



## THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE TO ENCOURAGE STUDENT AT MARGOSARI KINDERGARTEN TO LEARN VOCABULARY

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### ABSTRACT

Learning English vocabulary is a challenging subject for many students. Students were differ from adults in many ways, especially on the attention span of children is limited. They are entertaining and friendly and need further English language instruction. Additionally, they get more proficiency with their hands, ears, and eyes. To fully engage in learning in class, they require methods and surroundings that they can touch, hear, and see. Most kindergartens still think and struggle to comprehend the subject matter. The TPR approach, which has been shown to be effective in teaching vocabulary to young students, was investigated by the researcher. The researcher is interested in seeing young learners being taught vocabulary via TPR for this reason. This study is a qualitative descriptive investigation. Both the teacher and the students are the subject of this study. In order to collect data for this study, two different methods were used: observation and interview. The validity of the data which following the collection of data from the observed teaching-learning activity, the data were analyzed qualitatively to compare the results of observations with implementation according to theory, to evaluate students motivation based on the motivational characteristics obtained from the observations, and interpret them. The outcomes showed that the students were more motivated to learn vocabulary using the TPR approach. This can be achieved through the teacher's encouragement of students to learn vocabulary and the way the teacher teaches. In this case, students participate fully in class activities, thereby achieving the goal of implementing the total physical response approach.

***Keywords: Total physical response, vocabulary, kindergarten, Young Learners, Teaching Learning Activity***

### INTRODUCTION

Education is one of the most crucial things for everybody. The capacity to comprehend what improves the quality of life in daily life grows with education.



There is no difference between a person's entitlement to an education based on gender, religion, race, social standing, or other factors. Language has a crucial role in human life. Language is a path for interpersonal exchanges of thoughts, feelings, and opinions. Based on the definition provided above, we can infer that using human language can enhance communication, learning, and knowledge. In Indonesia, language is infrequently utilized to communicate, particularly in other languages. Teaching a foreign language is a challenging subject for many students.

Students were differ from adults in many ways, and teaching English to student is challenging. The attention span of children is limited. They are entertaining and friendly and need further English language instruction. Additionally, they get more proficiency with their hands, ears, and eyes. To fully engage in learning in class, they require methods and surroundings that they can touch, hear, and see. Most kindergartens still think and struggle to comprehend the subject matter. They can typically understand language by responding to and obeying specific commands through regularly repeated phrases or sentences as if they had naturally learned their original language from their surroundings.

Teachers are expected to use a unique strategy while teaching English in considering the phenomenon mentioned earlier and research connected with student research results from vocabulary lessons. Methods that the teacher can apply, namely TPR approach. Teaching English vocabulary through movement can increase a student's motivation and ability to develop a stronger memory.

## **THEORETICAL FRAMEWORKS**

### **Vocabulary Mastery**

Since vocabulary provides the foundation for good communication among speakers, listeners, readers, and writers, it is essential to language ability. Without a vast vocabulary and methods for learning new words, learners usually fall short of their potential. They could become disinterested in exploiting the many opportunities for language learning accessible to them, such as listening to the radio, conversing with native speakers, using the language in different contexts, reading, or watching television. According to (Renandya & Richards, 2022), vocabulary has clarified the levels of vocabulary learning that students must reach to read both simplified and un-simplified materials and to process different types of oral and written texts, as well as the kinds of strategies students use to comprehend, use, and remember words.

One of the foundations of understanding a language is vocabulary, which also helps with listening, speaking, and writing skills. The variety and quality of their vocabulary affect their language skills. The more vocabulary a person has, the more likely they will speak. When learning vocabulary, be sure to focus on the following:



Authors: Riyanti, Anika and Rustipa, K.

1. Children should learn vocabulary while learning to speak, write, listen, and read.
2. The number of words taught to children in vocabulary should be capped at 100. Verbs, nouns, adjectives, and word descriptions are among them because some English words can be used in sentences to mean different things.
3. Children should be taught English vocabulary in a way that is enjoyable for them to understand, like singing, playing, or acting.

