



The Effect of the Total Physical Response (TPR) Method on Children's Listening Skills

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ABSTRAK

Perkembangan bahasa pada anak khususnya menyimak masih rendah. Hal ini dikarenakan dalam proses pembelajaran guru masih menggunakan metode konvensional. Dalam proses pembelajaran, anak cenderung pasif dan tidak merespon informasi yang diberikan guru. Oleh karena itu tujuan penelitian ini adalah untuk menganalisis pengaruh metode Total Physical Response (TPR) terhadap keterampilan mendengarkan anak usia 5-6 tahun. Jenis penelitian ini adalah penelitian eksperimen yang menggunakan desain one group pretest and posttest. Populasi dalam penelitian adalah seluruh anak usia dini di PAUD. Sampel dalam penelitian ini berjumlah 15 anak yang ditentukan dengan menggunakan teknik purposive sampling. Metode pengumpulan data dilakukan melalui observasi dengan menggunakan instrumen berupa lembar observasi. Metode analisis data untuk menguji hipotesis menggunakan uji Paired Sample T-test. Hasil penelitian menunjukkan rata-rata skor pretest sebesar 2,10, meningkat pada data posttest menjadi 3,60, dan nilai signifikansi $0,000 < 0,05$, sehingga dapat disimpulkan bahwa metode Total Physical Response (TPR) berpengaruh positif terhadap keterampilan mendengarkan anak usia 5-6 tahun. Hasil penelitian ini mempunyai implikasi positif bagi bidang pendidikan khususnya pendidikan anak usia dini karena penelitian tersebut menghasilkan temuan yang mendukung penelitian sebelumnya yang dilakukan di wilayah Timur Indonesia yang sampelnya mempunyai karakteristik berbeda dengan penelitian sebelumnya.

ABSTRACT

Language development in children, especially listening, is still low. This is because in the learning process teachers still use conventional methods. In the learning process, children tend to be passive and do not respond to the information provided by the teacher. Therefore, the aim of this research is to analyze the effect of the Total Physical Response (TPR) method on the listening skills of children aged 5-6 years. This type of research is experimental research that uses a one group pretest and posttest design. The populations in the study were all early childhood children at PAUD. The sample in this study consisted of 15 children who were determined using a purposive sampling technique. The data collection method is carried out through observation using an instrument in the form of an observation sheet. The data analysis method for testing the hypothesis uses the paired sample t-test. The results of the research show that the average pretest score is 2.10, increasing in posttest data to 3.60, and the significance value is $0.000 < 0.05$, so it can be concluded that the Total Physical Response (TPR) method has a positive effect on the listening skills of children aged 5-6 years. The results of this research have positive implications for the field of education, especially early childhood education because the research produces findings that support previous research conducted in the Eastern region of Indonesia whose samples had different characteristics from previous research.

1. INTRODUCTION

Education is a very important sector and has an active role in improving national development. In addition, education has a relationship with various efforts to improve the quality of one's life. Education is also a process that is carried out responsibly to guide students from not knowing to knowing, from not understanding to understanding, so that they can reach the level of maturity of thinking. Education needs to be done early. Early childhood education is an effort to provide educational stimuli to children aged 0-6 years, to support the physical growth and mental development of children as a basis

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for entering the next level of education (Costello, 2013; Suyadi, 2016). One aspect of child development that must receive appropriate stimulus is the language aspect. Early childhood language development is an important stage in a child's life. Previous study defines that listening skills are the activities of listening, understanding, appreciating, interpreting and responding to messages or information received (Ahmad et al., 2018). In line with that, other study suggests that listening is an activity of listening, appreciating, interpreting, and understanding the meaning of communication conveyed by others (Putri & Nurmaniah, 2021). This skill is an important component in children's language development and is the basis for the development of speech, literacy, and effective communication. This is in accordance with the opinion which states that listening skills are the basis for the development of speaking skills for children (Permasih et al., 2015). Habituation of listening to various positive things will facilitate the development of all other aspects of language such as writing, reading, and speaking (Awalia et al., 2021; Marlianti et al., 2018). The same thing was expressed by study state that children who are trained in listening will be able to become critical and creative listeners (Ambarani et al., 2015). In addition, children who have good listening skills will easily respond to their interlocutors.

