

## THE USE OF TOTAL PHYSICAL RESPONSE STORYTELLING METHOD IN TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS

Yasin Firmansyah

Fakultas Keguruan dan Ilmu Pendidikan

Universitas Sebelas April

yasinsmanda@gmail.com

Received: 05-12-2024

Accepted: 15-12-2024

Published: 30-12-2024

### Abstract

The research was motivated by students who found obstacles in the form of difficulties in acquiring English vocabulary. This research aims to find out how significant the Total Physical Response Storytelling method is in teaching English vocabulary to young learners and to investigate the students' response toward the implementation of TPRS method in their class. This study is a quasi-experimental design. Non-equivalent design control group is applied in this research. The data of this study were collected from experiment and control groups by giving the test in the form of pre-test and post-test. The data were analysed by using t-test, meanwhile the data of questionnaire were analysed by using Likert Scale. The result stated that the difference of students' achievement between TPRS Method and Conventional Method in improving students' English vocabulary is significant. Furthermore, the score of experiment class is higher than the control class. Overall, it can be concluded that the improvement of students' English vocabulary by using Total Physical Response Storytelling method is very significant. To sum up, the use of TPRS in teaching English vocabulary to young learner is not only effective but also presents the enjoyable experience to the students.

**Keywords:** *Total Physical Response Method, Storytelling, Vocabulary, Young Learners*

### INTRODUCTION

English vocabulary is an essential aspect of mastering English. The more English vocabulary is mastered, the more fluent English is produced. In other words, by mastering a lot of vocabulary, the learners can understand and produce the language more easily. "It is undeniable that learning vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in reading, listening, speaking and writing exercises (Krashen, 1981, p.361, cited in Handayani, 2011, p.1)". Therefore, it is very important to develop a meaningful and interesting instruction to achieve successful vocabulary learning.

Unfortunately, the problem faced by some English teachers is presenting a proper method of teaching vocabulary to a particular community, in this case, teaching English vocabulary to young learners. Many teachers present a method that is not suitable for children's characteristics. The teachers usually employ the simplest and fastest method to teach vocabulary, for example, many teachers use a memorizing strategy in which the students are asked to find out the synonym and antonym of a vocabulary (Gantika, 2013). Moreover, still many teachers use a conventional method or translation method in introducing new vocabulary. This method does not give the students big opportunity to explore themselves in English as the target language. Since Brown (2001) notes that one of the characteristics of the translation method is introducing new words in the mother tongue with little use of the target language. In addition, the teaching and learning activities seem to be monotonous. It does not attract the students' attention and enjoy the learning activity. Furthermore, failing to choose the proper way to teach young learners will lead to failing to present a good atmosphere in the class. Whereas emotion is very important in teaching English to young learners, especially in teaching vocabulary so that the vocabulary will exist in their long-term memory.

From the explanation above, it can be concluded that teaching vocabulary to young learners using TPR- Storytelling can ease student in learning English, especially vocabulary mastery. Kindler (2006) as quoted by Fakunle (2008) declared that people generally remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say and 90% of what they say as they do a thing. It is also in line with National Teacher Institute (2006) cited in Akerele & Afolabi (2012) that stated that Chinese concluded that: I hear; I forget, I see; I remember, I do; I understand. Moreover, presenting funny stories can impress the student and make them involving their emotion, so that they enjoy the teaching learning activities in the class. Therefore, this research studied how significant is Total Physical Response Storytelling (TPRS) method to improve students' vocabulary and how do students respond toward the Total Physical Response Storytelling (TPRS) method.

### **Function of Vocabulary for Young Learners**

Vocabulary is an essential component of all uses of language (Long & Richards, 1987, cited in Handayani, 2011). Wilkin (1972) wrote that “. . . while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”. Adequate vocabulary that possessed by learners can lead them to have a good communication skill in the foreign language. Therefore, learning vocabulary is important to have a good skill in reading, listening, writing and speaking in the target language. It is in line with Harmer, cited in Cameron (2001), that vocabulary plays a vital part in acquiring language.

