

**THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE METHOD
IN TEACHING ADJECTIVE FOR YOUNG LEARNERS**

(Undergraduate Thesis)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT

THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE METHOD IN TEACHING ADJECTIVE FOR YOUNG LEARNERS

By

Adinda Nur Maisyitoh

The aim of this research to see whether there is improvement of the students' vocabulary achievement that focused on adjective after they taught using Total Physical Response method. Adopting quantitative approach, the researcher used single group pre test-post test design. This study used one class which contained 23 students from SD Al-kautsar Bandar Lampung as the subject of the research. The findings of this study, the fourth grade students at SD Al-Kautsar Bandar Lampung who were taught using the Total Physical Response method had better vocabulary achievement. Based on the test results and data analysis, there was an improvement in students' achievement in adjective vocabulary after the Total Physical Response method was implemented in SD Al-kautsar Bandar Lampung. It could be seen from the improvement of the students' vocabulary achievement in the pre-test and post-test. The mean score improved from 58.87 in the pre-test to 85.43 in post-test. Moreover from the result of the hypothesis testing, it shows the Sig value of .000, which means the hypothesis is accepted because it was <0.05 . From the study, the research had proven that Total Physical Response could make the young learners achieve the knowledge about adjective words.

Keywords: *teaching vocabulary, adjective, total physical response, students' vocabulary achievement.*

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**Submitted in a Partial Fulfillment of
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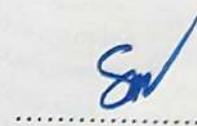
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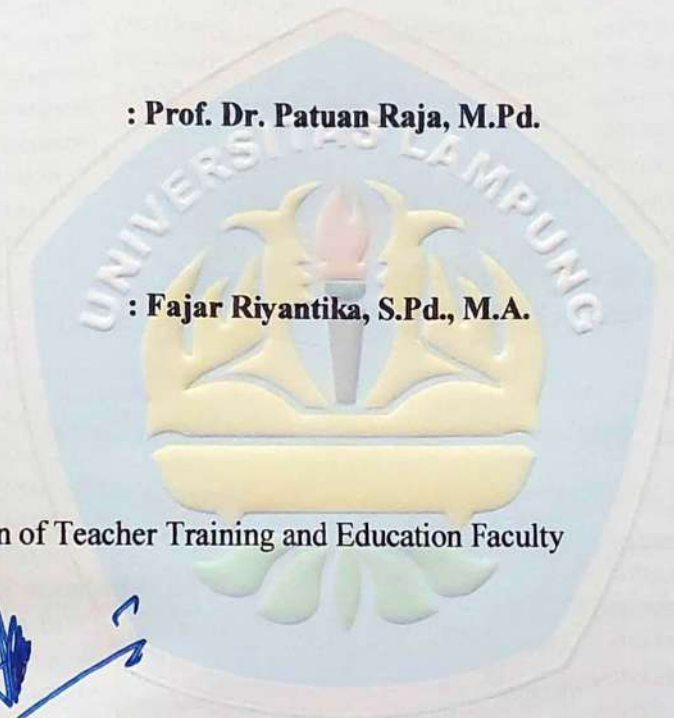
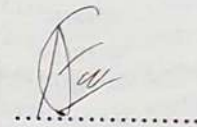
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Adinda Nur Maisyitoh is the full name of the author. Her name is Dinda to her family and friends. She was born on March 20, 2001, in Bandar Lampung. She is the second daughter from three children, from her beloved parents Mr and Mrs. Jonidam. She has one older sister (Annisa Azzahra) and one little brother (M. Iqbal).

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Then, in order to finish her study in 2023, she conducted research at SD Al-kautsar Bandar Lampung, one of the private schools in Lampung. There, she successfully finished her research.

MOTTO

“For indeed, with hardship [will be] ease.”

(Quran 94:5)

DEDICATION

This undergraduate thesis is sincerely dedicated to:

My beloved parents, who always love me, support and send prayers.

*My older sister and little brother, who always accompany me during the good
times and the bad.*

All great lecturers who encourage and support me in my academic career.

My alma mater, University of Lampung.

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Overall, the writer hopes that this work can give positive contribution to the readers, and those who want to conduct the similar research as hers in the future.

Bandar Lampung, Mei 2023

The Writer

Adinda Nur Maisyitoh

CONTENTS

CONTENTS	i
TABLES	ii
GRAPH	iii
APPENDICES	iv
I. INTRODUCTION	1
1.1 Background	1
1.2 Research Questions.....	4
1.3 Objectives of the research	4
1.4 Significance of the research	4
1.5 Scope of the research	5
1.6 Definition of terms.....	5
II. LITERATURE REVIEW	7
2.1 Theory of vocabulary	7
2.2 Teaching Vocabulary to Young learners	8
2.3 Part of Speech.....	9
2.4 Adjectives.....	10
2.5 Types of Adjectives	10
2.6 Definition and characteristics of young learner.....	12
2.7 Total Physical Response	12
2.8 Total Physical Response in Teaching Adjectives.....	13
2.9 Procedure of Total Physical Response.....	14
2.10 Teaching Media	15
2.11 Advantage and Disadvantage of Total Physical Response	16
2.12 Previous Research	17
2.13 Theoretical Assumption	20
2.14 Hypothesis.....	20
III. METHODS	21
3.1 Research Design	21
3.2 Population and sample	22

