

**PRE-SERVICE ENGLISH TEACHERS' USE OF TOTAL PHYSICAL
RESPONSE (TPR) IN YOUNG LEARNERS' ONLINE AND OFFLINE
ENGLISH LESSON**

A Thesis

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



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STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, July 26th, 2024

The researcher,



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MOTTO

اللَّهُمَّ لَا سَهْلَ إِلَّا مَا جَعَلْتَهُ سَهْلًا ، وَ أَنْتَ تَجْعَلُ الْخُزْنَ إِذَا شِئْتَ سَهْلًا

“O Allah! There is nothing easy except what You make easy, and You make the
difficult easy if it be Your Will.”

“Pelaut hebat tak pernah lahir di laut yang tenang”

(HIVI!)

DEDICATION

Gratefully, I specially dedicate this thesis to my parents and my sister, and all of my lecturers that taught me so many things. Not least of all, I dedicate this thesis to myself. Hopefully, this thesis will be useful for the researcher's future.

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Alhamdulillahirabbil 'aalamiin, praise be to the presence of Allah SWT, who has bestowed his rizq, and who always provides guidance and strength, so that the researcher could finally complete this thesis. During the process of writing this thesis, the researcher received a lot of help from the surroundings, therefore the researcher would like to express her gratitude to the following parties:

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Finally, the researcher realizes that this thesis is not perfect due to the limited knowledge and abilities of the researcher. Therefore, the researcher apologizes for the mistakes made and open for criticism and suggestions that can improve the work of the researcher. The researcher hopes that this thesis can be useful for anyone who reads it.

Yogyakarta, July 26th, 2024



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ABSTRACT

There has been numerous research on the implementation of the Total Physical Response (TPR); nevertheless, many of them only focus on one mode category, either online or offline learning. For that reason, the aim of conducting this research is to describe the implementation of TPR in online and offline English lessons, especially by pre-service teachers. This research uses a qualitative descriptive method, with two data collection techniques namely observations as the primary data and follow-up interviews as a secondary data collection technique. The observation instrument used was an observation checklist which was created based on the 13 principles of TPR by Larsen-Freeman and Anderson (2011). The participants involved were two pre-service teachers. The findings from this research indicate that the two teachers have not been able to apply the 13 principles of TPR optimally in their respective classes. Out of the 13 principles of TPR, each class showed different results on the principles that they mainly applied, barely applied, and not applied at all. Instead of influenced by the class mode, the application of principles was influenced by different factors, as well as the advantages and challenges faced by teachers. The findings implied that teachers' knowledge and experience were two of the factors that contributed to the success of the implementation of TPR in the learning process, whether it was an online or offline class. Therefore, teachers need to expand their knowledge to be able to apply learning methods optimally and maximize more effective learning output.

Keywords: *Pre-service teachers, Teaching English to Young Learners (TEYL), Total Physical Response (TPR)*

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Education is one thing that will continue to develop over time, so educators are asked to always innovate in the implementation of the learning process, as to create the next generation of a nation who are increasingly literate and progressive. Although new breakthroughs continue to be created to support the teaching-learning process, methods that have proven effective over the years will still be used to initiate learning, including Total Physical Response (TPR). It is utilized for learning English which is generally used to teach young learners, and is limited to teach all topics (Hounhanou, 2020), so it requires the creativity of the teacher to teach certain topics. TPR does not require a lot of equipment, in fact it can be done physically without the help of other learning media, so it is easy to apply and can be applied both inside and outside the classroom (Shi, 2018).

A large number of studies about the use of TPR have existed, many of the studies draw the same conclusion. It showed that there were teachers who were not aware if they have implemented TPR in their teaching English to young learners (TEYL) learning process, they do not know that the method they have implied is called TPR. Astutik et al. (2019) stated in their study, the teacher was unaware that after all this time they had applied TPR. In addition, Safitri et al. (2017) reported in their research that although teachers have been able to apply TPR, there is one TPR principle that has not been achieved optimally, particularly observe and act.

It was acknowledged that there were only some students who could achieve the principle by doing the action by themselves correctly after observing the teacher, since most of them did not pay attention to the teacher (Safitri et al., 2017). Still, many other studies also show that there are already many teachers who are aware of this method, and are able to apply the method well. Most studies such as those carried out by Shi in 2018, Nuraeni (2019), Hounhanou (2020), Supriyatin and Argawati (2021), and Ilmi and Anwar (2022) have revealed that TPR is effective for teaching vocabulary, which is also integrated with listening and speaking skills.

Previous studies on the implementation of TPR were addressed to one class mode category, either online or offline; such as researches conducted by Qoriah and Farisya (2022), Heriyadi (2022), and Astutik et al., (2019) that was conducted in an offline class. and researches by Ekawati (2022) and Harahap and Panjaitan (2021) that were conducted in online learning. While this research describe the implementation of TPR by pre-service teachers on both online and offline class. On top of that, research mentioned before aimed to know about the effectiveness of TPR and promoting TPR as a learning method, while this research aims to find out how pre-service teachers implement the principles TPR in their online or offline English class.

1.2 Identification of the Problem

When teaching using a learning method, it is necessary to understand the concept of the method to implement it well, so that the output is also optimized. TPR is one of the conventional method that is still used today, because it has been

proven effective for teaching vocabulary, especially to young learners; but limited to beginner level. Apart from that, TPR is also a simple method, which requires teacher creativity in integrating it with a variety of media and learning activities, in order for students do not get bored quickly. Hence, teacher skills and knowledge are needed to be able to implement TPR as well as possible.

1.3 Limitation of the Problem

From the problem identification mentioned in the previous subchapter, the researcher limited this research only to the identification and description of the implementation of the principles of TPR carried out by pre-service teachers.

1.4 Formulation of the Problem

This research was conducted to be able to following answer question:

How is TPR implemented in online and offline English classes by pre-service teachers?

1.5 Objective of the Study

The purpose of this research is as follows:

To describe pre-service teachers' implementation of TPR in an online and offline English Young Learner (EYL) classes.

1.6 Significance of the Study

This research is expected to provide new insight into the learning process based on TPR, such as the innovation of TPR in young learners' classes. Other than that, it is also hoped that this research can help to understand the application of TPR by pre-service teachers' in online and offline classes so that the shortcomings of its application can be avoided and the advantages can also be adopted or adapted by other teachers to optimize the application of TPR in their respective learning processes.

CHAPTER II

LITERATURE REVIEW

2.1 Defining Total Physical Response

Total Physical Response (TPR) is a learning method that was invented by famous American psychologist, Dr. James Asher, who created this method in the 1970s as a result of his observation of first language acquisition in the 1960s, as cited in Brown (2000). It was said that "Total Physical Response (TPR) is an English language learning method that is suitable for early childhood where learning prioritizes activities that are directly related to physical activity and movement" (Astutik & Aulina, 2017, p. 197). The previous statement tells that TPR, and also any other methods are unable to perform with only involving just one skill or one aspect. In this case, TPR, involves not only physical movement, but also involves listening skill from the students. Needless to say, this is because learners have to listen to the instruction, since kids learn first by listening. Still, TPR necessitates a large percentage of physical movement other than any kind of response. With the use of movements and actions, Total Physical Response focuses more on teaching language, particularly vocabulary. This approach encourages kids to master vocabulary and keeps them engaged since it is enjoyable (Larsen-Freeman, 2000). The more kids enjoy the learning process, the more information they can acquire, for there is no pressure kids get from the goal of the learning process. As cited in Duan (2021), "Asher (1964) tried to pinpoint the reason for the rapid understanding and high memory rate of TPR. He ruled out four factors that

might affect the effect of systemic reaction: location, confluence, clues, and sequence. Through data analysis, he concluded that the body movements of learners were the most important factor” (p. 1324). That is why TPR is used in teaching basic words that can be demonstrated and easily understood by pupils, rather than complex words that have no direct allusion to the everyday life of young learners.

Based on the TPR concept created by Dr. James Asher, Larsen-Freeman and Anderson conducted observations on the implementation of TPR, and then compiled as many as thirteen principles from what they saw in the learning process. The principles by Larsen-Freeman and Anderson (2011) are, 1) The use of target language must be given in chunks, not just one word at a time; 2) Before students start speaking, students should develop their understanding first; 3) One way for students to grasp a certain aspect of the language is by incorporating physical movement; 4) Imperative is an effective tool for teachers to guide student actions; 5) Students can gain knowledge by watching activities and also by carrying out the activities themselves; 6) It is crucial for students to experience success and to have low anxiety, as these conditions support learning; 7) Students should not be forced to memorize rigid procedures; 8) Corrections should be made in an unobtrusive correction; 9) Students should be able to understand new combinations of language patterns and not just the specific sentences they have been taught. It is important for them to encounter novelty, as it can be motivating; 10) It is more beneficial to have enjoyable language learning; 11) Prioritize spoken language over written language; 12) When the students are ready to speak, they will do it; 13) It is normal for students to make mistakes when they start speaking, teachers should be

accepting of these errors; students should gain some proficiency first before teachers manage on the fine details.

2.2 Young Learners' Learning Characteristics

Young learners have unique characteristics; they are much different from adult learner, even though there are still some similarities. Children learn best by using their hands, eyes, and ears to explore the world around them (Scott & Ytreberg, 1991). They tend to wander around and see events, phenomena, and things that occur around them, they have a lot of energy to spend. They love to play and have fun while learning, but they also want to feel like they are doing important work (Scott & Ytreberg, 1991). Important work here does not mean the same important thing as important work for adults who have the urgency of life's necessities. Even so, in this context, important work for them can also be considered to be really important, which is of course important for their learning and development process. This can lead to the feeling that the things they can touch and see are very important to them (Scott & Ytreberg, 1991). Besides, kids like to talk a lot and be with their friends. When they are learning, they get bored easily and cannot focus for very long. They pay attention to what is happening around them and like to do things with their bodies (Nuraeni, 2019). This means that teachers must create a learning process that is fun but still meaningful for young learners, because the purpose of the learning process from themselves at that time is to develop their potential, compared to the learning goals of adults who already have quite serious goals such as contributing to the nation's progress.

In teaching young learners, using only words may not always be the best way. It is important to include movement and things they can touch and see. Teachers should have lots of things like pictures and objects to help them learn. Show them how to do things instead of just telling them. As they grow up, the way they learn will change, but using their senses will always be helpful (Scott & Ytreberg, 1991). Even though kids will learn new things as they grow up, and perhaps change or adapt some of the knowledge they had since they were a child, adults still need to help them learn. This is due to the fact that preschoolers do not have a high level of self-reliance, therefore, they indicate in mimicking others (Duan, 2021). Not only during the learning process at school, kids like to mimic what adults around them do. It is important for adults or older people around the child to do something properly, considering everything could be a lesson for a child. This includes the way people talk, act, anything is possible. For instance, If kids have fun while learning English, they will remember it better and feel good about themselves. This makes them want to keep learning more. Learning English is important for kids and it helps them grow in other ways too (Phillips, 2013). Therefore, young learners should be given a lot of exposure to what they need to learn.

2.3 Previous Studies

In distinction to the issues displayed previously, the use of TPR could be one of the solutions in teaching vocabulary. The more interactive, the more cheerful the way and the media by which the teacher teaches vocabulary, the more students

will enjoy it. Yet, in some cases, the teachers were unable to comprehend the principles of TPR. They were unaware that they had utilized TPR when instructing kindergarten students in English. In view of their responses, they showed English simply by boosting their capacities and via looking for references through the browser (Astutik et al., 2019). Also, there is still a possibility that the principles of TPR are not achieved optimally. In particular, the implementation of "observing an act" is not optimal due to a lack of attention to the instructions given by the teacher in a primary school (Safitri et al., 2017). This proves that TPR is a method that people know and can apply, even without knowing the concept specifically. It does not require facilities and infrastructure that are difficult and costly, and even schools in remote areas can apply TPR.

On the other hand, even though there are some teachers who are not aware of applying TPR, it proves that TPR is an effective way to learn vocabulary because it involves all five senses and body movements, as well as coordinating speech with action. This method helps prevent boredom during studying and allows students to learn through observation, demonstration, and practice. Students are enthusiastic and relaxed while learning, making it easier to achieve learning goals; as the research conducted by Supriyatin and Argawati (2021) in a junior high school. As stated before, students will observe and imitate what their teachers do; this means that teachers must demonstrate the word they are going to teach first, to make sure the students know what they are going to learn.

TPR does not require a lot of preparation before they start the learning process, teachers can be the only model for the modelling phase. Some teachers

might be using extra help to make the learning process more engaging, particularly realia, song, games, visual-aid learning media; but the implementation of TPR in class does not always necessarily have to be in kind. The majority of classroom activities employ imperative sentences in a typical TPR-based learning. The class also engages in slide presentations and role plays, among other activities. A few classes are planned by the teacher, such as in the library or in the homeroom, or requesting something and afterward students are approached to make moves. Teachers can teach, instruct, and ask questions as a result of the visual theme provided by the slide presentation. In Shi's (2018) finding, it shows that teachers are capable of carrying out TPR in places outside the classroom in a primary school. It can also be integrated with other activities such as games, role plays, or any other engaging activities.

Total Physical Response can be applied not only in face-to-face activities, because of the ease and practicality of its practice, TPR can be practiced online quite well too. Regardless, the implementation of TPR in online learning requires additional steps, since teachers can only observe students remotely. According to Ekawati's (2022) research in kindergarten, parents can help students whether they are learning in person, online, or a mix of both. A way to help students learn is by using TPR, which can be used at school or at home. Students also feel at ease to learn from the people they know. From that statement, we can know that TPR is one of the easy methods to apply, as long as the teacher knows the spelling and the pronunciation of the word, so that the students do not imitate the wrong demonstration.

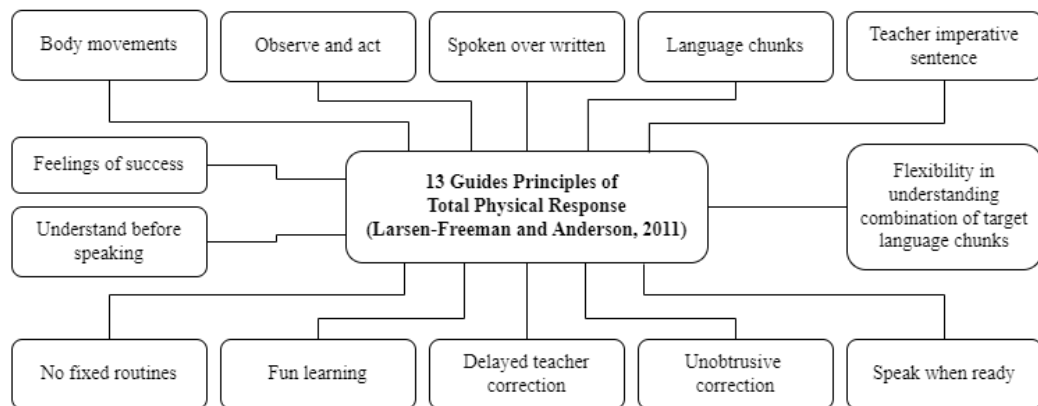
Being known to have many benefits does not necessarily mean that TPR has no weaknesses. The benefits obtained from TPR cannot be optimized if it is applied monotonously. Sumarni et al. (2022), said in their research that the application of TPR that is not facilitated with meaningful interaction can prevent students from experiencing the benefits of TPR optimally, in her research in a middle school. This can be in the form of students not paying attention to the teacher's instructions properly and lack of clarity in the teacher's instructions, as stated by Safitri et al. (2017). Hounhanou (2020) in her study at a secondary school explained that TPR is also limited to beginner level, due to its lack of flexibility in teaching all topics. She also added that TPR tends to disregard narrative forms because of its principle that is the use of imperative sentences (Hounhanou, 2020).

