

The Effectiveness of Total Physical Response (TPR) Method in Teaching English to Young Learners in English Course

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Abstract

TPR is a teaching approach that links language to body language, and when kids hear words, they act out to show that they comprehend. Since TPR emphasises instructor instructions and body movements, pictures can be utilised to support these concepts. The topic selected must also be relevant to the motions that will be done. This study employed classroom action research. using interpretative techniques for research and data collection to decide how to improve their own procedures. Following an observation, the Total Physical Response (TPR) approach was used. This method has allowed teachers to have a deeper understanding of their pupils and has given delight to learning from them.

Keywords: Total Physical Response (TPR), teaching method, English language course, School.

A. Introduction

When teaching English to children, it is important to use effective methods that are also appropriate to their specific characteristics, such as difficulty concentrating for long periods, difficulty understanding complex ideas, and a desire to move. The past few years students often find it difficult to overcome their skills, whether it is in term of speaking, writing, or reading, one that needs its measurement in terms of the ability of language department. Thus, for this reason, the Total Physical Response (TPR) method has become an excellent and frequently recommended method.

TPR is a teaching method in which you connect language with body movements, and students demonstrate that they understand by performing actions when they hear words. Sayd (2018) describe this method structured to coordinate the commands, speech and action, also to teach language through physical activity (motor skill). TPR focuses on body movements and teacher instructions, so to reinforce these ideas, images can be used, and the chosen theme must also be appropriate to the movements to be performed (Ni Wayan, 2018). By using the TPR method, classes become interesting and can arouse student enthusiasm because TPR is an entertaining activity, so students are not easily bored and sad (Salma & Wafa, 2024). The total physical response (TPR) technique is a language learning approach that focusses on

coordinating speech, action, and orders as well as attempting to teach language through motor activity, according to Richard J. (quoted in Sayd et al., 2018). In the meanwhile, Total Physical Response (TPR), a language education approach based on speech-action coordination, aims to teach language via physical (motor) activity, according to Larson-Freeman (quoted in Apriliyanti et al., 2019). According to Larsen and Diane, total physical response (TPR) is another name for "the comprehension approach" or an understanding approach, which is a strategy for teaching a foreign language using orders or instructions.

The most common TPR exercises have students physically react to the teacher's instructions and show that they understand them. For example the few instances of command-based TPR activities such as: (1) The teacher could provide instructions that reinforce vocabulary learning with hand motions to control any group of images or flashcards, depending on the lesson's theme: Touch, point to, or pick up. The most important thing in implementing the Total Physical Response method is that tutors help students directly engage in the Total Physical Response method activities, so students can practice what they have heard (Dewi & Fatmawati, 2022). The best thing about this teaching method is that it can help children feel less stressed and make learning easier and more enjoyable. This study aimed to examine how well the TPR method works by observing what happened in the classroom during an English lesson on July 4, 2025.

B. Research Methods

Classroom action research was used in this study. Cohen, Manion, and Morrión (2018) state that action research, or CAR, usually entails instructors using qualitative, interpretative methods of inquiry and gathering data in order to make decisions about how to enhance their own practices. The four stages of the learning cycles that the researchers proposed in this study are planning, activity, observation, and reflection. Researchers and actual instructors work together in this cycle to apply the TPR approach to enhance students' vocabulary as perceived via meaningful classroom engagement. Researchers adjust the learning activities in the following cycle to determine the goal score if the results are still below it. The activity was implemented in phases. specifically organising, carrying out, observing, and reflecting. Researchers develop a syllabus and lesson plan design in the first phase to carry out learning activities. It was created once the research problem was confirmed. This stage serves as a prelude to doing action research. Researchers carry out tasks in accordance with the intended learning scenario during the second phase. The TPR method's implementation is the main goal of this phase. Observers help researchers monitor the learning process and take notes that will be taken into account for future improvements. The phases of acting and watching are completed simultaneously in this classroom exercise. This study is using both qualitative and quantitative data. The primary data consists of the activities that resulted based from the observation that occurred in a class. Data condensation, data presentation, conclusion drawing, and verification are all qualitative methods of analysing the gathered data (Cohen, Manion, & Morrión, 2018). When working with quantitative

data, researchers gather data about students' academic performance both before and after the TPR approach was put into practice.

C. Results and Discussion

The researcher want to explain and talk about study findings in this chapter. The purpose of this study is to determine how well the TPR approach works to enhance students' vocabulary acquisition as perceived by meaningful classroom engagement.