Early childhood listening skills involve several things, including: 1) Active listening: Listening skills involve more than just hearing. Children are taught to listen actively, which involves paying full attention to the speaker, following instructions, and responding correctly (Anggraini & Priyanto, 2019; Maghfirah, 2019). This helps them develop a better understanding of what is being said and assists them in effective communication; 2) Understanding the content of the message: Early childhood children learn to understand the meaning of what is heard. They recognise the words, phrases and sentences used in the language they are listening to, as well as the general meaning that can be drawn from the conversation or story they are following; 3) Identifying sounds and intonation: As listening skills develop, children begin to identify sounds and intonation in language (Kong & Yong, 2022; Abrosimova, 2020). They can distinguish between different sounds and pick up on changes in tone of voice that help them understand the feelings or emotions contained in the message; 4) Following instructions: Listening skills also involve children's ability to follow instructions they receive from adults, such as parents or teachers. This includes following simple instructions, such as "pick up your toys" or "sit down". 5) Following stories: Children learn to follow stories and narratives in story books or when adults read stories to them.

Listening activities must be based on the aim of obtaining information from the source of the message. Listening is an active activity that requires other abilities such as receptive language processing, subject understanding, the ability to retrieve and store information relevant to communication, and interpretation skills (Anggraini & Priyanto, 2019; Erfina et al., 2013). Early childhood listening skills are an important basis for further language development. Previous study suggest that listening skills are greater than other language skills (Sitorus et al., 2018). Therefore, teachers, parents and caregivers can help children develop these skills by talking to them, reading books and providing opportunities to interact with everyday language in a supportive context. This support helps children build a strong foundation for future language development and effective communication.

Based on the results of observations in PAUD Petra Bucend II Entrop Jayapura City, the fact that language development in children, especially in listening is still low. This is because in the learning process the teacher still uses conventional methods. In the learning process, children tend to be passive and do not respond to information provided by the teacher (Genlott & Grönlund, 2013; Ulmi, 2013). Listening skills are one aspect of language development that must be possessed by children before developing other language skills such as speaking, reading, and writing. The importance of developing speaking skills in children is in line with the opinion which states that the developmental characteristics of children 4-6 years are that children are ready to receive lessons and understand them with their health (Suyadi & Ulfah, 2013). Therefore, if listening skills are not well developed it will affect other language developments. Children will experience obstacles in the development of speech because children cannot interpret the messages received to be able to give the right response to their interlocutors. Conversely, according to other study if children have good listening skills, children will better understand what is explained by the teacher or other adults and easily interpret it in everyday life (Maghfirah, 2019). The use of learning methods to train children's concentration in listening is something that must be done to maximise children's overall language development (Marquezin et al., 2016; Rasyid et al., 2012).

With the ideality and reality conditions mentioned above, PAUD Petra Bucend II Entrop requires the application of learning methods that allow children to be able to respond to information provided by the teacher through direct movement. One method that can be applied is the TPR (Total Physical Response) method. The TPR method was developed by Dr James J. Asher in the 1960s. According to previous study TPR is a method that uses body movements in interpreting words (Ekawati, 2020). Similar definitions were put forward which suggested TPR is a method that focuses on body movements (Astuti et al., 2020; Karyati, 2018). According to other study the TPR method is known as total physical response which aims to maintain

children's motivation, curiosity, and interest in language learning (Mulyanah et al., 2018). The TPR (Total Physical Response) method is structured on the coordination of commands, speech, and movement. This method has a basic assumption that language acquisition is carried out by children through their interaction with parents by responding in the form of actions (Rachmijati et al., 2019; Zainollah, 2016). This method focuses on the use of physical movement and full body response (Total Physical Response) to help students understand and learn a foreign language, especially in the early stages of learning. This method is also based on the potential functions of the right brain and left brain (Astutik & Aulina, 2018; Monita & Prasetyo, 2021).

