

Teachers' Perception on The Total Physical Response Use in Teaching Vocabulary to Students at Elementary Schools in Indonesia

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Abstract: This research aimed to investigate the perceptions of English teachers who had implemented the Total Physical Response (TPR) method in teaching vocabulary to young learners. TPR is a dynamic, varied, and engaging method that enhances students' attention and comprehension during language lessons. The research applied a qualitative descriptive approach, focusing on English teachers at Jepang Elementary Schools, Kudus, Central Java, Indonesia, where TPR had been applied in English vocabulary instruction. Data were gathered through questionnaires and interviews with the teachers. The results showed that TPR was highly effective in teaching vocabulary. According to the teachers' perceptions, TPR significantly improved students' vocabulary comprehension and retention by incorporating interactive physical movements. These findings proved that TPR facilitated better understanding and long-term retention of vocabulary among young learners. Future research on the TPR method should focus on developing supplementary techniques for teaching abstract vocabulary, supporting students' lack of understanding with physical movements, and streamlining preparation. Additionally, evaluating the long-term effects of TPR on vocabulary retention and exploring its adaptability across various cultural and educational contexts could provide valuable insights.

Keywords: teachers' perception, TPR Method, teaching vocabulary

INTRODUCTION

Education is one of the most critical aspects of human life, providing the foundation for individual growth and societal development. It is the key to understanding the world and improving one's quality of life. Education is a universal right, regardless of gender, religion, race, or socioeconomic status. Language plays a pivotal role in education, as it is the primary medium through which knowledge is communicated and ideas are exchanged. Language enhances interpersonal communication, allowing individuals to express thoughts, emotions, and opinions. In this context, English, as an international language, holds significant importance in the modern world, serving as a bridge for global communication. (Madjdi & Rokhayani, 2022).

In Indonesia, English is taught as a foreign language, and its teaching, especially to young learners, presents unique challenges. Most students are not exposed to English outside the classroom, which makes mastering the language more complex than other subjects. Moreover, the learning process of a new language can be daunting for young students due to their developing cognitive abilities and limited exposure to the language environment. To address this, teachers need to employ innovative and engaging methods that cater to the specific needs of young learners (Ghasemi & Hashemi, 2011).

The development of global education and the need for human resource development have led to an increased focus on English language learning in Indonesia. As a result, English has become a mandatory subject in many schools. However, teaching English to young learners differs significantly from teaching it to adults. Children have shorter attention spans and need learning environments that engage their senses through hands-on activities,

auditory input, and visual stimuli. (Ghasemi & Hashemi, 2011). According to Ghasemi and Hashemi (2011), there are two key reasons why teaching foreign languages early is beneficial: first, children absorb language more easily at a young age; and second, childhood is a critical period for natural language acquisition due to the brain's plasticity. Before mastering the four main language skills—speaking, reading, listening, and writing—students must build a strong foundation in vocabulary first, as it forms the basis for all language use.

Effective methods in teaching vocabulary are therefore crucial in helping students develop their language skills. One such method is the Total Physical Response (TPR) method, created by American psychologist James Asher. TPR is based on how children acquire their first language, emphasizing physical movement in the learning process. According to Asher's theory, language is best learned when it is paired with physical activity. This aligns with the psychological "trace theory," which posits that the more physical movements associated with language learning, the more vivid and long-lasting the memory of that language becomes (Mariyam & Musfiroh, 2019). This method encourages students to use their bodies to act out commands or concepts in the target language, which can make learning more engaging and effective.

Using TPR has been explored in various studies. For instance, Ibrahim and Septianti (2018) conducted research on students' perceptions of teaching English vocabulary through the TPR method in eighth-grade classes of one junior high school Purwakarta. The study found that TPR helped improve vocabulary retention and created a more enjoyable learning environment. Similarly, Supriyatin and Argawati (2021) examined the use of TPR in junior high schools in Cimahi, and they found that it increased students' motivation and creativity, as well as their understanding of vocabulary. In their research, students showed improved test scores after the implementation of TPR in vocabulary lessons. It suggests that the method is not only engaging but also effective in helping students retain new words.

