

## IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR) METHOD IN INCREASING STUDENT'S MOTIVATION IN LEARNING ENGLISH THROUGH DESCRIBING THINGS

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### ABSTRACT

*Describing things is a way to describe objects, people, places, or situation in English. This ability is important for students to communicate clearly and accurately. However teaching English for young learners of elementary school is different from teaching adults as they especially have fun with movement and physical participation. They more proficiency with their hands, ears, and eyes to fully engage in learning in class. Most elementary school still think and struggle to comprehend subject matter. The TPR method, which has been shown to be effective in teaching English through describing things to young students, was investigated by the researcher. This research is a qualitative descriptive study and was conducted in SD INPRES Bere-Bere Kecil in Morotai. The teacher and 20 fifth-grade students were used the subject of this study. In order to collect data for this research, two different methods were used: observation and interview. The validity of the data which following the collection of data from the observed teaching learning activity, the data were analyzed qualitatively to compare the results of observations with implementation according to theory, to evaluate students motivation based on the motivational characteristics obtained from the observation, and interpret them. The outcomes showed that the students were more motivated to learn English using the TPR method. In this case the students interested and enjoyable to study English and motivated them to learn English through describing things using the TPR method.*

## 1. INTRODUCTION

Teaching English at elementary school in Indonesia has totally been encouraged. This attempt is geared to familiarize pupils with English at an early stage. Almost all elementary schools located in urban areas in particular conduct English teaching.

Students were different from adults in many ways, and teaching English to student is challenging. The attention span of children is limited. They are entertaining and friendly and need further English language instruction. However, they get more proficiency with their hands, ears, and eyes. To fully engage in learning in class, they require methods and surrounding that they can touch hear and see. Most elementary school still thinks and

struggles to comprehend the subject matter. They can typically understand language by responding to and obeying specific commands through regularly repeated phrases or sentences as if they had naturally learned their original language from their surroundings.

So far, English teacher difficulty in teaching children since they are less sufficient especially in implementing appropriate teaching materials and method. To successfully conduct English teaching at elementary school, teaching materials and methods are well suited. For this reason, one method considered one of the efforts to English teaching for students, should be introduced. This method is known as Total Physical Response (TPR). Teaching describing things through movement can increase a student's motivation and ability to develop a stronger memory.

## **2. METHOD**

This study utilized a descriptive qualitative research to examine and evaluate TPR method to teaching English through describing things at five Grade Students of SD INPRES Bere-Bere Kecil in Morotai. The research involved the English teacher and 20 fifth-grade students regarding to the aims of the research itself.

The researcher uses some instruments to get the data namely observation and interview guide. Observation guide is used to provide valuable background information about the environment where a research project is being undertaken. Observation guides and field notes describe, as accurately and as comprehensively as possible, all relevant aspects of the situation. There are contain two basic types of information such as; descriptive information about directly seen or hear on site through the activity of the class, and reflective information about researchers' personal reaction, researchers' experiences, and the researchers thought during the observation session. The interview was drawn up by using topic guides which is the list of interviewer aim to discuss. Thus, the researchers provide some questions for the English teacher to know first how the students' motivation in learning English, and difficulties faced by English teachers in teaching English, as well as English material provided, and effective methods for young learners. Besides that, the researchers provide some questions for students after teaching English through describing things by implementing TPR method. The validity of the data which following the collection of data from the observed teaching learning activity, the data were analyzed qualitatively to compare the results of observations with implementation according to theory, to evaluate students motivation based on the motivational characteristics obtained from the observation, and interpret them. The outcomes showed that the students were more motivated to learn English using the TPR method. In this case the students interested and enjoyable to study English and motivated them to learn English through describing things using the TPR method.

## **3. RESULT AND DISCUSSION**

The Implementation of Total Physical Response (TPR) in teaching Describing Things at SD INPRES Bere-Bere Kecil.