Meanwhile, according to Carter (1998) vocabulary is a collection of words that have meaning and are used in context. From the definitions above, we conclude that vocabulary refers to all words of the language. In conclusion, vocabulary mastery means the ability of a student to master vocabulary that focuses on generalization (being able to define words) and application (selecting an appropriate use of it) (Cronbach, 1942). Vocabulary has the very basic part of many languages. Oral and literary ability cannot be highly achieved without a fundamental vocabulary of teaching (Jeffrey, 1995 cited in Gantika, 2013). Therefore, in acquiring languages, vocabulary teaching should be done very well. Regarding the importance of vocabulary teaching, Cameron (2001), states that English as foreign language is learnt better by young learners because children can learn language subconsciously by imitating what adults in their environment talks and do.

### **Young Learners' Characteristics**

Teaching English to young learners, according to Shin, cited in Sariyati (2012), is different from teaching adults as they especially have fun with movement and physical participation. He adds that the more fun, the better they will remember the language that learnt. Regarding that, teaching English vocabulary to young learner is a very effective way. Recognizing young learner by considering their characteristics is also important. There are some characteristics of young learners proposed by Harmer (2001): (1) They respond to meaning even they do not understand individual words. (2) They often learn indirectly rather than directly – that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught. (3) Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with. (4) They generally display an enthusiasm for learning and a curiosity about the world around them, (5) They have a need for individual attention and approval from the teacher. (6) They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topic in the classroom. (7) They have a limited attention span; unless activities are extremely engaging, they can easily get bored, losing interest after ten minutes or so.

In addition, Crosse (2007) state that children learn by playing and having fun. Furthermore, Scott and Ytreberg (2000) argue that children have a very short attention and concentration span. They also get bored quickly. They need interesting and fun activities in learning languages (Moon, 2005). Children usually learn the things through their right-brain activities according to what they have seen and what they have heard. Therefore, when language is taught through physical

movements, the right part of the brain plays a significant role. The TPR method uses the right half of the brain (James, 2001).

### **Total Physical Response Method**

In teaching vocabulary to young learners, teacher must consider the young learners' characteristic to achieve successful teaching and learning activity. Total Physical Response Storytelling (TPRS) method is regarded as the proper way of teaching vocabulary to young learners. Since it is a method that involves physical activities that suitable to young learners' characteristic. Storytelling is also involved in this method. Cameron (2001) notes that Storytelling provides children with excitement, motivates, interests the unintentionally, and allows an incidental vocabulary acquisition. Furthermore, Harmer explains that young children may well be involved in physical movement. Young learners have limited attention span; unless activities are extremely engaging, they can easy get bored, losing interest after ten minutes or so. In addition, their understanding does not come from explanation, but also from what they see, hear and, crucially, have a chance to touch and interact with (Harmer, 2001, p.38).

In connection with the theory of learning, the TPR method is influenced by humanistic theory. It was broadly discussed in 1970s that *humanistic* way of language teaching integrates several methods: they are the Suggestopedia, The Silent Way, Community Language Learning (CLL), and *Total physical response* (TPR). They are *humanistic* in the sense that they carry humanistic attitude and derivate from the similar psychology and philosophy of education (Rahman, 2008). Humanistic theory of learning emerged during around the late of 60s – 70s. Different from the behaviourism theory, according to Rogers humanistic theory states that a learner should be regarded as a *whole person* with emotion and cognition; thus s/he should not feel unsecured in the learning environment in total (Rahman, 2008).

However, TPR is a less discussed humanistic approach, but its origin suggests its *humanistic* concern: Asher (1997, cited in Brown 1994:98, cited in Rahman 2008), observing too much anxiety in the language classes, wanted to bring about a stress free method that rejected over consciousness and defensiveness in learning. Thus, there is no doubt that TPR is true a member of the humanistic family of methods. Founded by Asher in 1997, Total Physical Response suggests the characteristics of the techniques in its name itself: it involves speech and physical action in combination of rote repetition involving right brain hemisphere in learning (Rahman, 2008).