### **Total Physical Response**

James Asher, an American psychologist, developed the Total Physical Response technique for teaching languages, which is based on how children learn their native language (Mariyam & Musfiroh, 2019). Asher's learning theory is based on the idea that motoric activities, prioritized in physical activities to enhance meaningful learning, are how language is learnt. The "trace theory" of psychology, which this method is based on, states that the more physical activities people engage in when learning a target language, the better those experiences will be remembered.

The Total Physical Response approach has some key goals. Teaching beginning oral skills is one of the main goals of TPR. It demonstrates how TPR will benefit starting students' oral proficiency. Students could improve their English vocabulary mastery in addition to their oral skills. Physical activity will make the learning sessions more enjoyable. Students' anxiety can be reduced through physical activity, and reduced anxiety lowers the affective filter that helps students learn languages.

According to (Nuraeni, 2019), The teacher gives commands during TPR activities, and students physically show their understanding by responding. Examples of TPR activities based on commands include the following: (1) The teacher could prepare commands that will improve vocabulary learning using hand movements to modify any set of pictures or flashcards, depending on the lesson's theme: *Point to/Touch/Pick up (your mouth/your cheek/an orange/ a strawberry)*. (2) More action can be included for lessons outside the classroom with instructions like *Run forward. Jump. Take three steps to the left, then two steps to the right. Jump up and down. Throw the ball. Raise your hands.*

### **Teaching Vocabulary for Young Learners**

According to Brown (Kurnia, 2017), "to successful teaching of young learners requires specific skills and intuitions that are different from those required for adult teaching." Young learners learn and teach differently than adults since they are easily bored, forget, and have a short attention span. In addition, Tjokrosuprihatono (Kurnia, 2017) stated that English stimulation or foreign language intake might begin at a young age. "The first three years after a child's birth are a good time or golden age for absorbing everything or all stimulation."



Authors: Riyanti, Anika and Rustipa, K.

The language material to be used in teaching vocabulary is words. Berne & Blachowicz (Susanto, 2017), the fact that many teachers lack confidence in the best practice for teaching vocabulary and occasionally do not know where to start to build an instructional emphasis on word learning may make teaching vocabulary challenging. According to Cameron (Sitompul, 2013), studying vocabulary is essential to enhancing learners' language skills at the basic level.

According to Richard (Anwar & Efransyah, 2018), one of the first areas applied language experts focused on was vocabulary because it is one of the most obvious aspects of language. People will speak, listen, read, and write more effectively if they have a strong command of vocabulary. The lexicon is changed in various ways to help authors and presenters create dynamic effects and generate smoother, more logical discourse.

Biesaga (Permana, 2020) argue that primary students differ from adult learners regarding their traits. Children in primary school like to learn through interactive media, including videos, games, music, and physical activities like dancing and singing. Therefore, teaching language to young learners takes extra work and strategies. The teacher must consider and be aware of many features and issues that may occur when teaching language to students, even though there are numerous approaches to training learners. It is ideal for the teacher to employ a suitable method while instructing language to the students, such as the use of resources or media.

### **Young Learner's Learning Motivation**

Motivation is a combination of attitudes and values that influence a person's capacity to accomplish something specific following their aims. In this definition, motivation is the desire to achieve a specific goal that occurs in a person, whether consciously or unconsciously. According to Hamzah B. Uno (Masni, 2015), motivation is the primary drive that motivates a person to behave; this urge is in a person who moves to do something that corresponds to the urge within him. Locke and Latham (Tiwery, 2020), "Motivation can influence people's acquisition of skills and abilities, as well as the extent to which they use those skills and abilities." Put another way, and everyone needs to be motivated to study effectively.

There are two different types of motivation. The following details each definition are below:

#### **1. Intrinsic motivation**

Intrinsic motivation is the inherent drive to act on a desire or sensation that comes from inside. For instance, someone could study English because they like studying the language. When a student enjoys the process of acquiring a new skill, this is one sign that they are intrinsically motivated.

#### **2. Extrinsic motivation**



Authors: Riyanti, Anika and Rustipa, K.

