



TOTAL PHYSICAL RESPONSE IN LEARNING NARRATIVE READING FOR YOUNG LEARNERS TO IMPROVE RECEPTIVE VOCABULARY

Yulin Sulistyani

Institut Agama Islam Negeri Kediri, Indonesia

yyulin858@gmail.com

Abstract:

This study aims to analyze the effectiveness of the Total Physical Response Strategy (TPR) in learning narrative reading for young learners to improve receptive vocabulary in elementary school students. To achieve the goal of the study, the study used a quasi-experimental design, involving two groups of participants (control and experimentation) of third-grade students at an Islamic Elementary School in Kediri as well as providing pretest, treatment, and posttest. In addition, observations by conducting field records were conducted to determine the response of the students to the TPR Strategy. Data analysis showed that the results of the pretest and posttest scores of the control groups showed no significant difference. Hence it can be concluded that the mastery of English vocabulary of the experimental group increased significantly. In addition, data from observations by conducting field records showed that students generally responded well to the use of the TPR Strategy in learning activities. This is demonstrated by the learning process, the students look happy, and enthusiastic, and participate well without any feelings of stress or stress. Moreover, they understand both the learning material and the instruction in the classroom. Thus it can be concluded that the TPR Strategy is effective and suitable for use in learning narrative reading for young learners.

Keywords: *TPR, Receptive Vocabulary, Narrative Reading, Young Learner*

Introduction

In this Merdeka curriculum, there are some programs that are prioritized but are still experiencing constraints. The first data to be the basis of the problem is the Education report. The literacy application value of some basic education institutions still needs to be improved. While UNESCO (2019) mentions the reading interest of the Indonesian population is only 0.001percent, which means that out of 1,000 Indonesians, only one person is interested in reading. It is becoming increasingly clear that the literacy rate of students in Indonesia is still low. It is supported by a number of research results on the literacy level of SD students who fall into the low category. (Bendriyanti et.al., 2022; Harahap et.al.,2022; Mawarni, et.al., 2022; Solekhah & Mustadi, 2019; Sugiarti & Mulyono, 2022).

In addition to literacy problems, some studies also found a lack of student involvement in the classroom during learning. Lack of student involvement stems from their motivation and interest in lessons (Alfiani et.al., 2023; Fahrianur et.al., 2023; Putri et.al. 2022; Sugiarti & Mulyono, 2022). Some teachers have difficulty achieving learning goals because students are not actively involved in learning. (Darmayana, et.al., 2012; Sa & Surat, 2021; Sinaga 2021). Students get bored when they learn English because of their boring learning strategies. Moreover, a differential learning policy should involve all students. (Ambarita, 2023; Hvozdkova & Stranovska, 2022; Maharani, 2022).

This is the challenge of teachers to create an attractive learning material delivery strategy involving the entire student. There are various strategies that teachers can use to conduct learning that enhances student engagement while covering literacy in the classroom especially at the elementary school level. That is, it is necessary to select the right strategies and activities to create a better learning process. (Alfiani, et.al., 2023; Nur, 2014; Hermanto & Zulela, 2020; Khakim & Anwar 2020; Nuraeni, 2019, Sasmito, 2023).

The strategy that teachers can use is Total Physical Response (TPR). TPR is a learning approach that utilizes physical movement as a tool to understand, remember, and integrate vocabulary into language. The physical aspects of the learning process of TPR allow to integrate physical exercise and play into language teaching naturally and to enhance physical activity and involvement of children outside the classroom, contributing not only to their linguistics, but also to their physical development and movement. (Lutviana, 2017; Syafei, 2022; Yati, 2017).

In the learning process of teaching English, the use of TPR involves movements that students can perform actively in the classroom. In teaching, teachers can use songs, stories, or role-playing games where there are commands to enable students to execute instructions to perform an action. Teachers act as parents teaching messages to their children. For example, the teacher says "run." Then the teacher instructs by giving instructions to the student to do this and then all the students run. This activity can be done repeatedly. After that, the teacher asked the students to repeat words like what they did. teaching English vocabulary through. Physical Response allows students to learn faster and easier, as children find support from their physical representation facilitators or their peers (El Amatory, 2019; Hounhanou, 2020; Uartina, 2022;).