3.3 Variables.....	22
3.4 Research Instruments	23
3.5 Research Procedure.....	23
3.6 Data collecting techniques.....	25
3.7 Validity and Reliability	26
3.7.1 Validity.....	26
3.7.2 Reliability	27
3.9 Data Analysis.....	30
3.10 Hypothesis testing	31
IV. RESULTS AND DISCUSSION.....	33
4.1 The Implementation of TPR in Teaching Adjective for EYL.....	33
4.2 Results of Research.....	35
4.3 Discussion.....	40
V. CONCLUSION AND SUGGESTION.....	44
5.1 Conclusions	44
5.2 Suggestions.....	45
REFERENCES	46
APPENDICES.....	49

TABLES

Table 4.1 Distribution of Students Pre-test and Post-test Score.....	37
Table 4.2 Mean of Students' Pre-test Score.....	37
Table 4.3 Mean of Students' Post-test Score	38
Table 4.4 Paired Samples Statistics	39
Table 4.5 Paired Samples Correlations	39
Table 4.6 Paired Samples Test	40

GRAPH

Graph 4.1 Comparison Graph Between Students' Vocabulary Test Score 39

APPENDICES

Appendix 1: Schedule of the Research	51
Appendix 2: Lesson Plan	52
Appendix 3: Students' Worksheets.....	58
Appendix 4: Pre-test	60
Appendix 5: Post-test.....	65
Appendix 6: The Distribution Table of Try-out Test	70
Appendix 7: The Distribution Table of Pre-test.....	73
Appendix 8: The Distribution Table of Post-test.....	76
Appendix 9: Reliability Analysis of Try-out Test	79
Appendix 10: Computation of Reliability of Try-out Test	80
Appendix 11: Result of Raw Score of Pre-test.....	81
Appendix 12: Result of Raw Score of Post-test	82
Appendix 13: Paired Samples SPSS.....	83
Appendix 14: T-Table.....	84
Appendix 15: Students' Answer Sheet of Try-out Test.....	85
Appendix 16: Students' Answer Sheet of Pre-test	87
Appendix 17: Students' Answer Sheet of Post-test.....	89
Appendix 18: Students' Worksheet (The First Treatment).....	91
Appendix 19: Students' Worksheet (The Second Treatment)	92
Appendix 20: Documentation During Treatments	93
Appendix 21: The Letter of Permission of the Research	97
Appendix 22: The Letter of Having done of the Research	98

I. INTRODUCTION

This chapter describes the background of the problem, research question, objectives of the research, significance of the research, scope of the research, and definition of terms.

1.1 Background

According to Aziza and Niyozova (2020) English is the language of science, of aviation, computers, diplomacy and tourism. In order to master English well, we as students should learn both spoken and written language. To be able to master English, there are 4 language skills that must be learned such as Listening, Reading, Speaking, and Writing. However, in mastering the four aspects of English language, there is a fundamental and most important aspect, that is the students' ability of vocabulary. Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realised that the acquisition of vocabulary is important for successful second language use and also plays an important role in the formation of complete spoken and written texts. The students' achievement of vocabulary is really important for language learners because without it, the learners will get some difficulties in developing and mastering the other language skills because vocabulary is the first and basic thing if we want to be able to speak English well. According to Hartman (1992), vocabulary is the most important skill for a reader or writer to master.

Vocabulary is a set of terms that are organized in a dictionary and come with a concise and clear explanation for each one. With vocabulary, we can easily express our thoughts and feeling. But learning vocabulary is also not an easy thing, because there are many words that need to be remembered and also have the multiple meanings. That is why the role of the teacher is really important in delivering the materials and choosing the method especially when they teach the young learners.

The young learners are the learners who learn English at young age. Young learners need to learn English so that they can prepare themselves to face global competition and for their own future. Based on Scott and Ytreberg (1990), “Young learners are divided into 2 main groups. The first group is the five to seven years old and the second group is eight to ten years old”. One of the young learners’ characteristics are easily get bored when studying. so the students’ interest in learning English also depends on the method that the teachers use or how the teachers teach. As Scott and Ytreberg (1990) mentioned that young learners are divided into 2 main groups. The first group is the five to seven years old and the second group is eight to ten years old, from this age category, it can be said that young learners in Indonesia are the elementary school students.

There are many language teaching methods that can help the elementary school students learn English well. One of the methods that the researcher believes will appropriate for young learners is through Total Physical Response method. Larsen-Freeman (2000) claimed that T.P.R. was intended to lessen the stress of studying foreign languages and can motivate pupils to stay in their studies beyond a basic level of proficiency. Creating a pleasant classroom atmosphere can help reduce

stress in the learning process and researcher believes that Total Physical Response method is a good choice in learning new language especially for Young Learners.

In learning vocabulary through Total Physical Response, there are many previous researches about the implementation of TPR in the classroom. For example, Octaviany (2007) her research about Total Physical Response was conducted for elementary students, was to find out the improvement of the vocabulary mastery after she applied TPR method. Her research showed the successful of TPR method in improving the students' vocabulary. Her students' knowledge about vocabulary skill is improve. Baiza (2020), her research about TPR method which was conducted at MIN 11 Banda Aceh, it showed the improvement of the students' English ability after the implementation of TPR method.

