



CHAPTER I INTRODUCTION

1.1 Background of The Study

Total Physical Response (TPR) is a teaching method developed by Dr. James Asher in the 1970s, rooted in the concept that language learning is most effective when it involves physical activity. TPR integrates physical movement with verbal instruction, encouraging students to respond to commands using their bodies. This approach is based on how children acquire their first language through listening and physical interaction before speaking. Asher theorized that pairing language with physical actions could enhance memory retention and comprehension, making it particularly effective for beginner language learners. Several experts have put forward the definition of TPR as an effective and fun language learning method, especially to be given to young children. According to Larsen & Freeman (1986, p. 116), "TPR is the comprehension approach, namely a method of approaching foreign languages with commands or instructions." Richards & Rodgers (1999, p. 87) also argue that "TPR is a language learning method that is structured around the coordination of commands, speech, and action and seeks to teach language through physical (motor) activity." TPR has since been widely applied in language teaching settings, especially in teaching English as a Foreign Language (EFL) to young learners, due to its engaging, interactive, and stress-free nature.

The significance of TPR lies in its ability to address the challenges of traditional language teaching methods, which often emphasize rote memorization and grammar rules. By engaging multiple senses and reducing learners' anxiety, TPR promotes a more holistic and enjoyable learning experience. According to Richards and Rodgers (2001), TPR leverages the natural link between speech and action, aiding students in internalizing linguistic structures more effectively. Furthermore, studies have shown that TPR can improve vocabulary acquisition, listening skills, and long-term retention. For example, a study by Krashen (1982) emphasized that learners benefit from comprehensible input paired with meaningful context—a principle embodied in TPR. This makes it a valuable tool in diverse educational contexts, particularly for young or beginner learners who may struggle with conventional methods.

Total Physical Response (TPR) is a dynamic language teaching method that combines verbal commands with physical movements, making it especially effective for beginners. Teachers give simple instructions, such as "stand up" or "pick up the book," and students respond by performing the corresponding actions. This method is grounded in the theory that language acquisition is most effective when it involves physical activity, much like how young children learn their first language by listening and physically interacting with their environment. TPR is beneficial for teaching vocabulary and basic sentence structures, as it helps learners connect meaning with action, enhancing comprehension and retention. According to Richards and Rodgers (2001), TPR builds understanding by providing a meaningful context, as students associate language input with physical responses. This multisensory engagement



long-term memory retention and language acquisition. Additionally, TPR is ly beneficial for kinesthetic learners, who thrive on physical activity, and it updates diverse learning styles. By reducing the immediate pressure to speak, it minimizes performance anxiety, fostering a positive and relaxed classroom environment.

The impact of TPR extends beyond individual learners, influencing overall classroom dynamics. By incorporating movement and interaction, TPR encourages active participation and collaboration, which can increase student motivation and engagement. As Asher (2009) noted, "When movement is paired with language, there is a greater likelihood of understanding and retention." This underscores the significance of combining physical activity with language learning to enhance comprehension. Furthermore, the method encourages students to engage in the learning process without fear of making mistakes. By allowing students to respond physically rather than verbally at first, TPR reduces the anxiety often associated with language learning, particularly for young or beginner learners. However, while TPR is highly effective for teaching basic language skills, its applicability diminishes as learners progress and need to master more complex structures. Studies, such as those by Krashen (1982), suggest that TPR offers comprehensible input in a meaningful context, which helps retain learners' interest and facilitates language development. Despite its limitations for advanced learners, TPR remains a powerful tool in language education, providing a strong foundation for further linguistic growth.

