

The impact of using Total Physical Response in teaching vocabulary to younger learners in Assaba area (Jandoba Preparatory School)

Waleed aldhawi almishraqi
Faculty of Arts –Assaba
University of Gharyan

Abstract

The purpose of this study is to ascertain whether teaching vocabulary to students through Total Physical Response is effective. The 8th grade and his English teacher at Jandoba Preparatory School were the case study of this paper. In collecting data, the researcher used test and interview. The tests were used to know the improvement of the vocabulary after using TPR method. Meanwhile, the interview was used to know to what extent teacher know TPR. According to tests results showed that improvement of students after using TPR from 41.6% to 74.2% and the information obtained from the teacher's interview shown that he was unaware of TPR. The findings of the study support the idea that TPR improve students' vocabulary understanding.

Key words : Total physical response (TPR), vocabulary, students, elementary, pupils.

أثر استخدام الاستجابة الجسدية الكاملة في تعليم المفردات لتلاميذ المرحلة الإعدادية في منطقة الأصابعه الملخص:

الغرض من هذه الدراسة هو التأكد ما إذا كان تدريس المفردات للطلاب من خلال أسلوب الاستجابة الجسدية الكاملة فعالاً. حيث كان الصف الثامن ومعلمه في مادة اللغة الإنجليزية في مدرسة جنديوية الإعدادية هما حالة الدراسة لهذه الورقة. ولقد استخدم الباحث في جمع البيانات الاختبار والمقابلة حيث استخدمت الاختبارات لمعرفة مدي تحسن الطالب في فهم المفردات بعد استخدام طريقة الاستجابة الجسدية الكاملة، في حين استخدمت المقابلة في معرفة مدي دراية المعلم بهذه الطريقة، ولقد أظهرت نتائج الاختبارات تحسناً نسبة فهم الطلاب للمفردات من 41.6% الي 74.2% كما أوضحت المعلومات المستسفاة من المقابلة الشخصية أن المعلم ليس له دراية كافية بهذه الطريقة، وفي النهاية توصل الباحث إلى أن استخدام طريقة الاستجابة الجسدية الكاملة يحسن تعلم الطلاب للمفردات.

1.1. Background of the study

In Libya, English is a second language. Because each educational level has distinct skills and qualities, teaching English can be difficult, especially when working with younger students. The instructor must be patient when training young children. He or she must devise instructional techniques to encourage pupils' passion of learning. Educating younger pupils is more difficult than teaching teenagers or adults because they grow bored quicker.

The importance of vocabulary in learning any language makes it a vital idea that students need to understand in order to advance their English proficiency. Playing games makes it easier to teach younger kids. The lessons are kid-friendly and might help youngsters appreciate learning new words more. Additionally, lists of words and their definitions are included in the vocabulary. If vocabulary is taught to young students through games, it will be easier for them to remember, understand, and recognize it. Words and vocabulary are related. For young English learners, mastering vocabulary is a challenging task. As is well known, vocabulary is one of the key elements of language that young learners should be able to master. According to them, vocabulary is an essential part of language ability

and lays a lot of the groundwork for how well students speak, listen, read, and write.

Students must be fluent in English as it is one of the four fundamental language abilities. Foreign language learners will experience some difficulty learning the four language skills if they do not master vocabulary. "The term vocabulary refers to a list or set of words for a particular language or a list of words that individual speakers of language use," write Hatch and Brown (1995: 1).

The English teacher needs to figure out the best vocabulary-teaching strategy so that the students, especially the younger ones, would learn without getting bored. Younger beginners "revel in fantasy, imagination, and movement," according to Pinter (2006:2).

The Total Physical Response (TPR) approach of vocabulary instruction was the one used in this study. According to Richards and Rodgers (1986:87), Asher created Total Physical Response (TPR) in the 1970s. He compares the process of successfully learning a second language as an adult to acquiring a first language as a child from a developmental perspective. He asserts that instructions make up the majority of speech intended for young infants, to which they physically react before responding verbally.

In light of the rationale provided above, the researcher at Assaba area did a study titled "The impact of using total physical response in teaching vocabulary to younger learners at Elementary School"

1.2. Research questions

The researcher proposed two research questions based on the background study discussed in the paper, namely:

1-Is TPR able to improve students' vocabulary abilities in English?

2-How much does the TPR method help pupils' English proficiency?

