



**AN ANALYSIS OF TEACHER'S USE OF
TOTAL PHYSICAL RESPONSE METHOD
FOR TEACHING ENGLISH TO YOUNG LEARNERS**

THESIS

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JEMBER UNIVERSITY**

2023



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English
Education Study Program, Language and Arts Department, Faculty of Education, Jember
University

By:

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DEDICATION

This thesis is honorably dedicated to:

1. My dearest parents, Fathul Mausuli and Yayuk Hidayah;
2. My beloved brother, Mohammad Rhois Alamsyah Mausuly;
3. All my lecturers and teachers;
4. All my best friends; Faiqoh Izzati Salwa, Siti Aisyah, Sahda Dian Nafisah, Doris Fajar Suryanto, Dewinta Dwi Hayu, Widayaningrat, and Rizky Nur Arifatul Fauziyyah.

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an authentic and genuine work of the author. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of my work that has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, and ethics procedures and guidelines of thesis writing from the University or Faculty have been followed.

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CONSULTANT APPROVAL

AN ANALYSIS OF TEACHER'S USE OF TOTAL PHYSICAL RESPONSE METHOD IN ENGLISH LANGUAGE TEACHING FOR YOUNG LEARNERS

THESIS

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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who want to improve this thesis will be greatly appreciated.

Jember, 16th of June 2023

The Writer

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SUMMARY

An Analysis of Teacher's Use of Total Physical Response Method for Teaching English to Young Learners; Veronika Aulia Sanni Ardiansyah; 180210401085; 2023; 82 pages; English Education Study Program, Language and Arts Department, Faculty of Education, Jember University.

TPR is a learning method that involves the coordination of speech and action (Asher, 1960). It aims to make English learning easier for children to understand because the material delivery and the learning process are accompanied by physical movements. Then, this research intended to analyze how the English school teacher implements TPR method and also to find out the teachers' reasons for using TPR method in teaching English to young learners in an English school.

This research was descriptive qualitative research. It was conducted at *Seiza English School* in Pesanggaran, Banyuwangi. *Seiza English School* was chosen because it is the only English school in Pesanggaran which has been officially registered at *Dapodik*. Then, the participant in this research was a *Seiza English school* teacher in the Pre-Kids class. Furthermore, I collected the data through observation and interview. I observed the TPR activities used by the teacher during the teaching-learning process. For the interview, I asked the teacher's reasons of why he used the TPR method in his teaching activity. I used thematic analysis from Braun and Clarke (2006) to analyze the data.

Based on the obtained data, this research found that the TPR activities used by the teacher include song with gesture, TPR game, gesturing the word, and giving instruction and command. These TPR activities are utilized to teach speaking, vocabulary, and promote teamwork among students. However, it is important to note that not all TPR activities can be employed as it depends on the classroom circumstances during the teaching-learning process. In addition, there are several reasons why TPR method is used by teachers to teach young learners. First, the use of this method affects students' feelings positively. Second, this

method is related to the characteristics of young learners. Third, it can create a pleasant learning atmosphere even though sometimes there is an obstacle because students are too excited about the games being carried out and causing a chaotic atmosphere in the classroom.

This research is expected to be helpful for English teachers as references in using TPR method in teaching English to young learners. This research also expected to contribute to future researchers who want to conduct further research related to the use of the TPR method in teaching English either in different research settings or different research designs. I suggest they conduct further and more in-depth research on the students' outcomes when employing this method. This is necessary as this research is only limited to analyzing the teacher's use of the TPR method.

CHAPTER I

INTRODUCTION

This chapter deals with the topics related to the introduction of this research, such as the research background, questions, objectives, and contributions.

1.1 Research Background

A lot of studies said that learning English as a foreign language is good to learn from an early age. They put forward the various factors regarding why language is great to be taught from an early age. Thanh (2021) proposed that there were many researchers who showed that children were more comprehensive in a new language than adults because they were in their golden age. It is the period that the human brain develops rapidly and can remember well, it is also called a critical period. Ghasemi and Hashemi (2011) also mentioned two reasons why foreign language is good to be taught from an early age. First, teaching a foreign language from an early age is more effective because they are easier to absorb and input the materials. Second, early childhood is the best time to improve language skills because the brain is programmed to acquire language naturally.

Teaching English to children is different from teaching English to adolescents and adults. Children have a short attention span and will quickly swing away to something else that is more engaging around them (McKey, 2006). Young learners need to be stimulated through physical activity in the learning process. It is because they are more energetic and more interested in doing activities physically (Shin, 2009). That means there should be appropriate methods to teach young learners.

The use of learning methods is also beneficial to hit the teaching and learning process. One of the teaching methods that can be implemented in young learners' class is total physical response (TPR). It is a suitable learning method for English beginners. Asher (1969) stated that TPR method is a learning method formed by coordination of speech and action. The use of TPR method aims to

make English learning easier for children to understand because the delivery of material and the learning process are accompanied by physical movements. Teachers should combine body movements while teaching the foreign language so that the learning process is more active and enjoyable. The use of TPR method can attract students' attention rapidly, increase their confidence, and create a comfortable environment in learning English (Shi, 2018). Young learners love to use physical movement rather than just be quiet and listen to the teacher explaining the material. Besides, the use of TPR method can make students stress-free because basically learning by doing can reduce students' pressure in the classroom and make the class atmosphere comfortable and relaxed (Hashemi and Azizinezhad, 2011).

The issues of the use of TPR method have been raised-up by some researchers, especially the research about the implementation of TPR method. As mentioned by Qiu (2016) that the way teachers applied the TPR method in elementary school was by combining words with physical actions. Bui (2018) stated the steps in implementing TPR method in learning English for elementary students. Shi (2018) mentioned that the way how to apply the TPR method in elementary school is by designing various games through this method.

As mentioned above, the previous researchers have conducted research on the use of TPR method in elementary schools, but none of them have conducted any research in English schools. The difference between a formal school and an English school institution lies in the condition of its students. Students in English school institution are not from the same school, class, age, or even do not have the same background. This gap is what attracted me to do research in an English school. Based on the background above, I conducted descriptive qualitative research entitled "An Analysis of Teacher's Use of Total Physical Response Method for Teaching English to Young Learners". I conducted research in an English school to analyze how the English school teacher implemented TPR method. Additionally, this research also attempted to find out the teacher's reasons for using the TPR method in teaching English to young learners in an English school.

1.2 Research Questions

This research focused on the following two questions:

1. How does the English teacher implement TPR method in teaching English for young learners in an English school?
2. What are the English teacher's reasons for using TPR method in teaching English to young learners in an English school?

1.3 Research Objectives

Based on the research questions, the research objectives can be formulated as follows:

1. To describe how the English teacher implements TPR method in teaching English to young learners in an English School.
2. To find out the English teacher's reasons for using TPR method in teaching English to young learners in an English School.

1.4 Research Contributions

The result of this research hopefully can be useful for the following contributions:

1.4.1 Empirical Contribution

The findings of this research are expected to provide a foundation for conducting further investigations in this area by exploring different research settings, such as diverse educational institutions and utilizing various research designs, such as experimental or longitudinal studies. Future researchers can build upon these findings and deepen understanding of the effectiveness and implications of incorporating the TPR method in English language teaching.

1.4.2 Practical Contribution

The findings of this research are expected to provide information and references in using TPR method in teaching English to young learners. The findings are about how the English school teacher implements TPR method and his reasons for using it.

CHAPTER II

LITERATURE REVIEW

This chapter contains the explanation of characteristics of young learners, Total Physical Response, the reasons for using TPR method in English language teaching for young learners, previous studies, and the research gap that is written at the end of this chapter.

2.1 Characteristics of Young Learners

Teaching English to young learners becomes an important skill that must be learned to succeed in a globalized world (Butler, 2015). Teaching English to young learners must pay attention to several things, such as should be implementing fun activities and a safe and supportive classroom atmosphere to motivate them in learning English as a foreign language (Brumen, 2011). Scott and Ytreberg (1993) mentioned that young learners have an extraordinary ability to absorb language through activities they find enjoyable. Teaching a foreign language to them must also use movement because the spoken words are not enough. In fact, the spoken word is needed to be accompanied by other clues to meaning such as gestures and facial expressions. The repetition of what has been learned is also needed to strengthen the memory of young learners.

Two experts variously classify young learners based on age. Scott and Ytreberg (1993) divided young learners in two group levels based on their age. Level one is for the five to seven years old of pupils, and level two is for the eight to ten years old. These levels are in contrast to Slattery and Willis (2001) who distinguished young learners into two groups, there are very young learners (VYLs) who were under seven years old, and young learners (YLS) who were seven to twelve years old.

Here are the characteristics of young learners based on their age summarized by Scott and Ytreberg (1993):

a. Five to seven years old (level one)

They can understand the situation faster than they can understand the language used. Understanding language through physical is very dominant. They also have really short concentration and attention spans. Pupils at this age cannot determine about what to learn for themselves. They are enthusiastic, positive, and like to play while learning.

b. Eight to ten years old (level two)

Young learners at this age are already able to speak with physical movement. They can make decisions about their own learning as well as what they like and do not like. At this age, they are competent in using their mother tongue.

The characteristics of young learners based on their age according to Slattery and Willis (2001) are as follows:

a. Under 7 years old (VYLs)

They learn foreign languages by hearing because they are unable to write and read. Learning languages through playing, imitating, and making funny noises is what they love. Their grammar will be formed by itself when it gets a lot of English context.

b. 7-12 years old (YLS)

Students at this age are learning to read and write. They can already distinguish between what is real and what is imaginary. They can decide for themselves how they perform an activity and take responsibility for their classroom activities. They are able to work and learn from others.

The age range included in young learners according to Scott and Ytreberg (1993) is aged five to ten years old. This opinion is in contrast to Slattery and Willis (2001) that said that the age of young learners starts from under seven to twelve years old. It can be concluded that elementary school students belong to the category of young learners. Based on the characteristics described above, learning while doing various activities that implicates movement is very helpful for young learners to enjoy the learning process because they have a short attention span.

2.2 Total Physical Response Method

Total Physical Response (TPR) was a method created by American psychologist Dr. James Asher in 1960. It is a learning method formed by coordination of speech and action or teaching language through physical (motor) activity. TPR is a language learning method that is structured in the coordination of commands, speech, and actions. An utterance in the target language is immediately followed by physical activity can accelerate understanding, be stress-free, and have long-term retention in learning a foreign language (Asher, 1981). This method is really good to apply in foreign language teaching for young learners because it helps them acquire language through physical actions.

2.2.1 TPR Theory in Language Learning

Richard and Rogers (2010) stated theories that the TPR method works well for language learning. These points are explained as follows:

1. The purpose of the TPR method is to teach speaking language skills at the beginner level.
2. Using a syllabus that prioritizes grammatical and lexical aspects in the selection of teaching materials.
3. The TPR method allows teachers to carry out the exercises repeatedly until the student's comprehension skills are established.
4. The learner's role is as a listener and performer. They listen and respond physically to the teacher's commands.

5. The teacher determines the material being taught and presents the learning media needed.
6. TPR activities do not always refer to textbooks.

It can be concluded that TPR method can be applied together with the use of learning media or teaching aids that support the achievement of learning objectives. The use of this method allows the teacher to not only rely on the textbook so that the learning process is not monotonous. This method also invites students to take an active role in the learning process.

2.2.2 TPR Activities

TPR activities are the way how the teacher implements language teaching through the TPR method by using various materials and media to support the language learning process. The TPR method can be developed into various activities.

Here are four TPR activities proposed by Er (2013) namely instruction and gesture, game, song, and storytelling, which are explained as follows:

1. Instruction and Gesture

Physical activities that are commonly used in classroom activities are instructions and gestures. Teachers usually use simple instructions and gestures to encourage young learners' vocabulary, for instance; stand up, hands up, sit down, wave greeting, and others. All of the instructions are accompanied by gestures such as the teacher is raising her hand when giving hands up instruction as in the illustration below.



Picture 2.1 Hands up instructions

2. Game

An active game is a classroom activity favored by young learners. One of the popular games is Charades game. This game can invite students to be active and interact with their friends. For example, Picture 2.2 illustrates the teacher divides the students into several teams. Each team will choose one of their team members to come to the front of the class. The selected member will be given a word to demonstrate. The other students try to guess the word meant by the demonstrator.