TPR characteristics can produce an enjoyable and memorable learning as students are given the opportunity to move their entire body and hands to respond to the teacher's teaching in person. TPR is suitable for situations where students need visual help in learning a new language. Kim et.al. (2016) and Retnoningsih (2018) stated that the application of Total Physical Response can improve student vocabulary mastery and there are active students in the classroom during the implementation of Total physical response. Other research finds that TPR strategies are effective to improve reading ability and help students understand text reading through teacher gestures, accuracy substitute, as well as the content of text and appropriate expressions (Sariyati; 2013; Yati, 2017).

There are some advantages of TPR; first, students can build their motivation when learning English because these strategies are without making students feel stressed. Secondly, students will easily memorize words because these strategies are effective for young students because they are fun. Lastly, they help students understand words from the target language and use them for communication. (Faizuna, 2020, Khakim & Anwar, 2020). The TPR strategy is an effective means for young teenage students to learn the target language. Besides, this strategy is suitable for large and small classes. And students are more active in the learning process using this strategy.

This adult number of studies on TPR strategies in English language learning show that the application of TPR strategy is effective in improving student vocabulary mastery (El Amatoury, 2019; Hounhanou, 2020; Logreira, 2019; Nuraeni, 2019; Sariyati, 2013; Uartina, 2022; Yati, 2017). However, there is still a gap regarding the application of TPR in Elementary students whose background is Islamic boarding house students especially tahfidz al Al Quran. Does the TPR strategy remain effective when applied to students who tend to prioritize the education of the Qur'an and are accustomed to memorizing sentences? This is what will be undertaken in this study that will explore the application of TPR in reading narrative texts by students of the Tahfidzul Qur'an. Therefore, in this study, the researchers wanted to prove whether TPR is still effective in improving vocabulary mastery in the reading of narrative stories in the students of Tahfidzul Quran.

Methods

This study aimed to prove whether TPR strategies are effective in improving student vocabulary mastery in narrative text reading activities. The method in this study is quasi-experimental because the participants involved are not randomly selected. (Louwen & Plonsky, 2016). Participants are selected according to the class they have already booked.

The research was conducted against the third grade of primary school in Pondok Pesatren Tahfidzul Quran. The choice of third grade is because from the third class there is extracurricular storytelling so the application of TPR can be a reference for the tutor as a learning strategy. This study involved two groups (control and experimental group). The researcher taught material in narrative form using TPR strategies to the experimental group by introducing some vocabulary into the narrative. To determine whether the TPR Strategy is effective in improving English vocabulary proficiency in elementary school students, the researchers used pre-test and post-test instruments that had previously been tested for validity, reliability and normality.

In addition to using the test, the researchers also performed observations in the classroom during the treatment. The observation activities aim to increase the validity and reliability of the TPR strategy in two different classes. In this study, the researcher as a participatory observer uses an observation journal instrument containing narrative records containing detailed documentation of what was observed during the activity. After the pre-test and post-test, the data collected is analyzed using SPSS statistic 18.0 with data import stages, variable understanding, statistic description, test hypothesis interpretation of results, data visualization, documentation and conclusion.

Results and Discussion

This research investigates whether TPR is effective in improving the receptive vocabulary mastery of elementary school students in reading narrative texts. The subject of the study is a third-grade student of Mambaul Hisan Elementary School Ngadiluwih. The subjects were 42 and divided into two groups of experiments and controls. The choice of the school is because it has the uniqueness of an Islamic boarding house-based school. Guided by research questions, researchers will explain the answers by displaying the results of the research and discussion below.

The results of the experimental and control group posttest showed that there was a difference between the abilities of the two groups. The average score of the experimental group was higher than the average score for the control group. Furthermore, after comparing the pretest and posttest scores of the experimental group, the results showed that the English vocabulary mastery of this group improved significantly. On the contrary, when comparing the pretest scores and posttests of the control groups, the result shows that English vocabulary mastery in this group did not improve significantly. For further clarification, the findings will be presented along with the discussion.

