

PROFESSIONAL DEVELOPMENT FOR ELT TEACHER BY USING TOTAL PHYSICAL RESPONSE METHOD: TEACHER'S VOICE

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Abstract:

Total Physical Response (TPR) is an approach to learning English language that is appropriate for young children, whose learning priorities place a strong emphasis on activities that include movement and physical exercise. The purpose of this study is to ascertain how English vocabulary teachers perceive Total Physical Response (TPR) as a teaching method. The descriptive qualitative approach was employed in this investigation. Data were collected using surveys and interviews with primary school instructors who employed this strategy in order to meet the research goals. In all, 10 instructors took part in this study. The Total Physical Response method enables the students to acquire English vocabulary both more difficult and more easily, according to the results of the study. The findings of this research indicated that the used of total physical response (TPR) can help increase students' vocabulary and also increase students' desire to learn to know more vocabularies.

Keywords: Elementary students, teacher voice, total physical response (TPR), vocabulary

INTRODUCTION

Early childhood is youngsters matured 0-8 years. Children's early years are ideal for learning languages while also developing other very important life skills. When a child is younger than six years old, learning English is primarily used as an introduction to the language. Christina (Karini, 2018) says that children between the ages of 3 and 6 can understand English the quickest if they are used to saying words or phrases in English. English is a worldwide language that is vital and might actually be supposed to be required, particularly in youth. Because learning to speak English will teach children how to communicate with other people. Likewise, by dominating English, kids will effortlessly get to the universe of data and innovation. With the presentation of English since the beginning, youngsters will have better fundamental information prior to proceeding to a more significant level of instruction.

Dr. James J. Asher, a psychology professor at San Jose State University, created the Total Physical Response (TPR) method set with the intention of developing effective methods for teaching and learning languages. As indicated by Asher (1968), All out Actual Reaction was made to further develop unknown dialect listening abilities by giving an actual reaction when understudies hear unfamiliar orders. He went on to say that the way TPR works is that a teacher gives instructions to students in a foreign language, and then the students listen to the instructions and immediately respond by doing something physical.

Language learners must master vocabulary as one aspect of language. Jargon learning is significant on the grounds that understudies can talk, compose, and use jargon (Baiq Sumarni et al., 2022). Students must master vocabulary as the foundation of their English education. A few understudies find it hard to remember English jargon since they are not intrigued and seldom utilize the jargon in daily existence (Dzurotul Ilmi and Anwar, 2022). The outcome of the educational experience remembering for showing English is firmly affected by different angles, for example, dominance of the material and the manner in which the educator conveys the material. There is plausible of low understudy capability in dominating the showing materials conveyed by the educator because of the absence of educator ability in picking and utilizing educating strategies. There are a few educators who have picked learning strategies, fitting showing materials however have not had the option to apply learning techniques appropriately. In addition, Fahrurrozi (2017)

notes that many educators continue to employ conventional teaching strategies that do not actively involve students in the learning process. One technique for showing language particularly to youngsters is to utilize TPR.

Utilizing the TPR technique other than having the option to ease pressure from youngsters can likewise make a positive state of mind from understudies so they can work with learning. What's more, in the end it can build kids' inspiration and accomplishment in learning an unknown dialect (English) (Hafidah and Dewi, 2020). TPR places a greater emphasis on command instructions that are carried out with demonstrations, are simple for teachers to use, and are easily understood by students. There are a few presumptions about language discovering that should be thought about while showing English as an unknown dialect to youngsters, one of which is the implying that should be given to substantial items or by giving the encounters introduced. Students should be able to improve their vocabulary learning outcomes by using the TPR method to learn vocabulary in English. According to Fahrurrozi (2017), TPR also places an emphasis on the efficiency of learning in order to ensure that teachers and students meet the established learning objectives.

This significant technique shows how much exploration on the planet in regards to this TPR. In China (Duan, 2021) it shows that the All TPR, as a viable instructing, should be elevated and applied to preschool English showing from here on out. According to Wang et al., (2019) this analysis uncovered that this framework may be useful for learning English no matter what the kind of jargon being focused on. As a result, we come to the conclusion that CTPR is not only more beneficial to English learning than conventional individual TPR, but that it is also worthy of use and requires additional research to help English learners learn better.

