

## PROMOTING VOCABULARY USING TOTAL PHYSICAL RESPONSE (TPR) METHOD ON EARLY CHILDHOOD ENGLISH LANGUAGE TEACHING

Cicih Nuraeni

Universitas Bina Sarana Informatika  
Jalan Kamal Raya No. 18 Ringroad Barat Cengkareng Jakarta Barat  
Email: [cicih@bsi.ac.id](mailto:cicih@bsi.ac.id)

Submitted: 2018-11-12

Accepted: 2019-07-10

Published: 2019-08-27

Keywords:	Abstract
TPR ELT Early childhood	<i>The purpose of this study was to describe the implementation of Total Physical Response (TPR) method on early childhood English Language Teaching (ELT) at Panti Asuhan Yauma. This study was a descriptive qualitative. The data resources were teacher and students at Panti Asuhan Yauma Jakarta. The class consisted of 6 students aged around 5 to 11 years old. The data were collected through observation and interview. The instruments were pre-test and post-test with 2 (two) criterion being assessed, namely vocabulary and comprehension. They were divided into 6 (six) elements such as accuracy of word, understanding each word, word choice, understanding the meaning, speaking easily, and intonation. The results showed that there any improvement on vocabulary score about 26.16 and comprehension score about 27.16. Using TPR method the children enjoyed the class and were very active in learning process.</i>

### INTRODUCTION

Teaching English for early childhood is challenging for teachers because they require more preparation and patience to create comfortable and enjoyable in teaching. It is also not easy to do because the teacher should know the effective ways of teaching them, such as employing appropriate tricks and treats, creating students' interest and making them to pay great attention to learning process in the classroom (Ummah, 2017). Good teachers are those who teach and are able to create positive response in their students.

English teaching and learning between early childhood and adults cannot be equated. This is reflected by the different characteristics of adults and children. Children are very talkative, having less concentration, having their own business, fond of talking to friends. Consequently, the teachers must have the spirit of patience and high hospitality. Both the teacher and the students are the main element in the class. The teachers should be able to manage the class well. Many experts reveal that the use of appropriate techniques or method used by the teachers can attract the leaners in English classes. In the level of early childhood, the teachers must relax and fun in delivering the materials

to children. In addition, teachers must create a good learning environment and appropriate instruction to students (Rokhayati, 2017.)

Students usually feel bored when they learn English because of the learning method is boring, it means that choosing the appropriate method and activities with a focus on students' motivation will create a better learning process as the students will motivate themselves to learn more. In doing so, teachers should be more creative to provide teaching materials as well as teaching aids that are considered significant needed by the students (Nurani & Yohana, 2015).

As (Savi, 2014) notices that children seem to learn language quickly and thoroughly when the brain and body work together. Another popular mnemonic strategy used for teaching foreign language vocabulary is the Total Physical Response (TPR) developed by Asher (1966). When using this method, teacher give a number series of commands in the target language (e.g., jump, you're your teeth, clap your hands), while learners are expected to respond with whole-body movements (e.g., to jump while clapping their hands). TPR is supported by several theoretical approaches to learning situations (Khorasgani, 2017). The physical aspect of TPR learning process makes it possible to integrate physical exercise and play into language teaching quite naturally and to enhance children's physical activity and engagement outside classes, contributing not only to their linguistic, but also to their physical development and movement. In the English teaching and learning process, the use of TPR involves movements that the students can actively do in the classroom. In teaching, the teachers can use a song, a storytelling, or role-play in which there are commands to enable students to carry out instructions to perform an action. Teachers act as parents who instruct the message to their children. For example, the teacher says "run". Then the teacher instructs through giving commands to the students to take this action then all the students run. These activities can be done repeatedly. After that, the teacher asks the students to repeat the words as what they are doing. In the lessons, teachers can change the position of the class into a circle. This method creates the students in the class should perform the actions and listen to the commands that given by the teacher. This is believed that the students who can perform the actions also have learning process in improving listening skill. It is a language teaching method focus on physical (motor) activity through commands and responds of body. Physical activities are meant to reduce stress people or the learners feel when studying foreign language. Having fun makes language learners interested in learning and it is going to be more effective.

