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## THE IMPACT OF DIRECT METHOD AND TOTAL PHYSICAL RESPONSE ON TEACHING BIPA 2 AT KJRI BERN

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### Abstract

This research is based on the author's awareness that language is a basic thing that is needed by humans as social beings to be able to communicate with each other in order to complete the needs of human life itself. The main focus of this study is to observe the responses of BIPA learners to the BIPA teaching method conducted at the Indonesian Consulate General in Bern. This research uses the direct method combined and matched with the TPR teaching technique. The data was carried out by taught and observing the BIPA program class, then the author was evaluating the teaching (research) program in order to see the scores received by students as an illustration of the success or failure of the research carried out. The results showed that the combination of the Direct and the TPR method can make BIPA students quickly master the learning material.

**Keywords:** BIPA Teaching, BIPA KJRI Bern, Direct Method, Total Physical Response

Language takes a role as the most essential factor for the world peace mission. (Hanna, 2014) mentions some evidences as: Indonesia language was used to arouse the enthusiasm of the proclaimers to speak the struggle of Indonesian independence out at that time, moreover, there was Latvia who fought in introducing Latvia language once again in 1991 after the use of language was dominated by Russian language and it was happening as ethnicity conflict where language had played an important part. It was ended by the exodus of Turkic minority by the Bulgarian government in 1970. (Adryansyah, 2012) in Badan Bahasa website mentioned that Indonesian language has been progressing. Indeed, it is not only used as national language and official language in Indonesia, but it has been modern communication tool to maintain Indonesia's diplomatic relation with the countries in all over the world in fields of politics, education, science and technology, and art. Due to that condition, the skill in using Indonesian language has been demanded so it is put as one of main subject to be learned in more 36 countries spreading all over the world under 250 institutions as: KBRI, KJRI, Foreign Cultural Centre, and Tuition Centre. One of those countries which provides BIPA tuition is Swiss through KBRI Bern. (Riana, 2020) appends that program to internationalized Indonesian language becomes the strong reason for The Language Strategy Centre and Diplomacy Development, the Ministry of Education and Culture to send BIPA teaching staff abroad every year starting in 2014 every year.

Just as what is happening in Indonesia and other countries, BIPA learning program in KBRI Bern is held through online as an effort to prevent the spreading of Covid – 19. Even though it was held through online, in fact, BIPA learning in KBRI Bern is able to create innovation which was different from the usual, one of those was by inviting part – timer teacher to join to internationalized Indonesia language. It was recorded by November 29 until December 17, 2021 there were six

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college students consisted of two magister program – student (teaching BIPA 2) and four bachelor students (teaching BIPA1) from State University of Jakarta majoring Indonesian Language Education for that program. The teaching method applied on that program was Direct Method (DM) and Total Physical Response (TPR). (Alo Karyati, 2018) mentioned that TPR is a teaching method which focusing on physical motoric response (physic), whereas (Bakri, 2017) said that Direct Method is the learning process which should be started as to learn the mother language, that is through listening and practicing that language intensively.

The implementation of the internship program between the BIPA of the Consulate General in Bern and the State University of Jakarta is not an easy thing. Just like with the obstacles in teaching BIPA in other places, the same thing was felt in the teaching of BIPA at the Consulate General in Bern. (Nastiti et al., 2019) revealed that there are at least eight aspects that usually become obstacles that are commonly experienced by teachers in 23 countries, and these obstacles consist of: aspects of learning standards, students, teachers, infrastructure and facilities, institutions, environment, overseas administration, and coordination. In this case, the difficulty was experienced by the interns at the BIPA of the Consulate General in Bern is the obstacle from the standard aspect of learning, that is the teaching schedule teaching timetable. Since it is twelve hour – different time zone between Indonesia and Bern, and the teachers had to follow the given schedule by KBRI Bern, so they had to spend more effort, that is had to teach starting 01.30 – 2.30 early in the morning as Indonesia time zone. Because of it was held through online, the teachers got another challenge to make the learning process became more fun and interesting so all the students were being motivated. It was also working to accelerate students' comprehension at the given topics. Due to that issue, learning method became the crucial factor to be decided. The teachers should be able to apply the suitable learning method. DM and TPR had been proved as the suitable methods in learning activity at BIPA learning at KBRI Bern.

