

**THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR)
METHOD TOWARDS ENGLISH LANGUAGE LEARNING ON
AUTISM STUDENT AT AL-KHAIRIYAH SCHOOL
FOR SPECIAL CHILDREN (SLB) CILEGON**

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Abstract

English is a language that used by people in the world. English can be learnt by students at school. This research aims to know the implementation of Total Physical Response (TPR) method towards English Language learning on Autism Student. The researcher used a case study with a qualitative descriptive approach. The method of data collection in this study is the observation method. The observations made by the researchers were participatory observations, and the researchers did not directly intervene with the object under investigation. The result of this research was TPR has been found suitable for early childhood use, TPR can also be used to teach English to children with autism. Children with autism have difficulty accessing learning content, such as lessons for non-autistic children. Autistic children usually have difficulty understanding spoken words relating to their language development

Keywords: learning, TPR, Autism Student

1. Introduction

English is a language that originated in England and is the first language used by humans. There are over 400 million native English speakers in the world and over one billion speak English as a second language. As a result, English is sometimes called the world language or lingua franca. Because English is the world's most widely spoken language for business, international telecommunications, entertainment, books and scientific publications.

Learning English means the study of teaching and learning in English, the

main purpose of which is teaching and learning English to students who are not native speakers of the language. In today's world, having knowledge of English is very important. According to Chodijah (2000:21), "Learning English is necessary for everyone, both at a young age and in adulthood, as English is a global language that everyone must learn." Studying it makes communication easier. There is no doubt that learning English can increase person's knowledge and open connections with people around the world.

English as a foreign language should be introduced and taught as early as possible. This is because early childhood is a time when more study time is needed in order to improve cognitive abilities of children. The skills that are taught to them one after another have no function other than helping them express their feelings and thoughts in everyday life and preparing them for the future. Teaching itself is a process of knowledge transfer from teacher to student, whether formal or informal. Good educational effectiveness depends on interaction between teachers and students. When it comes to socializing, there are situations when socializing and learning activities go wrong or are difficult. Because each student has different needs. Especially students with autism. Their learning needs and learning methods are different from students without autism. Fay and Schuler (1980, in Buehrly, 2005) stated that Autism is a lifelong developmental disorder that prevents people from understanding what they see, hear, and feel. They have problems with social relationships, communication and behavior (cited in British Columbia Department of Education, 2000, p.3). Autistic students can be said to be special students who can be taught by teachers or mentors with special skills, such as teachers qualified to teach autistic students in schools. Ensure that the methods and approaches you use work well with teachers and students. Teachers play a key role in developing appropriate teaching methods and systems according to the needs of each

student. Teachers play an active role in the learning process. Learning methods should be adjusted to the student's needs. Students with autism have problems with the learning process. Students with autism are more likely to experience frustration during the learning process and may avoid learning on their own. Here the teacher is the key to the success of the learning process. Teachers need a lot of patience and creativity to teach. As cited by the British Columbia Department of Education in a book entitled *Teaching Students with Autism* (2000), several guidance and teaching approaches have been successful for teachers working with students with autism. It has been proven that Disabilities in children with autism manifest themselves in many ways. Because the impairments they experience include impairments in aspects of behavior, social interaction, and communication, people with autism typically exhibit unique characteristics and behaviors. Disabilities in children with autism manifest themselves in many ways. The impairments they experience include impairments in aspects of behavior, social interaction, and communication, and people with autism typically have unique characteristics and behaviors compared to normal children. One form of disability most frequently experienced by children with Autism is problems with language development, as well as problems with the acquisition of language itself.