The advantages of using Total Physical Response in English teaching and learning activities: (1) Total Physical Response is fun, so many children enjoy in teaching and learning process, (2) Total Physical Response can help the students remember English words and expressions, (3) Total Physical Response can be applied in large and small class, (4) Total Physical Response is not only appropriate for young learners but also adult learners, (5) Total Physical Response is suitable for active students in class (Rokhayati, 2017).

The most usual TPR activities involve teacher's commands to which students respond physically, demonstrating comprehension. The followings are some example TPR activities based on commands: (1) Depending on the theme of the lesson, the teacher could prepare commands that will strengthen vocabularies teaching using hand movement to manipulate any set of pictures or flashcards: Point to / Touch / Pick up (your mouth / your cheek / an orange/ a strawberry). (2) For lessons outside the classroom, more action can be introduced with commands 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.

The main focus of Total Physical Response (TPR) is physical activities. Such as considering the necessity of the Total Physical Response (TPR) method in teaching English vocabulary for early childhood, the researcher conducted her research, entitled "Promoting Total Physical Response (TPR) Method on early Childhood English Language Teaching". The aim of this study is to investigate what so called Total Physical Response (TPR) method in teaching English vocabulary. This research attempts to describe the implementation of TPR to promote students' vocabulary and comprehension.

## **METHOD**

The method of the research was descriptive qualitative research. The researcher conducted the study in the A-1 Class at Panti Asuhan Yauma Jakarta which consists of 6 students. Their ages were around 5 to 11 years old with 19 females and 11 males. The research took 1 (one) month, started from 2nd May to 7th June 2018. Furthermore, the procedure of data collection in this research was obtained by observation and interview. In the observation, the researcher observed English Language Teaching learning activities by implementing TPR Method for the students at Panti AsuhanYauma Jakarta. Here, the researcher also took part as the companion teacher to teach them. She conducted observation in twice stages, divided into three main parts, they are pre-teaching, while-teaching and post –teaching. She observed how teacher taught them by using TPR method in the whole English Language Teaching (ELT) activities.

In the interview, the researcher did some interviews to both teacher and students by using very simple and unstructured questions because she wants to get the information as accurate as possible. At the end of the teaching process, she interviewed the teacher first and followed by the students. By doing this, she got the information of the students' interest and response in joining learning activities.

The researcher used the instrument of assessment to measure the effectiveness of the Total Physical Response (TRP) method usage. The instruments were divided into two types, they are pre-test and post-test. Regarding from norms referenced evaluation and the criteria for passing this instrument is divided into many criterion, namely: 41 – 50 : failed, 51 – 60 : fair, 61 – 70 : average, 71 – 80 : good, 81 – 90 : fluent, 91 – 100 : master. The data analysis istaken from every part emphasized on vocabulary and comprehension during learning activities.

## **RESULTS AND DISCUSSION**

The students of Panti Asuhan Yauma were the students around the age of 5 to 11 years old. They categorized as early childhood students, which they loved to play in the class, made noise, ran here and there or just shout each other. So, as the teacher, chose the appropriate teaching method is the best solution to make them enthusiast and focus on learning activities. Panti AsuhanYauma also support the learning activities through provide school facilities such as toys, story books, pictures, playground and etcetera. It is one of the techniques to make students enjoy and fun when learning. Every child has different habit, so they may choose different kind of school facilities.

Before the researcher did the two stages of the observation, she gave them pre-test which used conventional method. The purpose of the pre-test was to measure the comprehension of English skill especially vocabulary before the Total Physical Response (TPR) method was being applied. The researcher divided the components of assessment into aspects namely vocabulary and comprehension. The elements which were categorized as vocabulary aspect were accuracy of word, understanding each word and word choice. The comprehension aspect can be traced down into understanding the

meaning, intonation and speaking easily. Each aspect has a maximum score 100. The score was the effectiveness indicator of the improvement English vocabulary through TPR method. The effectiveness indicator of English skill could be analyzed from the students' achievements through the scoring of pre and post – test. The indicator can be figured out in the table 1.