The TPR method has several characteristics, including: 1) Teacher's Role: In the TPR method, the teacher's role is highly interactive. The teacher acts as an instructor who gives instructions in the target language and directs students in performing physical movements in response to these instructions (Gayanti & Satriani, 2020; Rahmadhani et al., 2022); 2) Physical Movements: Students are asked to respond to instructions in the target language by performing appropriate physical movements. For example, if the teacher says "Stand up" in the target language, the student will stand up (Astutik et al., 2019; Zulfa et al., 2023). This helps students' associate words with physical actions, which strengthens their understanding of the language; 3) Meaningful Context: The TPR method focuses on learning language in meaningful contexts, similar to the way children learn their first language (Duan, 2021; Xie, 2021). Students learn language in a way that is natural and directly related to everyday activities and situations; 4) Unstressed Acquisition: The TPR method supports the idea that language should be acquired naturally before focusing on more complex aspects of grammar and structure (Suryana et al., 2021; Zainollah, 2016). Students are given the opportunity to respond to instructions without feeling burdened by the pressure of complex grammar; 5) Oral Language: The main focus of the TPR method is on the development of oral comprehension. Students listen and respond to commands in the target language, which allows them to understand and respond to the language before they actually produce sentences in the language. The TPR method is often used in language teaching to beginners, especially children, but it can also be applied to adult students (Fadlan et al., 2021; Rahman, 2014). It utilises both cognitive and motor aspects to facilitate foreign language comprehension and learning in a natural and engaging way. The TPR method can also be used in combination with other language teaching methods to provide variety in learning.

Research on the TPR method has been carried out by many previous researchers, but to the best of the researchers' knowledge no one has tested the method in the Papua region which has different child characteristics from other children outside Papua, it is become the novelty of this study. In addition, there have not been many previous studies that link the TPR method with listening skills for children aged 5-6 years. This study was conducted with the aim of analyze the effect of the TPR (Total Physical Response) method on listening skills of children aged 5-6 years.

2. METHOD

This research uses a quantitative approach with an experimental research type that adopts a one group pre-test and post-test design (Madadzadeh, 2022). The population that became the focus of the research was all early childhood children who were at the Petra Bucend II Entrop PAUD institution in Jayapura City. The research sample consisted of 15 children selected using purposive sampling method, where the selection of research subjects was carried out according to the researcher's decision with a specific purpose, namely the problem of low listening skills in children aged 5-6 years. Data were collected through observation method. Data analysis to test the hypothesis was carried out using the t test (paired sample t-test). The t-test was carried out after testing the normality and homogeneity of the data. The stages of the research carried out include: 1) conducting initial observations and theoretical reviews to understand the research problem and determine the treatment to be given; 2) making research instruments. At this stage the researcher makes instruments that will be used in research and validates them. Because the instruments used were not in the form of tests, the instruments made were not tested in the field but were directly validated by experts (expert judgement); 3) conducting research (providing treatment) through the application of the TPR method; 4) conducting data analysis. Before conducting hypothesis testing, researchers first tested the normality and homogeneity of the data; and 5) present the research data.

The lattice of listening skills instruments used in this study has 6 aspects including: 1) active listening; 2) interpreting the message (understanding the content of the message); 3) identifying sound and intonation; 4) following instructions; 5) following the story; and 6) asking and speaking. The instrument developed has been validated by experts and has been declared valid/worthy before use.

3. RESULT AND DISCUSSION

Result

This research was conducted by giving a pretest before giving treatment to find out the initial data of listening skills for children aged 5-6 years. After giving the pretest, the researcher provides treatment by applying the TPR (Total Physical Response) method. After the entire series of treatments was completed, the researcher then gave a post-test to determine the final condition of listening skills for children aged 5-6 years. The pretest and post-test results obtained in this study can be seen in [Figure 1](#).