1.3. Hypotheses

The research's central hypothesis is that students' overall physical responses affect their vocabulary learning positively.

1.4.Aims of the study

The study aims to:

1. Determine whether or not TPR helps students' English proficiency.
2. To determine the extent to which TPR enhances students' English proficiency.

1.5.Significance of the study

The researcher anticipates that this study will be advantageous for:

1. The English Teachers

The teacher is expected to get more details about one of the methodologies employed in teaching English, therefore, it is intended that teachers will, using the TPR approach, develop an engaging cycle of teaching and learning.

2. The pupils

This study is intended to help students improve their English language proficiency. It is thought that this strategy would help students feel at ease while learning English.

1.6.Limitation of study

The primary focus of this study will be on how well TPR with objects is used to teach English vocabulary to Preparatory school students in the Assaba area in terms of vocabulary acquisition, as well as how the students react to the use of TPR techniques.

1.7.Terms

1-in addition to paying great attention to the speaker during class students engage in touch-based physical games utilizing the goal language as developed by James Asher a psychology professor at San Jose University in the United States according to (Linse 2005) a short list of directives or motives that are carried out and include a variety of physical reactions make up the majority of the TPR approach a persons.

2-vocabulary is made up of a variety of words and expressions a student's vocabulary is a phrasebook or a list of phrases that we educate them to use in the second or foreign language they are studying according to (Linse in 2005)

2.Literature review

2.1. Total Physical Response (TPR)

2.1.1.Definition

TPR has been defined by various industry experts. This technique for teaching languages was created by James J. Asher, a psychology professor at San Joe State University in California (Curtain and Dahlberg, 2001). He used a student's or a teacher's instructions to another student or teacher. Students attempt to respond to orders by moving their bodies or taking actions. The TPR technique is a language teaching approach that involves speech control and language teaching action through physical motor activity, according to Richards and Rodgers (2001). It is evident that a bodily response is the best way to encourage student-teacher engagement.

In line with the aforementioned claims, Brown (2001) asserts that students engaged in a lot of listening and acting in the TPR classroom. This approach teaches reading and writing after speaking and listening lessons. Total Physical Response (TPR) can be defined as a language education strategy that heavily emphasizes hearing and acting in response to a brief set of instructions through physical activity. With the aid of this method, kids will learn English in a playful environment through speech and actions.

2.1.2.Principle of TPR

Developmental psychology, theory of learning, brain research, and humanistic pedagogy serve as the foundation for the TPR technique (Richards and Rodgers 2006, 73). According to Asher, learning a target language should be similar to learning a native language: in learning a native language, comprehension comes before speaking, and a child first responds to commands physically before responding verbally; because affective factors are crucial to learning, teachers should create a comfortable learning environment to help students learn; gestures should be combined with listening comprehension to improve long-term memory; and finally, Asher believes that learning a target language should be like learning a native language (left brain learning), To avoid "brain overload," students should remain silent. By silently following instructions, they internalize the new language's phonology, vocabulary, grammar, and semantics at the same time, without any analysis. Speaking, reading,

and writing should come later, after TPR has laid a strong foundation (Asher 2007).

(Asher 2007) bases the above-mentioned ideas on three crucial learning hypotheses: 1. There is an inbuilt bio-program for learning languages that includes the actions and procedures listed below: Children learn to listen before they learn to speak; they learn to listen by physically complying with parental directions; good listening comprehension permits speech to naturally and effortlessly emerge; 2. Unlike other language teaching approaches, TPR focuses on right brain learning, because right brain activities enable the left brain hemisphere to process language for speaking, reading, and writing; 3. Since stress-free environments are conducive to first language acquisition, similar ones should be established for learning a second language: TPR lessens anxiety by introducing abilities gradually.

TPR decreases anxiety by focusing on meaning (by integrating auditory comprehension and physical response) rather than on language form and grammatical structures and by scheduling the introduction of abilities (Richards and Rodgers 2006, 74–75).

The TPR principle, according to Larsen-Freeman (2000), is as follows:

- A.** target language action can convey meaning in that language. Reaction from the learners prompts memory.
- b.** The pupils will gain knowledge of the target language before speaking.
- c.** The imperative is a powerful language tool that teachers can employ to translate student behavior into grammar.
- d.** At first, kids can pick up some of the language by moving their bodies.
- e.** Students can learn by imitating behaviors as well as by executing them.
- f.** It's crucial for kids to feel successful. The feeling of accomplishment and reduced anxiety promote training.
- d.** Learning a language is more successful when it is enjoyable.
- e.** Students can gain knowledge by performing the acts as well as by watching themselves.
- f.** The ability of students to succeed is crucial. The feeling of accomplishment and low anxiety promote training.
- g.** Fun makes learning a language more effective.

