English Learning Interactive Media for Early Childhood Through the Total Physical Response Method

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ABSTRACT: Although there are several approaches and strategies for teaching foreign languages, the Total Physical Response (TPR) approach is the most suitable for young learners. TPR is a way of teaching language that is based on the synchronization of speech and behaviour, or in other words, teaching language through movement. This study aims to develop English learning media for children through the Total Physical Response (TPR) method. This study uses a Research and Development (R & D) approach. The development model used is the ADDIE development model (analysis, design, development, implementation, and evaluation). Data collection techniques in this study were based on the results of expert validation tests, media practicality tests, and media effectiveness tests on children aged 5-6 years in Kindergarten. The results showed that the validity test of developing interactive media for children's English learning through the TPR method by media expert was declared valid with the result of 93%. The validity test on the material aspect shows the result is 98%. In the language aspect, the language expert gave the results of the feasibility of the language used in the media with a value of 96%. Likewise, with the practicality test, the results showed that the media had an average value of practicality with a percentage of 94%. The most important result in media development is determined by the results of the effectiveness test, and this media gets an average percentage score of 77.8% on the media tested on children. Therefore, interactive media for children's English learning through the Total Physical Response method deserves to be used as interactive and quality learning media that is practical and effective for early childhood. Intervention in introducing how to develop interactive media for learning English to teachers can be carried out in further research.

Keywords: *Early Childhood, English Learning Media, Total Physical Response (TPR) method*

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1 INTRODUCTION

In the pre-school period, children's language skills develop rapidly in line with the child's need for socialization and high curiosity. (Chaer, 2009) states that language acquisition or language acquisition is a process that takes place in a child's brain when he acquires his first language or his mother tongue. This is in line with the statement of Dardjowidjojo (2010) which states that the term acquisition means the process of mastering the language carried out by a child naturally when he learns his native language. That is, the process of children learning to master their mother tongue is acquisition, while the process of people (generally adults) learning in class is learning.

Apart from their mother tongue, children are also basically able to master foreign languages. Children tend to find it easier to learn languages other than their mother tongue, compared to adults (Santrock, 2011). This is in line with Fauzi and Basikin (2020) which states that language acquisition has two stages, namely the first language which is often interpreted as the mother tongue where the child starts the first interaction with his mother, and the second language is the language that the children get after the first language. They have usually, the second languages are known as English and Indonesian.

Language development is one of the important developments that children have. With language skills, children can identify themselves, and interact and cooperate with others (Wiyani, 2014). Early age is the golden age which will determine the development of the next child. All aspects of the use of language should be introduced to children before these golden age ends. Therefore, teaching English as a foreign language is more appropriate if done as early as possible because children are in a sensitive period for language learning and children's brain flexibility is still very good.

In Indonesia, the position of English is rarely used in interactions within the community so that English is difficult to learn. However, learning English for early childhood is important for its future. Mastery of English is a very important skill in today's information and communication era. A country that speaks English can be said to have entered the era of globalization and can establish various kinds of international relations with other countries (Purwanti, 2020). This is the reason more and more people are trying to learn English well to be able to compete globally and introduce English to children from an early age.

Children have certain periods of development, with increasing age. Each child experiences language and concept development quickly, especially if it is supported by the introduction of English from an early age so that it is useful for them as they grow older in competing in the world. Therefore, mastery of English in the era of globalization is very urgent and necessary. This is based on a basic human need, namely communication, the more rapid the flow of globalization, the more limited space and time. However, learning English in Kindergarten is largely an additional learning program so that there are several obstacles faced in learning English.

Seeing the development throughout the world today in terms of education with increasingly sophisticated technology, children are required to know and learn English. However, an early childhood teacher should have fun ways and media in teaching English to children. At the peak of the theme of school learning, Kindergarten children can be taken to official places such as hospitals, hotels, airports, ports, banks, shopping centers and other offices where there can be found writings or information in English. Children's curiosity will arise when they hear and see the words or pictures that contain English.

In introducing English, teachers at Kindergarten Barunawati Padang have used media but is not interactive for children. The media used are only magazines or pictures that are less attractive to children. So that the learning atmosphere does not become tedious and tiring, an in-active medium is needed that can support the learning process. With current technological developments, learning media are increasingly developing, especially for Kindergarten. Jared and Grace (2009) stated that technology would continue to be an integral part of classrooms and everyday life. Therefore, in the learning process, media or learning teaching materials are needed to assist in the teaching and learning process used by the teacher.