Asher (1977) noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and so forth) (as cited in brown, 1994). TPR classroom mostly have a great deal with listening and acting. The teacher plays as a director of a stage play in which the students are the actors (Asher, 1997, p. 43, cited in Brown, 1994, p.30).

TPR heavily utilized the imperative mood. Commands are an easy to get learners to move about and to loosen up: *Open the window, close the door, stand up, sit down, pick up the book, give it to John*, and so on. Teachers can also use nonverbal response and humour to make the class enjoyable such as; *walk slowly to the window and jump, put your toothbrush on your book* (Asher, 1997, cited in Brown, 1994). Moreover, interrogatives are easily dealt with: *Where is the book? Who is John?* (Students pointed to the book or to John).

### **Storytelling Method**

Storytelling is very important in human's life. According to Mello (2001), Storytelling is one of the oldest methods of communicating ideas and images. Storytelling is also the ancient art of conveying events in words, images and sounds. It is the interactive art of using words and actions to reveal the elements and image of a story while encouraging the listener's imagination. It can take many forms, from oral and written narratives to gestures, movement, art, music, movies and more." (Tobin & Fischman, 2007, cited in Onu, 2013). In addition, Abrahamson (1998) claims that civilizations survived as a result of storytelling, because they ensured the continuity of life

experiences to subsequent generations. From the information above, it can be concluded that storytelling has existed long time ago and it has the significant roles in human's life.

Some experts try to define the storytelling. According to Champion (2003), storytelling is an oral activity where language and gestures and body language are used in a colourful way to create scenes in a sequence. Cameron (2001) also explained that storytelling is a verbal activity that developed not only to listen to but also to be involved. In other words, the interaction of teacher as the storyteller and students as the audience such as eye contacts and dialogue among them is a unique asset to create the natural and contextual communication. It is very useful in teaching foreign language to young learners, since it provides a real life interaction between students and their teacher. The students not only listen to the storyteller, but also they can see lively the speaker. Therefore, it can be concluded that storytelling is an activity of telling meaningful information that uses colourful way in creating natural connection between events and concept through voice and gesture.

In education field, storytelling also has a significant role. Valenzuela (1999:5) has stated that stories are important to people and education. Stories are how people make sense of themselves and their world. Young children often make up spontaneous stories that they act out as they play, so one can see that how they play shows how they believe that people relate to one another, who they hope to become, and how they will behave in the future. In other words, storytelling helps students to acquire cultural literacy to make their language meaningful, since it gives students rich and versatile experience with language and culture (Malkina, 1995). So that, storytelling has been discussed and recommended by some experts, such as Abrahamson (1998) who argues that storytelling forms the very foundation of the teaching profession. Furthermore, according to Damayanti (2004), storytelling can be very useful in learning and teaching language since it provides meaningful context. In addition, by using storytelling, grammar and vocabulary can be learnt comprehensively and natural. She also said that storytelling is economical. It does not need expensive media and it is simple. The teacher also can apply multifunction media such as gesture and facial expression to help the students understand the story. Considering those characteristics, it can be concluded that teaching young learners needs rich diet of learning experiences which encourages them to get information in various of sources (Harmer, 2001). Planning enjoyable learning and various activities that involves physical (motor) activities is very important in teaching young learners to keep them engaging the materials, in this case, teaching vocabulary.

### **Total Physical Response Storytelling Method**

Total Physical Response Storytelling method can be the proper choice in teaching vocabulary to young learners. According to Davidheiser (2002) "TPRS consist of two complementary pedagogical methods: (1) Total Physical Response and (2) Storytelling." It is the extended method of Total Physical Response method that developed by James Asher in 1977. Meanwhile TPRS was developed by Blaine Ray, a language teacher from Bakersfield, CA. Total Physical Response Storytelling (TPRS) is a strategy for teaching foreign languages developed by Blaine Ray in the early 1990s. In the development of the strategy, Ray was influenced by the discoveries of James Asher, who developed Total Physical Response (TPR), another strategy for teaching foreign languages, and by the second language acquisition theories of Stephen Krashen (Ray & Seely, 2009, cited in Castro, 2008).

