Issued by English study program of IAIN Palopo

The Use of Total Physical Response (TPR) as Teaching Strategy at Elementary School

Zefa Maulina Zulfa[1], Sugeng Purwanto[2], Agnes Widyaningrum[3]
zefamaulinazulfa@mhs.unisbank.ac.id, sugeng_purwanto@edu.unisbankac.id
agneswidyaningrum@edu.unisbankac.id
[1]Sastra Inggris, Universitas Stikubank Semarang, Semarang, Jawa Tengah.
[2]Sastra Inggris, Universitas Stikubank Semarang, Semarang, Jawa Tengah.
[3]Sastra Inggris, Universitas Stikubank Semarang, Semarang, Jawa Tengah.

Abstract

Learning English using vocabulary is very useful for students at SDN 3 Bandengan, especially in the teaching and learning process in class. In teaching vocabulary, the teacher uses the Total Physical Response method so that children can understand English by playing. The problems of this study are: Why did the English teacher use TPR to teach fourth graders at SDN 3 Bandengan?, and How did the English teacher apply TPR in teaching English? The purposes of this study are to analyze the teacher's method of teaching English using Total Physical Response that teacher uses to teach fourth graders at SDN 3 Bandengan, and the English teacher applies TPR in teaching English. The researcher used descriptive qualitative methods since the researcher completed a six-month internship at a school from August 1st, 2022 – December 2nd, 2022, so the data has been assessed. The researcher conducted interviews with teachers to collect information to support the finding. The finding of this study is that students can understand vocabulary in English lessons using TPR.

Keywords: *teaching vocabulary; teaching strategies; total physical response (TPR)*

Introduction

Education is the process of teaching and learning, and the role of the teacher is very important in the education system. The teacher can create a good learning atmosphere so that it has a positive impact on the student learning process and ultimately maximizes learning outcomes. In today's era, language is an important lesson, especially in English Language. English is included in the school curriculum in Indonesia until now and continues to develop according to its level. Students need

to learn and master English which consists of four elements, namely reading, writing, listening, and speaking. Speaking is a way of communication between two people to convey something (dialogue). In speaking material there are several parts, one of which is vocabulary. In learning vocabulary, the researcher chose Total Physical Response (TPR) method. Total Physical Response is a method for teaching language in early childhood because its application is related to the coordination of commands, speech, and movements so that it is easier for a child to master something.

This study focuses on the strategies of teaching vocabulary by Total Physical Response at SDN 3 Bandengan. Based on the observations made by the researcher, it became easier for students to learn English. In this study, the researcher wants to discover the strategies that teachers used in teaching English by formulating two research questions as follows (1) Why did the English teacher use TPR to teach fourth graders at SDN 3 Bandengan? (2) How did English teachers apply TPR in teaching English?

A relevant study for this research was discovered by the researcher (Fadiana et al., 2020) who conducted research on Teaching Vocabulary by Using Total Physical Response in SD Swasta Pertiwi, concerns were raised about the students' lack of language proficiency in Class IV SD Swasta Pertiwi. The goal of this study was to improve students' vocabulary mastery by utilizing the Total Physical Response approach, and it was a success. The strategy works well to increase students' vocabulary mastery, as evidenced by the rise in the mean score from the pre- to post-test.

The second study (Yanuarita, 2017) is The Effect of the Total Physical Response (TPR) Method and Word List for Teaching Vocabulary to Children. When teaching vocabulary, many teachers mostly use vocabulary words. The most common strategy that educators use is the vocabulary list. These are some of the reasons why teachers choose to utilize vocabulary. A word list is useful in the first part because it can make it simple for students to comprehend the meaning of words. In addition, word lists are simple to create because they don't require any material. The preparation of the media to aid in teaching and learning presents challenges for many teachers. In conclusion, word lists are incredibly useful, which is why most teachers prefer them. However, overusing this technique is not advised because it might cause kids to become easily bored.

