

TEACHING ENGLISH BASIC SKILLS TO KINDERGARTEN STUDENTS USING TPR: A QUANTITATIVE STUDY IN DOCTO RABBIT KINDERGARTEN, TELAGA GOLF SAWANGAN, DEPOK

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ABSTRACT

The goal of this study is to find out the effectiveness of using Total Physical Method in teaching English Basic Skills for kindergarten students, especially in Docto Rabbit Kindergarten School, Telaga Golf, Sawangan, Depok. The method used is quantitative method and to analyze the data, SPSS (Statistical Package for Social Scientist) 16 regarding T-Test is used. The finding of this study is the fact that using Total Physical Response method is effective in teaching English basic skills for young learners because it suit with their characters. TPR method, developed by Dr. James Asher tries to introduce some language skills in an action in which a teacher serves three roles: an order taker, a model provider, and an action monitor in which learners serve as models and action performers until they feel ready to speak out and enjoy studying English.

Key words: young learners, total physical response (TPR), English Basic Skills

I. INTRODUCTION

1.1. Background of the Study

English is a medium of communication which can help people to interact, converse, and share to others. As a foreign language in Indonesia, English is seriously learned by many people to have a good communication. It can be seen that English is learned by children from kindergarten up to higher education. Considering the needs of mastering English, it is very important to start learning English as early as possible. Nowadays, parents who have realized the importance of English want their children of pre-school age (3-7years old) oriented pre-school or the kindergarten age to start learning English.

Teaching English to kindergarten students is important, because the young children are able to learn foreign language more naturally and therefore to some extent more easily than adult learners. At these ages where people usually say as “golden age”, children can grasp abstracts and symbols, generalize language, and systematize it. Children are also capable of interpreting meaning without understanding words separately, are competent in using language creatively, are frequently fond of doing exploration and making a certain condition enjoyable; have established imagination; and are fond of communicating. In the context of teaching, most people assume that children learn a foreign language in the same way that they learn their mother tongue. Basically, children are potential in acquiring and learning a foreign language, and even they learn it more quickly than those who are learning the foreign language after puberty (McLaughlin, 1978). In teaching English to children, the teacher should pay attention not only how the right implementation of the technique used but

also how to choose the best methods suited to the kindergarten student's characteristics, whereas according to Schott (1990) children's characteristics are, they ask questions all time, they rely on spoken words as well as physical words to convey and understand meaning, they have definite view about what they like and do not like to do, they are able to work with others and learn from others. Base on the unique characteristics of children, it is important to create the teaching-learning process that is interesting and comfortable to reach the learning goal, which is to increase the children motivation in learning English as a foreign language.

Different methods have been created to teach effectively and enjoyable especially for young learner. One of those is Total Physical Response (TPR). TPR is one of the English teaching approaches and methods developed by Dr. James Asher. TPR is good to teach second language to children because the characteristic of TPR is fun and easy. It is very suitable to use for teaching English in kindergarten according to the characteristics of children that children are already very good at interpreting meaning without necessarily understanding the individual words. Children can understand the meaning of the words by see the gesture, facial expressions, actions, feel the circumstance, and also hear the intonation of the words. Children are easy to get bored and the teacher must be creative in conducting the class activities. By using TPR it is not a problem anymore, because we can create many interesting activities with TPR. For example when we want to introduce kind of transportations, we can ask students to imitate how and airplane flies, how to ride a bicycle or when we want to introduce jobs, we can do a role play as a doctor or a fire fighter. Furthermore TPR does not need to have a lot of preparation or material using as long as teacher is competent to create activities related to material that she wants to introduce.

