachers touch her mouth and students say "*mouth*" until several times repeated this step with a different part of the body then the teacher asked "*touch your hair!*" and the student responded by touching his hair. The second topic, the teacher asked all students to touch the object in the

classroom such as “*touch the cupboard!*”, all students run to touch the cupboard.

Here are the table showed how this game implemented and students’ response.

Table 7: Teaching procedure and students response when *Simon says* game

Teaching procedure	Students response
Touch your mouth!	Student touches her mouth immediately
Touch your finger!	Student touch his fingers
Touch your hair!	Student touch his hair
Touch your noise!	Student touch his noise
Touch your chin!	Student responds by touching their chin
Touch your cheeks!	They touch their cheeks
Touch your ears!	They touch their ears
Touch the door!	Students run and touch the door together
Touch the cupboard	Students run to find the cupboard and touch it
Touch your bag	Students touch their bag
Touch the blue wall	Student touch the wall
Touch the whiteboard	Students touch the whiteboard
Touch the door	Students touch the door
Touch the floor	Students touch the floor by their foot and hand

In the next game, the teacher used flashcard in learning number in the third meeting of this observation. First, the teacher showed the card with number one to ten. Second, the teacher asked students to find the number that she said, for example, she said “*find number two!*” then students took the card with number two. Third, the teacher asked “*one plus one, how much?*” then students responded

by counting with their fingers and took the card with number two. Here are the table showed how this game implemented and students' response.

Table 8: The use of flashcard as a math game

Teaching Procedure	Students response
Where is number ten?	Students grab the number ten card and give it to teacher
One plus one. How much?	Students use their fingers to count and answer it by picking the card with number two
Two plus three. How much?	The student uses his finger to count and pick the number five
Seven plus three. How much?	Student counts with his fingers, but cannot answer then teacher help him

B. Teachers' Perception Toward TPR Approach

The data was presented to answer the second research question about teachers' perceptions toward the implementation of TPR approach in their classrooms. From two teachers, the researcher had coded the data and interpreted it into two themes; teaching procedure and the effect of TPR. Here is the table that shows the codes and the segments that refer to teachers' statement from the data interview.

Table 9: Themes, codes, and segments

Themes	Codes	Segments
	Purpose	SEG-02, SEG-15, SEG-17, SEG-28
	The need	SEG-04, SEG-19
Teaching	Teacher's consideration	SEG-16, SEG-22, SEG-29

Procedure	Children learning characteristic	SEG-01, SEG-03, SEG-06, SEG-14, SEG-18, SEG-23
	Strategy	SEG-05, SEG-25, SEG-30
	Technique	SEG-08, SEG-09, SEG-10, SEG-11, SEG-13, SEG-24, SEG-26
	Lesson plan	SEG-12, SEG-07, SEG-20, SEG-21, SEG-27
The Effects of TPR	Benefit	SEG-31, SEG-32, SEG-34, SEG-35, SEG-40, SEG-36, SEG-37, SEG-38
	Obstacles	SEG-39, SEG-33

The researcher presented the explanation of the table into two themes below. Both themes, the researcher wrote by retrieving segments of teachers' statement based on the codes, and not all the segments were input, the researcher just brought up some statements as a representation of the code.

1. Teaching Procedure

Teachers conducted the teaching procedure of TPR in various ways as researcher found in observation. Furthermore, from the interview researcher found that teachers had implemented another technique in their classroom based on several factors such as the purpose, strategy, the need, technique, lesson plan, teacher's consideration and children learning characteristic.

Teachers have some reasons why they have to apply this approach in the classroom. From the data interview, the researcher got the teachers' statement about their purpose in conducting this approach. Each teacher had their own perspective in conducting TPR approach.

Teacher-1 said:

“I implemented TPR to attract their motivation and attention when they get bored, so I use such some movements” (SEG-02)

While Teacher-2 said:

“I apply this approach in order that children can enjoy in learning a foreign language without thinking out loud” (SEG-15)

“I apply TPR in the classroom to make children understand and apprehend the new language easily” (SEG-17)

From that opinions above researcher can find out several reasons why these teachers apply TPR in their classrooms. First, when the children are bored with the learning atmosphere, the teacher makes a number of movements to pull back their enthusiasm and attention. Second, teachers apply TPR so that children can enjoy learning foreign languages without any burden. Third, it is easier for children to understand and capture a new language, in SEG-28, teacher-2 also has the same perception about this.

