

# THE PERCEIVED IMPACT OF TPR METHOD ON EFFECTIVENESS OF STUDENTS' ENGLISH VOCABULARY IN SDN KALIBANGER

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## Abstract

Enhancing the English vocabulary for the students become one of the most important part to have a good ability in English (speaking, listening, reading and also grammar). The perception of students toward the running process of increasing the English vocabulary are important to know. This study aims to investigate the students' perception of using TPR (Total Physical Response) method on the effectiveness of studying English vocabulary and to what extend does TPR (Total Physical Response) method improve students' English vocabulary. The quantitative data is obtained by conducting the Pre-Test and Post-Test Activity 1 and Post-Test Activity 2. And qualitative is to support the quantitative data. The result that that the Total Physical Response (TPR) method is very effective to help the students of enhancing the English Vocabulary. The students perceive that using Total Physical Response (TPR) method is more effective than using the conventional method. They feel that use the TPR method is more fun and exciting. They can feel the progress of mastering the English vocabulary. Then the quantitative data shows that the result in Post-Test Activity 1 in Controlled Class shows that there is an increase from the Pre-Test. In Pre-Test, the average is 61,7 that belongs to Enough category, then in Post-Test Activity 1, the average is 66,1 (Enough Category). Then in a Post-Test Activity 2, the average result is 67,8 (Enough category). We can conclude that in Controlled Class that uses the conventional method still has a progression toward the vocabulary achievement but it is really hard or not significant. The result in Post-Test Activity 1 in Experimental Class shows that there is an increase from the Pre-Test, it is from 66,9 (Pre-Test) to 74,4 (Post-Test Activity 1). It is a proofed that there is increase of 7.5 point (from Pre-Test to Post-Test Activity 1), it is more effective than we use the conventional method that only increase 4.4 point. It happens also in the Post-Test Activity 2 in Experimental Class, there is an increase 6.2 point (from Post-Test Activity 1 to Post-Test Activity 2). It is more effective than we use conventional method that only increases 1.7 point (from Post-Test Activity 1 to Post-Test Activity 2).

**Keywords:** Students' perception, TPR method, English Vocabulary

## Introduction

Nowadays English is very important to not only adult people but also for the children. There are many people now who are not able to speak English well. They do not know how to improve their English well. It so weird that from the Elementary school students we have the subject of English, but after we are in Senior High School even in the University, we still don't have the ability to have English well weather passive or active. As the researcher of English Education, we have to be sensitive toward that

conditions, we have to look for the problem and try to solve that. It is a kind of big homework for us.

The children actually as the pioneer learner of English. We should more concern on how we treat English for Children. During the time of Children, they have the time that we can mention as the golden age, the age where they can learn faster or easy to learn the language. Start from this point, the researcher tries to solve the problem of how we have to conduct to transfer the knowledge of English. So that it can be as a basic for them to continue to the mastery of English.

Vocabulary become one of the important thing that must pay attention of. Because without having a good English vocabulary, it is at sometimes impossible for us to have a good at speaking, writing or listening. Although English vocabulary is not the most important component to support the English ability, but for the students of the Elementary school is different. The students of Elementary school must have a good vocabulary as the first knowledge while (before) they are studying speaking or writing, even the really basic grammar of English

The goal of English teaching and learning is to focus on how students learning to communicate in English because it is as a tool for continued learning. In the process of teaching and learning, the four language skills (listening, speaking, reading, and writing) are carried out simultaneously. Often, learners in an English as a Foreign Language (EFL) environment do not use the language in real-world situations. Researcher cannot communicate properly and correctly. It is helpful to teach English by choosing a study method or pathway that suits student's needs. Teachers should use fun methods in the classroom to give students a better and faster understanding of what they are learning. According to Cameron (2001) said that 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 teach English to children should apply a suitable method or approach relating to their development.

English as a Foreign Language (EFL) at sometimes is not easy. They face many problems, the problem come not only from the learner itself but also from the teachers of English. The teacher must find the right way to teach the students with the complicated problems in the process of teaching and learning. The teachers also should learn how to convey English to the students (learner). By trying many methods, it seems that Total Physical Response (TPR) is the best method to be applied in teaching of Elementary students.