Picture 2.2 Charades game

3. Song

The use of songs can reduce anxiety and motivate young learners in language learning. The combination of songs and TPR method allows the teacher to ask students to do some movement while singing and listening to song. A simple repetitive song can encourage understanding and memorability for young learners. It makes young learners enjoy the learning process and easy to absorb the language. For example Picture 2.3 illustrates the song “head, shoulders, knees and toes”, while the song is played, the students sing together and show or touch the part of their body.



Picture 2.3 Head, shoulders, knees, and toes song

4. Storytelling

Storytelling activity by doing gestures is a fun way to help young learners to understand the story. The repetition of stories can foster language acquisition in young learners. The teacher can introduce the keywords in the story repeatedly with the gestures. The example is illustrated in Picture 2.4, the teacher introduces a tiger's roar. The teacher and young learners imitate the roar of a tiger by shouting "roar" together. This activity will bring stories to life and help young learners to remember the vocabulary that has been taught through storytelling.



Picture 2.4 Teacher and students imitate tiger's roar

The following are three TPR activities proposed by Savic (2014), including commands, storytelling, and roleplaying and miming, which are explained as follows:

1. Commands

The usual TPR activity involves in class is commands. Here are some commands activities that use TPR method:

- a. The teacher provides pictures or flashcards of alphabets that are pasted on the whiteboard. Then, the teacher mentions one of the alphabets, then the students are asked to touch or point to the pictures based on what the teacher mentioned as illustrates in Picture 2.5.
- b. Other activities are acting out based on verbs or adjectives mentioned by the teacher by showing the gestures such as big, laugh, hug, and others. For example, students are asked to imitate the vocabulary of a hug with gesture as exemplified in Picture 2.6.

- c. For outside the classroom lessons, there are more physical activities that can be introduced with commands such as take one step back, throw the ball or jump together as shown in Picture 2.7.



Picture 2.5 Students point the alphabet mentioned by teacher



Picture 2.6 Students are commanded to hug the teacher



Picture 2.7 Jump together outside the classroom

2. Storytelling

Storytelling is another TPR activity that uses physical activity. In this activity, students are involved in every action of the verb and adjective. Students follow the teacher's movements based on the story words. Each word in a story has its own gesture. For example, Picture 2.8 illustrates when the teacher says "There is a big house in the forest" and the teacher's hands dilated openly, then students follow the gesture of the word. Picture 2.9 illustrates when the teacher says "the rabbit jumps" then the teacher and students jump together.



Picture 2.8 Students imitate teacher's gesture



Picture 2.9 Students jump imitating rabbits

3. Role-playing and Miming

Students' characters and imaginations are different from each other, they have their own imaginations so they will do and talk based on their own. It also happens when they do role play, for example as shown in Picture 2.10, the students demonstrate the animals based on their own imaginations with the miming that fits the storyline.



Picture 2.10 Students do roleplaying

In summary, the classroom activities must fulfill the learning needs and also be in accordance with the learning objectives. There are several TPR activities that can be used in English language teaching to young learners. It was found that there are two TPR activities that are the same between Er (2013) and Savic (2014), such as storytelling and instruction or command. Both instruction and command activities have similarities in their implementation in the classroom, for example, giving commands and instructions using gestures such as jumping up or standing up. Additionally, there are three different TPR activities between Er (2013) and Savic (2014), namely game, song, and role-playing and miming.

2.3 Reasons for Using TPR Method in English Language Teaching for Young Learners

TPR method is a teaching method mostly used for teaching young learners because it is not only a funny teaching method but also is well suited to young learners' characteristics in learning a new language (Nigora, 2018). There are several reasons why TPR method is suitable for use in teaching English to young learners, including the following:

1. Related to the characteristics of young learners in language learning.

Young learners are very energetic and interested in the physical activity (Shin, 2009). The use of body language is very efficient for them to gain language understanding. Young learners have unique characteristics, they tend to have short attention spans and require more practice and body movement to make it easier to understand what is being taught. So, it is

necessary to implement learning methods to enable them to be active in class such as TPR method.

2. Affects students' feelings positively

The TPR method is effective for young learners because it is an interesting and fun learning method (Anderson, 2008). There are a lot of fun activities that can be implemented through this method, such as playing games, storytelling, and singing a song. It makes young learners interested in joining the learning process. It creates a positive mood for students so they can increase their motivation and achievement in learning foreign languages.

3. Positively influence the learning atmosphere

Shi (2018) stated that TPR method makes more relaxed learning atmosphere for young learners. Students are not forced to speak at first but they only observe and respond nonverbally to what they listen to from the teacher (Savic, 2014). Larsen & Anderson (2011) stated that forcing students when studying other languages to speak will only build anxiety and the way to decrease it is to make the learning atmosphere as enjoyable as possible through the TPR method. Students are allowed to respond to the teacher nonverbally at first if they don't know how to respond verbally. It makes young learners enjoy the learning process and does not lead them to feel under pressure. It greatly reduces the stress of students in learning the language. It also helps students to obtain long-lasting learning outcomes as it involves frequent repetition of language contents (Bui, 2018).

The reasons above make TPR method good to be used in English language teaching to young learners. Fun and interesting activities can be done through this method so young learners are motivated to learn English. Young learners are not forced to speak without preparation and they can use nonverbally to respond to the teacher when they have difficulty expressing what they want to say. It makes young learners feel unpressured and enjoy the learning process.

2.4 Previous Studies

Many researchers have conducted research on the use of TPR method. They analyzed how teachers applied TPR method in teaching English to young learners. Some of the previous researches that were relevant to the use of TPR method are reviewed as follows. Hidayah (2010) conducted research regarding the implementation of TPR method at SDN Setonorejo II Kras Kediri. This research applied descriptive qualitative research design and used three ways to collect the data namely: observation, interview, and documentation. This research aimed to describe classroom activities that use the TPR method. The finding of research showed the steps in implementing TPR for elementary school students. This research also showed that the use of TPR learning method greatly increases students' interest in learning.

Furthermore, in analyzing the use of TPR method, Xie (2021) investigated the effectiveness of this method and explored how teachers use TPR in teaching English to young learners. It employed case study and conducted observation and interview to collect the data. The participants of this research were two English teachers and fifth-graders at Guizhou private primary school, China. The result of this study mentioned that the use of TPR method in teaching English to young learners was very effective to raise their spirit, increase their motivation, and build up their confidence to learn English as their foreign language. Besides, this research also provides the information about how the teacher implemented TPR method in English class.

The next previous study on the use of TPR method was also conducted by Hounhanou (2020). The participants of this research were 150 students from six public schools in Ouémé and 26 EFL teachers. A descriptive and interpretive case study was employed as the research design. Observations and questionnaires were used to collect the data. The result of this research showed that TPR method was successful in making young learners active in the classroom. The other finding of this research reported how the teacher applied TPR method in teaching vocabulary.

Trung (2021) also conducted research on the use of TPR in English language teaching. The research was held at Luong The Vinh Primary school with thirty students in Grade 4 as the participants. It applied mixed-method as the research design with test, questionnaire, and interview as the research instrument. It was called mixed-method because used quantitative and qualitative research. This study investigated the impacts of the use of TPR method on vocabulary abilities and students' perceptions. The result concluded that the use of TPR made students more interested actively in joining the learning activities and helped them to easily understand and remember the meaning of vocabulary that had been taught. This study also explained the procedure of how the TPR method was implemented in the class activity.

The last previous study on the use of TPR method was conducted by Wang (2020). The aim of this study was to investigate the implementation and the effectiveness of TPR method in English learning in primary school. It applied library research as the research design. Fifteen books and scholarly journal articles were selected and used in this study. The researcher reviewed and analyzed the selected literature to explore the relation between the use of TPR method and classroom efficiency. The result of this study concluded that TPR method helps students learn and remember easily the target language by doing physical actions. It can also lengthen the attention span of students and build students' confidence in the learning activity. The researcher also gives recommendations on how to apply TPR method in primary school English classrooms.

The previous studies have shown us how to implement TPR method and the positive impact of this method in English language teaching. All of those previous studies were conducted to the students of elementary schools and none of them was conducted on English Schools. To fill in the gap, I conducted the research on the English school to know how the English school teacher implements TPR method. Additionally, this research also attempted to determine the teachers' reasons for using TPR method in teaching English to young learners in an English school.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the methods used in the research. They are the research design, context, participants, the data collection method, and the data analysis method. Each section is explained in the following.

3.1 Research Design

I conducted descriptive qualitative research to describe the data based on what happened in the field and did not use statistical procedures. Helen (1993) stated that the purpose of descriptive qualitative research is to describe the facts and characteristics systematically and accurately of a given population or area of interest. It also provides an accurate portrayal of individuals or group characteristics, situations, and the frequency with which certain event or phenomenon occurs. Descriptive qualitative research was chosen because it was in line with the research objectives which intended to identify and describe how the English school teacher applied TPR method and his reasons for using it. Descriptive qualitative research design can be used when the researcher wants to know the event, who is involved, what is involved, and where the thing takes place (Lambert & Lambert, 2012).

3.2 Research Context

English is not only learned in schools but also learned in English school institutions. There are many English schools that offer English learning with various learning methods and levels. *Seiza English school* is the only English school in Pesanggaran, Banyuwangi which has been officially registered at *Dapodik* which stands for *Data Pokok Pendidikan*, which is a data collection system that has been synchronized directly with the Ministry of Education. *Seiza English school* implemented TPR method in the teaching-learning process. Because of this situation, I wanted to know how the *Seiza English school* teacher implemented TPR method and his reasons for using it.

3.3 Research Participant

This research has been conducted at *Seiza English school* which has various levels for young learners, namely Pre-Kids, Beginner Kids 1, Beginner Kids 2, Beginner Kids 3, and Beginner Kids 4. The Pre-Kids level is a class that must be completed as a benchmark to be able to proceed to a higher-class level, namely Beginner-Kids 1 class to Beginner-Kids 4 class. Based on the observation and also directions from the director of the *Seiza English school*, the Pre-Kids class was chosen to collect the data because almost all learning activities in this class used TPR method, which varied greatly. The participant was a tutor in the Pre-Kids class. Based on the initial observation, the teacher applied TPR method in his teaching-learning process.

3.4 Data Collection Method

To answer the research questions, I have collected the data in two ways as follows:

3.4.1 Observation

Creswell (2012) defined observation as the process of gathering what is going on to the firsthand information by observing people and places at a research site. The researcher is not allowed to intervene or manipulate any variables in the observations (Nassaji, 2015). The observation was chosen because it allowed me to get data directly. It affords the opportunity for the researcher to gather live data from a live situation (Cohen, Manion, & Morrison, 2007).

I took on the role of a non-participant observer. Creswell (2012) described that a non-participant observer is an "outsider" who sits in some advantageous place such as in the back row of the classroom or on the periphery to observe and record the phenomenon under study. I was present at the research site or in the class during the learning activities, but I was not involved and did not interact with the class activities. I observed the teacher's use of TPR method in English learning activities by having the observation guide presented in Appendix 2. The observations were carried out for a month with three meetings. The observations were conducted in the Pre-Kids class for a month. There were four meetings in a

month because the meetings only occurred once a week. I carried out the observations for three meetings because the fourth meeting was an evaluation session and there were no teaching and learning activities. The data consisted of naturally-occurring teaching activities related to the use of TPR method in the English school classroom. Moreover, the observation process was video recorded with the participant's consent.

3.4.2 Interview

Interview is a question-answer activity to obtain information from the interviewee. The advantages of using interview are that it permits participants to describe personal information in detail and also gives the interviewer control over the types of information received because the interviewer can ask specific questions to get the required information related to the research problem (Creswell, 2012).

I used a semi-structured interview, in which questions were formulated based on the topics to be explored, but there was flexibility in how and when the questions were asked and how the interviewee responded (Edward & Holland, 2013). The interview guide that was presented in Appendix 3 consisted of 4 questions and 1 additional question. It was written in English, but the actual interview process was conducted in Indonesian, which was more convenient for both me and the English school teacher. Furthermore, the interview process was audio recorded with the participant's consent.

3.5 Data Analysis Method

The research data were analyzed using the thematic data analysis method. Thematic analysis is a beneficial and flexible method for qualitative research (Braun and Clarke, 2006). It involved identifying, analyzing, and reporting themes within data and can be used to describe and organize the data set in detail.