Some studies have been conducted related to the use of TPRS in teaching English vocabulary. The first was conducted by Kariuki and Bush (2008). The study examines the effect of TPR by storytelling and traditional teaching methods on foreign languages. The research found that there was a significant difference between the two groups. TPRS appeared to be a powerful tool to use in teaching foreign languages. The second previous study has been conducted by Gantika (2013). The study was about teaching elementary school students by using TPRS. The study used descriptive qualitative approach. The result of the study was that the students enjoyed the class. TPRS was successful in teaching vocabulary to young learners. The third was conducted by Bulan and Kosapoglu (2021). The research was about the use of TPRS in improving English vocabulary of deaf students in Senior High School. The study used experimental design one group pre-test and post-test.

The samples were five students. The result was the use of TPRS can improve their English vocabulary. This research aims to find out how significant the Total Physical Response Storytelling method in teaching English vocabulary to young learners and to investigate the students' response toward the implementation of the TPRS method in their class.

## METHOD

The research design used in this research is Quasi-Experimental Design. It is the extension of True Experimental Design. As well as the True Experimental Design, Quasi-Experimental Design also has a control group, however, it does not function fully to control the external variable that affects the research. The determination of the experiment and control group is not conducted randomly. According to Sugiyono (2013), two tests were administered to the Experiment and Control class in this research design. The tests were administered to find out the improvement of students' English vocabulary.

This research was administered into two groups. The experimental was treated by using the Total Physical Response Storytelling method and the control group was treated by using conventional method. This research was applied to the fourth graders of elementary school. The numbers of students were 42. There were 20 students in the experiment class and 22 students in the control class. The data were collected from tests (pre-test and post-test) and questionnaires. The population involved in this research are all fourth graders of SDN Sukamaju Sumedang period 2015/2016. The number of the class are three classes. The sample involved in this research is a *representative* sample which means they have the same characteristics with the population. In addition, they have the same achievement (homogeneous achievement) with all respondents (Sugiyono, 2012). Therefore, the samples of this research are class A as the control group and class C as the experimental group. Those two classes were chosen because their average score is lower than class B as well as the two classes have the same characteristics.

This research used tests to measure the student's achievement after the teaching and learning process done. The test that applied in this test is identifying job and profession with the picture, anagram with a picture and multiple choice with a picture. The numbers of questions are 30. Test is used to know the students' achievement by using Total Physical Response Storytelling method. The test is divided into two parts, they are: Pre Test, to know the students' prior knowledge related to the vocabulary of Jobs and Professions in English. Post Test, to find out the difference in students' achievement among experimental and control groups. The experimental group experiences the TPRS method, while the control group experiences conventional method, in this case, the grammar-translation method. Independent t-test is used to analyzed independen sample which is not correlated with type of interval data according to Sugiyono (2013). Questionnaire is used to find out how the students respond to TPRS method. According to Sugiyono (2015:199) questionnaire is a technique of collecting data that uses questions or written questions as the instruments to be answered by the respondent. The questionnaires are analyzed using *Likert Scale*. Likert scale is used to measure, attitude, opinion and perception of an individual or groups related to social phenomena (Sugiyono, 2015:134). The items consist of positive and negative statements. There are only four alternative answers. They are: really agree, agree, disagree, and very disagree. Neutral is not used in order to avoid uncertain answer.

## FINDINGS AND DISCUSSION

### TPR-S Significant Impact on Vocabulary Mastery

Total Physical Response Storytelling is a method a result of a combination between Total Physical Response method and Storytelling method. There are three steps in conducting TPRS method in a classroom. The first step consists of introducing the target vocabulary. During this step, the vocabulary words are taught through traditional TPR gestures, which the whole class practices. In the second step, the teacher assesses the students, by giving a series of TPR commands and observing the students to make sure they know the corresponding gestures. Once the teacher is confident that the

students understand the new vocabulary, she can move on to the third and most important step of the lesson, the “Personalized Mini Situation.” At this stage, the teacher tells a story, or describes several situations, using the target vocabulary. The teacher chooses students to be actors during the telling of the story, who then actively represent the story told by the teacher (Brune, 2004). In this case, students were invited to freely act and move their bodies based on the words that teacher mentioned. However, a number of students were passive so they did not freely express their body movement. Fortunately, after the teacher gave some treatments, they began to be active in the classroom.