To overcome the above problems, it is very necessary to have intensive English teaching with interesting methods of teaching vocabulary. One method that researchers will use is Total Physical Response (TPR). The method was developed by Dr. James J. Asher, a professor of psychology at san Joe State 2 College in 1965 (Curtain & Dahlberg, 2010). Asher developed TPR as a result of his experience observing young children learning their first language. TPR is method that students listen to the teacher using the target language. This method can make students enjoy and feel comfortable in learning during learning process. The aim is to maintain initial motivation and children's curiosity and interest so that they develop a desire to learn the language, especially in the easy and quick introduction of English vocabulary, because learning is an activity designed by the teacher to help students learn according to their needs. With his ability to systematically

work through planning, action, and evaluation, the teacher can stimulate students to do what is instructed by the teacher because elementary school students generally have short attention spans, especially when it comes to remembering vocabulary. To attract them in learning vocabulary, the teacher introduces the words in an interesting way.

Based on the expert, there is a significant difference in student's performance when students learned English vocabulary using TPR in a previous. As a result, to support the previous research, the researcher will concentrate on using TPR to teach English vocabulary to fifth-graders in SD Negeri Kalibanger. It is the Elementary School that is located in Temanggung Regency. Furthermore, the researcher utilized a different strategy in this investigation.

It is intended that by using Total Physical Responses, the researcher would be able to push them to learn and pay attention to the material offered by the teacher and they will eventually be able to understand English. In order to realize all, the researcher conducts the research entitled "The Perceived Impact of Total Physical Response Method on the Effectiveness of Students' English Vocabulary in SD N Kalibanger".

## **Literary Review**

### ***Students' Perception***

Perception now become the parameter of the ability or case; at sometimes we need to know the perception of other people because it can be used for measurement. Although the perception resulted by the people at sometimes different, but the people themselves have their own standard to give the interpretation about something or to assess. That's why we have no doubt with the result from the perception when we can select the right respondents.

Perception is a psychology process where the stimulus received by individuals and the data processed well, so that the stimulus gets a meaning (Suryan, 2004). Human is a creature who can receive information well and interpret it differently one from another. In the process of interpreting, perception occurs.

Perception describe people's through about the information they get as the stimuli received and influenced by experience background. As stated in the concept of perception before, perception can be defined as the process of how the information is acquired through the sensory receptors (e.g eyes, ears, nose and skin) which is transformed into a perception of what we think, see, hear, smell, taste, or touch (Mussen, 1973).

Thus it can be summarized that students' perception is the way student acquires information of the world or something through the process of feeling and measuring its stimuli and processes it to become a perception of what he/ she think, smell, hear, see, taste, or touch. Based on the explanation above we can conclude that perception is the process by which we interpret the world around us, forming a mental representation of the environment.

### ***English Vocabulary***

Vocabulary become one of the most important thing for basic English before they go for speaking, Listening or Grammar. It is very important for the children to know the English vocabulary that often used in daily life of them. And without having a good vocabulary, it is impossible that they can go to the other ability of English. Nuraeni and

Lube (2020) said that the vocabulary is the fundamental ability, by having the vocabulary, it supposed to be easy to have the skill of English; listening, speaking, reading and writing. So far in Elementary School for example, they are lazy to just memorize and writing. The monotone of applying the learning process of vocabulary become the reason of the students to ignore the vocabulary in their mind. Teacher must think about the right way to transfer the English vocabulary knowledge.

There is an important role of teacher (Gayanti & Satriani, 2020) to make the students interest for learning English, especially for learning English vocabulary. The teacher must consider about the preference of students. Even if the students want to study in the outside of the class to maximize the understanding of vocabulary.

Scott and Lisbeth (1992) describe about the characteristic of the children. It is important for a teacher to pay much attention of them. When we know deeply about the students' characteristic needs, we can teach them the teaching at the right level. Here are some characteristics of the Children:

- a. Children aged 8-10 are mature enough;
- b. They have a particular point of view;
- c. They are able to describe the difference between facts and fictions;
- d. They are curious of asking questions;
- e. They believe in what is said and the real world to express and comprehend meaning/message;
- f. They have distinct opinion about what they like and what they dislike;
- g. They are open to what happens in the classroom and begin asking a teacher s decision; and They can cooperate with each other and learn from others

### ***Total Physical Response (TPR) Method***

Student needs fun learning to avoid the boredom. Fun learning can be reached since the teacher know what the characteristics of the students. Mostly none the students want to learn with bored situation, because the boredom itself like a barrier, the children will reject to understand or accept the material teaching process. Because of this problem the teacher took a fun method to make students' interest. The researcher took Total Physical Response (TPR) as a method. James Asher is found Total Physical Response as a classroom research for communicated of youthful learners with the teacher and their friends. He is a San Jose University's pf physiology. It is how teacher is instructing the students should response the instruction. Either in movement, orally, or heard.

