

Article

IMPROVING ENGLISH LEARNING FOR KINDERGARTEN STUDENTS THROUGH COMMMA APPLICATION IN NEW NORMAL ERA

Kinanti R. Hayati^{1,a*}, Afita D. Prastiwi^{2,b}, Dwi S. Donoriyanto^{4,c}, Tranggono^{1,d}, and Zinedine A. Sasmito^{1,5}

¹ UPN “Veteran” Jawa Timur, Surabaya, East Java, 60294, Indonesia

² Universitas Hang Tuah, Surabaya, East Java, 60117, Indonesia

E-mail: ^akinantihayati.ti@upnjatim.ac.id, ^bafita.prastiwi@hangtuah.ac.id, ^csukmadewi2004@gmail.com,

^dtranggono.ti@upnjatim.ac.id, ^e18032010085@student.upnjatim.ac.id

*Corresponding author: kinantihayati.ti@upnjatim.ac.id | Phone number: +6289652595265

Received: 12th September 2021; Revised: 27th Oktober 2021; Accepted: 30th February 2022;

Available online: 19th May 2022; Published regularly: May and November

Abstract

English is one of international languages for connecting and sharing knowledge throughout the world. As regulated in the national standards of early childhood education (PAUD), language is one of the measurement criteria in the early childhood education system. The aim of this research is to assist schools in improving human resources by providing training on English teaching methods with the Total Physical Response (TPR) method and English teaching applications with the android-based application called Comma. we collaborated with partners to design and create Comma application concept and system. The aim of this program is improving the quality of human resources in terms of teaching English for kindergarten students. The test results state that all operations can be performed on this Comma application which shows the system operated as expected or it can be said that the system testing is successful so that the Comma application is ready to be released and used by users who need this application to improve their English skills through the TPR method. With the Comma application, it can be used to improve understanding of the English language, especially in early childhood education and can be used as a good alternative in teaching English in the early childhood education environment.

Keywords: English, kindergarten students, Comma Application, TPR.

1. Introduction

The age of two to seven years is the most sensitive period in learning language. So during this sensitive period, it should be maximized in teaching how to speak properly and correctly, because language skills are very useful for communicating with their environment [1]. Children who master many languages have advantages in terms of intellectual flexibility, academic skills, language and social skills [2]. Through language, children can communicate with others to express and understand the thoughts and feelings that children say and other people say in the form of oral, written, facial

expressions, language symbols, signs, pantomime and art [3][4][5]. Early childhood with pure socio-emotional development will find it very easy for facilitators to instill cognitive and language aspects [6]

Learning is something that educators do and the purpose of learning is to advance the way students learn [7]. The provision of education from the beginning to children is an important stage, thus, early childhood education provides guidance for optimal acquisition in the future [8]. Early childhood education is an early stage of education that emphasizes the concept of learning and playing. Early childhood education is an early education that is held from the time children are

born until they enter basic education Technical Instruct Law number 20 of 2003 [9] concerning the National Education system mandates that, "Kindergarten education is an effort aimed at fostering children from birth to the age of six years which is carried out through the provision of educator stimulation to help physical and spiritual growth and development. so that children have readiness to enter further education". The impact of bilingual learning is being able to improve aspects of language and cognitive development in children as evidenced by the statement that bilingual children have higher scores than monolingual children on verbal and non-verbal intelligence measures [10]

TPR is a popular method for introducing vocabulary related to actions or movements for early childhood [11]. The TPR method is an effective English learning method because it coordinates command, speech and action through motoric activities [12]. TPR is the comprehension approach, which is a foreign language approach method with commands or instructions [13]. Using the TPR method in teaching English to children will feel more fun and enjoyable, where it doesn't require a lot of preparation, and is very effective for early childhood, suitable for kinesthetic learners to be active in learning, and makes it easier for students to remember words and sentences. commands well and works very well for classes with diverse abilities [14]. The TPR method is designed based on how children learn their mother's speech [15]. In the TPR method, understanding and memory are obtained well through the students' body movements in answering or responding to commands [16]. The TPR method is very suitable for youngster, especially early childhood education because directly physical activity or body language will respond to a command before producing a speech response [17].