Further supporting the efficacy of TPR, Gayanti and Satriani (2020) conducted a study in which they applied TPR to teach vocabulary to eighth-grade students. Their findings indicated that students who learned through TPR had better recall and understanding of new vocabulary than those who did not. TPR helped make the learning process more interactive and enjoyable, contributing to better retention (Gayanti & Satriani, 2020).

However, while these studies have shown positive outcomes in using TPR, they have predominantly focused on older students, such as those in junior high school. There is a gap in research regarding the application of TPR in elementary school settings, particularly in Indonesia. This research aims to fill that gap by focusing on the perceptions of English teachers at Jepang Elementary Schools, Kudus, Central Java, Indonesia, who have used the TPR method in teaching vocabulary. Elementary school students are at a crucial stage in their language development, and understanding how effective TPR is for this age group is essential for improving teaching methods (Annajmi, 2023).

This research explores both the strengths and weaknesses of the TPR method as perceived by the teachers. By understanding the teachers' perceptions, this research aims to provide insights into how TPR can be better utilized in teaching English vocabulary to young learners, contributing to the broader field of language education in Indonesia.

RESEARCH METHOD

This research used a descriptive qualitative research method. Qualitative research was conducted in the field and utilized pre-existing knowledge to gain a deeper understanding of

a subject. (Aspers & Corte, 2019). The focus of this research was to explore the perceptions of English teachers regarding using the Total Physical Response (TPR) method in teaching vocabulary. The data for this research were generated in written form based on interviews with the English teachers as participants.

This research was conducted at Jepang Kudus Elementary School, located in Jepang Village, Mejobo District, Kudus Regency, Central Java, Indonesia, in July 2024. The respondents of the research were the 5 English teachers who taught at the school, as they were considered to have the most knowledge of the TPR method in teaching vocabulary. The data collected in this research were the teachers' perceptions of using the TPR method to teach vocabulary to their students.

Data collection was carried out through questionnaires and structured interview techniques. Structured interviews were conducted by preparing systematic questions that were organized in a standard format. In addition, questionnaires were used to obtain the teachers' responses regarding using the TPR method. Sugiyono explained that a questionnaire was a data collection technique that gave respondents a set of written questions or statements to answer, (Turmini et al., 2019). In this research, the questionnaire comprised of 12 questions related to the teachers' responses to teaching vocabulary using the TPR method.

The trustworthiness of the data in this research was ensured through the procedure of trustworthiness, which aimed to reduce errors in data collection and increase the validity of the research findings. One technique used was member checking, a stage in which the accuracy of the collected data was verified by re-examining it. This technique helped enhance the credibility and reliability of the research findings.

Data analysis was conducted in three stages: data reduction, data presentation, and drawing or verifying conclusions. In the data reduction stage, the data obtained from interviews and questionnaires was selected and simplified to focus on categories relevant to the research. Then, in the data presentation stage, the data were organized narratively to facilitate thorough analysis. Finally, in the conclusion-drawing stage, the researcher connected the findings with existing theories and previous research to ensure the validity of the results. The researcher also examined the alignment between their findings and those of other researchers to strengthen the credibility and expand understanding of the topic.

RESULTS AND DISCUSSION

The advantages of using the TPR method in teaching vocabulary at Jepang Elementary Schools, Kudus, Central Java, Indonesia.

Table 1. Questionnaire on the advantages of using the TPR method

No.	Question	Percentage	Number of Respondents
1.	Do you find the TPR method effective in teaching new vocabulary to students?	60% Very Effective 40% Effective	Very Effective: 3, Effective: 2, Somewhat Effective: 0, Less Effective: 0, Not Effective: 0