The growth in the number of EYL programs has been attributed to the rising demand for English as well as parents' perceptions that having English-language proficiency will benefit their children's school and work prospects (Enever, J., & Moon, J., 2009). "When language learning begins earlier, it can carry on longer and provide more practice and experience, ultimately leading to higher fluency and effectiveness (Helena Anderson Curtain, 2010). Nevertheless, time is insufficient. Intensity is also important. Additionally, several studies have found that young language learners are more likely to achieve native-like pronunciation, greater self-assurance when speaking the language, and better oral proficiency. These studies

don't rule out the idea that older language students can master pronunciation or competency comparable to native speakers, but they do imply that younger students may be at an advantage.

Students are learning the language at younger and younger ages, with many countries starting at the primary level (Jenkins, 2009) in (Hatimah, 2013). To do this, pupils must become proficient in academic English during their primary and secondary education. The teaching of English as an international language differs from the teaching of other foreign languages because of the language's worldwide role.

Wardani (2015) said that vocabulary is an important aspect in language because it appears in every skill including language skills namely listening, speaking, reading, and writing. It can be concluded from this statement that vocabulary is a major factor in a language because it is needed in speaking, listening, reading, and writing. According to Musdalifah (2021) Vocabulary is essential to language learning and teaching because it allows us to effectively and efficiently express our thoughts, feelings, and desires. Therefore, acquiring new words will make it simpler for students to converse with one another. Another scholar, Graves (2018) identified four elements of an effective vocabulary program namely:

1. Consistently read widely or in-depth on your own to increase your vocabulary.
2. Teaching certain terms to improve understanding of writings that use phrases.
3. Providing teaching in independent word-learning techniques.
4. Word awareness and word-play activities to encourage and increase learning.

According to Ulya & Ichsan (2021) The Total Physical Response method is one way to teach English vocabulary for children, in introducing new vocabulary in a foreign language, an educator must consider that early childhood is still building their first language vocabulary and is still in the process of acquiring and managing concepts, through Total Physical Response Children are motivated to have a high response in the introduction of English.

a) Total Physical Response in Teaching Vocabulary

In the classroom, the teacher and students take on roles like that of the parent and child respectively. Total Physical Response (TPR) can be used to practice and teach various things. It is well suited for teaching classroom language and other vocabulary connected with actions. It can be used to teach imperatives and various tenses and aspects. It is also useful for storytelling. Because of its participatory approach, Total Physical Response (TPR) may also be a useful alternative teaching strategy for students with dyslexia or related learning disabilities, who typically have trouble in learning foreign languages in traditional instruction classrooms. That is, TPR is a language learning method that is built through a combination of verbal and action applied to teach language through motor activity. For the subject in this study, students with low cognitive abilities could understand vocabulary even if it was only spoken, so the researchers did some modifications in the process of learning English speaking skills in SDN 3 Bandengan, to suit the conditions and needs of students, namely as following:

Stage 1   : The teacher says the words or sentences of orders three times and then all students follow them.

Stage 2   : The teacher guides the students one by one to act while the teacher and students recite the sentences they have heard.

Stage 3   : The teacher pronounces the command sentences, but students are asked to do the action themselves.

Teaching strategy is a method or plan to achieve an education goal as a result, the term strategy refers to a method, approach, or way of achieving something. Teachers must plan and implement effective teaching strategies (Pujianti, 2022).

Method

In the world of education there are two research approaches, namely qualitative and quantitative. While the research method according to Wirartha (2006) is "a method or procedure to obtain a solution to the current faced problem. So, this research method guides the researcher according to the order of research work from the beginning of research to the end of a study.

To conduct this study, descriptive qualitative methodologies were used. According to Moleong (2005), a qualitative descriptive method is a research method where the data collected is in the form of words, pictures, and not numbers. This data can be obtained from interviews, field notes, photographs, videotapes, personal documentation, notes, memos, and other documentation. This method will be used in this research because this method is very related to the phenomena that are there. This research focuses on teaching strategies in teaching and learning using the TPR method. Qualitative research generates descriptive data in the form of spoken words and observed behavior.

