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# 5 TOTAL PHYSICAL RESPONSE (TPR) METHOD IN TEACHING ENGLISH CLASSROOM INTERACTION FOR YOUNG LEARNERS

Sri Jayanti

26 English Education Program, FKIP, Galuh University, Ciamis, Indonesia  
[srijayanti777@gmail.com](mailto:srijayanti777@gmail.com)

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1 **Abstract:** This paper raised topics regarding the use of the TPR method as a learning media for the English language as a foreign language to young learners. This study aimed to determine how the teachers experience the TPR method as a means of teaching English to young learners. Narrative inquiry was used as a research design in this study, with the participants of an English teacher at one of the non-formal education literacy communities in Ciamis. The subject of this research were students in non-formal education and English teacher in Ciamis. The data were collected using classroom observation and semi-structured interviews. From the results of the study in the field of teacher's experience in the use of the TPR method and the student's response to the method, it was found that the TPR method had a positive impact on its use as a means of learning English as a foreign language, especially in vocabulary learning which she had applied to her students. From the five-question indicators, it can be concluded that the TPR method is also quite effectively applied as a learning medium for young learners because young learners are easier to remember the vocabulary that is being taught. Besides, making it easier for the teacher to provide learning, the enthusiasm of students in learning is quite visible and makes the class not monotonous.

29 **Keywords:** Teacher's Experience, Total Physical Response (TPR) method; Young Learners;

## INTRODUCTION

English was one of the foreign languages that Indonesian students had to learn and was taught as a topic from junior high school through university, English is the international language because it is the language of the world. While Anggrayani (2015, p.2) argued that the modern world is heavily reliant on English. People converse in English and study it so they may communicate with others and achieve their objectives. Teaching English to Indonesian students as a foreign language differs from teaching Indonesian as a mother tongue. Therefore, it is crucial to study English as a foreign language, starting with young learners.

To study English, students need to master four language skills namely: listening, speaking, reading, and writing. To develop these abilities, pupils must first learn vocabulary. Vocabulary is a set of familiar words that are mastered by a person. Furthermore, Imran (2020, p.41) declared that vocabulary is a collection of words that may be used to communicate with others. Therefore, knowing and memorizing a large vocabulary allows us to communicate with others quickly and fluently. Vocabulary is essential for learning a language, and mastering it is the most crucial component of learning a second or foreign language.

As determined by Tawali (2018, p.34) stated that teaching vocabulary is crucial in language acquisition since mastering vocabulary will aid children in mastering language abilities, listening, speaking, reading, and writing are all examples of language abilities. Therefore, students may utilize vocabulary to communicate in everyday life, it will also strengthen their notion that the English language may be utilized to communicate some thoughts, feelings, and ideas.

Furthermore, Alwasilah & Mahdi (2019, p.1) pointed out that if language development can begin at a young age, it would be great. This is comparable with the argument of Youlia Priatin and Nurfauziah (2021, p.1) The material will often be easier to understand for someone with a more vocabulary than for someone with a lesser vocabulary. Therefore, building a vocabulary is necessary for learning different languages. When children speak, read, or listen to English words, they have difficulties pronouncing them.

This issue emerges due to the difficulty of learning English pronunciation. Internal and external influences that arise from the students themselves impact pupils' acquisition of English. External elements such as environmental settings and conditions, learning materials, and instructors' abilities to handle the process of teaching and learning English, as well as internal factors such as motivation, interests, attitudes, and intellect, come from outside pupils.

A variety of methods are needed while teaching vocabulary to young students in order to maintain their motivation and interest. This is comparable with the argument of Syafrizal & Haerudin (2018, p.41) another component of a teacher's teaching approach that may be manipulated to be varied is the teacher's ability to modify other components of the teaching strategy. Due to the aforementioned problems, teachers must use specific, strategies to encourage pupils to learn English.

One of these is the TPR method. In 1997, Dr. James Asher advocated for the TPR approach, stating, TPR introduces language through the use of commands or imperative phrases and requires students to demonstrate their knowledge through action responses. As determined by Fahrurrozi (2017, p.119) learning is a process of changing in behavior caused by the experience. When language learners are immersed in settings where the meaning of spoken language is instantly felt and understood, they may concentrate on the general meaning rather than the grammar, and they advance more quickly when the language of teaching is used on a daily basis.