2.4 Theoretical Framework

The components of TPR as summarized by Larsen-Freeman and Anderson in 2011, namely the 13 principles of Total Physical Response, was the theoretical basis for the observations that would be carried out in this research. The author would observe the use of target language, movement of body parts, students' readiness to speak, use of command sentences, students' ability to do something independently, learning routines, students' feeling of success and anxiety, corrections, students' comprehension abilities, enjoyable learning, use of spoken and written language, students' readiness to speak, and students' mistakes when they first spoke as in attached in Figure 2.4.1.

Figure 2.4.1

*13 Principles of Total Physical Response by Larsen-Freeman and Anderson
(2011)*



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study uses qualitative research design and observational study as the research method. “Qualitative research begins with assumptions and the use of interpretive/ theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem” (Creswell, 2013, p. 48). Observational study is a study in which the researcher produces data as it is from the results of his/ her observations, without any intention to intervene in the output. As Creswell (2013) pointed out, this design and methods are used because detailed and thorough information is deemed more suitable to find out the direct application of TPR and to describe teachers' implementation of the use of TPR in the learning process that they applied. Therefore, the author needs to go directly into the field to conduct observation.

3.2 Setting and Participants

This research was conducted in Yogyakarta and involved two teachers as the participants. The two participants were both pre-service teachers who taught in two different classes, and were selected based on different criteria, namely their class mode. The first participant taught English in online classes, and the second participant taught English in offline classes. The online class was conducted via Zoom meeting, allowing the student and the teacher to engage from their individual

locations; while the offline class occurred in the student's house. Both of the teachers were upper-semester students at the English Education Department from two different private universities in Yogyakarta with more than two years of teaching experience, and none of them had received detailed knowledge about the concept of TPR through from their English Education Department, but only knew it generally from their teaching experience. The pre-service teachers criterion was determined to find out whether the TPR principles were consistently implemented by the pre-service teachers in both classes and if there would be variation in their application that may or may not be influenced by their professional experience and the class setting/mode. Furthermore, one-on-one class was chosen as the research setting because it tends to help students to be more focused and encourage students to be more confident to state their feelings, since the learning process should be more flexible.

3.3 Data Collection Technique

In this study, the researcher collected the data through observations and interviews, with observation being the primary technique of data collection and interview being the secondary technique. In qualitative research, observation aims to understand the perspectives of a research population; it is assumed that there will be various perspective within one population (Mack et al., 2005). During the observation, the researcher needs to record what they see, hear, and other important components, especially because the observation is carried out in the population's environment (Mack et al., 2005). Mack et al. (2005) also mentioned that an

interview is a technique used to obtain a clearer explanation of the topic being researched; the researcher's goal is to learn everything that can be provided by the participants. First, the researcher conducted the observation, and made the transcript of the observation. Then, while watching and checking the observation transcript, the researcher filled out the observation transcript. Lastly, the researcher conducted the interview after the data from the observation was collected. These two techniques were chosen as an attempt to sync and confirm the consistency of the observation and interview result; whether they were in accordance with one another. The observation instrument was made in reference to the 13 principles of TPR by Larsen-Freeman and Anderson (2011) as enclosed in Table 3.3.1.

Table 3.3.1

Observation checklist

Construct	Component	Tally	Total (N)	Remark/ Note
Body language	Body movements			
	Observe and act			
	Feelings of success			
Target language usage	Language chunks			
	Understand before speaking			
	Teacher imperative sentence			
	Flexibility in understanding combination of target language chunks			
	Spoken over written			
	Speak when ready			
Teacher correction	Unobtrusive correction			
	Delayed teacher correction			

Class implementation No fixed routines
Fun Learning

The researcher also conducted follow up interviews to gain more insight and confirm the principles that had been applied in previous observations. The interview questions were structured around the implementation of the principle/ s, benefits of implementing TPR, and the challenges the teachers faced, as follow:

List of Interview questions

1. How consistent are you in implementing the TPR principle* in your English lesson?
2. How do you implement the principle* in your class?
3. What was your reason for implementing these principles the most in your class?
4. What benefits did you experience from using TPR as a learning method?
5. Were there any challenges during the TPR implementation in your class? If so, please specify.

3.4 Data Analysis Technique

This research data was analyzed using latent thematic analysis techniques. Taking into consideration that the researcher needs to do interpretation while developing themes; also, the data analyzed is already theorized, not merely description (Braun & Clarke, 2006). According to Braun and Clarke (2006), there are six phases that must be carried out by researchers, with phase one: familiarizing with the data. In this phase, the researcher read and checked the data repeatedly, to

shape the pattern identification during the process. Phase two: generating initial code, the researcher created initial codes for the data in order to organize it into meaningful groups. Phase three: searching for themes, where the researcher sorted the codes and compiled the codes into themes, sub-themes, or even created a set of codes that does not associate with any of the themes. Phase four: reviewing themes, the researcher enhanced the theme and made sure that each theme works coherently. The researcher re-read the data and edited the themes or codes as needed themes that do not reflect the data analysis. Phase five: defining and naming themes, in this phase the researcher defined the themes in detail and gave each theme a name that is able to make readers understand the meaning when reading the name. Lastly, phase six: producing the report, the researcher constructed a comprehensive report that included adequate evidence from the data to support the narrative that tells about the story of the data.

3.5 Trustworthiness

Trustworthiness is an important criterion to prove the level of trustworthiness of research. According to Lincoln and Guba (1985), trustworthiness for qualitative research consists of four criteria, particularly credibility, transferability, dependability, and confirmability. Credibility is where data can be guaranteed to be accurate through various perspectives during the data collection process. Quoted from Nowell et al. (2017), several techniques that can be used in the credibility aspect are participation, observation, data collection triangulation, and researcher triangulation (Lincoln & Guba, 1985). Following this statement, this

research was double-checked by re-reading the observation checklist and notes, and also re-listening the interviews audio. The second criterion, transferability, is the concept of data generalization, where this point explains the accuracy of research data when applied to a similar context (Mekarisce, 2020). Thus, the researcher reports the data result in a structured and detailed manner. Furthermore, dependability shows that research can be called reliable when the process during the research can be imitated by subsequent researchers (Thomas & Magilvy, 2011). Herewith, the researcher asks for guidance and suggestions from the lecturer in such a way that the research instrument is more structured and can be well-replicated. The final criterion is confirmability, where in this criterion, researchers must be able to show that the conclusions obtained actually come from the data and the data collection process that has been carried out (Thomas & Magilvy, 2011). Proving this data can be done in various ways, including peer checks, presentations, or feedback from lecturers.

CHAPTER IV

FINDINGS & DISCUSSION

4.1 Findings

This subchapter presents all of the findings from the observation and interview session. In the observation session, both of the classes were learning about daily activities. Only the most frequently used principles that were shown from each class will be presented in this subchapter, supported by data from the interview session. The researcher coded the online class teacher by T1 and the offline class teacher by T2.

4.1.1 The Online Class

The observation was conducted by watching T1's class through Zoom recording from her one-on-one class involving one learner, a 3rd grade elementary school student for three times; and confirmed the observation result by re-checked the transcript of the class, made by the researcher. The observation checklist which contains the data reading and coding for T1 is illustrated in Table 4.1.1.1

Table 4.1.1.1

Online observation result (T1)

Construct	Component	Code	Total
Target language usage	Language chunks	LC	43
	Understand before speaking	UbS	5

	Spoken over written	SW	6
	Teacher imperative sentence	TIS	4
	Flexibility in understanding combination of target language chunks	UCLC	2
	Speak when ready	SR	2
Teacher correction	Unobtrusive correction	UC	8
	Delayed teacher correction	DC	1
Class implementation	Fun Learning	FL	2
	No fixed routines	NR	1
Body language	Feelings of success	FS	1
	Observe and act	OA	0
	Body movements	BM	0

The finding from the observation showed that T1 implementation of 13 principles of TPR in her class did not occur optimally. Yet, she implemented almost all of the 13 principles. T1 implemented 11 out of 13 principles, specifically the LC, UbS, SW, TIS, UCLC, SR, UC, DC, FL, NR, and FS. Principles that were most implemented are LC and UC, as can be seen from Table 4.1.1.1. In the next subchapter, the researcher only focused on discussing the two most implemented principles, namely “Language chunks” and “Unobtrusive correction”.

4.1.1.1 Language Chunks

Chunks, as stated by Thornbury (2019) is “an all-purpose word that embraces any formulaic sequence, lexical/phrasal expression or multi-word item.” Language chunks principle, which means that teachers should

emphasize using more than just a single word of target language during the learning process, which in this study is English; was the most implemented principle by T2. Extract 1 and 2 below will show some examples on how T2 implemented LC.

Extract 1 Sample of T1 observation transcript

Field Note: The class ran conducive, S was able to complete the story using fill-in-the-blank format well even though there were still a few errors.

T : Yes, very good! Good job, S (T1 gave a thumb up). And then S, after you already know about Ali's daily routine, and now Miss T need to know about your daily activity (T1 pointed at S). Can you speak in English about your daily activity? Start from you wake up (T1 pretended she was waking up) until you go to sleep (T1 pretended she was sleeping), can you? (Observation, T1, Line 103)

Extract 2 Sample of T1 observation transcript

Field Note: S was composing a story about her own daily activities, and on several occasions S paused in answering because she was thinking about her activities first, therefore T1 asked triggering questions.

T : Okay, before go to sleep what you doing? Are you same with Ali, read the book first for study, no? (T1 opened her hand to show that she was asking S) (Observation, T1, Line 119)

In Extract 1 and 2, T1 applied language chunks where T1 not only used the target language word by word, but also as a whole sentence. Based on the interview, T1 said that she often applied language chunks in her teaching process. T1 used language chunks a lot either as introductory words, giving instructions, asking questions, or explaining things, especially to students who according to T1 need a lot of exposure to the target language (Interview, T1, Line 001). In the implementation of

language chunks, T1 still required assistance such as visuals and movements for some students who needed extra help (Interview, T1, Line 003). The application of chunks in T1 learning is based on several reasons, some of which were so that the meaning conveyed could be clearer and to make students' understanding easier (Interview, T1, Line 005).

Actually, ..., I would definitely do the language chunks myself. So, in my opinion, it really helps students, whether it's helping them understand or interpreting answers or questions, ... So I actually use it often. In almost every class I have, I use it. (Interview, T1, Line 001)

...Well, usually I need help with pictures, to help me in implementing the language chunks themselves. Also maybe more so, sometimes it's like a sentence contraction. So for example, first I give the students a complete sentence, then if there is something they don't know in the middle of the sentence, then I'll help those who don't know, so it's not the whole sentence. But, indeed in some cases, for example, in the sentence which still have gaps, they don't know the meaning, maybe I can help them word by word. (Interview, T1, Line 003)

The first one, maybe to make the meaning clearer, that's the first one. Because I think that's the teacher's way of being able to apply with the students if the instructions are clear, so in my opinion that's the way I use language chunks myself for some students whose English may still be low, they still need to learn more, I feel like For example, if I apply language chunks, it turns out that it makes students' understand easier, that's how it is. (Interview, T1, Line 005)

The ease of use of language chunks in T1 class is also due to T1 students being able to understand English speech in chunks, so T1 does not need to interpret word by word into the students' mother tongue. In this way, students have the opportunity to have greater exposure to the

target language, so they can improve their ability to communicate in the target language; English.

4.1.1.2 Unobtrusive Correction

The student from T1 sometimes still made mistakes when answering some questions. When this happened, T1 certainly tried to provide correction to the student, in the best way possible. Extract 3 and Extract 4 are examples of when T1 applied correction unobtrusively.

Extract 3 Sample of T1 observation transcript

Field Note: T1 asked S to read the title of the topic that would be studied that day, S confidently read the title and translated it into Indonesian when asked by T1.

S : I wake up in the morning.

T : What do you think about this one? Kira-kira artinya apa nak?
(Observation, T1, Line 022)

S : Aku bangun saat pagi.

T : **Yes, good job, aku bangun di pagi hari (T1 gave a thumb up).**
Nah, today, we have a list vocabulary. This is new list vocabulary for you. The first is... apa S? Can you read this one? (Observation, T1, Line 023)

Extract 4 Sample of T1 observation transcript

Field Note: At the beginning of the lesson, S was asked by T1 to read a series of vocabulary words with visuals, and then interpret them into Indonesian.

S : Take a nap... tidur...

T : What is take a nap?... take a nap itu.... (Observation, T1, Line 039)

S : Take- take... tiduran.

T : **No... take a nap itu....Tidur si... tidur siang itu namanya take a nap (T1 pretended she was sleeping).** Okay, the next one, ada?
(Observation, T1, Line 040)

In unobtrusive correction, teachers can correct either immediately or delayed. In this subchapter, the researcher showed the provision of immediate unobtrusive correction by T1, as can be seen from Extract 3 and Extract 4. T1 tried to be consistent in applying this principle (Interview, T1, Line 012) and in general, T1 carried out unobtrusive correction in various ways; provided guidance on answers, used positive examples from other students, or provided explanations (Interview, T1, Line 013). Extract 3 showed when T1 made a correction while still humbly giving appreciation, namely by saying "Good job"; whereas in Extract 4 was when T1 provided unobtrusive correction by trying to direct the student to the correct answer (Interview, T1, Line 013). In Extract 3, the student did not completely make a mistake, but T1 still gave a more correct answer so that the student could also develop her knowledge better (Interview, T1, Line 012). According to T1, learning in classes of students who received unobtrusive correction will run more effectively because student motivation can be maintained since correction for mistakes does not feel like punishment (Interview, T1, Line 014).

