

Creative Teaching Practice: A Combination of Total Physical Response (TPR) at Elementary School Students in Tangerang

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Abstrak

Mengajar Bahasa Inggris sebagai bahasa asing bukanlah hal yang mudah, terutama mengajar Bahasa Inggris kepada siswa sekolah dasar. Guru diharapkan selalu memiliki ide-ide kreatif dan inovatif untuk menarik perhatian siswa dalam kegiatan mengajar di kelas sehingga siswa dapat memahami materi yang diajarkan. Total Physical Response (TPR) merupakan salah satu metode yang dapat diterapkan. TPR merupakan metode yang menggunakan gerakan tubuh untuk mengartikan kata-kata. Tujuan dari program pelatihan ini adalah untuk membantu guru mengajar Bahasa Inggris dan menciptakan suasana kelas yang menyenangkan seperti mengajar dengan menggunakan permainan dan lagu, bermain peran, dan bercerita, alat bantu visual dan media daring dan pembelajaran berbasis tugas. Metode ini ditemukan mudah diterapkan oleh guru di MIN 1 Tangerang. Peserta yang hadir adalah 48 orang yang terdiri dari kepala sekolah dan guru. Pemaparan singkat bertujuan langsung ke intinya, menghindari detail yang tidak perlu atau penjelasan yang panjang. Metode ini sering menggunakan alat bantu visual, seperti slide, diagram atau video dan komunikasi interaktif digunakan untuk meningkatkan pemahaman tentang permainan dan lagu, bermain peran dan bercerita, alat bantu visual atau media daring dan pembelajaran berbasis tugas. Hasil dari kegiatan ini adalah seluruh peserta antusias dan dapat menggunakan metode TPR dengan baik untuk mencapai tujuan yang ditetapkan.

Keywords: Pengajaran kreatif, Total Physical Response, Siswa Sekolah Dasar, Tangerang

Abstract

Teaching English as a foreign language is not easy, especially teaching English to elementary students. Teachers are expected to always have creative and innovative ideas to attract students' attention in classroom teaching activities so that students can understand the material being taught. Total Physical Response (TPR) is one method that can be applied. TPR is a method that uses body movements to interpret words. The objective of this training program was to help teachers teach English and create a pleasant classroom atmosphere such as teaching by using games and songs, role plays, and storytelling, visual aids and online media and task based - learning. The method was found to be easily applicable for teachers at MIN 1 Tangerang. The participants who attended were 48 people consisting of the principal and teachers. The short lecture aims to be brief and to the point, avoiding unnecessary details or lengthy explanations. This method often uses visual aids, such as slides, diagrams or videos and interactive communication are used to enhance understanding about games and song, role plays and storytelling, visual aids or online media and task – based learning. The result of this activity was that all participants were enthusiastic and could use the TPR method well to achieve the set goals.

Keywords: Creative teaching, Total Physical Response, Elementary School Student, Tangerang



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INTRODUCTION

English has become an international language due to its widespread use in global communication such as business, education, technology, art and popular culture. Therefore, English is very important in this globalization era. Even almost people in the world enthusiastic to learn including Indonesian people, nevertheless many people have difficulties in English learning.

According to the research, there are some reasons, such as; (1) Low motivation from school and family environment; (2) Lack of training for teacher; (3) Lack of learning facilities and media, especially language laboratory because it is very expensive; (4) English teaching methods are not attractive; (5) English is just foreign language instead of second language in Indonesia, different from other countries, they are Malaysia, Philippines, India, Pakistani and so on. However, there are also several countries that do not require their citizens to be able to speak English, such as Russia, China, Japan, German, French and so on. Their countries consider can stand alone without Great Britain, and it is a fact. Indonesian people study English from begins preschool, elementary school, senior high school and college, unfortunately they still fail. We can improve curriculum, develop learning methods and English teacher quality by improvements, then foreign language especially English can be better and higher quality.

Improving teacher competence in teaching English is very important considering that the teaching profession is not an easy job, especially teaching English subjects. Teaching is a professional job that requires special skills in planning and implementation. In teaching English, there are some benefits of improving language skills, sharpening communication and problem-solving skills, developing empathy, helping students to express their emotions, and so on.

Lecturers play a very important role in encouraging the development of English language teaching in schools through various initiatives and Community Service (PKM) activities. One effective way is to provide sharing to teachers to improve their English teaching skills and understanding of teaching strategies. Through this sharing, it is hoped that schoolteachers can overcome the challenges in developing English language teaching to students. Such programs are not only beneficial for the teachers themselves but also have a positive impact on the overall language development of students.

