

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

Syefriani Darnis

Prodi PAUD Fakultas Keguruan & Ilmu Pendidikan

Universitas Trilogi Jakarta

darnis.riani@gmail.com

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 method, learning style, field dependence, field independence, communicative approach, total physical response.*

A. BACKGROUND OF THE PROBLEM

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 skills¹ . 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

¹ John W. Santrock, *Life Span Development* (Jakarta : Erlangga, 2002), p.182

pliable². 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"³

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 achieve⁴. 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.

B. THEORETICAL FRAMEWORK

1. 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 :

1.1. Children develop their ability to listening before they develop ability of speaking

1.2. Child's ability to listen is reached when the child is asked to respond the spoken language with action in the form of mind.

1.3. 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.

² Henry Guntur Tarigan, *Pengajaran Pemerolehan Bahasa* (Bandung : PT Angkasa, 1988), p.45

³ Joan Kang Shin, *Ten Helpful Ideas for Teaching English to Young Learners*. English Teaching Forum, Volume 44, Number 22, pp 2-7

⁴ Opal Dunn, *Beginning English with Young Children* (London :Macmillan Ltd,1991),p.1

3. Reduction 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

2. Communicative method

Communicative Method is strategies in teaching the structure and function of language according to the context and situation. According to Djunaedi communicative is "... real communication principle, task meaningful and meaningfulness of language⁵ . 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.

3. 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.

4. Teaching Techniques

No	Total Physical Response	Communicative
1	<u>Pre – Production</u> : Students give respond to the command sentence of the teacher by physically responding.	<u>Warm – up activity 1</u> : Frequently asked questions at the beginning of teaching in order to create familiar interaction.
2	<u>Early Production</u> : Students give a simply verbal response	<u>Warm – up activity 2</u> : A brief explanation and asked questions to direct students' attention on the function and the readings are studied

⁵ Djunaedi, *Pengembangan Materi Pengajaran Bahasa Inggris berdasarkan Pendekatan Linguistik Kontrastif : Teori dan Praktek* (Jakarta : Dept.P&K.,1987),p.27

3	<u>Speech emergence</u> : Students give the simply sentence response/more completely rather than early production	<u>Look – up & Say</u> : Students practice conversation in pairs and develop models with its own information
4	<u>Intermediate Fluency</u> : Students engage in conversations with longer sentences and also a simple narrative story	<u>Optional Follow Up Activity</u> : Activities both games and role playing or familiar discussion about the function of the English language being learned and guided by the teacher.

5. Learning Style

According to Nasution⁶ 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 Nasution⁷ 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 that the teaching of any field including English language teaching can only be improved in quality, if teachers understand the characteristics of learners well including their learning styles. Information about the learners is a material consideration for teachers in choosing methods, teaching techniques and teaching materials in accordance with the diversity of learning styles of learners.

6. Elements of Learning Style

Learning styles refer to the way students learn. Design to recognize or identify learning styles for the first time conducted by Rita and Kenneth Dunn. From the learning style design can be seen that there are 4 learning style factors consisting of 18 basic elements of learning style. The basic factors and elements of the learning style are (1) The immediate environment, ie the way of learning is influenced by sound or sound, light, air temperature and setting of learning place, (2) emotional, that is learning mode influenced by motivation Persistence, sense of responsibility and structure of task completion, (3) sociological, is learning methods that are influenced by peer group, independent, paired, team, adult and varied assistance and (4) physical, that is learning mode influenced by ability Perception, food or drink, study time and moving on.

6.1.Field Independence

Field Independence is learning style not affected or not depend on the 18 elements of learning styles, in other words, the students have learning styles that can establish, determine the objectives to be achieved by him/herself. In achieving its goals, students who have an independent learning style are encouraged by challenging factors and see what tasks are being performed. Students who have self-learning styles tend to want to increase their curiosity. Communicative method gives students the opportunity to improve their ability in English.

6.2.Field Dependence

⁶ Nasution.S., *Berbagai Pendekatan dalam Proses Belajar Mengajar* (Jakarta : Bumi Aksara.2008),p.93

⁷ Ibid.pp.186

Field Dependence is learning style that very influenced by or dependent on the learning style elements/environment. This means to achieve maximum desire or achieve good learning outcomes if applied in student activities, they should be much assisted and directed. Such assistance can be either direct guidance from the teacher or the spirit of his or her friends in the group work. For that the total physical response method is the right way for the dependent-dependent student, because teaching with this method is more likely for the child to ask for help, guidance or advice to the teacher on how to learn.

