

**THE USE OF TOTAL PHYSICAL RESPONSE METHOD FOR  
TEACHING ENGLISH TO LOW MOTIVATED SECONDARY  
STUDENTS**

**Best Practice Report**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan*  
Degree in English Language Education**



**Conveyed by**

**Meliani Anisa**

**19322072**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES  
ISLAMIC UNIVERSITY OF INDONESIA**

**2024**

**APPROVAL SHEET**

**THE USE OF TOTAL PHYSICAL RESPONSE METHOD FOR  
TEACHING ENGLISH TO LOW MOTIVATED SECONDARY  
STUDENTS**

**By**

**Meliani Anisa**

**19322072**



**Approved on 24<sup>th</sup> March 2024**

**By**

**Supervisor:**

**Irma Windy Astuti, S.S., M.Hum**

**NIP. 06221600**

**RATIFICATION SHEET**

**THE USE OF TOTAL PHYSICAL RESPONSE METHOD FOR  
TEACHING ENGLISH TO LOW MOTIVATED SECONDARY  
STUDENTS**

**By**

**Meliani Anisa**

**19322072**

Defended before the Board of Examiners on 24<sup>th</sup> March 2024 and Declared  
Acceptable

**Board Examiners**

Chairperson : Irma Windy Astuti, S.S., M.Hum



First Examiner : Banatul Murtafi'ah, S.Pd., M.Pd



Second Examiner : Nizamuddin Sadiq, S.Pd., M.Hum., Ph.D



Yogyakarta, 24<sup>th</sup> March 2024

Department of English Language Education  
Faculty of Psychology and Socio-Cultural Sciences  
Islamic University of Indonesia

Head of Department,



**Puji Rahayu, S.Pd., M.I.S.T., Ph.D.**

**NIP. 053310402**



## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this best practice, which I have written, does not contain the work of parts of the work of other people, except those cited in the questions and references, as a scientific paper should.

Yogyakarta, 15 November 2023



Meliani Anisa  
NIM. 19322072

## **MOTTO**

“Life can be heavy, especially if you try to carry it all at once. Part of growing up and moving into new chapters of your life is about catch and release. What I mean by that is, knowing what things to keep and what things to release. You can’t carry all things.” – Taylor Swift

## **DEDICATION**

Thanks to Allah SWT, this thesis is wholeheartedly dedicated to my wonderful and supportive parents, Ir. Ilham Sehan dan Tan Artati. Hopefully, this achievement will fulfill the dream they envisioned for me. Through life's ups and downs, you shaped my character with values, kindness and a generous spirit and taught me the importance of family, loyalty and compassion. As I navigate the complexities of life, I carry the imprints of your sacrifices and the warmth of your embrace. This dedication is a sign of gratitude for all the nights you spent caring for me, nurturing my dreams and taught me a lot of things. Ayah and Mama, your love serves as my guide in life. This dedication is a testament to the influence you have had on who I am today.

## ACKNOWLEDGEMENT

Alhamdulillah rabbil aalamiin. I would like to give gratitude towards Allah SWT for granting me the opportunities, challenges, and strength to successfully finish my thesis. Through this process, I gained valuable knowledge not only in academics but also developed a deeper understanding of myself and my own traits throughout this journey. There is a great source of all work, striving, assistance, and courteous blessings without whom this task would not have been possible.

I want to convey my deepest gratitude to my supervisor, Ms. Irma Windy Astuti, S.S., M.Hum, for her invaluable guidance and support. His vibrant and wholehearted approach, aptitude for foresight, absolute genuineness, and ambition have greatly influenced me. It was a wonderful opportunity and special honor to work and study with her guidance.

The researcher's gratitude also extends to Bapak Aris Riswaya, S. Pd as school principal and Ibu Isna Hawa Fatonah, S. Pd as my guardian teacher for providing me the opportunity to observe the eighth-graders for my thesis. Additionally, to the junior high school teachers who have authorized to share her experience and knowledge. My thesis would not have been possible without their assistance.

My sincere gratitude goes out to my parents, Ir. Ilham Sehan and Tan Artati, for their sacrifices, love, and support in raising and educating me for the future. I would like to thank my sisters, Marisa and Irmelia Febrianti, my brother-in-law Ardo Dimas Bagus Prayoga, for their support and invaluable prayers. I am really grateful to my boyfriend, Agung Arief Gunawan for his love,

understanding, prayers, and ongoing assistance in helping me finish this thesis.