According to research conducted in Indonesia (Ulfa & Salimah, 2016) that discussed TPR in both listening and vocabulary (Satri Adnyani, 2019), TPR significantly affects students' listening skills, causing them to be more active and relaxed during class. In view of past exploration directed by (Ummah, 2017); (Cahyawati and Antara, 2021), positive outcomes were found where understudy reactions were intrigued, blissful, and excited during the educational experience utilizing the TPR technique. Students can follow the teacher's instructions while learning by imitating the teacher's words. Using pictures helps them understand what is being taught. Different examinations connected with the utilization of the TPR technique additionally showed positive outcomes (Sariyati, 2013). (Wijayatiningsih and Mulyadi 2014); (2019; Mariyam & Musfiroh);

Zulfa and other, 2023); (Safira et al., 2022) and (Hidayat and Munandar, 2018) demonstrated that the utilization of the TPR and reiteration techniques can assist small kids with dominating basic jargon in English and furthermore expanded jargon in E-learning (Dewi and Fatmawati, 2022). The weaknesses in TPR, in addition to the positive impact, describe the study's findings (Astutik et al., 2019). Based on Larsen and Freeman's framework, it can be concluded that the teacher does not apply all the principles of the total physical response method. Teachers who do not know or even do not understand how to apply the TPR method are blamed for this problem. In addition, it is common knowledge that some English teachers in schools do not have a background in teaching English. Until now, they only used references from the internet to teach young students English without knowing the proper Total Physical Response theory. The study shows the importance of TPR research to find explanations for various features of TPR.

The gap or differences between this research and previous research. In Indonesia, there have not been many studies that explain TPR, especially on the island of Sumatra. And especially regarding the perception of a teacher who has taught TPR. Because of that, the aim of this study was to study how teachers perceive of TPR (Total Physical Response) to help the elementary student in learning vocabulary.

Literature Review

Vocabulary

Van Nook Bosch et.al in (Baiq Sumarni et al., 2022) contends that students are able to comprehend a word if they are able to comprehend its meaning when it is spoken. This intends that in learning jargon, understudies should know the significance and have the option to involve it in the right setting. Thornbury, Lee, and Chen assert this in (Baiq Sumarni et al., 2022) which expressed that understudies or students without jargon can't convey anything. This shows that jargon is vital in correspondence, despite the fact that understudies have great capacities in structure yet can't guarantee that they have adequate jargon to communicate their thoughts. The resulting structure will be useless without vocabulary. In EFL learning, the utilization of language for significant still up in the air by how the jargon is practically organized in a specific social setting. Total Physical Response (TPR) technique in language securing is to improve on language understanding and jargon reactions for the two students and advisors; this is accomplished through a successive chain way to deal with the TPR. While punctuation, jargon, and other relational

abilities are fundamental for developing language securing, TPR underscores just four relational abilities (tuning in, talking, perusing, and composing) (Ezenwobodo and Samuel, 2022).

Total Physical Response (TPR)

According to Astutik & Aulina (2018), "Total Physical Response (TPR) or Total Physical Response is an English language learning method that is suitable for early childhood. In this method, learning places a priority on activities that are directly related to movement and physical activity."

The TPR strategy can likewise make a positive state of mind in understudies which can work with realizing so it can build understudies' inspiration in learning the objective language, particularly English (Astutik and Aulina, 2018). Techniques in the educating and growing experience should be created to get better go for the gold. TPR has been created to advance improved brings about instructing and learning another dialect. TPR is of the opinion that it is essential for students to have a positive experience when learning a foreign language (Gusmuliana, 2018).

As per Larsen and Freeman in (Astutik and Aulina, 2018), there are thirteen angles in showing the TPR strategy, including: 1) It is necessary to present the target language in its entirety rather than simply word for word. 2's) how Understudies might interpret the objective language should created before talk. 3) At first, students quickly call a part of the language using their bodies. 4) Orders are a strong phonetic gadget by which educators can coordinate understudy conduct. 5) Understudies can learn through noticing activities and making moves themselves. 6) understudies actually should feel effective. Sensations of progress and low uneasiness work with learning. 7) It is possible for students to forget routines. 8) Amendments should be made in a subtle way. 9) Understudies ought to foster adaptability in seeing new blends of target language pieces. They need to see more than the specific sentences utilized in preparing. Oddity is additionally propelling. 10) Learning a language is more successful when it is enjoyable. 11) Communicated in language should be accentuated in composed language. 12) Understudies will begin talking when they are prepared. 13) Understudies are supposed to commit errors when they initially begin talking. They must be tolerated by the teacher. Work on fine language subtleties ought to be deferred until understudies become to some degree capable.

