



THE EFFECT OF USING TOTAL PHYSICAL RESPONSE (TPR) METHOD ON ENGLISH VOCABULARY ABILITY OF SD N 192 PEKANBARU

Atika Indriani¹, Erni², Masyhur³

^{1,2,3} Universitas Riau, Pekanbaru, Indonesia

Email: ¹atika.indriani0614@student.unri.ac.id, ²erni@lecturer.unri.ac.id, ³masyhur@lecturer.unri.ac.id

ABSTRACT

This research evaluates the effectiveness of using the Total Physical Response (TPR) Method in improving the vocabulary ability of the fourth-year students of SD N 192 Pekanbaru. Employing a pre-experimental design with a pre-test and post-test approach, the research involved a sample of 30 students who underwent vocabulary assessments before and after treatment with the Total Physical Response (TPR) Method. The findings revealed a significant improvement in students' vocabulary mastery, with the average score increasing from 71.83 (pre-test) to 81.50 (post-test). Furthermore, the paired sample test output shows a Sig. (2-tailed) value of value of .000 which is less than 0,05. This indicates that there is a significant effect of using the Total Physical Response Method on improving vocabulary ability of the fourth-year students of SD N 192 Pekanbaru. Recommendations are provided for integrating such methods into classroom teaching to enhance language learning outcomes. In other words, using the TPR method can help fourth-grade students at SD N 192 Pekanbaru improve their vocabulary.

Keywords: vocabulary ability, TPR method, elementary school

PENGARUH PENGGUNAAN METODE TOTAL PHYSICAL RESPONSE (TPR) TERHADAP KEMAMPUAN KOSAKATA BAHASA INGGRIS DI SD N 192 PEKANBARU

ABSTRAK

Penelitian ini mengevaluasi efektivitas penggunaan Metode Total Physical Response (TPR) dalam meningkatkan kemampuan kosakata siswa kelas empat di SD N 192 Pekanbaru. Dengan menggunakan desain pra-eksperimental yang melibatkan pre-test dan post-test, penelitian ini melibatkan sampel sebanyak 30 siswa yang menjalani penilaian kosakata sebelum dan sesudah diberi perlakuan dengan Metode Total Physical Response (TPR). Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam penguasaan kosakata siswa, dengan rata-rata skor meningkat dari 71,83 (pre-test) menjadi 81,50 (post-test). Selain itu, hasil uji sampel berpasangan menunjukkan nilai Sig. (2-tailed) sebesar 0,000 yang lebih kecil dari 0,05. Hal ini menunjukkan bahwa penggunaan Metode Total Physical Response memiliki pengaruh yang signifikan terhadap peningkatan kemampuan kosakata siswa kelas empat di SD N 192 Pekanbaru. Rekomendasi diberikan untuk mengintegrasikan metode ini ke dalam pengajaran di kelas guna meningkatkan hasil pembelajaran bahasa. Dengan kata lain, penggunaan metode TPR dapat membantu siswa kelas empat di SD N 192 Pekanbaru meningkatkan kemampuan kosakata mereka.

Kata kunci: kemampuan kosakata, metode TPR, sekolah dasar

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INTRODUCTION

Choosing a learning technique or approach that matches students' needs is very helpful in teaching English. Teacher should apply the interesting methods in the classroom, so that the students can understand well and faster about what they are learning. According to Cameron (2001), teaching language for young learners must take into account all skills such as handling and holding children at work, as well as having language expertise like language teaching and language learning. Teachers teaching English for children should



apply a suitable method or approach relating to their development. There are a couple reasons that sum up why English language is necessary to be learned. First,

as stated previously, English is the universal language; the language that we use to interact with other people from all over the world. Second, learning English provides a guarantee of a better future for the non-natives. According to Crystal (1997), speaking English increases one's chances of finding employment, traveling, and for pursuing higher education. This is because English is also the language of media industry and business, which can increase its learners' chances of understanding the world of technology, entering an international school, and getting a good job in a multinational company. There have been many methods that are attempted in order to teach vocabulary. One of them is Total Physical Response (TPR). TPR encourages students to listen to their teacher's commands in the target language and respond accordingly. It focuses on teaching a language through physical activity (motorcycles) by coordinating speech and actions. Physical activities can make learning more engaging. Students' anxiety when learning a foreign language can be decreased by this physical activity, which also lowers the stress level that hinders their learning. As students require direct involvement when learning a language, these physical activities correspond to the direct and impulsive practices in learning language (Uysal & Yavuz, 2015).

