



Using the Total Physical Response Method to Improve Young Learners' Perceptions of Vocabulary Mastery

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Abstract: This study aims to explain how early childhood English language learners are taught English using the Total Physical Response (TPR) technique. This kind of study is qualitative descriptive in nature. The researcher in this study outlines the TPR method-based tasks that instructors and students completed. Teachers and students at kindergarten are the source of the data. There are ten pupils in the class, and their ages range from five to six. Through observation of learning activities, data was gathered. Comprehension and understanding were the criteria examined, and the methods utilized were interviews and observation. Researchers' findings demonstrate that young learners like participating actively in English language learning activities and that students may expand their vocabulary when utilizing the TPR approach. The goal of the project is to help improve English language learning and teaching activities, particularly for younger pupils. The findings of the TPR technique observations made in the classroom and the interviews that researchers did with instructors and students attest to this reality.

Keywords: English Language Instruction, Vocabulary Mastery, And Total Physical Response.

Introduction

The prevalence of English usage in modern times is a common occurrence. However, young students typically do not practice speaking English with their families or those around them (Pranoto & Suprayogi, 2020). Moreover, teaching English to younger learners poses a challenge for educators as it requires thorough preparation for successful instruction. This can prove to be daunting as teachers must possess the skills to effectively engage young minds, utilizing appropriate methods and strategies, capturing their interest, and keeping them engaged during lessons. The most significant characteristic of young students is their tendency to be highly active, with some displaying more than others (Luchene & Delens, 2021). As a solution, various methods can be employed, such as the Total Physical Response (TPR) technique. This approach integrates language instruction with physical movement, building coordination between speech and action. Some students may struggle with effectively conveying their thoughts through communication. Furthermore, foreign language learners with limited vocabulary may require more time to

master new words and may have difficulty understanding written texts or engaging in oral discourse with their peers (Ammar et al., 2020).

It might be difficult for educators to introduce English to young students. They'll make an effort to determine what and how English instruction should be tailored to the pupils' ages. Young students are still unaware of the value of learning English. Given that young learners' ability to absorb information is growing ahead of time, teaching English to them from a young age, sometimes referred to as the "golden age," is therefore seen to be vital in establishing language proficiency (Aune et al., 2021). Any English language instruction strategy should be able to motivate students to pick up the language. In actuality, it doesn't seem like many kindergarten teaching strategies are really intended to make English acceptable and understandable. Actually, the majority of educators utilize student worksheets to aid in the teaching and learning of English. In actuality, English instruction for young learners need to be engaging and inspiring. Children will study best when they are very motivated. As a result, students will be able to speak in English and possess strong language abilities (Aune et al., 2021).

The first crucial skill that needs to be taught in order for someone to talk is vocabulary. The instruction of vocabulary to elementary school pupils needs to be done correctly. Numerous scholars have stressed the need of expanding one's vocabulary in order to enhance one's language proficiency (Bestley & McNeil, 2022). Unless the language cannot be utilized in that context, this should be taught in a meaningful context rather than in an isolated manner. Students won't be able to use a lengthy vocabulary list because they won't know how to apply it in the language. Unfortunately, it appears that Bayt Al Fath Level 1 follow the same methodology while teaching vocabulary in English. Because students frequently just memorize words like "this is running," "this is jumping," and "this is walking," their vocabulary proficiency is deemed inadequate. It is surprising to realize that this type of learning approach is not exclusive to Indonesia. claimed that the majority of Asian nations continue to employ traditional teaching methods that heavily rely on rote learning techniques, particularly when it comes to vocabulary acquisition. This is because numerous studies have shown that rote learning techniques are crucial to the vocabulary acquisition of Asian EFL learners (Bestley & McNeil, 2022). But rote learning has come under fire for being antiquated and uncontextual. Understanding vocabulary in a meaningful context is more crucial for vocabulary mastering than simply knowing a word's meaning in a vague context. When it comes to vocabulary, the elementary school English curriculum mostly concentrates on having students reply verbally to new words or sentences that emphasize vocabulary. It also demonstrates the capacity to act out basic instructions in response to them. Numerous scholars have underscored the significance of expanding one's