Braun and Clarke (2006) defined six-phases in analyzing qualitative data using thematic analysis method which can be seen in the following figure:

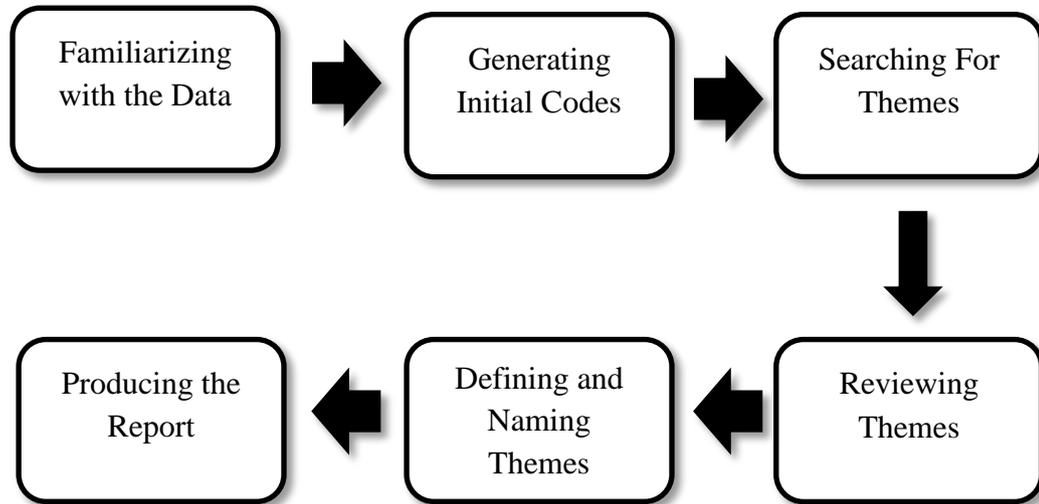


Figure 3.1. Braun and Clarke's six-phases of thematic analysis framework

The first phase of analyzing the data was becoming familiar with the raw data collected from observations and interviews. The recorded observation and interview data were transcribed and carefully reviewed. The transcripts were read and re-read to gain a thorough understanding of the entire body of data. This step was important to identify emerging ideas and patterns that were useful during the coding phase.

The second phase of analyzing the data involved generating initial codes. Each code described the content of the data using a phrase or sentence. The goal was to generate a list of initial ideas about what was in the data and what was interesting about it. For the observation results, I adapted a deductive coding from Nair (2018) that categorized TPR activities into three major categories namely physical activity; language, literacy, and communication; and social relation. For the interview results, I used inductive coding which means that I derived the codes based on the data itself which guided by chapter 2 sub-chapter Reasons for Using

TPR Method that mentioned three points namely students' feelings, students' characteristics, and learning atmosphere. I conducted this phase by highlighting important details in my observation and interview data that were likely to become identified codes in different colors. The codes were colored as marks to differentiate each code from the data obtained. The codes colors were as follows, the code of physical activity was marked in blue; language, literacy, and communication was marked in yellow; social relation was marked in pink; students' feelings were marked in orange; students' characteristics were marked in purple; and the learning atmosphere was marked in green. I coded each data item and concluded this phase by compiling all the codes and extracting the relevant data.

After all the data have been coded and compiled, the third phase was to search for themes. Themes described something important in the data that were related to the research questions, and they described the pattern of the phenomenon under study. I categorized various codes into potential themes and gathered all relevant coded data extracts within the identified themes.

In the fourth phase, I reviewed the themes that had been created and ensured that the correlation between the themes and codes was clear and coherent. This phase was essentially about quality checking. I reviewed the themes along with the coded data and the entire dataset to find accurate themes.

The fifth phase was defining and naming themes. In this phase, I continued the analysis by defining and naming themes to refine the specifics of each theme. From this phase, it was necessary to analyze the theme in detail and explain clearly how the theme can be suitable for the data. There were seven final themes of observations data results namely song with gesture; TPR game; gesture the word; instruction and command; teaching speaking; teaching vocabulary; and teamwork. Additionally, the final themes of interview data results were three, such as the influence of TPR methods on students' feelings; the suitability of the TPR method and students' characteristics; and the learning atmosphere when using the TPR method. Therefore, I wrote an analysis in a detailed context by

elaborating each theme into meaningful descriptive data, then identified the entire data for each theme and also aligned the overall data with the research question.

In the last phase, I wrote down the selected themes along with the data evidence. I presented the extracted data as descriptive results related to my research question. In writing the analysis, I reconnected the analysis with the research questions and the literature, and then generated a scientific report from the analysis.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter reports the result of the qualitative data I gathered. It is organized into two sections, namely Findings and Discussion sections.

4.1 Findings

This section is divided into two parts. The first is about the result of the implementation of TPR method and the second is about the result of the teachers' reasons for using TPR method.

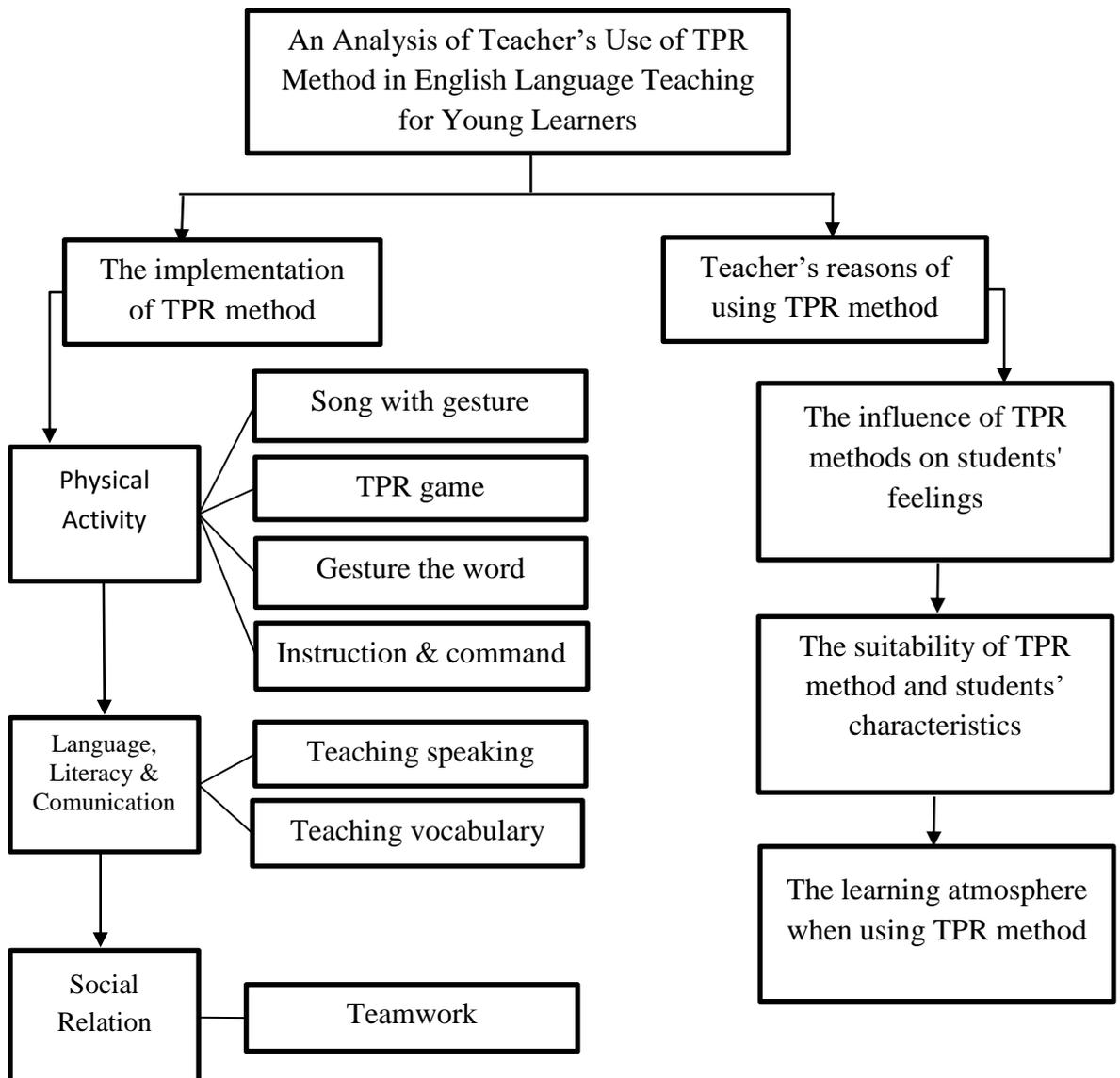


Figure 4.1 The findings of Analysis

This section presents the research findings on how the English school teacher implement TPR method and the teacher's reasons for using TPR method in teaching English to young learners at *Seiza English School*.

Based on the findings, there are some themes of how the teacher implements TPR method they are song with gesture, TPR game, gesture the word, instruction and command, teaching speaking, teaching vocabulary, and teamwork. Meanwhile the themes of teacher's reasons are the influence of TPR methods on students' feelings; the suitability of TPR method and students' characteristics; and the learning atmosphere when using TPR method. Those themes were explained as follows:

4.1.1 TPR method implementation

The themes were explained into three major categories: physical activity; language, literacy, and communication; and social relations. All of these themes were explained below:

a. Physical Activity

There were four themes namely song with gesture, TPR game, gesture the word, and instruction and command. They were explained as follows:

1. Song with gesture

The first physical activity was a song with gesture. It was how the teacher implemented the TPR method. He always sang the same song with gesture in every meeting at the pre activity (*Observation 1-3, 9th, 16th, 23rd of February 2023*). It can be seen below:

They all sang together with gestures. The songs were about numbers, colors, days, months, alphabets, and kind of expressions and feelings. They have their own gestures or movements in singing the songs, namely claps their hands, pointing fingers according to the count, and other varied hand movements. Facial expression was also used such as happy, sad, angry, and cheerful.

I only mentioned one here as a sample because this activity was the same activity that had been implemented in the first to the third meeting. The teacher always invited students to sing with gestures as an initial activity before entering

the main activity in every meeting. This had become a learning activity that had to be done before starting the learning process.

Song with gesture also performed in the main activity of the class session in the second meeting as an ice-breaking, as follow:

The teacher also invited students to sing "head, shoulder, knee, and toes" song with the gestures together. (Observation 2, 16th February 2023)

Sang a song with gesture in the main activity of class session was intended as an ice-breaking to bring back the student's enthusiasm for learning. Here, I found that the use of songs in TPR method was not only as learning material but also as an ice-breaking activity in between teaching and learning activities.

2. TPR Game

The second physical activity was the TPR game. In this section, I described how *Seiza's English* teacher applied TPR games in his class activities. He always implemented TPR games in every meeting. In the first meeting, the teacher applied two games, but only one game utilized TPR method, which was the Odd One Out game. This game mentioned numerous vocabularies that helped students enrich their vocabulary. It could be seen below:

... the 'Odd One Out' game was played in class, with the rules being that students were individually given four words choices that had been prepared by the teacher. They were then asked to eliminate words that did not belong to the intended category. For example, the teacher mentioned the words 'orange, guava, gecko, and grape', which were all in the fruit category except for 'gecko'. Therefore, the correct answer was 'gecko'. After stating their answers, the students and teacher discussed the vocabulary with slithering gestures imitating a gecko. The teacher also always has a gesture for every word that becomes the answer. (Observation 1, 9th February 2023)

TPR game was also applied in the second meeting. Similar to the first meeting, the teacher applied two games, but only one of them used the TPR method, namely "What am I?" game. In this game, students were allowed to engage in physical activity to demonstrate the words given, as shown below:

"What am I" game. Initially, the teacher gave some clues about something. Apart from mentioning the clues, the teacher also gave movements according to the word in question. After the students have guessed it, the teacher takes turns asking the students to come forward and demonstrate the clues that the teacher has prepared on a piece of paper. The student that appointed to come forward only needs to read the clues from the teacher by demonstrating the movements that match the word in question. Other students were asked to guess the word in question. (Observation 2, 16th of February 2023)

As in the previous meetings, the teacher implemented two games in the third meeting as a learning material. Both games used TPR method, namely Chain word game and Running Dictation game. These games were carried out in groups, requiring students to cooperate. They were shown as follows:

The game was called "Chain Word" game. The rules were, first, the teacher divided students into groups with 3 students in each group. Students were asked to write down a verb and 1-30 numbers on a piece of paper. They then collected them at the front of the class. The teacher then pasted the papers on the whiteboard. The students in one group took turns asked to continue the word chain by using the last letter in the word as the first letter of the next word. The only words that can be used were verbs. They had to move forward to write the verbs alternately and coordinate with each other to determine what verb would be written. Students were given 10 minutes to complete the game with up to 30 verbs. (Observation 3, 23rd of February 2023)

"Running Dictation"....So each group must be divided into "speakers, runners, and writers". All three have different tasks. The speaker was given a paper that had been prepared by the teacher. It was containing 10 sentences, per sentence containing 15-20 words. The speaker's duty was to read aloud to convey his sentence to the runner. Then the runner ran toward the writer to convey his sentence. The information written by the writer must match what was conveyed by the speaker. They were given 10

minutes to complete as many sentences as possible. (Observation 3, 23rd of February 2023)

In the third meeting, there was also ice-breaking which carried out in the form of game, as shown below:

...“morning, nooning, evening”. So the teacher gave a signal to the students, "morning" then clapped once, "nooning" then clapped twice, "evening" with no clap. The teacher said these three words quickly and randomly. If there were students who were not concentrating and made mistakes, then they were called to come forward. The teacher gave them words in Indonesian, then they were asked to translate the words into English. The teacher also occasionally asked students who came forward to introduce themselves in front of their friends. (Observation 3, 23rd of February 2023)

The teacher implemented several games, but only four games that used TPR method, namely Odd one out game, What am I game, and Running dictation game. Aside from being used for learning purposes, the game could also be used as an icebreaker on the sidelines of learning activities. This ice-breaking game was used to test students' focus and boost their motivation.

