



The Implementation of Total Physical Response (TPR) Method in English Learning For Fourth Grade Students at SDN Pesawahan 1

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Total Physical Response (TPR), English language learning, vocabulary mastery, students' response, elementary school students.

ABSTRACT

This study aims to investigate the implementation of the Total Physical Response (TPR) method in English learning at SDN Pesawahan 1, explore students' responses to the method, and identify challenges encountered during its implementation. This study used qualitative methods with a descriptive design. Participants consisted of one English teacher and 20 fourth-grade students at SDN Pesawahan 1, located in Pesawahan Village, Tiris District, Probolinggo Regency. Data were collected through classroom observations, interviews, and documentation. Data were analyzed using data reduction, data presentation, and conclusion drawing. The findings indicate that the implementation of the TPR method was carried out through several stages, including providing verbal instructions, demonstrations of movements, students' physical responses, and repetition activities. The use of TPR created a more active and interactive classroom atmosphere. Most students responded positively to the method. They felt more enthusiastic, motivated, and interested in learning English through physical movements and games. This method also helped students understand and memorize English vocabulary more easily. However, several challenges were encountered during implementation, such as classroom management difficulties, differences in student comprehension, limited vocabulary mastery, and limited learning time. In conclusion, the Total Physical Response (TPR) method is effective in increasing student participation, motivation, and vocabulary comprehension in English learning at the elementary school level. Therefore, this method can be considered an alternative teaching strategy to create a more enjoyable and interactive English learning environment for early childhood students.

Introduction

English language learning at the elementary school level plays an important role in developing students' basic communication skills (Pinter, A. 2021). However, young learners often face difficulties such as limited vocabulary, short attention spans, and anxiety when learning a foreign language (Ridwan, R., Nopriansyah, U., & Nurfaizah 2021). Therefore,

English learning should be designed according to students' cognitive and affective development and involve meaningful and interactive activities. In line with this, research shows that interactive English language learning programs can improve students' speaking skills through a supportive and communicative learning environment (Daristin, P. E., Rokhim, A. N., & Maghfiroh. 2024).

One approach that is suitable for the characteristics of elementary school students is the Total Physical Response (TPR) method. This method emphasizes the relationship between language and physical movement, where students respond to teachers' verbal commands through physical actions (Asher, J. J. 2000). TPR is based on the principle that language acquisition becomes more effective when students first understand the language through meaningful physical activities before being required to speak (Fauzia, R. 2016). Therefore, TPR is considered suitable for English language learning in elementary schools that emphasize direct experience-based learning.

Various studies have shown that the Total Physical Response (TPR) method is effective in improving students' vocabulary mastery. A study by (Mananohas, C., Sangeroli, E., & Roring, J. 2021). found that the implementation of TPR significantly improved elementary school students' English vocabulary. Similarly (Afrianti, N., & Rustipa, K. 2023). reported that the use of TPR positively affects vocabulary retention and increases students' participation in English language learning.

In addition to improving linguistic skills, the Total Physical Response (TPR) method also positively influences students' affective and social development. Movement-based learning activities can increase students' motivation, participation, and confidence while creating a more enjoyable learning environment (Astutik, Y., Pratiwi, D., & Khamroh, N. 2023). Learning that involves physical and social interaction can also boost students' confidence and encourage cooperation among students (Amalia, R., Ferdiyanto, F., & Islam, R. 2024). Through physical responses to teachers' commands, students are able to associate language input with meaningful actions, making the learning process more contextual and easier to understand (Fauzia, R. 2016).

Despite its many advantages, the implementation of the Total Physical Response (TPR) method also faces several challenges. One of the main difficulties is classroom management, especially in large classes, since physical activities require careful supervision and organization (Mananohas, C., Sangeroli, E., & Roring, J. 2021). In addition, TPR has limitations in teaching abstract language elements, such as complex grammatical structures (Amalia, R., Ferdiyanto, F., & Islam, R. 2024). Although this method is effective for teaching action-based vocabulary, it may be less suitable for explaining more advanced linguistic concepts (Larsen-Freeman, D., & Anderson, M. 2021). Therefore, TPR often needs to be combined with other teaching methods in order to achieve optimal learning outcomes.