I try to consistently apply the principle of correcting students' mistakes in a humble and unobtrusive manner. This consistency is important to create a learning environment that supports and respects each student, so that they feel comfortable to learn and develop without fear of criticism. (Interview, T1, Line 012)

To apply this principle, I usually correct mistakes in an indirect and non-embarrassing way. For example, when students make a mistake, I can provide hints or questions that lead them to find the correct answer themselves. I also often use positive examples from other

students or provide additional explanations without directly mentioning mistakes. (Interview, T1, Line 013)

The reason I apply unobtrusive correction is to maintain student motivation and self-confidence. Corrections that are too direct or harsh can make students feel embarrassed or afraid to participate. With gentle and unobtrusive correction, students can learn from their mistakes without feeling punished, making the learning process more effective and enjoyable. (Interview, T1, Line 014)

In addition to the student's confident personality, T1's consistency in implementing unobtrusive correction can be seen to have a positive impact on the effectiveness of the learning. The student could answer questions correctly, when in doubt the student still dared to try to answer, and when the student did not know the answer she dared to say what she felt.

4.1.2 The Offline Class

The researcher went directly to T2's offline class and while observing the class, the researcher recorded the learning session and also filled out the observation checklist, but was more focused on observing the learning process. Then, the researcher reviewed the recording three times, and also confirmed the observation result by reading the observation transcript. The result of the data reading and coding for T2 is enclosed in Table 4.1.2.1.

Table 4.1.2.1

Offline observation result (T2)

Construct	Component	Code	Total
Target language usage	Understand before speaking	UbS	8
	Teacher imperative sentence	TIS	7
	Language chunks	LC	3
	Spoken over written	SW	3
	Speak when ready	SR	1
	Flexibility in understanding combination of target language chunks	UCLC	0
Body language	Observe and act	OA	3
	Body movements	BM	2
	Feelings of success	FS	0
Teacher correction	Unobtrusive correction	UC	3
	Delayed teacher correction	DC	0
Class implementation	Fun Learning	FL	2
	No fixed routines	NR	1

Observation from the offline class also showed that T2 did not implement TPR optimally in her learning process. It can be seen from Table 4.1.2.1 that T2's class only indicates 10 out of 13 principles of TPR, particularly the UbS, TIS, LC, SW, SR, OA, BM, UC, FL, and NR. The most shown principles in her class were UbS and TIS, as shown from Table 4.1.2.1, and for that the researcher only focused on discussing those principles.

4.1.2.1 Understand before Speaking

“Understand before speaking” is the principle that talks about how students should understand the material or the thing being taught, before the speaking stage. Speaking stage is included in the production stage;

which learners need to go through some steps before, particularly they need an input before they can produce the output. As done by T2, Extract 5 and 6 are examples of its application in the classroom.

Extract 5 Sample of T2 observation transcript

Field Note: The class went smoothly, but S was quite passive; hence T2 gave a lot of visual and verbal input.

T : Okay, betul. Terus sekarang, lihat sini. **Ini apa? Breakfast. (T2 showed pictures of the vocabularies listed and pretend to do the activities)** (Observation, T2, Line 027)

S : (silent)

T : **Breakfast.....breakfast.** (Observation, T2, Line 028)

S : Breakfast.

Extract 6 Sample of T2 observation transcript

Field Note: The learning process has been going on for quite a long time, but S was still passive even though there were only few sound distractions that interfere with learning.

T : Okay, inget-inget kata-katanya. **Ini apa tadi? Wake up, artinya? (T2 pretended she was waking up) Wake up...** (Observation, T2, Line 173)

S : Bangun.

T : **Terus take a bath (T2 pointed to a picture with a kid taking a bath), take a bath, ayo.** (Observation, T2, Line 174)

S : Take a bath.

T : Artinya apa? Take a bath **(T2 pretended she was taking a bath)** (Observation, T1, Line 175)

S : Mandi.

In Extract 5 and 6, T2 gives her student an understanding of examples of daily activities verbally; with visual assistance in the form of activity illustrations (or what T2 calls as flashcards) and also modeling activity. In Extract 5, T2 models movements in eight of the ten vocabularies being taught, that are breakfast, sleep, study, lunch, take a

bath, wake up, go to school, and dinner. Whereas in Extract 6, T2 did all of the ten vocabularies, including play with friends and watch TV. During several times T2 provided input to the student, most of the time T2 implied the same simple techniques, that were verbally, physically, and visually. When interviewed, T2 said that she did not have a special technique for applying this principle and only varied it with flashcards, also demonstrated it (Interview, T2, Line 003). During T2's observation, her student appeared to have a shy personality, which made the student not so active during the learning process. Based on the results of the interview, she applied this principle because she felt her students' abilities were still lacking, therefore she applied this principle with the help of teaching aids so that the material being taught could be understood more easily (Interview, T2, Line 006).

For that, I don't have a special technique, I'll just vary it using flashcards. So first, while showing the flashcards, I will also demonstrate, for example brush teeth, I will demonstrate as if I were brushing my teeth while showing the flashcards and mentioning the vocabulary, then later I will ask the students to imitate the movements and pronunciation. But several times without me asking them to imitate the movements or pronunciation, the students imitated it themselves. In this way, students will indirectly know that "brush teeth" is brushing teeth. (Interview, T2, Line 003)

Hmm, because the students' abilities are lacking, they still need to explain using gestures so that they also know that "brush teeth" is a toothbrush by demonstrating as if we are brushing our teeth. (Interview, T2, Line 006)

In order for learning to take place, teachers must provide input to students. Ensure that students are capable enough to understand the material to be able to move on to the next stage, teachers can provide input in various methods and choose the most effective ones according to the students' abilities. Furthermore, teachers can integrate one teaching method to one another, as long as they can support each other.

4.1.2.2 Teacher Imperative Sentence

One of the learning characteristics using TPR is the “Teacher imperative sentence” principle, where teachers can address students' behavior during the learning process. In the learning process using TPR, the teacher is a guide who can give instructions to students, either to reprimand students or ask students to do something. Imperative sentences can be done in this kind of situations, for example what T2 did in Extract 7 and 8.

Extract 7 Sample of T2 observation transcript

Field Note: S followed T2's directions to imitate T2's sentence, but accidentally cut T2's sentence.

T : Okay, **repeat after me, ikutin**. I have- (T2 pointed at herself)
(Observation, T2, Line 096)

S : I have...

T : **Sabar**, Miss dulu (with both hands, T2 showed a movement to ask S to stop interrupting T2's sentence). I have lunch.... (Observation, T2, Line 097)

S : I have lunch...

Extract 8 Sample of T2 observation transcript

Field Note: T2 asked S to create sentences based on previously learned vocabulary, by providing sentence modeling first. S imitated again right after T2 spoke so he interrupted T2's words again.

T : Betul. Sekarang, **coba sekarang S sendiri yang bilang**, inget nggak? Miss dulu ya (T2 held up her finger). I wake up in the morning, I- (Observation, T2, Line 145)

S : I....

T : **Bentar, nanti S habis itu ya...** I wake up in the morning, I take a bath in the morning (T2 pretended she was taking a bath), I have breakfast in the morning, I go to school in the morning. Okay, I wake up in the morning (T2 pretended she was waking up), I take a bath in the morning (T2 pretended she was taking a bath), I have breakfast in the morning (T2 pretended she was eating), I go to school in the morning (T2 pretended she was going to the school). Sekarang S, inget-inget, ini apa? (Observation, T2, Line 146)

Extract 7 and Extract 8 showed T2's application of imperatives in terms of command. In Extract 7 Line 096, T2 asked the student to repeat T2's words after her, but the student did not fully understand that he was supposed to repeat her after she was done speaking. In turn, the student accidentally interrupted T2's speech because he immediately repeated T2; the same case was done in Extract 8. T2's response if this event occurred was to ask students to be patient as in Extract 7 or ask students to wait their turn as in Extract 8, which is included in the imperatives as commands type. In addition, the researcher found that during the observed learning process, T2 only used imperatives as a command, that was "*lihat sini*" (look here). This can happen because the student lost their focus, considering that young learners have a short focus span.

For me, it's in accordance with what I mentioned before, because there are students in my class who still have difficulty in focusing. Because if that happens, then they will become busy with themselves, or because they don't fully understand my instructions,

so I use imperative sentences. It also provides assistance so that students can follow the learning process better. I also use it when I need to reprimand students, because after being reprimanded once or twice, students can usually focus again. (Interview, T2, Line 012)

Yes, using words, for example they are busy with themselves while I'm explaining the material, I'll say "Focus please", or maybe like when I ask them to imitate the gesture I'm modeling. (Interview, T2, Line 010)

Yes, they would (be calm). But usually I will also add gestures, like what I mentioned earlier, when I say "Focus please", sometimes I add things like clapping slowly or like waving my hands, to attract their attention, so they might also understand better what I meant. (Interview, T2, Line 011)

Imperative sentences were used in T2's class for several reasons such as when students losing focus, inability to understand T2's instructions, or when T2 reprimanding the student (Interview, T2, Line 012). T2 believes that if a student's focus is lost, it could hinder their learning. T2 also integrates movements to help students refocus on the class (Interview, T2, Line 011). This approach allowed students to better sense the presence of T2 which still acts as the learning guide. Therefore, apart from giving commands to do something, T2 employed imperative sentences as a means to reprimand the student for their behavior.

The observation stage had revealed different results in T1 and T2's application of TPR principles. While there are 13 principles demonstrating the ideal use of TPR, not all of them were implemented in T1's and T2's class. There are four distinct principles that stood out to the most from both classes. In

addition, the interview was conducted to do data confirmation, for instance, regarding the most implemented principles, the challenges and the advantages of using TPR. The interview results from each participant showed their consistency in implementing each principle. The three most prominent principles from the online class were “Language chunks” and “Unobtrusive correction”; whereas the principles most frequently applied from the offline class were “Understand before speaking” and “Teacher imperative sentence”. However, there were certain principles that did not appear in each class. In the online class, “Body movements” and “Observe and act” did not appear, as T1 did not instruct the student to follow the movements even though the teacher had modeled it. At the same time, there are three principles that did not appear in the offline class, namely “Flexibility in understanding combination of target language chunks” because T2 used very little of the target language, “Feelings of success” because the student was shy and unexpressive of his feelings, and finally “Delayed teacher correction”, since T2 always corrects without postponing until the student is fluent enough. Apart from what can be seen from the observation process, the interviews of the two participants also showed that they were in accordance with the data obtained from observations, so that the implementation of the learning process observed was in line with what the participants said during the interview.

4.2 Discussion

This subchapter will provide the discussion from the observation and the interview result that had been analyzed by the researcher.

4.2.1 The Online Class

4.2.1.1 Language Chunks

The language chunks principle implementation in T1 class was very consistent. T1 applied the target language chunks most of the time in her class, succeeding the student to engage more with the English language. By using language chunks, the student got exposure from various aspects; such as used in introductory words and used when T1 asks questions. Apart from that, the students also got modeling on how to pronounce or use a word when T1 applied language chunks. This is because the implementation of chunks can help students improve understanding, fluency, and accuracy output of the target language itself (Albaqami, 2022). Mentioned by Qoriah & Farisya (2022), the target language was also easier to remember since the usage was integrated with body movements, considering that TPR is a learning method that focuses on speech and movement.

On the other hand, T1 continues to make language switches between the target language and other languages, which in this context is a switch between English and mother tongue, Indonesian. T1's emphasis on using language chunks from the target language aligns with statements by Ellis and Sinclair's (1996). They suggested that the more frequently language chunks are utilized, the better the absorption of words, ultimately influencing word pronunciation accuracy. T1 employed the English

language chunks frequently; still, sometimes resorting to Indonesian when necessary. Even so, it was important for teachers to understand that teachers need to minimize native language usage when TPR was applied, whereas teachers should assimilate meaning through movements (Widodo, 2005). T1 not only uses spoken technique, but also incorporates movement and visuals such as flashcards or photos, specifically for students who are not yet proficient in English. This approach helps to make the meaning clearer and facilitates students' understanding. As a result, T1 attempted to incorporate the target language as much as possible in the learning process, particularly with the rules of the usage of Indonesian language in several other classes.

4.2.1.2 Unobtrusive Correction

The same as other learner characteristics, The student in T1 class sometimes made mistakes when answering questions. However, T1 did not openly say that the student made a mistake even though the class held was a one-on-one class. On some occasions, students need to be given unobtrusive feedback when they make mistakes; seeing every student has a different character, and not everyone can receive the same treatment. Some students may feel embarrassed if their mistakes are pointed out openly, especially in the context of young learners who are still in the developing phase; while some of them may feel they need this. When providing feedback, it is important to consider the student's personality as

well as other factors to determine the most suitable feedback method (Shabani & Safari, 2016).

Several ways to provide corrective feedback in an unobtrusive manner that teachers can do were, teachers could modify incorrect forms by stating the correct form, ignoring the error, or giving repetition of the material for the entire class or certain groups (Celce-Murcia, 1991). TPR, which is included in learning with a natural approach, does not make corrections immediately when students make mistakes, but sees these mistakes as an indicator of students' abilities; so that the teacher can address the error by stating the correct form of what the student did (Celce-Murcia, 1991). As was done by T1, where she carried out unobtrusive correction by ignoring the mistakes made by the student when answering by immediately rephrasing to mention a more appropriate form.

4.2.2 The Offline Class

4.2.2.1 Understand before Speaking

One of the aims of TPR is to teach basic speaking skills, especially at the young learners or beginner level. Hence, TPR begins with a modeling phase from the teacher, as an input for students' understanding. Teachers can use various ways to provide input to students, either simply verbally, or they can also use teaching aids to make the material explained easier for students to understand; such as using realia, flashcards, games, and other teaching aids. Mentioned by Linh (2022), language acquisition

is influenced by great input, therefore it is crucial for teachers to understand how learning and acquisition work. When teachers understand well how the language acquisition process works, teachers will be able to provide understanding of the material in an effective manner.

This principle is carried out with the aim that students properly understand the material being taught, thus it is related to the student's level of knowledge. In conformity with Harmer (2001), it is a must that students are first exposed to the target language through listening or viewing, before being able to produce independently. This exposure can be achieved through activities such as listening to tapes, using gestures, objects, or pictures (Harmer, 2001). In line with the previous statement, T2 provided input through listening and viewing, and ensured the student's understanding by asking the student to point to pictures of certain activities. TPR aimed to create an enjoyable and less stressful learning environment, allowing the student's self confidence to grow as the understanding settled; as a result, the student naturally started to speak, ask, and respond to questions (Nigora, 2018). In such a way, it is important for students to establish understanding first before stepping into the production stages.

4.2.2.2 Teacher Imperative Sentence

Imperative sentences were one of the principles used in TPR, because in TPR the teacher has the role of giving instructions to students,

whether to imitate the teacher, do something, or reprimand students' behavior. In agreement with Swan (2005), "Imperatives are used, for example, to tell or ask people to do things, to make suggestions, to give advice or instructions, to encourage and offer, and to express wishes for people's welfare". By using imperative sentences, students are asked to respond to instructions given by the teacher, as the learning guide. Apart from increasing knowledge, the role of the student was to follow the teacher's instruction, so that TPR can work as it should. Ibrohim (2018), concluded that a combination of what students hear, for example through instructions; and student responses to these instructions are the concept of TPR.

