TEACHERS’ ATTITUDES TOWARD THE USE OF TOTAL PHYSICAL RESPONSE IN TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

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Approved by:

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INTRODUCTION

English teaching methods have evolved massively over the past few decades. There are many teaching methods to choose from: Grammar-Translation, the Silent Way, Communicative Language Teaching, Suggestopedia, Task-Based Language Teaching, and many more. Total Physical Response (TPR) is one method that stood out from the rest as it has gone viral in Indonesia because of its effectiveness in improving learners’ vocabulary comprehension while at the same time increasing their motivation level after being implemented in the classrooms (Anwar & Fitriani, 2016; Ekawati, 2017; Fahrurrozi, 2017; Katemba & Tampubolon, 2009; Octaviany, 2007).

During my teaching practicum, I had the opportunity to teach and observe young learners at a private Christian elementary school in Semarang, Central Java. My mentor teacher was open to let me try various teaching methods, one of which is TPR. This method seemed to be the most appropriate as I was teaching young learners. I recall a time when I used Simon Says game to review about preposition for the first graders. It turned out that the students remember the preposition words better because the words were presented in actions.

Since I have experienced a lot of fun and seen optimistic result from young learners, I was inspired to get more information about teachers’ attitudes toward TPR. On another note, despite the fact that TPR has been shown to be helpful in English language teaching (Fauzan, 2011; Hsu and Lin, 2012; Kuo, Hsu, Fang, and Chen, 2014; Munoz, 2011; Savic, 2016) and is seen as a valuable tool to improve students’ vocabulary
achievement, only a few studies have looked into the teachers’ attitudes toward the use of TPR in teaching English vocabulary, particularly in Indonesian elementary and kindergarten classrooms.

Given the scarcity of the research, this study intends to find out the teachers’ attitudes toward the use of TPR when teaching English vocabulary for young learners. This study may offer a better understanding of teachers’ attitudes toward the use of TPR in the classrooms and help English teachers to create more appropriate materials in the classroom so that the teaching and learning can be more enjoyable and fulfilling for both teachers and learners.

Thus, the aim of this study is to examine the attitudes of ten female English elementary and kindergarten teachers at a private Christian school in Salatiga, Central Java, toward the use of TPR in teaching English vocabulary for young learners. The following question is used to focus the investigation: “What are the teachers’ attitudes toward the use of TPR in teaching English vocabulary to young learners?”

LITERATURE REVIEW

Teachers’ Attitudes Matter

Attitude comes from a Latin word “aptus” which means the framework of social psychology as a mental preparation for action (Barros and Elia, 2010). Albarracin, Johnson, Kumkale, and Zanna (2005) described attitude as a kind of psychological disposition to see a particular thing or behavior with a degree of like or dislike. A
person’s attitude affects his/her way of seeing, hearing, thinking and doing things. Therefore, attitude can be defined as a propensity to respond to something, whether or not that person agrees or refuses someone or something.

Based on the previous explanation, teachers’ attitude and perception will affect how and what he/she teaches. Since attitude deals with one’s way of thinking, it has serious results on how an individual behave in a particular context. In educational context, teachers’ attitudes will influence how they behave, interact and teach in the classroom. Not only that, their attitudes and perceptions will shape the teaching method or strategy that they use when teaching in the classroom.

Yara (2009) added that teachers’ dislike, like, appreciation and feelings about something can impact the students. As a result, their attitudes play an important role in students’ vocabulary achievement and fulfillment. Additionally, teachers’ attitudes also contribute to students’ motivation and to the classroom climate, which means teachers’ personal beliefs about something can affect their choice in using a teaching method.

**Young learners: Who are they?**

Elementary and kindergarten students are categorized as young learners. Li, Wu, and Hou (2001, as cited in Ghani and Ghous, 2014) explained that young learners are students aged from 5-6 years old up to 11-12 years old. Cameron (2001) added that young learners are those who aged between five and twelve years old, which would place them in elementary or kindergarten. The general understanding combined with these
definitions would assume that five to twelve year old children are grouped as English young learners.