From the previous researches above most of the teachers and researchers in their various journals used TPR in their study to improve English vocabulary skill. But most of their researches were to teach nouns and verbs categories. While the use of TPR to teach adjectives category is less applicable. For example, Mariyam and Musfiroh (2019) in their research about Total Physical Response with the title "Total Physical Response (TPR) Method in Improving English Vocabulary Acquisition of 5-6 Years Old Children" showed that the result of the research was as follow: noun categories had the highest percentage in vocabulary acquisition, followed by verbs, while adjectives get the lowest achievement.

From several factors above, the researcher wants to try to apply and focus on adjective category in vocabulary acquisition in the application using Total Physical Response method.

1.2 Research Questions

Based on the background above, the researcher presents the research question of the study as follow:

Is there any improvement of the young learners' vocabulary achievement that is focused on adjective category after they are taught using Total Physical Response method?

1.3 Objectives of the research

With the reference to the background above, this study is aimed to investigate whether there is improvement or not of the students' adjectives vocabulary achievement after taught using TPR method.

1.4 Significance of the research

In relation to the research question and objective, the findings of the research will be beneficial not only theoretically, but also practically. So, the significances of the research are as follows:

1. Theoretically, the result of this research can be used to support the previous theories about teaching vocabulary using TPR method.
2. Practically, the result of this research can be used as alternative teaching method that can be apply to learn vocabulary for students in schools or educational institutions.

1.5 Scope of the research

This research focused on teaching and learning process using Total Physical Response and the researcher taught simple descriptive adjective for young learners where the young learners that the researcher meant were the elementary school students in SD Al-kautsar Bandar Lampung. The English vocabulary that taught in this research was the one that kids frequently hear and use in everyday situations. This is based on earlier study by Spencer, Goldstein, and Kaminski (2012).

1.6 Definition of terms

The following statements below are as the key terms that are used in this research:

1. Vocabulary Achievement

According to Neuman & Dwyer (2009), vocabulary refers to the words we need to understand in order to talk and listen properly. These words are referred to as expressive vocabulary and receptive vocabulary. Hatch and Brown (2001) state that vocabulary is a set of words for a particular language that people might use. In this study vocabulary refers to the words we have to know in order to talk and listen properly. In this research, the writer will focus in the vocabulary achievement.

2. Adjective

Based on Hatch and Brown (2001:228) stated “Adjectives are used to highlight qualities or attributes”. While according to Cambridge Advanced Learner’s Dictionary 3rd Edition, it states that adjective is a word that describes a noun or pronoun. In this study we conclude that adjective is a word or phrase that can be used to further explain or describe a noun or pronoun. It can be used to

describe a person, an animal, a place, etc. Moreover the researcher would teach the adjective words for young learners.

3. Total Physical Response

Bui (2018) defined Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action, so it attempts to learn a foreign language through motor/physical activity.

4. Young learners

Young learners are split into two primary groups, according to Scott and Ytreberg (1990). The first group consists of children aged five to seven, and the second group includes children aged eight to ten. This study would use the second group which is the children aged eight to ten years old. It is when many children begin to experience significant cognitive and emotional changes. One of the young learners' characteristics is easily get bored when studying.

Those are the background, research questions, objectives, significance, scope, and definition of terms that were used in this research. Further theories would be described in the next chapter.

II. LITERATURE REVIEW

This chapter will present about some theories underlying the topic of this study. It consists of theory of vocabulary, the important of vocabulary, part of speech, adjectives, types of adjectives, definition and characteristics of young learner, total physical response, total physical response in teaching adjectives, procedure of total physical response, teaching media, advantage and disadvantage in teaching adjectives through total physical response, previous research, theoretical assumption, and hypothesis.

2.1 Theory of vocabulary

Said (2021) said that vocabulary is a list of words that have meanings and it can contain more than one meaning. Handayani & Muddin, (2018) believe that vocabulary may be a set of words known to an individual or other eternity, or that are parts of a particular language. While according to Asyiah and Dewi (2017) as cited in Hornby (1995), the three definitions of vocabulary are: 1) the total amount of words that make up a language; 2) all the terms a person is familiar with or that are used in a particular book, subject, etc; and 3) a list of words along with their definitions. Based on Asyiah and Dewi (2017) she mentioned that master vocabulary will totally help students mastering English with its four major skills which cover listening, speaking, reading, and writing. The importance also proven by Tnahn Huyen & Thi Thu Nga (2003), as cited in Rouhani & Purgharib (2013)

that believe in learning a foreign language vocabulary as a language element that links the four language skills including listening, speaking, reading, and writing. From all the definitions above, we are becoming more and more understand about the importance of learning a list of words to master a language, written and spoken.

2.2 Teaching Vocabulary to Young learners

Teaching is a social process where the teachers transfer knowledge to the students. Teaching English for young learners is not an easy thing especially because English is as a foreign language in Indonesia. Our environment does not use English as our daily communication, so people only speak in English when they learn it. As Jones (2017) asserted that teaching English in primary school is essential since it provides them English language skills in the golden age and the age that children can learn anything easily, it means that learning English should be done from young age because at this age, they have good capacity in acquiring a new language.

Since English is really important for the future of Indonesian students, we as the society and the one who proficient in it must be aware of that and slowly start to teach English for children. One of the most important things in learning a language is the ability of vocabulary. Wilkins in Thonburry (2002:13) states that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that vocabulary skill is really needed. Even though learners’ ability in grammatical are good, but if they do not master vocabulary, it will be useless. Cameron (2001) stated that vocabulary is one of the knowledge areas in language, it plays a main role for young learners when they acquiring a language.