This is comparable with the argument Rambe (2019, p.45) stated that strategy seeks to incorporate infants' first language acquisition, and is based on how children learn their mother tongue. The method used TPR is a language education approach based on synchronizing actions and words, as well as teaching language through physical or motor activity. TPR is a method for teaching language that focuses on synchronizing actions and words, as well as teaching language through physical or motor activity. Therefore, TPR is an excellent strategy for teaching vocabulary acquisition since it allows students to practice communication skills.

The young learners usually they are constantly developing, learning through tangible experiences, or what is known as 'learning by doing'. Furthermore, Syafriyadin (2020, p.10) revealed that their reasoning improves in terms of knowledge and intellectual abilities, but they are unable to employ meta-language, the ability to use and explain language. Therefore, knowing the characteristics of young learners is considered crucial because young learners have a great curiosity to try new things and explore concrete and abstract things.

Certain characteristics of young learners should be recognized by teachers and properly considered when teaching them. While Imaniah & Nargis (2017, p.5) pointed out that English for young learners (between the ages of three and twelve) is cognitively capable of learning language in ways that support an integrated skills and content-based, experiential approach. In general, children have a wonderful learning period called the golden age, which helps them to acquire languages quickly, between the ages of 6 and 12. In light of these traits, teachers must make their lessons more engaging and similar to their everyday lives.

Previous research related to this research first reveals using the direct approach to teach vocabulary in elementary school and discussing the pupils' responses to the direct method to teach language by Rahmawati (2019). Another study conducted by Obitube et al. (2020) revealed that evaluates the value of the total physical response (TPR) method for teaching Igbo to L2 learners. The last another study conducted by Magnussen & Sukying (2021) revealed that singing and TPR, as well as a combination of the two approaches, greatly increased the participants' vocabulary learning, with the TPR&S method having a greater beneficial impact than either singing or TPR

alone. The similarity between the previous and present studies is to improve the vocabulary of young learners. Therefore, the difference between the previous and present study lies in the method used, because the present study used a narrative inquiry design.

In this regard, these previous studies were found to be relevant to this study as they investigated similar contexts. Previous studies were conducted by Rahmawati (2019), Obitube et al. (2020), Magnussen and Sukying (2021), Kara and Eveyik-Aydın (2019), Bulan and Kasapoglu (2021). Regarding the previous studies described, it is obvious that the TPR method is an effective media in teaching vocabulary.

Based on the previous study, in this case, English learn from a young age using the total physical response (TPR) method and used narrative inquiry design has not yet been clarified in the previous studies, in which the writer investigates to were to find out the teacher experience in applying the Total Physical Response method for teaching young learners. Therefore, the researcher conducted research at one of the non-formal education CEMARA (Cidewa Environmental Management and Literacy Activities) at Kampung KB Lembur Idaman Dusun Cidewa in Ciamis. Based on the description, the problem can be formulated, namely: (1) How does the teacher experience applying the Total Physical Response method for teaching young learners? (2) How do the students respond to the method?

## METHOD

The writer used a qualitative method in this research. In this case, narrative inquiry is a research method that is categorized into the type of qualitative research. While Barkhuizen & Consoli (2021, p.3) pointed out that “To me, narrative inquiry entails dealing with stories.” Thus, Narrative inquiry is the method of obtaining information for the goal of study through storytelling. After that, the writer creates a narrative about the event. Barkhuizen et al. (2014, p.3) stated that storytelling and research are combined in narrative inquiry, which uses stories as research data or as a tool for data analysis and presentation of findings. meanwhile, a narrative inquiry was used since the purpose of this research is the teacher's experience in applying the Total Physical Response method for teaching young learners.

In this case, the writer used the purposive sampling technique. Purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe will provide the data they need (Hellen et.al 2012, p.100). Therefore, the getting of information from the informant would be stopped if the researcher considered the information was enough. The sample of the present study was an English teacher and students of Cemara Literacy Community Kampung KB Lembur Idaman Dusun Cidewa. Therefore, the researcher chooses the participants because they meet the criteria for the needs of this study. The choice of the students is based on their ability and the recommendation that the English teacher made. Further, used the Total Physical Response (TPR) as a method of teaching English to young learners.