2.	How does the TPR method help students remember new vocabulary?	80% Very Helpful, 20% Helpful	Very Helpful: 4, Helpful: 1, Somewhat Helpful: 0, Less Helpful: 0, Not Helpful: 0
3.	Do students understand new vocabulary faster using the TPR method?	40% Very Fast, 60% Fast	Very Fast: 2, Fast: 3, Somewhat Fast: 0, Slow: 0, Very Slow: 0
4.	How does the TPR method affect student engagement in the learning process?	60% Significantly Increases Engagement, 40% Increases Engagement	Significantly Increases Engagement: 3, Increases Engagement: 2, Somewhat Increases Engagement: 0, Slightly Increases Engagement: 0, Does Not Increase Engagement: 0
5.	Does the TPR method help students in developing vocabulary mastery?	60% Very Helpful, 40% Helpful	Very Helpful: 3, Helpful: 2, Somewhat Helpful: 0, Less Helpful: 0, Not Helpful: 0
6.	How flexible is the TPR method in accommodating various learning styles of students?	40% Very Flexible, 60% Flexible	Very Flexible: 2, Flexible: 3, Somewhat Flexible: 0, Less Flexible: 0, Not Flexible: 0
7.	Does the TPR method help reduce students' anxiety when learning a new language?	80% Very Helpful, 20% Helpful	Very Helpful: 4, Helpful: 1, Somewhat Helpful: 0, Less Helpful: 0, Not Helpful: 0

Based on the results of the questionnaire, the Total Physical Response (TPR) method was proven effective in teaching vocabulary. About 60% of respondents rated TPR as a very effective method, while another 40% considered this method to be effective. TPR was proven to significantly help in improving memory, with 80% of respondents stating that this method was very helpful in strengthening the vocabulary learned. Regarding learning speed, 40% of respondents noted that students understood new vocabulary very quickly, while another 60% also noted that students showed good learning speed. TPR also positively impacts student engagement, with 60% of participants reporting a significant increase in student engagement and another 40% agreeing that the method increases overall student participation. This method is highly valued in developing vocabulary mastery, with 60% of respondents finding TPR very helpful, while another 40% consider it a functional and useful method. One aspect differentiating TPR is its flexibility, which allows the method to adapt to various student learning styles. About 40% of respondents rated TPR as very flexible, while 60% rated this method as flexible. Apart from that, TPR also plays a role in reducing student anxiety. As many as 80% of respondents felt that TPR was very helpful in reducing the stress experienced by students, which shows that this method is not only effective in the academic aspect but also in creating a more comfortable learning environment and supporting students' emotional well-being.

The results of interviews with teachers at Jepang Elementary Schools, Kudus, Central Java, Indonesia, showed that all English teachers at these schools praised the Total Physical Response (TPR) method for its effectiveness in teaching vocabulary. According to one teacher "TPR makes it easier for students to remember vocabulary because they practice it with physical movements." This statement reflects the general view that the TPR method helps students memorize new vocabulary and facilitates a more enjoyable and memorable learning process. Teachers also note that TPR increases student engagement, especially for those who tend to be passive. One teacher shared, "The TPR method encourages children to be active; if there are students who are less interested, they can see their friends doing physical movements, which motivate them to participate." This suggests that the physical approach in TPR has a significant positive effect in attracting the attention of students who may feel less engaged in traditional learning methods. Furthermore, some teachers noted that TPR helps create a more dynamic and interactive classroom atmosphere. By involving the student body in learning activities, TPR optimizes the process of remembering vocabulary and strengthens students' social skills. This can be seen in the interactions between students during TPR activities, where they support and learn from each other, enhancing collaborative skills and a sense of community within the classroom. Additionally, teachers observed that TPR can be adapted for different student ability levels. They note that this method can be adapted to individual student needs so that each student can learn at their own pace and learning style. This allows for more inclusive learning and provides a greater opportunity for each student to succeed in vocabulary mastery. Overall, these interviews confirm that the TPR method has been proven effective in vocabulary learning at Jepang Elementary Schools, Kudus, Central Java, Indonesia. It has a significant positive impact on student engagement and their learning process.

One of the teachers highlighted the advantages of the Total Physical Response (TPR) method in strengthening students' memory through repetition and physical engagement. The teacher argued, "By involving body movements, students' memories become stronger because they not only listen but also practice it directly." Physical involvement in the learning process helps students to remember better and understand the material being taught because they experience the learning process directly and actively. This approach allows students to use their various senses and integrates body movements with the information being taught, thereby creating a more holistic and in-depth learning experience. Furthermore, the TPR method has also been proven to make learning more enjoyable. One teacher said, "The TPR method makes students happy, and they enjoy the learning delivered by the teacher." This interactive and dynamic approach makes students feel more motivated to participate in lessons. Enjoyment of learning can increase student engagement and help them to overcome difficulties in understanding the material more easily. This method stimulates students' interest in learning and creates a positive and enjoyable classroom atmosphere. Thus, the TPR method focuses on academic achievement and developing students' social and emotional skills, which are important aspects of learning at the elementary school level.