Numerous external influences might cause extrinsic motivation. This kind of motivation arises from without and imparts factors to a person such as rewards, peer pressure, and punishment.

According to (Ridho, 2020), McClelland's theory of accomplishment motivation, everyone aspires to absolute achievement, but there are many ways to achieve it. The higher desired outcome, the greater the amount of work required. In this context, McClelland established the motivator, accomplishment motivation. Achievement motivation is a need that develops from childhood and grows as a person grows older. Humans will have a more positive mindset as a result of the relevance of accomplishment motivation. Someone is driven to succeed, thus they welcome feedback, ideas, and suggestions on how to enhance his performance. The following are McClelland's characteristics of a person with a strong urge for achievement:

1. A strong desire for individual responsibility
2. Desire for immediate and concrete reciprocity based on the outcomes of their effort
3. Do a good job; monetary and other material rewards for accomplishment
4. A propensity to establish achievable goals
5. Humans with a strong will to succeed will reach a high level of success.
6. Enjoys taking on responsibility for problem-solving solutions
7. Establishing appropriate accomplishment goals
8. Be willing to take measured risks
9. Willing to receive performance feedback

Based on the above mentioned perspective, motivation is the crucial impetus that drives people to act to attain their desired goals. Concerning learning motivation, it is one of the psychological components of students that influence the process and learning outcomes.

### **Characteristics of the Students having learning motivation**

As a factor in the motivation of learning and the importance of engaging in learning activities, desire to learn is an important factor. Both the desire to achieve a goal and the want to learn are factors of learning motivation. According to (Maryanto et al., 2013), if a student is very motivated to study by looking at the characteristics listed below:

- Diligent in finishing work
- Persistent in the face of difficulty
- Does not need more encouragement beyond what has already been accomplished
- Enthusiastic in learning new things
- Love learning new things



- Have strong opinions and long-term objectives
- Enjoy finding and solving problems

## METHODOLOGY

This study utilized a descriptive qualitative research methodology to examine and evaluate TPR method to teaching vocabulary at Margosari Kindergarten, a school with 32 students. The study involved interviews and classroom observations, with the first week being used for interviews and the rest for classroom observations.

Observation was conducted using the TPR method, focusing on student motivation, material conveying, media usage, lesson procedures, vocabulary recall, and assessment methods. Students' involvement in teaching and learning activities was also observed, causing reactions such as enthusiasm, dizziness, lack of concentration, or silence..

Interviews were conducted using an interview guide with identical wording, presentation, and order for each subject. Informant interviews were conducted with teachers, asking questions about difficulties faced by teachers, English materials provided, and effective methods for early childhood English learning. The research aimed to provide in-depth descriptions of speech, writing, and behavior observed from specific individuals, groups, communities, or organizations.

The validity of the data which following the collection of data from the observed teaching-learning activity, the data were analyzed qualitatively to compare the results of observations with implementation according to theory, to evaluate students motivation based on the motivational characteristics obtained from the observations, and interpret them.

## FINDINGS AND DISCUSSION

### Findings

This is table the finding how Total Physical Response implemented in teaching vocabulary on the class.

**Table 1.** The teaching and learning activities

No	Meetings	Description
1	Meeting 1	The teacher described how TPR works during the first meeting. The teacher additionally provides pictures or text relating to the material in order to aid learning. Following that, the teachers present a wide approach to the total physical response. Following that, students are given pronunciation examples and instructed to follow the teacher's



Authors: Riyanti, Anika and Rustipa, K.

		directions. This part is crucial for students to understand how to use this method. When students comprehend this level, they will be more confidence in using this strategy in their next session.
2	Meeting 2	The teacher recalled what was learnt in the previous meeting and supplied hints to the significance of the information in the second meeting, and the researcher presented comparable material.
3	Meeting 3	At the third meeting, the teacher introduces new material and explains the significance of it. Following the presentation of the topic, students engage in a guessing game to ensure that they are not bored throughout the learning process and that the material is easy to recall.
4	Meeting 4	The teacher will give students a test based on the topic discussed during the last meeting. The oral and action tests are used to find out if students understand the subject and methods used.