Students exhibit their comprehension of their native language through physical actions. As claimed by Brown (2007), the more physical activities they participate in while learning the target language, the stronger their memories will be. Owing to this, TPR urges students to learn the vocabulary from gestures or objects to describe the meanings of the words. In addition, Vocabulary learning at SD N 192 Pekanbaru has been facing several challenges resulting in suboptimal understanding of English among the learners. One of the main obstacles is that vocabulary learning often tends to be monotonous and uninteresting for young children. The methods used tend to focus on conventional approaches that are limited to the use of books and printed materials without considering the individual needs and interests of the children.

As a solution to enhance the quality of learning and provide innovation to learners in understanding English, the author takes the initiative to innovate through the application of the Total Physical Response (TPR) method. TPR is a learning method that involves physical interaction and motor activities in the learning process. Through this method, learning materials can be presented in a fun and engaging way for young children, thus strengthening the connection between English words and their physical activities. In this research, the author focuses on the implementation of basic vocabulary material of adjectives in English learning at SD N 192 Pekanbaru.

The selection of this material is based on the importance of mastering basic vocabulary as the initial foundation in English learning. Nevertheless, the previous studies above present some TPR method way in teaching vocabulary. They have similarity with this research, in term of method and the purpose. The differences with this research is the researcher tried to use TPR method in teaching English generally, because it took place in elementary school where English lesson is not classified in four skills. This method is expected can solve the problem faced by students in learning English. By using the TPR method, it is hoped that vocabulary learning can be easier to understand and remember by young children at SD N 192 Pekanbaru. Through this research, the author aims to examine the effectiveness of the Total Physical Response (TPR) learning method in enhancing the understanding and mastery of English vocabulary among young children at SD N 192 Pekanbaru. It is hoped that the results of this research can contribute positively to the development of more effective and enjoyable English learning methods for young children.

LITERATURE REVIEW

1. The General Concept of Vocabulary

Vocabulary, as defined by various specialists, is the cornerstone of language acquisition. Hornby (1974) defines vocabulary as all the words a person knows or uses in a language. In contrast, Webster (1989) views it as a collection of words related to a specific subject, used by an individual or group. Hatch and Brown (1995) provide a similar definition, describing vocabulary as a set of words that individual speakers employ in a language. These definitions underline the consensus that vocabulary refers to the set of words an individual understands and uses in communication, making it a vital element in both written and spoken language.



2. The Importance of Vocabulary

Vocabulary plays a crucial role in effective communication, as it allows individuals to express their thoughts clearly and accurately. In the context of learning English as a foreign language, vocabulary is essential for learners to express ideas in both spoken and written forms. A strong vocabulary foundation enables more efficient language learning and communication. Without a sufficient vocabulary, language acquisition becomes challenging, and learners struggle to convey meaning effectively. Therefore, enhancing vocabulary is fundamental for anyone learning a language.

3. English for Young Learners

Young learners, particularly those under the age of six, are in an optimal stage for language learning. According to Suyanto (2012), young learners are those who begin learning English at an early age. However, language acquisition in this stage is typically viewed as an introduction to the language rather than a focused academic pursuit. Teachers often face challenges in ensuring that young learners understand English due to their limited vocabulary. Therefore, it is crucial to create a comfortable and engaging learning environment that prevents boredom and fosters a positive attitude toward learning English, especially as English is becoming an essential international language.

Moreover, the age at which children start learning English is crucial. Research by Kang (2006) suggests that starting language acquisition before the critical age of 12 or 13 results in more proficient language speakers. Scott and Ytreberg (1990) emphasize that young learners' understanding is largely driven by their sensory experiences, making physical interaction a significant part of their learning process.