Learning media consists of hard skills and soft skills and in the form of hard skills, such as learning books, worksheets, modules, and handouts. Meanwhile, the media in the form of soft skills are e-books, e-modules, and slides. The use of learning media enables teachers to understand and apply learning materials systematically, efficiently, and thematically. The method used must support learning English in Kindergarten so that the aims and objectives of learning are conveyed to children, and they can apply them in their daily lives.

One method that is appropriate to use in learning English for children is the Total Physical Response method or abbreviated as the TPR method. The application of the TPR (Total Physical Response) model can help early childhood in mastering simple vocabulary in English and its meaning in Indonesian (Wijayatiningsih & Mulyadi, 2014). Ghani (2014) state that the TPR method is a learning model that uses gestures and images, where children will watch, touch, listen and imitate. Research conducted by (Nuraeni, 2019) states that the TPR method encourages self-confidence, creativity, children's curiosity and motivation. This makes children enjoy an enthusiastic in participating in the learning process. This has a positive impact on them because the topics given are familiar and easy to remember. The TPR method makes the teaching process flexible and enjoyable.

Therefore, the TPR method can be developed in interactive media as a means of learning English for early childhood. In addition to interactive learning media, the methods used support learning English for early childhood so that the aims and objectives of learning to reach the children, and they can apply them in their daily lives. This study aims to develop interactive media for learning English in early childhood through the TPR method.

2 THEORITICAL STUDY

2.1 *Children's Language Development*

Children learn languages by listening and speaking. Language ability is one of the basic abilities that children must have which consists of several stages according to their age and developmental characteristics. Language is an important key in learning that allows children to understand the world around them (Sari & Suryana, 2019). From infancy, language can be learned through social interaction and the sense of hearing. When children try to imitate sounds and words, this includes the child's language development process. Furthermore, they learn how to use language. Use of language occurs when children say what they want and need.

Therefore, the process of language learning is very important to build because language is one of the skills of children's development. To help the growth and development of children's language, an organized coaching effort is needed through early childhood education so that children have readiness to enter basic education and the next stage of life. Early childhood education is basically education organized with the aim of facilitating the overall growth and development of children or emphasizing the development of all aspects of the child's personality (Suyadi, 2013).

Early Childhood Education should use the following principles, such as learning activities for children should always be oriented towards children's needs. Play is a means of learning for young children, through playing children are invited to explore, find, use, and draw conclusions about objects around them. The environment must be created in such a way that it is interesting and fun with attention to safety and comfort that can support learning activities through play. Learning in early childhood must use the concept of integrated learning, which is carried out through themes. The theme that is built must be attractive and can arouse children's interest and be contextual. Learning for early childhood should be carried out in stages, starting from simple concepts and close to children (Suryana, 2016).

In addition, education for early childhood is the implementation of education that focuses on laying the foundation towards growth and development in all aspects, both physical (fine and gross motoric), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), social emotional (attitudes and behaviour as well as religion), language and communication, in accordance with the uniqueness and stages of development that early childhood goes through (Lase, 2017). Coaching programs to improve children's language skills are also an important aspect. Hilda (2010) states that children language through predictable developmental stages. Language development in Kindergarten children can be seen in three aspects, namely language, language, and expressing language (Depdiknas, 2009).

English in Indonesia is the first foreign language. The second language is the language that children learn after their mother tongue with the characteristics that the language is used in the surrounding community. Acquisition of a foreign / second language (foreign

/ second language acquisition-SLA) in principle is not too different first language acquisition (FLA) (Rahmat, 2010). Acquisition of first language is usually aimed acquiring the mother which is generally done by children while the acquisition of second language is done by children and adults as a language.

Santrock (2011) reveals that many children can speak more than one language. Bilingualism is the ability to speak two languages, which has a positive effect on a child's cognitive development. Children who are fluent in two languages will show better performance in attention control, concept formation, analytical thinking, cognitive flexibility, and cognitive complexity than their peers who speak only one language, so learning foreign languages at an early age have assumption that children learn foreign languages faster than adults. Mayesky (2012) revealed that it was very important to support the sustainable development of the child's primary language while providing meaningful experiences with learning English.