Asher, a psychology professor at the University of San Jose in California, created the Total Physical Response (TPR) approach, which has proven effective in helping kids learn foreign languages. He contends that a youngster or pupil will react physically before beginning to make a spoken or written answer if a directive is spoken directly to them. According to this study, the majority of students struggle with identifying English vocabulary, including issues with word pronunciation, spelling, grammar in word formations, collocation meaning, appropriateness, connotation, word formation, idioms, and semantic association. Some earlier research has also discovered these results (Uchihara & Saito, 2019; Zhong, 2018; Kalogirou et al., 2019; Joyce, 2018). In addition to being extremely simple and light in terms of language use, the TPR approach incorporates game motions to help students feel less stressed out by the difficulties they encounter in class, particularly while learning foreign languages, and to boost their spirits. It might help students study in order to boost their enthusiasm and performance in these classes.

Based from the result of this study's observation, it is confirmed that through the learning process, teachers use English in conversation mode way more than their first language. The teachers exclusively use body language in some way to help the students who did not understand the language that was conveyed by the teacher. For example, when the teacher instruction use flashcard in their lesson, they would ask, "what letter is this? This is letter M," then asks the students to repeat what they have said before. The teacher then informs that the letter M's example was "mango." By using flashcards, the instructor also gives examples of words that begin with the letter M, including: Mango, Monkey, Money, Moon, Mountain, Mouse, Mirror, and Music. The teacher then hands out a worksheet and crayons to the class, which involves writing the letter M and includes directions on how to bold and write in linked letters. The teacher then keeps an eye on the students while they complete the homework. The teacher demonstrates the procedures for writing the letter M to a student who is having trouble with the worksheet (e.g., straight up, move to the right, down, move to the right, down). After that, the teacher awards every student a star on the worksheet and some words of gratitude. When the student participate in the class, they are enthusiastic and active in order to answer the questions which were asked by the teachers. The teacher also gave opportunity for the students to answer the questions which they have asked individually towards the students beforehand. This participation therefore led the students to be able to be active during the class, to remember the lesson that has given by the teacher and implements it right away during the lesson time.

Next, the teaching aids that used through the class are flashcards, a whiteboard and markers, worksheets, crayon, and also colourful rings as educational games in order for the students to be trained their vocabulary by using colour as the example. On the other hand, using flashcards and whiteboard including markers is a way for the teachers to deliver the right material, and crayons for the students to mark their ABC based on the colour that needed. The pattern that executed in this class also indicated by how in some situations, random interactions that exist within in the classroom had involved the students for whole interactions from one to another. The teachers led the students to be able to interact not only to their own fellows, but also other students in the classroom. For example, during the warming-up session before starting their lesson. The cultural behaviour that indicate based on this class also shown how the people in the class whether it is the students or the teachers respect each other, did not indicate fights, and students managed to fully listens their own teachers. The atmosphere of the class was very pleasant, the students engaged thorough the learning process without a single hand failure. The teachers also do their best to led the atmosphere for the students to feel happy in their class, thus the communication and the learning process becoming a lot better. For example, the teacher used dancing with English songs to boost the students energy and enthusiasm before they execute their learning process in the said class.

Based on the learning activity which observed, the information that could be gathered that TPR method has its capability to improve the students vocabulary mastery and to bring the light atmosphere that needed in order for the students to feel safe and happy in where they are. As one of the example, during the implementation of TPR method the student are guided and asked the English words that refers to certain things in real world. Such as „M“ which described as „Mango“ etc. By using this method for once, in class, the instructor has emphasised the importance of pupils' drive and focus. When it comes to student involvement in the classroom, they make an effort to provide accurate and passionate answers to enquiries.

The students heavily response toward the implementation of Total Physical Response (TOR) method by expressing how they felt it was fun for them to be able to learn, conduct an imagination, and even showcase a movement thorough the class to be immersed with the learning session that occurred. They also felt that it is a good way for them to not only learnt, but also to improve their ability of English skill by participating in this class, especially with a huge help from the teachers.

D. Conclusion

In the educational process of learning, teaching is crucial. According to Kimble and Garmsy, teaching involves directing and promoting learning; it will assist someone in learning how to do a task. The teaching and learning process involves students and teachers communicating in order to gain knowledge, experience, skills, and ideas. In order to have a full function class, a teacher should come up or use a method they could apply for their own class, and one of it being is the Total Physical Response or TPR. Since the teacher has the most effect in the classroom, they play a crucial part in the teaching and learning process. By using the said method, after an observation

occurred, the implementation of Total Physical Response (TPR) method has brought the joy in order to learn from students, and the ability for teachers to also understand their students in more depth.

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