Table 1 Results of the experimental and control class pretest

| CLASS | N | Me an | Std. Deviat ion | Std. Error Me an | Levene's Test for Equality of Variances | | | | |
|---------|----|----------|-----------------------|---------------------------|---|-------|-----------|-----------|----------------------|
| | | | | | F | Sig | t | df | Sig (2tail ed) |
| | | | | | low er | upper | low er | uppe r | lower |
| PRETEST | 21 | 8,38 | 4,23 | ,93 | ,003 | ,956 | ,249 | 40 | ,804 |
| Control | 21 | 8,71 | 4,36 | ,96 | | | ,249 | 39,979 | ,804 |

Table 1 shows that the significance (2-tailed) is 0.804 which is > 0.05 . As greater than 0.05 (level of significance), the null hypothesis is accepted. It means that the results of

both groups' pretests are the same. Thus, it can be said that there is no difference in English vocabulary mastery between the experimental group and the control group at the time the pretest was given to the two groups.

Table 2 Results of the experimental and control class post-test findings

| CLASS | N | Mean | Std. Deviation | Std. Error Mean | Levene's Test for Equality of Variances | | | | |
|----------------------|----|-------|----------------|-----------------|---|-------|-------|-------|-----------------|
| | | | | | F | Sig. | t | df | Sig. (2-tailed) |
| | | | | | lower | upper | lower | upper | lower |
| POSTTES T Experiment | 21 | 12,67 | 3,67 | ,7908 | ,008 | ,928 | 2,086 | 40 | ,043 |
| Control | 21 | 10,19 | 4,05 | ,8854 | | | 2,086 | 39,50 | ,043 |

Table 2 shows that the significance (2-tailed) is 0.43 which is < 0.05. Since it is less than 0.05 (level of significance), the null hypothesis is rejected. Which means that the results of the post-test are not the same for the two groups. Thus, it can be said that there is a difference in English vocabulary mastery between the experimental group and the control group at the time the posttest was given to the two groups.

Table 3. Paired test control and experiment group

| | Paired Differences | | | | | | | t | df | Sig (2-tailed) |
|---------------------------------------|--------------------|----------|------------|---|-------|-------|----|------|----|----------------|
| | Mean | Std. Dev | Std. Error | 95% confidence interval of the difference | | t | | | | |
| | lower | upper | lower | Upper | lower | | | | | |
| Pair 1 Pre-test & Post-test (Control) | -1,48 | 4,13 | ,90 | -3,36 | ,40 | -1,64 | 20 | ,117 | | |
| Pre-test & Post-test (Experiment) | -4,29 | 2,95 | ,64 | -5,63 | -2,94 | -6,65 | 20 | ,000 | | |

Table 3 shows that the significance (2-tailed) is 0,000 which is <0.05. Because it is less than 0.05 (level of significance), the null hypothesis is rejected. This means that there is a significant difference between the pretest and posttest mean (average) groups of experiments. Thus, it can be said that the mastery of English vocabulary in experimental groups increased significantly.

Discussion

The purpose of this study is to prove whether TPR is effective in improving the mastery of English vocabulary in three-year-old primary school students based in the

Tahfidzul Quran reception cottage. The results of the study show that TPR is effective in improving the English vocabulary proficiency of students of the S.D. level between the ages of 9-10 years. It's in line with the characteristics of TPR as first introduced by Asher, an emeritus professor of psychology at San José State University after being inspired by how children actually learn their first language, by responding by using the physical to the pattern, initially through command. Asher started TPR when he wondered why so many people were so difficult to learn a second language but hardly anyone had difficulty learning their first language. (Kim, 2016; Retnoningsih, 2018, Sariyati, 2017).