The TPR strategy has two elements (Hafidah and Dewi, 2020). To begin with, it is realized that language exercises are composed by the left mind, while proactive tasks are facilitated by the right cerebrum. Children will be able to use these two brain regions more effectively when TPR is used in language learning (Asher in Suhendan, 2013). Second, while learning a language and the youngster centers around the developments, so the kid will procure the language without acknowledging it. This will absolutely decrease weight on youngsters when they become familiar with the language.

There are numerous benefits to the Total Physical Response (TPR) method. The advantages of the TPR approach have been accumulated by Widodo (Dzurotul Ilmi & Anwar, 2022). The first is an effective teaching strategy that can be utilized by adults as well as children. That is, this strategy can be utilized for secondary school understudies. Second, it's exceptionally simple to recollect. This can assist understudies with recalling expressions or words in English. Thirdly, it's a lot of fun, and students enjoy using it to learn vocabulary. It can truly speed up and mind-set of learning. Fourth, they may be able to enhance the enjoyment of teaching for both students and teachers. Fifth, it is appropriate for students who must participate actively in class. For instance, because they can only meet in virtual learning, students find it difficult to express themselves in class. 6th, no matter what the quantity of understudies required, as long as the educator is prepared to lead, the understudies will follow. Seventh, mixed ability classes can also benefit from this approach. All students are able to effectively comprehend a foreign language thanks to pictures and physical actions. Eighth, successful for youthful understudies. Lastly, the TPR technique requires coordination of the right and left sides of the equator of the human mind.

As such, Asher's TPR is the 'Regular Strategy' as in learning a subsequent language follows the naturalistic course of learning a first language. According to Putri, R. (2016), there are three such central processes:

(a) Children acquire listening competence prior to developing speaking skills. In the beginning stages of first language securing, they can comprehend complex expressions, which they see as hard to make or copy immediately. Asher took into account the fact that a student can mentally construct a "blueprint" of possible language, making it possible for them to speak later during this listening period;

(b) the capacity to pay attention to youngsters' comprehension is gotten in light of the fact that kids need to answer actually to communicated in language as parental orders; And (c) speech naturally and effortlessly develops from the foundation of listening comprehension.

The TPR applied by the educator expects to present jargon and articulations without presenting the Indonesian same (deciphering). The method for presenting learning material is with rehashed developments; then joined by the way to express jargon/articulations in English. The child can deduce the meaning of movements, facial expressions, and repetitions using this method (Diana et al., 2022).

Advantages and Disadvantages

1. We talked about the hypothesis of the TPR strategy. However, each approach has advantages and disadvantages. The benefits incorporate (Nigora, 2018):
2. It's loads of tomfoolery. Understudies appreciate it, and this strategy can be a genuine stirrer in the homeroom. It improves the mood and pace.
3. Extremely viable. It doesn't assist understudies with perceiving expressions or words.
4. Suitable for kinesthetic students who must be active in class.
5. Can be utilized in enormous or little classes. Students will follow you regardless of how many students you have in this situation if you are prepared to lead.
6. It works well for classes with different abilities. All students will be able to comprehend and apply the target language if they are able to effectively convey meaning through physical actions.
7. It doesn't need a great deal of readiness or materials to utilize TPR. In this case, getting ready shouldn't take long if you're good at what you want to practice.
8. Extremely viable with teens and youthful students.
9. Learn using both the left and right brains.