Scott and Ytreberg (1990) revealed some basic characteristics of the young language learners: they sometimes have problems to distinguish the real world from the imaginary world; like to be accompanied with others; use language skills long before they are aware of them; love to play and learn by mimics; incorporate gestures and body movements; have a very short attention and concentration span; and lastly, they do not always understand the world of adults. Considering these characteristics, an English teacher needs to use the instructions appropriately and keep the instructions simple.

Phillips (1993) argued that younger learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system. That is why some considerations have to be made when teachers teach vocabulary to young learners. For example, when making an activity, the teacher needs to ensure that it is simple enough for the students to understand what is expected of them, yet still amusing and within students’ abilities so that the students can easily reach their goals but at the same time they should be stimulating and motivating for them to be satisfied with their work.

**Vocabulary Teaching for Young Learners**

According to Ur (1996), vocabulary is the words that we teach in the foreign language. Generally, having enough vocabulary will enable the students to understand the
utterance that they listen, help the students to be able to speak fluently as well as to comprehend the content of the materials given by the teachers easily. The more vocabularies the learners know, the better they are to understand and communicate with their classmates and teachers.

Harmer (2001) further illustrated how the language structure is similar to a skeleton of a language while vocabulary is the vital organs and the flesh. In that sense, the acquisition of an adequate vocabulary is vital for successful second language use. With an enough amount of vocabulary, students are more likely to use the structures and functions. Mastering vocabulary is the key to master other language components such as speaking, listening, reading, and writing because it gives an overview of how well students can speak, listen, read or write.

Moreover, Nation (2001) suggested that a good vocabulary teaching should be attractive, repetitive and makes the learners give attention to the use of words. The teacher may introduce vocabulary a word at a time but consistently repeat them so that the students have time to digest and internalize the words (McCarten, 2007). An adequate vocabulary will not only help young learners to learn structures easily, but also support their interaction with their peers in daily life and serve as a way to express their ideas or feeling they wanted to express in their mother tongue (Finocchiaro, 1974, as cited in Alqahtani, 2015).

When presenting vocabulary, there are many methods that can be used. Teachers can vary the methods or combine them rather than only focus on one method. Employing
planned vocabulary presentation as various as possible might be a great solution (Pinter, 2006). On another note, gestures (hand gestures, facial expressions, body movements, etc) can be used to avoid ambiguity. Word retrieval will be much better when a gesture associated with the vocabulary item is produced by the teacher during the lesson (Alqahtani, 2015).

**Total Physical Response: A proven stress-free approach**

TPR, an approach founded by James Asher in 1977, focuses on language teaching through action and speech. In TPR, the teacher gives commands and the students respond by using actions instead of words. The teacher can modify the commands and have the students listen to and act out what the teacher says. This method aims to ease the students’ mind so that they are ready to learn without having to worry about learning.

A study in Taiwan by Hsu and Lin (2012) demonstrates that TPR improved students’ motivation and interest of students in elementary school in learning English. Another study by Sariyati (2013) conducted at the first grade in one Islamic elementary school in Bandung, West Java, Indonesia, also implies that the use of TPR made a significant improvement on students’ vocabulary mastery. In her study, she compared first graders’ pre-test score with post-test score. Results showed that the experiment group’s vocabulary comprehension was enhanced.

Richards and Rodgers (2001) proposed that TPR is “built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.”
Incorporating TPR into daily routines of language learning will result in learners gaining more confidence as they internalize the vocabulary items. However, when teaching vocabulary to young learners, the teacher may need to introduce concrete things that they can see, touch, feel, smell and experience before getting them to know about abstract things as young learners are still making sense of things around them (Cameron, 2001).

Using TPR in the elementary classrooms is crucial to the students’ language successes because this method meets their needs. On another note, TPR addresses all types of learners, such as visual and audio through the commands as well as kinesthetic through the movements. TPR can be a helpful tool for teachers to make vocabulary learning come alive and pave the way to a more complex lesson, such as grammar (Pinter, 2006).