The findings of this study show the advantage of TPR is that it is able to improve student vocabulary mastery significantly. It appears from the post-test results of the two different groups that the experimental group averaged post-test values much higher than the control class. It is in line with the TPR principle that supports the achievement of faster language understanding when the language is associated with their daily activities. Students experience rapid progress when content involving English can clearly be beneficial for use outside the classroom and involve body movements (Khakim & Anwar 2020, Uartina, 2022). This study found that the use of TPR is effective in improving vocabulary mastery of single words and phrasal verbs in narrative texts. This is in line with the explanation of the term 'vocabulary' defined in the OED (Oxford English Dictionary) online as 'a group or list of words with a brief exposition of their meaning.' (Sariyati, 2017; Alfiani 2023) Furthermore, in Webster, the vocabulary is as: 1) A list of words, and sometimes, a phrase, usually arranged in alphabetical order and is defined: dictionary, glossary, or lexicon. 2) All words of the language. 3) All words used by a particular person, class, profession, etc; 'Sometimes', all words recognized and understood by a certain person, although not always used by him.

There are a wide variety of vocabulary that a second language learner can know, such as single words, set phrases, variable phrases, phrasal verbs, and idioms (Schmitt, 2008), which are explained as follows:

- Single words This category covers any language vocabulary. This type is used more often than any other word. In single words, not only the word room but also bedroom and dining room. These three examples are considered to be one word even though the dining Room requires two words, to express the concept, while the bedroom requires only one word.
- Set phrases. This type covers more than one word and is always changing. In a set of phrases on the other hand (in contrast), for example, it cannot be said in the other hand, or in other hands, or in other fingers, although these options are semantically related. Set other phrases such as now and then (not then and now), the bottom line (not the lowest line), ladies and gentlemen (not gentlemen and ladies), and all of a sudden (not some of a sudden or none of a Sudden). For example, in Variable phrases, it has come to our attention that, we can change our possessive adjective to me. Similarly, the phrase off and on can also be on and off. Thus, if it has been raining irregularly (irregular rain), we can hear "it's been raining off and off" as well as "it's been Raining on and Off."

- - Phrasal verbs. Phrasal verb or verb phrasal includes two or three words with the first word and the second (and third) word particle. Many words can be used as the word in the verb phrase, but common words include put, take, come, call, make, go, and get. This basic verb is often combined with the Nine Particles - up, down, on, off, in, out, away, back, and over to form a unique word. For example, the take verb combined with these nine particles makes the nine phrasal verbs: take up, take down, take on, take off, take in, take out, take away, take back, and take over. Because of its quantity and frequency, the phrasal verb is a very difficult vocabulary for English learners. What's more, in fact, every phrasal verb can also be polysemous, that is, each can have some different meanings. An example is the basic take (taking), as shown above, which can merge with nine particles to produce nine new phrasal verbs. However, each of the nine novel phrases becomes polysemous. For example, take off: • take out clothes ("He took off his sweater.") • succeed ("His career took off.") • Take off ("The jet took off") • go ("I'm going to take off."). So, take, which forms part of the nine phrasal verbs, has more than nine meanings, about as many as thirty
- Idioms. All languages contain idiomatic expressions, and each of these idiom expressions or idioms is its own vocabulary. A group of verbs can be categorized as idioms if the meaning of each of them is different from that of the whole word. For example, a person lets the cat out of the bag, which means someone opens his secrets instead of someone letting a cat out of the bag.

In line with Logreira's recommendation (2019), which argues that because so much is learned about each part of the vocabulary (meaning, oral/ written form, collocation, connotation, grammatical behavior, etc.), it feels important for teachers to introduce it little by little. Teachers can use TPR strategies to introduce starting with the most frequent, useful, and easy-to-learn vocabulary, then proceeding to the rarely-used and harder-taught vocabularies. Teachers have to repeat vocabulary often, because students have to recognize words or phrases many times before the acquisition occurs, and teachers need to do teaching variations so that the training is not boring and so that their learning style is different (Logreira, 2019).