Furthermore, Stakanova and Tolstikhina, (2014) argue about precisely teaching English to early childhood by stating several reasons. In the early childhood period, children's linguistic development is in a very good stage to be used as a basis for further linguistic development. An early start-up to provide maximum learning time for learning English as a foreign language can make children start faster and have more time to learn. Children who learn a foreign language at the pre-school or primary school level have a better chance of learning a second foreign language in secondary school.

Learning foreign languages at an early age also stimulate children's ability to use their mother tongue better. In line with this opinion, Priscilla (2009) added that learning English in early childhood education programs can provide educational and social outcomes that help them achieve high standards of education and a responsible life in the future. Learning a foreign language such as English at an early age can reach a higher cognitive level than before (Dewi, 2016).

From the opinion of these experts, it can be concluded that English language learning is better applied from an early age because in that period, children experience language development faster than adults, as well as helping them to achieve brilliant educational standards in the future. This study aims to develop English learning media for children through the Total Physical Response (TPR) method.

2.2 *Interactive Learning Media*

Media is needed as a tool to convey information. Danim (2008) explains that, learning media is a set of tools or compliments that is used by teachers or students in order to communicate with students or students. Deni et al., (2017) also argues that learning media is a component of a delivery strategy can be loaded with messages will be conveyed to learners, whether they are people, tools, or materials. Likewise, according to Hanafiah, et al., (2010) is media are all forms of stimulants and tools provided by the teacher to encourage students to learn quickly, precisely, easily, correctly and without verbalism.

More specifically, media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process, and reconstruct visual or verbal information (Arsyad, 2011). In essence, the teaching and learning process is a communication process, the delivery of messages to Message recipient in the form of content or teachings that are translated into communication symbols both verbally and nonverbally (Daryanto, 2011). From some of these opinions, it can be concluded that learning media is a tool related to the way of conveying information from the informant to the recipient, which can be in the form of verbal or nonverbal symbols. Learning media is one component that is very important to achieve learning objectives.

The development of information technology is so fast that it has a wide impact to the area of teaching materials, one of which is interactive learning media. Arsyad (2011) states that interactive learning media or interactive video is a teaching delivery system that presents video recording material with computer control to viewers (students) who not only hear and see video and sound, but also provide active responses, and the response that determines the speed and sequence of the presentation. In line with this opinion, Cheng (2009) said that interactive media is designed to offer interactive learning in the form of 3D, graphics, sound, video, animation and creating interactions.

According to Munir (2009), in the interactive learning process, there are several forms of communication, namely one way communication and two ways communication, and multi way communication that takes place between the teacher and the child. The teacher delivers the learning material, and the child responds (Response) to the material. In line with this opinion, Sanjaya (2009) states that interactivity in learning is the interaction between children and the environment, children with children and children with teachers.

The interactive principle implies that teaching is not only conveying knowledge from the teacher to the child, but teaching is considered a process of regulating an environment that can stimulate children to learn. Munir (2012) states that interactive media is a media display designed so that its appearance fulfils the function of informing messages and has interactivity with its users. This definition refers to the ability of interactive media to communicate with users. The interface is designed so that users can get interactive infor-mation. Therefore, interactive learning media is a media display that uses electronic tools where users can learn interactively because it is equipped with a controller that functions as a liaison with the program so that users can choose what they want. In this study, media interactivity is obtained from the interaction of the material menu that can be learned with children in doing something.

2.3 *Media Development through the Total Physical Response (TPR) Method*

The development of interactive media for learning English in this study uses Adobe Flash Professional. Adobe Flash Professional, formerly known as Macromedia Flash, is a computer software which is the flagship product of Adobe Systems. Adobe Flash is used to create vector images and animated images. The file generated from this software has an ex-tension.swf file and can be played in a web browser that has been installed with

Adobe Flash Player. Adobe flash capabilities are also quite popular among animation makers and attractive web applications aimed at designers or programmers to produce animation consisting of web pages, interactive games, business presentations, learning processes, cartoon films, and can also create applications that are higher value than other media (Pranowo, 2011).

explained that the Adobe Flash CS6 application is one of the reliable software for creating vectors or illustrations in a design. Adobe flash CS6 was widely used by world professional designers in creating a variety of works ranging from simple to complex ones. Adobe Flash is a software used to create animation, video, vector images, bitmaps, and interactive multimedia (Darmawan, 2012). Therefore, it is not uncommon for researchers to use Adobe Flash to develop learning media, one of which can help create interactive media for children's English learning.