Table 1. Indicator of Assessment

No.	Assessed Aspects	Elements	Maximum Score
1.	Vocabulary	Accuracy of Word	100
		Understanding Each Word	
		Word Choice	
2.	Comprehension	Understanding	100
		the	
		Meaning	
		Speaking easily	
		Intonation	

Based on the observation at Panti Asuhan Yauma, the students were taught by teacher-centre method where the teacher is in actively involved in teaching while the learners are in a passive, receptive mode listening as the teacher teaches. In this method, students put all their focus on teacher. The teacher often had difficulty to keep students' interest in learning activities and the approach tends to require little or no critical thinking. As a result, the students still got low competencies in English skill particularly on vocabulary and comprehension. The assessment was given to them by interviewing them by using English, then the researcher gave them score based on their skill.

The result of the pre-test can be viewed on the table 2 below:

Table 2. Pre-Test

Respondents	Criterion	
	Vocabulary	Comprehension
Student A	50	50
Student B	45	54
Student C	44	42
Student D	56	45
Student E	40	53
Student F	50	55
Total per Criterion	47.50	49.50
Means Score	48.50	

From the table 2, it can be seen that the lowest score is in vocabulary element which is 47.50. While the total score of the criterion from the students is still low, about 48.50. It means that the score indicate the students need a new method to enhance the two criterions above. They need a comfortable and enjoyable leaning method

After doing the two stages of observation, the researcher gave them post-test to assess how the effectiveness of TPR method to the English learning activities at PantiAsuhanYauma Jakarta. The result of the post-test can be seen at the table 3.

Table 3. Post-Test

Respondents	Criterion	
	Vocabulary	Comprehension
Student A	70	73
Student B	73	75
Student C	81	84
Student D	76	78
Student E	68	73
Student F	74	77
Total per Criterion	73.66	76.66
Means Score	75.16	

From the table 3, it can be analysed that there is improvement around 26.66. The number of 26.16 represent of the enhancement of English vocabulary through applying TPR method. The escalation is about improvement of vocabulary and comprehension elements. The total means score on the post-test was 75.16. It derived from vocabulary score was about 73.66 and comprehension score was about 76.66. The escalation process could be visualized on the figure below:

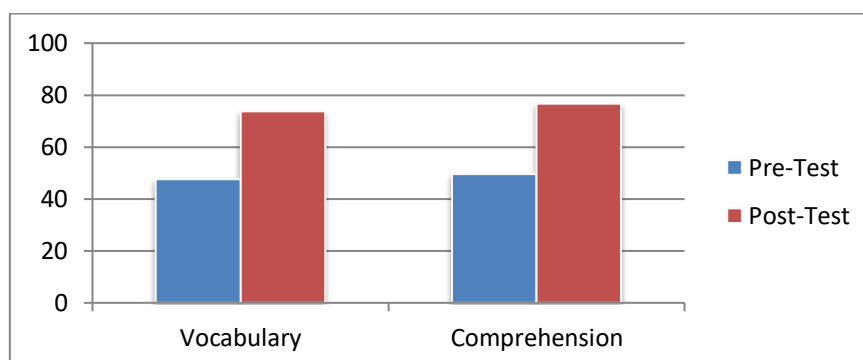


Fig.1. Escalation Chart

The score of 75.16 is the proof that the students at Panti Asuhan Yauma have a good improvement in learning English. The TPR method made them feel confident to explore their ability in language. This thing can be analyzed from the score of vocabulary and comprehension. Based on the score pre-test and post-test, the TPR method made their knowledge of vocabulary raised about 26.16. It shows that there is an escalation process in vocabulary. In the starting of the observation process, the students were really afraid in speaking English because they were lack of vocabulary. While the improvement of comprehension lies on 27.16. It proves that cognitively the students at Panti Asuhan Yauma understanding the meaning of the word, speaking without hesitation with using good intonation.

The TPR method encourages the students' self-confident, creativity, curiosity and motivation. It makes students enjoy and enthusiast in following the learning process. It gives positive impact to them because the topic given was familiar and easy to remember. TPR method made the teaching process was flexible and fun.

## RESULTS AND DISCUSSION

Before the teaching process began, the teacher must know how to deliver the lesson effectively. A good way to deliver the lesson is very important. Good teacher is the teacher who gives motivation to the students in the first and last meeting. The best motivation will result the students and the teacher have similar purpose. By this way, the students feel close to the teacher and believe it can make students more comfort when they study.