From the purpose stated above, researchers wondered whether this approach was always used. Although in observation researchers found that this approach was not always used, it would be better to know the teacher's perceptions. Following is a statement from one of the teachers:

Teacher-1 said:

“This TPR is not always applied, depending on the need when it is deemed necessary” (SEG-04)

The statement clearly referred to the teachers’ purpose and reiterates that this approach was applied depending on needs; it is not applied in the whole of all class activities. In SEG-19, teacher-2 said that this approach always used based on

the theme. Furthermore, the researcher asked about school policy about this approach, whether the school required the teacher to implement this or the teacher took the initiative to use it.

Teacher-1 said:

“In fact, schools are not obliged to apply TPR approach. I tend to use this approach so that children are not easily bored and saturated with the material when I teach them” (SEG-16)

Teacher-2 said:

“It depends on the teacher how to apply a method, applying techniques to encourage students to understand the foreign language, the school does not require it” (SEG-22)

The statement above implies that teachers have the authority to determine the appropriate approach used in the classroom. As TPR application, the two teachers stated that the school did not require to apply this approach but it depends on the teachers' own consideration. Teacher-1 stated that she used this approach to make children are not easily bored in learning and teacher-2 stated that this application depends on the teachers; the goal is to make children understand foreign languages, in SEG-29 teacher also said these perspective. In this implementation teacher also focused on children learning characteristics, it was also as consideration for the teacher in determining the techniques. Here are teacher perceptions about their consideration toward children learning characteristic.

Teacher-1 said:

“At the age of children, they prefer to play while learning” (SEG-01)

“Children don't like being taught monotonously. As a teacher, we must have various ways to attract their attention” (SEG-03)

“Children have different abilities. Some prefer listening and some are visual” (SEG-06)

Teacher-2 said:

“Actually, at early childhood should not be given pressure in learning” (SEG-23)

From these statements, the researcher concluded that children learning characteristics are very influential to teacher's consideration in applying TPR. Teacher-1 had perceptions that children prefer to play when learning, in the SEG-14 and SEG-18, teacher-2 also has the same view that by implementing TPR, students can play when learning. In conducting TPR approach, teacher considers various ways to cover up all students' learning characteristics. Teacher-2 added that in teaching children, it should be a comfort for them without any pressure. When conducting this approach, sometimes teachers got obstacles. The obstacles usually come from students who don't understand the teacher's direction. They had several strategies to solve it. Following are the statements from the two teachers

Teacher-1 said:

“I give them a more appropriate example so that they understand quickly” (SEG-05)

While Teacher-2 said:

“Sometimes I have to repeat it. I have to focus on those who don't understand and I repeat TPR” (SEG-30)

The existence of this obstacle is because there are students who do not respond effectively, so the strategy arises. From the statement above, the teacher's strategy in dealing with obstacles was providing other examples that are more suitable and repeating the directions as in SEG-25 teacher-2 also have the same point how to solve these obstacles. The researcher also found the application of these strategies when observing and seeing students' responses more active. Exactly, these strategies, of course, exist when the techniques in TPR are applied. Here are techniques that teachers often use and other techniques:

Teacher-1 said:

"I often use giving command for children while doing a movement" (SEG-08)

"The other technique, I showed objects so they understand what I say" (SEG-09)

"I also showed a picture or visual learning and when the children saw the picture or I played the video, we imitate the movements and pronounce English" (SEG-10)

Teacher-2 said:

"They will always sing a song, every day there are about five songs and they sing while moving to follow the movement of the song" (SEG-11)

"If I give command, it depends on conditions, for example, I told them to 'close the window' and they did it according to the instructions that I gave" (SEG-26)

"Another technique may exist. I usually use the media, but I adjust to the material, for example, the material is about shapes, there will be chunky words that become a media. When I ask them which square is, they will look for it" (SEG-24)

The common techniques that they used in the classroom were giving command and sing a song. Other techniques are by using media such as picture,

video and wooden shape block. This happens because every child has different abilities. Also, other techniques such as story-telling and role-playing are applied at certain times based on the lesson plan. Here are what teachers say about lesson plan:

Teacher-1 said:

“It actually was planned in lesson plan; when are story-telling and role-playing days” (SEG-12)

Teacher-2 said:

“The specific time for role-playing or storytelling is based on the theme; if the theme matches to story-telling or role-playing maybe I will apply it.” (SEG-07)

“The learning material is adjusted, but there is one time that it is always applied TPR, it is a physical activity that will always be every day, but when in the class it will be adjusted to the material that will be taught” (SEG-20)

In the lesson plan, the timing of the application of story-telling and role-playing has been determined. It also depends on the theme. Teacher-2 also said that they applied TPR at physical activity which became a routine every day at that school, the same statements also appeared in SEG-21 and SEG-27. All of the above procedures occur before and when the teacher is teaching, there some factors and steps that are considered before applying TPR.