The learning media with the Adobe Flash application was developed using the Total Physical Response (TPR) learning method. The learning method is a specific way that teachers use in carrying out their functions and is a tool to achieve learning goals (Komalasari, 2010). The determination of learning objective is an absolute requirement for the teacher in choosing the method to be used in presenting teaching material. A teacher is welcome to implement specific methods of presenting subject matter according to goals and needs, so that the learning method will be able to determine success in delivering learning.

The Total Physical Response (TPR) Learning Method was first developed by Asher (1969) who has been successful in developing the method of learning foreign languages in children. The TPR method was developed based on the results of Asher's (1969) experience in observing children when learning their first language. Asher (1969) concluded that interactions between parents and children are often in the form of speech and respond to physical activity by children. Some experts argue about the definition of TPR (Total Physical Response) as an effective and fun language-learning method, especially to be given to early childhood.

This Total Physical Response (TPR) is an English learning method that is suitable for early childhood where learning prioritizes activities that are directly related to physical activity and movement. In the TPR method, understanding and memory are obtained well through children's body movements in answering or responding to commands (Tarigan, 2009). Astutik and Choirun (2017) suggests that direct pronunciation in children contains a command, so that the child will respond physically (body language) before they start to produce a verbal-language response. Imperative form of language is a powerful means of manipulating children's behavior and guiding them towards understanding through movement or action. Activities in the TPR (Total Physical Response) method, especially with action games, can introduce new languages such as English in an effective way (Savic, 2014). In implementing the TPR (Total Physical Response) method, children listen to and

respond to commands from a teacher. If, then the students can respond to these instructions with actions, it means that these students know the meaning of the command words uttered by the teacher.

The application of the TPR model in English for early childhood is suitable for kindergarten children. Larsen-Freeman and Anderson (2011) juga also stated that in the first stage of the TPR method, the teacher acted as a model that demonstrates actions. The teacher can give instructions to some of their students and then give examples or practice their words in front of students so that students can understand the instructions or commands given and can follow the words and movements of the teacher's instructions. In the second stage, students can demonstrate what they understand from the commands that the teacher has given. Then arrive at the stage when students have understood, understood, and responded to commands or instructions physically, students can learn further to read and write them. So that in time the students are ready to speak a foreign language.

In implementing the TPR method, children listen to and respond to commands from a teacher. If then the students can respond to these instructions with action, it means that these students know the meaning of the command words uttered by the teacher. The application of the TPR model can help early childhood in mastering simple vocabulary in English and its meaning in Indonesian (Wijayatiningsih & Mulyadi, 2014). The TPR method emphasizes the relationship between speech and action. The main activity in the TPR method is to give orders to students to be obeyed and responded to in the form of actions by children. Thus, it will be easier for students to remember the words they have learned if they use their bodies in learning English.

3 METHOD

3.1 *Result*

3.1.1 *Product Design*

In the early stages before product design, researchers conducted several analyses, namely curriculum analysis, material analysis, and analysis of children's needs. In the curriculum analysis, researchers analysed the curriculum used in schools, which refers to (Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 146/2014 concerning the Implementation of the 2013 PAUD Curriculum, 2014) for Kindergarten age children and refers to the standard curriculum (Regulation of the Minister of Education of the Republic of Indonesia Number 137, 2014) concerning PAUD Standards. The purpose of this curriculum analysis is that the direction of developing interactive media for learning English for early childhood through the TPR method is clear.

In the analysis of the needs of early childhood, especially those aged 5 and 6 years, it was found the importance of learning media to attract children's attention and interest in learning English, creating a pleasant learning atmosphere, and making it easier for teachers to introduce English to the teaching and learning process in the classroom. For this

reason, an interactive media for children's English learning was designed through the Total Physical Response method. In the material analysis, the material design used in this interactive media is based on learning themes that have been compiled and selected in the 2013 curriculum in Kindergarten, which consists of plant and work themes, each of which has sub-themes derived.

This development resulted in a teaching material in the form of interactive media for learning English through the TPR Method. The interactive media design or design that has been developed has been adapted to the manufacturing structure using Adobe Flash CS 6 Professional software. According to Andi (2013) the Adobe Flash CS6 application is one of the reliable software for creating vectors or illustrations in a design. Furthermore, Pranowo (2011) argues that Adobe Flash CS6 is one of the programs aimed at designers or programmers to produce animations consisting of web pages, interactive games, business presentations, learning processes, cartoon films, and can also create applications that are of higher value than other media.