In T2's case example, T2 used the imperative type as a command. T2 not only gives orders for the student to do something, namely imitating what T2 said and asked the student to practice spoken sentences; but also to reprimand the student's attitudes. According to what T2 felt, the student had a low focus span and in some conditions experienced problems in understanding T2's instructions, so T2 used imperative sentences to address the attitude. TPR creates a stress-free learning environment, so that at some times T2 also used their mother tongue to give orders, to make it easier for the student to understand instructions. In accordance with what Heriyadi (2022) said, interaction using regional languages can make it easier for the student to understand instructions in English.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The purpose of this research is to describe how pre-service teachers were implementing Total Physical Response (TPR) in English language teaching for young learners. Although both teachers have utilized TPR in their teaching, it has not been utilized optimally. Out of 13 principles of TPR outlined by Larsen-Freeman and Anderson (2011), some principles were dominantly implemented, while others were not. The results varied between the online and the offline class.

The online class incorporated 11 out of 13 principles. The most dominant principles included “Language chunks” and “Unobtrusive correction”; while “Observe and act” and “Body movements” did not feature at all. This was influenced by T1’s student, who already had a good grasp of the material being taught. Consequently, T1 unintentionally emphasized verbal learning, supported by visuals, games, and realia; without relying heavily on physical gestures. Despite this, T1 still engaged in modeling activities, although the student only observed without imitating the actions.

What is different from the offline class, was that there were 10 of the 13 principles that appeared. “Understand before speaking” and “Teacher imperative sentences” were the two principles that appeared most often in T2’s class. Nonetheless, three principles were not visible in the class, that were “Flexibility in understanding combination of target language chunks”, “Feelings of success”, and

“Delayed teacher correction”. Unlike T1’s student, T2’s student was less expressive of their feelings and seemed to lack sufficient knowledge of the material being taught. Hence, T2 provided a lot of input to the student and immediately corrected the student if they made an error. Not to mention that T2 did not use much English as the language instruction, thus the student had less opportunity to understand novel combinations of the target language.

There were four different principles that frequently appeared in both classes, and there were five different principles that did not appear at all in both classes. The researcher did not find any significant differences in the implementation of TPR that were influenced by the class mode. Also, both of the participants did not mention the class mode as the factor that influence the implementation, but instead, various factors can influence the implementation of TPR in the learning process, such as student personality, students knowledge level, and teacher understanding of TPR.

5.2 Suggestion

The research conducted by the researcher still has some shortcomings and limitations; as a result, the researcher has several suggestions for both teachers and pre-service teachers, and for future researchers. For teachers and pre-service teachers, it is hoped that they continue to expand their knowledge and views on learning methods. This will allow for the application of these methods to run more optimally and provide more satisfying learning outcomes. Teachers can enhance

their teaching with TPR by integrating other learning methods or media that can support its success.

In addition, it is important to note that this research is limited to specific topics taught, class types, and teacher experience criteria. Thus, the researcher suggests future researchers interested in the same topic to conduct the research in different types of classes, perhaps in larger classes with a greater number of students. They can also consider involving teachers who have longer teaching experience, as they may be more familiar in implementing TPR in a variety of classroom situations.

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APPENDICES

Appendix 1

Online Observation Transcription

Participant : Online teacher T1
 Date : Monday, April 22th 2024
 Duration : 30:00
 Field Notes : T1 and S both conducted online meeting from their respective places, but S gets some distractions from the surrounding environment.
 Codes : T/ T1 = Teacher
 : S = Student
 Codes : **BM = Body movements**
 OA = Observe and act
 FS = Feelings of success
 LC = Language chunks
 UbS = Understand before speaking
 TIS = Teacher imperative sentence
 UCLC = Flexibility in understanding combination of target language chunks
 SW = Spoken over written
 SR = Speak when ready
 UC = Unobtrusive correction
 DC = Delayed teacher correction
 NR = No fixed routines
 FL = Fun learning

T/ S	Line	Transcript	Codes
T	001	Oke S, Bismillahirrahmanirrahim, Assalamualaikum warrahmatullahi wabarakatuh...	
S		Walaikumussalam warrahmatullahi wabarakatuh.	
T	002	Okay S, how are you today?	
S		I'm fine.	
T	003	Oh ya, I forget about this one. Before we start our class, let's recite basmallah together.	LC
S		Bismillahirrahmanirrahim (T & S altogether)	
T	004	Okay, S, without any further do, kita langsung aja. Do you still remember, what did we learn in the previous meeting?	LC

S Opposite things.

T 005 Ya, we learn about opposite, lawan kata. Do you still remember ada kata apa aja, please mention three! Please mention three.

S (S was thinking)

T 006 Hayo, apa aja..... Do you still remember, S?

S No...

T 007 No...? Okay, for example-

S Punya mas (S was talking to a person)

T 008 Okay S, for example kalo misalnya bahannya halus? What is the English?

S What? (distracted).

T 009 Kalau bahannya halus, apa bahasa Inggrisnya?

S I don't know, aku lupa.

T 010 You do know, smooth, smooth. Lawan katanya?

S Smooth....

T 011 Lawan katanya? Dari huruf R.

S R, R...

T 012 Rough, ya kan?

S Rough.

T 013 And then kalo misalkan kering, apa? Dry.

S Dry.

T 014 And then the oppositenya?

S (silent)

T 015 Wet. Kalo misalnya mahal? Expen....

S Expensive.

T 016 And then, the opposite-nya? (T1 tried to give a clue by mouthing "C") Cheap. Okay, I think you need to still

LC

- remember about the material, because today we move on in the step? Step berapa?
- S Listen, eh, step three. A1 beginner.
- T 017 Step three, very good, this is our new e-module, we need to step furtherly... and actually in this section, in this step, we need to learn about the first lesson, "I wake up in the morning". Maybe it's something like hal-hal yang biasanya S lakuin kalo baru bangun, and then jamnya kapan, okay? Dan kita bakal belajar hari ini. In Lesson two, we need to learn about "School activities". What do you think S, about this one? LC
- S (silent)
- T 018 Kalau school activities kira-kira kita bakal belajar apa nak?
- S Morning?
- T 019 Maybe like, kalau di sekolah S ngapain aja. Nanti apakah belajar, ataukah main sama temen-temen kita nggak tahu, kita lihat nanti ya. And then di Lesson three, we learn about "The shark can swim under the water", and then di Lesson four we need to learn "The artist draws the view", and then Lesson five "A cow has a tail", and then, kalau a cow has a tail artinya apa S? Sapi mempunyai?
- S Sapi mempunyai buntut.
- T 020 Yes, ekor, good job! Buntut. And then kalo Lesson six, kita bakal belajar "You should sit down properly", and then in Lesson seven we need to learn about "let's cook in the kitchen", and then di Lesson delapan we need to learn about "Turn off the lamp, please", okay. Nah, kalau hari ini, today, we learn in the Lesson one, can you read the title please?
- S (silent)
- T 021 Can you read this one? I... LC
- S I wake up in the morning.
- T 022 What do you think about this one? Kira-kira artinya apa nak? LC

S		Aku bangun saat pagi.	
T	023	Yes, good job, aku bangun di pagi hari. Nah, today, we have a list vocabulary. This is new list vocabulary for you. The first is... apa S? Can you read this one?	UC LC
S		Wake up....	SW
T	024	Good job, wake up, and then...	
S		Brush teeth.	
T	025	Mana nak, brush teeth? Oh di sini, it's okay, and then..	
S		Take a shower...	
T	026	He em, and then....	
S		Have breakfast... (S did not read sequentially)	
T	027	Ini belum dibaca nak, ex...	TIS
S		Wake up, brush teeth, take a shower, eh-	
T	028	Exer..	
S		Wake up, exercise, take a shower, brush- brush teeth.	
T	029	Okay stop dulu, wait-	TIS
S		Have breakfast.	
T	030	Kita satu-satu nak. Kalo wake up? What's the meaning of wake up?	TIS LC
S		Bangun pagi, eh bangun!	
T	031	Ya, bangun tidur ya....bangun tidur. How about exercise?	LC
S		Olah raga.	
T	032	Yes, good job. Take a shower? (T demonstrated taking a bath)	
S		Mandi.	
T	033	Brush teeth? (T demonstrated brushing teeth)	
S		Eh apa ya lupa, gosok gigi.	

T	034	Yes, brush is menggosok and then a teeth is your gigi, okay. And then, the next one!	UbS
S		Have breakfast is makan... eh....	
T	035	Yes, breakfast itu sarapan..good job. And then, the next one is?	UC LC
S		Go to school, pergi ke sekolah...	
T	036	Good job, and then?	
S		Have lunch, makan siang...	
T	037	Good job, and then?	
S	, wait wait wait....	
T	038	What is that?	
S		Take a nap... tidur...	SR
T	039	What is take a nap?..... take a nap itu....	
S		Take- take... tiduran.	
T	040	No... take a nap itu....Tidur si... tidur siang itu namanya take a nap. Okay, the next one, ada?	UC
S		Wait wait wait...	
T	041	What is that?	
S		Play play play...	SR
T	042	Play, what is play?	
S		Main!	
T	043	Main... kalau yang berikutnya?	
S		Have dinner, makan malam.	
T	044	Okay, how about this one?	LC
S		Study, belajar.	
T	045	And then the last one is?	LC
S		Go to sleep, tidur.	

- T 046 Okay, very good! S sudah paham semua ya, please remember about all these vocabularies, and then, nanti setelah itu kita bakal ngejawab aktivitas di sini. And before that, we need to learn about o'clock, about jam dulu. And then S, kalo miss T tanya "What time is it now?", nanti S can answer with "This is 1 o'clock", berarti jam satu. "Now it's 1 o'clock", bisa juga "Now it's 7 o'clock". Jadi kalau menunjukkan waktunya itu tepat pukul tujuh, tepat pukul satu, tepat pukul dua, you can say with o?....o? LC
UbS
- S Clock.
- T 047 O'clock. Okay, ini ya nak...(T circled the word "7 o'clock") ini. Okay, and then, kalau ini berarti gimana S? This is....
- S This is 4 o'clock! SW
- T 048 Good job, and then, the next one S. Yang number one, it is 1 o'clock karena menunjukkan angka satu. And then, second one is?
- S One... eh 2 o'clock.
- T 049 Are you sure this is 2 o'clock?
- S Eh 8 o'clock.
- T 050 Yes, good job. This is 8 o'clock. And then, number three?
- S 5 o'clock.
- T 051 Okay, very good, and then number four.
- S 3 o'clock.
- T 052 Yes, and then?
- S 10 o'clock.
- T 053 And then the last number is? LC
- S 7 o'clock!
- T 054 Yay, very good S. And then, we need to move on.... to the next activity, "What time do you wake up?". Kalau miss T tanya kapan biasanya waktunya S bangun tidur? LC

S I wake up at 6 o'clock in the morning.

T 055 Okay, very good. How about your brother, Mas? LC

S My brother wake- wake up.....

T 056 At?

S At.....

T 057 At berapa? Maybe six or five?

S Wait... at 5 o'clock.

T 058 Oh, five.... and how about your mother? LC

S (S was thinking)

T 059 My mother, wakes up...

S I don't know, I don't know.

T 060 You don't know? LC

S Eh eh, my mother wake up at 5 o'clock in the morning.

T 061 Okay, very good S. And then S, you need to be pay a lot of attention about this one. Kalau nanti, S say I, pakenya wake. but, kalau dia laki-laki, dia perempuan, dia itu bisa jadi your animal pakenya wakes ditambahi s. Jadi kalau misalnya your mom, your dad, your brother, your sister pakenya wakes up. But, kalau S say I, berarti pakenya only wake without s, understand? LC
UbS

S Yes.

T 062 For example, "Miss T, bangun pukul empat pagi hari" How you to make a sentence in English? LC

S (silent)

T 063 Miss T?

S Miss T wakes up at 4 o'clock in the morning.

T 064 With s atau engga wake-nya?

S Wakes...

T 065 Yes, very good! Jadi dah clearly understand, S?

- S Yes.
- T 066 Okay, kalau gitu next, we need to move on in the next activity. Choose the correct answer for the sentence below. For example, I blablabla to the school with my mother. **LC**
- S **I go, because is I.** **SW**
- T 067 Yes, good job! And then, wait wait Miss isi aja ya biar kita nggak bingung, yang ini jawabannya go because "I". And then, before Rina goes to sleep, she?
- S She brushes.
- T 068 Yes, good job, because the subject is?
- S Rina.
- T 069 Rina... Rina perempuan, nih ya.... (T circled the word "brushes"). Okay, number three, Andini blablabla the body to keep the health.
- S Exercises.
- T 070 Yes, good job, exercises. Number four, Sam blablabla with the friends in the yard.
- S Plays.
- T 071 Okay... very good! Number five, my brother blablabla at 8 o'clock in the morning.
- S Wake.
- T 072 With s or no?
- S No.
- T 073 Are you sure?
- S Eh, yes yes yes yes.
- T 074 Why? Why using s in the end of it?
- S Because it's brother.
- T 075 Yes, good job. And then S, number six, you blablabla to sleep at 9 o'clock in the evening.
- S (silent)

T	076	You...	
S		Goes.	
T	077	Are you sure?... Oh ya, Miss T lupa belum jelasin. Oke jadi kalo you yang betul itu pakenya?.....go. Okay, and then number eight, Felix eats banana and drinks milk for the?	UbS
S		Number seven!	
T	078	Oh iya, I'm sorry, I forgot. Number seven, I have blablabla at 7 o'clock in the evening, 7 o'clock. Did you eat dinner or lunch?	LC
S		Dinner!	
T	079	Oh, sorry, in the evening ya... in the evening, I'm sorry, I'm sorry, in the evening. Evening, evening?	
S		Lunch.	
T	080	Lunch itu makan siang nak, kalau evening itu berarti? If I say good morning itu berarti selamat pa...	UC
S		Gi.....	
T	081	If I say good afternoon berarti selamat siang atau sore, and then kalau evening berarti selamat ma... malam.... Kalau lunch itu makan siang, kalau dinner berarti makan?..... makan?	
S		Dinner, makan malam.	
T	082	Yes, the answer is dinner. And then number eight, S, please....attention please, (S distracted by her sister) number eight. Felix eats banana and drinks milk for the?	LC TIS
S		For....the...	
T	083	For the?	
S		Breakfast.	
T	084	Good job, biasanya kita kalau minum susu, and eats banana in the morning or bread ya, roti. And then, number nine, Hanah has the blablabla in the afternoon.	
S		Lunch.	