There are 7 (seven) basic characteristics of this Total Physical Response method, this method aims to make students learn to communicate using the target language in a pleasant situation, intent in the target language is expressed through behavior using imperatives (commands), students understanding of the target language should be developed before speaking (listening first, then continuing with speaking), imperative (command) is an influential linguistic tool, to direct student behavior, feelings of success and low anxiety

facilitate learning, corrections are given in an indirect and discreet way, students will start talking when they are ready [18].

The Comma application is an English learning application for early childhood education that uses an Android base. Android is an operating system for Linux-based mobile devices that includes an operating system, middleware and applications [19] This English learning application uses the Total Physical Response (TPR) method as the basic foundation in making the Comma application. The TPR method is a learning method that emphasizes learning English using three important aspects, namely command, speak, and action. The purpose of the Comma application is to improve vocabulary and imperative sentences. Based on the description above, TPR method will be very effective if it is applied in the English learning process for early childhood education considering the problems that often occur, namely the lack of human resource whose mainly teachers ability in mastering English material so it hampers the teaching and learning process for students. Some of the advantages of the TPR method are that it is fun, interesting and easy so that it can accelerate mastery of English material. The COVID-19 pandemic period has had an unfavorable impact on the world of education, especially the problem of effective teaching and learning processes through online. The Comma application is one of the tools to facilitate learning English for early childhood education in the new normal era.

The series of using the Comma application consists of 3 elements, which are input, process and output. These three elements are intended so that users can achieve the goals of learning English through the comma application. In this application there are 2 users, one of the is the owner or the institution that can be used to monitor the learning progress of the students. The second user is the students who will be the user of the Comma application and conduct an assessment.

2. Material and Method

The research location was conducted at Roudlotul Muttaqin Kindergarten, Ngares Wetan, Ngareskidul Village, Gedek District, Mojokerto, East Java. The time of the research was around

July 2021 to August 2021 until the required data were sufficient.

The software used in making this comma application is using visual studio code and using the Dart programming language.

The dependent variable is the variable that is influenced or which is the result of the independent variable. The dependent variable in this study is the Comma Application. The independent variable is the variable that affects the cause of the dependent variable. The independent variable in this study is the teacher and student.

The research methods that will be used in designing the Comma application are as follows