The writer constructed the research instruments consisting of the observation and the interview. The first instrument was an observation conducted by the writer to observe teacher interactions using Total Physical Response (TPR) as a method of teaching English to young learners. According to Cresswell (2012, p.213) observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Further, the writer conducted two times non-participants observations. Moreover, the researcher used a smartphone camera to record the classroom activities being observed.

Besides, the writer used an observation checklist to get the data, which consists of activities from the beginning of learning to the end of learning. The writer also collected and observed the experiences of teachers in using the TPR method. Finally, the writer observed the teaching and learning process conducted by the teacher to answer the first research question. In collecting data through observation, the writer carried out two times classroom observations with the participants. It was carried out on the 25<sup>th</sup> of June 2022 and the 26<sup>th</sup> of June 2022.

The second instrument was an interview. In this present study, the writer used a semi-structured interview to know the teacher's experiences using the Total Physical Response (TPR) method for young learners and to know the students' responses to the method. Fraenkel (2012, p.451) revealed that a semi-structured interview is made up of a series of questions aimed at eliciting particular responses from respondents. It was carried out on the 9<sup>th</sup> of May 2022. The writer interviewed the teacher by asking several questions, the writer analyzed the results of a five-question interview conducted by the writer with the English teacher as subjects at the research site to answer the second research question. The writer used open-ended questions to explore the teacher's experiences used the Total Physical Response (TPR) method of teaching English to young learners and how do the students respond to the method. The interview was done to answer the following questions: (1) Is it true that using the TPR method for learning English? (2) How was your experience using the TPR method? (3) Are there any difficulties or problems using the TPR method? (4) What are the advantages and disadvantages of using the TPR method? (5) How the students respond to the method?

## RESULTS AND DISCUSSION

### RESULTS

The data obtained from the observation and the interview was analyzed to answer the following research questions:

The first research question that the writer formulated in this research was stated in the question as follows: "How does the teacher experience applying the Total Physical Response method for teaching young learners?" During the observation, the writer employed a video recorder and observation checklist to get valid data. The main focus of this observation was to look at classroom interaction in elementary school English young learners' classes. After the data is collected, the researcher transcribed the results of the observations which was done to make the researcher ease to analyze the results of the observations.

It consists of 19 female and 6 male elementary school students. Here are the findings from the study based on the interaction that was performed in the classroom. For the first, the lesson plan was created by the teacher, and the materials were arranged such that the content matched the learning goals. Before the classroom interaction began, the teacher also prepares pictures of animals as learning aids. After that, the teacher greeted, checked the attendance list, and gave the stimulus to the students. At the first of learning, the teacher greeted students. Three students were absent from the first meeting. After all of the student's joined and the teacher checked the attendance list, the teacher showed the pictures. The teacher gave stimulus to the students before explaining the material. The teacher gave the picture and question stimulus. It can be seen that the teacher gave students a vocabulary picture of animals.

The students looked enthusiastic to follow the teacher's instructions. Moreover, the teacher did the repetition to check the students' pronunciation. The teacher also repeated all the vocabulary to make students more fluent. After that, the teacher gave students exercises to check students understanding. It can be seen that the teacher gave the blank word on the picture and the students had to answer the vocabulary. Some students could answer the first number. For the next number, the teacher gave them the chance to be brave for raise their hand one by one, if they would like to answer the exercises. Some students had good enthusiasm to answer the exercises, but a few students could not answer or kept silent because they didn't know the answer.

From the first result of observation, it can be concluded that the teacher used the TPR method and stimulus in teaching learning to improve her vocabulary. The result revealed that the teacher should be better prepared for her presentation by using many pictures that could help students to remember the vocabulary with the meaning. It could impact the student's enthusiasm in the class. All students looked enthusiastic when the teacher asked them to repeat the sentences. Some

students could not answer the question when the teacher asked the meaning. However, they looked enthusiastic to follow the teacher's instructions.

Students looked fearful and shy when the teacher started asking them questions to them. All students always followed the teacher's instructions and students felt anxious when they did not have the confidence to speak. In this case, some students still had incorrect pronunciation to say the word or sentence. However, the teacher always corrected their pronunciation by using repetition. Therefore, they could be brave to speak English and answer teacher questions and this activity aims to increase vocabulary for young learners.