Given the language acquisition problems of children with autism, they urgently need the right methods to overcome their language impairment problems. Children with autism often experience and feel difficulty when others speak because they have difficulty understanding what others are saying. Appropriate language teaching methods for students with autism are classes that include physical activity. Selecting her TPR (Total Physical Response) method to improve the language skills of a child with autism involves acquiring knowledge in response to the child's gestures, thus making it an effective method of language teaching. TPR is a method for teaching English originally developed by Dr. James J. Asher. The main purpose of this method is to direct the learner's attention to hear and respond to the teacher's spoken target language commands. This method focuses on teaching through physical activity. Asher's Total Physical Response is the "natural way". Because Asher sees learning a first and second language as a parallel process. In short, TPR (Total Physical Response) involves physical activity and movement, making it a suitable English teaching method for children.

The Total Physical Response (TPR) method has several advantages. So, teacher can improve their student's language skills. TPR is considered fun because it contains playful elements and exercises. It also includes physical activity so your child can be active and gain first-hand experience with the

collective language. learn. Total Physical Response (TPR) has been shown to be effective in improving children's language skills, including vocabulary, expression and fluency in the language learning process. This study was conducted at Al-Khairiyah School for Special Children (SLB) in Cilegon City with students with autism to determine the effectiveness of a learning theory approach using the Total Physical Response (TPR) method.

2. Research Method

This type of study is a case study with a qualitative descriptive approach. A case study is a study of the condition of the research subject associated with a particular or typical stage of the overall personality (Hasan, 2002:7). Qualitative research, on the other hand, is research that emphasizes non-numerical (non-statistical) research and uses qualitative analysis to present data, analyze data, and draw conclusions. Descriptive qualities may be exhibited to describe situations and phenomena as they are (Sukmadina, 2006:18). The method of data collection in this study is the observation method. The observations made by the researchers were participatory observations, and the researchers did not directly intervene with the object under investigation. Another method used is an interview. The interview was conducted with the teacher in charge. Interviews were semi-structured, allowing researchers and resource workers to be more open during interviews. The interview was conducted as an interviewer with a

schedule questioner method in which the content of the questions was sketched.

3. Findings

a. Learning English as a Foreign Language for Children with Special Needs

English is a foreign language in Indonesia. The ability to be bilingual, or she is fluent in two languages, especially English, seems to be an asset in itself. Learning two languages also improves children's cognitive level. Some of the reasons that are usually fundamental to learning English are that you can use English as a gateway to learn another language and as a means of obtaining information and communication.

It is in line with international standards that often use English more widely. Mayesky (2012) Showed the importance of supporting the sustainable development of children's first languages while providing meaningful experiences in learning English. Consistent with this opinion, learning English from an early age is a program that can provide children with the opportunity to achieve high standards in their acquisition of educational information, and has been shown to be beneficial to children in their future lives. A child's English learning is much better if it is taught as a child. Because in this case, children are more likely to absorb new learning than adults.

Children with special needs are children who are in several ways different from other children in general.

Among children with special needs there are children with special needs which consist of children who are blind, deaf, mentally retarded, quadriplegic, mentally disabled and multiples, all of whom have the right to receive the same education as children who do not have special needs. Teaching children with special needs, of course, must provide some special things that are made so that children feel comfortable while learning and of course create a learning system that is adapted to their conditions. Things that must be considered such as adequate infrastructure, a curriculum that is able to meet the needs of children with special needs, special strategies in learning, and adequate training and evaluation. Learning methods can be in the form of lectures or by using lots of pictorial or video media so that children can more easily understand and remember the material being taught and create learning materials that can be applied in everyday life.

The learning process is not only focused on the product, but also oriented to the process of each child. Children with special needs will experience some difficulties in terms of learning as well as children who do not have special needs, it is just that the level of difficulty is different. However, learning with children with special needs certainly has its own challenges, considering that there are differences in physical condition, health, intellectual abilities, emotional, social, perceptual, motor and/or neurological disorders and others. In teaching English, a

teacher is required to be creative, flexible, have a commitment to the progress of learning and a willingness to learn from their students. Therefore, the process of children's development should be carefully observed and analyzed carefully by the teacher so that children are able to develop better and be able to absorb every learning material given in class and be able to apply it in everyday life. By knowing the needs of children, it is hoped that teachers will be able to design appropriate learning approaches, learning models and learning strategies.

b. TPR method of learning English for children with autism

A learning method is a set of methods a teacher implements and applies to students to achieve a desired learning goal. Of course, the learning method should be adjusted to the student's needs. The existence of the learning method itself is defined as a procedure for achieving something. Therefore, it is important to develop learning methods according to the student's situation and ability.