I want to express my appreciation to my close friends Ayu, Ais, Dea, Ar, Dewi, Pisa, Desty, Ika, Gebi, Ijal, Elis, Ani, Iyan, Septya. Your unwavering support has been absolutely crucial, throughout this thesis journey. The encouragement you've given me and your steadfast belief in my abilities have been truly priceless. Whenever I doubted myself our friendship provided me with inspiration, reminded me that challenges can be overcome with companionship. Thank you for being such a friend and for playing a role in the success of this endeavor.

Finally, I would like to extend my gratitude to everyone who helped me, whether directly or indirectly to finish this best practice.

Yogyakarta, 15 November 2023

A handwritten signature in black ink, appearing to be 'Meliani Anisa', with a long horizontal stroke extending to the right.

Meliani Anisa



## TABLE OF CONTENTS

RATIFICATION SHEET .....	3
MOTTO.....	5
DEDICATION.....	6
ACKNOWLEDGEMENT .....	7
ABSTRACT .....	11
CHAPTER I INTRODUCTION .....	12
CHAPTER II CONSTRUCTS .....	14
2.1 The Use of TPR in EFL Classes .....	14
2.2 The Role of TPR in Students Learning Motivation.....	15
CHAPTER III IMPLEMENTATION.....	17
3.1 PREPARATION .....	18
3.2 MAIN ACTIVITY .....	18
3.3 REFLECTION .....	21
CHAPTER IV CONCLUSION.....	23
REFERENCES .....	24
APPENDICES.....	26

## **LIST OF PICTURES**

Picture 3.1 Delivering the material and introducing new vocabulary.....	20
Picture 3.2 Sing and move their limbs in accordance with the song lyrics .....	21

**THE USE OF TOTAL PHYSICAL RESPONSE METHOD FOR  
TEACHING ENGLISH TO LOW MOTIVATED SECONDARY  
STUDENTS**

By

**Meliani Anisa**

19322072

**ABSTRACT**

Teaching students having low motivation is one of the complex aspects in education. Low motivation in students can come from a multitude of factors, each of which necessitates an individualized strategy to address it. The aim of this best practice is to report teaching techniques that I implemented during the Kampus Mengajar program. Through the program, I had the opportunity to get involved directly in the school by teaching English using Total Physical Response (TPR) to low motivated eighth grade students of Secondary School. During a lesson with Total Physical Response (TPR), students demonstrated their understanding by showing physical movements in response to orders provided by the teacher. The implemented method indicated that the TPR technique can facilitate the English learning of low-motivated students as seen from the students' activeness and attendance in class.

***Keyword: Low Motivation, Total Physical Response, Secondary Students***

# **CHAPTER I**

## **INTRODUCTION**

The Total Physical Response (TPR) technique seeks to instruct language through physical (motor) activity and is linked to the synchronization of speech and action (Celik et al., 2021). The method was devised by psychologist James Asher in the 1960s. The Total Physical Response method was carried out by instructing students in a foreign language and asking them to perform physical movements in response (Asher, 1968). It is commonly employed for vocabulary instruction, where words are linked with corresponding motions or movements (Astutik et al., 2019). Motivation may be formed by people involved in or related to their learning of English and teaching and learning within the classroom environment, or other related factors (Garton & Copland, 2018).

The learner's motivation to learn is important in teaching-learning situations (Filgona et al., 2020). Filgona, Sakiyo, Gwany, & Okoronka (2020) added that learning success depends on whether the learners are motivated or not, motivation drives learners to achieve learning goals, it is important to recognize that motivational learning is a central element of good teaching, including in the teaching and learning of a foreign language. The reasons why students are not interested in learning foreign languages are due to a multitude of factors. Internal and external factors also affect students' motivation, such as students' preference for play over studying and teachers' limited teaching variety (Wibowo, 2021). In the process of teaching and learning, motivation is crucial for both teachers and students. To maintain and promote students' spirit of learning, teachers must have

a comprehensive understanding of the reasons for why students' learning and what effective and motivating teaching-learning method to choose.

