

Collaborative implementation of TRP and Audiolingual methods in learning Chinese vocabulary at Kindergarten A level

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ABSTRACT

Foreign language learning can shape children's social and cognitive future, Mastery of foreign languages at an early age in education can improve critical thinking, interpersonal skills, and advanced language learning. Chinese is currently the second most spoken language in the world, so it is not surprising that many educational institutions have included Chinese in their curriculum system since early childhood education. The use of TPR (Total Physical Response) and Audiolingual methods is an effective method for learning foreign languages in early childhood. This study used a descriptive qualitative approach. This research involved Chinese language teachers at Filadelfia Kindergarten Surabaya and 15 students at Filadelfia Kindergarten A Surabaya. The results of this study, the use of TPR (Total Physical Response) and Audiolingual methods can improve children's speaking skills and memorize Chinese vocabulary at the Kindergarten A level of Filadelfia Kindergarten Surabaya. The use of collaboration between the TPR method and the Audiolingual Method provides a stimulus for learning Mandarin that is fun for Kindergarten A Filadelfia Surabaya students, this is because the combination of the two methods requires students to be active and make movements in accordance with the vocabulary being taught.

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1. INTRODUCTION

The demands of the era in generation 5.0 require students to be able to learn and understand all aspects of learning, from science, social math to foreign languages. Foreign language learning, one of which is Mandarin, has been taught since early education. In learning Mandarin at the Early Childhood Education level often uses visual displays such as Flashcards containing pictures, Hanzi and Pinyin which will be mentioned by the teacher and followed by students. However, this only

provides a speech stimulus to students so it is often found that learning using Flashcards is less efficient because students only know vocabulary in a short time. Foreign language learning for early childhood requires methods related to physical or movement so that they can more easily memorize vocabulary, functions and implement the vocabulary into daily conversations.

Children experience a very important period of development, including language acquisition, between the ages of 0 and 4 years. This process is a remarkable cognitive achievement; the child begins to build communication skills that will shape his or her future social, emotional and cognitive development. Children make rapid progress in language acquisition, both comprehension and expression, during this age range. Language is an important tool for individual and social communication, according to Pringgawidagda (2002). According to Kridalaksana (in Aminuddin, 1985), language is a system of selected symbols that people use to communicate, cooperate, and distinguish themselves. Effendi (1995) raises another opinion about language, stating that daily experience shows that the spoken variety is more than the written variety. Furthermore, Effendi (1995) says that because conversation participants pronounce speech with pressure, tone, and rhythm. From the three opinions above, a red line can be drawn that language is not only a means of communication but also a complex system with various aspects, including symbolic aspects and oral expression in various situations. The conclusion of this thought provides a richer understanding of the complexity of language and the importance of involving non-verbal aspects in understanding human communication. According to Dardjowidjojo (2007), the term "process" refers to the acquisition of language that is naturally done by a child when he learns his native language. A supportive learning environment facilitates the language learning process, as emphasized by Guo et al. (2020), which also contributes to the effectiveness of the learning process, as highlighted. That is, while the process of children learning to master their native language is called acquisition, the process of people, usually adults, learning in the classroom is called learning.

One of the most important needs of every person in life is education. According to the old Chinese proverb, "Education is a golden box that can be the key to building a hole," education is the component that everyone must have in order to lead a good life. Education can be obtained from one's environment, not just from an educational institution. The broad definition of education encompasses life itself. It signifies that education comprises all knowledge and learning experiences that occur throughout one's lifetime, in all places and situations that positively influence the growth of every individual being. Teaching, in a broader sense, is also a process of instructional activities, and the implementation of learning can take place in any environment and at any time (Amirin, 2013). According to Pristiwanti (2022), education is an ongoing process that continues throughout one's lifetime (long-life education). This definition emphasizes the holistic nature of education, highlighting its role in shaping individuals' lives beyond formal classroom settings. It underscores the idea that learning is not confined to specific spaces or timeframes but is instead a continuous journey of acquiring knowledge and skills in various contexts. Languages are always necessary to communicate with others, even if we don't learn them. Languages have become increasingly important for communication over time and have become an essential part of modern life. Language mastery is one of the skills that can be tested today. More and more evidence supports the idea that introducing foreign languages to young children has significant positive effects. It is not only important for young children to learn foreign languages to improve their language skills but also for cognitive, social, and academic benefits. Language acquisition at an early age is heavily influenced by the environment, so this is a good time to start learning a foreign language.