It is for sure that there is no perfect method at the teaching and learning process, including Total Physical Response Method (TPR), the method might be perfect for some students but not for the certain students. Since the method are more useful to the class, we can take the method to be applied at the class.

The TPR method has many advantages. Widodo (2005) has collected the advantages of the TPR method;

1. It is a successful teaching method that can be used for both children and adults.
2. It is very memorable. It can assist pupils to remember phrases or words.
3. It is a lot of fun, learners enjoy it. It can actually lift pace and mood.
4. They can make the teaching more enjoyable for both teachers and pupils.
5. It is suitable for the children who are required to be active in the class.

6. There is no matter with how many pupils involved, as long as teachers are prepared to take the lead, the learners will follow.
7. It also can be used in the mixed-ability classes. The physical actions and the picture enable all the learners to comprehend the target language effectively.
8. It is effective for the young learners. And the last, the TPR method needs the coordination of both the right and left hemisphere of the human brain.

## Methods

The method of this research was the quantitative research method and supported by the qualitative data. Combining the method between the quantitative and qualitative was more suitable to this research. Giving the descriptive explanation to the numerical data obtained make them more understandable. Observation, interview, survey and questionnaire were also conducted to support the validity of data obtained.

Analyzing the students' perception of using TPR method on the effectiveness of studying English vocabulary and finding how the TPR method improve students' English vocabulary become the major point of this research. The researcher was set up two classes; Control Class and Experimental Class; The Control class was the class where we did not apply the Total Physical Response (TPR) method for delivering the English vocabulary while Experimental class, it was the class where we apply of the Total Physical Response (TPR) method for transferring the English vocabulary to the Elementary School students.

The subject of the research was SD N Kalibanger, Temanggung, Jawa Tengah. The population of this research was Elementary School students at SD N Kalibanger. The class consists of 17 students that separated into two groups: Controlled Class; 9 students then Experimental Class; 8 students. The researcher took all the students as the respondents because each class itself could be called as a small class. And with the consideration of the more we had many respondents, the more we had good validity data.

The researcher also involved the teacher of that school (SD N Kalibanger), to be interviewed they had to be not only the purposive sampling but also become the witness of the research. Then the students also were interviewed to know the perception of them about the Total Physical Response (TPR) method.

Data were collected through the following:

1. Observation: Observation was conducted by the researcher in collecting the data. This was important to do before going to the next step of data collection. Marshal (as cited in Sugiono, 2008, p. 226) mentioned that "through observation, the researcher learned about behavior and the meaning attached to that behavior". In this research, the researcher conducted the participant observation. Additionally, Susan Stainback (as cited in Sugiono, 2008, p. 227) stated that "In participant observation, the researcher observes what people do, listen to what they say, and participates in their activities".
2. In-depth interview: In-depth interview was conducted by the researcher with some of the stake holder; students, teacher and headmaster.
3. Documentation: Through the permission from the informants, IC recorder was used to record the interview. To acquire authentic evidence, photo and video was taken by digital camera.

4. Test: Garcia (2001) suggests that using the following sorts of tests to measure the student's ability during TPR lessons, as follows: 1. Matching, 2. Multiple-choice, 3. Command lists, 4. Interviews for the proficiency test. The researcher used the topic that was very easy to be remembered and suitable for the 5 graders Elementary School students. "Things in the Classroom", "Things in the School Bag", "Parts of Body", and the other options that researcher still considered.
5. Questionnaire: The questionnaire was distributed to the students to support the other data. Sometimes the questionnaire was really needed to anticipate the respondents who were shy to tell the truth when the interview happened.

The specific research instrument tool to use in this research adopted to the format of a research instrument that consist of questionnaires, surveys, observation, interviews, checklists and tests. There were some procedures in collecting data. Pre-Test was the first conducted before the researcher gave the treatment in every meeting. There was an Activity 1 and Activity 2, and in each of Activities there was teaching and learning process then giving post-test in each Activity. After all the Activities were done, the researcher gave the final test also, to make sure that all Activities passed by the students well.