2. The Effect of TPR

The implementation of TPR in two schools has effects on the children’s learning process and teacher’s teaching process. The effects can give benefit even

the obstacles for children and teacher. Firstly, the researcher wrote about the benefit of TPR based on codes.

Teacher-1 said:

“They understand more quickly, apprehend the spoken meaning, their memory is more permanent because they immediately hear and apply English” (SEG-31)

“For the audio learner, they tend to be able if this approach is applied. Actually, they are easy to remember, relieve stress in learning a foreign language” (SEG-32)

“Children are more active, they’re not passive when this approach is applied” (SEG-34)

“After I applied TPR they were very excited to show their enthusiasm, even they looked very happy” (SEG-35)

Teacher-2 said:

“They can learn and move to do an activity by playing, by taking the object. They are very happy and very active” (SEG-37)

There are so many benefits provided by this approach including; students can understand and apprehend foreign languages quickly because they can hear and apply the language directly, children are easy to remember and they have long memory, they are more active, excited, and enthusiastic and all of these, this approach can reduce students’ stress in learning a foreign language. Even though there are a number of great benefits, obstacles remain when the teachers apply this approach.

Teacher-1 said:

“Obviously there are obstacles because there are active, aggressive and passive children. Well for these passive children when I give command, they don't respond too much” (SEG-39)

Teacher-2 said:

“The obstacles in applying TPR, maybe not all children can understand what I'm saying” (SEG-33)

The obstacle comes from differences in children's character. Passive children tend to not respond well, they have difficulty understanding what the teachers saying. In completing this, the teachers have their own strategy with the aim that all children can learn foreign languages well as explained in the previous section.

C. Discussions

This section presents the discussion based on the research findings. First, the discussion talks about how TPR approach was implemented in two kindergartens; Ar-Risalah Bilingual School and Schoolhouse Montessori. Second, it discusses teachers' perceptions toward TPR approach. Based on the research findings, teachers have several procedures in conducting this approach. The Ar-Risalah's teacher used giving command, dancing and singing, and games, while the Montessori's teacher used dancing and singing, and giving command.

In implementing the TPR approach, teacher-1 conducted the techniques in many ways. First, she applied the giving commands technique by inserting it in apperception activity, using instructional media such as wooden shape block and printed picture, and shaping students' attitude to be more obedient. As showed in table-3 , teacher-1 used the imperative and interrogative expression. Through giving apperception, she asked students some questions and they responded by movement such when she asked “*what is the weather today?*” and they pointed

hands to the window and say “*it’s sunny*”, the teacher gave the command in interrogative ways but children still respond physically. As Brown (2000), considers that teacher can give the command in interrogative expression. Then using instructional media; wooden shape block and printed picture, these are apparent when they learn about shape and fruit when the teacher asked “*where is square?*” and students grab the square wood, in the same way Sari (2016) discovers that in implementing the TPR approach, instructional media is used to attract students’ motivation. Next, the teacher instructed the students’ attitude to be more obedient, as the teacher asked them to sit nicely when they were noisy. Also when children went out of the class, the teacher asked them to stand in line, of course, these activities was intended to shape the children’s character to be more obedient and disciplined.

Second, teacher-1 applied singing and dancing when starting circle time and closing central play. In the implementation, she did not use audio-play, but they sang together. Children look sing the song fluently because these activities become a routine for them. Every three days’ observation, the teacher applied *make a circle* song before circle time to boost their learning motivation. At the closing of central play in the first day’s observation, teacher also applied dancing and singing *open banana* and *growing* song, researcher consider that teacher tried to attract again students’ attention because they look bored and tired, as well as Mirici (1999, cited in Er, 2013) affirms that TPR always can attract the students because it is full of movement such song and movement, and story and movement.

Third, teacher-1 used games in her classroom. The games are *Simon says* and *math game* that uses flashcards. The *Simon says* game was applied at the closing of central play, again, the teacher did this because students become bored and exhausted. However, children were getting excited when playing this game as Suyanto (2008) identifies that children are motivated to learn English because they are an imaginative and active learner. In applying *math game*, teachers used flashcard as the instructional media. Even math is a difficult subject, children looked enthusiastic in learning, because they love playing while learning.