Advances in educational technology provide opportunities to enhance English language learning through more engaging and interactive activities (Chapelle, C. A. 2020). However, the use of technology must be carefully planned to suit students' characteristics and learning objectives, especially at the elementary school level. Based on the literature

review, the Total Physical Response (TPR) method has great potential to support English language learning, particularly in improving vocabulary mastery, learning motivation, and student engagement (Afrianti, N., & Rustipa, K. 2023). Nevertheless, challenges such as classroom management and limitations in teaching abstract language material still require attention. Therefore, further research on the implementation of the TPR method, students' responses, and the challenges encountered during its application is important. This study is conducted at SDN Pesawahan 1, located in Pesawahan Village, Tiris District, Probolinggo Regency, to explore the implementation of the Total Physical Response method in English language learning.

Based on previous studies, the Total Physical Response (TPR) method has been widely recognized as an effective approach for improving students' vocabulary mastery, motivation, and participation in English learning. However, most previous research mainly focuses on measuring the effectiveness of TPR in terms of learning outcomes, particularly through quantitative approaches. Only a limited number of studies examine how the TPR method is implemented in classroom practices, how students respond during the learning process, and what challenges arise during its application in elementary school contexts.

Preliminary observations conducted in the fourth-grade class at SDN Pesawahan 1 indicate that many students experience difficulties in understanding English vocabulary and often lose focus during conventional learning activities. Although teachers have attempted to create a more engaging learning environment through movement-based activities, such as giving commands and encouraging physical responses, the implementation of the TPR method has not been systematically examined in this classroom context. Therefore, this study aims to investigate the implementation of the Total Physical Response method in English learning, explore students' responses, and identify the challenges encountered during its application at SDN Pesawahan 1.

Research Methods

This study used a qualitative approach with a descriptive design to examine the implementation of the Total Physical Response (TPR) method in English learning for fourth-grade students at SDN Pesawahan 1. A qualitative descriptive design was chosen because it allows researchers to describe learning phenomena naturally and systematically, particularly regarding student responses and challenges during the learning process. This approach is considered appropriate for exploring classroom interactions and learning experiences in depth (Creswell & Poth, 2021; Merriam & Tisdell, 2021). Previous research also shows that a qualitative approach is effective for analyzing the implementation of the TPR method in English learning in elementary schools (Daristin et al., 2024).

The research participants consisted of one English teacher and twenty fourth-grade students at SDN Pesawahan 1. Participants were selected using purposive sampling because they were directly involved in English learning activities using the TPR method. This technique enabled the researcher to obtain relevant and in-depth data regarding the phenomenon under study (Patton, 2022). The students had varying levels of English

proficiency, allowing the researcher to obtain diverse and comprehensive data regarding student participation, responses, and learning challenges.

The researcher served as the primary instrument in data collection and interpretation. Data were collected through classroom observations, interviews, and documentation. Observations were conducted to determine how teachers implemented the TPR method and how students responded to movement-based learning activities during English lessons. Interviews were conducted with English teachers and twenty fourth-grade students to obtain more in-depth information about learning experiences, student responses, and challenges during the TPR implementation. Additionally, documentation such as teaching modules, learning materials, student notes, and photographs of classroom activities were used to support the research data (Sugiyono, 2021; Miles, Huberman, & Saldaña, 2020). The use of observation and interviews in TPR research has also been applied to elementary school English learning research by (Putri and Sya 2024).

Semi-structured interviews were conducted after the classroom observations to obtain in-depth information regarding the implementation of the Total Physical Response (TPR) method, students' responses, and the challenges encountered during the teaching and learning process. This interview type allowed participants to share their experiences and opinions openly while enabling the researcher to explore issues relevant to the research objectives. The interview with the English teacher lasted approximately 30 minutes, while each student interview lasted approximately 5 minutes. All interviews were conducted in Indonesian to ensure that participants could express their ideas clearly and comfortably. The interviews were not audio-recorded; instead, the researcher documented participants' responses through detailed written notes during and immediately after each interview to ensure the accuracy of the collected data.

The interview instrument consisted of 16 semi-structured questions, which were developed based on the research objectives. The questions explored two main aspects: (1) the implementation of the TPR method in English learning and (2) students' responses and the challenges encountered during its implementation. Examples of the interview questions included: *"How do you prepare lessons using the TPR method?"*, *"What steps do you follow when applying TPR in class?"*, *"How do students usually respond when TPR is applied?"*, and *"Do you think the TPR method is effective for teaching English? Why?"* The complete interview protocol is presented in the Appendix.