The ability to speak in more than one language becomes crucial as globalization grows. As a result, giving early children the opportunity to understand and use foreign languages not only enriches their experience but also opens up more opportunities in the future. Mastering a foreign language at an early age in education can improve critical thinking skills, interpersonal skills, and advanced language learning. Mandarin is the second most spoken language in the world. LinguaEdu.com reports that by 2022, there will be 1.1 billion people speaking Mandarin. With the

business relationship between Indonesia and China, Mandarin has become a language to be learned in some educational institutions in Indonesia. Mandarin education cooperation agreement in Indonesia and China in 2013 in Chengdu, Chengdo, supported by data in Kemdikbud.go.id. Many educational institutions have implemented trilingual language education programs, or schools of three languages. English, Mandarin, German, and Japanese are foreign languages in demand by educational institutions in Indonesia. Praniska (2020) argues that in the millennial era, the ability to communicate in a variety of foreign languages is one of the modern needs due to technological advances and the advances of the Millennial generation. Particularly in early childhood education, the desire to master a foreign language can encourage the development of bilingual programs in Indonesia as well as the development of Indonesian and regional languages. There are many kindergartens that offer bilingual foreign language programs in their schools because of parents' awareness of their children's foreign language needs.

Teaching or educating children at the preschool level requires special attention and enjoyable methods while still considering the child's psychological needs (Ayuningtias, 2019). Learning a foreign language at a young age can commence when a child begins to interact and communicate with others. Mandarin is commonly introduced in several kindergarten schools in Jakarta, typically in class A, where children are around 4 years old (Ayuningtias, 2019). In Mandarin language learning, teachers play a crucial role in creating engaging teaching and learning activities that motivate learners to explore new concepts (Wulansari, 2021). Various teaching methods can be employed in Mandarin language instruction, such as games, storytelling of legends or cultural tales, poetry, dancing, and simple craft-making activities (Wulansari, 2021). These methods not only enhance language acquisition but also make the learning process enjoyable and interactive for young learners. By incorporating diverse and stimulating activities, teachers can foster a positive learning environment that encourages active participation and enthusiasm among students. Learning a foreign language, especially Mandarin, from an early age can provide an introduction and stimulus to children. According to Suhendan (2013), children younger than 11-12 years old have a greater possibility of mastering a foreign language. Each child has unique and unique characteristics. Rohmah (2018) states that early childhood has unique physical, social, psychological, and moral characteristics. Chinese language learning in educational institutions begins with learning vocabulary, speaking, listening, and writing Chinese. According to Carool and Seefelt (through Aprianawati, 2017), the vocabulary development of four-year-old children will reach four thousand to six thousand words and the ability to speak more than five or six words. Renandya (in Rahamdhani, 2015) Vocabulary is an important component in learning a foreign language (second language), because it is very important to determine one's speaking, listening, reading, and writing skills. Purwaningsih, Sari, and Purwandari (2017) say that giving children different sets of vocabulary to memorize will not help them learn foreign language vocabulary. This is because children will just feel forced to memorize all the vocabulary. The Mandarin learning process helps children's skills based on language aspects. Teachers should provide facilities in a foreign language vocabulary learning, Wulanjani (2016). Foreign language learning will make children able and easy to communicate around the world. To learn Mandarin, a method that is easily absorbed and comfortable must exist. Early childhood education, especially in kindergarten, forms the foundation of a child's cognitive and social development. It is essential to master a foreign language in a global context. Total Physical Response (TPR) and the audiolingual approach are two approaches that have been proven effective for teaching foreign languages to kindergarten children, as TPR is a method of gestures in place of words that has the goal of helping teachers teach Chinese and creating a fun classroom atmosphere. This research has several previous studies, the first research from Ekawati (2020) with the title "Application of the Total Physical Response (TPR) Method in Teaching English in Kindergarten" the results of the study The ability of teachers to use the TPR method effectively in EFL teaching helps create a pleasant classroom atmosphere. The second research related to the TPR method is Rahmawati, et al (2023) with the title "Utilization of the TPR Method to Recognize Adjectives in English to Elementary School Students"