Next teacher-2 implemented TPR in two techniques; singing and dancing, and giving command. The way how teacher-2 conducted giving command, as well as teacher-1 did in imperative and interrogative motions. The implementation only appeared in circle time, because they only used English when physical activity and circle time. Sometimes she gave apperception by using picture or just asking how they life but still students respond physically. Two of three days' observation, in circle time the teacher-2 built an initial knowledge of learning number, they counted together with the number by touching their body.

Then, teacher-2 implemented singing and dancing in circle time. It was a routine in Montessori kindergarten, every morning before circle time they stand together in front of class then teacher played the song by using audio-play even though they still sing and follow teacher's movement, there are about three to six songs each day. Children memorize each movement that represents expressions showed in table 4

According to the findings of the second research question, teachers' perception was divided into two aspects; teaching procedure and the effects of TPR. Teachers had several factors why they implement TPR in teaching English for children, there are the purpose, the need, teachers' consideration, children learning characteristic, strategy, technique and lesson plan. Usually, TPR was conducted because of the conditions that make teachers implement TPR such the circumstances are bored and children are saturated. Teachers had full authority to implement this approach and they are more aware of the students' needs in learning. Even they have been able to vary the technique such Reilly and Ward (1997, cited in Er, 2013) notice that TPR establishes a number of learning styles, for example, there is a child who is a visual learner type so the teacher will use media images or audio-visual children, the teacher will play the video while teaching. The goal is that all the children can understand the foreign language and improve their motivation as Misbah (2013) has recommended this approach in his thesis.

TPR also has an impact on the teaching and learning process. It can be an advantage for teachers and students or even obstacles. The benefit of this approach is that the process of learning foreign languages occurs faster, children's memories are stronger, they indirectly absorb the language and directly practice it and this makes stress levels less, and of course, they are more active in response teachers' command. As in findings stated that the obstacles exist from the passive learner, both teachers still solve the problem by creating the strategies that are appropriate to all children's characters.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This conclusion is drawn from the research that has been conducted in Ar-Risalah bilingual school and school house Montessori. First, the researcher will give the conclusion of the answers of the first research question, which is about how this approach is carried out. Second, conclusion will convey the answer of the second research question, which is about teacher perceptions.

The implementation of TPR approach in Ar-Risalah bilingual pre-school is conducted in several activities; dancing and singing, giving command in imperative and interrogative ways and games. While in schoolhouse Montessori; dancing and singing, and giving command in imperative and interrogative ways. Most of the activity was conducted in physical activity at the first class section as warming up, usually dancing and singing is the technique in this part. Then, giving command in imperative and interrogative is used when teachers appease the class situation, and this technique intensively related to making students more respectful. Games are used to attract students attention and motivation in learning a foreign language, also because children need to have fun. All of these activities give the benefits for children in learning English such as reducing stress, avoiding the boredom, improving interest and motivation, and forming the obedience is.

The teachers from Ar-Risalah and Montessori kindergarten have positive perceptions about the implementation of TPR approach to children. They perceived that TPR is important and has benefits in language teaching-learning

process for children. Teachers view this approach facilitate children to acquire the language, motivate them, make them more enthusiastic and give them the experience of learning by context.