This is the finding of Total Physical Response to encourage students to learn vocabulary.

**Table 2.** Students' Response to TPR Method in Teaching-Learning

<b>Student's Response</b>	<b>1<sup>st</sup> Meeting</b>	<b>2<sup>nd</sup> Meeting</b>	<b>3<sup>rd</sup> Meeting</b>	<b>4<sup>th</sup> Meeting</b>
Enthusiastic	6 students	10 students	16 students	20 students
Distracted	3 students	3 students	3 students	3 students
Silent	14 students	9 students	4 students	4 students
Confused	9 students	10 students	9 students	5 students





## Discussion

### 1. The Implementation of Total Physical Response in teaching vocabulary to Margosari kindergarten students

When implementing Total Physical Response the teacher served as role models. The teacher explained how TPR is used in the classroom. By providing pictures or text associated with the material, the teachers provide a broad approach to the overall physical response. Pronunciation were given examples are then provided and students are asked to follow the teacher's instructions. This section is important for students to understand how to use this method. When students understand this level, they will feel more confident to use this method in their next session.

The steps of implementation total physical response were below:

1. Introduce the students to the target vocabulary first. the words can be displayed on flashcards or written on the board to accomplish this. Have the students repeat each phrase after you while you pronounce it clearly.
2. Give an example of an action or gesture that corresponds to the meaning of each word. Make sure the activities are understandable, easy, and simple to imitate. If the word is "jump," for instance, you can show what it means by actually jumping.
3. Ask the students to stand up after engaging them. If you say the word "jump," all students are required to jump.
4. This process should be repeated several times, each time using a different set of words to prompt students to act in the right way. By doing so, you can make the relationship between words and actions stronger.
5. To reinforce learning and measure students' progress, review the vocabulary on a regular basis using TPR activities. Include vocabulary in other language activities and tests to make sure it is frequently used and understood. The tests included oral and action test were listed below:

- Oral test

*"...(Translated) What animal has a long neck?" the teacher asked the students.*

*"giraffe..." answered the students.*

*"...(translated) What animal eats bamboo?" the teacher asked the students.*

*"panda Ms, panda Ms" answered the students.*

*"...(translated) What animal has a miaw-miaw sound?" asked the teacher to the students.*

*"cat!!" answered the students.*

- Action test

*"...(translated) okay. Now touch your shoulder!" The teacher command.*

*Students respond by touching their shoulders.*

*"...(translated) Now raise your hands!" the teacher command.*

*Students respond by raising their hands.*





The steps of total physical response implementation mentioned above, this steps is in accordance with James Asher's learning theory (Mariyam & Musfiroh, 2019), Motoric activities, which are stressed in physical activities to increase meaningful learning, are how language is learned. The approach is similar to the "trace theory," which says that the more physical actions students engage in while learning a language, the more vividly those events will be remembered.

Based on data results, The researchers evaluate the vocabulary knowledge of the students that day. This result aligns with the claim made by (Astutik & Aulina, 2018) that the researcher assigns a value to the students' accuracy and activeness in speaking responses. When the researcher gives the action test, it indicates that the researcher used the student's movement to assess the accuracy of the response. As a result of the research findings discussed above, the researcher developed the theory that, following Tarigan's (Astutik & Aulina, 2018) TPR technique understanding and memory are enhanced by students' body movements in response to the teachers' commands.

Results of this study can be compared with research (Sariyati, 2013) even though there are differences in the number of participants, this study has convenience in that the application of the TPR method is able to increase vocabulary knowledge in students, which approach is ideal for children because they like to move and quickly get bored if they just sit in a chair. This is also supported by their positive reactions to the TPR approach. As cited (Permana, 2020) students differ from adult learners regarding their traits. Teaching language to young learners takes extra work and strategies. Children like to learn through interactive media, including videos, games, music, and physical activities like dancing and singing.