Selecting young learners especially those in 5th grade for the Total Physical Response (TPR) method fits well with Piaget's cognitive development theory. According to Jean Piaget (1972), children around the age of 11 transition from the Concrete Operational Stage to the Formal Operational Stage of cognitive development. In the Concrete Operational Stage, learners "gain a better understanding of mental operations" and "begin thinking logically about concrete events." This suggests that methods involving physical activity, such as Total Physical Response (TPR), align closely with their cognitive needs. Piaget emphasized that children at this stage "need to manipulate and act upon objects" to understand new concepts. TPR, by linking language with physical movement, provides the hands-on experience necessary for learners to construct meaning effectively. As they begin to enter the Formal Operational Stage, which is characterized by the emergence of abstract thinking, TPR supports this shift by gradually encouraging learners to move from action-based understanding to more verbal and symbolic expression. Furthermore, Piaget noted that as children mature, their attention span and metacognitive abilities improve, enabling them to follow more complex, multi-step instructions. TPR takes advantage of these developments while maintaining a playful and low-anxiety environment, facilitating more natural language acquisition.

Seeing children's success when learning a language at school, of course, cannot be separated from the role of teachers in implementing the TPR method. Teachers are directors and facilitators in the school environment to provide material to their students. The teacher determines what will be studied and who will act out the lesson material. Students in this TPR method have the main role as listeners and actors. Students listen carefully and then respond physically based on the commands given by the teacher, both in groups and individually. The success or failure of implementing



method to teach English cannot be separated from the teacher's fluency in pronunciation (verbal) and the teacher's activeness in practicing movements. According to Larsen & Freeman (2000, p. 111–113), there are thirteen points to teaching the TPR method, including: 1) The target language must be presented in its entirety, not just word-for-word. 2) Students' understanding of the target language must be developed before speaking. 3) Students initially call out one part of the language quickly by moving their bodies. 4) Commands are a powerful linguistic device through which teachers can direct student behavior. 5) Students can learn by observing and taking their own actions. 6) It is very important that students feel successful. Feelings of success and low anxiety facilitate learning. 7) Students should not memorize fixed routines. 8) Corrections should be made in an unobtrusive manner. 9) Students must develop flexibility in understanding new combinations of target language chunks. They need to understand more than the exact sentences used in training. Novelty also motivates. 10) Learning a language is more effective when it is fun. 11) Spoken language should be emphasized over written language. 12) Students will start talking when they are ready. 13) Students are expected to make mistakes when they first start speaking. Teachers must be tolerant of them. Work on the fine details of the language should be postponed until the student becomes somewhat proficient.

1.2 Identification of the Problems

Based on the background of the problem above, there are some problems that the research identifies, they are:

1. Students show little interest regarding the teacher is passive while teaching them.
2. Monotonous learning methods reduce students' learning motivation.
3. Lack of use of learning media that supports student visuals.
4. Some students have lack of skills in memorizing some vocabulary.
5. Teaching relies heavily on coursebooks, lacking interaction.
6. Students find it difficult to learn new vocabulary due to lack of interaction.

1.3 Scope of Problems

The researcher limited the problem of the research to make it more focused. In SDN Benteng Selatan, there were many interesting aspects to be learned, but the research only focused on the effective use of total physical response (TPR) method to have students' interest in learning English and improving their English ability.



Research Questions

Based on the statement background above, the writer formulates the two research questions as follows:

1. How effectively does the TPR method enhance students' English language abilities?
2. How does the Total Physical Response (TPR) method influence students' interest and motivation in learning English?

1.5 Objectives of Study

The aims of this study are:

1. To find out how significantly the TPR method improve students' English ability.
2. To describe how students more interested and motivated in learning English vocabulary by using TPR method.

1.6 Significant of the Study

1.6.1 Theoretical benefit

The findings of this study are expected to contribute as a point of comparison for future research on the same topic. The writer hopes that it can show that Total Physical Response method can be a useful to improving English ability.

1.6.2 Practical benefit

This research is expected to be useful for several parties.