The data obtained were analyzed qualitatively through several stages: data organization, coding, data reduction, interpretation, and presentation of results. First, data from observations, interviews, and documentation were transcribed and systematically compiled. Next, the data were coded and categorized based on themes related to the implementation of the TPR method, student responses, and learning challenges. Afterward, the research results were interpreted descriptively to answer the research problem formulation (Creswell & Poth, 2021). To ensure data validity, the researchers applied triangulation of sources and techniques by comparing data from observations, interviews, and documentation. Furthermore, direct researcher involvement and detailed descriptions

were used to increase the credibility and dependability of the research results (Flick, 2021; Shenton, 2004). Triangulation strategies were also used in research on the implementation of TPR in elementary school English learning to obtain more valid and in-depth data (Rosiana et al., 2025).

Findings

This research was conducted at SDN Pesawahan 1, involving one English teacher and 20 fourth-grade students. This study used a qualitative approach with a descriptive design, aiming to provide an in-depth overview of the learning process using the TPR method. The participating students had varying levels of English proficiency, ranging from high, medium, to low. This allowed for a more comprehensive understanding of students' reactions to the TPR method.

Based on observations, the classroom atmosphere during the learning process using the TPR method proved quite dynamic and interactive. At the beginning of the lesson, students appeared to be attentively following the teacher's explanation. When the teacher began giving instructions accompanied by body movements, the classroom atmosphere became more lively. Most students showed enthusiasm in following instructions such as "stand," "sit," "raise your hands," and "open your books." Students immediately responded by performing the movements requested by the teacher. However, in some situations, the class became quite noisy due to over-enthusiastic students. This indicates that the TPR method can increase student engagement, although this requires good classroom management from the teacher. Furthermore, some students appeared hesitant and required repetition of instructions. This was due to their limited understanding of English vocabulary.

The data collected on these aspects was used to measure the extent to which the implementation of the "Total Physical Response" (TPR) method contributed to improved vocabulary comprehension, student participation, and responsiveness in the context of English learning among fourth-grade students at SDN Pesawahan 1.

1. Implementation of the Total Physical Response (TPR) Method

Based on observations and interviews conducted by researchers during the English learning process in grade IV of SDN Pesawahan 1, the Total Physical Response (TPR) method was implemented in stages and adapted to the characteristics of elementary school students; teachers implemented the TPR method through several learning stages. Before the lesson began, teachers first prepared teaching materials, including lesson content, vocabulary lists, and activities that would be used during the teaching and learning process.

Table 1. Summary of Teacher Interview Findings

No	Interview Aspect	Findings
1	Learning preparation	The teacher prepared learning materials consisting of simple English vocabulary related to students' daily activities.
2	Implementing of the TPR method	The teacher delivered English instructions accompanied by physical demonstrations to facilitate students' understanding of the learning material.
3	Student responses	Most of the students looked active, enthusiastic, and interested in participating in learning using the TPR method..
4	Student understanding	The TPR method helps students understand English vocabulary through demonstration of movements and repetition of instructions.
5	Use of repetition	The teacher repeated instructions several times to ensure all students understood the material.
6	Learning constraints	The teacher had difficulty managing the class because students became overly active during the activity.

According to the interview results, the teacher stated that *"the teaching materials chosen are appropriate to the students' level of understanding and mainly use simple vocabulary related to daily activities, such as body parts, classroom instructions, and general activities."* The teacher explained that *"the selection of simple teaching materials is intended to help students more easily understand the instructions given using the TPR method."*

At the beginning of the lesson, the teacher began the session with a greeting and led an icebreaker activity to capture students' attention. Next, she introduced some new vocabulary by saying words or instructions in English while performing specific movements. Based on observations, the teacher used simple instructions such as "stand," "sit," "raise your hand," "open your book," and "clap." When giving these instructions, the teacher immediately demonstrated the movements so students could understand the meaning without having to translate them into Indonesian.

Observations showed that most students paid close attention to the teacher and attempted to imitate the movements demonstrated. At the beginning of the activity, some students appeared shy and hesitant to follow instructions. However, after the teacher repeated the instructions several times, the students began to appear more confident and actively participated in the learning activities. In addition to direct instruction, the teacher also inserted learning activities that included simple games to encourage student participation. Based on the researcher's observations, the teacher encouraged students to learn through play by using certain movements, which made the classroom atmosphere more lively and interactive. The students appeared enthusiastic when asked to perform the movements together. Some of them laughed and expressed their enjoyment throughout the activity.