However, teachers face various challenges in preparing appropriate movements, especially when teaching abstract vocabulary or dealing with shy students. One teacher said,

"The biggest challenge is preparing movements that go along with the material and make all students feel comfortable." The movements must reflect the meaning of the words clearly, which can be difficult, especially when the vocabulary being taught is not concrete or easy to understand through physical movements. Additionally, shy students may feel awkward or reluctant to engage actively, which can hinder the effectiveness of this method. Teachers must be creative in overcoming these obstacles, often requiring adjustments or modifications to ensure that all students can participate and understand the material well, regardless of their personality or comfort level. Despite these challenges, the teachers agreed that the benefits of the TPR method outweighed the difficulties faced. They note that with practice and experience, implementation of this method becomes easier and more natural. One teacher explained, "This method does not require more preparation because I use it often, so I am already used to teaching it with this method." Continuous experience and practice enable teachers to become increasingly adept at preparing effective and interesting movements and creating a classroom atmosphere that supports learning. Ultimately, although there may initially be a learning curve for teachers in implementing TPR, many find that the benefits of this method, such as increased student engagement and better vocabulary mastery, are well worth the effort and adjustments required.

Based on available data, the Total Physical Response (TPR) method has proven to be a very effective approach to teaching English vocabulary, as supported by a survey conducted at Jepang Elementary Schools, Kudus, Central Java, Indonesia, and previous research by (Ibrohim & Septianti, 2018). The survey shows that 60% of respondents rated TPR as a very effective method. In comparison, another 40% found this method effective, reflecting Ibrahim & Septianti's findings, where 80% of students agreed that TPR helps in vocabulary acquisition and increases enjoyment in learning. The TPR method improves vocabulary retention and speeds up comprehension, with 60% of the respondents reporting rapid vocabulary comprehension and 80% admitting improvements in vocabulary retention. The findings from these two studies highlight TPR's ability to create an interactive and engaging learning environment, increasing student participation and satisfaction. The TPR method relies on physical movement to reinforce learning, which is especially beneficial for students with a kinesthetic learning style. The success of TPR in increasing the effectiveness of vocabulary learning can be attributed to its ability to utilize physical aspects in the learning process, allowing students to associate new words with actions and movements. This makes the learning process more enjoyable and helps students remember vocabulary better and longer. By integrating physical activity into the learning process, TPR creates a more holistic and inclusive learning experience, which can be applied in various educational settings. In a broader educational context, this method offers a flexible and adaptive approach, allowing teachers to adapt teaching strategies according to the needs and characteristics of their students. TPR can enrich students' learning experiences by providing opportunities to interact directly with teaching materials, which, in the end, can increase motivation and learning outcomes. Therefore, TPR is an effective tool in teaching English vocabulary and a method that can be adapted to various learning styles and different educational contexts. This research, together with Ibrahim & Septianti's findings, emphasizes the importance of considering innovative teaching methods that are oriented to student needs to achieve optimal learning outcomes.

The Total Physical Response (TPR) method has been proven effective in increasing student engagement, as demonstrated by the teachers and is supported by research (Zur & Selfieni, 2022). These two studies reveal that implementing TPR makes the classroom atmosphere more enjoyable, significantly increases students' motivation, and encourages active participation in learning activities. Around 60% of respondents stated that the TPR method significantly increased student engagement in class. Meanwhile, the remaining 40% also acknowledged clear improvements in this regard. Teachers at the school observed that applying physical movement in TPR was very important in motivating less active students to participate in class activities. (Zur & Selfieni, 2022), Research further supports these findings by showing similar benefits in a Madrasah Tsanawiyah. TPR creates a motivating and engaging learning environment with clear positive effects on student engagement. These findings suggest that TPR is effective in one educational context and can be applied successfully in various educational settings, leading to increased active participation and better learning outcomes. By making classrooms more dynamic and motivating, TPR helps create a more interactive and enjoyable learning atmosphere, supporting better student academic achievement (Zur & Selfieni, 2022).