The second research question that the writer formulated in this research was stated in the question as follows: "How do the students respond to the method?" The writer analyzed the results of a five-questions interview conducted by the writer with the English teacher as subjects at the research site to answer the second research question. The first question asked by the writer to the teacher was "Is it true that using the TPR method for learning English?". The teacher said that it was correct to use the TPR method because a teacher had to optimize their ability to comprehend students. If this is implemented following the requirements of the students, the learning objectives would almost certainly be achieved.

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The writer asked the second question "how was your experience using the TPR method?". The teacher stated that TPR is very useful, especially for children. For example, when a teacher wants to show body parts in English but the children don't have basic English yet. So, the teachers point to body parts while using English. For Example "This is the eye" or "ears" pupils would automatically know the eyes and ears in English.

Next question, the writer asked, "are there any difficulties or problems using the TPR method?". The teacher answered due to classes are unified, controlling students and observing them in learning is quite difficult because the class is a large class consisting of approximately 25 children. As a result, kindergarten children respond to learning slowly, while elementary school children are more familiar with the material that the teacher provides.

Next, the writer asked, "what are the advantages and disadvantages of using the TPR method?". The teacher said the disadvantage of it makes her tired for teachers who teach children in particular, a teacher has to communicate a lot with students while moving bodies. And it's quite draining too. Meanwhile, the advantages are that students are more enthusiastic, and more motivated in learning and they also easily remember what the teacher taught, so using the TPR method is very effective.

Further, the writer asked the last question "how do the students respond to the method?". The teacher said that the students are easier to remember the vocabulary that is being taught and in learning the children are also more enthusiastic and student motivated to learn English. Besides that, the TPR method makes learning more interesting and makes the class not monotonous. From the first result of the interview, it can be concluded that the TPR method is interesting for students. Meanwhile, TPR is the methods and strategies also very easy to use for teachers, and TPR also makes it easier for young learners to remember the vocabulary that is being taught, and in learning the children are more enthusiastic.

The first point of question points to the use of the TPR method that is recommended in learning English for young learners so that children can more easily understand learning activities. In the second point, the researcher was asked about the experience of the teacher in using the TPR method, because young learners do not yet have basic English, the teacher teaches by pointing at the limbs when using English and automatically the children will know the limbs in English.

In question point, number three, explaining the obstacles in using the TPR method, because the classes are combined from kindergarten to grade 4 elementary school in controlling children

is quite difficult. When elementary school children understand what the teacher says, while in kindergarten children are still thinking, otherwise with the TPR method the children become happy especially with the combination of English songs (song: head shoulders knee, and toes).

The fourth point, explains the advantages and disadvantages of using the TPR method, the drawbacks of which make teachers very tired because teachers have to communicate a lot with students while moving their bodies. Meanwhile, the advantage is that it makes students more motivated in learning, and using the TPR method is very effective in making it easier for students to remember what the teacher teaches. The last question point asks about students' responses to the method. The answer from the teacher was very impressive, considering that the TPR method makes it easier for teachers to teach and makes students motivated in learning, and students are easier to remember the vocabulary that is being taught.

From the result of the interview, it can be concluded that the TPR method is interesting for students. Meanwhile, TPR is a method and strategy also very easy to use for teachers, and TPR also makes it easier for young learners to remember the vocabulary that is being taught, and in learning the children are more enthusiastic.

## DISCUSSION

The TPR method is one of the learning methods in the classroom to introduce vocabulary. The TPR method is one of the learning methods in the classroom to introduce vocabulary through physical (motor) activities to young learners as mentioned by Tarigan (2009, p.93). The teacher used some action sequences, such as listen and speak, listen and write, listen and move, dialogue, and role play.

The first findings are, the teacher felt quite memorable using this TPR method, which made students more enthusiastic about learning English and made it easier for the teacher to teach. It is similar to (Obitube et al., 2020) stated that the TPR method can increase students' enthusiasm for learning English and make teaching easier for the teacher.

Second, in the use of the TPR method to teach vocabulary, the difficulties or problems experienced by the teacher lie in activities that make teachers very tired because teachers have to communicate a lot with students. Meanwhile, students become more motivated because of the interesting learning done in class. It was in line with (Rahmawati, 2019) statement that using the TPR method to teach vocabulary cause teachers to get extremely exhausted.