3. Gesture the Word

The third physical activity was gesture the word. This activity used the TPR method because it involved body movement. The teacher did this several times in his teaching activities. This was shown from the results of observations. For the first meeting, the teacher gestured the word thrice. He did it in every class session in the first meeting as in the following:

Students were asked to imitate the words on the list after the teacher with gestures.

The teacher also always has a gesture for every word that becomes the answer.

Before went home, students were asked to guess the word based on the teacher's gestures. For example, the teacher jumps up and down with his

hands placed on both ears to give clues (rabbit) to students to guess. (Observation 1, 9th of February 2023)

In the second meeting, the teacher also applied gesture the word thrice. He did it in every class session. It could be seen as follows:

Students were asked to imitate the words on the list after the teacher with gestures.

The teacher gestured the word which was the correct answer from the game.

But if there were students who still couldn't answer, the teacher would have given a gesture to the word to help the students. (Observation 2, 16th of February 2023)

The last was the data from the third meeting. Similarly to the previous meetings, gesture the word activity only appeared thrice. More details were as follows:

Students were asked to imitate the words on the list after the teacher with gestures.

The teacher also invited students to review students' results by inviting students to gesture with several verbs such as sweeping, erasing whiteboards, and others together.

However, if students could not answer many times, the teacher would give a gesture as a clue for the word in question. (Observation 3, 23rd of February 2023)

In brief, gesture the word activity appeared thrice in every meeting. It was carried out in the main and post-activity of class sessions. Gesture the word was a TPR activity because it involved physical activity. It allowed students and the teacher to engage in physical activity. Gesture the word activity was used by the teacher to attract students' attention and make it easier for them to understand the words conveyed by the teacher.

4. Instruction and Command

The fourth physical activity was instruction and command, which the teacher used in the learning process. The teacher used simple instructions in the as

an ice-breaking activity. In the first meeting, this activity only appeared once in the main activity of class session and could be seen as follows:

The teacher did an ice breaking to get the students' enthusiasm back. He gave the students instructions to do something. For example, when he said to close the door, the students suddenly acted like they were closing it. The teacher did it several times with instructions such as taking a bath, studying, going to school, playing with kites, and others. (Observation 1, 9th of February 2023)

Different with the first meeting, in the second meeting, instruction and command activity appeared in the pre-activity class session, could be seen as follows:

The teacher asked students to follow the instructions from the teacher. He used simple instructions to encourage students' vocabulary, like; stand up, sit down, hands up, wink their eyes, wave hands, hug friends, handshake, and others. (Observation 2, 16th of February 2023)

Instruction and command activity was only carried out in the first and second meetings as an ice-breaking during the learning process. Students looked excited when this physical activity was carried out, and it made the class atmosphere come alive.

b. Language, Literacy, and Communication

Language, literacy, and communication included two themes, namely teaching speaking and teaching vocabulary, which were explained as follows:

1. Teaching speaking

The first theme of language, literacy, and communication was teaching speaking. It was in line with TPR theory that TPR method was used to teach speaking language skills at the beginner level. The teacher utilized this method to teach speaking to young learners. Based on the results of observations, the use of this method in teaching speaking only appeared on the third meeting, as could be seen below:

The teacher read the questions in English and the students were asked to translate them into Indonesian directly. If students found it difficult to translate, the teacher gave a gesture to the word as a clue.

The teacher also occasionally asked students who came forward to introduce themselves in front of their friends. (Observation 3, 23rd of February 2023)

The teacher also taught speaking in the form of a game. There was one game in the third meeting that trained students' speaking skills, which could be seen as follows:

“Running Dictation”. This game was to engage students speaking.... Then the runner ran toward the writer to convey his sentence. (Observation 3, 23rd of February 2023)

Based on the results of the observations, there were only two learning activities that aimed to teach students speaking skills. The teacher asked the students to directly translate the words mentioned by the teacher. Students were also asked to introduce themselves one by one in front of the class. The game was also one of the activities that the teacher used to teach students speaking skills.

2. Teaching Vocabulary

The second theme of language, literacy, and communication was teaching vocabulary to students. The teacher carried out TPR activities to enrich students' vocabulary. Vocabulary learning activities were conducted at every meeting. The teacher always taught vocabulary to students in the same way at the pre-activity of class session each meeting (*Observation 1-3, 9th, 16th, 23rd of February 2023*). This can be seen below:

Afterward he asked students to review song to increase their vocabularies....After finished the songs, the teacher asked the students to open sheets of paper containing the list of vocabularies. Students asked to imitate the words on the list after the teacher with gestures.

I only mention one here as a sample because this activity was the same one implemented from the first to the third meeting. The teacher always invited the students to sing material songs and imitated a list of vocabulary on a sheet of

paper with gestures to increase their vocabulary. This had become a learning activity that had to be done before starting the learning process. It could be seen from the first meeting to the third that the teacher continued to use material songs and a list of vocabulary before starting the main learning session.

Vocabulary teaching was also carried out in the form of a game in the main activity of class session at the third meeting, which could be seen as follows:

.....the teacher invited students to play games that aimed to enrich their vocabulary of verbs. The game was called "Chain Word" game. The rules were, first, the teacher divided students into groups with 3 students in each group. Students were asked to write down a verb and 1-30 numbers on a piece of paper. They then collected them at the front of the class. The teacher then pasted the papers on the whiteboard. The students in one group took turns asked to continue the word chain by using the last letter in the word as the first letter of the next word. The only words that could be used were verbs..... The teacher also invited students to review students' results by inviting students to gesture with several verbs such as sweeping, erasing whiteboards, and others together. (Observation 3, 23rd of February 2023)

The teacher used the TPR method in teaching vocabulary to students. TPR activities that were used by the teacher included a game, a song, and gesturing the words. The teacher had invited the students to unknowingly enrich their vocabulary through several class activities. Throughout those three meetings, the teacher consistently repeated the same activities such as reviewing material through song and reading the list of vocabulary with gestures.

c. Social Relation

Teamwork was the only theme for social relation. It was explained as follows:

1. Teamwork

Based on the results of observations, the only theme related to social relations was teamwork. Students built relationships with their peers and

interacted with each other while completing games in groups. They helped each other to ensure the tasks assigned to their group were completed successfully. The teacher used the TPR method in the teamwork activity which only appeared in the third meeting during the main class session, as described below:

The game was called “Chain Word” game. The rules were, first, the teacher divided students into groups..... They had to coordinate with each other to determine what verb would be written.

.....this running dictation game was done in groups so they have to work together to complete this game. (Observation 3, 23rd of February 2023)

In summary, teamwork activities were carried out in the form of games. Two TPR games were played in groups, such as the chain word game and running dictation game. The students looked enthusiastic when asked to work together with their friends to complete the games. This helped to develop their social skills.

From the data above, it could be seen how the teacher applied TPR method in English teaching. Among them were the song with gesture, TPR game, gesture the word, and instruction and command. Besides that, it could also be known how TPR activity was used in speaking and vocabulary teaching for students. The teacher could also teach students to work together by inviting them to do activities in groups. This could build their social relations in a fun way.

4.1.2 Teacher’s Reasons for Using TPR Method

I derived the codes based on the data itself which guided by chapter 2 sub-chapter Reasons for Using TPR Method. Based on the codes, there were three themes in this point, such as the influence of TPR methods on students' feelings; the suitability of the TPR method and students' characteristics; and the learning atmosphere when using the TPR method. They were explained as follows:

a. TPR Methods’ Influence on Students' Feelings

The teacher conveyed the reason why he had implemented TPR as a learning method in his class activities. According to his opinion, this method affected students' feelings in a positive way. Like the following quote that I got from the interview with him:

.....game itu membuat mereka lebih enjoy..... Ketika saya sebagai guru bilang “let’s start game session” mereka mukanya langsung berubah, senang. Karena mindset mereka ketika kita bilang “game” itu pasti sesuatu yang asik dan seru.the game makes them (students) enjoy..... When I as a teacher say “let's start the game session” their faces change immediately, they are happy. Because their mindset is when we say "game" it must be something cool and exciting. (Interview, 23rd of February 2023)

He also expressed his opinion of how the students had responded when he applied the TPR method in his English learning process, as I quote from the following interview results:

Anak-anak semua happy dan excited, mbak. Soalnya ada kesan fun tadi yang mereka rasakan..... Anak-anak pun dengan semangat mengikuti pembelajaran. The students are all happy and excited, Miss. It is because they felt the impression of fun..... The children also participated enthusiastically in the learning process. (Interview, 23rd of February 2023)

Besides that, he also stated some of the advantages he had felt when using this method, as the following things that I quote from the results of an interview with him:

Bisa meningkatkan semangat anak-anak. Belajar serasa menyenangkan. Tidak terasa belajar karena tercover oleh rasa fun yang mereka rasakan itu tadi. Jadi seolah-olah mereka itu seperti tidak belajar, tapi sebenarnya belajar nih, gitu loh. It can increase students' spirit. Learning feels so fun. They don't feel like they learn because it's covered by the fun they felt earlier. So it feels like they don't study but actually, they did, that's it. (Interview, 23rd of February 2023)

In short, according to the teacher, students' feelings were an important consideration when teaching. He thought about whether students enjoyed the learning process or not. By using TPR method, he felt that the students enjoyed and were enthusiastic in learning English. This was what made him use TPR method in each of his language teachings.

b. The Suitability of TPR Method and Student Characteristics

From the interview, it was also found that teachers' opinion about the use of the TPR method related to student characteristics. Therefore, the teacher used the TPR method in his English teaching activities. The results of the interview were quoted as follows:

.....siswanya itu adalah anak-anak. Mereka itu lebih suka sekali dengan sesuatu yang terkait lovtetik ya....Permainan-permainan yang didalamnya itu membutuhkan fisik lebih dan movement yang membuat anak-anak tertarik.those students (his students) are children. They really like something related to kinesthetics, right.... The games that require more physicality and movement keep children interested. (Interview, 23rd of February 2023)

According to him, students' responses when applying the TPR method were very enthusiastic about participating in the learning process because the TPR method was in accordance with their characteristics. This can be seen as follows:

Anak-anak pun dengan semangat mengikuti pembelajaran, ya karena kan sesuai ya mbak dengan karakteristik anak yang gampang bosan... Jika mereka tidak tau how to respond in speaking, mereka bisa merespond saya dengan gerakan. Karena saya tau ya mbak, tidak semua anak itu berani untuk berbicara di depan banyak orang. The students are also enthusiastic to participate in the learning process because it can suit young learners' characteristics who get bored easily..... If they (students) don't know how to respond in speaking (verbally), they can respond to me (teacher) with movement. Because I know, Miss, not all children have the courage to speak in front of many people. (Interview, 23rd of February 2023)