The Total Physical Response (TPR) method has proven its effectiveness in facilitating vocabulary acquisition and significantly reducing student anxiety associated with learning English. According to the survey results, 80% of respondents reported that TPR notably alleviates their stress levels, with an additional 20% recognizing some benefit from the method. The core principle of TPR involves incorporating body movements and physical actions into the learning process, effectively diverting students' focus away from their anxieties about the language. This shift helps create a more relaxed and engaging learning environment where students feel less pressure and are more willing to participate. Integrating games and enjoyable activities into TPR is crucial in diminishing anxiety. By engaging in interactive and playful exercises, students can participate more comfortably without the growing fear of making mistakes. This aligns well with the findings of (Sayd et al., 2018), who underscore TPR's capacity to mitigate tension through play and movement. Their research emphasizes that TPR fosters a non-judgmental and supportive learning atmosphere that bolsters student confidence and reduces feelings of apprehension. Teachers at Jepang Elementary Schools, Kudus, Central Java, Indonesia, have observed notable improvements in student confidence by implementing TPR. They reported that students who were previously anxious about learning English showed marked improvements in their self-assurance and willingness to engage in class activities. This highlights the importance of incorporating well-designed, supportive activities tailored to meet individual student needs and preferences. However, 20% of students indicated that TPR was only somewhat beneficial for them. This suggests that individual differences significantly affect how students respond to the method. Factors such as previous negative experiences with English learning could influence the effectiveness of TPR for some students. (Sayd et al., 2018). These variations point to adapting teaching methods to accommodate diverse learning needs and experiences, ensuring that all students benefit from a supportive and effective learning environment.

The Total Physical Response (TPR) method is widely recognized for its remarkable flexibility in accommodating students' diverse learning styles. This adaptability is one of the key strengths of TPR, as highlighted by the results of a recent questionnaire conducted at

Jepang Elementary Schools, Kudus, Central Java, Indonesia. According to the responses, 60% of the participants rated TPR as highly flexible, while the remaining 40% considered it quite flexible. This broad range of positive feedback underscores TPR's ability to be tailored to various educational contexts, making it a versatile tool for teachers. The flexibility of TPR manifests in its ability to incorporate various instructional techniques, including physical movements, games, and music. These elements allow the method to address different learning preferences and needs within the classroom. For example, students who benefit from kinesthetic learning can engage in physical activities, while those who thrive on auditory stimuli can participate in musical or verbal exercises. This multifaceted approach caters to different learning styles and helps maintain student engagement and interest. These findings are consistent with the educational theories proposed by Brown, as referenced by (Astina, 2020). Brown's work emphasizes the necessity for educational approaches to align with children's intellectual development and language acquisition. Specifically, Brown advocates for using repetition and structured patterns to reinforce learning, a core component of the TPR method. By integrating physical actions into language instruction, TPR enables repeated exposure to vocabulary dynamically and memorably.

Furthermore, Brown's research highlights the importance of accommodating children's short attention spans. TPR's incorporation of movement and interactive activities captures and sustains students' attention, thus enhancing their focus and retention of new information. This aspect of TPR is particularly beneficial in managing classroom dynamics and ensuring that learning remains engaging. In addition to these pedagogical advantages, Brown also underscores the need to create a positive and non-judgmental learning environment. TPR supports this principle by allowing the teachers to design inclusive and supportive activities. By fostering a comfortable and confident atmosphere for students to practice English, TPR contributes to a more positive and effective learning experience. In summary, the flexibility of the TPR method aligns with established principles of child-centered education and addresses the practical needs of diverse learners. Its ability to adapt to various learning styles and maintain student engagement while promoting a positive learning environment makes TPR a valuable approach in modern language education.