- h. The use of spoken language over writing should be encouraged.
- i. Once they are prepared, students will begin speaking.

2.2.3. Techniques of using Total Physical Response method

According to Larsen- Freeman (2004), there are some techniques used in

Total Physical Response as follow:

1-Using commands in action sequences.

To make the context of the commands clear, the instructor models them while also carrying out the corresponding actions. Individually and in groups, students work on action-based exercises under the guidance of the teacher. When they start speaking, they address the instructor and one another with commands.

Because a language is primarily learned through practice, Gantika (2013) explained that TPR is a valid brain method for learning a language. Commands are delivered in a series. The instructions should be entertaining and humorous to make learning fun. Additionally, in order to keep the lesson pace lively, the instructor will prepare order sequences in advance. Commands are used to convey all grammatical elements and thousands of words. The following groups of commands can be separated, according to Larssen-Freeman (2004):

a) Moving the entire body or specific body parts, such as touching the feet, head, shoulders, etc.

b) Manipulating objects by moving them: set the book down on the counter, use the eraser, and then set the book back down.

c) Sequences of action (a series of instructions or commands): Sequences of action are based on a variety of daily activities, such as going to school, cleaning the house, eating breakfast, etc.

2. Role reversal

As soon as they can speak, young learners start to demand certain things from their instructor and fellow pupils.

3. Conversational dialogues and role play.

In everyday situations like restaurants, stores, or police stations, the job is crucial.

4. Compiling language experience stories

A story about a shared event is a narrative about the linguistic experience. Students participate in an engagement, such as a cooking

exercise, and then tell the instructor about it, who either prescribes it or writes it down on the board. Students are bringing written sentences to practice while reading the text.

5-Reading and Writing

Every new word in the vocabulary list is written on the chalkboard by the teacher, along with a brief explanation. As she or he reads the material, the pupils listen. Others record the information into their notebooks. He or she then speaks each component and performs the sentence.

2.2.Types of learning and teaching activities

2.2.1.Role of Learners in Total Physical Response Method

According to Asher, between one-third and one-half of the language that young toddlers encounter takes the form of demands, such as "Don't make a fist while I'm trying to put your coat on!" Learner's physical responses to these directives cause the right hemisphere of the brain, which is connected to motor movement, to become active. As a result, the new linguistic pieces can be internalized by the right brain right away rather than requiring the left brain, which is often connected with language use, to conduct a time-consuming analysis. According to Asher, "much of the target language's grammatical structure and hundreds of vocabulary items can be taught through the instructor's skillful use of the imperative" (1977, p. 2-4).

In the classroom setting of Total Physical Response, students actively participate as performers and listeners. They pay close attention to commands and instructions before acting physically in accordance. Adult students are urged to speak like a learner in Total Physical Response when they are ready to do so.

Asher advises creating thorough lesson plans, saying that it is "good to write out the exact utterances you will be using and especially the innovative commands because the action is so fast-moving there is typically not time for you to develop impromptu" (1977, p. 47).

2.2.2. Teacher roles

Teachers are encouraged to be well pre-pared and well organized so that the lesson flows smoothly and predictably. Since things move so quickly, Asher advises creating thorough lesson plans: "There is typically not time for you to develop impromptu." The teacher directs classroom interaction and turn-taking, not the learners.

A teacher's role is to provide the right kind of exposure to language so that the learner can internalize the basic rules of the target language. The teacher controls the language input the learners receive, providing the raw material for the "cognitive map" that the learners will construct in their own minds.

Teachers should refrain from too much correction in the early stages of a child's speech development, and should not interrupt to correct errors. As time goes on, more teacher intervention is expected, as the learners' speech becomes "fine-tuned,".

Asher warns educators against holding beliefs that he believes could prevent the effective application of TPR principles. He first warns against the "illusion of simplicity," which occurs when a teacher undervalues the challenges of learning a foreign language. As a result, students move through the teaching stages too quickly and without a smooth transition between them. Additionally, the teacher should refrain from having a low tolerance for speech faults.