In principle, learning media is useful for making it easier for students to learn to understand something that may be difficult or simplify something complex (Suyanto, 2008). So, the interactive media of learning English used by teachers for children aged 5 - 6 years is as a tool in learning English for children. The use of interactive media is expected to facilitate the teaching and learning process for teachers in introducing English to children to improve the quality of children's learning, making English learning interesting and fun for children.

To get quality interactive media for learning English, it is necessary to test validation, practicality, and effectiveness. Validation is very important to determine the quality of the media before being tested in English learning. Validity is concerned with "accuracy" with measuring instruments. With valid media, the media can be used in the field (Putro, 2013). According to Daryanto (2011) verification is a process to test the suitability of interactive learning media with the competencies that become learning targets. If the content and quality of the media are appropriate, meaning that it is effectively used to learn the competencies that are the learning targets, then the media is declared valid. Media that has been designed is validated by experts.

3.1.2 *Product Development*

On the initial display of the product, there is an opening menu which is designed as an opening display when the media is first run and the title English for kids is displayed. The opening menu display on interactive media of English learning is shown in Figure 1.

Figure 1. Home Menu Display

The main menu is designed as a reference in building content on this in-most active learning media. The main menu display on interactive learning media for selecting learning themes to be studied can be shown in Figure 2.
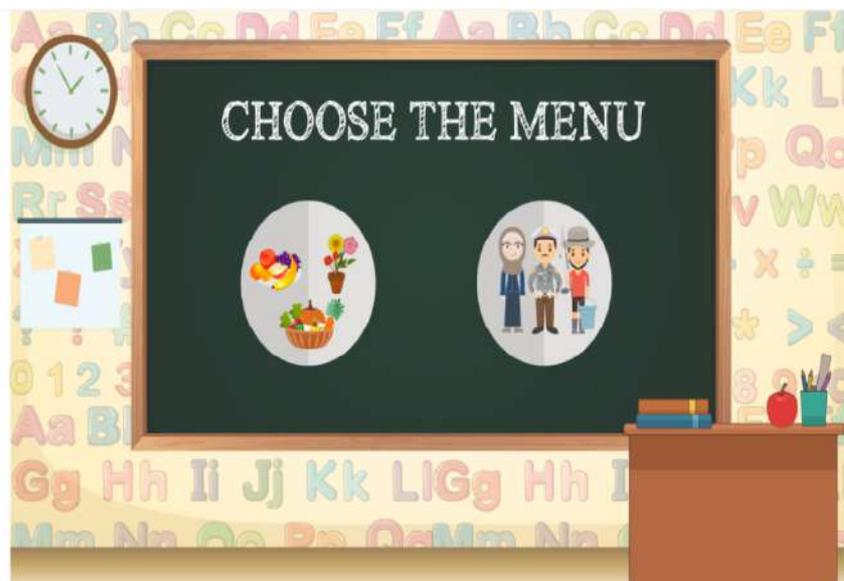

Figure 2. Main Menu Display

The submenu of the plant theme consists of animated fruits, animated vegetables, and animated flowers. The home button is to return to the main menu display. The display of the submenu on this interactive learning medium is shown in Figure 3.