The teacher served as role models when implementing TPR and explained how TPR is used in the classroom, by providing pictures or text related with the material. The teachers provide a broad approach to the overall physical response. Pronunciation were given examples are then provided and students are asked to follow the teacher's instructions. This section is important for students to understand how to use this method. If students understand this level, they will feel more confident to use this method in their next session.

There are several steps to implementing TPR in the classroom:

1. The teacher explained the material about describing things.

2. The teacher prepares several interesting pictures using PowerPoint media, containing images that can be described and demonstrated based on the TPR method, making it easier for students to understand the material.
3. The teacher selects one of the images to serve as an example for demonstrating actions or gestures that reflect the meaning of each word represented in the picture. For instance, if the object shown is a chair, the teacher explains that a chair is made of wood, is brown in color, and is used for sitting then the students are asked to repeat the actions or gestures demonstrated by the teacher.
4. The teacher forms student groups, with each group consisting of five members. A representative from each group is then asked to select one of the images provided by the teacher.
5. After the image is selected, each group is asked to discuss the picture.
6. Each group is then invited to present their selected image to the class.
7. This process should be repeated several times, each times using a different set of picture to prompt students to act in the right way.
8. The teacher evaluates each student group.
9. To reinforce learning and measure students' progress, review the material on a regular basis using TPR activities. Include describing things in other language activities and tests to make sure it is frequently used and understood. The tests included oral and action test were listed below:
  - Oral test
 

Teacher	: What does the man look like?
Students	: He is young. He has short, brown hair and black eyes.
Teacher	: Can you mention another thing in the classroom?
Students	: a table, a board, globe, book, a cupboard, etc.
  - Action test
 

Teacher	: Show me something big and blue!
Students respond by identifying a large blue object accompanied by corresponding gestures.	
Teacher	: Simon says, show something round!
Students respond by making a circular movement.	
Teacher	: Let you show me your assignment!
Students respond by showing their assignment.	
Pair/group Activity.	
Students A	: It's small, yellow, and round.
Students B	: Making guesses and performing actions.

The steps of TPR implementation mentioned above, this steps is in accordance with James Asher's learning theory (Mariyam & Musfiroh, 2019, as cited in Riyanti & Rustipa, 2024)), Motoric activities, which are stressed in physical activities to increase meaningful learning, are how language is learned. The approach is similar to the "trace theory," which says that the more physical actions students engage in while learning a language; the more vividly those events will be remembered.

Based on the data results, the researcher evaluate the material related to describing things knowledge of the students that day. This result aligns with the claim made by (Astutik & Aulina, 2018) that the researcher assigns a value to the students' accuracy and activeness in speaking responses. When the researcher gives the action test, it indicates that the researcher used the student's movement to assess the accuracy of the response. As a result of the research findings discussed above, the researcher developed the theory that, following Tarigan's (Astutik & Aulina, 2018) TPR technique understanding and memory are enhanced

by students' body movements in response to the teachers' commands.

Permana (2020 as cited in (Riyanti & Rustipa, 2024) students differ from adult learners regarding their traits. Teaching language to young learners takes extra work and strategies. Children like to learn through interactive media, including videos, games, music, and physical activities like dancing and singing.

In providing the lessons, the teacher will definitely face the problem when delivering the lessons, including lack of preparation, how to deal with different students characteristics, and lack of the students concentrations. In relation to this, the teacher must choose the appropriate method in delivering the lesson so that students are able to understand the lesson easily.

### **TPR Method to Encourage Students to Learn English in Related to Describing Things**

The result of observation made by the researcher in class activities which took place at the first meeting there where 15 students who were just silent during the lesson. There were 3 students who were confused; this might happen when students don't feel motivated in learning because they experience some difficulties in understanding a lesson. However, there were 2 students who were enthusiasm.

In the second meetings there were 10 students who were just silent during the lesson. However, in the second meetings, there were 5 students who were confused; this might happen when students have a short attention span while the teacher explained the lesson. Meanwhile, there were 5 students who were enthusiasm.