vocabulary as a means of enhancing language proficiency (Bardossy & Duckstein, 2022). Within the context of education, English has been taught in classrooms, beginning with kindergarten students. Because of this, it is advised that teachers foster a supportive and engaging environment in the language classroom. Teachers that are aware of how young learners acquire words will be better able to apply instructional strategies in these settings. Young pupils will not be able to communicate their needs to their foreign teachers or comprehend what is stated in class if they do not have a sufficient vocabulary in English. Bayt Al Fath level 1 is an educational institution equivalent to a kindergarten, this school is located in Sidoarjo (Thomas et al., 2022). Bayt al Fath level 1 involves learning English as a lesson taught to children. However, based on researchers' interviews with class teachers, students sometimes feel bored when learning English. This means that the right choice can increase students' perception in learning English (Zhao et al., 2020).

When learning English, it was found that students and teachers had difficulties in teaching and learning English, this could be explained when researchers made observations when teachers taught English in class before implementing the total physical response method (Szabó & Babuška, 2021). The teacher explains the English material then mentions the words in English and then interprets them into Indonesian (walking = berjalan, running = berlari, jumping = melompat), the teacher asks the students to repeat the words that have been said by the teacher "ayo anak-anak ulangi setelah ustadzah", students are asked to name the words said by the teacher. However, many students in the class admitted that they had difficulty remembering the words taught by the teacher, such as "Ustadzah, saya lupa", and students even tended to remain silent when asked to repeat the words taught. Concretizing the learning notion proved to be challenging for the instructor. The teacher's statement that "saya belum menemukan strategi yang tepat dalam mengajar bahasa inggris dikelas" demonstrated his inability to effectively communicate the English topic he was presenting. Thus, in order to further enhance students' vocabulary, particularly when studying English, researchers employ the complete physical reaction method as a teaching tool. Drawing from the aforementioned issues and many facts, the researcher aims to gain a detailed understanding of students' perspectives on English language learning through a study named "Using the Total Physical Response Method to Improve Young Learners' Perceptions of Vocabulary Mastery (Ma et al., 2019)."

Methodology

Based on the research background above, the problem formulation in this research is "What is teachers' perception of using the total physical response to Improve Young Learners' Perceptions of Vocabulary Mastery"? The aim of this research is to find out teachers and students' perception of using the total physical response method to Improve

Young Learners' Perceptions of Vocabulary Mastery. To assess data, this research employs descriptive qualitative analysis, which summarizes theories in specific terms and events that are experienced by individuals, groups, or people. Data collection for this project must be targeted at identifying particular events. As a result, observation and document, report, and record inspection are included in data gathering. Direct observation of students through interviewing them served as the method of data collection for this study. Using the TPR approach, the researcher observed English teaching and learning activities. Observation is an empirical scientific method that relies on texts and field data and involves five senses without the need for manipulation. Interviewing is the second technique. Because human attitudes are sufficiently complicated, triangulation is a mixture of three or more procedures for gathering data regarding attitudes: observation, interviews, and study subject surveys. Researchers employ this method to get more data and learn how teachers and students feel about using the Total Physical Response (TPR) method (Lang et al., 2019).

Teachers' opinion on using the Total Physical Response (TPR) method to expand young learners' vocabulary. Qualitative research is an investigation procedure that focuses on human behavior, and as such, researchers employ it as a research approach. comprehension. In addition, qualitative research involves investigating the phenomenon under inquiry. Qualitative research is carried out in normal and natural settings where conditions cannot be manipulated. Researchers employed qualitative descriptive research, which is defined as a type of research that refers to investigations using existing data, for their research design. The qualitative descriptive technique was employed in this study because the researcher wished to characterize the challenges faced by students when producing descriptive texts. Aside from that, the descriptive method is a method that aims to describe current phenomenon circumstances. For research design, researchers used qualitative descriptive research, qualitative descriptive research "as a type of research that refers to investigations using existing data". Apart from that descriptive method is a method that attempts to describe existing phenomena situations therefore the qualitative descriptive method was used in this research because the researcher wanted to describe students' difficulties. in writing descriptive text (Miller & Abovitz, 2020).