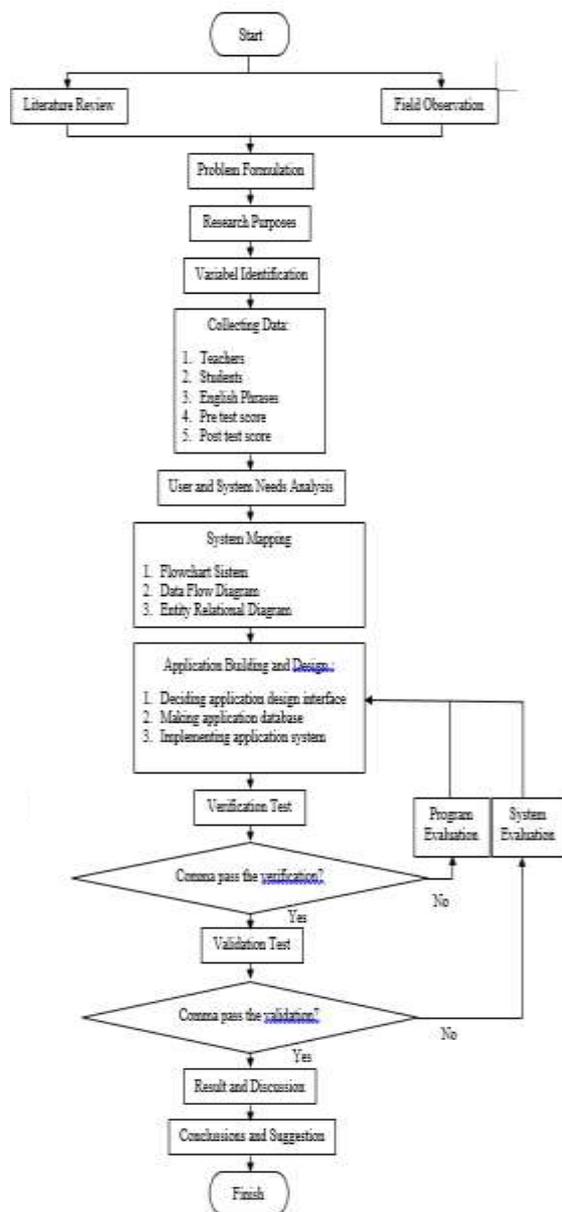


Fig. 1. Research Flowchart.

3. Results and Discussion

The results of the research that has been carried out are as follows

Verification test of Comma application is using black box testing method by testing each of the activity within the application to see if the application is eligible and acceptable

Table 1. Black Box Testing

Activity Testing	Expectation	Results	Conclusion
Signing up	user data signed up	User data signed up successfully	Accepted
Sign in	user signed in into the application	User signed in successfully	Accepted
Admin sign in	Redirected to admin page	Redirected to admin page successfully	Accepted
Admin control	Admin get access to student detail information	Accessed to student detail information successfully	Accepted
User Quiz	User can work on the quiz and listen to the quiz answer	User do the test and listen to the quiz answer successfully	Accepted



Fig. 2. Main Menu Interface



Fig. 3. Student Quiz Interface

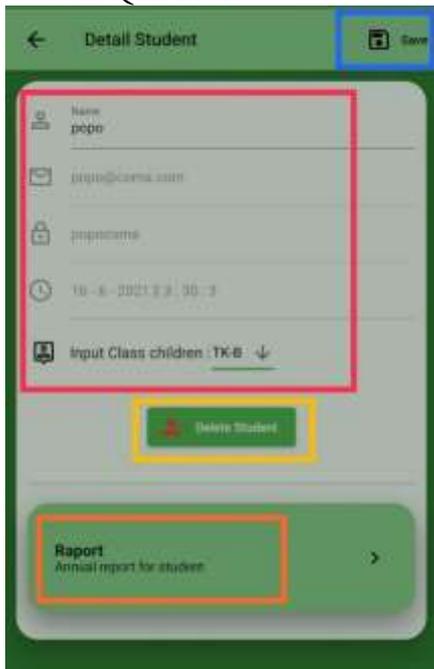


Fig. 4. Main Menu Interface

The interface on this Comma application uses a display that can attract children's interest to use this comma application for learning English. The display of the Comma application consists by

various illustrations that can help children to recognize learning objects easily and interactively.

The test results state that all operations can be performed on this Comma application which shows the system operated as expected or it can be said that the system testing is successful so that the Comma application is ready to be released and used by users who need this application to improve their English skills through the TPR method.

4. Conclusions

Comma application is an application of English learning using the total physical response method. Android is used as the basis for designing and creating applications. Comma has the advantage of platform flexibility, which can be run anywhere and anytime easily because the android platform is generally located on mobile phones.

This comma application design can be used by both teachers and kindergarten students involved because there are 2 login portals for admin and for students. Each access is available for each portal so that in its use it is quite easy for users to run the application.

The interface on this Comma application uses a display that can attract children's interest to use this comma application for learning English. The display of the Comma application consists by various illustrations that can help children to recognize learning objects easily and interactively.

The test results state that all operations can be performed on this Comma application which shows the system operated as expected or it can be said that the system testing is successful so that the Comma application is ready to be released and used by users who need this application to improve their English skills through the TPR method.

With the Comma application, it can be used to improve understanding of the English language, especially in early childhood education and can be used as a good alternative in teaching English in the early childhood education environment.