As the first thing if we want to speak English well, we have to learn the English words so we can express our thoughts and ideas. Especially in teaching English vocabulary that have challenges for the learners because of the variety of vocabulary types that have to be learned such as single words, phrases and many others. From that case basically the learners have many difficulties to learn vocabulary.

As a basic skill of language, the learners have to learn vocabulary well and the role of the teachers are important when teaching vocabulary. The English teachers have to find an appropriate method so that the teaching and learning process become more fun and engaged the students' interest. "Teacher education, in general, is not only responsible for providing the professional knowledge but also its application to the setting of classes." Gürsoy (2011), Carneiro (2014) believes that learning English need to apply the repeat and recycle method. It means that learning a language can't just be learned once, we have to learn it more and more. He also argues that Learning vocabulary is mostly about remembering, and students generally have to see, say, and write the words that have just been learned many times before they can be said to have learned them.

2.3 Part of Speech

In the book of Vocabulary, Semantic and Language Education, Hatch and Brown (2001:218) write that parts of speech used to classify words based on their functional categories which includes nouns, adjectives, and adverbs and major classes, such as propositions, pronouns, conjunctions, and interjections. According to Betti (2022), a part of speech is a group of words (or, more broadly, of lexical

objects) that share a set of grammatical characteristics. While Juwita (2019) asserts in her thesis that the parts of speech are a category of words based on their use and how they fit into sentences.

2.4 Adjectives

According to Cambridge Dictionary defines Adjective is a word that describes a noun or pronoun. Hatch and Brown (2001:228) also state that “Adjective are used to highlight qualities or attributes”. Based on Oliva, Meehan and Colombres (2018), the main function of adjectives is to modify nouns or pronouns. They describe the qualities of people, things and abstractions. From the definition above we can conclude that an adjective is one of the parts of speech that uses to describe noun or pronoun.

2.5 Types of Adjectives

According to Baskervill and Sewell (2004) state that there are some types of adjectives such as: Descriptive Adjective, Adjective of Quantity, Demonstrative Adjective, Pronominal Adjective, Inflections of Adjective.

- Descriptive Adjective

1. Simple Adjective

It is for expressing quality such as; *happy, deep, fair, beautiful, etc.*

2. Compound Adjective

Made up of various words thrown together to make descriptive epithets. For example; *ice-cold water, next-door neighbour, etc.*

3. Proper Adjective

Derived from proper nouns such as; *an old English manuscript*.

4. Participial Adjective

which are either pure participles used to describe, or participles which have lost all verbal force and have no function except to express quality.

- Adjective of Quantity, it tells us *how much* or *how many*.

- Demonstrative Adjective

The demonstrative adjectives are this, that, (plural these, those), former, latter; the pairs one (or the one)— the other, the former—the latter, used to refer to two things which have been already named in a sentence.

- Pronominal Adjective

As has been said, pronominal adjectives are primarily pronouns; but, when they modify words instead of referring to them as antecedents, they are changed to adjectives. They are of two kinds, —relative and interrogative, —and are used to join sentences or to ask questions, just as the corresponding pronouns do, such as; *which* or *what*.

- Inflections of Adjective, it has two inflections, they are; number and comparison.

In this study, the writer would use descriptive adjective in applying Total Physical Response method for young learners.

2.6 Definition and characteristics of young learner

English Young learners is the learners who are still in the early age in learning English. According to Scott and Ytreberg (1990) Young learners' characteristics are such as: They use a lot of physical movement, so their own understanding comes through hands, eyes, and ears. Children also love to play and have very short attention and concentration span. Based on Cameron (2002, p. 1) said that the young learners can also lost the interest quickly and easily get bored. Then from the characteristic above, we now understand that if teachers want to teach the young learners, they have to find a good strategy and creativity. That's why the role of teacher is important in teaching new language for EYL.

2.7 Total Physical Response

Total physical response is a method developed by James Asher who was a professor of psychology at San Jose State University, California. He began the experimenting of TPR in 1960s. TPR itself is based on the premise that our brain has a biological program for acquiring any language. It claimed that humans' memory is increased if it is stimulated through association with the motor activity and the process of learning new language is a parallel process to learn the first language (Brown, 1986: 87). Before children learn to speak, they do the listening. Children do a lot of physical activities in learning their mother tongue. Adult give commands and the one who dominate the communication, the children respond physically before they begin to produce the verbal responses (Richards and Rodgers, 1986: 87) cited from Setiyadi (2006). There is also a theory by Li (2010) shows that children show their understanding through actions, and relating their vocabulary to their actions. When

children can connect the target language with actions, they will understand language unconsciously. As Total Physical Response is a method that is related to the physical movement, the researcher believes that this method is one of good choices to teach vocabulary for English young learners.