The weaknesses of using the TPR method in teaching vocabulary at Jepang Elementary Schools, Kudus, Central Java, Indonesia

Table 2. Questionnaire on the weakness of using the TPR method

No.	Question	Percentage	Number of Respondents
1.	Do you experience difficulties in applying the TPR method to teach vocabulary?	60% Not Too Difficult, 40% Not Difficult	Not Too Difficult: 3, Not Difficult: 2, Somewhat Difficult: 0, Difficult: 0, Very Difficult: 0
2.	Do all students feel comfortable with the TPR method?	80% All Feel Comfortable, 20% Most Feel Comfortable	All Feel Comfortable: 4, Most Feel Comfortable: 1, Somewhat Comfortable: 0, A Few Feel Comfortable: 0, Not Comfortable: 0

3.	Is the TPR method effective for all types of vocabulary (e.g., abstract vs. concrete vocabulary)?	40% Somewhat Effective for Certain Vocabulary Types, 40% Effective for Most Vocabulary Types, 20% Less Effective for Most Vocabulary Types	Somewhat Effective for Certain Vocabulary Types: 2, Effective for Most Vocabulary Types: 2, Less Effective for Most Vocabulary Types: 1, Not Effective for Any Vocabulary Type: 0, Very Effective for All Vocabulary Types: 0
4.	Does the TPR method require more preparation compared to other methods?	60% Little, 20% Somewhat, 20% No Extra Preparation Needed	Little: 3, Somewhat: 1, No Extra Preparation Needed: 1, Much: 0, Very Much: 0
5.	Does a teacher's skill in designing TPR activities affect the success of using this method?	60% Influential, 40% Very Influential	Influential: 3, Very Influential: 2, Somewhat Influential: 0, Slightly Influential: 0, Not Influential: 0

The questionnaire results revealed several challenges educators faced in implementing the Total Physical Response (TPR) method. Although 60% of respondents felt that the method was manageable, 40% noted that the method was not difficult at all, indicating minor implementation issues. This indicates that most educators feel the TPR method is flexible and easy to apply in their teaching context. TPR has proven effective in creating a comfortable learning environment, where 80% of students and 20% feel quite comfortable. However, the effectiveness of this method varies depending on the type of vocabulary being taught; 40% of respondents found TPR quite interesting for certain types of vocabulary, while another 40% found it effective for most vocabulary, and 20% felt this method was less effective, especially with abstract terms. Regarding preparation, 60% of educators believe that TPR requires minimal extra effort, although 20% report that it requires more preparation than other methods. This shows that the preparation required to implement TPR can vary depending on the complexity of the teaching material and the teacher's ability to prepare appropriate activities. Finally, the success of TPR is highly dependent on teacher expertise; 60% of respondents agreed that teacher skills and experience significantly influence the effectiveness of this method. Although TPR has generally been implemented successfully, certain challenges in vocabulary teaching and preparation needs must be addressed. These challenges include adapting techniques to vocabulary types and improving teachers' skills in using these methods effectively.

The teachers have identified several notable weaknesses of the Total Physical Response (TPR) method, especially when teaching abstract vocabulary. For instance, one teacher pointed out a significant limitation: "The TPR "method is not always effective in teaching abstract vocabulary such as 'justice for 'opportunity because body movements cannot always represent these concepts." This observation highlights a critical challenge: the inherent

difficulty in using physical actions to convey concepts that are intangible and complex. The abstract nature of words like 'justice' or 'opportunity' makes it hard to create movements that accurately or meaningfully represent their meanings, leading to potential misunderstandings or a lack of conceptual clarity among students. Additionally, teachers needed help creating relevant and meaningful movements for specific vocabulary, particularly with technical or specialized terms. As one educator mentioned, "For very 'specific or technical vocabulary, such as terms in math or science, the TPR method is often less effective." This feedback underscores a limitation in the method's ability to address subjects that require precise and often intricate explanations. Technical vocabulary related to subjects such as mathematics or science often demands specificity and detail that physical gestures alone may need to encapsulate adequately, thereby reducing the method's effectiveness in these contexts. Another significant concern raised by teachers was the issue of limited classroom space. One teacher noted, "We often 'had to adjust the movements to fit the limited classroom space, which could reduce the effectiveness of this method." This constraint means that the full potential of TPR may not be realized in smaller or less flexible learning environments. When physical movements must be modified to fit the classroom's spatial limitations, it can dilute the method's effectiveness, making it less dynamic and engaging.