THE STUDY

Context

The setting of the study was a private Christian kindergarten and elementary school located in Salatiga, Central Java, Indonesia. The school was selected randomly among those who offer English learning programs because English was actively used in daily oral communication in this school. The students learned English five days a week, in which one meeting equals up to 2 hours.
Participants

The subjects of this study were ten female English teachers who teach at English-programmed classrooms ranging from kindergarten A to sixth grade. Table 1 gives a demographic overview about the teachers involved in this study.

Table 1.

Participants’ Demographic

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Gender</th>
<th>Age (years old)</th>
<th>Educational Background</th>
<th>Grade Taught</th>
<th>Experience (years)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Female</td>
<td>28</td>
<td>B.Ed-UKSW Salatiga</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Female</td>
<td>30</td>
<td>B.Ed-UKSW Salatiga</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; and 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Female</td>
<td>35</td>
<td>B.Ed-UKSW Salatiga</td>
<td>Kindergarten B</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>Female</td>
<td>26</td>
<td>B.Ed-UKSW Salatiga</td>
<td>Kindergarten B</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
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<td>34</td>
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<tr>
<td>6</td>
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<td>Female</td>
<td>33</td>
<td>B.Ed-UKSW Salatiga</td>
<td>Kindergarten B</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>G</td>
<td>Female</td>
<td>33</td>
<td>B.Ed-UKSW Salatiga</td>
<td>Kindergarten A</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
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<td>B.Ed-UKSW Salatiga</td>
<td>Kindergarten A</td>
<td>8</td>
</tr>
</tbody>
</table>
As shown in Table 1, all of the participants were female. Almost all of the participants got their bachelor’s degree in education at Universitas Kristen Satya Wacana Salatiga, Central Java and only one of them graduated from STKIP Bandung, West Java. The ages of participants ranged from 26 to 35 years old. They have had previous experiences in regard to teaching English to young learners in English-programmed classrooms that each consisted of 24-25 students.

**Instruments**

A semi-structured interview was adopted by the researcher in order to fulfill the aim of the study. The interview questions was adapted based on a study by Aboud (Iraqi teachers’ attitude toward using TPR as a teaching method for “Iraq Opportunities” third primary pupils’ book) which is considered to be the most relatable tool to date as the study, based on the idea that the English can be taught effectively through actions, songs and games. Below were the modified interview questions:

1. How long have you been teaching English?

2. Are you familiar with the TPR method?

3. How do you teach English vocabulary?

4. How do you feel about the use of movements when teaching English vocabulary?
5. Do you agree with this following statement: Teachers can help young learners grasp vocabulary better using movements?

6. Do you believe that teacher who moves when teaching vocabulary can be considered good?

7. From your point of view, to what extent a teacher must use accompanying kinesthetic activities?

8. Is there any limitation on using movements when teaching English vocabulary to young learners?

DATA COLLECTION PROCEDURE

The data for this study was collected from ten English teachers from a private Christian kindergarten and elementary school in Salatiga, Central Java, Indonesia. Ten recordings were taken using a phone application. The researcher held a semi-structured interview in Indonesian using questions that were adapted from the Iraqi study concerning about the same issue. All the participants were named alphabetically to ensure their anonymity. Table 2 provides the day, date and length for each interview.
Table 2.

Participants’ Interview Data

<table>
<thead>
<tr>
<th>No</th>
<th>Name(s)</th>
<th>Interview Day and Date</th>
<th>Interview Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
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<td>26’07”</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Tuesday, April 11, 2017</td>
<td>20’10”</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Tuesday, May 2, 2017</td>
<td>21’36”</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>Tuesday, May 2, 2017</td>
<td>20’17”</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>Tuesday, May 2, 2017</td>
<td>26’30”</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>Tuesday, May 2, 2017</td>
<td>20’03”</td>
</tr>
<tr>
<td>7</td>
<td>G</td>
<td>Tuesday, May 9, 2017</td>
<td>22’44”</td>
</tr>
<tr>
<td>8</td>
<td>H</td>
<td>Tuesday, May 9, 2017</td>
<td>20’54”</td>
</tr>
<tr>
<td>9</td>
<td>I</td>
<td>Tuesday, May 9, 2017</td>
<td>21’49”</td>
</tr>
<tr>
<td>10</td>
<td>J</td>
<td>Tuesday, May 9, 2017</td>
<td>24’07”</td>
</tr>
</tbody>
</table>