The population is the generalization area which consists of objects/subjects that have certain qualities and characteristics set by researchers to be studied and then conclusions are drawn (Sugiyono, 2015:117). So, the population can be interpreted as a whole research object/subject that has certain characteristics for analysis and concluded the results. Based on this definition, in this study the population used was the 18 students at SDN 3 Bandengan.

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2015:118). Thus, the samples taken in this study were 18 students from class IV SDN 3 Bandengan. In this study, researcher focused on the students at SDN 3 Bandengan. The researcher found that the students at SDN 3 Bandengan are students who incidentally are not native to Bandengan but they are children of fishermen who have just stopped at Bandengan village. They are often called 'newcomers', and some of them are from Jepara, Demak, and Batang. They brought all their family members for quite a long time so that their children could go to school and only Bandengan 3 Elementary School which care with the conditions in the village. The society are fishermen who worked at the sea and there

were still a few people who worked in a company because it was far from the village.

This research is carried out at Jl Laut 325 Kendal, Bandengan, Kendal City, Central Java. SDN 3 Bandengan is in Kendal Regency, not far from Kendal Square. It only takes about 10 minutes, and this Elementary School is in the middle of the fishermen's houses. Every day the road leading to this elementary school is always flooded or often called the 'Tide Sea' that comes, and the water level cannot be predicted. There are several students whose houses are across from this Elementary School so if they go to school, they must take a small boat first, with unpredictable flood conditions. The students wear sandals while at school because if the water pressure is high, they can enter their classrooms. It's the same for the teacher, if the water pressure is high, they park their motorbike at a resident's house which is about 1km from the school after that they walk using boots. Even though the school and environment are far from being friendly, it does not reduce the teacher's and student's enthusiasm for teaching and learning.

According to Bogdan (2012) in Zeithml (2021) Data collection traditions (like participant observation, unstructured interviewing, and document analysis). There are three data collection methods, namely (1) Observation, (2) Interview, and (3) Documentation. The analysis of the teacher's strategy at SDN 3 Bandengan necessitated the use of data collection techniques, so the researcher employed some techniques to gather data. These techniques and procedures mutually reinforced one another to produce data that was genuinely valid. The data collection techniques and procedures used in this study are as follow:

Since it frequently requires the researcher to assume various roles and collect data using a range of tools, including her or his five senses, observation is a complex research approach. According to Riyanto (2010: 96) in Ghazali (2019) observation is a data collection method that uses direct or indirect observation. According to experts, observations are made directly or indirectly by researchers and are carried out in a clearly structured way. The purpose of using observation techniques is to collect information about the situation at SDN 3 Bandengan, how about the teaching process at the school, and what efforts are being made to develop and improve English learning. During the observation the researcher made field notes, audio recording and picture to be used in data analysis.

In this study, the technique for collecting data was the interview technique. According to Sugiyono (2015: 72) in Pransetyapri, S. E., Salim, I., & Supriadi (2021) an interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be contributed to a particular topic. This interview technique is very helpful for making research in data collection and can also find out how the teaching and learning process of teachers and students at SDN 3 Bandengan.

According Purwanto (2018) in Pransetyapri, S. E., Salim, I., & Supriadi (2021), research instruments are basically tools used to collect data in research. As a result,

the researcher entered the place to collect data, conducted her observations, conducted interviews, studied the document, and then independently interpreted the results.

The subject of this observation is the fourth-grade English teacher. It concentrates on the teacher's strategy when teaching English using the Total Physical Response method. This observation aims to ascertain how teachers apply English teaching using the Total Physical Response method and to obtain the data.

This method is used to obtain further information to determine the purpose of this study. This instrument is also a technique for collecting data. The researcher conducted interviews to obtain information about teacher problems and strategies using the Total Physical Response method.