Figure 3. Display of Crop and Job Sub Menu

This part of the material contains command words and moving animations to demonstrate the movements according to the command words on the side using the Total Physical Response (TPR) method. By seeing and hearing these animations, children can easily recognize and understand the meaning of these words. In this display, there is a close button (x), a home button to return to the start menu, and a menu button to return to the menu view. The display of material on interactive learning media is shown in Figures 4 and 5.
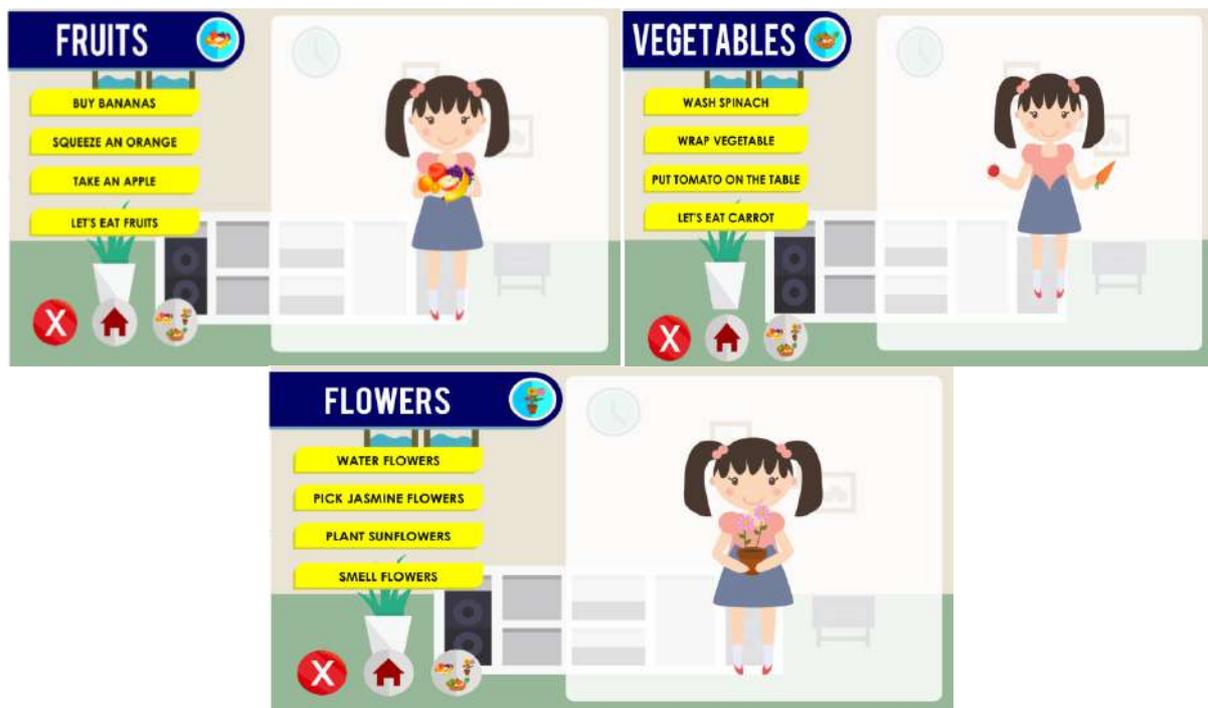

Figure 4. Display of Plant Material (Fruits, Vegetables and Flowers)

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Figure 5. Display of Job Materials (Teachers, Police, and Fishermen)

3.1.3 *Feasibility of Interactive Media for Learning English*

3.1.3.1 Validity test

The implementation stage is carried out by preparing interactive media products for learning English for early childhood through the TPR method that has been declared feasible by experts. The validity test is carried out to determine the feasibility level of the interactive learning media that has been designed. The validity test aims to determine the level of validity or validity of the learning media being developed. The aspects of the validity that were assessed, namely the aspects of media, material, and language. Each aspect is assessed by validators who are experts in their fields, including media expert validators, material experts and linguists.

Table 1. Percentage of Expert Validation Results

No	Aspect	Percentage	Information
1	Media	93 %	Very Valid
2	Theory	98%	Very Valid
3	Language	96%	Very Valid

The results of the validity by media experts show that interactive media for learning English for early childhood through the TPR method of display, readability, and ease of use variables have valid items. The results of the assessment with an average validation value of 93% with the category of assessment by media experts are very valid. All indicators in the media validity variable are stated to have valid items by media experts, and the feasibility of the media is very suitable for use.

The results of the validity by material experts show that the interactive media of learning English for early childhood through the TPR method of the content feasibility and learning objectives, material presentation, and instructional variables have items that are also valid. The assessment results with an average value of 98% with the category of assessment are very valid. All indicators in the material validity variable are stated to have very valid items by material experts, and the appropriateness of the media material is very suitable for use. The results of the validity by linguists, all indicators in the language validity variable are stated to have very valid items by linguists with an average of 96% with the category of language feasibility in the media very suitable for use.

3.1.3.2 Media Practicality

Data practicality test of the media is primary data, namely data directly obtained from three teachers using an assessment instrument in the form of a questionnaire, a test teachers of classes B1, B2 and B5 Barunawati Padang Kindergarten. The Practicality test of the media by the teacher includes ease of use, benefits, and appearance. After trials in learning English using interactive media, teachers in classes B1, B2 and B5 provided an assessment of the practicality of the learning media. The teacher makes an assessment by using the media, observing the learning and out the practicality test questionnaire that the researcher practicality provided. The practicality has that have been carried out at the time of the trial can be seen in table 2.