All of the participants were interviewed for more than 20 minutes on four different Tuesdays. The interview process took 5 weeks since some adjustments were made to the teachers’ schedules. The longest interview duration was 26 minutes and 30 seconds while the shortest interview duration was 20 minutes and 3 seconds.
DATA ANALYSIS PROCEDURE

First, the researcher transcribed and translated the interviews. Second, the researcher classified the data into some emerging themes related to the study. Third, the researcher interpreted the data and compared it to the theories discussed under the literature review section in order to answer the research question. Finally, the results of teachers’ attitudes toward the use of TPR in teaching English vocabulary to young learners were acquired.

DISCUSSION

Teachers viewed that TPR can support vocabulary teaching for young learners

All participants were asked to show their perceptions of using TPR in teaching English vocabulary to young learners. The data revealed that almost all of them agree that TPR is useful to teach English vocabulary to young learners. For example, teacher A, C and G mentioned that the students can remember the vocabulary easier through movements. Teacher A said:

(Excerpt 1)

“Let’s say, I use simple motions like this and ask what is it? Okay, sprinkle. Just by doing this sprinkle they know it… So actually it is easier for them to memorize and remember the new vocabularies.”

(Teacher A, individual interview, April 4, 2017)

As seen from her statement, teacher A confirmed that the students can remember vocabularies better by imitating the action that the teacher did. In this instance, it was the
word “sprinkle”. Incorporating movements in vocabulary teaching made the students easier to memorize the new vocabulary items they need to learn. Teacher C further explained:

(Excerpt 2)

“Kalau ada gerakan, mungkin itu membantu mereka lebih mudah mengingat. Jadi nanti dia bisa mengasosiasikan gerakan itu dengan vocab yang dia dapat. Kemudian itu akan mudah untuk diingat dia.”

“If there is a movement, it may help them to remember easier. So later he/she can associate the movement with the vocabulary that he/she got. Then, it will become easier to be remembered by him/her.”

(Teacher C, individual interview, May 2, 2017)

Teacher C highlighted that using movement has the potential to increase vocabulary learning. When the teacher explains the meaning of the word through a movement, the students’ memory is improved because they were able to make a connection between a new word and the physical action. Thus, their memory retention is strengthened. Similarly, teacher G commented:

(Excerpt 3)

“Kalau dia lupa, kita pakai gerakan buat ngingatn dia (anak-anak)… Dia (gerakan) memang bisa membantu, kita udah ngerasain soalnya. Saya secara pribadi sih udah ngerasain efeknya. Jadi dia (anak-anak) lebih cepet ngerti kalau dikasih gerakan… Gerakan ini membantu penyerapan vocabnya mereka sih, gitu.”

“If he/she forgets, we will use actions to remind him/her… Indeed actions can help, for we have witness it. I personally have felt the effect. So he/she understand faster if an action is given… This helps them to absorb the vocabulary.”

(Teacher G, individual interview, May 9, 2017)

Many of these teachers imply that movements help students to remember the vocabulary easier. This finding supports Phillips (1993) who wrote that young learners
respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system. When the students listen to their teacher, they also have the chance to move around in the classroom. The teacher communicates with the students by providing the commands, showing the action, and then after some repetitions, asking the students to give commands. In this way, the teacher introduces the vocabulary in a meaningful way while keeping the lesson interesting for the students to learn.