Notwithstanding these benefits, TPR has hindrances. These include (Nigora, 2018):

1. Understudies who are not used to such things might feel humiliated. This can occur from the start assuming the instructor is prepared to make a move, understudies will feel more glad to copy. Furthermore, students work in groups and are not required to perform in front of the entire class. Teachers only experience this happiness.
2. Only appropriate for beginners. Whist, obviously it's substantially more valuable at lower levels as the objective language loans itself well to such exercises in spite of the

fact that it tends to be executed effectively at Moderate and High level levels. It is essential to adjust the language accordingly in this instance. For instance, while instructing "how to stroll" to a high level class and cooking action words to middle of the road understudies, TPR can be utilized.

3. It cannot be used to teach everything, and if used frequently, it will become monotonous. This strategy is a great method for changing the elements and speed of an illustration utilized related to different strategies and procedures. So, TPR should be joined with others since it requires a ton of energy so the student doesn't get exhausted learning the language; And
4. While the utilization of TPR in the homeroom is frequently viable, there are downsides. One of the shortcomings of this strategy is that when an educator involves TPR in their illustrations, they will experience issues showing jargon or dynamic articulations. As an answer, the educator can compose the word on the image card on the off chance that there is one. Another disadvantage is that teachers who use TPR for an extended period of time without substituting for other activities that assist in teaching the target language may find it ineffective. TPR tends to ignore narratives, descriptions, and conversational language because it contains more commands.

Previous study about TPR

Research in Vietnam (Trung Cang et al., 2021) also demonstrated that TPR-based vocabulary acquisition is perceived favorably by students. Moreover, the aftereffects of the meetings likewise uncovered that there were constraints that were in some cases improper, particularly for certain understudies who succeeded in class. The outcomes feature the effect of TPR on youthful students' jargon capacities and view of TPR and give a few significant elements to additional examination studies connected with TPR techniques in instructing jargon to youthful students.

The TPR method was the subject of one of the studies (Diana et al., 2022). This examination makes sense of that Total Physical Response (TPR) strategy can be utilized to impart Social Mindfulness in understudies. Repeated learning activities and the selection of appropriate materials for teaching English in elementary schools can accomplish this. The most common way of acquiring Social Mindfulness through the TPR strategy can go through three phases, to be specific Pre-Instructing, Whist-Educating, and Post-Educating. During the Pre-Teaching phase,

the instructor will welcome the students, set up their seats, pray, and warm up with singing to inspire them. Understanding situations in which students can follow the teacher's instructions is an aspect of social awareness that emerges at this stage. During the while-teaching stage, the instructor introduces students to vocabulary through language-presentational movements and games. At this stage social mindfulness seems which incorporates sympathy, hierarchical mindfulness, and comprehension of the circumstance. Teachers evaluate learning activities, provide feedback to students, and distribute worksheets to students at the Post-Teaching location. At this stage, arising Social Mindfulness incorporates comprehension of the circumstance and compassion.

It was explained in another study (Karini, 2018) that the Total Physical Response Method could also be used to teach children English. By using functional English like "Show and tell," this method helps children understand language skills more quickly. Fun English learning exercises (over English learning) were completed this time, taking into account the energy of the youngsters at the Kudi Understanding Park, Cunil Hamlet, Pegalongan Town, Banyumas in each action given. Additionally, the objective of this English learning activity is to provide them with English introduction material from a young age so that they are accustomed to dealing with English-related issues.

Other exploration (Zur and Selfieni, 2022) has uncovered that the use of the TPR technique in learning English in class makes class more tomfoolery, fascinating, and gives new encounters to understudies. While the advantages of applying the TPR strategy in the educational experience in the homeroom incorporate making it simpler for understudies to comprehend the material, empowering understudy inspiration, empowering understudy excitement, making understudies more intrigued and dynamic in partaking in the growing experience.

Further examination (Azli and Arif, 2016) on TPR connected with spotting abilities. In view of the aftereffects of the review, there were five significant subjects that rose up out of the information connected with the educator's voice about the TPR strategy in showing talking abilities like body developments in showing talking abilities, troubles in learning jargon, compelling techniques in showing talking abilities, cooperation and association in showing talking abilities, and pretend in showing talking abilities. The TPR method should be used to teach speaking, and teachers who use this method should learn how to manage their classrooms appropriately.