Piaget's theory of cognitive development (Piaget, 1952) further supports the notion that young children, especially those aged 2-7, are in the preoperational stage of cognitive development. During this stage, children use symbols and intuitive concepts to understand the world, which also reflects how they learn a second language. Language learning, in this context, is closely tied to their sensory experiences and physical interactions with the world.

4. Total Physical Response (TPR)

4.1 The General Concept of Total Physical Response (TPR)

4.2 Total Physical Response (TPR) is a method of teaching a language through physical movement in response to verbal commands. As developed by James J. Asher, TPR aligns with how children naturally acquire their first language through sensory input and physical reactions. TPR, according to Asher (1974), involves students responding physically to language input, which enhances memory and understanding. This method emphasizes comprehension over production, which is especially effective for beginners. Asher (1974) posits that learning a language through motor skills, or associating physical actions with words, mirrors the natural process of acquiring a first language. This approach is particularly beneficial for young learners, who are more likely to engage in language learning through actions and sensory experiences. The Principles of Total Physical Response

Asher (1974) outlines four core principles of TPR:

1. Students learn best when exposed to a large amount of comprehensible input.
2. Physical movement helps reinforce understanding and memory.
3. Beginners may benefit from a "quiet period," where they comprehend and respond without speaking.
4. Language learning should engage students' memory through actions, not just verbal repetition.

TPR advocates for a non-stressful approach to language learning, allowing learners to absorb language passively before speaking. This principle aligns with the cognitive development theories of Piaget and Vygotsky, which suggest that young learners thrive in environments where they can actively engage with the material in ways that match their developmental stage.

4.3 The Procedures of TPR

The TPR method is structured around a series of teacher commands, gradually introduced and reinforced through repeated actions. The teacher initially models commands through physical movements



(e.g., "Stand up," "Sit down") while the students observe. Over time, the students begin to follow commands independently, allowing the teacher to introduce more complex language elements, including nouns, adjectives, and adverbs. As the learners internalize the vocabulary, compound commands (e.g., "Walk to the door and sit down") are introduced to promote flexibility in language use. The pace of instruction is crucial in TPR; commands should be introduced at a rate that ensures all students can grasp the language without feeling overwhelmed. Early stages of TPR focus on comprehension and nonverbal responses, while later stages encourage verbal production as students gain confidence.

4.4 The Benefits of TPR Method

Research on TPR highlights several benefits. TPR enhances student motivation and interest in learning English by making the process enjoyable and interactive. Studies by Hsu and Lin (2012) and Rosaria (2014) show that TPR increases students' engagement in class activities and improves their listening and speaking abilities. Moreover, TPR facilitates faster vocabulary retention as students associate words with physical actions. Additionally, TPR can help reduce anxiety in language learners, making them more comfortable in the learning environment (Rosaria, 2014). The use of physical actions supports comprehension and accelerates the learning process by linking new vocabulary with tangible experiences.

4.5 Advantages and Disadvantages of TPR

Method TPR offers numerous advantages:

- a. It is enjoyable and engaging, making it an excellent way to increase class participation.
- b. It is effective for kinaesthetic learners who learn best through physical activity.
- c. It is versatile, working well in both large and small classes, as well as with mixed-ability groups.
- d. It requires minimal preparation and materials, making it easy to implement.

However, TPR also has certain disadvantages:

- a. It may initially cause embarrassment for students who are not accustomed to performing actions in front of others.
- b. It is primarily suitable for beginners and may be less effective for advanced learners.
- c. The method can become repetitive if overused, making it necessary to complement TPR with other teaching strategies.
- d. TPR is not well-suited for teaching abstract vocabulary or conversational skills.

In summary, vocabulary acquisition is a fundamental aspect of language learning, and methods like TPR can significantly enhance the learning process for young learners. The interactive nature of TPR, which incorporates physical movement, supports both cognitive and physical development, making it an effective method for teaching vocabulary. However, its limitations should be acknowledged, particularly in teaching more advanced language skills. A balanced approach, combining TPR with other methods, is recommended for optimal language learning outcomes.

