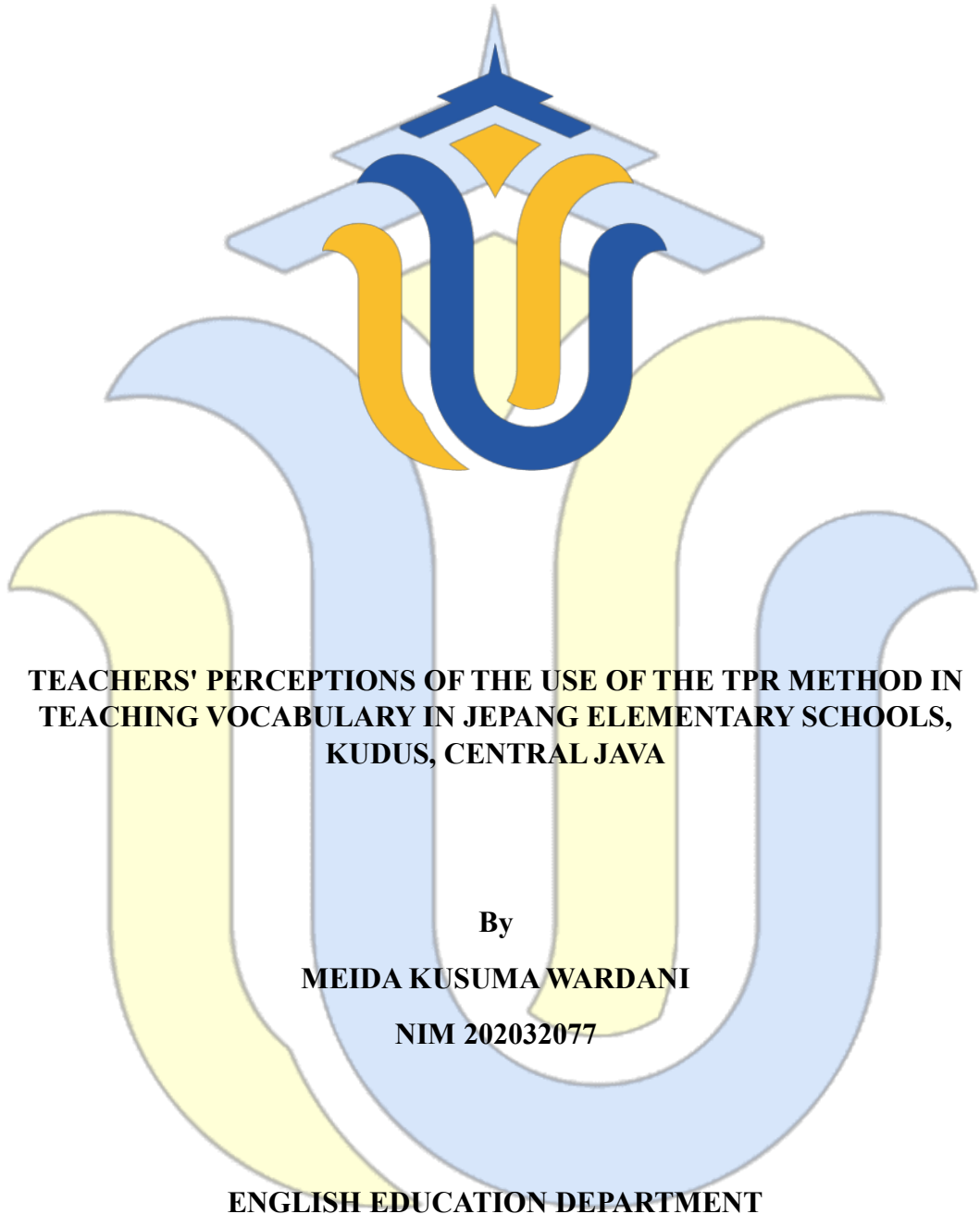


**SKRIPSI**



**TEACHERS' PERCEPTIONS OF THE USE OF THE TPR METHOD IN  
TEACHING VOCABULARY IN JEPANG ELEMENTARY SCHOOLS,  
KUDUS, CENTRAL JAVA**

**By**

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**ENGLISH EDUCATION DEPARTMENT  
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MURIA KUDUS UNIVERSITY**

**2024**

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**SKRIPSI**

**Presented to the University of Muria Kudus  
in Partial Fulfilment of the Requirements for Completing  
the Sarjana Program in the Department of English Education**

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MURIA KUDUS UNIVERSITY**

**2024**

## MOTTO AND DEDICATION

### Motto:

*"Allah does not burden a person except according to his ability."*

### Dedication:

Researchers get a lot of knowledge, guidance, and support from various parties and sources to prepare and complete this thesis. The researcher will dedicate this thesis to:

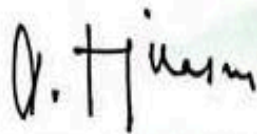
1. Allah SWT, who constantly guides and cares for me until I finish this thesis.
2. My beloved parents, Mr. Muchlisin and Mrs. Sukati, provided their best support, prayers, and sacrifices.
3. All my friends, thank you for accompanying me from the first semester until now.
4. I also dedicate this thesis to Dr. Achmad Hilal Madjdi, M.Pd., and Mr. Farid Noor Romadlon, S.Pd., M.Pd., as my thesis supervisors who always helped and provided helpful guidance and suggestions in completing my thesis. Healthy.
5. All lecturers at the Muria Kudus English Language Education Department The university has provided knowledge and advice.
6. Lastly, I thank myself for doing all the hard work and always being me.