2.8 Total Physical Response in Teaching Adjectives

In teaching the foreign languages, especially vocabulary for children, teachers play the most important role. Teachers have to find an appropriate method and strategy in teaching English vocabulary especially for EYL. Adjective category is one of the parts of speech or word classification in vocabulary acquisition. Ye Zhen (2011) cited from Wehmeier (2006: 21) said that the adjective is a word class that is used to describe a person or thing, such as a big house, a foreign people, or a bad car. From that explanation, teaching adjectives are important in English learning because they describe nouns or pronouns. The writer believes that Total Physical Response method may help students in learning adjectives. But the success of Total Physical Response is in the control of the teachers in their classroom. Larsen and Freeman (2000: 113) state that the teacher is the director of the students' behaviours. Teachers are encouraged to prepare well for the learning strategy, method or media, and they have to arrange the lessons to flow smoothly, fun, and predictably. According to Larsen and Freeman (2000: 113), the students are imitators of the teacher's nonverbal model. It means that in learning English in the classroom, young learners imitate and perform their teachers' orders. But unfortunately, from the thesis by Mariyam and Musfiroh (2019) about TPR, it shows that many children were still not capable in using adjective. In their research,

teaching adjectives using the TPR Method has unsatisfactory results. From that case, the writer was interested in trying to use the TPR method in the teaching adjectives for children.

2.9 Procedure of Total Physical Response

Slattery and Willis (2005:23) stated that the procedure of Total Physical Response (TPR) is when the teachers say and give the instructions then the children listen and follow the whole instructions and they do what the teachers say.

Larsen - Freeman (2000:111) present some procedures of TPR:

1. Teachers give a command in the target language and they perform it with the students
2. The students say nothing
3. The teacher gives the students commands quite quickly
4. The teacher sits down and issues commands to the volunteers
5. The teacher directs students other than volunteers
6. The teacher introduces new commands after she is satisfied the previous words have been mastered.

While According to Setiyadi (2006) states that “meaning of the words can be understood by making associations between the utterances they hear and actions they are observing”. Setiyadi (2006) writes that the meaning of words that they may have guessed will be internalized by performing actions according to commands.

This study uses the Larsen - Freeman (2000:111) and Setiyadi (2006) learning process.

2.10 Teaching Media

According to Harmer (2001), language teachers should employ a variety of teaching tools to engage students in a topic or serve as the foundation for a whole activity while also explaining language meaning and structure. The use of media in the teaching and learning process can help the students pay attention to the media presented, in addition to preventing boredom while they are learning.

Media are tools for processing and rearranging visual and verbal information, such as graphs, photographs, or electronic devices, Arsyad (2009). Some media can be used by the teachers to aid in the teaching and learning process. It can occur in the form of audio, visual media, or a hybrid of the two.

Khusniyati (2020) mentioned that there are some activities and media that can be applied in TPR by using songs, flash cards, storytelling, games and other activities. In this study, the writer will use flashcard and song (audio-visual) as the media as part of TPR method.

1. Flashcard

Flashcard is one of the strategies in learning vocabulary. According to Komachali and Khodareza (2012) flashcard is a piece of cardboard with a word, a sentence, or a simple image on it. These flash cards can be made by both teachers and learners. In *Learning Vocabulary in Another Language*, Nation (2001) as cited in Komachali and Khodareza (2012) discusses this approach,

where a student writes the foreign term on one side of a little card and its translation in the first language on the other. The student looks through a deck of cards and attempts to remember what each one means. Komachali and Khodareza (2012) believe that Flashcards for vocabulary are a creative, colourful, and enjoyable approach to help students remember and retain vocabulary items. In this study, the writer will use flashcard teaching materials from learnenglishkids.britishcouncil.org and the flashcard that the writer creates.

2. Song

Based on Lestari (2017) a song is a piece of music with sing-along lyrics. A song is a brief piece of music with a poetic text that gives both the music and the words equal weight. It may be composed for one or many voices, and in most cases, it is performed with musical accompaniment. The song that the researcher will use in applying TPR method is from Youtube 'Maple Leaf Learning' <https://youtu.be/3JZi2oDvPs4>. The song is selected because it includes vocabulary related to the adjective that will be taught to the students. The song will be shown during the second meeting via the speaker in the classroom.

2.11 Advantage and Disadvantage of Total Physical Response

Widodo (2005) presents some advantages and disadvantages of TPR method.

The advantages of the TPR method:

1. It has a lot of fun so the learners enjoy it. It also can lift the pace and mood of students
2. It is memorable. Students can recognize phrases or words
3. It is good for kinaesthetic learning because students are required to be active in the classroom
4. It can be used in small or large class
5. The physical actions get across the meaning effectively so that all learners are able to comprehend and apply the target language
6. No need to prepare a lot of materials, the teacher just has to be competent of what they want to practice
7. It is good for teenagers and children
8. It involves both left and right-brained learning.

As we already know the advantages, TPR also has disadvantages. They are:

1. The students might find it embarrassing if they are not used to such things
2. TPR cannot be used flexibly, it can't be used to teach everything
3. It is difficult to teach abstract vocabulary
4. Ineffective when used for a long time without switching with other methods and activities.

2.12 Previous Research

There are several studies that have been conducted in the use of Total Physical Response especially for improving students' vocabulary skill.

1. Based on Octaviany (2007), Her investigation of TPR was done to determine whether her application of the strategy had improved her students' vocabulary

mastery. Her study is intended for elementary school students. Her findings demonstrated the success of the TPR approach to teaching and learning. Her students' knowledge has increased. The result of pre-test (44.51%) while the post-test (90.1%). It shows us the improvement of the students' vocabulary mastery after the implementation did by Octaviany.