- T 085 Okay, very good. Okay S, jadi we back to this one, kalau subjectnya, orangnya itu pakainya I, you, they, dan we berarti dia nggak pakai s ya...huruf s, nggak pakai s. And then, if the subjectnya she, he, it, which is itu orang, atau dia laki-laki, dia perempuan, bisa jadi itu hewan atau benda, kalau kata kerja seperti wake, eat, run, itu ditambahi huruf... s. Sampai sini paham? LC
DC
- S Yes.
- T 086 Yes, okay. Kalau sudah paham kita move on ke yang berikutnya. Next one, you need to fill in the blank, S. This is about "Ali's Daily Routine", Ali's daily routine. Berarti, kegiatan sehari-harinya punya? LC
- S (silent)
- T 087 Ali...okay. Fox example, Ali is a student. He blablabla at 6 o'clock in the morning, what do you think about this one? LC
- S Ali is a student, he wake... eh wakes up. SW
- T 088 Yes, good job, wakes up. Ali blablabla a shower and brushes the teeth, berarti Ali?
- S Ali...takes.
- T 089 Okay, takes a shower, good job. Before going to the school, he has a breakfast with his family. Ali blablabla a bread and blablabla a glass of milk. Berarti? Ali sebelum berangkat sekolah ngapain itu? Titik-titik bread...
- S Ali sebelum....playing... eh-
- T 090 No no, bread is roti, nak. Roti, roti... (T showed a bread), okay? And titik-titik a glass of milk.
- S (silent)
- T 091 Ali eats...
- S Ali eats...
- T 092 A bread, and.....minum? (T demonstrated drinking) Bahasa Inggrisnya?..... drink.
- S Drinks.

- T 093 A glass of.....
- S A glass of milk.
- T 094 And then, at 7 o'clock blablabla to the school with a father.....he blablabla to the school.
- S He goes.
- T 095 Goes....
- S He goes to school.
- T 096 And then, after school, Ali and friends plays football in the yard and blablabla a game in Ali's house.
- S (silent, S distracted by her sister)
- T 097 What do you think, S?.... Ali and friend, play football in the yard and blablabla a game... LC
- S And plays.
- T 098 Are you sure with s?
- S No.
- T 099 Why?
- S Because is "and".
- T 100 Because... Ali and friend is refering to they. Kalau they tadi pake s nggak nak? No ya...without s. So that's why....in this section, the answer is?.....play, okay? Ali and friend play football in the yard and play a game in Ali's house. The last one, before going to sleep, Ali blablabla the book to study. UbS
- S Before going to sleep, Ali.....
- T 101 Membaca?
- S Ali read the book to study.
- T 102 Read with s atau tidak?
- S With s because is Ali.
- T 103 Yes, very good! Good job, S. And then S, after you already know about Ali's daily routine, and now Miss T need to know about your daily activity. Can you speak LC FL

		in English about your daily activity? Start from you wake up until you go to sleep, can you?	
S		Okay okay....	
T	104	Okay...	
S		Ali is...	
T	105	No, not Ali, S...	
S		S is a staden.	SW
T	106	Stu- student...	UC
S		She wakes up at 6 o'clock in the morning. S takes a shower and brushes the teeth. Before going to the school, she has a breakfast with she's family.	
T	107	Okay, with her family.	UC
S		With her family, S eats.... (S distracted)	
T	108	Biasanya S eats bread tiap pagi and drinks a glass of milk atau no?	
S		S, eats....(S distracted) punya mas.	
T	109	S....	
S		Ali...eh S eats a egg.	
T	110	An... and?	UC
S		And drinks a glass of milk at....	
T	111	At? At six?	
S		At 6 o'clock.	
T	112	Are you sure, at six you go to school?	
S		No, at seven.	
T	113	Okay, so at 7 o'clock S goes to school...with? With who? With your father?	LC
S		At seven...eh six... setengah tujuh gimana?	FS
T	114	Okay, thirty to six nggak papa, thirty to six in the morning....thirty to six.	

S Thirty to six o'clock.

T 115 No o'clock nak, in the morning aja it's okay, in the morning. UC

S In the morning.

T 116 S.....

S She go.....she goes to school....to the school with.....hmm, with my brother.

T 117 And with your dad? No? And meets? LC

S And meets with a friend.

T 118 And then...

S After school, S and friend go to home. UCLC

T 119 Okay, before go to sleep what you doing? Are you same with Ali, read the book first for study, no? LC

S And after go to home, I'm play a game...eh engga engga engga. After go to home...

T 120 I...take a nap?

S No. NR

T 121 No? So, what you doing? LC

S I take a bath. After take a bath before going to sleep, S eat a dinner, eh... UCLC

T 122 Yes...

S A dinner, after dinner I'm sleep.

T 123 Okay, after dinner, and then you go to sleep. Okay, good job S, thank you for trying, and we still have five minutes do you want to play a game with me? LC

S Yes.

T 124 Okay, actually I already prepared about your game. Gamenya seperti biasa, start from you S, which number? FL

S Number two.

T	125	What is it?	LC
S		Is it a brush.	SW
T	126	Brush what?	
S		Teeth.	
T	127	Okay, good job. Miss T will choose number fifteen. This is wash face! Okay, S which number?	LC
S		Five!	
T	128	What is it?	LC
S		Is it a...wait wait wait (S turned off the camera)	
T	129	Haha you cannot search it on google translate or anything	IS
S		No.... no no no no...	
T	130	So what you doing?	
S		Aku mau ke toilet dulu..	
T	131	Ah bohong ini...	
S		Bener! Ni aku pergi ya...	
T	132	Oh, okay.....ayo cepat S, cepat. What is it S?	LC
S		(S was off for some seconds)	
T	133	S, are you done? Sudah belum? Belum?	LC
S		Sudah...Hmm, wear shirt?	
T	134	Yakin itu shirt? Dia pake baju apa celana itu?	
S		Eh celana, pants! Wear pants.	
T	135	Yes, good job! Wear pants, atau bisa bilang <i>clothes</i> juga, pakaian. Okay, S, I think the time is up and we need to close today's meeting, but before that, can you tell Miss T what did we learn today? Apa saja yang sudah kita pelajari hari ini?	LC
S		Daily activities, wake up, brush teeth, take a shower.....breakfast, lunch, dinner...	

- T 136 Okay S, good job! S sudah paham ya, diingat-ingat lagi karena mungkin Miss T bakal tanyain lagi in the next meeting. Okay, I think that's all for today, and before we close our meeting, let's take a picture together....let's count one to three. LC
- S One, two, three!
- T 137 Okay S, thank you so much for today, and let's close our meeting by reciting hamdalah together, alhamdulillah.. LC
- S Alhamdulillah...
- T 138 Okay, thank you for having me S, see you in the next meeting. Miss akhiri, wassalamualaikum warahmatullahi wabarakatuh, bye-bye! LC
- S Bye...

Appendix 2

Offline Observation Transcription

Participant : Offline teacher T2
 Date : Saturday, May 4th 2024
 Duration : 23:10
 Field Notes : The class was held in the living room of S' house, and there were some distractions from outside the house such as the sound of passing vehicles.

Codes : T/ T2 = Teacher
 : S = Student

Codes : **BM = Body movements**
OA = Observe and act
FS = Feelings of success
LC = Language chunks
UbS = Understand before speaking
TIS = Teacher imperative sentence
UCLC = Flexibility in understanding combination of target language chunks
SW = Spoken over written
SR = Speak when ready
UC = Unobtrusive correction
DC = Delayed teacher correction
NR = No fixed routines
FL = Fun learning

T/ S	Line	Transcript	Codes
T	001	Okay, halo S.	
S		Halo...	
T	002	Good afternoon, good afternoon...	
S	 (S just smiled)	
T	003	Good.....	
S		Good...	
T	004	Afternoon...	
S		Afternoon.	
T	005	Okay, how are you today?	LC
S	 (silent)	

T	006	I am..	
S		I am...	
T	007	Fine.	
S		Fine.	
T	008	Okay before we start our class today, let's pray together (T2 raised her hands to indicate S to mimic her) Dear God....dear God.	LC
S		Dear god (S raised his hand)	OA
T	009	Thank you....	
S		Thank you.	
T	010	For today.	
S		For today.	
T	011	Now, we will study English.	
S		Now, we will study English.	
T	012	Bless us.	
S		Bless us.	
T	013	Aamiin.	
S		Aamiin.	
T	014	Okay! Sekarang, miss mau ngelihatin gambar.... sini S. Morning. (T2 showed a picture of times)	S, lihat TIS UbS
S		Morning.	SW
T	015	Morning, morning itu apa?	
S	 (silent)	
T	016	Good morning! Kalau mau sekolah, morning...	
S		Pa...	
T	017	Pa?	
S		Pagi.	

- T 018 Ya, betul, pagi-pagi. Terus, afternoon. Afternoon itu siang hari pas panas, afternoon. After...
- S Afternoon.
- T 019 Yes, morning, afternoon. Terus kalau sore hari apa? Evening.
- S Evening.
- T 020 Evening, okay. Nah ini, night itu apa?
- S Malam.
- T 021 Malam, betul. Sekarang...tadi morning yang mana? (T2 provided four images previously used for explanation)
- S Morning (S pointed to the morning picture).
- T 022 Afternoon?
- S (silent)
- T 023 Afternoon...
- S (S seemed to be pointing at the wrong image)
Afternoon.....
(S chose another picture)
- T 024 Eh...kalau afternoon benar yang ini
(T2 pointed to the afternoon picture that S had previously hesitated to choose)
Evening?
- S (S thought silently)
- T 025 Evening...sore.
- S (S pointed to the afternoon picture)
- T 026 Night?
- S (S pointed to the night picture)
- T 027 Okay, betul. Terus sekarang, lihat sini. Ini apa? **TIS**
Breakfast. **UbS**
(T2 showed a picture of a kid having breakfast and pretended she is eating)
(T2 showed picture of the vocabulary listed and pretended to do the activity)

S (silent)

T 028 Breakfast.....breakfast.

S Breakfast.

T 029 Sleep.

S **Sleep** (S mimicked T2)

T 030 Apa? Sleep itu apa?

S Tidur.

T 031 Tidur, iya. Terus, apa ini? (T2 showed a picture of a kid studying and T pretended she is studying)

S Belajar.

T 032 Study, berarti apa study itu?

S Belajar.

T 033 Iya, belajar. Ini? (T2 showed a picture of a kid having lunch)

S Makan....

T 034 Makan, makan siang (T2 pretended she was eating).
lunch, berarti apa?

S Lunch, makan.

T 035 Makan?

S Siang.

T 036 Makan siang. (T2 showed a picture of a kid taking a bath)
Take a bath.

S Take a bath.

T 037 Apa berarti take a bath? (T2 pretended she was taking a bath)

S Mandi.

T 038 Mandi....terus... (T2 pretended she was waking up)

BM
OA

- S Bangun.
- T 039 Bangun....wake up.
- S Wake up.
- T 040 Wake up. Ini apa ini? (T2 showed a picture of a kid going to the school and pretend like she was going) Go to school...go to school berarti artinya?
- S Berangkat sekolah.
- T 041 Bener, berangkat sekolah. Terus, ini ada apa lagi? (T2 showed a picture of a kid having dinner and pretended she is eating). Kan tadi breakfast makan pagi udah, lunch makan siang udah, ini berarti?
- S Makan malam.
- T 042 Iya, makan malam. Dinner.
- S Dinner.
- T 043 Ini? (T2 showed a picture of kids playing together)
- S Olahraga.
- T 044 Olahraga?.....play with....
- S Play with.
- T 045 Play with friends, artinya main sama? (T2 pointed the friend)
- S Teman.
- T 046 Main sama teman, play with friends. Sama ini apa? (T2 showed a picture of a kid watching TV)
- S Menonton TV.
- T 047 Watch TV.
- S Wats TV.
- T 048 **Watch.** **UC**
- S Watch TV.
- T 049 Watch TV, okay. Sekarang S, **coba diambil kegiatannya S in the morning!** In the morning, in the morning (T2 **UbS**)

tried to picture “morning”). Coba lihat (T2 spread out the picture of activities shown before). **Dilihat kegiatannya S in the morning apa, diambil terus ditaruh sini, ini semuanya.**

- S (S took “wake up”)
- T 050 Betul, apa ini tadi? Kasih sini (T2 helped S organize the picture). Apa ini?
- S (silent)
- T 051 Wake up.
- S Wake...
- T 052 Wake up!
- S Wake up (T2 then took “breakfast”)
- T 053 Wake up, betul. Habis wake up terus ngapain? Mandi nggak? (T2 pretended she was taking a bath) Apa ini? Take a bath.
- S Take a bath (S took “take a bath”)
- T 054 Okay, coba disusun. Habis wake up terus?
- S (S took “take a bath” and “go to school”)
- T 055 Terus, go to school, emang nggak sarapan?
- S (S then took “breakfast”)
- T 056 Okay, terus afternoon! Afternoon apa tadi artinya?
- S Siang.
- T 057 Siang, biasanya siang ngapain? Habis pulang sekolah terus ngapain?
- S (S took “lunch”)
- T 058 Apa itu? Makan siang tadi apa? (T2 pretended she is eating) Lunch!
- S Lunch.
- T 059 Lunch, artinya?
- S Makan.

T 060 Makan apa?

S Siang (S proceeds to took “watch TV”)

T 061 Makan siang, terus.... itu apa?

S Nonton TV.

T 062 Watch TV.

S Wats TV.

T 063 **Watch TV.** **UC**

S Watch TV.

T 064 Okay, terus habis itu ngapain? Habis nonton TV, main nggak?

S (S took “play with friends”)

T 065 Okay, sekarang in the evening. Oh iya, in the evening, mainnya siang-siang atau sore-sore, S?

S Sore-sore!

T 066 Berarti dipindah, play with friends in the evening. Terus habis play with friends, sekarang yang night!

S (S took “study”)

T 067 Apa itu tadi?

S Belajar.

T 068 Apa? Study.

S Study.

T 069 Study.....

S (S took “dinner”)

T 070 Terus....

S Makan.

T 071 Makan malam apa tadi? Din....

S Din...

T 072 Dinner.

S Dinner.

T 073 Terus, sleep (T2 pretended she was sleeping)

S Sleep (S mimicked T2) BM
OA

T 074 Sleep apa sleep?

S Tidur.

T 075 Tidur...sekarang dibikin kalimatnya. Inget, ini apa? (T2 pointed a picture of morning)

S Pagi.

T 076 Pagi, pagi apa bahasa Inggrisnya? (T2 tried to picture "morning") Mor....

S Mor... morning.

T 077 Morning...okay. I wake up (T2 pretended that she was waking up)

S I wake up...

T 078 In the morning.

S In the morning.

T 079 Okay, I wake up in the morning. UbS

S I wake up in the morning. SW

T 080 I, wake up (T2 pretended that she was waking up), in the morning (T2 pointed to a picture of morning) Artinya apa?

S I...

T 081 I... (T2 pointed at herself) I..... Artinya apa?

S I...

T 082 I, aku. I, wake up (T2 pretended that she was waking up), in the morning (T2 pointed to a picture of morning) Artinya?

S Aku (S watched T2 points at herself), bangun (S watched T2 pretends to wake up), pagi.