The instruments used in this research were a test of 30 question items and questionnaire. The instruments have experienced validity test, reliability test and difficulty test before administering in pre-test. The data were collected from the result of pre-test and post test. The data in the table below is a result of pre-test, before having a treatment by TPRS method, and post-test, after having a treatment of TPRS method of Experiment and Control Class.

Table 1. Improvement of Students’ Achievement of Experiment and Control Class

Data	Experiment Class			Control Class		
	<i>Pretest</i>	<i>Posttest</i>	<i>N-Gain (%)</i>	<i>Pretest</i>	<i>Posttest</i>	<i>N-Gain (%)</i>
Higher Score	86	100	100	80	96	86,67
Lower Score	16	53	17,54	26	60	18,92
Average	53	86	71	56,7	76,9	46
Standard Deviation	13,87	9,27	16,22	13,87	11,91	21,28

Data analysis of N-Gain was conducted to find out the quality of students’ improvement of the Experimental class after experiencing the *Total Physical Response Storytelling* method, and the control class without having the treatment of the *Total Physical Response Storytelling* method. Based on the table 1, it can be seen that the students in the experiment class has higher scores in the post-test compared to the control class, as well as the average score.

Table 2. Criterion of Students’ Improvement

Class	Average of N-Gain	Improvement	Note
-	$0.00 < (g) \leq 0.30$	Low	Less Effective
Control	$0.30 < 0.46 \leq 0.70$	Medium	Enough
Experiment	$0.70 < 0.71 \leq 1.00$	High	Very Effective

First of all, the *Gain* data were changed in the form of *N-Gain* data. After that, the data could be analysed in the form of *N-Gain*. Based on the table 2, the average score of *N-Gain* of experiment class is higher than the average score of *N-Gain* of control class. Normality test, Test of Homogeneity of variance, and *N-Gain*, was conducted before the hypotheses test. The hypotheses test is conducted to find out whether the hypothesis is accepted or rejected. Normality and Homogeneity tests were done to determine which statistics would be used to do the hypotheses test. According to the result of the test, the data of both experimental and control class were categorized Normal and Homogenous. Therefore, the hypotheses test that was applied was the Independent T-Test, since both classes are suitable with the criteria of the Independent T-test.

Table 3. Independent Samples Test

	Levene's Test		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.906	.347	3.429	40	.001	20.810	6.068	6.677	34.942
Equal variances not assumed			3.461	39.682	.001	20.810	6.013	6.800	34.819

Based on the table 3, it is found that the Sig (2-tailed) is 0.001, or the probability less than 0.05. Therefore,  $H_0$  is rejected. It means that there is difference in students' achievement between TPRS Method and Conventional Method in improving English vocabulary to young learners.

This research discusses the comparison of score result between the use of *Total Physical Response Storytelling* method (Experiment Class) and the use of Conventional method (Control Class) in teaching vocabulary to young learners. The data that used were the result of *pre-test* and *post-test* of each class and the questionnaire result of the experiment class. The material that involved in this research is the vocabulary of Job and Profession. The research used two instruments. They are tests (*pre test* and *post test*) and questionnaires. The data of test were analyzed by using *t-test*. Meanwhile the data of questionnaire were analyzed by using *Likert Scale*. Those instruments tried to answer two research questions. The questions are how significant is the use of *Total Physical Response Storytelling* in improving students' English vocabulary and how do the students respond to the method.