2. While the research by Baiza (2008), which her research about Total Physical Response was conducted at MIN 11 Banda Aceh. She used 2 classes which are first class as the experimental class and the second one as the control class. She wanted to find out the difference result from both of the classes. The writer used test and questionnaire in collecting the data. Tests were used to know the improvement, while the questionnaire was used to know what makes the TPR method improve students' English skills. The results of the research using the Total Physical Response method showed the improvement of students' English ability. It was proven by the improvement of the mean score of the experimental class which was shown higher (33.87 to 56.58) than the mean score in the control class (27.5 to 45).

3. Ye Zhen (2011) in his research title "Using TPR Method in Teaching English Adjectives" shows that the result of the study showed the pupils' achievements in the experimental group were improved by the TPR method. The mean score of the experimental group was much higher than that of the control group. The p-value of this test was 0.0002 less than 0.01 which showed strong evidence that the results were not achieved coincidentally. The effect size of this study was 2.59 more than 0.8 which indicated that the TPR method has significant

effectiveness in teaching English adjectives. From his research, it can be a reference for the other writer for their research about TPR in adjective too.

4. The research did by Safitri, Setiyadi, and Huzairin (2017) investigated the effects of the Total Physical Response Method on vocabulary development. 15 pupils from SDN 3 Mulya Asri's fifth grade served as the study's subjects. Vocabulary tests and observation sheets served as the research's instruments. The Paired Sample t-test was used to evaluate the data. Following the application of TPR principles, the outcome revealed a statistically significant difference in students' vocabulary achievement ($p=0.00$).

5. The last previous research that become the writer reference in writing this research and become the background of her research is the research did by Mariyam and Musfiroh (2019), their research about TPR method was conducted for 5-6 years old children at TK (Kindergarten) An-Nisa, Rokan Hilir, Riau Province. with total samples of their research were 15 students. The research used qualitative research. The research aimed to describe how Total Physical Response (TPR) method can improve English vocabulary achievement in 5-6 years old children. The result showed that noun categories had the highest percentage in vocabulary acquisition (97.78 %). then followed by verbs (86.67 %) and adjectives (62.22 %). Meanwhile, the percentages of vocabularies that used by children were verbs (24.44 %). nouns (11.11 %), while the children were still not capable in using adjectives (0 %). From those results above, that is why the writer is interested in doing the research about Total Physical Response in teaching Adjective.

2.13 Theoretical Assumption

The researcher assumed that using Total Physical Response method in the classroom can be one of the approaches to increase students' vocabulary achievement based on the theories described above. Since the TPR method is entertaining to them because it provides fun way in teaching learning such as using games, singing, imitating, etc, moreover using it in learning adjective words may help the students understand the words easier because the teaching method is appropriate with their age. Students are needed to learn through physical activity while employing the TPR method as a learning strategy. Additionally, the students must be active in class. This is usually the basis for how learning new words may affect them. The use of TPR also allows pupils the opportunity to learn more about some words that they were previously unfamiliar with. Therefore, based on the theories, it can be assumed that Total Physical Response can be used as an effective way to improve students' vocabulary achievement.

2.14 Hypothesis

Based on theoretical review and conceptual framework above, the hypothesis of this research are:

H1: There is significant improvement of the students' vocabulary adjective achievement after the implementation of TPR method.

H0: There is no significant improvement of the students' vocabulary adjective achievement after the implementation of TPR method.

III. METHODS

This chapter divided into ten parts. They were: research design, population and sample, variables, research instrument, research procedure, data collecting techniques, validity and reliability, data analysis, and hypothesis testing.

3.1 Research Design

The design had a form or design framework. In the context of the research, the design described the framework of a study to be carried out. The research design was determined by the concept of testing to be carried out and the existence of the required research. It could be described as a table containing research variables. The following was the explanation of the design used in this research.

The research design that the researcher would use in this study was a single group pretest-posttest design. Single group meant that this study used only in one class. Pretest-posttest served to measure the success of the study. The researcher gave the pre-test to know the students' vocabulary adjectives achievement before the treatment, and the posttest was used to find out the improvement of the total physical response for the ability of students' vocabulary achievement. Referring to Setiyadi (2018), the design presents as follow:

$$G = T1 \times T2$$

Where:

G: refers to the group (one class)

T1: refers the pre-test

X: means the treatment (the implementation of TPR method)

T2: relates to the post-test

3.2 Population and sample

Population was a group that meets certain conditions relate to the research problem.

Kothari (2004) stated that the result from the sample can be used to make generalizations about the entire population as long as it was truly represented. In this study, the population was the fourth-grade students of SD Al-kautsar Bandar Lampung. There are eight classes of the fourth grade in this school. In this study, the researcher only took one class as the representative namely IV D. There were 23 students in this class. In determining the sample, the researcher used *random sampling*.

3.3 Variables

1. Students' adjective achievement was dependent variable or symbolized as a letter (Y), Students' adjective achievement can be measures by investigating whether there is affect from independent variables or not.

2. Total physical response was independent variable or symbolized as a letter (X), TPR method was a variable that can affect the dependent variable and give the effect to the students' output.

3.4 Research Instruments

In this research the researcher got the data which come from adjective vocabulary test. At first, the pre-test was administered to the students to measure their initial ability in vocabulary. Post-test was administered to the students to know their achievement in adjective skill through TPR method applied in three treatments.