Observations have shown that the role of teachers in helping students understand vocabulary is essential. Teachers should give examples of physical response movements first before asking students to practice them. Once students understand the teacher's movements and meaning of a vocabulary, students will explore their own ability to interpret the meaning of other vocabulary. compared directly with other research that also affirms that teachers should help students by stimulating them to find additional information on their own, making the learning experience a means to meet their own particular needs (Chomphara, 2021; Dharmayana, 2012)

Characteristics of children as language learners in connection with selection to education, the term children is usually used for students between the ages of 2 and 14 years. Sholekhah & Mustadi (2019) described 'Young Learners' as children from the first year of formal school (age five or six) to eleven or twelve years. As language learners, according to Nuraeni (2019); and Hounhanou (2020), children have characteristics that teachers should consider in teaching them. Here are some common characteristics of children):

- a. They respond to meaning even though they do not understand the words. They often learn indirectly rather than in person;
- b. Their understanding comes not only from the explanation but also from what they see and hear and is important for them to have the opportunity to touch and interact;
- c. They are generally enthusiastic about learning and have a curiosity about the world around them
- d. They need the attention and approval of their teacher
- e. they are interested in talking about themselves and respond well to learning that involves themselves and their own lives as the main topic in the classroom
- f. They lack attention, except for very exciting activities, they can quickly get bored after interacting after 10 minutes or more.

Duan (2021) and Logreira, (2019) mention other characteristics of children as language learners Children are more skilled in acquiring languages than learning languages. Then, Kids are entirely occupied with language. The last, Children physically move when acquiring and learning a language.

From the above characteristics, it can be concluded that children learn foreign languages in the same way as they learn their mother tongue. It is as stated by Kim (2016) that, the activity of helping babies and young children learn English as a second language is not different from the activity to help those who are learning English as their first language.

Teaching English Vocabulary to Three-Class Elementary School Students Using the TPR Strategy In this study, since the pupils are three-course elementary school students and based in the Kur'an classroom, the target vocabulary being taught is single words and phrasal verbs vocabulary based on extra-curricular activity modules that are simple narrative texts. In the narrative, there are a number of prohibition sentences, character words, and work words that indicate daily activities. As for the English vocabulary mastery test instrument, that is, the character words numbers, (1 to 10), command sentences for numbers 11 to 20 and daily activities numbers 21-30. This is in line with the views of El Amatoury (2019) and Hounhanou (2020), who stated that the use of learning media will improve the effectiveness of the learning process. Because, as proposed by Khakim & Anwar (2020) and Uartina (2022) teachers should introduce vocabulary little by little, starting with the most frequent, useful, and easiest to learn, teachers must often repeat the vocabulary because students must recognize the word or phrase several times before the acquisition occurs, and teachers need to do teaching variations so that the training is not boring and so that their learning style is different.

Children in primary school learn to spell words and also learn meaning (Kim, et.al, 2016; Ummah, 2016) to learn and understand English as a local subject as soon as possible and can practice simple conversation (Nuraeni, 2019). Therefore, in vocabulary teaching, as Schmitt (2008) suggested, teachers should choose and apply best teaching practices based on student character, target words, school system and curriculum, and other factors.

Students' Response to Teaching English Vocabulary Using the TPR Strategy

Data obtained through observation by conducting field records showed that the students responded well to English teaching using the TPR Strategy based on the following indicators:

- a. The students looked enthusiastic and they participated in class activities happily without feeling any stress or stress. The same is true of the research found by Lutviana & Mafulah. (2017). In his research, it was found that student participation increased very significantly.
- b. The students felt rejoiced and happy. In line with the results of a student interview conducted by Ummah (2016). Students stated that it's more pleasant to practice like that. For them, the lessons are becoming easier and more enjoyable.
- c. Most students perform the teacher's instructions well after the teacher acts as a model and repeats the instructions several times. Through observations, Nuraeni (2019) and Sariyati (2013) found that the student performs the entire instruction well even though the teacher repeats his instructions.
- d. Students understand both the material and the instruction of the class. The material given by the teacher is a simple narrative text while the instruction of the class is a command to do the day-to-day activities in the classroom. In another study, Uartina (2022) stated that students were brilliant in performing instructions that they often heard and practised in the classroom.