2.2.3. Material role

In later learning phases, the importance of materials and realia increases. Because the teacher's voice, movements, and gestures may serve as a sufficient foundation for classroom activities for complete novices, classes may not always necessitate the use of materials. Later, the teacher may make use of standard school supplies such chairs, books, pens, and cups. The instructor will need to create or gather supplementary materials as the course progresses in order to complement the lessons. These could consist of illustrations, realia, presentations, and word clouds. Asher has created TPR kits for kids that are targeted towards the particular contexts, like at home, the store, and the beach. It can be used by students to create scenarios, such as "Put the stove in the kitchen!" (Richard and Rodgers, 2001).

2.3. Advantages and disadvantages of TPR

2.3.1. Advantages of TPR

The TPR approach has various benefits, just like any other method. According to Setiyadi (2006:126), the researcher would want to demonstrate the benefits of TPR in the following. Here are some benefits of TPR use:

1. TPR can be used to teach any foreign language not only to children but also adults.
2. TPR creates fun and lively atmosphere to attract students' interest to study.
3. TPR can be applied in teaching any language.
4. TPR procedure can be set according to the size of the class.
5. It works well with the mixed-ability classes, the physical action get across the meaning effectively so that all learners are able to comprehend and apply the target language.
6. It is no need to have a lot of preparation or materials using TPR.
7. It is very effective with teenagers and young learners.

2.3.2. disadvantages of TPR

Like every method, the TPR methodology has a number of shortcomings. The researcher would want to demonstrate TPR's disadvantages using the following examples, according to (H. Douglas Brown 1987,164). The following are some benefits of using TPR:

- A. The majority of it is in the imperative mode, excluding the majority of the target language.
 - b. It frequently focuses on vocabulary words or brief phrases.
 - d. It merely encourages passive linguistic abilities.
 - d. The process is lengthy.
 - e. The TPR method appears to be particularly beneficial for language learners at the early stages.
 - f. In reading and writing assignments, students are only allowed to diverge from the oral work being done in class.

2.4. Previous studies

2.4.1. "The Use Of Total Physical Response (TPR) To Teach English Vocabulary". Hanim (2013)

She carried out the study at a Sidoarjo elementary school's second grade. The outcome demonstrated that the students' whole physical response enhanced their lexical proficiency.

2.4.2. 'Teaching Children Using a Total Physical Response (TPR) Method: Rethinking'. Widodo (2005).

The results showed that teachers should use the right methods while teaching young students. He also concludes that when TPR is applied in the classroom, the teacher must set an excellent example. The method incorporates certain crucial components, namely the bodily movement-based comprehension growth.

3. Research Methodology

3.1. Research Design

This chapter presents the research methodology used in this study. It includes study design, study site and participants, data collection methods, and data analysis methods.

There are several elements, originating from students, teachers, or facilitators, that affect how well pupils can use terminology. as in kids from Jandoba Preparatory School in grade 8. The teaching and learning process, as well as other variables because of the teachers' less engaging and uninterested teaching methods, made the pupils bored when they first entered the classroom, according to research. To conduct research, use the total physical response (TPR) method.

3.2. Place and Time of the Study

The research was held at Jandoba Preparatory School which is located on Assaba area, from 1st of December 2021 to 15 February 2022.

3.3. Population and Sample

The study's participants were eighth students in a public preparatory school in the Assaba / Jandoba in the school year 2022–2021. There are 15 students in the class 8, 5 boys, and 10 girls. Their performance in the classroom is poor. There are no learners with special needs. Students in the eighth grade in the Assaba / Jandoba in the school year 2022/2021 are the participants in this study.

3.4. Data Gathering Method

The research will use some data collection approach to answer the research topic. The vocabulary test is the data collection technique used for quantities data, while qualitative data consists of Interview.

The researcher use inductive research (Bottom-up, individual cast to generalization) method for data collectionthe following examine the data collection strategies provided below:

3.4.1.Test

The purpose of the test is to evaluate a students' level of vocabulary comprehension. The researcher used pre- and post-testing instruments. The pre-test is a test that students take before receiving treatment. The pre-test's objective is to evaluate students' readiness before they begin learning vocabulary using the TPR method. After students have received care or instruction using the TPR approach, they are given the post exam. A post-test is a test that students take after learning vocabulary using the TPR approach to gauge their progress.