Acknowledgement

We would like to thank the partners involved, along with all the participation of the institution and parents of student on this learning method and media and also we would like to thank to

LPPM UPN “Veteran” Jawa Timur for being our funding.

References

- [1] Montessori, Dr. Maria, “The discovery of the Child,” New York: Ballantine Books, 1991
- [2] Mustafa, Bacharudin, “Buku Pendidikan Anak Usia Dini,” Unpublish, 2007
- [3] Astuti, W. and Habibah, U “Peningkatan Kemampuan Kosakata Bahasa Inggris Anak Melalui Metode Pembelajaran Interaktif di Kelompok A TK Pertiwi Jirapan 2014/2015,” *National Seminar Proceeding Aktualisasi Bimbingan Konseling pada Pendidikan Dasar Menuju Peserta Didik yang Berkaraktar*, Sragen, 2015, pp. 343-352
- [4] Wahyudin, U. and Agustin, M., “ Penilaian Perkembangan Anak Usia Dini Panduan untuk Guru, Tutor, Fasilitator dan Pengelolaan Pendidikan Anak Usia Dini,” Bandung: Refika Aditama, 2011
- [5] Hurlock, E. B., “Perkembangan Anak,” Jakarta: Penerbit Erlangga, 2008
- [6] Wahyuni, S and Reswita, R, “Hubungan Kematangan Emosional Terhadap Kemampuan Bersosialisasi Mahasiswa PG-PAUD FKIP UNILAK,” *Lectura: Jurnal Pendidikan*, vol. 8, no. 2, pp. 172-178, 2017
- [7] Mayer, R. E and Wittock, M. C, “ Problem-Solving Transfer In D. Berliner & R. Calfee (Eds.),” New York: MacMillan, 2008
- [8] Dimiyati and Mudjiono, “Belajar dan Pembelajaran,” Jakarta: Rineka Cipta, 2010
- [9] Indonesian government, Law no. 20 of 2003 which regulates the National Education System, Jakarta: State Secretariat, 2013
- [10] Takakuwa, M, “What’s wrong with the concept of Cognitive Development in Studies of Bilingualism,” *Journal of La Revista Bilingue*, vol. 25, no. 3, 2000
- [11] Rachmawati, R, (2013). *Pengaruh Penggunaan Metode Total Physical Response (TPR) Terhadap Penguasaan Kosa Kata Bahasa Inggris Anak Taman Kanak-Kanak TK/PG Darul Hikam Bandung* [Repository]. Available: <http://repository.upi.edu> [Accessed: 1 August 2021].
- [12] Richards, J. C. and Rodgers, T.S., “Approaches and Methods in Language Teaching: A Description and Analysis,”. Cambridge: Cambridge University Press, 2001
- [13] Larsen-Freeman, D. and Anderson M, “ Techniques and principles in language learning,” New York: Oxford University Press, 2000
- [14] Sophaktra, U. (2009). *Total Physical Response (TPR)* Available: <http://www.scribd.com/doc/23194878/Total-Physical-Response-TPR>.
- [15] Nepuane, G, “Don’t Explain: Total Physical Response at Work,” *journal of NELTA*, vol. 13, no. 1-2, 2008
- [16] Yuli, Astutik, “Metode Total Physical Response (TPR) Pada Pengajaran Bahasa Inggris Siswa Taman Kanak-Kanak,” *Jurnal Pendidikan Bahasa dan Sastra*, vol. 13, no. 2, pp. 102-117, 2008
- [17] Asher, J, “Learning Another Language Guide-Book,” California: Sky Oaks Production, 1988
- [18] Ratminingsih, Made Ni, “Metode dan Strategi Pembelajaran Bahasa Inggris,” Depok: Raja Grafindo, 2017
- [19] Safaat, Nazruddin, “Pemrograman Aplikasi Mobil Smartphone dan Tablet PC Berbasis Android,” Bandung: Informatika, 2012