



# Teaching English Vocabulary Using Total Physical Response (TPR) Method

Uli Ulfah Afrianti<sup>1\*</sup>, Katharina Rustipa<sup>2</sup>



<sup>1,2</sup> Universitas Stikubank Semarang, Semarang, Indonesia

## ARTICLE INFO

### Article history:

Received May 02, 2023

Accepted August 05, 2023

Available online August 25, 2023

### Kata Kunci:

Mengajar, kosakata, total physical response.

### Keywords:

Teaching, vocabulary, total physical response.

### DOI:

<https://doi.org/10.23887/jpbi.v11i2.61065>

## ABSTRAK

Kosakata adalah bagian terpenting dalam mempelajari bahasa kedua. Pengajaran kosakata, khususnya bagi pelajar muda, harus menyenangkan, menarik, dan mudah dipahami. Salah satu metode alternatif yang dapat diterapkan di kelas adalah respon fisik total. Tujuan dari penelitian ini adalah untuk menganalisis Pengajaran Kosakata Bahasa Inggris Menggunakan Metode Total Physical Response (TPR) di Sekolah Dasar. Untuk mengetahui hasil dan mendeskripsikan kesulitan siswa, peneliti menggunakan metode analisis deskriptif kualitatif. Untuk memperoleh informasi kualitatif, materi diambil dari observasi berupa catatan lapangan, dokumentasi, dan wawancara, serta wawancara siswa dan guru. Metode analisis data yang digunakan adalah analisis deskriptif. Langkah-langkah dalam proses analisis data adalah reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi. Selain hasil tes TPR, setelah mengikuti perkuliahan, rata-rata siswanya adalah 80–70. Dapat disimpulkan bahwa siswa kelas IV SD dapat memahami materi dengan lebih baik dan termotivasi untuk belajar dengan menggunakan Total Physical Response (TPR) yang efektif meningkatkan keterampilan dan kontrol siswa.

## ABSTRACT

Vocabulary is the most important part of learning a second language. Teaching vocabulary, especially for young learners, should be fun, engaging, and easy to understand. One alternative method that can be applied in class is total physical response. The purpose of the research is to analyze Teaching English Vocabulary Using the Total Physical Response (TPR) Method at elementary school. To find out the results and describe the students' difficulties, the researcher used a qualitative descriptive analysis method. To obtain qualitative information, material was taken from observations in the form of field notes, documentation, and interviews, as well as student and teacher interviews. The method of analyzing the data would be in descriptive analysis. The steps in the data analysis process are data reduction, data display, conclusion, and verification. Apart from the TPR test results, after attending the class, the average student is 80–70. It can be concluded that fourth grade students at elementary school can understand the material better and are motivated to learn using Total Physical Response (TPR), which effectively improves students' skills and control.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.  
Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.



## 1. INTRODUCTION

English is a universal language that is spoken almost everywhere. English has a significant role as a language of communication in today's globalised world, being utilised in a wide range of fields including trade, bilateral relations, politics, research, technology, and many more. In fact, people communicate and exchange information with one another in English. Therefore, in order to access more knowledge, information, and technology, everyone needs to comprehend and be proficient in the English language (Ilyosovna, 2020; Taslim et al., 2019). Therefore, Teaching and learning English from a young age is becoming increasingly popular in many countries around the world. It's because of the economic evaluation. With globalisation, governments in many parts of the world that use English as a secondary language have implemented educational reforms and introduced English to primary schools (Deni & Fahriany, 2020; Luthfiyyah et al., 2020). In the elementary school curriculum, teaching English includes four skills: listening, speak, read, and write. These four skills are supported by learning language elements. They are structure, vocabulary, pronunciation, and spelling.