The teacher also stated the advantages of using this method in his learning. He usually used the game in the form of a team. This made students interact with each other because children really liked to learn together. This opinion was conveyed by him as follows:

Mereka juga jadi bisa belajar teamwork ya, karena mereka ini sebenarnya suka loh kalo belajar bersama-sama. They can also learn teamwork because they actually like to study together. (Interview, 23rd of February 2023)

It can be concluded that the teacher used TPR method because this method suited his students. This method allowed him to implement any fun activities that used physical movement, and this was according to the characteristics of the children that easy to felt bored, liked to learn together, and they also really like something related to kinesthetic.

c. Learning Atmosphere when Using TPR Method

The teacher revealed that according to his experience, the use of TPR method could liven up the class atmosphere. This was also the reason why he implemented this method. Here was what he said during the interview, which I quoted as follows:

....."game" itu pasti sesuatu yang asik dan seru sehingga menciptakan suasana belajar yang santai."game" must be something fun and exciting, so it creates a relaxed learning atmosphere. (Interview, 23rd of February 2023)

The teacher mentioned that when this method was implemented the students' response was always positive. It was what he said which I quoted as follows:

Karena biasanya belajar itu adalah sesuatu yang membosankan dan menegangkan, dengan metode ini, suasana kelas tidaklah menegangkan lagi. Karena kegiatan pembelajaran dikemas dengan asik.mereka tidak tertekan dan kegiatan belajar pun kondusif. Because usually studying is something that is boring and stressful, with this method the class atmosphere is no longer tense. It is because learning activities are carried out in a fun way.... they are not depressed and the learning activities are conducive. (Interview, 23rd of February 2023)

The teacher also mentioned that this method created several advantages in the classroom atmosphere which he mentioned in interview which I quoted as follows:

Keuntungannya, yang pastinya lebih fun ya untuk proses pembelajaran.Jadi suasana kelas nih tidak membuat mereka merasa tertekan dan stress saat belajar di kelas. The advantage is definitely more fun for the learning process.So the class atmosphere doesn't make them (students) feel pressured and stressed while studying in class. (Interview, 23rd of February 2023)

Behind it all, according to the teacher's experience, he also faced obstacles. He had difficulty controlling the students who were too excited so the class atmosphere became chaotic. This was expressed by the teacher in his interview as follows:

.....game kan membuat anak-anak excited ya, jadi bikin kelas jadi rame dan chaos. Tapi kita sebagai guru harus bisa menangani hal tersebut.games really get children excited, so they make the class crowded and chaotic. But we as teachers should be able to handle it. (Interview, 23rd of February 2023)

The results of the interviews revealed the reasons why the teacher had not carried out storytelling and role-playing as his teaching activities. This also affected the learning atmosphere, which according to him was as follows:

Kenapa tidak pakai itu, yang pertama karena terlalu lama untuk persiapannya. Sehingga membutuhkan lebih dari satu kali pertemuan. Lalu yang didapat juga hanya itu-itu saja materinya, membuat suasana kelas jadi menjenuhkan karena mau tidak mau mereka harus menunggu teman, hanya mendengarkan saja. Why I don't you use it, the first is because it takes too long to prepare. So it requires more than one meeting. Then what they (students) get is just the same material, which makes the class atmosphere so boring because like it or not, they have to wait for their friends (performance), and just listen. (Interview, 23rd of February 2023)

The teacher conveyed his opinions based on his experience. There were various positive reasons why he used the TPR method in his teaching activities, including the factors of student feeling, student characteristics, and learning atmosphere. However, he also did not deny that there were obstacles that he faced when using this method, as mentioned above, but he had solutions such as by implemented a point reduction system for students who were not conducive to the learning process, so these obstacles did not matter. He also said that he thought there were more advantages than disadvantages to using this method.

4.2 Discussion

The first discussion was about how the teacher implemented TPR method in his English teaching. The themes were discussed in groups based on three categories namely physical activity, language, literacy, and communication, and social relation. The data discussed were the results of observations that I had collected.

The first was physical activity that contained four TPR activities conducted by the teacher, namely song with gesture, TPR game, gesture the word, and instruction and gesture. In the beginning, there was a song with gestures. This activity was related to the TPR activity proposed by Er (2013), which was written in the literature review. Song materials that were accompanied by gestures could be more memorable for students because they enjoyed the activity. Song in English language learning was useful as a motivational interest of students and had produced positive results in vocabulary recall (Engh, 2013). The next physical activity was TPR game. TPR game was related to the TPR activity proposed by Er (2013) written in the literature review. The teacher always invited students to learn while playing in every meeting. He played several games, but not all of them used TPR method. Based on the results of my observations, games that used physical activity made students have more fun. He also said in the interview that children loved to do movements. This was the reason why the teacher used games for his teaching activities. Students always enjoyed physical games because they liked kinesthetic activities. It was also conveyed by Shin (2009) that young learners were very energetic and interested in physical activity. Gesture the word was the next TPR activity of this theme. In the learning process, the teacher always gestured the word he said. Gesturing the word could help students who didn't know and had difficulty in understanding words or when they wanted to speak but didn't know the word in English. As the example in Findings, the teacher gave gestures to words that the students could not guess. Students were also allowed to respond to the teacher nonverbally (with gesture or movement) at first if they did not know how to respond verbally. Allowing students to respond to the teacher with gestures also helped to build their self-confidence and kept

them from feeling pressured. The last physical activity was instruction and command. It was a TPR activity implemented by the teacher in his teaching. It was in line with the literature review. Er (2013) and Savic (2014) stated that instructions and commands were TPR activities to encourage students' vocabulary. Based on the results of observations, the teacher used instruction and command as an ice-breaking during the learning process. This was intended to arouse students' enthusiasm and focus. In addition, the instructions and commands mentioned by the teacher were also intended to increase students' vocabulary in a fun way. Students were very enthusiastic every time it was an ice-breaking time.

The second was language, literacy, and communication that oversaw two themes, namely teaching vocabulary and teaching speaking. It was in accordance with Savic (2014) who said that the TPR method was used to teach speaking and graded vocabulary to young learners. Based on the results of observations, the teacher taught vocabulary to students with movement activities. He taught vocabulary to students using games, song materials, and also gesturing the words. It was in line with Klimova (2013), who in his research said that TPR method was the most effective method for teaching vocabulary to children because they could learn while playing, singing, and doing other physical activities. Teaching vocabulary with TPR method was found to be beneficial for academic learning and processing, as well as for speed and memory (Rakison & Woodward, 2008). The next TPR activity observed was teaching speaking. According to Oflaz (2018), students often feel anxious and even afraid when they have to speak a foreign language due to the fear of making mistakes. The use of TPR method was able to reduce students' speaking anxiety. It was in line with the teacher who used TPR method to teach speaking to his students. TPR activities in teaching speaking were applied in the form of games to make it more enjoyable for the students. The teacher also encouraged students to come forward and introduce themselves to boost their confidence in public speaking. Throughout the learning process, students were allowed to respond nonverbally (with gestures) if they were unsure how to respond verbally, so they did not feel pressured. These factors made the TPR method suitable for teaching speaking. Based on observations, students

joined the learning process joyfully. This was because young learners were more inclined to learn and retain language knowledge when they were involved in activities they liked (Nair, 2018).

The third was social relation and teamwork was the only theme discussed in this paragraph. The teacher implemented two TPR games in groups to introduce students to how to socialize with their friends. He also mentioned during the interview that students were taught teamwork because they enjoyed studying together, communicated with each other, and complemented each other. Young learners liked to participate in social activities and had a greater ability to communicate with others, such as with teachers and other students. It aimed to enhance their social development and allowed their minds to expand as they learned and grew together (Nair, 2018). Based on the observations, students were excited when they were asked to play games in the group. They worked together and communicated with each other to complete the game. This could help their social development. They could also learn to share and manage tasks with each other so that they could finish the game successfully. Teamwork activities could invite students to be active and interact with their friends.

Based on the TPR method theory, teachers are allowed to carry out exercises repeatedly. The *Seiza English school* teacher did the same thing during the observation. According to the observation results, he repeated the material by singing songs, reading a list of vocabulary at the pre-activity of class session, and reviewing what was learned in the previous class. He always reviewed the material so that the students could memorize what was learned.

The second discussion revolved around the teacher's reasons of why he used TPR method to teach English to young learners. Similar to the first discussion, the second discussion was divided into three themes. The first theme focused on how the TPR method influenced students' feelings. The second theme discussed the TPR method's suitability to the students' characteristics. Lastly, the third theme focused on the learning atmosphere when using TPR method. The data discussed in this section were obtained from the interviews conducted with the *Seiza English School* teacher.

The first theme was how TPR method affects the students' feelings. Based on the interview results, the teacher was asked about the reasons for using TPR method in his English teaching. One of the reasons the teacher mentioned was that this method positively affected students' feelings. The various physical activities carried out by the teacher made the students feel pleased. This was in line with Savic's (2014) statement that the TPR method had the potential to create a fun and enjoyable learning process. The students assumed physical activities to be fun and exciting. When this method was applied, the students always responded enthusiastically and were eager to participate in every learning activity. The teacher also revealed some advantages he felt related to students' feelings during the learning process. The teacher said that through TPR activities, students did not feel like they were learning because they enjoyed themselves, even though, in reality, they were learning. According to the teacher's opinions, students' feelings played an important role in the learning process. If students enjoyed and felt excited about participating in learning activities, the teaching and learning process would run smoothly, and students would be able to understand the lessons presented easily.

The second theme was about the suitability of the TPR method to students' characteristics. The teacher stated that the other reason for using the TPR method was because of its relevance to the characteristics of young learners. Based on the interview, the teacher explained that young learners typically enjoy kinesthetic activities and physical movement. Thus, the TPR method was a suitable approach to teaching them. In fact, the TPR method offers various enjoyable activities in that students can participate (Singh, 2011). The teacher also mentioned that young learners used to get bored easily. This method allowed the teacher to implement various fun activities, such as games, song with gesture, gesturing the word, and giving instruction and command. It created a positive mood for the students so they could increase their motivation and achievement in learning foreign languages.

The third theme discussed the learning atmosphere when using TPR method. The teacher stated that a pleasant classroom atmosphere was one of the

reasons for using this method. Based on the interview results, he mentioned that this method creates a relaxed and enjoyable learning environment. As the learning activities were conducted in a fun way, the learning atmosphere was not stressful. This was consistent with Shi (2018) that concluded that TPR method creates a more relaxed learning environment. Young learners needed to be physically active, learn by doing, and have a stress-free learning atmosphere (Savic, 2014). With various TPR activities, such as games, songs with gestures, and other physical activities, students did not feel pressured or stressed while studying. Moreover, the teacher allowed students to respond to the teacher nonverbally at first if they did not know how to respond verbally. This aligned with Savic's (2014) statement that the TPR method helped students respond to the teacher through gestures, particularly if they were still unable to respond verbally. This approach relieved the pressure on students and made the learning atmosphere more comfortable. However, it cannot be denied that the teacher also experienced difficulties in implementing this method. Sometimes, students became too excited about the games which caused a chaotic atmosphere in the class. In the interview, the teacher mentioned that he implemented a point reduction system if the students became too loud and disruptive to manage the class to keep it conducive.

In the interview, the teacher explained why he did not include storytelling and role-playing in his teaching process. This was different from what was mentioned in the literature review, as Er (2013) and Savic (2014) described storytelling and role-playing as TPR activities. The Seiza English teacher did not implement these two activities because they required preparation time that extended beyond one class session. This could make students feel bored, as some students performed while others only listened without actively participating. The process also took a lot of time, thereby reducing class productivity.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This research analyzed how the English school teacher implemented TPR method. From the findings, there were four TPR activities implemented by the teacher, namely song with gesture, TPR game, gesture the word, and instruction and command. The TPR method was implemented for teaching speaking and vocabulary to young learners. The teacher also improved students' social relations by implementing TPR games in the form of teamwork. This was in line with what the teacher had said during the interview, that young learners preferred to study together, communicate with each other, and work together. Furthermore, the teacher repeatedly taught and reviewed the learning materials so students could memorize and understand what had been studied. Additionally, not all TPR activities could be implemented. It was necessary to pay attention to the classroom circumstances during the teaching-learning process to determine which learning activities were suitable to be implemented in the class.