from the results of the study it can be concluded that the use of the TPR method in learning Adjectives in English is very helpful for students to understand and know the meaning, meaning and use of the word. In addition to learning research using the TPR Method, as for previous research on foreign language learning using the Audiolingual method, namely Sugiyani (2017) with the title "Introduction to Vegetable Types in English using the Audiolingual Method" in this study can be used as English language learning that relies on sound and visuals as media in vocabulary learning. Foreign language learning, especially in Mandarin, there are still no references related to the collaboration of using the TPR Method with Audiolingual, so this research is a novelty research that combines two methods in learning Mandarin at the kindergarten level.

James Asher (1969) introduced the TPR method, which emphasizes the use of physical movement in language teaching. Physical activity can help children in preschool understand language better because they are active and responsive to motor stimulation. Mulyanah (2018) suggests that the TPR method is the basis of a teaching approach known as a total and effective physical response to introducing vocabulary relevant to action. The Total Physical Response (TPR) method is considered one of the teaching methods suitable for early childhood language instruction due to its integration of commands, speech, and movement coordination, making it easier for children to master a language during their learning process (Astutik and Aulina, 2017). The TPR method offers numerous benefits in its application. TPR can be used to train a child's language skills and skills related to vocabulary related to actions, verbs, knowing things around, commands, etc. The TPR technique can also be combined with a variety of techniques, such as the imperative drill, in which students must make simple Mandarin words and repeat them to get a physical response. (b) The technique of action songs and poems uses the medium of simple songs and poems and the movement of such songs or poems. (c) Telling or telling stories: this technique can help children learn languages from an early age by listening, observing, and imitating.

Instead, the audiolingual method focuses on repetition and hearing exercises, teaching vocabulary and structure through dialogue and real-life situations. The aural-oral approach, also known as the audio-lingual approach or oral approach, is based on linguistic assumptions such as (1) language being a symbolic system of meaningful sounds, (2) each language having its unique structure, and (3) language structures being systematically describable and discoverable (Parera, 1997). The audiolingual method is based on a structural approach to language teaching. Thus, this approach is focused on the exploration and description of language systems, which will be studied starting with the sound formation system (phonology), the word-making system (morphology), and the sentence formation system. Savignon (2017) stated that the use of tape recording to provide a model of pronunciation and grammar for native speakers prompted the emergence of language labs to increase the use of audiolingual material. A good language learning model involves developing four language skills: listening, speaking, reading, and writing through memorizing dialogues and digging for grammar patterns to prevent errors and acquire mastery of a particular language.

Learning a foreign language becomes a playful experience that supports the comprehensive development of the child because both of these methods not only create an active and enjoyable learning environment but also use visual and auditory attractiveness to improve language retention. With this method, it is expected that kindergarten children will be able to internalize foreign languages with a deeper understanding. By understanding the importance of teaching methods that match the characteristics of child development, foreign language education at the kindergarten level can be a strong foundation for forming a multilingual individual.

Based on the background given, the researchers wanted to undertake further research on the comparison and effectiveness of the use of TPR (total physical response) and audiolingual methods in early childhood Mandarin vocabulary learning at Kindergarten A level at Filadelfia Surabaya School.