Conclusions

Based on the results of data analysis, it can be concluded that the TPR Strategy is effective in improving the mastery of English vocabulary of elementary school students, especially third-grade students. This can be seen from the post-test results of the experimental group which significantly increased after being treated with TPR Strategy, unlike the control group after having been treated by conventional methods. The TPR Strategy is perfectly suited to children's character because they like to move around and get bored quickly when just sitting on a chair. Moreover, it's supported by their good response to the TPR technique. TPR can motivate children to be interested in learning English vocabulary because this method is very entertaining for them. This is demonstrated by pleasure when participating in class and enthusiasm as well as often laughing as they undergo learning activities although this method can cause some students to overreact because they are too happy to participate in learning activities.

References

- Alfiani, R., Nirwanto, R., Mirza, A. A., Nemi, N., & Wahdah, N. (2023). Upaya Memperkenalkan Kosakata Bahasa Inggris Di Sdn Sakakajang 1. *Al Ghafur: Jurnal Ilmiah Pengabdian Kepada Masyarakat*, 2(2), 178-184.
- Ambarita, J. (2023) *Pengantar Pembelajaran Berdiferensiasi*. Penerbit Adab.
- Ardita Markhatus Solekhah, Ali Mustadi, Student Engagement in Reading Interest to Promote Literacy in Elementary School (2019) *Advances in Social Science, Education and Humanities Research*, volume 326 p.(90-94) 10.2991/iccie-18.2019.16

- Bendriyanti, R. P., Dewi, C., & Nurhasanah, I. (2022). Manajemen Pembelajaran Berdiferensiasi Dalam Meningkatkan Kualitas Belajar Siswa. *JP (Jurnal Pendidikan) : Teori Dan Praktik*, 6(2), 70–74. <https://doi.org/10.26740/jp.v6n2.p70-74>
- Chomphara, N., Srichantha, S., Sintanapanya, A., & Srichantha, S. (2021). Satisfaction of students toward using test retest method in reading and writing skills for Thai word. *Journal of Green Learning*, 1(2), 49-51.
- Davidheiser, J. (2002). Teaching German with TPRS (total physical response storytelling). *Die Unterrichtspraxis/Teaching German*, 25-35.
- Dharmayana, I. W., Kumara, A., & Wirawan, Y. G. (2012). Keterlibatan siswa (student engagement) sebagai mediator kompetensi emosi dan prestasi akademik. *Jurnal Psikologi*, 39(1), 76-94.
- Duan, Y. (2021). The Application of Total Physical Response Method (TPR) in Preschool Children's English Teaching. *Theory and Practice in Language Studies*, 11(10), 1323-1333.
- El Amatoury, E. L. (2019). Comprehensible Input: The Effectiveness of TPR, TPRS, Technology, and Reading.
- Fahrianur Fahrianur, Ria Monica, Kristia Wawan, Misnawati Misnawati, Alifiah Nurachmana, Syarah Veniaty, & Ibnu Yustiya Ramadhan. (2023). Implementasi Literasi di Sekolah Dasar. *Journal of Student Research*, 1(1), 102-113. <https://doi.org/10.55606/jsr.v1i1.958>
- Gao, J. (2020). Culturally relevant pedagogy in teaching proficiency through reading and storytelling. *Chinese Language Teaching Methodology and Technology*, 3(2), 63.
- Hounhanou, A. J. V. (2020). Promoting TPR (Total Physical Response) method in teaching vocabulary for EFL beginners in Benin secondary schools. *International Journal of Applied Linguistics and English Literature*, 9(6), 23-31.
- Hvozdíková, S., & Stranovská, E. Development Of Reading Literacy In Foreign Language And Attention Deficit And Hyperactivity Disorder Children.
- Khakim, L., & Anwar, C. (2020). Improving Students' Vocabulary Mastery Through Total Physical Response Learning Method. *Proceedings of the 2nd Social and Humaniora Research Symposium (SoRes 2019)*.