3.4.2.Interview

To learn more about the teacher's teaching methods, his reasons for not using TPR, and other crucial facts. The researcher conducted interviews to obtain all of these details.

4.Data Analysis

The methods of data analysis were used to analyze data from tests and observations in the ways listed below:

4.1.Test

The researcher uses a test to look at the outcome of the topic and uses questions to measure how well the students are doing. The pre-test and post-test employed in this study are two different sorts of tests.First, the researcher created a pre-test for the class.Before treatment, a pre-test is administered to evaluate the students' advanced understanding. The researcher offered the participants 10 multiple-choice questions as a pre-test. Before seeking treatment, it was suggested in the first meeting that they demonstrate their proficiency in English. The pre-test data was collected by the researcher from the students' answer sheets.

The researcher used the TPR approach to treat the class, after the students had completed the pre-test and known the findings. The researcher instructed the class to form a circle before saying a word or command, such as "stand up," or a phrase, such as "look at the window," and doing the action. In this instance, the researchers had

the teacher repeat the instructions a few times while asking the students to repeat the word while they carried out the action.

Post-testing was the final test. It is necessary to observe the variations or changes in the students' English proficiency. After the researcher had finished instructing students using TPR, a post-test was administered. The pre-test question would not apply to this one. The students in this session were given 10 vocabulary-related questions.

4.2. Treatment

After completing the pre-test, the researcher administered the TPR method twice to the students as practice in the teaching and learning process to determine their vocabulary mastery. Next giving post-test and see the difference.

4.2. Interview

The researcher was interviewed both before and after the classroom action study was performed. Inquiries are made in order to understand more about the general description of the learning process, the circumstances of the pupils in the classroom, and the techniques or approaches the teacher typically uses while instructing TPR.

5. Findings and Discussions

5.1. The Analysis of Test Finding

The pre-test and post-test results were statistically calculated to determine the mean scores and to assess whether there was a significant difference between the pre-test and post-test results following treatment.

After gathering information from the students' test responses, the researcher calculated their mean score using the following formula:

$$X = \frac{\sum x}{n}$$

X = Mean score

$\sum X$ = The sum of all scores

N = The total number of samples

Pre-test and post-test data were gathered for the examination of the data. The researcher applied the following formula:

$$\text{Scoring the students 'score} = \frac{\text{The number of student's correct answer} \times 100}{\text{Total number of items}}$$

Using the following scale to classify the students' scores:

Score 91-100 Very Good

Score 76-90 Good

Score 61-75 Fairly

Score 51-60 Poor

Score less than 50 Very Poor

5.2. The Analysis of Interview

More than 30 minutes were spent interviewing the individuals. One week passed between the interview procedure and the pre-test, treatment, and post-test. The interview's questions have been changed in light of (Richard & Rodgers, 2001)

5.3. Findings

The outcomes of the data analysis served as the foundation for the research's conclusions. Data collection was done via data analysis. Pre-test and post-test portions made up the vocabulary test. Before introducing TPR, a pre-test was given to determine the students' vocabulary mastery, and a post-test was given to determine whether the students' vocabulary mastery had improved.

The use of TPR was successful in enhancing students' command of vocabulary in the eighth grade at Jandoba Elementary School

Pre-Test

Students took a pre-assessment test before the study began. Before taking action, it is done to obtain a vocabulary mastery score. There are 10 multiple-choice questions on this test.

Post- test

In order to determine whether instructional classes may enhance students' vocabulary acquisition, the researcher conducted a post test at the conclusion of the study. The Post-material Test's precisely matches the components of the diagnostic test.

Table1 The students' average vocabulary score

vocabulary	Students' Mean Score	
	Pre test	Post test
Adjective and Preposition	41.6%	74.2%

According to Table 1, the students' mean pre-test score was 41.6%, and their mean post-test score was 74.2%. Therefore, there was a 32.6% improvement in the pupils' pre-test and post-test mean scores. This indicates that in the experimental class, the post-test mean score was greater than the pre-test mean.

The Analysis of The Pre-Assessment and Post Test

The results of the pre-assessment test are analyzed, and the scores are compared to determine if the action improved the situation or not.

Table 2: Analysis of Pre-Assessment and Post-Test Percentages of Students' Average Scores.

students' percentage	average results	Improvement
Pre- Test	Post-Test	
41.6%	74.2%	32.6%

According to the table above, the pre-assessment test average score for students was 41.6% percent, while the post-test average score was 74.2% percent. It was evident that students performed less well on average on the pre-assessment test than on the post-assessment test. The average student score increased by 32.6% from the pre-test to the post-test.