**Teachers viewed that TPR helps young learners to understand the material better and faster**

All participants were asked to convey their perceptions of TPR’s effectiveness in teaching English vocabulary to young learners. The data indicated that all of them agree that TPR helps young learners to understand the material better and faster. For instance, teacher D, H and I mentioned that the students can remember the vocabulary easier through movements. Teacher D shared:

(Excerpt 4)

“Dari pengalamanku, kalau untuk TK banyak dipakai itu TPR, karena anak-anak itu kan lebih bisa menangkap materi kalau ada gerakannya... Jadi mereka lebih cepet nangkap materi karena lihat missnya melakukan suatu gerakan, trus nanti pada ngikutin missnya.”

“From my experience, TPR is often used in kindergarten, because children can understand the material better if there is a movement... So they can grasp the material faster as they see their teacher does an action, and then they will copy what their teacher is doing.”

(Teacher D, individual interview, May 2, 2017)
Teacher D believed that the students can understand the material easier through movements. When they see their teacher is doing something, they will imitate him/her automatically, thus making it easier for them to grasp the vocabulary items taught by the teacher.

Teacher H confirmed that when young learners see their teacher is performing something, that information will be stored in their long-term memory. She described:

(Excerpt 5)


“If they see us doing something, they can process that to their long-term memory… Using movements will help them remember. If we only say the word, it seems like it’s only in at one ear and out at the other. So indeed, movement is like a recall tool.”

(Teacher H, individual interview, May 9, 2017)

TPR was illustrated as a recall tool that will help the student remember vocabulary items better rather than only using words to young learners. This lend credence to Cameron’s idea (2001) that teachers need to find ways to teach using things that can be seen, touched, felt, smelled and experienced by the students.

Linking vocabulary items with actions can support vocabulary learning to young learners. They can understand and remember words better if a movement connecting the item is given. This view is best represented by teacher I who said:
“Gerakan itu membantu anak untuk lebih mendapatkan apa yang kita sampaikan. Jadi, dengan memakai gerakan juga membantu sehingga kata yang kita sampaikan ke anak diingat dan ditangkap lebih baik melalui gerakan tadi… Contohnya pas belajar letter R nih, saya ngomong, bip, bip, bip, bip, I have a friend from Letterland. His name is r,r, Red Robot. Come on, let’s stand up, let’s pretend to be robots.”

“Movement helps children to grasp more of what we taught them. So, using movement is helpful because children can understand and remember the word that we taught them better. For example, when we studied the letter R, I said to them, beep, beep, beep, beep, I have a friend from Letterland. His name is r, r Red Robot. Come on, let’s stand up, let’s pretend to be robots.”

(Teacher I, individual interview, May 9, 2017)

One of young learners’ characteristic is learning by doing, so when a teacher creates a simple action that corresponds well to the vocabulary, just like the way teacher I linked the letter R to a robotic movement that is easy to be imitated by the students, the students will be able to internalize the vocabulary behind the movement and keep it longer in their memory because they have experienced the word. This finding corroborates McCarten’s (2007) idea that introducing vocabulary one item at a time is beneficial for students’ internalization and digestion of the new words.

**Teachers viewed that TPR can increase students’ enjoyment in vocabulary learning**

Significantly, TPR requires students’ active engagement in vocabulary learning, which means that the use of actions are the reason that kept them interested in learning vocabulary. As teacher A explained:

(Excerpt 7)

“They are so interested to learn, they usually say, “Miss, this is fun, let’s do this again.” They are interested in that kind of activities. So they are not only
learning, they are not only listening to my instructions, but they also do something in the class.”

(Teacher A, individual interview, April 4, 2017)

Teacher A commented that her students were interested to learn English vocabulary. She also mentioned that students’ enthusiasm can be encouraged by doing something in the class. TPR helped her to achieve this while increasing students’ listening fluency at the same time. Likewise, teacher C claimed that using TPR made the students follow her instructions and do a pretend play.

(Excerpt 8)

“Biasanya mereka mengikuti, kemudian menyebutkan, “Oh, gini ya miss,” dan melakukan bersama-sama… ya, karena memang mereka belajarnya dengan bermain, lewat gerakan, gitu.”

“Usually they will follow, then mention, “Oh, it works like this, right, miss,” and do it altogether… because they are learning by playing, by movements.”