According to the above explanation, learning methods are tools that teachers can use to support the learning process. A learning method can be interpreted as a sure way of teaching a particular learning. Of course, the application and application of specific methods are adapted to the abilities and requirements of students and classes. Here the desired goal is achieved not only by the teacher enforcing this

particular method, but by involving the students in the success of the learning method.

One of the most effective learning methods for children learning is using the TPR method. TPR as a playful method of language learning, especially in early childhood. Dr. James J. Asher successfully developed a learning method in the field of foreign languages for children. He suggests that speaking directly to children includes instructing them (with body language) to physically respond before they begin to respond verbally. It shows that when stimulated by language, children respond with movement. TPR is a good English learning method for young children because it focuses on activities related to physical activity and movement.

TPR has been found suitable for early childhood use, TPR can also be used to teach English to children with autism. Children with autism have difficulty accessing learning content, such as lessons for non-autistic children. Autistic children usually have difficulty understanding spoken words relating to their language development. Using a TPR method that is fairly accessible to children with autism and emphasizes physical activity, the TPR learning method should be applied to the daily learning methods of children with autism. One of the activities in which the teacher gave the children materials on the topic of "Sanitary" and ordered them to wash their hands. The teacher said, "Okay, students, let's wash our hands!" But when the teacher said, "Okay, students, let's wash our hands!",

students followed up with the gesture of the upper hand and the gesture of washing both hands, and the children responded well. Children realize that teachers have actually given orders that were previously given through language. In addition, teachers provide materials on body parts to help children learn the names of body parts in English. During practice, the teacher says the name of the body part in English and shows the body part directly. For example, when a teacher says, "Students, please touch your head," the teacher responds well and helps you practice speaking. At the same time, the children put their hands on their heads, the teacher says the words and demonstrates them.

In the following learning materials, teachers offer learning outside the classroom on the theme of gardening. The teacher invites the children to leave the classroom and begin the lesson in nature. "Students, let's water the plants in the garden," the teacher directly told the children with words and body movements like watering the garden, so that the children can follow the instructions correctly. They know what to do when they hear or see the real effect of a sentence. Finally, children can learn a new language and practice word meanings right away.

Students are taught and guided through action and movement, demonstrating words that are difficult for children with autism to understand through language alone. Applying the TPR learning method also helps children directly translate the meaning

of English words given by the teacher. The application of this learning method is very suitable for young children who want to learn English, especially for children with autism who respond more positively to certain movements. Students become understand to language and responds well to it. Soon, the students will be able to speak English. When using the TPR method, students listen to the teacher's instructions and practice. If the student responds to the teacher's instructions, the student has a good understanding of the word. From the theories, definitions, and learning objectives, and result of implementation, it can be concluded that TPR emphasizes the relationship between language and action. Activities are given in the form of commands to the students, who respond to the movements of the teacher's words. This makes it easier for the child to remember the given words and helps them better understand the words they are learning in English.

4. Conclusion

Based on these observations, children tend to imitate and respond to movements. Teachers apply the TPR method in each learning session. This makes children more motivated and better understands the meaning of each word given by the teacher. Especially suitable for teachers with movements.

Based on the findings, the researchers obtained data that an English teacher specifically uses her TPR method in teaching English materials to her students. Using this method is

considered suitable for optimizing for autistic students to better understand the meaning of words and express them more flexibly. The teacher also uses her TPR learning method when interacting with each student.

This suggests that children with autism find it easier to understand

themselves through movements, not just words. Students can practice by directly seeing the movement of the body with words. TPR method will motivate children with autism to continue learning English as an essential foreign language.

5. References

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