3.5 Research Procedure

In collecting the data, some procedures were applied as follows:

1. Selecting and determining the population and sample

The population was the fourth grade of SD Al-kautsar Bandar Lampung. The sample of this research was one of the fourth grade of SD Al-kautsar Bandar Lampung, namely IV D.

2. Administering the pre-test

The pre-test conducted before the treatments. It was aimed to know the children vocabulary skill before having the treatment. In this test, the students had to do a test which contained the multiples choice questions about adjective words.

3. Conducting the treatment

The treatment given in three meetings. During the treatments the researcher taught adjectives vocabulary to the students using Total Physical Response

Method in the class. The teacher gave the explanation about what is adjectives. The researcher told the adjectives with their meanings using some materials such as flashcard, song, and taught the students with movement in learning adjectives. For the first meeting the students learnt the adjectives using flashcard. The second meeting, the students had to listen and sing together the English adjectives song taken from Youtube. The third meeting, the teacher explained the adjectives using body movement and the students imitating the teacher's movements while mentioning the words. The teacher gave orders to the pupils to show their body movement according to the adjective words mentioned by the teacher. The teaching material during the treatment also refers to the Merdeka Belajar curriculum.

4. Administering the post-test

The post-test conducted after the treatments. The test was aimed to see the children adjectives vocabulary achievement after having the treatment using Total Physical Response. In this test, the students would be given the same questions as pre-test.

5. Analyzing the data

The result identified from the average scores of the pre-test and post-test compared to see the adjective words achievement.

In short, this research procedures were consisted of the steps that have been taken at the time of the research that has begun from the beginning to the end of the research.

3.6 Data collecting techniques

In conducting this research, the researcher needs a technique to collect the data. The researcher used the following test (pre-test and post-test).

Test

Overton (2008) states that a test is a method to determine the students' ability. While Ary (2010:201) defines a test as a series of stimuli given to a person in order to generate reactions, from which a score may be calculated. The test is given to the students to know their ability in vocabulary adjective. To collect the data the researcher uses pre-test and post-test.

1. Pre test

The researcher gave the pre-test before the treatment to the students. The pre-test was multiple choice items about adjective consisting of 30 questions. The students had to choose the right answers from the questions. The students' vocabulary achievement was assessed by scoring the assessment.

2. Post test

Post-test given in the last step after all the treatments have been done. The realization of the post-test was same as the pre-test but it was just that the questions in the post-test were distributed randomly. Same as pre-test, the students had to choose the right answer from the multiple-choice questions consisting of 30 questions. The aim of post-test was to know the students' vocabulary achievement after they are given the treatments.

3.7 Validity and Reliability

3.7.1 Validity

Validity is useful for ensuring that a test is good or not, because a good test is the test that has validity. According to Heaton (1991) believes that validity of a test must be determined according to the objective of the test. To know whether the test has good validity, the writer sees the content and construct validity of the test.

a. Content validity

According to Nelson (2003) The degree to which a measure's items evaluate the same topic or the quality of the content material's sample used in the measure are both examples of content validity. Face validity or logical validity are two ways to describe content validity. Based on Brown (2004:24), A test is said to have content validity, if the questions it asks represent a representative sample of the language abilities, structures, etc, that are being examined. As Hatch and Farhady (1982:251) states that content validity is extended to which a test measure representative sample of the subject matter contents, the focus of the content validity is adequacy of the sample and simply on the appearance of the material. Setiyadi (2006) mentioned that the material given is suitable with the curriculum. The material has content validity because the researcher arranges the material based on the book used by the teacher in school titled "my next words" and it is based on the objective of learning outcomes phase B in teaching in Merdeka Belajar Curriculum and focus on the descriptive adjective.

b. Construct validity

Construct validity was defined by Anastasi and Urbina (1997) cited from Nelson (2003) as "the degree to which the test may be regarded to measure a theoretical construct or attribute". Brown (2004:25) stated that a test is considered to have construct validity, if it can be shown that it accurately assesses the skill it is intended to assess. According to Brown (2004:25), a construct is any theory, hypothesis, or model that makes an effort to explain occurrences that have been observed in our world of perception. While Setiyadi (2006) states that construct validity is needed for the instrument which has some indicators in measuring one aspect or construct. If the test instrument has some aspects and the aspects are measured by some indicators, they must have positive association to one another. Furthermore, vocabulary test was used as the instrument of this research for pre-test and post-test. The pre-test and post-test in this research were multiple choice tests that measured the students' adjective vocabulary proficiency. As Setiyadi (2006) stated that the instrument fulfills the construct validity criteria if all items assess the adjective vocabulary test.

3.7.2 Reliability

According to Heale and Twycross (2015: 66) mentioned that the consistency of a measure is a component of reliability. Brown (2004) stated that a reliable test is one that is dependable and consistent. It means that reliability is the scores of an instrument are stable and consistent. Heaton (1989:162) states that

any good test must be reliable in order for it to be valid overall. It means that the characteristic of good test must be reliable. Huck (2007) mentioned that testing for reliability is crucial since it refers to the consistency between a measuring instrument's components. Huck (2007) and Robinson (2009) mentioned that if a scale's elements "hang together" and measure the same construct, it is considered to have high internal consistency reliability. The Cronbach Alpha coefficient is the internal consistency statistic that is most frequently employed. It is regarded as the most suitable reliability indicator when using Likert scales, said Whitley (2002) and Robinson (2009) as cited in Taherdoost (2016). Whitley (2002) and Robinson (2009) also state that although there are no unambiguous guidelines for internal consistency, most people think that a minimum internal consistency coefficient of 0.70 should be used.