- a. Students can enhance their English skills and feel more comfortable while learning the language. It is hoped that this method will address the challenges students face in English studies, thereby improving their oral proficiency and ability to perform language-related tasks in school.
- b. For English teachers, this study aims to provide insights into a specific approach for teaching English, encouraging them to create an engaging and dynamic teaching and learning experience using the Total Physical Response (TPR) method



s Studies

Researchers have previously focused on this area of study. For instance, (2016) conducted research titled *"A Study on TPR Method Use in Teaching English Vocabulary: Total Physical Response and Direct Method in Students' Vocabulary Mastery Learning at SD Islam Sultan Agung 4 Semarang"*. This study aimed to evaluate the relative effectiveness of the Total Physical Response (TPR) method versus the Direct Method (DM) in enhancing students' vocabulary acquisition. After administering treatments and conducting both pre-tests and post-tests, it was found that there was a significant difference in vocabulary achievement between students taught using TPR and those taught using the DM. The results indicated that the TPR method led to greater improvements in students' vocabulary, allowing them to not only acquire more words but also respond to teacher commands and comprehend the language better.

Another previous research was conducted by Misra Fadhilah (2011) in Islamic University (UIN) of Syarif Hidayatullah Jakarta, entitled "The Effectiveness of Teaching Vocabulary Through TPR method (An Experimental Study at The Seventh Grade Students of MTs Khazanah Kebajikan Pondok Cabe Ilir)". She examined the impact of using the Total Physical Response (TPR) method for teaching vocabulary, aiming to assess its effectiveness specifically in English vocabulary instruction. The findings indicated that the TPR method was quite successful. It not only engaged students by making the activities more enjoyable and interesting but also provided them with opportunities to actively participate in learning English vocabulary. The last previous study was conducted by Putri Zaharatul (2020) titled "The Use of Total Physical Response (TPR) Method in Teaching English at Min 11 Banda Aceh". In this study the Total Physical Response (TPR) method was applied in teaching English, with a focus on vocabulary acquisition. Data collected indicated a significant improvement in vocabulary understanding among students who were taught using TPR compared to those who were not. This improvement highlights the effectiveness of TPR in enhancing students' vocabulary learning.

All the previous studies above have primarily focused on the effectiveness of the TPR method in enhancing students' vocabulary acquisition. In contrast, this study not only examines vocabulary development but also explores whether TPR enhances students' interest and engagement in learning English, an aspect that has been largely overlooked in past research. By addressing both language growth and motivation, this study offers a more comprehensive understanding of TPR's impact on English language learning.



ical Framework

efinition of total physical response (TPR)

Total Physical Response (TPR) is a language teaching method created by James Asher, a psychology professor at San Jose State University. TPR aims to teach language by combining speech with physical activity. The approach uses motor activities as a tool for language learning (Richards & Rodgers, 2001). In TPR, learners listen to the teacher and perform actions based on instructions, monitoring and assessing their own progress. They are encouraged to start speaking only when they feel prepared and have internalized enough language (Richards & Rodgers, 2001). The teacher acts as both a model and a guide, providing learning opportunities. By integrating TPR into regular routines, learners quickly become engaged with the language and realize they comprehend much more than they initially thought, boosting their confidence (Richards & Rodgers, 2001). The teacher's role is similar to that of a parent, offering prompts, establishing patterns, and playing games, with students responding physically to these prompts. Positive feedback from the teacher, akin to parental encouragement, reinforces learning and motivates students to progress further.

Brown (2001) also argues that in a TPR classroom, students primarily engage in listening and acting. This method prioritizes listening and speaking before introducing reading and writing lessons. Based on the descriptions of Total Physical Response, it can be concluded that TPR is a language teaching approach that emphasizes listening and physical responses to a series of brief instructions. This method facilitates English learning through speech and physical activities, creating an enjoyable learning environment.

1.8.2 The Principle of TPR

TPR has some principles. According to Larsen-Freeman (2000), the principle of TPR as follows:

- a. The target language must be presented in its entirety, not just word-for-word.
- b. Students' understanding of the target language must be developed before speaking.
- c. Students initially call out one part of the language quickly by moving their bodies.
- d. Commands are a powerful linguistic device through which teachers can direct student behavior.
- e. Students can learn by observing and taking their own actions.
- f. It is very important that students feel successful. Feelings of success and low anxiety facilitate learning.
- g. Students should not memorize fixed routines.



Corrections should be made in an unobtrusive manner.