One of the kindergarten schools that applies TPR method is Docto Rabbit Kindergarten school which is located at Telaga Golf, Sawangan Depok where the write teaches there. Teaching-learning processes in Docto Rabbit have been appying some methods whereas variety of teaching methods will help very young learner to avoid bored situation. But after experiencing with some methods, the writer decided to use TPR to apply in the classroom. To find out the effectiveness of the usage of Total Physical Response (TPR) method in teaching-learning English in Docto Rabbit Kindergarten School, Telaga Golf, Sawangan the writer decides to do a research entitled "Teaching English Basic Skills to Kindergarten Students Using Total Physical Response (TPR): A Quantitative Study in Docto Rabbit Kindergarten School, Telaga Golf, Sawangan Depok".

1.2. Scope and Limitation of the Study

The scope of this study is about teaching English basic skills to student of Docto Rabbit kindergarten school using total physical response (TPR) method where the research has done in B class which consists of 20 students (age 5-6 years old).

This study will limit its description on teaching-learning process happens in the class room, method that being used and evaluating the effectiveness of the Total Physical Response.

1.3. Statements of the Problem

Based on the description in the previous sub chapters, the writer can formulate some questions which are as follows:

1. What is the effectiveness in using Total Physical Response in the teaching-learning English in Docto Rabbit Kindergarten School Telaga Golf, Sawangan Depok?

II. REVIEW OF LITERATURES

2.1. Teaching English Basic Skills

Listening, speaking, reading and writing are English skills whereas grammar is the basic foundation in learning a language. Teaching English basic skills for kindergarten student is teaching or introducing all English skills, including listening, speaking, reading and writing in a very basic level. The whole language approach is a perspective in learning a language that sees language in a whole not in partially. For instance, to introduce “a tree” we do not have to introduce it as something that consists of roof, trunk, branches, leaves but we introduce “a tree” as a whole thing “a tree”. According to Watson (2000: 139) whole language approach is the way to learn a language in a whole not in partially with a certain strategies, methods, material and techniques.

Whole language approach is to teach foreign language in more natural way, not just to enrich their lexicon or structure. Language is seen as a vehicle of communication and a mean of socialization. Whole language approach is child centered. This approach is suitable to be applied in teaching English for children, especially kindergarten students where they do not have to recognize individual words before they can read with comprehension. Besides the materials that are being introduced are still basic, listening, speaking, pre reading, pre writing and simple vocabularies through objects around them.

2.1.1. Learner Differences

Regarding their ages learners are often described as children (the ages of about 2-14), adolescent (the ages of about 12-16), adult (from the ages of about 16-20).

Children, they are not only focused on the material that being taught but also learn all sort other things at the same time, taking information from whatever is going on around them. For them seeing, hearing, touching, are just as important for understanding as the teacher’s explanation. Grammar rules and abstract things will be less effective for them. But we must realize that children enjoy physical activities a lot.

In adolescent ages, they have developed a greater capacity for abstract thought. They can talk and think more about abstract ideas and concepts and have great capacity for learning potential for creative taught and search for identity and a need for self esteem.

Adult, often have a wider range of live experiences to draw on. They are more disciplined and applied themselves to the task of learning even when it seems fairly boring. They also have a clear understanding of why they are learning things and can sustain their motivation.

Because students at different ages have different characteristics, the way we teach them is different too. In this study, the writer concerns only at children ages.

2.1.2. Areas of Learning

Mary, Sobut (1991), in her book explains that teaching-learning basic skills for kindergarten students are to introduce:

- Perception
Perceptual skills are those related to senses, sight, hearing, taste, smell and touches. The word perception doesn’t mean refer to how well one senses, hears, tastes, smells and touches but how the brain processes and experiences. Perception applies to just about every experience a child has because the senses are an integral part of learning. The activities can be assembling puzzle, copying design and pattern, drawing an

object, identifying or comparing sight, sounds, textures, tastes and odors in the environment.