(Dwinita & Anggraini, 2021) in Mulyanto in Arif, 2019: 50 stated their argument that Direct Method is the method to emphasis the use of target language (the purpose in learning target language) in learning process of a certain language. Therefore, during the learning process mother language was not allowed to use at all. As to second that argument, (Bakri, 2017) said that Direct Method has to have assumption as learning the mother language where the target language is a must to use all the time during the class by practicing it in listening and speaking. (Suin & Istanti, 2019) also added that Direct Method or Drill Method is the method by using the target language intensively during the class. This method is also known and done by giving the students some exercises related to discussing topics. As for the goal of this method is to make the target language can be used in communication by non-native speaker with the native speaker of this language. as a native speaker of its language. Thus, Direct Method is language teaching method where the use of mother language is avoided as much as possible. The students should use target language without any help as bilingual students in common, even in fact, in certain situation the use of mother language still needed so it was used to give explanation to avoid bias or misperception. (Herlina et al., 2016) presented her research result that translation action from mother language to target language using Google Translate was still happening among students (it was recorded that 38 doctoral students of State University of Jakarta in 2019 around 75% still using this translation tool), though, there is tolerance composition. In spite of focusing in listening and speaking skill, in fact the BIPA students at KJRI Bern still have to learn reading and writing skill. (Muhyidin, 2016) also implemented that reading and writing skills for beginners have its point since it was found that on those field still struggling for them to do especially in how to pronounce certain alphabet, word, syllable, simple sentence unto reading comprehension.

There are some principles and procedures used in this Direct Method:

1. The instruction given during learning process should be in target language.
2. The vocabulary which are learnt are only the vocabulary uses in daily conversation.
3. The teacher uses asking – answering role play system between students and teacher or among students.
4. The learning of grammar is introduced implicitly not as written task.
5. Before the class started, some points that are going to discuss had been mentioned during opening class.
6. Each introduced vocabulary that are going to be learnt should be followed by example or picture.
7. Listening and speaking skill put first focus in learning process.
8. The accuracy grammar or pronunciation shall not be a problem during learning process.

another method that was used Total Physical Response (TPR). Sayd, et al., 2018; Richard & Rodgers, 2001; Larson-Freeman, 2000 in (Apriliyanti Listia, Dewi. Anggraeni, Anita. Rachmijati, 2019) contended that this is the suitable method to accelerate students' speaking skill. This method focused on the coordination between speak and gesture. This method uses physical activity and motoric. There is one basic principle of TPR itself, that is during the learning process the five senses are used, so that during the class, the students learn through their observation, practice, and action. Besides, TPR Method is really easy and undemanding when it is applied in the class. This method also uses movement for the activity to ease the stressful feeling even more depression upon some problems that could probably appear on the students when they are learning target language. Nunan (2004) in (AMRULLAH, 2015) added, the students did not like the learning process that makes them become passive in the class. That condition will make them feel bored and lost motivation in learning. TPR is proven Asher (2009:187) in (Dwiastuty et al., 2016) added that there are three main principles in using TPR method:

1. Speaking activity should be doing after the students really comprehend the verbal instruction given by the teacher.
2. Comprehension should be reached by the verbal instruction by the teacher in command sentence.

Students are strived to be able to show their readiness to speak.

## **METHOD**

The research method was carried using qualitative method meanwhile the data was taken from literature study and teaching practice. The source of data for this study was collected from various relevant articles about foreign language teaching using Direct Method and Total Physical Response Method altogether with teaching practice experience in BIPA class at KJRI Bern for a month which was held from November 29 to December 17, 2021. The data given from teaching practice was based on observation of BIPA students' response at KJRI Bern. This observation was also followed by students' evaluation result after they had BIPA tuition using Direct Method and Total Physical Response method for a month. Furthermore, (Widia & Nurramdhani, 2017) expressed their opinion regarding to this research there are three lines of analyzing activities in this study: reduction data, presentation data, and verification or conclusion. Data reduction is intended for the process of selecting, simplifying, abstracting, as well as the process of transforming rough data from records obtained from related locations or fields. The limitation of data presentation is needed in order to provide structured information which can later be used as material for drawing conclusions and or actions. The last is drawing conclusions or verifying data.