Students must develop flexibility in understanding new combinations of target language chunks. They need to understand more than the exact sentences used in training.

- j. Learning a language is more effective when it is fun.
- k. Spoken language should be emphasized over written language.
- l. Students will start talking when they are ready.
- m. Students are expected to make mistakes when they first start speaking.¹

1.8.3 Techniques of Using Total Physical Response Method

The Total Physical Response (TPR) method, as described by Larsen-Freeman (2004), involves several techniques to enhance language learning through physical activity. These techniques include:

- a. Modeling: The teacher gives commands and performs them with the students. This step helps students understand the orders by doing them themselves.
- b. Imperative Sentences: The teacher uses imperative sentences to give commands, which students respond to physically. This helps students develop basic speaking skills and understand language through action.
- c. Flashcards: The teacher uses flashcards with attractive visuals to make learning vocabulary more engaging. Students respond physically to the commands given on the flashcards.
- d. Physical Activities: The teacher prepares commands that involve physical movements, such as hand gestures, jumping, running, or other actions. These activities help students learn vocabulary and grammar in a fun and interactive manner.
- e. Contextual Learning: The teacher uses the language directly in context, making it easier for students to focus on the subject and understand the material.

These techniques are designed to create a relaxed and enjoyable learning environment, which fosters active participation and improves students' vocabulary acquisition and language skills.

1.8.4 Definition of Young Learners

¹ Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching (2nd ed.)*. Oxford University Press.



According to Suyanto (2012), young learners refer to children who begin learning English at an early age. The term "English young learner" effectively gauges children's proficiency in listening, speaking, reading, and writing. Teachers often lack full awareness of the requirements for young children learning a second language, underscoring the importance of recognizing these students' needs to support their successful learning. Teachers should be attentive to the unique needs of their young students. Teaching beginners differs significantly from teaching adults. Young learners thrive on hands-on experiences and interacting with objects in their surroundings. Harmer (2007) states that children comprehend not through explanation alone but through seeing, hearing, and crucially, engaging physically with their environment.

1.8.5 Teaching English for Young Learners

Teaching English to young learners involves a range of strategies and considerations. Young learners, typically defined as children between the ages of 5 to 12, are characterized by their age, brain development, and learning style. Teachers play a crucial role in shaping the learning experience, providing new vocabularies, and creating a fun and interactive environment. Vocabulary acquisition is a key focus, with teachers using simple vocabulary and relating it to interesting examples to make it easier for children to memorize. Language use is also important, with children encouraged to use language receptively or productively to complete activities and develop specific language skills. Differentiation is also crucial, with teachers aware of the varied home cultures and backgrounds of their students and adapting their teaching methods accordingly. Assessment and feedback are also important, with self-assessment and peer-assessment opportunities helping children understand the learning process and develop self-motivation.



CHAPTER II RESEARCH METHODOLOGY

2.1 Method of Research

2.1.1 Type of Research

In this research, the researcher used a quantitative approach. This approach emphasizes a systematic and objective method, using statistical and mathematical techniques to analyze data and draw general conclusions. According to Sugiyono (2010), research methodology can be classified into several categories, namely survey research, expository research, experimental research, naturalistic research, policy research, evaluation research, action research, historical research, and research and development (R&D). Each type of research has different objectives, depending on the nature and purpose of the research. In this particular research, the experimental method is applied. Experimental research, as explained by Sugiyono (2015), is a research approach that aims to test the effects of certain treatments or interventions by implementing them in a controlled environment. This method allows researchers to determine causal relationships by manipulating independent variables and observing the resulting changes in dependent variables under systematically arranged conditions.

2.1.2 Research Design

This research utilizes a pre-experimental approach, specifically adopting the One-Group Pretest-Posttest design. In this design, a single group of participants is observed through three key stages:

- a. Pretest (O1): Administered before the intervention to assess the initial condition of the dependent variable, namely the students' reading ability.
- b. Treatment (X): The intervention phase, where students are exposed to a learning activity using pop-up book media, aimed at enhancing their reading skills.
- c. Posttest (O2): Conducted following the treatment to evaluate any developments or improvements in the students' reading performance.