The research was carried out at Bayt Al Fath Tanggulangin Sidoarjo (Setiyadi, 2020). The research subjects were class B students aged 5 to 6 years at Bayt Al Fath level 1. In one class there were 10 students, 5 girls and 5 boys. The research was carried out during English learning. The researcher chose a class of teachers and students from class B to carry out observations and interviews because they could answer and respond to questions well when the researcher asked. Two methods were used to obtain data collection procedures for this research: interviews and observation. The researcher used the TPR (Total Physical

Response) method to observe the English teaching and learning process for students at Bayt Al Fath Level 1 Tnggulangin Sidoarjo (Aker et al., 2019). The researcher did not participate in the Bajasa English teaching and learning process in the classroom; rather, the researcher operated as an observer, recording every aspect of the process. Additionally, researchers watched as teachers used the Total Physical Response (TPR) method to teach English. The roles that instructors and students play in the teaching and learning of English were also examined by researchers. Using an observation sheet, the researcher kept an eye on the teaching and learning process. Researchers conducted interviews with Bayt Al Fath level 1 Sidoarjo class B pupils, ages five to six, as well as teachers and English language instructors. Following instructional activities, teachers were the first to be interviewed by researchers.

To get data, the researcher interview students and observe them in the role of a co-teacher to learn how they feel about the total physical response (TPR) method for younger pupils. The qualitative descriptive approach employed in this study summarizes particular theories and experiences that have been experienced by individuals, groups, or people in order to assess data. Data collection for this project must be targeted at identifying particular events. As a result, observation and document, report, and record inspection are included in data gathering. The purpose of this study is to look into how students feel about adopting the entire bodily response method to increase their vocabulary when studying English. Qualitative research is an investigative process that focuses on human behavior, and as such, researchers employ it as a research approach. comprehend. In addition, research that examines research phenomena is included in qualitative research. Qualitative research is conducted under unmanipulated conditions in typical and natural settings.

In the classroom, researchers also help as teachers. The research was conducted for three days, the first day of pre-teaching the researcher observed the classroom situation during teaching and learning activities, the second day of applying the method during teaching, and the third day of post-teaching were the three key phases of the two observation stages carried out by the researcher. When teaching students how to use TPR in English language teaching (ELT) activities, researchers observed the students. In addition, researchers interviewed a number of students using open-ended questions to collect data. When talking with English teachers and students, the researcher used a number of research tools. Researchers used a qualitative descriptive research design.

In order to learn more about how the whole physical response approach is applied to pupils learning English for young learners, interviews are conducted. Six steps will be taken in the analysis of the interviews in this study. In qualitative research, there are six processes involved in data analysis. Arrange the data first in order to analyze it. Read all of the data second. Codify all the data, third. Fourth, code the individuals, places, categories, and themes that will be examined. Fifth, give an overview of the qualitative report's themes.

Sixth, the conclusions of the qualitative research based on the collected data. An interview is a type of discussion in which two persons exchange concepts and details. The other individual will respond to questions posed to them. Researchers spoke face-to-face with class B students at Bayt Al Fath level 1 who were between the ages of 5 and 6 for this interview. Six girls and five boys made up the eleven students in one class. Techniques for descriptive data analysis are used in this study. By using this method, information about the observed data is provided so that it can be understood by others. From the moment the data is collected at the start of the research project until it is presented and shared, the data analysis procedure is carried out. Data reduction, visualization, and conclusion-making are the phases of qualitative data analysis approaches (Jiang et al., 2021).

