

Developing English Teaching Materials for Early Childhood Based on Total Physical Response

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Abstract

This study aimed at producing English teaching material for early childhood based on total physical response. Such material was useful to improve children ability in speaking of EFL setting. This study was a research and development (R&D) of Successive Approximation Model (SAM) in terms of mixed method. The data were gathered through assessment sheets from experts. Results revealed that English teaching material in the form of animation video of songs based on total physical response entitled "Good Bye" was evidenced to be used as a teaching material for young learners. This was proved by the average result of validation data denoting all indicators, namely English lyric, song, movement, video display and implementation achieved very feasible criteria (above 81.25%). This implied English teaching material of animation video of songs based on total physical response was suggested to be used in the classroom due to its practicality.

Keywords: animation video, English song, English teaching material, total physical response.

1 INTRODUCTION

Teaching material of song to learn English is a useful attempt for early childhood in achieving the learning goal (Masturah et al., 2018). The movement creation along with song might consult to TPR (Total Physical Response) since it was applicable for carrying learning by doing the concept (Barnett et al., 2015; Magnussen & Sukying, 2018). When a child was not able to remember a particular word then the teacher made a movement, this action could help him to identify and mention the intended word (Jakobsen, 2022). However, children's self-confidence might increase through physical response mastery and an ability to move is important for children for their growth.

Teachers should be careful in choosing a song as a teaching material because the vocabulary and sentence structures can be different between written and spoken language (Kalayci & Ergül, 2020). Nursery rhymes could be adapted through the development of a little initiative and imagination, for example by changing vocabulary and sentence structure using the original rhythm. Children songs have power to strengthen empathy, mutual respect and tolerance (Bensimon, 2020). They are possible to function as a channel of expression (Fairchild & McFerran, 2019). The main consideration in composing educational song are learning goal interesting for children in terms of harmonious relation between lyrics and melody (Andayani, 2022; Torras Vila, 2021).

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Children are motivated to learn English with audiovisual media (Adisti, 2022). Animation video assists early childhood to understand the learning content in a fun way (Brame, 2016; Putra & Sujana, 2021). Children have a short span of time to focus and easily to feel bored so that the video should last around three minutes are suggested. Ensure high video quality to enhance memory retention and facilitate faster learning. As a result, in order to fulfill the void of teaching material, this study was conducted. The aim was to develop English songs based on TPR in animation video.

2 RESEARCH METHODS

This research used Successive Approximation Model (SAM) by Michael Allen (Allen & Sites, 2012). Three steps were carried out; preparation, iterative design and iterative development. Information collection and SAVVY Start was done in this preparation stage. The researchers were helped by early childhood teachers to gather information about (1) children expression and what they feel after completing their study at kindergarten, (2) English vocabulary of song lyric, and (3) music composition. Then, the movement was created by implementing TPR. In iterative design stage, we made a design and gain feedback for generating a prototype. Such reviews covered English lyrics, the music composition and audio visual. If the design has already met the requirements, a prototype is made. These steps could be repeated up to 3 times to reach an ideal prototype. In iterative development we focused on developing songs, utilize TPR movement in animation video of teaching material, performing trials and organizing evaluation. If the prototype was completely designed, it could be developed. These steps were managed as one cycle which can be duplicated to 3 times before launching to users.

Data collection was gained from written report of validation sheet in percentage values (McCusker & Gunaydin, 2015). This assessment was achieved by experts in their fields, namely Prof. Dr. I Wayan Dirgeyasa, Dr. Vera Yulia Harmayanthi and Dr. Tatu Siti Robiah. There were five assessment aspects to be investigated in validating the products of 25 indicators; English lyric had 7 indicators, song had 5 indicators, movement had 6 indicators, animation video had 4 indicators and implementation had 3 indicators.

3 RESULT AND DISCUSSION

We completed three stages to produce English teaching material of animation video of song as the accomplishment of SAM model. In preparation stage, researchers and teachers talked about English vocabulary and sentence structure to be introduced. The title was "Good Bye" which was written in simple sentences and vocabulary. Children fundamentally learn English in an interesting way through songs. Therefore, most words were repeated so that they are able to sing along. This song was sung by a boy with a modest rhythm for listening at ease. In iterative design stage we created a prototype after receiving feedbacks. It was the hardest time because we should make a revision between movement and song rhythm for the successful of learning language. In iterative development stage, we had to pay attention on the features of animation video likewise pictures, the position of lyric on screen, font and color.

3.1 English lyric

The goal of this song was early childhood can imitate the song and the movement in learning English. The lyric had two stanzas. There were four simple sentences of first

stanza, namely "Good bye, good bye, see you next time. Good bye, good bye, see you next time. Good bye, good bye see you my friends. Good bye, good bye see you my friends". There were also four simple sentences of second stanza, namely "Oh we have a very good time. Oh we have a nice memory. So, please, please you remember us. So, please, please you don't forget us". This song lasted around 2 minutes and we arranged musical components related with the ability of children to sing. There were tone notation, melody, rhythm and tempo. The purpose of song composition was children can easily follow the song and feel joyful when learning language in the classroom (Destiana & Andhiarini, 2020).

