



Total Physical Response (TPR) Method to Improve Speaking Ability to Children with Down Syndrome

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Abstract: Speaking and language skills are tools used to interact and communicate. Down syndrome children experience language development delays due to the impact of intelligence barriers that are below average. However, children can still take part in academic learning. The ability of children when learning to speak, especially speaking, is influenced by the learning methods used by the teacher. This study aims to (1) describe the current condition of the subject. (2) this method of practicing speaking skills is used. (3) Total Physical Response (TPR) method. This study used qualitative research methods. Data collection was carried out by observation, interviews, and documentation. Data analysis begins with studying data, data reduction, data presentation, and the stage of concluding. Subjects in this study were Down syndrome children aged 7 years who were unable to speak.

Keywords: Total Physical Response (TPR), Speaking Ability, Children with *Down Syndrome*

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INTRODUCTION

Speaking and language skills are one aspect of a child's developmental stages that can affect children's communication and interactions with their environment. Delays in the language development of children with Down syndrome are caused by mental and physical development. To communicate and interact with the surrounding environment, speaking skills are needed.

According to Tarigan (2008, 3), Speaking is a language skill that develops in a child's life, which is only preceded by listening skills and at that time the ability to speak or speak is learned. While speaking ability is "the ability to pronounce sounds - articulated sounds or words to express, to stated, convey thoughts, ideas, and feelings". (Tarigan, 208. 16).

In general, the purpose of speaking exercises for the beginner level is so that students can communicate verbally in a simple way in everyday life. In its initial stage, the speaking practice can be said to be similar to listening practice. (Effendi, 2012, p. 150). In listening practice, there are stages of listening and imitating. This listening and imitation practice is a combination of the basic

exercises for listening skills and speaking skills.

Resmini (2012) states that the relationship between speaking and listening can be seen from the following: (1) speech is usually learned through listening and imitating (imitation); therefore, the models or examples that are listened to and recorded by children are important in mastery and speaking skills. (2) the words that will be used and learned by the child are usually determined by the stimulus (stimulus) they encounter.

Elementary school students are important to master speaking skills, this was stated by Farris (Supriyadi, 2005, 179) that learning speaking skills are important for students to be able to develop thinking, reading, writing, and listening skills.

To train children to speak, it can be done from an early age, so that children are accustomed to saying articulation sounds, conveying expressions, and pronouncing words. No exception for children with Down syndrome. According to Gunarhadi (2005, 13) children with Down syndrome are a collection of symptoms resulting from chromosomal abnormalities, usually



chromosome 21 which cannot separate during meiosis, resulting in individuals with 47 chromosomes. Down syndrome children have intellectual barriers. The barrier to intelligence can affect language skills including speaking ability and vocabulary understanding.

Richards and Rodgers (Suhendan, 2013) define "Total Physical Response (TPR) as a method which is built around the coordination of speech and action in other words it is to teach language through activity". In other words, the TPR method is a language learning method composed of coordinating commands and speech.

This Total Physical Response method has been widely used by teachers to provide language and speech instruction to children. Several studies have shown that the Total Physical Response method is effective, one of which is as stated by Imelda Sayd, et al. (2018).

The Total Physical Response method can improve children's speaking and language skills. The advantages of this Total Physical Response method are first, it is very easy and light in terms of language use. Second, it contains elements of game movement, so that it can relieve stress on students. Third, it can create a mood so that it can facilitate learning and increase children's motivation.

METHOD

The method that researchers use in this research is qualitative. according to Bogdan and Taylor (in Moleong, 2017), qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior. This qualitative research is used to explore, find, and reveal in-depth the problems under study. The data collection techniques used in this study were observation techniques, interview techniques, and documentation techniques. In this study, the data analysis technique used is descriptive qualitative which refers to the opinion of Miles & Huberman (Sugiyono, 2015), the stages are data reduction, data presentation, and the stage of

concluding. The data sources in this study were teachers, parents, and children with Down syndrome in grade 1 elementary school.