Miles & Huberman (1994) in (Pujianti, 2022) argue that there were three different activities of qualitative data, such as data reduction, data display, and conclusion. They were as follow:

During data collection, the researcher collected the data by observation and interview the teacher. Researcher began to comprehend the facts that will be reduced, displayed, and then concluded.

According to Sugiyono (2018: 247-249) in (STEI INDONESIA, 2017), Data reduction is summarizing, selecting things principal, focusing on important things that are by the research topic, looking for themes and patterns, in the end, giving a clearer picture, and making it easier to carry out further data collection. The reduction stage is known as summarizing the step.

Displaying data or presenting data in this method is usually used to compose a description of information to conclude. The researcher will display and then describe it, if the data description is complete, then analyse the data. After being analysed, the researcher will present data from interactions between English teachers at SDN 3 Bandengan.

Table 1.1. Displaying Data

No	Objective Problem	Result
1.	English teacher uses TPR to teach fourth graders at SDN 3 Bandengan.	It is proven that approximately 80% of students understand learning English.
2.	The English Teacher Applies TPR In Teaching English.	The TPR method is quite effective because students prefer speaking to writing.

The conclusion, which the researcher derived from the collected data, is the study's conclusion. Making the best judgments and recommendations after conducting an analysis of the data is the final phase.

Findings

English teacher uses TPR to teach fourth graders at SDN 3 Bandengan

The researcher had the opportunity to take part in the 2022 "*Kampus Mengajar*" program which is held on August 1st, 2022 – December 2nd, 2022. In this program, the researcher is assigned to SDN 3 Bandengan, Kendal where the SDN is still B accredited. This school is not like public schools in general because there are several students with disorder who attend inclusive schools. Five students are classified disorders in grade 4, the rest of them can follow it well even though they must learn it slowly. The reason is that in that area children with disorder status cannot attend inclusive schools because their homes are far from inclusive schools, secondly, in that area there are no facilities that support education for children with disorder, therefore SDN 3 Bandengan will accept students with disorder to get a proper education like other children. Moreover, because SDN 3 Bandengan is the only school in the area and there are also several children who failing a grade, so at their age they should be in junior high school, but they are enrolled in elementary school.

While assigned there the researcher had the opportunity to research or observe and interview English teacher at SDN 3 Bandengan. After the researcher made observations, it was found that English lessons at SDN 3 Bandengan started in grade 4 because students in grades 1 to grade 3 were deemed unable to learn English because the cognitive abilities of the children there were still relatively low, therefore the researcher was interested in the method applied by the English teacher. The teacher feels that grade 4 students have begun to understand to use their cognitive abilities, which is why learning English begins in grade 4.

Based on the results of interviews with the English teacher at SDN 3 Bandengan, it was found that the teacher used the TPR method. From discussions with the English teacher, 4th-grade students at SDN 3 Bandengan approximately 80% of the children understood English learning because in grade 4 because there were 5 students with disorder status.

Table 1.2. Interview

Researcher	Berarti dengan metode TPR ini sangat efektif untuk pembelajaran Bahasa Inggris disini ya bu?
Informant	Iya mbak cuma metode ini yang efektif selama saya disini.
Researcher	Berapa persen anak paham pembelajaran Bahasa Inggris dengan metode yang ibu terapkan?
Informant	Kalau untuk anak kelas 4 sendiri sekitar 80% anak memahaminya untuk anak kelas 5 dan 6 hampir 90% anak sudah paham kalau pun salah masih sewajarnya.
Informant	Kalau dalam pembelajaran Bahasa Inggris metode saya gunakan yaitu Total Physical Respond sering dikenal dengan nama TPR dimana metode ini lebih ke pembelajaran dengan cara bermain dan

	bernyanyi contohnya seperti 'Simon's says' tapi kalua saya jelas pakainya seperti 'Bu Tina says atau menggunakan nama siswa says', dan kadang saya juga bernyanyi seperti 'head, shoulders, knee, and toes' sambil memegang apa yang disebutkan bisa juga saya mengganti kata tersebut seperti ' head, head, knee, and toes'.