By comparing the results of the pretest and posttest, this design helps determine the impact of the intervention. However, since no control group is included, the study has limited capacity to rule out the influence of external variables that might affect the outcomes. The research design can be represented as follows:



Table 1. Research Design

O1	X	O2
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(Emzir, 2015)

Where:

O1 = Pre test

X = Treatment

O2 = Post test

2.2 Research Variable

Research variables refer to certain components identified by the researcher to be studied for the purpose of obtaining data and making conclusions. In this study, there are two main types of variables involved:

a. Independent Variable (X):

The independent variable in this study is the implementation of the Total Physical Response (TPR) method. This teaching strategy functions as an instructional intervention, where physical movements are integrated into language learning to increase student engagement and comprehension during English reading activities.

b. Dependent Variable (Y):

The dependent variable is students' English ability. This aspect is evaluated based on students' performance before and after the TPR intervention measured through pretest (O1) and posttest (O2) results to identify significant improvements in their ability to understand and interpret reading texts.

2.3 Instrument of Research

2.3.1 Test

Arikunto (2012, p.66) defines a test as a tool or procedure for assessing students' performance using specific methods and rules. In this study, tests were employed to evaluate and measure students' achievement and improvement through the use of the Total Physical Response (TPR) method in teaching English. Both experimental and controlled classes took these tests to determine their English proficiency scores. The researcher conducted pre-tests at the start of the study to assess students' initial willingness and motivation to learn English. After implementing the TPR approach, post-tests were administered to evaluate the progress and motivation of the students in learning English.

In this study, a test is utilized as the main instrument to evaluate students' English abilities. This assessment tool is administered in two phases: a pre-test, which is given before the implementation of the treatment to determine the



ents' initial English skill level, and a post-test, conducted after the vention to measure any progress or improvement. The comparison between wo sets of results provides insight into the effectiveness of the instructional od used.

2.3.2 Test Format

The assessment consists of various sections designed to measure different aspects of language understanding, particularly related to comparative adjectives and vocabulary related to animals. The test includes:

- a. **Multiple-choice questions** – Students are asked to choose the correct answer from four given options (A, B, C, or D), focusing on comparisons of size, height, speed, and other descriptive qualities.
- b. **Matching section** – Students match animal names with corresponding images, reinforcing vocabulary recognition.
- c. **Sentence completion** – Students complete sentences using the correct comparative or superlative adjectives based on context.
- d. **True or False statements** – Students assess factual accuracy of simple comparative statements to test comprehension and critical thinking.

2.3.3 Assessment Indicators

- a. Students are able to identify and match animal names with appropriate pictures.
- b. Students are able to comprehend and select correct comparative adjectives in multiple-choice format.
- c. Students are able to complete sentences using appropriate comparative and superlative adjectives.
- d. Students are able to evaluate and determine the accuracy of comparative statements.
- e. Students demonstrate understanding of descriptive vocabulary related to animal characteristics (e.g., big, small, fast, slow, tall).

2.3.4 Questionnaire Format

A questionnaire consists of a set of written questions designed to gather information from respondents. Cohen (2013) describes it as a tool for collecting primary data. In this study, the questionnaire is provided in the students' native language to ensure clarity and comprehension. The questionnaire has 10 questions, where each question has a category as below.



Enjoyment & Engagement: Measures how much students enjoy and are engaged by the TPR method.

Comprehension & Understanding: Assesses whether students feel they understand English better using TPR.

2.4 Population and Sample

2.4.1 Population

The population encompasses all subjects involved in the research, meaning all elements within the research area. Best and Kahn (2006) describe a population as any group of individuals sharing a common characteristic that is relevant to the researcher. It is the broad group to which the researcher aims to generalize the findings from the sample. In this case, the population consists all of fifth-grade students at SDI Benteng No. 62 Kep. Selayar, with a total of 88 students.