Moreover, some students expressed discomfort with the physical activities involved in the TPR method. Teachers observed that this discomfort necessitated additional efforts to support and ensure all students felt engaged and at ease. The need for extra support highlights that not all students are equally receptive to physical activities, and this variability can affect the overall effectiveness of the TPR method. Teachers had to balance the physical demands of TPR with their students' diverse needs and preferences, ensuring that the activities did not alienate or exclude any individual. Despite these challenges, teachers recognized that the TPR method still holds potential when applied with creativity and careful adaptation. They acknowledged that, although the method may require significant modifications to address its limitations, it can still be a valuable tool in the classroom. By adapting the method to better suit the specific needs of their students and the constraints of their teaching environment, educators can continue to harness the benefits of TPR while mitigating its weaknesses. This adaptability underscores the importance of flexibility in teaching methods and the need for ongoing reflection and adjustment to optimize educational outcomes.

Implementing the Total Physical Response (TPR) method at Jepang Elementary Schools, Kudus, Central Java, Indonesia, came with several notable challenges, particularly in crafting engaging and effective physical movements that align with the diverse needs of students. Despite the overall success of the method, teachers encountered varying difficulty levels. Specifically, while 60% of educators found these challenges manageable through creative and adaptive strategies, the remaining 40% reported experiencing no significant issues at all, indicating a disparity in the implementation process and effectiveness among different teachers. One major challenge identified was the diverse range of student characteristics and personalities. Some students exhibited shyness or discomfort when asked to participate in physical activities, a common issue in methods that rely heavily on physical engagement. To address these concerns, teachers employed various strategies to encourage participation. This included motivating less active students through positive reinforcement and incorporating elements such as games and music into lessons to create a more enjoyable and less intimidating learning environment. These adaptations ensured all students felt comfortable

and engaged with the TPR method. The difficulty in managing diverse student responses aligns with broader challenges in vocabulary teaching, as discussed by Penny Ur, as cited by (Afrian, 2019). You note that managing classroom discipline and preventing student boredom are significant concerns in language instruction. These challenges are particularly pertinent to the TPR method, which requires high student involvement and enthusiasm. Creativity in lesson planning emerged as a critical factor in addressing these issues. By designing lessons that incorporate interactive and dynamic elements, teachers were able to sustain student interest and participation, thus mitigating some of the inherent difficulties associated with TPR.

In summary, while the TPR method at Jepang Elementary Schools, Kudus, Central Java, Indonesia, demonstrated effectiveness in engaging students through physical activity, it also highlighted the need for careful and creative lesson planning to overcome student diversity and engagement challenges. Adapting teaching strategies, including games and music, proved essential in addressing these challenges and maintaining a positive and effective learning environment.

Although most students at Jepang Elementary Schools, Kudus, Central Java, Indonesia, feel comfortable with the Total Physical Response (TPR) method, some students tend to be shy or less active and experience discomfort when making physical movements in front of their friends. This discomfort is often caused by anxiety or worry about judgment from peers, which can affect their self-confidence. For these students, teachers have observed that they need additional support to build their confidence, an approach that aligns with Yuko Goto Butler's (2015) emphasis on the importance of creating safe and supportive classroom environments for language learners. Butler highlights that a supportive environment not only helps students feel more comfortable but also contributes to the effectiveness of their learning. According to (Brumen, 2011), fun activities and a supportive atmosphere are important elements in teaching children effectively. This view is also supported by Scott and Ytreberg, who emphasize the importance of using movement and repetition in language learning. (Sanni, V. A., 2023). Although physical movement is a key component of the TPR method, educators must realize that not all students respond similarly. Teachers at Jepang Elementary Schools, Kudus, Central Java, Indonesia, have adapted their approach by providing additional guidance and integrating other methods, such as visual or verbal prompts, for students who feel awkward or uncomfortable with physical movements. By adopting these adaptive strategies, teachers seek to ensure that all students can engage effectively in the learning process, regardless of their comfort level with the physical aspects of the TPR method. This approach helps anxious students feel more engaged and shows flexibility in the teaching methods used. Teachers at Jepang Elementary Schools, Kudus, Central Java, Indonesia, recognize that it is important to adapt teaching methods to individual student needs to create an inclusive and effective learning environment. Thus, although TPR offers many benefits, its implementation requires sensitivity to the diversity of ways students interact with the method and teachers' readiness to adapt to achieve optimal learning outcomes.