### **ADVISOR'S APPROVAL**

This is to certify that the Skripsi advisors have approved the Skripsi of Meida Kusuma Wardani (202032077) for further approval by the Examining Committee.

Kudus, August 22<sup>nd</sup> 2024

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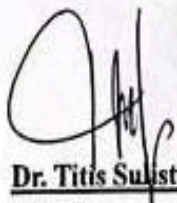
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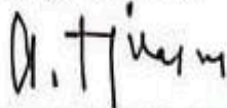
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The Researcher,

Meida Kusuma Wardani

## ABSTRACT

Wardani, M. K. (2024). " Teachers' Perceptions Of The Use Of The Tpr Method In Teaching Vocabulary In Jepang Kudus Elementary School". Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisors: (1) Dr. Achmad Hilal Madjdi, M.Pd. (2) Mr. Farid Noor Romadlon, S.Pd., M.Pd.

**Key Words:** *Teachers' Perception, TPR Method, Teaching Vocabulary.*

Teaching English as a foreign language takes work, especially for young students. Teachers are expected to always have creative and innovative ideas. Total Physical Response (TPR) is one method that can be applied because TPR is a dynamic, varied, and fun language learning method. As a result, it can attract students' attention in classroom learning activities so that students can understand the material being taught.

This research investigates the perceptions of English teachers who have used the TPR method in teaching vocabulary to young learners.

This research uses a qualitative descriptive approach. The subjects of this research are five english teachers at Jepang Elementary Schools, Kudus, Central Java. Data were collected through two instruments: questionnaires and interview.

The research showed that teachers have a positive view of the Total Physical Response (TPR) method from teachers at Jepang Kudus Elementary Scchool. They found TPR effective in teaching concrete vocabulary, improving student engagement, and reducing anxiety. Teachers reported accelerated vocabulary comprehension and retention, and appreciated the method's interactive and enjoyable nature. Despite some challenges, such as its effectiveness with abstract vocabulary and the need for careful preparation, TPR is generally seen as a valuable tool in enhancing the learning experience.

Future research on the TPR method should focus on developing supplementary techniques for teaching abstract vocabulary, supporting students uncomfortable with physical movements, and streamlining preparation. Additionally, evaluating the long-term effects of TPR on vocabulary retention and exploring its adaptability across various cultural and educational contexts could provide valuable insights.



## ABSTRAK

Wardani, M. K. (2024). " Teachers' Perceptions Of The Use Of The Tpr Method In Teaching Vocabulary In Jepang Kudus Elementary School". Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisors: (1) Dr. Achmad Hilal Madjdi, M.Pd. (2) Mr. Farid Noor Romadlon, S.Pd., M.Pd.

**Kata Kunci:** *Persepsi Guru, Metode TPR, Mengajar Kosakata*

Mengajar bahasa Inggris sebagai bahasa asing membutuhkan kerja keras, terutama bagi pelajar muda. Guru diharapkan selalu mempunyai ide-ide yang kreatif dan inovatif. Total Physical Response (TPR) merupakan salah satu metode yang dapat diterapkan karena TPR merupakan metode pembelajaran bahasa yang dinamis, bervariasi, dan menyenangkan. Alhasil dapat menarik perhatian siswa dalam kegiatan pembelajaran di kelas sehingga siswa dapat memahami materi yang diajarkan.

Penelitian ini menggali persepsi guru bahasa Inggris yang telah menggunakan metode Total Physical Response (TPR) dalam pengajaran kosakata kepada pembelajar muda.

Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan subjek lima guru bahasa Inggris di Sekolah Dasar Jepang Kudus, Jawa Tengah. Data dikumpulkan melalui dua instrumen: kuesioner dan wawancara.

Penelitian menunjukkan bahwa guru-guru di Sekolah Dasar Jepang Kudus memiliki pandangan positif terhadap metode TPR. Mereka menemukan TPR efektif dalam mengajarkan kosakata konkret, meningkatkan keterlibatan siswa, dan mengurangi kecemasan. Para guru melaporkan pemahaman dan retensi kosakata yang meningkat, serta menghargai sifat interaktif dan menyenangkan dari metode ini. Meskipun terdapat beberapa tantangan, seperti efektivitasnya dengan kosakata abstrak dan kebutuhan akan persiapan yang cermat, TPR umumnya dianggap sebagai alat yang berharga dalam meningkatkan pengalaman belajar.

Penelitian di masa depan tentang metode TPR harus fokus pada pengembangan teknik tambahan untuk mengajarkan kosakata abstrak, mendukung siswa yang tidak nyaman dengan gerakan fisik, dan menyederhanakan persiapan. Selain itu, mengevaluasi dampak jangka panjang TPR pada retensi kosakata dan menganalisis adaptabilitasnya di berbagai konteks budaya dan pendidikan dapat memberikan wawasan berharga.



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