Table 2. Percentage Results for Practicality Test

No	Teacher	Percentage	Information
1	B1	95,5 %	Very Practical
2	B2	93,3%	Very Practical
3	B5	93,3%	Very Practical

In the ease-of-use variable, there are indicators of ease of use of learning media, instructions for using media are easy to understand, display of appropriate navigation, and learning flow is easy to understand. The usefulness variable is an indicator of increasing children's learning motivation, increasing children's interest in learning, and helping the process of learning English. In the display variables, there are text indicators in the media that are clear and easily understood by children, display animations, sounds, images, videos, and interesting navigation. The data from the practicality test results by teachers of classes B1, B2 and B5 Barunawati Padang Kindergarten have a total average of 94%, it can be concluded that the interactive media of learning English for early childhood through the TPR method developed is stated to be very practical.

3.1.3.3 Media Effectiveness

Testing the effectiveness of interactive media for learning English through the TPR method aims to see the effectiveness of media use by children aged 5-6 years after the learning process. Sources of data about the effectiveness of interactive English learning media are derived from children's activities during learning. The effectiveness test is seen

as the value obtained during the learning process using this interactive media. The following describes the results of testing the effectiveness of interactive English learning media through the TPR method that has been tested (see table 3).).

Table 3. The results of the effectiveness of children's learning using interactive media for learning English through the TPR method
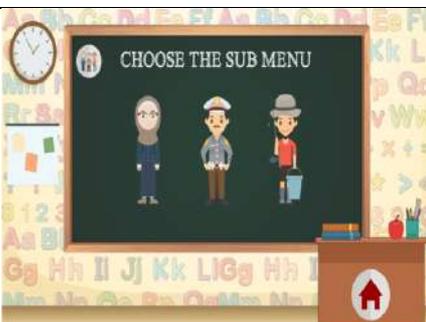
Number of Respondents	Development Aspect Score			Total score	Category
30 Children	Repeat Word	Responds with Movement	Understand the Meaning of Words		
	98	101	91	280	Effective
Average	81.7	84.2	75.8	77.8	

From these data it was concluded that the development of interactive media for children's English learning through the TPR method at TK Barunawati Padang obtained children's learning outcomes with a total score of 77.8% with the effective category.

3.1.3.4 Product Revisions

The stage of developing interactive media for children's English learning through the TPR method has passed validation, practicality, and effectiveness tests. Validation tests are carried out by validators in accordance with their fields of expertise. Based on the validation sheet, suggestions / comments are obtained, after making improvements based on the validators' suggestions. It can be stated that the interactive learning media that have been developed can be used in children's English learning. The results of the initial validity test of interactive media were assessed by the validators of each aspect, namely media experts, material experts and linguists. For more details, the revisions that the researchers have done can be seen in table 4.

Table 4. Revision of the Interactive Media Product Validity Test

Revision	Before Revision	After Revision
I	II	III
The image of the profession is replaced with a more complete picture.		

The word patterns on the theme of plants and occupations (fishermen) are not yet in accordance with the elements of the TPR method (v1) without informing. then it is replaced with the correct pattern.

3.2 *Discussion*

Learning English in early childhood education programs can provide educational and social outcomes that help them achieve high standards of education and a responsible life in the future (Chaer, 2009). The use of interactive media is expected to facilitate the teaching and learning process for teachers in introducing English to children. So that the TPR method can improve the quality of children's learning, make learning English interesting, and fun for children. Learning English is better applied from an early age because in this period, children experience language development faster than adults and will help them to achieve a brilliant standard of education in the future.

From the test results on the material aspects of the TPR media, the validity value is 98%, and it shows that the media is in a very valid category. The results of the validator's assessment state that the indicators, content and learning objectives, interactive media in the Total Physical Response (TPR) methods are in accordance with the Core Competencies (KI) and Basic Competencies (KD) contained in the 2013 curriculum at Barunawati Kindergarten, Padang. Ghani (2014) states that the TPR method is a learning model that uses gestures and pictures, where children will watch, touch, listen and imitate. The application of the TPR model can help early childhood in mastering simple vocabulary in English and its meaning in Indonesian (Wijayatiningsih & Mulyadi, 2014).

Furthermore, the findings show that the results of the language validation aspect obtained a validity value of 96% and were in the very valid category. The English used is in accordance with English rules and develops students. This is in accordance with the opinion Amri (2013) which states that language in interactive media must be friendly and

communicative. Thus, in terms of language, interactive media for learning English can be used by teachers for children through the process of learning English.