In addition, the research aimed to investigate the teacher's reasons regarding why he used TPR method in teaching English to young learners in an English school. Based on the interview results, it could be concluded that the teacher used TPR method because it positively affected students' feelings. This method allowed the teacher to implement a lot of fun TPR activities that kept students excited and engaged. Besides that, TPR method was related to the characteristics of young learners who liked kinesthetic activities and got bored easily. Creating a pleasant learning atmosphere was also a reason for using this method. However, according to the teacher's experiences, the use of this method presented an obstacle. Sometimes, students became too excited about the game, which led to a chaotic atmosphere in the class. Nevertheless, the teacher had his way of dealing with this by implementing a point-reduction system for students

who were not conducive to the learning process. Even so, there were more positive advantages than obstacles when using this method.

5.2 Suggestions

After conducting the research, I would have proposed several suggestions to the teacher and future researchers. The suggestions were proposed for the following stakeholders:

5.2.1 Teachers

Based on my research, in order to determine which TPR activities are effective to be implemented in the language learning process, it is crucial for teachers to have a thorough understanding of the classroom conditions. This includes factors such as learning duration and student abilities. Teachers need to consider these aspects to select TPR activities that align with the specific needs and characteristics of their students. This consideration ensures that the selected TPR activities are relevant, engaging, and conducive to effective language learning for the specific classroom context.

5.2.2 Future Researchers

Future researchers are encouraged to conduct further and more comprehensive studies on the outcomes experienced by students when using the TPR method. This is because the scope of this research is limited to the analysis of how to use the TPR method. It is recommended that future studies explore and investigate the impact of the TPR method on various aspects of student learning, such as language proficiency, motivation, and engagement. Furthermore, it is suggested that other researchers interested in investigating similar topics explore different research settings such as diverse educational institutions and utilizing various research designs, such as experimental or longitudinal studies.

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APPENDICES

APPENDIX 1. RESEARCH MATRIX

Title	Research Questions	Variable	Indicators	Data Resource	Research Method
An Analysis of Teacher's Use of Total Physical Response Method in English Language Teaching for Young Learners	<ol style="list-style-type: none"> 1. How does the English teacher implement TPR method in teaching English for young learners at an English school? 2. What are the English teacher's reasons for using TPR method in teaching English to young learners in an English school? 	The use of Total Physical Response in English language teaching for young learners.	TPR Activities <ol style="list-style-type: none"> 1. Instruction & Gestures or Command 2. Game 3. Song 4. Story telling 5. Role playing and miming 	<ol style="list-style-type: none"> a. Research Participant The Pre-Kids class English teacher. b. Informant The Pre-Kids class English teacher. 	<ol style="list-style-type: none"> a. Research Design Descriptive Qualitative b. Data Collection Method <ol style="list-style-type: none"> 1. Observation 2. Interview c. Data Analysis Method Thematic Analysis (Braun & Clarke, 2006) <ol style="list-style-type: none"> 1. Familiarizing with the data 2. Generating initial codes 3. Searching for themes 4. Reviewing themes 5. Defining and naming themes 6. Producing the report

APPENDIX 2. OBSERVATION GUIDE

First Meeting

Date: Thursday, 9th of February 2023

No.	Class Session	Indicators	TPR Activities
1.	Pre-Activity	<ol style="list-style-type: none"> 1. Gestures and Actions: Identify the specific gestures or physical actions involved in each TPR activity. 2. Vocabulary and Language Focus: Determine the target vocabulary or language elements addressed in each TPR activity. 	<ol style="list-style-type: none"> a. The teacher invited students to sing the material song with gestures or movements. b. The teacher instructed the students to imitate him in mentioning and gesturing to the vocabulary list on the sheet of paper.
2.	Main Activity	<ol style="list-style-type: none"> 3. Comprehension and Understanding: Observe TPR activities promote comprehension and understanding among students. 4. Vocabulary Acquisition: Observe the effectiveness of the TPR activities in facilitating vocabulary acquisition. Observe if students are able to associate the gestures with the corresponding vocabulary words or phrases and if they can retain and recall the learned vocabulary. 5. Language Production: Observe if students are prompted to respond verbally, either by repeating or using 	<ol style="list-style-type: none"> a. The teacher invited students to play a TPR game named "Odd One Out" game. The rules: <ul style="list-style-type: none"> • Students were individually given four words choices that have been prepared by the teacher. • Students were asked to eliminate words that are not included in the intended category, for example the teacher mentions the words "orange, guava, gecko, and grape". • The words mentioned above were in the fruit category and word that is not included is gecko, so the correct answer is gecko. • The teacher also always has a gesture for every word that becomes the answer. b. The teacher did an ice breaking activity for students by using instructions to do something. For example, when he said them to close the door, the students suddenly acted like

		<p>the target language in meaningful ways.</p>	<p>they were closing it.</p>
<p>3.</p>	<p>Post-Activity</p>	<p>6. Creativity and Variation: Observe the level of creativity and variation in the TPR activities.</p> <p>7. Integration with Other Skills: Determine if the TPR activities integrate with other language skills, such as listening, speaking, reading, or writing.</p> <p>8. Student Engagement and Enjoyment: Observe if students actively participate, display enthusiasm, and show signs of enjoyment while performing the gestures and actions.</p>	<p>a. Before going home, the students were asked to guess the word based on the teacher's gestures. For example, the teacher jumped up and down with his hands placed on both ears to give clues (rabbit) to the students to guess.</p>

Second Meeting**Date: Thursday, 16th of February 2023**

No.	Class Session	Indicators	TPR Activities
1.	Pre-Activity	<ol style="list-style-type: none"> 1. Gestures and Actions: Identify the specific gestures or physical actions involved in each TPR activity. 2. Vocabulary and Language Focus: Determine the target vocabulary or language elements addressed in each TPR activity. 3. Comprehension and Understanding: Observe TPR activities promote comprehension and understanding among students. 	<ol style="list-style-type: none"> a. The teacher invited students to sing the material song with gestures or movements. b. The teacher asked students to follow simple instructions from the teacher such as standing up, sitting down, putting their hands up, winking their eyes, waving their hands, hugging their friends, shaking hands, and other actions. c. The teacher instructed the students to imitate him in mentioning and gesturing to the vocabulary list on the sheet of paper.
2.	Main Activity	<ol style="list-style-type: none"> 4. Vocabulary Acquisition: Observe the effectiveness of the TPR activities in facilitating vocabulary acquisition. Observe if students are able to associate the gestures with the corresponding vocabulary words or phrases and if they can retain and recall the learned vocabulary. 5. Language Production: Observe if students are prompted to respond verbally, either by repeating or using the target language in meaningful ways. 6. Creativity and Variation: Observe the level of creativity and variation in the 	<ol style="list-style-type: none"> a. The teacher reviewed last week's meeting material, namely the "Odd One Out" game with the same rules. The teacher gestured the word which was the correct answer from the game. b. The teacher did an ice breaking activity for students by inviting the students to sing the "head, shoulder, knee, and toes" song with gestures together. c. The teacher invited students to play a TPR game named "What am I?" game. The rules: <ul style="list-style-type: none"> • The teacher gave some clues and movements according to the word in question. • After the students had successfully guessed it, the teacher took turns asking the students to come forward and demonstrate the clues that the teacher had prepared on a piece of paper.

		<p>TPR activities.</p> <p>7. Integration with Other Skills: Determine if the TPR activities integrate with other language skills, such as listening, speaking, reading, or writing.</p> <p>8. Student Engagement and Enjoyment: Observe if students actively participate, display enthusiasm, and show signs of enjoyment while performing the gestures and actions.</p>	<ul style="list-style-type: none"> • The student that was appointed to come forward only needed to read the clues from the teacher by demonstrating the movements that matched the word in question. • Other students were asked to guess the word in question.
<p>3.</p>	<p>Post-Activity</p>		<p>a. Before going home, the students had to translate the English words mentioned by the teacher into Indonesian in a rush (hurrying up with other students). Students who could answer it got points and were allowed to go home. But if there were students who still couldn't answer, the teacher gave a gesture to the word so that the students were helped.</p>

Third Meeting**Date: Thursday, 23rd of February 2023**

No.	Class Session	Indicators	TPR Activities
1.	Pre-Activity	<ol style="list-style-type: none"> 1. Gestures and Actions: Identify the specific gestures or physical actions involved in each TPR activity. 2. Vocabulary and Language Focus: Determine the target vocabulary or language elements addressed in each TPR activity. 	<ol style="list-style-type: none"> a. The teacher invited students to sing the material song with gestures or movements. b. The teacher instructed the students to imitate him in mentioning and gesturing to the vocabulary list on the sheet of paper.
2.	Main Activity	<ol style="list-style-type: none"> 3. Comprehension and Understanding: Observe TPR activities promote comprehension and understanding among students. 4. Vocabulary Acquisition: Observe the effectiveness of the TPR activities in facilitating vocabulary acquisition. Observe if students are able to associate the gestures with the corresponding vocabulary words or phrases and if they can retain and recall the learned vocabulary. 5. Language Production: Observe if students are prompted to respond verbally, either by repeating or using the target language in meaningful ways. 6. Creativity and Variation: Observe the 	<ol style="list-style-type: none"> a. The teacher invited students to play a TPR game named “Chain Word?” game. The rules: <ul style="list-style-type: none"> • The teacher divided students into groups with 3 students in each group. • The students were asked to write down a verb and a number from 1 to 30 on a piece of paper. • They then collected them in the front of the class and the teacher then pasted the papers on the whiteboard. • The students in one group took turns asking to continue the word chain by using the last letter in the word as the first letter of the next word (the only words that could be used were verbs). • They had to move forward to write the verbs alternately and coordinate with each other to determine what verb would be written in 10 minutes to complete the game with up to 30 verbs. • The teacher also invited students to review the

		<p>level of creativity and variation in the TPR activities.</p> <p>7. Integration with Other Skills: Determine if the TPR activities integrate with other language skills, such as listening, speaking, reading, or writing.</p> <p>8. Student Engagement and Enjoyment: Observe if students actively participate, display enthusiasm, and show signs of enjoyment while performing the gestures and actions.</p>	<p>students' results by inviting them to gesture with several verbs such as sweeping, erasing whiteboards, and others together.</p> <p>b. The teacher invited students to review the students' results by inviting them to gesture with several verbs they had written such as sweeping, erasing whiteboards, and others together.</p> <p>c. The teacher did an ice breaking named “morning, nooning, evening”. So the teacher would give a signal to the students, "morning" then clap once, "nooning" then clap twice, "evening" then no clap. The teacher said these three words quickly and randomly. If there were students who were not concentrating and were wrong, then they would be called to come forward. The teacher would give them words in Indonesian, then they were asked to translate the words into English. The teacher also occasionally asked students who came forward to introduce themselves in front of their friends.</p> <p>d. The second TPR game played was named “Running Dictation” game. The rules:</p> <ul style="list-style-type: none"> • The teacher divided students into groups with 3 students in each group. • Each group was divided into "speaker, runner, and writer". • All three had different tasks. The speaker was given a paper that had been prepared by the teacher. It contained 10 sentences, with each sentence containing 15-20 words. The speaker's duty was to read aloud to convey their sentence to the runner. Then, the runner ran toward the writer
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			<p>to convey the sentence. The information written by the writer had to match what was conveyed by the speaker.</p> <ul style="list-style-type: none"> • They were given 10 minutes to complete as many sentences as possible.
<p>3.</p>	<p>Post-Activity</p>		<p>a. Before going home, the teacher played "What Am I?" game. Each student had to guess correctly in order to go home. Students who succeeded in their answers were allowed to go home. However, if students could not answer many times, the teacher gave a gesture as a clue for the word in question. If students still couldn't guess the clue, the teacher translated the clue into Indonesian.</p>

APPENDIX 3. INTERVIEW GUIDE

List of questions for the English school teacher

Interviewee : *Seiza English School* teacher

Date/Time : 23rd of February 2023

No	List of Questions (in English)	List of Questions (in Indonesian)	Indicator	RQ (1 or 2)	Answer
1.	Why do you implement TPR method in your class?	Mengapa Anda menerapkan metode TPR di kelas Anda?	<p>1. Effectiveness: The teacher's belief that the TPR method is effective in facilitating language learning or achieving specific learning outcomes.</p> <p>2. Student Engagement: The teacher's observation or belief that the TPR method enhances student engagement, participation, and motivation in the learning process.</p>	RQ 2	<p>a. This method is related to children characteristics who enjoy kinesthetic activities and tend to get bored easily.</p> <p>b. There are many enjoyable physical activities that can be done, such as games, which can make students feel fun and not easily bored.</p> <p>c. Game activities always make students excited, which creates a relaxed learning atmosphere.</p> <p>d. This method is also more effective for enriching students' vocabulary because learning with body movements makes it easier for them to understand what is meant.</p>
2.	How do students respond when you apply this method?	Bagaimana respon siswa ketika Anda menerapkan metode ini?	<p>3. Multisensory Learning: The recognition of the</p>	RQ 2	<p>a. Their responses are always positive. All the students are happy and excited because they feel the fun.</p> <p>b. TPR method make the classroom atmosphere is no longer stressful because learning</p>