- **Motor skills**
Motor skills are classified as two types, fine motor which involved small muscles and gross motor which involved large muscles. Most fine motor skills relate to hands, including dexterity, coordination and speed of the finger muscles, wrist flexibility and coordination of hands and eye movement. Activities designed to build this skills include building with blocks, cutting with scissors, doing finger plays, collage, coloring, pre writing. Gross motor skills include basic ability as balancing and posture, strength and coordination of the muscles so children can walk, run, skip, catch and kick a ball, climb the spider web.
- **Self help skills**
Self help skills are all different tasks children learn to care of their selves independently. Holding cup upright, using spoon, dressing up, toilet training. As children learn to care for themselves, they develop a sense of pride and confidence that motivates them to try new skills.
- **Social Skills**
Social skills include interaction with others and objects. Interactions with others include the child's ability to greet others appropriately, deliver simple message, take turns, share works and play materials, request and offers help, attend and follow directions, and accept praise and suggestions. Interactions with objects include child's ability to handle materials with care, put materials back after using them, play and work independently with the materials.
- **Pre Math**
Math incorporates the experiences, idea, and skills to help children organize their world. Exploratory activities and interaction with the materials lay the groundwork for the development mathematical concepts. The activities design for pre math skills include sorting, classifying, matching, sequencing, measuring, understanding concepts of shape, numbers, numbers symbol, calendar activities.
- **Readiness**
Readiness skills are preparing the mentality to be ready in reading, writing and others academic areas. The activities designed are following direction, listening comprehension, categorizing, sequencing, expanding expressive language.
- **Music**
Music activities can develop movement skill and spatial awareness by providing opportunity to respond though body movements. Children are encouraged to move to the music and express what they think the music says. Children can learn easily when it is incorporated with song and game. A learn concepts reinforced by song is remembered more easily and longer.
- **Art**
Art activities for young children should be processes rather than product oriented. The art experiences should provide the opportunities for learning and discovery though many mediums. Children should be allowed to make choices and work at their own pace and developmental level. Art will encourage them to become spontaneous, imaginative and creative. In addition art experiences enhance learning and skill development in other areas including fine motor,

2.1.3. Total Physical Response

TPR is one of the English teaching approaches and methods developed by Dr. James J Asher. TPR is good to teach second language to children because the characteristic of TPR is

fun and easy. It is very suitable to use for teaching English in kindergarten according to the characteristics of children that children are already very good at interpreting meaning without necessarily understanding the individual words. Children can understand the meaning of the words by see the gesture, facial expressions, actions, feel the circumstance, and also hear the intonation of the words. Children are easy to get bored and the teacher must be creative in conducting the class activities, by using TPR this not a problem anymore, because we can create many interesting activities with TPR. TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth – including the sign language of the deaf. The process is visible when we observe how infants internalize their first language. (James J. Asher, Ph.D.). Basically the idea of Total Physical Response (TPR) is referring to the point that language learners hear something in the language and physically respond to it. It gives a way to make teaching English for children easy and effective. This method attempts to center attention to encouraging learners to listen and respond to the spoken target language commands of their teachers. In other words, TPR is a language teaching method built around the coordination of speech and action or to teach language through physical (motor) activity. Asher's Total Physical Response is a "natural method" since Asher views first and second language learning as parallel processes.

There are some advantages and disadvantages of this method. Some of the advantage are: applying TPR method gives lots of fun, zero stress, the students assist to recognize phrases or words and will naturally memorize them, can be used both in large or small classes, works well with mixed-ability classes. TPR doesn't need to have a lot of preparation or material using as long as teacher is competent of what want to practice. This method is very effective to young learner and beginner. Both of left and right brained learning are involved by applying TPR. In addition to such advantages, TPR has disadvantages. Among them are: Only suitable for beginner level. This method is very challenge for shy students who are not used to such things they might find it embarrassing. It is also avoiding students from expressing their own ideas and insufficient to teach abstract language.