In delivering the lesson, teacher can arrange the students into groups. They can choose the members by themselves. Another way to attract students' focus is through song, as we know, children are really like sing a song or shows some colorful pictures.

In this study, researcher explored the process of English language teaching activities at PantiAsuhanYauma, especially in teaching English vocabularies. By applying TPR method, students are expected to be more active, creative, and interactive and had an enjoyable activity in relation to the physical movement, such as story-telling, playing games and interacting with peers who cover giggling, laughing, body language and facial expression that enable them to study, play and communicate each other at the same time.

### *First of Observation in A-1 Class*

In the first observation, the teacher taught the students of A-1 Class at PantiAsuhanYauma Jakarta using one of TPR activities, namely Spelling Body. This teaching learning activities is divided into three steps, they are pre-teaching, while-teaching and post-teaching. Here, teacher used bilingual to teach students.

#### *Pre-teaching*

In the pre-teaching , the teacher started the teaching activities as follow:

a. Greetings

The teacher said warmest greeting to the students before starting the lesson.

Below are the example of the greeting:

Teacher : "Good morning students"

Students : "Good morning miss..." (answered together)

Teacher : "How are you?"

Students " Fine, miss...."(answered together)

Teacher : "Ok, thank you everyone"

b. Praying to God

Before starting the lesson, teacher asked students to pray together based on their belief.

c. Warming up

In this part, teacher gave warming up by singing a song, for example Head, Shoulder, Knees and Toes. This song related to the vocabulary lessons about parts of body which will be delivered to the students. Below are the activities of warming up:

Teacher : "Are you ready to learn English?"

Students : "Yess miss..."

Teacher : "Alright, *ada yang tahu lagu (Bahasa Indonesia)* Head, Shoulder, Knees and Toes?"

"Have you ever heard that song?"

Students : "*Belum (Bahasa Indonesia)* miss.." ,

Students : "*Ya pernah dengar (Bahasa Indonesia)*, miss.."

(some students say yess and some say no, it indicated not all of students familiar with the song)

- Teacher : “Well, *tidak apa-apa*(Bahasa Indonesia), it’s oke. *Miss akan menulis lirik lagunya kemudian kita nyanyi sama-sama ya* (Bahasa Indonesia)?”
- Students :”Oke miss”
- Teacher : (write the lyric on the white board then sing the song, followed by the students)

Below are the lyric of Head, Shoulder, Knees and Toes:

*Knees and toes*  
*Head and shoulders knees and toes*  
*Knees and toes*  
*And eyes and ears*  
*And mouth and nose*  
*Head and shoulders knees and toes*  
*Knees and toes*

*Feet and tummies arms and chins*  
*Arms and chins*  
*Feet and tummies arms and chins*  
*Arms and chins*  
*And eyes and ears*  
*And mouth and shins*  
*Feet and tummies arms and chins*  
*Arms and chins*

*Hands and fingers legs and lips*  
*Legs and lips*  
*Hands and fingers legs and lips*  
*Legs and lips*  
*And eyes and ears*  
*And mouth and hips*  
*Hands and fingers legs and lips*  
*Legs and lips*

d. Introducing the Material

After singing a song together, the students start look so happy and relax in the classroom. Here, the teacher could start introduce the material about parts of body. The material that will be given to the students should be simple and based on their needs and also appropriate with their ages. TPR does not put the learner under stress, the language classroom is full of movement, songs and movement or stories and movement, they always have fun and they can always keep their interest in the process. In this English teaching learning activities, the use of song of Head, Shoulder, Knees and Toes is the selected song for teaching English vocabulary.

- Teacher : “Oke, sudah hafal lagunya (Bahasa Indonesia)?”  
Students : “Sudah miss ..(Bahasa Indonesia)?”  
Teacher : “Ok very good, sekarang kitabelajartentangbagian-bagian-tubuh, ada yang tahu bahasa Inggrisnya kepala?”
- Students :”Head” (together)  
Teacher :”Wow, Great! Kalaubahasa Inggrisnyamata?”  
Students : “Eyes miss..” (together)  
Teacher : “Excellent! Ada yang tahu bahasa Inggrisnyatangan?”  
Students : “Hand miss...” (together)  
Teacher : “Yess correct. Kalaubahasa Inggrisnyatepuktangan? Adayang tahu?”
- Students : ... (nobody answer)  
Teacher : “It’s okay, bahasa Inggrisnyatepuktangan adalah clap your hands. Ok repeat after me, clap your hands!” (the teacher also demonstrated clapping her hands to make students understand the meaning of clap your hands).
- Students : “Clap your hands” (together)