The result showed that there was difference in students' achievement between experiment and control class in improving English vocabulary. The statement above is drawn from the result of *t-test*. The *t-test* result showed that Sig (2-tailed) is 0,001, or the probability less than 0,05. It means that Total Physical Response Storytelling Method is an effective method in teaching English vocabulary to young learners. To know about the improvement of students' score both for Experiment and Control class, it can be seen from the *table 2*. Based on the table, the average score that belongs to Experiment class that used TPRS method as the treatment is 86. Meanwhile the average score that belongs to Control class that taught without using TPRS Method is 76,9. Based on the data, the average score of experiment class is higher that the control class ( $86 > 76,9$ ). It can be concluded that "TPRS method has a bigger impact in improving students' English vocabulary compared to conventional method".

TPR and Storytelling is an effective combination in teaching young learner to improve their vocabulary. Young learners learn language by using their right-brain. It includes physical movement and TPR method uses the right half of the brain (James, 2001). Furthermore, their understanding comes from what they see, hear and chance to touch and interact with (Harmer, 2001). It is in line with the result above, TPR is memorable and a lot of fun. Not only assist the students to remember phrases or words, but also help them to enjoy the learning activity (Widodo, 2005).

It is also important to know the percentage of improvement of both experiment and control class to answer the first research question. The question is about how significant is the use TPRS method in teaching young learners to improve their English vocabulary. Related to *Normalized Gain*, it is found out that the improvement in experiment class is 71%, and it is categorized high improvement. Meanwhile the control class is 46%, and it is categorized medium improvement. The improvement of experiment class is higher than the control class  $71\% > 46\%$ . This result is the answer of the research question. The score states that the use of TPRS in teaching vocabulary to young learners is highly effective. Therefore, it can be concluded that the improvement of students' English vocabulary by using *Total Physical Response Storytelling* is very significant. According to the

research, TPRS can be a appropriate choice in teaching English to young learners, especially in teaching vocabulary.

### Students Responses to the Use of the TPR-S Method

Table 4. The Result of Questionnaire

STATEMENTS	SCORE	SCORE INTERPRETATION
1	77	96.25 % (Strong)
2	68	85 % (Strong)
3	62	77.5 % (Enough)
4	70	87.5 % (Strong)
5	70	87.5 % (Strong)
6	66	82.5 % (Strong)
7	54	67.5 % (Enough)
8	71	88.75 % (Strong)
9	65	81.25 % (Strong)
10	56	70 % (Enough)
11	68	85 % (Strong)
12	66	82.5 % (Strong)
AVERAGE		83 % (Strong)

There are twelve statements according the table 4. Each statement has each score interpretation. From the table above, it can be seen that there are nine statements that categorized as strong, meanwhile there is only three statements that categorized strong enough. The tendency of the response to the questionnaire can be gained by taking a look at the average score of the twelve items. The average score is 83%, and it is categorized as strong.

In connection with the students' response toward TPRS method, questionnaires that consist of twelve statement items were administered to the students in experiment class. Based on the result of questionnaire above, the students responded positively toward the use of TPRS in their class. 83% is the average of the score interpretation. This average is a tendency of the students' response toward TPRS as a whole that gained from the twelve statements in questionnaire.

TPRS provide non-threatening language teaching for children, so that it facilitates enjoyable teaching and learning activities (Wherstler, 2002). It is inline with the score interpretation of the first statement. The result was that most of the student said that they felt enjoyable learning English by using TPRS method, by the score was 96,25% and it was categorizad strong. Small observation was conducted to support the questionnaire. The first day of treatment, the students were really happy. They were enthusiastic in participating in the class. They dared to answer the questions from the teacher. It was in connection with the result of questionnaire. 81,25% of students dared to answer the question from the teacher. They were also very enthusiastic in participating the games that organized by the teacher. 87,5% students said that they really enjoyed the class.

