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THE INFLUENCE OF LEARNING METHODS (COMMUNICATIVE METHOD & TOTAL PHYSICAL RESPONSE METHOD) AND LEARNING STYLES (FIELD DEPENDENCE & FIELD INDEPENDENCE) TO THE ENGLISH LEARNING OUTCOMES AT KINDERGARTEN STUDENTS

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Abstract

This research is aimed to obtain information about the influence of Learning Methods (Communicative method & Total Physical Response method) and Learning styles (Field Dependence & Field Independence) to the English Learning Outcomes at Global Kids Kindergarten students. The research applied quantitative methodology (experiment) with factorial design 2x2, and 40 samples of student, divided into two classes. The variable instruments to the English Learning outcomes indicated from written and oral exams. Overall there are differences in the influence of Learning methods and Learning styles to the English learning outcomes ; communicative method and the total physical response method and learning styles ; field dependence and field independence to the English Learning Outcomes . Student with field independent learning style and taught with a communicative method achieve the higher score than those in teaching with total physical response method. Onwards, student who have field dependent learning styles better suited taught with total physical response method rather than communicative method. Lastly, there is an interaction between learning methods and learning styles in teaching English to students and influence to the English learning outcomes.

Keywords : *Learning style, field dependence, field independence, communicative approach, total physical response.*

INTRODUCTION

It is a fact that our world is becoming more and more advanced; More modern; Increasingly sophisticated technology, more smooth communication and education is also increasing. The era of globalization requires qualified Human resource and able to communicate in variety of foreign languages, especially English as an international language. English in Indonesia is considered as essential language for the implementation and development of science and technology , art and culture as well as the development of the nation's relationship with other nations. Theoretically also said the more early a person learns a foreign language will the greater the chance to be able to master the language if the environment supports and there is a perceived need. Adamson & Schegloff says, children need an introduction to the language earlier to acquire better language skills (Santrock, 2002). This is reinforced by Lanneberg on Tarigan , explains that according to the critical period hypothesis which states that children up to the age of 13, learning of acquisition language is more easily and quickly because of the age of the human brain is still pliable (Tarigan, 1988). Some research on brain function (brain research) states that from an early age children can learn 2 languages at once, both mother tongue and also second language, but must be

consistent in its application and continuously, as Trawick Smith says, "when a young toddler is learning to speak two or more languages, he or she commonly chooses one or the other to name or describe object or concepts. If two languages are spoken in the home, it is common for a toddler 18 months or older to use both languages as are combined and used to know which family member uses which language at times, words from both languages are combined and uses simultaneously" (Shin, 2007).

Indeed, to obtain a generation that has a good ability, foreign language teaching, especially English should start from an early age. In addition, children will have readiness to enter a social context with various languages and cultures so that when an adult child will be a quality human resources and can achieve (Dunn, 1991). Another benefit is children will be easy to socialize with the community and more importantly pronunciation in English will be better if taught earlier with full seriousness so that in the end they become qualified students.

THEORETICAL FRAMEWORK

The Total Physical Response Method

Developed by Prof. James Asher, Total Physical Response is the method of teaching English in coordinating between speaking and physical action. In the development of understanding of this method, Asher sees the success of learning an adult second language as a process similar to the acquisition of a child's language. Asher argues that speaking directly to a child consists of the main commands, which the child will respond to physically before they begin producing verbal responses or voices.

Asher describes 3 things that affect learning hypothesis :

1. Bio - Programme : it is owned by the children since they born, its functions are to learn and develop their first language and the second language . in Bio - Programme there are 3 processes :
 - a. Children develop their ability to listening before they develop ability of speaking
 - b. Child's ability to listen is reached when the child is asked to respond the spoken language with action in the form of mind.
 - c. When the basic listening is reached, then the ability to speak will produce naturally
2. Brain Lateralization : Asher saw that the total physical response leads directly toward the right brain of learning, whereas most of the second language teaching methods lead to the left hemisphere of learning. Asher sees that the child as a learner of a language will understand the language through motor movement -the right hemisphere activity. Right hemisphere activity must occur before the left hemisphere can process language production.
3. Reductation of pressure : No pressure in process of learning language. The essential condition for achieving success in learning is the absence of pressure. Language learning takes place in a stress free environment.

In general it can be said that the total physical response aims to teach oral skills at an early stage. Understanding is a means to achieve the ultimate outcome and the ultimate goal is to teach basic speaking skills

Communicative method

Communicative Method is strategies in teaching the structure and function of language according to the context and situation. According to Djunaidi communicative is "... real communication principle, task meaningful and meaningfulness of language (Djunaidi, 1987). In the process of learning English with communicative methods, students are given the opportunity to express themselves in English that they learn can be integrated in their personality and they can feel more happy in learning. Students learn the language through



communicative activities, such as games, role plays and problem solving tasks. In teaching and learning process with communicative method, also happened interaction between teacher and student, and also among student. With the interaction, students can feel free to express their opinions with the form and function of the language learned, which they apply later in real life.

1. The Principles of Teaching

No	Total Physical Response	Communicative
1	The initial emphasis is listening and doing movement	Emphasis on student activities, speaking and listening also writing and reading.
2	Communication activities through movement after demonstrated from the teacher.	The communicative activities by students in pairs or group.
3	The role of the teacher as an authority class	The role of the teacher as facilitator, advisor, communicator, class manager.
4	One direction interaction : Teacher to student	There is familiar interaction between students and between student to teacher.

2. Teaching Techniques

No	Total Physical Response	Communicative
1	Pre – Production : Students give respond to the command sentence of the teacher by physically responding.	Warm – up activity 1 : Frequently asked questions at the beginning of teaching in order to create familiar interaction.
2	Early Production : Students give a simply verbal response	Warm – up activity 2 : A brief explanation and asked questions to direct students' attention on the function and the readings are studied
3	Speech emergence : Students give the simply sentence response/more completely rather than early production	Look – up & Say : Students practice conversation in pairs and develop models with its own information
4	Intermediate Fluency : Students engage in conversations with longer sentences and also a simple narrative story	Optional Follow Up Activity : Activities both games and role playing or familiar discussion about the function of the English language being learned and guided by the teacher.

3. Learning Style

According to Nasution (2008) learning style is the way of consistently and done by a student in uncovering stimulus or information, how to remember , think and solve the problems. Theoretically, the argument about the importance of understanding the learning style of learners to achieve optimal learning outcomes has become the main conclusion. Each individual including the learners have different learning styles. In line with the opinions of Mann and Sabatino in the Nasution (2008) that individuals with the same IQ, equal skills and ability to process the same information, will in many ways differ from the way they receive things, the way they think, solve problems and remember the things. Furthermore it is said

- English learning result with the application of total physical response method in students with field dependence learning style (A2B2).

Table 9. Distribution of Frequency of English Test Result of Total Physical Response Method to students with Field Dependence Learning Style

NO	Interval Class	Lower Limit	Upper Limit	F. Absolute	F. Relative
1	17 – 19	16.5	19.5	5	50.00%
2	20 – 22	19.5	22.5	3	30.00%
3	23 – 25	22.5	25.5	1	10.00%
4	26 – 28	25.5	28.5	1	10.00%
				10	100%

Discussion of further hypothesis testing results will be described as follows:

- Children with field independence learning style that is taught by communicative method get higher English test result than that in teaching with method of total physical response.
- Children with field dependence learning style that is taught by total physical response method get higher English test result than what is taught by communicative method.
- There is an interaction between teaching methods and learning styles of the English Language result test

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