Regarding the activities of pre-teaching above, the researcher watched the interaction between students and teacher in the class by using language mixing (bilingual). It means that teacher sometimes used Bahasa Indonesia as the mother tongue of the students to explain the lesson in order to make students easier in understanding the teacher commands. The use of bilingual or mother tongue by the teacher indicates one of the characteristics of implementing TPR method. In addition, the researcher also found the physical response activities while teaching learning process. Teacher acts as the model, she illustrated or demonstrated action first and after that teacher asked students to imitate the action. In this case, the researcher found the role of the students as the imitator. It is also one of the characteristics of TPR method. From this pre-teaching activities, the researcher found that the teacher implemented few of characteristics of TPR method.

#### *While-teaching*

In this part, teacher started the lesson. She explained the topic about imperative by giving them examples both in English and Bahasa Indonesia, such as bellow:

- |                  |                          |
|------------------|--------------------------|
| Clap your hands! | : <i>tepuk tangan</i>    |
| Stand up!        | : <i>berdiri</i>         |
| Jump!            | : <i>lompat</i>          |
| Sit down!        | : <i>duduk</i>           |
| Touch your head! | : <i>Sentuh kepalamu</i> |

The teacher wrote down those the imperatives on the white board to make students easier remember.

Below are the activities in while-teaching in the A-1 Class at Panti Asuhan Yauma Jakarta:

- a. Teacher asked them to sit in a circle, then she stood up in the middle of the circle to explain the meaning of the imperative and demonstrated through the actions.



- b. Students followed the teacher gestures and actions. Teacher asked students to imitate her actions randomly and rapidly in order to make students pay attention to what she instructed and got more focuses to the lessons.

Here are the examples of the commands (teacher modelling):

Teacher : "Hallo..hallo..everyone....are you ready?"

Students : "Yess miss..."

Teacher : " Come on students, it's time to touch and shout. Are you ready? This is my nose, this is my head, this is my eyebrow, this is my cheek. I have two eyes, I have two ears. This is my nose, this is my lips, and this is my chin" (teacher touched her parts of body)

Students : (they just follow teacher commands and shouts it)

Teacher : "Ok guys, again....let's follow my instructions,...touch your head! Touch your knee! Touch your nose! Touch your ears! And...touch toes!"

Students : (they just follow teacher command and shout it)

Teacher : "Okay..again..listen to me...clap your hands! Stand Up! Jump! Jump! Sit down! Clap your hands!"

Students : (they just follow teacher commands)

- c. The teacher also asked the students to practice all of the imperatives with fully physical activities with their pairs.

In while-teaching, the researcher found characteristics of TPR method is implemented in teaching learning process, such as the spoken language is emphasized over the written language. The vocabulary of imperatives above are also emphasized on other language areas. By giving them imperatives, it made the student enhance their vocabularies. In this step, teacher still act as the role model to help students to understand her commands by demonstrating such as the imperatives above and students imitated it.

#### *Post-teaching*

- The teacher concluded the lessons about Parts of Body vocabularies and imperatives
- Review the lessons by repeating the imperatives and read aloud together the parts of body vocabularies which already wrote on the white board with physical responses
- Teacher also gives student motivation to practice more and study at home
- Teacher closed the meeting

This section, the characteristic of the TPR also still be implemented by the teacher to teach students. They read the imperatives first and then perform together by responding physicaly.

#### *Second Observation of A-I Class*

The steps of this second observation are the researcher as teacher reviewed previous material to remind and to measure the comprehension of previous lesson.