(Teacher C, individual interview, May 2, 2017)

Movements support the classroom curriculum and are not only motivating, but also give a lot of fun for young learners. This goes in line with Larsen-Freeman (2004) who argued that students will have enjoyable learning experiences when TPR is used. This finding also validates what Pinter (2006) found, that TPR can be a helpful tool for teachers to make vocabulary learning come alive as well as pave the way to a more complex lesson. Teachers can make use of movements as a way of supporting their language learning since it can address students’ cognitive, emotional and physical needs.
Teachers viewed that varying TPR with other strategies may enhance students’ vocabulary achievement

Teacher B questioned the use of TPR in teaching vocabulary to more advanced learners. In her opinion, TPR might be limited to certain themes such as action verbs. Teachers may have difficulties in determining the right movement to use when teaching other non-action themes such as constellation or solar system, especially in fifth and sixth graders where students learn more abstract concepts. This finding is intriguing because it is different from what the previous studies found.

Teacher B further explained:

(Excerpt 9)

“In my opinion, if the material taught is not action verbs, the teacher will face difficulties to use movements, for example materials other than action verbs, such as constellation or the solar system has many vocabularies, so if movement is used it will be hard because the teacher has to make sure that the movement is right or not, and whether the movement can be interpreted correctly by the students.”

(Teacher B, individual interview, April 11, 2017)

Teacher B’s concern was that whether or not the students can link the word with the movement correctly. Unlike action verbs that consist of doable movements, other themes such as solar system might not be that easy to be performed as there is no solid movement that can be interpreted the same by all students.
Teacher A also noted:

(Excerpt 10)

“I never use TPR alone... In real life, it’s a little bit difficult to always do TPR. There are other methods to teach vocabulary. I think as teachers we would just mix TPR with other methods.”

(Teacher A, individual interview, April 4, 2017)

As seen from the above excerpts, if used alongside with other methods, TPR can make students’ vocabulary achievement more efficient. Researchers like Pinter (2006) had explained that employing planned vocabulary lessons to young learners as various as possible is crucial. Thus, what teacher A and B mentioned earlier is understandable because there is no universal recipe governing the movements used in TPR.

CONCLUSION

The aim of the study was to determine the teachers’ attitudes toward the use of TPR in teaching English vocabulary to young learners. Result showed that all of the teachers involved in this study have a positive attitude towards the use of TPR in English vocabulary teaching to young learners. They believed that TPR is beneficial to vocabulary teaching because it can increase students’ enjoyment when learning vocabulary with the use of movements that will lift up the mood, help students to understand material better and faster while at the same time improve their motor skill as they move around. Such results are consistent with the previous studies (Hsu and Lin, 2012; Sariyati, 2013) showing that the use of TPR contributes to young learners’ English vocabulary achievement.
Surprisingly, two out of ten teachers addressed their concerns on using TPR alone to teach vocabulary. They view this method is rather suitable for beginners and cannot be used to teach everything, different from what the previous studies found. On another note, vocabulary themes such as action verbs or preposition can be taught using TPR because the students can interpret the action and get the meaning easily while other themes that are more abstract such as constellation or solar system may not be that simple to be interpreted. Thus, these teachers maintain that TPR is best combined with other strategies to maximize students’ vocabulary achievement. One example to do this is through combining TPR and storytelling.

Hopefully this study may be a great use to those who teach English to young learners (TEYL), school leaders, and other stakeholders involved in the teachers’ development in English language teaching field when considering which teaching method should be used when teaching English vocabulary. From this study, it has been shown that TPR is perceived as a great approach that promotes young learners’ motor development and maximizes their vocabulary achievement, especially in the beginner level. If a safe learning environment is made, there is no doubt that young learners’ mind will actively engage in the meaning-making process.