2.1.4. The Understanding of Total Physical Response

TPR is one of the English teaching approaches and methods developed by Dr. James J Asher. It has been applied for almost thirty years. This method attempts to center attention to encouraging learners to listen and respond to the spoken target language commands of their teachers. In other words, TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Asher's Total Physical Response is a "natural method" since Asher views first and second language learning as parallel processes. He says that second language teaching and learning should reflect the naturalistic processes of first language learning. For this reason, there are such three central processes:

- Before children develop the ability to speak, they develop listening competence. At the early phases of first language acquisition, they are able to comprehend complex utterances, which they hardly can spontaneously produce or imitate. Asher takes into accounts that a learner may be making a mental blueprint of the language that will make it possible to produce spoken language later during this period of listening
- Children's ability in listening comprehension is acquired because children need to respond physically to spoken language in the form of parental commands
- When a foundation in listening comprehension has been established speech evolves naturally and effortlessly out of it. Asher believes that it is crucial to base foreign language learning upon how children learn their native language. In other words,

TPR is designed based upon the way that children learn their mother tongue. In this respect, TPR considers that one learns best when he is actively involved and grasp what he hears (Haynes, 2004; Larsen-Freeman, 1986; Linse, 2005).

2.1.5. Characteristics of Total Physical Response

Imperative drills are the prominent classroom activity in TPR. They are typically geared to highlight physical actions and activity on the part of the learners. In this sense, learners play main roles: a listener and a performer. They listen attentively and respond physically to commands by the teacher. Learners need to respond both individually and collectively; they have minor influence on the content of learning inasmuch as content is determined by the teacher. At the beginning of learning, learners are also expected to recognize and respond to word combinations of previously taught items. Such utterances are re combinations of constituents the teacher has used directly in training. For example, the teacher directs learners with 'Walk to the table!' and 'Sit on the chair!' These are familiar to learners since they have practiced responding to them. Furthermore, learners are also to produce word combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak (e.g. when a sufficient basis in the language has been internalized).

In TPR, a teacher plays an active and direct role: the director of a stage play in which the learners are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. Therefore, the teacher ought to be well prepared and well organized so that the lesson flows smoothly and predictably. It is highly recommended to write down the exact utterances the teacher will be using, especially the commands because the action is so fast moving there is usually no time for you to create spontaneously". In this regard, classroom interaction and turn taking is teacher rather than learner directed. Pay attention to the example:

Teacher: " Daffa, pick up the pencil and hand it to Jessica and ask Jessica to put it in her locker.

In giving feed back to learners, the teacher is required to follow the example of parents giving feedback to their children. Similarly, the teacher needs to tolerate fewer mistakes in speech; he has to avoid too much correction in the early stages and is not required to interrupt to correct errors in that this may inhibit learners to take an action or speak out. To sum up, in TPR, the teachers are responsible for giving commands and monitoring actions taken by the learners. On the contrary, the learners are imitators of teacher verbal and non-verbal models. In teaching-learning process, the first phase is modeling. In this case, a teacher issues commands to learners, and performs the actions with them. In the second phase, learners demonstrate that they grasp the commands by performing them alone; the teacher monitors the learner's actions. Above all, the interaction between the teacher and learners is signified by the teacher speaking and the learners responding nonverbally. Later on, the learners become more verbal and the teacher responds nonverbally (Larsen-Freeman, 1986; Rodgers, 2003).

2.1.6. Advantages and Disadvantages of TPR

TPR has some advantages and disadvantages. Its advantages include:

- It is a lot of fun. Learners enjoy it, and this method can be a real stirrer in the class.
- It is very memorable. It does assist students to recognize phrases or words

- It can be used both in large or small classes. In this case, it is no matter to have how many students you have as long as you are prepared to take the lead, the learners will follow
- It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the learners are able to comprehend and apply the target language
- It is no need to have a lot of preparation or materials using the TPR. In this regard, as long as you are competent of what you want to practice, it will not take a lot of time to get ready
- It is very effective with teenagers and young learners
- It involves both left and right-brained learning
Left-brain activity is dealing with watching and learning
Right-brain activity is dealing with motor movement

In addition to such advantages, TPR has disadvantages. Among them are:

- Students who are not used to such things might find it embarrassing. This can be the case initially that if the teacher is prepared to perform the actions
- The students feel happier about copying. They don't create they own words
- It is only really suitable for beginner levels.
- It is clear that it is far more useful at lower levels because the target language lends itself to such activities even though it can successfully be applied at intermediate and advanced levels.
- It is not flexibly used to teach everything especially abstract vocabularies
- TPR focuses in motor movement so it needs much energy

Every method has its strength and weakness and so do the Total Physical Response but we can see that the strength is more dominant and the weakness can still be covered.