During the learning process, the teacher also gradually repeated instructions to help students understand the vocabulary being taught. This repetition was done at a slower pace and with clear intonation. Based on observations, this repetition helped students who previously had difficulty understanding the instructions. Based on interviews, the teacher stated that the TPR method helped students understand vocabulary more easily because they learned it directly through physical movement. The teacher also explained that students became more active compared to when using conventional teaching methods. The teacher stated: *"The TPR method is very useful for helping students understand vocabulary because they practice it directly through movement. Students are also more active and find it easier to concentrate during learning."*

However, the teacher also mentioned several challenges faced when implementing the TPR method. One of the challenges identified was that the classroom sometimes became noisy because students were too enthusiastic about participating in physical activities. In addition, some students still had difficulty understanding certain instructions, so the teacher had to repeat the explanation several times. Overall, the results of observations and interviews showed that the implementation of the TPR (Total Physical Response) method in English learning in Grade 4 of SDN Pesawahan 1 followed the following steps: giving instructions, demonstrating movements, asking students to respond physically, repeating, and conducting interactive activities that involved active student participation. The implementation of this method created a more active and enjoyable learning atmosphere and helped students understand English vocabulary more concretely.

2. Students' Response to the TPR Method

Based on observations, students appeared more engaged when learning included physical activity. When the teacher gave instructions such as *"stand," "sit," "raise your hands,"* and *"clap,"* most students immediately responded by performing the requested movements. The classroom atmosphere appeared more lively than in a regular classroom, as students not only listened to the teacher's explanation but also participated directly through physical activity.

Table 2. Summary of Student Interview Findings on TPR Implementation

Analyzed Aspect	Number of Students	Findings
Student engagement during learning	20	Most students actively followed the teacher's instructions through movement-based activities and classroom games.
Interest in the TPR method	17	Students feel that learning is more exciting, fun, and not boring because it is done while moving.

Student learning motivation	17	Students admitted that they were more enthusiastic about learning English when using the TPR method compared to regular learning..
Vocabulary comprehension	15	Students find it easier to understand and remember English vocabulary when teachers provide direct examples of movements.
Learning atmosphere	Almost all students	Students stated that learning was more relaxed, enjoyable, and did not make them sleepy.
Difficulty understanding instructions	3	Some students still have difficulty understanding the meaning of certain vocabulary and are sometimes late in following the teacher's instructions.
Student self-confidence	Most of the students	Students appear to be more courageous in participating in learning activities because they are carried out together through movement.
Effectiveness of the TPR method	Most of the students	Students stated that the TPR method was effective and wanted to use it again in the next lesson.

Based on the results of in-depth interviews conducted with 20 fourth-grade students at SDN Pesawahan 1 and observations made during the learning process, the data shows that the majority of students responded positively to the implementation of the Total Physical Response (TPR) method in English learning. Student responses were analyzed based on several aspects listed in the interview questionnaire, namely student participation, learning motivation, understanding of the subject matter, difficulties encountered, and their opinions regarding the effectiveness of the TPR method. During the lesson, it was clear that most students followed the teacher's instructions by performing simple movements and playing simple games. Some students said that they enjoyed being asked to move around during English lessons. *Student 1 said: "When the teacher tells us to move, I do it right away, which makes learning more fun."* *Student 2 said: "Usually, we stand up, clap, raise our hands, and imitate the teacher's movements."* *Student 3 said: "We learn while playing, so we don't get bored."*

Based on interviews, most students expressed high enthusiasm when the TPR method was implemented. Of the 20 students interviewed, 17 stated that they were more motivated to learn English when lessons included movement. According to the students, this method made the learning environment more enjoyable and less monotonous. *student 4 said: "I'm more motivated because I can move around and not just sit still doing nothing."* *student 5 said: "Learning while moving makes class more fun."*

Observations also showed that students seemed to pay more attention to the teacher when instructions were accompanied by demonstrations. Most students laughed, responded actively, and willingly participated in class activities. Approximately fifteen students stated that they found it easier to understand English vocabulary when the teacher used gestures. The students acknowledged that gestures helped them grasp the meaning of words without having to systematically translate them into Indonesian.