2. METHODS

This research is descriptive qualitative descriptive. According to Basrowi & Suwandi (2008), through qualitative research, researchers can recognize subjects and understand what they experience in their daily lives. Qualitative research involves researchers, enabling them to understand the context, situations, and settings of natural phenomena being studied. This research will be conducted at Filadelfia Kindergarten Surabaya, which is located in the Mulyosari sub-district, Kalijudan, Surabaya. Filadelfia Kindergarten School uses a trilingual system with English as the language of instruction and uses TPR and Audiolingual methods for language and science learning. This is the reason for the researcher to conduct this study in that place. This research involved the Chinese language teacher at Filadelfia Kindergarten Surabaya and 15 students at Filadelfia Kindergarten A Surabaya. The data source of this research is the use of TPR and audiolingual methods by the Mandarin teacher at Filadelfia Surabaya Kindergarten A in teaching Mandarin words to the students. The data collected in this study will be divided into two parts, namely verbal and non-verbal, which will be analyzed descriptively by the researcher.

Data collection techniques for researchers include observation, and vocabulary comprehension tests. The type of observation conducted by the researcher is Participative Observation, Participative observation means that the researcher is involved in the activity or situation being observed. This allows the researcher to understand more deeply the subject's experience. The combination of these techniques will provide a thorough and in-depth picture of the implementation of Mandarin vocabulary learning strategies at Kindergarten level A. With data from multiple sources, the research can produce stronger and more accurate results.

3. FINDINGS AND DISCUSSION

Result

This study took place in the strange semester of the 2023-2024 academic year in November 2023 at the Filadelfia School Surabaya in Kindergarten A of 15 students. Here's the Opposite vocabulary that Kindergarten A students will learn in November 2023:

 大 Dà	 上 Shàng	 胖 Pàng	 开 Kāi	 多 Duō
 小 Xiǎo	 下 Xià	 瘦 Shòu	 关 Guān	 少 Shǎo

Figure 1. Opposite Vocabulary

On the first, second, and third days of the first week, the students of kindergarten class will be taught about the vocabulary 大(Dà) Large and 小(Xiǎo) Small, 上(Shàng) Up and 下(Xià) Down. Next, the Mandarin teacher, who is often called by the name Lǎoshī 老师, The teacher will move and be followed by the students and mention it in Mandarin language. On the first day, the students will be taught the vocabulary 大(Dà) big and 小(Xiǎo) small. On the vocabulary 大(Dà), the teacher will make a large circle with his hands and then say 大, the movement followed by the students. Then in the Vocabulary 小(Xiǎo), the Mandarin teacher will create a small circle using his hands, then say 小 that the students follow, and the movement will continue to be repeated. After doing the repetition, Lǎoshī will act out one movement, and the student must answer in Mandarin. It also does the

opposite. On the second day Laoshi will teach about up 上 (Shàng) and down 下 (Xià), the technique performed by Lǎoshī. Lǎoshī will make a hand-up and-down movement accompanied by a mention in Mandarin. The movement must be followed by all students in Kindergarten A. After the repetition, Lǎoshī will perform oral tests and movements on the children. On the third day, Lǎoshī will repeat the material from the first and second days and will be given a worksheet containing Hanzi about 大 (Dà) Large, 小(Xiǎo) Small, 上(Shàng) Up, and 下(Xià) Down.

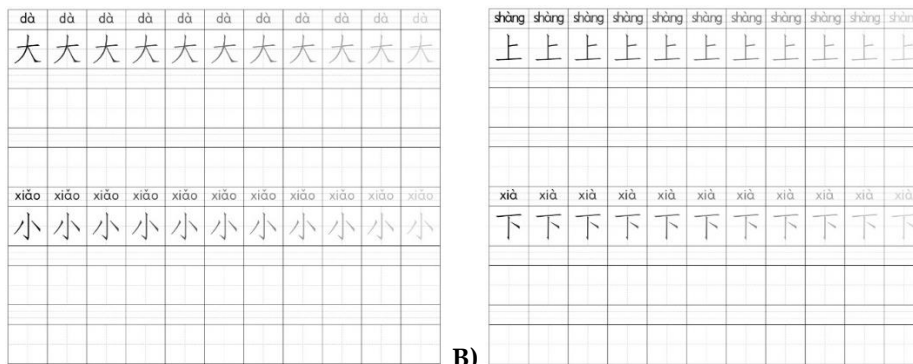


Figure 2. A) Is a Hanzi writing worksheet 大(Dà) Large, 小(Xiǎo) Small. B) is the Hanzi write worksheet 上(Shàng) Up, and 下(Xià) Down.