RESULTS AND DISCUSSION

The results obtained that J is a grade 1 SD student. The child has limitations in speaking. based on the results of observations the child can understand receptive language, such as the words "come on", "eat", "take", "want a cake", "where is the doll", "close the door", but the child experiences obstacles in expressive language skills, namely the ability to speak. As for the child's ability to speak, the child can say the word "cake", "ball", "book", but the pronunciation of the word, sometimes only the last syllable is heard.

In school, the activities of the learning process to speak are carried out by the teacher, namely by using the "ulang ucap" method. As for its application, the teacher pronounces or makes his voice, then students are asked to pronounce the sound they hear again. For example, the teacher plays the word "balloon" then the child is asked to say the word "balloon". However, when the child is asked to say the word balloon, sometimes only the last syllable is pronounced by the child, namely "lon" only. Then at the time of learning the child seems bored, so that the child's attention is easily distracted. In learning the teacher also uses image media to support learning.

Parents as the child's closest environment also influence the child's speaking ability, based on the results of interviews conducted that parents do not have a special way of developing their speaking ability. However, parents provide a stimulus to invite talking as usual with clear articulations and intonations. When parents invite children to talk, children make eye contact, even though sometimes the child's attention is easily distracted.

The teaching method used by the teacher and the media used, there has not been any change in the ability to speak in pronouncing vocabulary, it appears that when learning



children's attention is easily distracted and quickly feels bored, so in language learning, especially the speaking aspect, innovative learning methods are needed.

Down syndrome children experience problems in speaking, because it is influenced by the level of IQ intelligence which is below average. This is by the opinion that children with Down syndrome experience delays in language development as a result of intellectual barriers that are below average. According to Nur Chamidah (2017) Children who have Down syndrome, the same as other children, must be able to communicate from an early age. However, they have several barriers such as physical and cognitive (Kumin, 2003) which make the spoken language difficult to use in their communication (Marder and Cholmain, 2006).

In general, Down syndrome children have difficulty speaking and understanding vocabulary, this is due to delayed cognitive development. Besides, children with Down syndrome have limitations in terms of attention, short-term memory, difficulties in all forms of symbolic form, and differentiation of perceptions. so that the speaking ability of children with Down syndrome and understanding of the vocabulary is different from that of children in general. Based on the expert opinion above, it can be concluded that children with Down syndrome experience obstacles in language development, including spoken language which is the impact of obstacles to children's cognitive development.

From the results of the study, it was found that the teacher taught using the "Ulang ucap" method. In practice, this method has a weakness, namely, the child is only asked to repeat the words that the teacher has heard. but the child does not understand the meaning of the words he is saying. Judging from the weaknesses of this speech method, it is likely to be one of the reasons why Down syndrome students find it difficult to learn to speak because Down syndrome students have cognitive barriers and most Down syndrome children have short-term memories. Also, it seems that the child gets

bored quickly and his attention is easily distracted. Because the learning process is carried out only with the teacher listening to a word and the child is asked to say it again. So that more innovative learning methods are needed.

According to Mansyur (2016, 159). The use of various innovative techniques and methods can certainly create a conducive learning situation. Students will be directly involved in absorbing information and restating the results of the recorded information they get according to the individual abilities of students.

The method used in learning to speak is very influential in the students' speaking ability. The method that might be effective for use in children with Down syndrome is the Total Physical Response (TPR) method.

According to Richard (2001: 73) Total, Physical Response is a language teaching method that uses speech and gesture collaboration which is an attempt to teach language through an activity. TPR is a language learning method which is a language learning method that is related to the coordination of speech and motion commands. So that the teacher tries to teach language through physical activity.

Besides, TPR also facilitates the strengthening of students' memory in speaking development. Memory is one of the obstacles in children with Down syndrome in learning the language. The memory quality of children with Down syndrome is relatively short. Memory is very important in speaking because it is a reference as well as a language reference that is stored and used as words in speaking. A word can be easily remembered and used (recalled) if the speaker has direct experience of the word. (Nasution, 2009).

CONCLUSION

Based on the results of the research and data processing that has been done, it can be concluded that the roles of teachers and parents are quite good. but there needs to be innovation in the learning process that is appropriate and tailored to the abilities and



needs of the child. to improve the children's speaking ability and during the learning process to speak easily to receive lessons and understand and pay attention to them during learning, they are not easily distracted

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