## Findings and Discussions

### Findings

#### The Quantitative Data

Table 1. The Average Result of the Test in Controlled Class

NO.	NAME	STUDENT NUMBER	VALUE		
			PRE-TEST	POST-TEST 1	POST-TEST 2
1	Akwila Abdiel N	880	40	45	50
2	M. Rega Maulana	884	60	70	70
3	Rudi Istiyanto	889	55	65	65
4	Ahmad Aldo A	892	65	70	70
5	Alvian Rizal P	893	70	75	75
6	Kholifah	895	70	70	70
7	Kris Biyanto	896	65	70	75
8	Naila Kholifatun N	897	70	70	70
9	Vinno Bastian	899	60	60	65
Total			555	595	610
Average			61,7	66,1	67,8

Table 2. The Criteria of Scoring

NO	SCORE	CLASSIFICATION
1	86-100	Excellent
2	76-85	Good

3	60-75	Enough
4	55-59	Poor
5	54-0	very poor

From the table above we could see the result in Controlled Class that the average of Pre-Test 61,7 that belonged to Enough category, Post-Test Activity 1 found the result 66,1 that belonged to Enough category, then the Post-Test Activity 2 was also still 67,8 (Enough category). We could conclude that there was an increase result in Controlled Class with the conventional method but it was not good enough. Because the average result from the beginning till the end was still around Enough category.

Table 3. The Result of the Test in Experimental Class

NO.	NAMA	NOMOR INDUK	NILAI		
			PRE- TEST	POST- TEST 1	POST- TEST 2
1	Alfino Khoirurroziqin	863	60	70	75
2	Arya Setiawan	881	80	80	90
3	Azizah Nuraini	882	65	70	75
4	M. Taufik Sugiharto	885	75	75	80
5	Nanang Setya N.	886	60	75	80
6	Oktaviani Nur Faizah	887	75	85	90
7	Resya Dwi Lestari	888	60	70	80
8	Samudra Pradijaya	890	60	70	75
Total			535	595	645
Average			66,9	74,4	80,6

Table 4. The Criteria of Scoring

NO	SCORE	CLASSIFICATION
1	86-100	Excellent
2	76-85	Good
3	60-75	Enough
4	55-59	Poor
5	54-0	very poor

From the table above we could see that there was an increase at the result of the test. In Pre-Test, the average result was 66,9 which belonged to Enough category, then in Post-Test Activity 1, the average result was 74,4 that belonged to Enough category but near to Good. The final result of the Post-Test Activity 2 was 80,6 it meant that it was in Good category. We could see that in Experimental Class, the increase of the result in average was significant.

**The Qualitative Data**  
***The Result of Perceptions***

Table 5. The Result of Perceptions

NO	QUESTION (Pertanyaan)	DISAGREE (Tidak Setuju)	AGREE (Setuju)	STRONGLY AGREE (Sangat Setuju)
1	Saya sekarang suka belajar Bahasa Inggris	-	100%	-
2	Belajar Bahasa Inggris menggunakan metode TPR sangat menyenangkan	-	75%	25%
3	Pemahaman saya terhadap makna vocabulary (kosa kata) bertambah	-	75%	25%
4	Kosa kata dalam Bahasa Inggris menjadi mudah diingat	-	100%	-
5	Kosa Kata dalam Bahasa Inggris menjadi mudah untuk diucapkan	-	100%	-
6	Setiap usai pelajaran Bahasa Inggris, selalu ada kosa kata yang bertambah	-	100%	-
7	Sekarang menghafal Kosa kata Bahasa Inggris jadi semakin mudah	-	100%	-
8	Metode TPR (belajar Bahasa Inggris sekarang ini) mempercepat dalam peningkatan kosa kata	-	100%	-
9	Saya akan giat dalam belajar Bahasa Inggris dengan metode ini	-	100%	-
	Total	0	94,4%	5,6%

Based on the data questionnaire and also interview, the students were really excited after getting English by Total Physical Response (TPR) method. They were more understand in giving the meaning and also interpreted the vocabulary. The students were mostly easy to remember and pronounce the vocabulary.

Got practiced in every English command for increasing the vocabulary become the exciting thing. They did not hard to do this way. Total Physical Response (TPR) method was a really good method for them. They said that they were really easy learn the vocabulary. They seemed very active in a class. And here it was not only the student who was getting pleasure in learning, but also the teacher that was getting the exciting for teaching.

The Students perceived that it was very effective of learning vocabulary using Total Physical Response (TPR) method. So far the students felt so difficulty in learning the vocabulary. They were easy to forget and did not have the excitement but after the teacher applied the Total Physical Response (TPR) method, they were like to get the new world.



The researcher interviewed the teacher also about the progression of the students. The teacher said that the students who got the treatment in English using Total Physical Response (TPR) method, they were mostly quick in response, pronouncing, moving, spelling and speaking. It meant that by using Total Physical Response (TPR) method, they got the ease to understand the vocabulary.

### ***Discussions***

Total Physical Response (TPR) method was known as the good method to increase the English vocabulary for the students. As we had conducted, there were two kinds of class in this research; Controlled Class and Experimental Class. We had applied Total Physical Response (TPR) method in 5 graders of Kalibanger Elementary School in a group of Experimental Class. Then the other group was as a Controlled Class.