In this research, the researcher administered try-out test in order to measure the reliability of the result. Moreover, to gain the reliability of the test, the result of the test can be examined by Split-Half method. It means that the odd number and the even number were separated into two to measure the coefficient of the reliability. The formula used was designed by Pearson-Product Moment Formula as follows:

$$rl = \frac{N (\sum xy) - (\sum x) (\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][\sum y^2 - (\sum y)^2]}}$$

Description:

Rl : refers to the coefficient of correlation between odd and even numbers

$\sum xy$: refers to the sum of multiplication of the odd and even numbers

$\sum x^2$: described the sum of odd number quadrate

$\sum y^2$: denotes to the sum of even number quadrate

$(\sum x)^2$: describes the sum of odd number is quadrate

$(\sum y)^2$: describes the sum of even number is quadrate

After the coefficient of correlation between odd numbers and even numbers were gotten by using the formula by Hatch and Farhady (1982), after that the researcher used the formula designed by Spearman–Brown’s Prophecy in order to get the reliability of the whole items of the instrument. The formula can be drawn as follows:

$$rk = \frac{2rl}{1 + rl}$$

Description:

rk : denotes the reliability of the test instrument

rl : indicates the reliability of the half of the test instrument

The criteria of the reliability are:

0.00 – 0.19: Very low

0.20 – 0.39: Low

0.40 – 0.59: Average

0.60 – 0.79: High

0.80 – 1.00: Very high

(Hatch and Farhady, 1982)

Using the formula, the reliability of the test is scored 0.83. It can be concluded that the test is considered to have a very high reliability.

3.9 Data Analysis

According to Wilde (2008) “The data obtained from research result is the result of students test that are analyzed quantitatively”. Statistical analysis, often known as an inferential statistic, is used in quantitative analysis and it is done by using statistic. Statistic technique for determining relationship between pairs of score known as correlative procedures Ary (2002:143). To know the students’ vocabulary achievement after the implementation of Total Physical Response method, the students’ score is computed by doing: calculated data using SPSS. To find the mean of pre-test and post-test it was calculated by applying this formula:

$$X = \frac{\sum d}{N}$$

Notes:

- a. X: Mean (average score)
- b. $\sum d$: The total score of the students
- c. N: The total number of the students

Hatch and Farhadi (1982, p. 25)

Additionally, in order to determine whether there has been a statistically significant improvement, the researcher would draw conclusions from the results of the pre- and post-tests given to young learners. These results were statistically analyzed using the *Repeated Sample T-Test* to determine whether the students' adjective achievement has improved as a result of being taught using the Total Physical Response method.

3.10 Hypothesis testing

The hypothesis testing was used to prove whether the hypothesis process in this research is accepted or not. The hypothesis for this research question was analyzed using Repeated Sample T-test of Statistical Package for Science (SPSS) windows version 24.

The hypotheses are described as the following:

H₀: There is no difference between pre-test and post-test of the students' vocabulary achievement after the implementation of TPR method

H₁: There is the difference between pre-test and post-test of the students' vocabulary achievement after the implementation of TPR method

The criteria for accepting the hypothesis are as the following:

1. H₀ is accepted if the t-value is lower than T-table.
2. H₁ is accepted if H₀ is rejected.

In short, this chapter covers the methods of the research which is concerned with research design, population and sample, variables, research instrument, research

procedure, data collecting techniques, validity and reliability, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers and further researchers.

5.1 Conclusions

The purpose of the research is to determine whether the students' adjective vocabulary has increased as a result of using the Total Physical Response method. The study's findings support the following assumption: Adjective-focused vocabulary among students was improved through the use of the TPR method. According to the test results and data analysis, there was an improvement in students' achievement in adjective vocabulary after the Total Physical Response method was implemented in SD Al-kautsar Bandar Lampung. It could be seen from the improvement of the students' vocabulary achievement in the pre-test and post-test. The mean score improved from 58.87 in the pre-test to 85.43 in post-test. The result of the hypothesis test showed that H1 was proven as there is a significant improvement after being taught by using Total Physical Response method, the value of sig (2 tailed) is lower than 0.05 ($0.000 < 0.05$).

5.2 Suggestions

Considering the conclusion above, some suggestions were proposed as follows:

1. Suggestions for English teachers

a. Considering the advantages of TPR, the researcher suggests that English teachers of the class to apply Total Physical Response method as an alternative way in teaching adjective words. That's because teaching vocabulary to young learners has its own challenges, so choosing an interesting method can be one of the alternatives that can be used by teachers so the students will be more interested in learning process.

b. The learning process is controlled by the teacher, including conditioning the classroom and managing the students. Because there are so many fun activities, the students will appear to be enjoying their learning process. However, classroom disruptions can happen particularly when teaching young learners, so it takes a lot of patience and teacher skill to manage the class.

c. Teacher should pay more attention to what must be prepared in teaching using TPR method. This is because this method would need many preparations, and enough time management.

2. Suggestion for Further Researchers

For the future research, qualitative approach can be applied by conducting interview or questionnaire in order to know the students' opinion and feelings after the learning process using TPR.

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