- Khakim, L., & Anwar, C. (2020). Improving Students' Vocabulary Mastery Through Total Physical Response Learning Method. Proceedings of the 2nd Social and Humaniora Research Symposium (SoRes 2019).
- Kim, E. J., Shin, D. I., & Kim, K. S. (2016). A Study of kinetic narrative educational contents based on English literature: A convergent approach. *Journal of Digital Convergence*, 14(4), 43-53.
- Lutviana, R., & Mafulah, S. (2017). The Use of Video and TPR to Improve Students' Vocabulary Mastery. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 2(2), 89-97.
- Logreira, E. L. (2019). Using Teaching Proficiency Through Reading and Storytelling (TPRS) to Develop Speaking Skills and Fluency in ESL Students in Early Language Production (Doctoral dissertation, Greensboro College).
- Louwen, S., Plonsky, L. (2016). *An A-Z of Applied Linguistics Research Method*. New York: Palgrave
- Maharani, H. (2022). Gaya Kepemimpinan Guru di Dalam Kelas Terhadap Keaktifan Siswa SD/MI. *Jurnal Sekolah Dasar*. <https://doi.org/10.36805/jurnalsekolahdasar.v7i1.2041>.
- Mawarni, M., Syofyan, H., Kinasih, A. R., & Yunita, Y. (2022). Inovasi Pembelajaran Berdiferensiasi Di Sd. In *Seminar Nasional Ilmu Pendidikan dan Multi Disiplin* (Vol. 5, No. 01).
- Nur, Hadi. *Integrating Knowledge with Science And Religion*. Proceeding first ASIK. Johor: Ibnu Sina Institute for Fundamental Science Studies. 2014
- Nuraeni, C. (2019). Using total physical response (TPR) method on young learners English language teaching. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(1), 26-34.
- Nurlinah Sugiarti, Mulyono, Strategi Pembelajaran Berdiferensiasi dalam Pelajaran Bahasa Indonesia Kelas IV SD Insan Mulya Kota Baru Driyorejo Gresik, *Bapala* Volume 9, Nomor 9 Tahun 2022, hlm. 157—164
- Putri, N., Haryanti, D., Jolaekha, J., & Hartono, H. (2022). Penerapan Model Pembelajaran Problem Based Learning untuk Meningkatkan Hasil Belajar Anak Kelompok B TK Mutiara Bunda Kabupaten Cirebon. *Hadlonah : Jurnal Pendidikan dan Pengasuhan Anak*. <https://doi.org/10.47453/hadlonah.v3i1.706>.
- Richards, J. C., & Rodgers. (1987). *Approaches and methods in language teaching*. US: Cambridge University Press

- Sa, S. L. Y., & Surat, S. (2021). Faktor Dan Kesan Keterlibatan Pelajar Terhadap Pencapaian Akademik [Factors And Implication Of Student Engagement On Achievement]. *International Journal of Advanced Research in Islamic Studies and Education*, 1(3), 81-91.
- Sinaga, T. A. B. (2021). Penerapan Metode Discovery Learning Untuk Meningkatkan Keaktifan Belajar Siswa Pada Mata Pelajaran Bahasa Inggris Kelas X. Iis. 2 Sma Negeri 3 Muaro Jambi Tahun Pelajaran. 2018/2019. *LANGUAGE: Jurnal Inovasi Pendidikan Bahasa dan Sastra*, 1(1), 64-73.
- Sariyati, I. (2013). The effectiveness of TPR (Total Physical Response) method in English vocabulary mastery of elementary school children. *PAROLE: Journal of Linguistics and Education*, 3(1 April), 50-64.
- Syafei, Fauzia Rozani. (2022) Guidance in Developing English Teaching Materials for Junior and Senior High School Students. Payakumbuh: Berkah Prima
- Uartina, Z. (2022). Penerapan Metode Total Physical Response (Tpr) Sebagai Upaya Meningkatkan Motivasi Dan Hasil Belajar Reading Peserta Didik Pada Kelas X Tkro C SMKN 2 Banjarbaru. *LANGUAGE: Jurnal Inovasi Pendidikan Bahasa dan Sastra*, 2(3), 269-277.
- Ummah, S. S. (2016, November). The implementation of TPR (Total Physical Response) method in teaching English for early childhood. In 3rd International Conference on Early Childhood Education (ICECE 2016) (pp. 421-428). Atlantis Press.
- Yati, H. (2017). Building vocabulary using the teaching proficiency through reading and storytelling method. *English Education Journal*, 8(1), 97-111.