5.4. Interview Findings

The in question findings from the interviews One of them said, "How long have you been teaching here?" The response revealed that the teacher has only been a teacher for five years.

What methods do you use to teach English vocabulary? This question's response revealed that the teacher employed an old, traditional approach (Grammar Translation Method) Three: "Have you ever shown or included movement to teach English vocabulary?" The responses indicated that the teacher had not employed body language or motions and that they were unaware of its principles. Students in primary schools have been taught English using the Grammar Translation approach. Do you understand what Total Physical Response means? is the fourth question. The teacher had never heard of TPR, according to the response to this inquiry. In query No. 5, Are there any constraints on the use of movements when

teaching English vocabulary to young students? The response demonstrated that the teacher has no constraints.

Do you believe that teaching vocabulary through TPR is useful in boosting students' abilities? was the last question. The response indicated that the instructor agreed with this presumption.

5.4. Discussion

When teaching English, particularly when teaching vocabulary, the researcher used TPR. Data collected by the researcher showed a clear distinction between pupils who were taught via TPR, indicating that students' understanding of vocabulary learning had increased. Based on previous data analysis, the researcher planned to offer an answer to the research questions. There are two research questions in this study, namely: 1-Is TPR able to improve pupils' vocabulary abilities in English? 2-How much does the TPR method help pupils' English proficiency?

The researcher used pre-test and post-test data to address the first query. The researcher concludes that the post-test score was higher than the pre-test score.

Additionally, the results of the post-test revealed that students' English proficiency had increased from the pre-test. The test's final score is based on the combined score that each student received both before and after applying the TPR technique.

5.5. Suggestions

Regarding the researcher's conclusion, I would like to recommend the following:

1. Students should study and work on their vocabulary. The students should enjoy learning new words and take notes when they do.
2. To increase student interest and motivation in studying English, particularly vocabulary, English teachers should be more innovative in the ways they choose to teach vocabulary.
- 4- To educational administration, it is necessary to train teachers on effective methods such as total physical response.
- 3- This paper might serve as a guide for future researchers who wish to carry out similar cases or further this study. However, there were still some issues in this research because it wasn't done

perfectly. Therefore the further study needs to come with large sample and enlarge the case study.

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Appendix A

CLASS : 8th date/...../2021

A. Choose the correct answer

1. Today is very cold

The teacher said : “would you please the window”.

a. Stand c. close

b. Open d. sit

2. The teacher enters the class.

The chairman said: “. and greetto our teacher”.

a. Walk c. stand up

b. Jump d. run

3. Your teacher want you to clean theblackboard

Your teacher said: “. Theblackboard”

a. Sweepb. Open

c. Cleand. Close

4. Today we are English test. Teacher said: “. “

a. Don't make noiseb. Don't speak in the class

c. Don't cheatingd. Don't bother your friend

5. The class is very crowded. Theteacher said : “ don't make . . .”

a. Speak c. bother your friend

b. Noise d. voice

6. You want your sister to turn off theTelevision.

You says: the television!

a. Turn onb. Turn off

c. Changesd. Don't bother

7. The room is very darkThe mother said: “. the light!”

a. Turn on c. open

b. Sit d. turn off

8. Joko comes to my house

I said: “come in and on thechair!”

a. Write c. stand

b. Turn d. sit

Appendix B

Day..... and date:../...../.....2021

- 1-How long have you been teaching here?
- 2- What methods do you use to teach English vocabulary?
- 3- Have you ever shown or included movement to teach English vocabulary?"
- 4- Do you understand what Total Physical Response means?
- 5-Are there any constraints on the use of movements when teaching English vocabulary to young students?
- 6- Do you believe that teaching vocabulary through TPR is useful in boosting students' abilities?

Appendix C

Treatment Given to class 8th

1. Stand up // Sit down
2. Take your book // Take your pen
3. Close your eyes // Open your eyes
4. Put your left hand on the table // Put your right hand on the table
5. Put your both hands on the table // Clap your hands once
6. Turn off light // Turn on light
7. Clap your hands five times // Jump once
8. Jump twice // Jump three times
9. Jump once then clap your hands twice // Jump three times then clap your hands three times
10. Touch your hair // Touch your left ear