



**TEACHERS' PERCEPTION OF TOTAL PHYSICAL RESPONSE
(TPR) METHOD IN TEACHING ENGLISH TO ELEMENTARY
SCHOOL STUDENTS**

UNDERGRADUATE THESIS

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ABSTRACT

This study investigates teachers' perceptions on the use of the Total Physical Response (TPR) method in teaching English to the elementary school students. The purpose of this study is to discuss the perceptions of teachers in teaching English to elementary school students and to explore possible contributions of TPR in facilitating TEYL. A mixture of methods, quantitative and qualitative, was implemented in this study. Data from this research were collected from questionnaires and Focus Group Discussion (FGD). Questionnaires were distributed to 51 Elementary English teachers and FGD data were obtained from 4 teacher representatives from the group. The results showed that the majority of elementary English teachers have some degrees of familiarity with the TPR method, particularly its "practice." For some teachers in the study, however, this method was considered new. Specifically based on their practices in the class, the teachers' recalled the implementation of TPR and concurred on perceptions that TPR contributed to students in facilitating TEYL. Furthermore, this study also discovered specific strategies of implementation in teaching English in both lower and higher classes in elementary schools.

Keywords: *TPR, elementary school, teaching method, TEYL, young learners*

ABSTRAK

Penelitian ini menyelidiki persepsi guru tentang penggunaan metode Total Physical Response (TPR) dalam mengajar bahasa Inggris kepada siswa sekolah dasar. Tujuan dari penelitian ini adalah untuk membahas persepsi guru dalam mengajar bahasa Inggris kepada siswa sekolah dasar dan untuk mengeksplorasi kemungkinan kontribusi TPR dalam memfasilitasi TEYL. Campuran metode, kuantitatif dan kualitatif, diterapkan dalam penelitian ini. Data dari penelitian ini dikumpulkan dari kuesioner dan Focus Group Discussion (FGD). Kuesioner dibagikan kepada 51 guru Bahasa Inggris SD dan data FGD diperoleh dari 4 perwakilan guru dari kelompok tersebut. Hasil penelitian menunjukkan bahwa mayoritas guru bahasa Inggris tingkat dasar memiliki tingkat keakraban dengan metode TPR, khususnya "praktik" -nya. Namun, bagi beberapa guru dalam penelitian ini, metode ini dianggap baru. Khususnya berdasarkan praktik mereka di kelas, para guru mengingat implementasi TPR dan menyepakati persepsi bahwa TPR berkontribusi kepada siswa dalam memfasilitasi TEYL. Selain itu, penelitian ini juga menemukan strategi implementasi khusus dalam pengajaran bahasa Inggris di kelas rendah dan tinggi di sekolah dasar.

Keywords: *TPR, elementary school, teaching method, TEYL, young learners*

DEDICATION PAGE

This work is a fruit of countless and arduous sacrifices. Through the journey, this work is wholeheartedly and proudly dedicated to those who have served as an inspiration. To our God Almighty who showered us His blessings in our everyday lives, especially for the strength, courage, patience, wisdom, time, and guidance in realization of this work. To parents and families who always give their endless love and happiness despite any situations. To the faculty and all staffs of the Elementary School Teacher Education (ETE) program, President University and for the foremost, to the Head of ETE Study Program, Mrs. Ani Pujiastuti Ph.D., who has devoted countless hours in guiding me for this masterpiece.

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