6.3. Classification of Field Independent and Field Dependence Learning Styles and their indicators

Indicator	Field Independence	Field Dependence
Sound	Not affected by noise or surrounding noise for being able to block it with the sound or sound it likes	Affected by noise
Light	No need for a particular light from the extreme	It needs a bright light
Temperature	No need for a particular temperature from the extreme	Need a cool air or need a warm air
A place to learn	Do not need a place to learn with certain conditions	Need a regular place to study, there is a soft chair, carpet or certain conditions
Motivation	Have a clear interest, intention or purpose in learning	Has no clear interests, intentions and goals in learning
Persistence	Always want the task completed as quickly as possible with various attempts, without delay. Not easily discouraged	Relax in doing the task. Do not try as soon as possible. Easily discouraged
Responsibility	Always accomplish the task well although not assessed by the teacher or not supervised by the parents.	The completion of the task depends on the teacher's command or parental supervision
Structure of task completion	Completion of the task in its own way	Teacher dependent task completion
Peer Group	Nice to learn with peers	Does not like to learn with peer group
Independence	It's a pleasure to learn by yourself	Not happy learning alone
In pairs	Happy to learn with a close friend	Not happy to learn with friend
Team	Happy to learn in a team group	Not happy to learn in a team group
Need help from adult	Fun and more trust to learn with older siblings or more	Not happy to study with older siblings as well as with other

	mature adults who are considered more intelligent	adults
Variation	Can learn with anyone or alone	Learning to be with others, certain and can not learn alone
Perception ability	Learn by reading only. Learn by listening only. Learning by reading while touching something or smelling	Learning in a certain way, free and uncertain
Food or drink	Not learning by eating or drinking or anything else	It's great to learn while eating or drinking, chewing candy or anything else
Study Time	Regular study time, when there is free time to learn	Time to learn indeterminate, not knowing a suitable time to learn
Moving on	not moving on when studying	Like to moving on while studying (easy to bored)

From the chart above it can be concluded that students with field dependence learning styles (1) are strongly influenced by the environment, (2) in the students to always pay attention to others, (3) need more clues to understand something, the material should be arranged step by step, (4) is more sensitive to criticism and requires encouragement, (5) speaks slowly to be understood by others. Whereas students with field independence learning styles are the opposite, (1) less environmentally influenced, (2) educated to stand alone and autonomous for their actions, (3) does not require detailed guidance, (4) accept criticism for improvement, (5) speaking without regardless of the capabilities of others⁸.

C. RESEARCH METHODOLOGY

This study is experiment research carried out at the Global Kids Class – Kalyca Azzahra School, Yayasan Indonesia Tanah Pusaka Depok, about 40 students at the Kindergarten level B aged 5 – 6 years on additional subject of English, with the details of 20 students in experiment class and 20 students in control class. Determination of the experimental class and control class is done through the identification of learning style questionnaire test. Treatment is given to students for 2 months (8 weeks) and 1 times for English achievement test. It takes duration for about 60 minutes for every meeting. The design of the study was conducted to compare the effect of teaching methods; communicative method and total physical response for the students with the independent learning style and dependent learning style.

An experimental matrix design for this research : Table 1 : Factorial Design 2x2

⁸ Ibid., pp95-97

Attribute Variables (B)	Variable of Treatment (A)	
	Communicative (A1)	Total Physical Response (A2)
Field Independence (B1)	(A1B1)	(A2B1)
Field Dependence (B2)	(A1B2)	(A2B2)

Resource : Modification from Freenkel & Wellen, How to Design and Evaluation Research in Education. Singapore :Mc.Graw Inc. 1993.p. 258

A1 = Communicative Method

A2 = Total Physical Response Method

B1 = Independent Learning Style

B2 = Dependent Learning style

A1B1 = The result of English Learning with the communicative method to the student of Independence learning style

A2B1 = The result of English learning with the Total Physical response to the student of Independence learning style

A1B2 = The result of English Learning with the communicative method to the student of dependence learning style

A2B2 = The result of English learning with the Total Physical Response to the student of dependence learning style

Table 2 : The Sub Group of Learning Style

Learning Style (B)	Learning Methods (A)	
	Communicative (A1)	Total Physical Response (A2)
Field Independence	10	10
Field Dependence	10	10

Operational Definition of English Learning Outcomes

The definitions of English learning outcomes is the score obtained from the test result to learn English that reflect the actual ability of the students in the form of remembering (C1), understanding (C2) and application (C3)

Grid lattice test result of learning English

English test grid is stacked based on a mix of capabilities; Listening, writing, vocabulary, grammar and speech covering the cognitive aspects of remembering (C1), understanding (C2) and application (C3) with the topic Food (Vegetables, fruits, meal). The topics of the learning area are:

1. Listening / hearing is provided through the cassette, preceded by previous exercises with similar pattern, in order to consolidate learning.
2. Writing that is given in the form of exercises to choose the right words, copy and complete, in this case is after the listening twice in listening and then students write it.
3. Vocabulary is vocabulary studied by using illustrations, finding the exact words contained in the sentence.
4. Grammar is sentence patterns are studied and presented in sentence form on every language skill.
5. Speak through direct interviews between teachers and students conducted individually and alternately according to the topic that has been taught.