2.4.2 Sample

A sample refers to a subset of the population selected for participation in a study. According to Arikunto (2010), a sample represents a portion of the population and includes a limited number of elements that mirror the larger group. In this study, the sample was selected using purposive sampling, a non-probability sampling technique. Class 5A, which consists of 22 students, was chosen as the sample because the researcher intended to introduce and apply the Total Physical Response (TPR) method in this class.

2.5 Method of Collecting Data

2.5.1 Questionnaire

To understand students' experiences with the Total Physical Response (TPR) method in their English learning, a questionnaire was administered. This questionnaire comprised ten closed-ended questions designed to capture students' feedback on the use of TPR in their English classes. The closed-ended format facilitated the quantification of responses, making it easier to perform statistical analysis. Students completed the questionnaire after the



st-test in classroom, and their responses were collected immediately for analysis.

Tests

The researcher used two types of tests—pre-test and post-test—to measure students' English proficiency and the effectiveness of the TPR intervention.

- **Pre-Test:** Prior to the TPR intervention, a pre-test was conducted to establish a baseline for students' English proficiency. This test consisted of 20 questions focusing on vocabulary. The pre-test was administered during the first session, and students' responses were collected on answer sheets to gauge their initial vocabulary skills. These results provided a benchmark against which improvements could be measured.
- **TPR Treatment:** After the pre-test, students participated in TPR-based learning activities. During the second session, the researcher implemented the TPR method, involving students in activities where they responded to commands like “jump” or “look at the board” by performing the corresponding actions. This interactive session aimed to reinforce vocabulary through physical engagement.
- **Post-Test:** Following the TPR treatment, a post-test was administered to evaluate the students' progress in vocabulary mastery. After the TPR (Total Physical Response) treatment, a post-test was administered to assess the students' progress in English speaking skills. The content of the post-test was identical to that of the pre-test and included 20 questions. This was done to ensure consistency and allow for a direct comparison of students' performance before and after the TPR intervention.

2.6 Method of Analysing Data

To gather data on students' English proficiency, the researcher administered tests. As per Shamoo and Resnik (2003), various analytical procedures facilitate the drawing of inductive conclusions from data and help identify patterns within the data. The steps for data analysis are as follows:

2.6.1 Questionnaire

A questionnaire consisting of ten closed-ended questions was administered to students. The scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The purpose of the analysis was to determine the overall perception of students



Regarding the use of the Total Physical Response (TPR) method in English language learning

To analyze the responses, the average score (mean) was calculated for each respondent. The formula used to calculate the average score is:

$$\bar{X} = \frac{\sum X}{n}$$

Where:

- \bar{X} : average score
- $\sum X$: the total score obtained
- n : the number of data points (in this case, respondents or items)

After calculating the average score for each respondent, the overall average was also calculated by summing all the individual averages and dividing by the total number of respondents. This result was then interpreted using the following scale:

- 4.21 – 5.00: Strongly Agree
- 3.41 – 4.20: Agree
- 2.61 – 3.40: Neutral
- 1.81 – 2.60: Disagree
- 1.00 – 1.80: Strongly Disagree

This interpretation helped to categorize students' perceptions based on their average responses. The use of the mean as a measure of central tendency in questionnaire analysis is appropriate in this context, as it allows for a clear summary of overall trends. This method is commonly used in educational research to analyze attitudinal data (Fraenkel, Wallen, & Hyun, 2012).

2.6.2 Test

The researcher employed tests to evaluate the effectiveness of the intervention by measuring student improvement through questions. Two types of tests were used: a pre-test and a post-test.

After the TPR-based teaching, a post-test was conducted to measure the improvement in students' English vocabulary. The questions of pre-test and post-test is same, involved 20 questions. The researcher analyzed the data from both the pre-test and post-test using normalized gain methods.



ake, 1998)

$$G = \frac{S_{Post} - S_{Pre}}{S_{Max} - S_{Pre}}$$

Note:

G: Normalized Gain

: > 0,7 (High gain)

: 0.3 – 0.7 (Medium gain)

: < 0,3 (Low gain)

Spost: Post-test score

Spre: Pre-test score

Smax: Maximum possible score