In order to develop students' language skills in reading, listening, speaking, and writing, the learner must have some degree of vocabulary. Naturally, students need to be proficient in English because communication and understanding are the foundations of their vocabulary, pronunciation, and grammar (Lelawati et al., 2018; Supriatin & Rizkilillah, 2018). Vocabulary should be taught to children from a young age, especially between the ages of 6 and 12. Vocabulary is important Develop children's skills and knowledge,

forming words that are useful for learning. Vocabulary is the basic level in learning a foreign language. This is natural because the human sense of hearing needs to be activated early on so that they get information correctly (Castillo-Cuesta, 2022; Fadiana et al., 2020). Vocabulary is regarded as one of the most important and crucial factors in understanding resources for lessons, particularly while learning a second language. The basic element that must be mastered by students to master this language skill is vocabulary. Vocabulary is not, however, a topic that is expressly covered when teaching English in a classroom. As a result, students have less knowledge of words, which affects their linguistic abilities (Amalia, 2018; Bakti, 2018). Teaching vocabulary is a crucial aspect in learning a language as languages are based on words. Without words, it is nearly impossible to acquire a language; even human communication depends on words. Vocabulary is the main obstacle. Due to this, research and education in second languages are currently focusing on vocabulary acquisition. How language is taught or acquired most effectively and efficiently, however, continues to be a contested topic (Nikijuluw, 2020; Tinutda & Waraporn, 2011). In order for students, especially younger ones, to learn vocabulary in a fun and engaging way, English teachers must identify appropriate teaching strategies to make young students enjoy fantasy, and the best approach for learning mobility and creativity is movement (Deni & Fahriany, 2020; Orosz, 2017). Techniques and methods used by the teacher; therefore the TPR (Total Physical Responses) method is a fun way to teach English to young children. James J. Asher created this approach for the first time, and it has proven effective in helping children learn foreign languages. The TPR method (total physical response) was designed as a language learning strategy based on the coordination of orders, speech, and action; it aims to teach language through physical activity (motor) (Hanim et al., 2013; Sofialina & Hanifah, 2020).

There have been several previous studies on the analysis of vocabulary learning in children. According to previous study the other student remarks that she enjoyed learning English because the teaching strategy could be described as playing while learning in class, she can learn the vocabulary with the aid of the technique (Nugroho & Mutiaraningrum, 2020). The TPR method is also called an understanding approach which emphasizes the importance of listening comprehension in learning language. In applying the TPR method, students listen and respond orders from a teacher. In order to achieve better goals for a better study, a strategy in the teaching or learning process needs to be developed. TPR was created to enhance the success of the language learning and teaching process. The TPR believes it is crucial for students to enjoy their experience when learning to communicate in a foreign language (Gusmuliana, 2018; Hidayah, 2017). When using the TPR approach, most people utilize their right brains, but some people also use their left brain. Vocabulary teaching in elementary schools is often constrained by a lack of interest and often forgotten because teachers teach with traditional methods, students are required to memorize without any application of the relationship between coordination of commands, speech, and movements (Astutik & Aulina, 2018; Mariyam & Musfiroh, 2019). Choosing this topic because Total Physical Response (TPR) has proven to be the most effective way to teach English vocabulary. Total Physical Response (TPR) can increase student learning motivation because TPR Total Physical Response is considered learning while playing so students like it, especially early childhood learners. Choosing the right way to teach English vocabulary will also have an impact on how easy it is for children to remember vocabulary easily, so Total Physical Response (TPR) can be a suitable method for teaching English vocabulary. The teaching and learning process is just a failure without proper and effective methods. Therefore, this study focuses on the use of Total Physical Response (TPR) in teaching English vocabulary, especially to elementary school students.