#### *Pre-Teaching*

Teacher also did the warm-up to create an enjoyable classroom by giving them a song. Teacher showed the video of that song (for example: head, shoulder, knee and toes

song) and children just enjoy the video. Then, teacher explained again about parts of body that contains on this song, both in English and Bahasa, then gave command to the students to touch their parts of body. To increase their comprehension, teacher could combine the vocabulary into a good sentences. For example:

- a. This is my head (*iniperutsaya*)
- b. I have two eyes (*sayapunyaduamata*)
- c. This is my tummy and I have two ears (*Iniperutsayadansayapunyaduatelinga*)

After that, previous step was the teacher already gave introduced new vocabularies and practised commands without performing the actions, and the students respond, demonstrating their understanding of the language introduced and practised. After checking the understanding of the students, the teacher tried again to give them a chance to practice, such as:

Teacher : “Touch your stomach!”  
Students : (*touch their stomach*)  
Teacher : “Touch your elbow!”  
Students : (*touch their elbow*)  
Teacher : “Good guys! Next, it is time to touch and say! Once again, touch and say!”  
“Ready?”  
Students : “Yess Miss...”  
Teacher : “Ok, pay attention and silent please”  
“This is my stomach”, “This is my hands”, “This my teet”, “This is my toes”  
Students : (*they touch and say what the teacher instructions*)  
Teacher : “Then, Now, repeat after me...”  
Head = *kepala*  
Eyes = *mata*  
Nose = *hidung*  
Mouth = *mulut*  
Ears = *telinga*  
Hands = *tangan*  
Feet = *kaki*

Based on the result of the second observation, in the pre-teaching, the researcher saw the students were happy and enjoy because teacher stimulate students by gave them a video song. The aim of these activities is to create a comfortable condition of the classroom and to make students focus on the lesson.

#### *While-Teaching*

After all students show their comprehension, the teacher continues with other commands that the class has observed being performed by the teacher and the students (*Sit down. Standup. Jump. Stop. Sit down. Stand up. Turn around. Turn around. Jump. Sit down*). It is important that the commands are introduced at the right pace (three at a time) so that all students can feel successful. When the class can perform all the commands without hasitation, the teacher may starts introduce new language through new commands that are more complex and contain not only new verbs, but also adjectives, nouns and adverbs. For example: *Point to the book/the chair/the desk/the pen/the bags. Walk to the whiteboard/the window/the chair. Touch the chair/the*

*door/the desk, Open the book/door/window, Close your eyes/Close the door/ etcetra.* In this way, the sequence of commands should be varied until all the students can follow the instructions without hesitations. By giving more compound commands and students can follow with no doubt, it demonstrates that they recognized new vocabularies. (Savi, 2014)

It is the time for game in the second session. Teacher gives the command and students follow it. Here are the steps:

- a. The teacher says one of the parts of body and point it quickly
- b. The students have to repeat what the teacher said and follow what the teacher point correctly
- c. Next, the teacher says one of the parts of body and students write on the white board what the teacher said
- d. If the students make mistake, they should sing a song in front of their classmates

Another well-known game in TPR is playing Simon Says. The teacher gives a command and students should only do it if the teacher say 'Simon says..' at the beginning. The teacher might say, "Simon says, 'slice the bread'", "Simon says, 'cut the finger', or "Simon says, "Wash your teeth" and the students must the action by acting like what Simon says. However if the teacher says, "Whisk an egg" without saying, "Simons says..." the students should not do this action. If anyone does the action that Simon does not say then they are out and have to watch for the mistakes of other students. The commands given by the teacher can be made more challenging if given with increasingly faster speed.

#### *Role Playing*

As (Alawiah, 2018) said that a well-used role play can reduce the artificiality of the classroom, provide a reason for talking and allow the learner to talk meaningfully to other learners. Role play differs from the controlled practice of the dialogue or dialogue with slots for the learners to substitute alternatives. It has the element of freedom and possibility of surprise. It can be concluded that a role play is a classroom technique that encourages students to participate actively in the process of learning in which learners play a part, and experience the language in context of real life communication.

So, in the second observation, this is the time to do next famous activities in TPR, called role playing and story telling. First, this is the group activities such like a games in which students ask to mime. The teacher played a song of *Five Little Monkeys (Jumping on the Bed)*, students enjoyed listen to the song. After that, students ask to play a role like a monkey which jumped on the bed, or like a doctor or like a mom of monkey. They can take turns each characters. So what is more? The physical activities are not done. After this, they should give performing actions with retelling to their classmates about *Five Little Monkeys (Jumping on the Bed)*. They create a group and share the characters each other, they jumping, calling, falling, sleeping. These activities made the story memorable for them.