T	083	Nah, aku bangun di pagi hari	UC
S		Pagi hari (T2 and S altogether)	
T	084	Okay, sekarang ini. I (T2 pointed at herself), take a bath (T2 pretended that she was taking a bath), in the morning, ayo. I.....	
S		Aku (S watched T2 points at herself), mandi (S watched T2 pretends to take a bath), di pagi hari.	
T	085	Okay, betul. Terus, I have breakfast in the morning (T2 pretended that she was eating). I have....	
S		Aku, sarapan (S watched T2 pretends to eat), di pagi hari.	
T	086	Bener, terus, I go to school in the morning (T2 pretended she was going to the school)	
S		Aku berangkat sekolah di pagi hari.	
T	087	Betul, sekarang, ini apa? (T2 showed a picture of afternoon) Af...	
S		Af..	
T	088	Afternoon.	
S		Afternoon.	
T	089	Afternoon, afternoon kegiatannya S apa tadi?	
S		Makan...	
T	090	Makan siang sama?	
S		Nonton TV.	
T	091	Nonton TV. Ingat, I...	
S		I...	
T	092	Have...	
S		Have....	
T	093	Lunch... (T2 pretended that she was eating)	
S		Lunch...	

T 094 In the afternoon.
S Aku, makan, di...
T 095 Makan si....
S Makan siang di siang hari.
T 096 Okay, repeat after me (T2 pointes at herself), ikutin. I TIS
have-
S I have...
T 097 Sabar, Miss dulu (with both hands, T2 showed a TIS
movement to ask S to stop interrupting T2's sentence). I UbS
have lunch....
S I have lunch...
T 098 I...
S I... (T2 and S altogether)
T 099 Have...
S Have... (T2 and S altogether)
T 100 Lunch...
S Lunch... (T2 and S altogether)
T 101 In the...
S In the...
T 102 Afternoon.
S Afternoon.
T 103 Okay, terus.. (T2 pointed to a picture of a kid watching
TV)
S Aku....
T 104 No no, ini apa? (T2 pointed to a picture of a kid watching
TV)
S Nonton TV.
T 105 Watch TV.
S Watch TV.

T 106 I...

S I...

T 107 Watch TV...

S Watch TV...

T 108 In the afternoon.

S In the afternoon.

T 109 Artinya? I...

S I (S watched T2 points at herself)

T 110 Watch TV.

S Watch TV (S watched T2 pretends to watch TV)

T 111 In the afternoon, artinya apa?

S Aku nonton TV di siang hari.

T 112 Betul, sekarang in the evening. Sore, sore hari, kegiatannya apa?

S Main.

T 113 Ya, play...

S Play.

T 114 With.

S With.

T 115 Friends.

S Friends.

T 116 Play with friends, sama? Sama siapa ini? (T2 pointed one of the kids in the “play with friends” picture) **UbS**

S Teman.

T 117 Okay. I.... (T2 pointed at herself)

S I...

T 118 Play with friends....

S		Play with friends...	
T	119	In the evening.	
S		In the evening.	
T	120	Artinya apa?	
S		Aku (S watching T2 points at herself), bermain di...	
T	121	Bersama...	
S		Bersama teman di sore hari.	
T	122	Betul, terus at night. Kegiatannya apa?	
S		Belajar.	
T	123	Belajar, bahasa Inggrisnya apa tadi? Study.	UbS
S		Study.	
T	124	Study. I... (T2 pointed at herself)	
S		I...	
T	125	Study-	
S		Study (S repeated T2 right on)	
T	126	Sebentar, Miss dulu. I....	TIS
S		I..	
T	127	Study...	
S		Study...	
T	128	At night.	
S		At night.	
T	129	Artinya? (T2 pointed at herself)	
S		Aku (S watched T2 points at herself), belajar, di malam hari (S watched T2 shows a picture of night)	
T	130	Terus, habis itu? (T2 pointed to a picture of a dinner)	
S		Makan.	
T	131	Makan ma... (T2 pretended that she was eating)	

S Makan malam.

T 132 Dinner.

S Dinner.

T 133 I have.... (T2 pointed at herself)

S I have.

T 134 Dinner.

S Dinner.

T 135 At night.

S At night.

T 136 Artinya?

S Aku (S watched T2 points at herself), makan malam.

T 137 Di? (T2 pointed to a picture of night)

S Di malam hari.

T 138 Betul, terus? Sleep (T2 pretended that she was sleeping)

S Sleep.

T 139 Apa sleep?

S Aku....

T 140 Artinya sleep apa? Sleep dulu, sleep.

S Tidur.

T 141 Tidur, I sleep...

S (silent)

T 142 I sleep...

S I sleep...

T 143 At night.

S At night.

T 144 Berarti artinya apa?

- S Aku (S watched T2 points at herself), tidur (S watched T2 pretends to sleep), di malam hari (S watched T2 shows a picture of night)
- T 145 Betul. Sekarang, **coba sekarang S sendiri yang bilang**, inget nggak? Miss dulu ya (T2 held up her finger). I wake up in the morning, I- **TIS**
- S I...
- T 146 **Bentar, nanti S habis itu ya...** I wake up in the morning, I take a bath in the morning (T2 pretended that she was taking a bath), I have breakfast in the morning, I go to school in the morning. Okay, I wake up in the morning (T2 pretended that she was waking up), I take a bath in the morning (T2 pretended that she was taking a bath), I have breakfast in the morning (T2 pretended that she was eating), I go to school in the morning (T2 pretended that she was going to the school). Sekarang S, inget-inget, ini apa? **TIS**
- S **I... wa...** **SW**
- T 147 Wake up...
- S Wake up in the morning.
- T 148 Terus...
- S I...
- T 149 Take..
- S Take...
- T 150 A...
- S A bath in the morning.
- T 151 In the morning, terus I have...
- S I have...
- T 152 Breakfast.
- S Breakfast in the morning.
- T 153 Terus yang terakhir? I.... (T2 pretended that she was going to the school)

S I go...

T 154 To?

S To school.... in the morning.

T 155 Okay, sekarang in the afternoon. Inget nggak, in the afternoon itu di?

S Siang hari.

T 156 Siang hari. I have lunch in the afternoon, I watch TV in the afternoon, sekarang S bikin kalimat. I....

S I have.....

T 157 Lunch.

S Lunch.

T 148 In the afternoon.

S In the afternoon (T2 and S altogether)

T 149 Lagi, ayo sendiri. I...

S I...have...

T 150 Lunch.

S Lunch...

T 151 In the....af... (T2 showed a picture of afternoon)

S In the afternoon.

T 152 Terus I.... (T2 pretended that she was watching TV) Watch....

S I.... watch....

T 153 Apa ini? (T2 tried to picture a TV) T....

S TV.

T 154 In the....af?

S In the afternoon.

T 155 Terus, sore hari ini apa?..... Evening.

S Evening.

T 156 Evening. I...I play with my friends in the evening,
sekarang S yang bikin.

S I...

T 157 Play...

S Play....

T 158 With?

S With...

T 159 My friends...

S My friends...

T 160 In the e...

S In the e...

T 161 Evening.

S Evening.

T 162 Artinya?

S Aku... bermain...

T 163 Bersama?

S Bersama teman di sore hari.

T 164 Okay, terus at night. (T2 pointed each picture of the
sentence modelled) I study at night, I have dinner at
night, I sleep at night, sekarang S.

S I sleep...

T 165 I study.. (T2 pretended that she was studying)

S I study...

T 166 At?

S At night.

T 167 (T2 pointed a picture of having dinner) I... (T2
pretended that she was eating)..

S I have...

T	168	Dinner...	
S		Dinner.	
T	169	At.....night.	
S		At night.	
T	170	Terus terakhir? I.... (T2 pretended that she was sleeping)	
S		I....	
T	171	Sleep.	
S		Sleep.	
T	172	At....	
S		At.....night.	
T	173	Okay, inget-inget kata-katanya. Ini apa tadi? Wake up, artinya? (T2 pretended that she was waking up) Wake up...	UbS
S		Bangun.	SR
T	174	Terus take a bath (T2 pointed a picture with a kid taking a bath), take a bath, ayo.	
S		Take a bath.	
T	175	Artinya apa? Take a bath (T2 pretended that she was taking a bath)	
S		Mandi.	
T	176	Terus, breakfast (T2 pretended that she was eating)	
S		Sarapan.	
T	177	Sarapan, terus go to school (T2 pretended that she was going to the school)	
S		Ke sekolah.	
T	178	Terus, lunch! (T2 pretended that she was eating)	
S		Makan siang.	
T	179	Okay, watch TV (T2 pretended that she was watching TV)	

- S Menonton TV.
- T 180 Iya, terus play with friends (T2 pretended that she was playing something)
- S Bermain bersama teman.
- T 181 Terus, study (T2 pretended that she was studying)
- S Belajar.
- T 182 Dinner! (T2 pretended that she was eating)
- S Makan malam.
- T 183 Sleep (T2 pretended that she was sleeping)
- S Tidur.
- T 184 Okay, betul..... Okay, **sekarang main game mau?** **FL**
- S Mau.
- T 185 Okay, sini (T2 asked S to get closer). Nah, ini apa? (A picture of a kid having breakfast is shown) Study, play with friends, atau breakfast? Diklik jawaban yang benar, study, play with friends, atau breakfast?
- S (S clicked study)
- T 186 Eh...ayo, breakfast (T2 pretended that she was eating). Okay, ini evening, morning, atau night? (A picture of morning was shown) Pas lagi muncul matahari.
- S (S clicked morning)
- T 187 Betul, okay. Wake up (T2 pretended that she was waking up), lunch (T2 pretended that she was eating), atau watch TV (T2 tried to picture a TV)? (A picture of a kid watching TV is shown)
- S (S clicked watch TV)
- T 188 Okay, benar. Next, wake up (T2 pretended that she was waking up), wake up mana yang benar? Wake up!
- S (S clicked a picture of a kid waking up)
- T 189 Okay. Night! Night yang mana? Night (T2 pretended that she was sleeping)

S (S clicked a picture of night)

T 190 Okay, afternoon! Pas lagi panas... banget.

S (S clicked a picture of afternoon)

T 191 Okay. Brush teeth, brush teeth (T2 pretended that she was brushing her teeth)

S (S clicked a picture of a kid brushing her teeth)

T 192 Nah.... (T2 pretended that she was going to the school) Apa hayo? Go to school, I go to school in the morning (A picture of a kid going to the school was shown)

S (S clicked go to school)

T 193 Okay, lagi. Dinner! (T2 pretended that she was eating)

S (S clicked a picture of a kid having breakfast)

T 194 Eh.... this one (T2 pointed to a picture of a family having dinner). Okay, good. Sekarang ini, Raka likes to.... (T2 pretended that she was studying)

S (silent)

T 195 Stu....

S Study.

T 196 In...

S In the...

T 197 Evening.

S Evening.

T 198 Okay, I have breakfast in the.... (T2 showed a picture of morning)

S Morning.

T 199 Morning... Terus, after wearing the uniform, Bagas? (T2 pretended that she was going to the school) Go to...

S Go to... .

T 200 School.

S School.

T 201 Okay, Kimi has lunch, in the? (T2 showed a picture of afternoon)

S (silent)

T 202 Afternoon.

S Afternoon.

T 203 I have...apa? (T2 pretended that she was eating) Blablaba in the morning.

S (silent)

T 204 Break...

S Breakfast.

T 205 Okay, Reza play...

S With..

T 206 Play with? Friends...

S Friends.

T 207 In the evening.

S In the evening.

T 208 Okay, terus yang terakhir. Dita....sikat gigi? (T2 pretended that she was brushing her teeth) Brush teeth...

S Brush teeth.

T 209 At night.

S At night.

T 210 Good job..... Okay, before we close our class today, let's pray together. Dear God..... LC

S Dear God...

T 211 Thank you...

S Thank you...

T 212 For today.

S For today.
T 213 Now, we will...
S No, we will...
T 214 Continue...
S Continue...
T 215 Our...
S Our...
T 216 Activity..
S Activity...
T 217 Bless us..
S Bless us..
T 218 Aamin.
S Aamin.

Appendix 3

Online Interview Transcription

Participant : Online teacher T1
Date : Saturday, May 4th 2024
Duration : 20 minutes
Codes : I = Interviewer
: P = Participant

I/P	Line	Transcript
I		Dari observasi kegiatan kelas kamu kemarin, hasilnya itu menunjukkan kalau kamu ini paling dominan itu menerapkan prinsip " <i>Language chunks</i> ". Nah, dari pengalaman mengajar kamu selama ini, kira-kira seberapa konsisten sih kamu menerapkan prinsip tersebut?
P	001	Sebenarnya itu kalo untuk konsistensi itu tergantung dari muridnya sih kak, kalo misalnya murid aku bukan di kelas <i>public speaking mostly</i> bakal aku ulang, atau menurut aku kalo levelnya masih A1 itu pasti aku bakal ngelakuin <i>language chunks</i> itu sendiri kak. Jadi emang, menurut aku tuh itu membantu siswa banget, entah dia untuk membantu memahami atau menginterpretasikan jawaban atau pertanyaan, terus kaya biar dia juga paham informasi apa sih yang pingin aku tanyakan atau pingin aku sampaikan. Jadi emang aku sering pake, sering pake. Hampir di setiap kelas aku, aku pake itu kak.
I		Oke, jadi kamu lebih menekankan ke <i>target languagenya</i> yang Inggris itu ya daripada pemakaian bahasa Indonesia di kelas kamu?
P	002	Heem, betul. Biasanya dia itu emang kelas speaking kak.
I		Oke, selanjutnya gimana sih cara kamu menerapkan prinsip " <i>Language chunks</i> " itu? Mungkin kamu bener-bener cuma pake secara <i>spoken</i> aja atau kamu tambahin gerakan, atau gimana gitu?
P	003	Oke, kalo dari aku biasanya kalau untuk siswa yang mungkin bahasa Inggrisnya masih <i>low</i> , aku mungkin bakal kasih gerakan ya, biar mereka itu paham. Atau biasanya, aku masih perlu bantuan dengan kaya <i>flashcards</i> yang isinya gambar, dari modul itu sendiri kan kadang udah ada fotonya nih kak, udah ada <i>picturenya</i> gitu kan, nah biasanya aku perlu bantuan untuk gambar sih, untuk membantu aku dalam penerapan <i>language chunks</i> itu sendiri. Terus, sama mungkin lebih ke kadang kaya <i>sentence contraction</i> gitu. Jadi misalnya, siswanya pertama ku kasih kalimat lengkap,

nanti kalo ada yang mereka di tengah- tengahnya ada nih, di tengah-tengah kalimatnya mereka nggak tau, nanti aku yang bantu mereka yang nggak tau aja gitu kak, jadi nggak *the whole of the sentence*, tapi emang beberapa kalo misalnya di *sentencenya* itu mereka masih ada yang bolong, artinya nggak tau, mungkin bisa aku bantu per kata, gitu.