Based on the discussion of aspects, the results on the validity of interactive English learning media were 93% with a very valid category. Riduwan (2012) states that the value interval from 81 to 100 is categorized as very valid. Thus, interactive media for children's English learning can be tested on the teacher to see the practice and effectiveness of the media that has been developed.

The results of the analysis of the practicality questionnaire by three teachers at Barunawati Kindergarten, Padang, show that the interactive media for children's English learning through the TPR method is very practical and easy to use in learning English. This can be seen from the practical results by three teachers each teacher obtained a total average percentage score of 94%. Learning English through the TPR method use interactive media more effectively and efficiently so that it can assist teachers in delivering lessons while making the learning atmosphere more enjoyable.

Ariani (2010) also states that learning using media will be more interesting, interactive, and the amount of time teaching lectures can be reduced. Children can be motivated and their attitudes and concerns become the focus with it. In conclusion, the interactive media for learning English that has been developed are easy to use and the way of presenting the material is designed to be very interesting.

After conducting a practicality test of the interactive media developed, an analysis of the results of the effectiveness of interactive English learning media was carried out through the TPR method. The results of the analysis of the effectiveness of the children's activities showed that interactive media for children's English learning through the TPR method was categorized as effective with a percentage value of 77.8. Based on the results of the questionnaire analysis, it was found that in general children's activities in knowing and learning English using the media through the TPR method were classified as effective.

The effectiveness of a measure that states how far the target (quantity, quality and time) has been achieved, or the greater the percentage of the target achieved, the higher the effectiveness (Sumantri, 2015). The effectiveness of the video in general also shows the achievement of a goal. Interactive learning media or interactive video is a teaching delivery system that presents recorded video material with computer control to viewers (students) who not only hear and see video and sound, but also provide active responses, and that response is what determine the speed and sequence of the presentation (Arsyad, 2011).

In implementing the TPR (Total Physical Response) method, children listen to and respond to commands from a teacher. If then the students can respond to these instructions with action, it means that the students know the meaning of the command words uttered by the teacher. By learning English through the TPR (Total Physical Response) method,

children can recall what they heard, children carry out orders according to the rules conveyed, children repeat more complex sentences, children understand the information they hear, and children are able to express their feelings and opinions.

This is supported by the results of research by Savic (2014) which states that activities in the TPR method, especially with action games, can introduce new languages such as English in an effective way. Based on the results of the analysis of learning objectives and indicators, it can be concluded that to achieve children's English learning through the TPR (Total Physical Response) method, children must understand and demonstrate receptive and expressive language according to the indicators in the basic competencies of the 2013 curriculum.

The TPR method emphasizes the relationship between speech and action. The main activity in the TPR method is to give orders to students to be obeyed and responded to in the form of actions by children. Thus, it will be easier for students to remember the words they have learned if they use their bodies in learning English. The development of learning media is increasingly interactive with the TPR method.

Teaching foreign languages to young learners is a quickly expanding sector around the world. If the presentation is presented well, an early age of learning a language is an asset. Early language development is rapid, and TPR is an appropriate strategy for teaching a foreign language at the beginner stage since it is based on the synchronization of speech and behaviour. It is to use activities to teach words (Richards & Rodgers, 2001). Young learners do not yet know how to read or write, but they learn mostly through activities, songs, stories, and sports. Since there are no texts, the classroom devices can be used without difficulty. The curriculum is full of activities that cater to those who are kinaesthetic learners. Acts abound in the curriculum, which appeals to kinaesthetic learners (Er, 2013). Young learners will be able to hear new words in a meaningful way and answer nonverbally first via TPR practices (Pinter, 2006). When both factors are considered, TPR is said to be the most powerful tool for young learners in foreign language classrooms.

4   CONCLUSION

The results from the study revealed that the interactive media for learning English developed using the TPR (Total Physical Response) method was quite effective in terms of both material and language. The TPR method in English learning media can facilitate the teaching and learning process for teachers in introducing English to children to improve the quality of children's learning in knowing and learning English. In addition, the main characteristic of TPR, which is the most dominant with its physical response, makes learning English interesting and fun for children. Children become more active and understand the meaning of words through the movements displayed by the media. This media has proven feasible to be applied in learning English in early childhood. The author hopes that teachers can use this interactive media in learning English. The author also suggests

that there be intervention in the development of interactive media for English learning for teachers in further research.

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