Furthermore, I believe that although this study was carefully prepared, still, there are some limitations. Firstly, there are only ten participants and might not represent the majority of the teachers. Second, since the interview designed to obtain teachers’ attitudes toward the use of TPR in teaching English vocabulary could give useful
information regarding their perceptions and understanding about TPR, it seems not to give enough evidence of their behavior when teaching vocabulary in the classrooms. Observations can be used to provide a better overview of the teachers’ attitudes toward TPR, questionnaires regarding teachers’ teaching styles can be distributed to the teachers, and interviews to the students about their responses may be done. Hence, this study might have different results if it is done in other circumstances. In conclusion, this study can still be explored into a larger research in the future which I had not conducted because of the limited time and resources.
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APPENDIX A

TEACHER A

Length of interview: 26’07’

Day and date: Tuesday, April 4, 2017

How long have you been teaching here? Five years.

What’s your strategy? We will use the real things to teach them about new vocabulary and also because everything they are interacting with that words.

Have you ever taught English vocabulary using movements or demonstrations?

Yes, but for movement we will use it as light verbs, so, like, action verbs is easy for them to actually practice that kind of thing, for example let’s say usually jump, or let’s say procedures, we are learning about procedures is like spreading butter, that kind of thing, sprinkle some cheese, they also learn how to for example, cut, or do another simple things by doing simple movements or simple motions, because we are in the small classroom, so it will be more effective if we only use simple motions.

Are you familiar with the term “Total Physical Response”?

I was accustomed to hear that, when I was studying at UKSW, Total Physical Response was taught by one of the lecturers, and this was actually something that in the real life, it’s a little bit difficult to always do TPR. There are other methods to teach vocabulary. I think as teachers we would just mix TPR with other methods.

So you kind of mixed TPR with other methods somehow?

Yes, that’s true. I never only use TPR alone. Like I said before, there are many strategies to teach vocabulary and so I usually see which one will work best for the students.

When you ask the students to do the action, how do they respond?
They are so interested, they usually say, “Miss, this is fun, let’s do this again.” They are interested in that kind of activities. So they are not only learning, they are not only listening to my instructions, but they also do something in the class.

*Next up, I need you to check whether you agree or disagree with the following statements. Alright, so the first one is: Teachers can help students understand something using movements.*

Yes, I absolutely agree because especially when we teach in elementary we need not to be unconfident. We need to use movements. Let’s say, I use simple motions like this, and ask, what is it? Okay sprinkle. So just by doing this sprinkle they know it. This one? Spread. This one? Cut miss. Maybe they know this movement in Bahasa or maybe they have ever done it before, however by me doing that one so they just like okay then. So actually it is easier for them to memorize and remember the new vocabularies.

**APPENDIX B**

**TEACHER C**

Length of interview: 21’36’

Day and date: Tuesday, May 2, 2017

*How long have you been teaching here?* 9 years.

*Are you familiar with TPR?* TPR?

*Yep, it is the short of Total Physical Response. It is one of the methods that focus on the use of movements when teaching English to young learners.*

Oh… I think I have heard of it before but I am not that familiar with the method.
How do the students respond when you use actions to teach vocabulary?

Usually they will follow and mention, Oh it works like this, right, miss, and do it altogether. Also, they can remember better if I use some kind of visual aid such as pictures or something.

I see. Next up, do you agree with the following statement: Teachers can help students to understand the meaning behind a word better using an action. Please give your reasons. I agree because like I said before, young learners learn better visually, so when they see something, when they see a movement, perhaps it could help them to remember better. If there is a movement, it may help them to remember easier. So later he/she can associate the movement with the vocabulary that he/she got. Then, it will become easier to be remembered by him/her.

APPENDIX C
TEACHER G

Length of interview: 22’44’

Day and date: Tuesday, May 9, 2017

How long have you been teaching here? Almost nine years.

Are you familiar with the term TPR? I think so. TPR focuses on actions or movements.

When do you use actions in vocabulary teaching? Hmm, for actions, I will use if I teach action verbs, such as eat, or pick, pick the fruit. Most of them are spontaneous, it is not planned. I think the kids will remember better if there is an action given. For example, when we learned long and short, we sang long and short, long and short, long long long long short short short. I will use my legs and move them, like so, long, short, long and short.
Okay. Now we move on to the first statement, teachers can help the students understand better with the use of actions. Do you agree? Why/why not?