2.1.7. Materials being used

There are some materials that being used in the classroom, such as:

- Writing and drawing equipments
White board, markers, crayon, pencils, color pencil, papers, pens, paintbrush, paint, books etc
- Tape recorder and cassettes
- VCD and CD
- Computer
- Story books
- Educative games

III. RESEARCH METHODOLOGY

3.1. Approach of the Study

The approach that is used in this study is quantitative approach, which according to Dawson (2004) quantitative research generates statistics through the use of large scale survey research using methods such as tests, questionnaires and structured interview. Kothari (2004) says quantitative research is based on the measurement of quantity or amount.

The writer will do the research in B class of Docto Rabbit Kindergarten School, Telaga Golf Sawangan which consists of 20 students.

3.1.1. The way of quantitative data analysis

Based on Dawson (2002:121), there are three ways of analyzing data using quantitative research methodology.

- a. Dawson (2002:21) says that the easiest and quickest way to analyze the data is using computing software that is available. According to Dawson, the most popular package of computing software for analyzing data used by social scientists at this present time is Statistical Package for the Social Scientist (SPSS) for windows, which has become increasingly user-friendly over the last few years. It means that the analysis of the data can be done easily if the researchers have available computing software which is known by SPSS. In this study the SPSS computing software is used to analyze the numeric data.
- b. Statistical techniques
In this term, Dawson (2002:123) says that the frequency counts in statistical techniques is a method for counting responses and reproduce them to describe the researcher has found as the goal.
- c. Finding a connection
Dawson (2002:1126) states:
“Although frequency counts are a useful starting point in quantitative data analysis, you may find that you need to do more than merely describe your findings. Often you will need to find out if there is a connection between one variable and a number of other variables”.

3.2. Place and Time of the Study

The writer held the research at B class students of Docto Rabbit Kindergarten School, Telaga Golf, Sawangan, Depok. The study started on 10 to 14 September 2012 (five days).

3.3. Data Sources

Data sources that are used in this study are taken from conducting the teaching learning English in the “B” class, observing the teaching-learning processes in the classroom and by giving pre test and post test for the students to observe whether the implementation of TPR methods are effective or not.

3.4. Data Collection

Data is very important in every study because the study findings come from the interpretation of the data collected. To collect the data the writer held a field observation. The technique of collecting the data is as follows:

1. Pre-test
Pre-test was given after the writer gave an explanation about the material without using Total Physical Response Method.
2. Treatment/Teaching
After the pre test, the writer began to teach English Basic Skill using Total Physical Response method where at the same time she observed the teaching-learning process happened.
3. Post-test

Post-test was given before the class ended. The aim was to find out whether TPR method was effective to help students in understanding the materials. The result of the pre-test and post-test was collected and compared.

3.5. Data Analysis

The analysis of the data starts from the scoring and classifying the students' tests. The score are needed to interpret the result of teaching-learning process and used to describe the students' response due to the usage of TPR method on the teaching-learning English basic skills. In analyzing the data, the SPSS computing software is used, after scoring the pre tests and post test with rating scale start from 70-90, table of pre-post test is made. Using the SPSS computing software regarding T-Test can be find out the effectiveness of applying TPR in the teaching English basic skills in "B" class of Docto Rabbit Kindergarten School, Telaga Golf Sawangan by comparing the mean of the pre and post tests.

IV. FINDING AND ANALYSIS

4.1. Data Findings

This study aims to know the effectiveness of using Total Physical Response in teaching English basic skills. In this study the samples were Kiddy "B" students of Docto Rabbit Kindergarten School, Telaga Golf, Sawangan, Depok.