The English Teacher Applies TPR In Teaching English

The result of students' understanding in learning English using the TPR method is that the teacher applies enjoyable learning so that students can understand English easily. The way the teacher applies the TPR method is by singing together with the children "head and shoulders, knees and toes...". In this way, the teacher can practice directly, and the students will follow so that if it is repeated continuously, they can understand and catch what the body parts are in English.

Not only singing, but the teacher also uses learning methods by playing. An example is "Simon Say's" where the teacher says and holds which part of the body the teacher mentions. This method is considered by the teacher to be very helpful for students in concentrating and understanding little by little the body parts in English. In this case, not only is being led or played by the teacher, but the students can become the leader in the game, so they can learn pronunciation also.

Based on the results of the interviews above, the researcher found a strategy for learning English, namely the teacher used the TPR method. The teacher claims that the TPR method is quite effective because students at SDN 3 Bandengan prefer to speak than to write and according to the English teacher, this is the only method students can easily understand the material.

Table 1.3. List of Vocabularies

No	Female/ Male	Age	Vocabulary								
			Applause	Stand Up Please	Open The Book	Eat	Drink	Laugh	Smile	Cry	Sweep
1.	Female	10th	✓	✓	✓	✓	✓	X	✓	✓	✓
2.	Female	10th	✓	✓	✓	✓	✓	X	✓	✓	✓
3.	Male	11th	✓	X	X	✓	X	X	✓	✓	X
4.	Female	10th	✓	X	✓	✓	✓	✓	✓	✓	✓
5.	Female	10th	✓	✓	✓	✓	✓	✓	✓	✓	✓
6.	Male	10th	✓	X	✓	✓	✓	✓	✓	✓	✓
7.	Female	10th	✓	X	✓	✓	✓	✓	✓	✓	X
8.	Female	10th	✓	X	✓	✓	✓	✓	✓	✓	X
9.	Female	13th	✓	X	X	✓	✓	X	✓	✓	X
10.	Male	10th	✓	✓	✓	X	✓	✓	✓	✓	✓
11.	Male	16th	✓	X	X	✓	X	X	✓	✓	X
12.	Male	15th	✓	X	X	✓	✓	X	✓	✓	X
13.	Male	10th	✓	✓	✓	✓	✓	✓	✓	✓	✓
14.	Female	10th	✓	X	✓	✓	✓	✓	✓	✓	✓

15.	Female	14th	✓	X	X	X	X	X	✓	✓	X
16.	Female	10th	✓	✓	✓	✓	✓	✓	✓	✓	✓
17.	Male	12th	✓	X	X	X	✓	X	✓	✓	X
18.	Female	10th	✓	✓	✓	✓	✓	✓	✓	✓	✓

After this method was applied in class 4 of SDN 3 Bandengan, there were normal student reactions and reactions of students with special needs. For normal students with 2x repetition of the material they already understand the material provided and for students with special needs we must repeat the material several times, there are 18 students in grade 4, including 5 students with special needs. But they did not get special attention so that the teacher in grade 4 repeated several times to help all grade 4 students understand everything.

.

Conclusion

In the first formulation of the problem, the researcher found that SDN 3 Bandengan is a unique school because this school is not inclusive but accepts some students with disorder and some of them are late for attending school. The school principal agreed to give English lessons started in grade 4th because the students had started to understand reading, counting, and self-confidence. The researcher concludes that the English teachers apply TPR in teaching English so that the students can easily understand it. By looking at the condition of the students whose cognitive competence is low it makes it difficult for students to write, especially for the pronunciation.

Based on the results of the research above, it is hoped that English teachers can be even more creative in teaching Vocabulary using this method. This method is very easy and effective for young learners. For further research, it is suggested to examine the development of English teaching and learning using different methods. Further research is encouraged to research in a longer period to obtain more detailed and more realistic data in the application of learning methods. Based on the results, the researcher suggests that English can be taught from first grade because it will be very helpful when entering the next level of education, and when children enter grade 4, at least they have studied for a higher level.