GOOD BYE

Lyrics: Danti & Team
Songs: by Oktovialdi

Good bye good bye see you my friends Good bye good bye see you my friends Good

bye good bye see you next time Good bye good bye see you next time. Oh we have a ver-ry

good time Oh we have a nice me - mo-ry So, please, please you re - mem-ber us So

please, please you don't for - get us

Figure 1. Block Notation

3.2 The movement

We applied TPR method combined with fundamental movement skill to create the movement during singing. TPR was a method for language learning which is appropriate for children (Xie, 2021). Such actions functioned to describe the lyric of teaching English for example to introduce nouns and verbs.

Table 1. TPR for Teaching English

Title of Song	Type of Movement	Description	Benefit
Good Bye	Initial	Patting the right and left thighs then patting the right and left shoulders	Train basic non-locomotor movements
	Main	a. Moving right and left by waving alternately the right and left hands. Moving with diagonal steps while waving both hands. Opening the arms paralleling the shoulders, to the side then putting down to the side of the body	To understand the gesture of "goodbye"
		b. Doing a V step movement while pointing both thumbs forward and placing your hands next to your body	To understand the gesture of "good time"
		c. Doing a V step movement with forefinger pointing towards the head	To understand the gesture of "nice memory"
		d. Performing backward lunges movement while placing the both hands in front of chest then opening both hands upwards and laying them next to the body.	To understand the gesture of "please don't forget"

3.3 The animation of video

We applied three elements to create animation video, namely pictures, the way to write English lyric and the performance of models. The title and the lyric were written in upper case to help children recognize alphabets easily. The stress was the element of visual should consistent with children' characters namely, cheerful, friendly and energetic because children are highly motivated to study through song in the form of audiovisual (Laksmi et al., 2021). "Good Bye" setting was outdoor to help children refresh their mind when watching this video.



Figure 2. Video of Songs

3.4 The validity of test

This video was validated by English language expert to examine their feasibility regarding teaching material for young learners. The validation was conducted using a validity test through scores (Sugiyono, 2013). The score was based on the validation rubric, from 1 up to 4 scales. The validation sheet was tested by a formula of $P = f/N \times 100\%$. P was for analysis of respond, f was for score achieved and N was for maximum total score. The experts' percentage results were converted into assessment criteria. The four criteria proposed by Sugiyono (2013) was used. They were very feasible of 81.25% - 100%, feasible of 62.50% - 81.24%, fairly feasible of 43.75% - 62.49%, and not feasible of 25.00% - 43.74%. These validations were showed as follows.

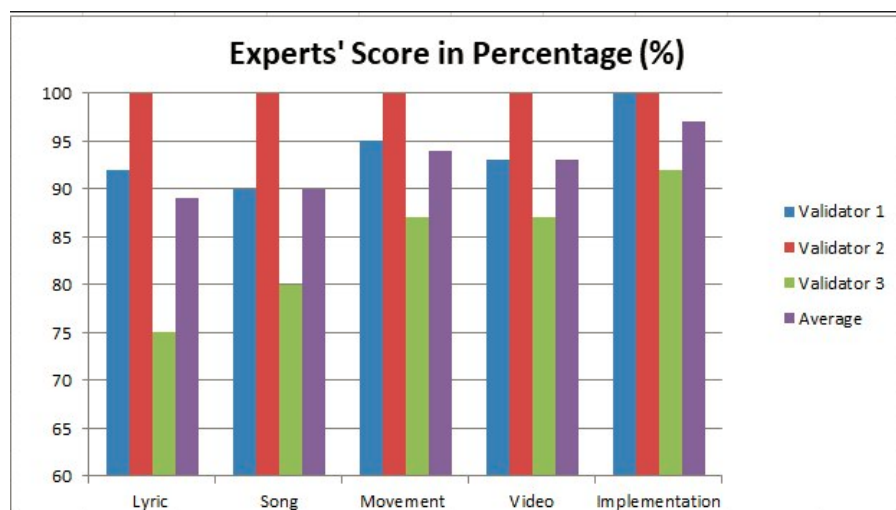


Figure 3. Expert's Validation

Three validators examined the animation video of "Good Bye" song. The average score of three experts were categorized as very feasible due to the achieved score, namely above 81.25%. The aspect of implementation achieved the highest average score of 97.00% and movement had the lowest average score of 89.00%.

4 CONCLUSION

This research aimed at developing English teaching material for early childhood based on total physical response. It applied SAM model of three stages such as preparation, iterative design and iterative development. Based on analysis of experts' validation, the animation video of "Good Bye" song was evidenced to be helpful as a teaching material for young learners. The result of test was determined by five aspects, consisted of 25 indicators and four experts of academic community fulfilled validation sheets. The aspects were English lyric, song, TPR movement, animation video and implementation. The validation result revealed a feasibility score of this video was above 81.25% (very feasible).

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