The Score on the Hanzi Writting worksheet have 4 categories,

4	Excellent
3	Very Good
2	Good
1	Learning

Table 1. Score Rate

Results of material evaluation 大(Dà) Large, 小(Xiǎo) Small, 上(Shàng) Up and 下(Xia) Down in the first week.

Name	material understanding	Write Hanzi
H1	4	4
H2	4	4
H3	4	4
H4	3	4
H5	4	4
H6	3	4
H7	3	3
H8	4	4
H9	4	4
H10	4	4
H11	3	3
H12	4	4
H13	4	4
H14	3	4
H15	4	4

Table 2. Evaluation Score at the first week

The results of the first-week evaluation taken by the researchers showed that if the use of TPR and audiolingual method collaboration resulted in 10 out of 15 children obtaining a score of 4, which

means satisfactory in material understanding, and the child could mention certain objects using the Mandarin language with their meaning in Indonesian language, then 13 of 15 kids obtained a rating of 4, which means satisfying in writing hanzi. In learning Mandarin, children not only show Hanzi or Chinese characters and the way they are pronounced, but they must also be able to write Chinese characters to better understand and easily remember the vocabulary.

On the first day, second day, and third day of the second week, On the first day, the teacher will teach the opposite stuff about the fat 胖(Pàng) and the thin 瘦 (Shòu), and the second day is the open 开 (Kāi) and the closed 关 (Guān). Just like the previous week, the teacher will act and mention in Mandarin, which will later be followed by the students of Kindergarten A at Filladelfia School Surabaya. On the third day, the teacher will repeat the vocabulary that has been taught using the movement and mentioned in the Mandarin language so that the student does not forget the previous vocabulary. After that, Kindergarten A students will be given a worksheet, as in the first week, this is done so that students better remember Chinese characters as well as their meanings.

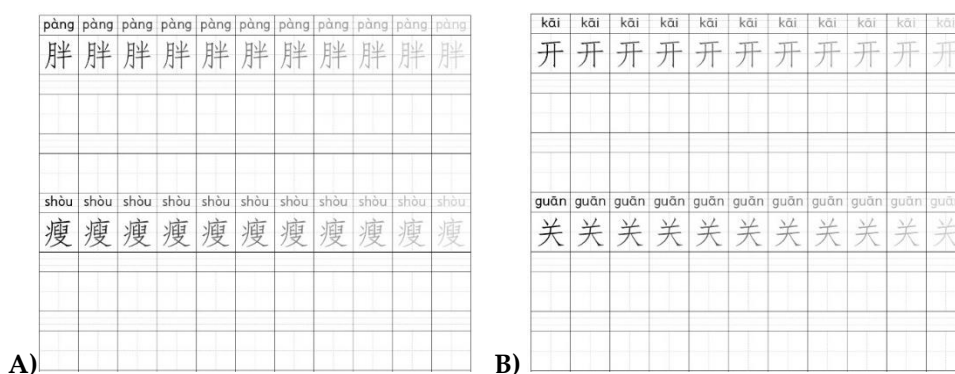


Figure 3. A) Is a Hanzi writing worksheet the fat 胖(Pàng) and the thin 瘦 (Shòu). B) is the Hanzi write worksheet 开 (Kāi) and the closed 关 (Guān).

Results of material evaluation the fat 胖(Pàng) and the thin 瘦 (Shòu), and the second day is the open 开 (Kāi) and the closed 关 (Guān) in the second week.

Name	material understanding	Write Hanzi
H1	3	4
H2	4	4
H3	4	4
H4	4	4
H5	3	4
H6	4	4
H7	4	4
H8	3	3
H9	3	4
H10	4	4
H11	3	3
H12	4	4
H13	4	4
H14	4	4
H15	4	4

Table 3. Evaluation Score at the second week

On the second day of the collaborative use of TPR and audiolingual methods, 10 out of 15 students on mastery of vocabulary in Mandarin get a score of 4, which means Excellent, and a score for writing hanzi 胖 (Pàng) Fat, 瘦 (Shòu) Thin, 开 (Kāi) Open, 关 (Guān) Close, 13 out of 15 children in Kindergarten A get a score of 4, which has a Excellent meaning. Learning Mandarin using the TPR

and audiolingual methods has the same results, so it can be said that in the first and second weeks, the overall grade of kindergarten A students is stable.