## 2. METHOD

This study is kind of qualitative research builds a thorough and complex picture that can be communicated verbally, through reports and in-depth views gleaned from sources, as well as through fieldwork (Fadli, 2021). The purpose of qualitative research can be seen from: (1) the description of the object of research; so that the object of research can be interpreted, it needs to be described through photography. (2) Reveal the meaning behind the phenomenon; it can be revealed if the researcher shows and reveals it through interviews and observations. Thus, whatever approach is used in qualitative research, researchers must be able to show and understand it so that when expressing and exploring the research subject, it is more appropriate. This study was conducted at SDN 03 Karangayu Semarang. The study began in the second semester of the 2022/2023 academic year. The 25 children in fourth grade at SDN Karangayu 03 Elementary School and their English instructor are the topic of this study. The types of data include some textual information derived from observation and interview. The information was gathered from observations of vocabulary instruction in the fourth grade at SDN Karangayu 03 Semarang during the 2022–2023 academic year, as well as photographs of classroom activities. The teacher's information, documents, and events from SDN Karangayu 03 in Semarang serve as the data sources. Data collection techniques include observing, interviewing, and documenting. The steps in the data analysis process are data reduction, data display, conclusion, and verification.

The method of analyzing the data would be in descriptive analysis. For the qualitative, the data were taken from the result of the observation which are in the form field notes, document review, and interview both students 'and teacher's interview. The theories used to analyze the data are TPR theory by Asher, and motivation theory by Brown. In analysis the data, the research will use the following steps: 1. Identifying the step of the teacher in teaching vocabulary using Total Physical Response. 2. Identifying students activities in learning process (students' participation and students' behavior). 3. Comparing the teaching and learning process with the theory by the experts. 4. Comparing students' activities (students' participation and students' behavior) with the features of motivation by the expert. 5. Making conclusion whether using TPR to teach vocabulary for in SDN Karangayu 03 can encourage the students to learn vocabulary.

### 3. RESULT AND DISCUSSION

#### Result

From the observation, interview, and document that has been conducted teaching English vocabulary using Total Physical Response (TPR) Method at the four grade of SDN Karangayu 03 Semarang in 2022/2023 academic year and the result of teaching English vocabulary using Total Physical Response (TPR) at the four grade of SDN Karangayu 03 Semarang in 2022/2023 academic year. The observation was done four times from Monday, 6<sup>th</sup> February 2023 until 27<sup>th</sup> February 2023 in the second semester.

#### *The implementation of TPR to teach vocabulary in SDN Karangayu 03 Semarang*

Students struggle to understand the meaning of words in the text when the vocabulary is difficult to understand. So that it is challenging for kids to comprehend the reading text's contents. This could be taken to mean that the kids have trouble reading the text. His failure to respond to inquiries concerning the text's meaning highlights the difficulty of this situation. When a student does not comprehend the meaning of a term in the text, they often guess the solution. This finding can be seen in the following data based on observations: Students often open and close their dictionary to find the meaning of words they do not understand from the text they read. He also often asked his friends to ask the meaning of words he did not know. This happens because the student often encounters words that he does not understand. The students' knowledge of vocabulary is small. Therefore, the researcher chose the title Teaching English Vocabulary using the Total Physical Response Method. This is table the result Teaching English vocabulary using Total Physical Response (TPR) at the four grade of SDN Karangayu 03 Semarang in 2022/2023 academic year. The activity of meetings is show in **Table 1**.

**Table 1.** The activity of Meetings

No	Meetings	Descriptions
1.	Meeting 1	The first meeting, the role of the researcher as a model. Explain how (TPR) works in the classroom. The researcher gave a description of the Total physical response (TPR) methodology to provide an overview or a few words for teaching materials. Then give an example with speech and invite students to follow the directions of the researcher. This section is actually a significant part, so students can understand how to utilize this method. If at this stage students can understand, they will be more confident in the next meeting when using this method.
2.	Meeting 2	In the second meeting, the researcher reminded what had been learned in the previous meeting and gave directions to see the meaning given and students were encouraged to write, interpret and model the material that had been given.
3.	Meeting 3	In the third meeting, the researcher divided the students into 4 groups and at this stage the students demonstrated and studied together using the Total Physical Response Method. This generates more student knowledge in a way that pleases all their classmates.
4.	Meeting 4	In the fourth meeting, the researcher gave a final test to students related to the material that had been taught, to find out whether students understood the learning method or not.

Simultaneously at the 4th meeting, the researcher randomly called students in the class to take part in casual interviews about the material being taught using the Total Physical Response method. This is to know how TPR can encourage students to learn vocabulary as presented bellow.