RESEARCH METHOD

This research used Quantitative Experimental method design. Arikunto (2006) asserts that the data will be assessed using a quantitative approach. The type of research employed is experimental research using the Pre-Experimental method, and the research design uses the "one group pre-test - post- test design." This means that the design includes a pre-test before the treatment is given. The population in this study was the fourth grade students at SD N 192 Pekanbaru In the academic year 2023/2024. There are two classes. The sample for this study is 4A and 4B. Both classes will be separated into two groups. Thus, the overall sample size is 60 students. According to Arikunto & Suharsimi (2006) Population is conducted when the total population size



is less than 100 individuals. Therefore, the entirety of the population were utilized as a sample in this study. In this situation, the sample consists of the students from Classes 4A (Control class) and 4B (Experimental class) of the SD N 192 Pekanbaru, To get the data, the writer used pre-test and post-test with treatment 4 meetings. The data for this study was calculated using the Statistical Product and Service Solution (SPSS 25) software. After administering the post-test, the final stage was to evaluate whether the hypothesis was accepted or rejected.

RESULTS AND DISCUSSION

1. Validity Test Results

According to Anastasi and Urbina (1997) in Surucu (2020), validity is defined as the relevant and appropriate interpretation of data produced from the measuring instrument as a result of the analysis. The author will check the validity of the instrument before the test is given to the students. The validity test used in this study is the *Pearson Product-Moment*, which correlates the scores of each item with the respondents' total score using IBM SPSS Statistics. The key step is to compare the calculated *r* value with the *r* critical value from the table. The essential step is to compare the calculated *r* value with the *r* table. If the *r* value $>$ *r* table = is said to be valid and if the *r* value $<$ *r* table = is said to be invalid. The way to find the value of the *r* table is $N = 30$ with a significance of 5% in the distribution of the value of the *r* table is 0.361. In this case, *N* is the number of respondents as many as 30 students. In this below are the results of the validity test for this research:

Table 1. Result of Validity Test

Item	R-Value	R-Table	R-Criteria
1	0.539	0.361	Valid
2	0.483	0.361	Valid
3	0.410	0.361	Valid
4	0.403	0.361	Valid
5	0.448	0.361	Valid
6	0.431	0.361	Valid
7	0.457	0.361	Valid
8	0.375	0.361	Valid
9	0.478	0.361	Valid
10	0.462	0.361	Valid
11	0.411	0.361	Valid
12	0.475	0.361	Valid
13	0.452	0.361	Valid
14	0.445	0.361	Valid
15	0.411	0.361	Valid
16	0.412	0.361	Valid
17	0.412	0.361	Valid
18	0.394	0.361	Valid



19	0.411	0.361	Valid
20	0.513	0.361	Valid

Referring to the table above, all items have been tested and proven valid. Therefore, the instruments used in the tryout are suitable and relevant for distribution to the class targeted in this research.

2. Result of Reliability Test

Reliability is an indicator of the stability of value observations acquired from repeated measurements under the same variables and with the same measuring instrument (Surucu & Maslakci, 2020). The test is considered suitable for use as a measuring tool if the results remain the same or consistent. The reliability test was carried out with IBM SPSS Statistics used the Cronbach Alpha technique, where an instrument can be said to be reliable when it has an alpha of 0.769 or more (> 0.60).

Table 2. Result of Reliability Test

<i>Cronbach's Alpha</i>	N of Items
0.783	20

Based on the table above, the attached data can be considered reliable with a Cronbach Alpha value of 0.753, which means it meets the reliability requirements as the correlation is greater than 0.60.

3. Result Students' Pre-Test and Post-Test

The researcher will give a description of the data findings pertaining to the topics brought up in this chapter. The researcher conducted pre-tests and post-tests to gather the quantitative data used in this study. This chapter outlines the results of the data analysis on improving students' vocabulary using the Total Physical Response. The data were collected from 30 students of class 4 A at SDN 192 Pekanbaru, who completed the test questions previously distributed.

