

The Influence of Total Physical Response Method using Flash Card toward English Vocabulary Mastery for Early Childhood

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Abstract

This research aim is to investigate the influence of Total Physical Response method in the use of Flash Card to enhance children's English vocabulary of group B in RA Islamic Tunas Bangsa 4 Ngaliyan. Method of this research was used experiment approach of non equivalent pre test-post test control group design. Sampling technique of this research was used random sampling technique. In this research, the sample was 36 children that were divided into 2 groups. 18 children were in the experimental group and 18 children were in the control group. Collecting data was used test, observation, questionnaire, interview and documentation. Furthermore, data analysis was used t-test. Based on the research, Total Physical Response method using flash card has influence on the increasing of the children English vocabulary. It was shown of the t-test value which is $t_{count} 5.407 \geq 2.101$ with the significant level $\alpha = 0.05$. The success was caused by the stimulation of introducing English vocabularies through the media of Flash Card. It gave good outcome for children which is they able to pronounce the words, scrutinized the words, familiar with the words and understand the meaning of the words. Therefore, it can be said that this research had been proved that there was significant result of Total Physical Response method using Flash Card towards children English vocabulary mastery in RA Islamic Tunas Bangsa 4 Ngaliyan.

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INTRODUCTION

Early childhood is a gold age for growth of children. Not only physical but also cognitive, emotional-social and their own soul. In this phase, there are potential and aspects of development. Therefore, it should be stimulated such as cognitive, emotional-social development, motor physical development, moral religion development and language development (Puspita and Ernalis, 2013).

One of aspect of development that give highly contribute for their development is the development of language. An early childhood is the best period for learning language (Visia, Sulton and Muhammad, 2015). According to Puspita and Ernalis (2013), in the early age, language is an important aspect development to be stimulated. In the daily live, language will be used by children as a communication tool. Through language they can express their feeling and desire to others. Based on Santrok as quoted by Adhani D.N, Nurul k and Dewi Y (2016) through language, children can express their thoughts, so that people will understand and they can create a good social relationship.

In this globalization era, mastery foreign language become one of important communication tools. Wahyuningsih (2016) states that English mastery is very important due to almost of all sources of global information in various aspects of life use this language. According to Hidayati (2017), English became widely foreign language to be learnt. Also, this language has been included into Indonesia's education curriculum started from the early childhood, basic and also highest education.

Childhood is the most precise and exact time to acquire a foreign language. Yuliantantri and Nurhendi (2013) stated that learning English in the kindergarten is an early phase to begin English mastery in the next level.

Discussing about learning English in the kindergarten is not easy. It caused the differences between teaching English to early children and adult. It took teacher's patience and persevering during transferring their English knowledge to kindergarten students. In addition,

in dealing with the children the teacher must be creative and fun in the learning process. It could not be separated from the strategy, technique and method were applied by the teacher (Astutik and Choirun N, 2017).

The most important English communication is mastery English vocabulary. Like what stated by Tarigan (1993), the quality of person's language skill is depend on the quantity and quality of vocabulary they have. This show that vocabulary mastery is one of way to enhance their language skill. The vocabulary uses for teaching early childhood is the basic vocabularies. Tarigan (1993), states that the basic vocabulary is vocabulary that does not change easily such as kinship, part of body, pronoun, number, verb, adverb and noun.

Based on the observation result at RA Islamic Tunas Bangsa 4 Ngaliyan, the researchers observed that the children's vocabulary interest was relatively low. It indicated that during teaching learning process they did not pay attention to their teacher because the teacher used conventional method. Therefore, they did not follow the learning process actively. During convey the English vocabulary, the teacher using memorize and question-answer method.

The researcher stated that using conventional method was not various enough it influenced the children's interest and motivation during learning English. So, they felt bored and less motivated. The other impact that influenced was the lack of supporting facility on teaching media such as APE, *flash card*, picture and so on.

Based on the problems that had been mentioned above, the teacher need find innovative method and media during English teaching learning process. In enhancing their vocabularies, the teacher may apply *Total Physical Response* (TPR) method.

TRR method was developed listening, introducing new language through visual way and its context, involve physical activity and movement. According to Asher in Dwiaistuty, Doni and Tri (2016), in learning first language, children would listen first before they spoke. Listening activity was accompanied by physical

respond such as perceive, seize, moving, look around and so on.

The implementation of TPR during Teaching learning consider an activity that related to physical activity and movement that enable to create fun and effective English learning for children (Puspita and Ernalis, 2013). *Flash card* was able to make the teaching learning more concret. Also, it helped the teacher in explaining the means of learning (Meza and Winti A, 2016).