The amount of data gathered from the field is substantial. These data are meticulously and thoroughly recorded. Reducing data involves summarizing, picking the most crucial information, concentrating on what matters, searching for themes, and eliminating unnecessary information. The distilled data consists of sophisticated field notes, observations, interviews, and documentation. Through reduction, scientists condense and extract fundamental and significant data in accordance with the study question. Reduced data will give a clear picture and facilitate the collection of further data by researchers. The results of this study provide a thorough yet succinct explanation of the challenges associated with implementing learning for hyperactive kids enrolled in mainstream schools. By providing answers to the researcher's questions based on an explanation of the study findings and a conversation, conclusions are reached (Ekelund et al., 2019).

Result and Discussion

The majority of kindergarten pupils at Bayt Al Fath level 1 Sidoarjo showed an increased interest in studying English at that time, according to the findings of observations. The researcher conducted observation twice. The first observation was on 1 January 2024 and the second observation was on 04 January 2024. When the teacher asks them to teach English, they respond physically as young children prefer to learn the language via imitation, movement, and other activities. Most individuals believe that they are learning a foreign language in the same way that they learnt their native tongue when it comes to teaching. In essence, kids are capable of learning new languages, and they even pick them up more quickly than those who start studying after puberty (Hestiana & Anita, 2022).

Thus, learning English from a young age is not at all difficult. Nevertheless, this means that English teachers need to be adaptable and innovative in their approach to teaching, selecting instructional strategies that will still result in Great Spirit, joyful, daring, delectable, and striking English classes. The following are some examples of English teaching exercises that might inspire students.

The fact that the students in this portion appear content, enjoying themselves, and finding the subject more intriguing to learn about indicates that they are more motivated and excited about participating in the English teaching process in the classroom. They make an effort to demonstrate the importance of speech by substituting body language. They don't pause while instructing to attempt demanding speaking through bodily means. In this instance, they want to attempt as soon as possible. If that's the case and they're asked to mimic it in class, they're more engaged. When they can accurately follow the teacher's directions, they also exhibit more confidence. When teachers model the action of "jumping" instead of using the term "jumping" (Indonesian), researchers see that students are very motivated to learn English. Thus, the majority of pupils collectively mimicked the teacher's movements by saying, "Jump, jump, jump!" Together, they exclaim "jump" with joy. They appeared as though they had never found practicing it to be tedious and exhausting. Researchers discovered that during instruction, pupils are more eager to participate in the teaching and learning of English. The pupils pay close attention to the body's components when being taught. That The teacher takes images while writing the names of the bodily parts on the paper. Thus, it is simple for kids to comprehend them. This can facilitate pupils' rapid memorization of it. Researchers observed that the majority of pupils in this instance actively participated in the teaching and learning of English. They really serve as excellent incentives to follow directions from teachers. Their voice came back louder. In addition, after-teaching pupils have a strong desire to study English. When the teacher invites the class to sing a song called "If You Happy," the pupils in this phase seem engaged and lively. At that time, songs that are spoken in English are still connected to the English lesson. They actually love it, and singing it makes them so happy. Even after the allotted time has passed, they still want the teacher to sing. English teacher Bayt Alfath, level 1, Sidoarjo focuses on teaching English in class B. All students are expected to actively engage in class activities by using this strategy. The TPR approach can encourage the development of new vocabulary and cognitive abilities in young kids, which is one of its benefits. Additionally, students' drive, interest, and recall are enhanced by word repetition. This class does not make use of such technology. This implies that English teachers should only use their most effective techniques and approaches to get their students involved in class (Hagen et al., 2019).