Definition of Operational Questionnaire of Learning Style

Learning styles are scores obtained from the correlation of biserial points influenced by the learning environment and the circumstances or characteristics of the person concerned (physical ability of the student). Learning styles in this study are divided into 2; Namely field independence and field dependence. Field Independence is a learning style undertaken by students with a learning style score above the learning group questionnaire score with biserial point correlation, while field dependence is a learning method undertaken by students with a learning style score below the score of the learning style questionnaire group. With field independence students are able to create stimuli and motivate themselves to learn well. Meanwhile, students with field dependence, students are less able to create stimuli for themselves to learn well, and do not have high motivation.

D. RESEARCH RESULT AND DISCUSSION

This research data is grouped into 6 groups of data;

- (1) Result of learning English with application of communicative method to student with field independence and field dependence (A1)

Table 3 : Distribution of Frequency of English Test Result with Communicative Method

NO	Interval Class	Lower Limit	Upper Limit	F. Absolute	F. Relative
1	21 – 22	20.5	22.5	1	5.00%
2	23 – 24	22.5	24.5	2	10.00%
3	25 – 26	24.5	26.5	2	10.00%
4	27 – 28	26.5	28.5	10	50.00%
5	29 - 30	28.5	30.5	5	25.00%
				20	100%

- (2) Result of learning English with application of total physical response method to student with field independence and field dependence (A2)

Table 4 : Distribution of Frequency of English Test Result of Total Physical Response to students with Field Independence and Field Dependence Learning Styles

NO	Interval Class	Lower Limit	Upper Limit	F. Absolute	F. Relative
1	17 – 18	16.5	18.5	3	15.00%
2	19 – 20	18.5	20.5	5	25.00%
3	21 – 22	20.5	22.5	2	10.00%
4	23 – 24	22.5	24.5	6	30.00%
5	25 - 36	24.5	30.5	4	20.00%
				20	100%

- (3) English learning result by applying communicative method to students with field independence learning style (A1B1)

Table 5 : Distribution of Frequency of English Test Result of Communicative Method to students with Field Independence Learning Style

NO	Interval Class	Lower Limit	Upper Limit	F. Absolute	F. Relative
1	24 – 25	23.5	25.5	1	15.00%
2	26 – 27	25.5	27.5	4	25.00%
3	28 – 29	27.5	29.5	4	10.00%
4	30 – 31	29.5	31.5	1	30.00%
				10	100%

- (4) English learning result by applying total physical response method to students with field independence learning style (A2B1)

Table 5 : Distribution of Frequency of English Test Result of Total Physical Response Method to students with Field Independence Learning Style

NO	Interval Class	Lower Limit	Upper Limit	F. Absolute	F. Relative
1	20 – 21	19.5	21.5	2	20.00%
2	22 – 23	21.5	23.5	3	30.00%
3	24 – 25	23.5	25.5	2	20.00%
4	26 – 27	25.5	27.5	3	30.00%
				10	100%

- (5) English with the application of communicative methods to students with field dependence learning style (A1B2)

Table 6 : Distribution of Frequency of English Test Result of Communicative Method to students with Field Dependence Learning Style

NO	Interval Class	Lower Limit	Upper Limit	F. Absolute	F. Relative
1	21 – 23	20.5	23.5	1	10.00%
2	24 – 26	23.5	26.5	2	20.00%
3	27 – 29	26.5	29.5	5	50.00%
4	30 – 32	29.5	32.5	2	20.00%
				10	100%

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

Table 7 : 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:

1. 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.
2. 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.
3. There is an interaction between teaching methods and learning styles of the English Language result test

REFERENCES

- Claire, Elizabeth. *ESL Teacher's activities Kit*. USA : Prentice Hall, 2005.
- Dunn, Opal. *Beginning English With Young Children*. London : Macmillan Ltd, 1991.
- Dunn, Rita & Kenneth. *Teaching Students Through Their Individual Learning Styles : A Practical Approach*. Virginia : Reston Publishing Inc., 1978
- Djunaidi. *Pengembangan Materi Pengajaran Bahasa Inggris Berdasarkan Pendekatan Linguistik Kontrasif : Teori dan Praktek*. Jakarta : departemen Pendidikan dan Kebudayaan, 1987.
- Frenkel & Wallen. *How to Dising and evaluation Research in Education*. Singapore : Mc. Graw Inc. 1993.
- Santrock, John W. *Life Span Development*. Jakarta : Erlangga, 2002
- Shin, Joan Kang. *Ten Helpful Ideas for Teaching English to Young Learners*. English Teaching Forum Volume 44 No. 22, 2007, pp. 2 – 7

Tarigan, Henry Guntur. *Metodologi Pengajaran Bahasa*. FPBS IKIP Bandung. 1998

_____, *Pengajaran Pemerolehan Bahasa*. Bandung : PT Angkasa, 1998

Wiss, Robert. *Field Independent/dependent : Learning Styles and L2 Acquisition*. The Weekly Forum. Article 102. June 2002, p.1