Third, for teachers, the perceived advantage of the TPR method is that it is easier for young learners to increase their vocabulary. Thus, it has a good effect when applied to vocabulary learning in English classes. Total Physical Response (TPR) is about a speech by a teacher and actions by students at the same time. This is comparable to that found by (Kara & Eveyik-Aydin, 2019) stated that the purposes of the TPR method are for students to listen to and follow what the teacher instructs. Additionally, TPR pupils are required to respond nonverbally (physically) to a series of commands.

Fourth, For the teacher, so far as using the TPR method there have not been any shortcomings that have an impact on the process of teaching and learning activities in the classroom. It was in line with (Magnussen & Sukying, 2021) stated that the results of the checklist observations in her research found that the students paid more attention to the material and felt enthusiastic about vocabulary activities using the TPR method.

Last, when asked about how the students responded when using the TPR method for learning vocabulary in class, the teacher answered five-question about the descriptive text material in English learning that day. Young learners are easier to remember the vocabulary that is being taught, and in learning the children are also more enthusiastic, which can motivate learning, and apart from the media we use for learning, the addition of the TPR method makes learning more interesting.

The result show that TPR is method that is interesting for students. in line with Nuraeni (2019) pointed out that while employing the TPR approach, kids were really engaged and liked learning English. in additions, TPR is the methods and strategies also very easy to use for teachers. TPR also makes it easier for young learners to remember the vocabulary that is being taught, and in learning the children are more enthusiastic. in terms of future research, it would be useful to extend the current findings by examining how is the experience of students in using The Total Physical Response (TPR) method using the narrative inquiry method as well. Thus, the readers or the other researchers will know not only from the teacher's side meanwhile also from the student's side.

## CONCLUSIONS AND SUGGESTIONS

### CONCLUSIONS

This research raised the topic of the teacher's experience in using the TPR method in learning English in the classroom and how the students respond to the method. Narrative inquiry was taken as a research design in this study because this design is quite relevant to the topic that the writer wants to explore. From the data collection process, of the six indicators of interview questions asked, on the indicator of questions about experience, the teacher felt the TPR method was good enough to be applied to learning with students in class.

The teacher also feels quite memorable in using the TPR method because made students more enthusiastic about learning English and made it easier for the teacher to teach and also for students in understanding the material being studied. In using the TPR method, the teacher also did not feel that she had a significant problem. The problem is felt the teacher is very tired because the teacher has to communicate a lot with students.

The advantages felt by the teacher in using this TPR method include the TPR method is that it is easier for young learners to increase their vocabulary. Students become more motivated because of the interesting learning done in class. The TPR method was also quite effectively applied as a learning medium for young learners because the enthusiasm of students in learning is quite visible and makes the class not monotonous.

### SUGGESTIONS

Based on the findings and discussions stated in the previous chapter, the writer then offers several suggestions related to the results of her research, especially for English teachers, students, and future researcher.

First, for the teachers must be able to implement the use of the TPR method in learning English in the classroom. Therefore, all teachers and students could work together to achieve the learning objective. In additions, teachers should be able to know more about learning media that can be combined with TPR methods such as applications related to speaking, writing, and listening in order to make learning better, so that teachers do not spend too much extra energy because of the combination of the TPR method with other learning media.

Second, young learners are easier to remember the vocabulary that is being taught, and in learning the children are also more enthusiastic, which can motivate learning, and apart from the media we use for learning, the addition of the TPR method makes learning more interesting. In additions, the teacher is required to be able to create a fresh environment for teaching and learning activities in the classroom that would pique the interest of the students in learning, particularly in studying English, which is, incidentally, a foreign language for students in Indonesia.

Third, the result of the present research can also be used as a guide for future researchers who want to delve deeper into the topic of research on the use of the TPR method in learning English as a foreign language. Due to the limitations of the writer in digging up information in this study, further researchers can also explore students' perspectives in using the TPR method by using the same research design. To add to the literature review, future researchers can also explore



this topic by using different research designs such as quantitative research designs with a focus on participants, both teachers, and students to get results that are not based solely on the opinion or view of one participant, but results are obtained in the form of numbers collected from more participants.

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