B. Suggestions

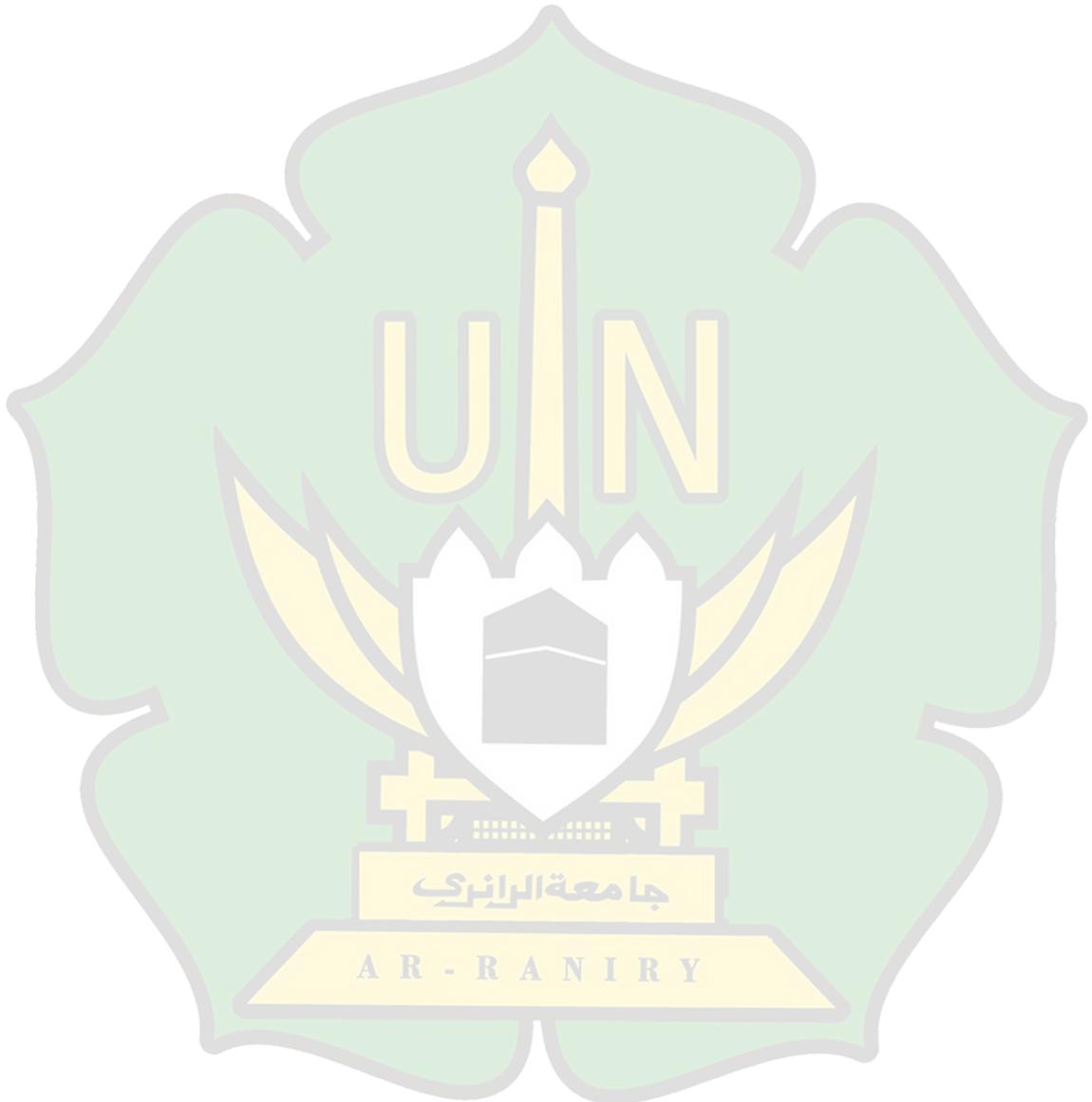
As a reflection of the findings from this study, the researcher faced several challenges due to minimal time when observing and interviewing. The next researcher might utilize this research as a reference in conducting similar research in the future. The researcher suggests that further research would pay attention to two things below:

1. When conducting observations it would be better if the time is longer so that the understanding of the application of TPR approach is deeper, especially about the implementation of the technique by the teacher.
2. To get the more in-depth information about this approach, the interview must be conducted at every finished the observation.

More specifically, the researcher gives several suggestions to achieve the goals of the teaching-learning process. Regarding the benefits of this approach, the implementation of TPR should be developed effectively to make all children can participate in the teaching-learning process. Also, teachers must have full control to children because they cannot pay attention fully sometimes.

Moreover, teachers' innovation and creation are really needed in implementing this approach. It is better if this approach uses additional media to make the learning process more effective in order to motivate passive children.

For the readers of this thesis, the researcher really suggests this approach to be implemented in teaching English for young learners; kindergarten students, elementary students, and junior high school.



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PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-591/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

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Nama : Santi Rahmadani
NIM : 140203028
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Investigating the Implementation of TPR Approach in English Language Teaching for Children

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 14 September 2018

An. Rektor
Dekan





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3 Oktober 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Senti Rahmadani
N I M : 140 203 028
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. SD IT Hafizul Ilmi Komplek AKA Residence No. 12 Desa Blang Krueng
Kab. Aceh Besar

Untuk mengumpulkan data pada:

Ar-Risalah Bilingual Pre-School , School House Montessori

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Investigating The Implementation Of TPR Approach In English Language Teaching For Children

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

AR - RANIRY

An. Dekan,
Kepala Bagian Tata Usaha,



Kode 9008

BAG UMUM BAG UMUM

Ar-Risalah

Bilingual School

Lr. Ali Puteh Dsn. Lapangan Ds. Lamreung Mns. Bak Trieng Kec. Krueng Barona Jaya Kab. Aceh Besar.
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SURAT KETERANGAN