This shows that the TPR method helps students understand the material more concretely, which aligns with the characteristics of elementary school students who tend to learn through practical activities. In response to question 11 regarding students' opinions on learning while moving, almost all students stated that they liked the TPR method. Students felt more comfortable learning because the classroom atmosphere became more relaxed and enjoyable. *student 5 said: "I like learning by moving because it prevents me from falling asleep."* *student 7 said: "Learning English has become easier and more fun."* Although most students responded positively, interviews also revealed that some still struggled to follow the teacher's instructions. Of the 20 students, three admitted that they still struggled to understand certain English words, which sometimes caused them to lag behind in their movements. *student 7 said: "Sometimes I don't fully understand the meaning of the words, so I have to look at my classmates first."* *student 8 said "If the teacher is too fast, I have trouble following."*

Furthermore, observations revealed that some students appeared shy and lacked confidence when asked to perform movements in front of the class. They tended to imitate their classmates before following the teacher's instructions. Based on questions 15 and 16 regarding the effectiveness of the TPR method, most students stated that the method was effective and that they would like the teacher to use it again in future lessons.

Overall, the results of interviews and observations showed that the implementation of the Total Physical Response (TPR) method was well received by most fourth-grade students at SDN Pesawahan 1. This method helped increase student participation, motivation, and comprehension in learning English. However, some students still had difficulty understanding certain instructions, which required repetition and additional explanation from the teacher.

3. Challenges in Implementing the TPR Method

Based on observations and interviews with teachers and 20 fourth-grade students at SDN Pesawahan 1, several challenges were identified in implementing the Total Physical Response (TPR) method during English lessons. These challenges include classroom management, differences in student proficiency levels, limited vocabulary, and limited teaching time.

Based on observations, the classroom atmosphere during the TPR method appeared more lively than during traditional lessons. Learning activities involving physical movement made students more enthusiastic and motivated. However, this situation sometimes made the class noisy and difficult to control. Some students appeared to joke with their classmates while performing the movements, which reduced their attention to the teacher's instructions. During the interview, *the teacher stated: "Sometimes, the class becomes noisy and difficult to control because the students are too active."*

The teacher also explained that "elementary school students tend to get carried away easily when learning takes place through games and movement." That is why teachers must pay special attention to classroom management so that learning can take place in a positive

manner. In addition to classroom management, differences in students' abilities in understanding instructions also pose a challenge during the implementation of the TPR method. Based on observations, some students are able to follow instructions quickly without requiring further explanation. However, others appear confused and need the instructions repeated several times. Interviews with students revealed that some of them still have difficulty understanding certain instructions in English.

Furthermore, some students admitted that they had to first observe their classmates' movements before following the teacher's instructions. This indicates that the level of English vocabulary comprehension varies from student to student. Limited vocabulary is also a barrier to implementing the TPR method. Interviews revealed that some students expressed unfamiliarity with certain English words, making it difficult for them to understand new instructions. The teacher explained that students' limited vocabulary meant the learning process required more repetition for students to fully understand the material. *The teacher stated: "Some students haven't fully mastered the basic vocabulary, so I have to repeat the instructions several times."*

Observations showed that teachers often repeated instructions at a slower pace and used more visible body movements to help students grasp the meaning of the instructions. Furthermore, limited class time also posed a challenge in implementing the TPR method. Interviews revealed that using the TPR method took longer than conventional teaching methods because she had to ensure that all students understood the instructions and were able to follow the movements correctly. *The teacher stated: "This method is good for students, but it takes more time because it has to be repeated several times."*

Observations show that when students become too noisy or lose concentration, part of the lesson time is spent restoring order in the classroom. Consequently, teachers must adapt the lesson material to fit the remaining time. Despite these challenges, teachers continue to address the problem by repeating instructions, using simpler gestures, and encouraging students to participate more comfortably in the learning activities.

Overall, based on observations and interviews, challenges associated with implementing the Total Physical Response (TPR) method include classroom management difficulties due to over-enthusiastic students, differences in student comprehension abilities, limited vocabulary, and time constraints. However, these challenges do not diminish the effectiveness of the TPR method in providing a lively and enjoyable English learning experience for elementary school students.