- I Oke, berarti masih *mix* juga sebenarnya kamu pake ya; bahasa Indonesia, bahasa Inggris gitu ya?
- P 004 Heem, tapi *mostly* aku pake Inggris karena untuk beberapa kelas itu nggak boleh *speak in bahasa*.
- I Oh iya, oke. Terus, berarti apa sih alasan kamu tu bener-bener menekankan sama penggunaan *language chunks* dari target bahasa Inggris itu sendiri?
- P 005 Yang pertama mungkin biar maknanya tu lebih jelas ya kak, yang pertama. Karena menurut aku tu cara guru untuk biar bisa *apple to apple* sama siswa tu kalau instruksinya kan jelas, jadi menurut aku tu dengan aku pakai *language chunks* itu sendiri untuk beberapa siswa yang mungkin bahasa Inggrisnya masih *low*, mereka masih perlu belajar lagi, aku tuh merasa kalau misalnya menggunakan *language chunks* ini ternyata itu mempermudah pemahaman siswa, gitu kak.
- I Oke, berarti emang tujuan utama banget buat pake *language chunks* di sini biar membantu pemahaman siswa terhadap materi yang diajarkan atau target bahasa gitu ya?
- P 006 Heem, betul kak.
- I Oke. Terus selain dari prinsip tadi, hasil observasinya itu kamu juga dominan menerapkan prinsip "*Delayed teacher correction*". Dari pengalaman kamu, seberapa konsisten sih kamu menerapkan prinsip tersebut?
- P 007 Sebenarnya kalau misalnya ditanya konsistennya seberapa persen atau seberapa banyak itu, menurut aku nggak ada kayak tepatnya berapa sih kak. Karena kan kondisi kelas itu kan beda-beda. Mungkin di kelasnya S1, aku lebih sering menerapkan itu karena kemampuannya S1 belum bisa dikatakan terlalu mahir gitu. Cuman kalau untuk kelas mahir, mungkin aku nggak menerapkan itu sih kak. Cuman kalau untuk kayak prinsip yang *delayed correction*, kayak aku selalu tanya tentang "*are you sure?*", kayak gitu biasanya untuk lebih, emang aku sering menerapkan sih di berbagai kelas aku, itu di *lower* atau dia udah levelnya sudah tinggi, itu pasti aku menerapkan itu. Karena aku lebih... alasannya

itu lebih kayak alasannya apa sih, gitu loh. Kenapa jawabannya itu? *Are you sure?* Makanya aku tanya lagi ke mereka. Jadi untuk kayak *second checking* gitu kalau misalnya mereka jawab, jadi kadang-kadang siswanya ada yang jawabannya itu ngasal, apalagi *reading* gitu kan. Jadi kayak aku lebih kayak, *are you sure* jawabannya A, *for example?* Kenapa jawabannya A? Baru mereka jelasin karena, *for example*, karena di paragraf satu *miss*, mereka bilang gini-gini, nah gitu. Jadi sebenarnya kalau untuk yang *delayed correction* itu biar siswa itu lebih yakin aja dengan jawabannya. Apakah sama aku tuh tahu kak, mereka itu beneran membaca nggak ya? Mereka itu beneran menemukan jawabannya nggak ya? Atau cuma sekedar asal jawab aja, gitu.

- I Oke, jadi kalau kayak mastiin siswa ini benar-benar paham ya sama yang tadi dibaca atau dipelajari gitu ya?
- P 008 Ya, betul.
- I Oke, terus kira-kira gimana sih cara kamu kayak nerapin *delayed teacher correction* gitu?
- P 009 Sebenarnya...
- I Oh iya, boleh, apa?
- P 010 Mungkin kalau ditanya cara penerapannya gimana, nggak ada sih kak. Karena aku *mostly* cara ngajarnya tuh kayak pertama tuh kayak *pre-test* dulu, terus materi, terus baru tugas. Jadi lebih ke penerapannya itu setelah aku menjelaskan materi, lalu aku beri tugas. Jadi kayak tujuannya itu tadi, karena biar mereka itu beneran paham nggak sih. Dan penerapannya ya sesudah setelah materi itu lalu aku kasih *exercise* seperti yang bisa kakak lihat itu yang ada di *record* videonya. Penerapannya itu setelah mereka dapet materi, lalu langsung dikasih *exercise* materi, *exercise* lalu kalau setiap *checking answer*, pasti aku tanya, "*are you sure?*" gitu.
- I Terus kira-kira ada nggak manfaat yang kamu rasain dari penerapan dengan kamu lebih fokus dulu sampai siswanya mampu baru kamu koreksi gitu, ada nggak manfaat mungkin kayak siswanya jadi lebih percaya diri atau siswanya malah mungkin makin malu karena kamu telat koreksi gitu, ada nggak yang kamu rasain?
- P 011 Sebenarnya *it's depend of the student* ya, ada mungkin siswa yang kalau aku lakukan *delayed correction* itu mereka justru merasa kayak *worries*, kayak jawabanku betul nggak ya gitu, tapi ada *some student* yang justru mereka termotivasi untuk menjelaskan. Kayak *she or he trying to speak English for example*, itu karena

kalau misalnya di kelas besar aku tunjuk mereka kayak, kenapa S jawabannya ini, mereka harus *speak in English* kan, itu mungkin mereka yang pertama lebih kayak melatih mereka untuk *speak in English* yang pertama ya, biar mereka lebih *confident*. *Whether* itu jawabannya cuma satu kalimat aja, tapi menurut aku dengan cara seperti itu mereka tuh lebih *confident to speak in English, and then* mereka *trying to speak in English*, mungkin mereka bisa kayak, *sometimes* mereka nggak tahu *vocabulary*-nya apa, tapi *she or he's trying* itu udah oke banget sih.

- I Oke, selanjutnya prinsip terakhir yang juga dominan di kelas kamu ya. “Unobtrusive correction”, dimana kamu itu sebagai guru mengoreksi kesalahan siswa kamu secara *humble* gitu, kaya dengan rendah hati, dikasih tahu secara baik-baik gitu. Nah, seberapa konsisten sih kamu menerapkan prinsip tersebut?
- P 012 Aku berusaha konsisten menerapkan prinsip mengoreksi kesalahan siswa secara *humble* dan *unobtrusive*. Konsistensi ini penting untuk menciptakan lingkungan belajar yang mendukung dan menghormati setiap siswa, sehingga mereka merasa nyaman untuk belajar dan berkembang tanpa rasa takut akan kritik.
- I Oh, entah kebetulan atau gimana tapi emang terlihat ya dari kelas yang diobservasi kemarin tuh siswanya pede aja gitu ya jawab pertanyaan kamu tanpa rasa takut salah gitu. Okay, kalau gitu gimana sih cara kamu menerapkan prinsip tersebut?
- P 013 Untuk menerapkan prinsip ini, aku biasanya mengoreksi kesalahan dengan cara yang tidak langsung dan tidak memalukan. Misalnya, ketika siswa membuat kesalahan, aku bisa memberikan petunjuk atau pertanyaan yang mengarahkan mereka untuk menemukan jawaban yang benar sendiri. Aku juga sering menggunakan contoh positif dari siswa lain atau memberikan penjelasan tambahan tanpa menyebutkan kesalahan secara langsung.
- I Oh iya....., jadi kamu nggak bikin kesalahan mereka terlalu *stand out* gitu ya dan tetep kamu usahakan biar mereka tuh bisa jawab pertanyaan tersebut dari pemikiran mereka sendiri. Terus alasan kamu menerapkan koreksi secara *unobtrusive* ini apa sih? Mungkin sebelumnya udah kamu singgung sedikit ya...
- P 014 Alasan aku menerapkan *unobtrusive correction* adalah untuk menjaga motivasi dan kepercayaan diri siswa. Koreksi yang terlalu langsung atau keras bisa membuat siswa merasa malu atau takut untuk berpartisipasi. Dengan koreksi yang lembut dan tidak mencolok, siswa dapat belajar dari kesalahan mereka tanpa merasa

dihukum, sehingga proses pembelajaran menjadi lebih efektif dan menyenangkan.

- I Oh iya, okay kira-kira ada lagi yang belum disampaikan?
- P 015 Sepertinya sudah, itu aja.
- I Kalau gitu pertanyaan selanjutnya, ini mungkin *general* TPR ya, kalau tadi kan aku fokus ke satu prinsip, yang ini ada nggak manfaat yang kamu rasakan dari pengaplikasian TPR di kelas bahasa Inggris, dan ini mungkin konteksnya karena kamu kelas online ya, kamu boleh jawab khusus online.
- P 016 Oke, kalau dari penerapan TPR itu sendiri sebenarnya kadang, aku kan punya beberapa kelas *speaking*, jadi kalau kelas begini itu kayak *we not allowed speak in* bahasa, jadi bener-bener muridnya, *speakingnya* harus Inggris *full-time*, dan kadang ada beberapa kosa kata yang mereka nggak tahu, cuman aku biasanya kodenya pakai gestur kak, jadi kayak, *for example, the material is talk about feelings*, dan mereka tuh nggak tahu ini, gambar ini tuh merepresenasikan apa ya, apakah sedang *sad, angry*, kadang aku selalu kayak, *this picture*, atau kayak akunya mempraktikan, dan mereka lebih paham biasanya, itu sih kak menurut aku. Dan kalau untuk *body movements*, sepertinya untuk di kelas *online* itu tidak ada, karena *mostly* aku duduk, gitu.
- I Oke, terus, nah kalau buat di kelasnya S1 itu, sebelumnya, apakah kamu tahu nggak S1 itu apakah sudah paham sama materi *daily activity* itu, atau itu juga dia baru belajar pertama kali, gitu?
- P 017 Sebenarnya itu S1, kelasku itu nggak setiap hari, jadi sebelumnya dia punya *teacher*, cuman waktu itu di pindahkan. Dan karena sistemnya di kami itu per *lesson*, per *step* itu punya 8 *lessons*, jadi *goals*-nya dari *teacher* itu pasti kayak, ya mereka harus *at least understand* dari *lesson 1* ini, misalnya. *Lesson 2* pertamanya berikutnya mereka harus paham, gitu. Jadi kalau dikatakan apakah mereka paham, insyaallah paham, tapi biasanya aku ulas lagi di *next meeting*. Jadi kayak sebelumnya aku tanya, “*What did we learn in previous meeting?*” Baru nanti dia kayak, “*Uhm, learnt ini Miss*” oh ternyata mereka masih ingat loh, gitu.
- I Oh iya, emang di video kamu kasih itu juga ada gitu ya, ada contohnya, aku juga lihat. Kira-kira tuh kebanyakan siswa kamu apakah dengan TPR ini mereka jadi lebih percaya diri? Karena kamu kan juga ada tadi yang nge-*delay* kan, *teacher correction*-nya biar mereka lebih percaya diri. Atau kalau misalnya mereka diem gitu, bakal kau paksa buat ngomong gitu? Atau kau benar-

benar nunggu mereka siap buat ngomong sambil dipancing-pancing gitu mungkin?

- P 018 Oke, sebenarnya kalau untuk hal seperti ini biasanya aku terapin di kelas *offline*. Yang *class*-nya itu *mostly* besar, dua puluh orang ke atas sampai tiga puluh lima. Aku soalnya suka seperti itu, Kak. Dan emang itu balik lagi ke siswa ya, Kak. Ada siswa yang kayak ditunjuk langsung mau bicara begitu, dikasih pertanyaan, dia *willing* angkat tangan. Tapi ada juga yang sudah ditunjuk kadang mereka nggak percaya diri dengan bahasa Inggrisnya. Kadang mereka percaya diri sih, tapi suaranya itu pelan. Jadi kalau aku *rate* kesuksesan aku untuk menerapin ini itu sekitar 80% kali ya. Karena ternyata masih ada siswa aku yang belum berani untuk bicara lebih keras atau bicara secara lugus dan tegas. Ternyata masih ada yang malu-malu atau masih bingung, ternyata masih ada.
- I Oke, tapi berarti mungkin dengan salah satu prinsip TPR ini adalah, membantu siswa buat jadi lebih percaya diri, gitu kan?
- P 019 *Yes, of course*. Karena tadinya ada yang benar-benar sama sekali menutup diri. Mereka nggak mau menjawab, cuma diam aja. Cuman kayak, setelah aku kan selalu kasih mereka pertanyaan. Kalau misalnya jawabannya A, dikasih pertanyaannya A, mereka jawab apa, ya aku kasih pertanyaan lagi. Dan di situ ada yang akhirnya benar-benar kayak pede, dikit-dikit *raise hand*, dikit-dikit *raise hand*. Dan itu ketara banget kayak perbedaannya waktu pertama kali kita ketemu sampai sekarang. Itu ketara banget perbedaannya.
- I Oke, maksudnya senang yang lihat murid kayak gitu berubah jadi lebih baik.
- P 020 Iya, betul. Kayak merasa, ternyata bisa di ngajarin ini, gitu. Ternyata itu berhasil, gitu.
- I Senang sih pasti. Terus sama ini mungkin di kelas *young learners*, kamu ada nggak sih kelas yang *offline*?
- P 021 Ada, tapi *private*.
- I *Private* juga, ya. Nah itu juga, kira-kira pernah nggak sih kalau pas kamu mengaplikasi TPR, pas kamu model kayak yang menunjukkan *brush teeth* atau *vocabulary* apapun gitu, muridnya ikut menirukan kamu? Atau maksudnya emang *mostly* mereka observasi aja gitu, yang penting mereka paham. Gimana?