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## RESULTS AND DISCUSSION

BIPA program at KJRI Bern is located in Elfenuweg 51; 3006, Bern, Swiss (Admin Portal BIPA Kemdikbud). BIPA KBRI Bern has been held since 2020 (Admin Portal KBRI Bern, 2022). Currently, there are more 200 graduated BIPA students from Swiss. BIPA program has been one of prime program of KBRI Bern and it is considered as one of overriding program to support Indonesia – Switzerland trading internship on EFTA CEPA. It also reaps a big success on politics field of MLA (Rahman, 2022). BIPA KJRI Bern program on October – December 2022 period consisted of four level classes: BIPA 1, BIPA 2, BIPA 3, dan BIPA 4. During that period, there were three selected magister students from State University of Jakarta to join internship teaching program to help local teacher, Hesty Aryani, M.A to teach BIPA 2 class. This internship program was from November 29, 2021 until December 17, 2021 through online using zoom application. Those three students were Marsya Fadhia Akmal, Nur Rohmawati, and Siti Balqis. This BIPA Learning internship is the result of a collaboration between the Jakarta State University, which was initiated by Dr. Liliana Muliastuti, M.Pd, as the Dean of the Faculty of Language and Arts UNJ and also the head of the 2019-2023 Central APPBIPA. The BIPA 2 class takes place every Monday and Thursday, 19.30-20.30 CET or Tuesday and Friday, 01.30-02.30.

BIPA program at KJRI Bern for BIPA 2 class used communicative teaching approach with implemented Direct Method combining with Total Physical Response Method. This TPR method was taught in teaching chapter 10 about medicine and illness. In that chapter, teacher provided various medicine which are not only sold in Indonesia but also famous in Switzerland such as Tolak Angin and also certain medicine that usually consume by Swiss people. During learning activity, BIPA teacher asked the students to prepare the medicine that had been informed to be prepared before. The teacher would ask the students to read the information given on the medicine case as the doze, composition, instruction to use, function, name of the medicine, and the price in Indonesian language. Through that activity, both students and teacher were practicing some abstract vocabulary about the theme of medicine and how to say dizzy (pusing), nauseous (mual), and limp (lemas) in proper Indonesian language. The use of English should be avoided as much as possible even in certain situation it did not use at all to reach the goal of Direct Teaching methods, that is the students can communicate using Indonesian language fluently. In one session, the teacher should teach four language skill integrated. In the beginning, teacher would maintain short discussion role with the students about the previous topics and after that the students would be guided to acknowledge the topics that would be learnt through giving critical questions to the students. In core session, the learning activity would be run gradually from reading, listening, speaking, and writing skill. During learning process, the students were divided onto three rooms which each room occupied by three to four students assisted by one teacher. On that session, those students would discuss among them about the topics and the teacher assisted them only to guided them if they faced difficulty to understand or to say certain words. On the closing session, all students would gather again in the main room and the representative of each room would deliver the result of group discussion. Except medicine and illness, those internship college students also taught chapter 9 entitled *Cerita Liburanku* (The Story of My Holiday) taken from *Buku Sahabatku Indonesia 2019*.

The direct method of teaching BIPA (direct method) and the method of total physical response (total physical response) have been proven had a great and effective impact for teaching BIPA 2 at KJRI Bern. The evidence was shown by the active teaching-learning atmosphere in the classroom where students are more active in speaking (student center) than the teacher. Another evidence of the effectiveness of these two methods can also be seen from the results of the final BIPA 2 student evaluation where all students got results above 85% by the following concrete data:

Table 1. Evaluation result of BIPA Students at KJRI Bern

No.	Name (initial)	Mark	Description	Average
1	AJ	100	Complete	94.9
2	DS	88.2	Complete	
3	DK	96	Complete	
4	BE	98	Complete	
5	EK	93	Complete	
6	JP	100	Complete	
7	LH	93.6	Complete	
8	MGL	97	Complete	
9	RW	93.6	Complete	
10	RWR	89.6	Complete	



Luka



Obat Luka



Diare



Obat Diare

## CONCLUSION

The conclusion of this research is the Direct Teaching method and Total Physical Response method which was implemented in teaching BIPA at KJRI Bern, Swiss had been proved giving positive impact during learning process. Both of those methods gave an active atmosphere during learning activity to have a positive effect on teaching and learning activities. Both methods create an active learning atmosphere in the classroom and focusing in student centered learning. In addition, the evidence of the positive influence of BIPA teaching at KJRI Bern could be seen at evaluation score of all BIPA students. The average score of those ten students reached 94.9 and none of them had score under 85.

Suggestion that can be given for further research is the teaching method for BIPA students should be develop by trial – and – error to create a new method which will be more suitable to the students' character. The develop methods should be able to attract foreign students to learn Indonesian language to fulfill government target that is placing Indonesian language as one of international language in 2045.

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