Accordingly, the writer, as a student assigned to teach, must be able to establish a pleasant atmosphere, provide innovative, creative, and effective learning methods, and build a comfortable and safe classroom environment in order to motivate students to study. In addition, one of the the goals of the Kampus Mengajar program is to assist teachers in dealing with students who are unmotivated to study and in using inventive, creative, and effective learning strategies. Kampus Mengajar as a part of Kampus Merdeka, aims to incorporate students from diverse backgrounds to enhance teaching and learning processes. The writer took on the role of teaching in Kampus Mengajar batch 3 at West Java Secondary School for five months, which is managed by the Ministry of Education and Culture. This school focused on offline learning, but students often have low motivation, resulting in incomplete assignments and unable to pay attention to the teacher. Students in the school lack knowledge of English due to teaching methods and the lack of teachers, namely only having one English teacher for 3 classes in one school, so the teacher is less focused on teaching, in addition to teacher factors, the school does not have sufficient facilities to support learning and lack of awareness from students and parents of the importance of education, many of them only completed their last education until junior high school, the school is the only junior high school in the village.

## **CHAPTER II**

### **CONSTRUCTS**

#### **1. The Use of TPR in EFL Classes**

According to Asher (1981), TPR exercises should be primarily centered around storytelling, song, games, chanting, rhyme and rhythm, among other things. Total Physical Response (TPR) is a teaching approach that establishes a link between speech and action, the method of language teaching in this case is to use motor movements (Singh, 2011). Total physical response (TPR) is a language teaching method that aims to develop language proficiency and communication ability under the influence of body movements in response to linguistic signals (Rambe, 2019).

TPR was created to decrease the stress that comes with learning a foreign language. Accordingly, it encourages students to persist in their studies beyond the initial proficiency level (Larsen-Freeman & Anderson, 2011). This TPR method is extremely simple and light in terms of language use, and it also incorporates game movements to help students reduce stress, particularly when learning foreign languages and to help them feel happier, which may motivate them to learn and perform better in these classes (Dewi & Fatmawati, 2022).

Total Physical Response (TPR) permitted students to use their physical movement in the classroom, making it an easy way to acquire knowledge following the learning process and this made TPR an effective method for teaching vocabulary (Sumarni et al., 2022). Astri (2018), stated that for students at

the beginner level of proficiency, the TPR method is an effective way to teach basic vocabulary because they have barely any prior knowledge of the target language and have a limited capacity to learn and retain new words.

## **2. The Role of TPR in Students Learning Motivation**

The role of TPR in students' learning motivation according to Asher, an American Professor of Psychology who developed TPR in the 1960s, states that “the teacher has five minutes to persuade the class that they can actually pick up the language” (as cited in Pinkasová & Kalašová, 2011). Students can experience the success of learning a foreign language after this brief period when they are able to act on a few imperatives. Total Physical Response is highly motivating for students (Pinkasová & Kalašová, 2011). Pinkasová & Kalašová (2011) also mentioned that the teachers are also motivated by this method. Transforming the traditional classroom into an imperative-action format is a challenge, but it's an exciting adjustment in teaching methodology.

Through the use of verbal instructions and physical representations, TPR encourages students to participate actively in classroom activities and has a positive effect on high stimulation development. As a result of successful outcomes, learners' motivation and attitude toward learning English are improved (Hounhanou, 2020). TPR involves students physically reacting to verbal instructions. They may be inquired to stand up, sit down, touch distinctive body parts, or perform different activities based on the language commands given by the teacher. This dynamic involvement helps students interface language with movement. The Total Physical Response (TPR) method can motivate students to learn English, reduce stress for both teachers and students, and encourage students

to become active learners (Fathurrosyid et al., 2023). TPR's focus on active interactions and kinesthetic learning can help students learn languages in a more interesting, enjoyable, and stimulating way. Nonetheless, since what suits one student may not suit another, it is crucial to take consideration of individual preferences and learning styles. Additionally, a comprehensive and effective language learning environment can be produced by integrating TPR with other teaching strategies.



### **CHAPTER III**

#### **IMPLEMENTATION**

This section explains the teaching and learning activities used in the study involving 31 eighth grade students of Secondary School in Cianjur, Jawa Barat. Data were collected from three sessions, each consisting of 90 minutes of classroom observation combined with other methods, the TPR method is carried out at the beginning of the lesson as an effort to increase students' enthusiasm for learning.

Before doing teaching practice, the writer made observations of learning facilities and how teachers teach in class. Students in this school were less motivated to participate in class, some skipped class and did not pay attention to the teacher who was explaining the material. When I asked a few students the reasons for their low motivation, they told me that the lesson technique or method were monotonous, textbook-based teaching made them feel bored and prevented them from understanding the material, especially in the subject of English. TPR used body movements to interpret words so that this activity could make students more active and enthusiastic about participating in class activities compared to when the writer taught using other methods, such as flash cards, textbooks, and videos. This method also made students' memories better regarding learning material because it uses physical movements that are easy to remember and movements that are repeated many times, this can be seen from student learning outcomes or assignments. Since the students' comprehension of the material were different from that of junior high school students in general, many of them still lack basic vocabulary, so I taught basic material in an effort to build their

vocabulary, which is the foundation for being able to speak English. By this time, the writer had practiced teaching English at the school for more than 10 times, with 3 meetings using the TPR technique.