.

References

Fadiana, D., Bahri Ys, S., & Inayah, N. (2020). E-ISSN 2528-746X Teaching Vocabulary by Using Total Physical Response. *Research in English and Education (READ)*, *5*(1), 1–6.

ghazali, A. (2019). *Wawancara 4*. 20–27. https://doi.org/10.31219/osf.io/2mqxg

Graves, M. F. (2018). Review of The Vocabulary Book: Learning and Instruction. *Journal of Language and Literacy Education*, *14*(2), 1–8.

Hatimah, I. (2013). Pengertian Pendekatan, strategi, metode, dan teknik. *Jurnal Pendidikan (Teori Dan Praktik)*, *1*, 1. http://file.upi.edu/Direktori/FIP/JUR._PEND._LUAR_SEKOLAH/19540402198 0112001- IHAT_HATIMAH/Pengertian_Pendekatan,_strategi,_metode,_teknik,_taktik_dan .pdf

Helena Anderson Curtain, C. A. D. (2010). *Languages and Children: Making the Match : New Languages for Young Learners, Grades K-8*.

Masruddin, M., & Nasriandi, N. (2022). Lexical and Syntactical Errors Performed by Junior High School Student in Writing Descriptive Text. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 10*(1), 1094-1100. doi:https://doi.org/10.24256/ideas.v10i1.3024

Moleong. (2005). *Data primer, yaitu data yang diperoleh dari hasil wawancara secara dan pengamatan secara mendalam kepada para informannya*. 1.

Musdalifah. (2021). *Teaching Vocabulary Through Hangman Game To The Seventh Grade Student Of MTS HUA. 5*(1).

Pransetyapri, S. E., Salim, I., & Supriadi, S. (2013). (2021). Analisis Efektivitas Pembelajaran Sosiologi Pada Siswa Kelas X Di Madrasah Aliyah Al-Anwar Pontianak. *Angewandte Chemie International Edition, 6(11), 951–952.*, 01–11. file:///C:/Users/Hp/Downloads/27350-75676585381-1-PB.pdf

Pujianti, metanoia tatag. (2022). *AN ANALYSIS OF TEACHERS STRATEGIES IN ONLINE TEACHING WRITING OF ENGLISH DURING (COVID-19) PANDEMIC : A CASE STUDY AT EMSA SCHOOL*.

richard oliver (dalam Zeithml., dkk 2018). (2021). observation. *Angewandte Chemie International Edition, 6(11), 951–952.*, 2013–2015.

STEI INDONESIA. (2017). Bab iii metoda penelitian 3.1. *Bab III Metoda Penelitian*, *Bab iii me*, 1–9.

Sugiyono. (2015). *Metode_Penelitian_Pendidikan_Sugiyono_20.pdf* (p. 107).

Tyas, N. (2022). Students' Perception on Self-Directed Learning (SDL) in Learning English by Using Youtube Video. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 10*(2), 1307- 1314. doi:https://doi.org/10.24256/ideas.v10i2.3208

Ulya, N., & Ichsan, I. (2021). Pengaruh Metode Total Physical Response pada Perkembangan Kosakata Bahasa Inggris Anak Usia Dini. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, *9*(2), 235. https://doi.org/10.21043/thufula.v9i2.11002

Wardani, S. I. (2015). Improving Student Vocabulary Mastery Using Word Mapping Strategy. *OKARA: Jurnal Bahasa Dan Sastra*, *9*(1), 131. https://doi.org/10.19105/ojbs.v9i1.585

Wirartha, I. . (2006). *Methodology Penelitian Sosisal Ekonomi*.

Yanuarita, F. (2017). The Effect of Total Physical Response (TPR) Method and Word List for Teaching Vocabulary to Children. *Magister Scientiae*, *0*(23), 56–65. http://journal.wima.ac.id/index.php/Magister_Scientiae/article/view/1402