The testing was done five times on September 2012. The first test was done on September 10th2012. In this first test the writer focused on pre- reading and listening when introducing letter "j. After the class began and letter "j" was introduced by song and picture (without TPR method), the writer gave the pre- test. The evaluation was not only the worksheet but also the student's participation and the vocabulary concept. Then the writer conducted the teaching-learning processes, introducing letter "j" using total physical response method. Listening via cassette "Phonic Reader 1" and singing "j" song and doing the letters rain, the students have to find the letter "j" as much as they can. Finally before the class ended, the writer gave the post test with the same problem of the pre- test.

The second test was done on September 11st 2012. In this second test the writer focused on speaking and pre-writing when introducing shapes (circle, square, triangle, rectangle, star, oval, diamond). During circle time in the class the writer introduced kind of shapes (circle, square, triangle, rectangle, star, oval, diamond) by pictures and real objects. Then pre-test was given. After that the writer conducted the teaching-learning process introducing shapes using total physical response, prepared the colorful sock and kind of shapes then asked the students to guess what shape was in the sock. Before the class ended the writer gave the post-test with the same problem as the pre-test.

On the third test which was given on September 12th2012, the writer focused on listening and speaking when introducing the body parts. After introducing the body parts by showing pictures and touching the real objects, the writer gave the pre-test. Then the teaching-learning process was conducted using total physical method by singing ("Head shoulders knees and toes"), doing the body movements and the "Simon says" activities. At the end of the class the writer gave the post-test.

The fourth test was done on September 13th 2012 which was focused on listening and pre-writing when introducing the letter “k”. After the class began and letter “k” was introduced by song and picture (without TPR method), the writer gave the pre- test. Then the writer conducted the teaching-learning processes, introducing letter “k” using total physical response method. Listening via cassette “Phonic Reader 1” and singing “k” song and touching the letter “k” from the letters tree. Finally before the class ended, the writer gave the post test with the same problem of the pre- test.

The last test was done on September 14th 2012 which was focused on speaking, reading and writing. During circle time in the class the writer introduced the concept of addition by pictures and real objects. Then pre-test was given. After the pre-test was done, the writer conducted the teaching-learning process using total physical response by play the “Ular Tangga” with two dices, the first turned played by 5 students and the others were waiting their turn. After every student got their turn and before the class ended, the writer gave the post- test.

To complete the data, the writer enclosed the lesson plan, daily evaluation sheet and pre-test and post-test worksheet for every meeting.

4.2. Data Analysis

Based on the data collected, after five days conducting teaching-learning process in the Kiddy “B” class, the data analysis are as follows:

Table 1
First meeting
Focused on Listening and Reading
Introducing letter “j”

	N	Mean	Std. Deviation	Std. Error Mean
Pre	20	72.50	4.443	.993
Post	20	82.00	6.156	1.376

T-test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre	72.982	19	.000	72.500	70.42	74.58
Post	59.572	19	.000	82.000	79.12	84.88

Based on the table above shows that mean of the pre-test is 72.500 and the post-test is 82.00, where the pre-test score interval is between (70.42-74.58) and the post-test is between (79.12-84.88). It means that the post-test score is higher and can be concluded that the usage of Total physical method is effective.

Introducing “shape”**Table 2****Second meeting****Focused on Speaking and Pre-writing****(Circle, square, triangle, rectangle, star, diamond, and oval)**

	N	Mean	Std. Deviation	Std. Error Mean
Pre	20	73.00	4.702	1.051
Post	20	81.50	5.871	1.313

T-test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre	69.437	19	.000	73.000	70.80	75.20
Post	62.077	19	.000	81.500	78.75	84.25

The table above shows that mean of the pre-test is 73.00 and the post-test is 81.00, where the pre-test score interval is between (70.80-75.20) and the post-test is between (78.75-84.25). It means that the post-test score is higher and can be concluded that the usage of Total physical method is effective.