The strategy used to facilitate and boost students' motivation is the TPR (Total Physical Response) technique by singing and responding to the teacher with body movements, for example responding to the song lyric of: *If you're happy, clap your hands, if you're angry, stomp your feet*. By integrating TPR with singing, the writer hoped the ambiance of the classroom, thereby engaging students who were previously unmotivated to involve class activity in order to facilitate their engagement with the material. Following that, they conducted teaching practices in English topics using the following procedure.

### **3.1 PREPARATION**

The preparation that the writer did before teaching using the Total Physical Response method was to prepare learning tools such as preparing a Learning Implementation Plan (RPP). In addition, the writer also prepares teaching materials or materials according to the topics to be discussed and the media to be used.

### **3.2 MAIN ACTIVITY**

#### **A. Meeting 1**

The first meeting used the Imperative Drill activity on March 28, 2022. In this activity the writer gives some simple command sentences that are done repeatedly. This drill is useful to elicit physical movement and activity from the students. For example, when the writer says the words "Stand up, please!" while demonstrating a standing position and asking students to follow the standing movement. So every time the students hear

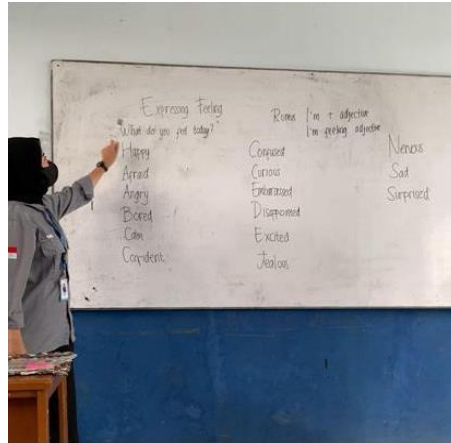
the sentence they will stand up. Other example sentences such as "Sit down, please!", "Make a line, please!", "Raise your hands!", "Give me a five!", then they do the movements as instructed.

#### B. Meeting 2

In this meeting on April 18, 2022, the writer still used Imperative Drill, but this time the topic was parts of the body, for example, "Touch your nose!" then the students touched their noses. When saying the sentence, the author also demonstrated it by touching the nose and the students also had to follow the movement. So, every time the students hear the phrase touch your nose then they have to touch their nose. Another sentence that can be used is "Touch your ear!" while the writer demonstrates to touch the ear and followed by the students. By doing this simple command sentence pattern, students will be trained in listening skills while practicing some new vocabulary. It is a simple activity but there are some students who do not understand what the author is saying if it is not followed by body movements.

#### C. Meeting 3

In English class that discussed Expressing Feelings on June 15, 2022. To introduce new vocabulary to students, the writer first put some vocabulary on the whiteboard (Picture 3.2), then discussed and asked questions about the meaning of each word with students, and lastly, the writer offered a formula for generating Expressing Feeling sentences.



**Picture 3.1** Delivering the material and introducing new vocabulary.

Afterwards, students were instructed to sing and move their limbs according to the song lyrics (Picture 3.3). The writer combined TPR activities with songs as learning media, while singing was not part of the TPR technique, singing was used as a tool to get students move. For instance, when students sing the phrase "claps your hand," they clap their hands. Another example was when students sang the phrase "stomp your feet," they stomped their feet, students followed the instructions given according to the lyrics of the song, the writer asked students to perform certain physical activity in response to the commands in English, which indicated that they understood the sentence. This combination of TPR and singing created a lively environment in the classroom, this learning technique aims to create a comfortable atmosphere so that students can enjoy learning and can learn to communicate using foreign languages well. Apart from learning new words related to expressing emotions, students engaged in activities designed to evaluate their comprehension of the vocabulary as an aim of this lesson.



**Picture 3.2** Sing and move their limbs in accordance with the song lyrics.

### **3.3 REFLECTION**

Through the Kampus Mengajar program, which was my first experience in teaching, I was able to actively participate in learning. However, it turned out that teaching was more difficult than I imagined because I had to think about many other things besides transferring knowledge. One of the most important things I had thought about was whether the material in teaching would stimulate students' interest in the subject, as my main concern in school was that students have low motivation.