The important thing was that the students felt enjoyable in doing physical activity. They were happy doing funny movements with their teacher. 87,5% of students said that they enjoyed TPRS method. Moreover, the students said that they felt easy answering the questions given by the teacher. It is indicated by 85% score of interpretation. Regarding the use of storytelling in this method, the students were really interested in the result of the questionnaire showed the score of interpretation in strong level, 82,5%. The students were so excited about having storytelling activity since stories developed young learners' imagination and let them be active in the learning process (Onu, 2013). In addition, after having the treatment, the students were encouraged to study English outside of class such as from the internet, English book and etc, by the score of interpretation is 82,5%.



Based on the information above. It can be concluded that the students responded very well to the use of the TPRS method in learning vocabulary. The method gave a good learning experience to the student and helped them to improve their process and result of study. TPRS is non-threatening language teaching (Wherstler, 2002) and a stress-free teaching style that is suitable for children's environment and characteristics (Wolfe & Jones 1982 cited in Kariuki and Bush (2008), so that no doubt that it can be a successful method in teaching English vocabulary to young learners. The result of this investigation is in line with the previous research conducted by Kariuki and Bush (2008), Gantika (2013), and Bulan and Kosapoglu (2021) which concluded that TPRS is a very effective method in teaching vocabulary.

## CONCLUSION

It is important for the English teacher to provide the proper method of teaching vocabulary to the student. The finding stated that Total Physical Response Storytelling Method was effective in teaching vocabulary to young learners. It can be seen from the result of hypotheses test and findings which identify significant differences between the scores of the experiment class compared to the control class. Hence, it can be concluded that student's vocabulary mastery (English Job and Profession vocabularies) was significantly increased after TPRS method was applied. The students' response of teaching English vocabulary using Total Physical Response Storytelling (TPRS) method was positively strong. The students enjoyed the process of the teaching-learning activity. This is reflected in the results of the questionnaire given to the students. In addition, the students showed active and enthusiastic during the implementation of the Total Physical Response Storytelling (TPRS) method. The method stimulated students' interaction among them in active-communicative learning circumstances. Currently, English at the elementary school level is an elective subject. However, according to *Permendikbudristek No 12 Tahun 2024 tentang Kurikulum Jenjang PAUD, Pendidikan Dasar, dan Pendidikan Menengah*, in academic year 2027/2028 English is projected to be a compulsory subject. Given that vocabulary is the first step in English teaching at a lower level, the use of Total Physical Response Storytelling (TPRS) can be a proper choice in teaching vocabulary.

## REFERENCES

- Abrahamson, C. (1998). Story-telling as a pedagogical tool in higher education. *Education*, 118(3), 440–452.
- Akerele, J. A., & Afolabi, A. F. (2012). Effect of video on the teaching of library studies among undergraduates in Adeyemi College of Education, Ondo. *Library philosophy and practice*, 1522-0222.
- Bulan, N., & Kasapoglu, K. (2021). An investigation of the effect of TPRS on vocabulary acquisition among third graders. *Journal of Language and Linguistic Studies*, 17(S1), 645-662.
- Brown, H.D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs, New Jersey: Practice Hall Regents.
- Brown, H. .D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd edn. Longman
- Brune, M. K. (2004). *Total physical response storytelling: An analysis and application* (Doctoral dissertation, University of Oregon).