METHODS

The research aim is to investigate the influence of *Total Physical Response* method in the use of *Flash Card* to enhance children's English vocabulary of group B in RA Islamic Tunas Bangsa 4 Ngaliyan. Method of this research was used experiment approach of *non equivalent pre test-post test control group design*. Sampling technique of this research was used random sampling technique. During the research it involved 2 groups those are experimental and control group. The subject of the research was TK B at RA Islamic Tunas Bangsa 4 were occupied by 36 children. It was divided by 2 groups those are 18 children in the experimental group and 18 children in the control group.

Collecting data was used test, observation, questionnaire, interview and documentation. Furthermore, data analysis was used t-test. In this research, the validity used the correlation of *product moment pearso* by using *SPSS 21.0 for Windows*. With a criteria if r positive calculation and $r_{count} \geq 0.444$ so that the instrument was valid and if r_{count} was negative and $r_{count} \geq 0.444$ the

instrument was not valid. The reliability of the instrument used K-R 20. If the result of reliability coefficient was higher than r_{table} the result could be stated reliable. The data analysis technique used *Independent Sample T Test* by using *SPSS 21.0*.

RESULTS AND DISCUSSION

Descriptive Analysis

In this research, the data analysis used descriptive analysis. It observed how far the differences between the level of English vocabulary mastery for children before and after giving treatment of TPR in the use of *flash card*.

The Descriptive analysis carried out using *SPSS for windows 21.0* program. The result showed that the average value for pre-test in the experimental class was 10.67 and pre-test for control class was 9.44. While the average value of post test in the experimental class was 21.33 and post-test in the control class was 15.78.

Normality Test

The Data Normality test was used to find out whether the data from each variable was normally distributed or not. The data on normality test were obtained from the result of pre-test and post-test both in the experimental class and in the control class. The normality test was carried out using *SPSS for windows 21.0 One-Sample Kolmogorov-Smirnov Test*. The data was stated normally distributed if the level of calculated significance was higher than the significance level $\alpha = 0.05$. The recapitulation of normality test was presented in Table 1.

Table 1. The Recapitulation of Normality Test

Variable	P	A	Explanation
Pre test eksperimen	0.379	0.05	$P > 0.05 = \text{Normal}$
Post test eksperimen	0.828	0.05	$P > 0.05 = \text{Normal}$
Pre test control	0.701	0.05	$P > 0.05 = \text{Normal}$
Post test control	0.770	0.05	$P > 0.05 = \text{Normal}$

Based on the table 1, it shows that the variable of pre-test and post-test both in the experimental class and control class the significance value is higher than 0.05 at ($p > 0.05$). It can be concluded that all the variables of pre-

test and post-test both in the experimental and control class are normally distributed.

Homogeneity Test

Homogeneity variance test used to find out whether the sample that was taken from the

population came from the same variation or not and it did not show the significant differences each other. The statistical test used was the F test. It was compare the highest and the lowest variety. The requirement of homogeneous variance if the F_{count} lower than the value of F_{table} at the significance level was $\alpha = 0.05$. The result of

homogene test was carried out by using *SPSS 21.0 One Way ANOVA* the data can be seen at *Test of Homogeneity of Variance*. If $F_{count} < F_{table}$, It means that both of the data in 2 grups were homogeny. The recapitulation of the homogeneity result test could be seen in Table 2.

Table 2. The Recapitulation of Homogenity Test

Group	db	F _{value}	F _{table}	P	Explanation
Pre test	1:34	1.037	4.13	0.316	$F_h < F_t =$ Homogene
Post test	1:34	3.808	4.13	0.59	$F_h < F_t =$ Homogene

Based on the table 2 it is known that the data pre-test and post-test both in the experimental and control group can be known the value of F_{count} (F_c) was lower than F_{table} (F_t) and the significance is higher from 0,05 ($p > 0,05$). It means that the data of pre-test and post-test in the two groups are homogene.

Hypothesis Testing

Hypothesis testing was used to know true or false the hypothesis at the beginning. This was to know whether there was enhancement between before and after giving treatment. The data analysis used in this research was *t test*. The

researchers analyzed using *Independent Sample T Test* in *SPSS 21.0* program. *Independent Sample T Test* used to know whether or not the differences of average in the two unpaired sample.

The result of the data calculation used t-test formula. It was consulted by the cost in the table and its significance level $\alpha = 0.05$. If t_{count} was higher than the cost of t_{table} , it could be said that there was an influence in the use of *Total Physical Response* method receive aid of *Flash Card* to enhance children’s English vocabulary of group B in RA Islamic Tunas Bangsa 4 Ngaliyan. The recapitulation of t-test in post-test can be seen in Table 3.