From this section, the implementations of TPR method appear when teacher asked students to demonstrate what the teacher said. Teacher also asked students to imitate her actions. It means that the teacher role is as a model and the students' role are as imitator. It is appropriate with the characteristic of TPR method.

#### *Post-Teaching*

In the post teaching, the teacher concluded the lessons by reviewing the material and gave them motivation to practice at home. Teacher closed the meeting by inviting them to sing the previous song titled "Five Little Monkeys".

Based on the result of the implementation of TPR (Total Physical Response) method in teaching students who categorized as early childhood in Panti Asuhan Yauma, they were really happy, enthusiastic, have a high motivation to join the learning activities. As other researcher, Umah (2017) agree that they prefer to learn English by imitating, memorizing, repeating, and demonstrating by using response physical totally. Teaching English for early childhood should be happy, interest, enjoy, fun, unbarring, understandable, and memorable for them. So, they can implement it easily in their daily life. In this case, the researcher is teaching vocabulary for them by giving commands and monitoring actions. As (Munoz, 2011) proved through her study, the students as an imitators of teachers verbal and non- verbal models, they answers physically to the verbal commands, which can help to introduce English vocabulary to children, because children build social communication systems using their imagination, try ideas, develop kinesthesia and create a sense of control over their world in a stress free environment.

In the first instance, TPR produces active thinking that facilitates children's participation in the learning process; consequently, it not only promotes motivation but also a good attitude from students towards foreign language learning. Having these reinforcing factors helps children learn quickly and effectively. The fact that children understand and use new vocabulary in the classroom causes a high stimulus to learn English vocabulary, and because they are highly motivated to be an active part of the activity, their response to the target language increases; because, with their attitude showing a desire to learn English.

To conclude with these findings we found that the TPR method increases students' collaboration and confidence regardless of their speed to understand meaning, because when commands are repeated three or four times, children are ready to do so without fear of making mistakes; consequently, children not only memorize words but also they internalize the sequence of routines, it occurs in lesson number three "daily routines" where participants follow the routine and are related to the order of the order, in the sense that children are involved in cooperative learning.

## **CONCLUSION**

Based on the results of the study, the researcher gives the conclusion as follows: First, using TPR method periodically could escalate the vocabulary and comprehension of the students. It can be proved by the escalation score from pre-test and post test of vocabulary is about 26.16 and comprehension is about 27.16. Beside that, the teaching process through Total Physical Response (TPR) method works well to enhance student's vocabulary comprehension. It is reflected from student's capability in defining vocabulary meanings that are suited to its contexts. The students were very enthusiastic and interactive in the learning activities. TPR method is also assumed as the method that could increase both student's motivation and creativity. This can be overviewed from student's interaction in a more active-communicative learning circumstance as they have a more enjoyable learning experience and can easily get across to learning materials given by the teacher.

## **REFERENCE**

- Alawiah, S. (2018). The effects of student's perception on role play technique and student's learning motivation on speaking skills. *Wanastra*, X(1), 100-109.
- Khorasgani M. K., A.T. (2017). Teaching new vocabulary to Iranian young FL learners: using two methods total physical response and keyword method. *International Journal of Languages ' Education and Teaching*, 5(1), 90-100.

- Munoz, E. M. (2011). Teaching English vocabulary to third graders through the application of the total physical response method in teaching. Pereira: Facultad De Bellas Artes Y Humanidades Universidad Tecnologica De Pereira.
- Nurani, S., & Yohana, L. (2015). The effectiveness of teaching English vocabulary through total physical response storytelling. *Deiksis*, 7(1), 63–68.
- Rokhayati, A. (2017). Promoting Total Physical Response (TPR) for young learners in English Class. The 2nd TEYLIN International Conference Proceedings, (April), 75–80.
- Savi, V. M. (2014). Total Physical Response ( TPR ) activities in teaching English to young learners. *Физичка Култура и Модерно Друштво, Пос. Изд, Књ.*, 17, 447–454.
- Ummah, S. S. (2017). The implementation of TPR ( Total Physical Response ) method in teaching English for early childhood. *Advances in Social Science, education and Humanities Research (ASSEHR)*, 58, 421–428.