***TPR to encourage in students to learn vocabulary***

In the interview results, 9 out of 10 people who took part in the interview said they had a better understanding of learning vocabulary using the (TPR) method. Because the method is fun and does not make students feel bored or sleepy. Students recommend other materials using this method. The result of final test is show in [Table 2](#).

**Table 2.** The result of final test

Number	Students	Final Test
1	Student 1	90
2	Student 2	100
3	Student 3	90
4	Student 4	90
5	Student 5	70
6	Student 6	80
7	Student 7	100
8	Student 8	80
9	Student 9	90
10	Student 10	90
11	Student 11	80
12	Student 12	90
13	Student 13	100
14	Student 14	80
15	Student 15	90
16	Student 16	70
17	Student 17	90
18	Student 18	90
19	Student 19	80
20	Student 20	100
21	Student 21	90
22	Student 22	90
23	Student 23	80
24	Student 24	90
25	Student 25	100

Based [Table 2](#), students better understand the material by using vocabulary using Total Physical Response (TPR), and this method is effective for increasing students' ability to master vocabulary.

**Discussion**

***The implementation of TPR to teach vocabulary in SDN Karangayu 03 Semarang***

Teaching English vocabulary using Total Physical Response (TPR) makes it easier for teachers. This makes it easier for teachers to introduce new vocabulary in teaching and learning activities in a fun way. Young students usually have problems learning vocabulary, because vocabulary mastery is the first stage in learning English. As a result, teachers must be adept at organizing their lessons and inspiring students to learn new words. The teacher must then arouse students' interest in learning vocabulary so that they will retain the language that has been taught to them ([Alicia, 2016](#); [Susanto, 2017](#)). The TPR method is a language-learning approach focused on speech and command coordination. The child's learning style or type and TPR are related. Children generally need to move since they have a lot of energy and a short attention span. Children frequently engage with their surroundings and show an interest in things that are tactile and physical. Kids with a kinesthetic learning style will benefit from the TPR's activities if they are games. When they engage physically or use movement to connect with memories, they will learn most effectively. In addition to dealing with kinesthetic learners, the TPR method is also applicable to kids who learn best by looking at drawings or visuals while being given orders ([Hafidah & Dewi, 2019](#); [Rahmadhani et al., 2022](#)). From observations and interviews with teachers, when teaching English using the TPR method, the teacher provides "Daily Activity" material with gestures that make students feel fun because it is like learning while playing and is easy for students to remember. In the first meeting, the teacher provides material, such as everyday activities that are familiar to students ([Hafidah & Dewi, 2019](#); [Mariyam & Musfiroh, 2019](#)). In each meeting, the teacher repeats the utterance and gives a sign, followed by the students. Therefore, there are some important differences when researchers observe students in class. At first, they were confused and elemental when the researcher asked them for vocabulary ([Tachaiyaphum & Sukying, 2017](#); [Taslim et al., 2019](#)). They are usually silent and afraid to mention the vocabulary themselves.

However, after the researcher banned vocabulary using the Total Physical Response (TPR) method, students experienced an increase in learning vocabulary. Students who were previously silent and afraid to speak their minds are now more confident and no longer feel pressured. Apart from using gestures, researchers can also use PowerPoint as a media image so that students can easily understand it (Astutik & Aulina, 2018; Mariyam & Musfiroh, 2019). In this way, the TPR method is very useful for students to learn vocabulary. In addition this strategy is fun for students and can really move the class. This improves posture and rhythm, and the results show that teaching English with the TPR method is very effective. It's very impressive, It helps to recognise words or phrases.