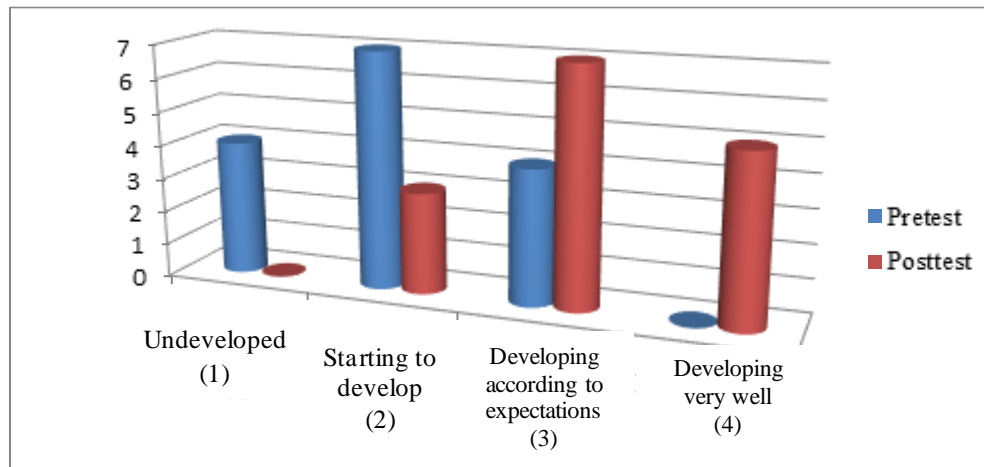


Figure 1. Pretest and Posttest Result Data

[Figure 1](#) shows that at the pretest stage, children's listening skills had an average of 2. Of the total children who took part in the pretest, 4 children were in the undeveloped category, 7 children were in the category of starting to develop, 4 children were in the category of developing as expected, and there were no children in the category of developing very well. At the posttest stage, the average listening skills increased to 3.13, and there were no more children in the undeveloped category. 3 children were in the category of starting to develop, 7 children in the category of developing as expected, and 5 children in the category of developing very well. Before conducting hypothesis testing (paired sample t test), the analysis requirements were first tested through normality and homogeneity tests.

Normality Test

This normality test aims to assess whether the data follows a normal distribution. In this study, normality analysis was carried out using SPSS version 20 software, using the Shapiro-Wilk test method. The decision is made based on the significance value, where if the significance value is greater than 0.05, then the data is considered to follow a normal distribution. Conversely, if the significance value is less than 0.05, then the data is considered not to follow a normal distribution. [Table 1](#) shows the results of the normality analysis.

Table 1. Data Normality Test Result

Group	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0.173	15	0.200	0.931	15	0.287
Posttest	0.101	15	0.200	0.990	15	0.999

The results of the data normality test in [Table 1](#) show that the pretest data significance value is $0.287 > 0.05$ and the posttest data is $0.999 > 0.05$, so it can be concluded that the pretest and posttest data are normally distributed.

Homogeneity Test

The next step is to test the homogeneity of the pretest and posttest data using SPSS software version 20. The decision criteria used are if the significance value is greater than 0.05, then the data is considered homogeneous. Conversely, if the significance value is less than 0.05, then the data is considered inhomogeneous. The results of the homogeneity test is show in [Table 2](#).

Table 2. Homogeneity Test Result

Levene Statistic	df1	df2	Sig.
0.441	1	28	0.512

Based on the homogeneity test data in Table 2, it is known that the significance value is $0.512 > 0.05$, it can be concluded that the data is homogeneous.

Hypothesis Test

Hypothesis testing in this study was carried out by paired sample t-test. The results of this test can be seen in Table 3 and Table 4.