- Cameron, L. (2001) *Teaching Language to Young Learner*. Cambridge, United Kingdom: Cambridge University Press
- Carter, R. (1998). *Vocabulary: Applied Linguistic Perspectives*. Routledge.
- Castro, R. (2010). A pilot study comparing Total Physical Response Storytelling™ with the Grammar-Translation Teaching Strategy to determine their effectiveness in vocabulary acquisition among English as a second language adult learners.
- Champion, T. (2003). *Understanding Storytelling Among African American Children: A Journey From Africa To America*. Mahwah, NJ: Lawrence Erlbaum.
- Cronbach, L. J. (1942). An analysis of techniques for diagnostic vocabulary testing. *Journal of Educational Measurement*, 20, 133-147.
- Crosse, K. (2007). *Introducing English as an Additional Language to Young Children*. London: Paul Chapman Publishing.
- Lokakarya, D. D. A. S. D., & Damayanti, I. L. Menumbuhkan Minat Belajar Bahasa Inggris Pada Anak Usia Dini Melalui Storytelling.
- Davidheiser, J. C. (2006). TPR Storytelling with high school and college students: Our personal experience. Retrieved from [www.tpr-world.com](http://www.tpr-world.com)
- Fakunle, I. Enhancing the Teaching and Learning of Mathematics through Effective Utilization of Instructional Materials, *Journal of Teacher Education* 2008; 9(1): 102-111.
- Gantika, G. (2013). *The Implementation Of Total Physical Response Storytelling (Tprs) Method In Teaching Vocabulary To Young Learners: A Descriptive Qualitative Study of Teacher's Techniques and Students' Responses in one Elementary School in Cianjur* (Universitas Pendidikan Indonesia).
- Handayani, U. T. (2012). Teaching English vocabulary using direct method to Kindergarten students at Kuntum Cemerlang school Bandung. *Pendidikan Bahasa*, 1(2), 1-5.
- Harmer, J. (2001). *The Practice English Language Teaching, Third Edition*, London: Longman.
- Ilwana, N. (2010). *The Effectiveness Of Total Physical Response (Tpr) To Enhance Students' vocabulary Mastery (An Experimental Study At The Seventh Grade Of Smp N 3 Ajibarang) In Academic Year 2009/2010* (Universitas Sebelas Maret).
- James, J. A. (2001). *Learning Another Language Through Actions*. Los Gatos: Shy Oaks Productions, Inc.
- Kariuki, P. N., & Bush, E. D. (2008). The Effects of Total Physical Response by Storytelling and the Traditional Teaching Styles of a Foreign Language in a Selected High School. *Online Submission*.
- Malkina, N. (1995). Storytelling in Early Language Teaching. *English Teaching Forum*, 33(1), 38-39

- Mello, R. (2001). *The Power of Storytelling: How Oral Narrative Influences Children's Relationships in Classrooms*.
- Moon, J. (2005). *Children learning English: A guidebook for English language teachers*.
- Onu, N. (2013). Teaching english to young learners through storytelling. *Linguaculture*, 4(2), 133-143.
- Pinter, A. (2006). *Teaching Young Language Learners*. Oxford University Press.
- Rahman, M. (2008). Humanistic Approaches to Language Teaching: from Theory to Practice. *Stamford Journal of English*, 4, 77-110.
- Republik Indonesia. 2024. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 12 Tahun 2024 Tentang Kurikulum pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah. Jakarta: Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Sariyati, I. (2013). The effectiveness of TPR (Total Physical Response) method in English vocabulary mastery of elementary school children. *PAROLE: Journal of Linguistics and Education*, 3(1 April), 50-64.
- Sugiyono, P. D. (2012). *Metode Penelitian Kuantitatif Kualitatif dan R&D, Cet. Ke-12*. Bandung: Alfabeta.
- Sugiyono, S. (2013). *Statistika untuk penelitian*. Bandung: CV. Alfabeta.
- Sugiyono, S. (2015). *Metode Penelitian Pendidikan*. Bandung: CV. Alfabeta.
- Scott, W. A, and Ytreberg, L.H. (2000). *Teaching English to Children*. USA: Longman Inc.
- Valenzuela, J. S. D. (1999). *Food for Thought: The Important of Story*. Retrieved from <http://www.unm.edu/devalenz/handouts/story.html>
- Widodo, H. P. (2005). Teaching children using a total physical response (TPR) method: Rethinking. *Bahasa dan seni*, 33(2), 235-248.
- Wilkins, D. A. (1972). *Linguistics in language teaching* (Vol. 111). London: Edward Arnold.
- Wherstler, M. J. (2002). *Total Physical Response Storytelling: A Study in Acively Engaging the Modalities*. Central Connecticut State University, Connecticut.
- Mann, D. L. (2010). *Vision and expertise for interceptive actions in sport* (Doctoral dissertation, The University of New South Wales, Sydney, Australia). Retrieved from <http://handle.unsw.edu.au/1959.4/44704>