#### ***TPR to encourage in students to learn vocabulary***

TPR can encourage students to learn English vocabulary. Students often hear and follow every movement command. In learning English vocabulary, students will understand new vocabulary more quickly because they are familiar with the TPR method. Because basically, students will learn to use TPR because it's fun. Teaching young students must choose methods that are effective and motivate students, because if the student's mood is not good, it will hinder memorising vocabulary (Farda, 2018; Mariyam & Musfiroh, 2019). Therefore, TPR is very helpful in introducing and facilitating students memorization of vocabulary. Based on the characteristics above, it can be determined whether students are motivated to learn. Students who are motivated to learn carry out learning activities well and happily, so that learning objectives are achieved optimally. The results of this study are the same as research that English teachers in elementary schools have taught vocabulary using TPR well. By teaching English vocabulary using TPR, students are more motivated to facilitate memorization and recall of new vocabulary, thus increasing student vocabulary (Daud et al., 2019; Nikijuluw, 2020). This is in line with the statement who said motivation is an energizing condition of the organism that services to direct that organism toward the goal of a certain class (Suparlan, 2021). It means that teaching English vocabulary using total physical response in SDN Karangayu was success because there was an influence in the scores of the test after they got the treatment using total physical response method. Besides, other study this shows how important it is to incorporate the TPR method into learning exercises during the teaching and learning process to improve student progress (Mariyam & Musfiroh, 2019). In addition, students are motivated, and the use of the TPR method in learning vocabulary affects students' vocabulary knowledge. In the interview, the student said that he likes learning English because the teaching strategy can be described as playing while learning in class.

This can be concluded from the explanation of the analysis. It can be interpreted that vocabulary learning with the TPR method is effective and quite successful compared to vocabulary learning without the TPR method. You can see it on the improvement of students' vocabulary learning through the TPR method. The improvement of student vocabulary learning through TPR method Based on the improvement of students' test scores by using TPR method after vocabulary learning (Wang et al., 2019; Zulfa et al., 2023). To improve vocabulary by using TPR method in learning activities, it is clear that the use of TPR method in learning activities is important in teaching and learning process for students'success. In addition, students' motivation increases. In addition, it can be said that students influence their vocabulary when learning vocabulary through TPR method, it is also seen in the activities where they actively participate during the learning (Astutik et al., 2019; Mariyam & Musfiroh, 2019). It is also in accordance with students'reactions when the teaching and learning process takes place, they follow the teacher's instructions well. In this study, researchers want to show readers how using Total Physical Response (TPR) to prohibit vocabulary can help memory and build English vocabulary. In addition, the teacher must also play an active role in reading the child's mood so that it is easy to be invited to learn because it has a big effect. Students who are in a good mood will be easily invited to study according to the teacher's instructions. A student's good mood can also affect his friends because if a child's mood is not good, they often cause trouble and annoy their friends. The researcher suggests that future researchers will test more than one teacher for more comprehensive new data and findings, as well as make comparisons between teachers to improve vocabulary teaching strategies using total physical response (TPR) to make it even better.

## **4. CONCLUSION**

This conclusion can be drawn from the discussion on how to teach English vocabulary using the Total Physical Response (TPR) method at SDN Karangayu 03 Semarang and how Total Physical Response (TPR) can encourage students at SDN Karangayu 03 Semarang to learn English vocabulary. It can be concluded that Total Physical Response (TPR) is an effective way to ban English vocabulary easily. The use of Total Physical Response (TPR) to teach English vocabulary in class can increase students' motivation to learn, as shown by the activeness of students when participating in class and maintaining easy students, as well as adding to students' vocabulary every day.