Table 3. Result Students' Pre-Test and Post-Test

No	Initial Name of the Students	Score	
		Pre Test	Post Test
1	RA	65	85
2	GU	75	75
3	GN	65	80
4	AZ	70	75
5	GS	85	95
6	VN	60	70
7	FD	65	85
8	FA	60	75
9	MA	70	80



10	MQ	60	75
11	DS	75	85
12	MN	70	90
13	KA	75	85
14	AFI	70	65
15	GR	75	75
16	NS	90	90
17	AA	80	85
18	ARN	80	80
19	RL	85	95
20	RA	75	80
21	NMN	65	85
22	I	80	75
23	AK	70	75
24	VA	75	85
25	HD	65	90
26	KAP	60	70
27	NF	70	85
28	GDA	75	90
29	FK	65	85
30	RA	80	80

Based on the table above, it can be concluded that there is a difference between the pre-test and post-test results. In the pre-test, more than half of the students scored below 80. In the post-test, there was an improvement in students' scores, some of students get scoring 90-95, and no students scoring below 70. The table above shows the learning outcomes of students in Class 4A at SD N 192 Pekanbaru, as reflected in the total pre-test and post- test scores. These scores were then entered into the IBM SPSS Statistics application for further analysis. Descriptive statistical measurements were conducted to explain and summarize the general characteristics of the research data, including the sample size, minimum value, maximum value, mean, and standard deviation. Based on the descriptive statistics table below, the following can be observed:

- In the pre-test session, there were 30 students with a minimum score of 60, a maximum score of 90, a mean score of 71.83, and a standard deviation of 8.039
- In the post-test session, there were also 30 students with a minimum score of 65, a maximum score of 95, a mean score of 81.50, and a standard deviation of 7.445.

Table 4. Descriptive Statistic of Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std.Deviation
Pre-Test	30	60	90	71.83	8.039



Post-Test	30	65	95	81.50	7.445
Valid N	30				

4. Result of Normality Test

This test is conducted prior to the t-test to assess whether the data follow a normal distribution. In parametric statistics, normality of the data is a crucial prerequisite. The researcher applied the Shapiro- Wilk normality test, given that the sample size was under 100, specifically 30 students, using the following criteria for decision-making:

- If the significance value (Sig) > 0.05 [normally distributed data].
- If the significance value (Sig) < 0.05 [data is not normally distributed].

Based on the results of the normality test using SPSS, the significance value for the pre-test is 0.130 (> 0.05), and for the post-test is 0.181 (> 0.05). Therefore, it can be concluded that the data are normally distributed, as the significance values are greater than $\alpha = 0.05$ (5%). The Shapiro-Wilk normality test results generated by IBM SPSS Statistics are presented below:

Table 5. Result of Normality Test

	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test	.136	30	.167	.946	30	.134
Post_Test	.181	30	.013	.951	30	.181

5. Result of Hypothetical Test

The researcher used a hypothesis test to compare the pre-test and post-test results through a paired sample t-test in IBM SPSS Statistics. The paired sample ttest was conducted to determine whether there was a significant difference in the average scores between the pre-test and post-test results. The basis for decisionmaking in this test is as follows:

H0: There is no significant difference in the average scores between the pretest and post-test results, indicating that the use of the Total Physical Response' (TPR) Method has no effect on improving vocabulary ability of the students at SD N 192 Pekanbaru.

Ha: There is a significant difference in the average scores between the pretest and post-test results, indicating that the use of the Total Physical Response' (TPR) Method has a positive effect on improving vocabulary ability of the students at SD N 192 Pekanbaru.