Madrasah Ibtidaiyah Negeri (MIN) 1 Tangerang is an Islamic elementary school, is located on Jalan Veteran No.24, Bitung Jaya, Kecamatan Curug, Kabupaten Tangerang, Banten 15810. The initial Community Service approach is to conduct an in-depth needs analysis of English language teaching in schools. This is done through discussions with the principal, school supervisor and curriculum division at MIN 1 Tangerang to identify the challenges they face. After the needs are identified, the lecturers design a relevant sharing program, namely providing material on the topic of English teaching methods to elementary students in MIN 1 Tangerang. Finally, it is important to conduct evaluations and follow-ups after the implementation of Community Service activities to measure the impact and effectiveness of the program and provide ongoing support to schoolteachers.

A. Identification of Problem

Based on the background problem above, the identification problem can be formulated as follows:

1. What are the difficulties of English learning at elementary student?
2. What problems do teacher face in English teaching?
3. How should teachers teach English to elementary school student?

B. The aim of serving the community

The purpose of this community service is to find out:

1. The difficulties of English learning at elementary student.
2. The teaching problems faced by teachers in teaching English to elementary school students.
3. How should teachers teach English to elementary school student.

C. Benefits of community service

The community service has benefits:

1. To improve the knowledge of teacher and student at elementary school in quality English teaching and learning.
2. To gain experience and understand the problems of English language education, especially at elementary school.
3. To obtain additional sources of information and knowledge as scientific papers for English lecturers.

OUTPUT AND PROBLEM SOLVING

A. Output

Overall, the target for achieving community service activities is divided into several targets, namely: (1) Report on Community Service Activities, (2) Publication of Community Service Scientific Journals, and (3) School visits and sharing of teaching methods. The identification of achievements from community service activities is summarized in Table 3.1 below:

Table 2.1 Output Achievement Plan

No	Output Type	Achievement Indicator
1	Report on Community Service Activities	Implementation
2	Publication of Community Service Scientific Journals	Implementation
3	School visits and sharing of teaching methods	Done to school teacher at MIN 1 Tangerang

B. Problem Solving

1. Solution to avoid obstacles in teaching English to elementary school students

The interpretation of the solutions implemented to avoid the obstacles in teaching English to elementary school students is as follows:

- a. Curriculum development
- b. Training for teachers
- c. Provision of adequate facilities and infrastructure
- d. Provides an interesting method
- e. Cooperation between schools and parents in providing motivation for learning English.

2. Teaching Methods in learning English for elementary school students.

Some effective teaching methods for elementary school students emphasize active engagement, fun and real-world connections. Strategies include using games, songs, visual aids, and Total Physical Response (TPR) to make learning interactive and memorable. Specific methods and techniques are as follows:

- a. Games and Songs

Games, songs and rhymes make learning fun and help with vocabulary and pronunciation.



Picture 2.1. Explanation on Total Physical Response (TPR) of Songs

b. Role plays and storytelling

Engaging role plays and storytelling activities allow students to practice their English in a creative and enjoyable way.



Picture 2.2. Explanation on Total Physical Response (TPR) of Role Play & Story Telling

c. Visual aids or online media

Pictures, flashcards and other visuals help students understand and remember new words and concepts.



Picture 2.3. Explanation on Total Physical Response (TPR) of Media Online/Computer

d. Task-based learning

Students learn by completing meaningful tasks that require them to use English, like giving directions or solving a problem.



Picture 2.4. Explanation on Total Physical Response (TPR) of Drills (Learn New Words and Practice Vocabulary)

3. Strategies for teachers in creating a dynamic and effective English language learning experience for elementary school students

To effectively teach English to elementary school students, teachers should focus on creating engaging and interactive learning experiences that cater to young learners' needs and learning styles. Teachers should prioritize building a positive and supportive classroom environment where students feel comfortable taking risks and expressing themselves. Below is a more detailed breakdown:

- a. Make it fun and engaging by incorporate games and movements, using songs and rhymes, employ visual aids, and utilize storytelling.
- b. Focus on building foundational skills by vocabulary development, grammar through play, reading and writing and listening and speaking.
- c. Create a positive and supportive learning environment by be patient and encouraging, encourage risk-taking, foster peer interaction and build confidence.
- d. Integrate English into the curriculum by connect English to other subjects and use cross-curricular activities.
- e. Collaborate with parents and support staff by keep parents informed about their child's progress and provide suggestions for learning at home.

METHODOLOGY

A. The place and time of the serving community.

This event took place at the elementary school of Madrasah Ibtidaiyah Negeri (MIN) 1 Tangerang is an Islamic elementary school, is located on Jalan Veteran No.24, Bitung Jaya, Kecamatan Curug, Kabupaten Tangerang, Banten 15810.