## 5. REFERENCES

- Alicia, D. (2016). Teaching Vocabulary By Using Semantic Feature Analysis Strategy For The Young Learners. *Curricula*, 2(1), 23–33. <https://doi.org/10.22216/jcc.v2i1.201>.
- Amalia, N. (2018). Meningkatkan Penguasaan Vocabulary Siswa Menggunakan Vocabulary Self-Collection Strategy Pada Kelas Vii a3 Di Smpn 1 Singaraja. *Journal of Education Action Research*, 2(2), 172. <https://doi.org/10.23887/jear.v2i2.12326>.
- Astutik, Y., & Aulina, C. N. (2018). Metode Total Physical Response (Tpr) Pada Pengajaran Bahasa Inggris Siswa Taman Kanak-Kanak. *Jurnal Pendidikan Bahasa Dan Sastra*, 17(2), 200. [https://doi.org/10.17509/bs\\_jpbsp.v17i2.9658](https://doi.org/10.17509/bs_jpbsp.v17i2.9658).
- Astutik, Y., Megawati, F., & Aulina, C. N. (2019). Total physical response (TPR): How is it used to Teach EFL Young Learners? *International Journal of Learning, Teaching and Educational Research*, 18(1). <https://doi.org/10.26803/ijlter.18.1.7>.
- Bakti, K. N. N. (2018). Vocabulary Learning Strategies Used by Junior High School Students. *Indonesian Journal of English Language Studies (IJELS)*, 3(2), 44–59. <https://doi.org/10.24071/ijels.v3i2.1064>.
- Castillo-Cuesta, L. (2022). Using Genially Games for Enhancing EFL Reading and Writing Skills in Online Education. *International Journal of Learning, Teaching and Educational Research*, 21(1), 340–354. <https://doi.org/10.26803/ijlter.21.1.19>.
- Daud, A., Ras, F., Novitri, N., & Audia, C. P. (2019). Factors contributing to speaking anxiety: A case study of pre-service English teachers. *Journal of Educational Sciences*, 3(3), 412. <https://doi.org/10.31258/jes.3.3.p.412-422>.
- Deni, R., & Fahriany, F. (2020). Teachers' Perspective on Strategy for Teaching English Vocabulary to Young Learners. *Vision: Journal for Language and Foreign Language Learning*, 9(1), 48–61. <https://doi.org/10.21580/vjv9i14862>.
- Fadiana, D., Bahri Ys, S., & Inayah, N. (2020). Teaching Vocabulary by Using Total Physical Response. *Research in English and Education (READ)*, 5(1), 1–6. <http://jim.usk.ac.id/READ/article/view/14908>.
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika*, 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1.38075>.
- Farda, U. J. (2018). Penggunaan Media Flashcard Untuk Mempermudah Penguasaan Kosakata Bahasa Inggris. *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar Dan Keislaman*, 7(1), 1–17. <https://doi.org/10.31942/mgs.v7i1.1986>.
- Gusmuliana, P. (2018). The Use of Total Physical Response Strategy at Junior High School of SLBN South Curup, Rejang Lebong. *ENGLISH FRANCA : Academic Journal of English Language and Education*, 2(2), 115. <https://doi.org/10.29240/ef.v2i2.633>.
- Hafidah, R., & Dewi, N. K. (2019). Metode TPR (Total Physical Response) dalam pembelajaran Bahasa Inggris anak usia dini. *Prosiding Seminar Nasional Pendidikan Dan Pembelajaran 2019: Reorientasi Profesional Pendidik Dalam Menghadapi Tantangan Revolusi Industri 4.0*, 393–399. <https://seminar.umpo.ac.id/index.php/SNPP2019/article/view/339/0>.
- Hanim, A. A., Kipitiah, M., & Astuty, D. (2013). The use of Total Physical Response to Teach English Vocabulary. *Jurnal Pendidikan Bahasa Inggris*, 1(1), 1–5. <https://core.ac.uk/download/pdf/158114200.pdf>.
- Hidayah, N. (2017). TPR ( Totally Physical Response ) Sebagai Metode Yang Efektif Untuk Meningkatkan Pemahaman Kosa Kata Bahasa Arab Bagi Anak-Anak. *Pembelajaran Bahasa, Sastra Dan Budaya Arab*, 53–63. <http://arab.sastra.um.ac.id/wp-content/uploads/2017/11/05-Nuriyatul-Hidayah.pdf>.
- Ilyosovna, N. (2020). The importance of English language. *International Journal of English Learning & Teaching Skills*, 2(1), 1028–1035. <https://doi.org/10.15864/ijelts.2119>.
- Lelawati, S., Dhiya, S., & Mailani, P. N. (2018). The Teaching Of English Vocabulary To Young Learners. *PROJECT (Professional Journal of English Education)*, 1(2), 95–100. <https://doi.org/10.22460/project.v1i2.p95-100>.
- Luthfiyyah, R., Basyari, I. W., & Dwiniasih, D. (2020). EFL secondary teachers' assessment literacy: Assessment conceptions and practices. *Journal on English as a Foreign Language*, 10(2), 402–421. <https://doi.org/10.23971/jefl.v10i2.2101>.
- Mariyam, S. N., & Musfiroh, T. (2019). Total Physical Response (TPR) Method in Improving English Vocabulary Acquisition of 5-6 Years Old Children. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 4(2), 257–264. <https://doi.org/10.24042/tadris.v4i2.4071>.
- Nikijuluw, R. C. G. V. (2020). Vocabulary Journal Strategy: One Way To Help Students' Vocabulary. *Jurnal Tahuri*, 17(1), 1–7. <https://doi.org/10.30598/tahurivoll7issue1page1-7>.
- Nugroho, A., & Mutiaraningrum, I. (2020). EFL teachers' beliefs and practices about digital learning of English. *EduLite: Journal of English Education, Literature and Culture*, 5(2), 304–321.