The most recent examination gathered by the scientist (Nuraeni, 2019b); (Nuraeni, 2019a) showed that in the wake of applying the TPR technique consistently, they are extremely energetic, engaged and intelligent in learning exercises, particularly in jargon and understanding. Likewise, the showing system through Total Physical Response (TPR) strategy is additionally working out in a good way. This is reflected in the understudies' capacity to characterize the importance of jargon as per the unique circumstance. The teacher can also be followed by the students. This can be outlined from the cooperation of understudies in a more dynamic open learning climate since they will have a more charming opportunity for growth and can without much of a stretch grasp the learning material given by the educator. There are two exploration discoveries, first, this TPR strategy can be executed for understudies who fall into the class of youthful students and the outcomes show that this technique is viable. Second, in view of the information, it tends to be reasoned that understudies have worked on their jargon and perception. This is proven by the pre-test and post-test scores.

METHODOLOGY

The technique utilized in this exploration is clear subjective examination strategy. This technique was picked on the grounds that this examination will give an outline of educators' impression of the Absolute Actual Reaction (TPR) strategy in showing English Jargon and at last form ends in view of the information acquired. The participants' behavioral patterns regarding performance and perceptions of using the Total Physical Response method were the subject of this research, which was carried out in a natural setting. In addition, descriptive research methods are taken into consideration (Creswell, 2006) for the purpose of evaluating hypotheses or questions regarding the current research situation and gathering information about the conditions that exist. Researchers also used interviews as part of a qualitative research strategy to find out how teachers felt about using the TPR method. Determined to acquire data from the suppositions and sensations of members and reaching solid inferences.

Participant

According to (McMilan, 2001), the sample can be chosen from a larger group of people, referred to as a population, or simply the subject or group from which the data are collected (even if the subject is not chosen for the population). The participants in this study are educators. Ten elementary school English teachers in North Sumatra make up the study's sample.

Instrument

Data was gathered by researchers through interviews and questionnaires. In this review, a poll was utilized to get data about understudies' impression of the TPR strategy in showing English jargon. Based on previous research (Dzurotul Ilmi & Anwar, 2022), this questionnaire has been modified. There are 15 questions in the questionnaire, each of which has suggested responses. Due to a lack of questionnaires, the research relied on interviews for supporting data. In order to verify the findings of the questionnaire, interviews were conducted with a number of teachers. The interviews focused on the teacher's perceptions of how students used the TPR method to learn vocabulary.

Data analysis

Information examination in this subjective exploration utilizes story conversation by portraying exhaustively the discoveries or examination results and summing up them to figure out how profound the consequences of this exploration are. The survey design's questionnaire is the form that the research participants fill out and return to the author. Respondents chose replies to questions and validated individual measurements or fundamental socioeconomics. By creating columns-based tables, record processing makes use of statistical percentages. Then, at that point, interviews were directed after all educators addressed the survey. This is finished to decide the educator's view of the TPR technique in instructing jargon. (Alwasiah, 2009) contends that meetings were led to acquire profundity in the examination subject. In top to bottom meetings, the individual under study can acquire more data on the subject with respect to their reactions utilizing the TPR technique.

FINDINGS AND DISCUSSION

The analyst concluded that the tables were separated into three parts in every classification and the poll included fifteen inquiries and managed class collaborations. This survey has been added to the educator, one poll sheet for one understudy. The teacher's perceptions of TPR activities in the virtual class for learning English vocabulary make up the first section of the questionnaire. There are five different questions in this section. All teachers are interested in using the TPR method to learn English vocabulary. They appreciate learning English, increment cooperation in class exercises, thus educators can apply English learning procedures with this strategy and for educator to further develop their learning jargon. The table's results have a positive correlation with teacher achievement.

Table 1. Teacher' perception Toward TPR Activity Number

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I feel easy learning with this method	60%	40%	0%	0%
2.	I understand lessons more quickly using this technique	70%	30%	0%	0%
3.	I feel enjoy and active learning with this method	70%	30%	0%	0%
4.	I get new information through this method	60%	30%	10%	0%
5.	I love learning vocabulary by using this method	80%	20%	0%	0%