Table 3. t-test result in Post-test

Group	Mean	t _{value}	t _{table}	Sig.	Explanation
Eksperimental	21.22	5.407	2.101	0.000	$t_h > t_t = (5.407 > 2.101) =$ Significant
Control	15.78				

Based on Table 3 the result of $t_{value} = 5.407$ while $t_{table} = 2.101$ because $t_{value} > t_{table}$ ($5.407 > 2.101$) therefore, the significant and the hypothesis proposed by the researcher were accepted.

During the research that has been done, it clearly known that there was differences in English vocabulary mastery for student in control and experimental class.

It could be seen from the enhancement result of the average of English vocabulary mastery in the experimental class compared to the control class. So, it could be stated that “there was significant influence in the implementation of *Total Physical Response* method in the use of *Flash Card* to enhance children’s English

vocabulary of group B in RA Islamic Tunas Bangsa 4 Ngaliyan”.

The success of learning process was inseparable from the teacher’s ability in developing the method or teaching learning media that was oriented toward the students’ involvement effectively during learning process. Basically, the development of appropriate method was aimed to create a fun and interesting learning process so that during English learning they contribute with an optimal result.

Flash card was one of a media for students to learn new vocabularies and understand the concept they have learnt. *Flash card* was able to provide a complement in the use of *Total Physical Response* (TPR). Hotimah (2010) stated that a media of *flash card* was an alternative that helped

students to improve their English vocabulary mastery mainly in the part of *listening* and *speaking skill*.

In the use of *flash card* to learn new vocabulary made the student interact each other during learning process. It helped each student to share their vocabularies that they had known and memorized (Komachali and Khodareza, 2012).

The children's world was related about playing. However, the games in the *flash card* increased their spirit due to they were challenged to get reward for their teacher. Flash card brought positivity in the use of English vocabulary learning process. They would easily understand that was taught using picture and letter. Also, a learning process that involved student's active directly such as see, touching and playing with the object.

Trough colorful picture and words could ease them to memorize each English vocabulary. Like what Hudson et al. in Carpenter and Olson (2011), stated that pictures in the *flash card* helped children's memory because visual it gave greater influence in memorizing and understanding than an audio. It affected them to know and understand faster that they learnt. Also, it easily to recall the information they had got with a number of vocabulary that has been introduced by *flash card*.

During learning vocabulary using *flash card*, it means that they see the object being learnt concretely through two-dimension picture. It made them easily to remember. Also, it made the easily to remember the words letter in the *flash card* such as the words formation and its vocabularies. During introducing the vocabularies, it could use picture, audio, body-language and action. If used picture, it should be a colorful picture and the teacher must repeat the words frequently.

Teacher gave repetition example related to pronounce the words. Also, the student was introduced with its words and vocabularies. After that, they were invited to match between the words and the picture in the *flash card*. In addition, they were instructed to pronounce by themselves.

When the students were taught about profession that there was no the concrete form.

They should pay attention on the picture and listen to the teacher during pronouncing the words correctly. At the first, they could not pronounce the word correctly by repetition and its confirmation from the teacher it made them are able to pronounce the word correctly. *Flash card* were presented by repetition. It helped them to remember the verbal information in their short-term memory or transfer it in the long-term memory (Stenberg, 2008).

Curtain and Carol (2010), stated that through *flash card* the students who only heard and imitated, they would began to analyze the words that related to the picture in *flash card* and learn its spelling. It helped them remember the words' vocabularies. To whom made a mistake in pronouncing the words, it can be corrected by using *flash card* media through repeated by teacher.

The researcher proved that the introducing stimulation for English vocabulary toward using *flash card* media produced student's response such as pronouncing the word, recognizing the letter of word and understand the meaning of the word. It appropriate with the behavioristic theory as quoted by Indihadi (2007). Language development was known as a developed from the verbal pronunciation that prevail randomly till the real capability to communicate trough the principle of stimulus-respond and its imitation.

The result of this research could not be separated by the use of TPR method and *flash card* media. This was expected became one of method that will be used to enhance children's English vocabulary. Therefore, it could be said that this research proved that there was significant influence from the use of *Total Physical Response* method receive aid of *Flash Card* to enhance children's English vocabulary of group B in RA Islamic Tunas Bangsa 4 Ngaliyan.

CONCLUSION

Based on the research finding and discussion which had been analyzed in the previous part, the conclusion of the research was significant influence in the implementation of *Total Physical Response* method using of *Flash Card*

to enhance children's English vocabulary of group B in RA Islamic Tunas Bangsa 4 Ngaliyan. It was shown of the t -test value which is $t_{count} 5.407 \geq 2.101$ with the significant level $\alpha = 0.05$. This success was caused the stimulation during learning English vocabularies by using *flash card* media. It gave students' respond that they were able to pronounce the words, listen to the words, know the letter of the words and understand the meaning.

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