Abstract
This study explores teacher’s response of SD Negeri 09’s toward TPR application in English classroom. TPR was a method that engages with various sources, for example intonation, gestures, body language, facial expression, and social context similar like the language itself. Moreover, TPR is a language method that based on physical responses and built among coordination of action and speech which is mean students could learn effectively through action and physical responses. The study was designed as a descriptive study conducted to an English teacher who taught one class that consisted of 40 students. The researcher observed five times on teaching English that applied TPR. Data was collected via observation protocol and oral interview. The result from the study showed that correct responses appear more often rather than other responses. At last, the researcher hopes that this study would be useful for English teachers to minimizing possible mistakes and problems that may come up in their teaching.

Keywords: Teacher’s response, TPR application, English classroom