The Total Physical Response (TPR) method has been proven effective in teaching concrete vocabulary through physical movement. However, this method shows significant limitations when applied to abstract vocabulary such as "justice" or "freedom." Based on field findings, around 40% of respondents believed that TPR was effective for most types of vocabulary. In comparison, another 40% found that this method was only somewhat effective

for some types of vocabulary, especially abstract terms, and 20% felt that TPR was less effective overall, (Isabel L. Beck, Margaret G. McKeown, 2013). Noted that abstract concepts are difficult to express through physical movements, thereby it is reducing the effectiveness of TPR in conveying these terms. The teachers are also aware of this challenge, especially when teaching vocabulary that cannot be represented physically. To overcome this problem, Haycraft, as quoted by (Puspita Sari Nsution, 2019), recommends that TPR be combined with other methods, such as contextual examples, verbal descriptions, and discussions, to help teach abstract vocabulary. By integrating various approaches, teachers can ensure a deeper understanding of all types of vocabulary, overcome the limitations of TPR, and provide students with a more comprehensive learning experience. This approach also helps create a more inclusive learning environment, where students do not rely on just one method but can utilize various strategies to understand and remember vocabulary more effectively. In this way, although TPR has limitations in terms of abstract vocabulary, teachers can maximize the potential of this method and overcome existing weaknesses.

The Total Physical Response (TPR) method, which integrates physical movement into the learning process, generally requires moderate preparation, according to 60% of teachers of Jepang Elementary Schools, Kudus, Central Java, Indonesia. However, several teachers at this school emphasized that additional preparation is often required to ensure the success of this method, especially in designing relevant movements and adapting them to existing classroom facilities. As identified by Er (2013), common TPR activities such as "songs with movement" and "TPR games" each require varying levels of preparation depending on their complexity. For example, creating movements for songs or choosing interesting words for games requires careful planning to maintain student involvement. (Er, 2013). Teachers at Jepang 1 Elementary Schools, Kudus, Central Java, Indonesia, also noted that preparation often involves research and experimentation to create movements that attract students' attention, especially for less active students. This process involves continuous adjustment and evaluation of the movement's effectiveness in the specific context of their class.

Meanwhile, as quoted by (Nasution, 2019), Haycraft's view aligns with this view by emphasizing the need for diverse teaching methods. (Nasution, 2019) Also highlighted that TPR preparation remains a key element for effectively implementing this method. Teachers at Jepang 1 Elementary Schools, Kudus, Central Java, Indonesia must think carefully about the relevance of movements designed to adapt to various student learning styles and different physical conditions of the class. This includes ensuring that the classroom is large enough for physical activity and that the movements chosen are appropriate to the student's characteristics and interests. Thus, although teachers view TPR positively because of its suitability to the needs of active students, this method requires careful consideration regarding the relevance of movement, the level of student engagement, and the support of classroom facilities to achieve optimal effectiveness. Careful preparation and continuous adjustment are the keys to successfully implementing the TPR method and providing maximum impact in the learning process.

CONCLUSION

The Total Physical Response (TPR) method has proven to be an effective tool for teaching vocabulary Jepang Elementary Schools, Kudus, Central Java, Indonesia by accelerating comprehension and enhancing memory retention through physical movements. It fosters a more engaging and enjoyable learning environment, reduces students' anxiety, and boosts

confidence in language use. TPR's adaptability accommodates various learning styles, making it suitable for diverse student needs. However, implementing TPR presents challenges, such as the preparation of appropriate movements and the teaching of abstract vocabulary, which require creativity and the integration of supplementary strategies. Despite these challenges, TPR remains a valuable approach in vocabulary instruction, promoting better learning outcomes in elementary education when combined with other teaching methods.

For future research related to the Total Physical Response (TPR) method, several suggestions can be considered to expand the understanding of its effectiveness and application. First, further research could explore how TPR can be adapted for teaching abstract vocabulary, given the challenges teachers face in conveying non-concrete concepts. The combination of TPR with other techniques, such as using visual media or context-based approaches, could become an important area for study.

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