			<p>value of incorporating physical actions and gestures alongside language instruction to facilitate comprehension and memory retention.</p> <p>4. Active Learning: The teacher's preference for active learning strategies that involve students physically responding to commands.</p>		<p>activities are presented in a fun way.</p> <p>c. The students participate enthusiastically because it suits their characteristic of getting easily bored.</p> <p>d. This method allows students to respond to the teacher nonverbally at first if they don't know how to respond verbally. It makes them enjoy the learning process and prevents them from feeling under pressure.</p> <p>e. Various physical activities prevent students from getting bored easily.</p>
3.	What are the advantages you find when using this method in English language teaching?	Apa keuntungan ketika menggunakan metode ini dalam pengajaran bahasa Inggris?	<p>5. Classroom Management: The perception that the TPR method helps manage classroom behavior, especially with young learners or students with diverse learning styles.</p> <p>6. Enhancing Vocabulary Acquisition: The belief that TPR activities effectively support vocabulary development and retention.</p> <p>7. Supporting Language Production: The teacher's</p>	RQ 2	<p>a. TPR activity is more fun for the learning process and can increase the student's motivation.</p> <p>b. TPR activities can make learning feel enjoyable for students and don't feel like they are learning, as the fun thing can mask the fact that they are actually learning.</p> <p>c. TPR method creates a classroom atmosphere where they don't feel pressured and stressed while learning.</p> <p>d. TPR method makes the teacher more creative in creating new things because they have to think and create what other games or physical activities are more suitable and new.</p> <p>e. The social benefits are also present, such as being communicative and learning together (teamwork).</p>

4.	What are the obstacles you find when using this method?	Apa kendala yang Anda temukan saat menggunakan metode ini?	view that TPR activities encourage students to actively use the language and build their speaking skills.	RQ 2	<ul style="list-style-type: none"> a. Sometimes it's difficult to control the time. Therefore, classroom management must be well-prepared, more controlled, and should always be time limits in the game to ensure that it is appropriate and does not go overtime. b. TPR games can make students too excited and make the classroom noisy and chaotic.
5.	Additional Question: Why don't you use storytelling and roleplaying as your TPR learning activities?	Mengapa Anda tidak menggunakan storytelling dan roleplaying sebagai aktivitas pembelajaran?	<p>8. Creating a Positive Learning Environment: The perception that the TPR method fosters a positive and inclusive classroom atmosphere, promoting collaboration and reducing anxiety.</p> <p>9. Alignment with Learner Preferences: The recognition that TPR aligns with students' preferred learning styles or cultural backgrounds, facilitating their language learning process.</p>	RQ 1	<ul style="list-style-type: none"> a. It is too time-consuming. It takes too long to prepare and requires more than one meeting. b. The material learned is limited, making the classroom atmosphere boring because students inevitably have to wait for their peers' performance and only listen which makes classroom activities less productive.

Note: RQ1: Research Question 1
RQ2: Research Question 2

APPENDIX 4. VISUAL DISPLAY OF THEMATIC ANALYSIS (OBSERVATION)

First Meeting

Date: Thursday, 9th of February 2023

Class Session	Activities	Codes	Generating Themes
Pre-Activity	<p>Before the teacher started the classroom, he led students to pray together. Afterward he asked students to review song to increase their vocabularies.</p> <p>They all sang together with gestures. The songs were about numbers, colors, days, months, alphabets, and kind of expressions and feelings. They have their own gestures or movements in singing the songs, namely claps their hands, pointing fingers according to the count, and other varied hand movements. Facial expression was also used such as happy, sad, angry, and cheerful.</p> <p>After finished the songs, the teacher asked the students to open sheets of paper containing the list of vocabularies. Students were asked to imitate the words on the list after the teacher with gestures. Before entered the main activity session of learning, the teacher conveyed motivation to students.</p>	<p>Language, Literacy, & Communication</p> <p>Physical Activity</p> <p>Language, Literacy, & Communication</p> <p>Physical Activity</p>	<p>Teaching vocabulary</p> <p>Song with gesture</p> <p>Teaching vocabulary</p> <p>Gesture the word</p>
Main Activity	<p>The teacher invited students to play the 'Odd One Out' game was played in class, with the rules being that students were individually given four words choices that had been prepared by the teacher. They were then asked to eliminate words that did not belong to the intended category. For example, the teacher mentioned the words 'orange, guava, gecko, and grape', which were all in the fruit category except for 'gecko'. Therefore, the correct answer was 'gecko'. After stating their answers, the students and teacher discussed the vocabulary with slithering gestures imitating a gecko. This activity was repeated with up to 20 questions of the Odd One Out game. The teacher also always has a gesture for every word that becomes the answer.</p> <p>The teacher did an ice breaking to get the students' enthusiasm back. He gave the students instructions to do something. For example, when he said to close the door,</p>	<p>Physical Activity</p> <p>Physical Activity</p> <p>Physical Activity</p>	<p>TPR game</p> <p>Gesture the word</p> <p>Instruction and command</p>

	<p>the students suddenly acted like they were closing it. The teacher did it several times with instructions such as taking a bath, studying, going to school, playing with kites, and others. All students looked enthusiastic while doing the ice breaking.</p> <p>Subsequently, the teacher played the second game together with the students. This second game is called "Reading Relay" game. This game is played in groups. Students were divided into 3 students per group. All groups are given 3 short paragraphs in 3 papers. The teacher has been prepared this media before the class began. Each group must divide the paragraphs for each student, so each student gets 1 paragraph to read, understand, and remember the point in a rush. Students were expected to understand the contents of the given paragraph. They were given 5 minutes to read and understand the paragraph given. After the time up, they had to rotate their papers for their group mates to read. So they read them in turn. After three rounds, they were asked to collect all the papers presented. Then, they were given a paper containing 3 questions for each group and they were asked to answer these questions based on the paragraphs given before. They have 10 minutes to answer the questions. After the time was up, the teacher and students discussed the answers together.</p>		
<p>Post-Activity</p>	<p>After the teaching process, the teacher closed the class by praying together. Before went home, students were asked to guess the word based on the teacher's gestures. For example, the teacher jumps up and down with his hands placed on both ears to give clues (rabbit) to students to guess. Each student must collect 3 points to be allowed to go home.</p>	<p>Physical Activity</p>	<p>Gesture the word</p>

Note:

Physical activity is marked with blue color

Language, Literacy, and Communication is marked with yellow color

Social Relation is marked with pink color

Second Meeting

Date: Thursday, 16th of February 2023

Class Session	Activities	Codes	Generating Themes
Pre-Activity	In the second meeting, the teacher applied the same system to open the class. He led students to pray together. Afterward he asked students to review song to increase their vocabularies. It was the same as the activities carried out at the first meeting. They all sang together with gestures. The songs were about numbers, colors, days, months, alphabets, and kind of expressions and feelings. They have their own gestures or movements in singing the songs, namely claps their hands, pointing fingers according to the count, and other varied hand movements. Facial expression was also used such as happy, sad, angry, and cheerful. The difference was, at the second meeting, the teacher held an ice breaking in between song materials. The teacher asked students to follow the instructions from the teacher. He used simple instructions to encourage students' vocabulary, like; stand up, sit down, hands up, wink their eyes, wave hands, hug friends, handshake, and others. After the ice breaking session, teacher continued to sing a material song together with the students. After finished the songs, the teacher asked the students to open sheets of paper containing the list of vocabularies like the previous meeting. Students were asked to imitate the words on the list after the teacher with gestures. Before entered the main activity of class session, the teacher conveyed some motivations to students.	<p>Language, Literacy, & Communication</p> <p>Physical Activity</p> <p>Physical Activity</p> <p>Language, Literacy, & Communication</p> <p>Physical Activity</p>	<p>Teaching vocabulary</p> <p>Song with gesture</p> <p>Instruction and command</p> <p>Teaching vocabulary</p> <p>Gesture the word</p>
Main Activity	On the main activity session, the teacher reviewed last week's meeting material, namely "Odd One Out" game with the same rules. The teacher gestured the word which was the correct answer from the game. This material review was carried out exactly the same as the game during the first meeting. The teacher also invited students to sing "head, shoulder, knee, and toes" song with the gestures together. This activity was intended as an ice-breaking The learning process continued with new material that still used games as the method. The first game played by the teacher with his students was the "What am I" game. Initially the teacher gave some clues of something. Apart from mentioning the clues, the teacher also gave movements according to the word in question. After the	<p>Physical Activity</p> <p>Physical Activity</p> <p>Physical Activity</p>	<p>Gesture the word</p> <p>Song with gesture</p> <p>TPR game</p>

	<p>students have guessed it, the teacher takes turns asking the students to come forward and demonstrate the clues that the teacher has prepared on a piece of paper. The student that appointed to come forward only need to read the clues from the teacher by demonstrating the movements that match the word in question. Other students were asked to guess the word in question.</p> <p>The teacher continued with the second game which is the “Crossword puzzle” game. He walked around to give all the students a paper containing a crossword puzzle that has been prepared one by one. Students were asked to complete the crossword puzzle in English. The puzzle contains of 10 questions. Students have to finish the puzzle in 10 minutes. Teacher keep walked around to check the students' progress and tell them the remaining time they have. After the time was up, the teacher and students discussed the answer together. In addition to discussing the answers, the teacher also discussed the grammar in the question sentence, namely the simple continuous tense. At the end, the teacher gave students a point based on their result and read it in front of the class.</p>		
Post-Activity	<p>After all the class activities were done, students were welcome to clean up their things. The teacher led the class to pray together. Before went home, students have to translate the English words mentioned by the teacher into Indonesian in rush (hurry up with other students). Students who could answer it get points and allowed to go home. But if there were students who still couldn't answer, the teacher would have given a gesture to the word to help the students. If they still could not answer, the teacher changes words until they can answer correctly.</p>	Physical Activity	Gesture the word

The Codes:

Physical activity is marked with blue color

Language, Literacy, and Communication is marked with yellow color

Social Relation is marked with pink color

Third Meeting

Date: Thursday, 23rd of February 2023

Class Session	Activities	Codes	Generating Theme
Pre-Activity	<p>In the last material meeting for this month, the teacher asked how the students were doing. Then he led students to pray together before starting the learning process. As usual, the teacher asked students to review song to increase their vocabularies. They all sang together with gestures. The songs were about numbers, colors, days, months, alphabets, and kind of expressions and feelings. They have their own gestures or movements in singing the songs, namely claps their hands, pointing fingers according to the count, and other varied hand movements. Facial expression was also used such as happy, sad, angry, and cheerful.</p> <p>After the songs were finished, the teacher asked the students to open sheets of paper containing the list of vocabularies like the previous meeting. Students were asked to imitate the words on the list after the teacher with gestures. Before entered the main activity of class session, the teacher conveyed some motivations to students.</p>	<p>Language, Literacy, & Communication</p> <p>Physical Activity</p> <p>Language, Literacy, & Communication</p> <p>Physical Activity</p>	<p>Teaching vocabulary</p> <p>Song with gesture</p> <p>Teaching vocabulary</p> <p>Gesture the word</p>
Main Activity	<p>Entering the main activity session, the teacher reviewed last week's meeting material, namely "Crossword puzzle" game. The teacher and students only discussed it together. The teacher read the questions in English and the students were asked to translate them into Indonesian directly. The teacher also discussed the questions of the puzzle in detail. For example, in the question there was the word "taller", the teacher explains that taller comes from the word "tall". He also explained it by giving examples of other comparative adjectives so that students could better understand what have been explained. He also explained continuous tense. The teacher discussed everything in the crossword questions and answers.</p> <p>Afterward, the teacher invited students to play games that aimed to enrich their vocabulary of verbs. The game was called "Chain Word" game. The rules were, first, the teacher divided students into groups with 3 students in each group. Students were asked to write down a verb and 1-30 numbers on a piece of paper. They then collected them at the front of the class. The teacher then pasted the papers on the whiteboard. The students in one group took turns asked to continue the word chain</p>	<p>Language, Literacy, & Communication</p> <p>Social Relation</p> <p>Physical Activity</p>	<p>Teaching vocabulary</p> <p>Teamwork</p> <p>TPR game</p>