In the first observation



1. The English teacher asked the students to pray to the Lord together.



2. The English teacher requested the class to recite these necessary statements out quickly in imitation of her.



3. The English teacher and pupils physically read several imperative statements and their replies.

Due to the kindergarten students' early age, the TPR (Total Physical Response) approach has been used and found to be appropriate for use in the English teaching and learning process at Bayt Al Fath Level 1 Sidoarjo. Their preferred method of learning English is imitation, memorization, repetition, and whole bodily reaction demonstration. Early childhood English language instruction should be joyful, engaging, enjoyable, entertaining, unstoppable, comprehensible, and unforgettable for the students. They may therefore readily implement it in their daily lives. Researchers have knowledge of students' responses after the English teaching and learning process through the use of the Total Physical Response (TPR) technique, thanks to the findings of interviews conducted with English instructors and students at Bayt Al Fath level 1 Sidoarjo. The student replies from the interviews with English teachers at Bayt Al Fath level 1 Sidoarjo are known to the researcher. It was shown that when an English instructor does not use innovative and judicious teaching strategies, students typically get disinterested and lethargic when learning the language. Next, in order for students to learn English in a joyful, upbeat, fearless, worry-free, and joyful manner, English teachers can employ the TPR (Total Physical Response) method, which involves the teacher acting as a supervisor and giving instructions to the students. Students, on the other hand, mimic the verbal and nonverbal cues of their professors. The first step in the teaching and learning process is modeling. In this instance, the instructor is the one giving the kids instructions and acting on them. Students show that they grasp instructions by following them on their own in the second phase. The teacher keeps an eye on the pupils' behavior (Aker et al., 2019). Above all, a teacher's speech and the students' nonverbal responses define a teacher-student exchange. As time goes on, the teacher replies nonverbally while the kids speak more. Students will find it simpler to recall English teachings if they do this. Researchers discuss the findings from their student interviews. Since they are still young, the majority of pupils are often excited, joyful, and eager when they first enroll in the English course. Easy ways for teaching foreign languages from an early age include singing, mimicking, performing, and significant drilling. They

may put it into immediate practice in class. Additionally, they find it simpler to comprehend the way the teacher explains English classes since the teacher delivers directions that encourage students to attempt to grasp the material as fast as possible. In addition, students reported that they found it easy to understand the material the teacher presented, which was evident from their ability to repeat the vocabulary the teacher had presented. Students expressed that they were happy that the teacher had made learning English enjoyable and that they had learned through movement.

The second observation



1. The English teacher invited the class to pray to God as a group before the English lesson began.



2. the English instructor put down the specific topic, "parts of body."



3. The English teacher asked the students to sing a song together

Using the physical response method as a learning medium to overcome student problems in their English learning, researchers employed the Total Physical Response method to enhance students' perceptions of learning English. This method is used to make it easier for students to understand words in English and ensures that they do not quickly become bored after understanding words in English. When employing the entire physical response approach, pupils must speak words in the English language. This is to promote student participation in the classroom and their ability to voice their thoughts. instructors may provide a comfortable learning environment and help students to become more at ease during the learning process. This study also implies that, while teaching vocabulary to kids using interactive techniques like TPR may be age-appropriate and enjoyable, there is a need to address the methods' presumed effectiveness in comparison to more conventional techniques like single-picture presentations(Panwar et al., 2021).

There are several researchers who have conducted research on students' difficulties in writing English, some of them researchers conducted research at the elementary school level, precisely at the age of 7 to 11 years . Then, the researcher used 2 studies, namely qualitative and quantitative . Furthermore, collecting data in this research using three instruments, namely tests, observations and questionnaires . Next is a journal by collecting

data in schools in the Pamekasan area . Then a journal data was collected through observation in learning activities, the instruments used are pre-test and post-test with 2 (two) assessment criteria, namely vocabulary and understanding .

Based on the previous research described above, there are similarities with this research, but there are also differences in this research in the location, research methods and sample. The research method that the researcher applied was descriptive qualitative. The sample for this research was students aged 5-6 years at Bayt Al Fath Tanggulangin kindergarten.

Conclusion

Based on the results of the study, the researchers concluded that TPR (Total Physical Response) is the correct method for the process of teaching English to students of Sidoarjo Level 1 at Bayt Al Fath. There are two meetings in one class in English class. Each of them has different activities. It depends on the specific topic the teacher is discussing. When teaching English, teachers also combine the TPR (Total Physical Response) method with English songs to stimulate students' interest in learning English during the classroom teaching process. It turns out that studying is not boring or lazy. It has been observed that students in the classroom are more motivated and enthusiastic to participate in the English teaching process. In this case, most students are generally interested, happy, and enthusiastic when participating in the English teaching process because they can embed it directly in the classroom.

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