Learning activities using the TPR method was an experience that they had never felt before so that most of them gave a positive response as seen from those who were excited and happy in participating in this activity from start to finish, but there were some who gave negative responses such as confusion and embarrassment, especially students who were shy when going to do the movements according to instructions, but after I motivated and approached them they began to enjoy doing it and asked me to continue teaching with this method.

The thing that I felt during this TPR learning was that students rarely skipped class, students always followed the learning from start to finish, because previously students often leave the class. Using this method also improves their

vocabulary comprehension which can be seen from the results of the assignments given.

The writer experienced difficulties at the beginning of applying this method, because this method was still unfamiliar to them, some students experienced problems when understanding instructions due to lack of vocabulary, even though they had been helped with cues or movements, and there were some students who were still awkward in demonstrating in front of the class so that it hampered the learning process.

Based on the results, the writer provides several pedagogical suggestions, namely the teacher needs to provide motivation when students demonstrate in front of the class and help students' difficulties when demonstrating, eliminating the awkwardness of students in demonstrating in front of the class and provide a variety of learning techniques so that students are accustomed to actively participating in the learning process.

## **CHAPTER IV**

### **CONCLUSION**

Based on the discussion, the results of my self-observations on my classroom teaching using Total Physical Response technique has provided changes in students' motivation and enthusiasm for learning, as evidenced by their participation in assignments and their enthusiasm during the learning process. This cannot be separated from the role of teachers in guiding and helping students throughout the class activities.

## REFERENCES

- Asher, J. J. (1968). *The Total Physical Response Method for Second Language Learning*.
- Asher, J. J. (1981). The Total Physical Response: Theory and Practice. *Annals of the New York Academy of Sciences*, 379(1), 324–331.  
<https://doi.org/10.1111/j.1749-6632.1981.tb42019.x>
- Astri, Z. (2018). The Use of Total Physical Response Method for Different Learning Styles in English Vocabulary. *Scope of English Language Teaching, Literature, and Linguistics (SELTICS)*, 1(1), 25–38.  
<https://ejournals.umma.ac.id/index.php/seltics>
- Astutik, Y., Megawati, F., & Aulina, C. N. (2019). Total Physical Response (TPR): How is it used to Teach EFL Young Learners? *International Journal of Learning, Teaching and Educational Research*, 18(1), 92–103.  
<https://doi.org/10.26803/ijlter.18.1.7>
- Celik, T. I., Cay, T., & Kanadli, S. (2021). The Effect of Total Physical Response Method on Vocabulary Learning/Teaching: A Mixed Research Synthesis. *English Language Teaching*, 14(12), 154–170.  
<https://doi.org/10.5539/elt.v14n12p154>
- Dewi, N. L., & Fatmawati, A. (2022). The Implementation of Total Physical Response (TPR) Method to Teach Vocabulary in E-Learning. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 4(1), 29–38.
- Fathurrosyid, Ach., Yadi, M., & Bari, S. (2023). Increasing Motivation to Learn English Through The Total Physical Response (TPR) Method. *Journal of English Ibrahimy (JOEY)*, 2(1), 19–26.
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, 10(4), 16–37.  
<https://doi.org/10.9734/ajess/2020/v10i430273>
- Garton, S., & Copland, F. (2018). *The Routledge Handbook of Teaching English to Young Learners* (S. Garton & F. Copland, Eds.; 1st Edition). Routledge.  
<https://doi.org/10.4324/9781315623672>
- Hounhanou, A. J. V. (2020). Promoting TPR (Total Physical Response) Method



- in Teaching Vocabulary for EFL Beginners in Benin Secondary Schools. *International Journal of Applied Linguistics & English Literature*, 9(6), 23–31. <https://doi.org/10.7575/aiac.ijalel.v.9n.6p.23>
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & Principles in Language Teaching* (Third Edition). Oxford University Press.
- Pinkasová, B. M., & Kalašová, R. (2011). Total Physical Response in Different Age Groups. *Katedra Anglického Jazyka a Literatury*.
- Rambe, S. (2019). Total Physical Response. *English Education: English Journal for Teaching and Learning*, 07(01), 45–58. <https://doi.org/10.24952/ee.v7i01.1652>
- Singh, J. P. (2011). Effectiveness of Total Physical Response. *Academic Voices A Multidisciplinary Journal*, 1(1), 20–22.
- Sumarni, B., Bhatta, D. D., & Kho, S. F.-C. (2022). The Use of Total Physical Response in Teaching Vocabulary Integrated with Meaningful Classroom Interaction. *JOLLS: Journal of Language and Literature Studies*, 2(1), 23–32. <https://doi.org/10.36312/jolls.v2i1.710>
- Wibowo, D. C. (2021). Analysis of the Factors Causing the Low Students' Motivation in Class IV SD Negeri 03 Nyangkom Academic Year 2020/2021. *Lakhomi Journal Scientific Journal of Culture*, 2(1), 1–6. <https://doi.org/10.33258/lakhomi.v2i1.419>