In providing the lessons, the teacher will definitely face the problems when delivering the lessons, including lack of preparation, how to deal with different students characteristics, and lack of the students concentrations. As cited (Susanto, 2017) teaching vocabulary can be difficult since many teachers lack confidence in the best practice for teaching vocabulary and occasionally do not know where to start to build an instructional emphasis on word learning. In relation to this, the teacher must choose the appropriate method in delivering the lesson so that students are able to understand the lesson easily.

According to the findings of interviews with teachers, teachers often use repetition to teach vocabulary, as well as some basic directions to teach simple phrases. Making new media and encouraging students to actively participate during learning is the teacher's encouragement for students to easily understand and remember vocabulary.



## **2. Total Physical Response to encourage students to learn vocabulary**

The result of observations made by the researcher in class activities which took place at the first meeting there were 14 students who were just silent during the lesson. There were fewer students who were just silent when the TPR approach was implemented during the teaching-learning process; specifically, in the fourth meeting, there were only 4 students. The decrease in the number of students who are just silent can occur due to the interesting media that the teacher uses or the way the teacher provides easy explanation by preparing pictures or videos.

Zhao and Lornklang (Permana, 2020) found that teaching vocabulary to young learners using the picture was effective. They found that students' posttest scores were much higher than their pretest scores after learning vocabulary through pictures. According to their argument, the media of picture words give students engaging visual content and inspire inductive thinking.

There are still a lot of students who are confused about the lessons they are receiving from the first to third meetings. This might happen when students have a short attention span while the teacher explained the lessons. The number of students who felt confused, however, decreased at the fourth meeting since the students had longer attention span and the students began to concentrate on listening to the teacher's explanation when delivering the lessons.

In the first to the fourth meetings, there was a similarity in the number of students who were distracted, namely 3 students. Based on the observations of the 3 students, they were busy with their own activities during teaching-learning process, such as running in the class, disturbing their friends or even screaming. According to (Kurnia, 2017) young learners learn differently than adults since they are easily bored, forget, and have a short attention span.

While learning vocabulary using the TPR method, students' enthusiasm increased as well. The table above shows that this increase occurred at each meeting, peaking at the fourth meeting with 20 students who were enthusiastic about using the TPR method to learn vocabulary. As stated in (Nuraeni, 2019), during TPR exercises, the teacher provides commands, and students physically show their understanding by reacting. The activeness of the students in participating in the learning process responding to the teacher's questions, copying the teacher's instructions, and asking questions if they do not understand the lesson given by the teacher are signs that the students are enthusiastic learners.

In encouraging students to learn vocabulary, the teacher must plan and identify the appropriate strategies or interesting teaching strategies before implementing them to the students. As stated (Susanto, 2017), teachers must be innovative and capable of mastering the subject matter in order for students to understand and be engaged. Teachers must be aware of the characteristics of their



students. Teachers must also provide effective methods and appropriate materials in order to achieve the goal of teaching vocabulary.

We can compare this study with previous research (Mariyam & Musfiroh, 2019), which reveals the same findings that students are enthusiastic about following to the learning process. Simple instruction repetition is also necessary when teaching vocabulary to gain English vocabulary because students are still unable to employ adjectives in communication, verbs and nouns are frequently used by students in this case.

## CONCLUSION

The procedures for adopting total physical response involved teaching students the relevant language using flashcards or written instructions and having them repeat each sentence. Provide examples of actions or gestures that correspond to the word's meaning, making them understandable and easy to imitate. Repeating this process several times, using different words to strengthen the relationship between words and actions. Regularly review vocabulary through TPR activities and incorporate it into other language activities to ensure it is frequently used and understood.

In encourage students to learn vocabulary, the teacher must be innovative and choose the appropriate method in delivering the lesson. According to (Permana, 2020), children like to learn through interactive media, including videos, games, music, and physical activities like dancing.

## Recommendation

1. Teachers must use innovative teaching methods that draw students to the subject.
2. The teacher is strongly encouraged to apply the Total Physical Response technique when teaching vocabulary.
3. It is intended that students would not be shy when making gestures.

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Authors: Riyanti, Anika and Rustipa, K.

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