Yes, I agree, because just like the sound, if he/she forgets, we will use the actions to remind him/her. For example the letter J, jeh, we will jump, he/she will remember the jump action. This helps them to absorb the vocabulary. Oh, and indeed actions can help for we have witness it. I personally have felt the effect. So he/she understand faster if an action is given.

APPENDIX D

TEACHER D

Length of interview: 20’’17’’

Day and date: Tuesday, May 2, 2017

How long have you been teaching here? Almost 3 years.

Are you familiar with TPR?

Isn’t that Total Physical Response, right? So we use our bodies as a vessel to deliver the vocabulary materials. I think I did use TPR when teaching kinds of sentence.

Do you agree with the statement that says teachers can help students understand better using actions?

I agree. From my experience, TPR is often used in kindergarten, because children can understand the material better if there is a movement. Like for example, I sometimes use this, if you’re happy and you know it clap your hands, I modified it to go under the locker. Go on the mat, or anything silly. So they can grasp the material faster as they see their teacher does an action, and then they will copy what their teacher is doing.
Besides, they are still young, right. So they are suckers for visual things. Things like pictures or something else will be a great use for teachers so that the students can actually see the things being taught by the teacher.

APPENDIX E

TEACHER H

Length of interview: 20’’54’’

Day and date: Tuesday, May 9, 2017

*How long have you been teaching here?* Probably 9 years.

*Are you familiar with TPR?* Total Physical Response, meaning teaching with actions.

*Do you agree with the statement that says teachers can help the students understand the material better using actions? Why/why not?*

I totally agree because if we only say something it seems like the children will only store it in their short-term memory. However, it is another story if they see us doing something, they can process that to their long-term memory. For example when we learned the letter N, we associated it with the action of moving our tongues and making the n sound. So we do, n, n, n. Using movements will help them remember. If we only say the word, it seems like it’s only in at one ear and out at the other. So indeed, movement is like a recall tool. Very helpful for teachers. Especially those who teach young learners.

APPENDIX F

TEACHER I

Length of interview: 21’’49’’
How long have you been teaching here? About seven to eight years lah.

Are you familiar with the term TPR? I guess so, so like we teach through actions, right.

Well then. Do you agree with the statement that says teachers can help the students understand the material better using movements/actions? Why/why not?

I agree, because movements are actually useful. Movement helps the children to grasp more of what we taught them. So, using movement is helpful because children can understand and remember the word that we taught them better.

Any examples?

Yeah, there is one. For example when we studied the letter R, I said to them, beep beep, beep beep. I have a friend from the Letterland. His name is Red Robot. Come on let’s stand up, let’s pretend to be robots. Then we will move our legs and hands like this, as if we were actually robots. Some children will even pretend that they were Transformers or something. Then the whole class will burst into laughter.

APPENDIX G

TEACHER B

Length of interview: 20’10’

Miss how long have you been teaching here? I think almost two years.

Say, if you were to introduce a new vocabulary how would you do it?

Introduce a new vocabulary, huh… usually I will do it by reading, then the vocabulary comes later. Since I teach fifth and sixth graders, they focus more on reading, ya.

Day and date: Tuesday, April 11, 2017
Have you ever taught vocabulary using movements/actions?

Hmmm… no, never, because classes for bigger students are more into writing or spelling.

Alright Miss, next up I have some statements that I want to ask your opinion about. I want to see if you agree or disagree with the following statements. First one: Teachers can help students to understand the material better using actions.

Well, let’s see. In my opinion, if the material taught is not action verbs, the teacher will face difficulties to use movements, for example materials other than action verbs, such as constellation or solar system has many vocabularies, so if movement is used it will be hard because the teacher has to make sure that the movement is right or not and whether the movement can be interpreted correctly by the students. Not to mention that students understand things in different ways. So there’s that… but I’m not saying using action is bad, ya. I just think it suits for younger students.