Table 3. Paired Sample T-Test Result (Paired Samples Statistics)

Pair	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	2.10	15	0.203
	Posttest	3.60	15	0.180

Table 4. Paired Sample T-Test Result (Paired Samples Test)

Pair	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 Pretest - Posttest	-1.503	0.302	0.078	-1.670	-1.336	-19.298	14	0.000

The data in Table 3 and Table 4 show that the average pretest score of 2.10 increased in the posttest data to 3.60, and it can be seen that the significance value is $0.000 < 0.05$, so H_0 is rejected and H_a is accepted. Thus, it can be concluded that the TPR (Total Physical Response) method has a positive effect on the listening skills of children aged 5-6 years.

Discussion

The application of the TPR (Total Physical Response) method has a positive effect on the listening skills of children aged 5-6 years. This finding is in line with study which suggests that the TPR method can improve children's language skills specifically at the beginning of intellectual development and language development (Fauzia, 2016). When viewed from the results of observations, it was found that the TPR method influenced active listening skills. The child showed full attention to the teacher, could follow instructions, and responded correctly. This is reinforced by the findings of which suggests that the TPR method can train listening skills (Adnyani, 2019). The TPR method also helps children in understanding the content of the message delivered. Children can recognise words, phrases, and sentences that are listened to, and understand their meaning. This finding is in line with research findings, which explains that the Total Physical Response method can spur children's activeness in understanding and mastering the material (Dullah, 2021; Rahman, 2014). The study also found that children can identify sounds and intonation. Children are able to distinguish between different sounds and pick up on changes in tone of voice that help them understand the feelings or emotions contained in the messages received. In addition, children are also able to follow instructions well. This is shown by the child's ability to follow simple instructions. This finding is reinforced by study who found that the TPR method can maximise children's ability to follow the movements and instructions given (Anggraheni et al., 2019). In other parts, children can also follow the story given. Children begin to recognise storylines, characters, and concepts such as beginning, middle, and end. This is in accordance with study who found that the application of the TPR method can help children respond to speech acts (Heriyanti et al., 2018).

The application of the TPR method also develops children's questioning and speaking skills. Children begin to show the ability to ask questions and talk about what they hear. They can ask questions to understand more or talk about the topics they hear with adults and peers. This is in accordance with the opinion state that the TPR method can improve children's ability to speak (Shodiq, 2012). The above findings are also reinforced by research findings, which found that the TPR method can develop children's speaking ability (Suryantini et al., 2021). By applying the TPR method, children can express their opinions verbally and can retell the information they receive (Fadlan et al., 2021; Quartina, 2021; Ulmi, 2013). In

addition, children can also provide answers to questions given orally. The application of the TPR method in this study also allows children to identify differences between words. Children began to identify the differences between words, such as verbs, nouns, adjectives, and other words. This finding is in line with the findings which suggest that the TPR method can improve children's vocabulary mastery (Harahap & Panjaitan, 2021; Rahman, 2014). Other study added that in addition to increasing vocabulary, the TPR method can also develop children's listening skills (Monita & Prasetyo, 2021). The findings above are also supported by the results of research which found that the TPR method allows children to use command sentences well (Sari et al., 2021).

The results of this study have positive implications for the field of education, especially early childhood education and further strengthen the results of previous studies, where in research samples that have different characteristics from previous studies researchers found that the use of the total physical response (TPR) method has a positive effect on listening skills for children aged 5-6 years. This study has limitations, especially in the number of research samples so it is recommended to future researchers to be able to conduct similar research with a much larger sample.

4. CONCLUSION

Based on the results of the research and analysis that has been presented, it can be concluded that the use of the TPR (Total Physical Response) method has a positive influence on the listening skills of children aged 5-6 years. Children's listening skills increase in posttest data compared to pretest data. The application of the TPR method also develops children's questioning and speaking skills. Children begin to show the ability to ask questions and talk about what they hear. The TPR method also helps children in understanding the content of the message delivered. Children can recognize words, phrases, and sentences that are listened to, and understand their meaning.

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