In the third meetings there were 7 students who were just silent during the lesson. There were 4 students who were confused. While, 9 students have already shown enthusiasm. Based on the observations of the students, they were busy with their own activities during teaching-learning process, such as running in the class, disturbing their friends or even screaming. According to (Kurnia, 2017, as cited in Riyanti & Rustipa, 2024) young learners learn differently than adults since they are easily bored, forget, and have a short attention span.

There are still a lot of students who are confused about the lessons they are receiving from the first to third meetings. This might happen when students have a short attention span while the teacher explained the lessons. The number of students who felt confused, however, decreased at the fourth meeting since the students had longer attention span and the students begun to concentrate on listening to the teacher's explanation when delivering the lessons.

At the fourth meeting there were 17 students who were enthusiastic about learning. The increase in the number of enthusiastic students can occur due to the application of appropriate teaching methods by teacher. When the TPR approach was implemented during the teaching-learning process; specifically, in the fourth meeting, there were only 2 students who were silent. While, there was only 1 student who was confused. The decrease in the number of students who are just silent can occur due to the interesting media that the teacher uses or the way the teacher provides easy explanation by preparing pictures or videos.

While learning describing things using TPR method, students' enthusiasm increased as well. The table below shows that this increase occurred at each meeting, peaking at the fourth meeting with 17 students who were enthusiastic about using the TPR method to learn English related to describing things. As stated in (Nuraeni, 2019), during TPR exercises, the teacher provides commands, and students physically show their understanding by reacting. The activeness of the students in participating in the learning process responding to the teacher's questions, copying the teacher's instructions, and asking questions if they don't understand the lesson given by the teacher are signs that the students are enthusiastic learners.

After the fourth meeting, the researcher conducted interviews with the students and the English teacher regarding the use of the TPR method in the classroom. Based on the interviews with the students, when asked whether the TPR method was engaging when used in English learning, the majority responded positively, stating that TPR was very enjoyable and helped them better understand the material being taught. Meanwhile, the interview with the teacher revealed that the TPR method was very helpful in overcoming the difficulties students faced in learning English.

Table 2. Students' Response to Total Physical Response (TPR) Method in Teaching-Learning

MEETING	STUDENTS' RESPONSE		
	Silent	Confused	Enthusiastic
First Meeting	15	3	2
Second Meeting	10	5	5
Third Meeting	7	4	9
Fourth Meeting	2	1	17

In encouraging students to learn English, the teacher must plan and identify the appropriate strategies or interesting teaching strategies before implementing them to the students. As stated (Susanto, 2017), teachers must be innovative and capable of mastering the subject matter in order for students to understand and be engaged. Teachers must be aware of the characteristics of their students. Teachers must also provide effective methods and appropriate materials in order to achieve the goal of teaching English.

We can compare this research with several previous studies; (Gulsanam & Farangiz, 2021; Ali1 et al., 2022), Mariyam & Musfiroh, 2019; (Ali1 et al., 2022), (Baiza, 2020), (Putri, 2016), (Huda & Purwati, 2022). Which reveals the same findings that TPR was regarded as learning method attempts to accelerate the children's ability to learn language.

#### 4. CONCLUSION

The process of applying total physical response included teaching students the relevant language using flashcard or written instructions and having them repeat each sentence provide examples of actions or gestures that correspond to have word's meaning, understandable, and making them easy to imitate. Repeating this process several times, using different descriptive sentences to strengthen the relationship between descriptive sentence and actions.

In encourage students to learn English in describing things, the teacher must be innovative and choose the appropriate method in delivering the lesson. Some practical recommendations for teachers to help students better understand the learning material, both at the elementary and secondary levels, among others are: simple and clear language, engage students actively, connect the material to real life, use gradual questioning techniques, repeat and summarize key points, and Etc.

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