Table 6. Paired Sample Test Result

	Paired Differences				t	df	Sig. (2 tailed)
	Mean	Std. Deviation	95% Confidence Interval of the Difference				
			Lower	Upper			



Pair 1							
Pre_Test	-9.667	8.087	-12.686	-6.647	-6.547	29	.000
Post_Test							

Based on the paired sample test output table above, a Sig. (2-tailed) value of .000, which is less than 0.05, was obtained. Therefore H_0 is rejected, and H_a is accepted. This indicates that there is a significant effect of using the Total Physical Response Method on improving vocabulary ability of the fourth-year students of SD N 192 Pekanbaru.

6. Discussion

From the research results, the researcher found that students who studied using the Total Physical Response (TPR) Method showed improvement in their vocabulary ability. Data were collected from a sample of 30 students, each completing a pre-test, treatment, and post-test, with 20 questions per test. This improvement is supported by the difference in students' total scores before and after the treatment. The increase in students' vocabulary after the treatment is evident from the average pretest score of 71.83 and the average post-test score of 81.50. Based on the results of the normality test using SPSS, the pre-test significance value was 0.134 (> 0.05) and the post-test significance value was 0.181 (> 0.05). Therefore, it can be concluded that the data are normally distributed, as the significance values exceed $\alpha = 0.05$ (5%). Furthermore, the paired sample test output shows a Sig. (2-tailed) value of value of .000, which is less than 0.05, leading to the rejection of H_0 and acceptance H_a . This indicates that there is a significant effect of using the Total Physical Response Method on improving vocabulary ability of the fourth-year students of SD N 192 Pekanbaru.

Based on the research results described above, the researcher concludes that using TPR as one of method of teaching English helps the learners to improve students' English achievement. The method offers a lot of advantage as the alternative way of learning English. This greatly aids comprehension, such as general meaning and moods are often conveyed thought expression, gesture, and other visual clues. In addition, the use of the TPR method could increase the motivation and interest of students in learning English. Students will enjoy those conditions so that their interest in English.

CONCLUSION AND RECOMMENDATIONS

Teaching English should be fun, interesting, repetitive and understandable particularly for children. By doing so, appropriate approaches should be used to teach them English. Teachers have a big role and influence for their students especially for young learners. They must be able to choose the appropriate teaching methods based on their level and characteristics. One of the appropriate teaching methods for young learners is TPR method. This approach seeks to incorporate certain language competencies or elements into practice.

Based on the results and discussion of previous research, the conclusion obtained is that Total Physical Response (TPR) Method has an effect on improving English reading comprehension in recount text for class 4 A SD N 192 Pekanbaru. in accordance with the results of the parametric statistical analysis of the paired sample t- test. Based on the results of the normality test using SPSS, the pre-test significance value was 0.130 (> 0.05) and the post-test significance value was 0.053 (> 0.05). Therefore, it can be concluded that the data are normally distributed, as the significance values exceed $\alpha = 0.05$ (5%). Furthermore, the paired sample test output shows a Sig. (2-tailed) value of .000, which is less than 0.05, was obtained. Therefore H_0 is rejected, and H_a is accepted. This indicates that there is a significant effect of using the Total Physical Response Method on improving vocabulary ability of the fourth-year students of SD N 192 Pekanbaru.

Recommendations

Based on the result of the study, the researcher proposes some suggestions concerning the research finding as follows:

- a. For the English teacher



The researcher wanted the teacher to use a technique or method to make the process of teaching and learning more enjoyable for the students. The English teachers will also organize the class with a comfortable situation such that the students would still wish to learn without being compelled to do so. The teacher will select a suitable strategy to help the students become more involved in the classroom.

b. For Students

For the students they will pay attention to the guidance of the teacher. Given the simple implementation of the TPR method in learning, the effectiveness of the approach depends on the learners. Students are better at letting them enjoy the learning process

c. The other Researchers

The researchers anticipate that this study will be beneficial for anyone who reads it, offering new insights and serving as a reference for learning. They also hope that soon another researcher will conduct further studies on the same or a different topic, as there may be limitations in this research. This will enable other authors to broaden their understanding of education.

d. For the Institution.

The result of the review can be utilized as an instructive activity for school, understudies and as an aide for speakers in esteeming understudies' understanding perception, utilizing a revelation learning method.

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