

**TEACHING ENGLISH TO THE STUDENTS OF
KINDERGARTEN
USING TOTAL PHYSICAL RESPONSE (TPR)
(An Action Research in TK Al-Husna Salatiga in 2007-2008 Academic Year)**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect especially in the communication of international world. 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 (3-7 years old) oriented pre-school or the kindergarten age to start learning English.

Teaching English to kindergarten students is very important, because the young children are able to learn foreign language more naturally and therefore to some extent more easily than adult learners. Children can start learning a foreign language as soon as they can accept their social requirement demanded by group teaching (Frolich and Ward, 1997:97)

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 technique suited to the kindergarten student's characteristics. It is proposed 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.

There are many difficulties to teach English in the school especially in kindergarten, because the students are usually confused and difficult in memorizing new vocabulary. In Indonesia, there are some English teachers who still use traditional method in teaching English. Teachers just ask the students to memorize long list of word with their equivalence in the student's native language. It seems that putting a cross the meaning in the teaching English and make the learners get bored. Many different techniques have been created to teach effectively, once we know the technique is Total Physical Response (TPR). It gives a way to make teaching English for children easy and effective.

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. The use of command is the major teaching technique of the Total Physical Response (TPR) method. The command is given to get students perform an action. The action makes the meaning of the command clear (Fauziati, 2000:64). In other words, the use of TPR insured the active participation of students, and help the teacher know when utterances are understood, also provide context to help students understand the language they hear.

The variety of teaching methods will help very young learner to avoid bored situation. But not all teachers can find or create the right teaching method for their teaching-learning process in order that the students can learn the material easily. As it is found in Al-Husna Kindergarten, they found some difficulties in teaching-learning process. The teacher just uses conventional method so that it is hard for her to get the target of teaching-learning process.

From the problem above the writer decides to do a research and write research paper entitled “Teaching English to The Students of Kindergarten Using Total Physical Response (TPR): An Action Research in TK Al- Husna Salatiga in 2007-2008 Academic Year”.

B. Problem Statement

The problem that will be analyzed in the Research is: “Is Total Physical Response (TPR) able to increase motivation and achievement of Al-Husna kindergarten student’s?”

C. Objective of the Study

The objective of this research is to find out whether Total Physical Response (TPR) can increase motivation and achievement the Student’s or not.

D. Benefit of the Study

The study has two major benefits as follows:

1. Theoretically, the result of the research can be used as the reference for those who want to conduct a research in English teaching-learning process.
2. Practically, it will improve both teacher and student, when they end counter obstacles in the field of English mastery

E. Limitation of the Study

There are many problems in language teaching and learning. The problem can never be overcome completely, although many attempts have

been done to solve them. The writer is aware that it is impossible for her to cope with the entire problem of English teaching-learning because of her limited capability and knowledge.

Based on the statement above, the writer would like to limit the study as follows. The subject of the study is limited to the students of Class 'B1' Al-Husna Kindergarten in 2007-2008 Academic Year.

F. Research Paper Organization

This research will be organized as follows:

Chapter I is introduction dealing with the background of the study, problem statement, objectives of the study, limitation of the study, benefit of the study, research paper organization.

Chapter II is review of related literature; It consists of previous study, the characteristics of young learners, teaching English for kindergarten students, the definition of the Total Physical Response.

Chapter III is research method. It discusses type of the research, procedure of classroom action research, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is the result of the study. In this chapter, the researcher presents about discussion and research findings which consist of data analysis, the result of teaching English by using Total Physical Response.

Chapter V consists of conclusion and suggestion.