From table 1 over, the principal question got a decent reaction from educator with a sum of 60% unequivocally concurring and 40% concurring that they find it simple to master utilizing the TPR technique. 70% of respondents strongly agreed, while 30% agreed, that this method would help them comprehend the question more quickly. Then for question number three, educator addressed unequivocally concur 70%, concurred 30%. Nonetheless, most educator feel cheerful and partake effectively in getting the hang of utilizing this technique. In addition, the teacher responded strongly agreeing with 60% and agreeing with 30% to question number four. Based on these findings, it appears that teachers gain new knowledge through this approach. ten percent of respondents expressed disagreement, and one educator believes that this approach does not provide new information. At last, for question number five, 80% firmly concurred and 20% concurred that instructor said learning jargon utilizing this strategy was entertaining. So one might say that the TPR technique gets a decent reaction according to the perspective of instructor. According to teachers, this method made learning vocabulary fun and easy.

The second piece of the survey is the impression of the advantages of the TPR strategy during virtual gatherings while learning English jargon. There are five different questions in this section. All instructor effectively answered the TPR joined technique for showing English jargon. They additionally offer great perspective for this technique.

Table 2. Teacher' perception Toward the Benefit of TPR Number

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
6.	I can get more information using this method	30%	70%	0%	0%
7.	I can learn the material through this method	60%	40%	0%	0%
8.	I feel happy to learn through this method	20%	60%	20%	0%
9.	I can learn quickly and easily	60%	40%	0%	0%
10.	I am motivated to learn vocabulary through this method	60%	40%	0%	0%

From table 2 above, instructor who addressed question number six came by adjusted results, to be specific 30% firmly concurred and 70% concurred. This implies that instructors get a great deal of data by utilizing this TPR technique. because it is common knowledge that they only ever employ the direct method when learning vocabulary. Some instructor go over this strategy. Then for question number seven, it was viewed that as 60% firmly concurred and 40% consented to concentrate on the material utilizing this technique. For the eighth question, 20% of teachers strongly agreed, 60% agreed, and three teachers, or 10%, disagreed that they enjoyed learning this way. While some teachers were pleased with this method of instruction, some students expressed dissatisfaction. "I like learning English vocabulary, but it would be better if it could be done face to face," "it is very fun to use this method, but I am late in learning because of network problems," and "studying with this method reduced my stress a bit due to the pandemic and I got some interesting new information" were some of the teacher's responses, according to the researcher. The teacher who responded to question nine then strongly agreed with 60% and agreed with 40%. Educator expressed that they could learn jargon rapidly and effectively utilizing this technique. Teachers who are interested in learning vocabulary will benefit greatly from this approach. English word. English is difficult for instructor who utilize English as their second language At long last, educator responding to address number ten unequivocally concur 60% and concur 40%. Mention that they are inspired to learn vocabulary using this method. Educator said they got solidarity to track down new jargon in learning English.

The third piece of the survey is the insight about the shortcoming of the TPR strategy while learning English jargon. There are five different questions in this section. For the most part, the instructor are enjoyed learning with this strategy. The teacher's response to this questionnaire demonstrated the outcome.

Table 3. Teacher' perception Toward the Weakness of TPR

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
11.	I do not understand when I learn through this method	0%	0%	40%	60%
12.	This method is less fit to use at the time of learning	0%	0%	20%	80%
13.	I feel bored quickly	0%	20%	30%	50%
14.	I prefer learning by way of discussions, lectures etc., rather than using this method	0%	0%	40%	50%
15.	I can't improve my learning ability through this method	0%	0%	30%	70%

According to the data presented in table 3 above, responses to question number eleven indicated that forty percent of respondents were in agreement with the statement, while sixty percent of respondents were strongly in agreement. In general, educators can comprehend the material well with this strategy despite the fact that it is finished in virtual gatherings. Question number twelve expressed that they differ 20% and firmly differ 80% on the explanation that the TPR technique was not appropriate for use in learning English jargon. Educators guarantee that with this technique they utilize new jargon and consolidate their old jargon in daily existence. They also claimed to have gained confidence in their use of English vocabulary. Moreover, question number thirteen finds a critical solution from the instructor. Educators addressed concur 20%, differ 30% and emphatically differ half. Educator who addressed concurred expressed that "I feel exhausted while learning jargon." However, when students learn this way, the majority of teachers are happy and engaged. Then, at that point, for question number fourteen instructor responded to concur 10%, differ 40% and unequivocally differ half that they favor learning English jargon utilizing this technique. One teacher, on the other hand, stated that direct and discussion

approaches were her favorites. At last, for question number fifteen, educator addressed that they differ 30% and emphatically differ 70% which expressed that they couldn't build their jargon while contemplating with the TPR strategy. In any case, the educator's response was exceptionally astounding. The majority of them said that they could work on their English jargon by utilizing the TPR strategy.