Table 3
Second meeting
Focused on Listening and Speaking
Introducing “body parts”

	N	Mean	Std. Deviation	Std. Error Mean
Pre	20	73.00	4.702	1.051
Post	20	80.50	5.104	1.141

	N	Mean	Std. Deviation	Std. Error Mean
Pre	20	74.00	5.026	1.124
Post	20	81.50	4.894	1.094

Table 4
Forth meeting
Focused on Listening and Speaking
Introducing “body parts”

T- test

	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre	69.437	19	.000	73.000	70.80	75.20
Post	70.532	19	.000	80.500	78.11	82.89

The table above shows that mean of the pre-test is 73.00 and the post-test is 80.00, where the pre-test score interval is between (70.80-75.20) and the post-test is between (78.11-82.89). It means that the post-test score is higher and can be concluded that the usage of Total physical method is effective.

T- test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre	65.842	19	.000	74.000	71.65	76.35
Post	74.481	19	.000	81.500	79.21	83.79

The table above shows that mean of the pre-test is 74.00 and the post-test is 81.00, where the pre-test score interval is between (71.65-76.35) and the post-test is between (79.21-83.79). It means that the post-test score is higher and can be concluded that the usage of Total physical method is effective

Table 5
Fifth meeting
Focused on Speaking, Reading and Writing
Introducing Simple Addition

	N	Mean	Std. Deviation	Std. Error Mean
Pre	20	72.50	4.443	.993
Post	20	79.50	3.940	.881

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre	72.982	19	.000	72.500	70.42	74.58
Post	90.229	19	.000	79.500	77.66	81.34

The table above shows that mean of the pre-test is 72.500 and the post-test is 79.500, where the pre-test score interval is between (70.42-74.58) and the post-test is between (77.66-81.34). It means that the post-test score is higher and can be concluded that the usage of Total physical method is effective.

Table 6
A comparison of the Pre-Post Test Score

Meeting	Pre-Test		Post-Test	
	Mean	Interval	Mean	Interval

		Score		Score
Meeting 1	72.50	70.42-74.58	82	79.12-84.88
Meeting 2	73	70.80-75.20	81	78.75-84.25
Meeting 3	73	70.80-75.20	80	78.11-82.89
Meeting 4	74	71.65-76.35	81	79.21-83.79
Meeting 5	72	70.45-74.58	79	77.42-81.34

Table 6 shows that in every meeting the post-test score always higher and the lowest and highest score range are higher. It can be concluded that using total physical response method is effective in teaching English Basic Skills to the Kiddy “B” class of Docto Rabbit Kindergarten School.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study was designed to find out the effectiveness of using Total Physical Method in teaching English Basic Skills to the Kiddy “B” class of Docto Rabbit Kindergarten students.

According to the data analysis from the five pre and post tests the, it can be concluded that teaching English basic skills using total physical response is effective and can help the students to understand the materials because it deal with physical movement that children interested in and can make the class more active and enjoyable.

5.2. Suggestions

This study is arrange hopefully to have better understanding about learning English basic skills using total physical response especially the kiddy B students of Docto Rabbit kindergarten school, Telaga golf, Sawangan, Depok.

However, every student has different characters in studying, therefore before deciding the media that will be used in teaching English, teachers should understand what their students’ like n studying English. Some activities dealing with physical movements can be the most that children interested in.

Besides, the ability of each student is also different. The students’ achievements can be different although they like the same things. Their achievements are different although they like the method that is used, therefore teachers should wisely choose the way of teaching that is suitable with the students’ abilities.

It is a teacher duty to prepare materials so the teaching- learning process can run well. A good preparation will make teacher can controlled the class, so teacher should make a good preparation before class.

Comfortable environment is need by children to make them feel comfortable and ready to learn naturally. Teachers must create children’s good mood before the class running so singing, clapping, doing fun activities have to be done before the class.

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