NO : 032/YADA/PAUD/XII/2018

Yang bertanda tangan di bawah ini Kepala Sekolah Arrisalah Bilingual School Desa Lamreung Mns Bak Trieng Kecamatan Krueng Barona Jaya Kabupaten Aceh Besar, Dengan ini menerangkan :

Nama : Santi Rahmadani
NIM : 140 203 028
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

Telah selesai melakukan tugas mengumpulkan data untuk menyusun data skripsi dengan judul **“INVESTIGATING THE IMPLEMENTATION OF TPR APPROACH IN ENGLISH LANGUAGE TEACHING FOR CHILDREN”** mulai tanggal 08-10 Oktober pada Ar-Risalah Bilingual School sesuai dengan surat Dekan Fakultas Tarbiyah

Demikianlah surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Aceh Besar, 03 Desember 2018

Kepala Sekolah Arrisalah Bilingual School

AR-RANIRY

Ar-Risalah

bilingual preschool

Cat Dewi Agustina S,Pd. I

SURAT KETERANGAN PENELITIAN
001/NYI-SHM/03/XII/2018

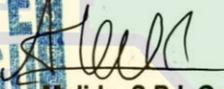
Kepala Sekolah Nae Yogu School House Montessori Banda Aceh dengan ini menerangkan bahwa :

Nama : Santi Rahmadani
Nim : 140 203 028
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

Telah selesai melakukan tugas observasi pada jam KBM yaitu jam 09.00 sampai dengan jam 10.00 pagi. Guna untuk pengumpulan serta penyusunan data skripsi dengan judul ***"Investigating The Implementation Of TPR Approach In English Language Teaching For Children"*** mulai tanggal 15-17 Oktober di Sekolah Nae Yogu School House Montessori Banda Aceh sesuai dengan Surat Dekan Fakultas Tarbiyah.

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Banda Aceh, 03 Desember 2018



Agus Mulida, S.Pd.,Gr
Head Master

Observation sheet.

This observation sheet created by researcher according to characteristic of TPR activity in chapter 2.

No	Time phases	The activity of TPR	The teaching procedure implemented by teacher
1.	Physical activity	<ul style="list-style-type: none">• Giving command (imperative – interrogative)• Storytelling• Role Playing and miming• Dancing and singing• Games• Drawing	
2.	Circle time	<ul style="list-style-type: none">• Giving command (imperative – interrogative)• Storytelling• Role Playing and miming• Dancing and singing• Games• Drawing	
3.	Central play	<ul style="list-style-type: none">• Giving command (imperative – interrogative)• Storytelling• Role Playing and miming• Dancing and singing• Games• Drawing	

Interview questions for teacher

Interviewee :

School :

Date :

List of question:

1. Why do you implement TPR approach in the class process?
2. Do you think that TPR approach is important?
3. Is this approach always used?
4. How do students' response when this approach is implemented?
5. Do you think that this approach may reduce children's stress in learning English?
6. What is the common technique of TPR that used in class?
7. Is there any other technique that you use in the class?
8. Is there any specific time to implement the role playing and storytelling?
9. Are there any obstacles when you implement TPR approach?
10. Are there any advantages with using this approach in teaching learning?
11. Does the school obligate you to implement TPR in teaching learning?

Research Location

This research was conducted in two kindergartens in Banda Aceh which teach English to the children:

1. Ar-Risalah Bilingual School

Ar-Risalah bilingual school is one of private school, located in Lr. Ali Puteh, Lamreung, Aceh Besar. This school uses two languages; English and Arabic in the teaching-learning process. It has three group studies; one playgroup and two kindergartens. The teachers and students speak in English actively, not only at teaching learning process in the classroom but also when they are outside the classroom. All teachers can speak English although most of them are not English graduation. This school has curriculum that regulates about the implementation English for young learner.

2. School House Montessori

School house Montessori is one of private school, located in Jl. Bawal, Lamprit, Banda Aceh. This school uses English and Indonesian language in the teaching-learning process. Same with Ar-Risalah, this school also has three group studies; one playgroup and two kindergartens. Teachers and students speak English actively only in physical activity and circle time. This school has regulated about the teaching learning process and the use of English in Montessori curriculum.

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Parents' Identity

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- d. Occupation : Civil Servant
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- d. University : UIN Ar-Raniry Banda Aceh

Banda Aceh, 7 Januari 2019
Penulis,

Santi Rahmadani