	<p>by using the last letter in the word as the first letter of the next word. The only words that can be used were verbs. They had to move forward to write the verbs alternately and coordinate with each other to determine what verb would be written. Students were given 10 minutes to complete the game with up to 30 verbs. The teacher checked the results of their work and told the grade in front of the class. The teacher also invited students to review students' results by inviting students to gesture with several verbs such as sweeping, erasing whiteboards, and others together.</p> <p>Next, the teacher invited students to play a simple game for the ice breaking to test the students' focus called "morning, nooning, evening". So the teacher would give a signal to the students, "morning" then clap once, "nooning" then clap twice, "evening" then no clap. The teacher said these three words quickly and randomly. If there were students who were not concentrating and were wrong, then they would be called to come forward. The teacher would give them words in Indonesian, then they were asked to translate the words into English. The teacher also occasionally asked students who came forward to introduce themselves in front of their friends.</p> <p>Thereafter, the second game was held. This time the game being played was "Running Dictation". This game was to engage students speaking and writing skills. Just like the previous game, this running dictation game was done in groups so they have to work together to complete this game. Teachers no longer form new groups. The group in this game was the same as the previous game. The teacher explained the rules. So each group must be divided into "speakers, runners, and writers". All three have different tasks. The speaker would be given a paper that has been prepared by the teacher. It was containing 10 sentences, per sentence containing 15-20 words. The speaker's duty was to read aloud to convey his sentence to the runner. Then the runner ran toward the writer to convey his sentence. The information written by the writer must match what was conveyed by the speaker. They were given 10 minutes to complete as many sentences as possible. The teacher counted down the remaining time when it was less than 20 seconds. After the time was up, the teacher corrected the students' answers and announced their grades in front of the class.</p>	<p>Physical Activity</p> <p>Physical Activity</p> <p>Language, Literacy, & Communication</p> <p>Social Relation</p> <p>Physical Activity</p> <p>Language, Literacy, & Communication</p>	<p>Gestures the word</p> <p>TPR game</p> <p>Teaching speaking</p> <p>Teamwork</p> <p>TPR game</p> <p>Teaching speaking</p>
<p>Post-</p>	<p>The teacher engaged students to clean up their things and then led them to pray.</p>		

Activity	Before went home, the teacher played what Am I game. Each student must guess correctly in order to go home. Students who succeeded in their answers were allowed to go home. However, if students could not answer many times, the teacher would give a gesture as a clue for the word in question. If students still could not guess the clue, the teacher would translate the clue into Indonesian.	Physical Activity	Gesture the word
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Note:

Physical activity is marked with blue color

Language, Literacy, and Communication is marked with yellow color

Social Relation is marked with pink color

APPENDIX 5. VISUAL DISPLAY OF THEMATIC ANALYSIS (INTERVIEW)

List of questions for the English school teacher

Interviewee : *Seiza English School* teacher

Date/Time : 23rd of February 2023

No.	Questions	Answers	Codes	Generating Themes
1.	Why do you implement TPR method in your class?	Jadi gini, karena subjeknya atau siswanya itu adalah anak-anak. Mereka itu lebih suka sekali dengan sesuatu yang terkait kinestetik ya, seperti game itu membuat mereka lebih enjoy. Permainan-permainan yang didalamnya itu membutuhkan fisik lebih dan <i>movement</i> yang membuat anak-anak tertarik. Dari ekspresi merekapun saat bermain maupun saat setelah bermain itu seperti ada kepuasan gitu loh karena mereka merasa tertarik. Seperti ada energi-energi yang <i>spiritnya</i> itu lebih tampak. Ketika saya sebagai guru bilang “ <i>let’s start game session</i> ” mereka mukanya langsung berubah, senang. Karena mindset mereka ketika kita bilang “game” itu pasti sesuatu yang asik dan seru sehingga menciptakan suasana belajar yang santai. Terus metode ini juga lebih efektif sih sebenarnya, untuk siswa-siswa <i>enrich their vocabulary</i> . Bagi anak-anak, belajar dengan disertai gerakan tubuh itu memudahkan mereka untuk memahami apasih yang dimaksud, gitu. Karena permainannya kan beragam, ya semua aspek dapat. Dari <i>part of speech</i> ya juga dapat. Tapi setiap hari saya juga sesuaikan materi itu dengan kondisi waktu, kondisi anak-anak, materi apa yang cocok, game apa, referensinya biar beragam.	Students’ characteristics Students’ feeling Students’ characteristics Students’ feeling Learning atmosphere	The suitability of TPR method and students’ characteristics TPR methods' influence on students' feelings The suitability of TPR method and students’ characteristics TPR methods' influence on students' feelings The learning atmosphere when using TPR method
2.	How do students respond	Respon mereka selalu positif. Anak-anak semua happy dan excited, mbak. Soalnya ada kesan <i>fun</i> tadi yang mereka rasakan. Karena biasanya belajar itu adalah sesuatu yang membosankan dan	Students’ feeling	TPR methods' influence on students' feelings

	when you apply this method?	<p>menegangkan, dengan metode ini, suasana kelas tidaklah menegangkan lagi. Karena kegiatan pembelajaran dikemas dengan asik.</p> <p>Anak-anak pun dengan semangat mengikuti pembelajaran, ya karena kan sesuai ya mbak dengan karakteristik anak yang gampang bosan. Dengan berbagai kegiatan yang <i>physically</i>, mereka tidak gampang bosan. Saya sebagai guru juga tidak menekan mereka untuk selalu menggunakan bahasa inggris, mereka bisa merespon saya dengan gesture agar mereka tidak tertekan dan kegiatan belajar pun kondusif. Jika mereka tidak tau <i>how to respond in speaking</i>, mereka bisa merespon saya dengan gerakan. Karena saya tau ya mbak, tidak semua anak itu berani untuk berbicara di depan banyak orang, atau tidak semua tau apa sih bahasa inggrisnya kata yang akan mereka ucapkan, dan kadang juga mereka gugup. Jadi saya tidak hanya mengajarkan tentang materi, namun juga memberi motivasi kepada mereka agar berani berbicara, salah tidak apa-apa. Saya selalu menekankan seperti itu.</p>	<p>Learning atmosphere</p> <p>Students' feeling</p> <p>Students' characteristics</p> <p>Learning atmosphere</p> <p>Students' characteristics</p>	<p>The learning atmosphere when using TPR method</p> <p>TPR methods' influence on students' feelings</p> <p>The suitability of TPR method and students' characteristics</p> <p>The learning atmosphere when using TPR method</p> <p>The suitability of TPR method and students' characteristics</p>
3.	What are the advantages you find when using this method in English language teaching?	<p>Keuntungannya, yang pastinya lebih fun ya untuk proses pembelajaran. Bisa meningkatkan semangat anak-anak. Belajar serasa menyenangkan. Tidak terasa belajar karena tercover oleh rasa fun yang mereka rasakan itu tadi. Jadi seolah-olah mereka itu seperti tidak belajar, tapi sebenarnya belajar nih, gitu loh. Jadi suasana kelas nih tidak membuat mereka merasa tertekan dan stress saat belajar di kelas. Terus bagi seorang guru, metode ini membuat guru lebih kreatif untuk membuat hal-hal baru, karena mereka mau tidak mau harus memikirkan dan menciptakan apa lagi ya game yang lebih cocok, yang lebih baru. Karena kalau hanya itu-itu saja, monoton ya. Guru akhirnya bisa lebih kreatif untuk menciptakan hal baru yang terkait dengan game maupun <i>physical activity</i> lainnya. Mereka juga jadi bisa belajar <i>teamwork</i> ya, karena mereka ini sebenarnya suka loh kalo belajar bersama-sama, mereka saling berkomunikasi, saling</p>	<p>Learning atmosphere</p> <p>Students' feeling</p> <p>Learning atmosphere</p> <p>Students'</p>	<p>The learning atmosphere when using TPR method</p> <p>TPR methods' influence on students' feelings</p> <p>The learning atmosphere when using TPR method</p>

		mengisi, keuntungan sosialnya juga ada, komunikatif dan belajar bersama.	characteristics	The suitability of TPR method and students' characteristics
4.	What are the obstacles you find when using this method?	Kendalanya adalah, sulit kontrol waktu ya kadang. Jadi, management kelas itu harus betul-betul disiapkan dan lebih terkontrol. Makanya harus selalu ada pembatasan waktu yang di dalam game agar sesuai dan tidak overtime. Dan juga kalau game kan membuat anak-anak excited ya, jadi bikin kelas jadi rame dan chaos. Tapi kita sebagai guru harus bisa menangani hal tersebut. Seperti contoh, guru bisa memberi mereka peringatan dan dipakai sistem poin. Jadi jika mereka rame ya kita kurangi poinnya. Hal itu loh Mbak sudah dapat membuat mereka jadi tidak chaos lagi. Walaupun begitu ya mbak, menurut saya lebih banyak untungnya sih sebenarnya.	Learning atmosphere	The learning atmosphere when using TPR method
5.	Additional Question: Why don't you use storytelling and roleplaying as your TPR learning activities?	Kenapa tidak pakai itu, yang pertama karena terlalu lama untuk persiapannya. Sehingga membutuhkan lebih dari satu kali pertemuan. Lalu yang didapat juga hanya itu-itunya saja materinya, membuat suasana kelas jadi menjenuhkan karena mau tidak mau mereka harus menunggu teman, hanya mendengarkan saja, jadi kurang produktif untuk kelas yang jumlah siswanya lebih dari 15 anak. Terlalu makan waktu, kita dalam satu pertemuan itu waktunya 1,5 jam, dan itu sangat tidak cukup, mungkin butuh 2 sampai 3 kali pertemuan untuk menyiapkan mereka agar ready menampilkan roleplaying maupun storytelling.	Learning atmosphere	The learning atmosphere when using TPR method

Codes:

Students' feeling is marked with orange color

Students' characteristic is marked with purple color

Learning atmosphere is marked with green color

APPENDIX 6. THE PERMISSION LETTER OF CONDUCTING THE RESEARCH



**KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331-334988, 330738 Fax: 0331-332475
Laman: <http://kip.unej.ac.id> e-mail: kip@unej.ac.id

Nomor: 803/UN25.1.5/SP/2023

Lampiran: -

17 JAN 2023

Perihal : Permohonan Izin Penelitian

Yth. Direktur
Seiza English School
Di Pesanggaran

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama	: Veronika Aulia Sanni Ardiansyah
NIM	: 180210401085
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris
Jangka Waktu Penelitian	: Februari 2023

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Seiza English School dengan judul "An Analysis of Teacher's Use of Total Physical Response Method in English Language Teaching for Young Learners". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

Jember,
Dekan



Prof. Dr. Bambang Soepeno, M.Pd

NIP 196006121987021001



**APPENDIX 7. THE STATEMENT LETTER FOR ACCOMPLISHING
THE RESEARCH**



**LEMBAGA KURSUS DAN PELATIHAN SEIZA
KECAMATAN PESANGGARAN**

SK KEMENKUMHAM AHU-0000943.AHA.01.07.TAHUN 2019
IJIN OPERASIONAL: 421/904/429.101/2023
NPSN : K5669182
Hp. 081294294947/085231506605 , fb/lg : Lkp_seiza ,Email: lkpeizaps@gmail.com

SURAT PERNYATAAN

Nomor : 008/LKP.SEIZA/V/2023

Yang bertanda tangan dibawah ini Direktur Seiza English School dengan ini menyatakan bahwa:

Nama : Veronika Aulia Sanni Ardiansyah
NIM : 180210401085
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di Seiza English School Pesanggaran, mulai 9 Februari 2023 sampai dengan 23 Februari 2023 untuk memperoleh data guna penyusunan tugas akhir skripsi dengan judul "An Analysis of Teacher's Use of Total Physical Response in English Language Teaching for Young Learners".

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Pesanggaran, 10 Mei 2023

Direktur,

Supriyadi, S.Pd