## APPENDICES

### KD

#### 3.2 Mengidentifikasi struktur teks dan unsur kebahasaan untuk menyatakan ekspresi emosi pendek dan sederhana sesuai dengan konteks

3.2.1 Menganalisis kalimat menyatakan ekspresi emosi pendek dan sederhana sesuai dengan konteks

**Sekolah** : SMP Pandu Nusantara

**Mata Pelajaran** : Bahasa Inggris

**Kelas/semester** : VIII/Genap

**Materi Pokok** : Expressing Feeling

**Alokasi Waktu** : 3x45 menit

**Tujuan Pembelajaran** :

Peserta didik mampu merespon dengan mengulang kosakata atau kalimat baru dalam berbagai gerakan dengan ucapan lantang sesuai dengan konteks penggunaannya.

Model Pembelajaran : Total Physical Response (TPR)

Langkah-langkah Pembelajaran :

No	Aktivitas
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"><li>- Siswa menjawab salam dari guru</li><li>- Siswa diminta untuk berdoa</li><li>- Siswa dipanggil satu persatu untuk absensi</li><li>- Siswa melakukan penghayatan dan pengamatan mengenai materi yang disampaikan oleh guru</li><li>- Guru memotivasi dan menghimbau siswa untuk mengerti dan memahami pentingnya konsep materi yang dipelajari</li></ul>
2.	Inti

	<ul style="list-style-type: none"> <li>- Siswa mendapat rangsangan belajar dari guru dengan cara diberi pertanyaan seputar materi yang sedang dibahas.</li> <li>- Siswa diminta berdiri untuk menyanyikan lagu yang sesuai dengan materi.</li> <li>- Siswa diminta bergerak sesuai dengan instruksi pada lirik lagu.</li> <li>- Siswa diberikan origami dan alat tulis.</li> <li>- Siswa diminta menggambar emotikon sesuai dengan emosi yang sedang mereka rasakan.</li> <li>- Siswa diminta menuliskan perasaan atau emosinya pada origami yang sama.</li> <li>- Siswa diminta untuk menunjukkan hasil pekerjaannya.</li> <li>- Siswa secara acak diberikan pertanyaan mengenai yang telah mereka kerjakan.</li> <li>- Guru menyampaikan afirmasi positif untuk memotivasi siswa.</li> </ul>
3.	<p>Penutup</p> <ul style="list-style-type: none"> <li>- Siswa mengemukakan kesulitan saat mengerjakan tugas.</li> <li>- Siswa berdoa'a menutup pembelajaran.</li> </ul>

### Penilaian Pembelajaran

1. Sikap : Observasi oleh guru mata pelajaran selama proses pembelajaran
2. Pengetahuan : Teks tertulis secara individu di sekolah
3. Keterampilan :

Mengetahui,  
Kepala Sekolah

Cianjur, 14 Juni 2022  
Guru Pamong

Aris Riswaya, S.Pd

Isna Hawa Fatonah, S.Pd

## Letter of Acceptance (LoA)



Innovative: Journal Of Social Science Research  
Universitas Pahlawan Tuanku Tambusai

### **LETTER OF ACCEPTANCE (LoA)**

No: 392/INNOVATIVE/V/2023

The Editor in Chief of Innovative Journal has been received the article:

**In the name of** : **Meliani Anisa**

**Title** : The Use Of Total Physical Response Method To Teach Students  
Motivation For Junior High School

**Institution** : Pendidikan Bahasa Inggris, Universitas Islam Indonesia

And pleased to inform you that the article has completed its review and will be published in the **Innovative: Journal Of Social Science Research** Volume 3 Number 2 of 2023 (E-ISSN 2807-4238 and P-ISSN 2807-4246). This journal is indexed by Sinta 5, Moraref, One Search, Base and Google Scholar. Thus, this letter of statement is prepared to be used properly.

Bangkinang, Mei 21<sup>nd</sup> 2023

Signed below,

Putri Hana P, M.Pd