There were 9 students of 5 graders who were in Controlled Class that used a conventional method. Then 8 students of 5 graders who were in Experimental Class that used Total Physical Response (TPR) method. Before we applied of the method in both class, Controlled Class and Experimental Class, we conducted the Pre-Test for them. The result of the Pre-Test for each class, could be used to measure the progress of the students in mastery the vocabulary. And by having the Pre-Test, we could start to know how the effective of both methods toward the increase of students' vocabulary.

The result in Post-Test Activity 1 in Controlled Class showed that there was an increase from the Pre-Test. In Pre-Test, the average was 61,7 that belonged to Enough category, then in Post-Test Activity 1, the average was 66,1 (Enough Category). The in a Post-Test Activity 2, the average result was 67,8 (Enough category). We could conclude that in Controlled Class that used the conventional method still had a progression toward the vocabulary achievement but it was really hard or not significant.

The result in Post-Test Activity 1 in Experimental Class showed that there was an increase from the Pre-Test, It was from 66,9 (Pre-Test) to 74,4 (Post-Test Activity 1). The Experimental Class used the Total Physical Response (TPR) method to be applied at the learning of vocabulary, and it was proofed that there was increase of 7.5 point (from Pre-Test to Post-Test Activity 1), it was more effective than we used the conventional method that only increase 4.4 point. It happened also in the Post-Test Activity 2 in Experimental Class, there was an increase 6.2 point (from Post-Test Activity 1 to Post-Test Activity 2). It was more effective than we used conventional method that only increased 1.7 point (from Post-Test Activity 1 to Post-Test Activity 2).

The Students perceived that using Total Physical Response (TPR) method was more effective than using the conventional method. They felt that used the TPR method was more fun and exciting. They could feel the progress of mastering the English vocabulary.

### **Conclusions**

#### ***The students' perception of using Total Physical Response (TPR) method on the effectiveness of studying English Vocabulary***

The students perceived that Total Physical Response method is the fun and good method. They can easily follow the command and the instruction when they learn the English vocabulary. The use of Total Physical Response (TPR) method for the students make the students' perceived that :

1. Increased participation: The TPR method makes use of physical movement to help students understand and remember English vocabulary and phrases. In this way, students can be actively involved in the learning process and may be more daring to participate in class.
2. Better understanding: Through the TPR method, teachers can teach English contextually by making use of physical movements. This helps students understand the meaning of English words and phrases better, because they are physically involved in the learning process.
3. Improved self-confidence: The TPR method provides opportunities for students to use English actively through physical movement. This can increase their confidence in communicating in English, because they feel more comfortable and confident in using the vocabulary and phrases they have learned.
4. Fun teaching: By combining physical movement and hands-on interaction in teaching English, the TPR method can make learning more fun for students. This can create a positive atmosphere in the classroom and motivate students to study further.

***The evidence of Total Physical Response (TPR) method improve the students' English vocabulary***

From the researched conducted, it can be concluded that Total Physical Response (TPR) method is very effective to increase the students' English vocabulary. The data obtained shows that The result in Post-Test Activity 1 in Controlled Class showed that there was an increase from the Pre-Test. In Pre-Test, the average was 61,7 that belonged to Enough category, then in Post-Test Activity 1, the average was 66,1 (Enough Category). Then in a Post-Test Activity 2, the average result was 67,8 (Enough category). We could conclude that in Controlled Class that used the conventional method still had a progression toward the vocabulary achievement but it was really hard or not significant.

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***The suggestion for implementation of the Total Physical Response (TPR) method especially in Elementary School.***

Elementary School students has a different from characteristics in learning the language, especially English. They are categorized as children, and generally the children do not like to be pushed in learning. As a teacher, we have to find some ways on delivering the material, which is more fun but the material still can be conveyed to students. Select the vocabulary that has relationship to everyday life activities is better. Because the students can understand and find directly. By finding the direct vocabulary which faced

every day the students are able to always keep in mind. We should avoid the difficult vocabulary (the vocabulary that cannot be reached by the students/ the vocabulary that really seldom used in everyday conversation amongst the children).

Become a nice teacher for the students in the class is a must. We cannot be too strict toward them. Making the students more active and confident in every learning of vocabulary must be as always. Sometimes we do not know when the students really understand about the material delivered, that's why the teacher should be not only measured the ability by only written test but also at sometimes oral test. For examples in Total Physical Response (TPR) method, we use a command to make the students active and responsive, if they understand what we mean, they will behave as an appropriate way.

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