- <https://doi.org/10.30659/e.5.2.304-321>.
- Orosz, A. (2017). *Teaching Young Language Learners*, A. Pinter. Oxford. September, 33–36. <https://doi.org/10.1016/j.system.2007.06.001>.
- Rahmadhani, S., Ahyuardi, & Suryati, L. (2022). Vocational High School Students' Competency Needs to the World of Work. *Mimbar Ilmu*, 27(2), 349–355. <https://doi.org/10.23887/mi.v27i1.42161>
- Sofialina, A., & Hanifah, N. (2020). *Implementasi Metode Total Physical Response ( Tpr ) Dalam Pembelajaran Bahasa Inggris Anak Usia Dini Di Tk Khalifah Purwokerto*. 42.
- Suparlan, S. (2021). Factors Contributing Students' Speaking Anxiety. *Journal of Languages and Language Teaching*, 9(2), 160. <https://doi.org/10.33394/jollt.v9i2.3321>.
- Supriatin, T., & Rizkilillah, V. P. (2018). Teaching Vocabulary Using Flashcard. *PROJECT (Professional Journal of English Education)*, 1(4), 479. <https://doi.org/10.22460/project.v1i4.p479-485>
- Susanto, A. (2017). The Teaching Of Vocabulary: A Perspective. *Jurnal Kata*, 1(2), 182–191. <http://103.111.125.15/index.php/kata/article/view/2136>.
- Tachaiyaphum, N., & Sukying, A. (2017). Efl pre-service teachers' perceptions of cliil. *Asian Education Studies*, 2(4), 44–56. <https://doi.org/10.20849/aes.v2i4.283>.
- Taslim, T., Asrifan, A., Chen, Y., & NR, N. (2019). Correlation Between Student'S Vocabulary Mastery and Speaking Skill. *Journal of Advanced English Studies*, 2(2), 65. <https://doi.org/10.47354/jaes.v2i2.64>.
- Tinutda, K., & Waraporn, S. (2011). Vocabulary Learning Strategies Employed by Undergraduate Students and its Relationship to their Vocabulary Knowledge. *The 3rd International Conference on Humanities and Social Sciences*, 1–18. <https://elibrary.tucl.edu.np/handle/123456789/4066>.
- Wang, F., Hwang, W. Y., Li, Y. H., Chen, P. T., & Manabe, K. (2019). Collaborative kinesthetic EFL learning with collaborative total physical response. *Computer Assisted Language Learning*, 32(7). <https://doi.org/10.1080/09588221.2018.1540432>.
- Zulfa, Z. M., Purwanto, S., & Widyaningrum, A. (2023). The Use of Total Physical Response (TPR) as Teaching Strategy at Elementary School. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 11(1). <https://doi.org/10.24256/ideas.v11i1.3851>.