- P 022 Oke, kalau muridnya itu dia kayak masih TK, itu biasanya ikutin kayak, *this is teeth*, dia ikut-ikut tunjuk *teeth*, gitu. Aku mempraktikkan gerakan *brush*, mereka juga mempraktikkan *brush*. Orang murid yang umurnya sekitar empat tahunan kayak yang benar-benar masih *kindergarten* atau di *playground*. Karena mereka kan sukanya belajar sambil bermain ya, jadi itu mesti dilakukan oleh mereka. Tapi kalau yang udah kelas besar itu jarang kali sih, jarang aku temukan.
- I Iya sih, emang bener itu. Berarti emang *mostly* yang niruin itu yang bener-bener *young learners*, bener-bener kecil banget gitu ya. Bukan yang kayak anak SD gitu, tapi yang TK ke bawah gitu ya. Oke, mungkin ini pertanyaan terakhir. Apakah ada tantangan yang kamu hadapi selama penggunaan TPR di kelas *online* gitu, khususnya *online*? Ada nggak?
- P 023 Oke, tantangannya itu kadang ketika aku udah, *I'm trying to make a movement* atau aku memperagakan sesuatu, tapi ternyata anakannya itu masih, siswanya itu masih belum ngerti gitu, masih belum ngerti maksudnya apa, ini *meaningnya* apa. Itu tantangannya sih, kak. Jadi kayak aku harus cari cara lain, ternyata selain aku memperagakan harus ada cara lain biar mereka tuh paham. Kalau kondisinya mereka belum ngerti. Jadi *mostly* tantangan terbesar ku adalah itu, kak.
- I Oke, berarti ini, kamu udah usah mempraktekkan, maksudnya ada metode pembelajaran yang kamu ngasih *modeling*, tapi mereka tetap belum paham gitu ya?
- P 024 Betul-betul. Kadang pun sudah aku pancing pakai gambar, kayak coba, *look at this one*. Kira-kira ekspresinya seperti apa? Dan ternyata mereka masih belum paham bahwasannya, oh ekspresinya itu ekspresi sedih, ekspresi senang, atau ekspresi marah kadang itu.
- I Oke, nah kalau gitu kira-kira apa sih solusi kamu buat menghadapi itu? Kayak tadi kamu bilang, mungkin kamu pakein gambar, tapi boleh dijelasin lebih lanjut, atau mungkin ada solusi lain?
- P 025 Kalau dari aku, biasanya kalau aku sudah mempraktikkan dan ternyata muridku belum paham, aku biasanya kasih mereka gambar. Gambarnya nggak cuma satu, jadi kayak *flashcard* gitu, ada banyak gambar. Kalau misalnya gambar di modul itu tidak memenuhi, aku cari gambar lain yang benar-benar merepresentasikan. Biasanya aku pakai *game*, kak. Aku pakai *game*, Baamboozle, atau pakai Quizizz. Jadi kayak, kan kalau gambarnya yang sudah disediakan oleh *game* itu lebih variatif dan lebih natural ya, lebih autentik ga sih. Kalau di modul kan, *mostly*

kartun. Gambarnya kalau susah, kurang gampang untuk memberi diksi ini. Jadi kalau misalnya di *game* itu mereka kayak gambar-gambar *literally* anak kecil. Walaupun jawaban mereka kayak ada gua ragu, *for example, like, "Uhm...angry?"*, jadi mereka *ngeraising* nadanya, *but he's trying, she's trying*. Tapi oh ternyata berhasil kalau aku kasih gambar yang lebih autentik, lebih *real*, kayak ternyata manusia juga, bukan kartun.

- I Oke. Terus aku juga lihat sih di video S1 kemarin, kamu bantu, ngasih model S1 tuh roti, pakai roti asli kamu. Kebetulan ada roti di dekat kamu, gitu ya?
- P 026 Ya, aku sering kayak gitu, kak. Jadi kalau emang misalnya aku tidak menyertakan *flashcard* atau belum buka *game*, Baamboozle *for example*, aku biasanya ngambil alat-alat di sekitarku yang ada, kayak misalnya ada murid ku lain namanya S. Dia materinya tuh tentang *school stuffs*, jadi kayak aku ngambil pengaris, oh ternyata dia juga punya pengaris, dia boleh ngambil pengaris. Misalnya materinya tuh mainan, terus kayak ada *dolls*, aku ngambil *dolls*, dia juga boleh ngambil *dolls*, jadi biar lebih *relate* ya dengan dunia nyata mereka. Oh ternyata ini namanya *doll*, jadi mereka pun kadang aku suruh pilih, coba, *can you pick your ruler, for example*. Oh ini warna apa, coba *Miss* mau lihat, nanti mereka ambil, ditunjukkan, itu sih.
- I Berarti selain diintegrasikan sama visual sama gambar, *flashcard* kamu juga pakai realia, gitu ya?
- P 027 Heem, betul.
- I Ada nggak kira-kira yang lain atau *mostly* kamu ngelakuin dua hal itu?
- P 028 Aku *mostly* pakai itu sih kak, karena kalau misalnya *online*, kan kita interaksinya terbatas ya, cuman bisa pakai itu ya, jadi aku pasti pakai itu, pasti sih itu.
- I Oh iya, iya ini benar juga, *online*. Oke, oh ada lagi, kayak tadi ini kan *online* ya, jadi kan kamu nggak bisa memantau siswa secara penuh, gitu kan. Apalagi kayak yang contoh tadi S1 itu yang kamu praktik, kan, eh kamu *modelling* gitu kan S1 nggak ikutin. Atau misalnya nggak S1 deh, anak yang lebih muda, yang lebih kecil-kecil gitu, itu kan nggak ikutin kamu. Kira-kira ada nggak yang kamu rasakan negatifnya, karena "Mereka nggak ikutin aku", kamu nggak bisa mantau, jadi mereka semakin susah paham, atau gimana gitu.

- P 029 *Mostly* kalau misalnya aku udah mempraktikan, walaupun dia nggak ikut praktik, mereka paham kok, kak. Jadi kayak ngga ada sisi negatifnya sih menurut aku ya *so far*, tetap mereka paham. Mungkin lebih kayak aku nggak mau ikutin, *at least* aku paham *Miss*, gitu.
- I Tapi kamu berarti pakai TPR ini, *mostly* buat di kelas-kelas yang materinya masih mudah-mudah gitu ya, bukan dengan ngajar *sentences*, atau gimana gitu?
- P 030 Betul, kalau *young learner* kan belajarnya kan *vocabulary* nih rata-rata ya, jadi kayak, *mostly* aku pake-nya di mereka. Tapi kalau untuk yang kelas udah SMP, SMA, biasanya kosakata diajarkan juga lebih sulit, kayak *adjective* dan teman-teman, kayak profesi dan lain-lain, *noun*, dan lain-lain, jadi kayak itu aku jarang mempraktikan itu sih. Kecuali kalau misalnya itu kayak *verb*, kayak kalau kata kerja, *even* itu, yang kelas-kelasnya sudah kelas-kelas di atas sekitar dua belas tahun, aku masih mungkin mempraktikan kalau untuk *verb*. Tapi kalau misalnya kayak *young learner*, *mostly* di *all*, semua kosakata ya, hampir aku pake kalau emang biar paham.
- I Oke, T1. Oke, kayaknya udah cukup, *interview* sampai sini. Terima kasih banyak. Mungkin ada yang mau tanya lagi atau udah cukup?
- P 031 Insya'Allah sudah.
- I Oke, makasih banyak ya waktunya, terima kasih sudah mau interview sama aku.

Appendix 4

Offline Interview Transcription

Participant : Offline teacher T2
Date : Saturday, May 11th 2024
Duration : 11 minutes
Codes : I = Interviewer
: P = Participant

I/P	Line	Transcript
I		Setelah tahapan observasi kelas tempo waktu lalu, hasilnya menunjukkan kalau prinsip TPR yang paling dominan kamu terapkan itu prinsip “ <i>Understand before speaking</i> ” dan “ <i>Teacher imperative sentence</i> ”. Nah, seberapa konsisten sih kamu menerapkan prinsip tersebut di kelas <i>offline</i> kamu?
P	001	Seberapa konsistennya itu tergantung dari kosa kata ya, kalo kosa kata yang diajarkan dapat dijelaskan dengan TPR pasti aku akan sering juga menggunakan TPR.
I		Oke, itu mungkin konsistensi yang secara <i>general</i> ya, nah ini khususnya kita bahas dulu yang prinsip “ <i>Understand before speaking</i> ”, prinsip di mana kamu sebagai guru itu memastikan bahwa siswa memahami materi yang sedang dijelaskan sebelum siswa mulai berbicara, nah itu gimana?
P	002	Sering aku terapin sih, karena untuk mempermudah pemahaman siswa tentang kosa kata yang kita ajarin gitu.
I		Ohh, jadi sebenarnya kamu konsisten menerapkan prinsip tersebut ya. Oke, gimana cara kamu menerapkan prinsip tersebut di kelas kamu? Mungkin kamu punya teknik-teknik tertentu yang kamu pakai atau justru kamu pake yang simpel aja misal nulis-bicara-nulis-bicara gitu terus?
P	003	Kalo teknik khusus ngga ada sih, cuma aku variasiin aja pake <i>flashcards</i> . Jadi pertama aku sambil menunjukkan <i>flashcards</i> , aku akan memperagakan juga, misalnya <i>brush teeth</i> , aku bakal memperagakan seakan-akan aku lagi gosok gigi sambil liatin <i>flashcards</i> dan nyebutin kosa katanya, terus nanti siswanya aku suruh tiruin gerakannya dan pengucapannya. Tapi beberapa kali tanpa aku suruh buat niruin gerakan atau pengucapan, siswa niruin sendiri. Dengan kaya gitu secara ga langsung siswa bakal tau kalo <i>brush teeth</i> itu sikat gigi.

- I Jadi emang nggak selalu harus kamu yang minta siswa niruin baru mereka tiruin gitu, engga ya? Kadang siswanya yang aktif dan inisiatif sendiri buat langsung niruin setelah kamu memperagakan kosa kata tersebut?
- P 004 Iya, betul banget.
- I Ada cari lain atau kurang lebih gitu aja yang kamu terapkan?
- P 005 Kaya gitu aja sih.
- I Oke, jadi apa sih alasannya prinsip tersebut jadi yang paling dominan di kelas kamu?
- P 006 Hmm, karena kemampuan siswanya kurang jadi masih perlu penjelasan menggunakan gestur biar dia juga tau “*brush teeth*” itu sikat gigi dengan memperagakan seolah-olah kita lagi gosok gigi.
- I Oke, jadi faktor kemampuan siswa ya?
- P 007 Iya, kurang lebih pengetahuan mereka terhadap bahasa Inggris sih...
- I Itu jadi faktor utama yang paling *concerning* atau ada faktor besar lain yang jadi alasan penerapan prinsip kalo kamu tu akan memberikan penjelasan materi dulu ?
- P 008 Kalo faktor lain ngga ada sih, itu aja kayanya.
- I Okay, kalau gitu prinsip selanjutnya, “*Teacher imperative sentence*”. Jadi prinsip ini tentang gimana kamu sebagai guru itu menggunakan kalimat perintah, untuk meng*address* perilaku murid kamu. Nah itu, seberapa konsisten kamu menerapkan prinsip tersebut?
- P 009 Kalo buat itu bisa dibilang cukup konsisten ya, karena aku kan megang beberapa kelas *young learners* ya, dan beberapa siswanya itu masih ada yang bukan cuma aktif tapi mereka susah fokus lama, gitu. Jadi emang kalo siswanya gampang buyar fokusnya aku bakal pake kalimat perintah kaya mungkin “Fokus sini dulu ya.” gitu sih kurang lebih.
- I Okay, kebetulan kebanyakan kelas yang kamu ampu itu muridnya emang yang masih heboh gitu ya jadi fokusnya cepet hilang gitu... Terus untuk cara penerapannya kira-kira gimana aja? Apakah cukup dengan kata-kata atau gimana?
- P 010 Iya, pake kata-kata, misalnya mereka motong materi yang lagi aku jelasin, aku bakal bilang “Miss dulu ya”, atau mungkin kaya misal

- pas aku minta mereka buat niruin gerakan yang lagi aku praktekin sih.
- I Jadi langsung bisa anteng atau nurut kamu gitu ya setelah diomongin?
- P 011 Iya, anteng. Tapi biasanya bakal aku tambahin juga si pake gestur, kaya yang tadi aku sebutin kalo aku bilang “Miss dulu ya”, itu kadang aku tambahin kaya gestur “stop” gitu biar mereka lebih paham apa yang aku maksud.
- I Ohh iya. Kalo gitu apasih alasannya kalimat imperatif itu konsisten kamu terapkan di kelas kamu?
- P 012 Kalo dari aku ini ya, sesuai yang udah aku sebutin sebelumnya sih, karena siswa di kelasku itu masih ada yang susah fokus, atau karena mereka juga belum sepenuhnya paham sama instruksiku, jadi aku pake kalimat perintah buat bantuan juga biar siswanya bisa mengikuti proses pembelajaran dengan lebih baik.
- I Ohh, oke, oke. Pertanyaan selanjutnya, manfaat apa yang bisa kamu rasakan dari pengaplikasian TPR sebagai metode pembelajaran di kelas *offline* kamu?
- P 013 Menurutku karena TPR gampang diintegrasikan dengan media atau metode lain misal *game*, atau realia, atau mungkin media pembelajaran lainnya. Selain itu juga TPR itu sangat menyenangkan digunakan jadi siswa ngga bosen, apalagi kalo ditambahin *guessing game* gitu, tebak gerakan.
- I Jadi kalo di kelas kamu juga suka mengintegrasikan TPR dalam *game*, terus pake bantuan realia gitu ya. Selain itu apa ada manfaat lain yang kamu rasain baik dari sisi siswa atau dari sisi kamu sendiri sebagai guru?
- P 014 Kalo menurutku baik siswa atau guru jadi lebih interaktif.
- I Oh iya, kelasnya jadi lebih menarik. Kalau dari kekurangannya atau tantangan dari penggunaan TPR, apa sih yang kamu rasain di kedua hal tersebut?
- P 015 Untuk tantangannya sendiri yang aku alamin itu... pemahaman konsep TPR yang kurang optimal jadi mungkin pembelajarannya tidak maksimal karena di kuliahku ngga ada mata kuliah konsentrasi *young learners* jadi ngga ada materi detail mengenai TPR. Terus juga menurutku itu topik yang diajarkan terbatas. Misalnya *days*, kan ngga bisa kita ajarkan dengan memberi contoh dengan gestur, terus *month* juga susah untuk diperagakan.

- I Oh, iya, untuk topik terbatas itu banyak yang ngerasain ya kayanya. Berarti belajar TPR ini cuma secara singkat kaya permukaannya aja atau malah ngga ada yang ngajarin dan kamu nerapin ya secara natural aja insting pake *body movement* untuk ngajar anak kecil, lihat internet gitu?
- P 016 Iya bener, jadi ngga selalu aku ngajar pake TPR, spontan aja kalo kaya kegiatan sehari-hari kan kita masih bisa peragain, kasih contoh pake gestur, kalo ngga kosa kata yang sekiranya bisa dijelasin pake gestur ya aku membantu pemahaman siswa pake gerakan.
- I Ohh, okay. Mungkin ada tantangan lain yang kamu rasain dari pembelajaran menggunakan TPR?
- P 017 Tantangan lainnya mungkin kalau siswa pasif, penyerapan materinya tuh jadi jadi kurang optimal gitu, terus kalo ada siswa yang pemalu terus dia malu buat memperagakan sebuah kosa kata.
- I Padahal muridnya udah ngga banyak ya, tapi tetep cukup menantang kalo muridnya seperti itu... Untuk solusinya menghadapi siswa yang pasif gitu apa sih?
- P 018 Solusinya kalo siswa pasif kita ajak buat main *game* yang gamenya bisa diimplementasikan dengan TPR kaya *guessing game* gitu. Terus solusi lainnya yang dari internal guru sendiri, kalo buat guru mungkin bisa banyakin referensi lihat-lihat di YouTube atau cari sumber yang terpercaya biar penerapan TPR bisa efektif.
- I Iya ya, sebagai calon guru atau guru pemula gini emang harus banyak-banyak belajar ya. Oke, kayanya *interview*nya cukup sampai sini, mungkin dari kamu ada yang mau ditanyakan atau ada tambahan?
- P 019 Cukup kalo dari aku, udah disampaikan semua sih...
- I Cukup ya kayanya, kalau gitu terima kasih banyak udah berkenan meluangkan waktunya untuk *interview*, sekali lagi terima kasih...