B. Community service method

The method used in community service at elementary school of Madrasah Ibtidaiyah Negeri (MIN) 1 is short lectures. It is a teaching technique where a speaker delivers information to an audience in a concise focused manner. The short lecture aims to be brief and to the point, avoiding unnecessary details or lengthy explanations. This method often uses visual aids, such as slides, diagrams or videos and interactive communication are used to enhance understanding.

1.1 Rundown Community Service Activity

NO	TIME	ACTIVITY	REMARK
1	08.00 – 08.15	Participants Registration	Committee
2	08.15 – 08.20	Opening	MC
3	08.20 – 08.30	Singing Indonesia Raya and Madrasah March Songs	Siti Iswardani, S.Pd.I.
4	08.30 – 09.00	Greeting by Principal of MIN 1 Tangerang	Rasito, S.Ag., M.M.
5	09.00 – 11.00	Material 1 English Teaching Methods to Elementary Student in Tangerang 1. Explanation on Total Physical Response (TPR) & TPR Games and Songs 2. TPR Role Plays & Story Telling	Dr. Siti Mariyanah, S.Pd., M.Pd Eva Agistiawati, S.S., M.Pd.
6	11.00 – 11.15	Coffee Break	All
7	11.15 – 12.00	Material 2 1. TPR Media Online/Computer 2. TPR Drills (Learn New Words and Practice Vocabulary)	Aris Fuadi, S.S., M.Pd
8	12.00 – 12.05	Prayer and Closing	Febri Nurdiansyah, S.H.

The Total Physical Response (TPR) method aligns well with Communicative Language Teaching (CLT) and kinesthetic learning theory because it focuses on physical action and movement, which is very much in line with the principles of effective learning. TPR uses body movement to help students understand and produce language, which naturally supports communicative learning and kinesthetic learning styles.

TPR's Relationship with Communicative Language Teaching (CLT):

Focus on Communication:

TPR, while initially focused on understanding language through action, naturally leads to communication. Students respond to teacher commands with physical actions, which can then develop into interactions and conversations.

Authentic Language Use:

In TPR, the teacher uses the target language in a natural and contextual way, like how it is used in real situations. This helps students understand the meaning of the language in context and develop their communicative skills.

Student Engagement:

TPR creates an active and engaging learning environment, where students are physically and mentally engaged. This engagement increases motivation and language retention.

Anxiety Reduction:

TPR helps reduce language learning anxiety because students are not forced to speak from the start. Language comprehension is achieved through action, and speaking comes naturally when students feel confident.

TPR's Relationship with Kinesthetic Learning:

Kinesthetic Learning Style:

TPR is best suited for students who learn best through movement and physical experiences. Students can associate words and phrases with actions, which helps them remember and understand the language better.

Integration of Language and Movement:

TPR combines language with physical movement, creating a strong connection in students' minds. This helps them remember vocabulary and language structures more effectively.

Fun Learning Activities:

TPR offers a variety of fun and engaging activities, such as role-playing, picture-telling, and group activities. These activities allow students to learn the language actively and naturally.

Examples of TPR in Action:

Teacher: "Stand up!"

Student: Stand up.

Teacher: "Touch your nose!"

Student: Touch your nose.

Teacher: "Now, point to the door!"

Students: Point to the door.

By doing these kinds of movements, students can understand the commands in the target language and respond to them with actions. TPR is an effective and engaging teaching method that is in line with communicative language teaching and kinesthetic learning theory. By utilizing physical movement, TPR creates an active, fun, and effective learning environment for all types of learners.

RESULT

The Community Service (PKM) Activity carried out by lecturers from Universitas Insan Pembangunan Indonesia (UNIPi) at MIN 1 Tangerang was designed to develop English teaching methodology in various fun ways. In its implementation, this activity is directed to develop English teaching methods for schoolteachers in facing various challenges. The following is the documentation of the sharing session with teachers of MIN 1 Tangerang on Saturday, June 21st, 2025.

CONCLUSION AND SUGGESTION

A. Conclusion

This community service activity is expected to bring significant changes in improving English language learning methods for teachers at MIN 1 Tangerang. Before this program was implemented, the majority of teachers still used simple learning methods, such as using textbooks, student activity sheets, and relying on the library in the school environment. However, after participating in this learning method sharing, there was a significant increase in understanding in the adoption of methods for developing teacher learning. English has become one of the compulsory subjects in elementary schools, from grades 3 to 6. In this community service activity, sharing of more enjoyable learning methods was developed as a solution to overcome the limitations of the English language understanding process that has been faced by teachers at MIN 1 Tangerang.

B. Suggestion

1. School teachers who have received sharing of learning methods can immediately practice the methods so that they can develop and improve students' understanding of English.
2. UNIPi lecturers can monitor and evaluate teachers and students of MIN 1 Tangerang from the methods that have been implemented.

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