On the first, second, and third days of the third week, the subjects to be presented are 多 (Duō) Many and 少 (Shǎo) a little and will be review in the first and second weeks: 大(Dà) Big, 小(Xiǎo) Small, 上(Shàng) Up, 下(Xià) Down, 胖(Pàng) Fat, 瘦(Shòu) Thin, 开(Kāi) Open, 关(Guān) Close. The technique used when studying in the third week is still the same as in the first and second weeks. However, on the second day of the third week, the researchers will take a speech (Speaking) evaluation of the mastery of the material in a student kindergarten. At Filadelfia School Surabaya, the following results show mastery of 10 vocabulary words in Mandarin with 声调 (Tones) correct:

Name	Mention in Mandarin Language	Tones	Mention Meaning in Indonesians
H1	4	3	4
H2	4	3	4
H3	4	3	4
H4	4	4	4
H5	4	4	4
H6	4	3	4
H7	3	4	4
H8	4	3	4
H9	3	4	4
H10	4	4	4
H11	3	3	4
H12	4	4	4
H13	4	4	4
H14	4	4	4
H15	4	4	4

Table 4. Evaluation Score at the Thrid Week (Speaking)

On the third day of the third week, the researchers will perform a written test to take a mastery score of ten opposite vocabulary words in Mandarin. This Result of the written test on kindergarten A:

Name	Writing Test
H1	4
H2	4
H3	4
H4	4
H5	4
H6	4
H7	3
H8	4
H9	4
H10	4
H11	4
H12	4
H13	3
H14	4
H15	4

Table 5. Evaluation Score at the Thrid Week (Writing Test)

Speaking scores in kindergarten A 12 out of 15 students scored 4 and 9 out of 15 got a score of 3 when mentioning the vocabulary using the correct 声调 (tones). Then, on the writing scores, 11 out of the 15 students obtained 4.

Discussion

Based on the results obtained by the researchers, the collaboration between the Total Physical Response (TPR) method and the Audiolingual Method has proven to be effective in helping kindergarten-level A students quickly recognize and understand the meanings of vocabulary, particularly opposite vocabulary pairs. These findings also support previous research, indicating that the use of both TPR and audiolingual methods can stimulate students' motivation to learn foreign languages, especially Mandarin. The study reveals that using these two methods together can significantly aid learners in memorizing Chinese vocabulary faster, encompassing writing, pronunciation, usage, and reading. The success of these methods is evident from the test results collected by the researchers. Vocabulary comprehension among students increased from the first to the third week, and the written test results of the kindergarten students remained stable throughout this period. The application of TPR and audiolingual methods also provided an enjoyable learning experience, as physical activities made the lessons more fun and engaging, encouraging active participation from the students in learning Mandarin.

Overall, this study provides compelling evidence that the combined use of TPR and audiolingual methods effectively enhances vocabulary comprehension and Hanzi writing skills among kindergarten students. This approach not only accelerates the learning process but also creates a fun and interactive learning environment, ultimately boosting students' motivation and engagement in learning Mandarin. These findings suggest that the use of TPR and audiolingual methods could be standardized in Mandarin language education for young learners, particularly at Filadelfia School Surabaya.

4. CONCLUSION

The above results can be seen if the Speaking score has increased in the third week of 3.8 from 3.7 and the writing score from the first to third week is stable at 3.9. From these results it can be concluded that learning languages, especially Mandarin with the Opposite theme in November of the school year 2023/2024 using the TPR (Total Physical Response) and Audiolingual methods can improve children's speaking skills and memorize Mandarin words at the Children's Park A level of the Philadelphia Surabaya Kindergarten.

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