The researcher attempted to provide supporting data in the form of one-on-one interviews through virtual meetings with some of these teachers based on the results of the respondents' responses regarding the use of the Total Physical Response method in teaching vocabulary. From the aftereffects of these meetings, the analyst acquired a few significant focuses in involving the TPR technique in showing English jargon. What is your take on All out Actual Reaction technique? In view of the meeting

It was observed that the TPR technique was a vital strategy for educator in expanding their dominance of English jargon and giving advantages to the turn of events and use of learning for educators. How is the utilization of the TPR technique in the educational experience? A few educators addressed that the use of the TPR strategy which was completed in a virtual gathering was very palatable. Educator are not effortlessly exhausted following examples before a PC screen for an hour since learning with this strategy includes educator' physical and engine developments in mimicking what is told by the instructor. The TPR strategy additionally helps educator think fundamentally and look for new data or experiences about English jargon. As a result, this approach assists teachers in the learning process.

Do you feel that the TPR technique has changed your review design? The TPR strategy can further develop educator' decisive reasoning cycles and stir their motoric frameworks to do guidelines on articles and others. The impact of the TPR method is the next question that researchers want to know the answer to. What is the effect of utilizing the TPR technique on expanding your jargon? The teacher has improved her vocabulary acquisition. They guarantee that this technique stirs their advantage in learning English more than previously. The educator concede that before the utilization of this strategy, learning English was hard for them to comprehend. However, teachers become motivated to learn English after employing this strategy. The instructor likewise said that they were blissful. Activities for teaching and learning are not dull.

The majority of teachers assert that students learning a second language can benefit from the Total Physical Response method. According to Evan (2011), Asher, a professor at San José

State University, was inspired by the way that children learn their first language by responding to commands with physical responses. Asher started TPR because he wanted to know why learning a second language is so hard for so many people while learning their first language is easy for almost everyone (Kennedy, 2000). Teachers respond positively to TPR-based learning activities, as shown in Table 1. It was demonstrated that they did not encounter any significant challenges while learning. Instead, they became enthusiastic about using this method to learn vocabulary and actively participated in it.

As a result, Asher found the solution because many teachers did not use the methods they did when students learned their first language, and second language learning environments frequently put pressure on students (Kennedy, 2000; Fuentes, Maroto, and Garrido). Educators said it was truly challenging for them to educate due to their absence of understanding in applying educating strategies. Consequently, they infer that Dr. Asher chose to adopt a peaceful strategy to second language advancing as well as first language learning in which the kid learning the language truly answers the orders of the guardians. The TPR method was developed to aid in the teaching of English vocabulary. The presence of the TPR technique can decrease different issues looked by educators when they need to confront what is going on that expects them to simply have the option to meet eye to eye through virtual gatherings. Nonetheless, the understudies were not deterred from learning despite the fact that they looked energetic despite the fact that they could meet eye to eye before the PC screen. As cited in Table 3, the specialists uncovered that most educators had the option to further develop their learning designs by applying this technique. The understudies said that really learning English is simple and tomfoolery whenever finished with the right methodology. The TPR technique is professed to have the option to assist understudies with defeating pressure. To put it another way, the design of TPR is based on the way children learn their native language (Neupane, 2008).

CONCLUSION

Based on the results of data analysis and discussion obtained, it can be concluded that the total physical response method can be used well in improving students' English vocabulary mastery according to the perceptions of teachers who use English as their second language. Moreover, the application of this TPR method to elementary school students. This method proved to be very suitable for learning vocabulary because it can be applied expressively with gestures. The students said they enjoyed learning vocabulary with this method because it reduced their stress. The TPR

method can motivate students to be interested in learning English vocabulary because this method is very entertaining for them. This is evidenced by their opinions and enthusiasm during learning activities.

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