Discussion

Based on the results of this study, the application of the Total Physical Response (TPR) method in English learning in fourth grade at SDN Pesawahan 1 has a positive impact on student engagement and understanding. This is reflected in the high level of student participation throughout the learning process. Most students became more active, enthusiastic, and confident in following teacher instructions through physical movements. Furthermore, the learning atmosphere became more enjoyable, allowing students to stay

focused during learning activities. These results align with the findings of research conducted by (Deni Setiawan, Diani Nurhajati, and Sulistyani, 2022) which showed that the TPR method helps elementary school students understand English vocabulary through physical activity and concrete movements. This study explains that the use of the TPR method facilitates student understanding because they learn while performing movements according to teacher instructions.

In this study, students also stated that they found it easier to understand the meaning of words when the teacher provided concrete examples through gestures. Most students felt that the learning process became more engaging and less boring. Observations showed that students were able to follow instructions such as "stand up," "sit down," and "raise your hand" correctly after the teacher provided concrete examples through gestures. This conclusion is supported by research conducted by (Hue Nguyen, 2022), which showed that elementary school students responded positively to the use of the TPR method in English learning. This research indicates that the TPR method creates a more enjoyable and interactive learning environment and helps students feel more confident in learning English.

In addition to improving vocabulary comprehension, the TPR method also strengthens students' motivation and participation in learning. Based on interviews, most students stated that they were more enthusiastic about learning when instruction was supported by simple movements and games. Students appeared more active in following teacher instructions and were less afraid of making mistakes during the activity. These findings align with research conducted by Faridatus Salma and Khoirul Wafa (2023), which showed that the TPR method can increase student motivation and participation in English learning.

This study explains that physical activity integrated into the TPR method helps students become more active and understand learning materials more easily. However, this study also highlights several challenges related to implementing the TPR method. One of the main challenges is classroom management. Movement-based activities make students highly active, which can sometimes create a noisy and difficult-to-control classroom atmosphere. Furthermore, there are differences in students' ability to understand instructions in English. Some students are able to follow instructions quickly, while others require repetition and additional explanation. These findings align with the conclusions of research conducted by (Dzurotul Ilmi and Khairul Anwar, 2022), which showed that although the TPR method is effective in increasing student participation, teachers still face several obstacles such as limited student vocabulary, classroom management, and the need to repeat instructions to ensure students' thorough understanding of the material.

Furthermore, research conducted by (Baiq Sumarni, Dharma Dev Bhatta, and Sharon Fung-Chien Kho, 2022) also shows that the TPR method is effective in teaching English, as it encourages more active and meaningful interactions in the classroom. However, teachers must be able to manage classroom activities to ensure that the learning environment remains conducive to the learning process. Therefore, it can be concluded that the Total Physical Response (TPR) method is effective in teaching English in elementary schools, as it

can increase student participation, motivation, and understanding of English vocabulary. However, teachers must pay attention to classroom management, utilization of learning time, and differences in student abilities to ensure that the TPR method is implemented optimally.

Conclusion

Based on the findings of this study, it can be concluded that the implementation of the Total Physical Response (TPR) method had a positive impact on English learning for fourth-grade students at SDN Pesawahan 1. The method promoted active student participation, increased learning motivation, and improved students' vocabulary comprehension through enjoyable and interactive learning activities. These findings indicate that the TPR method provides an effective learning environment that supports young learners in understanding and using English vocabulary more confidently.

Despite these positive outcomes, several challenges were identified during the implementation of the TPR method, including classroom management during movement-based activities, differences in students' ability to understand instructions, limited vocabulary mastery, and limited instructional time. These challenges highlight the importance of effective classroom management, appropriate learning strategies, and repeated practice to ensure that all students can actively participate and benefit from the learning process. Overall, the findings suggest that the Total Physical Response (TPR) method is an effective approach for teaching English to elementary school students, particularly in improving students' participation, motivation, and vocabulary acquisition.

Based on these findings, English teachers are encouraged to use the TPR method as an alternative strategy for teaching vocabulary and simple English expressions to young learners. To maximize its effectiveness, teachers should combine TPR with other instructional methods when introducing more abstract language concepts, provide sufficient opportunities for repetition and practice, and organize classroom activities effectively to maintain students' engagement. Future researchers are recommended to investigate the implementation of the TPR method in different educational settings, involve a larger number of participants, or integrate TPR with digital learning media to obtain broader insights into its effectiveness.

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